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Language Education
1. Research Abstract

1. Theme/Subject:	Language Education
2. Stage of Education:	All stages
3. Topic of Research:	A study on the perception of the educational Stakeholders on mother tongue education in Mizoram
4. Name and Address of the Investigators(s) with email:	Dr. Ch. Sarajubala Devi sarajubala@yahoo.com
5. Name of the Institution where the Research was conducted	NERIE, Shillong
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2021
9. Published/Unpublished:	Unpublished
10. Introduction:	
<p>The state of Mizoram though lesser in number of languages compared to other North East states. In Mizoram the dominant language is the Mizo, the language is used by the other communities also to a certain extent and is a sort of lingua franca in the state. However, there are certain pockets inhabited by the minority community and the significance of Mizo language is reduced. There are questions of linguistic dominance, identity assertion, strong community level ties and the build in enthusiasm in all the development activities of one's culture and identity. The formation of Autonomous Councils under the 6th Schedule of constitution has helped the minority people in making their languages a resource in learning, languages like Chakma has been brought into education of late sometimes in the late 90s. Despite of unequal position of all the languages in Mizoram the particular attitudes and perspective of various sections of the people like students, parents, community, teachers and government are also a vital force, which determines the status which ultimately determines the course of development of the particular language in various spheres. Therefore, it can be assumed that an understanding of how attitude facilitate or hinder language learning will reveal how much they can be controlled or manipulated to enable the learner to be more confident in language learning. Many socio, political, cultural and linguistic factors along with the specific demography of the language determines the possibility of implementation of the mother tongue education programmes.</p>	

Though the linguistic right groups strongly advocate for equality of all the language, we still find a hierarchy of language in Indian Constitution as well as people's attitude, perception and treatment towards different languages. The linguistic hierarchy is very visible in the state. In this state also we see the linguistic hierarchy of the dominant Mizos and the smaller languages like the Chakma and the Lai. The Chakmas perhaps because of their comparative isolation from the larger Mizo community found to have a different rather strong group identity assertion phenomena compared to the Lais and Maras.

11. Objectives:

- To study the attitude of the community members (parents, students, teachers/ teacher educators and educational stakeholders) on Mother tongue education.
- To study the perception of community members (parents, students, teachers/ teacher educators and educational stakeholders) towards the mother tongue education programmes.
- To ascertain the views of community members on their status vis-a-vis language education.

12. Methodology:

Descriptive Survey method was used in the study. Data has collected both from the primary sources and the secondary sources. It involved administering the questionnaire, focus group discussions and individual interviews with the community members (parents, teachers, students) and the state educational functionaries. 5 point Likert's scale was used to collect data on the perception/ attitudes.

Study site- For the purpose of this study, Directorate of School Education, SCERT and Samagrha Siksha and Tribal/ Minority language Promotion related institutes were supposed to be visited in the state for better understanding the context of teaching and related issues especially for the states of Mizoram, however, because of the Covid 19 pandemic data was not collected directly rather **google forms** were used for the purpose. Data for the study were collected through questionnaires, structured interviews and Focus group discussion over phone with the community members were conducted.

Sampling-

- a. Random sampling was used for collecting data from 50 students, 50 parents, 30 each of Community members (especially the Literature Society members) and teachers by using questionnaire. In Mizoram the languages *Chakma, Lai/ Lakher and Pawi* was considered.

b. Data from 10 officials from the Directorate of School Education and SCERT faculty was collected by using questionnaire and by personal interview.

The tools for collection of data include questionnaires (for Educational stakeholders, community members, teachers and students). Focus Group Interview (for community members) and Personal Interview (for Educational Stakeholders and the Community leaders, if required). Both primary and secondary data also were used.

13. Findings:

Language is closely linked to identity, culture, and community expression. The study across three communities in Mizoram shows that mother tongues are widely valued for expressing emotions, maintaining social bonds, preserving culture, and shaping community identity. Parents, teachers, students, and community members generally hold positive attitudes toward mother tongue education, especially at the primary level. Mother tongue instruction is seen as crucial for improving enrolment, retention, confidence, interaction, and reducing dropout rates. However, many minority students lack opportunities to study in their mother tongue, particularly beyond the primary stage.

While the Mizo and Chakma communities prefer mother tongue education up to higher secondary level, the Lai community largely supports it only at the primary level, though teachers and community members favor its continuation. All three communities recognize the need to learn other languages for employment and wider communication, leading to a shift toward dominant or market languages at secondary and higher levels. This shift has reduced the perceived importance of mother tongues in higher education.

The study highlights that language survival requires support from home, community, state, and national levels, along with clear policy backing. Identity and cultural attachment strongly influence positive attitudes toward mother tongue education. Communities also emphasize the need for better teacher training, appointments, teaching-learning materials, technological integration, infrastructure, and policy recognition to strengthen mother tongue education.

