



*Learning Difficulties in English
at Upper Primary
Level of Students Residing in Slums of
MAHARASHTRA
(PAC 16.02)*

A REPORT

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74

Regional Institute of Education, Bhopal

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Prof. Nidhi Tiwari

Preface

English occupies paramount significance in our education system as it is the only language which opens the gates to international relations. Therefore, it has been given the status of a second language in the Three Language Formula in our Educational policies. However, teaching and learning of English has been a challenging task in the linguistically diverse India. National Achievement Survey (2017) conducted by NCERT, New Delhi has revealed that in most parts of India the achievement level in English has been below satisfactory. Conditions are worse in the economically backward areas, specially slums. Maharashtra is no exception to this socio-economic condition. Hence the need arose to conduct this research study on the request of MSCERT, Pune.

As there is an unequal distribution of education economically backward students face problems in learning English. Lack of teaching aids, insufficient numbers of qualified and trained teachers and lack of educational infrastructure fail to make human capital and acts as one of the factors of unemployment problem.

It is widely believed and reported that the performance of students at upper primary level in English is not quite satisfactory. However, the reasons for this have not yet been scientifically explored. For any effective intervention, it is necessary to know the causes for this state. Therefore, this study addresses itself to study problems in learning English and also identify areas in which students have learning difficulties in English at the Upper Primary Level in the slum schools in Mumbai. It also seeks to suggest interventions for improvement in the performance of upper primary level students of English residing in slums of Mumbai.

After completion of the study, this report will be disseminated to State functionaries of Maharashtra. On the basis of the report and state requirements, interventions can be planned to address the learning difficulties in English..

CONTENTS

	Page No.
Preface	
Acknowledgements	1 -7
CHAPTER 1 - INTRODUCTION	
1.0 BACKGROUND OF THE STUDY	
1.1 APPROACHES IN TEACHING ENGLISH	
1.2DIFFERENT PROBLEMS IN ENGLISH LANGUAGE LEARNING IN INDIA	
1.3CONDITION OF ENGLISH IN SCHOOLS OF MAHARASHTRA	
1.4 CONDITION OF ENGLISH IN SLUM SCHOOLS OF MAHARASHTRA	
1.5 ENGLISH AT UPPER PRIMARY LEVEL	
1.6 NEED AND IMPORTANCE OF THE STUDY	
1.7 RESEARCH QUESTIONS	
1.8 DELIMITATIONS	
CHAPTER 2 – REVIEW OF RELATED LITERACTURE	8-11
2.0 INTRODUCTION OF REVIEWING	
2.1 STUDIES CONDUCTED IN ABROAD.	
2.2 STUDIES CONDUCTED INDIA	
CHAPTER 3 – METHODOLOGY	12-14
3.1 INTRODUCTION	
3.2 RESEARCH DESIGN	
3.3 SAMPLE	
3.4 METHODOLOGY	
3.5 TOOL DESCRIPTION	
3.5.1 LEVEL 1 VI CLASS ACHIEVEMENT TEST	
3.5.2 LEVEL 2 VI CLASS ACHIEVEMENT TEST	
3.5.3 LEVEL 1 VIII CLASS ACHIEVEMENT TEST	
3.5.4 LEVEL 2 VIII CLASS ACHIEVEMENT TEST	
3.5.5 QUESTIONNAIRE FOR THE TEACHERS	
3.5.6 CLASSROOM OBSERVATION	
3.5.7 FOCUS GROUP DISCUSSION WITH STUDENTS	
3.6 DATA COLLECTION	
3.7 DETAILS OF VISIT	

CHAPTER 4. DATA ANALYSIS AND INTERPRETATION **15-42**

- 4.0 INTRODUCTION
- 4.1 ANALYSIS OF DATA, INTERPRETATION OF RESULT DISCUSSION
- 4.2 SECTION I
 - 4.2.1 CLASS VI LEVEL 1
 - 4.2.2 CLASS VI – LEVEL 2
- 4.3 SECTION II
 - 4.3.1 CLASS VIII – LEVEL 1
 - 4.3.2 CLASS VIII Level -2
- 4.4 RESEARCH QUESTIONS NO. 2
- 4.5 FOCUS GROUP DISCUSSION
- 4.6 QUESTIONNAIRE FOR TEACHERS
- 4.7 CLASSROOM OBSERVATION SCHEDULE
- 4.8 FINDINGS

CHAPTER 5. CONCLUSION **43-47**

- 5.0 INTRODUCTION
- 5.1 STATEMENT OF THE PROBLEM
- 5.2 RESEARCH QUESTIONS
- 5.3 SAMPLE
- 5.4 TOOLS
- 5.5 METHODOLOGY
- 5.6 FINDINGS
- 5.7 RECOMMENDATIONS
- 5.8 SUGGESTIONS FOR FURTHER STUDIES

BIBLIOGRAPHY **48**

APPENDICES **49-76**

- Appendix A -RESEARCH PROPOSAL**
- Appendix B - QUESTIONS PAPERS VI CLASS**
- Appendix C - QUESTIONS PAPERS VIII CLASS**
- Appendix D - QUESTIONNAIRE FOR TEACHERS**
- Appendix E - CLASSROOM OBSERVATION SCHEDULE**
- Appendix F -FOCUSED GROUP DISCUSSION WITH STUDENTS.**

Chapter 1

Introduction

Chapter 1

Introduction:

1.0 Background of the study

English is taught as a second language in India. It had occupied the position of an official language and Hindi as a second official language. English language has been recognized as important language in different ways such as a national link language, as an international link language and as a Library language. Majority of educated people use English language for speaking and reading throughout the world. The statistics collected by David Crystal (1997:61) shows that nearly 670 million people use English with fluency and competency. Most of the countries in the world whose mother tongue is not English learn this as a second language. In India, English is used in different sectors like Administration, Judicature, Legislature and Commerce. It is used still as a medium of instruction in Medicine, Engineering, Science and Technology. English has today become one of the major languages of the world. It will be very difficult to neglect English language because of rich Literature, Scientific and Technical nature of the language. English gives access to the treasure of knowledge, it provides opportunities to Indians to get employment throughout India. It provides a strong binding force to keep all Indians united.

