CHAPTER 1
INTRODUCTION

1.1 Introduction

Language is one of the wonderful gifts given by God to humanity with the help of language that human being is able to communicate and solve a number of problems and has been able to make a lot of achievements in life. Language plays an important role for the transaction of these elements between the teacher and the taught. According to Ravel (2006) “In school curriculum language plays vital role. Language as a vehicle of communication is very crucial on the whole process of education. It is through language that everything is taught and learnt in a majority of teaching learning including the classroom.” If there has been no language, it would have been difficult to communicate the views to follow human beings. Any branch of knowledge cannot be pursued without properly using and understanding language. That is why it is very essential to learn and use a language. Since ancient times, through learning the language is changing continuously and still we are developing new methods, new patterns for learning. English is international language on the other hand Hindi is National language. Now a day it is more widely spoken and written in foreign countries. Australia has adopted as a second language with the change in time Hindi has become accepted language.

Man has been learning from nature, by watching the world outside and inside him, from what others say and do. Individual learn by doing action. Learning is also about order in life; order in school life. Learning is knowledge vocabulary, writing, number work, and so on. There is also learning from everything and everybody which develops open mind, humility and sustain sensitivity. Learning is a continuous process. Without learning development does not take place in the individual. Woodworth, (1945) states that, “Any Activity can be called learning so far as it develops the individual and makes him alter behavior and experiences different from what that would otherwise have been.”

Of all the languages in our country, today Hindi deserves to be regarded as a useful language. In any nation, the national language has to be its own language and which could be understood by maximum number of its people. According to Radhakrishna,
Ramdaat & Ambalal, (2006) “In case of India, it is Hindi which is spoken by about 60% of its people.” It is the most widely spoken language of our land. It is the common means of communication between the people of different regions of our country. We can reach out to the people in every nook and corner of our land through our national language Hindi.

Man has been using language for mutual interaction. So, due importance must be given to language teaching at the school level itself. Today, we find the sense of dissatisfaction and unrest in respect to education system in the society. We also find that the quality of education has been deteriorating miserably day by day. Though fluent verbal communication is the demand of the fast competitive era.

We can see both positive and negative effects of media on the world of education and the society. I would like to cite an example of the rural areas of the state of Goa. The rural Goanese could not understand and speak Hindi until TV program me reached their homes. Now, this rural folk of that state do speak and understand our national language Hindi along with their mother tongue Konkani.

Our mother tongue is Gujarati and the union government of India declared Hindi as the National language in 1949. Seemingly, since our mother tongue is Gujarati, there will be a sort of Gujarati effect in our spoken as well as written Hindi like the Hindi speaking people speak English – humorously called Hinglish – a sort of English with Hindi effects and the Gujarati ones speak English jokingly called Gujlish a sort of English with Gujarati effects. In Gujarat the mother tongue is so dominate that it hinders the second or third language learning. Its influence is so dominate that the speaking habits, tone, intonation pause and way of speaking Gujarati interfere in Hindi language learning. After passing four to five years in learning Hindi students are not able to speak fluently. The reason of non fluent Hindi speaking skill is no exposure to speaking environment. In examination system, the written aspect of language is tested on the other hand the students do not have motivation to speak in class because there is no assessment of fluency or spoken or listening aspect of language.
There are number of languages spoken India. Some of there languages are accepted nationally while others are accepted as dialects of their particular region. The Indian constitution (Article 343) declares Hindi to be the official language of the union. English enjoys a special status and remain the additional official language of India.

As is known to all, Hindi is the national language of our country. The total northern belt of our land as well as the central part of India called Madhya Pradesh speaks Hindi as a mother tongue albeit with some dialectal effects and difference of accents. It means that a very vast population of India use Hindi and if we add to this number of people who have a working knowledge of Hindi, we raise the total to an astounding height. Surprisingly, Hindi is being widely used in the island of Surinam of the West Indies. As many as 90% of the total population of Surinam use Hindi as their mother tongue.

The objectives of educating any language have changed time to time. Our concept of teaching what we have teach and how we teach depends to a great extent on what we want to achieve. General objective of teaching any language is to enable the students to use it in their day to day life. Teaching of Hindi focuses on the development of four skills – Listening, Speaking, reading and writing.