14. Implications:

In the state of Mizoram for Mizos the mother tongue education programme is not a new one, whereas for Chakma and the Lais there is a long way. For any minority language there are competitions and contestations of mother tongue learning with that of the language of wider communication and it has to combat with the linguistic hegemonies as well. The study reveals that there are differences in the perception and expectations from the mother tongue education programmes. The

larger community i.e. Mizo feels that improvement in the present programme, system is required like strengthening the teacher education programme and development of appropriate LTMs and integration of ICT. Whereas the community like Chakma which has an autonomous council feels the need of teachers to teach the language in a better way, whereas the Lais still consider recognition in the state as a language is a must. The implication of the research is that we have to really understand the ground level realities and tailor the mother tongue education programmes accordingly.

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16. Keywords: Perception, Mother tongue, language hierarchy, language attrition, linguistic hegemony

2. Research Abstract

1. Theme/Subject:	Language Education
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Problems of Teaching Marathi Language at Secondary Level in Aspirational Districts of Maharashtra State
4. Name and Address of the Investigators(s) with email:	Dr.S.G Wadekar
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2020-21
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>Language is the cornerstone of communication, learning, and cultural identity. As Oliver Wendell Holmes stated, "Language is the blood of the soul into which thoughts run and out of which they grow." In education, language serves not only as a medium of instruction but also as a foundation for intellectual, social, and emotional development. In Maharashtra, Marathi, being the regional language, plays a significant role in shaping children's learning at the school level. Despite its importance, the teaching of Marathi in government secondary schools has encountered challenges. Many students and their parents show less interest in Marathi due to the growing preference for English and Hindi. Additionally, private English-medium schools dominate the education sector, attracting families who can afford them, while government schools struggle with declining performance in Marathi. Interestingly, students from CBSE and CISCE schools, where Marathi is compulsory up to Class 8, are performing relatively well. This contrast raises a critical question: why are government schools underperforming in teaching Marathi? To address this concern, the present study seeks to examine the problems and challenges in teaching Marathi at the secondary level in aspirational districts of Maharashtra and identify measures to improve its pedagogy and learning outcomes.</p>
11. Objectives:	The primary objective of this study is to examine the teaching and learning of Marathi language at the secondary school level in the aspirational

districts of Maharashtra, with a focus on identifying the challenges and exploring strategies for improvement. Specifically, the study aims to:

1. **Study the status of schools teaching Marathi language** at the secondary level in aspirational districts of Maharashtra, including infrastructure, teaching resources, and academic practices.
2. **Identify the difficulties and problems in pedagogy**, such as lack of student motivation, teacher preparedness, classroom practices, and parental attitudes towards Marathi.
3. **Analyze the barriers faced by students** in learning Marathi, including linguistic, cultural, and social factors that influence their performance and interest in the subject.
4. **Examine the instructional approaches** currently adopted by teachers and evaluate their effectiveness in enhancing comprehension, writing skills, and overall proficiency in Marathi.
5. **Suggest remedial measures and strategies** for improving the teaching and learning of Marathi, with emphasis on innovative pedagogy, student engagement, and community involvement.

Through these objectives, the study seeks to generate insights that can guide policymakers, educators, and administrators in strengthening Marathi language education in government schools, thereby promoting both cultural preservation and academic success.

12. **Methodology:**

The present study adopts a **survey research design** to investigate the status and challenges of teaching Marathi language at the secondary school level in aspirational districts of Maharashtra. The study was conducted in **four aspirational districts**, and a total of **40 secondary schools** (10 from each district) was selected as the sample using purposive and stratified random sampling techniques.

The **population** of the study comprises teachers, students, and administrators of secondary schools providing education in Marathi medium. The sample included principals, Marathi language teachers, and groups of students from each selected school, ensuring adequate representation.

Tools for data collection included:

- A structured **questionnaire** for students to capture their learning experiences, difficulties, and perceptions.
- **Interview schedules** for teachers and principals to gather insights on pedagogy, challenges, and strategies.

- **Observation schedule** to study classroom practices and language-teaching resources.

Data collection was carried out over eight-month period. Both **quantitative and qualitative approaches** were used. Quantitative data was analyzed using frequencies, percentages, and statistical measures, while qualitative data (from interviews and open-ended responses) was analyzed through content analysis.

This mixed approach ensures a comprehensive understanding of the teaching-learning process of Marathi at the secondary level.

13. **Findings:**

The study revealed that the teaching of Marathi language in government secondary schools of aspirational districts in Maharashtra is facing multiple challenges. A significant proportion of students showed **low motivation** to learn Marathi, as their interest is more inclined toward English and Hindi, often considered more useful for higher education and employment. Teachers reported that the **lack of parental support** further reduces students' engagement with the subject.

