

# **A MINOR RESEARCH PROJECT**

**SUBMITTED TO THE UGC**

**Sanctioned by University Grants Commission, Western Regional Office, Ganeshkhind,  
Pune – 411 007**



## **TO INVESTIGATE THE REASONS FOR LACK OF COMMUNICATION SKILLS AMONG THE UNDERGRADUATE STUDENTS OF MARATHI MEDIUM**

**Principal Investigator**

**Dr. N. Y. Khandait**

**Ex-Principal, S. J. Grameen Seva Mahavidyalaya**

**Pipri-Wardha(M.S.)**

# **DECLARATION CERTIFICATE**

**I hereby declare that this Minor Research Project entitled “TO INVESTGATE THE REASONS FOR LACK OF COMMUNICATION SKILLS AMONG THE UNDERGRADUATE STUDENTS OF MARATHI MEDIUM” is the result of my work.**

**I have not submitted this project to any other university or institution for the award of any academic purpose.**

**Dr. N.Y. Khandait**

**Principal Investigator**

## **CERTIFICATE OF THE HEAD OF THE INSTITUTION**

**This is to certify that S.J. Grameen Seva Mahavidyalaya, Pipri-Wardha is permanently affiliated college under Section 2(f) and 12 B of the UGC act.**

**Dr NY Khandait worked as Principal at SJ Grameen Seva Mahavidyalaya, Pipri-Wardha from January 5, 2010 to January 6, 2012 as a regular and permanent Faculty Member and is currently performing his duties as Principal at G. S. College of Commerce & Economics, Nagpur.**

**This Minor Research project “TO INVESTGATE THE REASONS FOR LACK OF COMMUNICATION SKILLS AMONG THE UNDERGRADUATE STUDENTS OF MARATHI MEDIUM” has been prepared after the approval of UGC.**

**It is also certified that this Project has not been submitted to any other University or Institution for the award of any academic purpose.**

**Dr P M Kalbhoot**

**Principal**

**S J Grameen Seva Mahavidyalaya,**

**PIPRI-WARDHA**

## **ACKNOWLEDGEMENTS**

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I first of all thank UGC for approving this project and releasing substantial grants to carry it out.

The Project could not be completed in stipulated time primarily due to my appointment as Principal in two colleges between January 2010 to the present and the pressing duties of the job and a severe accident involving my right eye which forced me to proceed on prolonged medical leave on as many as three occasions. I almost gave up the project but did not thanks to the support of my management and colleagues who constantly egged me on.

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I also put on record my sincerest thanks to all the principals, teachers of English and students of the colleges that I visited during the course of my research.

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Lastly, I thank my family for being with me through thick and thin and remaining so very patient throughout the conduct of research project.

Dr N Y Khandait

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## CHAPTER I

### INTRODUCTION

- **Origin of the Research Problem**

It has been seen that the students of Marathi medium at the UG level always face communication problems in both the vernacular and English. The problems, moreover, are not restricted to only the oral component; their writing skills are also equally poor. As a result, the performance of these students in academic and other co-curricular activities is well below average which eventually mars their employability chances.

In the present scenario, thus, communication skills, in both written and oral forms, hold the key for securing better jobs and carving out successful careers not to mention the general need for global communication. Ironically though, in this age of Information and Communication Technology where communication has assumed electronic dimensions, the very basic medium of communication, i.e. languages, has remained largely ignored in comparison with the specialized subject areas in all types of syllabi at the UG level.

Language learning essentially comprises the acquisition of four core skills viz. listening, speaking, writing and reading whether we talk of a vernacular or a foreign language like English. In case of a mother tongue, the problem with students is that they take the things for granted and become casual in both the acquisition and use of the mother tongue and in the process deprive themselves of using the mother tongue to its fullest potential for communicative purposes. In case of English language, problems are just about everywhere at all levels of education from primary to UG. Poor transaction of syllabus is, of course, the major reason at the primary stage owing to largely ill-qualified and untrained teachers; but even in case of trained and better teachers, the outcome is still not up to the mark.

It was therefore hypothesized that the reasons for the lack of communication skills in the students of Marathi-Hindi medium students must lie elsewhere.

This study started with an objective of identifying precisely those reasons which prevent the students of Marathi medium students from acquiring good communication skills in general and English communicative skills in particular and also to recommend necessary remedial measures to overcome the identified problems.

- **Review of Research Work**

Some significant work has been done in the area of Communication but most of it relates to either business communication or the corporate world. The existing research hardly touches the specific problems of Marathi medium students, especially in rural areas. Any authoritative study focusing on specific reasons for the lack of communicative skills in students of Marathi medium has not materialized in this part of the world so far as far as the researcher's knowledge is concerned. There are some case studies here and there, but they are not representative enough to be made applicable to the larger body of students.

The British Council, the American Center and a handful of other organizations have made some significant contribution in the area of English Language Teaching. But their methodologies are mostly prescriptive than diagnostic. The problem-solution equation is thus by and large missing though educated guesses can lead us to eventual solutions. Some work also has been done by the Indian scholars and teachers in this connection. However, it is largely inferential, generalized and theoretical and therefore does not fully explore the core issues at hand.

- **Significance of Study**

Owing to its restricted bearing, the instant study does not claim to cause any national or international impact. It is strictly a regional study but with a potential of application at a national level where English Language is regarded as an important communication tool as the mother tongue.

The immediate goal of the study is to identify the problems in the Nagpur Region and more specifically the Wardha city where the researcher has been working as a teacher/Principal.

- **Objectives**

1. To search out the problems of linguistic skills of the rural and urban students of Marathi medium at the UG level.
2. To find out the causes of the lack of basic linguistic skills among these students.
3. To evaluate the scheme of communicative languages (Marathi & English) in respect of their scope, methods and results.
4. To find the socio-economic and cultural elements vis-à-vis the problem.
5. To search for solutions to the problem and prepare a remedial scheme for effecting improvement in communicative skills.
6. To recommend the remedial scheme as Action Plan to the concerned authorities of the University viz. Board of Studies and the Academic Council.

7. To emphasize upon students the importance of linguistic and literary skills for getting good jobs or pursuing any profession in future.

- **Plan of Action**

- a) To visit colleges and conduct interaction sessions with the students of Marathi medium.
- b) To conduct tests to assess their communication skills (oral and written).
- c) To conduct interaction sessions with teachers to take their feedback on students through questionnaires.
- d) To collect feedback from students on teaching programmes and facilities through questionnaires.
- e) Conduct counselling sessions for students and, if required, for teachers.

- **Research Methodology**

1. Random sampling of students of Marathi medium at the UG level in the colleges in Wardha in the jurisdiction of RTM Nagpur University.
2. Use of questionnaires and interviews to evaluate the Teaching-Learning conditions and socio-economic and cultural background of students.
3. Testing of students through written and oral modes to assess their language skills and communication problems.
4. Collation and analysis of data collected and use of the statistical tools to draw conclusions.
5. Submission of Report.

- **Colleges selected for sampling**

When the researcher was awarded the MRP, he was working as a Reader in G. S. College of Commerce & Economics, Nagpur. However, he was appointed as Principal at Shrikrishnadas Jajoo Grameen Sewa Mahavidyalaya, Pipri-Wardha w.e.f. 7-1-2010 where he worked up to 6-1-2012 before getting transferred to G. S. College of Commerce & Economics, Nagpur as Principal w.e.f. 7-1-2012.

Owing to this, the researcher applied for the transfer of the MRP to Shrikrishnadas Jajoo Grameen Sewa Mahavidyalaya, Pipri-Wardha and the UGC accorded the transfer.

In view of the above, and because of the responsibilities of principalship, the researcher had to restrict the study to select colleges in Wardha where a large number of Marathi



medium students coming from rural areas study. They thus easily qualify as a representative sample of the students identified for the study.

The following colleges were selected for sampling:

1. Shrikrishnadas Jajoo Grameen Seva Mahavidyalaya, Pipri-Wardha
2. G. S. College of Commerce, Wardha
3. J.B.Science College, Wardha
4. Lok Mahavidyalaya, Wardha
5. Priyadarshini Mahila Mahavidyalaya, Wardha

In order to approach these colleges the researcher corresponded with the principals of these colleges and dates for the visits were requested for. The Researcher here acknowledges the cooperation of all principals and the English teachers of these colleges.

- **Sample Size**

The following number of students and teachers were selected for conducting a survey:

- 1. Shrikrishnadas Jajoo Grameen Seva Mahavidyalaya, Pipri-Wardha**

[No. of Students: 24 (Boys: 13 ; Girls: 11)]

[No. of Teachers: 01 ]

- 2. G. S. College of Commerce, Wardha**

[No. of Students: 23 (Boys: 11 ; Girls: 12 )]

[No. of Teachers: 01 ]

- 3. J.B.Science College Wardha**

[No. of Students: 23 (Boys: 04 ; Girls: 19)]

[No. of Teachers: 01 ]

- 4. Lok Mahavidyalaya, Wardha**

[No. of Students: 41 (Boys: 03 ; Girls: 38 )]

[No. of Teachers: 01]

**5. Priyadarshini Mahila Mahavidyalaya, Wardha**

[No. of Students: 25 (Boys: 00 ; Girls: 25)]

[No. of Teachers: 01 ]

**TOTAL SAMPLE SIZE**

**STUDENTS: 136; TEACHERS: 05**

**\*\*\*\*\***

**CHAPTER II**  
**EVALUATION OF THE DATA COLLECTED FROM STUDENTS**  
**(TESTING)**

As all teachers of English Language are aware, the teaching and learning of the language primarily involves the acquisition of FOUR SKILLS of Listening, Speaking, Writing and Reading.

All the syllabi of English language at the primary, secondary and higher secondary, or UG level aim at developing these skills in various degrees at various levels.

A careful study of the various syllabi reveals that students are exposed to all the stipulated language skills at various stages and by the time they pass their secondary and higher secondary examinations, they are expected to have learnt all the basics of the language like grammar, vocabulary, composition, comprehension, and communication in both oral and written form.

The study therefore first focused on gauging the level of proficiency that the Marathi medium students have acquired. In order to evaluate language skills of the students of Marathi medium in colleges identified for the study, three sets of question papers were thus designed to cover the following areas:

1. Grammar & Composition
2. Vocabulary
3. Oral Skills

The questions, generally of the SSC level, were framed in both the objective and descriptive forms with an objective of checking on the degree of content and skill components.

For Test I (Grammar & Composition), identification/multiple choice/one line answer etc. questions were framed to evaluate students' basic knowledge of the parts of speech, suitable word forms, reported speech, transformation of sentences, and tenses. The Test also contained a guided composition of about 10 sentences. The Test was of an hour's duration with 40 marks.

Test II (Vocabulary) consisted of multiple choice questions on collective/group nouns, one word substitution, synonyms, antonyms, look-alikes, animal sounds, and word formation. The duration of the Test was 50 minutes with 50 marks.

Test III consisted of pronunciation, Q/A, and situational conversation. It was a 10 minute - 10 marks test.

**A Note on the conduct of tests:**

After taking due permission from Principals of the colleges where tests were to be conducted, the researcher visited these colleges and had interaction with the teachers of English.

The researcher explained to them the concept and the objectives of the tests and requested for the conduct of tests in their respective classes of Marathi medium.

At all colleges, the Marathi medium students appeared in the examination; at G.S. College of Commerce, Wardha, the students of Hindi medium also wanted to appear in the tests and therefore they were also included in the sample.

The sets of question papers as per the number required were distributed to the teachers who conducted the tests in the presence of the researcher.

After the tests, the researcher requested the teachers to check the papers. All the teachers obliged the researcher.

It also needs to be mentioned that the students showed a great enthusiasm in the conduct of the tests. And even though they had to sit for extra two hours, they did not mind it at all. The desire to be the part of a new experiment was very much visible among the students.

At the end of the test, all students were treated with snacks and Cadburys.

**The following are the college-wise results of all tests:**

**1. Shrikrishnadas Jajoo Grameen Seva Mahavidyalaya, Pipri-Wardha**

Tests	No. of students appearing in the Test	No. students passing the Test	% of passing	Average Marks in the Test
Test I <b>Grammar &amp; Composition</b>	24	08	33%	10
Test II <b>Vocabulary</b>	24	01	4%	07
Test II <b>Oral Skills</b>	00	00	00	00

## 2. G. S. College of Commerce, Wardha

Tests	No. of students appearing in the Test	No. students passing the Test	% of passing	Average Marks in the Test
Test I <b>Grammar &amp; Composition</b>	23	09	39%	13
Test II <b>Vocabulary</b>	23	04	17%	13
Test II <b>Oral Skills</b>	23	23	100%	07

## 3. J. B. Science College, Wardha

Tests	No. of students appearing in the Test	No. students passing the Test	% of passing	Average Marks in the Test
Test I <b>Grammar &amp; Composition</b>	23	22	96%	24
Test II <b>Vocabulary</b>	23	23	100%	29
Test II <b>Oral Skills</b>	23	23	100%	08

## 4. Lok Mahavidyalaya, Wardha

Tests	No. of students appearing in the Test	No. students passing the Test	% of passing	Average Marks in the Test
Test I <b>Grammar &amp; Composition</b>	41	40	98%	23
Test II <b>Vocabulary</b>	41	41	100%	33
Test II <b>Oral Skills</b>	00	00	00	00

## 5. Priyadarshini Mahila Mahavidyalaya, Wardha

Tests	No. of students appearing in the Test	No. students passing the Test	% of passing	Average Marks in the Test
Test I <b>Grammar &amp; Composition</b>	25	25	100%	26
Test II <b>Vocabulary</b>	25	25	100%	32
Test II <b>Oral Skills</b>	18	18	100%	06

As per the results of the tests in the in the above colleges, it is seen that the students seem to have performed satisfactorily in all the areas.

Key observations on students' performance in tests:

### 1. **GRAMMAR:**

- Most students are not completely familiar with even the very basic concepts of grammar. Many students, for example, could not even identify the parts of speech. Real problems were evident in items like suitable word forms, tenses, and transformation of sentences.
- Problems also surfaced in the use of articles and prepositions.
- Now these units are already covered at the HSC level and also repeated at the UG level.  
During the interaction with teachers, it transpired that the above units have already been taught in the classrooms.
- The mistakes on the part of students thus can be attributed to the absence of drilling exercises which are a must for learning these grammar units.

### 2. **COMPOSITION:**

For guided composition a familiar story of a dying man who wants to teach his quarreling sons a lesson about the strength of unity was prescribed.

Even then most students failed to piece together the story in the right perspective. Surprisingly, some students recited the story in Marathi with fluency and even inventiveness.

This contrast can be attributed to the poor translation skills of students. It was heartening to know that students do know the answers in vernacular but

unfortunately they fail to translate them in English which seems to be the issue in composition.

Another related issue is the inconsistency in the use of tenses. There is a free play of tenses in an answer which is supposed to be in simple past tense.

This can also be taken care of by proper drilling exercises and generous use of Grammar- Translation method.

### **3. VOCABULARY:**

The students' woes continued even in vocabulary items with most students faltering in such simple things as one word substitution, collective/group nouns and animal sounds.

There were some good responses in synonyms and antonyms.

In look-alikes, however, students bungled; but this is the area where even better students make mistakes.

In word formation, students were not up to the mark as well.

One good sign, however, is that the students are familiar with concepts. It is only that they do not use the language with a desirable frequency and therefore answers do not readily occur to them.

The time-tested formula of more exposure to reading material in English will be of great help to these students. It needs to be asserted that the vocabulary building exercise is a strenuous process but when you are into it, it can be very enjoyable as well. One only has to give it a try.

### **4. ORAL SKILLS:**

The real test of communication lies in orals, and there students proved to be real disappointment.

The three aspects that were prescribed for testing were pronunciation, Q/A, and situational conversation.

In case of pronunciation, students did a good job.

However, during the Q/A test, students could not respond confidently to simple questions like "What is your father?", or, "In which class are you studying?"

When the same questions were asked in Marathi, the students answered them confidently though.

Even in situational conversations, students managed well in Marathi or Hindi but could not do much in English. As a matter of fact, very simple and familiar situations like "At the Bank", "At the Railway Enquiry Counter", "A Friend Inviting Another for a Party" etc. were given to students as exercises.

During all exercises, the researcher noticed that all the students understood the questions that were asked of them and had ready answers for them in Marathi; the problems started when they were asked to answer in English.

This once again brings us back to the importance of translation drills.

Here, it needs to be mentioned that the teachers can only give the direction to students. Owing to their busy schedules, teachers may not be able to attend to all the needs of students. If students take care of their homework and obediently follow the schedules prescribed by teachers, quite a few problems could be resolved.

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## **CHAPTER III**

### **EVALUATION OF THE DATA COLLECTED FROM STUDENTS AND TEACHERS**

#### **(FEEDBACK ON T/L ACTIVITY & FACILITIES)**

The main objectives of the syllabi at the UG level are to build upon the supposedly and already acquired skills at the primary, secondary and higher secondary stages. Therefore the UG syllabi of English generally dwell upon the study and appreciation of literature, creative writing, business communication, report writing and the like advanced skills which would enable the students to not only become proficient in English Language but also comprehend the other subjects and corpuses of knowledge resulting into better academic performances and output.

Owing to the present education set-up, however, not many of these objectives are achieved.

To start with, we have systems of education in different mediums. In an English Medium school, for example, English is introduced at the very KG level and all the syllabi are transacted in, as we teachers of English call it, the “Direct Method.” As a result, a student is initiated into all the language skills of Listening, Speaking, reading, and writing from the word go and therefore the interference of the mother tongue, which is a major factor in the acquisition of foreign language, is minimized.