A child can understand Hindi by watching Hindi TV Programmes or Hindi movies. But he/she can neither speak nor write Hindi correctly. Due to lack of enough practice and habit, he/she can’t speak or write Hindi effectively and commandingly. Resultantly, students become indifferent towards learning Hindi. In such scenario, the teachers are supposed to be more innovative, more resource and more tactful in order to make their students learn our national language Hindi with due interest and enthusiasm. Teachers should find more ways and means other than grammar translation method and any other traditional method of teaching. They are supposed to leave apart the habit of lecturing.

Similarly, in schools, due importance is not given to the subject of Hindi and less number of periods are allotted in time table. Adding fuel to fire, the government of Gujarat had made Hindi as an elective subject at the SSCE since 2006. Furthermore, the government of Gujarat organized Karmyogi Yojana for other subjects but
unfortunately this subject is not focused properly. The teacher with less workload is given to teach Hindi in High school. Because of all these factors, we have to bear with the poor results and we should not level accusations towards any particular one.

In secondary schools, we find a vast difference in respect to the fundamental characteristics like attitude, interest, self-learning and the personalities of the students of Hindi. This vast difference can be reduced by using learning package in the subject of Hindi. We already know that the standard of education cannot rise above the standard of the teachers. Unfortunately, we don’t have well-versed, well-equipped and well-read teachers.

As a result, we find monotony, dryness and lethargy in the teaching of Hindi by the teachers. While teaching they resort to only textbooks and hence they are not well-equipped in the classroom teaching. They would not be able to present their ideas before the students since they don’t refer good reference books or commanding knowledge of Hindi literature as well as grammar. They even don’t care for speaking pure and correct language while in the classroom teaching. Resultantly, they go on imparting information to the students and the students also follow their teachers’ instructions religiously. In this way, the teaching-learning activity becomes only teacher centered and not student-centered. The whole activity thus becomes lifeless, listless and fruitless.

In our schools, students learn Hindi as a part of curriculum but they don’t have any sort of interest and attachment to it. We also find the lack of practical and linguistic knowledge or language skill among the students.

We have students coming from different strata’s of society. Teachers teach them equally. As they do not have any experience of speaking with proper and suitable methods and techniques are used, even the students are less intelligent can learn easily some learn more and some less. To avoid this piquant condition, teachers are supposed to teach the students in groups. So, they will become tension free and learn easily from each other. In-group, they will learn the things naturally. There is dire need for teaching through learning package. This is the goal and objective of the present research study. As a lecturer of Hindi the investigator had also experienced
the difficulties of all four skills among the students. Because of experience a question that emerged in the mind of investigator was what a teacher should do to improve language skills of the students.

1.2 Rationale of the Study

According to Verma (1971) studied on methods and means of teaching Hindi found that curriculum occupied a very important place in the process of education. But it had not received due importance of Hindi. It was found that without proper teaching of Hindi there was no possibility of effective teaching in other subjects. The aims and objectives of a language classroom are different from those of other classrooms. There is a shift in the role of a teacher from a disciplinarian to a facilitator and that of a student from passive listener to active participant. The facilitator should aim at providing suitable situations for the effective learning of listening, speaking, reading and writing. Students are always attracted by new ways of teaching. In the present Scenario, teaching method is not student-centered but rather teacher-centered. Students are mere silent listeners in the classroom. The teacher gives only information to the students. As a result of that, the students never take interest in the classroom teaching. Teachers even don’t get answers to their questions. Thus the whole teaching method becomes dry and a one-way traffic. Teacher makes learners to learn through variety of tasks that helps them in their all round development. Teacher should plan the small tasks in the form of package that enable learners to learn the subject easily and directly on their own. Thus, students will learn independently, freely and effectively discussing with their peers that helps learner to become self-reliant.

The attention can be focused on the following achievement in respect to learning package.

Students develop:
- Positive attitude in Hindi language.
- Skills of Listening, speaking, reading and writing.
- Vocabulary and proper use of it while communication, reading and writing.
- Enrich grammar and its application in learning language.
In the field of Hindi
At the international level we have admitted the importance and utility of Hindi teaching in schools. Teaching Hindi haphazardly is meaningless without putting forward any concrete aims and objectives and chalking out a thoughtful scheme. Government and other Educational bodies have tried to give fairly good financial backup for teaching of the Hindi. Sufficient funds have been allotted for training of the teachers. Even 14th September is celebrated as Hindi Din to make people aware about the importance of Hindi as a national language. Special programmes are organized by the government, government officials as well as in educational institutes. Much efforts have been done in this area still we have not achieved 100% result. If the present position is to be changed and efforts are to be made to improve the teaching of Hindi at secondary stage, then it is essential to know how Hindi can be taught by the teachers.