Infrastructure and resources were also found inadequate. Many schools lack updated **teaching-learning materials (TLMs)**, libraries, and digital aids to make language learning effective. Teachers admitted difficulties in adopting innovative pedagogy due to large class sizes, workload, and absence of professional training specifically focused on Marathi language teaching.

Student performance assessments indicated that learners struggled particularly with **grammar, writing skills, and comprehension**, pointing to gaps in foundational language acquisition. Private school students, however, performed better in Marathi despite it being a compulsory subject only up to class 8, highlighting disparities in teaching approaches.

Community and cultural disconnect also emerged as a barrier, where students undervalue Marathi compared to English-medium education. The findings underscore the need for **pedagogical reforms, enhanced resources, teacher training, and community involvement** to strengthen Marathi language learning outcomes. The findings further suggest the importance of **parental and community engagement**. Awareness campaigns and cultural programs can help reposition Marathi as a language of heritage and pride, ensuring stronger support from families. Policymakers should address systemic disparities between government and private schools by ensuring equitable infrastructure and opportunities.

14. Implications:

The findings of this study hold important implications for policymakers, educators, and curriculum developers working toward improving the teaching of Marathi at the secondary school level. Firstly, the lack of motivation among students highlights the need to **reframe Marathi teaching as relevant, engaging, and career-supportive**. Curriculum planners should integrate practical applications of the language, such as creative writing, media communication, and digital literacy, to show students its continued value.

Secondly, the shortage of resources calls for **investment in teaching-learning materials** including digital content, audiovisual aids, and interactive modules. This can make classrooms more dynamic and encourage students to develop interest. Teachers also require **continuous professional development**, particularly in innovative pedagogy and bilingual/multilingual strategies, to bridge learning gaps.

In sum, effective language policy, better resource allocation, pedagogical innovation, and community collaboration are crucial for **revitalizing Marathi language learning** and ensuring its sustained relevance in the modern education system.

15. Abstract Prepared /Submitted By: Dr.S.G Wadekar

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16. Keywords: Marathi language education, Secondary schools, Aspirational districts, Teaching challenges, Language pedagogy, Maharashtra education system

3. Research Abstract

1. Theme/Subject:	Language Education
2. Stage of Education:	Secondary Stage
3. Topic of Research:	Issues and the Problems of Teaching Marathi Language at School Level in "Ashram School" of Maharashtra State
4. Name and Address of the Investigators(s) with email:	Dr. S.G Wadekar
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/ Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2019-20
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>Marathi is an integral part of education in Maharashtra, and its effective teaching at the secondary level is crucial for students' linguistic and cognitive development. Ashram schools, primarily located in rural and tribal areas, serve a significant population of children who often face multiple socio-economic and cultural challenges. These schools aim not only to provide education but also to preserve regional language and culture. However, teaching Marathi in Ashram schools encounters several obstacles, including inadequate teaching resources, lack of trained teachers, large student-teacher ratios, and diverse student backgrounds. Understanding these challenges is essential to enhance the quality of education and ensure students develop strong language skills. The present study focuses on assessing the status of Marathi teaching at secondary level in Ashram schools across Maharashtra. It aims to identify the difficulties faced by teachers, analyze the pedagogical and infrastructural challenges, and provide insights for improving Marathi language instruction. The study involves a field survey of Ashram schools in various districts, collecting primary data from teachers and students. The findings of this research are expected to inform educational policies, contribute to teacher training, and improve the learning experience of students, thereby strengthening Marathi language education in rural and tribal communities of Maharashtra.</p>

11. Objectives:

The main objectives of this study are to examine and improve the teaching of Marathi at the secondary level in Ashram schools of Maharashtra. Firstly, the study aims to assess the current status of Marathi teaching in these schools, including the availability of resources, teaching methods employed, and the overall effectiveness of instruction. Secondly, it seeks to identify the difficulties and challenges faced by teachers in delivering Marathi lessons, which may include issues related to curriculum, teaching aids, classroom management, and student engagement. Thirdly, the study focuses on analyzing the specific obstacles that hinder effective Marathi teaching at the school level, such as infrastructural constraints, language barriers, and socio-cultural factors affecting students' learning. Additionally, the study aims to gather insights from teachers and students to understand their experiences, needs, and expectations regarding Marathi instruction. By systematically identifying and analyzing these challenges, the research intends to provide recommendations and strategies to enhance the teaching-learning process. Ultimately, the objectives aim to improve Marathi language proficiency among students, support teachers in overcoming pedagogical challenges, and contribute to the overall quality of education in rural and tribal Ashram schools across Maharashtra.

