CHAPTER VI

To assess the five items given above for identification of nouns, verbs, and words, the subject O.0.7 structure was too complicated and too artificiallyoby. This shows the zero articles in noun-clone situations and illustrates a single, zero, in a subject

vowel replaced by the pronouns at the article zero. Structure

in this respect in mind.
CONCLUSION

A. SUMMARY OF FINDINGS

(1) Relative Difficulty of Different areas in the Language: Diagnostic Test Results

(1) Among the five items given under the Identification of subject, object and verb, the simple S.O.V. structure alone is comparatively easy. But when the next difficulty is introduced - even the addition of a single ko - there is a sudden drop in the difficulty index. This shows that most pupils have not reached beyond the standard of the simple S.O.V. structure in achievement in Hindi.

(2) Among the four items given under Word Order, only the transformation from Noun Object, Noun Subject, Verb to Noun Subject, Noun Object Verb alone was simple for pupils. When minor additions like complementary particle, relative particle, phrases, indirect objects etc. are introduced the difficulty indices register a sudden drop. Thus it appears that even in word order pupils have not gone beyond the basic stage. This may be due to lack of drilling. Teachers seem to think that demonstration lessons can be given only for the beginning structures. It also seems that most teachers do not recognize that it will be easier to demonstrate the structures as they go higher up in difficulty than to adopt laborious exercises in translation. If the method of teaching the different struc-
tures can be improved, much of the difficulties can be overcome.

(3) As regards use in sentences all the items are very difficult. When there is only one rule to be remembered in using the phrases, the difficulty index is slightly higher than in the other cases. But when one more rule has to be remembered the D.I. goes down.

(4) In conjunctions, all the items except the copulative aux between nouns are very difficult. Though the copulative aux between nouns is comparatively easy, when the same copulative has to be used between verbs the D.I. goes down. Thus we are led to the conclusion that even conjunctions is difficult for pupils.

(5) Post-positions (Recognition) is one of the easy areas. In this pupils have performed relatively well. The use of the possessive (for material) kaa is the most difficult item. This needs more practice.

(6) Unlike Post-positions (Recognition), Post-positions (Recall) is a difficult area. This may be because in this item comprehension of word meanings and understanding of relation between them are necessary. Among the 27 items in this group all are difficult excepting the Possessive (special) kaa (das varsh kaa which means 'often years') (The aa ending in the
following word ladkaa might have been a clue).

(7) Sandhi is not a very difficult area for pupils. Swar sandhis, in general, do not present difficulties for pupils. But Vyanjan sandhis and Visarg sandhis are difficult. The difficulty in this area can be attributed to the fact that most teachers do not teach the sandhis of even commonly used words.

(8) Plurals is not a difficult area. But certain conversions (such as bahuu — bahueM) is difficult for pupils. Such difficulties can be easily overcome by teaching the rule through many examples and by use in situations.

(9) Gender is not a difficult area, excepting the conversions of nar kauvaa — maadaa kauvaa and haathii — hathinii.

(10) Interrogatives is one of the relatively easy areas for pupils, though the indefinite interrogative adjective koyii and the interrogative adverb of manner kaise do present difficulties for pupils. Though the scores in interrogatives are higher than in many other areas, the scores should be considered low in relation to their crucial importance for a person going to Hindi-speaking areas. Nearly half of the pupils have not advanced beyond the 'kyaa stage'. Lack of proper drilling in situations might be the reason for this.
(11) Possessives and Declensions in Pronouns comes somewhat about middle in the order of difficulty. In this, conversion without or with very slight modification of the root, is comparatively easy. But there is a sudden drop when conversions from oblique roots are tested.

(12) Pronouns is one of the easiest areas for pupils.
But the compound pronoun jo koii, the reflexive pronoun apnaa, the relative pronoun jo and the indicative (plural) ye present some difficulties.

(13) Abstract nouns is a very difficult area. All the items except gariib — gariibii are very difficult. We have to presume that rules do not help much in forming abstract nouns (e.g., gariib — gariibii (D.I. = 0.53) and duur — duurii (D.I. = 0.22)).

(14) Adjectives is also a difficult area for pupils, though declining the given adjective to agree with given noun is relatively easy for pupils.

(15) Adverbs also presents some difficulties for pupils. Lack of meaningful drill might be the reason for this.