On the other hand, English is introduced in Marathi medium schools only at the primary/middle school level and that too of a lower level. That is to say, a Marathi medium student is exposed to the English Language at least four years later than his English medium counterpart and by that time all his communication mechanism is thoroughly controlled by the mother-tongue i.e. Marathi. In other words, in case of a Marathi medium student, the interference of the mother tongue is much higher than an English Convent student which definitely hampers and slows the former’s process of acquiring English language skills.

A Marathi medium student is thus disadvantaged from the beginning. His progress is further affected by various other factors like untrained and unskilled teachers, poor school conditions and lack of educational material including teaching aids, lack of motivation, improper parenting, poverty and other socio-economic conditions which force the students to keep away from schools.

It was against this background that two sets of questionnaires, for students and teachers respectively, were designed in order to do a reality check on the T/L Activity

proper and the facilities available in schools for the best transaction of English Language syllabi.

The following are the findings in respect of every question:

### **Analysis and Interpretation of data generated through Students' Questionnaire**

**(135 Students)**

#### **Q.1: Do you regularly attend the classes?**

99% of the respondents have answered the question as "YES" while barely 1% of the students have answered "NO".

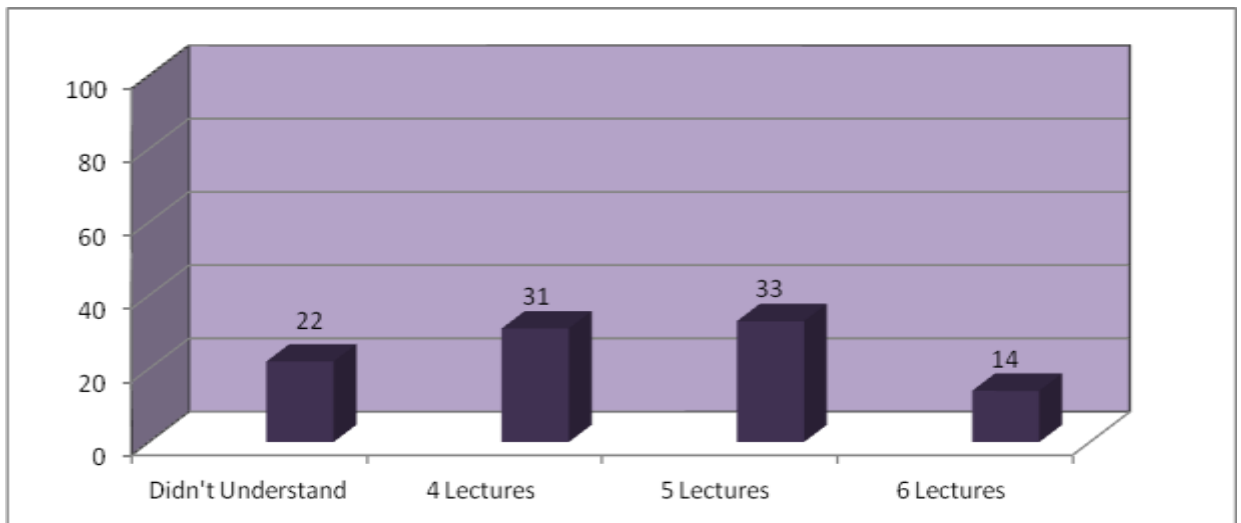
#### **Q.2: Did you get regular instructions in your school?**

99% of the respondents have answered it as "YES" while merely 1% of students have answered it in negative.

#### **Q.3: Are you getting regular instructions in your college?**

99% of the respondents have answered in positive manner while only 1% have answered it in negative.

#### **Q.4: How many English Language lessons and of what duration do you get per week?**



22% of the respondents didn't understand the question reflecting their poor knowledge about Basic English.

31% of the respondents answered that they get 4 English Language lectures of 45 minutes each per week.

33% of the respondents answered that they get 5 English Language lectures of 45 minutes each per week.

14% of the respondents answered that they get 6 English Language lectures of 45 minutes each per week.

From the above analysis it can be inferred that substantial % of students are not sure about the exact number of lectures provided in the time table which could be attributed to their irregularity.

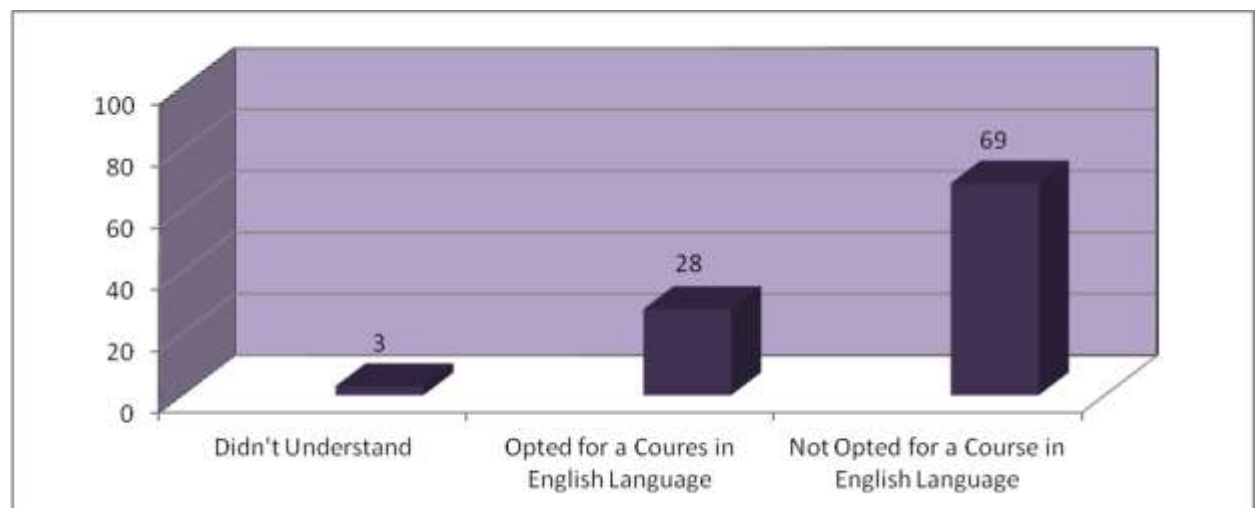
However, the basic purpose of the question was to check if sufficient number of lectures has been allotted to the subject for covering the whole syllabi in the given time frame.

As per the university's scheme, there is a provision of both lectures and tutorials.

Similarly, there is also a provision of internal assessment through unit tests and terminal examinations.

It can be safely said that both the students and teachers have enough time at their disposal for not only completing their respective syllabi but also for evaluation. The factor of insufficient number of lectures or tutorials thus can be ruled out as one of the reasons for poor transaction of syllabi.

#### **Q.5: Have you opted for a course in English Literature?**



3% of the respondents choose not to answer this question because the college did not provide this optional.

28% of the respondents have answered indicating that they have opted for a course in English Literature.

69% of the respondents have answered in negative.

**Note:**

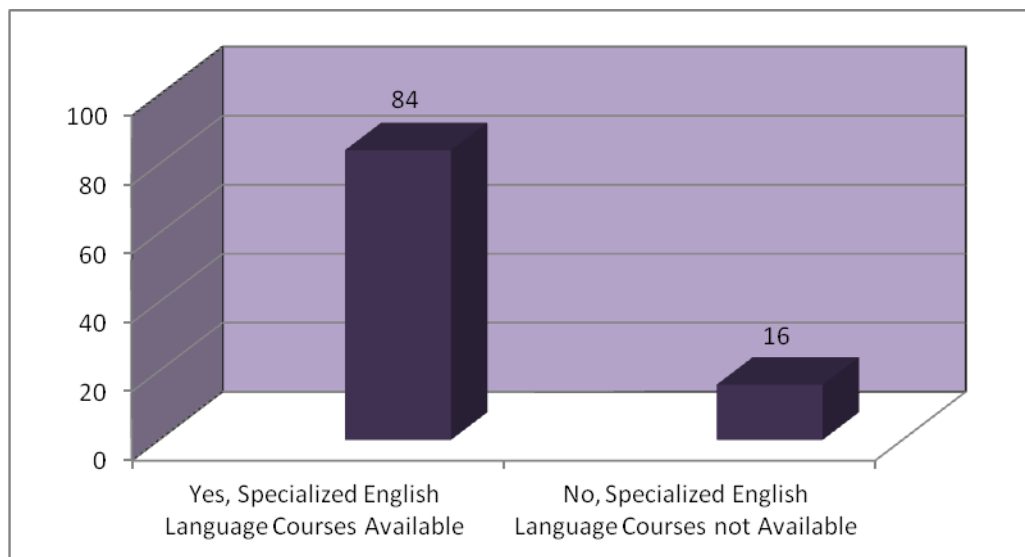
English Literature is one of the optional at all levels of B. A.

English Literature is not offered in Commerce syllabi. In the Commerce syllabi, there is a provision of Supplementary English in lieu of the second Language at the Part I & II levels but that is offered in English Medium sections only.

Generally only those students who have reasonably good command over the English Language opt for English Literature. At least they are not afraid of English language.

This question thus was directed at the students of B.A. to check as to how many of them have opted for English Literature to gauge their interest in the language with a premise that they would have better language skill than the rest.

**Q.6: Are there any other specialized English Language Courses available in the college?**



84% of the respondent students answered that there are specialized English Language Courses available in their colleges.

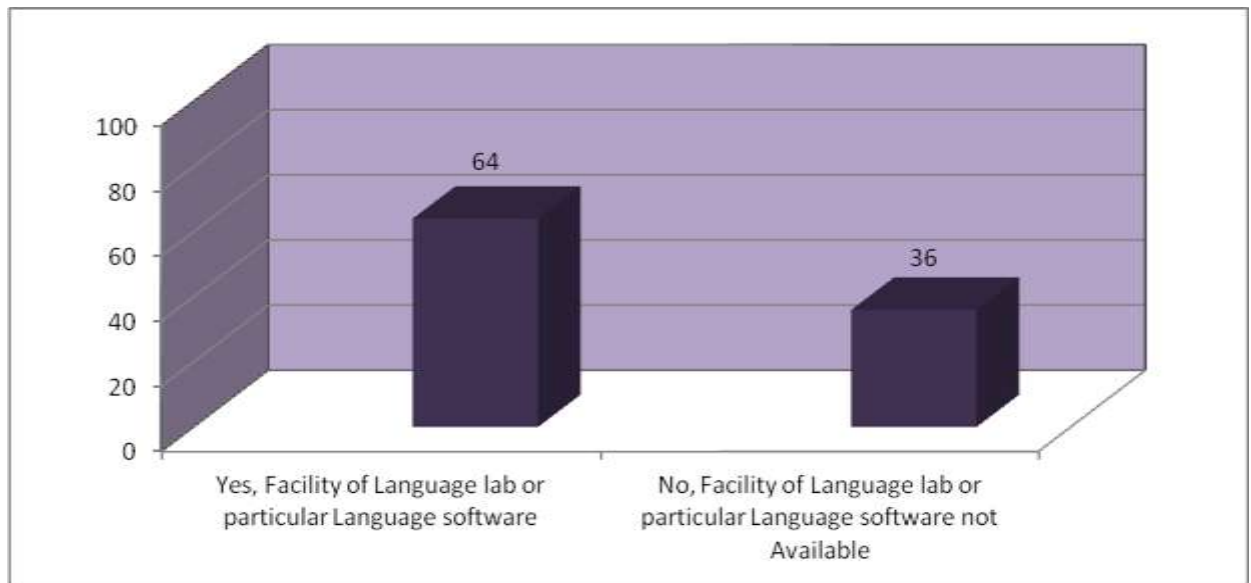
16% answered that there are no specialized English Language Courses available in their college.

**Note:**

By specialized courses, the researcher meant any complementary courses like Certificate/Diploma course in English language or English Speaking.

All the colleges chosen for the survey are offering English Speaking Course.

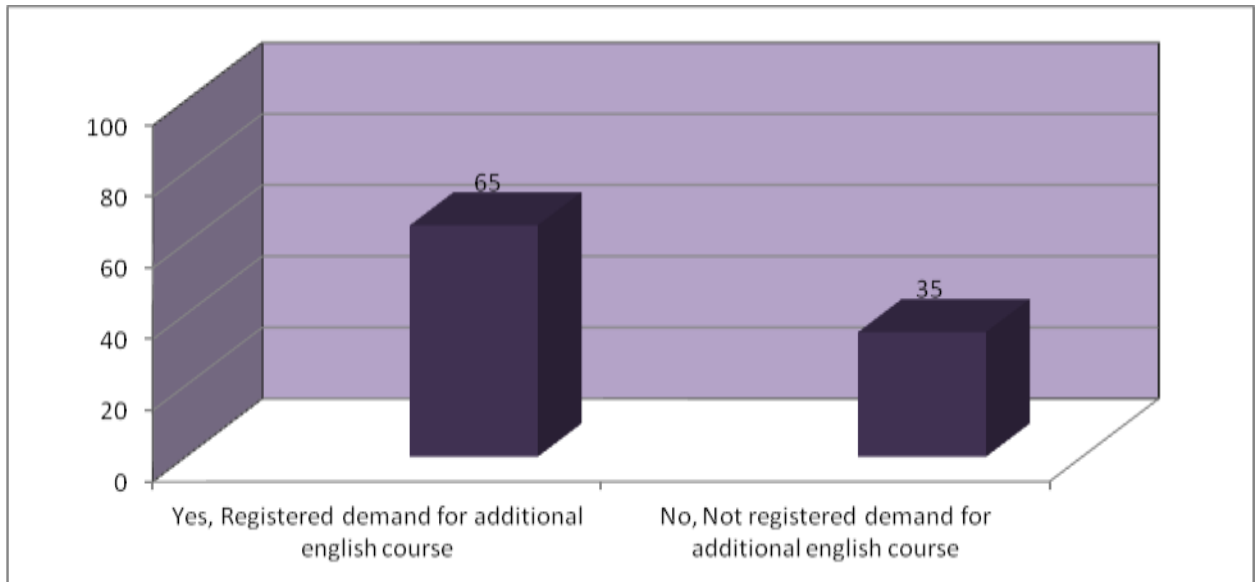
**Q.7: Is there a Language lab or any Language software available in the college?**



64% of the respondents answered that their college has a facility of either a Language lab or some Language software.

36% answered it in negative. This shows students lack of knowledge regarding facilities provided by the colleges for improving linguistic and communication skills among the students.

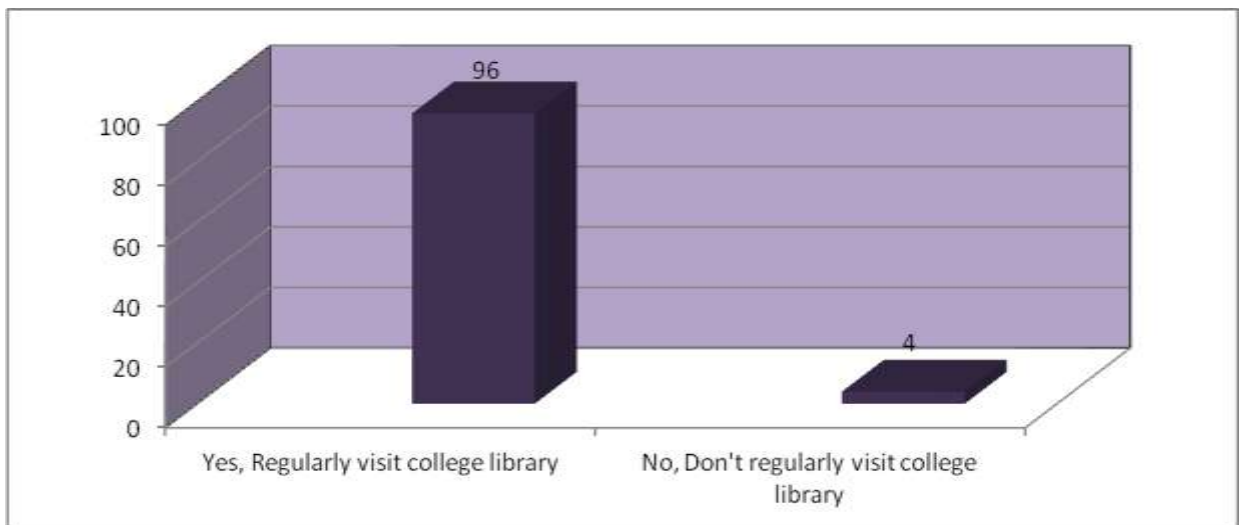
**Q.8: Have you ever registered your demand for additional courses in English Language?**



A majority 65% of the students have affirmed that they have registered their demand for additional course in English Language.

The remaining 35% of the students said that they haven't registered their demand for additional courses in English Language. This also shows casual attitude on the part of students reflecting their non-desire to learn and develop English linguistic skills.

**Q.9: Do you regularly visit the college library?**



A staggering 96% of the respondent students have answered this question with firm conviction and affirmative sense.

