



RESEARCH ARTICLE

Interest towards Hindi Language Learning of Non-Hindi Speaking Students**S. Prasannakumar**

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Received: 30th April 2014, Revised: 15th June 2014, Accepted: 21st June 2014**ABSTRACT**

This paper discussed that the Interest towards Hindi language learning of Non-Hindi speaking students were studying in various high schools at Dindigul district in Tamilnadu. Which state schools are following only two languages, one is Tamil and second one is English. Maximum government schools of Tamilnadu region are providing the facility of instructions in Tamil medium while private schools are giving instructions in English medium. Now, question is arises Non-Hindi speaking students their interest towards Hindi language learning or not. The survey method was used this research and descriptive and differential statistical techniques were employed. The major finding is students are more interest towards Hindi language learning. The major findings of the research: Students are more interest towards Hindi language learning. There is significant mean difference between boys and girls students in their interest towards Hindi language learning. It is found that there is significant mean difference between rural and urban students their interest towards Hindi language learning.

Key words: Interest. Hindi language learning, Non-Hindi speaking students

INTRODUCTION

Multilingualism is constitutive of Indian diversity. Our educational system should make every conceivable effort to sustain multilingualism rather than suppress it. How our educational system has consistently weakened the advantages of grass-root multilingualism that characterizes our society. We need to make every possible effort to empower the languages of the underprivileged and tribal and endangered languages. The National Curriculum Framework strongly advocates multilingualism in school education. As the report of the Education Commission rightly describes it, "the impelling considerations were more political and social, than educational. In effect the formula established equality between the Hindi and the non-Hindi areas". By adopting the three-language formula (TLF) as a strategy, space was created for the study of proximate languages, classical languages, and foreign languages. Space was also made for the study of the mother tongue.

The States were free to adopt languages in education outside the TLF. Sanskrit could be introduced as a classical language. It could also be adopted as a Modern Indian language (MIL) without violating the spirit of the TLF. Since 1953, with the declaration of UNESCO that the mother tongue is the best medium for a child's education, pressure groups worked for the recognition of their languages and their incorporation in the 8th Schedule of the Constitution. As long as the basic spirit of the TLF is maintained, there is no restriction on studying new languages. Generally, the States offer, in first language, Second language and Third language more optional than stipulated in the three language formula (TLF). Even though the number of languages taught is three, the languages are not those in the TLF. The preferred third language in the Hindi States is often Sanskrit and not a modern Indian language (a southern language) though classical languages like Sanskrit do not find place in the TLF. Controversies, subsequently, arise in favour or against accommodating such classical languages within the formula.

Differences are also there in the motivation for learning of the third language. While there is economic motivation for learning Hindi in non-Hindi States, the motivation for learning southern languages in Hindi States is basically cultural. This results in lack of equality in

learning objectives and competence levels in the third language. The demand from linguistic minorities and tribal to fulfil the commitment for facilities to learn in the mother tongue in schools at the primary level is often not complied with. The problem concerning the place of minority/tribal language in the TLF gets puzzled on account of the fact that every State is multilingual with two or more minority languages.

The National Curriculum Framework for School Education discussion Document released on January 1, 2000, while reviewing the Three Language Formula, states: "In a number of states/organizations/ boards, however, the spirit of the formula has not been followed and the mother tongue of the people has been denied the status of the first language because of the changed socio-economic scenario, the difference between the second and the third languages has dwindled". Thus, in reality, there may be two-second languages for all purposes and functions. Some states follow only a two-language formula whereas in some others classical languages like Sanskrit and Arabic are being studied in lieu of a modern Indian language. Some board's institutions permit even European languages like French and German in place of Hindi. In this scenario, the three-language formula exists only in our curriculum documents and other policy statements. The students come across several difficulties belonging to pedagogic, curricular and environmental areas due to TLF. The most important ones, among them in order of descending difficulty, are, 'confusing to learn grammars of different languages' (pedagogic) 'no occasion to use the language for practice' (environmental), 'no extra coaching at home' (environmental), and 'many other subject to learn' (curricular).

The teachers and the parents are fully approving of the problems faced by the students in the task of learning a number of languages. Moreover, the teachers emphasize most the environment and the curricular problems, and the least the problems related to pedagogy of language teaching, which the students consider to be the most important. The curricular difficulties are least emphasized by them.

