HINDI EDUCATION IN MIZORAM: STATUS AND PROBLEMS

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CERTIFICATE

This is to certify that the thesis entitled *"Hindi Education in Mizoram: Status and Problems"* submitted by Irene K. Lalhmachhuani, for the degree of Doctor of Philosophy in Education, of the Mizoram University, Aizawl, India, embodies the record of original investigations carried out by her under my supervision. She has been duly registered and the thesis presented is worthy of being considered for the award of Ph.D. degree. This research work has not been submitted for any degree of any other university.

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Month: November   **Year: 2019**

DECLARATION

I, Mrs. Irene K. Lalhmachhuani hereby declare that the subject matter of the thesis entitled 'Hindi Education in Mizoram: Status and Problems' is the record of work done by me, that the contents of the thesis did not form basis of the award of any previous degree to me or, to the best of my knowledge to anybody else; and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to Mizoram University, Tanhril, Aizawl for the degree of Doctor of Philosophy in Education.

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(IRENE K. LALHMACHHUANI)

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CHAPTER I

INTRODUCTION

1.1.0. Historical Background of Hindi language

1.1.1. Origin:

Hindi is the most widely spoken language in northern parts of India. The Indian census takes the widest possible definition of "Hindi" as a broad variety of "Hindi languages". According to 2011 Census, 43.63% of Indian people have declared Hindi as their native language or mother tongue. There are 52, 83, 47,193 people who considered Hindi as their first language. The language data was released on 26 June 2018. Bhili/Bhilodi is the most spoken unscheduled language with 10.4 million speakers, followed by Gondi with 2.9 million speakers. 96.71% of India's population speaks one of the 22 scheduled languages as their mother tongue in the 2011census (2011 Census of India, 2019)

All of the languages of India can be grouped into two major group that are 1) *Indo-European languages* that include Hindi, Punjabi, English, German, Spanish, Bengali etc. 2) *Dravidian Languages* that includes Tamil, Telugu, Malayalam and Kannada. Hindi came from Indo-European languages family, lets us see how Hindi has been evolved:

The Indo-European languages are a group of several hundred related languages and dialects of not just India but also from Europe, Iran and South Asia. Some of the oldest languages of this group are Sanskrit, Greek and Latin. Many languages across India, Europe, South Asia and Iran originated from these three languages that include Hindi, English, German, Bengali, Spanish, Italian, French, Punjabi and so on. This larger group contains several sub-groups of languages which are differentiated on the basis of region or script. In India, all Indian languages are originated from Sanskrit and come in Indo-Aryan languages group.

The Indo-Aryan languages are a branch of the Indo-Iranian languages which is in itself a branch of the Indo-European languages group. This sub-group

also account for more than half of all recognized Indo-European languages. The largest native speakers in this group belong to Hindustani (Standard Hindi and Urdu), Bengali, Punjabi, Marathi , Gujarati, Oriya, Sindhi, Nepali, Sinhala etc. In Indo-Aryan language group, the oldest language is **Vedic Sanskrit (1500 BC – 800 BC)**. This form of Sanskrit is the language of ancient Indian scriptures *Vedas*. Vedic Sanskrit was the origin of languages which later gave birth to Hindi and other languages in this group.

After Vedic Sanskrit, another form of Sanskrit came into growth path. It was **Classical Sanskrit (800 BC – 500 BC),** which was the language of nobles and influential upper class. Classical Sanskrit is still one of the 22 scheduled languages of India and is an official language of the state of Uttarakhand. In present time, the speakers of this language are almost negligible, it is still taught in Indian school in effort to preserve it like Latin in western societies.

Classical Sanskrit was language of upper class however there was another language, **Prakrit (500 BC – 500 AD)** which had directly developed from Vedic Sanskrit in the same era. It was vernacular of common mass and it was developed in natural way in contrast to the literary and religious language, Classical Sanskrit. During the era, another form of Prakrit, **Pali (500 BC – 500 AD)** was in use. It was a literary language of the Prakrit language family. It is mostly seen in Buddhist scriptures. Pali was also used extensively by a legendary emperor of India, Asoka the Great (304 BC – 232 BC).

Both Prakrit & Pali, continue to grow in vernacular and gave birth to another language, **Apbrunsh (500 AD – 1000 AD)**. Apbrunsh later gave way to **Khari Boli (900 AD – 1200 AD)**. It was developed in the north Indian part.

From Khari Boli, a more refined language **Hindustani** which was a mix of present day **Hindi** and **Urdu** came into use. In 19th century, both Urdu and Hindi have separate and refined in their own way. Hindi and Urdu share much of the grammar though both used different script for writing and Hindi uses more of its

word which is derived word from Sanskrit. Urdu derives more of its derived word from Persian, Arabic and Turkish (Kumar, 2011).

1.1.2. Grammar

Sanskrit, Prakrit and Apabhramsha languages—the precursors of Hindi—are nominally and verbally inflected. In the nominal realm, the adjective agrees in number and gender with the noun that it qualifies. Hindi indicates number agreement via postpositions—small words that appear after nouns and function much like English prepositions. Hindi has also reduced the number of genders to two (masculine and feminine). Persian influence also caused the Hindi system of case marking to become simpler, reducing it to a direct form and an oblique form. Postpositions are used to indicate the other case relations. The verbal inflection of Hindi is also simpler than that of the regional languages of the Hindi zone. Only the present and future indicative forms are fully conjugated in Hindi, while other tenses are indicated with the help of perfective and imperfective participles combined with the auxiliary verbs (Hindi Language, 2019).

1.1.3. Vocabulary

Modern standard Hindi evolved from the interaction of early speakers of Khari Boli with Muslim invaders from Afghanistan, Iran, Turkey, Central Asia, and elsewhere. As the new immigrants settled and began to adjust to the Indian social environment, their languages—which were ultimately lost—enriched Khari Boli.

Most of the Persian words that were assimilated with Hindi concerned administration, such as *faujdari* 'criminal(case),' *vazir* 'minister,' and *musahib* 'courtier.' Words such as *dalil* 'argument,' *faisla* 'judgment,' and *gavahi* 'witness' have been completely assimilated and are usually not recognized as loanwords. Persian names for items of dress and bedding (e.g., *Pajama*, *chador*), cuisine (e.g., *korma*, *kabab*), cosmetics (e.g., *sabun* 'soap,' *hina* 'henna'), furniture

(e.g., *kursi* 'chair,' *mez* 'table'), construction (e.g., *divar* 'wall,' *kursi* 'plinth'), a large number of adjectives and their nominal derivatives (e.g., *abad* 'inhabited' and *abadi* 'population'), and a wide range of other items and concepts are so much a part of the Hindi language that purists of the postindependence period have been unsuccessful in purging them.

While borrowing Persian and Arabic words, Hindi also borrowed phonemes, such as /f/ and /z/, though these were sometimes replaced by /ph/ and /j/. For instance, Hindi renders the word for 'force' as either *zor* or *jor* and the word for 'sight' as *nazar* or *najar*. In most cases the sounds /g/ and /x/ were replaced by /k/ and /kh/, respectively. Contact with the English language has also enriched Hindi. Many English words, such as *button*, *pencil*, *petrol*, and *college* are fully assimilated in the Hindi lexicon.

Hindi has borrowed a number of prefixes and suffixes from Persian that, when combined with indigenous roots, have created new words. Similarly, the process of hybridization with English has produced a large number of derived nominals such as *kaungresi* (*congress* + *i*), Ameriki (*America* + *i*), and *vaiscansalari* (*vicechancellor* + *i*), in which the base word is English and the suffix is typically Hindi. Nouns that mix contributions from English and Persian, such as *table-kursi* 'tables and chairs' and *school-imarat* 'school building,' are also found. In spoken Hindi, English-based complex verbs are used as well. For instance, one can say either *aram karna* or *rest karna* 'to rest,' *parhai karna* or *study karna* 'to study,' and *bahas karna* or *plead karna* 'to plead' (Hindi Language, 2019).

Traditionally, Hindi words are divided into five principal categories according to their etymology:

- **Tatsam** words: These are words which are spelled the same in Hindi as in Sanskrit. They include words inherited from Sanskrit via Prakrit which have survived without modification as well as forms borrowed directly from Sanskrit in more modern times. Pronunciation, however, conforms to Hindi norms and may differ from that of classical Sanskrit. Amongst nouns, the

tatsam word could be the Sanskrit non-inflected word-stem, or it could be the nominative singular form in the Sanskrit nominal declension.

- **Ardhatatsam** words: Such words are typically earlier loanwords from Sanskrit which have undergone sound changes subsequent to being borrowed.
- **Tadbhav** words: These are native Hindi words derived from Sanskrit after undergoing phonological rules and are spelled differently from Sanskrit.
- **Deshaj** words: These are words that were not borrowings but do not derive from attested Indo-Aryan words either. Belonging to this category are onomatopoetic words or ones borrowed from local non-Indo-Aryan languages.
- **Videshī** words: These include all loanwords from non-indigenous languages. The most frequent source languages in this category are Persian, Arabic, English and Portuguese.

Hindi also makes extensive use of loan translation (calqueing) and occasionally phono-semantic matching of English (Hindi, 2019).

1.1.4. Syntax

In earlier Hindi the relative clause was placed either at the beginning or at the end of the main clause. For instance, one could render 'the boy who came here yesterday is my friend' in several ways: *wo larka mera dosht hai jo kal yaha aya tha*, literally 'that boy my friend is who yesterday came here'; *jo larka kal yaha aya tha, wo mera dosht hai*, literally 'which boy yesterday here came, he my friend is'; or *wo larka jo kal yaha aya tha, mera dosht hai*, literally 'that boy who yesterday here came, my friend is.' After colonization, Hindi <u>syntax</u> was influenced by English, though in a limited way. For instance, until the mid-19th century, Hindi had no form for indirect narration—one could formerly say *Ram ne kaha, mein nahi aaoonga* 'Ram said, "I won't come,"' and now one can also say *Ram ne kaha ki wo nahi ayega* 'Ram said that he won't come.'

From the mid-20th century, the use of Hindi on national television increased the use of a linguistic device called *code switching*, in which the speaker creates sentences by combining a Hindi phrase with another in English, as in *I told him that mai bimar hu* 'I told him that I am sick.' This device differs from *code mixing*, in which words of different origins are mixed: *usne sick leave ki application de hai* 'he has applied for sick leave' (Hindi Language, 2019).

1.1.5. Standardization

In 1931 linguist Sumit Kumar Chatterjee conducted a study in Calcutta (now Kolkata) detailing the use of a lingua franca that he called Bazaar Hindustani. It had minimal grammatical forms and a simplified basic vocabulary used by both Europeans and Indians who spoke such languages as Assamese, Bengali, Oriya, Tamil, and Hindi. In the early 21st century, what came to be known simply as Hindustani—a colloquial spoken language that, depending on geographic location, draws extensively from Hindi and Sanskrit or from Urdu and Persian—continued to be the lingua franca of Kolkata and other cosmopolitan and industrial cities that had drawn people from all parts of India. As Hindi originated in just such a multilingual situation centuries ago, so may urbanism instigate the development of an even richer lexicon and even more flexible syntactic devices.

Pressure on standard Hindi is felt not only from non-Hindi speakers but also from the many Hindi speakers who have recently switched over from their dialects to standard Hindi without having entirely eliminated the influences of those regional languages. In such cases, sound systems often retain a regional touch; for instance, Biharis use /s/ in place of /sh/, and the hill peoples (the so-called Scheduled Tribes) of Uttar Pradesh use /sh/ for /s/. The syntax of such speakers may also have recognizable variants; for example, instead of the standard Hindi form *mujhey jana hai* 'I have to go,' Punjabis and Delhites say *maine jana hae*, Hindi speakers of Teangana say *maiku jana hai*, and people of western Madhya Pradesh and Maharashtra say *apanko jana hai*.

The Central Hindi Directorate, a government agency with the mission of standardizing and modernizing Hindi, is moving the language closer to Sanskrit. Non-Hindi speakers, however, are pulling the language in another direction by using increasing numbers of English words and phrases and by simplifying the complex rules of subject-verb agreement found in standard Hindi. Notably, both groups are motivated by the same goal—to widen the scope of Hindi by making it more comprehensible to non-Hindi speakers (Hindi Language, 2019).

1.1.6. Status

Part XVII of the Indian Constitution deals with the official language of the Indian Commonwealth. Under Article 343, the official languages of the Union have been prescribed, which include Hindi in Devanagari script and English. It states:

> *(1) The official language of the Union shall be Hindi in Devanagari script. The form of numerals to be used for the official purposes of the Union shall be the international form of Indian numerals. (2) Notwithstanding anything in clause (1), for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement: Provided that the President may, during the said period, by order authorize the use of the Hindi language in addition to the English language and of the Devanagari form of numerals in addition to the international form of Indian numerals for any of the official purposes of the Union.*

Article 351 of the Indian constitution states:

> *It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing,*

wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages.

It was envisioned that Hindi would become the sole working language of the Union Government by 1965 (per directives in Article 344 (2) and Article 351), with state governments being free to function in the language of their own choice. However, widespread resistance to the imposition of Hindi on non-native speakers, especially in South India (such as the those in Tamil Nadu) led to the passage of the Official Languages Act of 1963, which provided for the continued use of English indefinitely for all official purposes, although the constitutional directive for the Union Government to encourage the spread of Hindi was retained and has strongly influenced its policies.

Article 344 (2b) stipulates that official language commission shall be constituted every ten years to recommend steps for progressive use of Hindi language and imposing restrictions on the use of the English language by the union government. In practice, the official language commissions are constantly endeavouring to promote Hindi but not imposing restrictions on English in official use by the union government.

At the state level, Hindi is the official language of the following Indian states: Bihar, Chhattisgarh, Haryana, HimachalPradesh, Jharkhand, MadhyaPradesh, Mizoram, Rajasthan, Uttar Pradesh, Uttarakhand and West Bengal. Each may also designate a "co-official language"; in Uttar Pradesh, for instance, depending on the political formation in power, this language is generally Urdu. Similarly, Hindi is accorded the status of official language in the following Union Territories: Andaman& Nicobar Islands, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, National Capital Territory.

National language status for Hindi is a long-debated theme. In 2010, the Gujarat High Court clarified that Hindi is not the national language of India because the constitution does not mention it as such (Hindi, 2019).

1.1.7. Script/ Orthography

Hindi is written in the Devanagari script, an abugida. Devanagari consists of 11 vowels and 33 consonants and is written from left to right. Unlike for Sanskrit, Devanagari is not entirely phonetic for Hindi, especially failing to mark schwa dropping in spoken Standard Hindi (Languages, n.d).

Devangri Alphabets for Hindi

क	ख	ग	घ	ङ	च	छ	ज	झ	ञ
ka	kha	ga	gha	ṅa	ca	cha	ja	jha	ña
ट	ठ	ड	ढ	ण	त	थ	द	ध	न
ṭa	ṭha	ḍa	ḍha	ṇa	ta	tha	da	dha	na
प	फ	ब	भ	म	य	र	ल	व	
pa	pha	ba	bha	ma	ya	ra	la	va	
श	ष	स	ह						
śa	ṣa	sa	ha						

Additional consonants used in loanwords from Persian, Arabic and English)

क़	ख़	ग़	ज़	झ़	फ़	ड़	ढ़
qa	ḥa	ġa	za	zha	fa	ṛa	ṛha

Common conjunct consonants

क्ष	ज्ञ	त्क	द्व	द्य	द्द	त्त	ड्डु	द्भ
ksa	jña	ttka	dva	dya	dda	tta	ḍhḍha	dbha
द्म	ह्म	ह्य	श्र	त्र	र्प	प्र	ट्र	
dma	hma	hya	śra	tra	rpa	pra	ṭra	

Hindi Numerals

०	१	२	३	४	५	६	७	८	९	१०
शून्य	एक	दो	तीन	चार	पांच	छः	सात	आठ	नौ	दस
śunya	ek	do	tīn	cār	pāńc	chaḥ	sāt	āth	nau	das
0	1	2	3	4	5	6	7	8	9	10

1.1.8. Outside India

Outside Asia, the Awadhi language (A Hindi dialect) is an official language in Fiji as per the 1997 Constitution of Fiji, where it referred to it as "Hindustani", however in the 2013 Constitution of Fiji, it is simply called "Fiji Hindi". It is spoken by 380,000 people in Fiji.

Hindi is also spoken by a large population of Madheshis (people having roots in north-India but have migrated to Nepal over hundreds of years) of Nepal. Hindi is quite easy to understand for some Pakistanis, who speak Urdu, which, like Hindi, is part of Hindustani. Apart from this, Hindi is spoken by the large Indian diaspora which hails from, or has its origin from the "Hindi Belt" of India. A substantially large North Indian diaspora lives in countries like the United States of America, the United Kingdom, the United Arab Emirates, Trinidad and Tobago, Guyana, Suriname, South Africa, Fiji and Mauritius, where it is natively spoken at home and among their own Hindustani-speaking communities. Outside India, Hindi speakers are 8 million in Nepal; 863,077 in United States of America; 450,170 in Mauritius; 380,000 in Fiji; 250,292 in South Africa; 150,000 in Suriname; 100,000 in Uganda; 45,800 in United Kingdom; 20,000 in New Zealand; 20,000 in Germany; 16,000 in Trinidad and Tobago; 3,000 in Singapore (Hindi, 2019).

1.2.0. Hindi Education in Mizoram:

1.2.1 Brief History of Education in Mizoram

Before the land of the Mizos was annexed to the British Empire in 1890, Mizos were without written language and were totally illiterate. Most of knowledge

was disseminated at Zawlbuk, the traditional school. In 1894 two English missionaries of Arthington Aborigines Mission Dr. (Rev) J.H. Lorrain and Rev. F.W. Savidge arrived at Aizawl. They immediately worked on creating Mizo alphabets based on Roman script. After a stay of only two and half months, they started the first school on 1 April 1894. The first textbook *Mizo Zir Tir Bu (A Lushai Primer)* was released on 22 October 1895 and became the first book in Mizo language. A Welsh missionary Rev. D.E. Jones from the Calvinistic Methodist Mission then took up the education under government recognition in 1898. A new government school was opened in Lunglei in 1897, and Bengali script was used for teaching. In 1901 the government honoured Lalluava, the Chief of Khawngbâwk, for his deed towards the British by establishing primary school in his village. By 1903 there were schools in fifteen villages. In 1903 the British administration started promoting education by waiving forced labour (called *kuli*) for those who passed class IV (primary school), in addition to scholarship for meritorious students and grants to existing schools. The first systematic examination called Lower Primary Exam was conducted on 25 June 1903, with 19 candidates (2 girls among 17 boys). Eleven of them passed. Sir Bamfield Fuller, Assam Chief Commissioner, visited Mizoram (then Lushai Hills) in February 1904, and was so impressed with the mission schools that he immediately issued an order for dissolution of all government schools. In 1904 the entire educational administration was charged under the mission, and Rev. Edwind Rowlands became the first Honorary Inspector of Schools from 1 April. The first middle school (was called upper primary) came up in 1906 in Aizawl. The first high school named Mizo High School was opened in February 1944 at Zarkawt. There were 56 students in class VII, under the headmaster RevDavid Evan Jones.

By 1941 Census of India Lushai had attained highest literacy rate (36%) in India. Till the late 1952 the church managed elementary education through Honorary Inspector of Schools. On 25 April 1952 Lushai Hills became Mizo District Council under the Government of Assam. A post of Deputy Inspector was created by the government. In 1953 the designation of Honorary Inspector was changed to Secretary, Education Management Committee. Under this administration all primary

and middle scholarship examinations were coordinated. In 1953 the first teachers' training institute Basic Training Centre was opened. On 15 August 1958 Pachhunga University College (then Aijal College) was inaugurated to become the first institute of higher education. In 1961 Education Officer became the administrative authority of education in the Mizo District Council. After Mizoram became Union Territory (in 1972) a separate Directorate of Education was created in 1973 under a separate ministry. Mizoram Board of School Education was established in 1976 within a hundred years of education, Mizoram remains at the top list of highest literacy rate in India.

The office of school education for Mizoram was started in 1973. It became a separate Directorate of School Education in 1989 and is located at McDonald Hill, Zarkawt, Aizawl. The department looks after elementary, secondary, higher education, language development, adult education and physical education within the state. The directorate administers the entire state and divides into 4 (four) education districts, namely (1) Chhimtuipui district, (2) Lunglei district,(3) Aizawl East district, and (4) Aizawl West district. The structure of education in the state is based on the national level pattern with 12 years of schooling (10+2+3), consisting of eight years of elementary education, that is, five years of primary and three years of middle school education for the age groups of 6-11 and 11–14 years, respectively, followed by secondary and higher secondary education of two years each besides two years of pre-primary education. The entry age in class 1 is 5+. Pre-primary classes form age group 3 to 4. The higher secondary school certificate enables pupils to pursue studies either in universities or in colleges for higher education in general academic streams and in technical and professional course (Education in Mizoram, 2018).

1.2.2. History of Hindi Education in Mizoram

Teaching of Hindi in some selected schools and through propagation centres have been started in Mizoram way back in 1950s. In 1956 under the aegis of Assam Hindi Prachar Samiti, works of Hindi Propagation was started through voluntary Hindi Propagation Centres by opening morning Hindi Schools besides teaching of

Hindi in some selected schools. On the attainment of the status of Union Territory (UT) in 1972, works of propagation of Hindi has been started in full swing. In 1973 – 74 Hindi Wing has been established in the erstwhile Directorate of Education, now Directorate of School Education. At present there are as many as 2355 Hindi posts under the Directorate of School Education. This includes 1305 posts of Hindi teachers maintained under the Centrally Sponsored Scheme and does not include Hindi posts under Non-Plan and Plan Sectors maintained and administered by the 3 District Councils.

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. Hindi subject was made as one of the compulsory subjects in MSLC examination in 1977 and in 1991 the subject was made as one of the compulsory subjects carrying 50 full marks. The full marks were increased to 100 from 50 in 1998. From 1997 to 2011 Hindi was introduced in Hindi School in Class – VIII as a third language. From 2012 the subject has been taught in Class – IX and X as graded subject. The subject is also one of the Mil subjects in HSLC and HSSLC examination. The Textbooks has been previously prescribed by Mizoram Board of School Education (MBSE) for all the classes. But from 2018 -19 session, the textbooks for Hindi from Class-III to Class-VIII has been prescribed by State Council for Education and Research Training (SCERT). However, MBSE continue to prescribe Hindi Textbooks for High Schools.

In addition to above, there is one Hindi Training College in Mizoram established in 1975. The college imparts three different courses, namely, Hindi Shikshan Parangat, Hindi Shikshan Praveen and Hindi Shikshak Diploma. The college is under the administrative control of the Directorate of Higher and Technical Education.

There is also an institution in Mizoram, namely, Mizoram Hindi Prachar Sabha established in 1971. The Sabha conducts various Hindi Examinations up to B.A (Hindi) level. There are 5 staffs employed by the Sabha whose pay and

allowances are borne by the Department of School Education under Grants – in – aid. The Sabha is run by the elected members and there are a very good number of morning Hindi schools run by the Sabha (Hindi Wing, Directorate of School Education, 2016).

Brief History of Hindi Wing:

The Hindi Wing under Directorate of School Education was established in 1973 – 74 for the propagation of Hindi education in the State.

Nature of Works**:**

- Appointment of Hindi teachers - regular and officiating
- Posting and transfer of Hindi teachers
- Supervision and training of Hindi Teachers
- Preparation of Schemes/proposals for creation of posts for the wing.
- All kinds of official correspondence relating to Hindi Education.

Table 1.1.0

Total Number of Hindi Teachers under Hindi Wing

Types of Teacher	No. Of Post	Post Filled	Vacant Post	Attached to other Post
Regular H/S Teacher	384	315	69	17
Regular M/S Teacher	724	510	214	7
CSS H/S Teacher	389	388	1	27
CSS M/S Teacher	819	814	5	7
TOTAL	2316	2027	289	58

Source: Hindi Wing, Directorate of School Education, 2016

The above table shows the number of Hindi teachers working under the State Government and teachers under Centrally Sponsored Scheme. Currently CSS Hindi Teachers discontinued their service due to non-continuation of the scheme.

Table 1.2.0

Adminography of Hindi Wing

Deputy Director Hindi (DDH)		
HPO (Hindi Propagation Officer)	**HPO** (Hindi Propagation Officer) (Should be placed in every DEO)	Superintendent
		Assistant
AHPO (Assistant Hindi Propagation Officer) (Should be placed in every SDEO)		Upper Divisional Clerk (UDC)
		Lower Divisional Clerk (LDC)
		Peon

Source: Hindi Wing, Directorate of School Education, 2016

Brief History of Mizoram Hindi Prachar Sabha:

Mizoram Hindi Prachar Sabha was established on 17th November 1954 by V.L. Nghaka with the modest beginning and the sole objective of propagation and promotion of Hindi language in mizoram. It was registered under the societies of Mizoram Government on 1973. It has to pass through lots of difficult times, especially during the period of insurgency with a demand of independence from India. This period spread over 20 year long difficult time i.e. 1966 – 1986 during which anti – Indianism was indoctrinated by the insurgents among the inhabitants of this state. But, the strong determination of the Sabha overcame all the difficulties and oppositions and it managed to reach its present position.

The Sabha receives financial assistance annually from the Government of India and the State Government since 1986 till today with matching share of 75:25 respectively. The fund received were fully utilised for the purpose of which it is sanctioned and necessary utilisation certificate and audited statements audited by Chartered Accountant are duly submitted to the Government of India (Mizoram Hindi Prachar Sabha, 2017).

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In order to propagate Hindi the Mizoram Hindi Prachar Sabha has opened the following institutions all over the State. Their number is as under:-

Table 1.3.0

Number of Schools under Mizoram Hindi Prachar Sabha

Types of Institution	Number
Mahavidyalay	1
Hindi Vidyalay	27
Hindi Prachar Kendra	38

Source: Mizoram Hindi Prachar Sabha, Khatla 2017

The number of successful candidates who managed to pass various standards of Hindi examinations conducted by the Sabha from 1954 - 2017 is given in the following table:-

Table 1.4.0

Total Number of Successful Students at Various Stages

Name of Class	No. of Students
Hindi Prathama (Cl-IV)	14350
Hindi Madhayama (Cl-VI)	11156
Hindi Praveshika (Cl-VIII)	9878
Hindi Prabodh (Cl-X)	8743
Hindi Visharad (Cl-XII)	2436
Hindi Praveen (BA)	1203
Total	**47767**

Source: Mizoram Hindi Prachar Sabha, Khatla 2017

The syllabi of Hindi Schools under Mizoram Hindi Prachar Sabha are prepared by Hindi experts' members of the Academic Board under the Mizoram Hindi Prachar Sabha keeping in view the standard of Hindi learners in the state.

1.3.0. Rationale of the Study

Knowing that languages have an important role to play in national integration of India, Union government has been taking necessary steps for spreading Hindi language. Learning of more and more languages would bring along the necessary social, culture and political cohesiveness amongst varying sections of our society and provide us with an opportunity to study and realize the national cultural heritage (Bhat, 1986).

As recommended by various Education Commissions and the NPE 1986, three language formulae have been adopted in Mizoram which results in the introduction of Hindi in the states' education system. Much effort needs to be put for the growth and progress of Hindi Education since the state is a non – Hindi speaking state. As the investigator is curious to know the status in this regard, the following questions are raised in her mind. They are:

1) What are the policies and programme adopted by Mizoram state government for spreading Hindi in the state?
2) What courses of studies in Hindi are offered by educational institutions at different stages of education in Mizoram?
3) What types of curricula are followed?
4) What methods are adopted to impart the subject?
5) How do teachers evaluate students?
6) What is the outcome of Hindi education in terms of achievement in examination?

As Mizoram is a non – Hindi speaking state, it would be interesting to know the enrolment pattern and the enrolment ratio at various levels of education. Besides the introduction of Hindi in formal educational institutions, Mizoram Hindi Prachar Sabha (MHPS) run Hindi schools in various parts of the state for the promotion of Hindi language. Who are the students enrolled in these institutions? What backgrounds do they come from? Answer to these questions will enlighten us and help us to know the status of Hindi education in the state.

On the teachers, the success of Hindi propagation and education depends to a great extent. Who are the teachers? What educational and professional backgrounds do they come from? What are the procedures of their recruitment? What are their service conditions? What is the status of Hindi teacher training institution available in Mizoram? These are some of the questions that arise in the mind of the investigator.

To make Hindi education a success in Mizoram, the problems confronting the teachers as well as the students have to be studied and solved. It is important to know the perceptions of the education providers and the beneficiaries so as to know the prospects of Hindi education in Mizoram. Only an intensive research study will be able to give answers to these queries.

To get proper answers to the questions raised above as well as to fill a research gap, a study on Hindi education in the state of Mizoram is conducted.

1.4.0. Statement of the Problem

To address the questions raised in the preceding section and also to fill the research gaps, the problem of the present study is stated as:

Hindi Education in Mizoram: Status and Problems

1.5.0. Operational Definitions of Key Terms Used

Hindi education: Hindi education in the present study refers to Hindi as a subject of study imparted at different stages of education.

Status: In the present study the term 'status' refers to the present position or existing condition.

Problem: Problems in the present study means a situation, person or thing that needs attention and needs to be dealt with or solved.

1.6.0. Objectives of the Study

The following are the objectives of this research:-

1. To examine the courses of studies offered by educational institutions at different stages of education in Mizoram.

2. To study the enrolment pattern and work out the enrolment ratio in Hindi subject at higher secondary, college and university levels of education in Mizoram.

3. To analyze the backgrounds of students enrolled in Hindi schools in Mizoram.

4. To analyze the academic achievements of students in Hindi Subjects at different levels of education for three consecutive years.

5. To prepare and analyze profiles of Hindi teachers at different levels of school education in Mizoram.

6. To examine the procedures of recruitment of Hindi teachers at different levels of school education in Mizoram.

7. To study the status of Hindi teacher training college in Mizoram.

8. To study the perceptions of teachers and students about the status of Hindi education in Mizoram.

9. To examine the problems faced by Hindi teachers and students at different stages of education in Mizoram.

1.7.0. Delimitation of the Study

The years for studying the enrolment pattern and working out the enrolment ratio in Hindi subject at higher secondary, college and university levels of education in Mizoram have been delimited to the years 2014-15 to 2016-17.

The years for analyzing the academic achievement of students in Hindi Schools at different levels of education for three consecutive years have been delimited to the years 2014-15 to 2016-17.

1.8.0. Organisation of the Report

The report of the study has been divided into five chapters to facilitate a systematic presentation:

Chapter I is introduction. It highlights Hindi language in aspects of historical perspective (origin), grammar, vocabulary, syntax, script/orthography, standardization, its status in India as well as outside India. Moreover, it includes Hindi education in Mizoram where the research has taken place. It also comprises rationale of the study, statement of the problem, objectives of the study, operational definitions of key terms used, delimitation of the study, organization of the report and references as well.

Chapter II covers the review of related studies conducted in the area of Hindi Education and the study on second and third language which has been considered to be relevant for the present study.

Chapter III deals with the plan and procedure adopted for the present study. The research approach, the population and sample, construction of tools, procedure of data collection, tabulation of data and statistical treatment of data are described in this chapter.

In Chapter IV, the analysis and interpretation of data regarding Hindi Education in the context of Mizoram, its present status and problems are presented under different heads based on objectives of the study.

Chapter V is the concluding chapter which presents and discusses the findings, recommendations for improvement of Hindi Education in Mizoram and suggestions for further research as well.

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CHAPTER II
REVIEW OF RELATED STUDIES

2.1.0. Introduction

This chapter presents review of the studies related to the present study. There are only few studies related to imparting or teaching the language of Hindi in the educational setting. Thus, studies directly related to the present study are very rare. However, studies having relevance to the present study or at least to any one of the objectives of the study are briefly reviewed and included in this chapter. Mainly such studies have been collected from NCERT's Third Survey of Research in Education, Fourth Survey of Research in Education, Fifth Survey of Educational Research and internet sources. They have been arranged and presented in a chronological order.

2.2.0. Research Studies Reviewed

As mentioned earlier, studies directly related to the present study are quite rare. The studies collected were divided into two categories. The first category includes the studies related to Hindi language and education conducted in India while the later comprises the studies relating to bilingualism and multilingualism conducted abroad.