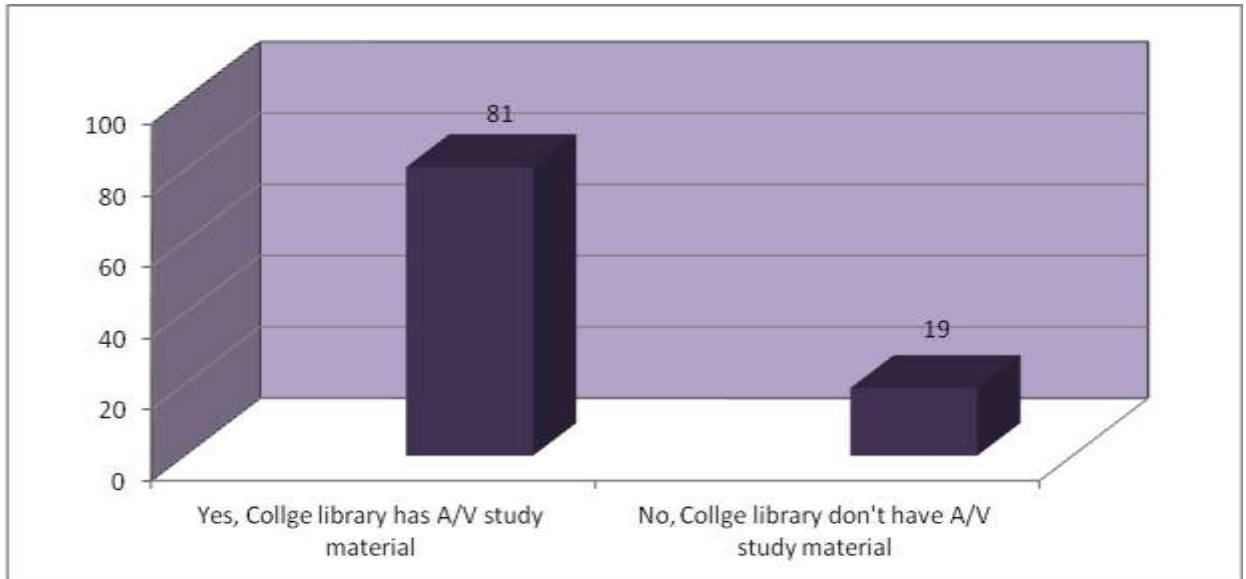
4% of the respondent students answered that they don't regularly visit their college library.

**Q.10: Does the college library have newspapers, novels, and other general books in English Language?**

99% of the respondent students answered confirming their knowledge about the availability of various newspapers, novels, and other general books in English Language in their college library.

1% of the respondents have answered it in negative.

**Q.11: Does the library have any A/V study material for learning of English Language?**

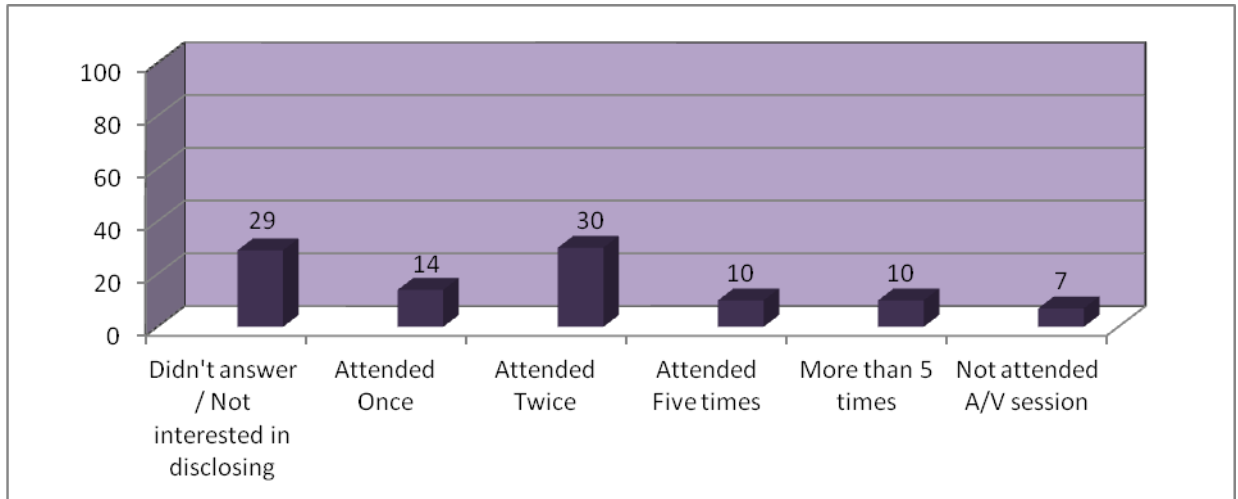


A vast majority (81%) of the respondents have answered this question indicating that the library has some A/V study material for learning English Language.

19% of the respondents replied in a negative manner saying their college does not have any A/V study material.

It may be inferred here that those who replied "NO" may also be exhibiting their unawareness about availability of such material in the college library.

**Q.12: In case, yes, how many times have you attended these A/V sessions?**



7% of the respondents, who said "YES" to Q.11 indicating their awareness regarding availability of A/V study material for learning English Language in their college library, answered that they have not at all attended a single A/V session conducted by the college for improving English Language learning abilities in students.

Out of those who answered "YES" to Q.11, 29% didn't answer the question fearing that disclosure might throw light on their English Language learning abilities.

14% of the students who answered "YES" to Q.11 answered that they have attended the A/V session once.

30% of the respondents in confirmation with Q.11 answered that they have attended the A/V session twice.

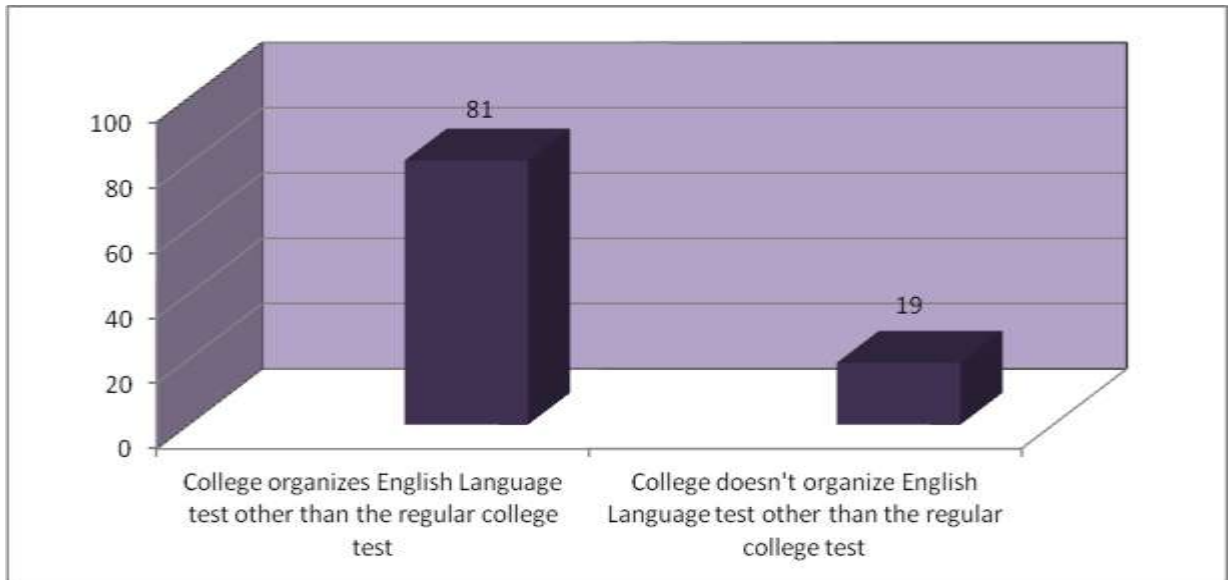
Out of those students who answered "YES" to Q.1, 10% answered that they have attended the A/V session 5 times.

While the remaining 10% answered that they have attended the A/V session on several occasions.

This also shows students' poor knowledge regarding the no. of A/V sessions organized by the college library for improving their linguistic skills.



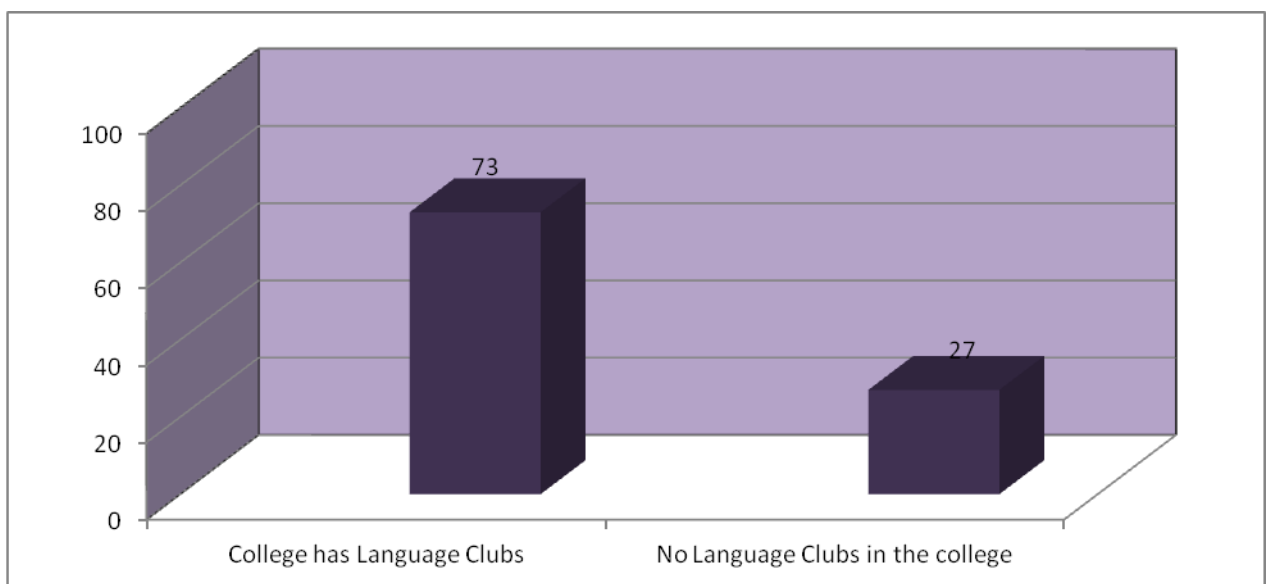
**Q.13: Does the college organize English Language tests other than the regular college tests?**



81% of the respondents have answered that their college organizes English Language test other than the regular college tests.

19% of the sample students answered it in a negative way. This is in sharp contrast with the results of the English Language test conducted as a part of the research project.

**Q.14: Does the college have Language Clubs?**

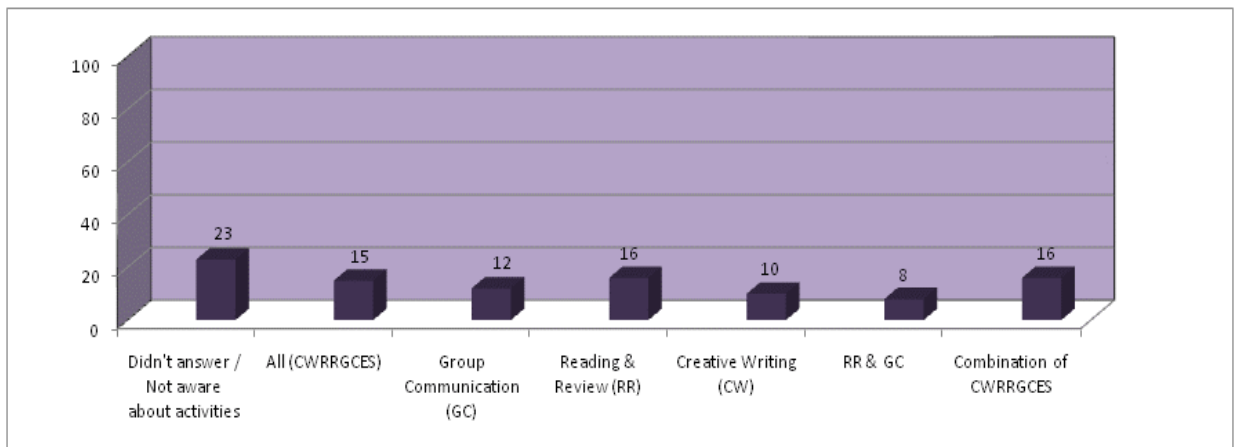


73% of the respondents have answered that their college have Language Clubs.

27% of the sample students responded in a negative manner.

There is a tremendous scope here as the students considered in sample may not be aware of any Language Club set up by their college.

**Q.15: What kind of activity is conducted in the club?**



Of the respondents who answered that there college have Language Clubs, 23% were not able to tell exactly the kind of activities that are conducted by the Language Club in their college.

15% of the respondents, who answered "YES" to Q.14, said that all the activities like Creative Writing (CW), Reading & Review (RR), Group Communication (GC) and Extempore Speech (ES) are conducted in the Language Clubs set up by their colleges.

12% of the respondents said that Group Communication is the only activity being conducted by the Language Clubs of their college.

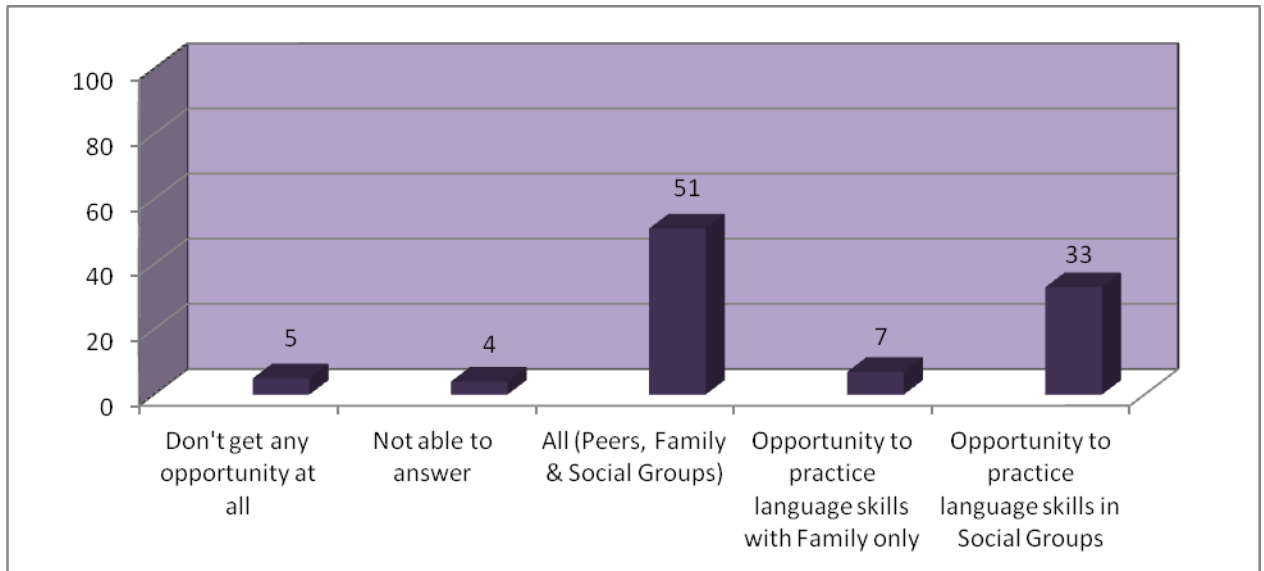
16% of the respondents answered that Reading & Review is the only activity carried over in the Language Clubs set up by their college.

The Language Clubs conduct only creative writing was the answer of the 10% of the respondents.

8% of the respondents answered that Reading & Review and Group Communication are the only activities conducted by the Language Club.

16% of the respondents answered that the Language Clubs conduct either a combination of Creative Writing or Reading & Review or Group Communication or Extempore Speech.

**Q.16: Do you get opportunities to practice Language skills among peers/family/social groups?**



On this question, a clear 5% of the respondents answered that they don't get any opportunities to practice Language skills among peers, family and social groups.

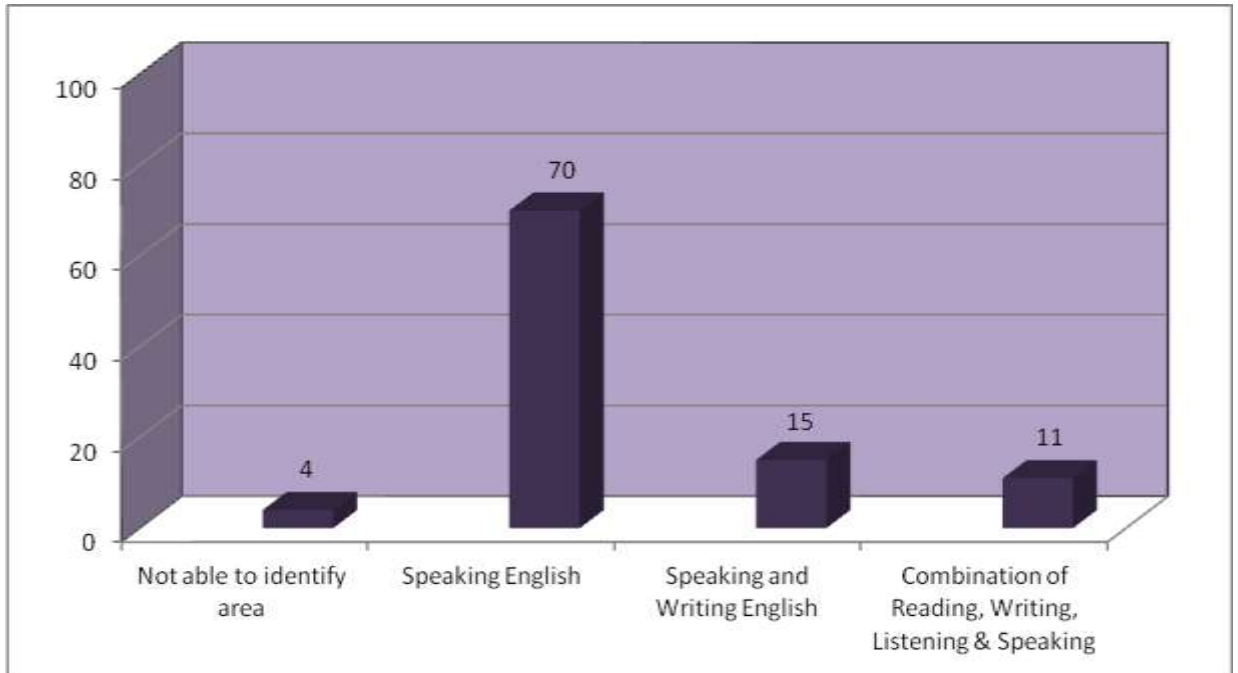
4% of the respondents were not able to answer whether they get any opportunity to practice Language skills.