The British introduced the English system of education in India in 1935. It was the language used by British administration and thus politically imposed on the Indian educational system. English was taught as a compulsory subject. Though it was a burden for the Indian people during those times, now it has turned to be a blessing in disguise. In India, English was taught in a number of ways and circumstances. Various states have devised their own educational policies, incorporating English as a second language, or giving it the status of a foreign language. However, it continues to be taught at various levels all over the country. The Education commission has recommended that the study of English as a co-language should be compulsory up to class X. English may therefore be taught as a compulsory subject at school level and made an optional subject thereafter.

English language is not only taught as compulsory subject at schools, colleges and universities but also used as medium of instruction in some government schools and other field. Teaching English language requires not only the skill, knowledge of subject, methods and strategies but also infrastructural facilities like language laboratory, teaching aids, teaching learning materials and teacher's resources books and audio-visual aid etc. The effective teaching and learning depends on use of suitable teaching aids and teachers competence. There are many methods which emerged in the 21st century for teaching and learning of English language.

Major trends in 21st century language teaching include the Oral Approach, Situational language teaching, the Audio-lingual method and the alternative approaches and methods which include the Silent-way method, Total Physical Response method, Suggestopedia, Neuro-linguistic

programming, the Lexical Approach as well as competency based language teaching. The current approach in language teaching is known as Communicative Approach. It includes communicative language teaching, the natural approach, cooperative language learning, content-based instruction and task based language learning.

A variety and range of English –teaching situations prevail here owing to the twin factors of teacher proficiency in English and pupil's exposure to English outside school. The level of introduction of English is now a matter of political response to people's aspirations rather than an academic or feasibility issue. The goals for a second language curriculum are two-fold; attainment of a basic proficiency, such as is acquired in natural language learning, and the development of language into an instrument for abstract thought and knowledge acquisition through literacy. This argues for across-the-curriculum approach that breaks down the barriers between English and other subjects, and English and other Indian languages. At the initial stage, English may be one of the languages for learning activities that create the child's awareness of the world. At the later stages, all the learning happens through language. Higher-order linguistic skills generalize across languages is a transferable skill. Improving it in one language improves it in others, while reading failure in one's language adversely affects second language reading. (Position Paper of English NCERT 2005)

Input rich communication environments are a pre requisite for language learning, whether first or second. Inputs include textbooks, learner-chosen text and class libraries, allowing for a variety of genres; print, parallel books and materials in more than one language, media support and authentic materials. A variety of successful innovations exists whose generalist ability needs exploration and encouragement. Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskyan and Piagetian principles). Higher order skills can be developed once fundamental competencies are ensured. (NCF 2005, NCERT, New Delhi)

1.1 Approaches in Teaching English

Language teaching methodology has undergone changes from grammar- translation through audio-lingual and structural to the communicative form. The communicative approach uses authentic and contextualized tasks. Krashan (1981) proposed that learners will acquire language through Design experiments to test ideas and compare their ideas with others' ideas.

Design ways to test other's ideas. When they are exposed to 'comprehensible input' and are motivated to attend to the input. Learning with pedagogic rationale require learners to do things which are unlikely be done outside the classroom. Linguists argue that acquisition is best served when learners participate in the negotiation of meaning.

In a constructivist language learning class, the students become effective learners, learn more and enjoy learning because learning is based on student's thinking and understanding and producing language needed for the particular situation. 'Effective learners' are reflective learners, who not only consider critically what they have learnt, but are also aware of their own learning. They come to realize the need for language, lexis and grammar for oral competence. Knowledge and reflection are crucial aspects of learning and development which can contribute substantially to the profile of oracy. To develop the profile of oracy, pupils should be encouraged to adopt a reflective, analytical instance towards their own language use and that of others. As

pupils learn how to work together, they can develop their own strategies to keep themselves on tasks, share the workload and make negotiated decisions. (Grainger, 2000)

1.2 Different problems in English language learning in India Children have specific problems in English language learning, and their problems may be different from those of other groups of language learners. As such, to effectively teach English to children in a slum area, teachers need to possess understanding of their existing needs, wants and lack of facilities as well as their problems that they encounter in English language learning because these children like other groups of language learners, need support from the teachers, school and related organizations. Students only make an effort to speak proper English in the classroom when they are under supervision. Moreover, students don't always hear people around them speaking proper English. As a result, it becomes more difficult to learn correct English.

Difficulties faced in the learning of English language by Hindi and Urdu speaking students in India is studied. The differences and similarities (if any) encountered by the teachers while dealing with various aspects of English Language Teaching (ELT) in the system of formal schooling of children of Indian expatriates, have been focused. To be able to undertake such an analytical study, the researcher has embarked upon a two-stage field work: collecting materials and information from India, including personal visits to schools for purposes of observation and distributing carefully planned questionnaires to both teachers and students in the target schools in both countries. The aim has been nothing but to get a neutral perspective on the subject to evaluate honestly, analyze the data accordingly and come up with suggestions and reparative measures to address the difficulties faced by the students due to various reasons.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

Other Problems

Even with qualified teachers, adequate materials, and exposure to native English speakers, there are still a number of problems that any student will face.

1. Over-Use of Native Language in the Classroom

Students learn another language best when they're forced to use it. Teachers must be vigilant about requiring students to communicate in English and only in English—even if they're just talking to each other. If you know the students' native language, pretend in the classroom that you don't—as that will force them to make requests and respond to questions in English.

2. Students Become Too Dependent on the Teacher

Part of learning anything means figuring out how to solve problems on your own. If a student goes to the teacher with every little problem s/he runs into, then the student will never be able to learn the language on their own. If students insist that they don't know how to say or do something on their own, they need to be reassured that they actually can with positive feedback and encouragement.

3. Strong Students Dominate the Class

No matter how well students are sorted, there will still be differences in how much students know and how quickly they can learn. Setting the pace of the class to keep up with the strongest students will leave the weaker ones behind. Weaker students shouldn't be forgotten in classroom discussions and activities.

1.3 Condition of English in schools of Maharashtra

Our education system is lagging far behind in the present competitive world i.e. politically, socially and economically affected due to this unequal distribution of education. It was found that economically backward students face problems in learning English.

