

Title of the paper: Quality Maintenance of Evaluation of Hindi in Secondary Schools

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Abstract

With the implementation of the three language formula, Hindi is learnt as a third language in most of the schools in Karnataka. Learning a language is a habit to be got at, a skill to be developed, an activity to and the secondary school students are continually surrounded by the native language, they have little urge to learn Hindi and the native language is continually in conflict with the learning of Hindi. In this backdrop, considering the importance of Hindi as the national language there is an utmost need for a rigorous evaluation, an adequate appraisal for the outcome of learning of Hindi and the acquisitions of the skills of Hindi language at schools in various levels.

I. Introduction

Language is a feature that distinguishes an individual from others. It is a tool to make social friendly relationship dependent, and to interact with others. Teaching of language is an essential task in education. It may be a mother tongue or foreign language. Hindi is a national link language, that has brought all Indians together. This is the national language, known, and spoken by almost everyone in India. After India's independence the government decided that the official language of India will be Hindi, but the Indian constitution has declared that English can be used for official purposes. With advancement of time and technology, the modernization has given provocation to English language, due to which, the status of Hindi is lagging behind. Due to westernization, people prefer to speak English and Hindi is not given that much due importance as it had in earlier times. Various studies and researches have been done on teaching Hindi, to make it an effective language. Only traditional methods are followed in schools, and no practice and exercises are given to students to make them learn a sound Hindi language.

II. Status of Hindi language in the secondary schools

The three-language formula is a formula of language learning formulated by the union education ministry of the government of India in consultation with the states. The formula as enunciated in the 1968 National Policy Resolution provided the study of "Hindi, English and modern Indian language (preferably one of the southern languages) in the Hindi speaking states and Hindi, English and the Regional language in the non-Hindi speaking States" (Government of India, 2012). The formula was formulated in response to demands from non-Hindi speaking states, such as Karnataka, Andhra Pradesh and mainly Tamil Nadu. Hindi language is in the verge of extinction. The growing popularity of English language has led to peril to our national language. But still heroic efforts are made within the country to make Hindi as a popular language. Hindi language is one among the most ancient languages of the universe. Many words from other languages are derived from the Hindi language. Hindi in school system is marginalized. Hindi language is almost losing its importance and usage in the context of changing education and job culture. In the present time Hindi education is in a bad condition. There are very less number of people who speak pure Hindi. In addition to that the government policy of Hindi education makes the miserable condition of Hindi language. In the examinations also the English subject has been made compulsory and Hindi subject has been put into optional group. It has affected Hindi education immensely. The result is that today's society follows English subject and

English medium blindly (Patel, N.K., 2013).

III. Aims of Teaching Hindi

- To preserve and promote Hindi language.
- To initiate and engage in activities and programs meant to enhance and popularize the use of Hindi language.
- To provide forum for literary programs, drama and stage events.
- Public Speaking Session in Hindi.
- To organize and run Hindi language classes.
- To establish library of Hindi hand book and reading room facility.
- The aim of teaching any language is to make a person communicate in a better way, with the help of four language skills, namely, listening, reading, writing, speaking.

IV. Importance of Hindi Language

- It is a national link language, that has brought all Indians together. As, this is the national language known, and spoken by almost everyone in India.
- It is a key to knowledge: As many scripts, ancient historical books, novels and indispensable knowledgeable material is available in Hindi only.
- Hindi stands third in the list of most widely spoken language in the world. It is in the list of widely spoken languages.
- Hindi is used as a commercial language of Mauritius and Fiji.
- National language is national body of the nation.
- It is used as spoken language right from Nepal, Kabul-Kandahar till Dhaka.
- It is official language of the union, Indian constitution declared in 1950.
- Parliamentary proceedings and laws are conducted in Hindi.
- Union government. is required by law to progressively use Hindi in its official work. In a nutshell we can say that negligence of Hindi, would make a person lag behind many sectors.

V. Evaluation in Hindi language

Evaluation is a broader term than tests and examinations. Here the work of the student is assessed continually. All round assessment of the learner is made throughout the year. It involves objective of teaching methods to achieve them and then finding out how far they have been achieved. The ultimate objectives of Hindi

language teaching are comprehension and expression, the four skills of hindi language i.e., listening, speaking, reading and writing ultimately achieve these objectives. Continuous and comprehensive evaluation is an process of assessment, mandated by the Right to Education Act, of India. This approach to assessment has been introduced by state governments in india, as well as by the Central Board of Secondary Education in india, for students of sixth to tenth grades and twelfth in some schools. The Karnataka government has introduced CCE for grades 1 through 9. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional chalk and talk method of teaching, provided it is implemented accurately. Chandra, P(2013) explored the evaluation methods adopted for hindi, the goals of learning hindi as a first language (L1) and second language (L2) at primary and advanced school levels were examined. The investigator analyzed some materials prepared for these purposes. It illustrated actual methods adopted for teaching Hindi and developing the basic skills of reading, writing, listening, and speaking, especially at primary level. This was followed by a detailed examination of the methods adopted to assess the knowledge of the learner, first at the classroom and then school level and then at the national level. Finally, some suggestions were made to fill the gaps that may exist between actual hindi teaching and evaluation practices, and the recommendations of the National Curriculum Framework. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. This is required because different specific areas of pupil growth need different types of evaluation through certain techniques. The teacher has to select the most appropriate technique for a situation and develop the necessary tools for the same, and decide upon the periodicity and timing of evaluation. (Rao Manjula, 1998; 2001; 2002) .

VI. Defects in evaluation of hindi in the secondary schools

- Evaluation practices carried out in schools are still conventional in their nature and purposes.
- Continuous assessment is not followed systematically in those schools where teachers are trained in in-service programmes.
- Competencies are not assessed through planned procedures of evaluation.
- Assessment of wrong things or the same range of things too often is carried out. One does not get a fair and realistic picture of what students have actually mastered.
- Undue reliance on recall is found, rather than enabling the students to transfer and apply what they have learnt to different concepts and problems.
- Formative feedback is not provided. Learning difficulties are not identified.
- The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
- Remedial instruction is not provided.

Some of the tensions and constraints influencing teachers' evaluation practices are

- lack of knowledge and skills related to evaluation
- lack of facilities and time
- expectations of the head teachers and the colleagues to complete the syllabus in time
- the social requirement of information and
- external accountability.
- Furthermore, the in-service programmes in hindi planned for the teachers have inadequate inputs in evaluation and do not create avenues for practical exercises during the training sessions.

Purpose of evaluation in hindi should be;

It should serve useful purposes as given below:

Diagnostic

This helps in finding out the areas in which the children lag behind. CCE helps the teacher all through their teaching. The cause maybe of any type. Its details must be known to the teacher. The students also become aware of their deficiencies. Diagnostic purpose is thus of unique value which compels the teachers and learners to become serious. They cannot continue sleeping over their drawbacks and deficiencies any further. Their alertness and awakening help them to become better teachers and learners in hindi language.

Remedial

The teachers and the students should think of suitable remedial measures in hindi to overcome their deficiencies. They should apply them as best as possible and as quickly as they can. Evaluation being a continuous process helps the teacher and the students in nipping the evil in the bud itself.

Guidance

Evaluation of the child helps the teacher in knowing fully about the learner. The teacher is able to have full understanding of the learner and he can guide him properly. Whatever type of guidance is need by the learner the same can be provided.

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