CHAPTER VI
CONCLUSION AND SUGGESTIONS

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Chapter 6

Conclusions and Suggestions

6.1. INTRODUCTION

The present Chapter comprises a brief summary of the procedure adopted and the conclusions derived from the study. A preliminary analysis of the scores of the different variables was studied to answer the research questions posed and hypothesis formulated for the study.

The study in retrospect is followed by a short description of the major findings of the study. The chapter concludes with a discussion of the recommendations and suggestions that can be derived from the present study for future research, especially in the field of Hindi Education.

6.2. THE STUDY IN RETROSPECT

The different aspects of the various stages of the present study are summarized below under the following significant heads.

6.2.1. Statement of the problem

The present study is entitled as ‘Facilitations and constraints to the modernization of Hindi teaching in the schools of Kerala’

6.2.2. Variables of the study

Variables are the vital aspects of a testing condition that can change or take on different characteristics with different conditions, and are basically of two types viz; independent and dependent variable. In the present study, the independent variables selected are
The prevailing Activity oriented approach

The selected Models of teaching i.e. Role Play, Synectics and Inquiry Training

The dependent variable comprise of academic achievement of students.

6.2.3. Hypotheses of the Study

The following Hypotheses were formulated for the study:

1. Constraints outshine facilitations to the modernization of teaching Hindi

2. Awareness of Secondary school Hindi teachers about modern instructional methods, strategies and approaches is low

3. Techno pedagogical skills of Secondary school Hindi teachers are low

4. Attitude of Secondary school Hindi teachers vary widely with respect to their characteristics regarding the implementation of certain modern instructional methods, strategies and approaches, and it is more positive

5. The prevailing status of In-service teacher training and Teacher empowerment programmes conducted for Secondary school Hindi teachers in Kerala is average

6. Availability of Instructional support for teaching Hindi is not sufficient in the Secondary schools of Kerala

7. Administrative and Supervisory facilities available in the Secondary schools of Kerala are not supportive for teaching Hindi

8. Role play Model, Synectics Model and Inquiry Training Model are effective facilitations in modernizing Hindi teaching at Secondary level in Kerala

6.2.4. Objectives of the study

The study mainly focuses on attaining the following objectives:
1. To identify the factors which act as facilitations to the modernization of teaching Hindi at Secondary level in Kerala

2. To identify the factors which act as constraints to the modernization of teaching Hindi at Secondary level in Kerala

3. To study the awareness of Secondary school Hindi teachers regarding modern instructional methods, strategies and approaches

4. To study the status of techno pedagogical skills of Secondary school Hindi teachers in Kerala

5. To study the attitude of Secondary school Hindi teachers in Kerala in the implementation of certain modern instructional methods, strategies and approaches in their learning space.

6. To study the prevailing status of In-service teacher training and Empowerment programmes conducted for Secondary school Hindi teachers in Kerala.

7. To study the availability of Instructional support for teaching Hindi in the Secondary schools of Kerala

8. To study the Administrative and Supervisory facilities available in the Secondary schools of Kerala for promoting teaching of Hindi

9. To test the effectiveness of Role play Model, Synectics Model and Inquiry Training Model as suggestive facilitations to the modernization of teaching Hindi at Secondary level in Kerala
6.2.5. Methodology

Mixed method combining both qualitative and quantitative approaches was employed, owing to the nature of the study. Both descriptive and experimental methods were used to collect the relevant data. The design adopted for the experimental study is Pre-test Post-test design.

6.2.6. Sample selected for the study

The sample selected for the study comprised of 488 Secondary school Hindi teachers and 288 secondary school students from various educational institutions of Kerala.

6.2.7. Investigative Support and Techniques Employed

1. Un-structured Interview with Secondary school Hindi teachers

2. Questionnaire for Secondary school Hindi teachers

3. Attitude scale to study the attitude of Secondary school Hindi teachers in the implementation of certain modern instructional methods, strategies and approaches

4. Lesson design based on Role Play Model

5. Lesson design based on Synectics Model

6. Lesson design based on Inquiry Training Model

7. Lesson design based on Activity oriented Approach

8. Achievement Test in Hindi
6.2.8. Statistical Techniques used
Calculation of percentage, Mean, Standard deviation, Chi-square test, Z test, ‘t’ test, Analysis of Variance (ANOVA) and Analysis of Co Variance (ANCOVA).

6.3. Awareness of Secondary school Hindi teachers regarding modern instructional methods/strategies/approaches

Effective teaching and learning demands the use of appropriate methodologies, strategies and approaches to meet the demands of the current generation of students by integrating new technologies in the ever-changing educational scenario. The challenge is to find out new ways to stimulate and motivate the creative abilities of new generation learners who have a different set of orientation towards learning tasks. The traditional “chalk and talk” lecture approach with the student as the passive recipient of knowledge may not be suitable in the present era. Hence teachers should use innovative methods and approaches in the classroom. At the same time this is not a very easy task, as awareness regarding modern instructional strategies is a must for teachers for making desirable changes in Hindi language education. The questionnaire to study the awareness of Secondary school teachers regarding modern instructional practices included the twenty one methods, strategies and approaches considered to be ‘innovative’ in teaching Hindi. They were co-operative learning, collaborative learning, communicative language teaching, role play, simulation, language games, reflective teaching, graphic organizer, peer assisted learning, task based learning, experiential learning, team teaching, reciprocal teaching, self-directed learning, project, constructive approach, puppetry, computer assisted instruction, models of teaching, problem based learning and multimedia learning.