Lack of teaching aids, insufficient practically qualified teachers and negligence of some important subjects and lack of adequate educational infrastructure fail to make human capital to a required extent in our economy which ultimately acts as one of the factor of poverty unemployment problem. The existing problem should be identified and accordingly proper and strategies should be taken to solve this problem.

In 2011, the Maharashtra State Government requested the British Council to design a sustainable training programme which would develop both the language proficiency and methodological skills of primary teachers in 67,200 government schools across the state. The ELIPS project planned to build institutional and systemic capacity to achieve this, as well as to develop parallel interventions through a number of innovative digital channels such as TV, radio and online. Subsequent to its successful completion, the Maharashtra State Government invited the British Council to recommend an extension to the project. This new project – TEJAS – was launched in 2016 in partnership with Tata Trusts.

Throughout the two years of ELIPS, the project team carried out comprehensive monitoring and evaluation including a baseline and endline study of cascade and classroom observations. Results indicate that there are several legacies of the project which include the following:

- The state now has a sustainable cadre of over 600 Master trainers (MTs) for future training initiatives, including over 160 who are now contributing to the British Council / RMSA secondary level project (ELISS).
- The MTs have improved their skills as teacher educators.
- The ELIPS-trained primary school teachers observed are delivering more learner-centered lessons (over 350 observations conducted over two years).
- There has been a significant change in perceptions of continuing professional development (CPD), training and its inherent benefits amongst both MTs and teachers

who participated in ELIPS. (Source <https://www.britishcouncil.in/programmes/english-partnerships/state/elips>).

1.4 Condition of English in Slum schools of Maharashtra

In Maharashtra, English is the third language, hence the teaching-learning process requires the use of vernacular language. Students do not get opportunities to communicate in English. Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English. Each learner has his own issues but the most common that has been observed in slums of Maharashtra school students are the following:-

1. Lack of vocabulary
2. Grammar
3. Pronunciation
4. Variations in English

Lack of vocabulary is one of the most comprehensive and difficult aspects of English for learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical, real life needs.

English Grammar is complex, making it difficult to remember, master and use logically. Ensuring the use of correct grammar can be tricky, especially when you are in conversation with someone and they are speaking at an alarmingly fast pace. Learning grammar is like learning to drive, you can learn all of the theory, rules and regulations, but you won't be good at it unless you practice it and it starts to become second nature to you. Grammar is extremely important; incorrect use of grammar can confuse the person you are speaking to and even change the meaning of what you are communicating.

Pronunciation - knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age which is how they know not to pronounce the 'k' in 'knight', they are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first language of the English students, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

Variations in English - The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written language. This leads to students writing words phonetically, i.e. how they would say it rather than how it's actually spelt.

1.5 English at upper primary Level

Activities and material that promote language growth at the upper primary level provide a basis for action and intervention in schools. In general, vocabulary development, reading with

comprehension and writing activities of higher order are main goals of teaching /learning at this stage. The general objectives at this stage are:

- To negotiate their own learning goals and evaluate their own progress, edit, revise and review their own network.
- To understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living.
- To be able to articulate individual or personal responses effectively.
- To use language and vocabulary appropriately in different contexts and social encounters.
- To be able to organize and structure thoughts in writing speech, to develop production skills.
- To use dictionary suitable to their needs.
- To understand and enjoy jokes, skits, children's films, anecdotes and riddles.

At the upper primary level, knowledge of grammar remains a process of discovery combined with conscious effort to explicit understanding and name grammatical items. However, these should not be taken out of contexts to be treated as discrete teaching items. In addition to consolidating the items learnt earlier, the following will be introduced and recycled through the upper primary stage: Determiners, Passivisation, Adjectives, Reported speech, Modal auxiliaries, Word order in sentence types, Clauses, Tense forms, Adverbs and Linking words.

Method and techniques used in Classroom interaction would be such as to promote optimal learner participation leading to an urge to use language both in speech and writing. The selection of actual classroom procedure is left to the discretion of the teacher. The following methods and techniques are recommended as role play , dramatization, reading aloud, recitation of rhymes, poems and making observations on a given topic/theme, telling and retelling stories, anecdotes, and jokes, discussion, debate, simple projects, interpreting pictures, sketches, cartoons., activities, tasks, and language games, pair work, group work, and short assignments with individual and group and exploring the electronic media.

1.6Need and importance of the study

Slum schools in Maharashtra face problems such as non-enrolment, non-attendance, wastage, stagnation, dropout, irrelevant curriculum, inefficiency and insincerity on part of the teachers, caste, class, gender bias, early marriage of girl children, poor educational background of the parents, lack of infrastructural facilities such as poor condition of school building, insufficient number of class rooms, playground, drinking water and toilet. These above factors are very important in providing quality education to children. Therefore, the main focus of study is to identify the learning difficulties in English of students studying at upper primary level in slums of Maharashtra. Marathi being first language in Maharashtra, followed by Hindi being second. English is treated as a third language. Mostly teaching-learning process is done in vernacular language. The slum atmosphere does not provide students the opportunity to speak and learn English. Slum areas students also face lot of problem as English is not their mother tongue. The students of developed areas acquire language skills more easily than the students residing in slum

areas. Therefore, a need to study the difficulties children face in slum schools of Maharashtra was felt by MSCERT, Pune.

1.7 Research Questions

1. What is the achievement level in English at upper primary level of students residing in slums of Maharashtra?
2. What are the specific problems faced by the children in learning English at upper primary level of economically backward areas?
3. What are the learning difficulties in English at upper primary level and different types of errors/mistakes committed by students residing in Slums?

1.8 Delimitations

- The state syllabus of class VI and VIII is selected for learning English.
- The study is confined to only class VI and VIII students only.
- The study was delimited to the Hindi medium, Marathi medium and English medium schools in slums of Mumbai, Maharashtra.

Chapter 2

Review of the literature

Chapter 2

Review of the literature

2.0 Introduction of Review

Research takes advantage of the knowledge which has been accumulated in the past as a constant human endeavour. It can never be undertaken in isolation of the work that has already been done. A careful review of the research journals, books, dissertation, thesis and other resourceful information on the problem to be investigated was done so that the proposed study could lead in the right direction. Review is important to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field.