2.2.1. Studies Related to Hindi Language and Education

Gomathy (1987) undertook a diagnostic study of the difficulties in Hindi spelling of high school pupils of Kerala and found out that the major areas of difficulty were in conjuncts and in letters having similar shapes. Less mistakes were made in vowels, soft sounds and two letter words. Most commonly misspelt words were *dha, dya, dhya, khya* and *gha.* Pupils found it difficult to differentiate between the *kharas* and *antikharas* and, therefore, mistook one for the other and committed mistakes. Pronunciation and spelling errors were related.

Vyas (1987) undertook a study of the teaching of Hindi in Gujarat state. Hindi was taught from Standards V to X in the schools of Gujarat. In colleges it was an optional subject. The investigator surveyed different aspects of the teaching of Hindi like the qualifications of teachers, the number of periods devoted to the teaching of Hindi, the teaching aids, etc., through a detailed questionnaire filled in by 650 teachers of all levels. From the replies received, conclusions were drawn about the state of teaching Hindi, which was not considered satisfactory. The work of voluntary agencies for the propagation of Hindi, like Gujarat Vidyapeeth, Rashtrabhasha Prachar Samiti, Wardha was also surveyed. The investigator also collected the opinions of post graduate students of Hindi as regards the teaching of Hindi.

Sharma (1987) studied language retardation – an exploratory psycholinguistic study of a group of Hindi speaking, mentally retarded children. The enquiry was undertaken to find out the nature of language retardation (LR) in mentally retarded children with reference to all aspects of language structure and found out that the phonology in MR was largely normal. Structural deviations formed a significant aspect of LR in MR. Discordance of number and gender was prominent in the language of MR children though the incidence of the first type of discordance was greater than that of the second. Frequent sentential modulations formed an important aspect of LR in MR, positive and negative approximation being the most frequent. Though the basic vocabulary in MR was largely normal, it was conceptually limited as compared to that of the normal. Yule's characteristic for repetition of adjectives was less than in the normal whereas for verbs it was far greater than in the normal. Mean verb-adjective ratio (VAR) in MR was greater than in the normal though the t-test results indicated insignificance for either of the comparisons. Shorter sentence length was an important manifestation of LR in MR. Concrete concepts were remarkably low in MR as compared to those of the normal.

Ahuja and Ahuja (1987) assessed demonstration of audio-visual and reading aids to school students and testing their reading speed in three languages – Kannada, Hindi and English'. The major findings of the study were:

i) The CCTV programme was liked by the students and was found to be very effective both from the language and comprehension point of view by more than 95 per cent of the students.

ii) The students were not much benefited by the three films on Reading purchased from an outside source. Many students, who found the language difficult or could not follow it fully, could not grasp the message complete.

iii) More than 95 per cent of the students found the film on How to Learn a Language very interesting and clear and could fully follow the message of the film.

iv) The reading speed per minute for Kannada, Hindi and English languages was found to be 95.93, 100.5 and 186.62 words, respectively, and the reading comprehension was 57.5 per cent, 63.75 per cent and 73 per cent, respectively, for the three languages.

Chinnappa (1987) had an investigation into problems and difficulties in learning Hindi by the Telegu speaking students of class VIII in the high schools of Andhra Pradesh. Some of his findings of the study were:

i) The State Government had not taken the subject of Hindi seriously. Teaching of Hindi was considered to be a responsibility of the Central Government and no budgetary provision was made by the State Government.

ii) The Government had not made Hindi a really compulsory subject. Though passing in Hindi was essential, students had to secure only 20 per cent marks in Hindi and these marks were not added to the total marks in the Board's examination.

iii) The administration had not been able to appoint Hindi teachers in all the schools. They had not appointed any expert in Hindi at the SCERT.

iv) The education departments of the universities also did not pay special attention to improving Hindi teaching.

v) The Education Department had allotted only three periods per week for Hindi.

vi) Teachers and students were not clear about the reasons for learning Hindi as the second language and, therefore, interest in learning Hindi did not develop among students.

vii) Proper environment did not exist for learning Hindi. Teachers in schools spoke either Telugu or English. At home also these two languages were used.

viii) Hindi teachers were not well trained. They taught Hindi through Telugu.

ix) School libraries also were not well equipped with Hindi magazines or books.

x) Proper base for learning was not laid in the beginning stage because of inadequate and defective curriculum and teaching method.

xi) Students' listening comprehension was very poor.

xii) Expression in Hindi was also very bad.

xiii) The textbooks were defective. They failed to create interest among students for reading Hindi books.

xiv) A number of other problems and difficulties were identified, for example, inadequacy of instructional materials, inadequate time in the time table, defective teaching methods, etc.

Kumar (1987) prepared programmed learning material in Hindi grammar and investigated into its effectiveness. The sample of the study was 400 students taken from rural and urban population. Control and experimental groups were formed on the basis of their previous achievement. PLM was prepared along with the criterion test and five topics were covered, namely, Noun, Adjective, Number, Samas and Sandhi. The findings of the study were:

i) The performance of the experimental group in all the five programmes was significantly high in comparison to that of the control group.

ii) Results ensured that PLM had a direct bearing on the learners; they understood things clearly with the programmes.

iii) The group treated with PLM had superior performance in comparison to the group which was given the traditional treatment.

iv) The sex factor had almost no impact on students' learning.

v)   Girls and boys had the same ability to understand whether they learnt by PLM or from the teacher in a traditional way.

vi)   The students of rural area did better than those of urban area.

Pachauri (1987) carried out a study of the relative effectiveness of different styles of programmed learning in Hindi grammar. The findings of the investigation were:

i)   The linear style of programmed learning material was most effective for learning *sandhi* in Hindi grammar by Grade VII students.

ii)   There was no interaction effect of sex on the achievement of students when they were taught by linear and skip, linear and hybrid, linear and branching, skip and branching and hybrid and branching styles of programmed learning.

iii)   Interaction effect of sex was observed when students were taught by skip and hybrid styles of programmed learning.

iv)   The differences between the mean achievements of adjusted scores of boys and also of girls of all the programmed learning material were significant.

v)   The differences between the mean achievements of adjusted scores of boys and girls were significant when they were taught by hybrid and skip styles of programmed learning.

Krishan (1987) undertook an investigation into the basic Hindi vocabulary of children of first and second class (usually of 6 and 7+) in the state of Haryana. He found out that out of 1465 words, 333 words were known to more than 70 per cent children in the age group 7 + and only one word was known to more than 70 per cent students in the age group 6 +. Seventy-five words were in the knowledge of less than 19 per cent children in the age group 7 + and 1,059 words were in the knowledge of less than 19 per cent students in the age group 6 +. One thousand and fifty-seven words in the age group 7 + and 405 words in the age group 6 + were known to 30 and 69 per cent children respectively. A glossary of 1.057 words was prepared for the children in Class II and a glossary of 405 words was prepared for the children in

Class I. This list of words was recommended to be used by authors of textbooks and supplementary readers, constructors of intelligence tests, radio announcers, etc.

Bhasavaya (1987) conducted a research on effects of bilingualism on language achievement in schools. Some objectives of the investigation were to study: i) the effect of bilingualism on language achievement. ii) The effect of bilingualism on overall performances; and iii) the influence of the medium of instruction on language achievement. Some of the findings reveal that:

i) There is no significant difference between the first language achievement of bilinguals or monolinguals

ii) In the case of third language (i, e Hindi) performance the Bilinguals did better than the monolinguals.

iii) The overall performance of Bilinguals and monolinguals did not differ significantly.

iv) Language achievement had high correlation with the overall performance in the case of monolinguals.

v) The average first language performance of both monolinguals and bilinguals are better than their average overall performance except in the case of (HK) which offered Hindi as first language and Kannada as third language.

vi) Individual variations in the achievement of bilinguals ere more than those of monolinguals.

GCPI. (1987a) undertook a diagnostic study of the errors committed by the students of grade VI in oral reading of Hindi language and the remedial measures to improve upon them and the findings of the study were:

i) Twenty per cent of the students had oral reading ability equivalent to that of the students of Grade V, 10 per cent students had oral reading ability equivalent to that of the students of Grade IV, and the rest of them (70 per cent) had oral reading ability equivalent to that of the students of Grade VI.

ii) There was no complexity in the use of the refined tests.

Jayaram and Misra (1987) conducted a study of achievement through Hindi Medium by non-Hindi students with the main objective of finding out the effect on school achievement when the tongue of the students was different from the medium of instruction in school. Specifically, it was intended to find out the effect of the medium of instruction (HINDI) on the achievement in Hindi and social studies among students whose mother tongue was not Hindi. The findings of the study were:

i)   No significant difference was found between the students of group A and group B as far as their achievement in Hindi was concerned, except in classes V, VI and VII.

ii)   There was no difference between the students of group A and group B as far as their achievement in social studies (through Hindi medium) was concerned.

Oad (1987) conducted a research entitled the diagnosis of language error and a programme of remedial teaching in Hindi. One major finding of the investigation was that the number of errors decreased from Classes VI to VIII and then increased in Class IX and X. The pretest and posttest scores were compared separately for errors related to vowels, consonants and sentence construction. The remedial material was found to be effective in reducing the frequency of errors.

GCPI (1987b) conducted a comparative study of the analytical and synthetical approaches to the teaching of reading elementary Hindi, Allahavad and found out that: The analytical approach was significantly more effective in teaching the reading of alphabet and writing than the synthetical approach. The synthetical approach was significantly more effective in teaching reading of words and reading sentences than the analytical approach. Both the approaches were equally effective in teaching writing efficiency as regards words and sentences. The Bhasha Deep, designed on the basis of the analytical method of teaching, was significantly more effective than the Gyan Bharati, from the point of view of improving reading ability.

Kundle (1987) carried out a study of linguistic differences between Marathi and Hindi and their impact on learning Hindi as second language by Marathi

students. The investigation aimed to study the areas of difference and similarity in Marathi and Hindi languages, the influence of mother tongue in the use of Hindi, the error committed by students, and to offer suggestions for improvement in the curriculum and teaching of the second language. The investigation was limited to the study of the proficiency of the students having Marathi as mother tongue in the written usage of Hindi as a second language. On the basis of contrastive linguistics, a study of the areas of difference between Marathi and Hindi in respect of grammar, vocabulary, sentence structure, idioms and proverbs was done. Detailed examples in twelve areas of difference were reported. On the basis of contractive linguistic analysis and error analysis, suggestions were given for improvement in the curriculum and teaching of Hindi as a second language. The major suggestions were:

i) The teaching of second language should be based on the principles of linguistic analysis. Language teachers in colleges of education should be trained in the principles of linguistics.

ii) Textbooks for second language Hindi should be based on the principles of contractive linguistic analysis.

iii) Supplementary reading and teaching material for the subject should be prepared.

iv) In-service training programmes should be regular features for language teachers.

Rastogi and Pande (1987) worked on compilation and linguistic analysis of Hindi vocabulary. The study was conducted in two phases – compilation of vocabulary and analysis of vocabulary. The number of words thus compiled was 15,197. The vocabulary was analysed in respect of grammars and semantics. Structurally, the vocabulary was described on three dimensions, viz., number of syllables, levels and formation. It included 82 mono-syllabic words, 3,457 di-syllabic, 4,833 tri-syllabic, 3.044 four-syllabic, 978 five-syllabic, 363 six-syllabic and 50 seven-syllabic words. There were 249 repetitive words, 1,067 two-level words and 163 three-level words. The vocabulary included 7,944 root words, 683 words with prefixes, 2,545 with suffixes, 146 with both prefixes and suffixes, 241 with *sandhi*, 1,935 compound words only and 114 compound words with *sandhi*.

Grammatically, the list included 9,298 nouns, 2.884 verbs, 111 pronouns, 2,202 adjectives and 755 indeclinable. Semantically, there were 12,280 concrete and 1,922 abstract words. The list included 232 scientific words, 732 vocational, 1,437 natural, 2,385 social, 905 emotive, 433 educational and 9,742 words of general nature.

Prakash, B. (1987) carried out an experiment study of achievement motivation and confirmation of results on the performance of in a linear programme on Hindi vocabulary building. Some of his findings were:

i) Immediate confirmation of results was more effective than delayed confirmation of results with regard to the students' performance.

ii) The average achievement motivation subjects had higher achievement than the low achievement motivation subjects.

iii) The boys and the girls were equally benefited by the linear programme with regard to the learning performance.

Vajpayee (1991a) conducted a comparative study of letter method and sentence method of teaching Hindi. The study revealed that the marks scored by students taught through the sentence method and letter method was 45 and 56 respectively. The scores so far as knowledge of 'matras' was concerned were 70 and 68. In an overall evaluation the letter method proved better. The letter method was found to be more effective in imparting knowledge of letters of the alphabet and 'matras' and in reading and writing of sentences whereas the sentence method proved to be better for fluent reading and writing.

Vajpayee (1991b) had a comparative study of effect of the use of bamboo pen, pen holder, and pencil on handwriting in Hindi and found out the following:

i) From the point of view of neatness, legibility, space between letters curves, angles and lines, the first place in handwriting was secured by users of pen followed by those of pencil holder and bamboo pen.

ii) In speed the order of merit was pen holder, pencil and bamboo pen.

Tharwani (1991) conducted a critical study of the 'Prescribed Textbooks in Hindi Lower Level from Standards V to X in Maharashtra State with a View to Their Improvement'. His findings were:

i) There were some printing mistakes especially of short and long vowels in the textbooks of the higher classes.

ii) Some lessons included in the textbooks of Class V were lengthy and not according to the age and ability of the children.

iii) Lessons based on different vocations did not find a place especially when education was being vocationalized.

iv) Lessons on letters of the alphabet in the textbook of Student V did not contain adequate illustrations; children would easily learn the abstract ideas of letters with the help of pictures.

v) Exercises given in the textbooks were not adequate. As a result, children were not inspired for self-study.

vi) Some teachers were of the opinion that interesting lessons had been deleted in the textbooks of the higher classes by the Board of Secondary and Higher Secondary Education, Pune.

vii) Poems of Kabir, Surdas and Tulsidas have an educative and moral value. If these poems were included they would keep both teachers and students in touch with ancient culture. These poems were missing.

Sheetal (1991) investigated on the factors underlying achievements in first language (Hindi), related classical language (Sanskrit) and a foreign language (English) with their implications for instructional method and some of the findings were:

i) The relationships between the tests of each language were found to be statistically significant.

ii) In case of English language, the extracted two factors were identified as ability of comprehension through reading and skill of correct pronunciation. In case of Hindi language, the two factors were spelling and comprehension through reading, In case of Sanskrit language, the two dominant factors were grammar, and comprehension through reading.

iii) The language abilities and skills influencing the achievement in the three languages taken together showed that hearing and understanding, and pronunciation played a dominant role. The first and second factors were identified as 'comprehension through reading', and 'spelling' respectively.

Vinay (1991) conducted an investigation into the basic Hindi vocabulary of children of class II in the state of Jammu & Kashmir. In the first phase 318 words were selected and these divided into five checklists containing 64-65 words (except 116 words in the first check-list). The multiple choice test method was used with five alternative meanings given. Out of 318 words 124 words were included in the final list of words. In the second phase 1722 words from different sources were collected. Finally, 744 words were selected, arranged alphabetically, distributed into eight check-lists, and tested on a representative sample of 1295 pupils belonging to 12 districts of J & K State. A glossary of words in two parts was prepared. In the first part the words collected from the primer and textbooks of Class I were included, whereas in the second part the glossary contained the words tested on the representative sample consisting of 744 words.

Khadilkar (1991) undertook a study on Hindi vocabulary of the Marathi speaking children learning standards V and VI and some of his important findings were:
i) The recognition vocabulary of basic words was 33 and 82 per cent of the expected vocabulary for standards V and VI respectively.
ii) The recognition vocabulary of words forms was 39 and 78 per cent of the expected vocabulary, for standards V and VI respectively.
iii) The percentage of the content words in recognition vocabulary was about 88 and 94 per cent for standards V and VI respectively. However, for the function words it was only 12 and 15 per cent.

iv) The percentage of the content words in reproduction vocabulary was about 82 and 87 per cent for standards V and VI respectively. However, for the function words it was only 15 and 13 per cent.

v) As the total vocabulary of the pupils increased, the percentage of the function words was found to decrease.

Sarasamma (1991) investigated the basic vocabulary in Hindi for eight standards of non-Hindi speaking students of Karnataka. The major findings were:

i) Boys and girls exhibited the same standard in performance, but the performance of girls seemed to be slightly better than that of boys though it was not significant.

ii) Though there was no significant difference between the performance of English and Kannada medium students, English medium students appeared to be slightly better and more consistent in performance than Kannada medium students.

iii) There was no significant difference between the students of government and private schools.

iv) There was no significant difference in the performance of students coming from rural, urban and semi-urban areas; the performance of semi-urban students seemed to be slightly better than that of urban and rural students.

v) A significant difference existed in the performance of children of different districts.

Anand (1991) conducted a research entitled a study of the factors that affect the orthography in Hindi and diagnosis of spelling mistakes in the writing of class V students of Hindi medium schools of Delhi, along with a Remedial Programme' and the study found out that:

i) The largest number of mistakes was made in respect of the use of matras, closely followed by the use of incorrect words.

ii) Most of the spelling errors were due to inadequate mastery of the most basic tasks in the process of spelling.

iii)   A large number of students were not able to learn till class V the sound-letter associations required for correct spelling.

iv)   Ability to spell correctly did not automatically improve with age. The difference between the performance of older and younger students of the same class was not significant which indicated that it was the quality of instruction rather than age which accounted for the spelling error.

v)   Use of the teaching learning strategies which involved oral-aural-visual and motor experience of the word was most suitable for improving the spelling ability of students.

Bhanushali (1991) carried out an investigation into the basic Hindi vocabulary of Hindi speaking children of class v in Greater Bombay and found that:

i)   Out of 8,053 recognition words, 1,807 (22.45 per cent) words appeared both in the textbooks as well as in the periodicals (magazines).

ii)   About 58.48 per cent of recognition words appeared in the textbooks of class V.

iii)   About 19.07 per cent of words were known to pupils from periodicals and textbooks.

iv)   In the recognition vocabulary, 70.98 per cent of the words were nouns, 0.11 per cent was pronouns, 18.6 per cent were adjectives, 7.32 per cent were verbs, 0.7 per cent was adverbs, 2.02 per cent were prepositions, 0.21 per cent conjunctions and 0.06 per cent was interjections.

v)   In the two lists, it was found that in the 8,053 recognition words, there were 5,706 reproduction words

vi)   Out of 5,706 reproduction words, 63.03 per cent of the words were nouns, 0.14 per cent was pronouns, 22.66 per cent were adjectives, 9.94 per cent were verbs, 0.85 per cent adverbs, 3.03 per cent were prepositions, 0.25 per cent adverbs, 3.03 per cent were prepositions, 0.25 per cent was conjunctions and 0.1 per cent was interjections.

vii)   Some recognition words (more than 29 per cent) were not found in the reproduction vocabulary list.

viii) It was observed that the words coming from Sanskrit occupied the second highest percentage and words from Persian language occupied the third place.

Jayaram (2000) undertook a survey on language teaching situation in Hindi speaking states of Haryana and Rajasthan. Major findings were:

i) The teaching of modern Indian languages in schools in Hindi speaking states did not completely endorse the essence of the scheme to teach one of the South Indian languages in Hindi speaking areas.

ii) The three language formula as it is implemented in these two states amounted to teaching Hindi as the first language. English as the second language and Sanskrit as the third language (with MILs playing an insignificant role).

Dubey (2000) conducted a comparative study of a play – way self – learning technique and the traditional method of teaching Hindi at initial primary stage. It attempts to compare the effectiveness of play – way self – learning technique with the traditional method of teaching Hindi at primary stage. He found out that the experimental group of children was found to be superior to the control group in recognition of alphabets, in reading sentences and writing. In the experimental group children from higher SES groups were found to be superior to children from low SES groups in the recognition of letters of the alphabet. Age and sex were not found related to academic achievement in the experimental group. Experimental group was more interested in learning and was not in need of help from teachers also taken less time in learning. Play-way self-learning method of teaching Hindi was found to be much better than the traditional method.

Khandekar (2000) undertook a study of educational values in the textbooks of Hindi at the graduation level in the colleges in Nagpur and the following were some of his findings:

i) Textbooks were not in accordance with the educational values.

ii)   The percentages of the educational values lacking in the textbooks were character building 30%, development of interest 20%, beauty of the language 15%, and grammar 40%.

iii)   Eighty-five per cent lecturers agreed with the significance of the educational values and 90% agreed with the variety in the subject-matter which did exist in the books.

iv)   Fifty-five per cent lecturers disagreed with the subject matter being helpful in development of patriotism.

v)   The percentage of the responses stating that the books were satisfactory for B.A. Parts I, II and III were 50%, 20% and 20%, respectively.

vi)   Fifty-five per cent of lecturers recommended change in textbooks, inclusion of new authors and poets, more practical knowledge of literature from Hindi to Marathi and of the same in textbooks.

Kumari (2000) had a diagnostic study of errors in written Hindi of secondary students of central schools in the Madras region and his findings were:

i)   Percentage incidence of errors above 75% (very high) in the total sample was found in was found in six grammatical areas, viz,. parsing (97.5%), punctuation (88.7%), clauses (84.07%), one word (81.69%), analysis and synthesis (80.86%) and compounds (77.65%).

ii)   Significant difference existed in the mean scores of incidence of errors between Kerala students and Tamil Nadu students, Hindi students and non-Hindi students, high-SES, average-SES, and low-SES students (taken in pairs), high-achievers; average achievers and low-achievers in Hindi (taken in pairs), under achievers, normal achievers and over achievers in Hindi (taken in pairs), and boys and girls.

iii)   Percentage of errors had significant negative correlation with Hindi language achievement, intelligence, and socio-economic status.

Manisha (2012a) undertook a study on effectiveness of social simulation model on Hindi communication skills of IX Class Students. The objective of the study was to find out the effect of Social Simulation Model on Hindi Communication

Skills of IX class students. The data was analyzed with the help of mean, S.D. and its t-test of scores in pre-test and post-test. The results were mentioned further. The calculated value is more than its table value, therefore the directive hypothesis is accepted and concluded that there is significant difference in Hindi communication skills of IX class students after using Social Simulation Model for Hindi teaching. It means the Social Simulation Model is effective and helpful for developing Hindi communication skills among IX class students. The same results showed in previous studies which were related to the students achievement in particular subjects by using other models of teaching whereas the Social Simulation Model is effective for teaching social responsibilities to students by creating simulated environment in the classroom.

Manisha (2012b) conducted a study of Hindi language creativity of class IX students in relation to their achievement in Hindi. This study aimed to find out the Hindi language creativity among class IX students in relation to their achievement in Hindi. This was a descriptive survey research in which the sample comprised of 100 students of class IX selected from five Marathi medium schools of Aurangabad city randomly. The data was collected through Hindi Language Creativity scale of Malhotra and Sucheta Kumari. The scores were analyzed by using Pearson's coefficient of correlation. The findings revealed that there was positive and significant correlation between Hindi Language Creativity and achievement of students in Hindi.

Tripathi (2012) investigated on the problems and prospects of Hindi language search and text processing and draws out that there is still lot more to be done towards developing applications, services and tools in our national languages. CDAC has done quite a commendable job and is still working in the direction but initiatives should also come from other research institutions. A collaborative and uniform approach should be adopted towards allocating funds for research project which would encourage others to take part in language research. An emphasis should be given to identify research pockets and they should be duly funded. Lack of corpora and vastness of Hindi language pose problems to develop suitable algorithm for

search. The issues which appear trivial with English language computing can pose serious problem in case of Hindi or any other Indic language. An emphasis should also be given to the projects for developing search algorithms for Hindi, developing an OCR tool, improving word processing tools, translation tools.

Pargi (2017) conducted a study on construction and standardization of Hindi vocabulary test for the pupils of primary and secondary school of Gujarat state. Some of his findings obtained while assessing hypotheses were as follows:

i)   There was sex difference in Hindi vocabulary test of students i.e. boys and girls of std. 8 of semi urban area. Girls were here superior to boys.

ii) There was no sex difference of mean scores of the vocabulary test between boys and girls of any other standard.

iii) There was difference between means of the urban and semi urban area of std. 6, which shows area-difference. In std. 7 there was no area-difference.

Rahul I (n.d.) carried out a study on status of teaching of Hindi in secondary schools of Vadodara city and found out that most of Hindi teachers did not take part in seminars, workshop and discussions organized by educational institutions. Most of the teachers face problems related to non-cooperation of students while teaching Hindi and students did not had interest towards Hindi. It was also found out that while reading Hindi students made mistakes in pronunciation and where to give proper stress on words. It was found that while writing in Hindi, students made mistakes in full stop, coma, while making line on words. The Mother Tongue Gujarati was found to have a lot of impact on teachers in teaching Hindi as well as on the part of students in Gujarati medium secondary schools of Vadodara City.

2.2.2. Studies Related to Third Language Acquisition or Multilingualism.

Swain, at.el. (2009) studied the role of mother tongue literacy in third language learning. This paper examines the effect of mother tongue literacy on third language learning in an English/French bilingual programme in Toronto. Subjects

were eight grade students who had acquired a Heritage Language at home and who had enrolled in an English – medium programme up to grade four (4). All were literate in English on entry to the bilingual programme at grade five (5). In addition, some of the students had acquired literacy skills in their Heritage Language programmes at school. A particular question of interest was the impact on third language learning of Heritage Language use which does not include literacy. Results showed that literacy in the Heritage Language has a strong positive impact on learning French as a third language in the bilingual programme where as Heritage Language use without literacy has little effect. The positive effect on third language learning is a generalized one and is not limited to literacy – based activities in that language. The findings are discussed in terms of Cummins' linguistic interdependence hypothesis.

Griessler (2010) study the effects of third language learning on second language proficiency: An Austrian example and wrote that to meet the growing demand for multilingualism, innovative approaches to schooling have been implemented in Austria within the last decade. Two such programmes with a linguistic bias are (i) the Linz International School Auhof (LISA), an immersion school employing English as the language of instruction and (ii) the Lycee Bambe, which teaches English according to the traditional high school curriculum, yet introduces French as a third language at an early stage. The present comparative and developmental study was designed to investigate the effectiveness of English instruction at LISA, the Lycee and a regular Austrian high school. The English proficiency of 75 students drawn from two age groups was analyzed on the basis of oral picture book narrations. As hypothesized, LISA students showed the highest levels of English proficiency, which underscores the advantages of immersion education. The analyses of the French branch shed an interesting light on the new research area of trilingualism. Although below LISA – levels, Lycee students outperformed their peers from the regular high school in all linguistic domains investigated, which indicates a supportive effect of third language learning on second language proficiency. The overall composition of the test population suggests that in addition to language learning experience, further factors, such as aptitude,

motivation, attitudes and teacher commitment influence the language learning process.

Magiste (2010) undertook a study on learning a third language. It deals with three investigations concerning the acquisition of a third language in bilingual immigrant students. The most extensive investigation, initiated by the National Swedish Board of Education, included the whole grade 8 population of immigrant students in Sweden (n=2736). They were compared with Swedish (n=67162) in their proficiency in English as measured by standardized tests. The results provide evidence that immigrant students who always use Swedish at home but have passive knowledge of their first or home language clearly perform better in English than Swedish monolingual students. However, those immigrant students who actively use their home language daily have slightly lower test results in English than Swedish students. Another important factor in learning a third language is the similarity between the mother tongue and the language to be learned. In line with these findings are the results of two experimental studies from Germany and Sweden, using different methods and careful control of important background variables such as intelligence, residence, time and age.

Leung (2011) wrote an article on Third Language Acquisition: Why it is Interesting to Generative Linguists. He reviews three collections of papers edited by Cenoz and colleagues on the topic of third language (L3) acquisition from perspectives including psycholinguistics, sociolinguistics and education. The article also discusses expansion of the study of L3 acquisition into the universal grammar/ second language acquisition (UG/SLA) paradigm, and closes by looking at future directions for the L3 field. He conclude that L3 acquisition would benefit from a greater number of studies that specifically target L3, independent of L2; in this way, the demarcation between L3 and L2 will be clearer, and our awareness of the value of L3 as a separate domain will be strengthened. At the same time, multilingualism/ L3 research has a lot to borrow by way of model building from its mother field of bilingualism (SLA).

Amaro (2012) carried out a study on third language acquisition in adulthood and wrote that in recent years, researchers have acknowledge that the study of third language acquisition cannot simply be viewed as an extension of the study of bilingualism, and the present volumes authors agree that a point of departure that embraces the unique properties that differentiate L2 acquisition from L3/Ln acquisition is essential. From linguistic, sociological, psychological, educational and cognitive viewpoints, it has become increasingly apparent that the study of L3/Ln acquisition can provide new evidence to help resolve ongoing debates in these areas of study. This volume uniquely provides a wide ranging overview of current trends in the study of adult additive multilingualism from formal, psycholinguistic and sociolinguistic perspectives, adding new insights into adult multilingual epistemology. This collection includes critical reviews of L3/Ln morphosyntax, phonology and the lexicon, as well as individual studies with unique language pairings including Romance, Germanic, Slavic and Asian languages.

Sypianska (2016) conducted a study on multilingual acquisition of vowels in L1 Polish, L2 Danish and L3 English. The aim of this paper is to determine whether all languages in the linguistic repertoire of a multilingual speaker manifest cross-linguistic influence (CLI) and establish the directions of CLI on the basis of chosen vowels from the linguistic repertoire of two groups: the Bilingual group (L1 Polish/L2 Danish) and the Multilingual group (L1 Polish/L2 Danish). The results show that L1 Polish vowels are higher and frontier as a result of the influence of L2 Danish and L3 English. L2 Danish vowels are backer as a result of L1 Polish. Also, L3 English vowels are produced on target, possibly due to combined CLI from L1 and L2. The only direction of CLI that is not observed is from L3 and L2. The existence of a global language system is postulated, which should be treated as one entity whose characteristic depend on the characteristics of its component languages. Each component language has unique features because it is influenced by other component languages in a particular global language system. It is shown that the L1 of a bilingual group is different from the same L1 of a multilingual group because the latter also has a third component language.

Spineth (2017) undertook an investigating L3/Ln learners' reading – writing and the study reported in this article aimed at exploring the impact of pluralistic pedagogy practices on L3/Ln learners' reading and writing abilities in a multilingual classroom. Students attended an Intensive Elementary Italian course. The prerequisite to register for this course was knowledge of at least one other Romance Language or previous exposure to the Italian Language. Specifically, the investigation examined whether and how the pluralistic lingual system of these learners could affect the development of the language abilities mentioned above. Quantitative and qualitative data were collected using questionnaires and more traditional tests; a writing test and a reading test with a gradual increase in complexity. The results showed that plurilingual pedagogy facilitated positive interlingual transfers and consequently the development of both language abilities, particularly writing. It also appeared that connections between reading and writing were established, that is, the improvement of students' writing skills affected reading comprehension and not vice versa. The development of these language abilities also seemed to be affected by other variables such as the proficiency level of languages present in learners' plurilingual repertoire.

Falk and Lindqvist (2018) conducted a study on L1 and L2 role assignment in L3 learning. Is there a pattern? This study investigates lexical transfer in four German learners' oral production of L3 Swedish. They have already learned English as an L2. The point of departure is William and Hammarberg's (1998. Language switches in L3 production: implications for a polyglot speaking model, *Applied Linguistics,* 19, 295 – 333) case study in which Swedish was also the L3, but the learner had English as an L1 and German as an L2. Williams and Hammarberg convincingly showed that the background languages played different roles in L3 oral production: L1 English had an *instrumental role,* while L2 German was assigned a *supplier role.* The determining factor for the assignment of supplier role was L2 status and of instrumental role common access and established practice. In the present study the model is tested on the same involved languages; but English is the L2 and German the L1. The model would predict that English L2 will be used in both

the supplier and the instrumental role. However, the results indicate that this is not the case.

