CHAPTER 1

INTRODUCTION
Chapter I

INTRODUCTION

The importance of the role of teachers is becoming wider and wider in the modern world of science and technology. The world is fast developing in the field of communication and information. All phases of the world such as industry, agriculture, trade and business etc. are subject to changes, where education is not an exception. Though unimaginable development and application of modern equipments and electronic instruments like computer, VCD etc. could supplement the process of teaching and learning, the teacher cannot be replaced by any of the facilities and amenities available in the era of modern age. But all these can influence, no doubt, the efficiency and proficiency of teaching and learning. As such in commensurate with all these changes, influences and effects the ability of the teachers should be elevated and updated. Teachers in all subjects are to be equipped with modern techniques and methods of teaching learning process to overcome the modern scenario. In this connection the teaching process and activities of languages also need innovative changes.

As far as psychologists and educationists are concerned the education system must be more accountable and qualitative. To attain this objective, the teachers should be dedicated and enthusiastic in imparting instruction as only self motivated teachers can motivate learners to learn. In order to attain the coveted goal the teacher should ensure the wholehearted participation of the students. As such language is the only vehicle for communication by which ideas and meanings are conveyed.
The study of language as a discipline has kept pace to some extent with the growing recognition of its importance. For languages other than mother tongue, the acquisition is difficult to some extent. To acquire proficiency in any language, one need to use it meaningfully. In other words one should communicate it effectively. For this, the person must possess certain pre-requisites like knowledge of language elements and certain abilities. The acquisition of the ability to use a language proficiently other than mother tongue, systematic practice is inevitable. If actual language situation and environment are provided second language acquisition is possible in an easy way.

As a result of the efforts made by experts in languages and linguists, the teaching of a language other than mother tongue has got a momentum leading to progress in learning. In order to make the process of learning more effective planned methods and practices including drills are essential ingredients to inculcate the learners and to acquire the concept of learning and understanding its meanings and ideas. Hence proper and suitable classroom situations are to be created by the teachers in order to help the learners acquire the techniques as well as modalities of learning the language. But in the case of mother tongue, natural situations help the learner to learn himself/herself. As far as Hindi, as a second language, is concerned, majority of the teachers is not seen successful in creating effective methods for teaching the language. In this circumstance the authorities, in view of the experts’ opinion, organized and conducted a
number of orientation courses, workshops and seminars for the benefit of teachers. But the attempt could not find the expected results. Hence the investigator proposed to prepare modules in Hindi and to adopt modular approach in teaching with a view to measure the effect on achievement among secondary school students.

IMPORTANCE OF HINDI AS SECOND LANGUAGE

Every one need to have a working knowledge of Hindi because, it is our national language. Article 351 of the constitution says that, “it shall be the duty of the union to promote the spread of Hindi language.” The progress of the Nation is mainly depending upon the development of National language. The National Policy on Education (1986) suggested “learning of Hindi” should be given prime importance in our education.

In the schools of Kerala Hindi is being taught from 5th standard and continues upto 10th standard as a third language. Languages other than mother tongue is considered as second language in higher education level. But in the schools of Kerala, Hindi is being taught as third language. As far as the investigator is concerned Hindi is considered as one of the second languages for the present study.

Problems Involved in Teaching Hindi

The teachers who are handling the language should be aware of the nature and the way by which it is taught and learned. The methods of teaching language will differ according to the interest and aptitude. In this
connection it is pointed out that language teaching during the last few decades has been ineffective, to a certain extent, due to lack of proper understanding of the way in which the language is being inculcated. As a result, the teachers began to feel the use of effective methods of instruction in teaching Hindi. This view is supported by the following remarks. “Teaching is a process of building communication of learners who use their skills to educate themselves” (Joyce and Weil, 1992).