Research states that Hindi teachers are lacking in skills and a capacity to generate interest among their student is a major problem of immediate concern. Such problems are not limited to the teachers of secondary schools, learners but also principal as we know. Vyas (1978) conducted a study of the teaching Hindi in Gujarat state. Research studied reveled teachers teaching Hindi in Gujarati medium schools experienced that students having mother tongue Gujarati was found to have a lot impact on teachers in teaching Hindi in Gujarati medium schools. Most of teachers used only translation method to teach Hindi. Majority of teachers do not use other instructional material.

Teaching Hindi through the textbook becomes dry and lifeless. Learning Package is a better way of teaching sub-points or Units of the Hindi language to the students. It is helpful to all kinds of students from slow learners to fast learners from gifted to normal students. Through Learning Package, the individual strength of the student is recognized and his/her individual needs are addressed. Thus, Learning Hindi through Learning Package enables learners to

1. Learn Hindi more effectively and practically.
2. Learn actively in lively and friendly atmosphere.
3. Learn content of prose and poetry recitation, rules of grammar, composition, vocabulary, etc. effectively.
Develop skills like critical thinking, creativity, problem solving and synthesis of knowledge.

The review of the Studies carried out shows that Bhatt (1986), Solanki (1983) carried out their separate studies on development and effectiveness of multimedia package for various units of math’s and Science subjects respectively. Kazi (1987) carried out a study on the difficult units of Arithmetic of Std x and tested its effectiveness. Acharya, M.D. (2005) prepared work card and self Instructional material on English Language Learning and tested its effectiveness. Patel (1991) and Desai (1987) had developed multimedia package for Civics and English Subject respectively. Only Chinappa (1978) and Vyas (1978) had carried out studies on teaching of Hindi in secondary level of Andhra Pradesh and Gujarat respectively.

Thus, the above mentioned studies were carried out in Gujarat state, India and foreign countries. Investigator has not found study which deals with the development of multimedia package, Computer Assisted Learning, Computer Assisted Instructions, Language learning package and Self instructional material related to Hindi Subject or achievement of IXth class students in Hindi subject. So the Present Study is a humble attempt to bridge the research gap with respect to Hindi Subject and Language Learning Package for Hindi Subject.

The Present Study deals with effectiveness of Learning Package for teaching units of Hindi Subject of IXth Class and checking its effectiveness with respect to Achievement Test.

1.3 Statement of the Problem

The title of the study was worded as following

EFFECTIVENESS OF A LEARNING PACKAGE IN HINDI LANGUAGE LEARNING FOR THE IXth CLASS STUDENTS
1.4 Operationalization of the Terms

The terms, used in present study were defined as follow

**Effectiveness**
According to word reference.Com dictionary Effectiveness means…..
   a) Having an effect; producing a result.
   b) Producing a definite or desired result; efficient.
   c) Capability of producing an effect.
In the present study the term effectiveness means the raise in achievement of IX\textsuperscript{th} class students in Hindi language through Learning Package.

**Learning**
According to Webster’s online dictionary Learning means…
   a) The act, process or experience of gaining knowledge or skill.
   b) Knowledge or skill gained through schooling or study.
   c) Behavioural modification especially through experience or conditioning.
In the present study learning means Students of IX\textsuperscript{th} class gaining knowledge, skills and behavioral changes in Hindi language through Learning Package.

**Package**
According to www.word reference.Com dictionary Package means…..
1. A number of items, plans, activities etc. offered or proposed as an inseparable unit.
2. A self-contained component or unit, usually one that is already assembled.
In the present study package means number of items, plans etc proposed as an inseparable unit in learning Hindi language for IX\textsuperscript{th} class students.

**Learning Package**
In the present study learning package means plan of students learning of Hindi language through items, activities, task, etc.