The review of related literature is divided into two categories:

- 1. Studies conducted Abroad.**
- 2. Studies conducted in India.**

2.1 Studies Abroad

Richards et al. (1992: 242-243) in the present study, needs can be defined as the desire and lack of English language learning of language learners who are underprivileged children living in a slum area. Children in the Klong Toey slum have different demographic characteristics and language learning situations from most other children in the school system. In an attempt to come up with a course designed particularly for this group of language learners, their specific needs in language learning need to be defined and identified. Therefore, it can be concluded that a needs analysis is an important process that enables language teachers to collect important information that helps them better develop a language course or lessons to more effectively lead learners to the goal of their language learning.

Yukich, C.A-M (2013) The findings in this study highlight key challenges and strategies regarding the teaching and learning of their students from non-English speaking backgrounds (NESB), relating to three main themes: teacher professional development, learning and teaching issues and the importance of communication.

Khajloo Akram Inanloo (2013) studied the problems in Teaching and Learning of English for first year of secondary school students. The objectives of the study were the issues that may happen in everything and when we refer to its origin we see that all the problems can be resolved. By looking at the education system in Iran we can see that this system has numerous and fundamental problems and unfortunately, the officials and authorities have not found a solution yet. If language is eradicated from the human society, human civilization will be destroyed, thus teaching and learning language is a -priority in the field of education. Nowadays, with the advancement of science and technology, English is essential as an international

language. So in this new millennium, language is the guiding factor for trading, politics, economy, science and technology. Extending the English learning is a prerequisite due to the growing development in the field of science and technology and the need to become aware of them through the mass media. This will be achieved by the development of English language teaching in a principle manner. And second language teachers need special training to learn the language.

Charles Owu-Ewie , PhD and Emma Sarah Eshun(2015) The objectives of this study was to find out whether the current language policy of education in Ghana which makes it mandatory to use English as medium of instruction from Primary four to the Junior high secondary was observed. The study also sought to examine the factors that militate against the use of English as medium of instruction in the upper primary to the junior high secondary classroom and the ways that use of English as medium of instruction in this sector of the educational system can be enhanced. It was identified that in theory, Ghana has a language policy that uses English as medium of instruction from Primary Four (P4) to junior high secondary and beyond, but in practice, this language policy of education is violated. Teachers use both the L1 and English (L2) in such classrooms. The main reason found to be the cause of the present situation is the students' lack of proficiency in the use of English in the classroom. The study also found that the violation of the policy is due to the monolingual nature of the classrooms, teachers' willingness to use Ghanaian language in teaching, and lack of enforcement of the language policy. It was also observed that the main strategies teachers used included translation, code-switching/mixing and concurrent use of the two languages.

Hashmi, Qudsia Iqbal (2016) studied the Difficulties in Learning of English faced by Hindi and Urdu speaking Students in India and Indian Expatriates in Saudi Arabia. Objectives were to examine the issues that might have been overlooked while designing the curriculum for the teaching of English in the non -English-speaking world, to study the processes of learning English in India against the backdrop of societal changes and other relevant factors and to examine whether it is English that poses a threat to the native languages and cultures or whether there are other elements that have become accessible through English threatening the indigenous socio-cultural fabric. The sample in this research was three types of schools which were Hindi, Urdu and English medium respectively.

The findings show that all the three groups face problems in the learning of English in Indian schools as well as international schools in KSA where Indian students pursue education, the results show that the English medium school is performing better than even Urdu medium school which is better than its counterpart-Hindi medium school with their CBSE affiliated courses. However, the nature of difficulties and the level varies from context to context.

2.2 Studies in India

Raja Dharma William.B and Selvi, K. (2011) this study is analysis on causes of the problems in learning English. The objectives of the study were to find out the leading cause of the problems in learning English and to find out the significant difference on causes of problems in learning English with regard to locality of school, optional subject, habit of reading English newspaper and habit of listening to English news. Hence this study involved data collection through survey method. Research was done on the sample of 400 students which comprised of 207 boys and 193 girls who were selected as sample by random sampling technique. The

selected sample was from rural and urban areas of Thoothukudi district. It was found that boys perceived more problems in learning English than girls. Students, who have taken Arts as their optional faced problems in learning English than Science students. The students who read the newspaper occasionally and daily perceived more problems than the students who read the English newspaper frequently.

Dutta, Usha (2012), Teaching of English at Primary Level in Government Schools, This study was conducted by (NCERT, New Delhi) The objectives of the study were to ascertain the status of teaching English at the primary level across the states and UTs in India both as a subject and medium of instruction, to analyze in depth the curriculum, syllabi and textbooks of English in selected states, to find out how English is taught in classes in which it is introduced for the first time by observing the classroom processes in the selected states, to observe the training programmes (both pre-service and in-service) for teachers of English and to assess their competence in teaching English at the primary level, and to make suggestions for improvement in teaching of English on the basis of the findings of the study. The study was undertaken in seven states - Gujarat, Jammu & Kashmir, Maharashtra, Nagaland, Odisha, Tamil Nadu, Uttar Pradesh and Union territory of Chandigarh. These states were selected to represent five major geographical regions of the country and variety in class at which English is introduced as a language at primary stage. From each state 2 to 4 districts were sampled with due representation of different geographical regions in the state. From each district two to three blocks were selected and from each sampled block schools were so selected as to represent all types of schools, urban, rural, large, small, rural interior and tribal. In all 154 schools were sampled from 21 selected districts. The main findings of the study are the state textbooks at level I (classes I & II) focus less on the listening and speaking skills and do not build familiarity with the language. They also do not link the child's life at school to life outside the school. Children did not get opportunity to listen to language or speak in English. They were not able to narrate experiences, exchange ideas and carry out brief conversations in English, in most of the schools teaching learning material (TLM) grants were used for purchasing charts and colors which were later kept with care under lock and key. However, there were some exceptions too, for example, in Odisha and Yavatmal (Maharashtra), TLM grants were being used optimally and Libraries in schools were found to be inadequately equipped and sparsely furnished, even nonexistent.