The change in the teaching, learning process has to begin from the initial stage. The major purpose of teaching is to help the learner to learn and then to increase the capacity of the learners to learn. Nowadays, the instructional strategies have become learner oriented. In the learner centred approach, the entire learning process is in accordance with the needs, problems, interest, capabilities and attitudes of the learners. Here the ‘learner’ and ‘the learning’ are the key words that are given importance. The teachers’ role reduced to function as the ‘facilitator’ of the learning process. The role of the teacher is to help the pupils learn ‘how to learn’. Learning has to satisfy the needs of the individual leaner rather than the group as a whole.

A person can learn mother tongue without much effort. In the case of a foreign language, a person acquires language skills on the basis of the language he has acquired and developed. If a situation can be associated with words, the learner will realise the meanings and connotations attached with those words.
Status of Hindi in the Present School Curriculum

In Kerala, at the school level, Hindi is being taught from standard 5th onwards. The periods allotted for teaching Hindi is limited to three periods per week. The failure of students in Hindi at the S.S.L.C. level is very high. The teachers need to understand the reasons in depth and have to find out remedial measures for the massive failure in Hindi. According to the traditional method, Hindi is being taught in classrooms through translation method. After six years of learning Hindi, the students are unable to develop the four basic skills expected of language learning i.e., Listening, Speaking, Reading and Writing (LSRW). This may be attributed to the inappropriate teaching learning process followed in our secondary schools.

The teaching of Hindi in our schools is based on pupil-teacher interaction. This pupil teacher interaction is based upon the textual content in the form of class-wise teaching units. The entire lesson is divided into small units and taught to the pupils. The assessment is also done unit-wise. Many of the teachers are of the opinion that the learners will lose continuity from one unit to another. If an overall continuity in the form of Gestalts are arranged in the properly attempted units prepared, students will find grasping of the subject easier and will ensure continuous motivation to learn the language further.

Relevance of Modular Approach in Teaching Hindi

In the transaction of Hindi as a language, the teachers face many problems. They need a simple and easy way of language teaching in order to
ensure effective acquisition of language. The structural approach to Hindi language learning has been substituted by meaningfully focused learner oriented approach. But it has not been implemented in its true spirit. Teachers need to implement the principles of individualized instruction in the classrooms.

No two individuals are alike. Each learner has his/her own needs, capabilities and interests. To deal with the different learner characteristics, individualized instruction is an apt learning strategy. The aim of individualized instruction is to make learning self-directed.

There are various types of individualized instruction. Keller Plan (1962) programmed instruction, contract learning, self instructional package and instructional modules of the different individualized instructions.

**Modular Approach of Teaching Hindi**

A module is a self contained and self sufficient unit of instruction for the learners to achieve a set of objectives. The three basic elements of instruction contained in the module are objectives, learning activities and evaluation. In short a module is self contained and self pacing by nature. The modules help the learners for independent thinking.

The present study focuses upon the effect of modular approach in teaching on the achievement of Hindi of the IX standard students of Kerala. The problem was selected by keeping in mind the present status of Hindi as
third language in school curriculum and the relevance of module in teaching of Hindi.

Every teacher has to plan and prepare well to create an atmosphere conducive to the learning of Hindi according to the level of students. Hindi should be taught through Hindi; so that the learners will acquire language skills in a natural way. The central idea about the module preparation is to help the teachers to teach effectively. This indicates the need for teachers to prepare modules keeping in mind the learning theories, interest of the students, aptitude towards language, instructional objectives and activities. In view of the above, the investigator proposed to prepare modules so that the teachers may be made aware of it and to enhance the achievement in Hindi among secondary school children and hence the study.

Need and Significance of the Study

Hindi is usually taught in schools in translation method. As a result the understanding of language takes place through the mother tongue. It is a fact that the mother tongue is the foundation on which the strong pillars of any other languages are built up. But on certain occasions the interference of mother tongue affects negatively in the acquisition of foreign languages. Hence the investigator made an earnest effort to teach Hindi in Hindi medium with the help of modules with a view to measure achievements in acquisition of Hindi.

The investigator has been working as a Lecturer and teacher educator for the last 27 years and thus she has rich experience in linguistic problems
of students in terms of vocabulary, grammar and language skills. This may be due to the fact that the earlier experience of students in learning Hindi caused the deficiency referred. Hence the investigator proposed to measure the effect of modular approach in teaching Hindi with that of traditional method to differentiate the problems and its magnitude.