Mepham & Martinovic (2018) carried out a study on multilingualism and out-group acceptance: The mediating roles of cognitive flexibility and deprovincialization. They systematically studied multilingualism as a predictor of acceptance of ethnic out-groups. It was argued that people who speak more languages were more cognitively flexible, that is, they had an enhanced flexibility in understanding and representing information. Higher cognitive flexibility was in turn expected to be related to higher deprovincialization: a re-evaluation of one's ethnocentric worldview. Deprovincialization was then expected to result in more openness toward ethnic out-groups, evidenced by a more inclusive notion of the national identity and reduced out-group dislike. Cross-sectional survey data among a representative sample of native Dutch participants from the Netherlands (N= 792) provide convincing support for these hypotheses and show that multilingualism was an important yet understudied factor in social–psychological research on prejudice reduction. They conclude that people who speak more languages were more accepting of out-groups because they were more cognitively flexible and hence more deprovincialized. Findings were moreover robust when focusing only on commonly spoken foreign languages (English, German, French) or only on less common foreign languages. These alternative analyses indicate that multilingualism in its various forms can be beneficial for acceptance of ethnic out-groups.

2.3.0. Relevance of the Present Study in Relation to the Studies Reviewed

A review of some studies stated above shows that there has been no study exactly similar to the present study in any part of the country. The closest related study reviewed was conducted by Chinnappa (1987) titled "An investigation into problems and difficulties in learning Hindi by the Telugu speaking students of class VIII in the high schools of Andhra Pradesh". It was followed by the study of Vyas (1987) on "The teaching of Hindi in Gujarat state". Both of them studies different

aspects of Hindi education in their respective states and their findings were not satisfactory like in the case of the present study as well.

Most of the studies reviewed were carried out to investigate or diagnose errors committed by the learners both in vocabulary and written in Hindi language or subject. Some studies were concentrated on the instructional materials or teaching aids. Only few of the studies dealt with the effect of bilingualism or multilingualism in acquisition of learning Hindi while the studies reviewed from abroad, dealt with the effects and role of bilingualism or multilingualism in the acquisition of learning new language or L3 (third language).

The number of studies reported in this area is not enough referring to the importance of Hindi education or Hindi language in India and in our education system as well. The investigator, therefore, felt the need for taking up a research in this particular area for the effectiveness of imparting Hindi language and improvement of Hindi education as a whole.

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CHAPTER III
METHODOLOGY OF THE STUDY

3.1.0. Introduction

The present chapter deals with the method adopted and the procedure followed in conducting this study. The methodology of the study is discussed under the following heads:

- Research Approach
- Population and Sample
- Construction of Tools
- Collection of Data
- Tabulation of Data
- Statistical Treatment of Data

3.2.0. Research Approach

The present study belongs to a descriptive research. It adopts survey and case study methods of study. It describes, analyses and interprets data relating to the existing condition of Hindi Education in Mizoram which in turn reveals its status and problems encountered by Hindi teachers and students in the State. To study the status of Hindi teacher training College in Mizoram a case study method has been adopted as there exists only one institution named Mizoram Hindi Training College which imparts teacher education and training to prospective and in-service Hindi teachers respectively. The study can also be described as qualitative and quantitative research as it employs both qualitative and quantitative analysis of data.

3.3.0. Population and Sample

The present study has two main types of population and sample. These are:

1. Population and Sample of Teachers: All the teachers teaching Hindi subject in any educational institution in Mizoram constituted the population of teachers. These include:

    i)   Teachers of Hindi Schools affiliated to Mizoram Hindi Prachar Sabha.

    ii)   Hindi teachers of Private English Medium Schools (where Hindi subject is taught from Class III to Class X).

    iii)   Hindi teachers of Government Schools (where Hindi subject is taught from Class V to Class X).

    iv)   Hindi teachers of Higher Secondary Schools, Colleges and Teachers of Hindi Department, Mizoram University.

From the population of teachers of Hindi schools, Private English medium schools and government middle and high schools, samples were selected by following cluster sampling method followed by simple random sampling technique.

First of all, the existing 8 districts of Mizoram were considered as 8 clusters, and four districts namely Aizawl, Lunglei, Kolasib and Champhai were randomly selected to form 4 clusters of Mizoram. From each sample district, equal numbers of schools were randomly selected. However, in the case of Kolasib district, the number of Hindi schools selected is less than that of other sample districts due to existence of only 3 Hindi schools in the District.

In the case of Higher Secondary School and above level institutions, the sample districts could not be covered due to the following reasons:

    i)   Out of 164 Higher Secondary Schools existing in Mizoram, only 7 Higher Secondary Schools offered Hindi as a subject of study. As the number of Higher Secondary Schools offering Hindi as a subject of study was very few, all of them were covered in the present study.

ii) Among the colleges in Mizoram, only 2 (two) of them namely, Government Aizawl College, Aizawl and Government Kamalanagar College, Chawngte offered Hindi as an elective and MIL subjects and thus both of them were covered in the present study.

iii) Mizoram University (a Central University), the only university in the state having Hindi Department as Academic Department was covered in the study.

The number of educational institutions covered in the present study is as shown in the following table:

Table 3.1.0

Distribution of Sample of Schools/Institution

School/Institution	Aizawl	Lunglei	Kolasib	Champhai	Total
Hindi Schools	4	4	3	4	**15**
Pvt. English Medium Schools (Primary, Middle & High School)	18	18	18	18	**52**
Government Schools (Middle & High School)	12	12	12	12	**48**
Higher Sec. School					**7**
Colleges					**2**
University					**1**
Total					**125**

Thus, from 125 educational institutions of various types spread in 4 sample districts of Mizoram, sample of teachers were drawn. All Hindi teachers from sample educational institutions who were present in their respective schools/institutions on the day of data collection were taken as sample teachers. The number of sample teachers is as shown in table 3.2.0:

Table 3.2.0

Distribution of Sample Hindi Teachers

Types of Educational Institution	Teachers
Hindi School	45
Private English Medium School	60

Government School:
 	
   a) Middle School - 40
 	
   b) High School - 40
	80

Higher Secondary School & above Institution
 	
   a) Higher Secondary School - 13
 	
   b) College - 6
 	
   c) University - 5
	24

Total	**209**

2. Population and Sample of Students: All the students offering/studying Hindi subject in any educational institution constituted the second group of population.

Sampling procedure followed for selection of students for the present study was same as that of the teachers. Sample students were taken from various types of educational institutions identified from the 4 sample districts. Thus, from 125 educational institutions of various types spread in 4 sample districts of Mizoram, sample of students were drawn. 5 students each from sample educational institutions who were present in their respective schools/institutions on the day of data collection were taken as sample students. The number of sample students is shown in table 3.3.0. below:

Table 3.3.0

Distribution of Sample Students

Types of Educational Institution	Students
Hindi School	75

Private English Medium School
 	
   a) Primary School - 120
 	
   b) Middle School - 120
 	
   c) High School - 120
	360

Government School:
 	
   c) Middle School - 120
 	
   d) High School - 120
	240

Higher Secondary School & above Institution
 	
   d) Higher Secondary School - 35
 	
   e) College - 10
 	
   f) University - 5
	50

Total	**725**

3.4.0. Construction of Tools

For the collection of data, the investigator constructed the following tools:

1. Personal data sheet for Hindi teachers at different stages of education in Mizoram for preparing their profile.

2. Questionnaire for Hindi teachers for studying their problems and perception about the status of Hindi education in Mizoram.

3. Personal data sheet for Hindi school students for studying their background.

4. Questionnaire for students for studying their problems and perception about the status of Hindi education in Mizoram

5. Interview schedule for collecting data regarding Mizoram Hindi Training College (MHTC).

1. **Construction of Personal Data Sheet for Hindi Teachers at Different Stages of Education in Mizoram.**

    Common data sheet was prepared for collecting profiles of Hindi teachers at different stages of education in Mizoram. This data sheet was prepared in such a way that the respondents i.e., Hindi teachers are required to provide their name, school, district, age and gender. They also have to provide about their educational qualification such as general education, Hindi education and professional qualification as well as their service in years, mode of recruitment, training undergone and classes taught.

2. **Construction of Questionnaire for Hindi Teachers for Studying Their Problems and Perception about the Status of Hindi Education in Mizoram.**

    To construct this questionnaire, a pilot study regarding Hindi education in Mizoram was firstly conducted. After studying the conditions of Hindi education in Mizoram, it was decided to construct the questionnaire for studying the status, problems and their perception about the status of Hindi education in Mizoram. The questionnaire for studying Hindi teachers' problems and their perception about the status of Hindi education in Mizoram has two main parts. Those are:

    A. Problems: The first part has 4 questions dealing with problems faced by the teachers. Three or more possible problems/options are provided in each item in the questionnaire meant for studying the problems faced by the teachers. Teachers are required to answer by putting a tick mark/s on any one or more of the problems/choices provided. A space is also given at the end for writing additional response, if any.

B. Perception: This part is meant for studying teachers' perception about the status of Hindi education in Mizoram. It consists of 7 questions along with three or more options where the teachers are required to put a tick mark/s against their choice/s. A space is also given at the end for writing additional response, if any.

3. Construction of Personal Data Sheet for Hindi School Students for Studying Their Background.

Common data sheet was prepared for collecting data relating to the backgrounds of Hindi School students. This data sheet was prepared in such a way that the respondents i.e., students of Hindi schools are required to provide their age, gender and class in which reading. They are also asked to provide not only their educational qualification and backgrounds but also the educational qualifications of both their parents and further the occupation of both parents as well.

4. Construction of Questionnaire for Students for Studying Their Problems and Perception about the Status of Hindi Education in Mizoram.

Questionnaire for students is more or less, same with the questionnaire for teachers in the process of construction. It also has two main parts, those are:

A. Problems: The first part has 4 questions dealing with problems faced by the students. Three or more possible problems/options are provided in each item in the questionnaire meant for studying/revealing their problems. Students are required to respond to the questionnaire by putting a tick mark/s on any one or more of the problems/choices provided. A space is also given at the end for writing additional response, if any.

B.   Perception: This part is meant for studying students' perception about the status t of Hindi education in Mizoram. It has 6 questions along with three or more options. The students are required to put a tick mark/s against their choice/s. A space is also given at the end for writing additional response, if any.

5. Construction of Interview Schedule for Collecting Data Regarding Mizoram Hindi Training College (MHTC).

Interview schedule was constructed to collect information and data for studying Mizoram Hindi Training College (MHTC). In this interview schedule, budget allocation, infrastructural facilities, courses offered, number of teaching and non-teaching staff, enrolment and achievement of the students, methods of teaching and evaluation procedure were asked and recorded.

6. Validity of the Tools

The tools constructed for this study mentioned before were not prepared as tests but were so constructed that obtained data must be considered in the light of many other factors, a single overall index of validity for these tools cannot be established. There are, however, ways to improve the validity of questionnaires and interview schedule. To ensure that the tools measure what they proposed to measure, the following principles were kept in mind while selecting and framing statements:

o   It was ensured that items included in the tools were significant aspects of the purpose of investigation.

o   Various terms used in the schedules were clearly defined to the respondents at the time of administering the tools.

o   Suggestions from supervisor and experts in the field were elicited to remove the ambiguities in the questions.

o   It was ensured that the tools cover reasonably well the range of variables under study.

7. Reliability of the Tools

The problems of estimating reliability of the tools are not quite the same as that of tests for which scores are obtained.   The responses to different items or questions of these tools are not scores in the usual sense of the term. Moreover, every item or question in these tools is independent and measures a different dimension; therefore, responses to the various items of the tools cannot be added like scores. So, the well – known methods of establishing reliability like split-half, alternate or parallel form, and rational equivalence cannot be applied.

3.5.0. Collection of Data

Data collected for present study can be broadly divided into two parts; i.e., secondary data and primary data.

Secondary data were used for studying the status of Hindi education in Mizoram particularly for fulfilling objectives 1, 2, 4 and 6. They were collected from annual publications of Directorate of School Education, annual report of Mizoram University (MZU), Mizoram Board of School Education (MBSE), State Council of Educational Research and Training (SCERT), Directorate of School Education (DSE), websites of National Council of Educational Research and Training (NCERT), Mizoram University, Kendriya Vidyalaya Sansthan, Mizoram HindiTraining College and Directorate of School Education.

Primary data were collected by the investigator by visiting the sample schools and administering the tools to sample Hindi teachers and students. A total of 209 Hindi teachers responded to both Personal data sheet and questionnaire for studying their problems and perception about the status of Hindi Education in Mizoram.

Personal data of Hindi school students were collected from 75 students. Besides, data on problems of students and their perception about the status of Hindi Education in Mizoram were collected from 725 students who responded the questionnaire prepared for this. Regarding Mizoram Hindi Training College, the investigator personally visited the College, observed the physical infrastructure and facilities and interviewed the staff.

3.6.0. Tabulation of Data

The mass of data collected through various tools was properly organised, classified and tabulated. The raw data obtained through different tools were thus arranged orderly in columns and rows and then displayed in compact form, that is, in the form of statistical tables for further analysis.

3.7.0. Statistical Treatment of Data

The data obtained were tabulated in terms of frequencies and percentages. Item – wise analysis was mostly carried out. The results obtained were analysed both quantitatively and qualitatively. For quantitative analysis, only simple statistical techniques such as frequencies and percentages were used.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

In this chapter, data collected for fulfilling objectives of the present study are analysed and interpreted. They are presented in the following order:

4.1.0. Courses of Studies Offered by Educational Institutions at Different Stages of Education in Mizoram

4.2.0. Enrolment Pattern and Ratio in Hindi Subject at Higher Secondary, College and University Levels of Education in Mizoram for Three Consecutive Years

4.3.0. Backgrounds of Students Enrolled in Hindi Schools in Mizoram.

4.4.0. Academic Achievement of Students in Hindi Subjects at Different Levels of Education for Three Consecutive Years

4.5.0. Profiles of Hindi Teachers at Different Levels of School Education in Mizoram

4.6.0. Procedures of Recruitment of Hindi Teachers at Different Levels of School Education in Mizoram

4.7.0. Status of Hindi Teacher Training College in Mizoram

4.8.0. Perceptions of Teachers and Students about the Status of Hindi Education in Mizoram

4.9.0. Problems Faced by Hindi Teachers and Students at Different Stages of Education in Mizoram

4.1.0. Courses of Studies Offered by Educational Institutions at Different Stages of Education in Mizoram.

Courses of studies play a vital role in the process of teaching learning. In order to keep in tune with time, they undergo changes particularly at the lower levels of education. The existing courses of studies in Hindi subject offered by educational institutions at different stages of education in Mizoram may be presented in the following tables:

Table 4.1.1

Courses of Studies Offered by Educational Institutions in Mizoram at Primary and Middle School Level

Class	Courses Prescribed by MBSE Prior to 2018-2019 Session		Courses Prescribed by SCERT from 2018-19 Session for Both Government & Private Schools	Courses Prescribed by NCERT
	Govt Schools	Private Schools		
Class-I				Rimjhim Bhag I
Class-I				Rimjhim Bhag II
Class-III		Zoram Bharti 3	Jyotimay 3	Rimjhim Bhag III
Class-IV		Zoram Bharti 4	Jyotimay 4	Rimjhim Bhag IV
Class-V	Mizoram Hindi 5	Zoram Bharti 5	Jyotimay 5	Rimjhim Bhag V
Class-VI	Mizoram Hindi 6	Zoram Bharti 6	Jyotimay 6	Vasant Bhag I
Class-VII	Mizoram Hindi 7	Zoram Bharti 7	Jyotimay 7	Vasant Bhag II
Class-VIII	Mizoram Hindi 8	Zoram Bharti 8	Jyotimay 8	Vasant Bhag III

Source: 1) Mizoram Board of School Education, Aizawl, Mizoram
2) State Council of Educational Research and Training, Aizawl, Mizoram
3) Website of NCERT, New Delhi

Table 4.1.1 shows the courses of studies offered by educational institutions at primary and middle school levels. Before 2018 -19 sessions, the textbooks for Hindi subject (i.e. Mizoram Hindi and Zoram Bharti) were prescribed by Mizoram Board of School Education (MBSE) for Government schools and Private English Medium Schools respectively. However, those textbooks have been replaced from the session i.e. 2018-2019 by the textbooks prepared and published by State Council of Educational Research and Training (SCERT). The textbooks are named Jyotimay 3 to 8. There are no different textbooks for Government and Private Schools like before. However, the stage of introducing the subject is different. In Government Schools Hindi subject is introduced only from Class V while in Private English Medium Schools it is studied from Class III. These new textbooks eliminate Roman scripts which was previously included in the old textbook. In the case of Schools affiliated to Central Board of School Education (CBSE), the courses as mentioned in the table are prepared and published by National Council of Educational Research and Training (NCERT) and Hindi subject is also introduced right from class I.

Table 4.1.2

Courses of Studies Offered by Educational Institutions in Mizoram at High School and Higher Secondary School Level

Stages of Educational Institution	Courses Prescribed by MBSE for both Government & Private Schools		Courses Prescribed by NCERT	
	Regular Paper	MIL Paper	Regular Paper	MIL Paper
Class - IX	Mizoram Hindi 9	Sparsh Bagh-I	Kshitij-I	Sparsh Bagh-I
		Sanchayan Bhag-I	Kritika-I	Sanchayan Bhag-I
		Vyvaharik Hindi Vyakaram Our Rachana		
Class - X	Mizoram Hindi 10	Sparsh Bagh-II	Kshitij-II	Sparsh Bagh-II
		Sanchayan Bhag-II	Kritika-II	Sanchayan Bhag-II
Class - XI	-	Aroh Bhag - I	Antara –I	Aroh Bhag - I
	-	Vitan Bhag - I	Antaral- II	Vitan Bhag – I
	-	Abhivyakti Aur Madhyam	Abhivyakti Aur Madhyam	Abhivyakti Aur Madhyam
Class - XII	-	Aroh Bhag - II	Antara –II	Aroh Bhag - II
	-	Vitan Bhag - II	Antaral- II	Vitan Bhag – II
	-	Abhivyakti Aur Madhyam	Abhivyakti Aur Madhyam	Abhivyakti Aur Madhyam

Source: 1) Mizoram Board of School Education, Aizawl, Mizoram
2) Website of NCERT, New Delhi

The above table clearly depicts the courses of studies at the High School and Higher Secondary School level both under MBSE and CBSE. At High School Stage, both Government and Private Schools offer the same courses in Hindi Subject i.e., Mizoram Hindi prescribed by Mizoram Board of School Education. The subject is taught as graded subject. Unfortunately, Hindi is not included as compulsory subject in the Board Examination. However, it is offered as MIL (Major Indian Language) subject in the Board Examination, the courses of which is same as MIL offered by

Mizoram Institute of Comprehensive Education (MICE) or any other schools affiliated to CBSE.

In Mizoram, MICE is the only School under Government of Mizoram which is affiliated to Central Board of Secondary Education (CBSE) and the courses offered for Hindi Subject are CBSE courses. Besides MICE, there are six (6) Higher Secondary Schools where Hindi is offered up to Higher Secondary School stage and their courses of studies are also as prescribed by CBSE. In the Board Examination of HSSLC, Hindi is also offered as MIL subject.

Table 4.1.3 (a)

Courses of Studies Prescribed by MZU for Hindi Subject at College Level in Mizoram

Semester	Paper	Courses Offered
I	Patra – I	Hindi sahitya ka Itihar (Aadikal se reitikal tak)
II	Patra – II	Hindi kavya (Aadikaleen evam Madhyakaleen)
III	Patra – III	Hindi Sahitya ka Itihar (Aadhunik kal)
IV	Patra – IV	Hindi Gadya Sahitya – I
V	Patra – V	Aadhunik Hindi Kavya
	Patra – VI	Hindi Gadya Sahitya – II
	Patra – VII	Bhartiya evam Pashchatya Kavya Shastra
	Patra – VIII	Katha Sahitya
		Hindi Patrakarita
VI	Patra – IX	Aadhunik Hindi Kavita (Chhayavadottar)
	Patra – X	Bhasha Vigyan aur Hindi Bhasha
	Patra – XI	Prayojan mulak Hindi
	Patra – XII	Bhaktikal
		Chhayavad

Source: Hindi Department, Government Aizawl College

Table 4.1.3 (b)

Courses of Studies Prescribed by MZU for MIL (Hindi) Subject at College Level in Mizoram

Ikayi 1	Pathya Pustak	Kavya Sorabh – Sampadak, Purushotamdas Modi, Vishwavidyalay Prakashan, Varanasi	
	Pathya Kavitaye	i)	Kabir (Sakhiya) - 11 se 20 tak
		ii)	Surdar (Ballula) - 3 se 8 tak
		iii)	Bihari (Doke) - 1 se 10 tak
		iv)	Nirala : Sandhya Sundari
		v)	Diakar : Jantantra ke jaman
Ikayi 2	Pathya Pustak	Kahaniya - Sampadak - Skukdev Singh, Anurag Prakashan, Varanasi	
	Pathya Kahaniya	i)	Sava ser gehu – Premchand
		ii)	Puraskar – Jaishankar
		iii)	Parda – Yashpal
		iv)	Depakar ka bhojan
Ikayi 3	Pathya Pustak	Hindi Sahitya ka Sobodh itihas – Babu Gulab Rai, Lakshminarayan, Agarwal Prakashan, Agra	
	Hindi Sahitya ka Itihas	i)	Hindi Sahitya ka kal – Vibhajan
		ii)	Purumadhyakal/ Bhakti kal – Samanya Parichay
		iii)	Hindi Gadya ka udbhan aur vikas
Ikayi 4	Pathya Pustak	Hindi Vyakran ki padhate – Dr. Badrinath Kapoor, Vishwavidyalay Prakashan, Varanasi	
	Vyakram	i)	Sangya - Paribhasha, bhed
		ii)	Sawanam - Paribhasha, bhed
		iii)	Kriya - Paribhasha, bhed
		iv)	Karak - Paribhasha, bhed
		v)	Avyay - Paribhasha, bhed
Ikayi 5	Nibandh lekhan – Samsamyik evam Sahityil Nibandh (Adhiktam 1000 Shabdo se)		

Source: Hindi Department, Government Aizawl College

Among 32 colleges (including private colleges) in Mizoram, Government Aizawl College, Aizawl and Government Kamalanagar College, Chawngte are the only colleges where Hindi Subject is offered. The courses mentioned in table 4.1.3 (a) are the courses for students whose core subject is Hindi. There is one paper each for 1st to 4th semester, while there are 4 papers for 5th and 6th semesters. Both colleges also offer Hindi as MIL (Modern Indian Language) paper in their respective colleges. MIL is offered in 3rd semester only in the entire degree course, those who select MIL (Hindi) have to study the courses mentioned in table 4.1.3(b). The courses are prescribed by the affiliating University, i.e. Mizoram University.

Table 4.1.4

Courses of Studies Prescribed by MZU for MA (Hindi) at University Level in Mizoram

Semester	Courses Offered	
I Semester Total Credits=22 FC=4 Credits CC=18 Credits	HIN/1/FC/01	: Hindi Vyakram – I
	HIN/1/FC/02	: Kavyake Tatva
	HIN/1/CC/03	: Hindi SahityaKaltihas (Aadikal Se Reetikal Tak)
	HIN/1/CC/04	: Aadikaleen Hindi Kavya
	HIN/1/CC/05	: Bhaktikaleen Hindi Kavya
	HIN/1/CC/06	: Hindi Bhasha
	HIN/1/CC/07	: Anuvad : SiddhantAur Vyavahar
II Semester Total Credits=22 FC=4 Credits CC=16 Credits OE=2 Credits	HIN/2/FC/08	: Hindi Vyakran – II
	HIN/2/FC/09	: Hindi Ki Sanskriti
	HIN/2/CC/10	: Hindi Sahityakaltihas (Aadhunik Kal : Kavya)
	HIN/2/CC/11	: Reetikaleen Hindi Kavya
	HIN/2/CC/12	: Bharatiya Kavyashastra
	HIN/2/CC/13	: Aadhunik Hindi Kavya (Chhayavad Tak)
	HIN/2/OE/14	: Bolchal Ki Hindi
III Semester Total Credits=22 CC=12 Credits SC=8 Credits OE=2 Credits	HIN/3/CC/15	: Hindi Sahitya Ka Itihas (Aadhunik Kal: Gadya)
	HIN/3/CC/16	: Chhayavadottar Hindi Kavya
	HIN/3/CC/17	: Pashchatya Sahityalochan
	HIN/3/SC/18A	: Hindi Natak Evam Nibandh
	HIN/3/SC/18B	: Hindi Gadya Sahitya : Vividh Vidhayen
	HIN/3/SC/19A	: Kabir : Vishesh Adhyayan
	HIN/3/SC/19B	: Premchand : Vishesh Adhyayan
	HIN/3/OE/20	: Hindi Mein Rachanatmak Lekhan
IV Semester Total Credits=22 CC=14 Credits SC=8 Credits	HIN/4/CC/21	: Purvottar Bharat Aur Hindi Sahitya
	HIN/4/CC/22	: Hindi Aalochana
	HIN/4/CC/23	: Bhasha Vigyan
	HIN/4/CC/24	: Prayojanmulak Hindi
	HIN/4/SC/25A	: Hindi Katha Sahitya (Upanyas Evam Kahani)
	HIN/4/SC/25B	: Sahitya Aur Vichardhara
	HIN/4/SC/26A	: Bhasha Shikshan
	HIN/4/SC/26**B**	: Samkaleen Hindi Kavita

Source: Website of MZU (retrieved on 26th August 2018)

Table 4.1.4 reveals the courses of MA (Hindi). There are 22 credits each in all 4 (four) semesters. In first semester there are 7 papers where the students have to

study foundation course which has 4 credits and core course which has 18 credits. In the second semester, again there are 7 papers but the students have to study foundation course which has four credits, core course which has 16 credits and open elective with 2 credits. There are 6 compulsory and 2 optional papers in the third semester with core course that carries 12 credits, soft course 8 credits and open electives with 2 credits. In the last semester the students have to study core course with 14 credits and soft course with 8 credits where there are 6 compulsory and 2 optional papers. Thus, MA (Hindi) course is an 88 credit course.

Table 4.1.5

Courses of Studies Prescribed by Mizoram Hindi Prachar Sabha (MHPS) for Hindi Schools

Year	Courses Offered
PRATHAMA (CLASS IV)	Suboth Hindi Mala Bhag – I
	Hindi Vartalap Mala Bhag –I
MADHYAMA (CLASS VI)	Gadhya Sahity Suman Bhag – I
	Hindi Vyakarant Bhag – I
	Suboth Hindi Mala Bhag – II
	Hindi Vartalap Mala Bhag – II
PRAVESHIKA (CLASS VIII)	Kavya Sankalan Bhag – I
	Hindi Nibanh Aur Rachna – I
	Gadhya Sahity Suman Bhag – II
	Hindi Vyakarant Bhag –II
	Hindi Vartalap Mala Bhag – III
PRABOTH (CLASS X)	Kavya Sankalan Bhag – II
	Hindi Nibanh Aur Rachna – II
	Gadhya Sahity Suman Bhag – III
	Hindi Vyakarant Bhag –III
	Hindi Vartalap Mala Bhag – IV
	Ekanki Darshan
	Mahapurushon Kijeevni
VISHARAD (CLASS XII)	Prachin Adhunik Kavya
	Kahani Evang Ekanki
	Natak Niband
	Bhasha Vigyan
	Niband Sankalan
	Vyakaran
	Moukhiki (oral)
PRAVEEN (B.A FIRST YEAR)	Paper I : Prachin Madhyakalin, Kurukchhetr
	Paper II : Ekanki, Drubswamini
	Paper III : Bhasa Vigyan
	Paper IV : Kahani Akeliawaj
PRAVEEN (B.A SECOND YEAR)	Paper V : Niband
	Paper VI : Hindi Sahityaka Saralitihas
	Paper VII: Shiksha Manovigyan

Source: Mizoram Hindi Prachar Sabha, Khatla

Table 4.1.5 deals with the courses of studies offered in Hindi Schools which are under Mizoram Hindi Prachar Sabha. The duration of the different courses offered in Hindi Schools is generally one year each except for BA which is one and half year duration. The textbooks has been prepared and published by the Mizoram Hindi Prachar Sabha (MHPS). Hindi Schools within Mizoram which are affiliated to MHPS teach the courses prescribed by MHPS itself. It is the duty of MHPS to conduct different stages of examinations and prepare the results in Mizoram.

A student of Prathama (Class IV) has to study 2 subjects/textbooks but in Madhyama (Class VI) there are 4 subjects/textbooks a student has to study. At Praveshika (Class VIII) there are 5 subjects/textbooks while at Prabodh (Class X) and Visharad (Class XII) there are 7 subjects/textbooks each. At the stage of Praveen (BA), the student has to study 7 papers; 4 papers in 1st year and 3 papers in 2nd year.

4.2.0. Enrolment Pattern and Ratio in Hindi Subject at Higher Secondary, College and University Levels of Education in Mizoram for Three Consecutive Years i.e., 2014- 15 to 2016- 17

In the formal educational system of Mizoram, the introduction of Hindi subject is firstly from class – III to X at private schools while in the government schools, the subject is introduced from class – V to X. It is compulsory subject to all the students; however, the subject is not compulsory in the Board Examination (i.e., HSLC). At the Higher Secondary stage, currently the subject is offered as elective subject in 7 (seven) HSS. Those institutions offer CBSE courses and are Central Schools except 1 (one) HSS i.e., MICE HSS. At the college level, Government Aizawl College, Aizawl and Government Kamala Nagar College, Chawngte are the only colleges, which offer Hindi as elective subject. Besides, MZU has Hindi Department that runs M.A, M. Phil and Ph.D programmes in Hindi. It is important to work out the enrolment pattern and enrolment ratio in order to gain the knowledge about the popularity and status of Hindi Subject among students in Mizoram. The following table depicts the total number of students and the number of students

studying Hindi Subject as well at Higher Secondary and above level of education in Mizoram.

Table 4.2.1

Enrolment Pattern and Ratio in Hindi Subject at Higher Secondary Level and Above

2014 - 2015	Total Number of Students Enrolled			Total Number of Student Opting Hindi Subject			ER
Level of Institution	Male	Female	Total	Male	Female	Total	
Higher Secondary School	11352	11210	22562	31(37)	52(63)	83 (0.36)	**1:271**
Under Graduate	8334	7860	16194	6 (33)	12(67)	18 (0.11)	**1: 771**
Post Graduate	988	704	1692	1 (11)	8 (89)	9 (0.53)	**1:188**
2015 – 2016	Total Number of Students Enrolled			Total Number of Student Opting Hindi Subject			ER
Level of Institution	Male	Female	Total	Male	Female	Toal	
Higher Secondary School	11237	11749	22986	46(47)	52 (53)	98 (0.43)	**1:234**
Under Graduate	8737	8144	16881	7 (35)	13 (65)	20 (0.12)	**1:844**
Post Graduate	1090	864	1954	-	5 (100)	5 (0.25)	**1:398**
2016 – 2017	Total Number of Students Enrolled			Total Number of Student Opting Hindi Subject			ER
Level of Institution	Male	Female	Total	Male	Female	Total	
Higher Secondary School	10956	11584	22540	48(48)	53 (52)	101(0.45)	**1:223**
Under Graduate	9206	8645	17851	5 (22)	18 (78)	23 (0.12)	**1:776**
Post Graduate	1187	1008	2195	-	6 (100)	6 (0.27)	**1:366**

Figures in Parentheses indicate percentages

Source: 1) Annual Publication of Directorate of School Education, Aizawl

*   2) Annual Report of MZU, Tanhril*

The above table shows the year wise enrolment pattern and enrolment ratio in Higher Secondary School, College and University in Mizoram. It clearly reveals that the number of students opting Hindi Subject is very low in comparison to other subjects.

Regarding to enrolment pattern in Hindi subject, there are more girl students than boy students. At the level of Higher Secondary, girls lead with the percentage of 63, 53 and 52 over boys in three consecutive years i.e., 2014-15, 2015-16 & 2016-17. Moreover, at college level the gap between male and female is wider than HSS. Female students are more than male students with the percentage of 67, 65 and 78 in the academic session of 2014-15, 2015-16 & 2016-17 respectively. It seems like the higher the stage the wider the gap between male and female enrolment. At the level of University also, there are no male students in two consecutive years 2015-16 and 2016 - 2017 where female students make up the enrolment with 100 per cent, and in the year i.e., 2014-15, majority of the students enrolled are female students with the percentage of 89.

The highest gap found in the enrolment ratio is at college level with the gap of 1:**77**1, 1:844& 1:776 in the year 2014-15, 2015-16 & 2016-17 respectively. Next highest gap is found at University Level the with the ratio of 1:389 & 1:366 in the year 2015-16 & 2016-17 respectively; however in the year 2014-15 the gap is close as compared to other academic session and other institution as well i.e., 1: 188. The closest gap is found in Higher Secondary Level with the ratio of 1:271, 1:234& 1:223 in the year 2014-15, 2015-16 and 2016-17 respectively.