Mr. Jubraj Khamari et.al. (2014) carried the investigation on the Problems of teaching English at Primary level in Raipur. Objectives of the study were to determine the problems of teaching English in Primary Schools, also to find out the causes of such problem, to recommend remedial measures to minimize it. Research was done on a sample of fifty primary teachers of Raipur town. They collected data by administration of suitable questions to teachers who are teaching English in primary schools. Interviews of teachers, parents and guardians were conducted through questionnaires. It was found that schools conducted only quarterly exams instead of periodic examination. Teachers were not up to the mark in handwriting, they do not provide proper guidance to students regarding handwriting. Some 88% to 90% teachers did not focus on dictation work for backward pupils. They arranged remedial classes. It was also found that students are not interested to learn English. They remain passive in the class: topics of text book are not properly arranged and no suitable teaching aids are used. Lack of English environment in the class room while teaching in English was observed.

Anjaneyulu Thotapally (2015) Studied the school related problems faced by the teachers in teaching English language at Upper primary and secondary level. availability of appropriate

instructional resources to teach English regarding problems related to the background of the teachers, different methods of language teaching among the teachers .To find out the relationship between teaching experience and extent of the problems faced by the teachers in teaching. Collecting data for the study has two parts - general information of teachers and problems faced by the teachers in teaching English language. The sample of the study consisted of thirty English teachers from eleven schools which were located in the rural areas of Gundlapally and Deverakondamandals of Nalgonda and Vangur and Madugulamandals of Mahaboobnagardistricts. Male and female teachers were also selected. The selected teachers were having different age and qualifications. The findings stated by 20% of teachers was that students did not have proper seating arrangement in the class room, There were less availability of instructional resources and teaching aids to teach English and most of the schools were not taking the students outside for competitions in English. Most of the schools (83.33%) did not have sufficient reading material in library.

Siddiqui Tarannum (2017) The study was conducted to find out the problems of drop-out students at elementary level, specially living in slum areas of India. The objectives of the study were to assess conditions in slum areas, educational facilities in slum areas and find out the reasons of drop-out students in slum areas at elementary level and suggest some policy measures to bring drop-out students back to main stream. The study has taken a total sample of 50 households (25 from each district) by using random sampling technique in the urban areas of both slums namely-Madiyaon slum of Lucknow district in Uttar Pradesh and Dharavi slum of Mumbai in Maharashtra. To collect primary data and information a well-structured schedule has been prepared to find out the reasons to explain the drop-out students' in the age group of 6-14, particularly living in slum areas are from very poor economic background. The scenario is not expected to change radically unless the basic socio-economic issues are resolve.

Chapter -3

Methodology

Chapter -3

Methodology

3.01 Introduction: This chapter deals with the methodology employed to achieve the objectives of the study mentioned in the chapter one. Research design helps to define detailed plan of an investigation. Keeping in view nature and objectives of the study, appropriate sample was selected and tools were developed. In this chapter tools and techniques of data collection and procedure followed to conduct the study are discussed. They include sampling procedure, tools used for data collection, procedure of administering and scoring of the test and statistical techniques employed for analyzing the data.

3.02 Research Design: Research design is the blueprint of the procedures that enables the researcher to test hypothesis by reaching valid conclusions about relationship between the independent and dependent variables and analyzing the obtained data. Research design refers to the systematic scheduling of the entire research work.

3.03 Sample

The target population consists of all the students studying at upper Primary level. For the present study students studying in class VI and VIII of BMC schools of Slums of Maharashtra are chosen.. The schools chosen follow three mediums of instructions that were Hindi, Marathi and English. The schools were selected randomly.

3.04 Methodology

A workshop of three days was organized at Regional Institute of Education, Bhopal to lay a plan for the research study. Thereafter, a three days workshop was organized at Regional Institute of education, Bhopal to develop the tools for the study. The workshop was attended by the investigators, junior project fellow and resource persons. After tools were prepared for the collection of the data for the research work, a visit was made to MSCERT, Pune by investigators to discuss the tools with teachers and understand their needs. Thereafter tools were modified and JPFs were sent to Mumbai slum schools to collect data.

Tools

Achievement Test in English for-

- Level 1 for Hindi and Marathi medium students
- Level 2 for English medium students
- Questionnaires for the teachers
- Class room observation schedule
- Focused Group Discussion with students

3.05 Tool description

Level 1 VI class Achievement Test

The first two questions consisted of comprehension of 5 marks each. The question number 3rd and 5th were to describe the given picture. Fourth question was to write the given numeral in words. 6th question was given to write an essay of 5 marks. The last question was to choose the correct answer of 10 marks.

Level 2 VI class Achievement Test

The first question consisted of comprehension of 5 marks each. Second question was to write a short paragraph. The question number 3 was to identify the verb, 4th question was to identify the correct form of adjective. Fifth question was to fill the blank with correct article. Sixth question was to change the gender, 7th was to change the voice and 8th question was to fill the correct alternative and 9th was to fill the correct preposition. Question 10th was to add prefixes to the given words, 11th question was to write the young ones of the given animals name. 12th question comprised of five questions based on text book chapters.

Level 1 VIII class Achievement Test

The first question was based on grammatical error identification of 5 marks. The second question consisted of comprehension of 5 marks and the question number 3rd and 5th was match the sentence with given type, fourth question was to fill the blank. Sixth and seventh question was to complete the given dialogues of 5 marks. Last was to translate the given sentences of 3 marks.

Level 2 VIII class Achievement Test

The first question was based on grammatical error identification of 5 marks. The second question was to read the passage carefully and answer the following questions that follow. The next question was to test the conversion of the given sentences into different type of sentences. The student was given two words and was asked to write synonyms and antonyms of the given words. The next question was to write meaning of given homonyms and question number 6th writing the word that related to the word given in the center. Question number 7th and 8th was to prepare slogans on the topic 'save trees' of 2 marks. Next question was to prepare a poster on the occasion of Diwali of 5 marks. The last question was to know the ability of the student to solve questions on prepare a theme of the dialogue "Hard work is the key to success" of 5 marks.

Questionnaire for the teachers

To collect the opinion of the teachers regarding the various activities conducted by them a questionnaire for teachers was prepared by the investigators. In the initial part information regarding the name of the school, name of the teachers, the classes and subject taught by them was collected. The information was filled in by the junior research fellow.