(16) Numerals, in general, is not a very difficult area. But fractions, and whole numbers having some peculiarities are very difficult. Even the scores of numerals, though higher than those in many other areas, should be considered
low in relation to their crucial importance. The practice of reading the Hindi numerals alone in English even in the Hindi class and the wide divergence of Hindi numerals seem to be contributory causes.

(17) Voice is the most difficult area for pupils. The D.I.s of all the sub-items are invariably low. Pupils do not enter into the world of passive voice at all as is seen from the fact that a large number fail even in the most elementary component of skills required for voice conversion.

(18) Causals is also a very difficult area. The first causals are invariably more difficult than the second causals.

(19) Imperatives is one among the easy areas. But monosyllabic imperatives like do and lo are difficult for pupils.

(20 & 21) Auxiliaries and Habituals are very difficult areas. There is not much difference between the D.I.s. of the sub-items.

(22) In Tenses all the items, excepting the present continuous Tense and the Future simple tense, are invariably very difficult.

(23) Grammatical Terms (Tenses) comes somewhat about middle in the order of difficulty indicating that the level of learning of formal grammar is quite satisfactory. The difficulty indices in the sub-items, except in the Present Simple Tense, are not very low and not very high and are somewhat
uniform. The Present Simple Tense is easier than the other items.

(24) Meanings generally is not a difficult area. But words which are similar to certain commonly used Malayalam words but with difference in meaning yield difficulty to pupils.

(25) Opposites is a very easy area for pupils. But certain items even in this area are moderately difficult.

(26) Translation of passages from Hindi to Malayalam is a very difficult area. The major difficulties occur in the translation of certain structures and structural words, and also certain non-structural words.

(27) Comprehension is one among the relatively easy areas for pupils. All the sub-items in this test are moderately difficult except the one covering a well-known idea already learnt and explicitly given in the present text.

(2) Results of Analytical Treatment of Certain Areas in the Diagnostic Test

(a) Translation (for Comprehension)

The mistakes of pupils in translation are many and various. However they have been classified into two broad categories: (1) Words and Phrases. This includes Sanskrit
words, Urdu words and phrases. A total of 423 mistakes have occurred in words and phrases used by 100 pupils. (ii) **Structures and Structural words:** In all 228 mistakes of this category have occurred.

(b) **Voice**

It seems that pupils do not enter the world of passive voice at all as seen from the fact that many have failed even in the most elementary ones among the hierarchy of skills involved. The major mistakes of pupils in Passive Voice are (i) not identifying the verb and not changing it into simple past tense (ii) not changing the new verb (in the past tense) according to the number and gender of the new subject and (3) not changing the helping verb jaa according to the tense of the original verb and according to the number and gender of the new subject.

The total number of mistakes committed by 100 pupils in Voice is 1323.

(3) **Results of Analysis of Errors in Spelling**

The major mistakes of 100 pupils in spelling are (1) Substitution (Number of mistakes 1093) (2) Addition (110) (3) Omission (291) (4) Disjunction (369) (5) Mistakes due to the influence of mother tongue (89) (6) Reversals (83) and (7) Product errors.
The mistakes under substitution are of the following categories: (a) substitution of a vowel by another vowel (267) (b) substitution of consonants which implies in writing (i) substitution of a letter by a letter of the same varga (408) and (ii) substitutions between vargas (418). The substitution of consonants is more frequent than that of vowels. Among the substitutions of consonants itself, substitution between vargas tends to occur more frequently than substitution within the same vargas. However one would expect pupils of Kerala to make less mistakes in the substitution of a letter by a letter of the same varga since in Malayalam all the varieties of consonants found in Hindi are present. But a considerable number of pupils have committed this mistake. We should look whether the consonants in Malayalam itself have been mistaught in the primary schools, leading to transference to Hindi.

The errors within the same varga are in the direction of minimum energy, i.e., the substitution of the aspirated consonants by the corresponding unaspirated consonants (309) is significantly more numerous than the reverse substitution (99).

Under omissions, the following types of mistakes occur: (a) whole letters in the middle (Number of mistakes 12) (b) consonants at the end (21) (c) first letter in a conjunct (63) (d) second letter or part of second letter in a conjunct (96) and (e) omission of anuswaras (99). Mistakes under disjunction of letters can be classified into (a) splitting con-
juncts (88) and (b) separating parts of letters (281).