12. Methodology:

The study on teaching Marathi at the secondary level in Ashram schools of Maharashtra adopted a descriptive and field survey research design. The sample includes teachers, students, and principals from selected Ashram schools across different districts of Maharashtra, ensuring representation from both rural and tribal areas. Purposive and stratified random sampling techniques were employed to select schools based on geographic location, size, and availability of Marathi instruction.

Data was collected through multiple tools to ensure triangulation and reliability. Structured questionnaires were administered on teachers to gather information on teaching practices, resource availability, and challenges faced in Marathi instruction. Students participate in focus group discussions to provide insights into their learning experiences, difficulties, and engagement with the Marathi language. Interviews with school principals and coordinators helped understand administrative and infrastructural support for Marathi teaching. Classroom observations were conducted using an observation schedule to assess teaching methods, student participation, and use of learning materials.

Both qualitative and quantitative data analysis techniques were used. Quantitative data from questionnaires were analyzed using descriptive statistics, including

percentages and averages, while qualitative data from interviews, discussions, and observations were analyzed thematically to identify recurring patterns and challenges.

13. Findings:

The study revealed several key insights into the teaching of Marathi at the secondary level in Ashram schools of Maharashtra. Firstly, a significant number of teachers reported facing difficulties due to inadequate teaching resources, including textbooks, teaching aids, and audio-visual materials. Many teachers highlighted the challenge of addressing the diverse linguistic backgrounds of students, particularly in tribal and rural areas, which affects comprehension and classroom participation.

Classroom observations indicated that while some teachers employed interactive methods, a majority relied on traditional lecture-based instruction, limiting student engagement and active learning. Focus group discussions with students revealed that learners often struggle with grammar, vocabulary, and comprehension skills, and many reported feeling less confident in expressing themselves in Marathi.

The administrative support for Marathi teaching was found to be inconsistent, with some schools lacking proper monitoring, training programs, or in-service teacher development opportunities. Additionally, the study found that external factors, such as large class sizes and multi-grade classrooms, further hindered effective teaching.

Overall, while teachers showed commitment and effort, the findings indicate that systemic challenges, lack of resources, and insufficient professional development limit the effectiveness of Marathi language instruction in Ashram schools.

14. Implications:

The findings of the study highlight several implications for improving Marathi language teaching at secondary level in Ashram schools of Maharashtra. Firstly, there is a need to provide adequate teaching-learning resources, including updated textbooks, audiovisual aids, and digital content, to support both teachers and students in the classroom. Enhancing resource availability can improve student engagement and comprehension, particularly in linguistically diverse and rural settings.

Secondly, teacher professional development must be strengthened. Regular in-service training programs focusing on innovative and interactive pedagogical methods, language-specific teaching strategies, and classroom management are essential to address the challenges faced by teachers. Constructivist and

learner-centered approaches should be emphasized to enhance active participation and improve language proficiency among students.

Administrative support and monitoring need to be more consistent. School authorities should implement mechanisms to evaluate teaching effectiveness, provide feedback, and support teachers in overcoming classroom challenges. Additionally, addressing structural issues such as large class sizes and multi-grade classrooms can further improve teaching outcomes.

Overall, these interventions are crucial not only for enhancing Marathi language proficiency but also for promoting inclusive, equitable, and quality education in Ashram schools. The study's insights can guide policymakers, educators, and administrators in designing targeted programs to strengthen language learning in rural Maharashtra.

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16. Keywords: Marathi, Ashram schools, secondary education, teaching difficulties, language learning, Maharashtra

4. Research Abstract

1. Theme/Subject:	Language Education
2. Stage of Education:	Secondary Stage
3. Topic of Research:	A Study of the causes of common errors in English at secondary level.
4. Name and Address of the Investigators(s) with email:	Dr.Nidhi Tiwari
5. Name of the Institution where the Research was conducted	RIE Bhopal
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2016-17
9. Published/Unpublished:	Unpublished
10. Introduction:	<p>Proficiency in English, particularly in the areas of Listening, Speaking, Reading, and Writing (LSRW), is essential for academic and professional success. However, it has been widely observed that students at the secondary level often perform poorly in English, resulting in high failure rates and increased dropout rates. One of the key reasons for this underperformance is the frequent occurrence of errors in language usage. Traditionally, errors were viewed as deviations from linguistic norms, but modern language acquisition research considers them as natural stages in learning a second language. Understanding the nature and sources of these errors is critical for developing effective teaching strategies and remedial measures.</p> <p>Error Analysis (EA) provides a systematic approach to study and identify the problematic areas in students' English usage. By analyzing errors in writing, speaking, and comprehension, teachers can pinpoint difficulties, tailor instructional methods, and create targeted learning materials. This approach not only aids in assessment but also enhances the overall learning process. The present study aims to examine the types of errors committed by students in general English, understand their underlying causes, and propose remedial strategies. By doing so, it seeks to improve student achievement and support teachers in developing effective English language instruction.</p>
11. Objectives:	The primary objective of this study is to identify and analyze the errors committed by secondary school students in English, with the aim of understanding the difficulties they face and suggesting effective remedial

measures. By examining errors systematically, the study seeks to enhance both teaching and learning practices in English language classrooms.

