

Notification No. 523/2022

Name: Gomti

Supervisor's Name: Dr. Tabassum Naqi

Department: Department of TT and NFE (IASE)

Title: Development of Strategies for Proficiency Enhancement of Urdu Medium Students in Hindi Language at Elementary Level

Findings:

The findings of the study reveal that the learners scored low on the tests that showed that their level of the learners was very poor. It has been found that more than 50% (20 out of 35) of the learners score below 30 categorizing into "POOR performance" category. Only a few- 3 learners out of 35 scored in the "VERY POOR performance" category. 6 learners scored in the "AVERAGE performance" category. There are some areas due to which the Hindi language writing proficiency has been affected. The module was developed after identifying the issues the learners face while writing the Hindi language. All the areas identified are: Syntactical errors, Lexical errors, Dearth of vocabulary, Inappropriate use of maatras. These areas were inculcated using the constructivist approach in the module. From the analysis of post-test data it has been found that the scores of the learners improved. 100% (35 out of 35) of the learners scored above 40 categorizing them into "AVERAGE and ABOVE AVERAGE performance" category, in comparison to the pre-test where the same learners scored below 30 and categorized into the "POOR performance" category. 2 learners out of 35 scored in the "OUTSTANDING performance" category. 8 learners scored in the "EXCELLENT performance" category. No learners scored in the " POOR or VERY POOR performance" category. The results show that the learners level of proficiency is improved with the help of the intervention used i.e., the application of the developed module. The comparative results provide evidence for the growth of the learners in terms of proficiency in Hindi language writing skills. It has been found that some students who scored lowest in the class have made remarkable achievements. For instance, student 17 scored in pre-test and 56 in post-test, student 25 scored 12 in pre-test and 41 in post-test, and student 1 scored 18 in pre-test and 42

in post-test. The researcher carried out a t-test in order to find out the significant value of the module.. The result is significant at $p < 0.05$. As the value of t is significant at a significance level of 0.05, therefore, the intervention- application of the developed module has a significant effect on the proficiency level of the learners. Therefore, the module developed based on the constructivist approach proves to be successful in its usage.