



A Study On Hindi Language Competency Level Of Elementary School Students In Aizawl City

1Malsawmtluangi, 2Dr Donna Lalnunfeli, 3Dr Lalruatfeli Zadeng, 4Dr Lalduhzuali Zadeng

1Research Scholar, 2Assistant Professor, 3Teacher, 4Teacher

1Institute of Advanced Studies in Education,

2Institute of Advanced Studies in Education ,

3Mizoram,

4Mizoram

Abstract: India is gifted with a variety of beautiful and contrasting cultures. People here speak different languages which can be the result of geographical diversity, people migrating from different parts of the world over the past centuries, evolution of various languages, communities developing their own regional languages etc. Though Hindi is one of the official languages of our country and one of the major languages spoken across the country, there are still many places where people do not communicate in Hindi. The reason for this may vary from place to place. In non-Hindi speaking regions, children learn Hindi language as one of the subjects taught in the school. Even though children are taught Hindi from a young age, they find it difficult to understand the language and can barely communicate in Hindi. The present study investigates the Hindi Language Competency level of elementary school students who are studying in government and private schools within Aizawl city and also compares the Hindi Language Competency level with respect to gender and management. Hindi Language Competency test was constructed, validated and used for data collection by the investigator. The sample consists of 245 elementary school students (107 Boys and 138 Girls). In this study, no significant difference was found in the Hindi language Competency level of elementary school students with respect to gender although there was a significant difference in the Hindi language Competency level of elementary school students with respect to management.

Key words : Official language, Hindi Language Competency

INTRODUCTION

Sanskrit is considered the “mother” of all Indian languages. With the passage of time, Hindi became popular among the mass and became one of the official languages of our country after Independence. Hindi is an integral part of India's rich cultural and linguistic heritage. Hindi is simply not just a language spoken in India but a language spoken across the globe by millions and gaining popularity with time.

Due to diverse geographical landscape and community in India, people have different mother tongues. There are places in India where people speak completely different language other than Hindi. The approach to Hindi education varies across regions. Hindi is used as a medium of instruction in Hindi-speaking states but this is not the same case in non-Hindi speaking regions where medium of instruction is either the local language or English.,

Mizoram is also teaching three languages in elementary level (Dwivedi and Chuaungo, 2023). Mizo, English and Hindi are three languages taught in schools with other subjects. Hindi is now taught in all Government schools of Mizoram from Class –V to Class –X and in the case of private schools the subject has been introduced from Class –III to Class –X (Lalmachhuani, 2019). But for those who want to pursue Hindi for further education, Hindi subject is available in all levels of higher education. There are schools especially private schools, where Hindi is taught in primary classes. Even though children are taught Hindi from a young age, they find it difficult to understand the language and can barely communicate in Hindi. There can be numerous reasons behind this. Faulty method of teaching, attitude towards the language, no opportunity to communicate in the language etc. can contribute to the reasons why children are not able to learn Hindi. Learning a new language and not being able to find the opportunity to practice or use it will surely have adverse effects on the learner.

Language Competency testing is a procedure used for testing a person’s knowledge about a language and the ability to apply that knowledge in effectively in various contexts. These tests are useful in assessing skills like listening, speaking, reading and writing. Language competency tests have great benefits in testing the language skills of an individual.

RATIONALE OF THE STUDY

Mizoram is one of the states in India where Hindi is the least spoken language among the people. But in today’s world, the inability to speak language other than the mother tongue is undesirable. The importance of Hindi is being realized by most of us. In our day to day activities, there are times when we come across situations where we have to deal with a person who can only speak in Hindi and that’s when the realization becomes serious. Going for further studies, travelling across India or doing business, all these become so much easier if one have good knowledge of Hindi. Most of us are aware of how much important Hindi is but not

many of us are giving it a serious thought. Children are learning Hindi at schools but after Class-IX, they lost touch with Hindi as it is no longer a compulsory subject in board exams. Then it becomes a distant knowledge. No studies have been conducted to test the Hindi Language Competency of students in Mizoram. This study will shed light on the true nature of student's Hindi knowledge. The Hindi Competency Test is constructed in such way that it'll test whether the students have basic knowledge of the language or not but at the same time it gives opportunity to those who have Hindi language proficiency.

