



Construction and standardization of Hindi Readability test for Secondary school students of class IV

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1. Introduction

Our mother tongue is Gujarati and the union government of India declared Hindi as the national language in 1949. Seemingly, since our mother tongue is Gujarati, there will be a sort of Gujarati effect in our spoken as well as written Hindi like the Hindi speaking people speak English – humorously called Hinglish – a sort of English with Hindi effects and the Gujarati ones speak English jokingly called Gujlish a sort of English with Gujarati effects. It is but natural that the effect of the mother tongue is sure to come on any other language while speaking or writing. It comes especially in the spoken language.

A child can understand Hindi by watching Hindi TV programmes or Hindi movies. But he can neither speak nor write Hindi correctly. Due to lack of enough practice and habit, he can't speak or write Hindi effectively and commandingly. Resultantly, students become indifferent towards learning Hindi. In such scenario, the teachers are supposed to be more innovative, more resource and more tactful in order to make their students learn our national language Hindi with due interest and enthusiasm. They should find our more ways and means other than grammar translation method and any other traditional method of teaching. They are supposed to leave apart the habit of lecturing.

2. Statement of the Problem

Construction and standardization of Hindi

3. Summary of the research

The Summary of the present research is given as under.

4. Title of the study

Construction and standardization of Hindi Readability test for primary school students of class-IV

5. Objectives of the Research

1. To construct, standardize and to check reliability and validity of Hindi Readability test for primary school students of class-IV.
2. To study the effect of the Hindi Readability test for primary school students of class-IV with reference to gender and habitat.

6. Research Design

Present descriptive type of used is the survey type of research.

7. Survey Research

Survey use on is not here a new technique for field of research. Survey research defined as a technique a here by the use of archer studies the whole population with aspect to certain sociological and psychological variables. Depending upon the ways of collecting data survey research can be classified

into different categories number personal interview man quest Honnumer panel technique and telephone survey. For the present study, Hindi Readability test for primary school students of class-IV Rating Scale constructed by the investigator.

8. Population of the sample

For the present study Hindi Readability test for primary school students of class-IV. are the population. Random sampling technique applied for the respective college of the university.

9. Selection of the Sample

A sample may be defined as a selected number from the population to represent it. Generally, this selection is done according to some rule or plan. For the present study 300 students with reference to variables of the study is selected by Random sampling technique of the sampling. Selection and classification of the study with reference to sample is as follows.

- Gender wise sample of the study
- Habitat wise sample of the study

10. Delimitation of the study

Present study is delimited only for the primary school students who are studying regular academic year during 2016-2017-2018. Study is delimited for primary school students of the Mehsana District. Construction of the tool will be prepared only in Gujarati Medium.

11. Construction of the tools

Likert type five point scale of Hindi Readability test for primary school students of class-IV was prepared. Rating Scale prepared by the Investigator to keep in mind the age level of the students. Statements related to tools were prepared by interviewing the Expert, principal of the school and student. Validity and reliability carried out for the tools. Finally prepared tools applied for the data collection.

12. Data collection

Data were collected by using interviewing and postal service for the selected Hindi Readability test for primary school students of class-IV.

13. Data analysis and interpretation

As the need of the study data were analyze. Mean, Mode, S.D., t-Value, F-Value and Correlation statistically technique applied for the present study.

14. Major Findings of the Research

1. Major findings of the present research of Hindi Readability test for primary school students of class-IV are as follows.
2. It is evident that the obtained t-value is found significant at 0.01 level of significance. Mean score of Female students are found significantly higher than the mean score of male students on Hindi Readability test for primary school students of class-IV. So hypothesis-1 is rejected which is stated as "There will be no significant difference between mean score of male and female students on Hindi Readability test for primary school students of class-IV"
3. It is evident that the obtained t-value is found significant at 0.01 level of significance. Mean score of Female students are found significantly higher than the mean score of male students of urban habitat on Hindi Readability test for primary school students of class-IV. So hypothesis-2 is rejected which is stated as "There will be no significant difference between mean score of male and female urban habitat students on Hindi Readability test for primary school students of class-IV"

4. It is evident that the obtained t-value is found significant at 0.01 level of significance. Mean score of Female students are found significantly higher than the mean score of male students of rural habitat on Hindi Readability test for primary school students of class-IV. So hypothesis-3 is rejected which is stated as “There will be no significant difference between mean score of male and female rural habitat students on Hindi Readability test for primary school students of class-IV”
5. It is evident that the obtained t-value is found significant at 0.01 level of significance. Mean score of urban habitat students are found significantly higher than the mean score of rural habitat students on Hindi Readability test for primary school students of class-IV. So hypothesis-4 is rejected which is stated as “There will be no significant difference between mean score of urban and rural habitat students on Hindi Readability test for primary school students of class-IV”
6. It is evident that the obtained t-value is found significant at 0.01 level of significance. Mean score of urban habitat students are found significantly higher than the mean score of rural habitat male students on Hindi Readability test for primary school students of class-IV. So hypothesis-5 is rejected which is stated as “There will be no significant difference between mean score of urban and rural habitat male students on Hindi Readability test for primary school students of class-IV”
7. It is evident that the obtained t-value is found significant at 0.01 level of significance. Mean score of urban habitat students are found significantly higher than the mean score of rural habitat female students on Hindi Readability test for primary school students of class-IV. So hypothesis-6 is rejected which is stated as “There will be no significant difference between mean score of urban and rural habitat female students on Hindi Readability test for primary school students of class-IV”

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