4.3.0. Backgrounds of Students Enrolled in Hindi Schools in Mizoram.

Mizoram Hindi Prachar Sabha (MHPS) runs Hindi Schools (morning shift) in various parts of the State. Currently there are 44 schools functioning actively within the state which have produced from 1954 till date around 47767 successful candidates who have passed various standards of Hindi education. As majority of the existing Hindi Teachers of the State Government Schools are the products of

MHPS, background of the Hindi School students reveal the product of MHPS in terms of their quality, educational qualification, gender etc. The following tables depict the background of Hindi School Students in various ways:-

Table 4.3.1

Background of Students Enrolled in Hindi Schools in Mizoram in terms of Age, Gender and Class

Sl. no	Basic information about Students' Background	No. of Students=75	
		Number (N)	Percentage (%)
1	Age:		
	a) 10 – 14 yrs	9	12
	b) 15 – 19yrs	23	31
	c) 20 – 24yrs	29	39
	d) 25 – 29yrs	14	18
2	Gender:		
	a) Male	29	39
	b) Female	46	61
3	Class in which reading:		
	a) Prathama (IV) – 6 months course	5	7
	b) Madhyama (VI) – 6 months course	9	12
	c) Praveshika (VIII) – 6 months course	16	21
	d) Prabodh (X) - 1 year course	20	27
	e) Visharad (PU) - 1 year course	12	16
	f) Praveen (BA) – 1& half year course	13	17

As seen in table 4.3.1, serial no. 1 deals with students' age. The highest percentage (39%) of the sample students are aged group of 20 to 24, while 31 per cent are between the age group of 15 to 19 years. Age group between 25 to 29 years make up to 18 per cent out of the total sample and the least percentage of age group i.e., 13 per cent is between 10 to 14 years of age.

Serial no. 2 represents gender of the sample students. Majority (61%) of the sample students are female and the rest 39 per cent are male. This clearly shows that Hindi Education is more popular among girl students in Mizoram.

Serial no.3 of the table shows the classes as in which the sample students are reading. The highest percentage i.e., 27 % of the sample students are in Prabodh (Class – X) and the next highest percentage i.e., 21% is made up by the students who are in Praveshika (Class – VIII). 17 per cent of students are in Praveen (BA) while 16 per cent of students are in Visharad (PU). 12 per cent of the students are in Madhyama (Class – VI) and only 9 per cent of the students are in Prathama (Class - IV).

Table 4.3.2

Academic Background of Students Enrolled in Hindi Schools in Mizoram

Academic Background	Examination Passed			
	PSLC=75 (100)	MSLC=69 (92)	HSLC=49 (65)	HSSLC=14 (19)
School from where passed:				
a) Private School	22(29)	20(29)	2(4)	
b) Government School	53(71)	49(71)	47(96)	14(100)
Division in which passed a) Distinction	7(9)	5(7)		
b) I Division	19(25)	18(27)	2(4)	
c) II Division	24(32)	21(30)	16(33)	2(14)
d) III Division	25(34)	25(36)	31(63)	12(86)

Figures in Parentheses indicate percentages

The above table clearly reveals the academic background of the sample students. The various levels of examination such as PSLC, MSLC, HSLC and HSSLC are passed by the following percentages of students i.e., 100, 92, 65 and 19 respectively. At all levels, majority of the sample students are the product of government institutions with the increasing percentage of 71 in PSLC, 71 in MSLC, 96 in HSLC and cent per cent in HSSLC.

Regarding the divisions in which students passed, III division is the division in which the highest percentage of students at different levels of education passed. At PSLC level, there are 34 per cent of students who passed in III division while only 9 per cent of them passed in Distinction. The other 32 per cent and 25 per cent passed PSLC in II division and in I division respectively. At MSLC level, 36% per cent of the sample students passed in III division while only 7 per cent of them passed in Distinction. The other 30 per cent and 27 per cent passed in II division and in I division respectively. At the level of HSLC, there is no student who passed in Distinction while there are as many as 63 per cent who passed in III division. Only 4 per cent passed HSLC in I division and the other 33 per cent in II division. At the level of HSSLC, there is no student who passed in Distinction or I division. Majority (86%) of the students passed in III division while the other 14% passed in II division.

Table 4.3.3

Fathers' and Mothers' Educational Qualifications in Respect of Students Enrolled in Hindi Schools in Mizoram

Educational Qualification	Father		Mother	
	N=75	Percentage (%)	N=75	Percentage (%)
Illiterate	NIL		1	1
Below HSLC	31	41	38	51
HSLC Passed	20	27	28	38
HSSLC Passed	16	21	7	9
Graduate	8	11	1	1

The above table shows the educational qualifications of parents of sample students. It illustrates that none of the fathers is illiterate while there is 1 per cent in the case of mothers. The highest percentage of both the fathers and the mothers are below HSLC with 41 per cent and 51 per cent respectively while there are only a few numbers of graduate parents with 11 per cent and 1 per cent in the case of fathers and mothers respectively. The next highest percentage of both the fathers and the mothers are HSLC passed with 27 per cent and 38 per cent respectively, there are 21

per cent and 9 per cent of fathers and mothers whose educational qualification is HSSLC passed.

Table 4.3.4

Fathers' and Mothers' Occupations in Respect of Students Enrolled in Hindi Schools in Mizoram

Occupation	Father		Mother	
	N=75	Percentage (%)	N=75	Percentage (%)
Farmer/ Cultivator	34	45	29	38
Small Business	21	28	21	28
Government Servant	13	17	5	7
Business	5	7	-	-
BCM Missionary	2	3	2	3
House Wife	-	-	18	24

Table 4.3.4 reveals the occupation of sample students' parents. It clearly illustrates that farming/cultivator is the occupation of highest percentage of parents, i.e. 45 per cent and 38 per cent of fathers and mothers respectively. Small business is the occupation of next highest percentage of parents with 28 per cent each. While government servants form the third largest percentage of the fathers, housewives constitute the third largest percentage of the mothers.

4.4.0. Academic Achievements of Students in Hindi Subjects at Different Levels of Education for Three Consecutive Years.

The academic achievement of students offering Hindi subject at various levels of education for three consecutive years are shown in the table given below.

Table 4.4.1

Academic Achievement of Students of Hindi Schools

STUDENTS' ACHIEVEMENT	PRABODH			VISHARAD			PRAVEEN		
	2015 -16	2016 -17	2017 -18	2015 -16	2016 -17	2017 -18	201 -16	2016 -17	2017 -18
No of Candidate	131	55	74	162	47	79	190	87	101
No of Candidate Appeared	125 (95.42)	50 (90.90)	71 (95.95)	152 (93.82)	45 (95.74)	79 (100)	176 (92.63)	81 (93.10)	98 (97.02)
No of Candidate Passed	109 (83.21)	44 (80)	65 (87.83)	134 (82.71)	45 (95.74)	76 (96.20)	175 (92.11)	80 (91.95)	98 (97.02)
No of Candidate Passed in:									
a)Distinction	4 (3.05)		5 (6.75)	4 (2.47)		5 (6.32)	13 (6.84)	5 (5.75)	6 (5.94)
b)First Division	26 (19.84)	16 (29.09)	15 (20.27)	23 (14.19)	22 (46.81)	29 (24.05)	24 (12.63)	15 (17.24)	19 (18.81)
c)Second Division	40 (30.53)	10 (18.18)	23 (31.08)	68 (41.97)	21 (44.68)	32 (40.50)	89 (46.81)	48 (55.17)	62 (61.38)
d)Third Division	39 (29.77)	18 (32.72)	22 (29.72)	39 (24.07)	2 (4.44)	10 (8.86)	49 (25.79)	12 (13.80)	11 (10.89)
Pass Percentage	**83.81**	**80**	**87.83**	**82.71**	**95.74**	**96.20**	**92.11**	**91.95**	**97.02**

Figures in parentheses indicate percentages.

Source: 1) Mizoram Hindi Prachar Sabha,Khatla

Table 4.4.1 reveals the academic achievement of students of Mizoram Hindi Prachar Sabha for three consecutive years i.e. 2015 -17. The Sabha conducts the examinations of i.e., Prabodh (Cl-X), Visharad (Cl-XII) and Praveen (BA) in Mizoram every year. The year 2015 has the biggest number of candidates in various examinations i.e., 131,162 and 190 at Prabodh, Visharad and Praveen respectively. In the following year, the number of candidates on various examinations declined to 55, 47 & 87 at Prabodh, Visharad and Praveen respectively. However, in the year 2017 the number of candidates on various examinations has increased upto 74, 79 & 101 at Prabodh, Visharad and Praveen respectively.

For the year 2015, there are students with the percentage of 3.05, 2.47 & 6.84 who passed their examinations with distinction at the level of Prabodh, Visharad & Praveen repectively. But in the following year i.e. 2016 there are only 5.75 per cent of students who passed Praveen with distinction but no student from both Prabodh and Visharad passed in distinction. However in the year 2017, all levels of examination i.e. Prabodh, Visharad & Praveen produced students with distinction with the percentage of 6.75, 6.32 & 5.94 respectively. At Prabodh level, there are students who secure III Division with the percentage of 29.77, 32.72 & 29.72 in the year 2015, 2016 & 2017 respectively. At Visharad level, there are students who secure III Division with the percentage of 24.07, 4.44 & 8.86 in the year 2015, 2016 & 2017 respectively, while there are students who secure III Division with the percentage of 25.79, 13.80 & 10.80 in the year 2015, 2016 & 2017 respectively at Praveen level.

Thus the academic achievement of Praveen is the best among them with the pass percentage of 92.11 in 2015, 91.95 in 2016 and 97.02 in 2017, followed by the pass percentage of Visharad and Praveen have the lowest pass percentage which is 83.81, 80 and 87.83 in the year 2015, 2016 and 2017 respectively.

Table 4.4.2

Academic Achievement of Students at Higher Secondary, College & University Levels

STUDENTS' ACHIEVEMENT	HSSLC			BA (HINDI)			MA (HINDI)		
	2015 -16	2016 -17	2017 -18	2015 -16	2016 -17	2017 -18	2015 -16	2016 -17	2017 -18
No of Candidate	48	53	60	8	13	4	4	5	1
No of Candidate Appeared	48 **(100)**	52 **(98.1)**	60 **(100)**	8 **(100)**	13 **(100)**	4 **(100)**	4 **(100)**	5 **(100)**	1 **(100)**
No of Candidate Passed	46 **(95.8)**	52 **(98.1)**	59 **(98.3)**	3 **(37.5)**	10 **(76.9)**	3 **(75)**	4 **(100)**	5 **(100)**	1 **(100)**
No of Candidate Passed in:									
a) Distinction									
b)First Division	28 **(58.3)**	31 **(58.5)**	32 **(53.3)**	2 **(25)**	5 **(38.5)**	2 **(50)**	2 **(50)**	2 **(40)**	1 **(100)**
c)Second Division	16 **(33.3)**	18 **(33.9)**	23 **(38.3)**	1 **(12.5)**	3 **(23.1)**	1 **(25)**	2 **(50)**	3 **(60)**	
d)Third Division	2**(4.2)**	3**(5.7)**	4**(6.7)**	-	2**(15.4)**	-			
Pass Percentage	**95.8**	**98.1**	**98.3**	**37.5**	**76.92**	**75**	**100**	**100**	**100**

Figures in parentheses indicate percentages.

As seen in table 4.4.2 depicts the academic achievement of Students of Higher Secondary School, College and University. The academic achievement of University is the best among them which is 100 per cent during the three academic consecutive years i.e., 2015-16 to 2017-2018. Colleges have the lowest pass percentage which is 37.5, 76.9 and 75 in the year 2015-16, 2016-17 and 2017-18 respectively. In the case of Higher Secondary School the pass percentage of students is 95.8, 98.1 & 98.3 in the year 2015-16, 2016-17 & 2017-18 respectively. However, in every examination, most of the students pass in First Division. There are 15.4 per cent students who obtained third division at college level in the year 2016-17 and also in stage of Higher Secondary School there are 4.2 percent, 5.7 percent &percent 6.7 p students who passed their examination in third division in the year 2015-16, 2016-17 & 2017-18 respectively. In the case of Mizoram University where Choice Based Credit System (CBCS) is followed, passing in third division is not applicable as the minimum pass mark for each paper is 50 per cent.

4.5.0. Profiles of Hindi Teachers at Different Levels of School Education in Mizoram

For the promotion and propagation of Hindi language within the State, Hindi Subject is offered at various levels of education by different agencies. The profiles of Hindi teachers at different stages of education would reveal the quality of education that they are imparting.

Table 4.5.1

Teacher's Profile in terms of age, gender and classes taught

Basic information about Teachers' Profile	Teachers of Hindi School N=45	Teachers of Private School N=60	Teachers of Govt M/S N=40	Teachers of Govt H/S N=40	Teachers of HSS & Above N=24	Total No. of Teachers N= 209
Age:						
a) 16 – 25	8 (17.78)	11 (18.33)	4 (10)	6 (15)		**29 (13.87)**
b) 26 – 35	23 (51.11)	26 (43.33)	12 (30)	14 (35)	6 (25)	**81 (38.75)**
c) 36 – 45	9 (20)	19 (31.67)	18 (45)	17 (42.5)	10 (41.67)	**83 (39.71)**
d) 46 – 55	5 (11.11)	4 (6.67)	6 (15)	3 (7.5)	8 (33.33)	**26 (12.44)**
Gender:						
a) Male	16 (40)	27 (45)	11 (27.5)	9 (22.5)	9 (37.5)	**72 (34.45)**
b) Female	29 (60)	33 (55)	29 (72.5)	31 (77.5)	15 (62.5)	**137 (65.55)**
Classes Taught:						
a) Classes: III – IV	6 (13.33)	20 (33.33)				**26 (12.44)**
b) Classes: V- VIII	9 (20)	20 (33.33)	40 (100)			**69 (33.01)**
c) Classes: IX – X	12 (26.67)	20 (33.33)		40 (100)		**72 (34.44)**
d) Classes: XI – XII	10 (22.22)				13 (54.17)	**23 (11)**
e) BA	8 (17.78)				6 (25)	**14 (6.69)**
f) MA					5 (20.83)	**5 (2.39)**

* Figures in parentheses indicate percentages.

Table 4.5.1 illustrates Hindi teachers' profile in terms of their age, gender and classes taught. In term of age, the highest percentages (i.e., 39.71%) of teachers are in the age group of 36-45. The next highest percentage (i.e., 38.75%) is in the age group of 26- 35 years, followed by the age group of 16-25 years and 46-55 years with the percentage of 13.87 per cent and 12.44 respectively.

 In terms of gender, the table clearly shows that female teachers take majority at every level of education. Over all percentage of female teachers is 65.55 per cent while male teachers make up only 34.45 per cent.

Among the sample teachers, the highest numbers of teachers are the teachers of High School with 34.44 per cent. The next highest numbers of teachers are the teachers of Middle School with 33.01 per cent. The number of sample teachers of Primary School and Higher Secondary Schools are with the percentage of 12.44 and 11 respectively. University teachers constitute only 2.39 per cent and college teachers with 6.69 per cent of teachers.

Table 4.5.2

Teachers' Profile in Terms of Educational Qualification

Educational Qualification	Teachers of Hindi school N=45	Teachers of Pvt. E.M.S N=60	Teachers of Govt M/S N=40	Teachers of Govt H/S N=40	Teachers of HSS & Above N=24	Total No. of Teachers N= 209
General:						
a) MSLC	12 (26.67)	12 (20)	10 (25)			**34 (16.26)**
b) HSLC	14 (31.11)	23 (38.33)	13 (32.5)	11 (27.5)		**51 (25.5)**
c) HSSLC	19 (42.22)	18 (30)	17 (42.5)	18 (45)		**72 (34.44)**
d) BA (Hindi)	8 (17.78)	7 (11.67)		11 (27.5)		**26 (12.44)**
e) MA (Hindi)					24 (100)	**24 (11.48)**
f) M. Phil					4 (36.36)	**4 (1.91)**
g) Ph.D					5 (27.27)	**5 (2.39)**
Hindi:						
a) Praveshika			4 (10)			**4 (1.91)**
b) Prabodh		16 (26.67)				**16 (7.65)**
c) Visharat	12 (26.67)	24 (40)	12 (30)	1 (2.5)		**49 (23.44)**
d) Praveen	25 (55.56)	13 (21.67)	24 (60)	28 (70)		**90 (43.06)**
Professional:						
a) Sikshak Diploma	3 (6.67)	15 (25)	10 (25)			**28 (13.39)**
b) Hindi Shikshan Praveen	1 (2.22)	23 (38.33)	13 (32.5)	8 (20)	4 (16.67)	**49 (23.44)**
c) Hindi Shikshan Parangat	6 (13.33)	4 (6.67)	9 (22.5)	17 (42.5)	9 (37.5)	**45 (21.53)**

Figures in parentheses represent percentages.

Table 4.5.2 reveals Hindi teachers' profile in terms of their educational qualification. In terms of general education, the largest number of teachers i.e., 34.44 per cent is HSSLC passed. The next largest number of teachers i.e., 25.5 per cent is HSLC passed, followed by MSLC, BA (Hindi) and MA (Hindi) with the

percentage of 16.26, 12.44 and 11.45 respectively. University and College teachers are the only sample teachers who possess the degree of M.Phil and Ph. D. There are teachers from colleges who are pursueing M.Phil and Ph.D courses.

In Hindi educational qualification, 43.06 per cent of the sample teachers are graduate (Praveen) while 23.44 per cent of them are Visharat (PU level). Followed by Prabodh (10 standard) and Praveshika (8 Standard) constitute only 7.65 per cent and 1.91 per cent respectively.

Regarding professional qualification, there are 122-trained teachers out of 209 Hindi teachers who constitute 58.37 per cent. Among them 21.53 per cent are equipped with the degree of Hindi Shikshan Parangat (B.Ed), 23.44 per cent are with the degree of Hindi Shikshan Praveen while 13.39 per cent are trained teacher with of Shikshan Diploma. There are 87 untrained teachers who are not qualify for teaching Hindi subject in any educational institution at different stages of education with the percentage of 41.63.

Table 4.5.3

Teachers' Profile in Terms of Years of Services and Mode of Recruitment

Services & Mode of recruitment	Teachers of Hindi school N=45	Teachers of Pvt. E.M.S N=60	Teachers of Govt M/S N=40	Teachers of Govt H/S N=40	Teachers of HSS & Above N=24	Total No. of Teachers N= 209
No.of Years in Service:						
a) 1 – 10	23(38.33)	11(24.44)	8 (20)	13(32.5)	8(33.33)	**63(30.14)**
b) 11 – 20	22(36.67)	17(37.78)	14(35)	11(27.5)	10(41.67)	**74(35.40)**
c) 21 – 30	9(15)	14(31.11)	15(37.5)	9(22.5)	6(25)	**53(25.35)**
d) 31 – 40	6(10)	3(6.67)	3(7.5)	7(17.5)		**19(9.09)**
Nature of Appointment:						
a) Regular/permanent			21(52.5)	18 (45)	15(60)	**54(25.83)**
b) Adhoc/ Contract	60(100)	45 (100)			9(40)	**114(54.54)**
c) Centrally Sponsor Scheme			19(47.5)	22 (55)		**41(19.61)**

Figures in parentheses represent percentages.

Table 4.5.3 clearly shows the teachers' services in number of years and their nature of appointment. The highest percentage (i.e.35.40) is made up by the teachers who have served for 11-20 years. The next highest percentage (i.e. 30.14%) is made up by the teachers with 1-10 years of teaching experiences followed by 25.35 per cent of teachers who have 21-30 years of experience while 9.09 per cent comprise of teachers whose experiences are 31-40 years.

In term of the nature of their appointment, 54.54 per cent of sample teachers are work on contractual basis. The percentage of 25.83 represents the only teachers who are regular or permanent while teachers appointed under Centrally Sponsor Scheme (CSS) constitute 19.61 per cent.

4.6.0. Procedures of Recruitment of Hindi Teachers at different levels of School Education in Mizoram

The recruitment rules of Hindi teachers at different stages of school education are prepared and prescribed by the State Government and Central Government for teachers working under them. Private Schools having no recruitment rules mostly follow the ones prescribed by the state government.

Table 4.6.1

Recruitment Rules for Hindi Teachers of Middle & High Schools under the Government of Mizoram

Name of Post	M/S Hindi Teacher	H/S Hindi teacher
Classification	General State Service Group 'B' (Non-Gazetted)	General State Service Group 'B' (Non-Gazetted)
Pay Band & Grade Pay	PB-2^ 9,300 – 34,800 & GP ^ 4600	PB-2^ 9,300 – 34,800 & GP ^ 4600
Age Limit for Direct Recruit	Between 18 – 30 years. Upper age limit is relaxable by 5 (five) years in respect of candidates belonging to Scheduled Caste/ Scheduled Tribes	Between 18 – 30 years. Upper age limit is relaxable by 5 (five) years in respect of candidates belonging to Scheduled Caste/ Scheduled Tribes
Education and other qualifications required for direct recruit	1) Hindi Praveen (Mizoram)/ Madhyama (Allahabad/R.B. Ratna (Wardha) or its equivalent examination recognised by Government of India/ Goverment of Mizoram as equivalent to the degree level of Hindi Education. AND HSSLC or its equivalent examination in general education with Hindi Shikshak Diploma course of a duration of not less than 2 yrs/ Hindi Shikshak Praveen/ Hindi Shikshan Parangat or its equivalent examination recognised by Government of India/ Mizoram. OR Graduate in general education from recognised University with Hindi as one of the subjects plus Hindi Shikshak Diploma course of a duration of not less than 2 yrs/ Hindi Shikshak Praveen/ Hindi Shikshan Parangat or its equivalent examination recognised by Government of India/ Mizoram or its equivalent examination. 2)Working knowledge of Mizo language upto middle school standard	1) Hindi Praveen (Mizoram)/ Madhyama (Allahabad/R.B. Ratna (Wardha) or its equivalent examination recognised by Government of India/ Government of Mizoram as equivalent to the degree level of Hindi Education. AND Graduate or its equivalent examination in general education with Hindi Shikshan Parangat/ B.ed. OR Graduate in general education from recognised University with Hindi as one of the subjects with Hindi Shikshan Parangat or its equivalent examination recognised by Government of India/ Mizoram or its equivalent examination. 2)Working knowledge of Mizo language upto middle school standard
Period of Probation, if any	2 years	2 years

Source:https://dpar.mizoram.gov.in/page/school-education-rr (retrieved on 21.08.2018)

The above table clearly reveals the recruitment rules of Hindi teachers of middle school and High school under the government of Mizoram. Those rules are called The Mizoram Education and Human Resources Development Department (Group 'B' Post) recruitment rules, 2012. The pay band and grade pay are same for

middle school and high school teachers. Age limit for direct recruitment is also same for both the teachers. Regarding the educational and other qualifications, there are no big differences between these two levels. The only difference is that at middle school level a person who passed HSSLC in general education with Hindi Shikshak Diploma or Hindi Shikshak Praveen or Hindi Shikshan Parangat are qualified for the post. On the other hand, at high school level a person is required to possess Bachelor degree in general education with Hindi Shikshan Parangat/ B.Ed become eligible for the post.

Table 4.6.2

Recruitment Rules for Hindi Teachers of Higher Secondary Schools

Name of Post	PG Hindi Teacher (Central Government)	PG Teacher (Mizoram Government Rules)
Classification	Group A	Group A Gazetted
Scale of Pay	Rs. 9300-34800 with Grade Pay of Rs. 4800/- (Entry Scale)	PB – 3 Rs.15600-39100 with Grade Pay of Rs.5400/- (Junior Scale)
	Rs.15600-39100 with Grade Pay of Rs.5400/- (Senior Scale)	PB – 3 Rs. 15600-39100 with Grade Pay of Rs. 6100/- (Senior Scale)
	Rs.15600-39100 with Grade Pay of Rs.6600/- (Selection Scale)	PB – 3 Rs.15600-39100 with Grade Pay of Rs.6600/- (Selection Scale)
Age Limit for Direct Recruit	40 yrs. Age no bars in the case of employees of Kendriya Vidyalaya Sangathan. Age relaxation for SC/ST and other categories as applicable under the Government of India rules would be applicable.	Between 18 – 30 years. Upper age limit is relax able by 5 (five) years in respect of candidates belonging to Scheduled Caste/ Scheduled Tribes
Educational & other qualifications required for direct recruit	1) Master Degree from a recognised University with at least 50% of marks in aggregate in Hindi or Sanskrit with Hindi as one of the subject at Graduate level. 2) B.Ed or equivalent degree from a recognised university 3) Proficiency in teaching in Hindi and English media	1) At least 2nd class Master Degree from a recognised University in the relevant subject with Bachelor of Education or its equivalent from institutions recognised by NCTE. OR Two years integrated M.Sc.Ed course or equivalent course recognised by NCTE. 2) Working knowledge of Mizo language at least Middle School Standard
Period of Probation, if any	2 years	2 years

Source:1) https://cbseitms.nic.in/kvsstatic/home.html (retrieved on 21.08.2018)

2) Directorate of School Education, Aizawl

Table 4.6.2 depicts the recruitment rules of Post- Graduate Hindi teacher under Central Government and Post- Graduate Teacher under Mizoram Government School. Both governments classify Post graduate teachers or Lecturers as Group 'A' gazetted. In the case of their scale of pay, the government of Mizoram offer higher salary at the entry and senior scale but at selection scale both governments offer same salary. There is no lower age limit under central government whereas 18 years of age is the lower age limit under Mizoram Government. The upper age limit of central government is 40 while 35 is the upper age limit under Mizoram Government. Age relaxation for SC/ST (i.e 5 yrs) and other categories is applicable under the Government of India rules, whereas the relaxation is provided for SC/ST only under Mizoram Government Rules.

In the case of educational qualification, the Central Government demand a master degree with at least 50% in Hindi or Sanskrit (with Hindi as one of the subject of Graduate level) with B.Ed., and proficiency in teaching in Hindi and English media. On the other hand, the Mizoram Government demands a 2nd class master degree in Hindi with B. Ed or its equivalent from institutions recognised by NCTE., and working knowledge of Mizo language at least Middle School Standard.

4.7.0. Status of Hindi Teacher Training College in Mizoram

Mizoram Hindi Training College (MHTC) is the only training college in Mizoram that imparts in-service and pre-service teachers training. It was formerly known as Mizoram Hindi Training Institute and was established on 15th October, 1975 by the Government of Mizoram. It was affiliated to Central Institute of Hindi (CIH), Agra, under the Ministry of Human Resource Development (MHRD), Government of India. It obtained its recognition from National Council for Teacher Education (NCTE), Bhubaneswar in the year 2003 and its courses and syllabus were claimed to be fully in accordance with the norms of NCTE. In 2018, MHTC withdraw its affiliation from CIH, Agra and seek for permission to start B.Ed (Hindi) programme under Mizoram University (MZU). The permission is obtained from Government of Mizoram and from MZU. However, MZU insisted the College to

obtain NCTE recognition for the course to become eligible for its affiliation. The matter of obtaining NCTE recognition for B.Ed (Hindi) programme is still under process.

More than Rs. 5 crores had been sanctioned by Ministry of Human Resource Development, Government of India for construction of Mizoram Hindi Training College Residential Complex and the College has occupied its own campus w.e.f. 2005.

The tables presented below may reveal the status of Mizoram Hindi Training College:

Table 4.7.1

Budget Allocated by the State Government/ Central government for Mizoram Hindi Training College

YEARS	NON-PLAN	PLAN	CSS	TOTAL(in lakh)
2006 – 2007	35.35	31.85		67.2
2007 – 2008	35.35	31.85		67.2
2008 – 2009	60.55	16.10	190.95	267.6
2009 – 2010	87,.85	16.10		103.95
2010 – 2011	98.50	16.10		114.6
2011 – 2012	80.90	19.95		100.85
2012 – 2013	171.40	19.95	139.00	330.35
2013 – 2014	204.10	5.45		209.55
2014 – 2015	215.85	9.55		225.4
2015 – 2016	147.95	7.55		155.5
2016 - 2017	222.20	10.05		232.25
2017 – 2018	190.61			190.61
2018 - 2019	194.32			194.32

The above table depicts the budget allocated by the State government and Central Government to the Mizoram Hindi Training College during 13 academic sessions. The budgets received are under non-plan, plan and CSS (Centrally

Sponsored Scheme). The budgets under non – plan and plan are received regularly till 2016 – 17 session. But from 2017 – 2018 session the budget received is only under non – plan till today as 12th Five Year Plan was ended in the year 2017 budgets under plan has been stopped. In the academic sessions 2008 – 09 and 2012 – 13 the college received funds from CSS. Due to discontinuation of the funds under plan and CSS, the institution may face difficulty in managing or maintaining the institution to function properly.

Table 4.7.2

Infrastructural Facilities Available in Mizoram Hindi Training College

	Facilities	Availability		Number of rooms/unit	Area in sq.m
		Yes	No		
Land		✓			15428.93
Building		✓		8	
i	Quarter Type I	✓		6(unit)	273
ii	Quarter Type II	✓		6(unit)	360
iii	Quarter Type III	✓		6(unit)	450
iv	Quarter Type IV	✓		8(unit)	884
v	Quarter Type V	✓		2(unit)	138.20
vi	Boys' Hostel	✓		23(rooms)	764
vii	Girls' Hostel	✓		26(rooms)	1000
viii	**Administrative Building**	✓		3(storeys)	1624.20
a	Principals' room	✓		1(room)	
b	Teaching Staff Room	✓		3(rooms)	
c	Non - Teaching Staff Room	✓		3(rooms)	
d	Classroom	✓		6(rooms)	
e	Separate Toilet For Boys/ Girls	✓		7(units)	
f	Auditorium/ Seminar	✓		1 (room)	
g	Conference room	✓		1 (room)	
h	Language Laboratory/ICT	✓		1 (room)	
i	Library cum Reading Room	✓		1 (room)	

j	Let Green Room	✓		1 (room)	
i	Legal Aids Service	✓		1 (room)	
j	Canteen	✓		1 (room)	
k	Drivers' Room	✓		1 (room)	
l	Store Room	✓		1 (room)	
Water connection		✓			
Electricity		✓			
Safeguard against fire			✓		
Multipurpose Play Field			✓		
Open Space		✓			
Parking Space/ Garage		✓			

Table 4.7.2 denotes the infrastructural facilities of the Mizoram Hindi Training College. Ministry of Human Resource Development, Government of India sanctioned more than 5 crores for construction of residential complex way back in the year 2005. The land owned by the College has an area of 15428.93sq/m. There are 8 separate buildings in the campus of which 1 is administrative building which consists of faculty room, staffroom, classrooms, conference/ auditorium, library, language laboratory, canteen, toilet and other workers rooms. There are 2 separate hostels for boys and girls. The other 5 buildings are for staff quarters. The land is large enough to accommodate vehicles parking space.

As per the norms and standard of National Council for Teacher Education (NCTE) Regulations 2014, the institutions are required to have an infrastructure where each item should include facilitation for person with disability (PWD). Regarding this, the buildings in the campus are not barrier free. However, other requirements in terms of infrastructural facilities are met by the institution.

Table 4.7.3

**Courses, Duration, Intake, Admission Procedure and Eligibility Criteria
for Admission to Mizoram Hindi Training College**

Courses offered	Hindi Shikshan Parangat (B.Ed)	Hindi Shikshan Praveen (D. El. Ed)	Hindi Shikshak Diploma
Duration of course	2 years	2 years	2 years
Intake capacity	50	50	50
Admission procedure	Entrance & Deputation	Entrance & Deputation	Entrance
Eligibility criteria	Graduate with Hindi or Praveen or its equivalent	10+2 with Hindi as elective subject or equivalent Visharad etc.	HSLC with Hindi as elective subject or equivalent as Prabodh etc.