51% of the respondents answered that they get opportunities to practice Language skills among peers, family and social groups.

7% of the respondents answered that they get the opportunities to practice Language skills in the company of their family only.

33% of the sample students answered that they get the opportunity to practice Language skills in their social groups only.

**Q.17: In which areas do you face more problems in terms of communication?**



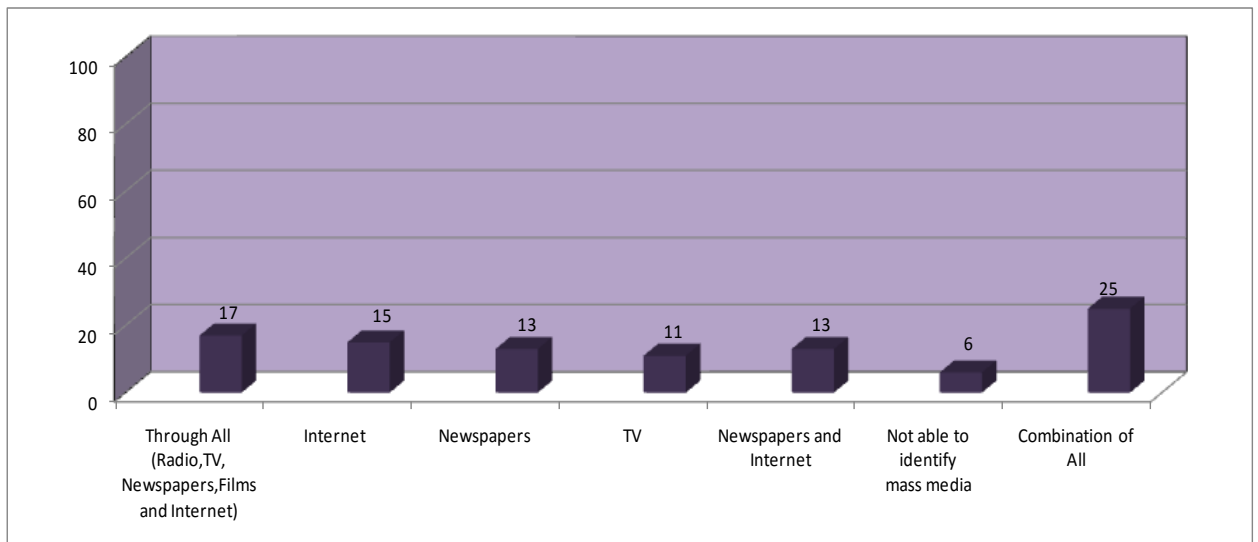
4% of the respondents were not able to identify the area in which they face more problems in terms of communication.

70% of the sample students answered that they face problems in Speaking English language.

15% of the respondents answered that they faced problems in writing and speaking English Language.

The remaining 11% of the respondents answered that they face problems in either reading or writing or combination of reading, writing, listening & speaking.

**Q.19: Are you sufficiently exposed to English Language through the following mass media?**



17% of the respondents answered that they are sufficiently exposed to all the forms of mass media like Radio, TV, Newspapers, Films and Internet.

15% of the respondents answered that they are exposed to English Language through internet only.

13% of the respondents answered that they are exposed to English language through newspaper only.

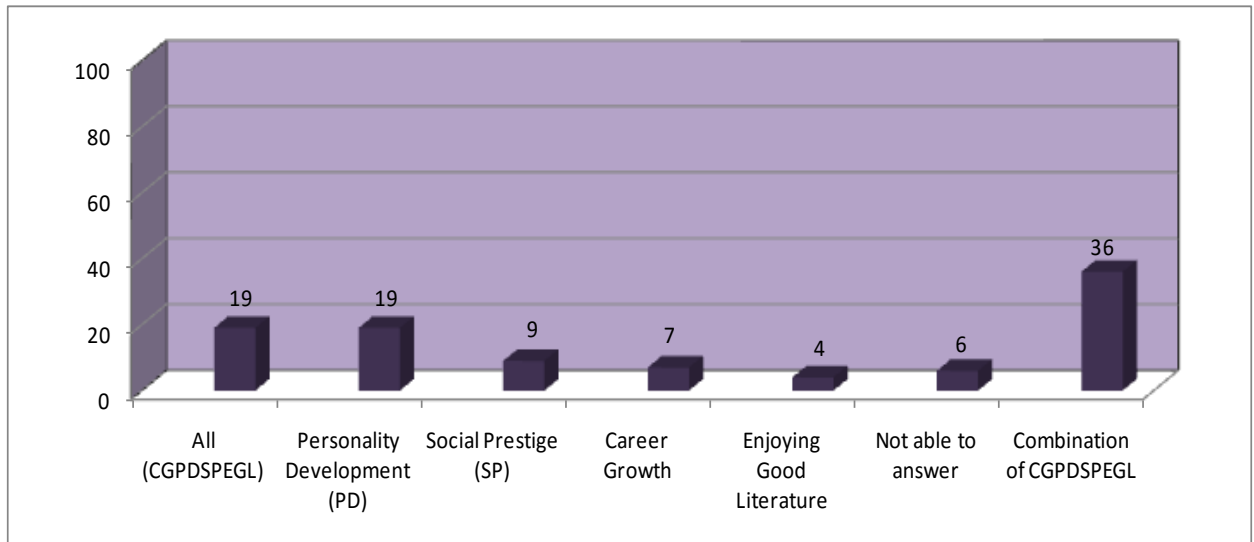
11% of the respondents answered that their exposure is through TV.

13% of the respondents said that they are exposed through newspaper and internet.

25% respondents answered that they are exposed to English Language through a combination of either Radio or TV or Newspapers or Films and Internet.

It was also observed that 6% of the sample students were not able to answer the question at all.

**Q.20: Why do you want to acquire English Language proficiency for?**



19% of the respondents answered that they want to acquire English Language proficiency for Career Growth, Personal Development, Social Prestige and Enjoying Good Literature (all).

19% of the respondents replied that they want to acquire English Language proficiency for Personality Development.

9% replied that they want to acquire English Language proficiency for Social Prestige.

7% of the respondents answered that they want to do so for Career Growth only.

4% of the respondents replied that they want to do so for Enjoying Good Literature.

6% of the total respondents were not able to answer the question at all.

36% replied that they want to do so for a combination of either Career Growth or Personal Development or Social Prestige or Enjoying Good Literature.

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### **Analysis and Interpretation of data generated through a Questionnaire for Teachers**

In all the colleges visited by the researcher to conduct the tests and surveys, interactions with English teachers first of all revealed that all the teachers and also their managements were aware of the deep rooted problem of the poor English communication skills among their students. A problem that is well identified usually leads to appropriate solutions.

A questionnaire was specially designed by the researcher to gauge the capacity and readiness of teachers for handling the perennial problem of poor English language proficiency and communication skills.

The researcher received the following responses to his queries:

#### **1) What encouragements from the management are there for giving extra inputs for English Language?**

In answer to this question, Prof. Milind Shende (G.S. College of Commerce, Wardha) said that their library has a good collection of books on English language and literature. The college also conducts spoken English classes run by college. Dr. P.C.Sahu (Priyadarshini College, Wardha) said their management encourages attending seminars, workshops, conferences and research work. Prof. R.K.Thombare (J.B. Science College, Wardha) added that their management provides them with necessary funds and also gives permission to invite guest speakers for encouraging students. Prof. M.N. Pimpale (Lok Mahavidyalaya, Wardha) said that his management permits him to run courses for spoken English, remedial coaching etc.

Over all it can be concluded that the managements of the various colleges (irrespective of whether it is a commerce, arts or sciences college) are extremely concerned about the present level of the language among their students and are equally keen to enhance the language skills of the students.

#### **2) What additional facilities are given to you for achieving your English Language targets?**

Prof. Milind Shende and Dr. P.C.Sahu primarily relied on internet and the library back-up which was provided to them as additional facilities. Prof. R.K.Thombare said that he was given tutorial Room along with audio visual aids, internet and library back-up. He said that he was also provided with funds by his management. Prof. Manohar Pimpale was provided with Tutorial Room, Language Lab, Software & A/V aids and Library Back -up.

**3) Do the Authorities encourage you to attend conferences/ seminars /workshops?**

The answer to this question was a unanimous yes by all the teachers who were part of this research project.

**4) How many conferences/ seminars /workshops have you attended during last three years?**

Prof. Milind Shende said that he attended one day-long seminar on “Research Methodology” at Pipri, Wardha. Dr. P.C.Sahu said he has attended 7 conferences related to his domain. While Prof. M.N.Pimple said he has attended in total 06 events (05 Conferences & 01 Seminar).

**5) How many papers have you presented in these conferences?**

While Prof. Rupesh Thobare said he has presented two papers, Dr. P.C.Sahu and Prof. Milind Shende said he hasn’t presented any papers so far. Prof. M.N. Pimple has presented one paper at such events.

**6) Have you published any research papers on Language/literature?**

The answers to the question were quite disappointing. Prof. Milind Shende and Prof. M.N.Pimple said that they haven’t published any research papers on Language or literature. Dr. P.C.Sahu asserted that his doctoral work/thesis was on British Literature of 1930. Prof. Rupesh Thombare said that he has presented one research paper on literature.

**7) Have you made any concrete effort or conducted some tests to identify the English language strengths/weaknesses of you students? If yes, please list the efforts/tests?**

Prof. Milind Shende said that he conducted certain Unit Tests to identify the development and measure the progress of the students. Dr. P.C. Sahu said that he took Remedial classes to improve the English skills among students. Prof. Rupesh Thombare said that he has conducted some oral tests giving the students the required exposure for mock-situation and public speaking. Prof. Manohar Pimple said that he has conducted class test, paper presentations and group discussion etc.

Overall it can be concluded that the faculties have taken some measures to improve the language skills among students.



**8) What strengths/weaknesses have you identified among your students with respect to English Language skills?**

Prof. Milind Shende said the major strengths which he observed amongst the students are good reading with good pronunciation. However, he specifically mentioned that spelling mistakes, sentences construction are the major weakness areas of the students. Dr. P.C.Sahu categorically mentioned that as per his observation the strengths are reading and listening skills and weakness are writing and speaking skills. Prof Rupesh Thombare said that he could not identify any specific strength amongst the students. However, he notes that the students don't get proper surroundings for practicing English speaking due to vernacular family atmosphere. Prof. Manohar Pimple observed lack of vocabulary, poor spoken English as a major weaknesses.

**9) Have you informed the authorities about your findings?**

All the teachers / faculties said that they have conveyed their findings on the poor performance of students in language to their management.

**10) Do you share your research findings with your students and peers?**

All the teachers except Prof. Milind Shende said that they share their findings with their peers and students. Prof. Milind Shende chose not to answer this question.

**11) Have you prepared any English Language study material for your students?**

All the faculty members said "yes" in answer to this question.

**12) Have your students ever expressed their willingness to perfect their language skills?**

All the faculty members asserted that the students are more desirous of honing their language skills. The faculty members could see a sense of positivity amongst the students and their acknowledgement to the fact that English is a universal language and can't be ignored.

**13) What % of these students really appear to be keen in their linguistic pursuits?**

Prof. Milind Shende said that as per his observation, roughly 40% of the students are serious in their linguistic pursuits. Dr. P.C. Sahu's observation suggested 80% of the students are serious in their pursuits. Prof. Rupesh Thombare displayed some sense of pessimism in his observation when he said that only 20% of the students are serious in their communication improvement pursuits. Prof. Manohar Pimple observed that half of the students are serious in their pursuits.

**14) What % of these students want to learn language for better job prospects?**

Prof. Milind Shende said that as per his observation, 60% of the students are desirous of learning English language for getting a better job in their career path ahead. Dr. P.C.Sahu said that 40% of the students want to learn language for better future. Prof. Manohar Pimple and Prof. Rupesh Thombare observed that half of the students were interested in this.

**15) What % of these students want to learn language for better communication only?**

Prof. Milind Shende and Prof. Manohar Pimple said that as per their observations, only 50% of the students wanted to learn English language for communication purpose only. Dr. P.C.Sahu said as per his observation only 20% of the students were interested in it. While Prof. Rupesh Thombare said as per his observation, 40% of the students want to learn language for improved communication.

**16) What % of these students want to learn language for global competency?**

Prof. Milind Shende said that 40% of the students want to learn language to set their foot in the cut throat competitive world. Prof. Rupesh Thombare appeared to be pessimistic when he said the number stops at 10%. Dr. P.C.Sahu said that he has observed this drive in only 20% students. Prof. Manohar Pimple's observation number was 30%.

**17) What is your assessment of these respective groups in terms of achieving their goals?**

Prof. Milind Shende said that in order to remove the fear of the students of English language, the students must be encouraged in spoken as well as written aspects of the language. They must be asked to prepare their own notes, read news papers, speak with friends in an informal manner etc. Dr. P.C.Sahu observed that most of the students learn language for better performance in their university examination. He further mentioned that some of the students are really interested in learning language; however, they fail in achieving this goal because of their poor academic background. Prof. Rupesh Thombare observed that every group wants to gain proficiency in English, but they don't get enough opportunities and exposures. He added that faculties will have to teach them not by leaving the very thread of mother-tongue but by reducing the time required for translating from mother tongue to an international language. Prof. Manohar Pimple observed that they strive hard to achieve their respective goals but fail to some extent as they don't get proper exposure to English. Lack of proper English learning atmosphere also acts as a deterrent in achieving goal.

**18) Can you really help these students in the given circumstances?**

The answer of all the faculty members to this question was a strong “yes”.

**19) What measures do you want to take in order to achieve your language targets?**

Prof. Milind Shende said that in order to make the students better in English, they can be encouraged by telling to participate in group discussion, elocution on any subject, read daily newspapers, watch English news and informal talks with each other. Dr. P.C.Sahu was of the view that Remedial Coaching, encouraging the students to read English newspaper and reading English aloud for better speaking skills is the way out to achieve the language targets. Prof. Rupesh Thombare suggested that a state-of-the-art language lab should be established in his college. He also felt that they need to conduct some language workshops to give more language exposure to students.

**20) Do you want any specialized training for becoming a good language trainer?**

All the faculty members unanimously said “yes” to this question.

**21) What suggestions would you make to you college/university/government authorities to create better English learning atmosphere in your college?**

Prof. Milind Shende suggested that students should be provided a good library facility, language lab, internet facility as well as special guidance of the experts etc. in order to make them better in English.

Dr. P.C.Sahu said that authentic Language Lab and classes extensively focusing on grammar is the need of the hour.

Prof. Manohar Pimple said that number of tutorials should be increased and the Government should give special funds for the purpose. Also there should be proper Language labs and use of audio-visual teaching aids should be encouraged.

Prof. Rupesh Thombare observed that the current syllabus set by the University is good but some more emphasis should be given on oral aspects rather than written. He further suggested there should be marks for oral examination for undergraduate level. The college should provide the necessary infrastructure like language lab and relevant software needed for it.

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The various findings as obtained through the questionnaires from both students and teachers are indicative of the general malaise of the students of Marathi medium in general.

Though the colleges selected for study are situated at Wardha, the students admitted are mostly from the rural areas. And therefore it can be safely assumed that their problems are also representative in nature.

After a careful scrutiny of the data collected and their collation, the researcher has identified the following positive and negative aspects related to the problem at hand.

### **Positive Aspects:**

Though educational standards in the rural region are generally deemed to be on the lower side, the researcher happily came to know that some of the most important things required for the delineation of the problem of English communication skills are well taken care of by both the teachers and the college managements in terms of the facilities and infrastructural back up.

It also transpired that there is enough time available for both teachers and students to not only complete their prescribed syllabi but also practice the language skills. There is sufficient provision in the time-table for theory and tutorial periods at various levels of education.

Similarly, teachers are also keen on improving the skills of their students through some additional courses. In all the colleges that have been covered in the study, the English Speaking Course is going on though there may be some issues with the methodologies used for the conduct of the course.

But things are on the move as the colleges have started setting up the English Language Lab software in one form or the other and once students are initiated into this technological tool, picture is bound to be rosier.

It is also heartening to know that the majority of students want to study the language for one reason or the other. That is to say, there is no presence of the fear or distaste factor for the English language.

Also encouraging is the fact that there is a conscious cultivation of library habits. During the interaction with students and teachers it transpired that students are mainly into the newspapers and study material and still not so much into literature. But the fact that they are laying their hands on any English reading material is a good sign.

Also encouraging is the fact that there is some kind of language club activity going on in each college. During the interaction, it came to be known that the activities generally include creative writing in the form of poems and other short pieces. All of it may lead to laying a solid foundation for practical aspects of communications in the long run.

