

A survey of Errors committed by students of Std. IX of secondary schools in writing of Hindi

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ABSTRACT:

Students, whose mother tongue is Gujarati, commit mistakes in writing Hindi. Here, a try has been made to examine errors committed by student of Std. IX. A sample of 200 students from schools of Vallabh Vidyanagar and Bakrol. It was concluded that students whose mother tongue is Gujarati commit mistakes in writing Hindi grammar and they are also poor in vocabulary.

Keywords: Hindi grammar, singular-plural, cases

INTRODUCTION

Hindi is our national language. It is taught in all the schools as a compulsory subject. But having our mother tongue Gujarati, Gujarati students commit mistakes in writing Hindi.

After independence Hindi is declared as our national language in their constitution. States of north India in which Hindi is mother tongue, of the people, people can easily speak and write Hindi. In Gujarat and Maharashtra, regional language like Gujarati and Marathi are mother tongue, people cannot easily read or write in Hindi. In South India, emphasis on English is given instead of Hindi.

Here, a try has been done to examine errors committed by students in writing of Hindi. Students of Std. IX were examined from school of Vallabh Vidyanagar and Bakrol.

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STATEMENT OF PROBLEM :

A survey of Errors committed by students of Std. XI of secondary schools in writing Hindi.

OBJECTIVES OF TH STUDY:

To get information regarding errors committed by student of Std. IX in writing Hindi in following area.

- (1) Spelling mistakes
- (2) Grammatical mistakes
- (3) Mistakes happened due to difference in meaning
- (4) Singular-plural
- (5) Mistakes of case (विभक्ति)
- (6) Mistakes in sentences

QUESTIONS OF THE STUDY:

- (1) What are the types of mistakes of students in writing Hindi?
- (2) Whether mistakes are happened by students due to their having mother tongue Gujarati?
- (3) How proportion of mistakes can be decreased?
- (4) What suggestions should be given to decrease proportion of mistakes?

UNIVERSE:

All the students of secondary schools of Vallabh Vidyanagar were universe of the present study.

SAMPLE:

100 students (50 boys + 50 girls) were taken randomly from two schools (one school is in urban area, the another is in rural area.)

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TOOL: Questionnaire

METHOD OF COLLECTION OF DATA:

Survey method was used to collect data in the present study.

METHOD OF ANALYSIS:

Simple arithmetical percentage were calculated to compare the data.

COLLECTION OF DATA:

After construction questionnaire with the help of experts, the researcher contacted principals of two secondary schools and made them convinced regarding objectives of the study. Then he consulted subject teachers of both the school, and questionnaire was given to students. Their opinions were recorded in pre-constructed questionnaire. The filled in questionnaire were fill to S.P.S.S. software programme and data were analysed in tabulated form.

ANALYSIS OF DATA AND DISCUSSION:

- (1) 80% students were write Hindi as they write and speak Gujarati.
- (2) There are three sexes in Gujarati male, female and neutral which there are two sexes in Hindi male and female. Hence 75% students were confused in putting words of neutral sex in Hindi. e.g. कुतरु, वाछरडुं, दातरडुं etc.
- (3) Words without mascular are common in singular and plural in Hindi. 75% students do not know this type of rule.
- (4) Cases are common in Gujarati and Hindi even though 55% students commit mistakes in joining affix in Hindi.
- (5) 85% students were poor in Hindi vocabulary.
- (6) Grammatical difference in mother tongue and Hindi by 55% students. e.g. वरसुए(mascular) 3 बारिश (feminine).

FINDINGS:

- (1) Students were trying to write Hindi as they write Gujarati.
- (2) They were confused in sexes (mascular, feminine).
- (3) Errors of cases are common.
- (4) Hindi vocabulary was also poor.
- (5) Grammatical difference in Gujarati and Hindi was not known to students.

CONCLUSION:

Students whose mother tongue is Gujarati, try to write Hindi as they write Gujarati. Mistakes happened in mascular, feminine and in cases (विभक्ति). Vocabulary of Hindi language is also very limited among Gujarati students. Grammatically difference in Gujarati and Hindi is not known 10 Gujarati students. There was no significant difference in boys and girls and rural–urban students in committing mistakes.

SUGGESTIONS:

- (1) Grammatical mistakes should be pointed out to students by Hindi teacher, so that proportion of mistakes can be reduces.
- (2) Difference in Gujarati and Hindi grammar should be made understood to students.
- (3) Vocabulary of Hindi language should be strengthen among students.
- (4) Hindi teachers should be sent to conferences, seminars, workshop to refresh their knowledge.
- (5) Students should be encouraged to speak in Hindi.
- (6) They should be visited to central school and other Hindi language schools.

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