As far as the awareness of teachers about teaching methods / strategies / approaches were concerned, the study reveals that the total sample has average awareness about modern
instructional methods/strategies and approaches except a few strategies which are considered as new and rarely used in Hindi teaching. They are role play, models of teaching, peer assisted learning, task based learning, experiential learning, brain storming, self-directed learning, simulation, modular instruction, reciprocal teaching and puppetry. The study proves that the sample is less aware of these methods/strategies and approaches which act as a constraint to the modernization of Hindi teaching in the schools of Kerala, since awareness regarding these strategies are effective in teaching different languages all over the world. The study shows that female teachers are less aware of two instructional practices, i.e., collaborative learning and simulation. The age wise analysis shows that teachers from the age group 51-55 are less aware of communicative language teaching and computer assisted instruction. The service-wise analysis shows that teachers having experience more than 20 years are less aware of models of teaching. As far as the awareness of graduate and post graduate teachers regarding modern instructional methods, strategies and approaches are concerned, no significant difference was found except in the case of constructive approach. Post graduate teachers are more familiar to constructive approach. Even though majority of the Hindi teachers working in the schools are not post graduates; they have almost same awareness regarding modern instructional methods, strategies and approaches. This similarity in awareness of modern instructional strategies in graduate and post-graduate teachers acts as facilitation to the modernization of Hindi teaching in the schools of Kerala. At the same time the aided school Hindi teachers who are the major population of Hindi teachers in the State are less aware of eight important methods, strategies and approaches when compared with sample from government schools. These include collaborative learning, peer assisted learning, models of teaching, role play, communicative language teaching, computer assisted instruction, co-operative learning and constructive approach. Lack of awareness regarding
these innovations is a drawback and this may hinder the modernization process of teaching Hindi. It is also clear from the study that there exists no significant difference between urban and rural teachers regarding the awareness of modern instructional methods, strategies and approaches. In other words, awareness is not found to vary significantly with respect to locality of the school. Since majority of the schools are situated in rural areas in Kerala, this similarity in awareness will surely acts as a factor facilitating the modernization of Hindi teaching in the schools of Kerala.

It is evident from the study that the awareness of secondary school Hindi teachers regarding modern instructional methods, strategies and approaches is average. So the null hypothesis that the awareness of secondary school Hindi teachers regarding modern instructional methods, strategies and approaches is low is rejected.

6.4. Techno pedagogical skills of Secondary school Hindi teachers

Many educators and policy makers believe that technology can act as a catalyst for educational reforms. They suggest that the use of technology in classrooms will shift the roles of teachers and students. Teachers will act more as facilitators by helping students’ to access information, process it, and communicate their understanding. Technology could play a vital role in the modernization of Hindi teaching. Computers and internet facility are available in almost all schools in Kerala. However, most of the teachers do not use technology in their classrooms due to lack of knowledge to handle modern equipments like computer, OHP etc. Seven items concerned with techno-pedagogical skills which were included in the questionnaire intended to collect information are regarding proficiency of teachers in computer applications, competency in utilizing the web facilities, competency in the effective operation of modern equipment like LCD projector and the like, competency in using the IT
devices effectively in the classroom., competency to give proper guidance to the students in
the improvised techno-pedagogical applications, competency in inquiry based on-line
learning and competency to develop the needed CD’s and other particulars.

The study reveals that majority of the sample are proficient in computer applications (75.20
percent), which can be considered as facilitation in the modernization of Hindi teaching. The
percent of the sample that has competency in utilizing the web facilities is 56.76. The
percentage of the sample that has competency in the effective operation of modern equipment
like LCD projector and the like is 50.82, and 50.61 percent of the sample are confident in
using the IT devices effectively in the classroom. The analysis shows that 47.75 percent of
the sample is competent enough to give proper guidance to their students in the improvised
 techno-pedagogical applications. Only 34.43 and 32.99 percent of the sample are competent
in inquiry based online learning and to develop the needed CD’s and other particulars.

The study throws light into the fact that male teachers have more techno-pedagogical skills
than female teachers. Female teachers lag behind in the competency in utilizing the web
facilities, confidence in using the IT devices effectively in the classroom, competency in
inquiry based online learning and competency to develop the needed C.D’s and other
particulars; as the level of significance is less than 0.05 as far as these four aspects are
concerned. No significant difference was found between the opinion of the sample from
different age groups, having different qualifications, type and locality of the school where
they work. The study stresses the importance of female teachers to improve their techno-
pedagogical skills. The belief that computer literacy is a must for successful teaching is
prevalent among Hindi teachers and Education Department of Kerala is taking possible steps
to provide teachers information regarding the implication e-learning and web-based learning.

The study shows that the techno-pedagogical skills of secondary school Hindi teachers are satisfactory. Hence the null hypothesis that the techno-pedagogical skills of secondary school Hindi teachers are poor is rejected.

6.5. Attitude of Secondary school Hindi teachers towards modern instructional methods стратегий approaches

Attitude is an important concept to understand human behaviour. It is defined as a complex mental state involving beliefs and feelings. It is a tendency to react in a certain way towards a designed class of stimuli. Attitude has been defined as a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related. Their attitudes, too, as part of their cultural orientation, influence heavily their younger students. There has been a general agreement that the attitude of teachers towards teaching is significantly correlated with teaching success. In general, it may be concluded that there are indications that teacher’s attitudes towards innovative instructional methods have a positive relation with success in teaching.