The investigator thought of this problem in depth and discussed in detail with her colleagues and other teachers handling Hindi at different levels. It was found out that the teachers in general need guidance for adopting better methods. The only available materials with them are the text books prepared and prescribed by the authority and the orientation programmes given to them. The investigator interviewed some of the parents and the responses received from them were equally supporting to the problem. Many of the parents were not functionally aware of Hindi, though the television exerts a great influence on them. Through the discussion with the high school students, it was revealed that there exists a wide gap between the expected outcomes and the attained outputs in the acquisition of Hindi as a third language in secondary schools.

All these issues convinced the investigator that something has to be done urgently to rectify these defects and vitalize Hindi education in secondary schools. So a plan of action for developing self contained teaching modules with a view to throw light into the problems that are faced by the teachers and students in the skill acquisition of Hindi. Hence the
investigator proposed to analyze, categorize and synthesize the problems faced by the teachers of Hindi and to conduct the study.

**STATEMENT OF THE PROBLEM**

The present investigation is intended to develop modules for teaching Hindi with a view to identify its effectiveness on achievement among secondary school students. Hence the study is entitled as “**PREPARATION AND TESTING OF TEACHING MODULES FOR INSTRUCTION IN HINDI LANGUAGE AT SECONDARY LEVEL.**”

**DEFINITION OF KEY TERMS**

Operational definitions of the key terms are given below:

**a) Preparation and Testing**

These terms refer to the development of instructional modules and their tryout for validation. According to Oxford Dictionary (1989), development is a gradual unfolding or a fuller working out of the details of anything. Here the investigator prepared modules based on the three lessons in the IXth standard text book. Then she handled classes for both groups, ie. ‘Experimental’ and ‘Control’ groups. Experimental group was instructed through modular approach and control group was taught through traditional method. After the completion of the classes she conducted the same test to both groups to assess the difference of achievement.
b) Module

A module is a short unit of instruction dealing with a single conceptual piece of subject matter. In this study the investigator divided lessons in to different pieces according to convenience and meaningful units to provide a concept or idea.

c) Secondary Level

Students attending classes VIII to X in the schools approved by the Department of Education, Government of Kerala. In the present study, standard IX was considered.

VARIABLES OF THE STUDY

Variables are the conditions or characteristics that the experimenter manipulates, control or observes. In the present investigation there are two variables - Independent Variable and Dependant Variable.

Independent Variable

The independent variables are the conditions or characteristics that the experimental manipulates or controls in his or her attempt to ascertain their relationships to the observed phenomena. In the present study, Modular approach and existing method of teaching are the independent variables.

Dependent Variables

The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or
changes the independent variables. Here the achievement test scores in Hindi are the dependent variable.

OBJECTIVES OF THE STUDY

The major objectives formulated for the present study are:

a) To develop instructional modules in Hindi for secondary school students.

b) To compare the effectiveness of the modules in Hindi with that of the conventional method of teaching Hindi for secondary school students in terms of achievement.

c) To compare the effectiveness of the Modules in Hindi with that of the conventional method of teaching under the different levels of objectives propounded by Bloom, viz.

1) Knowledge
2) Understanding
3) Application

d) To find out the effectiveness of the modules in Hindi language achievement of secondary school students at different levels of intelligence.

1) High
2) Average
3) Low
e) To find out the effectiveness of the modules in Hindi on the language achievement of IX standard students belonging to different levels of SES:

1) High
2) Average
3) Below Average

HYPOTHESES

i) There will be significant difference in the Hindi language achievement of secondary school students taught under module and through the conventional method of teaching.

ii) There will be significant difference in the Hindi language achievement of secondary school students when taught through modules and conventional method of teaching under the three objectives.

iii) There will be significant difference in the Hindi language achievement of secondary school students when taught through modules and conventional method of teaching at different levels of intelligence.

iv) There will be significant difference in the Hindi language achievement of secondary school students belonging to different SES when taught through modules in Hindi and conventional methods of teaching.
RESEARCH DESIGN

The investigator adopted ‘pre-test’ ‘post-test’ design control group for the present study. The sample for the present study is selected based on the random sampling technique and further equated on the basis of socio-economic status, intelligence and previous academic achievement to form the Experimental and Control Groups.

