CHAPTER 1

INTRODUCTION

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Chapter 1

1. Background of the study

Language is a system of communication that offers countless possibilities for representation, expression and construction of meaning. It is constructed of interacting symbols of sound, meanings, sentence formation, use and also permeate human thought and life (Cox, 2002). Language unlocks human minds and extends his/her accessibility to differing plethora of information and entertainment and it gives definite configuration to man’s thought, feeling and emotions.

Language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group express themselves. Language is a vital tool for communicating thoughts and ideas. It is meant to strengthen much higher grammatical control, and develop an excellent group of sentence structure and to organize the language use in an effective way. Whorf (1956) has noted that language shapes thoughts and emotions, determining one’s perception of reality.

Differentiating the structured process of Language learning from language acquisition is considered as one of the many linguistic phenomena that had evolved in the 20th century. First Language acquisition is the natural process in which the children subconsciously process and develop the linguistic knowledge of the setting they live in. Many studies conducted in different parts of the globe addressed the distinction between L1 (First language) acquisition and L2 (Second language) learning. The very first thing to notice is the natural process through which L1 learners acquire their language. But L2 learning is more a conscious one and demands cognitively aligned efforts to acquire and master.

The natural subconscious or conscious learning factor in highly and vitally linked and attached to the linguistic setting. This leads to another major difference between L1 and L2 learners i.e. availability of opportunities to get exposed to the target language. The L1 acquisition, takes place in an atmosphere where the acquired language is the language spoken by parents or care takers of the child. Naturally, the learner will be constantly exposed to mother tongue. At the same time Second language learners get lesser contact with the target language, usually limited to a few hours in a week (Yule 1985, p 163). This lack of exposure
to the target language causes so many constraints in the field of Hindi Language Education in Kerala.

Hindi, in Devanagari script is the official language of India. Today, Hindi is spoken by more than 600 million people around the world. It emerged from the language Sanskrit, the Indo-Aryan language and the primary liturgical language of Hinduism and Buddhism. Present dialect of Hindi acquired linguistic prestige during the Mughal Empire (17th century) and became known as Urdu, "the language of the court". The dialect upon which Standard Hindi is based is Khariboli, the vernacular of the Delhi region. Hindi is a "Sanskritized register" of the Khariboli dialect.

Hindi holds an important place among various languages spoken in India even before the attainment of independence. Mahatma Gandhi was strongly of opinion that Hindi should be the medium of interprovincial as well as All India communication. In his opinion, to bind together the people of India, there was the necessity of one National language. Even though there are a number of languages in our country, Hindi is the most widely spread language. The majority of the people of Northern India and Central India speak Hindi while in the Southern states it is at least understood by a good number of people. In the prior to the British period, Hindi had served as an inter-regional medium of communication. That was the reason why Gandhiji had selected Hindi as the National Language of India. The Indian Union is comprised of separate regions which are inhabited by people who are different from one another not only in their languages, but also in their culture, customs and ways of life. The herculean task of bringing cultural unity in such a heterogeneous group is done by Hindi.

1.1.1 Current Status of the Instructional practices in Hindi at Secondary level in Kerala
Keralites had volunteered to study and propagate Hindi even from the pre-independence period. A good number of School children used to study Hindi by joining different courses conducted by organizations like, DakshinBharath Hindi PracharSabha and Kerala Hindi PracharSabha. It is a fact that still there are a vast majority of people in Kerala who have not acquired working knowledge in Hindi. For achieving the goals envisaged, teaching of Hindi at School level should be targeted in a planned, activated, accountability oriented, appropriate task interventions presenting new information, modelling language skills and proper processing of the thrust areas in developing independent study.
In 1949 Hindi was introduced as a compulsory third language in the Schools of Kerala. Hindi was taught as an optional language in some Schools of Kerala from 1935 onwards. At present the study of Hindi begins from Standard V. Three periods are allotted in a week for transacting Hindi both in the Upper Primary and Secondary school levels.

Students face many difficulties in learning a language which is entirely different from their mother tongue and they are not possessing skills needed to manage the process of working in a group by staying in task, moving forward a goal and using time well. Editorialising the reflections of a purview indicated that the power of processing information by working in small groups, the learners can enhance their ability to organize information properly. It is the ability to organize information rather than sheer volume of facts one knows that is the hallmark of good language learners. In the present scenario certain established pre conditions are acting as deterring forces that rise threats to the attainment of higher order thinking and communicative competencies in Hindi language.