Twenty eight statements were included in the attitude scale. The statements were related to seven important teaching methods, strategies and approaches. They were Graphic organizer, Models of teaching, Peer tutoring, Team teaching, Problem based teaching, Computer-assisted instruction and collaborative learning.
The study shows that the total sample has favourable attitude towards modern instructional practices. The study also reveals that both male and female teachers have same favourable attitude towards modern instructional methods, strategies and approaches. In Kerala, since majority of the Hindi teachers working in the schools are females, they could play a vital role in the modernization of Hindi teaching. A favourable attitude towards modern instructional methods and strategies is a must for reaching the heights of modernization process. The high positive attitude of both male and female Hindi teachers certainly acts as facilitation in the modernization process of Hindi teaching.

It is evident from the study that the sample below age 36 and age group 36-40 has favourable attitude towards modern instructional methods, strategies and approaches. But as the age increases a gradual decline can be observed in their attitudes towards modern instructional methods and strategies. The sample from the age group 51-55 has negative attitude compared to other age groups. Naturally, teachers in the age groups 41-45, 46-50 and 51-55 will be well experienced and they could easily adopt the modern instructional methods strategies and approaches in their classrooms. But the analysis shows that such a situation is not prevalent in the schools. All the teachers irrespective of their age should have favourable attitude towards modern instructional methods, approaches and strategies in order to modernize the teaching of Hindi.

The study reveals that teachers having service period of 16-20 years have the most favourable attitude towards modern methods, strategies and approach compared with teachers from other groups having different years of service. Teachers having experience less than 10 and 10-15 years also have favourable attitude towards modern instructional methods, strategies and approaches. This positive attitude of novice teachers can be considered as facilitation to the modernization of Hindi teaching in the schools of Kerala. At the same time, the non-
favourable attitude of teachers having teaching experience more than 20 years is worth noticing. Actually they should act as the forerunners of changes that are taking place in the field of Hindi language education in a rapid manner. But the non-favourable attitude of seniors may adversely affect the students and it will act as a constraint to the modernization of Hindi teaching in the schools of Kerala.

The total number of graduate teachers in the sample is more than double the number of post-graduate teachers. But this has no effect as far as their attitude towards modern instructional methods, strategies and approaches are concerned. It is evident from the study that both graduate and post-graduate teachers possess favourable attitude towards modern instructional methods, strategies and approaches.

The study shows that aided school teachers, who are the major chunk of the total sample have less favourable attitude towards modern instructional methods, strategies and approaches than their counterparts in government schools. Aided school Hindi teachers’ attitude is low in the case of graphic organizer, models of teaching, peer tutoring, team teaching, problem based learning and computer assisted instruction. Usually aided schools have good infrastructure and learning facilities compared with that of government schools. In such a situation, naturally aided school teachers are expected to possess same or highly favourable attitude towards innovations. But as evident from the study, they are keeping unfavourable attitude towards modern instructional methods, strategies and approaches, which may act as a constraint to the modernization of Hindi teaching and adversely affect the standard of students.

Majority of the sample of the study are from rural areas, since most of the secondary schools of Kerala are situated in villages. The study shows that the sample from the rural sector has the same favourable attitude towards modern instructional methods, strategies and approaches when compared with the sample from the urban sector.
The study proves that the sample teachers from different strata keep different attitudes towards modern instructional attitudes practices. Hence null hypothesis that attitude of Hindi teachers vary widely with respect to their characteristics, regarding the implementation of certain modern instructional strategies in the class room and it is more positive is accepted.

6.6. Status of in-service training and teacher empowerment programme as obtained by the Secondary school Hindi teachers

A modern and fast changing society must have a diverse and a rapidly changing system. Teachers need to get support systematic and compulsory in-service education to improve their way of teaching. It is largely in the area of teaching methods that modern education has made progress. Benefits of innovative methods of instruction are widely accepted all over the world. It is only through the in-service education the teachers could be made familiar with the tremendous changes taking place in the field of teaching and learning. Not only is in-service education needed to overcome deficiencies in teacher training, it is also very much necessary to keep the teachers informed about modern instructional strategies. In-service teacher training programmes aim at upgrading professional competencies of teachers and acquainting them with new knowledge and skills. In-service training is equally important for experienced teachers as for new teachers. In-service programmes are a major means for bringing instructional content and methods ‘up to date’.

Questions regarding the status of in-service programmes were presented in the questionnaire as two sections. The first section was intended to collect teacher’s opinion regarding the status of in-service programmes of long duration. Eleven questions were included in the
section. The questions included in this section were concerned with the duration of the in-service course, subject competency of the resource persons who handled the classes, competency of the resource persons in clearing the doubts of teachers, getting of a clear picture regarding modern instructional practices, awareness got by attending in-service programme regarding modern instructional strategies, opportunities provided to clear doubts regarding modern instructional strategies, opportunities provided to observe demonstration classes, availability of support material during the course, picture received about constructive pedagogy, questions regarding training received to develop instructional support and operate modern audio-visual aids. The last question in this section was about the effectiveness of the programme in helping the teacher in imparting the Hindi curriculum to students effectively.

The analysis shows that only ten percentage of the sample had got opportunity to participate in in-service courses of long duration. As far as the eleven statements related with the in-service course are concerned, the percentage of the sample favoring them are fifty percent and above. This shows that majority of the teachers are satisfied with the conduct of in-service course of long duration.