Source: IPR No. 464 Vanglaini. Sat.March 2,2019

Table 4.7.3 illustrates the courses, duration of courses, intake capacity, admission procedure and eligibility criteria followed by Mizoram Hindi Training College. As mentioned in the table, the College offer three types of courses; those are Hindi Shikshan Parangat, Hindi Shikshan Praveen and Hindi Shikshak Diploma. The duration of each course is 2 years and all courses have 50 seats/ capacity. Admission to each course is mainly through entrance test and in the case of Hindi Shikshan Parangat and Hindi Shikshan Praveen adimission is also done through deputation by the state government. Generally**,** in – service students are admitted into the courses by deputation of the Directorate of School Education while Pre-service students have to face entrance examination which is conducted by Central Institute of Hindi, Agra and Personal interview. The eligibility criterion for admission to the course of Hindi Shikshan Parangat is Graduate with Hindi or Praveen or its equivalent while it is Class-XII with Hindi or Visharad or its equivalent for the course of Class – X with Hindi or Prabodh or its equivalent is the criterion for the course of Hindi Shikshak Diploma.

In the case of B.Ed and D. El. Ed courses, the institution fulfills the norms and standards of NCTE, regulation 2014 in terms of duration of the courses, intake

capacity, admission procedure and eligibility criteria. However, the course of Hindi
Shikshak Diploma or its equivalent is not mentioned in this regulation.

Table 4.7.4

**Teaching and Non- Teaching Staff of Mizoram Hindi Training College and
Their Educational Qualifications**

Designation	Number	Educational Qualification			
		General	Total	Professional /Hindi	Total
Principal	1	MA	1	M. Ed, Ph.D	1
Faculty/ Teaching Staff	11	MA	11	Ph.D	3+2 (ongoing)
				M. Phil	1
		M.sc (IT)	1	M. Ed	10
				B. Ed	1
Office assistant	1	HSLC	1	Parichay	1
UDC	2	HSLC	1	Prabodh	1
		BA	1	Praveen	1
LDC	1	HSSLC	1	Praveen	1
Lang. Lab. Technician	1	PU (HSSLC)	1	Praveen	1
Library Assistant	1	Class VIII	1	Parichay	1
Peon	3	Class VIII	2		
		Class IX	1		
Driver	2	Class VIII	2		
Conductor	1	Class IX	1		
Cook	1	Class VIII	1		
Chowkidar	1	Class IX	1		

Table 4.7.5 presents the number of teaching and non – teaching staff and their
educational qualifications who work in the college. There are 12 teaching staffs
(including Principal) and 14 non – teaching staffs. The general qualification of all the
teachers including Principal is Master of Art in Hindi except one teacher who also
holds M. Sc (IT) degree. Regarding the professional qualification 11 teachers are
equipped with the degree of M. Ed and 1 teacher is trained with the degree of B. Ed.
Among them, 4 teachers have Ph.D degree while 2 of them are pursuing for this
degree and 1 teacher has M. Phil degree.

According to the norms and standards of NCTE regulation 2014, for an intake of two basic units of 50 students each, i.e., total strength of two hundred there shall be 16 full – time faculty members. If the students' strength for two years is one hundred only, the number of faculty should be reduced to 8. In the case of MHTC where three courses are offered with 50 seats each, the numbers of teachers are very low, as there are only 12 teachers including principal. Regarding the educational and professional qualification of the teachers, only one teacher is not qualified as MA in relevant subject with M.Ed is considered qualified in NCTE rules.

Table 4.7.5

Year Wise Distribution of Enrolment in Mizoram Hindi Training College

Name of Course	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	Total
Hindi Shikshan Parangat	40	45	40	31	39	46	53	56	**350**
Hindi Shikshan Praveen	38	27	17	29	40	50	55	58	**314**
Hindi Shikshak Diploma	62	88	79	67	89	65	73	84	**607**
Total	**140**	**160**	**136**	**127**	**168**	**161**	**181**	**198**	**1271**

Table 4.7.7 indicates the enrolment of the students for each course from 2010-11 to 2017-18 which covers a period of 8 years. During these years, there are 350 students who are enrolled in the course of Hindi Shikshan Parangat and 314 students into the course of Hindi Shikshan Praveen while there are as many as 607 students into the course of Hindi Shikshak Diploma. The intake capacities of 50 seats available in each course are never filled up during the reported period in each course. In every academic session, students enrolled in Hindi Shikshak Diploma are highest in number as compared to other courses.

Table 4.7.6

Methods of Teaching Adopted in Mizoram Hindi Training College

Methods of Teaching	Percentage (%)
Lecture Method	50%
Discussion Method	15%
Activity Method	20%
Demonstration Method	15%

The above table depicts the method of teaching adopted by the teachers of Mizoram Hindi Training College. The most commonly used method of teaching is lecture method which constitutes 50 per cent of teaching time. Another 50 per cent of teaching times are devoted to activity method which is given 20 percent and to discussion method and demonstration method which take 15 percent each of the teaching time.

Table 4.7.7

Activities for Internal Assessment & Weightages of Marks in Mizoram Hindi Training College

Internal Assessment	Weightages of Marks
Assignment	05%
1st & 2nd terminal examination	05%
Attendance	05%
Other activities	05%

Table 4.7.7 shows different activities for internal assessment and its weightage of marks assigned to them. The internal assessment carries 20% of the total marks. From that 20% of marks, 5% are assigned to assignment, 1st and 2nd terminal examination, attendance and other activities.

Table 4.7.8

Evaluation Procedure Adopted by Mizoram Hindi Training College

Types	Weightage of Marks
Internal Assessment	20%
External Assessment	80%
Practice Teaching	Internal- 50%, External – 50%

The above table shows the evaluation procedure adopted by the college. Internal Assessment carries 20% of marks and External Assessment carries 80% of marks. In the case of practice teaching a weigthage of 50% of marks is given to both internal and external assessment.

Table 4.7.9

Year – Wise Distribution of Examination Results of Mizoram Hindi Training College

Name of Course	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16	2016 -17	2017 -18	Avera ge%
Hindi Shikshan Parangat	69.56%	89.65%	80%	55.55%	60.71%	86.11%	100%	100%	**80.2%**
Shikshan Praveen	94.11%	72.72%	75%	1.81%	65.62%	88.23%	96.55%	100%	**78.01 %**
Hindi Shikshak Diploma	85.20%	93.2%	52.17%	77.7%	74.57%	64.15%	98.41%	100%	**80.68 %**
Total Percentage	**82.96**	**85.19**	**69.05**	**55.02**	**66.97**	**79.50**	**98.32**	**100**	

Table 4.7.9 denotes the academic achievement of the students of three different courses from the year 2010 to 2017. During these eight years the average pass percentage of Hindi Shikshan Diploma is the best among them with the percentage of 80.68, followed by Hindi Shikshan Parangat with the percentage of 80.2% and Hindi Shikshan Praveen has the lowest pass percentage of srudents with 78.01%. In the year 2013, the overall percentage of examination result is only 55.02 which is the lowest during the reported period. However, from this year onwards, the

overall percentage of examination result began to increase every year and in the year 2017, the percentage of overall examination results is cent per cent.

4.8.0. Perceptions of Teachers and Students about the Status and Prospect of Hindi Education in Mizoram

The perceptions of teachers and students about the status of Hindi Education in Mizoram are illustrated in the following tables. This section consists of Part A and Part B where the former deals with the perception of teachers where the later exposes the perception of students.

PART A: Perception of Teachers

Table 4.8.1

Perception of Teachers about the Present System of Hindi Education in Mizoram

Perception	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Good enough	8 (17.77)	18 (30)	28 (35)	4 (16.67)	**58 (27.75)**
b) Satisfactory.	8 (17.77)	8 (13.33)	9 (11.25)	6 (25)	**31 (14.83)**
c) Unsatisfactory	29 (64.44)	34 (56.66)	43 (53.75)	14 (58.33)	**120 (57.42)**

Figures in parenthesis indicate percentages

As shown in table 4.8.1 teachers who perceive the present system of Hindi education in Mizoram as unsatisfactory form the highest percentage i.e. 57.42%. Among these, teachers of Hindi schools are most unsatisfied followed by teachers of HSS & above, teachers of Private English Medium schools and teachers of Government schools. While this is so, 27.75 per cent of the teachers find the present system of Hindi education in Mizoram as good enough. Out of these, teachers of

Government schools constitute the highest percentage i.e. 35 per cent followed by teachers of Private English Medium schools who form 30 per cent. There are 14.83 percent of teachers who find the present system of Hindi education in Mizoram as satisfactory. However, the percentages of teachers of different types of schools/ institutions who perceive it as satisfactory are small which are ranging from 11.25 to 25 percent only.

Table 4.8.2

Perception of Teachers about the Prevailing Method of Teaching Hindi in Mizoram

Perception	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Good enough	14 (31.11)	8 (13.33)	8 (10)	3 (12.5)	**33 (15.79)**
b) Satisfactory	3 (4.44)	3 (5)	4 (5)	6 (25)	**16 (7.66)**
c) Unsatisfactory	28 (62.22)	49 (81.67)	68 (85)	15 (62.5)	**160 (76.56)**

Figures in parenthesis indicate percentages

As learnt from the above table 4.8.2, majority of the teachers with the percentage of (76.56%) have the view that the prevailing method of teaching Hindi in Mizoram is unsatisfactory. Teachers of Government schools are the most unsatisfied, followed by the teachers of Private English Medium schools, teachers of HSS & above institutions and teachers of Hindi schools with the percentages that range from 62.22 to 85. However, there are also teachers who perceive the prevailing method of teaching Hindi in Mizoram as good enough and satisfactory with the percentage of 15.79 and 7.66 only respectively.

Table 4.8.3

Perception of Teachers about the Achievement of Students in Hindi

Perception	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Good enough	25 (55.55)	29 (48.33)	37 (46.25)	11 (45.83)	**102 (48.80)**
b) Satisfactory	12 (26.66)	25 (41.66)	17 (21.25)	9 (37.5)	**63 (30.14)**
c) Unsatisfactory	8 (17.77)	6 (10)	26 (32.5)	4 (16.67)	**44 (21.05)**

Figures in parenthesis indicate percentages

As per table 4.8.3, the achievement of students in Hindi is perceived as good enough by 48.80 percent, satisfactory by 30.14 percent and unsatisfactory by 21.05 per cent of the teachers. Teachers who perceive the same as good enough are mostly teachers of Hindi schools whereas those who find it as unsatisfactory are mostly teachers of Government schools.

Table 4.8.4

Perception of Teachers about the Present Curriculum/Syllabus and textbook

Perception	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Good enough	19 (42.2)	21 (35)	4 (5)	11 (45.83)	**50 (26.32)**
b) Satisfactory	8 (17.77)	6 (10)	4 (5)	6 (25)	**24 (11.48)**
c) Unsatisfactory	18 (40)	33 (55)	72 (90)	7 (29.17)	**130 (62.20)**

Figures in parenthesis indicate percentages

From table 4.8.4 we come to know that there are 62.20 percent of teachers who perceive the present Curriculum/Syllabus and textbook as unsatisfactory. The

most unsatisfied teachers are the teachers of Government schools with a large percentage of 90, followed by 55 per cent of teachers of Private English Medium schools, 40 per cent of teachers of Hindi schools and 29.17 per cent of Higher Secondary schools and above institutions. Meanwhile, there are also teachers who find the present curriculum/syllabus and textbook as good enough by 26.32. The teachers HSS & above institutions of and teachers of Hindi schools constitute a large number of percentage i.e. 42.2 and 45.83 by finding it as good enough, while the teachers of Private English Medium schools and the teachers of Government schools form the percentage of 35 and 5 respectively. Moreover, 11.48 percent of teachers have the view that the present curriculum/syllabus and textbook is satisfactory. The most satisfied teachers are the teachers of HSS & above, followed by teachers of Hindi schools, teachers of Private English Medium schools and the teachers of Government schools

Table 4.8.5
Perception of Teachers about the Introduction of Hindi from Class-V in Government Schools

Perception	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Class V is best for the introduction of Hindi as subject of study.	8 (17.77)	12 (20)	17 (21.25)	7 (29.17)	**44 (21.05)**
b) It is too early to introduce Hindi from class V	9 (20)	9 (15)	3 (3.75)		**21 (10.05)**
c) It is too late to introduce Hindi from class V	28 (62.22)	39 (65)	60 (75)	17 (70.83)	**145 (69.38)**

Figures in parenthesis indicate percentages

As shown in table 4.8.5, more than half of the teachers i.e., 69.38% perceive the introduction of Hindi from class-V in Government schools as too late. Among these, teachers of Government schools are the highest in per cent i.e. 75% followed

by 70.83 percent of teachers of HSS & above institutions, 65 percent of teachers of Private English Medium schools and 62.22 percent of teachers of Hindi schools. On the other hand, there are 21.05 percent of teachers who perceive that class V is best for the introduction of Hindi as subject of study. Also, there are 10.05 percent of teachers find that it is too early to introduce Hindi from class V, out of these there are no teacher of HSS & above institutions and other percentages range from 3.75 to 20 per cent.

Table 4.8.6

Perception of Teachers about the Non-Inclusion of Hindi Subject in HSLC Examination

Perception	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) It is good and should never be included.	3 (6.66)	4 (6.66)	3 (3.75)		**10 (4.78)**
b) It is good for the time being but attempt should be made for its inclusion after sometime.	17 (37.77)	21 (35)	38 (47.5)	4 (16.67)	**80 (38.28)**
c) It is bad and action should be taken immediately for its inclusion.	25 (55.56)	35 (58.33)	39 (48.75)	20 (83.33)	**119 (56.94)**

Figures in parenthesis indicate percentages

Table 4.8.6 shows that there are 56.94 per cent of teachers who perceive the non - inclusion of Hindi subject in HSLC examination as bad and they want that action should be taken immediately for its inclusion. Out of these there are as many as 83.33 percent of teachers of HSS & above institutions who perceive the same followed by 58.33 per cent of teachers of Private English Medium schools, 55.56 per cent of teachers of Hindi schools and 48.75 per cent of teachers of Government schools. There are also 38. 28 per cent of teachers who perceive the non - inclusion of Hindi subject in HSLC examination as good for the time being and they think that

attempt should be made for its inclusion after sometime and only 4.78 per cent of teachers say that the non - inclusion of Hindi subject in HSLC examination is good and should never be included.

Table 4.8.7

Perception of Teachers on the Absence of Hindi as an Elective Subject at Higher Secondary Stage.

Perception	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) It is good as offering the subject would invite many problems for the state government.	9 (20)	13 (21.66)	16 (20)	3 (12.5)	**41 (19.62)**
b) It is good for the time being but efforts should be made for its inclusion in the near future	13 (28.88)	13 (21.66)	16 (20)	10 (41.67)	**52 (24.88)**
c) It is not fair not to include Hindi as an elective subject.	23 (51.11)	34 (56.66)	48 (60)	11 (45.83)	**116 (55.50)**

Figures in parenthesis indicate percentages

As per table 4.8.7, the absence of Hindi as an elective subject at higher secondary stage is perceive as not fair by 55.50 per cent of teachers. The percentages of teachers of different types of schools/institutions who are with this statement range from 45.83 to 60 per cent. However, there are also teachers (24.88%) who perceive the absence of Hindi as an elective subject at higher secondary stage as good for the time being, but think that efforts should be made for its inclusion in the near future and there are 19.62 per cent of teachers who perceive the same as good as offering the subject would invite many problems for the state government by according to their view.

PART B: Perception of Students

Table 4.8.8

Perception of Students about the Present System of Hindi Education in Mizoram

Perception	Students of Hindi School	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N= 75	N=360	N=240	N=50	N=725
a) Good enough	18 (24)	114 (31.66)	58 (24.16)	12 (24)	**202 (27.86)**
b) Satisfactory.	14 (18.66)	87 (24.16)	34 (14.16)	9 (18)	**144 (19.86)**
c) Unsatisfactory	34 (45.33)	123 (34.16)	137 (57.08)	22 (44)	**316 (43.59)**

Figures in parenthesis indicate percentages

Table 4.8.8 depicts that there are 43.59 per cent of students who perceive the present system of Hindi education in Mizoram as unsatisfactory. Among these, students of Government schools are the most unsatisfied followed by students of Hindi schools, students of HSS & above institutions and students of Private English Medium schools. However, 27.86 percent of students find the present system of Hindi education in Mizoram as good enough and 19.86 percent of students perceive the present system of Hindi education in Mizoram as satisfactory.

Table 4.8.9

Perception of Students about the Prevailing Method of Teaching Hindi in Mizoram

Perception	Students of Hindi School	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N= 75	N=360	N=240	N=50	N=725
a) Good enough	14 (18.66)	71 (19.72)	45 (18.75)	9 (18)	**139 (19.17)**
b) Satisfactory.	13 (17.33)	39 (10.83)	27 (11.25)	16 (32)	**95 (13.11)**
c) Unsatisfactory.	48 (64)	250 (69.44)	168 (70)	25 (50)	**491 (67.72)**

Figures in parenthesis indicate percentages

From the table 4.8.9 we come to learnt that the prevailing method of teaching Hindi in Mizoram is perceive as unsatisfactory by 67.72 per cent of students, good enough by 19.17 per cent of students and satisfactory by 13.11 per cent of students. The students of government schools are the most unsatisfied with the percentage of 70, followed by 69.44 percent of students of Private English Medium schools, 64 per cent of students of Hindi schools and 50 percent of students of Higher Secondary School & above institutions.

Table 4.8.10

Perception of Students about Their Present Textbook

Perception	Students of Hindi School	Students of Pvt. E.M.S	Students of Govt. School	Student of HSS &Above	Total
	N= 75	N=360	N=240	N=50	N=725
a) Good enough	34(45.33)	112(31.11)	26(10.83)	25(50)	**197(27.17)**
b) Satisfactory	21(28)	43(11.94)	23(9.58)	19(38)	**106(14.62)**
c) Unsatisfactory	20(26.67)	205(56.57)	191(79.58)	6(12)	**422(58.21)**

Figures in parenthesis indicate percentages

As found in table 4.8.10, more than half of the students i.e. 58.21 per cent perceive their present textbooks as unsatisfactory. Among these, the students of

Government schools are the most unsatisfied, followed by students of Private English Medium School, students of Hindi school and students of HSS & Above institutions. While this is so, there are students who find their present textbooks as good enough and as satisfactory by 27.17 and 14.62 percent of students respectively.

Table 4.8.11

Perception of Students about the Introduction of Hindi from Class-V in Government Schools

Perception	Students of Hindi School	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N= 75	N=360	N=240	N=50	N=725
a) Class V is best for the introduction of Hindi as subject of study.	9 (12)	115 (31.94)	32 (13.33)	7 (14)	**163 (22.48)**
b) It is too early to introduce Hindi at class V	6 (8)	64 (17.77)	30 (12.5)	6 (12)	**106 (14.62)**
c) It is too late to introduce Hindi from class V	56 (74.66)	170 (47.22)	169 (70.41)	26 (52)	**421 (58.07)**
d) No idea	4 (5.33)	11 (3.05)	9 (3.75)	11 (22)	**35 (4.14)**

Figures in parenthesis indicate percentages

The above table shows that students who perceive the introduction of Hindi from class-V in government schools as too late formed the highest percentage i.e. 58.07 %. Among these, students of Hindi schools form the highest percentage i.e. 74.66, followed by students of Government schools who form 70.41 per cent, 52 per cent of students of HSS & above institutions and 47.22 per cent of students of Private English Medium schools. On the other hand, there are also students (22.48%) who consider class – V as the best for introduction of Hindi and another 14.62 per cent of students are of the view that it is too early to introduce Hindi from class V. There are also 4.14 per cent of students who do not have any idea on the introduction of Hindi from class-V in Government schools.

Table 4.8.12

Perception of Students about the Non – Inclusion of Hindi Subject in HSLC Examination

Perception	Students of Hindi School	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N= 75	N=360	N=240	N=50	N=725
a) It is good and should never be included.	-	127 (35.27)	77 (32.08)	2 (4)	**206 (28.41)**
b) It is good for the time being but attempt should be made for its inclusion after sometime.	43 (57.33)	123 (34.16)	84 (35)	19 (38)	**269 (37.10)**
c) It is bad and action should be taken immediately for its inclusion.	32 (42.66)	93 (25.83)	79 (32.91)	26 (52)	**230 (31.72)**
d) No idea	-	17 (4.72)	-	3 (6)	**20 (2.76)**

Figures in parenthesis indicate percentages

As per table 4.9.12, the non – inclusion of Hindi subject in HSLC examination is perceive as good for the time being but attempt should be made for its inclusion after sometime by 37.10 percent of students where as 31.72 per cent of students find the non – inclusion of Hindi subject in HSLC examination is bad and action should be taken immediately for its inclusion. Another 28.41 percentage of students perceive the non – inclusion of Hindi subject in HSLC examination is perceive as good and should never be included while there are 2.76 per cent of students who have no idea on this issue.

Table 4.8.13

Perception of Students about the Absence of Hindi as an Elective Subject at Higher Secondary Stage.

Perception	Students of Hindi School	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N= 75	N=360	N=240	N=50	N=725
a) It is good as offering the subject would invite many problems for the state government.	17 (22.66)	89 (24.72)	61 (25.41)	11 (22)	**178 (23.72)**
b) It is good for the time being but efforts should be made for its inclusion in the near future.	20 (26.66)	98 (27.22)	78 (32.5)	16 (32)	**212 (29.24)**
c) It is not fair not to include Hindi as an elective subject.	38 (50.66)	131 (36.38)	86 (35.83)	23 (46)	**278 (38.34)**
d) No idea	-	42 (11.66)	15 (6.25)	-	**57 (7.86)**

Figures in parenthesis indicate percentages

It is found from table 4.9.13 that the largest percentage of students i.e. 38.34% find that the absence of Hindi as an elective subject at Higher Secondary Stage is not fair. Out of these, the students of Hindi schools constitute the highest percentage i.e., 50.66 per cent followed by 46 per cent of students of HSS & above institutions, 36.38 per cent of students of Private English Medium schools and 35.83 per cent of Government schools. There are also 29.24 per cent of students who perceive absence of Hindi as an elective subject at Higher Secondary Stage as good for the time being but think that efforts should be made for its inclusion and another 23.72 per cent of students also find that it is good as offering the subject would invite many problems for the state government while 7.86 per cent of students do not have any idea regarding this issue.

4.9.0. Problems Faced by Hindi Teachers and Students at Different Stages of Education in Mizoram.

The problems relating to different aspects of Hindi Education in the teaching learning process which are faced by the teacher and students have been illustrated in the following table. It consists of Part A and Part B where the former deals with the problems of teachers and the later exposes the problems of students.

PART A: Problems of Hindi Teacher

Table 4.9.1

Problems Faced by Hindi Teachers Relating to Teaching Hindi Subject

Problems	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Difference of the script from the Alphabets of English/Mizo which is commonly known to the students.	28 (62.22)	31 (60.65)	29 (36.25)	11 (45.83)	**99 (47.37)**
b) Unimportance attached to the subject due to non-inclusion of Hindi in Board examination.		27 (45)	34 (42.5)		**61 (29.19)**
c) Ignorance of students about the importance of Hindi language.	18 (40)	14 (23.33)	27 (33.75)		**59 (28.22)**
d) Weakness of students in spoken Hindi.	21 (46.66)		16 (20)	13 (54.17)	**50 (23.92)**
e) General weakness of students in Hindi language.		12 (20)	21 (26.25)	8 (33.33)	**41 (19.62)**

*Figures in parenthesis indicate percentages

Table 4.9.1 reveals problems relating to teaching of Hindi subject faced by Hindi teachers of various types of schools and levels of education. The problems in order of their severity are as follow:

a) The biggest problem is difference of the script from the alphabets of English/ Mizo, which is commonly known to the students. This is a big problem for majority of teachers of Hindi Schools and Private English Medium Schools which constitute 62.22 per cent and 60.65 percent respectively. For majority of teachers from Government Schools, HSS (Higher Secondary Schools, College and University) and above, this is not a big problem as percentages of teachers reporting this problem range from 36.25 percent to 45.83 percent. As a whole, this problem is reported by 47.37 percent of Hindi teachers.

b) Less importance attached to the subject due to non-inclusion of Hindi in Board examination is the second biggest problem faced by Hindi teachers in Mizoram. This is a problem for 45 percent of teachers of Private English Medium Schools, and 42.5 percent of teachers of Government Schools. This problem, however, is not reported by any teachers of Hindi Schools and teachers of HSS & above. The overall percentage of teachers facing this problem is 29.19.

c) The third biggest problem of Hindi teachers in Mizoram is ignorance of students about the importance of Hindi language highlighted by 28.22 percent of the teachers. Among the teachers mentioning this problem, the highest percentage (40%) is from Hindi Schools followed by 33.75 percent from Government Schools and 23.33 percent from Private English Medium Schools.

d) The fourth biggest problem is weakness of students in spoken Hindi reported by 23.92 percent of Hindi teachers. However, this is a big problem for teachers of HSS & above as it is a problem for as many as 54.17 percent of

them. It is also a problem for 46.66 percent of Hindi Schools and 20 percent of Government Schools teachers.

e) General weakness of students in Hindi language is the smallest problem with the overall percentage of 19.62. This is a problem for 33.33 percent of teachers of HSS & above, 26.25 percent of teachers of Government Schools and 20 percent of teachers of Private English Medium School. However, it is not reported by any teachers of Hindi Schools.

From the analysis of the table we come to know that even though the differences of the script made the biggest problems. However, the other problems are relying on the students, so it may mean that the students are not sincere or attentive enough to decrease teacher's problem. From their responses on questionnaire, teachers of Government schools were the most facing different problems relating to their teaching on Hindi subject while teachers of Higher Secondary Schools and above institutions are the least on having problems.

Table 4.9.2

Problems Faced by Hindi Teachers Relating to Teaching Learning Facilities

Problems	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Absence of computer for typing Hindi Script.	31 (68.88)	45 (70)	63 (78.75)	7 (29.17)	**146 (69.86)**
b) Absence of language laboratory.	29 (64.44)	26 (43.33)	54 (67.5)	10 (41.67)	**119 (56.94)**
c) Abs]"|"ence of audio-visual aids in institution.	7 (15.55)	24 (40)	22 (27.5)	5 (20.83)	**58 (27.75)**
d) Inadequate number of teaching-aids	10 (22.22)	12 (20)	13 (16.25)	3 (12.5)	**38 (18.19)**

Figures in parenthesis indicate percentage

The above table depicts the problems faced by the teachers relating to their teaching learning facilities. The problems in order of their intensity are as follows.

a) Absence of computer for typing Hindi Script is the biggest problem as the total percentage of teachers facing this problem goes up to 69.86 percent. It is the biggest problem for all the teachers of Government Schools, Private English Medium and Hindi Schools with the percentage of 78.75, 70 and 68.88 respectively. While, only 29.17 percent of teachers of HSS and above have this problem.

b) The second biggest problem of teachers relating to their teaching learning facilities is absence of language laboratory mentioned by 56.94 percent of sample teachers. More than half of the teachers of Hindi Schools (64.44%) and teachers of Government Schools (67.5%) face this problem while only 43.33 percent of teachers of Private English Medium Schools and 41.67 percent of teachers of HSS & above highlight the problem.

c) Absence of audio-visual aids in their institutions is the second least problem faced by Hindi teachers with the overall percentage of 27.75. This problem is reported by 40 per cent of teachers of Private English Medium Schools, 27.5 percent of teachers of Government Schools, 20.83 percent of teachers of HSS & above and 15.55 percent of teachers of Hindi Schools.

d) The least problem faced by Hindi teachers is in adequate number of teaching-aids in their respective schools reported by 18.19 per cent of the teachers. The percentages of teachers from different institutions reporting this problem range from 22.22 to 13.33 only.

Thus, it can be concluded that more than half of the teachers are confronted with the problems of absence of computer for typing Hindi script and absence of language laboratory, while Hindi teachers of government schools are mostly affected by these problems, Hindi teachers of HSS and above institutions are least affected by these.

Table 4.9.3

Problems Faced by Hindi Teachers Relating to Training and Professional Development

Problems	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) Lack of opportunity to undergo training.	26 (57.77)	46 (76.66)		8 (33.33)	**80 (38.28)**
b) Insufficient number of training institutions/ centres in the state	24 (53.33)	14 (23.33)	23 (28.75)	10 (41.67)	**71 (33.97)**
c) The training imparted to us does not help much to improve teaching.		13 (21.66)	45 (56.25)		**58 (27.75)**
d) Duration of training is not sufficient.	9 (20)		12 (15)	8 (33.33)	**29 (13.88)**

Figures in parenthesis indicate percentages

The above table shows problems relating to training and professional development of the teachers. The following are the problems:

a) The most common problem is lack of opportunity to undergo training. It is a big problem for 76.66 percent of Private English Medium School teachers, 57.77 percent of teachers of Hindi Schools and 33.33 percent of teachers of HSS, College and University while it is not a problem for teachers of Government Schools.

b) The second common problem is insufficient number of training institutions/centres in the state mentioned by 33.97 per cent of teachers. More than half (53.33%) of the teachers of Hindi Schools, 41.67 percent of teachers of HSS & above institution, 28.75 percent of teachers of Government Schools and 23.33 percent of teachers of Private English Medium Schools are faced with this problem.

c) The problem that states the training imparted to us does not help much to improve teaching is reported by 56.25 per cent of Government School teachers and 21.66 per cent of Private English Medium School teachers while the teachers of Hindi Schools, HSS and above institutions are silent on this problem. However, the overall percentage is only 27.75.

d) The problem of insufficient duration of training is stated by small percentages of Hindi teachers of various types of institutions except Private English Medium School. Thus, majority of the teachers are free from this problem.

Regarding training and professional development the table reveals that most of the teachers do not have problems. However, lack of opportunity to undergo training is a problem for majority of the teachers of Private English Medium Schools and Hindi Schools. For teachers of Government Schools and teachers of Hindi Schools, training not helping much to improve teaching and insufficient number of training institutions/centre respectively are problems.

Table 4.9.4

Problems Faced by Hindi Teachers Relating to Service Condition

Problems	Teachers of Hindi Schools	Teachers of Pvt. E.M.S	Teachers of Govt. Schools	Teachers of HSS & Above	Total
	N=45	N=60	N=80	N=24	N=209
a) No security of service	45 (100)	60 (100)			**105 (50.24)**
b) Irregular payment of salary		12 (20)	41 (51.25)		**53 (25.36)**
c) The post is under CSS and not permanent.			41 (51.25)		**41 (19.62)**
d) No problems			39 (48.75)	24 (100)	**63 (30.14)**

Figures in parenthesis indicate percentages

From the above table we come to know teachers problems relating to their service condition. The problems in order of intensity are as follows:

a) The biggest problem is insecurity of service with the total percentage of 50.24. This is a big problem for the teachers of Hindi Schools and Private Schools as it is reported by all the teachers whereas it is not even a problem for the teachers of Government Schools, HSS and above Institutions.

b) Irregular payment of salary is a problem for 51.25 percent and 20 percent of teachers of Government Schools and Private English Medium Schools respectively and not for others.

c) The third problem is faced by 51.25 percent of teachers of Government Schools as their post is under CSS and not permanent, while other teachers from Hindi Schools, Private English Medium Schools, HSS and above Institutions do not face this problem.

d) Lastly, there are teachers who do not face any problem relating to their service condition. All the teachers from HSS and above institutions and 48.75 percent of teachers of Government Schools have no problem. The overall percentage is 30.14.

All the teachers from HSS and above institutions and most of the teachers of Government Schools have no problem relating to their service condition. Mostly the problems relating to their service conditions are faced by teachers of Hindi schools, teachers of Private English Medium schools and teachers who worked under Centrally Sponsor Scheme.