In order to overcome such hindrances, there is the need to combine the best of designs in instructional practices, a collection of new planning templates, certain attitudes, range of awareness in innovations, techno-pedagogical skills, availability of instructional, administrative and supervisory support, are all of at most importance. All of these areas need a thorough analysis in order to build an atmosphere conducive to reflect and analyze.

1.1.2 Prioritizing the dimensions of Facilitations and Constraints to the Modernization of Hindi teaching in the Schools of Kerala: General Reflections

With the world changing rapidly, the stock of knowledge is far greater and the pace of its growth is much greater than in a traditional society. This is true in the case of instructional strategies also. In tune with the rapid changes taking place in the area of language education, the pedagogical strategies are also being upgraded and modified. School education is the foundation that decides the future of any Educational system. To meet the challenges of the contemporary world, education is shifting from a traditional paradigm towards a new, dynamic triplicate paradigm i.e., localization, individualization, and globalization. This certainly has its effect on methodology of teaching also. For modernization of teaching, change in teaching methods is the primary necessity. Grammar Translation method was
adopted to transact Hindi in the state for many decades. According to Richard and Rodgers (2001), “Grammar Translation is a method with no theory. There is no literature that offers a justification for using it and it causes frustration in students”. It seemed that students who had some sort of language education in their background were better able to deal with this language teaching approach, and perhaps these students used previously acquired schemata to process new forms of a different target language (Carell and Eisterhold, 1988) to process new forms of a different target language.

The National Curriculum Framework for School education (2000) has emphasised that education should rely on innovative experiments and experiences emanating from its own context. Innovations and creativity of teachers are considered to be the significant contributors which improve the quality of Hindi language education. Innovations play a key role for enhancing the quality of instruction. Teachers are the major resources in this reform. Innovative teachers adopt methods and strategies which promote perceptive, discriminative and experiential teaching-learning processes. Nowadays more importance is given to competency building rather than on rote learning. Traditional instructional practices of instruction are being supplemented by self-instructional strategies and peer tutoring. The responsibility of developing different teaching-learning activities is vested up on the teachers and students. Teachers have to find the means for achieving different learning objectives. The innovative instructional strategies, bringing about better student achievement and the one which improves collaborative experimental student-centred cognitive approaches had been identified in order to maximize student learning. This kind of shift from teaching to learning has literally made teachers facilitators of learning. Recently teachers are diversifying their instructional strategies to incorporate student centred and small group techniques. In-service courses for Secondary teachers are conducted periodically to keep teachers abreast with the recent developments in the field of second language pedagogy. Collaboration among teachers is also increasing because teachers have to plan different class related activities through sharing of ideas. Innovative teachers dare to experiment with modern strategies, involving them in student-centred activities, co-operating with colleagues and society in making School a more enjoyable place for children.

The Constructivist learning theory which provides theoretical backup for Secondary Education is really a milestone in Kerala’s Educational history which places student in the
centre of teaching learning activities. Constructivism emphasizes the careful study of the processes by which children creates and develops their ideas. According to constructivist approach learning is an interaction between the learner and the learning environment. During this interaction, prior knowledge is used as basis to interpret and construct new understanding. The above mentioned view of learning assumes that knowledge is constructed through experience, is continually refined in view of new observations and does not exist independent of human experiences. In other words, learning occurs if a student can construct his or her knowledge and apply or generalize its meaning to new situations. The construction of knowledge is not limited to the classroom alone. The learner actively interacts, investigates, reacts, designs, interprets and finds meaning from the world outside. Through this, the learner is able to identify his/her personality and place in the society as an individual.

The vision of education in the new curriculum is that learning should not be related to feelings like fear or conflict. It should be related to feelings like pleasure and happiness. Even though it goes without saying that, a paradigm shift has taken place in the field of Hindi language education, it cannot be believed that things are going on very smoothly. Application of the constructivist approach, without understanding its very basics has created dilemma in learners as well as teachers. A good number of teachers are not aware of modern instructional strategies, and are more inclined to the translation method. They are also seemed to be reluctant to accept changes in teaching methods. Lack of sufficient time for instructional practice also seems to be a barrier in the pathway of modernization of Hindi teaching.

