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# **A Comprehensive Study on the Interest in Learning Hindi Language among School Students in Chennai City**

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**ABSTRACT:** India is a multilingual country where language plays a crucial role in education, social integration, and cultural development. Hindi, as one of the official languages of India, functions as an important link language across different regions. In Tamil Nadu, particularly in Chennai city, Hindi is learned mainly as a second or third language due to the dominance of Tamil as the mother tongue. However, increasing urbanization, migration, and media exposure have enhanced the relevance of Hindi in academic and social contexts. The present study aims to examine the level of interest, learning abilities, and challenges faced by school students in learning Hindi in Chennai city. A descriptive research design was adopted, and data were collected from 250 students studying in Classes V to X in selected CBSE schools using a structured questionnaire. The study focused on students' interest in Hindi, proficiency in reading, writing, and speaking skills, difficulties in grammar, and the influence of audio-visual media. The findings reveal that a majority of students show a positive attitude towards learning Hindi, with speaking skills being stronger than reading and writing skills. Grammar was identified as a challenging area, while audio-visual media such as movies and television played a significant role in motivating students. The study highlights the need for learner-centred, activity-based teaching methods and increased use of audio-visual aids to improve Hindi language learning in non-Hindi-speaking regions.

**KEYWORDS:** Hindi Language Learning; Student Interest; Multilingual Education; Audio-Visual Media; School Students; Chennai City

## **I. INTRODUCTION**

Language is a fundamental means of communication and an essential component of human development. It enables individuals to express ideas, emotions, knowledge, and cultural values. In education, language acts as a medium through which learning takes place. India is known for its linguistic plurality, with hundreds of languages and dialects spoken across different regions. This diversity makes multilingual education both a challenge and a necessity.

Hindi occupies a unique position in India as one of the official languages and as a widely used link language. It is used extensively in administration, media, higher education, and inter-state communication. Learning Hindi provides students with opportunities for national integration, mobility, and access to wider educational and employment prospects.

Tamil Nadu has a strong linguistic and cultural identity rooted in the Tamil language. Chennai city, being a metropolitan centre, attracts people from various parts of India due to its educational institutions, IT industry, manufacturing sector, and business opportunities. As a result, Chennai has become a multicultural and multilingual city. In this environment, Hindi has emerged as an important second or third language, especially in CBSE and ICSE schools.

Although Hindi is not the mother tongue of most students in Chennai, exposure through school education, Hindi movies, television channels, digital platforms, and social interactions has increased familiarity with the language. However, students often face difficulties in reading, writing, and grammar due to limited exposure outside the classroom. Hence, it is important to study students' interest, attitudes, and challenges in learning Hindi in Chennai city.

## II. REVIEW OF LITERATURE

Language learning in a multilingual country like India has been widely discussed by researchers, policymakers, and educators. Several studies and policy documents have highlighted the importance of second language learning, especially Hindi, in non-Hindi-speaking regions.

Kumar (2015) examined second language learning in Indian schools and emphasized that exposure, motivation, and classroom practices play a major role in successful language acquisition. The study pointed out that students learn a second language more effectively when teaching methods move beyond rote memorization and focus on communication, interaction, and real-life usage. Kumar also noted that learners in non-Hindi-speaking states often face difficulties due to limited opportunities to use the language outside school.

Devy (2018) discussed the relationship between language, culture, and multilingualism in India. The author highlighted that learning multiple languages strengthens cultural understanding and national integration. According to Devy, multilingual education helps students develop cognitive flexibility and respect for linguistic diversity. The study strongly supported the idea that learning Hindi alongside regional languages does not weaken local languages but instead enriches students' overall linguistic competence.

The National Education Policy (NEP) 2020 emphasized the importance of multilingual education and the promotion of Indian languages, including Hindi. The policy recommended mother tongue or regional language instruction in the early years while encouraging the learning of additional languages at later stages. NEP 2020 stressed that language learning should be joyful, activity-based, and connected to real-life situations. The policy also highlighted that multilingualism improves cognitive development and academic achievement.

Chawla (2021) examined Hindi teaching practices in multilingual classrooms and found that student-centered approaches significantly improve learning outcomes. The study reported that the use of teaching aids, group activities, storytelling, and role-play increased students' interest and participation in Hindi classes. Chawla emphasized that teachers play a key role in creating a supportive environment for learning Hindi, especially in non-Hindi-speaking regions.

NCERT (2023), in its position paper on multilingual education, highlighted the importance of building a strong foundation in the mother tongue while supporting the learning of additional languages such as Hindi and English. The document stated that children who are confident in their first language find it easier to acquire second and third languages. NCERT also recommended integrating cultural content, oral activities, and experiential learning in language classrooms.