Classroom observation

Classroom observation was prepared in order to have hands on information about the communication between teachers and students and among the students. This classroom observation schedule was developed by investigators.

Focus Group discussion with students

A format for focus group discussion (FGD) with students was prepared by the investigators to find the opinion and the activities conducted in the classroom for teaching and improving the grammar, vocabulary, short composition and reading comprehension. In the initial part is included the details of the date on which the FGD was conducted, the name of school and the class is asked. Regarding questions included in the FGD, the first question is general in nature where it seeks to find opinion of the student about learning of English language at school level, the question tried to find the problems faced by the students in an English language classroom. The next few questions seek to find if activities such as discussion or debates, role-play or drama, use of games or puzzles, are conducted in the class, how these different activities or aids

help them in improving grammar, vocabulary, short composition and reading comprehension. The focus group discussion was held with 10 students from each class.

Data collection

Data Collection was carried out in the slum schools of Maharashtra. The researcher collected the data from the three groups of participants with assistance from a teacher who was involved in providing non-formal education to the children. The assistance of this teacher was necessary to gain access to the community and to guarantee the safety of the researcher.

Details of visit

1st visit (10th Dec to 15th Dec2018) ,after reaching Mumbai,Maharashtra we went to BMC officer, then from a given list of schools in slums of Maharashtra we selected 3 schools which comprised of schools following English, Hindi and Marathi medium of teaching. All students of 6th and 8th class were given achievement test-booklets in the selected schools. There were two levels of question booklets; for English medium Level 2 which was designed according to the pattern followed in school. Hindi and Marathi medium had attempted level 1 which were according to the Maharashtra SCERT text-books. Students were given 120 minutes to solve the achievement test. Similarly further collection of data was done in the time period 7th Jan to 11th Jan 2019. In 2nd visit we had selected 3 schools.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

Chapter 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The first chapter deals with the introduction, background, need and justification and research questions. Reviews of related literature are present in the second chapter. In the third chapter, the methodology, sample, tools, procedure of data collection and the statistical techniques to be employed for the analysis of the data are presented. The analysis of results and its interpretations are presented under different headings in this chapter.

4.1 Analysis of data, interpretation of results and discussion

The analysis of data, its interpretation and the discussions based on the results are presented here. In order to answer the research questions the investigator has utilized mean, standard deviation and ANOVA of the collected data. In the case of the research questions, the researcher has adopted 0.05 level of significance to test significance of the obtained results. The researcher analyzed the data in the computer using Microsoft Excel 2007 and SPSS 20 software packages. In the lines that follow the analysis and interpretation of the collected data is presented according to research questions 1, 2 and 3. Class VI and Class VIII has been taken for the study. The analysis and interpretation is done in two sections.

4.2 Section I

4.2.1 Class VI Level 1

Two question papers were prepared for Class VI students studying in slum schools of Maharashtra. Level 1 question paper was designed for Hindi medium and Marathi medium schools as their text book and syllabus was same. Level 2 question paper was designed for English medium schools as their textbook and syllabus was different.

The analysis and interpretation of data relates to the **first research question** – “What is the achievement level in English at upper primary level of students residing in slums of Maharashtra?” It is also relates with the **third research question** – “What are the learning difficulties in English at upper primary level and different types of errors committed by students residing in slums of Maharashtra?”

6th Class – Level – I

School Name	Kamraj Nagar Marathi Medium		Kamraj Nagar Hindi Medium		Sangharsh Nagar Hindi Medium		Sangharsh Nagar Marathi	
Questions	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Q.1 (5 Marks)	0.730769	1.257522	2.941176	0.968358	2.48	1.203993	2.423077	1.276205
Q.2 (5 Marks)	2.153846	1.725205	2.558824	1.089824	2.88	0.992774	3.461538	1.277942
Q.3(5 Marks)	4.423077	1.14935	3.676471	1.276958	3.68	1.515784	2.538462	1.737168
Q.4 (5 Marks)	3.884615	1.280833	2.794118	1.586328	3.8	0.894427	3.230769	1.866871
Q.5(5 Marks)	3.076923	1.838124	3.794118	1.301117	2.2	1.296148	1.615385	1.24273
Q.6(5 Marks)	2.461538	1.524941	1.852941	1.060864	1.76	1.304761	2.192308	0.961538
Q.7(10 Marks)	4.192308	1.301456	5.382353	1.029412	4.56	0.941488	5.423077	1.621326
Total (40 Marks)	20.76923	6.209841	23	4.958653	21.36	3.439535	20.884615	6.6582911

Table 1 – Mean and SD Scores of 6th Class (Level I) of all Questions for all Schools

Table 1 presents the Mean and SD Scores of Class 6th (Level I) for all questions in all schools. There are 2 Hindi medium schools – Kamraj Nagar Hindi Medium School and Sangharsh Nagar Hindi Medium schools. The total mean score of Kamraj Nagar Hindi medium school is 23 and SD is 4.95, total mean score of Sangharsh Nagar Hindi medium school is 21.36 and SD is 3.43. This clearly indicates that the achievement level in English in both the schools is slightly above 50% and the SD reveals a range in the scores of students. However, this is just a satisfactory score and it indicates that there are learning difficulties in English. The other 2 schools are Marathi medium schools – Kamraj Nagar Marathi medium school and Sangharsh Nagar Marathi medium school. The total mean score in Kamraj Nagar Marathi medium school is 20.76 while SD is 6.20 and the total mean score in Sangharsh Nagar Marathi Medium is 20.88 and SD is 6.65. Once again the mean scores in both schools touch 50% and SD reveals a wide range in performance.

It is confirmed that the achievement level in English is average and proves that students face difficulties in learning English. The performance of students of Hindi medium schools is slightly better than the students of Marathi medium schools.

At this juncture, it is to be understood that many slum schools in Maharashtra have 6 mediums, even 8 mediums in the same school, like, English medium, Marathi medium, Urdu medium, Tamil medium, Gujarati medium, Malayalam medium, Hindi medium and Punjabi medium. The staff is also different and the school runs in 3 shifts.