The emerging paradigm demands two levels of competence from the part of teachers; on the one hand they must have the skill for sensitizing learners in the craft of constructing various discourses. On the other, they must have the pedagogy of helping learners to use discourses as tools for creatively intervening in social issues. But some teachers have predisposition that only through ‘spoon feeding’ will students learn. But children have the ability to formulate their own interferences and theories about nature, society, themselves and their relationships with others. It is high time, for the teachers to realize that didactic or expository approach is not the only way to teach, that pupil learn in different ways and that all are not amenable to a uniform approach.
The first step towards the modernization process of Hindi teaching is application of modern instructional methods and strategies in the class room. But it is a disappointing fact that majority of the teachers are un-aware of modern instructional methods, for which they could not be blamed. Only little effort is taken by the authorities to make the teachers aware of the tremendous changes taking place in the field of second language pedagogy. Teachers have to rise to the occasion and examine whether or not the instruction that goes in our classrooms keeps changing in tune with the changing needs of the time. It is a fact that existing system demands necessary sharpness and appropriateness. This is a challenge that needs to be taken up immediately.

1.2. Need and Significance of the Study

The present educational scenario is competitive, dynamic and the upcoming changes are so severe that a series of new concepts and techniques are fast coming into being. This situation has given rise to the need for restructuring the transactional modes of education especially in language disciplines at all levels so as to make it meaningful and compatible in the instructional sphere to further channelize and streamline their contribution to build an advanced nation. With respect to Hindi language education in Kerala, there is scarcity in producing competent students with critical thinking, reasoning ability, problem solving skills and inductive learning. Only a minority of teachers have succeeded in practicing and experimenting with modern instructional practices and in giving shape to the ideas by attaining such core outcome suggested by the curriculum framers.

The changed academic endeavour demands the incorporation of constructive approach along with the changed academic scenario. Recently, teachers are diversifying their pedagogical styles and strategies which are more appealing to students. They are adopting curriculum transaction modes which promote perceptive, discriminative, experiential and experimental teaching learning process. Freedom provided for teachers to adopt innovatory classroom practices, in-service training programmes and teacher empowerment programmes organized by the State Education department, availability of instructional support including ICT devices, opportunities provided for students for critical, creative and logical thinking – all are facilitations to the modernization of Hindi teaching in the schools of Kerala.
The N.C.F 2000 and 2005 has stressed that language education must aim at encouraging independent thinking, free and effective expression of opinions and logical interpretation of the present and past events. It must motivate students to say things their way, nurture natural creativity and imagination and thus make them realize their identity.

In order to achieve the objectives of teaching and learning Hindi, different innovative methods and strategies of teaching are designed and practiced. But it is noted that a sizable number of teachers prefer the translation method, which ignores the active use of the target language in the classroom and not effective in promoting the acquisition of language skills in Hindi. It also acts as a barrier in the development of creativity and divergent thinking skills in learners.

So sensitizing the lacuna in the field of curriculum transaction process for enhancing the standards of performance and authentic communication to occur among students and a facilitative trend of language learning is very much essential. A new policy should be evolved in this context which is acceptable to the society, especially in the case of Hindi, where learners face so many difficulties regarding vocabulary, sentence structure and grammar rules. So the teacher should not act only as a supervisor in the Hindi class room. He should act as a facilitator and co-learner, always remain in the reach of the students and should adopt the essence of all possible methods and strategies of teaching in the learning space in order to make Hindi instruction interesting, effective and constructive.

Educationists held the view that the need of the hour is either the application of prevalent modern instructional strategies in the classroom or developing such innovations. This is an effective and practical way to modernize the teaching of Hindi. Since developing new techniques of teaching take a long span of time, application of prevailing innovative instructional techniques is the practical way to modernize the teaching of Hindi.

Many of the studies conducted in the area of language education prove that Models of teaching are highly useful in attaining the major objectives of language teaching. They are very effective in minimizing the shortcomings of the existing system of Hindi language education in the State and have the capacity to lead Hindi education in the path of modernization. In the words of Joyce and Weil (1990), “to provide an all-round development
for students, we need to design suitable instrumental strategies which help our student’s grow emotionally, socially and intellectually. There still exists a big gap between theoretical knowledge and actual teaching in the classrooms. Models of teaching as strategies need to be incorporated in our teaching practice”.