The parents are in agreement with their children about the curricular handicaps, but not to the same extent about the academic difficulty, 'confusing to learn different grammars' and the environmental one, 'no extra coaching at home'. The students do face problems in acquiring the four skills of language namely, understanding, speaking, reading and writing. This difficulty is most severely felt for the third language and the least for the first language. The teachers also face many difficulties in their task of language teaching. The most important are lack of modern teaching aids and training in the new techniques of language teaching. There is also a problem of the presence of the mixed mother-tongue groups in the language class. It is sad to note that tribal children's mother tongue is not used in school; in some cases, the school language is a "completely strange language." Most teachers in rural areas do not speak or understand the children's language so there is no communication between teachers and children. Even when the teachers come from the children's home community, they often do not use the local language in teaching the curriculum as the textbooks are in the state language.

This paper discussed that the Interest towards Hindi language learning of students were studying in various high schools in Tamilnadu. Tamilnadu state schools are following only two languages, one is Tamil and second one is English. Maximum government schools of Tamilnadu region are providing the facility of instructions in Tamil medium while private schools are giving instructions in English medium. Now, question is arises Non-Hindi speaking students their interest towards Hindi language learning or not.

OBJECTIVES OF THE STUDY

1. To find out interest towards Hindi language learning of non-Hindi speaking high school students.
2. To find out interests towards Hindi language with respect to non-Hindi speaking boys and girls.
3. To find out interest towards Hindi language learning of non-Hindi speaking students with respect to locality.

4. To find out interest towards Hindi language learning of non-Hindi speaking students with respect to parents educational status.

HYPOTHESES

1. There is no significant mean different between non-Hindi speaking boys & girls students in their interest towards Hindi language learning.
2. There is no significant mean different between the rural and urban non-Hindi speaking students in their interest towards Hindi language learning.
3. There is no significant mean different between interests towards Hindi language learning of non-Hindi speaking students with respect their parental educational status.

POPULATION FOR THE STUDY

The population for the present study is IX standard student studying in government, aided and private school in Tamilnadu at Dindigul district.

SAMPLE FOR THE STUDY

The investigation has used simple random sampling technique for selecting the sample from the population. The sample consists of 345 IX standard studying in student from three institutions among them 222 are male student and 123 are female students.

TOOLS USED THE STUDY

The following tools are used for data collection. The investigator has used the tool to find out the interest towards Hindi language learning among the IX standard students. The tool is constructed and validated by the investigator. Reliability and validity are essential to the effectiveness of any data gathering procedure there items are defined here in the most general way. Reliability and validity has done by subject experts.

METHOD OF THE STUDY

The survey method was employed for this study.

STATISTICAL TECHNIQUE

The data were used to calculate the mean, standard deviation for descriptive analysis. The "t" test was used as a statistical technique for differential analysis.

Table 1: Comparison of "t" values for interest toward Hindi language learning between boys and girls

Variable	Gender	N	Mean	S.D	"t" value	Level of significant
Interest in Hindi	Boys	222	52	17.04	12.75	Significant
	Girls	123	73.35	13.36		

Table No. 1 shows that the mean score of interest towards Hindi of girls' students is greater than the mean score of boys' students. The calculated "t" value is more than table value at 0.05 level.

Table 2: Comparison of Mean, SD and "t" value of interest towards Hindi language learning of rural and urban students

Variable	Locality	N	Mean	S.D	"t" value	Level of significant
Interest in Hindi	Rural	322	73.13	16.40	1.50	Significant
	Urban	23	68.13	15.13		

Table No. 2 shows that the Mean score of interest towards hind of urban students is greater than the rural students. The calculated "t" value is less than table at 0.05 level.

Table 3: Comparison of mean, SD and 't' value of Hindi language interest of students with respect to their parents educational status

Variable	Educational status	No. of students	Mean	S.D.	"t" value	Level of students
Interest in Hindi	Educated	169	73.13	16.40	1.50	No significant
	Un educated	176	68.13	15.31		

Table No. 3 shows that the mean score of Hindi interest of educated parents have slightly higher than the uneducated parents. The calculated "t" value is less than table value at 0.05 level.

MAJOR FINDINGS

1. It is found that there is significant mean difference between boys and girls students in their interest toward Hindi language learning.
2. The mean score of interest towards Hindi language learning of Girls students is higher than that of boys' students.
3. It is found that there is significant mean difference between rural and urban students their interest towards Hindi language learning.
4. It is found that there is no significant difference between educated parents and uneducated parents of their students of interest towards Hindi language learning,
5. It is found that there is no significant difference between government school and aided school IX standard students in their interest in hindi language learning.

CONCLUSION

The present paper discussed about Hindi language learning interest for non- Hindi speaking students. The study was found that the government and aided school students have got most interest towards Hindi language learning on compared than the private school students. The interest of Hindi language learning of rural Students got more than the students from urban area. The language learning is one of the fundamental educational rights. Therefore the educationists will be including Hindi language in language curriculum for non-Hindi speaking students. There is no doubt student willing to speaking, writing knowledge about Hindi language is very use full in their higher education and employability.

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