The second part of the questionnaire was intended to collect data regarding the conduct of teacher empowerment programmes which were conducted regularly. All the sample teachers got opportunity to attend such programmes, since participation was compulsory. Eight questions regarding the conduct of teacher empowerment Programmes were included in this section. The questions were intended to collect opinion of the sample on aspects like, whether teacher empowerment programmes are helpful in modernizing the teaching of Hindi, whether teachers are getting ample opportunities to discuss about modern instructional strategies, whether the service of experienced resource persons is available, whether the teachers discuss about the execution of the follow up activities given in the text book, whether the participants
are enriched with the spirit of organization of knowledge pathways and the product attainment of the changed scenario, whether proper direction was provided to formulate lesson designs based on modern instructional methods. The last two questions were concerned with the speed and trend of coverage of the set curriculum and sufficiency of duration of teacher empowerment programmes.

The study proves that the status of teacher empowerment programmes conducted for secondary school Hindi teachers is satisfactory. Hence the null hypotheses that the status of teacher empowerment programme is not satisfactory, is rejected.

6.7. Availability of Instructional support for Hindi Instruction

Language learning is one of the areas of the school curriculum that makes a great demand on teacher’s resourcefulness in creating relevant learning situations for inducing imaginary and creative thinking abilities in students. Mere lecturing without exposing students to varied learning experiences cause havoc in the learning process. There is general perception on all sides that the theoretical education is to be replaced by practical and dynamic education which is related to real life experience of students. The salient features of modern educational system is on awaking of curiosity, stimulation of creativity, development of proper interests, attitudes, values and the building of essential skills such as independent study and to develop the capacity in learners to think and judge. So the teacher has to rise to the expectation by showing expertize in modern instructional practices, by providing ample learning experience. This is possible only with the assistance of modern instructional support materials.

Instructional support materials are learning devices or technological devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concepts, interpretations,
appreciation so as to make learning more concentrate, effective, interesting, inspirational and meaningful. Instructional support materials always help in completing the triangular process i.e motivation, clarification and stimulation. They also provide significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth and development.

Eighteen items were included under the title ‘availability of instructional support in the schools’. The items were charts, pictures, photographs, cartoons, posters, comics, bulletin boards, models, slides, overhead projector, slide projector, radio, tape recorder, VCP/DVD player, television, LCD projector, computer and camera which are considered as essential for the modernization of Hindi teaching.

Instructional support like charts, pictures, photographs and comics are comparatively cheap, yet very useful in the language class room. Teachers could also draw charts and pictures, or they could ask students to prepare such aids. Colourful charts, pictures and photographs supplied by NCERT are available in some schools. Comics are also very useful in language teaching.

Teaching aids like overhead projector, slide projector, radio, tape recorder, VCP/DVD player, television, LCD projector, computer and camera are widely used in schools. Use of audio-visual aids will give teaching-learning process a new destination. A resourceful teacher can use the digital camera very effectively in Hindi classrooms.

The study proves that instructional supports in sufficient numbers are available in both government and aided schools. Majority of the schools are utilizing the PTA fund for purchasing teaching-learning aids. No significant difference was found among the opinion of the sample from government and aided schools regarding the availability of teaching-learning
aids except in the case of LCD projector which is more available in government schools. The level of significance is 0.019 which is less than 0.05. Now-a-days teachers are also taking personal efforts to include audio-visual aids in transacting lessons effectively, as the revised curriculum highly demands their use. No significant difference was found among the opinion of the subsamples regarding the availability of instructional support, except a single aspect i.e. educational qualification. Post graduate teachers do not have the opinion that teaching-learning aids in sufficient number are available in schools. This opinion of post-graduate teachers should be seriously considered. Availability of ample teaching-learning aids in both types of schools i.e. government and aided will certainly act as a facilitation to the modernization of Hindi teaching in the schools of Kerala.

The study shows that the availability of teaching-learning aids in the secondary schools is sufficient. Hence the null hypothesis that availability of teaching-learning aids in the secondary school is not sufficient is rejected.

6.8. Status of Administrative and Supervisory facilities available in Secondary schools for effective Hindi Instruction

Improving the quality of schools remains high on the agenda of Government of Kerala. In recent years, more attention has been given to the need to improve school management and strengthen the role of the headmasters. So many research studies have shown that the quality of education depends primarily on the way schools are managed, more than on the abundance of available resources. The capacity of schools in improving the quality of teaching and learning is strongly influenced by the efficiency of the leadership provided by the headmaster. A good headmaster really guarantees a good school. The headmaster supervises
and co-ordinates different activities in the school. The headmaster’s support is very much needed for the teacher; especially for adopting modern instructional strategies in the classroom. Now-a-days, students are free to sing, dance or act in the class room as all these are part of activity method adopted in the schools. Certainly such activities create some kind of ‘disturbance’ in the school. Only with the support of the headmaster that most of the modern instructional strategies can be adopted.

Supervision is a function which can be performed in various degrees and in various forms in any school. Along with the progressive changes that have taken place in the school educational system, it becomes obvious that effective supervision will be necessary in order to enhance the quality of instruction in schools. Moreover modern instructional strategies are widely introduced in the schools and the education department is trying its level best to bring desired changes in the teaching-learning process. In order to cope with these demands, it seems that supervision has got an important role to play in deciding the nature and content of the curriculum, in selecting the school organizational patterns that will enhance educational growth and development of the teaching staff.

Nine questions were included in this section of the questionnaire. It is divided into two portions. The first portion contains five questions related with the support of the headmaster and school administration to facilitate Hindi teaching. The questions included were whether the headmaster is interested in improving the standard of Hindi teaching, whether teachers get text books and hand books on time. The last two questions were intended to collect opinion regarding the reactions of headmaster and high level administrators if some problem is brought to their notice.
The second portion consists of four questions on support provided by experts/resource persons to facilitate Hindi teaching. The questions included were, whether there a constructive discussion occurs regarding the use of modern instructional strategies during the inspection by subject experts; whether experts or in-service officers who visit the schools provide suitable guidelines for adopting modern instructional strategies and whether they provide concrete suggestions regarding modern instructional strategies. The last question was intended to find whether the inspecting officers are friendly and co-operating.