PART B: Problems of Students

Table 4.9.5

Problems Faced by Students Relating to Learning Hindi Subject

Problems	Students of Hindi Schools	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N=75	N=360	N=240	N=50	N=725
a) Inadequate exercises in Hindi textbooks	31 (41.33)	56 (15.55)	59 (24.58)	17 (34)	**163 (22.48)**
b) Difference of the script from Mizo.	27 (36)	62 (17.22)	53 (22.08)	8 (16)	**151 (20.82)**
c) Not interest in the subject.		65 (18.05)	54 (22.5)		**119 (16.41)**
d) Lack of comprehend-sion of grammar rules.	24 (32)	43 (11.94)	26 (10.83)	7 (14)	**100 (13.80)**
e) Lack of motivation for the subject.		32 (8.88)	34 (14.16)		**66 (9.10)**
f) Lack of knowledge of the vocabulary.	18 (24)	36 (10)			**54 (7.44)**
g) Cannot read by myself.		44 (12.22)			**44 (6.06)**
h) Being shy and scared of speaking in Hindi.		22 (6.11)	14 (5.83)	7 (14)	**43 (5.93)**
i) No problem				12 (24)	**12 (1.66)**

Figures in parenthesis indicate percentages

Table 4.8.5 reveals the problems of the students at different levels of education relating to learning Hindi Subject. The problems are mentioned below in order of their severity:

a) The first and biggest problem of the students is inadequate exercises in Hindi textbooks reported by students of all the types of schools/ institutions offering Hindi Subjects. However, the percentages of students mentioning this problem range from 15.55 and 41.33 only with an overall percentage of 22.48 only.

b) The second problem is the difference of the scrip from Mizo. The respondents of this problem are 36 percent of students of Hindi Schools, 22.08 percent of students of Government Schools, 17.22 percent of private English Medium schools and 16 percent of HSS & above. As a whole the percentage is 20.82.

c) The third problem 'not interest in the subject' is faced by small percentages of students of Private English Medium Schools and Government schools only which constitute the overall percentage of 16.41.

d) The fourth problem 'lack of comprehension of grammar rules' is confronted by small students from all the categories of Schools/ institutions studying Hindi subjects. Among the respondents of this problem, students of Hindi Schools have the highest percentage which is 32. There are only 14 percent, 11.94 percent and 10.83 percent of students of HSS & above, Private EMS and Government schools respectively who face this problem.

e) Lack of motivation for the subject is the fifth problem of the students witnessed by only 14.16 percent and 8.88 percent of students of Government schools and Private English Medium schools respectively.

f) The sixth problem with the percentage of 7.44 students facing is lack of knowledge of Hindi vocabulary. This problem is highlighted only by 24 percent and 10 percent of students of Hindi Schools and Private English Medium Schools respectively.

g) The students of Private English Medium schools with the percentage of 12.22 have a problem not being able to read the Hindi script by themselves. The overall percentage of students facing this problem is 6.07.

h) The last problem 'being shy and scared of speaking in Hindi' is reported by the students of different types of institutions covered in the study except Hindi schools. The percentages of students facing this problem range from 5.83 to 14.

i) There are 20 percent of students of HSS& above institutions who have no problem at all in learning Hindi subject. The overall percentage is 0.85 only.

The table as a whole indicates that there are a number of problems for students but the problems are not big as only small percentages of students from different institutions offering Hindi Subject report the problems.

Table 4.9.6

Problems Faced by Students Relating to Medium of Instruction

Problems	Students of Hindi Schools	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N=75	N=360	N=240	N=50	N=725
a) Too much use of Mizo language in teaching hampers learning of Hindi.	44 (58.67)	107 (29.72)	122 (50.83)	12 (24)	**285 (39.31)**
b) The use of only Hindi in teaching makes it difficult to understand many important concepts.	23 (30.67)	112 (31.11)	51 (21.25)	10 (20)	**196 (27.03)**
c) The frequent use of English in Hindi class makes it difficult to understand many important concepts.		67 (18.61)			**67 (9.24)**
d) No problem	8 (10.67)	74 (20.56)	67 (27.92)	28 (56)	**177 (24.41)**

Figures in parenthesis indicate percentages

The table depicts the problems relating to the medium of instruction. The problems in order of their intensity are as follow:

a) The biggest problem is 'too much use of Mizo language by teachers in teaching hampers learning of Hindi' highlighted by 39.31 per cent of the students. This is a problem for 58.67 percent of students of Hindi Schools. It is also a problem for 50.83, 29.72 and 24 percent of students of Government School, Private EMS and HSS & above Institutions respectively.

b) The second problem is the use of only Hindi in teaching that makes it difficult to understand many important concepts reported by 27.03 per cent of the students. This problem is reported by all the students of different schools but not in large number. 30.67 percent and 31.11 per cent of students of Hindi Schools and Private English Medium Schools respectively are confronted this problem. From Government Schools and HSS & above institutions the percentages of students highlighting this problem are 21.25 and 20 per cent respectively.

c) There are students (18.61%) of Private English Medium Schools whose problem is the frequent use of English in Hindi class which creates difficulty to understand many important concepts.

d) There are 24.14 per cent of students who have no problem relating to the medium of instruction. From HSS & above institution there are as many as 56 percent of students who have no problem followed by 27.92 per cent of students of Government schools, 20.56 per cent of Private English Medium Schools and 10.67 per cent of students of Hindi schools respectively.

The problems faced by students relating to the medium of instruction are not that big. However, out of these the most affected students were the students of Hindi schools, followed by the students of Government schools, students of Private English Medium schools and lastly HSS and above institutions. Even more there are majority of students of HSS & above Institutions who are free from any problems relating to the medium of instruction.

Table 4.9.7

Problems Faced by Students Relating to Curriculum, Syllabi and Textbooks

Problems	Students of Hindi Schools	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N=75	N=360	N=240	N=50	N=725
a) Curriculum/Syllabus not need based and not interesting.	15 (20)	216 (60)	53 (22.08)	11 (22)	**295 (40.69)**
b) Too theoretical which hinders interest in the subject.	38 (50.66)	79 (21.94)	45 (18.75)	15 (30)	**177 (24.41)**
c) Not challenging as Roman scripts accompany Hindi scripts in textbooks.			116 (48.33)		**116 (16)**
d) No problem	22 (29.33)	65 (18.55)	26 (10.83)	24 (48)	**117 (16.14)**

Figures in parenthesis indicate percentages

Table 4.8.7 indicates the problems faced by students of different types of schools/institutions relating to curriculum, syllabi and textbooks. The problems in order of their severity are as follow:

a) Curriculum/Syllabus not need based and not interesting is the biggest problem faced by students relating to curriculum/ syllabi and textbooks faced by students with the overall percentage of 40.69. This is a big problem for Private English Medium Schools as the percentage goes up to 60 percent. For other schools or institutions it does not seem a big problem as the percentage of the students highlighted it range from 20 to 22.08 percent.

b) The second biggest problem is too theoretical which hinders interest in the subject. For half of the students (i.e. 50.66%) of Hindi Schools this is a problem. But for other schools or institutions it does not seem a big problem as the percentage of students reported it range from 18.75 to 30 per cent.

c) There are 48.33 per cent of students of Government Schools who think that their textbook is not challenging as Roman scripts accompany Hindi scripts.

d) There are 16.14 per cent students who do not face any problem relating to their curriculum, syllabi and textbook. Almost half of the students (i.e. 48%) of HSS & above institutions have no problem. The percentages of students from other schools/ institutions having this problem in this regard range from 10.83 to 29.33.

The table as a whole reveals that there are number of problems relating to curriculum/syllabi and textbooks for students. The most reported problem is 'curriculum/syllabus not need based and not interesting' and other problems can be considered as minor as the percentages are small.

Table 4.9.8

Problems Faced by Students Relating to Language Skills

Problems	Students of Hindi Schools	Students of Pvt. E.M.S	Students of Govt. School	Students of HSS & Above	Total
	N=75	N=360	N=240	N=50	N=725
a) Finding grammar exercises too difficult	46s (61.33)	149 (41.38)	121 (50.41)	21 (42)	**337 (46.48)**
b) Difficulty in speaking	24 (32)	57 (15.83)	93 (38.75)	17 (34)	**191 (26.34)**
c) Weakness in listening skill	8 (10.66)	72 (20)	34 (14.16)		**114 (15.72)**
d) Weakness in reading skill	7 (9.33)	45 (12.5)	7 (2.91)	4 (8)	**63 (8.69)**
e) Weakness in writing skill		51 (14.16)	5 (5.08)	2 (4)	**58 (8)**
f) None		27 (7.5)		6 (12)	**33 (4.55)**

Figures in parenthesis indicate percentages

Table 4.9.8 depicts the problems of students relating to Hindi language skills. The problems mentioned below are in order of their weaknesses:

a) More than half of the students of Hindi Schools and Government Schools with the percentage of 61.33and 50.41 respectively find grammar exercises too difficult. This is also a problem for 42 percent and 41.38 percent of students of HSS & above and Private English Medium Schools respectively. The overall percentage is 46.48.

b) The second problem faced by the students is difficulty in speaking. However the total percentage is not as high as expected which is 26.34. There are 32, 30.41 and 34 percent of students of Hindi Schools, Government Schools and HSS & above institutions respectively having this problem while only 15.83 percent of students of Private English Medium Schools have this problem.

c) The third problem is weakness in listening skills faced by 15.72 per cent of the students. None of the students of HSS and above institutions face this problem while other students with the percentage of 20, 14.16 and 10.66 from Private English Medium Schools, Government Schools and Hindi schools respectively are confronted with this problem.

d) The fourth problem 'weakness in reading skill' is faced by students with the total percentage of 8.69. However, this is not a big problem as majority of the students do not report this problem. The percentage of students from different stages of institutions teaching Hindi subject reporting this problem range from 2.91 to 12.5 per cent.

e) Weakness in writing skills is the fifth problem with the total percentage of 8 only. None of the students of Hindi Schools face this problem. The percentage of students from rest of the institutions having this problem range from 4 to 14.16.

f) There are students who do not have any problem relating to Hindi language skills. Those students are from Private English Medium Schools and HSS & above institutions with the percentage of 7.5 and 12 respectively. As a whole the percentage is 4.55.

Relating to language skills, students faced numerous problems. However, those different problems are not big as expected. Fortunately, there are also students who do not have any problems relating to this issue.

CHAPTER   V
MAJOR FINDINGS AND CONCLUSIONS,
RECOMMENDATION AND SUGGESTIONS

5.1.0   Major Findings and Conclusions

In this chapter, major findings and conclusions of the study, recommendations for improvement of Hindi Education in Mizoram and suggestions for further research are discussed and presented.

Major findings and conclusions of the study are arranged in the following order:

5.1.1.   Major Findings and Conclusions on Courses of Studies Offered by Educational Institutions at Different Stages of Education in Mizoram

5.1.2.   Major Findings and Conclusions on Enrolment Pattern and Ratio in Hindi Subject at Higher Secondary, College and University Levels of Education in Mizoram

5.1.3.   Major Findings and Conclusions on Backgrounds of Students Enrolled in Hindi Schools in Mizoram

5.1.4.   Major Findings and Conclusions on Academic Achievement of Students in Hindi Subjects at Different Levels of Education for Three Consecutive Years i.e. 2015 – 2017

5.1.5.   Major Findings and Conclusions on Profiles of Hindi Teachers at Different Levels of School Education in Mizoram

5.1.6.   Major Findings and Conclusions on Procedures of Recruitment of Hindi Teachers at Different Levels of School Education in Mizoram

5.1.7. Major Findings and Conclusions on Status of Hindi Teacher Training College in Mizoram

5.1.8. Major Findings and Conclusions on Perceptions of Teachers and Students about the Status of Hindi Education in Mizoram

5.1.9. Major Findings and Conclusions on Problems Faced by Hindi Teachers and Students at Different Stages of Education in Mizoram

5.2.0. Recommendations for Improvement of Hindi Education in Mizoram

5.3.0. Suggestions for Further Research

5.1.1. Major Findings and Conclusions on Courses of Studies Offered by Educational Institutions at Different Stages of Education in Mizoram

1. At Primary and Middle School level, Government as well as Private English Medium schools in Mizoram offered courses named Joytimay prescribed by SCERT from 2018 – 19 session. While Government schools offered Joytimay 5,6,7,8 from class V to VIII respectively, Private English Medium schools taught Joytimay 3 to 8 from class III to VIII respectively. Prior to this, Government Schools offered Mizoram Hindi 5,6,7,8, for classes V to VIII respectively whereas Private English Medium schools offered Zoram Bharti 3,4,5,6,7,8 for class III to VIII respectively which were prescribed by Mizoram Board of School Education (MBSE). Besides, schools in Mizoram affiliated to Central Board of Secondary Education (CBSE) offered course prescribed by National Council of Educational Research and Training (NCERT) named Rimjhim Bhag I, II, III, IV & V for classes I to V respectively and Vasant Bhag I, II, III for classes VI to VIII respectively.

2. At High School Stage, both Government and Private Schools offered the same courses in Hindi Subject i.e., Mizoram Hindi prescribed by Mizoram Board of School Education. The subject was taught as graded subject. Unfortunately, Hindi was not included as compulsory subject in the Board Examination. It was offered only as Modern Indian Language (MIL) subject in the Board Examination the course of which was same as MIL prescribed by CBSE.

3. In Mizoram, Mizoram Institute of Comprehensive Education (MICE) was the only Higher Secondary School under Government of Mizoram which was affiliated to Central Board of Secondary Education (CBSE) and the courses offered for Hindi Subject was CBSE courses. Besides MICE, there were six Higher Secondary Schools where Hindi was offered up to Higher Secondary School stage and their courses of studies were as prescribed by CBSE. In the Board Examination of HSSLC, Hindi was also offered as MIL subject.

4.   Government Aizawl College, Aizawl and Government Kamalanagar College, Chawngte were the only colleges where Hindi Subject was offered. There was one paper each for 1st to 4th semester, while in the 5th and 6th semesters there were 4 papers each. Both the colleges also offered Hindi as MIL paper in their respective colleges. MIL was offered in 3rd semester only in the entire degree course. The courses were prescribed by the affiliating University, i.e. Mizoram University.

5.   Courses offered for M.A. (Hindi) Programme by Mizoram University was under Choice Based Credit System (CBSE) having a total of 88 credits; 22 credits in each Semester. The course consisted of Foundation Course (FC) of 8 credits, Core Course (CC) of 60 credits, Soft Course (SC) of 16 credits and Open Elective (OE) of 4 credits.

6.   The duration of the different courses offered in Hindi Schools affiliated to Mizoram Hindi Prachar Sabha was one year each except for BA which was one and half year duration. The textbooks had been prepared and published by the Mizoram Hindi Prachar Sabha. At Prathama (Class IV) there were 2 subjects/textbooks, 4 subjects/textbooks for Madhyama (Class VI). At Praveshika (Class VIII) there were 5 subjects/textbooks while at Prabodh (Class X) and Visharad (Class XII) there were 7 subjects/textbooks each. At the stage of Praveen (BA), a student had to study 7 papers; 4 papers in 1st year and 3 papers in 2nd year.

5.1.2. Major Findings and Conclusions on Enrolment Pattern and Ratio in Hindi Subject at Higher Secondary, College and University Levels of Education in Mizoram

1.   The number of students opting for Hindi Subject was very low in comparison to other subjects.

2.   Regarding the enrolment pattern in Hindi subject there were more girl students than boy students. At the level of Higher Secondary, girls led with the percentage of 63, 53 and 52 over boys in three consecutive years i.e., 2014-15, 2015-

16 & 2016-17. Moreover, at college level the gap between male and female was wider than Higher Secondary School stage. Female students were more than male students with the percentage of 67, 65 and 78 in the academic session of 2014-15, 2015-16 & 2016-17 respectively. It seems like the higher the stage the wider the gap between male and female enrolment. At the level of University also, there were no male students in two consecutive years i.e., 2015-16 and 2016 - 2017 where female students made up the enrolment with 100 per cent, and in the year i.e., 2014-15, majority of the students enrolled were female students with the percentage of 89.

3. The highest gap found in the enrolment ratio was at college level with the gap of 1:**77**1, 1:844 & 1:776 in the year 2014-15, 2015-16 & 2016-17 respectively. The closest gap was found in Higher Secondary Level with the ratio of 1:271, 1:234 & 1:223 in the year 2014-15, 2015-16 and 2016-17 respectively.

5.1.3. Major Findings and Conclusions on the Backgrounds of Students Enrolled in Hindi Schools in Mizoram.

1. The highest percentage (39%) of the students was aged between 20 to 24 years while 31 per cent were between the age group of 15 to 19 years. Age group between 25 to 29 years made up to 18 per cent of the students and the least percentage of age group i.e., 13 per cent was between 10 to 14 years of age.

2. Majority (61%) of the students were female and the rest 39 per cent were male. This clearly shows that Hindi education was more popular among girl students in Mizoram.

3. The highest percentage i.e., 27 % of the students were in Prabodh (Class – X) and the next highest percentage i.e., 21% was made up by the students who were in Praveshika (Class – VIII). 12 per cent of the students were in Madhyama (Class – VI) and only 9 per cent of the students were in Prathama (Class - IV).

4. The various levels of examination such as PSLC, MSLC, HSLC and HSSLC were passed by the following percentages of students i.e., 100, 92, 65 and 19 respectively. At all levels, majority of the sample students were the product of Government Institutions with the increasing percentage of 71 in PSLC, 71 in MSLC, 96 in HSLC and cent per cent in HSSLC.

5. Regarding the divisions in which students passed, III division was the division in which the highest percentage of students passed at different levels of education. At PSLC level, there were 34 per cent of students who passed in III division while only 9 per cent of them passed in Distinction. At MSLC level, 36 per cent of the sample students passed in III division while only 7 per cent of them passed in Distinction. At the level of HSLC, there was no student who passed in Distinction while there were as many as 63 per cent who passed in III division. At the level of HSSLC, there was no student who passed in Distinction or I division. Majority (86%) of the students passed in III division.

6. The highest percentage of the parents (41% of the fathers and 51% of the mothers) was below HSLC while there were only 11 per cent of the fathers and 1 per cent of the mothers who were graduates. The next highest percentage of both the fathers and the mothers were HSLC and HSSLC passed.

7. Farming/cultivating was the occupation of highest percentage of parents, i.e. 45 per cent and 38 per cent of fathers and mothers respectively. Small business was the occupation of next highest percentage of parents with 28 per cent each. While government servants form the third largest percentage of the fathers, housewives constitute the third largest percentage of the mothers.

5.1.4. Major Findings and Conclusions on Academic Achievement of Students in Hindi Subjects at Different Levels of Education for Three Consecutive Years

1.   The Mizoram Hindi Prachar Sabha conducted the examinations of Prabodh (Cl-X), Visharad (Cl-XII) and Praveen (BA) in Mizoram every year. The largest number of candidate in various examinations i.e., 131,162 and 190 at Prabodh, Visharad and Praveen respectively was found in 2015.   In the following year, i.e., 2016, the number of candidate on various examinations declined to 55, 47 & 87 at Prabodh, Visharad and Praveen respectively. However, in the year 2017 the number increased up to 74, 79 & 101 at Prabodh, Visharad and Praveen respectively.

2.   In the year 2015, there were students who passed in distinction with the percentage of 3.05 at the level of Prabodh, 2.47 per cent at the level of Visharad and 6.84 per cent at Praveen level. But in the following year i.e. 2016 there were only 5.75 per cent of students who passed Praveen with distinction and no student from both Prabodh and Visharad. However in the year 2017, all levels of examination i.e. Prabodh, Visharad & Praveen produced students with distinction with the percentage of 6.75, 6.32 & 5.94 respectively. Praveen had the highest pass percentage during this period, followed by the result of Visharad and lastly the result of Prabodh.

3.   The academic achievement of University was the best among Higher Secondary & above level institutions, which was 100 per cent during the three consecutive years/sessions i.e., 2015-16 to 2017-18. The result of College had the lowest pass percentage which was 37.5, 76.9 and 75 in the year 2015-16, 2016-17 and 2017-18 respectively.   In the case of Higher Secondary School the pass percentage of students was 95.8, 98.1 & 98.3 in the year 2015-16, 2016-17 & 2017-18 respectively. However, in every examination, most of the students passed in First Division. There were 15.4 per cent students who obtained third division at college level in the year 2016-17 and also in stage of Higher Secondary School there were 4.2 percent, 5.7 percent & 6.7 percent of students who passed their examination in third division in the year 2015-16, 2016-17 & 2017-18 respectively. In the case of Mizoram University where Choice Based Credit System (CBCS) was followed, passing in third division was not applicable as the minimum pass mark for each paper was 50 per cent.

5.1.5. Major Findings and Conclusions on Profiles of Hindi Teachers at Different Levels of School Education in Mizoram

1.   Majority of Hindi teachers in Mizoram (78.46%) were 26 to 45 years of age. (out of this, the percentage of teachers in the age group of 36 to 45 years was slightly higher than that of 26 to 35 years)

2.   Majority of Hindi teachers in Mizoram (65.55%) were females.

3.   Among Hindi teachers in Mizoram, High School teachers constitute the highest percentage (34.44%) per cent followed by Middle School teachers (33.01%), Primary School teachers (12.44), Higher Secondary School teachers (11%) ,University teachers constitute only 2.39 per cent and College teachers form 6.69 per cent.

4.   In terms of general education, the largest number of sample Hindi teachers i.e., 34.44 per cent was HSSLC passed. The next largest number of teachers i.e., 25.5 per cent was HSLC passed, followed by MSLC, BA (Hindi) and MA (Hindi) with the percentage of 16.26, 12.44 and 11.45 respectively. University and College teachers were the only sample teachers who possessed the degree of M.Phil and Ph. D.

5.   In Hindi educational qualification, 43.06 per cent of the teachers were graduate (Praveen) while 23.44 per cent of them were Visharad (PU level) followed by Prabodh (10 standard) and Praveshika (8 Standard) which constituted 7.65 per cent and 1.91 per cent respectively.

6.   Trained teachers constituted 58.37 per cent of Hindi teachers.   Among them 21.53 per cent were equipped with the degree of Parangat (B.Ed), 23.44 per cent were trained with the degree of Praveen while 13.39 per cent were trained teacher with Shikshan Diploma.

7.   The highest percentage (i.e.35.40) of Hindi teachers was made up by the teachers who had served for 11-20 years followed by teachers (i.e. 30.14%) who were with 1-10 years of teaching experiences.

8.   More than half of the Hindi teachers i.e., 54.54 per cent were appointed on contractual basis. Regular teachers constituted only 25.83 per cent of the teachers and the rest were appointed under Centrally Sponsor Scheme (CSS).

5.1.6.   Major Findings and Conclusions on Procedures of Recruitment of Hindi Teachers at Different Levels of School Education in Mizoram

1.   The recruitment rules of Hindi teachers at different stages of school education were prepared and prescribed by the State Government and Central Government for teachers working under them. Private English Medium Schools had no separate recruitment rules and mostly followed the ones prescribed by the State Government. The recruitment rules of Hindi teachers of Middle school and High school under the Government of Mizoram were called The Mizoram Education and Human Resources Development Department (Group 'B' Post) Recruitment Rules, 2012. The pay band and grade pay were same for middle school and high school teachers which was PB - $2^9,300 - 34,800$ and GP^4600. Age limit for direct recruitment was also same for both the teachers i.e., 18 – 30 years. Upper age limit was relaxable by 5 years for scheduled caste/ scheduled tribes.

Regarding the educational and other qualifications, the criteria for the Hindi teacher of Middle school were: (1) Hindi Praveen (Mizoram)/ Madhyama (Allahabad/R.B. Ratna (Wardha) and HSSLC with Hindi Shikshak Diploma course / Hindi Shikshak Praveen/ Hindi Shikshan Parangat. OR Graduate in general education from recognised University with Hindi as one of the subjects plus Hindi Shikshak Diploma / Hindi Shikshan Praveen/ Hindi Shikshan Parangat. (2) Working knowledge of Mizo language up to middle school standard.

The criteria for the Hindi teacher of High school were: (1) Hindi Praveen (Mizoram)/ Madhyama (Allahabad/R.B. Ratna (Wardha) and Graduate with Hindi Shikshan Hindi Shikshan Parangat. OR Graduate in general education from recognised University with Hindi as one of the subjects with Hindi Shikshan Parangat. (2) Working knowledge of Mizo language up to middle school standard.

2.   Both governments i.e. (central and state) classified Post graduate teachers or Lecturers as Group 'A' gazetted.   In the case of their scale of pay, the Government of Mizoram offered higher salary at the entry i.e., PB – 3 Rs.15600-39100 with Grade Pay of Rs.5400/- while Central Government offered PB – 3 Rs. 9300-34800 with Grade Pay of Rs. 4800/- and at senior scale Government of Mizoram offered PB – 3 Rs. 15600-39100 with Grade Pay of Rs. 6100/- while Central Government offered PB – 3 Rs.15600-39100 with Grade Pay of Rs.5400/- and at selection scale both governments offer same salary which was PB – 3 Rs.15600-39100 with Grade Pay of Rs.6600.

There was no lower age limit under Central Government whereas 18 years of age was the lower age limit under Mizoram Government. The upper age limit of Central Government was 40 while 35 was the upper age limit under Mizoram Government. Age relaxation for SC/ST (i.e. 5 yrs) and other categories was applicable under the Government of India rules, whereas the relaxation was provided for SC/ST only under Mizoram Government rules.

In the case of educational qualification, the Central Government demanded a master degree with at least 50% in Hindi or Sanskrit (with Hindi as one of the subject of Graduate level) with B.Ed., and proficiency in teaching in Hindi and English media. On the other hand, the Mizoram Government demanded a 2nd class master degree in Hindi with B. Ed or its equivalent from institutions recognised by NCTE., and working knowledge of Mizo language at least Middle School Standard.

5.1.7. Major Findings and Conclusions on Status of Hindi Teacher Training College in Mizoram

1.   Mizoram Hindi Training College (MHTC) was the only training college in Mizoram that imparted in-service and pre-service teachers training. It was formerly known as Mizoram Hindi Training Institute and was established on 15th October, 1975 by the Government of Mizoram.   It was affiliated to Central Institute of Hindi (CIH), Agra, under the Ministry of Human Resource Development (MHRD), Government of India. It obtained its recognition from National Council for Teacher Education (NCTE), Bhubaneswar in the year 2003 and its courses and syllabus were claimed to be fully in accordance with the norms of NCTE.   In 2018, MHTC withdrew its affiliation from CIH, Agra and sought for permission to start B.Ed (Hindi) programme under Mizoram University (MZU).   The permission was obtained from Government of Mizoram and from MZU. However, MZU insisted the College to obtain NCTE recognition for the course to become eligible for its affiliation. The matter of obtaining NCTE recognition for B.Ed (Hindi) programme was still under process.

2.   The budgets received were under non-plan, plan and CSS (Centrally Sponsored Scheme). The budgets under non – plan and plan were received regularly till 2016 – 17 session. But from 2017 – 2018 session the budget received was only under non – plan till today. In the academic sessions 2008 – 09 and 2012 – 13 the college received funds from CSS. Ministry of Human Resource Development, Government of India sanctioned more than 5 crores for construction of residential complex back in the year 2005.

3.   The land owned by the College had an area of 15428.93sq/m. There were 8 separate buildings in the campus of which 1 was administrative building which consists of faculty room, staffroom, classrooms, Conference/ auditorium, library, language laboratory, canteen, toilet and other workers rooms. There were 2 separate hostels for boys and girls. And the other 5 buildings were for residential quarters. The land was large enough to accommodate vehicles parking space. As per the norms and standard of National Council for Teacher Education (NCTE) regulation 2014, the institutions were required to have an infrastructure where each item should include facilitation for person with disability (PWD). Regarding this, the buildings

in the campus were not barrier free and not friendly for PWD. However, other requirements in terms of infrastructural facilities were met by the institution.

4.   The College offered three types of courses; those were Hindi Shikshan Parangat, Hindi Shikshan Praveen and Hindi Shikshak Diploma. The duration of each course was 2 years and all courses had 50 seats/ capacity. Admission to each course was mainly through entrance test and personal interview for pre – service and deputation by the state government for in-service teachers. The eligibility criterion for admission to the course of Hindi Shikshan Parangat was Graduate with Hindi or Praveen or its equivalent while it was Class-XII with Hindi or Visharad or its equivalent for the course of Hindi Shikshan Praveen and Class – X with Hindi or Prabodh or its equivalent was the criterion for the course of Hindi Shikshak Diploma**.** In the case of B.Ed and D. El. Ed courses, the institution fulfilled the norms and standards of NCTE, regulation 2014 in terms of duration of the courses, intake capacity, admission procedure and eligibility criteria. However, the course of Hindi Shikshak Diploma or its equivalent was not mentioned in this regulation.

5.   There were 12 (including Principal) teaching staffs and 14 non–teaching staffs. The general qualification of all the teachers including Principal was Master of Art in Hindi except one teacher who possessed another Master degree in Information Technology. The professional qualifications of the teachers were described as; there was one teacher who possessed M.Ed, M. Phil and Ph. D; and three teachers (including Principal) who were equipped with the degree of both M. Ed and Ph. D and two others who were M.Ed and still pursuing Ph.D. There were also 5 teachers who were trained with the degree of M.Ed and 1 B.Ed.

        According to the norms and standards of NCTE regulation 2014, for an intake of two basic units of 50 students each, i.e., total strength of two hundred there shall be 16 full – time faculty members. If the students' strength for two years is one hundred only, the number of faculty should be reduced to 8. In the case of MHTC where three courses were offered with 50 seats each, the numbers of teachers were very low, as there were only 12 teachers including principal. Regarding the

educational and professional qualification of the teachers, only one teacher was not qualified, as MA in relevant subject with M.Ed is considered qualified in NCTE rules.

6.   The most commonly used method of teaching was lecture method which constitutes 50 per cent of teaching time. Another 50 per cent of teaching times were devoted to activity method which was given 20 percent and to discussion method and demonstration method which took 15 percent each of the teaching time.

7.   The internal assessment carried 20% of the total marks. From that 20% of marks, 5% were assigned to assignment, 1st and 2nd terminal examination, attendance and other activities.

8.   The average pass percentage of Hindi Shikshan Diploma was the best among them with the percentage of 80.68, followed by Hindi Shikshan Parangat with the percentage of 80.2% and Hindi Shikshan Praveen had the lowest pass percentage of students with 78.01 per cent. In the year 2013, the overall percentage of examination result was only 55.02 which was the lowest during the reported period. However, from the year 2016 onwards, the overall percentage of examination result began to increased every year and in the year 2017, the percentage of overall examination results was cent per cent.

5.1.8   Major Findings and Conclusions on Perceptions of Teachers and Students about the Status of Hindi Education in Mizoram

Part A: Perception of Hindi Teachers

1.   Teachers who perceived the present system of Hindi education in Mizoram as unsatisfactory formed the highest percentage i.e. 57.42%. Among these, teachers of Hindi schools were most unsatisfied followed by teachers of HSS & above, teachers of Private English Medium schools and teachers of Government schools. While it was so, 27.75 per cent of the teachers found the present system of Hindi education in

Mizoram as good enough. Out of these, teachers of Government schools constituted the highest percentage i.e. 35 per cent followed by teachers of Private English Medium schools that formed 30 per cent. There were 14.83 percent of teachers who found the present system of Hindi education in Mizoram as satisfactory.

2.   Majority of the teachers (76.56%) had a view that the prevailing method of teaching Hindi in Mizoram was unsatisfactory. Teachers of Government schools were the most unsatisfied, followed by the teachers of Private English Medium schools, teachers of HSS & above institutions and teachers of Hindi schools with the percentages that range from 62.22 to 85. However, there were also teachers who perceived the prevailing method of teaching Hindi in Mizoram as good enough and satisfactory with the percentage of 15.79 and 7.66 only respectively.

3.   The achievement of students in Hindi was perceived as good enough by 48.80 percent, satisfactory by 30.14 percent and unsatisfactory by 21.05 per cent of the teachers. Teachers who perceived the same as good enough were mostly teachers of Hindi schools whereas those who found it as unsatisfactory were mostly teachers of Government schools.

4.   There were 62.20 percent of teachers who perceived the present curriculum/syllabus and textbook as unsatisfactory. The most unsatisfied teachers were the teachers of Government schools with a large percentage of 90, followed by 55 per cent of teachers of Private English Medium schools, 40 per cent of teachers of Hindi schools and 29.17 per cent of Higher Secondary schools and above institutions. Meanwhile, there were also teachers who found the present curriculum/syllabus and textbook as good enough by 26.32 per cent and 11.48 percent of teachers viewed the present curriculum/syllabus and textbook as satisfactory. The most satisfied teachers were the teachers of HSS & above, followed by teachers of Hindi schools, teachers of Private English Medium schools and the teachers of Government schools.

5. More than half of the teachers i.e., 69.38% perceived the introduction of Hindi from class-V in Government schools as too late. Among these, teachers of Government schools were the highest in per cent i.e. 75 followed by 70.83 per cent of teachers of HSS & above institutions, 65 percent of teachers of Private English Medium schools and 62.22 percent of teachers of Hindi schools. On the other hand, there were 21.05 percent of teachers who perceived that class V was best for the introduction of Hindi as subject of study. Also, there were 10.05 percent of teachers found it as too early to introduce Hindi from class V, out of these there were no teacher of HSS & above institutions and other percentages range from 3.75 to 20 per cent.