Specifically, the study aims to set clear criteria for analyzing student performance by developing and validating tools such as question papers, questionnaires, interview schedules, and observation schedules. It seeks to identify the types and frequency of errors in general English among students of Class IX in selected schools, categorizing them under various heads and sub-heads to facilitate detailed analysis.

Further, the study intends to diagnose the underlying causes of these errors, including linguistic, cognitive, instructional, and environmental factors. By understanding these root causes, the study aims to provide actionable insights for improving student performance in English.

Finally, the study strives to recommend remedial measures, including the development of teaching materials, targeted instructional strategies, and teacher training programs, to address identified difficulties. These objectives collectively aim to improve the overall achievement of students in English, foster effective language acquisition, and support teachers in enhancing classroom instruction and assessment practices.

12. **Methodology:**

The present study adopted a **mixed-method research design**, combining quantitative and qualitative approaches to analyze errors in English among secondary school students. The study was conducted in three higher secondary schools in Bhopal—Jawahar Navodaya Vidyalaya (JNV), Demonstration Multipurpose School (DMS), and Kendriya Vidyalaya (KV-3)—to ensure representation from residential and non-residential facilities, as well as urban and rural backgrounds. A total of 210 students of Class IX participated in the study, providing a diverse sample for error analysis.

The first step involved developing a **student achievement test** in English, validated by teachers and resource persons, to identify common errors in writing and language usage. Additionally, tools such as **questionnaires and interview schedules for teachers**, as well as **information schedules** regarding teaching-learning facilities and infrastructure, were prepared to gather contextual data. Classroom observations were conducted to understand teaching practices and identify factors contributing to errors.

Data analysis involved categorizing errors under specific heads and sub-heads, followed by quantitative analysis using **frequency distribution and percentage**. Qualitative data collected through interviews, questionnaires, and observations were analyzed using **triangulation**, allowing cross-verification of findings. This

methodology provided a comprehensive understanding of the errors, their causes, and potential remedial measures to improve English language achievement.

13. Findings:

The study revealed that students committed a wide range of errors in English, spanning grammar, vocabulary, sentence structure, punctuation, and spelling. Among these, grammatical errors—including incorrect verb forms, tense inconsistencies, and subject-verb agreement mistakes—were the most frequent. Vocabulary-related errors, such as inappropriate word usage and limited lexical choices, were also significant, reflecting gaps in language comprehension and expression. Sentence construction errors, particularly in forming complex and compound sentences, were commonly observed, indicating difficulties in applying syntactic rules.

Analysis of interviews and questionnaires highlighted several causes behind these errors. Many students lacked adequate practice in reading and writing English, while some relied heavily on rote memorization rather than understanding language rules. Teachers noted that large class sizes, limited teaching resources, and insufficient individualized attention contributed to persistent errors. Additionally, students' rural or non-English medium backgrounds often created additional challenges in language acquisition.

Observation schedules confirmed that errors were more frequent when students attempted creative or expressive writing tasks, suggesting a need for focused instruction on LSRW skills. The study also found that teacher awareness of these common errors and targeted remedial instruction positively influenced student performance. Overall, the findings underscore the need for structured error analysis, remedial measures, and teacher training to enhance English language learning outcomes.

14. Implications:

The findings of this study have significant implications for English language teaching, curriculum design, and teacher training at the secondary level. Firstly, systematic **error analysis** can serve as a diagnostic tool to identify students' weaknesses in grammar, vocabulary, sentence construction, and other language skills. This understanding allows teachers to design targeted instructional strategies and remedial exercises that address specific areas of difficulty, improving overall student performance.

Secondly, the study emphasizes the need for **teacher training and professional development** programs focused on error identification, correction strategies, and the use of innovative teaching methods. Equipping teachers with these skills

ensures that they can effectively guide students in overcoming recurring language errors and enhance their command over English.

Thirdly, curriculum developers and policymakers can use these insights to design **teaching-learning materials** and classroom activities that emphasize practical language use and promote LSRW (Listening, Speaking, Reading, Writing) skills. Incorporating activities that reduce rote memorization and encourage active language application can minimize errors and improve comprehension.

Finally, involving parents and the school community in supporting language learning at home can reinforce classroom instruction. Overall, the study highlights that a focused approach on error analysis, remediation, and teacher capacity building is crucial for enhancing English language achievement and fostering effective second language acquisition among students.