REVIEW OF RELATED LITERATURE

Singh and Singh (2017) in their study "Hindi Language Competency of KGBV Students in Bihar" revealed some of the reasons responsible for the poor performance of Class-V students of Kasturba Gandhi Balika Vidyalaya (KGBV) in Hindi language. The study showed students have performed poorly in the Hindi Language Test mainly due to the inability to apply their knowledge. Students have little knowledge of grammar. Mother tongue proved to be a hindrance in learning Hindi. Also, there are no trained Hindi teachers to teach the students and there is serious shortage of teachers and wardens in the schools.

Sharma (2019) conducted a study on "Academic Achievement in Hindi Language of Primary School Students in relation to Their Gender and Type of School". In this study, the sample consisted of 3470 primary school students of Class-V (1747 boys and 1723 girls) studying in 36 Government schools (Model and Non-Model) of Chandigarh U.T. Findings revealed that girls have better Hindi reading writing and speaking skills than boys though there are no significant difference in their textbook knowledge and listening skills. Also, students of Model schools performed better than students of Non-Model schools.

Bhattacharya and Dwivedi (2023) in their study titled "A Study of the Reading Competency of undergraduate students in Hindi language and its relation with achievement" found that achievement in Hindi have no effect on the level of reading competency of the students.

STATEMENT OF THE PROBLEM

The problem of the study is entitled as "A Study on Hindi Language Competency Level of Elementary School Students in Aizawl City".

OBJECTIVES

- 1) To find out the Hindi language competency level of elementary school students in Aizawl city.
- 2) To compare the Hindi Language Competency level of elementary school students in Aizawl city in relation to gender.
- 3) To compare the Hindi Language Competency level of elementary school students in Aizawl city in relation to school management.

HYPOTHESES

- 1) There is no significant difference in the Hindi Language Competency level of elementary school students in Aizawl city in relation to gender.
- 2) There is no significant difference in the Hindi Language Competency level of elementary school students in Aizawl city in relation to school management.

METHODOLOGY

The present study employs the descriptive method of research. Based on the objectives, data from appropriate sources were collected. It involves the organization, tabulation, depiction and description of the data collected.

POPULATION

The population consists of all the elementary school students in Aizawl city. Simple Random Sampling Method is employed in the present study. The sample comprised of Class – VII students 245 students (107 Boys and 138 Girls) of both government and private schools.

TOOLS USED

Hindi Language Competency Test was developed by the investigator and content validation was done by experts.

ANALYSIS AND FINDINGS OF THE STUDY

The collected data were analyzed and interpreted in accordance with the objectives of the study. The classification of various Hindi Language Competency level was done using One Standard Deviation Method.

Objective No.1: To find out the Hindi language competency level of elementary school students in Aizawl city.

Detail information of the Hindi Language Competency level of elementary school students in Aizawl city is given below-

Table-1 Hindi Language Competency level of elementary school students in Aizawl city

Classification	Score	Number of students	Percentage
High	>24	44	18
Average	24 - 10	154	62.8
Low	<10	47	19.2

Table-1 shows that majority of the students, i.e. 154 (62.8%) have an average level of Hindi language competency. The number of students who have high Hindi Language Competency level is 44 (18%) and number of students who have low Hindi language competency level is 47 (19.2%).

Objective No.2: To compare the Hindi language competency level of elementary school students in Aizawl city in relation to gender.