6. There were 56.94 per cent of teachers who perceived the non - inclusion of Hindi subject in HSLC examination as bad and they wanted that action should be taken immediately for its inclusion. Out of these there were as many as 83.33 percent of teachers of HSS & above institutions who perceived the same followed by 58.33 per cent of teachers of Private English Medium schools, 55.56 per cent of teachers of Hindi schools and 48.75 per cent of teachers of Government schools. Meanwhile, there were also 38. 28 per cent of teachers who perceived the non - inclusion of Hindi subject in HSLC examination as good for the time being but they thought that attempt should be made for its inclusion after sometime and only 4.78 per cent of teachers viewed that the non - inclusion of Hindi subject in HSLC examination was good and should never be included.

7. The absence of Hindi as an elective subject at higher secondary stage was perceived as not fair by 55.50 per cent of teachers. The percentages of teachers of different types of schools/institutions who were with this statement range from 45.83 to 60 per cent. Rest of the teachers perceived the absence of Hindi as an elective subject at higher secondary stage as good for the time being.

Part B: Perception of Students

1.   There were 43.59 per cent of students who perceived the present system of Hindi education in Mizoram as unsatisfactory. Among these, students of Government schools were most unsatisfied followed by students of Hindi schools, students of HSS & above institutions and students of Private English Medium schools. However, 27.86 percent of students found the present system of Hindi education in Mizoram as good enough and 19.86 percent of students perceived the present system of Hindi education in Mizoram as satisfactory.

2.   The prevailing method of teaching Hindi in Mizoram was perceived as unsatisfactory by 67.72 per cent of students, good enough by 19.17 per cent of students and satisfactory by 13.11 percent of students. The students of government schools were most unsatisfied with the percentage of 70, followed by 69.44 percent of students of Private English Medium schools, 64 per cent of students of Hindi schools and 50 percent of students of Higher Secondary School & above institutions.

3.   More than half of the students i.e. 58.21 per cent perceived their present textbooks as unsatisfactory. Among these, the students of Government schools were most unsatisfied, followed by students of Private English Medium schools, students of Hindi schools and students of HSS & Above institutions. While this was so, there were small percentages of students who found their present textbooks as good enough and as satisfactory.

4.   Students who perceived the introduction of Hindi from class-V in government schools as too late formed the highest percentage i.e. 58.07 %. Among these, students of Hindi schools formed the highest percentage i.e. 74.66, followed by students of Government schools, who formed 70.41 per cent, again by students of HSS & above institutions and students of Private English Medium schools who constituted 52 and 47.22 per cent. On the other hand, there were also students who considered class – V as best for introduction of Hindi. Another 14.62 per cent of students found it too early to introduce Hindi from class V.

5. Majority of the students (65.51) perceived that the non – inclusion of Hindi subject in HSLC examination was good for the time being. Among them 37.10 per cent though that attempt should be made for its inclusion while 28.41 per cent of students wanted to never be included.   However, 31.72 per cent of students found it as bad and they thought that action should be taken immediately for its inclusion. Out of these, there were 52 per cent of students of HSS & above institutions who perceived the same, followed by 42.66 percent of students of Hindi schools, 32.91 and 25.83 per cent of students of Government schools and Private English Medium schools respectively.

6. The largest percentage of students i.e. 38.34 viewed the absence of Hindi as an elective subject at Higher Secondary Stage was not fair. Out of these the students of Hindi schools constituted the highest percentage i.e, 50.66 per cent followed by 46 per cent of students of HSS & above institutions, 36.38 per cent of students of Private English Medium schools and 35.83 per cent of Government schools. The rest of the students perceived absence of Hindi as an elective subject at Higher Secondary Stage as good for the time being.

5.1.9   Major Findings and Conclusions on Problems Faced by Hindi Teachers and Students at Different Stages of Education in Mizoram

Part A: Problems of Hindi Teachers

Problems Relating to Teaching of Hindi Subject

1. Difference of the script was the problem faced by highest percentage of Hindi teachers i.e., 47.37 percent.   This was a big problem for teachers of Hindi schools and Private English Medium schools as more than 60 per cent of them were confronted with it. Only 36.25 per cent of teachers of Government schools and 48.83 per cent of teachers of HSS & above institutions reported this problem.

2. The second highest percentage of Hindi teachers (29.19%) was faced with the problem 'unimportance attached to the subject due to non – inclusion of Hindi in

Board examination'. This problem was 45 per cent of teachers of Private English Medium schools and 42.5 per cent of teachers of Government schools.

3.   Other problem highlighted by small percentages of Hindi teachers from different types of institutions were: - a) Ignorance of the students about the importance of Hindi language; b) Weakness of students in spoken Hindi; and c) General weakness of students in Hindi language. However, weakness of students in spoken Hindi was a big problem for HSS & above institutions and Hindi schools as 54.17 per cent and 46.66 per cent respectively of their teachers were confronted with this problem.

Problems Relating to Their Teaching Learning Facilities

4.   Absence of computer for typing Hindi Script was the biggest problem faced by 69.86 per cent of Hindi teachers. The most affected teachers were the teachers of Government schools (78.75%), followed by teachers of Private English Medium schools (70%) and 68.88 per cent of teachers of Hindi schools while only 29.17 per cent of teachers of HSS & above institutions confronted this problem.

5.   Absence of language laboratory was the second biggest problem mentioned by 56.94 per cent of Hindi teachers. This problem was faced by 67.5 per cent and 64.44 per cent of teachers of Government schools and Hindi schools respectively. Again, teachers of HSS & above institutions and Private English Medium schools were also highlighted this problem with the percentage of 41.66 and 43.33 respectively.

6.   Absence of audio-visual aids and inadequate number of teaching-aids were the problems faced by the teachers with the percentage of 27.75 and 18.19 respectively. For the teachers of Private English Medium schools, absence of audio-visual aids in their institution was a big problem reported by 40 per cent while for teachers of other institutions those problems can be considered as minor problem as the percentages range from 12.5 to 27.5 only.

Problems Relating to Training and Professional Development of the Teachers

7.   Lack of opportunity to undergo training was the most common problem confronted by 38.28 per cent of Hindi teacher. This was a big problem for the teachers of Private English Medium schools as majority (76.66%) reported this problem followed by 57.77 percent of teachers of Hindi School and 33.33 percent of teachers of HSS & above institutions.

8.   The problem with insufficient number of training institution/centres in the state was faced by 33.97 per cent of Hindi teachers.   The most affected teachers were from Hindi schools and HSS & above institutions as 53.33 per cent 41.67 per cent respectively reported this problem. Only 28.75 percent of teachers of Government schools and 23.33 per cent of teachers of Private English Medium schools highlighted this problem.

9.   Other problems highlighted by small percentages of Hindi teachers from different types of institutions were; a) Training imparted to us does not help much to improve teaching and b) Insufficient duration of training, which was a big problem for more than half (56.25%) of the teachers of Government schools.

Problems Relating to Their Service Condition

10.   Insecurity of service was confronted by 50.24 per cent of Hindi teachers. This was a big problem for the teachers of Hindi schools and Private English Medium schools as all the teachers reported this problem.

11.   The 'Irregular payment of salary' was a big problem for teachers of Government schools who worked under CSS scheme as 51.25 per cent reported this problem and for 20 per of teachers of Private English Medium schools.   This problem had the total percentage of 25.36.   The problem 'the post is under CSS and not permanent' was faced only by the teachers of Government schools who worked under this scheme.

12.   All the teachers of HSS & above institutions and 48.75 per cent of teachers of Government schools had no problems relating to their service condition.

Part B: Problems of Students

Problems Relating to Learning Hindi Subject

1.   The first and biggest problem of the students was inadequate exercises in Hindi textbooks with the percentage of 22.48.   The most affected students were from Hindi schools as 41.33 per cent were confronted with this problem, followed by 34 per cent of students of HSS & above institution, 24.58 per cent of Government schools and 15.55 per cent of Private English Medium schools.

2.   Difference of the scrip from Mizo was the problem faced by 20.82 per cent of students. Again, the most affected students were from Hindi schools as 36 per cent were reported this problem, followed by 22.08 per cent of students of Government schools, 17.22 per cent of students of Private English Medium schools and 16 per cent of students of HSS & above institution.

3.   There were students of Private English Medium Schools and Government Schools who were not interest in the subject. Among the students who reported their problems were 18.05 and 22.5 percent of students respectively.   The overall percentage was 16.41.

4.   The problem 'lack of comprehension of grammar rules' was confronted by 32 per cent of students of Hindi schools, 14 per cent of students of HSS & above institution, 11 per cent of students of Private English Medium schools and 10.83 per cent of Government schools.

5.   'Lack of motivation for the subject' and 'Lack of knowledge of Hindi vocabulary' were the problem highlighted by 9.10 per cent and 7.44 per cent of students only.

6.   Only 12.22 per cent of the students of Private English Medium schools were confronted with the problem of unable to read the Hindi scrip by themselves.

7.   The problem of 'being shy and scared of speaking in Hindi' was faced by 5.93 per cent of students only. There were also 20 percent of students of HSS& above institutions who have no problem at all in learning Hindi subject.

Problems Relating to the Medium of Instruction

8.   Too much use of Mizo language by teachers in teaching which hampers learning of Hindi was the problem confronted by 39.31 per cent of students. This was a big problem for the students of Hindi schools and students of Government schools as more than half of the students i.e. 58.67 per cent and 50.83 per cent respectively were reported this problem. For 29.72 per cent and 20 per cent of students of Private English Medium schools and HSS & above institutions respectively were also highlighted this problem.

9.   The use of only Hindi in teaching makes it difficult to understand many important concepts' was the problem faced by 27.03 per cent of students. Out of these, the students of Private English Medium schools were mostly affected as 31.11 percent were confronted with this problem, followed by 30.67 per cent of students of Hindi schools, 21.25 per cent of Government schools and 20 percent of HSS & above institutions.

10.   There were students (18.61 %) of Private English Medium Schools whose problem was the frequent use of English in Hindi class as it creates difficulty to understand many important concepts. The overall percentage was 9.24.

11.   There were also 24.41 per cent of students who have no problem relating to the medium of instruction. From HSS & above institution there were as many as 56 percent of students who have no problem followed by 13.88 and 11.66 percent of students of Government schools and Private English Medium schools respectively.

Problems Relating to Curriculum, Syllabi and Textbooks

12.   'Curriculum/Syllabi not need based and not interesting was the problem faced by 40.69% of students. This was a big problem for 60 per cent of students of Private English Medium schools but for other types of schools/ institutions it was not that that big as the percentages of students highlighted it ranged from 20 to 22.08 percent only.

13.   The problem 'too theoretical which hinders interest in the subject' was a big problem for students of Hindi schools as more than half of the students (i.e. 50.66%) confronted this problem.   But for other schools or institutions it did not seem a big problem as the percentage range from 30, 21.94 and 18.75 percent of students of HSS & above, Private English Medium Schools and Government respectively.

14.   There were 48.33% of students of Government schools who thought that their textbook was not challenging as Roman scripts accompany Hindi scripts. However, the overall percentage was 16 only.

15.   Relating to their curriculum, syllabi and textbook, almost half of the students (i.e. 48%) of HSS & above institutions reported that they had no problem.

Problems of Students Relating to Hindi Language Skills

16.   More than half of the students of Hindi Schools and Government schools with the percentage of 61.33and 50.41 respectively reported that they found grammar exercises too difficult. This was also a problem for 42 percent and 41.38 percent of students of HSS & above institutions and Private English Medium schools respectively. The overall percentage was 46.48.

17.   'Difficulty in speaking' was the problem faced by 26.34 per cent of students. The students of Government schools were most affected as 38.75 per cent HSS & above institutions, 32 per cent of Hindi schools and the least affected students were from Private English Medium schools with 15.83 per cent.

18.   The problem of weakness in listening skills was faced by 15.72 per cent of students. None of the students of HSS & above institutions confronted this problem while students of different types of schools were ranging from 10.66 to 20 per cent.

19.   The problems of weakness in reading skill and weakness in writing skills were confronted by 8.69 per cent and 8 per cent of students respectively.

5.2.0. Recommendations for Improvement of Hindi Education in Mizoram

Based on findings of the present study, certain recommendations have been made for improvement of Hindi education in Mizoram. These are as given below:

1.   Courses offered at Primary and Middle level should be made so simple and attractive so as to develop confidence and interest in students in learning Hindi subject. The intellectual capacity of non Hindi speaking learners needs to be taken into consideration while prescribing the courses and/or textbooks.

2.   Courses offered at High School level should be revised at frequent intervals. Removal of roman script from Hindi textbooks may be thought of as it may lead to too much dependence on roman script which may hamper the ability of the students to read Hindi script.

3.   Curriculum/ Syllabi or textbooks should be made in the context of Mizoram especially at below High School stage. As the Script is very different from Mizo Script, it is very important to create familiar circumstances in order to draw students' attention.

4.   More emphasis should be given to spoken Hindi at every stage of education to enable the students to communicate with people from other parts of the country in Hindi.

5. Mizoram Hindi Prachar Sabha should revise the courses prescribed by it more frequently in order to keep them in tune with new developments.

6. Mizoram Hindi Prachar Sabha should monitor the quality of Hindi education imparted to students by Hindi schools affiliated to it as far as possible as it is a responsible body for academic matters of Hindi schools in Mizoram.

7. Students of Hindi Schools under Mizoram Hindi Prachar Sabha should be encouraged to pursue general education courses also, at least in open or distance mode in order to enhance their knowledge as well as their all round development.

8. The duration of various stages of education i.e., from school to graduate level under Mizoram Hindi Prachar Sabha needs to be lengthened in conformity with that of general education. In other words, the practice of skipping classes and jumping from class IV to VI, VI to VIII, VIII to X, X to XII and having undergraduate course of one and a half year duration in Hindi schools under MHPS needs reforms as passed out students are generally not up to the expectation of the public in Hindi language.

9. Hindi teachers in schools should try to improve the quality of Hindi education that they impart to students. They should ensure that their students are able to speak fluently in Hindi and are able to write Hindi script correctly.

10. Training of teachers should be conducted more frequently in order to enhance teachers' competencies as well as fluency in the language by engaging efficient resource persons with sufficient duration of training.

11. Hindi Departments in 2 Government Colleges in Mizoram are run without the required number of regular teachers. As inadequate number of teachers hampers the development and spread of Hindi in the State, Government of Mizoram should recruit more teachers to teach and promote Hindi among College students.

12.   Adequate number of qualified teachers should be provided to Government schools to effectively teach Hindi subject to students. More Hindi teachers need to be recruited as majority of Hindi teachers in Schools are engaged on contractual basis.

13.   The discontinuance of B. Ed (Hindi) programme in Mizoram Hindi Training College is a serious concern in view of absence of any training programme in Hindi at this level in the whole State of Mizoram. The college should make serious efforts to qualify itself for running of B. Ed (Hindi) programme under Mizoram University. The State Government should equip the College with the required number of qualified teachers and infrastructural and academic facilities to enable it to obtain National Council for Teacher Education (NCTE) recognition for the course.

14.   The present system of Hindi education in Mizoram is not satisfactory. In order to make it more effective, a diagnostic study on the problems of Hindi education in the state is needed so as to draw out effective solutions for solving the problems.

15.   It should be ensured that general awareness on the need and importance of Hindi language is given to the learners and inhabitants of Mizoram as well from time to time.

16.   Hindi should firstly be introduced at lower primary level in the form of spoken Hindi.

17.   From middle level, Hindi Script should be introduced along with spoken Hindi.

18.   The authority for the promotion and propagation of Hindi language in Mizoram should ensure effective teaching learning process by providing the essential equipments like language laboratory, audio – visual aids etc., to the imparting institutions.

19.   The Government should take necessary steps to include Hindi subject in Higher Secondary Schools as one of the optional subjects.

20.   In order to effectively propagate and promote Hindi language in Mizoram, the Government should open or run separate directorate for Hindi education.

21.   Government of Mizoram through Hindi Wing of Directorate of School Education should monitor the quality of Hindi education imparted to students by Government schools in the state. It should ensure that school students in Mizoram acquire at least the basics of Hindi required for a student to communicate to Hindi speaking people while he is in other parts of the country.

22.   Government of Mizoram should make commitment to take over Hindi teachers recruited under Centrally Sponsored Scheme and should fulfill its commitment when the scheme is over.

5.3.0. Suggestion for Further Research

    The present study reveals the status of Hindi education and problems faced by Hindi teachers and students in Mizoram. It is anticipated that some researchers would venture into this area in the near or far future. The investigator, therefore, suggests the following for further research:

1.   An experimental research is required for studying the effectiveness of the present method of teaching Hindi in Mizoram and a new method for drawing out the best method for imparting the language.

2.   A study of educational values in the textbooks of Hindi at the different levels of education in Mizoram.

3.   A diagnostic study of errors in written Hindi of secondary students of Central and State Government schools in Mizoram.

4. An investigation into the basic Hindi vocabulary of children from Class V to X in Mizoram state.

5. Studies on the basic vocabulary in Hindi for Non-Hindi speaking students in Mizoram.

6. A critical study of the prescribed textbooks in Hindi from standards V to X in Mizoram state with a view to their improvement.

7. A comparative study of letter method and sentence method of teaching Hindi at the lower level from standards V to X in Mizoram.

8. An experimental study on the effect of mother tongue in the acquisition of third language.

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APPENDIX – A

Personal Data Sheet for Hindi Teachers at Different Stages of Education in Mizoram.

Name of the Teacher: _____

Name of the School/ District: _____

GENDER		AGE IN YEARS			
Male	Female	Under 25 yrs	25 – 35 yrs	35 – 45 yrs	Over 45 yrs

ACADEMIC QUALIFICATION		
GENERAL EDUCATION	HINDI EDUCATION	PROFESSTIONAL QUALIFICATION

NUMBER OF YEARS IN SERVICE				MODE OF RECRUITMENT		
Below 10yrs	10 – 20 yrs	20 – 30 yrs	Above 30 yrs	Regular/ permanent	Adhoch/ contract	Centrally sponsored scheme (CSS)

TRAINING UNDERGONE		
NAME OF TRAINING	*NAME OF INSTITUTE IMPARTING TRAINING*	*DURATION OF TRAINING (DATES)*

CLASSES TAUGHT					
Primary Section	Middle Section	High School Sec	HSS Section	BA	MA

APPENDIX – B

QUESTIONAIRRE FOR HINDI TEACHERS FOR STUDYING THEIR PROBLEMS AND PERCEPTION

A. PROBLEMS

1.   What are the problems faced by you relating to teaching Hindi Subject?

i)   Difference of the script from the Alphabets of English/ Mizo, which is commonly known to the students.   (   )
ii)   Unimportance attached to the subject due to non-inclusion of Hindi in Board examination.   (   )
iii)   Ignorance if students about the importance of Hindi language.   (   )
iv)   Weakness of students in spoken Hindi.   (   )
v)   General weakness of students in the subject.
vi)   Any other_____

2.   What are the problems relating to teaching learning facilities?

i)   Absence of computer for typing Hindi Script.   (   )
ii)   Absence of language laboratory.   (   )
iii)   Absence of audio-visual aids in school.   (   )
iv)   Inadequate number of teaching-aids.   (   )
v)   Any other__ _____

3.   What problems do you faced relating to training and professional development?

i)   Lack of opportunity to undergo training.   (   )
ii)   Insufficient number of training institutions/centres in the state. (   )
iii)   The training imparted to us does not help much to improve teaching.(   )
iv)   Duration of training is not sufficient.   (   )
v)   Any other_____

4.   What are the problems relating to service condition?

i)   Irregular payment of salary.   (   )
ii)   No security of service.   (   )
iii)   The post is under CSS and not permanent.   (   )
iv)   Any other_____

B. PERCEPTION

5.   What is your perception about the present system of Hindi education in Mizoram?

i)   Good enough   (   )
ii)   Satisfactory   (   )
iii)   Unsatisfactory.   (   )
iv)   Any other_____

6.   How do you find the prevailing method of teaching Hindi in Mizoram?

i)   Good enough   (   )
ii)   Satisfactory   (   )
iii)   Unsatisfactory   (   )
iv)   Any other_____

7.   How do you find the achievement of students in Hindi?

i)   Good enough   (   )
ii)   Satisfactory.   (   )
iii)   Unsatisfactory.   (   )

8.   What is your perception about the present curricula/syllabus?

i)   Good enough   (   )
ii)   Satisfactory   (   )
iii)   Unsatisfactory   (   )
iv)   Any other_____

9.   How do you find the introduction of Hindi for the first time at class V?

i)   Class V is best for the introduction of Hindi as subject of study.   (   )
ii)   It is too early to introduce Hindi from class V   (   )
iii)   It is too late to introduce Hindi from class V   (   )
iv)   Any other_____

10.   What is your perception about the non-inclusion of Hindi subject in HSLC examination?

i)   It is good and should never be included.   (   )

ii)   It is good for the time being but attempt should be made for its inclusion after sometime.   (   )

iii)   It is bad and action should be taken immediately for its inclusion.   (   )

iv)   Any other_____

11.   How do you find the absence of Hindi as an elective subject at higher secondary stage?

i)   It is good as offering the subject would invite many problems for the state government.   (   )

ii)   It is not fair not to include Hindi as an elective subject.   (   )

iii)   It is good for the time being but efforts should be made for its inclusion in the near future.   (   )

iv)   Any other_____

APPENDIX – C

Personal Data Sheet for Studying the Background of Hindi School Students

1. Name of the student:_____
2. Age of the students in years:_____
3. Sex:_____
4. Village/ Locality:_____
5. Class reading:_____

6. Academic Background:

Examination Passed	School from where passed	Division	Percentage of Marks	Distinction achieved, if any
PSLC				
MSLC				
HSLC				
HSSLC				
BA				

7. Father's Educational Qualification:

Illiterate	Below HSLC	HSLC Passed	HSSLC passed	Graduate & Above

8. Mother's Educational Qualification:

Illiterate	Below HSLC	HSLC Passed	HSSLC passed	Graduate & Above

9. Father's Occupation:

Farmer/ Cultivator	Small Business	Government Servant	Any other, please specify

10. Mother's Occupation:

Farmer/ Cultivator	Small Business	Government Servant	Any other, please specify

**QUESTIONAIRRE FOR STUDENTS FOR STUDYING THEIR
PROBLEMS AND PERCEPTION**

NAME_____

SCHOOL_____

A. PROBLEMS

1.   What are the problems you have faced relating to learning Hindi Subject?

i)	Inadequate exercises in Hindi textbooks.	(	)
ii)	Difference of the script from Mizo.	(	)
iii)	Not interested in the subject.	(	)
iv)	Lack of comprehension of grammar rules.	(	)
v)	Lack of motivation for the subject.	(	)
vi)	Lack of knowledge of the vocabulary.	(	)
vii)	Cannot read by myself.	(	)
viii)	Being shy and scared of speaking in Hindi.	(	)
ix)	No problem	(	)

2.   What are the problems relating to medium of instruction?

i)   Too much use of Mizo language in teaching hampers learning of Hindi.
                                                                                                      (   )
ii)   The use of only Hindi in teaching makes it difficult to understand many important concepts.   (   )
iii)   The frequent use of English in Hindi class makes it difficult to understand many important concepts.   (   )
iv)   No problem   (   )

3.   What are the problems relating to curriculum/ syllabus and textbook you are offered?

i)   Curriculum/Syllabus not need based and not interesting.   (   )
ii)   Too theoretical which hinders interest in the subject.   (   )
iii)   Not challenging as Roman scripts accompany Hindi scripts in textbooks.
                                                                                                      (   )
iv)   No problem   (   )

4.   **Which problems do you face in the following?**

i)   Finding grammar exercises too difficult.   (   )
ii)   Difficulty in speaking.   (   )
iii)   Weakness in listening skill.   (   )
iv)   Weakness in reading skill   (   )
v)   Weakness in writing skill   (   )
vi)   None   (   )

B. PERCEPTION

5.   **What is your perception about the present system of Hindi education in Mizoram?**

i)   Good enough   (   )
ii)   Satisfactory.   (   )
iii)   Unsatisfactory.   (   )
iv)   Any other_____

6.   **How do you find the prevailing method of teaching Hindi in Mizoram?**

i)   Good enough   (   )
ii)   Satisfactory.   (   )
iii)   Unsatisfactory   (   )
iv)   Any other_____

7.   **What is your perception about the present curricula/syllabus?**

i)   Good enough   (   )
ii)   Satisfactory.   (   )
iii)   Unsatisfactory
iv)   Any other_____

8.   **How do you find the introduction of Hindi for the first time at class V?**

i)   Class V is best for the introduction of Hindi as subject of study.(   )
ii)   It is too early to introduce Hindi from class V   (   )
iii)   It is too late to introduce Hindi from class V   (   )
iv)   Any other_____

9. **What is your perception about the non-inclusion of Hindi subject in HSLC examination?**

i) It is good and should never be included. ( )
ii) It is good for the time being but attempt should be made for its inclusion after sometime. ( )
iii) It is bad and action should be taken immediately for its inclusion. ( )
iv) Any other_____

10. **How do you find the absence of Hindi as an elective subject at higher secondary stage?**

i) It is good as offering the subject would invite many problems for the state government. ( )
ii) It is not fair not to include Hindi as an elective subject. ( )
iii) It is good for the time being but efforts should be made for its inclusion in the near future. ( )
iv) Any other_____

APPENDIX – E

INTERVIEW SCHEDULE FOR MIZORAM HINDI TRAINING COLLEGE

1. **Budget allocation: Budget allocated by the State Government/ Central government**

YEARS	NON-PLAN	PLAN	CSS	TOTAL(in lakh)

2. **Infrastructural facilities:**

Facilities	Availability		Number of rooms/ unit	Area in sq.m
	Yes	No		

3. **Courses, intake, eligible, duration and admission procedure**

Courses offered	Hindi Shikshan Parangat	Hindi Shikshan Praveen	Hindi Shikshak Diploma

4. Number of teaching and non- teaching staff

Designation	Number	Name of Faculty	Educational qualification	
			General	Hindi

5. Year Wise Distribution of Enrolment in MHTC:

Name of Course	2010	2011	2012	2013	2014	2015	2016	2017
Hindi Shikshan Parangat								
Hindi Shikshan Praveen								
Hindi Shikshak Diploma								

6. Methods of Teaching Adopted in MHTC

Lecture Method	
Discussion Method	
Activity Method	
Demonstration Method	

7. Activities for Internal Assessment & Weightages of Marks in MHTC

Internal Assessment	Weightages of Marks

8. Evaluation Procedure Adopted in MHTC

Types	Weightage of Marks
Internal Assessment	
External Assessment	
Practice Teaching	

9. Year – Wise Distribution of Examination Results:

Name of Course	2010	2011	2012	2013	2014	2015	2016	2017
Hindi Shikshan Parangat								
Hindi Shikshan Praveen								
Hindi Shikshak Diploma								

HINDI EDUCATION IN MIZORAM: STATUS AND PROBLEMS

ABSTRACT

BY

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EDUCATION DEPARTMENT

Submitted in Partial Fulfilment for the Degree of Doctor of Philosophy in Education of Mizoram University, Aizawl

Introduction:

  Knowing that languages have an important role to play in national integration of India, Union government has been taking necessary steps for spreading Hindi language. As a result, three language formulae have been adopted in Mizoram which results in the introduction of Hindi in the state's education system. Hindi education was introduced in Mizoram way back in 1950s by Mizoram Hindi Prachar Sabha (MHPS). On the attainment of the status of Union Territory (UT) in 1972, propagation of Hindi was started in full swing by Government of Mizoram. In 1973 – 74, Hindi wing was established for the promotion and propagation of the language in Mizoram. During its span of existence, government, private and Hindi schools had produced a number of successful students in Hindi. However, considering the total population of the students in the state, the proportion of successful students in Hindi is still very low. Moreover, there were many students who have studied Hindi at formal educational settings from class V to X, but are still not able to speak or write the language.   The present study was conducted to find out the status and problems of Hindi education in Mizoram.

  This study revealed the status of Hindi education in Mizoram by analysing the courses offered by different stages of education, the enrolment pattern in Hindi subject at Higher secondary and above levels, background of students enrolled in Hindi schools and profiles of Hindi teachers at various levels of education. The study found out that the Hindi education is not yet popular amongst the students at Higher Secondary, College and University levels where the option for offering Hindi subject is made available. Moreover, the ratio of Hindi students and the total enrolment in the institution is very low. The background of students enrolled in (MHPS) Hindi schools run by Mizoram Hindi Prachar Sabha is inferior to that of general students. Most students were with poor academic background. Their parents are also with low educational qualification and are engaged in agricultural, farming and cultivation. Majority of the teachers engaged in teaching Hindi subject are with HSLC qualification and works at school level. Most of them are engaged on contractual basis. Hindi subject is more popular among girls.

Moreover, the perception of Hindi teachers and students about the status of Hindi education in Mizoram the problems faced by them on various aspects in the teaching learning process are also studied by administering questionnaire prepared by the investigator. The present study reveals majority of Hindi teachers and students view that the prevailing method of teaching Hindi and their present curriculum are unsatisfactory. The introduction of Hindi from class V is also perceive as too late by majority of both students and Hindi teachers. The problem that is common for Hindi teachers and students is the difference of the Hindi script from Mizo script. Absence of computer for typing Hindi script and language laboratory are a big problem for most of the Hindi teacher in Mizoram. Students faced many problems relating to learning Hindi subject.

Operational Definitions of the Term Used:

Hindi education: Hindi education in the present study refers to Hindi as a subject of study imparted at different stages of education.

Status: In the present study the term 'Status' refers to the present position or existing condition.

Problem: Problems in the present study means a situation, person or thin that needs attention and needs to be dealt with or solved.

Objectives of the Study:

The following are the objectives of this research:-

1. To examine the courses of studies offered by educational institutions at different stages of education in Mizoram.

2. To study the enrolment pattern and work out the enrolment ratio in Hindi subject at higher secondary, college and university levels of education in Mizoram.

3. To analyze the backgrounds of students enrolled in Hindi schools in Mizoram.

4. To analyze the academic achievements of students in Hindi Subjects at different levels of education for three consecutive years.

5. To prepare and analyze profiles of Hindi teachers at different levels of school education in Mizoram.

6. To examine the procedures of recruitment of Hindi teachers at different levels of school education in Mizoram.

7. To study the status of Hindi teacher training college in Mizoram.

8. To study the perceptions of teachers and students about the status of Hindi education in Mizoram.

9. To examine the problems faced by Hindi teachers and students at different stages of education in Mizoram.

Methodology:

Since the present study is a descriptive research, case study method and survey method were employed. The study can also be described as qualitative and quantitative research as it employs both qualitative and quantitative analysis of data.

Population and Sample:

The present study has two main types of population and sample. These are:

1. Population and Sample of Teachers: All the teachers teaching Hindi subject in any educational institution in Mizoram constituted the population of teachers. These include:

i) Teachers of Hindi Schools affiliated to Mizoram Hindi Prachar Sabha.

ii) Hindi teachers of Private English Medium Schools where Hindi subject is taught from Class III to Class X.

iii) Hindi teachers of Government Schools where Hindi subject is taught from Class V to Class X.

iv) Hindi teachers of Higher Secondary Schools, Colleges and Teachers of Hindi Department, MZU.

From the population of teachers of Hindi schools, Private English medium schools and government middle and high schools, samples were selected by following cluster sampling method followed by simple random sampling technique.

First of all, the existing 8 districts of Mizoram were considered as 8 clusters, and four districts namely Aizawl, Lunglei, Kolasib and Champhai were randomly selected to form 4 clusters of Mizoram. From each sample district, equal numbers of schools were randomly selected. However, in the case of Kolasib district, the number of Hindi schools selected is less than that of other sample districts due to existence of only 3 Hindi schools in the District.

In the case of Higher Secondary School and above level institutions, the sample districts could not be covered due to the following reasons:

i) Out of 164 Higher Secondary Schools existing in Mizoram, only 7 Higher Secondary Schools offered Hindi as a subject of study. As the number of Higher Secondary Schools offering Hindi as a subject of study was very few, all of them were covered in the present study.

ii) Among the colleges in Mizoram, only 2 (two) of them namely, Government Aizawl College, Aizawl and Government Kamalanagar College, Chawngte offered Hindi as an elective or MIL subject and thus both of them were covered in the present study.

iii)   Mizoram University (a Central University), the only university in the state having Hindi Department as Academic Department was covered in the study.