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16. **Keywords:** Error Analysis, English Language, Secondary Students, Writing Skills, Remedial Measures, Language Learning

5. Research Abstract

1. Theme/Subject:	Language Education
2. Stage of Education:	Secondary Stage
3. Topic of Research:	A Study on Effective Use of Old Kannada (Halegannada) in Secondary Stage Schools of Mysore City
4. Name and Address of the Investigators(s) with email:	Dr. V Prasad vprasad@riemysore.ac.in Dr. Praveen Kumar S praveenkumar@riemysore.ac.in
5. Name of the Institution where the Research was conducted	Regional Institute of Education, Mysore
6. Category: (Research study/ Action research/Other)	Research Study
7. Language of Research Report:	English
8. Year of Completion:	2024-25
9. Published/Unpublished:	Published
10. Introduction:	<p>This research aims to comprehensively study the difficulties faced by secondary stage students of Mysore City in learning Old and Medieval Kannada texts and grammar prescribed in the Kannada textbooks for classes 8th, 9th, and 10th. The purpose was to identify the problems students encounter in learning classical Kannada texts and the pedagogical practices employed by Kannada teachers to teach these texts in classrooms. The study further explores innovative teaching methods used by teachers for classical Kannada. Old Kannada, a classical language recognized in the Eighth Schedule of the Indian Constitution, forms an important part of the school curriculum in Karnataka. However, student interest in studying these classical and medieval texts has dwindled due to perceptions of difficulty and challenges in memorization and comprehension. The research seeks to analyze whether the Old Kannada prose and verse sections are helpful in teaching language and literature, to assess the development of moral values and language skills through these texts, and to review the effective use of Old Kannada grammar in first language textbooks. Additionally, the study examines whether supplementary and motivating factors are present to support literature comprehension and whether the texts are included in the curriculum in line with students' mental levels. The study is motivated by NEP 2020's recommendations</p>

to preserve classical languages as optional subjects to enrich children and preserve cultural heritage.

11. Objectives:

- To analyze the helpfulness of the Old Kannada Prose and Verse section in textbooks for teaching language and literature.
- To examine whether Old Kannada texts in the textbooks develop moral values, respect for the country, dialects, and language skills.
- To assess the effective use of Old Kannada grammar in first-language textbooks.
- To study supplementary and motivating factors supporting Old Kannada literature comprehension.
- To investigate whether Old Kannada texts included in the curriculum correspond to the mental levels of the students.

12. Methodology:

This descriptive survey study was conducted using a stratified random sampling method covering 10% of the schools in Mysore City, including government, government-aided, and private schools. From a population of 334 schools in the Mysore South and North zones, 33 schools were selected. Data were collected via a questionnaire prepared by the researcher from 50 Kannada language teachers teaching classes 8, 9, and 10 in both zones. The tool focused on teaching methods, difficulties faced by teachers and students in classical Kannada instruction, and the use of supplementary materials. The investigation included gathering detailed information on the pedagogical tools, teacher familiarity with classical Kannada grammar and texts, and challenges students encounter such as memorization difficulties and errors in writing. The researcher also examined the extent of using QR-code-enabled supplementary materials and other teaching aids like Gamaka art forms, inscriptions, and various storytelling and dramatization techniques.

13. Findings:

The study found that most Kannada teachers currently rely on the lecture method to teach Old Kannada, with many not proficient in singing and thus primarily teaching through reading, which some teachers find challenging amidst changing times. A few teachers employ bifurcation methods, while others incorporate innovative methods such as Gamaka art forms, explanation methods, showing palm leaf manuscripts, copper plates, inscription stumpage, RALA, KULA and KSHALA aksharas, chitra pattike (teaching aids), guidebooks, summaries, YouTube channels, memorization, monologue acting, and drama. However, marks often take precedence over quality education. Students commonly perceive Old

Kannada as difficult, struggle with memorizing verses, and make frequent writing errors. Most teachers do not utilize supplementary materials provided through QR codes effectively, nor do they have a solid understanding of Old Kannada and Sanskrit grammar. The study recommends encouraging Kannada teachers to adopt art-integrated and toy-based pedagogy methods as suggested by NEP 2020. Use of relevant literary materials related to Ramayana and Mahabharata, including works by Pampa, Ranna, and Kumaravyasa, and structured lectures prepared by Kannada Ganaka Parishata and Gokhale Institutes can enhance teaching. Visits to historical sites and manuscript repositories are suggested to stimulate interest and appreciation for ancient Kannada works.