There also appears to be a good exposure of English Language for the students though the researcher is not too sure about the quality or quantum of exposure since most students come from rural background. In many cases, the exposure has been interpreted as the presence of some English language speaker in the family or a group. It helps but it is not strictly the constant or a wholesome exposure as pedagogy demands. The speaker in the family may create some spoken language situations but they are going to be only occasional and incidental.

### **Negative Aspects:**

The study also reveals that everything is not well and conducive so far as the imparting or acquisition of the language is concerned from both the students' and teachers' points of views. Following are some of the observations that restrict the progress:

Generally, it has been observed that most students are not too keen to acquire the English language skills as a matter of liking or interest but learn it as one of the prescribed subjects the mere passing of which is required for getting the degree.

Some of the negative findings in students' and teachers' questionnaires are as follows:

- Most students are not using the English language facilities created for them by the college.
- Most students are just happy to practice what the teachers ask them to do but do not on their own demand any specialized training to perfect their language skill in a concentrated manner.
- There is also some lack of enthusiasm in participating in the A/V sessions conducted by the college library or the department.
- Also, students do not appear to be too enthused by the extra language tests that the teachers conduct for them.
- It also transpired that the language club activities are not uniformly conducted or participated in the concerned colleges.
- Students also do not get enough opportunities to practice their language skills with peers or families or in the society. Though majority of them have said that they get the opportunities, it can be deduced that the conversations are mostly informal and more playful than academic.

- This becomes evident as over 70% respondents have said that they have problems in spoken English.
- Similarly, there are also problems in terms of students' exposure to mass media as only 17% said that they are sufficiently exposed to all the forms of mass media like Radio, TV, Newspapers, Films and Internet.
- Considering that majority of students still live in rural areas and adjoining villages this number is just about satisfactory. But this number has to be 100% for ensuring total exposure.

From teachers' point of view also there are some areas which need attention as follows:

- Enough papers have not been written/presented by teachers. If this is the scene at Wardha, which is a district place, one can only surmise what may be happening in the interior parts.
- Teachers also felt that their efforts to initiate students into ELT activity do not receive sufficient responses as most students still focus on passing the examinations rather than acquisition of language skills.
- Even the % students wanting to learn English from employment point of view and communication skills or as a global competency is not encouraging.
- Poor academic background is also the reason cited by some teachers for students' poor performance in English language skills.
- Since teachers have to come up with good results and since oral communication is not tested in the examination scheme, teachers focus more on the passing of students in other skills and thereby inadvertently neglect the spoken component.

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## CHAPTER IV

### A COMPARATIVE ANALYSIS OF STATE BOARD AND CBSE SYLLABI

#### (Primary, Middle & Secondary)

While administering the tests and interacting with students, it appeared that the students' overall standards for coping with the English language were definitely below par though they were admitted to degree programmes and were provided with enough opportunities, facilities and training in the course of their degree course in the colleges.

The roots of the problem therefore lay elsewhere and as the teachers repeatedly asserted about the poor educational background of the students, the researcher visited the English language syllabi of Maharashtra State Board and the CBSE for the primary to secondary level to check if the nature of syllabi in any way made some impact on the language acquisition standards of the students. The following is the comparative analysis of the subject contents in both the syllabi:

Parameters	Maharashtra State Board	CBSE
<b>STD. I</b>		
<b>Contents of Syllabus</b>	Making students aware of commonly used English words, Speaking such English words on a daily basis. Names of animals, body parts, fruits, numbers in English, Nursery rhymes	Teacher talk, Listening to recorded material, Spoken and spoken-and-written inputs through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions / answers. Read aloud text
<b>Teaching Methodology &amp; Teaching Aids</b>	Oral with pictures of various objects	Audio & Visual aids to learning
<b>Testing Methods</b>	Oral Open Book Test ( 2 in a year)	Oral and written at specific interval
<b>Communication</b>	×	✓
<b>Use of Grammar</b>	×	✓
<b>Use of Vocabulary</b>	×	✓
<b>Objective /Goal of learning</b>	Basic interface with day-to-day formal English	Build familiarity with English through spoken input
<b>STD. II</b>		
<b>Contents of Syllabus</b>	English names of daily routine acts like sleeping, standing, sitting etc, Identifying body parts (head to feet) in English, Use of pictures, objects, visuals and asking students to tell the names in English, Birthday cards for friends. Use of "a" and "an". Look, listen, say, act and repeat as per the word. Search of particular objects	Teacher talk, Listening to recorded material, Spoken and spoken-and-written inputs through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions / answers. Read aloud text. Interpret text by reading aloud with some variety in pace and emphasis. Writing as a form of

	in text book. Introduction to poem. Listening and singing the poem. Identifying different letters in the word and underlining same letters. People and their occupations, Listen and repeat occupations. Listen words, repeat with actions and remember. Introduction to numbers (1-100). Show, look, listen and learn different shapes. Calendar months and days	self expression. Basic level writing conventions such as grammar, punctuation and spelling. Words/phrases, fragments of utterances, formulaic expressions as communicative devices. Use of drawing and painting as precursors to writing. Visually familiar with text, what it means and notice its components and the sound-values they stand for. Association of meaning with written/printed language. Build basic level vocabulary required for that age.
<b>Teaching Methodology &amp; Teaching Aids</b>	Activity with use of Pictures, Cards, Charts and Calendars	Audio & Visual aids to learning
<b>Testing Methods</b>	Oral	Oral and written at specific interval
<b>Communication</b>	×	✓
<b>Use of Grammar</b>	×	✓
<b>Use of Vocabulary</b>	×	✓
<b>Objective /Goal of learning</b>	Basic interface with day-to-day formal English	Monitor exposure to and comprehension of spoken & written inputs
STD. III		
<b>Contents of Syllabus</b>	Various charts such as Map, Sentence, Mood, Word, Picture, Rhymes, Poem, Shapes, Letters, Story, ABCD cards, Practice cards, Make meaningful word from alphabet, Guess work for identifying rhymes, puzzles, pictures, fill-in-the blanks with correct words, Short message writing, story telling in own words, Singing poems, Enact games & songs, Loud reading, Picture matching, Use of pictures for conversation, Look at picture and complete the puzzle.	Building readiness for reading and writing, Conceptualization of printed texts in terms of headings, paragraphs a horizontal lines. Enrich vocabulary through telling, retelling, and reading aloud of stories/folktales. Use of appropriate spoken and written English in meaningful contexts/situations. Listen to sounds/sound techniques and music of sounds/rhymes. Relate words (in poems) with appropriate actions. Make familiar with basic process of writing. Use of correct structure of sentences for clarity.
<b>Teaching Methodology &amp; Teaching Aids</b>	Audio & Visual (Charts of pictures words and various objects)	Audio & Visual aids to learning, dramatization, articulation
<b>Testing Methods</b>	Open Book, Classroom work, Oral work and practice "exercise"	Oral and written at specific interval
<b>Communication</b>	Through pictures. No writing at all	More Spoken and less Written
<b>Use of Grammar</b>	×	✓
<b>Use of Vocabulary</b>	×	✓
<b>Objective / Goal of learning</b>	To build learner's readiness to speak English in own words	To build learners readiness for reading and writing and promote conceptualisation of text



STD. IV		
<b>Contents of Syllabus</b>	Listen, repeat and act. Small letters Vs. capital letters. Matching small & capital letters. Enact, Play, read names from pictures. Collect & display letters. Word finding from poems and copy. Completion of sentence through writing. Listening, reading and writing poems, cards, messages. Imaginative speeches about mother, father, friends and schools. Complete the missing letters. Drawing pictures of animals, birds and robots. Match Sentence & phrases. Search words to complete the sentences. Questions and answer session with friends.	Building readiness for reading and writing, Conceptualization of printed texts in terms of headings, paragraphs a horizontal lines. Enrich vocabulary through telling, retelling, and reading aloud of stories/folktales. Use of appropriate spoken and written English in meaningful contexts/situations. Listen to sounds/sound techniques and music of sounds/rhymes. Relate words (in poems) with appropriate actions. Make familiar with basic process of writing. Use of correct structure of sentences for clarity. Write short description of a person, thing or place. Prepare a notice or message. Compositions based on pictures.
<b>Teaching Methodology &amp; Teaching Aids</b>	Audio, Activity, Oral & Written	Learner-centered activity-based and bilingual approach
<b>Testing Methods</b>	Summative evaluation, Written test and formative evaluation	Exchange ideas, short write-up, group activity, role play
<b>Communication</b>	Spoken and written form of communication	More Spoken and less Written
<b>Use of Grammar</b>	Low Degree	✓
<b>Use of Vocabulary</b>	Low Degree	✓
<b>Objective / Goal of learning</b>	To learn words in English through pictorial objects.	Investigate spelling patterns, generate and test rules. Use of dictionary effectively with new words.
STD. V (Included as a part of primary education in CBSE System)		
<b>Contents of Syllabus</b>	Revision of vocabulary from Std. I to Std. IV, Reciting, singing poems. Small and capital letters. Write the names of objects. Picture drawing, Writing and rhyming word and sentence. Pair matching. Join the words, Action words writing, spotting difference between words. Story reading aloud. Complete the story. Greeting cards writing. Lesson reading aloud. Form pairs and mock interviews of fellow partners. Story listening in English and enacting it in mother tongue. Search words form dictionary and understand meaning. Self introduction. Draw pictures of animals, fish, birds. Read, write and remember new words. Introduction to	Main thrust on knowledge of grammar as a process of discovering uses and functions of items through exposure to spoken and written inputs. Nouns, pronouns, adjectives and adverbs. Use of is, am, are, has have. Tense forms (simple present and present continuous, simple past and past continuous). This, that, these, those (as determiners and empty subjects). Take dictation of simple sentences and to practice copy writing from the blackboard and textbook and to use common punctuation marks. Punctuation marks (full stop, comma, question mark and inverted commas).

	advertisements. Rearrange sentence in proper form. Note writing. Drawing simple sketches. Introduction to passage. Phrases finding in passage. Interview conducting of students and teachers. Games and activity. Questions framing, Look- at-chart-fill-in-the-blanks. Stage appearance and conduct interviews in front of class. Turn-story-into play	Possessive adjectives and prepositions. Poems and comprehensions
<b>Teaching Methodology &amp; Teaching Aids</b>	Activity based Written and oral. Use of cognitive science such as recall, imagination.	Focus on discussions, project works, activities that promote reading with comprehension.
<b>Testing Methods</b>	Summative and written test form of evaluation. More thrust on intangibles such as confidence, stage-daring and personality development.	Narration of experience in front of all. Exchange of ideas. Brief conversation with peers. Participate in group activity and role-play. Thrust on written form of English.
<b>Communication</b>	Equal weight on written and activity based oral communication	More thrust on Spoken form
<b>Use of Grammar</b>	High Degree	High Degree
<b>Use of Vocabulary</b>	Medium Degree	High Degree
<b>Objective / Goal of learning</b>	To make the learners familiar with spoken English	To familiarize learners with the basic process of writing
<b>STD. VII</b>		
<b>Contents of Syllabus</b>	Listen, read aloud poems, find words. Sentence completion. Written self introduction. Write and enact the conversation. Use guess work in sentence completion. Completion of phrases. Introduction to antonyms, Group discussion. Observe an object and write a note. Complete the sentence writing. Instructions writing for refining the observed object. Fill the table with more words. Dialogues writing. Advertisement reading and answering questions based on it. Write the pairs of nouns, adjectives, re-arranging the letters. Convert long paragraphs in short summary. Preparation of speech. Proper arrangement of sentence and construct news item. Paragraph reading and search antonyms and translation in mother tongue. Write pairs of verbs and adverbs. Group speaking, story reading. Rewriting and preparation of school diary, class magazine. Convert English stories in mother tongue. Use of phrases. Caption	Vocabulary development through reading extensively with comprehension and interest and writing activities of a higher order. Self learning modules on themes such as Friendship, Real Animal Heroes, Travel diaries – Travelogue, The art of story telling, New Inventions and Technology, Our Planet Earth, Films and Film Reviews, Music and Caring for others. Distinguish the formal language of an official letter, the figurative language of a poem and the technical language of lab report. Listening skills: - Listening for general comprehension, Listening to communicate, Listening for language development and skill application; Reading skills: - Reading for general comprehension, reading to communicate, reading to appreciate literature. Exposure to authentic literature, reading for language development and skill application and speaking. Development of language skills to analyze and interpret ideas and

	writing for picture. Convert English stories in mother tongue. Introduction to internet. Introduction to words/phrases related to computers.	information in order to enable them communicates effectively. Determiners, passivisation, linking words, adjectives (comparative and superlative form), adverbs (place and types), modal auxiliaries. Tense forms, Clauses, Reported speech. Word order in sentence types
<b>Teaching Methodology &amp; Teaching Aids</b>	Group Discussion, Exercise, Activity, written and oral	Role play, dramatization, Reading Aloud, Discussion, debate, Simple projects, Interpreting pictures, sketches and cartoons.
<b>Testing Methods</b>	Written Test. Formative evaluation Test	Project based and activity based testing methods.
<b>Communication</b>	Written and activity based	Spoken and written form
<b>Use of Grammar</b>	High Degree	High Degree
<b>Use of Vocabulary</b>	High Degree	High Degree
<b>Objective / Goal of learning</b>	Elementary level formal and informal written English and to use grammar effectively.	To thoroughly understand grammar combined with effort to explicitly understand grammatical items.
<b>STD. VIII</b>		
<b>Contents of Syllabus</b>	Listen, read and recite the poem. Basic conversation in English among friends. Reading and answering questions. Matching questions and responses. Choosing correct alternatives. Summarizing the story in short. Construction of sentences of activities used on a daily basis. Finding the meaning of various words and phrases. Use of correct articles. Informal letter writing. Use of synonyms from dictionary. Translation of meanings of English words in mother tongue. Passage listening and questions answering. Translating given sentences in mother tongue. Writing short sentences on famous personalities. Expressions through stretching imagination. Essay writing on a given subject. Word play: Anagrams, meanings and examples. Similarities and difference between Encyclopedia and Wikipedia. How to write a poem. Paragraph reading from Book (Wings of Fire. A Tryst with Destiny, End of the world). Listen, read and discuss. Translation of meanings of English words to Marathi/Hindi. Listen, read, understand and answer questions	Vocabulary development through reading extensively with comprehension and interest and writing activities of a higher order. Self learning modules on themes such as Magic, Amazing Plants, Tales of Endurance and struggle. Journeys to remote areas of the world, In the news, Family: the ties that bind, Real life drama, School days, Ghosts and Humorous ghost stories. Distinguish the formal language of an official letter, the figurative language of a poem and the technical language of lab report. Listening skills: - Listening for general comprehension, Listening to communicate, Listening for language development and skill application; Reading skills: - Reading for general comprehension, reading to communicate, and reading to appreciate literature. Exposure to authentic literature, reading for language development and skill application and speaking. Development of language skills to analyze and interpret ideas and information in order to enable them communicates effectively. Determiners, passivisation, linking words, adjectives

	on the poems. Story reading, answering questions and writing the story in own words. Tongue Twisters, Word Ladders. Translation of passage in mother tongue. Read an news report and oral report, then answer. Prepare a short news item on an event. Frame sentences using pairs. Multiple choice questions and answers. Explain words from poems and passages. Writing a complaint to police officer. Write event in story, news report, conversation, letter. Chatting, Quotation, problem, Wikipedia and Science magazine.	(comparative and superlative form), adverbs (place and types), modal auxiliaries. Tense forms, Clauses, Reported speech. Word order in sentence types. Understand the central idea and locate details in the text (prescribed and non-prescribed). Read between the lines and go beyond the text. Speak accurately with appropriate pauses and clear word /sentence in familiar social context. Understand and enjoy jokes, skits, children's films, anecdotes and riddles.
<b>Teaching Methodology &amp; Teaching Aids</b>	Audio, Visual and activity based	Pair work, group work, short assignments to individuals and group. Exploring electronic media
<b>Testing Methods</b>	Written test	
<b>Communication</b>	High Degree of Oral and Written	Major thrust on Spoken communication
<b>Use of Grammar</b>	High Degree	High Degree
<b>Use of Vocabulary</b>	High Degree	High Degree
<b>Objective / Goal of learning</b>	Advanced formal and informal spoken and written English	To thoroughly understand feelings through expression in English.
STD. IX		
<b>Contents of Syllabus</b>	Poem: Free discussion, Values - sensitivity and importance of humor. Jokes cracking using light English. Reading comprehension and personal response. Role playing using comprehension. Drawing a cartoon and interpreting meaning. Imagine words with clues. Animals and humans similarities and differences. Uses of machines: discussion in group. Use of exaggeration. Express feelings through poetic lines. Group discussion on adulteration. Join sentences: use of linkers. Magazine Report on Adulteration and its discussion. Group discussion on use of computers. Use of logical reasoning using English. Develop silent reading. Logical arrangement of thoughts after reading poem. Formation of compound words. Rapid Reading, Slogans. Reading and finding scientific reasons. Developing a story. Characterization based on animals such as Elephants etc. Vocabulary puzzle. Develop a biographical sketch, a draft for	Text Book Prose, Poetry Supplementary Reading