The number of educational institutions covered in the present study is as shown in the following table.

Table 1

Distribution of Sample of Schools/Institution

School/Institution	Aizawl	Lunglei	Kolasib	Champhai	Total
Hindi Schools	**4**	**4**	**3**	**4**	**15**
Pvt. English Medium Schools (Primary, Middle & High School)	18	18	18	18	52
Government Schools (Middle & High School)	12	12	12	12	48
Higher Sec. School					7
Colleges					2
University					1
Total					125

Thus, from 125 educational institutions of various types spread in 4 sample districts of Mizoram, sample of teachers were drawn. All Hindi teachers from sample educational institutions who were present in their respective schools/institutions on the day of data collection were taken as sample teachers. The number of sample teachers is shown in table 2.

Table 2

Distribution of Sample Hindi Teachers

Types of Educational Institution	Teachers	Students
Hindi Schools	45	75
Private English Medium School	60	360

Government Schools:
   a) Middle School
   b) High School
	80	240

Higher Secondary School & above Institution
   a) Higher Secondary School
   b) College
   c) University
	24	50

Total	209	725

2. Population and Sample of Students: All the students offering/studying Hindi subject in any educational institution constituted the second group of population.

Sampling procedure followed for selection of students for the present study was same as that of teachers. Sample students were taken from various types of educational institutions identified from the 4 sample districts. Thus, from 125 educational institutions of various types spread in 4 sample districts of Mizoram, sample of students were drawn. 5 students each from sample educational institutions who were present in their respective schools/institutions on the day of data collection were taken as sample students. The number of sample students is shown in the above table 2.

Tools Used:

For the collection of data, the investigator used the following tools:

1. Personal data sheet for Hindi teachers at different stages of education in Mizoram for preparing their profile.

2. Questionnaire for Hindi teachers for studying their problems about the status and prospect of Hindi education in Mizoram.

3. Personal data sheet for Hindi school students for studying their background.

4. Questionnaire for students for studying their problems about the status and prospect of Hindi education in Mizoram.

Collection of Data

Data collected for present study can be broadly divided into two parts; i.e., secondary data and primary data.

Secondary data were used for studying the status of Hindi education in Mizoram. They were collected from annual publications of Directorate of School Education, annual report of Mizoram University (MZU), Mizoram Board of School Education (MBSE), State Council of Educational Research and Training (SCERT), Directorate of School Education (DSE), websites of National Council of Educational Research and Training (NCERT), Mizoram University, Kendriya Vidyalaya Sansthan, Mizoram Hindi Training College and Directorate of School Education.

Primary data were collected by the investigator by visiting the sample schools and administering the tools to sample Hindi teachers and students. A total of 209 Hindi teachers responded to both Personal data sheet and questionnaire for studying their problems and perception about the status of Hindi Education in Mizoram. Personal data of Hindi school students were collected from 75 students. Besides, data on problems of students and their perception about the status of Hindi Education in Mizoram were collected from 725 students who responded the questionnaire prepared for this. Regarding Mizoram Hindi Training College, the investigator personally visited the College, observed the physical infrastructure and facilities and interviewed the staff.

Findings of the Study

1.   *Courses of Studies Offered by Educational Institutions at Different Stages of Education in Mizoram*

1.   At Primary and Middle School level, Government as well as Private English Medium schools in Mizoram offered courses named Joytimay prescribed by SCERT from 2018 – 19 session. While Government schools offered Joytimay 5,6,7,8 from class V to VIII respectively, Private English Medium schools taught Joytimay 3 to 8 from class III to VIII respectively. Besides, schools in Mizoram affiliated to Central Board of Secondary Education (CBSE) offered course prescribed by National Council of Educational Research and Training (NCERT) named Rimjhim Bhag I, II, III, IV & V for classes I to V respectively and Vasant Bhag I, II, III for classes VI to VIII respectively.

2.   At High School Stage, both Government and Private Schools offered the same courses in Hindi Subject i.e., Mizoram Hindi which was prescribed by Mizoram Board of School Education.   The subject was taught as graded subject. Unfortunately, Hindi was not included as compulsory subject in the Board Examination. It was offered only as Modern Indian Language (MIL) subject in the Board Examination the course of which was same as MIL prescribed by CBSE.

3.   In Mizoram, Mizoram Institute of Comprehensive Education (MICE) was the only Higher Secondary School under Government of Mizoram which was affiliated to Central Board of Secondary Education (CBSE) and the courses offered for Hindi Subject was CBSE courses. Besides MICE, there were six Higher Secondary Schools where Hindi was offered up to Higher Secondary School stage and their courses of studies were as prescribed by CBSE. In the Board Examination of HSSLC, Hindi was also offered as MIL subject.

4.   Government Aizawl College, Aizawl and Government Kamalanagar College, Chawngte were the only colleges where Hindi Subject was offered. There was one

paper each for 1st to 4th semester, while in the 5th and 6th semesters there were 4 papers each. Both the colleges also offered Hindi as MIL paper in their respective colleges. MIL was offered in 3rd semester only in the entire degree course. The courses were prescribed by the affiliating University, i.e. Mizoram University.

5.   Courses offered for M.A. (Hindi) Programme by Mizoram University was under Choice Based Credit System (CBSE) having a total of 88 credits; 22 credits in each Semester. The course consisted of Foundation Course (FC) of 8 credits, Core Course (CC) of 60 credits, Soft Course (SC) of 16 credits and Open Elective (OE) of 4 credits.

6.   The duration of the different courses offered in Hindi Schools affiliated to Mizoram Hindi Prachar Sabha was one year each except for BA which was one and half year duration. The textbooks had been prepared and published by the Mizoram Hindi Prachar Sabha. At Prathama (Class IV) there were 2 subjects/textbooks, 4 subjects/textbooks for Madhyama (Class VI). At Praveshika (Class VIII) there were 5 subjects/textbooks while at Prabodh (Class X) and Visharad (Class XII) there were 7 subjects/textbooks each. At the stage of Praveen (BA), a student had to study 7 papers; 4 papers in 1st year and 3 papers in 2nd year.

2.   Enrolment pattern and Ratio in Hindi Subject at Higher secondary, College and University Levels of Education in Mizoram

1.   The number of students opting for Hindi Subject was very low in comparison to other subjects.

2.   Regarding the enrolment pattern in Hindi subject there were more girl students than boy students. At the every level of Higher Secondary, College and University girls led over boys in three consecutive years. It seems like the higher the stage the wider the gap between male and female enrolment.

3.   The highest gap found in the enrolment ratio was at college level with the gap of 1:**77**1, 1:844 & 1:776 in the year 2014-15, 2015-16 & 2016-17 respectively. The closest gap was found in Higher Secondary Level with the ratio of 1:271, 1:234 & 1:223 in the year 2014-15, 2015-16 and 2016-17 respectively.

3.   *Backgrounds of Students Enrolled in Hindi schools in Mizoram.*

1.   Majority (70%) of the students were aged between 15 to 24 years followed by the age group between of 25 to 29 years and 10 to 14 years of age.

2.   Majority (61%) of the students were female and the rest were male. This clearly shows that Hindi education was more popular among girl students in Mizoram.

3.   At all levels, majority of the sample students were the product of Government Institutions with the increasing percentage of 71 in PSLC, 71 in MSLC, 96 in HSLC and cent per cent in HSSLC.

4.   Regarding the divisions in which students passed, III division was the division in which the highest percentage of students passed at different levels of education.

5.   The highest percentage of the parents (41% of the fathers and 51% of the mothers) was below HSLC while there were only 11 per cent of the fathers and 1 per cent of the mothers who were graduates. The next highest percentage of both the fathers and the mothers were HSLC and HSSLC passed.

6.   Farming/cultivating was the occupation of highest percentage of parents, i.e. 45 per cent and 38 per cent of fathers and mothers respectively. The next highest percentage (28% each) of occupation of parents was small business. While government servants formed the third largest percentage of the fathers, housewives constitute the third largest percentage of the mothers.

4.   *Academic Achievement of Students in Hindi subjects at Different Levels of Education for Three Consecutive Years*

1.   The Mizoram Hindi Prachar Sabha conducted the examinations of Prabodh (Cl-X), Visharad (Cl-XII) and Praveen (BA) in Mizoram every year. The largest number of candidate in various examinations was found in 2015.   In the following year, i.e., 2016, the number of candidate on various examinations declined. However, in the year 2017 the number increased up to 74, 79 & 101 at Prabodh, Visharad and Praveen respectively. Praveen had the highest pass percentage during this period, followed by the result of Visharad and lastly the result of Prabodh.

2.   The academic achievement of University was the best among Higher Secondary & above level institutions. The result of College had the lowest pass percentage. However, in every examination, most of the students passed in First Division. There were students who obtained third division at college level and also in stage of Higher Secondary School. In the case of Mizoram University where Choice Based Credit System (CBCS) was followed, passing in third division was not applicable as the minimum pass mark for each paper was 50 per cent.

4.   *Profiles of Hindi Teachers at different levels of school education in Mizoram*

1.   Majority of Hindi teachers in Mizoram (78.46%) were 26 to 45 years of age.

2.   Majority of Hindi teachers in Mizoram (65.55%) were females.

3.   Among Hindi teachers in Mizoram, High School teachers constituted the highest percentage (34.44%) per cent followed by Middle School teachers, Primary School teachers and Higher Secondary School teachers. While University teachers and College teachers formed only 2.39 per cent 6.69 per cent respectively.

4. In terms of general education, the largest number of sample Hindi teachers i.e., 34.44 per cent was HSSLC passed. University and College teachers were the only sample teachers who possessed the degree of M.Phil and Ph. D.

5. In Hindi educational qualification, 43.06 per cent of the teachers were graduate (Praveen) while 23.44 per cent of them were Visharad (PU level) followed by Prabodh (10 standard) and Praveshika (8 Standard) which constituted 7.65 per cent and 1.91 per cent respectively. Trained teachers constituted 58.37 per cent of sample Hindi teachers.

6. The highest percentage (35.40) of Hindi teachers was made up by the teachers who had served for 11-20 years followed by teachers (30.14%) who were with 1-10 years of teaching experiences.

7. More than half of the Hindi teachers i.e., 54.54 per cent were appointed on contractual basis. Regular teachers constituted only 25.83 per cent of the teachers and the rest were appointed under Centrally Sponsor Scheme (CSS).

6. ***Procedures of Recruitment of Hindi Teachers at different levels of School Education in Mizoram***

1. The recruitment rules of Hindi teachers of Middle school and High school under the Government of Mizoram were called The Mizoram Education and Human Resources Development Department (Group 'B' Post) recruitment rules, 2012. The pay band and grade pay were same for middle school and high school teachers which was PB -2^9,300 – 34,800 and GP^4600. Age limit for direct recruitment was also same for both the teachers i.e., 18 by– 30 years. Upper age limit was relax able by 5 years for scheduled caste/ scheduled tribes.

Regarding the educational and other qualifications, the criteria for the Hindi teacher of Middle school were: (1) Hindi Praveen (Mizoram)/ Madhyama

(Allahabad/R.B. Ratna (Wardha) and HSSLC with Hindi Shikshak Diploma course / Hindi Shikshak Praveen/ Hindi Shikshan Parangat. OR Graduate in general education from recognised University with Hindi as one of the subjects plus Hindi Shikshak Diploma / Hindi Shikshan Praveen/ Hindi Shikshan Parangat. (2) Working knowledge of Mizo language upto middle school standard.

The criteria for the Hindi teacher of High school were: (1) Hindi Praveen (Mizoram)/ Madhyama (Allahabad/R.B. Ratna (Wardha) and Graduate with Hindi Shikshan Hindi Shikshan Parangat. OR Graduate in general education from recognised University with Hindi as one of the subjects with Hindi Shikshan Parangat. (2) Working knowledge of Mizo language upto middle school standard.

2.   Both governments i.e. (central and state) classified Post graduate teachers or Lecturers as Group 'A' gazetted. In the case of their scale of pay, the Government of Mizoram offered higher salary at the entry i.e., PB – 3 Rs.15600-39100 with Grade Pay of Rs.5400/- while Central Government offered PB – 3 Rs. 9300-34800 with Grade Pay of Rs. 4800/- and at senior scale Government of Mizoram offered PB – 3 Rs. 15600-39100 with Grade Pay of Rs. 6100/- while Central Government offered PB – 3 Rs.15600-39100 with Grade Pay of Rs.5400/- and at selection scale both governments offer same salary which was PB – 3 Rs.15600-39100 with Grade Pay of Rs.6600.

There was no lower age limit under Central Government whereas 18 years of age was the lower age limit under Mizoram Government. The upper age limit of Central Government was 40 while 35 was the upper age limit under Mizoram Government. Age relaxation for SC/ST (i.e 5 yrs) and other categories was applicable under the Government of India rules, whereas the relaxation was provided for SC/ST only under Mizoram Government Rules.

 In the case of educational qualification, the Central Government demanded a master degree with at least 50% in Hindi or Sanskrit (with Hindi as one of the subject of Graduate level) with B.ed., and proficiency in teaching in Hindi and English

media. On the other hand, the Mizoram Government demanded a 2nd class master degree in Hindi with B. Ed or its equivalent from institutions recognised by NCTE., and working knowledge of Mizo language at least Middle School Standard.

8. *Status of Hindi Teacher Training College available in Mizoram*

1. Mizoram Hindi Training College (MHTC) was the only training college in Mizoram that imparted in-service and pre-service teachers training. It obtained its recognition from National Council for Teacher Education (NCTE), Bhubaneswar in the year 2003 and its courses and syllabus were claimed to be fully in accordance with the norms of NCTE. In 2018, MHTC withdrew its affiliation from Central Institute of Hindi (CIH), Agra and sought for permission to start B.Ed (Hindi) programme under Mizoram University (MZU). The permission was obtained from Government of Mizoram and from MZU. However, MZU insisted the College to obtain NCTE recognition for the course to become eligible for its affiliation. The matter of obtaining NCTE recognition for B.Ed (Hindi) for Hindi programme was still under process.

2. The budgets received were under non-plan, plan and CSS (Centrally Sponsored Scheme). The budgets under non – plan and plan were received regularly till 2016 – 17 session. But from 2017 – 2018 session the budget received was only under non – plan till today. In the academic sessions 2008 – 09 and 2012 – 13 the college received funds from CSS.

3. The land owned by the College had an area of 15428.93sq/m. As per the norms and standard of National Council for Teacher Education (NCTE) regulation 2014, the institution was required to have an infrastructure where each item should include facilitation for person with disability (PWD). Regarding this, the buildings in the campus were not barrier free and not friendly for PWD. However, other requirements in terms of infrastructural facilities were met by the institution.

4.   The College offered three types of courses; those were Hindi Shikshan Parangat, Hindi Shikshan Praveen and Hindi Shikshak Diploma. In the case of B.Ed and D. El. Ed courses, the institution fulfilled the norms and standards of NCTE, regulation 2014 in terms of duration of the courses, intake capacity, admission procedure and eligibility criteria. However, the course of Hindi Shikshak Diploma or its equivalent was not mentioned in this regulation.

5.   There were 13 (including Principal) teaching staffs and 14 non − teaching staffs. The general qualification of all the teachers including Principal was Master of Art in Hindi except one teacher who possessed another Master degree in Information Technology. According to the norms and standards of NCTE regulation 2014, Regarding the educational and professional qualification of the teachers, only one teacher was not qualified, as MA in relevant subject with M.Ed was considered qualified in NCTE rules.

6.   The most commonly used method of teaching was lecture method which constitutes 50 per cent of teaching time. Another 50 per cent of teaching times were devoted to activity method which was given 20 per cent and to discussion method and demonstration method which took 15 per cent each of the teaching time.

7.   The internal assessment carried 20 per cent of the total marks. From that 20 per cent of marks, 5 per cent each were assigned to assignment, 1st and 2nd terminal examination, attendance and other activities.

8.   The average pass percentage of Hindi Shikshan Diploma was the best among them with the percentage of 80.68, followed by Hindi Shikshan Parangat with the percentage of 80.2 and Hindi Shikshan Praveen has the lowest pass percentage of students with 78.01 per cent.

9. *Perceptions of Teachers and Students about the Status of Hindi Education in Mizoram*

Part A: Perception of Hindi Teachers

1. Teachers who perceived the present system of Hindi education in Mizoram as unsatisfactory formed the highest percentage i.e. 57.42%. Among these, teachers of Hindi schools were most unsatisfied followed by teachers of HSS & above, teachers of Private English Medium schools and teachers of Government schools. While it was so, 27.75 per cent of the teachers found the present system of Hindi education in Mizoram as good enough and there were 14.83 percent of teachers who found the present system of Hindi education in Mizoram as satisfactory.

2. Majority of the teachers (76.56%) had a view that the prevailing method of teaching Hindi in Mizoram was unsatisfactory. However, there were also teachers who perceived the prevailing method of teaching Hindi in Mizoram as good enough and satisfactory with the percentage of 15.79 and 7.66 only respectively.

3. The achievement of students in Hindi was perceived as good enough by 48.80 per cent, satisfactory by 30.14 percent and unsatisfactory by 21.05 per cent of the teachers.

4. There were 62.20 per cent of teachers who perceived the present curriculum/syllabus and textbook as unsatisfactory. Meanwhile, there were also teachers who found the present curriculum/syllabus and textbook as good enough by 26.32 per cent and 11.48 percent of teachers viewed the present curriculum/syllabus and textbook as satisfactory.

5. More than half of the teachers i.e., 69.38% perceived the introduction of Hindi from class-V in Government schools as too late. On the other hand, there were 21.05 per cent of teachers who perceived that class V was best for the introduction of

Hindi as subject of study. Also, there were 10.05 percent of teachers found it as too early to introduce Hindi from class V.

6.   There were 56.94 per cent of teachers who perceived the non - inclusion of Hindi subject in HSLC examination as bad and they wanted that action should be taken immediately for its inclusion. Meanwhile, there were also 38. 28 per cent of teachers who perceived the non - inclusion of Hindi subject in HSLC examination as good for the time being but they thought that attempt should be made for its inclusion after sometime and only 4.78 per cent of teachers viewed that the non - inclusion of Hindi subject in HSLC examination was good and should never be included.

7.   The absence of Hindi as an elective subject at higher secondary stage was perceived as not fair by 55.50 per cent of teachers. The percentages of teachers of different types of schools/institutions who were with this statement range from 45.83 to 60 per cent. Rest of the teachers perceived the absence of Hindi as an elective subject at higher secondary stage as good for the time being.

Part B: Perception of Students

1.   There were 43.59 per cent of students who perceived the present system of Hindi education in Mizoram as unsatisfactory. However, 27.86 percent of students found the present system of Hindi education in Mizoram as good enough and 19.86 percent of students perceived the present system of Hindi education in Mizoram as satisfactory.

2.   The prevailing method of teaching Hindi in Mizoram was perceived as unsatisfactory by 67.72 per cent of students, good enough by 19.17 per cent of students and satisfactory by 13.11 percent of students.

3.   More than half of the students i.e. 58.21 per cent perceived that their present textbooks as unsatisfactory. While this was so, there were small percentages of students who found their present textbooks as good enough and as satisfactory.

4.   Students who perceived the introduction of Hindi from Class-V in government schools as too late formed the highest percentage of 58.07. On the other hand, there were also students who considered Class – V as best for introduction of Hindi. Another 14.62 per cent of students found it too early to introduce Hindi from class V.

5.   Majority of the students (65.51) perceived that the non – inclusion of Hindi subject in HSLC examination was good for the time being. Among them 37.10 per cent though that attempt should be made for its inclusion while 28.41 per cent of students wanted to never be included.   However, 31.72 per cent of students found it as bad and they thought that action should be taken immediately for its inclusion.

6.   The largest percentage of students i.e. 38.34% viewed the absence of Hindi as an elective subject at Higher Secondary Stage was not fair. The rest of students perceived absence of Hindi as an elective subject at Higher Secondary Stage as good for the time being.

9.   *Problems Faced by Hindi Teachers and Students at Different Stages of Education in Mizoram*

Part A: Problems of Hindi Teachers

Problems Relating To Teaching of Hindi Subject

1.   Difference of the script was the problem faced by highest percentage of Hindi teachers i.e., 47.37 per cent.   This was a big problem for teachers of Hindi schools and Private English Medium schools as more than 60 per cent of them were confronted with it. Only 36.25 per cent of teachers of Government schools and 48.83 per cent of teachers of HSS & above institutions reported this problem.

2.   The second highest percentage of Hindi teachers (29.19%) was faced with the problem 'unimportance attached to the subject due to non – inclusion of Hindi in Board examination'. This problem was faced by 45 per cent of teachers of Private English Medium schools and 42.5 per cent of teachers of Government schools.

3.   Other problems highlighted by small percentages of Hindi teachers from different types of institutions were: - a) Ignorance of the students about the importance of Hindi language; b) Weakness of students in spoken Hindi; and c) General weakness of students in Hindi language. While, weakness of students in spoken Hindi was a big problem for Hindi teachers of HSS & above institutions and Hindi schools as 54.17 per cent and 46.66 per cent respectively were confronted with this problem.

Problems Relating To Their Teaching Learning Facilities
4.   Absence of computer for typing Hindi Script was the biggest problem faced by 69.86 per cent of Hindi teachers. The most affected teachers were the teachers of Government schools (78.75%), followed by teachers of Private English Medium schools (70%) and 68.88 per cent of teachers of Hindi schools while only 29.17 per cent of teachers of HSS & above institutions confronted this problem.

5.   Absence of language laboratory was the second biggest problem mentioned by 56.94 per cent of Hindi teachers. This problem was faced by 67.5 per cent and 64.44 per cent of teachers of Government schools and Hindi schools respectively. Again, teachers of HSS & above institutions and Private English Medium schools were also highlighted this problem with the percentage of 41.66 and 43.33 respectively.

6.   Absence of audio-visual aids and inadequate number of teaching-aids were the problems faced by the teachers with the percentage of 27.75 and 18.19 respectively. For the teachers of Private English Medium schools, absence of audio-visual aids in their institution was a big problem reported by 40 per cent while for

teachers of other institutions those problems can be considered as minor problem as the percentages range from 12.5 to 27.5 only.

Problems Relating to Training and Professional Development of the Teacher

7.   Lack of opportunity to undergo training was the most common problem confronted by 38.28 per cent of Hindi teacher. This was a big problem for the teachers of Private English Medium schools as majority (76.66%) reported this problem followed by 57.77 percent of teachers of Hindi School and 33.33 percent of teachers of HSS & above institutions.

8.   The problem with insufficient number of training institution/centres in the state was faced by 33.97 per cent of Hindi teachers. The most affected teachers were from Hindi schools and HSS & above institutions as 53.33 per cent 41.67 per cent respectively reported this problem. Only 28.75 percent of teachers of Government schools and 23.33 per cent of teachers of Private English Medium schools highlighted this problem.

9.   Other problems highlighted by small percentages of Hindi teachers from different types of institutions were; a) Training imparted to us does not help much to improve teaching and b) Insufficient duration of training, but this was a problem for more than half (56.25%) of the teachers of Government schools.

Problems Relating to Their Service Condition

10.   'Insecurity of service' was confronted by 50.24 per cent of Hindi teachers. This was a big problem for the teachers of Hindi schools and Private English Medium schools as all the teachers reported this problem.

11.   The 'Irregular payment of salary' was a big problem for teachers of Government schools who worked under CSS scheme as 51.25 per cent reported this problem and for 20 per cent of teachers of Private English Medium schools.   This problem had the total percentage of 25.36.   The problem 'the post is under CSS and

not permanent' was faced only by the teachers of Government schools who worked under this scheme.

12.   All the teachers of HSS & above institutions and 48.75 per cent of teachers of Government schools had no problems relating to their service condition.

Part B: Problems of Students
Problems Relating to Learning Hindi Subject
1.   The first and biggest problem of the students was inadequate exercises in Hindi textbooks with the percentage of 22.48.   The most affected students were from Hindi schools as 41.33 per cent were confronted with this problem, followed by 34 per cent of students of HSS & above institution, 24.58 per cent of Government schools and 15.55 per cent of Private English Medium schools.

2.   Difference of the script from Mizo was the problem faced by 20.82 per cent of students.   Again, the most affected students were from Hindi schools as 36 per cent were reported this problem, followed by 22.08 per cent of students of Government schools, 17.22 per cent of students of Private English Medium schools and 16 per cent of students of HSS & above institution.

3.   There were students of Private English Medium Schools and Government Schools who were not interest in the subject. Among the students who reported their problems were 18.05 and 22.5 percent of students respectively.   The overall percentage was 16.41.

4.   The problem 'lack of comprehension of grammar rules' was confronted by 32 per cent of students of Hindi schools, 14 per cent of students of HSS & above institution, 11 per cent of students of Private English Medium schools and 10.83 per cent of Government schools.

5.   'Lack of motivation for the subject' and 'Lack of knowledge of Hindi vocabulary' were the problem highlighted by 9.10 per cent and 7.44 per cent of students only.

6.   Only 12.22 per cent of the students of Private English Medium schools were confronted with the problem of unable to read the Hindi scrip by themselves.

7.   The problem of 'being shy and scared of speaking in Hindi' was faced by 5.93 per cent of students only. There were also 20 percent of students of HSS& above institutions who have no problem at all in learning Hindi subject.

Problems Relating to the Medium of Instruction

8.   Too much use of Mizo language by teachers in teaching which hampers learning of Hindi was the problem confronted by 39.31 per cent of students. This was a big problem for the students of Hindi schools and students of Government schools as more than half of the students i.e. 58.67 per cent and 50.83 per cent respectively were reported this problem. For 29.72 per cent and 20 per cent of students of Private English Medium schools and HSS & above institutions respectively were also highlighted this problem.

9.   'The use of only Hindi in teaching makes it difficult to understand many important concepts' was the problem faced by 27.03 per cent of students. Out of these, the students of Private English Medium schools were mostly affected as 31.11 percent were confronted with this problem, followed by 30.67 per cent of students of Hindi schools, 21.25 per cent of Government schools and 20 percent of HSS & above institutions.

10.   There were students (18.61 %) of Private English Medium Schools whose problem was the frequent use of English in Hindi class as it creates difficulty to understand many important concepts. The overall percentage was 9.24.

11.   There were also 24.41 per cent of students who had no problem relating to the medium of instruction. From HSS & above institution there were as many as 56

percent of students who have no problem followed by 13.88 and 11.66 percent of students of Government schools and Private English Medium schools respectively.

Problems Relating to Curriculum, Syllabi and Textbooks

12.   'Curriculum/Syllabi not need based and not interesting was the problem faced by 40.69% of students. This was a big problem for 60 per cent of students of Private English Medium schools but for other types of schools/ institutions it was not that big as the percentages of students who highlighted it ranged from 20 to 22.08 percent only.

13.   The problem 'too theoretical which hinders interest in the subject' was a big problem for students of Hindi schools only as more than half of the students (i.e. 50.66%) confronted this problem.

14.   There were 48.33% of students of Government schools who thought that their textbook was not challenging as Roman scripts accompany Hindi scripts.

15.   Relating to their curriculum, syllabi and textbook, almost half of the students (i.e. 48%) of HSS & above institutions reported that they had no problem.

Problems of Students Relating to Hindi Language Skills

16.   More than half of the students of Hindi Schools and Government schools with the percentage of 61.33and 50.41 respectively reported that they found grammar exercises too difficult. This was also a problem for 42 percent and 41.38 percent of students of HSS & above institutions and Private English Medium schools respectively. The overall percentage was 46.48.

17.   'Difficulty in speaking' was the problem faced by 26.34 per cent of students. The students of Government schools were most affected as 38.75 per cent HSS & above institutions, 32 per cent of Hindi schools and the least affected students were from Private English Medium schools who constituted 15.83 per cent.

18.   The problem of weakness in listening skills was faced by 15.72 per cent of students only. None of the students of HSS & above institutions confronted this problem while students of different types of schools confronting this problem were ranging from 10.66 to 20 per cent.

19.   The problems of weakness in reading skill and weakness in writing skills were reported by only 8.69 per cent and 8 per cent of students respectively.

Recommendations for Improvement of Hindi Education in Mizoram

Based on findings of the present study, certain recommendations have been made for improvement of Hindi education in Mizoram. These are as given below:

1.   Courses offered at Primary and Middle level should be made so simple and attractive so as to develop confidence and interest in students in learning Hindi subject. The intellectual capacity of non Hindi speaking learners needs to be taken into consideration while prescribing the courses and/or textbooks.

2.   Courses offered at High School level should be revised at frequent intervals. Removal of roman script from Hindi textbooks may be thought of as it may lead to too much dependence on roman script which may hamper the ability of the students to read Hindi script.

3.   Curriculum/ Syllabi or textbooks should be made in the context of Mizoram especially at below High School stage. As the Script is very different from Mizo Script, it is very important to create familiar circumstances in order to draw students' attention.

4.   More emphasis should be given to spoken Hindi at every stage of education to enable the students to communicate with people from other parts of the country in Hindi.

5.   Mizoram Hindi Prachar Sabha should revise the courses prescribed by it more frequently in order to keep them in tune with new developments.

6.   Mizoram Hindi Prachar Sabha should monitor the quality of Hindi education imparted to students by Hindi schools affiliated to it as far as possible as it is a responsible body for academic matters of Hindi schools in Mizoram.

7.   Students of Hindi Schools under Mizoram Hindi Prachar Sabha should be encouraged to pursue general education courses also, at least in open or distance mode in order to enhance their knowledge as well as their all round development.

8.   The duration of various stages of education i.e., from school to graduate level under Mizoram Hindi Prachar Sabha needs to be lengthened in conformity with that of general education. In other words, the practice of skipping classes and jumping from class IV to VI, VI to VIII, VIII to X, X to XII and having undergraduate course of one and a half year duration in Hindi schools under MHPS needs reforms as passed out students are generally not up to the expectation of the public in Hindi language.

9.   Hindi teachers in schools should try to improve the quality of Hindi education that they impart to students. They should ensure that their students are able to speak fluently in Hindi and are able to write Hindi script correctly.

10.   Training of teachers should be conducted more frequently in order to enhance teachers' competencies as well as fluency in the language by engaging efficient resource persons with sufficient duration of training.

11.   Hindi Departments in 2 Government Colleges in Mizoram are run without the required number of regular teachers. As inadequate number of teachers hampers the development and spread of Hindi in the State, Government of Mizoram should recruit more teachers to teach and promote Hindi among College students.

12.   Adequate number of qualified teachers should be provided to Government schools to effectively teach Hindi subject to students. More Hindi teachers need to be recruited as majority of Hindi teachers in Schools are engaged on contractual basis.

13.   The discontinuance of B. Ed (Hindi) programme in Mizoram Hindi Training College is a serious concern in view of absence of any training programme in Hindi at this level in the whole State of Mizoram. The college should make serious efforts to qualify itself for running of B. Ed (Hindi) programme under Mizoram University. The State Government should equip the College with the required number of qualified teachers and infrastructural and academic facilities to enable it to obtain National Council for Teacher Education (NCTE) recognition for the course.

14.   The present system of Hindi education in Mizoram is not satisfactory. In order to make it more effective, a diagnostic study on the problems of Hindi education in the state is needed so as to draw out effective solutions for solving the problems.

15.   It should be ensured that general awareness on the need and importance of Hindi language is given to the learners and inhabitants of Mizoram as well from time to time.

16.   Hindi should firstly be introduced at lower primary level in the form of spoken Hindi.

17.   From middle level, Hindi Script should be introduced along with spoken Hindi.

18.   The authority for the promotion and propagation of Hindi language in Mizoram should ensure effective teaching learning process by providing the essential equipments like language laboratory, audio – visual aids etc., to the imparting institutions.

19.   The Government should take necessary steps to include Hindi subject in Higher Secondary Schools as one of the optional subjects.

20.   In order to effectively propagate and promote Hindi language in Mizoram, the Government should open or run separate directorate for Hindi education.

21.   Government of Mizoram through Hindi Wing of Directorate of School Education should monitor the quality of Hindi education imparted to students by Government schools in the state. It should ensure that school students in Mizoram acquire at least the basics of Hindi required for a student to communicate to Hindi speaking people while he is in other parts of the country.

22.   Government of Mizoram should make commitment to take over Hindi teachers recruited under Centrally Sponsored Scheme and should fulfil its commitment when the scheme is over.