**Hindi**
1. The most widely spoken of modern Indic vernaculars; spoken mostly in the north of India; is the official national language of India; usually written in Devanagari script.
2. A group of vernacular Indic dialects spoken in northern India.
3. The literary and official language of northern India that is based on these dialects. It is written in Devanagari and uses Sanskrit as a resource language.

**Language**

According to www.word reference.com dictionary Language means…..

- Systematic means of communicating by the use of sounds or conventional symbols.
- Speech: (language) communication by word of mouth; "his speech was garbled"; "he uttered harsh language"; "he recorded the spoken language of the streets."
- Lyric: the text of a popular song or musical-comedy number; "his compositions always started with the lyrics"; "he wrote both words and music"; "the song uses colloquial language".
- Linguistic process: the cognitive processes involved in producing and understanding linguistic communication; "he didn't have the language to express his feelings".
- A formal language is a set of words, i.e. finite strings of letters, or symbols. The inventory from which these letters are taken is called the alphabet over which the language is defined. A formal language is often defined by means of a formal grammar.

Language is a term most commonly used to refer to so-called "natural languages" — the forms of communication considered peculiar to humankind.

In the present study the Hindi language means Vocabulary, Comprehension and Grammar used to communicate using Hindi language. For this investigator has selected units from IX\textsuperscript{th} class textbook of Hindi, Gujarat State Board of School Textbook, Gandhinagar.

**IX\textsuperscript{th} Class**

School Education system of Gujarat State is divided into this level. Primary (Std-1 to 8), Secondary (Std-9 to 10) and higher secondary (Std-11 and 12). First year of secondary education is considered as IX\textsuperscript{th} class.

In the present study IX\textsuperscript{th} class means students of Gujarati medium secondary schools of Anand district.
Learning Package for Hindi Language

In the present study Learning Package for Hindi language means the Package prepared based on selected Hindi content of IXth class Hindi textbook. This Package contains materials like

The material is evaluated based on the following components.

1. Application
2. Vocabulary
3. Grammar
4. Comprehension

1.5 Objectives of the Study

Present study was carried out with the following objectives

a) Task Objectives
   1. To prepare Learning Package in IXth class for Hindi language and get its significant established by experts.
   2. To construct Achievement test (Application Type Questions, Vocabulary, Grammar and Comprehension) for IXth class Hindi language and get its significant established by experts.
   3. To prepare Feedback Questionnaire for students in learning Hindi language through Learning Package.
   4. To get descriptive information of self experience regarding learning Hindi language through Learning Package from students.

b) Research Objectives
   a) To study the effectiveness of Learning Package of Hindi language learning on achievement in Hindi.
   b) To study the effectiveness of Learning Package of Hindi language learning on achievement in Hindi in relation to intelligent quotient (High, Middle and Low).
c) To study the effectiveness of Learning Package of Hindi language learning on achievement (Application Type Questions, Vocabulary, Comprehension and Grammar) in Hindi in relation to intelligent quotient (High, Middle and Low).

1.6 Variables of the Study

The word ‘variable’ means which can change. The factors, which affect any experiment, are called variables. In the present study, following variables are considered.

a) Independent Variables
b) Dependent Variables
c) Control Variables

A) Independent Variables
   a) Treatment:
      o Learning Package
      o Traditional Approach
   b) Intelligent quotient (High, Middle and Low)

B) Dependent Variables
   a) Achievement:
      1. Application Type Questions,
      2. Vocabulary Test
      3. Grammar Test
      4. Comprehension Test
      5. Total Achievement Test

C) Control Variables
   1) IXth class
   2) Subject
1.7 Hypotheses of the Study

The hypotheses were formulated in pursuance of the objectives and variables of the study.

For the Total Sample

1. There will be no significant difference between the mean scores of Total Achievement of students learning through Learning Package and Traditional Approach.

2. There will be no significant difference between the mean scores of Total Achievement of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

3. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Total Achievement.

4. There will be no significant difference between the mean scores of Application Type Questions of students learning through Learning Package and Traditional Approach.

5. There will be no significant difference between the mean scores of Application Type Questions of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

6. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Application Type Questions.

7. There will be no significant difference between the mean scores of Grammar Test of students learning through Learning Package and Traditional Approach.

8. There will be no significant difference between the mean scores of Grammar Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

9. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Grammar Test.