Under product errors the following types occur: (a) leaving out the stem (vertical line) part of letters (150) (b) not joining the stem part to the curved part (157) (c) joining the stem part with the other part unnecessarily (55) (d) elongating the stem part (18) (e) miswriting the curved part (23) (f) shortening the curved part (59) (g) joining the curved part to the stem part wrongly (104) (h) whole letter itself written wrongly (50) (i) upward strokes wrongly written (63) (j) upward strokes unnecessarily added (17) (k) rotation of letters (57) (l) mirror images (21) (m) conjuncts mis-written (76).

It was found from observation that most pupils do not know correctly the process of writing letters.

(4) Personal Factors and Home Conditions

Nearly three-fourths of pupils get only two meals or less a day. Girls suffer from inadequacy of food to a significantly larger, extent than boys. Pupils getting enough food were found superior to pupils not getting enough food.

59.7% of our school children suffer from one disease or other, the major diseases being headache, tonsillites, dental diseases, polio, poor eye-sight and hearing deficiency. The mean score of pupils who do not have any of the above diseases was significantly higher than that of those who suffer from any of these diseases.
About one-fifth of the pupils do not have facilities like table, chair and bench and more than three-fifths do not have electric lights in their houses. Pupils who have electric lights are significantly superior to pupils who do not have this facility. Absence of furniture facilities also operates as a condition of backwardness in Hindi if the one-tailed test is applied.

There is no significant sex difference in having separate study rooms and also in having disturbances in the place of studying.

54.4% of pupils earn by working. This tendency is seen more in boys than in girls. Pupils who don't work are significantly superior to pupils who have to. Girls tend to help their parents in household work significantly more than boys. But boys tend to give more help than girls in the duties connected with the occupation of parents.

30.8% of pupils say that there are frequent quarrels at home. No significant sex difference is found in this aspect.

26.9% of pupils say that they day dream. Here also there is no significant sex difference.

Only 9.3% of pupils have their relatives in military service. These pupils were found to be superior to those who don't have such relatives.
Boys significantly exceed girls in listening to Hindi songs.

20.5% of pupils have tuition for Hindi and 39.1% of pupils go to special classes for Hindi. There are no significant sex differences in these aspects. Pupils who have tuition for Hindi and pupils who attend special classes for Hindi are significantly superior to those who do not have these facilities.

There is no significant regional difference in the mean scores.

Girls are significantly superior to boys in scores in Hindi.

No significant difference is noticed between pupils from private schools and those from government schools. Among private schools, pupils from the convent school studied were significantly superior to and quantitatively much higher than the pupils from the other private schools. The pupils from the other mission schools were significantly superior to those from the private schools run by non-missionary agencies. The trends indicated closely agrees with the result pattern in the S.S.L.C. examination and various other pronouncements and judgments expressed in public about these institutions.

(5) Administrative Conditions

A vast majority of teachers are of opinion that the
periods allotted for Hindi are not sufficient. All of these teachers say that there should be at least four periods in a week for teaching Hindi. The majority of pupils are of opinion that the periods are not sufficient.

According to the majority of pupils all the periods allotted for Hindi are used for the teaching of Hindi.

The work-load of Hindi teachers in terms of mere teaching hours does not appear to be high (Mode 24 periods). However, if the time taken to correct the transcription and composition exercises is taken into account, the work load may be high.

Most of the teachers prepare weekly lesson plans. But all these teachers do not relate their lesson plans to teaching.

(6) Attitudinal Factors

Almost all the pupils say that they like learning Hindi. However when specific reasons why they do not like learning Hindi were presented 16% gave one or more reasons. The major reasons are that the society does not respect the Hindi teacher and that Hindi is not given importance while allotting periods. Some pupils say that they do not like the Hindi teacher's method of teaching.
According to teachers, the major reason why pupils do not like learning Hindi is that Hindi is not given importance while allotting periods. The other important reasons are the opinion of politicians and parental ignorance.

Almost all the teachers are of opinion that their pupils are not aware of the benefits of learning Hindi. Among the benefits which the pupils are aware of, the foremost one is the ability to exchange ideas in every corner of the country.

According to pupils only very few parents discourage learning Hindi and the foremost reason for this is that the importance of English will go down. The group which is subjected to this discouragement was significantly inferior to the non-discouraged group.

Among teachers 70 are of opinion that parents discourage pupils in learning Hindi whereas the others say that they don’t. The foremost reason for parental discouragement in the opinion of teachers, is that learning Hindi will hinder the growth of Malayalam. Another reason is that the importance of English will go down.