Rathod and Patel (2024) studied motivational factors influencing Hindi learning among students and found that interest, teacher encouragement, and classroom environment significantly affect students' willingness to learn Hindi. The study revealed that students who received positive feedback and engaging instruction showed higher motivation and better performance. The authors also noted that exposure to Hindi through media and daily communication supports language learning.

Overall, the reviewed literature indicates that interest, motivation, teaching methods, and supportive policies are crucial for effective Hindi language learning. Studies consistently show that learner-centered approaches and multilingual education policies play a vital role in improving students' attitudes and proficiency in Hindi, particularly in non-Hindi-speaking regions like Chennai city.

## III. NEED AND SIGNIFICANCE OF THE STUDY

In Chennai city, Hindi is generally learned as a second or third language mainly for academic purposes. However, its practical importance in national communication, higher education, competitive examinations, and employment opportunities cannot be ignored. As Chennai is a metropolitan city with people from different parts of India, the ability to understand and speak Hindi helps students interact confidently in multicultural and multilingual settings.

Many students in non-Hindi-speaking regions perceive Hindi as a difficult subject because of its unfamiliar Devanagari script, complex grammar rules, and limited opportunities to use the language outside the classroom. These difficulties often reduce students' interest and performance in Hindi. Teachers also face challenges in motivating students and adopting suitable teaching strategies.

Understanding students' level of interest, strengths, and difficulties in learning Hindi is essential for improving teaching practices. This study helps teachers identify problem areas such as grammar, reading, and writing skills and encourages the use of effective teaching methods. The study is highly significant in the context of the National Education Policy (NEP) 2020, which strongly emphasizes multilingual education, promotion of Indian languages, and learner-centered pedagogy. The findings of this study can guide teachers, curriculum designers, and policymakers in strengthening Hindi language education in non-Hindi-speaking regions like Chennai.

#### **IV. OBJECTIVES OF THE STUDY**

The main objectives of the present study are:

1. To study the level of interest among school students in learning the Hindi language.
2. To examine students' abilities in reading, writing, speaking, and understanding Hindi.
3. To analyse the influence of audio-visual media such as movies and television on Hindi language learning.
4. To identify the major difficulties faced by students in learning Hindi grammar.
5. To suggest suitable measures for improving Hindi teaching and learning in schools in Chennai city.

#### **V. RESEARCH METHODOLOGY**

##### **5.1 Research Design**

The study adopted a descriptive research design, as it aims to describe the existing level of interest, learning skills, and difficulties of students in learning Hindi.

##### **5.2 Population**

The population of the study consisted of CBSE school students studying in Chennai city, where Hindi is taught as a second or third language.

##### **5.3 Sample**

A sample of 250 students studying in Classes V to X was selected using the simple random sampling method to ensure equal representation of students.

##### **5.4 Tool for Data Collection**

A structured questionnaire was developed and used as the research tool. The questionnaire included questions related to:

- Interest in learning Hindi
- Language skills (reading, writing, speaking)
- Grammar difficulties
- Influence of audio-visual media

##### **5.5 Procedure of Data Collection**

The researcher personally visited selected schools and administered the questionnaire to students after obtaining permission from school authorities.

##### **5.6 Procedure of Data Analysis**

The collected data were analysed using **percentage analysis**. Results were presented using **tables, bar diagrams, and pie charts** for easy understanding and interpretation.

VI. ANALYSIS AND INTERPRETATION

Table 1: Interest and Learning Parameters of Hindi (N = 250)

Parameter	Positive (%)	Negative (%)
Like Hindi	95.2	4.8
Read Hindi	62	38
Speak Hindi	84	16
Write Hindi	64	36
Grammar	90	10
Learning by audio-visual methods	74	26
Influence of Hindi movies	88	12