	a speech. Nonverbal to verbal paragraph; Vocabulary- use of adverbs. Imagination and paragraph writing. Survey report. Write a character-sketch Word Puzzle. Check spelling accuracy, Sequencing of words. Answering comprehension questions orally. Pet birds and wild birds. Preparing a poster, Prefixes. Use of tenses. Poetic use of languages; Riddle – finding words. Prepositions. Information classification. Matching words with meanings. Punctuation. Sounds and meaning, telephonic conversation. Non-verbal communication	
<b>Teaching Methodology &amp; Teaching Aids</b>	Visual and activity based	Activity, Role Play, Group Work, Exchange of Ideas, free expressions
<b>Testing Methods</b>	Written test	Summative Assessment, Multiple Choice Questions (Reading, Writing, Grammar), literature, value based questions, formative assessment (Factual passage, Discursive passage and Literary passage. Questions based on Poetry ,
<b>Communication</b>	High Degree of Oral and Written	Written and Oral Form
<b>Use of Grammar</b>	High Degree	High Degree
<b>Use of Vocabulary</b>	Medium Degree	High Degree
<b>Objective / Goal of learning</b>	To know advanced formal and informal spoken and written English	To thoroughly understand feelings through expression in english and to use english in day to day life.
STD. X		
<b>Contents of Syllabus</b>	<p>Poem (Entertainment, Reaction, Title Observation, What will you do then?, Listen to the poem, Observing a poem while you listen, Reading Comprehension and personal responses, Opposite words, Phrases, Rhyming words, Understanding the poem, comparison, Humor, <u>The Rats Feast (Story):</u> Opinion Poll, Personality, Agree or Disagree, Read and Judge, Matching, Expressions, Ordering sentences, Word Puzzle, Using words, Direct Indirect <u>An Eye Opener (Story):</u> Stories, Healthy Diet, Listen and Check, Read and decide, Nature of persons in the story, Word relation, Check your word power, Word Formation, Complete the sentences, Visit to a library <u>The Kingfisher (Poem):</u> Bird watching, Feathers, Know about the</p>	<p>Text Books: Literature Reader (First Flight) PROSE:</p> <ol style="list-style-type: none"> <li>1. A Baker from Goa</li> <li>2. Coorg</li> <li>3. Tea from Assam</li> <li>4. Mijbil the otter</li> <li>5. Madam Rides the Bus</li> </ol> <p>POETRY:</p> <ol style="list-style-type: none"> <li>1. Animals</li> <li>2. The Trees</li> <li>3. Fog</li> <li>4. For Anne Gregory</li> </ol> <p>SUPPLEMENTARY READER:</p> <ol style="list-style-type: none"> <li>1. The Making of a Scientist</li> <li>2. The Necklace</li> <li>3. The Hack Driver</li> <li>4. Bholi</li> <li>5. The Book that saved Earth</li> </ol>

	birds, Reading comprehension and personal response, Draw, Describe words, Synonyms, Read and find, Website, Comparison, <u><i>Sparrows of Sparrows (Article):</i></u> Life of birds, Comprehension and personal responses, vocabulary, Develop your own puzzle, Search the meaning <u><i>Leopard that Strayed into School Trapped</i></u> : Matching, Helping animal, Listen, Comprehension and personal responses, Newspaper words, similar meaning words, Find the difference, Discussion time, Preparing a poster, Interviewing a leopard. The Curious Robot (Science Story), Food & Health (Poem), Food as Love (Journal ), Quick Fix Food (Informative Text), Nehru's letter to children (Letter), Speaking to Virbhaw Khade (Interview), Mai (Biographical Sketch displaying values of equality and sacrifice)	
<b>Teaching Methodology &amp; Teaching Aids</b>	Text Book, Exercise Book, News Articles from Journals, Newspaper, Audio Video of Interviews of Personalities	Activity, Role Play, Group Work, Exchange of Ideas, free expressions
<b>Testing Methods</b>	Written Test, Communication focus, Use of dictionary for vocabulary	Summative Assessment, Multiple Choice Questions (Reading, Writing, Grammar), literature, value based questions, formative assessment (Factual passage, Discursive passage and Literary passage. Questions based on Poetry ,
<b>Communication</b>	High Degree of Written form	Written and Oral Form
<b>Use of Grammar</b>	Medium Degree	High Degree
<b>Use of Vocabulary</b>	Medium Degree	High Degree

A comparison between the two sets of syllabi (State Board and CBSE) indeed reveals that both the syllabi have been designed to achieve distinct goals and that the CBSE's goals are decidedly more pronounced and advanced than those of the State Board.

A Broad comparison between the contents of syllabi, teaching methodologies, testing methods, communication component, use of grammar and vocabulary in two sets of syllabi also shows that whereas in CBSE, the thrust area is spoken English, the State Board is quite content to dwell upon the written skills.

We often wonder as to why the CBSE students outscore and outshine the State Board students. Perhaps the answer could be found in the levels of knowledge that the two

sets of students are introduced to from Std. I itself. Whether it is the introduction of grammar or building vocabulary, or the use of A/V aids or testing methods or inculcating dictionary habits, everywhere the CBSE outsmarts the State Board on each count.

A generalized conclusion can therefore be drawn that syllabi do play their part in developing the students and more well-defined the syllabi, the better the outcome.

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## CHAPTER V

### CONCLUSIONS & SUGGESTIONS

After having conducted research on the intended areas vis-à-vis the assessment of students of Marathi medium in rural areas in the select colleges in the city of Wardha which has a sizable rural population of students, the study has arrived at the following conclusions:

#### CONCLUSIONS REGARDING OVERALL LANGUAGE SKILLS ACQUISITION:

On the basis of the study conducted so far, it can be safely surmised that the students of Marathi medium in rural areas essentially start their journey with some handicaps and though there are some exceptions in terms of training, facilities, motivation etc. there is a general lack of atmosphere conducive to achieving basic language-learning goals. Various factors do contribute to this unhappy state of affairs. On the basis of feedback received from students, teachers and society at large, the researcher is in position to arrive at the following conclusions vis-à-vis the research problem at hand:

One of the foremost reasons for Marathi medium students lacking in proper English communications skill is that they are essentially very weak in their language base. There is an overall lack of quality in students so far as proficiency of language is concerned. Students come to degree classes with a very poor English language base in terms of all English Language Skills of LSWR owing to socio-eco-cultural background.

One of the major reasons for the poor English Language base is the absence of proper orientation towards the English Language Learning in Marathi medium schools. That is to say, from primary to middle, from middle to Secondary and from secondary to higher secondary levels, English is treated as only one of the subjects rather than *one of the most important skills*. English as a global competency is seldom emphasized by all stakeholders. It has been seen that parents are more conscious about Mathematics and Science but appear to be little relaxed about English which paradoxically is the primary language of Science and Mathematics.

Thirdly, and this perhaps is the biggest hurdle, the Marathi medium students have to constantly face the interference of mother tongue as they strive to acquire English Language Skills. One also has to concede that this interference can never be ruled out but through proper teaching methods, can surely be minimized. The English teachers of the Marathi medium classes are too dependent on the grammar-translation method which has its advantages but also disadvantages as the students' first impulses lean towards the mother tongue. On the other hand, the Direct Method which by and large



forms the mainstay of English medium classrooms ensures that there is minimal or zero interference of the mother tongue leading to students' first impulses towards English than to Marathi. In the long run this strategy helps.

The medium factor also leaves its impact on the students. In a typical English medium school, all subjects are taught in English language which ensures students' constant proximity with the language. In a Marathi medium school, on the other hand, and even if the teacher of English practices the Direct Method, the students' contact with English would be broken in other subjects which are delineated in vernacular medium. Marathi medium students thus lose the advantage of constant exposure to language which is a given for English medium students.

Constant exposure to language is also missing outside the classrooms so far as Marathi medium students are concerned. Owing to socio-economic conditions in rural parts, from where most Marathi medium students come from, there is a marked absence of exposure to English language which restricts students from practicing their language skills. For them, thus, English is restricted to classrooms only.

Another thing that is contributing to the lack of English language acquisition in particular and communication skills in general is the reading habits of students. Students appear to read only what is prescribed as texts. Students have by and large responded that they are exposed to English books or newspapers but there is an element of doubt about their actually reading the material with passion.

All colleges where the researcher conducted survey and tests are having good libraries and facilities including English Language labs which should help the learners. Even the teachers are keen to help the students. However, it can be surmised that their efforts are not sufficiently matched by students in terms of enthusiasm and hard work.

At the same time, however, it needs to be said that there are not too many concentrated efforts on the part of teachers specifically to improve the spoken skills as they are not the part of the testing mechanism. Therefore though there are facilities like English Language lab or A/V aids, they are sparingly used.

It has been seen that students study only those things which enable their passage in the examination. Since communication is not the component for testing in the present university evaluation scheme, it is not taken seriously by the students. So what should be basically intrinsic has now become optional for students. Students therefore can write in English, because that is how they pass, but cannot speak because that is not required for passing the examination.

Teachers should equip themselves with specialized ELT qualifications in order to become good language trainers.

### **SUGGESTIONS:**

**This study started to achieve the following objectives:**

1. To search out the problems of linguistic skills of the rural and urban students of Marathi medium at the UG level.
2. To find out the causes of the lack of basic linguistic skills among these students.
3. To evaluate the scheme of communicative languages (Marathi & English) in respect of their scope, methods and results.
4. To find the socio-economic and cultural elements vis-à-vis the problem.
5. To search for solutions to the problem and prepare a remedial scheme for effecting improvement in communicative skills.
6. To recommend the remedial scheme as Action Plan to the concerned authorities of the University viz. Board of Studies and the Academic Council.
7. To emphasize upon students the importance of linguistic and literary skills for getting good jobs or pursuing any profession in future.

The present study has so far identified some of the problems that hamper the acquisition of English language skills for Marathi medium students. It is now imperative to suggest a remedial scheme for effecting improvement in English communicative skills in the students of Marathi medium.

- ❖ Since good communication skills depend on sound knowledge of the language, it is most important for syllabus makers to ensure that the English Language curriculum should be designed in such a manner that all the language skills are imparted in totality upto Std. XII or before they enter the University system. The University syllabi, on the other hand, should include advanced skills like appreciation of literature, creative and critical writing, or applied skills like business communication, or project report writing etc. instead of still having units on Grammar and vocabulary.
- ❖ Students should be made to learn all grammar and vocabulary-building exercises upto secondary or higher secondary stages so that their proficiency in the language as well as their performances in the Board examinations and subsequently in the University examination would improve.
- ❖ There should be more drilling exercises on all counts for maximum retention.
- ❖ English should be taught as a skill subject with more emphasis on practical methods and generous use of English language labs and A/V aids.

- ❖ Students should be given more project work for perfecting their skills. For example, for learning skills, they may be subjected to listening to the recorded content for perfecting their pronunciation, stress and accent etc. while for reading skills, they may be given reading assignments leading to book review or some presentations. For writing skills, they may be given project-work and report writing in addition to the usual essay and letter writing.
- ❖ Students learn best when the classroom activity is interesting and innovative. It is therefore necessary that teachers should be inventive and innovative in their approach. Pair work and group work, role play, a/v aids, group discussions and classroom seminars could be some of the methods.
- ❖ English language, for that matter all languages, provides for teachers ample opportunities for interactive teaching. Teachers are well advised to resort to that.
- ❖ Parents must be counseled and involved in the language learning activity to ensure that students get enough encouragement at home.
- ❖ For spoken skills, some extra efforts must be made as follows:
  1. The English lessons must be delivered as far as possible using Direct method only with minimal and only occasional use of the mother tongue from the very beginning.
  2. There should be more exposure to audio-visual content from the primary stage itself.
  3. English language lab must be compulsorily prescribed.
  4. Students should be trained in situational conversation and a regular communication drills should be conducted to instill confidence among them.
  5. English-speaking zones can be created in the schools and colleges where students get to practice conversational skills.
  6. Competitions like elocution, debates, book reviews, paper presentation, classroom seminars, group discussions, role play etc. should be regularly conducted and all students should be made to go through the rigours.
  7. Oral skills must be included in the evaluation scheme with definite allocation of marks.
- ❖ For college/university level students, there should be counseling sessions to drive home the importance of English in terms of getting good jobs or pursuing higher education. Its importance as a global competency must be reiterated and focused efforts must be made to provide to students all the necessary facilities.
- ❖ Fortunately, UGC and other funding agencies are there to help out colleges for the creation of these facilities and all of us should make maximum use of them.

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# ANNEXURES

## Annexure I

### QUESTIONNAIRE FOR STUDENTS

Name of the student: -----

Class: -----

Name of the College: -----

Mother tongue/ Language spoken at home:-----

Medium of instruction at present:-----

Medium of instruction in school:-----

1) Do you regularly attend the classes?

-----

2) Did you get regular instruction in your school?

-----

3) Are you getting regular instruction in this college?

-----

4) How many English Language lessons and of what duration do you get per week?

-----

5) Have you opted for a course in English Literature?

-----

6) Are there any other specialized English Language Courses available in the college?

-----

7) Is there a language lab or any language software available in the college?

-----

8) Have you ever registered your demand for additional courses in English language?

-----

9) Do you regularly visit the college library?

-----

10) Does the library have newspapers, novels, and other general books in English language?

-----

11) Does the library have any a/v study material for learning of English language?

-----

12) In case, yes, how many times have you attended these a/v sessions?

-----

13) Does the college organize English language tests other than the regular college tests?

-----

14) Does the college have Language Clubs?

-----

15) What kind of activity is conducted in the clubs? (Please Tick the option/s)

(Creative Writing) (Reading and Review) (Group Communication) (Extempore Speech)  
(All)

16) Do you get opportunities to practice language skills among peers/ family/social groups?

-----

17) In which areas do you face more problems in terms of communication?

(Writing) (Reading) (Listening) (Speaking) (Please Tick the option/s)

18) What kind of help do you require to sort out the above problems?

-----

19) Are you sufficiently exposed to English language through the following mass media?

(Radio) (TV) (Newspapers) (Films)(Internet)

20) Why do you want to acquire English Language proficiency for?

(career growth) ( personal development) (social prestige) (enjoying good literature)

\*\*\*\*\*

Name and Signature of the respondent Student:-----

Signature of the class teacher:-----

Date:-----

\*\*\*\*\*



## Annexure II

### QUESTIONNAIRE FOR TEACHERS

Name of the Teacher:-----

Name of the College:-----

Educational Qualifications:-----

Specialized qualifications for ELT ( Certificate/Diploma in ELT):-----

Experience as Teacher of English:-----

Area of specialization in teaching:-----

(Grammar) ( Language/ vocabulary) ( Literature) ( Communication Skills)

Classes engaged in college:-----

Weekly workload for each class:-----

Allocation of Periods for Tutorials and Language skills:-----

Average class size:-----

\*\*\*\*\*

1) What encouragements from the management are there for giving extra inputs for English Language?

-----

-----

2) What additional facilities are given to you for achieving your English Language targets?

(Tutorial Room) (Language Lab) (Software) (A/V aids) (Internet) (Library Back -up) (Funds)

3) Do the Authorities encourage you to attend conferences/ seminars /workshops?

-----

4) How many conferences/ seminars /workshops have you attended during last three years?

-----

5) How many papers have you presented in these conferences?

-----

6) Have you published any research papers on Language/literature?

-----

7) Have you made any concrete effort or conducted some tests to identify the English language strengths/weaknesses of you students? If yes, please list the efforts/tests?

-----

-----

8) What strengths/weaknesses have you identified among your students with respect to English Language skills?

-----

-----

9) Have you informed the authorities about your findings?

-----

10) Do you share your research findings with your students and peers?

-----

11) Have you prepared any English Language study material for your students?

-----

12) Have your students ever expressed their willingness to perfect their language skills?

-----

13) What % of these students really appear to be keen in their linguistic pursuits?

-----

14) What % of these students want to learn language for better job prospects?

-----

15) What % of these students want to learn language for better communication only?

-----

16) What % of these students want to learn language for global competency?

-----

17) What is your assessment of these respective groups in terms of achieving their goals?

-----

-----

-----

-----

-----

18) Can you really help these students in the given circumstances?

-----

19) What measures do you want to take in order to achieve your language targets?

-----

-----

-----

-----

20) Do you want any specialized training for becoming a good language trainer?

-----

21) What suggestions would you make to your college/university/government authorities to create a better English Learning atmosphere in your college?

-----

-----  
-----  
-----  
-----

Name and Signature of the respondent teacher:-----  
-----

Name of the college:-----  
-----

Signature of the Head of the Institute/ Principal:-----  
-----

Date:

### Annexure III

#### SAMPLE TEST PAPERS FOR ASSESSING THE LANGUAGE SKILLS/ PROFICIENCY

SAMPLE TEST # 1 (Target Area: **GRAMMAR/COMPOSITION**) (Marks: 40) (Time: 1 hour)

Name of the Student:----- (Class)-----

Name of the College:-----

**1) Categorize the following words in various Parts of Speech:**

**(04)**

(cat, quickly, sad, on, go, and, oh!, she)

i)-----ii)-----

iii)-----iv)-----

v)-----vi)-----

vii)-----viii)-----

**2) Fill in the blanks with suitable word from the options given in the bracket:**

**(06)**

a) Raju appeared ----- (tired/tiredly) after the day's work.

b) She worked----- ( hard/hardly) to finish the painting.

c) My aunt often ----- ( forgets/ forgot) to switch of her TV set.

d) India ----- (wins/ won) the World Cup in 1983)

e) I have----- ( knowing/known) Ramesh since 2005.

f) She kept the book ---- (on/over) the table.

**3) Change the following sentence from direct to Indirect Speech:**

**(03)**

a) Rahul said, " I have already seen the movie."

-----

b) "The Earth rotates on its own axis," said the teacher.

-----

c) Uncle said, "I will take my family to Kashmir next year."

-----

**4) Identify the Tense in the following sentences:**  
**(07)**

a) The Olympics take place every four years.

-----

b) Sita is driving a car.