The investigator strongly believe that if the students are given ample opportunities to collect ideas and analysing them it will be highly useful to the effective curriculum transaction process in languages. Students should also be introduced to problems and puzzling situations. Efforts from the part of students to solve practical and life related problems develop divergent thinking and inquiry skills in students and language development will also naturally occur. Along with this ample opportunities should be provided for learners to use language effectively and meaningfully. Teaching and learning should be complimentary to each other in order to make the curriculum transaction process a joyful one. Models of teaching are very useful in creating an environment; where separating line between the teacher and student vanishes.

The interactive and activity oriented teaching strategies suggested by educationists and National Curriculum Framework were intended to lessen the drawbacks of the prevailing system of instructional delivery in the State. At the same time teachers also have to face so many constraints in the pathway of the modernization process of Hindi instruction, like lack of time for instruction, over loaded structural frame work of the syllabus, over work load for the teacher, drawbacks of pre-service and in-service training programmes, reluctance of teachers to accept changes related to teaching methods and lack of reference material available in Schools.

A close analysis of the research literature in this field indicates that the research work conducted in this area are only a few and scanty in per suit with the trend of modernization process of teaching Hindi

Buch (1986) in his Third Survey of Research in Education mentions that educational researchers are unconcerned in tackling the vexing problems and issues related to the language education. “A review of completed strategy reveals that a large number of them deal with analysis and evaluation of the textbooks and curriculum prescribed at the School
level. There are only a few studies dealing with the classroom teaching of the language. The singular drawback of research effort in this area is the failure of the researchers to utilize the psychological and sociolinguistic principles already explained in the area of Psychology and linguistics.

NCERT (1997) also observes, “There are only a few studies available in the country which deal with the application of different ‘strategies’ in the teaching-learning processes” (p. 437).

Systematic research work which becomes essential; when research is to play its role in solving problems which are complex and involve several aspects of education to be put to application. Its needs and importance can also be seen in the context of developing research in a big way involving a variety of trends of modernization with varied specifications. Special attention may have to be paid to provide measures that will create a climate conducive to find feasible solutions/solving problems connected with interactional sequences. In order to formulate appropriate policies of research in pedagogical aspects with a view to visualizing and co-ordinating mechanism and work out a scheme of research to be implemented in an integrated manner in-order to make the effort contented in seeking solutions to the problems in the area of the study.

The question of consideration and deciding the priorities for the research in teaching Hindi is relevant in the formulation of policies for the appropriation of innumerable areas and themes which can engage active attention of the policy makers, researchers and instructional managers in the field of Hindi education. Even though there are a few research studies are conducted in different Universities of Kerala in the field of Hindi language education; they do not seem to be present that much deep effort in the perceptible in its direction and overall total impact on the modernization process of Hindi education. No schematic and consorted efforts have been undertaken for identifying the prevalent instructional scenario in the field of Hindi language education in the School level analytically and systematically. This necessitates to identifying and strengthening of differential and relative importance of different thrust areas of knowledge generation in Hindi with a proper perspective.
In this context, a few issues and characterization of diverse evidences instrumental in solving more purposeful and academically more worthwhile to co-ordinate the orientations of these two thrust areas, facilitations and constraints to the modernization of teaching Hindi. A close analysis of the research literature in this field indicates that the research work carried out in this area are very few and scanty in per suit of the trend of modernization of teaching Hindi.

This necessarily means systematic research work, which becomes all the more essential when research is to play its role in solving problems which are complex and involve several aspects of Hindi Education to be put to application. Its needs can also be seen in the context of developing research in a big way involving a variety of trends of modernization with varied specifications. Special attention may have to be paid to provide measures that will create climate conducive to find feasible solutions and solving emerging problems connected with interactional sequence. In order to formulate appropriate policies of research in pedagogical aspects with a view to visualizing and co-ordinating mechanism and work out a scheme of research to be implemented in an integrated manner in-order to make the effort contented in seeking solutions to problems in the area of study.

Research Questions formulated

The following research questions were formed on the basis of the study:

1. How far do the factors that facilitate the processing and synthesis of a creativity oriented language structuring reflect on the consequent modernization of Hindi learning experiences of students at Secondary level?