Coming to the questions at Level I the areas covered are as follows:

- Q.1 Deals with Comprehension passage with multiple choice questions. It tests for 5 marks.
- Q.2 Is based on a poem from the textbook. It has illustration and questions require short answers. Tests for 5 marks.
- Q.3 Picture labelling. Tests for 5 marks.
- Q.4 Numbers have to be written in words. Tests for 5 marks.
- Q.5 Picture labelling. Tests for 5 marks.
- Q.6 Short composition with verbal cues. Tests for 5 marks.
- Q.7 Based on Grammar – Multiple choice and fill in the blanks. Tests for 10 marks.

After understanding the pattern of Level 1 question paper it will be appropriate to see the achievement level of students question wise in each school. It is seen that in Q.1 the mean score is 0.78 and SD is 1.25 in Kamraj Marathi medium; mean score is 2.94 and SD is 0.96 in Kamraj Hindi medium; mean score is 2.48 and SD 1.20 in Sangharsh Hindi medium and mean score is 2.42 and SD is 1.27 in Sangharsh Marathi medium. This question is very difficult for Kamraj Marathi medium as 0.73 is out of 5 marks and SD is also not high which reveals that almost all students found it very difficult. For the other 3 Schools the performance with 2.94, 2.48 and 2.42 is 50% and above and SD is less which means that it is equally distributed. Overall performance of all schools indicates that comprehension of unseen passage was not easy to handle.

Question number 2 scores reveal mean score of 2.15 and SD 1.72 in Kamraj Marathi medium; mean score of 2.55 and SD 1.08 in Kamraj Hindi medium; 2.88 mean score and 0.99 SD in Sangharsh Hindi medium and 3.46 mean score and 1.27 SD in Sangharsh Marathi medium. Here, the performance is good in Sangharsh Nagar Marathi medium where the score of 3.46 out of 5 reveals less difficulty in learning English. In other schools the performance is 50%. Once again in Kamraj Marathi medium the score is less than 50%. As this question was textual and based on a poem, it is familiar for the students. Still, it is not an easy question for a majority of students.

The scores for question 3 are comparatively better. Kamraj Marathi medium has a good mean score of 4.42 and SD 1.14, Kamraj Hindi medium has 3.67 mean score and SD of 1.27, Sangharsh Hindi medium has 3.68 mean and 1.51 SD and Sangharsh Marathi medium has mean score of 2.53 and SD of 1.73. But for the last school, all other schools show a good performance. As this question requires only labelling the picture, it is an easier question.

Question 4 indicates a good mean score in all the four schools which is 3.8 mean score and 1.28 SD for Kamraj Marathi medium, 2.79 mean score and 1.58 SD for Kamraj Hindi medium, 3.8 mean score and 0.39 SD for Sangharsh Hindi medium and 3.23 mean score and 1.86 SD for Sangharsh Marathi medium. But for Kamraj Hindi medium mean score at 2.79, all other schools cross 3.5 which indicates good performance and SD also shows uniformity in performance. Thus, there is not much difficulty in tackling this question. As this question only required the numbers to be written in words, errors are limited to spelling only which again is less.

Question 5 has a variance in performance. The mean score of Kamraj Marathi medium is 3.07 and SD 1.8, while Kamraj Hindi medium is having mean score of 3.79 and SD 1.30, these scores indicate good performance. In comparison Sangharsh Hindi medium has a mean score of 2.2 and SD 1.29, while Sangharsh Marathi medium has a mean score of 1.61 and SD of 1.24. It is clear that the performance is less than 40% here which indicates a poor performance. Now, this question is simply naming a picture and is comparatively less difficult. So, it is surprising to see this difference in performance.

Question 6 again shows difference amongst schools in performance. Kamraj Marathi medium has a mean score of 2.46 and SD 1.52, Kamraj Hindi medium has a lower mean score of 1.85 and SD of 1.06, Sangharsh Hindi medium has a mean score of 1.76 and SD 1.30 and Sangharsh Marathi medium has a mean score of 2.19 and SD 0.96. 2 schools have mean scores indicating 30% performance and other 2 schools have less than 50% performance. Certainly this question expects students to write a short composition. Though sufficient verbal cues are provided yet errors are seen in construction of sentences and arranging them in a logical and sequential manner.

Question number 7 is the last question. It is based on grammar. In comparison to other questions it tests students for 10 marks (other are for 5 marks only). The mean scores for the schools are as follows – Kamraj Marathi medium has a mean score of 4.19 and SD 1.30, Kamraj Hindi medium has a mean score of 5.38 and SD 1.02, Sangharsh Hindi medium has a mean score of 4.56 and SD 0.94 and Sangharsh Marathi medium has a score of 5.42 and SD 1.62. 2 schools have slightly more than 50% performance while the other 2 schools have less than 45% performance. Again it is established that this question is a difficult one. Since this question deals with grammar, errors indicate lack of understanding of grammar.