It is evident from the study that all the subgroups held favorable opinion about administrative and supervisory support available. No significant difference was found between the opinion of government and aided school teachers in this aspect. Support of the head of the institution is of at most importance in bringing pedagogical reforms in the classroom. Along with this, teachers are also in need of academic support from higher level authorities and other members of the on-site support team. The study shows that Hindi teachers are getting assistance from headmasters, higher level officials and supervising personnel. Such an atmosphere in the school will certainly provide the teacher with the necessary courage to take challenges in instruction. This healthy administrative and supervisory support certainly acts as facilitation to the modernization of Hindi teaching in the schools of Kerala.

The study proves that the administrative and supervisory facilities are supportive to the modernization of Hindi teaching in the schools of Kerala. Hence the null hypothesis that administrative and supervisory facilities available in the institution are not supportive to the modernization of Hindi teaching in the schools of Kerala is rejected.
6.9. Facilitations to the modernization of Hindi teaching in the Schools of Kerala

One of the major objectives of the present study is to identify to what extent certain factors act as facilitations to the modernization of Hindi teaching in the schools of Kerala. These facilitations are related with seven important areas related to Hindi instruction. They are methodology of teaching, syllabus, in service programmes and teacher empowerment programmes, pupil related factors, teaching-learning aids and co-curricular activities. These seven areas are very crucial as far as teaching of Hindi is concerned.

Out of the total 23 aspects included in the study which act as facilitations to the modernization of Hindi teaching, 12 were considered as most important. The total mean scores of 23 statements were arranged in the descending order and the first 12 statements were taken as important facilitations. It is evident from the study that the first aspect selected by the sample as facilitation to the modernization of Hindi teaching is, ample freedom given to students to express their ideas. This statement comes under the category ‘pupil related factors’ to the modernization of Hindi teaching. The study shows that two aspects are there as second important facilitations. They are (1) Problem based syllabus, which comes under the title ‘curriculum related aspects’ and (2) Importance given to knowledge construction, related to pupil related factors. Source books supplied by SCERT, is the third important facilitation as revealed by the study; which comes under the category ‘instructional support’. Continuous and comprehensive evaluation system adopted in the schools of Kerala is the fourth important facilitation as revealed by the study. Teacher empowerment programmes organized by Education Department is in the fifth position, which comes under the title ‘In-service programmes’. The present system of school education provides opportunities to students for critical, creative and logical thinking. This aspect is in the sixth position in the group of facilitations and it comes under the title ‘pupil related factor’. ‘Opportunities available for
teachers to get recharged with activity oriented and process oriented instructional practices adopted in the class room’ is a peculiar feature of modern school education system. This aspect is in the seventh position which is included in the category ‘methodology’. ‘Opportunities provided for students to become independent learners’, is considered as a positive aspect of modern school education system. It is evident from the study that this aspect is in the eighth position in the list of facilitations, which is a pupil related one. ‘Functioning of Hindi clubs in schools’ is an important facilitation to the teaching of Hindi. Functioning of Hindi clubs comes under the title co-curricular activities. This aspect is in the ninth position. The humanistic approach in teaching is an important characteristic of modern educational system which is highly beneficial in developing creativity and divergent thinking abilities in students. This aspect is a methodology related one and comes as the tenth one out of the 23 facilitations to the modernization of Hindi teaching.

‘Initiation taken by instructional practitioners in upgrading their knowledge regarding pedagogical practices’ is in the eleventh place among the given 23 facilitations to the modernization of Hindi teaching. This statement is also a methodology of teaching related one. Now-a-days teachers are given freedom to adopt innovatory practices related to curriculum transaction. This aspect is in the twelth position of facilitations and it also comes under the category, methodology of teaching.

The study proves that most of the important facilitations to the modernization of Hindi teaching are from the sub-areas, pupil related and methodology related factors. The study proves that even though so many factors are present which act as facilitations to the modernization of Hindi teaching, the most important aspects are pupil related and methodology related aspects. The study shows that there exists significant difference between male and female teachers in four aspects. The first aspect is opportunities to get recharged
with activity oriented and process oriented teaching strategies adopted in the classroom. The second aspect is ample freedom provided for teachers to adopt innovatory practices related to curriculum transaction. The next aspect is opportunities provided to students for critical, creative and logical thinking. Significant difference between male and female secondary school Hindi teachers was found regarding the aspect- freedom given to students to express their ideas. Male teachers strongly believe that the above mentioned four aspects act as facilitations to the modernization of teaching Hindi in the schools of Kerala, than female teachers.