14. Implications:

The findings emphasize the urgent need to revitalize the teaching of Old Kannada texts and grammar in secondary education through innovative pedagogical approaches aligned with NEP 2020's emphasis on Indian rootedness and cultural preservation. Traditional methods such as mere lecturing and rote memorization do not engage students, leading to decreased interest in classical Kannada studies. Incorporating art-integrated, toy-based pedagogy and experiential learning, including site visits to historic locations connected with Kannada literature and manuscript archives can deepen student engagement and understanding. Mandatory inclusion of key classical Kannada literary and grammatical texts from authoritative sources like Mysore and Bangalore Universities will enrich curricular depth and promote better comprehension. Enhancing teacher competency in Sanskrit and Old Kannada grammar through training will enable more effective instruction. The study advocates using folk performing arts and modern knowledge-based methods to demonstrate the cultural and linguistic richness of Old Kannada, reinforcing students' linguistic identity and heritage appreciation. This approach aligns with NEP 2020's vision of holistic education that integrates linguistic, cultural, and historical knowledge, fostering a lasting respect and love for classical languages among students. Schools and educators must take proactive steps to make classical Kannada both accessible and engaging to ensure its preservation and vitality.

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16. Keywords: Old Kannada, Classical Language, Secondary Education, Pedagogy, NEP 2020, Kannada Literature

6. Research Abstract

1.	Theme/Subject:	Language Education
2.	Stage of Education:	Upper Primary
3.	Topic of Research:	A study on effect of Activity Based Teaching of Hindi an achievement test on students of Upper Primary Schools of Mysore
4.	Name and Address of the Investigators(s) with email:	Dr. Sarvesh Mourya drsarveshmouryancert@gmail.com
5.	Name of the Institution where the Research was conducted	Regional Institute of Education, Mysore
6.	Category: (Research study/ Action research/ Other)	Research Study
7.	Language of Research Report:	Hindi
8.	Year of Completion:	2016-17
9.	Published/Unpublished:	Published
10.	Introduction:	<p>हिंदी भाषा हमारे देश की पहचान और राष्ट्रीय एकता का सशक्त माध्यम है। यह न केवल भारत की राजभाषा है, बल्कि विभिन्न भाषायी एवं सांस्कृतिक पृष्ठभूमियों को जोड़ने का कार्य भी करती है। दक्षिण भारत जैसे क्षेत्रों में, जहाँ हिंदी मातृभाषा नहीं है, वहाँ हिंदी के शिक्षण-प्रशिक्षण में अनेक चुनौतियाँ सामने आती हैं। छात्रों में भाषा सीखने की प्रेरणा, इच्छा एवं उत्साह बनाए रखना हिंदी शिक्षक के लिए कठिन कार्य सिद्ध होता है। पारंपरिक अध्यापन पद्धति (लेक्चर मेथड) लंबे समय से शिक्षण का मुख्य माध्यम रही है, किंतु बदलते शैक्षिक परिवेश में यह पाया गया कि यह पद्धति छात्रों में भाषा ज्ञान, संवाद कौशल एवं सृजनात्मकता का पर्याप्त विकास नहीं कर पाती। इस संदर्भ में, शिक्षण प्रक्रिया में नवीन विधियों की आवश्यकता महसूस हुई। इसी आवश्यकता को ध्यान में रखते हुए प्रस्तुत शोध में "गतिविधि-आधारित शिक्षण" की प्रभावशीलता का परीक्षण किया गया, जिसमें यह जानने का प्रयास किया गया कि क्या गतिविधि-आधारित शिक्षण पद्धति हिंदी भाषा सीखने में छात्रों की उपलब्धियों को पारंपरिक पद्धति की अपेक्षा अधिक प्रभावी रूप से बढ़ा सकती है। इस शोध का मूल आधार यह है कि भाषा का अधिग्रहण केवल सुनने और पढ़ने से नहीं बल्कि करने और अनुभव करने से अधिक प्रभावी होता है।</p>
11.	Objectives:	<ul style="list-style-type: none"> ● हिंदी शिक्षण में गतिविधि-आधारित पद्धति की प्रभावशीलता का परीक्षण करना। ● पारंपरिक और गतिविधि-आधारित शिक्षण से प्राप्त उपलब्धियों की तुलना करना। ● छात्रों की भाषा क्षेत्रीय कौशल – सुनने, बोलने, पढ़ने एवं लिखने – में आए परिवर्तनों का विश्लेषण करना।

- यह जानना कि गतिविधि-आधारित पद्धति से छात्रों की सक्रियता, आत्मविश्वास और रचनात्मकता किस प्रकार विकसित होती है।

12. Methodology:

यह अध्ययन एक प्रायोगिक शोध था। मैसूर जिले के उच्च प्राथमिक विद्यालयों के छात्रों से दो समूह बनाए गए। एक समूह नियंत्रण समूह था, जिसे पारंपरिक शिक्षण पद्धति से पढ़ाया गया, वहीं अन्य प्रयोगात्मक समूह को गतिविधि-आधारित पद्धति से शिक्षण दिया गया। गतिविधियों में समूह चर्चा, भूमिकानिर्वाहन, नाटक, संवादाभिनय, भाषा-खेल, चित्रकथा और वाद-विवाद शामिल थे। दोनों समूहों पर शिक्षण से पूर्व समान रूप से पूर्व-परीक्षा (Pre-test) और शिक्षण के पश्चात पोस्ट-परीक्षा (Post-test) आयोजित की गई ताकि उपलब्धियों का तुलनात्मक मूल्यांकन किया जा सके। सांख्यिकीय विश्लेषण के लिए उपयुक्त विधियों का प्रयोग किया गया।