The following table presents the Hindi Language Competency Level of elementary school students in Aizawl city in relation to gender

Table-2 Hindi Language Competency Level of elementary school students in Aizawl city in relation to gender

Classification	Score	Boys (107)	Girls (138)
High	>24	22 (20.6%)	22 (15.9%)
Average	24 – 10	65 (60.7%)	89 (64.5%)
Low	<10	20 (18.7%)	27 (19.6%)

Table-2 shows that out of 107 boys, 22 boys have high level of Hindi language competency, 65 boys have average Hindi Language Competency level and 20 boys have low Hindi Language Competency level. Out of 138 girls, 22 girls have high Hindi Language Competency level, 89 girls have average level of Hindi Language Competency level and 27 girls have low Hindi Language Competency level.

For the comparison of Hindi Language Competency level of elementary school students in Aizawl city in relation to gender, the mean and standard deviation of both the groups were calculated. 't' test was applied to find out the mean differences. Details of the finding are shown in Table-3.

Table-3 Comparison of Hindi Language Competency level of elementary school students in Aizawl city in relation to gender

Sl. No.	Gender	N	Mean	SD	df	t-value	Level of Significance
1	Boys	107	16.99	7.22	243	0.12	Not significant
2	Girls	138	16.88	6.85			

Table-3 shows that the calculated value of t (0.12) is smaller than the critical value of t. Therefore, the hypothesis, which states that there is no significant difference in the Hindi language competency level of elementary school students in Aizawl city in relation to gender, is not rejected.

Objective No.3: To compare the Hindi Language Competency level of elementary school students in Aizawl city in relation to school management.

Hindi Language Competency level of elementary school students in Aizawl city in relation to school management is presented in the following Table-4.

Table-4 Hindi language competency level of elementary school students in Aizawl city in relation to school management

Classification	Score	Private school (131)	Government school (114)
High	>24	38 (29%)	6 (5.3%)
Average	24 - 11	78 (59.5%)	76 (66.7%)
Low	<10	15 (11.5%)	32 (28%)

Table-4 shows that out of 131 private school students, 38 students have high level of Hindi language competency, 78 students have average Hindi Language Competency level and 15 students have low Hindi Language Competency level. Out of 114 government students, 6 students have high Hindi Language Competency level, 76 students have average Hindi Language Competency and 32 students have low Hindi Language Competency level.

For the comparison of Hindi Language Competency level of elementary school students in Aizawl city in relation to school management, the mean score and standard deviation of the two groups were calculated. Then the mean differences of these groups were tested using 't' test. Details of the findings are shown in Table-5.

Table-5 Comparison of the Hindi Language Competency level of elementary school students in Aizawl city in relation to school management

Sl. No.	Type of school	N	Mean	SD	df	t-value	Level of Significance
1	Private	131	19.41	7.08	243	6.42	Significant
2	Government	114	14.07	5.72			

Table-5 shows that the calculated value of t (6.42) is greater than the critical value of t. Therefore, the hypothesis, which states that there is no significant difference in the Hindi Language Competency level of elementary school students in Aizawl city in relation to management, is not accepted. The private school students have higher level of Hindi language competency than the government school students.

CONCLUSION

This study shows that there is no significant difference in the Hindi language competency level of elementary school students in Aizawl city in relation to gender. Majority of boys (60.7%) and girls (64.5%) have scored average in the Hindi Competency Test. On the other hand, the null hypothesis which states that there is no significant difference in the Hindi Language Competency level of elementary school students in Aizawl city in relation to management is not accepted. The private school students have higher level of Hindi language competency than the government school students. A number of studies which compare private and government schools have been conducted in the past and reveals similar results. It is definitely one of the sensitive topics of discussion. As a citizen of this country, students need to be made aware that Hindi is one of the official languages of our country. Teachers need to promote Hindi wherever possible. As one of the non-Hindi speaking states of this country, the importance of Hindi language should be informed to the students in every class. Students should know that in today's interconnected world, multilingualism is an essential. The wider the vocabulary, the farther we can go.

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