-----

c) I have completed my homework.

-----

d) We regularly played Tennis in Nagpur.

-----

e) It was raining heavily yesterday.

-----

f) He had been working hard for this examination.

-----

g) I will be playing in tomorrow's match.

-----

i) They will have been married for 25 years next July.

-----

**5) Transform the following sentences as instructed:  
(10)**

a) As soon as I reached the station the train left. (Rewrite using *no sooner... than*)

-----

b) Shyam is playing a ball. (Convert the sentence into *passive voice*)

-----

c) Ram plays cricket. Prakash plays cricket. (Combine the sentences by using "*Both*")

-----

d) He is too smart to be fooled. (Rewrite using *so ... that*)

-----

e) He will fail if he does not study regularly. (Rewrite using "*Unless*")

-----

----

f) Sachin is the best batsman in the world. (Rewrite using the *Comparative Degree*)

-----

g) I have never seen a more beautiful flower. (Rewrite using the *Superlative Degree*)

-----

h) What a wonderful sight! (Change into an *Assertive Sentence*)

-----

i) Who would not love this child? (Change into an *Assertive Sentence*)

-----

j) No one will deny that you worked hard. (Change into *Affirmative Sentence*)

-----

**6) Compose a paragraph of about 10 sentences using the given points:  
(10)**

A dying old man ... three sons ... sons always quarrelling ... old man asks his sons to fetch three sticks ... breaks them one by one ... three sticks again ... ties them together and tries to break ... cannot break ... asks sons to learn a lesson ...

-----

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Marks obtained:-----

Name and signature of the Examiner:-----

Date:-----



Annexure IV

SAMPLE TEST PAPERS FOR ASSESSING THE LANGUAGE SKILLS/ PROFICIENCY

SAMPLE TEST # 2 (Target Area: **Vocabulary**) (Marks: 50) (Time: 1 hour)

Name of the Student:------(Class)-----

Name of the College:-----

**1. Give suitable collective nouns for the following groups/collection of things/persons etc. out of the options given (e.g. a *bunch* of flowers): (4)**

- (i) ----- of thieves.
- (ii) -----of soldiers.
- (iii) -----of sailors.
- (iv) -----of ships.

**(army, band, board, crew, fleet, flock, herd, pack, gang)**

**2. Identify respective sounds/cries for the following animals/creatures etc. out of the options given (e.g. Dogs: *bark*): (4)**

- (i) Bees: -----
- (ii) Birds: -----
- (iii) Camels: -----.
- (iv) Wolves: -----.

**(hum, bark, twitter, grunt, low, coo, bleat, cackle, quack, howl, screech)**

**3. Give the names for the young ones of the following animals/creatures out of the options given ( e.g. cat: *kitten*): (4)**

- (i) Cow: -----
- (ii) Tiger: -----
- (iii) Goat:: -----.
- (iv) Dog: -----.

**(calf, cub, fawn, puppy, kid, foal, tadpole)**

**4. Give the correct one word substitute for the following group of words or phrases out of the given options: (4)**

- (i) That which cannot be avoided: -----**

(a) uncontrolled (b) integral (c) inevitable (d) impossible

**(ii) One who comes as a settler in a foreign country: -----**

(a) traveller (b) resident (c) ambassador (d) immigrant

**(iii) One who looks at the bright side of things: -----**

(a) cynic (b) optimist (c) believer (d) painter

**(iv) One who knows everything: -----**

(a) all-rounder (b) scientist (c) omniscient (d) linguist

**5. Choose the correct option that is nearest in meaning to the given word: (4)**

**(i) Incredible: -----**

(a) worthless (b) unbelievable (c) creditable (d) impossible

**(ii) Eradicate: -----**

(a) change (b) restore (c) remove (d) enhance

**(iii) Authentic: -----**

(a) lovable (b) austere (c) supreme (d) genuine

**(iv) Meagre: -----**

(a) huge (b) lazy (c) minor (d) scanty

**6. Choose the correct option that is opposite in meaning to the given word: (4)**

**(i) Attract: -----**

(a) charm (b) repel (c) pull (d) disapprove

**(ii) Crude: -----**

(a) rough (b) clear (c) refined (d) natural

**(iii) Cheap: -----**

(a) main (b) costly (c) cautious (d) idle

**(iv) Sublime: -----**

(a) heavenly (b) ordinary (c) rigid (d) scanty

**7. Use into sentences of your own the following pair of words: (10)**

(i) **eligible/illegible**

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(ii) **jealous/zealous**

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(iii) **deceased/diseased**

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(iv) **lose/loose**

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(v) **descent/dissent**

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**8. Form the nouns from the following set of verbs (e.g. create: *creation*): (4)**

(i) Apply: -----

(ii) Believe: -----

(iii) Combine: -----.

(iv) Hate: -----.

**8. Form the nouns from the following set of adjectives (e.g. deep: *depth*): (4)**

(i) High: -----

(ii) Just: -----

(iii) Noble: -----.

(iv) True: -----.

**9. Form the adjectives from the following set of nouns (e.g. bride: *bridal*): (4)**

(i) Asia: -----

(ii) Cheer: -----

(iii) Glory: -----.

(iv) Hero: -----.

**10. Form the verbs from the following set of nouns (e.g. bath: *bathe* ): (4)**

(i) Blood: -----

(ii) Life: -----.

(iii) Sale: -----.

(iv) Terror: -----.

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Marks obtained:-----

Name and signature of the Examiner:-----  
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Date:-----

Annexure V

**SAMPLE TEST PAPERS FOR ASSESSING THE LANGUAGE SKILLS/ PROFICIENCY**

**SAMPLE TEST # 3 (Target Area: Oral Communication/Pronunciation)**

(Marks: 10) (Time: 10 mins)

**Name of the Student:**-----**(Class)**-----

**Name of the College:**-----

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**1. Pronunciation (5):**

Each student to be asked to pronounce 5 words as written on the blackboard/ chart/ paper.

(Credit to be given to simple correct pronunciation ignoring linguistic standards)

**2. Question/Answer session (2):**

Two impromptu questions to be asked:

(e.g. *What is your father? Or Which cricketer do you like?*)

**3. Situational conversation (3):**

Each student to be given a situation and asked to recreate a piece of conversation of 3-4 sentences:

(Credit to be given on inventiveness and selection of words. Grammatical mistakes may be overlooked.)

**Marks obtained:**-----

**Name and signature of the Examiner:**-----

**Date:**-----

Annexure VI  
SUMMARY OF RESULTS

Test I (Grammar & Composition)								
College Name	Male			Female			Total Students	
	Total Student Passed	Total No. of Student Appeared	Passing %	Total Student Passed	Total No. of Student Appeared	Passing %	Total Student Passed	Passing %
J.B.Sc. College, Wardha	3	4	75%	19	19	100%	22	96%
G. S. College Wardha	5	11	45%	4	12	33%	9	39%
Priyadarshini Mahila Mahavidyalaya	0	0	NA	25	25	100%	25	100%
S.J.G.S.M Wardha	3	13	23%	5	11	45%	8	33%
Lok Mahavidyalaya	3	3	100%	37	38	97%	40	98%
Total	14	31	45%	90	105	86%	104	76%

Test II (Vocabulary)								
College Name	Male			Female			Total Student	
	Total Student Passed	Total No. of Student Appeared	Passing %	Total Student Passed	Total No. of Student Appeared	Passing %	Total Student Passed	Passing %
J.B.Sc. College, Wardha	4	4	100%	19	19	100%	23	100%
G. S. College Wardha	2	11	18%	2	12	17%	4	17%
Priyadarshini Mahila Mahavidyalaya	0	0	NA	25	25	100%	25	100%
S.J.G.S.M Wardha	0	13	0%	1	11	9%	1	4%
Lok Mahavidyalaya	3	3	100%	38	38	100%	41	100%
Total	9	31	29%	85	105	81%	94	69%

Test II (Oral Skills)								
College Name	Male			Female			Total Student	
	Total Student Passed	Total No. of Student Appeared	Passing %	Total Student Passed	Total No. of Student Appeared	Passing %	Total Student Passed	Passing %
J.B.Sc. College, Wardha	4	4	100%	19	19	100%	23	100%
G. S. College Wardha	1	11	100%	12	12	100%	13	100%
Priyadarshini Mahila Mahavidyalaya	0	0	NA	18	18	100%	18	100%
S.J.G.S.M Wardha	0	0	0%	0	0	0%	0	0%
Lok Mahavidyalaya	0	0	0%	0	0	0%	0	0%
Total	15	15	100%	49	49	100%	64	100%

Total Students			
College Name	M	F	Total
J.B.Sc. College, Wardha	4	19	23
G. S. College Wardha	11	12	23
Priyadarshini Mahila Mahavidyalaya	0	25	25
S.J.G.S.M Wardha	13	11	24
Lok Mahavidyalaya	3	38	41
Total	31	105	136

In S.J.G.S.M. and Lok Mahavidyalaya, data of oral marks is available.

In Priyadarshini Mahila, oral skills marks of 7 girl students not available, hence not included in total no. of students appeared. >> 25-7=18

NA - Not Applicable

**Research Project Sample Students' English Examination Result Analysis**

Sr. No.	Name of the Student	Name of the College	Gender	Class	Oral Exam Test II Marks Obtained	% Obtained	Status (Pass/Fail)	Grammar & Composition Test I (Actual/Marks)	% Obtained	Status (Pass/Fail)	Vocabulary Test II (Actual/Marks)	% Obtained	Status (Pass/Fail)
1	Ashwarya Telimore	J.B.Sc. College, Wardha	F	B.Sc. I	10	100%	PASS	36	90%	PASS	37	74%	PASS
2	Pratiksha P. Wankhade	J.B.Sc. College, Wardha	F	B.Sc. I	8	80%	PASS	29	73%	PASS	31	62%	PASS
3	Shraddha Dhadbade	J.B.Sc. College, Wardha	F	B.Sc. I	7	70%	PASS	17	43%	PASS	28	56%	PASS
4	Nutan Saware	J.B.Sc. College, Wardha	F	B.Sc. I	7	70%	PASS	24	60%	PASS	28	56%	PASS
5	Hrushika Gavande	J.B.Sc. College, Wardha	F	B.Sc. I	9	90%	PASS	34	85%	PASS	32	64%	PASS
6	Tanvi Giradkar	J.B.Sc. College, Wardha	F	B.Sc. I	10	100%	PASS	37	93%	PASS	39	78%	PASS
7	Ruchira Salve	J.B.Sc. College, Wardha	F	B.Sc. I	8	80%	PASS	33	83%	PASS	36	72%	PASS
8	Ashwini Yelore	J.B.Sc. College, Wardha	F	B.Sc. I	10	100%	PASS	34	85%	PASS	30	60%	PASS
9	Sumit Lakharani	J.B.Sc. College, Wardha	M	B.Sc. I	7	70%	PASS	17	43%	PASS	27	54%	PASS
10	Shubham Bhadoriya	J.B.Sc. College, Wardha	M	B.Sc. I	6	60%	PASS	17	43%	PASS	19	38%	PASS
11	Suraj Wankhade	J.B.Sc. College, Wardha	M	B.Sc. I	6	60%	PASS	11	28%	FAIL	20	40%	PASS
12	Kollap Dhasme	J.B.Sc. College, Wardha	M	B.Sc. I	6	60%	PASS	17	43%	PASS	26	52%	PASS
13	Ashwini Patil	J.B.Sc. College, Wardha	F	B.Sc. I	8	80%	PASS	20	50%	PASS	27	54%	PASS
14	Rakhi Chaudh	J.B.Sc. College, Wardha	F	B.Sc. I	8	80%	PASS	29	73%	PASS	33	66%	PASS

15	Rodini Deshmukh	J.B.Sc. College, Wardha	F	B.Sc. I	8	80%	PASS	20	50%	PASS	29	58%	PASS
16	Samiksha Khoske	J.B.Sc. College, Wardha	F	B.Sc. I	7	70%	PASS	19	48%	PASS	29	58%	PASS
17	Surbhi Dhankate	J.B.Sc. College, Wardha	F	B.Sc. I	8	50%	PASS	17	43%	PASS	27	54%	PASS
18	Pooja Paleyva	J.B.Sc. College, Wardha	F	B.Sc. I	9	90%	PASS	29	73%	PASS	40	80%	PASS
19	Trishakha Bhankar	J.B.Sc. College, Wardha	F	B.Sc. I	10	100%	PASS	26	65%	PASS	26	52%	PASS
20	Pooja Cholewar	J.B.Sc. College, Wardha	F	B.Sc. I	7	70%	PASS	35	88%	PASS	34	68%	PASS
21	Ankita Jambale	J.B.Sc. College, Wardha	F	B.Sc. I	7	70%	PASS	19	48%	PASS	21	42%	PASS
22	Bhavana Mohadare	J.B.Sc. College, Wardha	F	B.Sc. I	5	50%	PASS	16	40%	PASS	24	48%	PASS
23	Komal Pandey	J.B.Sc. College, Wardha	F	B.Sc. I	8	80%	PASS	21	53%	PASS	22	44%	PASS
24	Vishal Sawarkar	G. S. College Wardha	M	B.Com I	7	70%	PASS	15	38%	PASS	9	18%	FAIL
25	Shubhaj Khan	G. S. College Wardha	M	B.Com I	6	60%	PASS	23	58%	PASS	12	24%	FAIL
26	Shubrukh Khan	G. S. College Wardha	M	B.Com I	8	80%	PASS	4	10%	FAIL	7	14%	FAIL
27	Vaibhav Pohane	G. S. College Wardha	M	B.Com I	6	60%	PASS	8	20%	FAIL	33	66%	PASS
28	Mrunal Chopde	G. S. College Wardha	F	B.Com I	7	70%	PASS	5	13%	FAIL	12	24%	FAIL
29	Mahesh Tak	G. S. College Wardha	M	B.Com I	6	60%	PASS	7	18%	FAIL	6	12%	FAIL
30	Kishore Kothari	G. S. College Wardha	M	B.Com I	7	70%	PASS	7	18%	FAIL	5	10%	FAIL
31	Mahesh Kumbhe	G. S. College Wardha	M	B.Com I	7	70%	PASS	17	43%	PASS	12	24%	FAIL



32	Narayan Bhojar	G. S. College Wardha	M	B.Com I	6	60%	PASS	16	40%	PASS	13	26%	FAIL
33	Shubham Dhole	G. S. College Wardha	M	B.Com I	8	80%	PASS	12	30%	FAIL	9	18%	FAIL
34	Mohun Dumbhare	G. S. College Wardha	M	B.Com I	7	70%	PASS	9	23%	FAIL	7	14%	FAIL
35	Kartik Nimhakar	G. S. College Wardha	M	B.Com I	7	70%	PASS	30	75%	PASS	36	72%	PASS
36	Komal Sakkarwar	G. S. College Wardha	F	B.Com I	7	70%	PASS	17	43%	PASS	14	28%	FAIL
37	Ashwini Wadgaonkar	G. S. College Wardha	F	B.Com I	7	70%	PASS	12	30%	FAIL	8	16%	FAIL
38	Megha Chandoriya	G. S. College Wardha	F	B.Com I	6	60%	PASS	6	15%	FAIL	11	22%	FAIL
39	Nousin Khan	G. S. College Wardha	F	B.Com I	7	70%	PASS	6	15%	FAIL	5	10%	FAIL
40	Abha Ray	G. S. College Wardha	F	B.Com I	7	70%	PASS	6	15%	FAIL	8	16%	FAIL
41	Dhusharna Chawela	G. S. College Wardha	F	B.Com I	6	60%	PASS	8	20%	FAIL	9	18%	FAIL
42	Shital Ambhore	G. S. College Wardha	F	B.Com I	8	80%	PASS	30	75%	PASS	24	48%	PASS
43	Priya Taori	G. S. College Wardha	F	B.Com I	7	70%	PASS	27	68%	PASS	35	70%	PASS
44	Richa Vindrani	G. S. College Wardha	F	B.Com I	6	60%	PASS	12	30%	FAIL	14	28%	FAIL
45	Shital Kaluse	G. S. College Wardha	F	B.Com I	7	70%	PASS	16	40%	PASS	8	16%	FAIL
46	Priyanka Thakur	G. S. College Wardha	F	B.Com I	7	70%	PASS	8	20%	FAIL	7	14%	FAIL
47	Lalita Nagpure	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	NA	FALSE		26	65%	PASS	37	74%	PASS
48	Priya Basane	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	6	60%	PASS	22	63%	PASS	32	64%	PASS

49	Pranjali Wagh	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	5	50%	PASS	25	63%	PASS	30	60%	PASS
50	Herna Deogirkar	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	5	50%	PASS	27	68%	PASS	26	52%	PASS
51	Pooja Maskar	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	4	40%	PASS	30	75%	PASS	33	66%	PASS
52	Komal Meshram	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	5	50%	PASS	30	75%	PASS	34	68%	PASS
53	Tejaji Kothare	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	7	70%	PASS	27	68%	PASS	30	60%	PASS
54	Ashwini Khandar	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	4	40%	PASS	25	63%	PASS	35	70%	PASS
55	Komal Ninewar	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	NA	FALSE		21	53%	PASS	26	52%	PASS
56	Smita Kothare	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	NA	FALSE		24	60%	PASS	30	60%	PASS
57	Priyanka Nagore	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	5	50%	PASS	20	50%	PASS	27	54%	PASS
58	Sonam Dharpade	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	7	70%	PASS	31	78%	PASS	34	68%	PASS
59	Deepika Umathe	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	NA	FALSE		23	58%	PASS	25	50%	PASS
60	Sayali Korekar	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	6	60%	PASS	30	75%	PASS	32	64%	PASS
61	Laxmi Chaudhari	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	4	40%	PASS	18	45%	PASS	24	48%	PASS
62	Arati Mandke	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	6	60%	PASS	25	63%	PASS	30	60%	PASS
63	Priya Bhujade	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	6	60%	PASS	22	55%	PASS	23	46%	PASS
64	Suvarna Chude	Priyadarshani Mahila Mahavidyalaya	F	B.A. II	7	70%	PASS	34	85%	PASS	40	80%	PASS
65	Rohini Mahabude	Priyadarshani Mahila Mahavidyalaya	F	B.A. II	8	80%	PASS	29	73%	PASS	38	76%	PASS