(7) Books and Appliances

Teachers have given somewhat high ratings for the different characteristics in the present Hindi text-books.
These ratings appear to be overestimates of the truth. Direct inspection of the text-books and comparison with foreign books, and with those of National Council of Educational Research and Training and neighbouring states, show that the Kerala Hindi Readers leave much to be desired in terms of quality of paper, print, get-up, illustration and selection and arrangement of matter.

A considerable number of teachers say that letters in the non-detailed texts are sufficiently big whereas the others answer in the negative. But inspection shows that the letters in the non-detailed texts are of the same type as in the detailed text-books. The majority of teachers remark that words and usages in the non-detailed texts have not been learnt in the previous classes. Again, the majority of the teachers state that the standard of the non-detailed books is not suitable to the classes, that printing is not clear and that interesting lessons are lacking.

Among the different aids and appliances, maps, library books, blackboard and different kinds of pictures are the only ones reported to be present in their schools by a considerable number of teachers. Even these aids are not being made use of by all the teachers. Film-strips, tape-recorder and film projector are present in very few schools.
(8) **Evaluation**

A vast majority of teachers say that the new evaluation approach is not suitable for languages. Most of the teachers state that pupils do not learn to express themselves as a result of this new approach. It appears that the hierarchy of the cognitive dimensions suitable for the sciences is attempted in languages without the necessary modifications by many.

Though the vast majority of teachers claim that they diagnostically analyze the mistakes of pupils and suggest remedial measures also, observation shows that such procedures are not adopted by teachers in general.

73.4% of teachers say that they keep charts, records etc. of the progress of pupils. Among them 10% say that they use them to encourage those who progress, while 7.9% show them to parents. 4.8% report that they discuss them in the class.

(9) **Methodological Factors – General**

Different ways of giving extra time to backward pupils are adopted only by about 10 per cent of teachers. Hence backward pupils generally continue to remain backward.

Language games are conducted in the classes by only 13.1% of Government and 26.6% of Private school teachers. Private school teachers tend to use language games and dramatization to a significantly larger extent than Government school teachers. But no
significant difference is found in the aspect of presenting lessons as conversations. Lack of interesting methods like language games naturally has contributed to backwardness in Hindi.

As regards the classroom climate in which pupils' mistakes are received, almost all the teachers report that pupils laugh at the mistakes of others. To prevent this, some teachers advise pupils and some make the laughing person answer the question. A majority of pupils have stated that they do not answer the questions of the Hindi teacher boldly fearing teacher's punishment.

These aspects were studied specifically because the social climate in which the backward pupils make fumbling attempts at answering questions, is a powerful factor in deciding whether he would boldly express himself and have his mistakes corrected in an atmosphere of social acceptance or go into his shell with his mistakes unrevealed and uncorrected.

Though the majority of teachers report that they give home assignments, the only home assignment they give is writing answers to given questions. This appears to be a mechanical process which does not help to develop insights.

83.9% of teachers give impositions. The impositions given include poems, question-answers and wrongly spelt words in dictation.
93.9% of teachers encourage learning by heart. The main types of portions given for memorization are parts of lessons from textbooks, question-answers etc. This method of teaching promotes a mechanical way of learning.

About half the teachers have explicitly stated that they do not revise lessons already taught.

The practice of teaching grammar by correlating it with the lessons is followed to a larger extent than teaching formal grammar, and the inductive method is used more than twice in extent of the deductive method. This shows that teachers have already a correct theoretical perspective about the teaching of grammar. In the opinion of both teachers and pupils the most difficult area in Hindi Grammar is the usage of 'ne' in past tense. According to teachers the least difficult area is numerals and according to pupils it is gender.

(10) Methodological factors in relation to the basic skills of language

Among the four-fold skills in learning a language, teachers give more importance to listening than to speaking and reading. Writing comes last. In evaluating the four-fold skills in the class, understanding spoken Hindi is given more importance than speaking Hindi and understanding written Hindi is given more importance than writing Hindi.
(1) **Listening**

Different ways for training in listening comprehension are adopted by low percentages of teachers. 26.2% of teachers speak Hindi, 6.2% make pupils listen to radio programmes, 3.9% tell stories and 3.9% 'speak clearly'.