As far as the opinion of government and aided school teachers are concerned, regarding the factors which act as facilitations to the modernization of teaching Hindi, significant difference was found in nine aspects out of the total twenty three aspects. They are initiative taken by instructional practitioners in upgrading their knowledge in pedagogical practices, opportunities to get recharged with the innovative trends in activity oriented and process oriented instructional practices, ample freedom for teachers to adopt innovatory practices related to allied curriculum transaction modalities, teacher empowerment programmes organized by Department of Education, humanistic approach in language teaching, problem based syllabus, freedom given to students to express their ideas related to formulating analogies, active participation of students in dramatization, construction of discourses and cooperative language learning activities, practical suggestions given by the onsite support team. It can be inferred from the study that teachers from the two subgroups agree that the given statements were really facilitations to the modernization of Hindi teaching. The study also shows that, the teachers working in the government schools experience more facilitations, compared to their counterparts in the aided schools.
It is also clear from the study that urban and rural secondary school Hindi teachers differ in five aspects as far as the modernization of Hindi teaching is concerned. They are opportunities available for teachers to get recharged with the innovative trends in activity oriented and process oriented teaching instructional practices adopted in the classroom, in-house discussion about curriculum in refresher courses, workshops and orientation programmes, opportunities available for interacting with experts in the field of Hindi Education, linkage of the findings of high level educational research with Hindi teaching and opportunities to watch select films and documentaries in Hindi. The mean scores of rural teachers are lower than that of urban teachers in the aforesaid aspects. The study shows that urban teachers are getting more facilitations to the modernization of Hindi teaching when compared with the teachers from the rural areas.

6.10. Constraints to the modernization of Hindi teaching in the Schools of Kerala

Another important objective of the present study is to identify to what extent certain factors act as constraints to the modernization of Hindi teaching in the schools of Kerala. These include constraints related with methodology of teaching, teacher related, class room, instructional support, teacher education programmes and home related factors.

Out of the total 23 aspects included in the study which act as constraints to the modernization of Hindi teaching, 12 were considered as most important. The total mean scores of 23 statements were arranged in the descending order and the first 12 statements were taken as major constraints.
It can be inferred from the study that the highest score is obtained for the statement ‘excessive work load for the teacher that pose challenge on effective instruction’. This is an important aspect which hinders the modernization process of Hindi teaching. This aspect comes under the category teacher related constraint. It is evident from the study that ‘over loaded structural frame work of the syllabus’ is the second constraint faced by teachers. There is a general complaint in secondary school Hindi teachers that, due to the over loaded syllabus they are not getting enough time to experiment with modern instructional methods. This aspect is placed in the category of syllabus related constraints. ‘Lack of cognitively rich reference materials for teaching Hindi’ is found to be the third constraint to the modernization of teaching Hindi in the schools of Kerala. Reference books are very much necessary while adopting modern instructional strategies in the classroom. This aspect comes under the title ‘instructional support’. Reluctance of teachers to accept changes in instructional practices is the fourth constraint as identified by the sample which is a ‘methodology’ related one. It is a fact that there are sizable number of teachers who still believe that translation method is the best method to transact Hindi. There is a general complaint among secondary school Hindi teachers that they are not getting enough periods for class room interaction. Teachers can adopt modern instructional methods in their classrooms only when they are provided with sufficient time for instruction. The study shows that this aspect is the fifth constraint among the 23 constraints faced by teachers, which comes under the category ‘class room related constraint’.

Availability of necessary Hindi books in the school library is essential for the modernization of Hindi teaching since students have to prepare projects and assignments. But many schools lack needed reading materials in printed form in their library. This aspect emerges as sixth constraint to the modernization of Hindi teaching which comes under the title of instructional
support related constraints. For the modernization of Hindi teaching, availability of audiovisual materials is a must. The study reveals that the lack of opportunities to develop computer software programmes in Hindi acts as a major constraint to the modernization of Hindi teaching in the secondary schools and is ranked seventh by the sample. Pre-service training is the back bone of effective teaching. Teachers acquire knowledge regarding modern instructional methods during pre-service training. But pre-service training programmes often fail to achieve desired goals due to various reasons. There is a general complaint that the standard of pre-service training programmes conducted by agencies other than Universities based in Kerala has not reached the desired levels because majority of such institutions are following age old syllabus. It is evident from the study that this aspect is in the eighth position out of the 23 constraints included in the questionnaire. For the modernization of Hindi teaching, availability of facilities for students to learn Hindi in their home is a must. Lack of this aspect acts as a major constraint to the modernization of Hindi teaching. It is clear from the study that this aspect is in the ninth position among the total 23 constraints and is placed in the group of constraints titled as home related. Lack of proper knowledge among teachers regarding modern instructional strategies is a major constraint to the modernization of Hindi teaching in the schools of Kerala, as they are getting only a few opportunities to refresh the knowledge that they have obtained during the pre-service training period. This aspect is ranked as tenth by the sample which comes under the title methodology related constraints. Lack of proper directional support related to the effective utilisation of instructional support materials is the eleventh constraint as revealed by the study.
Bazar notes prepared for secondary classes are widely used by students all over Kerala. There is a complaint that even some teachers also rely on such publications. These publications act as barriers in achieving the goals of language education envisaged by the constructive view of teaching, by providing ‘readymade’ answers and worked out exercises. Such publications act as a great barrier in developing creative thinking abilities in students. This aspect is in the twelfth position among the 23 constraints included in the study.

It is evident from the study that there exists significant difference between male and female teachers in three aspects regarding constraints to the modernization of Hindi teaching. The first aspect is lack of proper knowledge among teachers regarding modern instructional strategies. The second one is inadequacy of pre-service training programmes for Hindi teachers. The third aspect is drawbacks of in-service training programmes. Male teachers strongly believe that the above mentioned aspects act as constraints to the modernization of Hindi teaching, than the female teachers. Out of the total 23 statements included as constraints in the questionnaire, only two aspects i.e. lack of proper lesson planning by the teachers and lack of academic co-operation among Hindi teachers has got a mean score which is less than the theoretical mean of 2. These views were expressed by female and male teachers respectively. So it is evident that these two aspects have only minor influence in the teaching-learning process of Hindi.