66	Ashwini Pawar	Priyadarshani Mahila Mahavidyalaya	F	B.A. II	6	60%	PASS	28	70%	PASS	40	80%	PASS
67	Poonam Bhojwar	Priyadarshani Mahila Mahavidyalaya	F	B.A. II	5	50%	PASS	31	78%	PASS	42	84%	PASS
68	Sonali Kamble	Priyadarshani Mahila Mahavidyalaya	F	B.A. II	6	60%	PASS	28	70%	PASS	32	64%	PASS
69	Pooja Chandel	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	NA	FALSE		27	68%	PASS	26	52%	PASS
70	Vandana Ghugare	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	NA	FALSE		29	73%	PASS	35	70%	PASS
71	Snehal Bhurwar	Priyadarshani Mahila Mahavidyalaya	F	B.A. I	NA	FALSE		27	68%	PASS	32	64%	PASS
72	Manisha Masane	S.J.G.S.M Wardha	F	B.A. II	NA	FALSE		16	40%	PASS	8	16%	FAIL
73	Durga Bawane	S.J.G.S.M Wardha	F	B.A. I	NA	FALSE		30	75%	PASS	17	34%	FAIL
74	Mohun Pimple	S.J.G.S.M Wardha	M	B.A. II	NA	FALSE		3	8%	FAIL	7	14%	FAIL
75	Prakash Kalamkar	S.J.G.S.M Wardha	M	B.A. II	NA	FALSE		7	18%	FAIL	11	22%	FAIL
76	Mangesh Date	S.J.G.S.M Wardha	M	B.A. I	NA	FALSE		16	40%	PASS	3	6%	FAIL
77	Kanchan Khamankar	S.J.G.S.M Wardha	F	B.A. II	NA	FALSE		21	53%	PASS	7	14%	FAIL
78	Vinital Uparkar	S.J.G.S.M Wardha	M	B.A. I	NA	FALSE		15	38%	PASS	3	6%	FAIL
79	Prasanna Kakde	S.J.G.S.M Wardha	M	B.A. I	NA	FALSE		13	33%	FAIL	3	6%	FAIL
80	Dhiraj Chaudhari	S.J.G.S.M Wardha	M	B.A. I	NA	FALSE		8	20%	FAIL	3	6%	FAIL
81	Swapnil Nchare	S.J.G.S.M Wardha	M	B.A. I	NA	FALSE		5	13%	FAIL	11	22%	FAIL
82	Abhinav Lichade	S.J.G.S.M Wardha	M	B.A. I	NA	FALSE		18	45%	PASS	14	28%	FAIL

83	Harish Nagsale	S.J.G.S.M Wardha	M	B.A.I	NA	FALSE		4	10%	FAIL	3	6%	FAIL
84	Shubhangi Lokhande	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		7	18%	FAIL	4	8%	FAIL
85	Kajal Morale	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		14	35%	PASS	9	18%	FAIL
86	Mamta Chachane	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		7	18%	FAIL	5	10%	FAIL
87	Sarita Gajbiye	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		8	20%	FAIL	4	8%	FAIL
88	Harshada Shelke	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		8	20%	FAIL	11	22%	FAIL
89	Roshmi Thanwal	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		7	18%	FAIL	2	4%	FAIL
90	Pooja Shelke	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		7	18%	FAIL	3	6%	FAIL
91	Ashrich Badaye	S.J.G.S.M Wardha	M	B.A.I	NA	FALSE		1	3%	FAIL	6	12%	FAIL
92	Prashant Raut	S.J.G.S.M Wardha	M	B.A.I	NA	FALSE		5	13%	FAIL	6	12%	FAIL
93	Amit Sondare	S.J.G.S.M Wardha	M	B.A.I	NA	FALSE		4	10%	FAIL	4	8%	FAIL
94	Deepak Chahande	S.J.G.S.M Wardha	M	B.A.I	NA	FALSE		4	10%	FAIL	6	12%	FAIL
95	Juhi Vaskar	S.J.G.S.M Wardha	F	B.A.I	NA	FALSE		17	43%	PASS	19	38%	PASS
96	Bharti Gomase	Lok Mahavidyalaya	F	B.A.I	NA	FALSE		20	50%	PASS	26	52%	PASS
97	Shital Dhadhane	Lok Mahavidyalaya	F	B.A.I	NA	FALSE		23	58%	PASS	38	76%	PASS
98	Chetan Ghodke	Lok Mahavidyalaya	M	B.A.I	NA	FALSE		22	55%	PASS	29	58%	PASS
99	Rupesh Kadir	Lok Mahavidyalaya	M	B.A.I	NA	FALSE		23	58%	PASS	31	62%	PASS



100	Madhuri Kharikar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		25	63%	PASS	38	76%	PASS
101	Shital Warmode	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		25	63%	PASS	34	68%	PASS
102	Swati Landge	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		22	55%	PASS	35	70%	PASS
103	Rupali Kharikar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		25	63%	PASS	38	76%	PASS
104	Rashmi Sarode	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		23	58%	PASS	33	66%	PASS
105	Preranka Ambulkar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		18	45%	PASS	27	54%	PASS
106	Nanda Gate	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		25	63%	PASS	36	72%	PASS
107	Anuja Gode	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		20	50%	PASS	36	72%	PASS
108	Poonam Mahajan	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		29	73%	PASS	33	66%	PASS
109	Sonal Pawar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		25	63%	PASS	34	68%	PASS
110	Poonam Vedne	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		20	50%	PASS	29	58%	PASS
111	Dipali Bhandekar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		13	33%	FAIL	28	56%	PASS
112	Sona Kawate	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		22	55%	PASS	33	66%	PASS
113	Virushali Martode	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		22	55%	PASS	35	70%	PASS
114	Vedika Jughare	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		21	53%	PASS	35	70%	PASS
115	Ashwini Bele	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		25	63%	PASS	31	62%	PASS
116	Neeta Marathe	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		27	68%	PASS	33	66%	PASS

117	Namrata Jawde	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		26	65%	PASS	36	72%	PASS
118	Sonali Pistunkar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		24	60%	PASS	33	66%	PASS
119	Renuka Dhale	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		20	50%	PASS	29	58%	PASS
120	Shubhangi Nimsadkar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		20	50%	PASS	33	66%	PASS
121	Ashwini Patankar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		20	50%	PASS	35	70%	PASS
122	Pallavi Gawane	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		23	58%	PASS	32	64%	PASS
123	Shubhangi Panchabai	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		23	58%	PASS	34	62%	PASS
124	Pratiksha Dukare	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		26	65%	PASS	37	74%	PASS
125	Pranali Mahajan	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		22	55%	PASS	32	64%	PASS
126	Sonu Karwatkar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		23	58%	PASS	39	78%	PASS
127	Mangesh Borkar	Lok Mahavidyalaya	M	B.A. I	NA	FALSE		21	53%	PASS	35	70%	PASS
128	Kirti Talskar	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		26	65%	PASS	35	70%	PASS
129	Jayshree Laude	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		26	65%	PASS	34	68%	PASS
130	Ashwini Balsaraf	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		26	65%	PASS	36	72%	PASS
131	Gouri Satone	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		24	60%	PASS	32	64%	PASS
132	Rasika Guri	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		27	68%	PASS	37	74%	PASS
133	Swati Thakre	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		28	70%	PASS	32	64%	PASS

134	Bharti Kawankure	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		17	43%	PASS	32	64%	PASS
135	Shaila Chinchghare	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		21	53%	PASS	30	60%	PASS
136	Dipali Ghodchande	Lok Mahavidyalaya	F	B.A. I	NA	FALSE		28	70%	PASS	39	78%	PASS

Annexure VIII

Certificate from Shrikrindas Jajoo Grameen Seva Mahavidyalaya, Pipri-Wardha



Shiksha Mandal's

**Shrikrishnadas Jajoo Grameen Seva Mahavidyalaya,  
Pipri - Wardha - 442 001**

Reaccredited by NAAC with 'B' Grade

Index No. :  
Sr. College : 609  
Jr. College : 07.01.004

DA: 06/08/2012

**CERTIFICATE**

This is to certify that Dr. N. Y. Khandait, Ex-Principal, Shrikrishnadas Jajoo Grameen Seva Mahavidyalaya, Pipri-Wardha visited our college to conduct tests for his UGC sponsored Minor Research Project entitled, " to investigate the reasons for lack of communication skills among the students of marathi medium" on August 8, 2012.

*(Signature)*  
Principal  
Officiating Principal,  
Shrikrishnadas Jajoo  
Grameen Seva Mahavidyalaya  
Pipri, Wardha

Phone No. : 07152 - 230518 - 230110 Fax : 07152 - 230518

Website : [www.sjgsm-shikshamandal.org](http://www.sjgsm-shikshamandal.org) E-mail : [sjgs-pw@rediffmail.com](mailto:sjgs-pw@rediffmail.com) - [sjgsm@smw.org.in](mailto:sjgsm@smw.org.in)



G S College of Commerce, Wardha



Shiksha Mandal's  
**G. S. COLLEGE OF COMMERCE, WARDHA.**  
{NAAC (UGC) ACCREDITED INSTITUTION B++ GRADE}  
{PERMANENTLY AFFILIATED U/S 2 (F)}  
(Recognized by Govt. of Maharashtra, Approved by AICTE, New Delhi & DTE and  
Affiliated to RTM Nagpur University, Nagpur.)  
(A 'Hindi' Linguistic Minority College)

Ref. : \_\_\_\_\_

Date : 08/08/12

This is to certify that Dr. N. Y. Khandait, Ex- Principal, Shrikrishnadas Jajoo Gramin Seva Mahavidyalaya, Pipri, Wardha visited our college to conduct tests for his UGC sponsored Minor Research Project entitled **"To Investigate the Reasons for Lack of Communication Skills Among Students of Marathi Medium"** on August 8, 2012

  
Principal  
PRINCIPAL  
G. S. College of Commerce,  
WARDHA.

Address: G. S. College of Commerce, Jamanal Bajaj Marg, Civil Lines, Wardha - 442 001,  
(07152) 230511. Fax No.:- (07152) 230506/507  
E-mail : gsccl\_wardha@rediffmail.com Website : [www.shikshamandal.org](http://www.shikshamandal.org)

Annexure IX

Certificate from Lok Mahavidyalaya, Wardha



(Estd - 1987)

Lok Shikshan Prasarak Mandal's

**Lok Mahavidyalaya, Wardha**

No. :

Date : .....

This is to certify that Dr. N. Y. Khandait, ex-Principal, Shrikrishnadas Jajoo Gramin Seva Mahavidyalaya, Pipri-Wardha, visited our college to conduct tests for his UGC sponsored Minor Research Project entitled "To Investigate the Reasons for Lack of Communication Skills Among Students of Marathi Medium" on August 8, 2012.

Wardha

Date: 8/08/2012



Principal  
Principal  
Lok Mahavidyalaya,  
WARDHA

Principal Dr. Pushpa S. Tayde : (Office) 242580, (R.) 248644

Certificate from Priyadarshini Mahila Mahavidyala, Wardha

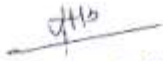


श्री बापुरावजी देशमुख प्रतिष्ठान संचालीत  
**प्रियदर्शिनी महिला महाविद्यालय, वर्धा**  
सवित्रीबाई फुले ज्ञानमार्ग, न्यू नालवाडी, वर्धा  
फोन (07152) 242107, 250206 ई मेल: pmmwardha1@rediffmail.com, www.pmm.ac.in  
(नॅक 'ब' दर्जा प्राप्त)

PMM/

DL

This is to Certify that **Dr.N.Y.Khandait** ex-Principal, Shrikrishnadas Jajoo Grameen Seva Mahavidyalaya, Pipri, Wardha visited our college to conduct tests for his UGC sponsored Minor Research Project entitled, "*To investigate the reasons for lack of communication skills among the students of Marathi Medium*" on Aug. 8, 2012.

  
**Principal,**  
**Priyadarshini Mahila**  
**Mahavidyalaya, WARDHA.**

## UGC Sanction Letter

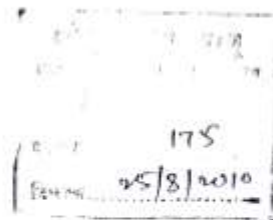
University Grants Commission  
Western Regional Office  
Ganeshkhind, Pune - 411007

5 JUL 2010

Phones: (020) 25691477,  
25691178, 25696897  
Fax: (020) 25691477  
Web site: www.ugc.ac.in

File No: 23-1557/09 (WRO)

The Accounts Officer  
University Grants Commission  
Ganeshkhind, Pune-411007.



**Subject: Financial assistance to college teachers for undertaking Minor Research Projects – Release of first installment.**

Sir,

In suppression to our letter No. 23-1557/09 (WRO) dated 13.03.10 the UGC on the recommendations of the Expert Committee has approved the Minor Research Project entitled "To Investigate the reason for the lack of Communication Skills among the undergraduate Student in Marathi Medium" in the subject- **English** to be undertaken by Dr.N.Y.Khandait, **Shrikrishnadas Jajoo Grameen Sava Mahavidyalaya, Pipri, Wardha- 442001**. The financial assistance of the UGC would be limited to Rs. 70000/- (Rupees Seventy thousand Only) for a period of Two years. An amount of Rs. 60000/- (Rupees Only) is presently being sanctioned as the first installment.

Non-Recurring Grant for Two years	Amount (Rs)	Recurring grant	1 <sup>st</sup> Year Amount	2 <sup>nd</sup> Year Amount
Books & Journals	20000	Contingency	5000	5000
Equipment [PC & Printer]	30000	Special Needs	0	0
		Travel/Field work	5000	5000
		Chemicals & Glassware	0	0
		Others	0	0
Total (Rs.)	50000		10000	10000

**Total amount for the project: 70000/-**

The grant is subject to the terms and conditions as mentioned below.

1. A Certificate of Acceptance of the conditions governing the research project should be sent immediately to this office.
2. The amount of the grant shall be drawn by the Accounts Officer (D.D.O), University Grants Commission on the grant-in-aid bill and shall be disbursed to and credited to the above mentioned institute through Cheque/D.D.
3. The sanctioned amount is debatable to the major Head 5.3.3 and is valid for payment during the financial year 2010 -2011 only.
4. The grant is subject to adjustment on the basis of Utilization Certificate in prescribed proforma submitted by University College/Institute.

**NOTE:**

1. Date of implementation will be the date of sanction of first installment.
2. The researcher is required to submit an Acceptance Certificate of the project in the enclosed format to the affiliating university, which would then be sent to UGC (WRO) in a bunch by the University.
3. Please send one copy of the project completion report to Director, INFLIBNET, Corporate University Campus, Navrangpura, Ahmedabad for record.



23-1557/09

5. The statement of expenditure incurred and brief academic progress report relating to the above project is to be sent in the prescribed format to this office after completion of one year. Audited utilization certificate of full-allocated amount, audited statement of expenditure and final project report be submitted immediately after completion of the project.
6. The assets acquired wholly or substantially out of UGC grant shall not be disposed off or encumbered or utilized for purposes other than those for which the grant was given, without proper sanction of the UGC, Western Regional Office, Pune- 7 and should at any time the college cease to function, such assets shall revert to U.G.C.
7. A register of the assets acquired wholly or substantially out of the grant shall be maintained by the University/College in the prescribed form.
8. The University/College shall strictly follow all the instructions issued by the Govt. of India from time to time with regard to reservation of posts for SC/ST/OBC.
9. The interest earned by the University/College/Institute will be treated as additional grant & it is required to be incorporated in the U.C./Statement of Expenditure submitted to UGC, (WRO).
10. The University/College shall fully implement the office Language Policy of the Union Govt. and comply with the official Language Act, 1963 and Official language (use for official purposes of the Union) Rules, 1976 etc.
11. The sanction issues in exercise of the delegation of powers vide Commission office order No.5/92 dated may 01, 1992.
12. The funds to the extent are available under the scheme.
13. The grantee institution shall ensure the Utilization of grants-in-aid for which it is being sanction /paid. In case non-utilization/ part utilization, **simple interest @ 10% per annum** amended from time to time on unutilized amount from the date draw/to date of refund as per provisions contained in general financial Rules of Govt. of India will be charged.

Yours faithfully,

(Dr. G. Srinivas)  
Joint Secretary

Copy to:

1. The Principal  
Shrikrishnadas Jajoo Gramteen Sava Mahavidyalaya, Pipri,  
Wardha -442001.
2. Dr. N.Y. Khandait, Shrikrishnadas Jajoo Gramteen Sava  
Mahavidyalaya, Pipri, Wardha -442001.
3. Director, B.U.D.C.D.C., Nagpur University
4. Director, Higher Education, Central Bldg, Pune
5. Accountant General, Maharashtra State, Mumbai
6. Guard File

(Dr. G. Srinivas)  
Joint Secretary