13. Findings:

शोध के परिणाम अत्यंत रोचक एवं महत्वपूर्ण रहे। सबसे पहले यह पाया गया कि गतिविधि-आधारित पद्धति से पढ़ाए गए छात्रों की उपलब्धि स्तर में उल्लेखनीय वृद्धि हुई। वे न केवल भाषा के ज्ञान में बढ़ोतरी दिखाए बल्कि भाषा उपयोग में भी आत्मविश्वास प्रदर्शित करने लगे। इसके विपरीत, पारंपरिक पद्धति से पढ़ाए गए छात्र अपेक्षाकृत कम प्रगति दिखाते हैं। गतिविधि-आधारित समूह में छात्रों ने कक्षा में अधिक सक्रिय भागीदारी दिखाई, प्रश्न पूछने में झिझक न दिखाई और अपनी रचनात्मक प्रतिभा प्रस्तुत करने में सक्षम रहे। गतिविधि-आधारित शिक्षण उन छात्रों के लिए विशेष रूप से लाभकारी सिद्ध हुआ जिनके लिए हिंदी भाषिक कठिनाईपूर्ण थी। खेलों और मनोरंजक गतिविधियों के माध्यम से वे भाषा अधिग्रहण को सहजता से सीख सके एवं भाषा के प्रति जटिलता कम हुई। यह पद्धति छात्रों को भाषा को विषय मात्र नहीं बल्कि जीवन के प्रयोगात्मक साधन के रूप में अपनाने का अवसर देती है। इसके अतिरिक्त, गतिविधि-आधारित शिक्षण ने छात्रों के चारों भाषा कौशल—सुनना, बोलना, पढ़ना और लिखना—को संतुलित रूप से विकसित किया। उदाहरण स्वरूप, भूमिकानिर्वाहन और संवादाभिनय ने बोलने व सुनने की क्षमता को मजबूत किया; भाषा-खेल और चित्रकथा ने पढ़ने की गति व समझ बढ़ाई; तथा समूह चर्चा एवं लेखन क्रियाओं ने लेखन कौशल को निखारा। इसके अलावा, सहयोग, सहानुभूति, नेतृत्व एवं टीम-वर्क जैसे गुणों का विकास भी हुआ।

14. Implications:

इस शोध के परिणाम स्पष्ट करते हैं कि हिंदी शिक्षण में गतिविधि-आधारित पद्धति को नियमित रूप से अपनाना आवश्यक है। शिक्षकों को चाहिए कि वे केवल अध्यापन तक सीमित न रहकर छात्रों की सक्रिय भागीदारी सुनिश्चित करने के लिए संवादात्मक एवं रचनात्मक गतिविधियों का प्रयोग करें। शिक्षण प्रक्रिया को जीवंत, रोचक और छात्रों की रुचि के अनुसार बनाना शिक्षकों की जिम्मेदारी है। यदि शिक्षकों द्वारा योजना बद्ध तरीके से गतिविधियों का प्रयोग किया जाए, तो छात्र कठिन भाषा बिंदुओं को सरलता से समझ और उपयोग कर सकते हैं। यह शोध यह प्रमाणित करता है कि गतिशील शिक्षण पारंपरिक शिक्षण की अपेक्षा अधिक प्रभावी, व्यावहारिक तथा जीवनपरक है। यह न केवल छात्रों की शैक्षणिक उपलब्धि को बढ़ाता है बल्कि उनके भाषा के प्रति सकारात्मक दृष्टिकोण का भी विकास करता है। परिणामस्वरूप, छात्र हिंदी भाषा को केवल परीक्षा

उत्तीर्ण करने के लिए नहीं बल्कि दैनिक जीवन में उपयोगी भाषा के रूप में स्वीकार करने लगते हैं। अतः यह अनुशांसा की जाती है कि हिंदी भाषा शिक्षण के क्षेत्र में गतिविधि-आधारित पद्धति को व्यापक रूप से लागू किया जाए तथा शिक्षकों को इसके लिए आवश्यक प्रशिक्षण दिया जाए ताकि हिंदी शिक्षण की गुणवत्ता में व्यापक सुधार हो सके।

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16. **Keywords:** गतिविधि-आधारित शिक्षण, हिंदी भाषा, प्राथमिक शिक्षा, भाषा कौशल, शैक्षणिक उपलब्धि, संवाद कौशल