Speaking, reading and writing are not given equal importance as listening. Hence pupils do not develop ability in the oral and written expressions in the language. More importance should be given to speaking since the primary use of the language is for intercommunications.

Malayalam is spoken in the Hindi class 'very much' by 50.7%, 'a little' by 42.7% and 'not at all' by 6.6% of teachers. The main purposes for which Malayalam is used in the class are to speak matters not related to the lesson and to scold children. Giving instructions and translating each sentence are other purposes. For the purpose for which it may justifiably be used, namely, for comparison of the grammatical structures in Hindi and Malayalam, it is used only very rarely. Thus it is seen that much of the time which could be used for the pupils' listening to Hindi is taken away.

The majority of teachers expect that pupils should understand all the words they speak. This attitude presumably has an effect on the practice of teachers using Malayalam freely in the class.
Among the mistakes in comprehending spoken Hindi, according to pupils, the most important is that pupils cannot comprehend if Hindi is spoken speedily (48.6%). 45.3% say that they misunderstand words common to Hindi and Malayalam and 30.9% say that they cannot understand if spoken with a typically Hindi accent. In misunderstanding words common to Hindi and Malayalam boys significantly exceed girls.

According to the majority of teachers also pupils do not comprehend Hindi if spoken speedily.

In order to make pupils understand, the method of speaking word by word is adopted, always by 35.3%, often by 23.1%, sometimes by 4.8% and never by 0.4% of teachers.

(2) Speaking

Very little time is given in the Hindi class for each pupil to speak Hindi. The time given for all the pupils in a class altogether ranges from 5 minutes to 15 minutes. 68.1% of pupils have said that they do not succeed in speaking Hindi. The reason may be attributed to the fact that they don’t get enough practice in speaking Hindi. Boys significantly excel girls in trying to speak Hindi and also in succeeding (at least in their self-estimates) in speaking Hindi. Since in the actual test score girls are significantly superior to boys, this indicates that use of non-oral methods would help boys (who seem to prefer the method and who are not afraid to
commit mistakes at learning through trial and error) to improve themselves. The reason for not succeeding in speaking Hindi are: (i) inability to get proper words (34.6%), (ii) occurrence of grammatical mistakes (30.3%), (iii) usage of Malayalam words (24.3%) and (iv) friends tease (14.5%).

Only 9.9% of pupils think that they have the ability to speak Hindi fluently. Among the reasons for thinking that they do not have the ability to speak Hindi fluently, high ratings have been given to the following aspects: (i) loud reading has no place in the examination system (ii) all the previous lessons are not taught in the previous classes.

In the estimate of teachers the mistakes in grammar is the most important one among the mistakes of pupils in spoken Hindi. The other mistakes are Malayalamized pronunciation, inability to get proper words, using Malayalam usages and inability to speak Hindi.

(3) Reading

Teachers give more importance to showing the written form before making pupils hear words. According to the principles of teaching language, pupils should hear the word before they see the written form. The violation of this principle by teachers also contributes to backwardness in learning Hindi.

In the beginning classes, recognizing each letter and
reading is encouraged by the majority of teachers. Here also teachers adopt a wrong approach because in teaching reading, pupils should be taught to perceive the whole word and then only their attention should be drawn to the details. Reading after understanding and recognizing sentence by sentence and reading are also given importance.

Teachers mostly begin lessons by reading the textbook. The method of beginning the lesson with oral work is also followed, though by a smaller number.

In reading, teachers mostly stress the aspect of pronouncing each letter clearly. More attention is given for the speed in reading than for the proper flow typical for Hindi.

In loud reading, according to teachers, reading with pauses is the most important mistake. Reading without comprehending, stopping at wrong places, reading with Malayalam accent, reading very speedily and reading with Malayalam pronunciation are also common mistakes.

According to teachers, moving the lips is the major defect in silent reading. Other defects are vocalization, moving the head instead of moving the eyes, re-reading portions already read, looking out through the window, turning the pages many times etc.

The majority of teachers do not give pupils separate training to distinguish between letters having similar shapes.
As a result of this, pupils make a lot of mistakes in reading as well as spelling.

According to pupils' self-estimates 49.8% write the Hindi words in the text-books in Malayalam script to facilitate reading. This naturally would delay the transition to reading directly from the Devanagari script. Boys adopt this undesirable method of learning to a significantly larger extent than girls.

Group reading continues to be given even in the upper classes by a considerable percentage of teachers.