Figure 1: Students' Interest in Learning Hindi

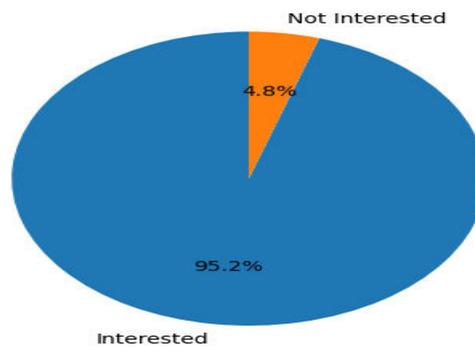


Figure 2: Comparison of Hindi Language Skills

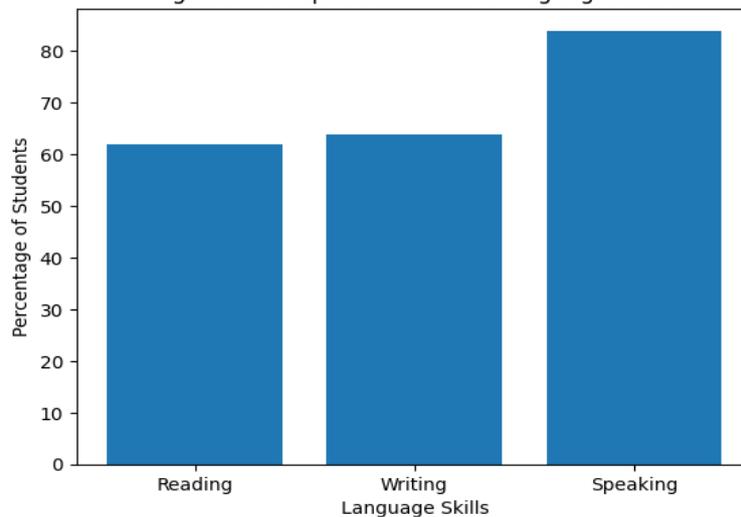
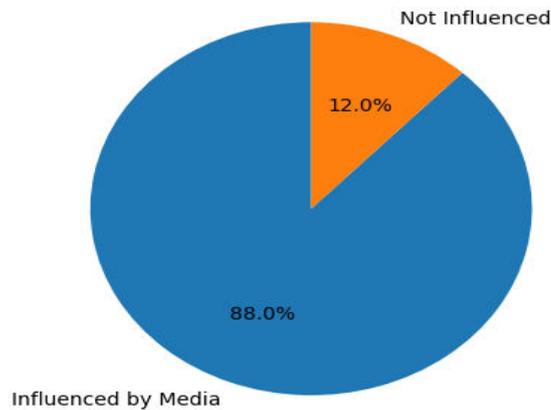


Figure 3: Influence of Hindi Movies and Media on Learning Hindi



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Figure 1: Pie Chart – Students’ Interest in Learning Hindi

- Shows that 95.2% of students are interested in learning Hindi.
- Only 4.8% are not interested, indicating a very positive attitude.

Figure 2: Bar Diagram – Comparison of Hindi Language Skills

- Speaking (84%) is the strongest skill.
- Writing (64%) and Reading (62%) are comparatively weaker.
- This confirms that students are more comfortable with oral communication than written skills.

Figure 3: Pie Chart – Influence of Hindi Movies and Media

- 88% of students reported that Hindi movies and media help them learn Hindi.
- Only 12% felt no influence.
- This clearly shows the strong motivational role of audio-visual media.

The results indicate high interest in speaking Hindi, while reading and writing skills are relatively weaker. Audio-visual exposure plays a major role in motivating students.

## VII. MAJOR FINDINGS

The major findings of the study are:

- School students in Chennai city show a positive attitude towards learning Hindi.
- Speaking and listening skills are stronger than reading and writing skills.
- Hindi grammar is perceived as difficult but essential for academic achievement.
- Audio-visual media such as movies and television play a significant role in motivating students.
- Students learn Hindi more effectively when exposed to the language through interactive and informal means.

## VIII. EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

Based on the findings, the following suggestions are made:

- Teachers should adopt activity-based, communicative, and learner-centered teaching methods.
- Audio-visual aids, digital content, and multimedia resources should be integrated into Hindi classrooms.
- Grammar should be taught using examples, stories, and real-life contexts instead of rote learning.
- Remedial teaching and extra practice sessions should be provided for slow learners.
- Schools should encourage students to participate in Hindi debates, role plays, and language clubs.

**IX. QUESTIONNAIRE USED FOR THE STUDY**

The questionnaire was divided into four sections:

**Section A: Personal Information**

- Class
- Gender
- Medium of instruction

**Section B: Interest in Hindi**

- Do you like learning Hindi? (Yes/No)
- Do you enjoy speaking Hindi? (Yes/No)
- Do you like reading Hindi textbooks? (Yes/No)

**Section C: Learning Difficulties**

- Do you find Hindi grammar difficult? (Yes/No)
- Which skill is most difficult? (Reading/Writing/Speaking)

**Section D: Media Influence**

- Do Hindi movies help you learn Hindi? (Yes/No)
- Do you watch Hindi TV programs? (Often/Sometimes/Never)

**X. SCORING KEY**

- Yes = 1, No = 0
- Often = 2, Sometimes = 1, Never = 0

A higher total score indicates a higher level of interest and motivation in learning Hindi.

**XI. CONCLUSION**

The study concludes that Hindi language learning among school students in Chennai city is strongly influenced by students' interest, exposure to the language, teaching methods, and audio-visual media. While students show high interest and confidence in speaking Hindi, they face challenges in reading, writing, and grammar. With the adoption of learner-centered strategies, media-supported instruction, and continuous practice, Hindi learning can be effectively strengthened in non-Hindi-speaking regions. The study supports the goals of NEP 2020 and highlights the importance of promoting multilingual education in Indian schools.

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