2. What specific factors are acting as constraints that pose a challenge in articulating, synthesizing and qualifying the stipulated language processing in Hindi?

3. What will be the extent of awareness among the practitioners of Hindi language at Secondary level in balancing the process of curriculum transaction, effective reflections on strategy use and various ways to improve the instructional practice in Hindi effectively?

4. How to construct a thematic analysis in the context of the development of positive attitude for promoting and enkindling a standard framework of competency in Hindi?

5. What are the facilitations and hindrances that stand in the way of structuring linguistic competencies in Hindi?
6. How far the select Models of teaching, be effective in enhancing learning outcomes in Hindi among students at Secondary level?

1.3. Statement of the Problem

The study is entitled as

Facilitations and Constraints to the Modernization of Hindi Teaching in the Schools of Kerala

1.4. Definition and expansion of key terms

Facilitation: The term ‘facilitate’ means ‘to make more easy or less difficult and to free more or less difficult and to more or less completely from obstruction or hindrance or lessen the labour of any action’. Literally it means to make easy or promote action or result. Facilitation is the act, process or result of facilitating. It enables an increase of the ease or ability in the performance of any action.

Facilitation in operational terms deals with the ways and means for exploring, creative involvement, analytical thinking, designing instructional sequences, effective planning and patterning of instructional practices towards enhancing creative performances among learners, and the consequent development for promoting skills.

Constraint: Constraint in education is taken to mean anything that prevents the education.

Constraints in operational terms connected with deficiency of schematic operationalization of the set tasks in connection with the curriculum revision dealings, underestimating the capabilities of student’s strength, lack of inaccurate designing and synthesis of the subject matter, defective perception regarding modern instructional methods, strategies and approaches, lack of proper professional development, lack of efficiency in teachers to guide students in constructive endeavours.

Modernization: Modernization is a process-a movement from traditional or quasi-traditional order to certain desired types of technology and associated form of social structure, value orientation, motivations and norms.
Modernization in operational terms deals with adoption of flexible, innovative learning approaches and delivery methods, improving the quality of teaching-learning process, exploiting the transformational benefits of ICT to enrich teaching, improving learning experiences, stimulating creative skills in learners and helping students to analyse the learning task, putting language elements together to form a coherent functional whole and synthesizing student’s own information and materials. In the present study the term modernization connotes, modernization of Hindi teaching in the schools of Kerala in terms of adoption of modern instructional methods strategies and approaches in the class room.

Hindi: The Official Language of India. Hindi is taught as a third language in the schools of Kerala as per the Three Language Formula adopted in the state.

Schools: The population of Schools covered in this study are from the government and aided sector, following Kerala syllabus. The School section comprises standard 8 to 10.

1.5. 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 low
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
1.6. 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

1.7. Methodology in brief

Multi-stage process of investigation, using mixed methodology; orchestrating both qualitative and quantitative approaches were employed in the study.

The experimental part of the study was preceded by an un-structured interview and survey to identify the factors which act as facilitations and constraints to the modernization of Hindi teaching in the Schools of Kerala. Three instructional models i.e. Role Play, Synectics and Inquiry Training were selected as suggestive facilitations to the modernization of Hindi
teaching and their effectiveness was compared with the prevailing Activity oriented approach.

1.7.1. Sample selected for the study

Simple random sampling was used in the present study. The sample of the survey consists of 488 teachers working in six districts of Kerala i.e. Thiruvananthapuram, Kollam, Kottayam, Ernakulam, Kozhikkod and Kannur.

The sample for the experimental study consists of 288 VIII\textsuperscript{th} standard students. Out of them 144 were selected from a Government School and the rest from an Aided School. Four groups were selected from each schools in which one group was selected as control group exposed to present Activity oriented approach and the other three experimental groups were exposed to Role Play, Inquiry Training Model and Synectics Model.