A somewhat high percentage of teachers say that they select and give books for pupils to read. But observation shows that such activities of teachers are rare as a result of which pupils do not get the incentive to read extra books.

Non-detailed books which are mainly meant for silent reading are not taught through silent reading by the majority of teachers. Some teachers teach the non-detailed text just as they teach the detailed text.

(4) **Writing**

Although a somewhat high percentage of teachers have stated that they adopt the different methods to improve handwriting, observation suggests that teachers' ratings are over-estimates of their activities.
B. RECOMMENDATIONS

The methods of teaching Hindi adopted by teachers need a thorough review. It is seen that in the teaching of almost all the major aspects of the language the approaches of the teachers are either wrong or insufficient. Educators have to spend a portion of their time to find out why particular methods of teaching language do not work with certain pupils, and adopt suitable methods.

Teachers need re-orientation training in the methods of teaching. Conferences, seminars, workshops etc. also should be organized so that people coming from different situations can exchange experiences on problems which are of vital concern to all of them. They can discuss their common problem and learn a great deal from one another.

An attitude of experiment is necessary for Hindi teachers. They should not give themselves up to rigid and stereotyped methods of teaching. Situations today are changing rapidly and they are very different from those existing a few years ago. Under such changed and changing situations, a rigid adherence to a set procedure would bring only frustration, failure and disappointment. The teachers of Hindi should always keep in mind this phenomenon of change and adopt an experimental attitude to make their practices suited to the challenging demands of the new situations.
To command the respect of students and to make teaching effective and good, a teacher should always go prepared to the classroom. Activities for each day should be pre-planned and well-organized.

Respect for students personality implies avoidance of all those ways that are likely to hurt one's feelings. Sarcasm is one of the severe weapons that can antagonize any person or a group of persons any moment. It should never be resorted to or encouraged in the class. Corporal punishment hurts one's body as well as one's feelings and should be avoided.

Adequate scope should be provided for oral work, especially in the upper primary stage. Oral work should have a definite place in evaluation. Children have to be equipped with the ability to converse correctly and effectively and this can be achieved through oral work only.

At least four periods per week should be allotted for Hindi in the secondary school stage. Text books should be so constructed that the new vocabulary of each year occur frequently in the lessons. New words in lessons should be given either at the beginning of the lesson or at the end of the lesson in relatively big letters. This has been achieved in the English text-books of the state to a certain extent. But no attempt has been made to improve the Hindi text-books.
The present Hindi text-books need improvement in paper, print, get-up, illustration and selection and arrangement of matter. Teachers often find themselves in helpless situations for the Hindi text-books are inadequate by all means.

The administrators have so far given little consideration to this aspect.

A good inspection wing can contribute much to the promotion of teaching. It seems that this fact has not been given any consideration in the Hindi education programme of the state. Inspection work in the field of Hindi in Kerala state is definitely not adequate. In the past there was one special officer in the whole state to inspect all the schools. At present there is no officer for Hindi either in the State Department of Education or in the State Institute of Education. This does not mean that inspection work is not done in our schools. The District Educational Officers who are the inspecting officers mostly lack the knowledge of Hindi language. This lack of knowledge of the language makes it impossible for them to discover and rectify defects in the methods or organization of teaching Hindi. Some District Educational Officers take with them senior headmasters who know Hindi in varying degrees. It must be remembered that inspection by such headmasters who have not studied the methods of teaching Hindi and who have not analyzed the language properly in a teaching point of view, cannot be of much help in the field of Hindi instruction. The provision
of duly qualified Hindi Inspecting Officers alone is the solution for this problem. Hence an efficient inspection wing for Hindi should be immediately organized. The administrative authorities should take urgent steps to appoint Hindi inspecting officers, one in each educational district.

The training period of Hindi teachers should be made two years (at present it is an eight month affair) if adequate training is to be given.

Teachers should have an idea of the errors that pupils generally commit and the causes for them. Such a knowledge would help the teachers to adopt proper remedial measures to eradicate the errors of pupils.

A school Health Wing should be immediately organized which should locate specific physical difficulties of pupils and treat them. Many of the errors that pupils commit are due to visual or auditory defects. Pupils who suffer from such defects must be located and they should be given seats in the front side of the class. Therapeutic measures also should be adopted for such children by the school Health Wing of Public Health Department.