The present experimental design has seven phases:

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<td>Identifying and equating the sample for experimental and control groups</td>
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<td>Applying Existing Teaching Method in Control Group</td>
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<td>Phase</td>
<td>VII</td>
<td>Evaluation of outcomes through the administration of the same achievement test to both groups prepared and standardized by the investigator.</td>
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PROCEDURE ADOPTED FOR THE STUDY

At first the investigator prepared a questionnaire on the various aspects of the problems faced by Hindi teachers at secondary level by taking into consideration all the parameters involved in the curricular transactions. Then the questionnaire was discussed in detail with experts. Taking into
consideration, the suggestions put forward by experts, the investigator confined the questionnaire on secondary level curriculum. The questionnaire was further modified and was ready for administration. The investigator collected and categorized responses from twenty teachers working in Payyannur Municipality. All the twenty respondents unanimously opined that the teaching of Hindi needs modification and it should be according to local situations. Hence the investigator proposed to develop instructional modules in Hindi meant for Standard IX by keeping in tune with the principle of module preparation. Then the investigator identified two groups ie. Experimental and Control groups by equating socio-economic status and intelligence. Then she herself handled classes to both groups in modular approach and traditional method of instruction.

**TOOLS USED FOR THE STUDY**

1. Questionnaire developed by the investigator for gathering views of teachers and parents.

2. Modules for instruction prepared by the investigator.

3. Raven’s standard progressive matrices to test intelligence.

4. Socio-Economic Status Scale

5. Achievement test in Hindi.
SAMPLE

The sample selected for the experimental study was 100 students of IX standard of Kannur district. The sample was divided into two homogenous groups. The experimental and the control group with 50 students each.

STATISTICAL TECHNIQUES USED

1. Descriptive statistics such as mean, median, mode, standard deviation, skewness and kurtosis.

2. Test of significance of difference between the means of experimental and control groups.

SCOPE AND LIMITATIONS

Self learning materials have to be developed in line with the effective instructional strategies adopted by teachers. The instructional modules developed by the investigator help the teachers to teach in a better way. Through this the learners get maximum benefit.

Nowadays the scope of open schools and open learning have become very popular. Teacher education courses are being provided through open learning. At this situation the scope of modules for instruction is very high.

The weightage to teaching and testing in terms of instructional objectives was provided to see that both teaching and testing go hand in hand.
The limitations of the present study are listed below:

1. The module is meant for the teachers only.

2. The content chosen is IX standard Hindi text book.

3. For conducting the experiment a group of pupils from a single district alone is considered. Among the cognitive objectives only knowledge, understanding and application were considered.

4. Study was confined only to IX standard students. This is because IX standard represents the totality of the secondary level.

ORGANISATION OF THE THESIS

Chapter One

This chapter includes introduction, importance of learning Hindi language, need and significance of the study, statement of the problem, definition of key terms, objectives and hypotheses, a brief description of the methodology adopted, scope limitation and statistical techniques used in the study.

Chapter Two

This chapter gives a detailed account on the theoretical background of Modular Approach, definition of Module, components and development of modules, advantages and limitations of modular approach.
Chapter Three

A detailed survey of related literature to the present investigation has been included in this chapter.

Chapter Four

This chapter describes the methodology adopted for the present study, the variables used, selection of sample, tools for collection of data and statistical techniques adopted.

Chapter Five

Chapter five deals with the modules prepared by the investigator intended for teachers who are handling the classes.

Chapter Six

Analysis of interpretation of data and major findings have been included in this chapter.

Chapter Seven

This chapter gives the summary of the study, conclusion, recommendations and suggestion for further research.

Bibliography, tools etc, are also appended.