It is also clear from the study that government and aided secondary school Hindi teachers differ in four aspects, as far as constraints to the modernization of Hindi teaching are concerned. They are lack of skills of teachers in student centred teaching, lack of academic
co-operation among Hindi teachers and lack of skills of teachers in effective class management. The mean scores of aided school Hindi teachers are higher than that of government school teachers in these four aspects. The study shows that aided school teachers are facing more constraints than government school teachers, even though they have better infrastructure facilities. It is worthwhile to note that two aspects i.e. lack of proper lesson plan preparation by teachers and lack of academic co-operation among Hindi teachers got the lowest scores in the case of government school teachers. The mean scores of these two aspects are much below the theoretical mean. Since all the mean scores of all the other statements are above the theoretical means, it can be inferred that both government and aided school teachers consider the statements given in the questionnaire as actual constraints to the modernization of Hindi teaching in the schools of Kerala.

It is also noted that there exists no significant difference between urban and rural teachers, as far as constraints to the modernization of Hindi teaching are concerned; except one single aspect, i.e. lack of facilities for students to learn Hindi in their home. It is clear from the study that rural secondary school Hindi teachers strongly believe that lack of facilities for students to learn Hindi in their home is a major constraint to the modernization of Hindi teaching. Both urban as well as rural teachers strongly believe that the aspects which were included in the questionnaire are real constraints as the acquired means were above the theoretical means in all the cases.

6.11. Comparison of facilitations and constraints to the modernization of Hindi teaching in the Schools of Kerala

The major objective of the present study is to identify the factors which act as facilitations and constraints to the modernization of Hindi teaching in the schools of Kerala. With the
introduction of National Curriculum Frame, a drastic change has occurred in the field of Hindi education in the secondary schools of Kerala. The curriculum has moulded according to the constructivist view. Innovative methods, strategies and approaches are widely adopted in schools. Systematic teacher training programmes conducted by Education Department, hand books and educational CD’s supplied by SCERT have emerged as great support to the modernization of Hindi teaching. Computer and internet facilities are available in almost all schools. Majority of the secondary school Hindi teachers are computer literates and they can browse internet and down load study materials. The influences of the above mentioned facilities in the field of Hindi education are reflected in the present study.

The study also shows that there are so many factors present which act as constraints to the modernization of Hindi teaching like reluctance of teachers to accept changes in teaching methods, inclination of teachers to translation method, lack of proper knowledge among teachers regarding modern instructional strategies, over loaded syllabus, over work load for the teacher, lack of Hindi books in the school library, lack of computer software programmes in Hindi, lack of sufficient periods for Hindi, lack of reference materials for teaching Hindi, use of guide books by students are some among them. But the statistical analysis and comparison shows that facilitations are more prevalent than constraints to the modernization of Hindi teaching in the schools of Kerala. It could be stated in a different way that facilitations to the modernization of Hindi teaching out shine the constraints. From the study it becomes clear that a revolutionary change has taken place in the field of Hindi education in schools. The perception that Hindi teaching is impossible without the use of translation method is vanishing even though not at a fast pace. The Education Department has succeeded in making the teachers understand the importance of the benefits of using modern
instructional strategies. The introduction of constructivist theory in the schools has played a crucial role in changing the mind sets of teachers by bringing them back from the bondage of age old translation method. Teacher empowerment programmes has assisted teachers in developing skills in student centred instruction. It also helped in developing lesson designs based on modern instructional theories and methodologies. The most important feature of teacher empowerment programme is that it develops co-operation among teachers. Teachers are free to ask questions and interact with experts in Hindi education. Lack of knowledge among teachers regarding modern instructional strategies was considered as a major constraint in the modernisation of Hindi teaching. But In-service programmes played a key role in minimising the effect of this constraint. Over loaded syllabus and over work load for the teacher are the two major constraints to the modernization of Hindi teaching identified by the study. Teachers find extra time to overcome these constraints. Lack of sufficient periods for Hindi is also a major constraint as far as modernization of Hindi teaching is concerned. Teachers try their level best to overcome this constraint by arranging classes on holidays. A good number of teachers discourage students from using bazar notes as study materials since such publications are barriers to the modernization of Hindi teaching.

The result of the study indicates that facilitating factors are more prevalent than constraints in the modernization of Hindi teaching in the state. This may be due to the favourable attitude of Hindi teachers towards modern instructional strategies, sound techno-pedagogical skills of teachers, availability of instructional support in schools, and regular conduct of teacher empowerment programmes. The sincere efforts taken by teachers to keep abreast with the drastic changes going in the field of Hindi education have helped a lot in surpassing the constraints that exist in the field of Hindi education.
The study proves that facilitations outshine constraints in the modernization of Hindi teaching in the schools of Kerala rejecting the null hypothesis that constraints outshine facilitations to the modernization of Hindi teaching at secondary level in Kerala.

6.12. Comparative study of the effectiveness of selected modern instructional strategies selected as suggestive facilitations with the prevailing Activity oriented approach

It is clear from the study that the students who were taught through Role Play have got the highest scores of 12.76 for post-test which is higher than the pre-test by a score of 7.11. Students taught through Inquiry Training Model secured the second position by scoring a mean of 12.31 which is higher than the pre-test by a score of 7.12. But the students, who were taught through Synectics Model, secured only a mean of 9.79, which is higher than only 3.22 from the pre-test score. The achievement of students taught through Synectics Model is found to be lower than that of the control group. Students taught through Activity Oriented approach secured a score of 4.45, higher than the pre-test score to obtain an average score of 9.83.