10. There will be no significant difference between the mean scores of Vocabulary Test of students learning through Learning Package and Traditional Approach.

11. There will be no significant difference between the mean scores of Vocabulary Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.
12. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Vocabulary Test.

13. There will be no significant difference between the mean scores of Comprehension Test of students learning through Learning Package and Traditional Approach.

14. There will be no significant difference between the mean scores of Comprehension Test of High, Middle and Low IQ students learning of through Learning Package and Traditional Approach.

15. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Comprehension Test.

For the Experiment – 1

1. There will be no significant difference between the mean scores of Total Achievement of students learning through Learning Package and Traditional Approach.

2. There will be no significant difference between the mean scores of Total Achievement of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

3. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Total Achievement.

4. There will be no significant difference between the mean scores of Application Type Questions of students learning through Learning Package and Traditional Approach.

5. There will be no significant difference between the mean scores of Application Type Questions of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

6. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Application Type Questions.

7. There will be no significant difference between the mean scores of Grammar Test of students learning through Learning Package and Traditional Approach.

8. There will be no significant difference between the mean scores of Grammar Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.
9. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Grammar Test.

10. There will be no significant difference between the mean scores of Vocabulary Test of students learning through Learning Package and Traditional Approach.

11. There will be no significant difference between the mean scores of Vocabulary Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

12. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Vocabulary Test.

13. There will be no significant difference between the mean scores of Comprehension Test of students learning through Learning Package and Traditional Approach.

14. There will be no significant difference between the mean scores of Comprehension Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

15. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Comprehension Test.

**For Experiment – 2 (Replication of Experiment)**

1. There will be no significant difference between the mean scores of Total Achievement of students learning through Learning Package and Traditional Approach.

2. There will be no significant difference between the mean scores of Total Achievement of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

3. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Total Achievement.

4. There will be no significant difference between the mean scores of Application Type Questions of students learning through Learning Package and Traditional Approach.

5. There will be no significant difference between the mean scores of Application Type Questions of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.
6. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Application Type Questions.

7. There will be no significant difference between the mean scores of Grammar Test of students learning through Learning Package and Traditional Approach.

8. There will be no significant difference between the mean scores of Grammar Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

9. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Grammar Test.

10. There will be no significant difference between the mean scores of Vocabulary Test of students learning through Learning Package and Traditional Approach.

11. There will be no significant difference between the mean scores of Vocabulary Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

12. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Vocabulary Test.

13. There will be no significant difference between the mean scores of Comprehension Test of students learning through Learning Package and Traditional Approach.

14. There will be no significant difference between the mean scores of Comprehension Test of High, Middle and Low IQ students learning through Learning Package and Traditional Approach.

15. There will be no significant interaction effect of IQ and treatment (Learning Package and Traditional Approach) on Comprehension Test.

1.8 Delimitations of the Study

The delimitations of the study are indicated below.

1. This study was limited to IXth – class of secondary schools of Gujarati medium of Anand district of Gujarat state.

2. Anand High School, Anand and Sardar Patel High School, Boriavi was selected for implementation of an experiment.

The present study is delimited to Hindi textbook of Gujarat state board School Textbook, Gandhinagar, Syllabus 2011 – 12. The content for the learning Hindi through Learning Package was restricted.
The scheme of chapterization is as follows:

The second chapter
In this Chapter Information about learning package concept, advantages, implementation of the Learning Package in the classrooms, limitations of Learning Package are discussed.

The third chapter
In this chapter deals with the review of related researches which enable investigator to have proper perspective. The investigator reviewed past researches done in the field of Learning Package, Multimedia Package and its related factors.

The fourth chapter
In this chapter describes the planning, procedure and implementation. It discusses the procedure involved in preparation and experts’ suggestions / comments of the tools, sampling techniques, variables and research design of the study. This also includes description of the tools to be used, method of data collection, and methods of data analysis and tabulation of the data.

The fifth chapter
In this chapter contains the detailed analysis and interpretation of the data using F test, Post-hoc Test, Chi square and Percentage analysis.

The sixth chapter
In this chapter, contains the summary of research work, results, findings, educational implications and recommendations for further study.
At the end of report, bibliography containing books and references consulted is listed. The appendices include lesson plans, Learning Package, tools, and experiences of students on Learning Package.