There should be pupil guidance clinics in each sub-districts which would diagnose the specific language disorders of children and treat and eradicate them.
It is evident from the study that teachers do not adopt methods to promote the backward children in their classes. Teaching is adjusted for the standard of the average pupil. This is a major defect in teaching which can be overcome if a Remedial Teaching Programme is organized. Teachers who have special aptitude should be given instruction in remedial education and training in remedial programmes. There should be at least one such trained teacher in each school in the hands of whom our backward children can be safely entrusted.

To remedy errors in spelling, reading etc. incidental correction of mistakes would be the best method for an average learner. This requires no extra period.

Spelling of difficult words should be written on the blackboard. Flash cards should be written and hung in the class for two or three days until the pupils have had time for unconscious assimilation. Whichever new word is taught should be taught clearly and no chance should be given for doubts. If necessary, words having similarity in form should be compared and differences taught.

Spelling errors can also be due to wrong pronunciation or wrong articulation due to speech defects. Wrong pronunciations should be corrected then and there. The teachers themselves can do this. But chances are there that the teachers' pronunciation itself may be wrong. Hence tape-recordings of good pronunciation should be taken and reproduced
before pupils to make them hear correct pronunciation of words. Each school cannot do this. The Hindi officer of each district will have to organize such programmes with the help of the Department and Hindi teachers.

Speech training should be given to those who mispronounce the word. Those pupils who make wrong articulation should be subjected to speech therapy.

C. SUGGESTIONS FOR FURTHER RESEARCH

The reading needs of pupils should be determined for implementation of developmental, corrective and remedial instruction.

A study should be conducted to find out the discrepancy between reading achievement and expectation.

Standardized reading tests like the Iowa Silent Reading Test should be constructed.

Poor readers should be identified by observation and by using interest inventories, graded sets of books, standardized reading tests etc. Reading practices of students should be surveyed.

Reading improvement programmes should be experimented upon and the long and short-term reading growth of students should be compared.
The effects of an intensive vocabulary training programme on the reading ability of pupils should be studied.

Factors affecting the teaching of listening, such as the effects of teaching practices, age, seating, interest, position in and size of the family, personality factors, seeing Hindi films, listening to radio programmes in Hindi etc., should be explored. Listening comprehension tests should be constructed.

The effects of instruction on discriminating or critical listening should be investigated.

The relationship between rate of presentation and listening comprehension should be studied.

The relationship between listening and reading should be studied.

The teaching of written composition is an area to be studied. The extent to which frequency of writing and intensity of teacher evaluation affect performance in written composition has to be investigated.

Composition scales like the Hillegas and the Hudelson scales are to be constructed.

Analytical diagnostic tests like the Iowa Elementary Language Tests should be constructed and administered to pupils so that separate measures of specific language abilities are possible.

Correlation between a knowledge of formal grammar and correct use of language has to be studied.
To measure the quality of handwriting of pupils, handwriting scales are to be constructed. A general measure of accuracy of spelling can be secured by finding the coefficient of mis-spelling. The relationship between copying and spelling achievement has to be determined.

The errors in the formation of letters by pupils have to be investigated.

The methods of teaching spelling are to be analyzed. Tests of general spelling ability like the Stanford Coordinated Scales and Iowa Every Pupil Tests should be constructed.

Diagnostic spelling tests should be prepared and administered to reveal the extent, nature and mastery of underlying knowledges and skills comprising spelling.

The effect of reading on spelling should be studied. The effectiveness of study habits should be measured using well-constructed tests like the Courtis Learning Test in spelling.

The most frequent errors of pronunciation are to be detected for remedial purposes.

Errors in the various aspects of grammar are to be located using well-prepared analytical tests, by analyzing all types of oral and written expressions of pupils. Grammatical errors in oral speech are to be studied using check-lists in which frequent types of errors are presented like the Minneapolis Check-list.
Rhetorical factors should be diagnosed by making an analysis of various types of faults or errors in sentence structure.

Diagnosis of severe language problems like speech defect should be done on an individual basis. Case study procedures are to be used for this.

Remedial Practice Materials in all aspects of the language are to be constructed.

Instructional practices whose validity for remedial teaching in language has been established through competent research, should be adopted for located backward cases.

Systematical remedial procedures should be instituted by teams of Hindi teachers, educational test technologists, psychologists, linguists and medical doctors. The results of such programmes should be systematically followed up.