1.7.2. Analytical support of the study

Un-structured interview with Secondary school Hindi teachers

Questionnaire for teachers

Attitude scale for teachers

Lesson designs based on Role Play Model

Lesson designs based on Synectics Model

Lesson designs based on Inquiry Training Model

Lesson designs based on Activity oriented approach

1.7.3. Statistical Techniques used in the study

Calculation of percentage, Mean, Standard deviation, Chi-square Test, Z Test, ‘t’ test, Analysis of Variance (ANOVA) and Analysis of Co-Variance(ANCOVA).
1.8. Scope of the Study

The study primarily focuses on identifying the factors which act as facilitations and constraints to the modernization of Hindi teaching in the schools of Kerala. Innovations taking place in the field of teaching learning process and technology integration in instructional practices have accelerated the pace of modernization of language teaching all around the globe. An understanding about the facilitating factors to the modernization of teaching Hindi on the basis of systematically conducted research will certainly acts as a catalyst in making Hindi language education more psychological, goal oriented and technology ridden one. At the same time sensitising the hindrances in the pathway of modernization process in teaching Hindi will assist educational planners and practitioners to take appropriate measures to reduce the intensity of such hindrances.

Modernization of teaching is deeply related to the awareness and proper attitude in teachers regarding modern instructional practices, their sound techno-pedagogical applications, frequent and schematically organized in-service training programmes conducted for teachers, availability of ample instructional and academic support. These are the major components that act as stepping stones to reach the peak of modernization in curriculum transaction process. Along with this new advents in the area of methodology of teaching play a major role in modernizing the teaching of Hindi. Different ‘Models of teaching’ proved to be very effective in language instruction. As a teacher educator of Hindi at Secondary level, the investigator felt the need for analysing the prevailing practices of curriculum transaction and to trace out trends of facilitations and constraints experienced and to select appropriate models for modernization of teaching Hindi. These instructional practices are meant for creating reflective, divergent and linguistic skills in learners. Usually in language classrooms, the application of modern instructional strategies is limited to a few select strategies like cooperative, collaborative learning and brainstorming sessions. But teachers have to rise to the occasion and should plan and exhibit proficiency in implementing the new paradigms in an effective manner. Generally Models of teaching are highly beneficial in designing learning tasks enhancing linguistic proficiency in a natural way. They have the potential in capacitating the learners to task specifications and act as an agent for articulating and responding to various language learning practices, contextualized language skills and thinking capabilities.
It has been noted that, certain facilitations and constraints along with the present pedagogical practices are not conducive for a favourable atmosphere in learning Hindi. The study has been undertaken with a view to enhance the standard of Hindi instruction that goes beyond more acceptability: to reasonableness, judiciousness, imaginativeness, creative potential and appreciativeness and to equip the learners to think reliably and resourcefully, so that they can meet the trials of life with confidence and resiliency.

The study can be of much use for teachers, educational planners, policy makers and research scholars. It will also be use full to teacher educators, resource persons and teacher trainers who are providing pre service and in service training to Secondary School Hindi teachers. The prepared teaching designs based on Role play Model, Synectics Model and Inquiry Training Model will be beneficial for teacher trainees of different universities and teacher training institutions, as well as for practicing teachers.

1.9. Delimitations of the study

The investigator has tried his best to make the study perfect and objective. But due to time constraint the investigator was forced to reduce the sample size. Sample was selected only from Secondary School teachers and only from selected districts. The teachers from the un-aided sector working in the Schools following Kerala State syllabus were not included in the sample. Since studies conducted in the field of Hindi Education in Kerala are only a few, the researcher could not include ample studies related to teaching of Hindi in the review of related studies. Experimental part of the study was conducted based on a single lesson due to time constraint. The achievement test conducted to compare the effectiveness of Role Play Model, Synectics Model and Inquiry Training Model with the present Activity oriented method was conducted only for 20 marks. In spite of the above mentioned aspects all possible attempts have been made to study the various dimension of the problem under investigation at the level best.

1.10. Organization of the Report

The present study is organized in 6 chapters as follows:
Chapter 1: Introduction

This chapter signifies the background of the study. It also presents the problem under study, definition of key terms, objectives, hypotheses, need and significance of the study and its delimitations.

Chapter 2: Theoretical overview

The theoretical background of the study is presented in this chapter.

Chapter 3: Review of Related Literature

This chapter discusses the related studies and articles that have helped the investigator to give shape to the present study.

Chapter 4: Methodology

The method of investigation is detailed in this chapter

Chapter 5: Analysis and interpretation

This chapter reports the statistical procedures adopted for analysing the data collected and the relevant results evolved.

Chapter 6: Summary and conclusion

The summary and findings derived from the study are discussed in this chapter along with educational implications and suggestions.