It is evident from the study that the experimental group taught by Role Play model scored high when compared with other experimental groups and control groups. The group which has got second highest group is also from the experimental group i.e. Inquiry Training Model. Here the mean scores of students from aided and government school is almost same. The mean score of third experimental group i.e. Synectics model is less than that of the control group i.e. the activity oriented approach. In the case of Synectics model, both the experimental groups (aided and government) got almost similar mean scores. The study shows that the learning conditions of both aided and government schools are not very much favourable to the ‘creativity’ oriented Synectics model.
The result of the analysis partially accepts the hypothesis that Role Play Model, Synectics Model and Inquiry Training Model are effective facilitations in modernizing Hindi teaching at Secondary level in Kerala.

6.13. Conclusion

The major hypotheses of the study were constraints outshine facilitations to the modernization of teaching Hindi at secondary level in Kerala, attitude of Hindi teachers vary widely with respect to their characteristic regarding the implementation of certain modern instructional methods, strategies and approaches in the class room and it is more positive, techno-pedagogical skills of secondary school Hindi teachers are low, awareness of secondary school Hindi teachers regarding modern instructional methods, strategies and approaches are low, status of teacher empowerment programme is low, availability of instructional support in the secondary schools is not sufficient, administrative and supervisory facilities available in the institution are supportive, Role Play Model, Synectics Model and Inquiry Training Model are effective facilitations in modernizing Hindi teaching at secondary level in Kerala. The analysis of the result reveals that, facilitations outshine constraints in the modernization of teaching Hindi at secondary level in Kerala, awareness of teachers regarding modern instructional methods, strategies and approaches, the status of Hindi in-service training programmes, availability of instructional support, techno-pedagogical skills of Hindi teachers, attitude of secondary school Hindi teachers towards selected modern instructional strategies, support of school administration and experts are all satisfactory or up to the mark.

Another important finding of the study is the significant difference, between government and aided school teachers, regarding their attitude towards selected modern instructional methods, strategies and approaches. It is evident from the analysis that aided school teachers have less
favourable attitude towards modern instructional methods and strategies. A favourable attitude in teachers towards modern instructional strategies will be very beneficial in teaching Hindi. Since the number of aided school Hindi teachers exceed government school teachers, this difference in attitudes should be attended properly.

It is evident from the experimental study that Role Play Model and Inquiry Training Model are better than the Activity orient approach. The study also shows that the students in the Synectics Model group scored lesser than those students exposed to Activity oriented approach.

6.14. Educational Implications of the study

A close analysis of the facilitating factors in the teaching-learning scenario of Hindi language education at school level will act as a basement for erecting future developments related to varied curriculum transaction modalities. At the same time, evidences about the constraints experienced by teachers in the pathway of modernization process of Hindi language education will assist Educational planners and administrators to overcome them and lead the Hindi teaching-learning scenario into a prolific and activating endeavour. Expert judgement reveals that facilitations outshine constraints to the modernization of Hindi teaching in the schools of Kerala. This condition is favourable as far as the Hindi teaching scenario is concerned. The study reveals that the sample teachers have average awareness regarding modern instructional practices and the status of their techno pedagogical skills are satisfactory. This triggers the need to incorporate powerful learner oriented, technology mediated instructional paradigms to produce positive outcomes. The authorities should take timely and rational effort in construing the teachers with the advancement in the field of pedagogical landscape of Hindi language education. Conduct of more ICT oriented in-service
programmes is the need of the hour as far as the development of techno pedagogical skills in teachers are concerned. Positive attitude towards modern instructional practices to teachers is most needed for experimenting with innovative teaching strategies. The study reveals that the sample teachers have positive attitude in this regard. Conscious efforts should be taken consistently for creating positive empowerment in practitioners in Hindi language to use the potential opportunities, dynamic learner centred practices, paradigm developments and enhancement of accountability status for recharging them. Even though the status of in service courses and teacher empowerment programmes were found to be satisfactory, a pragmatic research based framework should be evolved for such programmes towards self-monitoring, quality ridden and effective practices of Hindi language teaching. Availability of ample number of instructional support materials for Hindi teaching will accelerate the pace of modernization process. Dynamic gadgets of instruction along with improvised instructional support materials should be made alluring. Study reveals that teachers are getting good administrative and supervisory support which will be highly beneficial in effectively experimenting with modern instructional practices.

Implementation of a wide range of explicit teaching strategies like Role play, Synetics and Inquiry Training Model, focus on student oriented approaches to the effective imparting of Hindi Language Teaching. Synetics Model does not display the set proficiency in enhancing linguistic competency in learners. This performance deficit of this model focus on suggesting certain possible operations needed to complete the task.
6.15. Suggestions of the Study

Suggestions for further research

1. A study on the influence of Team teaching, Co-operative learning and Experiential learning on the communicative competencies of students in Hindi at Secondary level.

2. Developing certain designs based on computer mediated modes for developing language skills of students in Hindi at secondary level in Kerala.

3. A study on the influence of Graphic organizer and other visual disposition trends in effectively transacting grammatical components in Hindi.

4. Developing Mnemonic models for developing grammatical competence in Hindi among students at secondary level in Kerala.

5. Designing certain practical approaches based multimedia package for improving questioning and thinking skills in Hindi language in students at secondary level.

6. Developing a learning package based on modern strategies for Hindi teachers to promote personalized education.

7. Developing certain curriculum transaction modes based on reflective practices for the up gradation of performance tasks among learners at higher secondary level.

8. Studies need to be conducted to test the effectiveness of select models of teaching like Jurisprudential, Advanced organizer and Concept attainment model

9. Developing certain pathways of curriculum transaction for integrating across the curriculum.