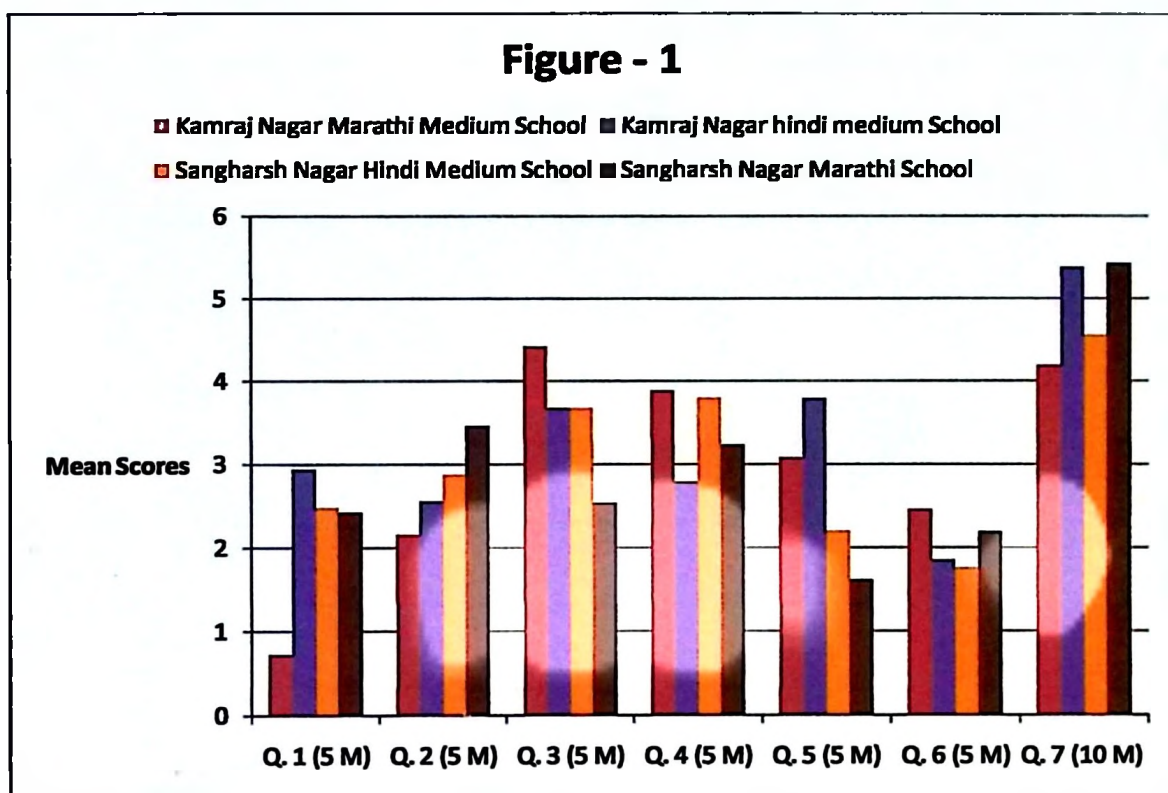


Figure – 1 Mean Score of 6th Class (level – 1) of all questions for all Schools.

Figure I presents the mean scores of 6th class (level I) of all questions for all schools. The bar diagram reveals that question number 6 is the most difficult with a mean score not more than 2.5 as highest for Kamraj Marathi medium and lowest for Sangharsh Hindi medium at 1.76. This question deals with writing skills, i.e., an essay to be written with verbal cues provided to help the students. The next difficult question is number 7 (marks are out of 10 so proportionate scale is to be compared with 5 out of 5 marks for other questions). The highest mean scores of 5.38 and 5.42 of Kamraj Marathi and Sangharsh Hindi medium schools is just slightly above 50% whereas the lowest is of 4.19 of Kamraj Marathi medium school which is just around 40% performance. Since this question deals with grammar it is natural to see a performance which shows that students face problems in understanding grammar.

The next difficult question is number 1. The highest score is slightly above 50% in one school, but is as low as 35% for another school. Other 2 schools are also around 50%. This question is a comprehension one based on an unseen passage. Such questions often pose problem in comprehending.

Question numbers 3, 4 and 5 are easy questions and the performance is normally above 50% to 65%. Less difficulty is faced in handling these questions.

Question number 2 is slightly difficult. As it is based on a poem from the text, it is based on recall.

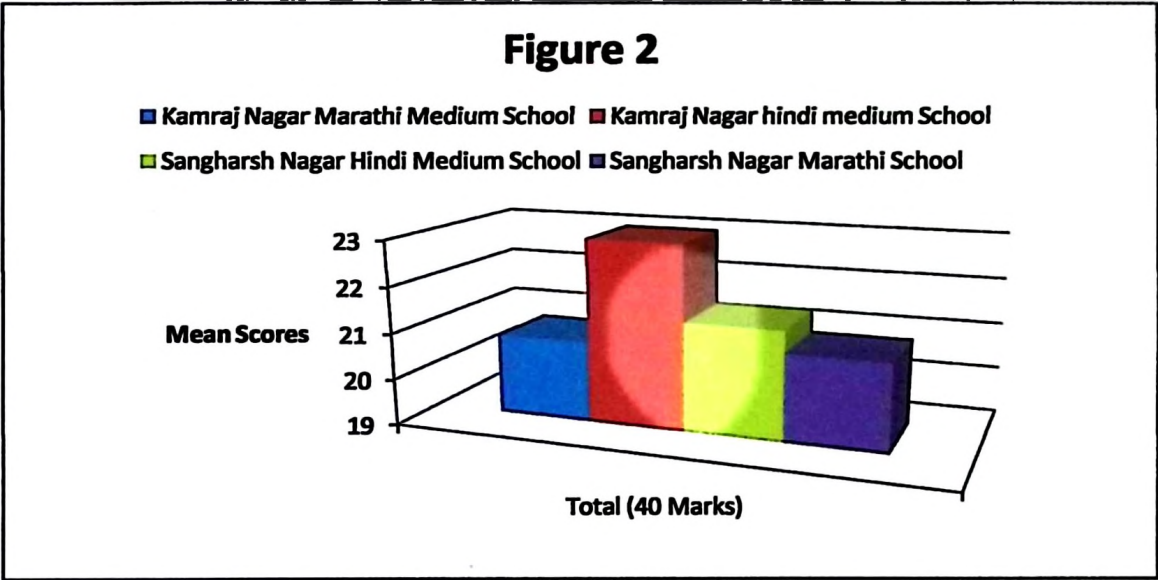


Fig 2. Mean Scores of Total Marks of 6th class (Level 1) for all Schools.

Figure 2 represents the mean scores of total marks of 6th class (level 1) for all schools. The bar diagram shows the achievement level of all schools. The lowest achievement level is of Kamraj Marathi medium school with a mean score of 20.76, the next is Sangharsh Marathi medium school with a mean score of 20.88, the next is Sangharsh Hindi medium school with a mean score of 21.36 and the highest score is 23 of Kamraj Hindi medium school. Though each school has an achievement level above 50% and highest is 57.7%, yet none has crossed 60%. This clearly indicates that there are learning difficulties in English and the areas of difficulty are in composition, grammar and comprehension. Hindi medium schools have better performance in comparison to Marathi medium schools.

INFLUENCE OF GENDER, MEDIUM AND THEIR INTERACTION WITH ACHIEVEMENT IN English OF STUDENTS AT class 6 LEVEL-1 RESIDING IN SLUMS OF MAHARASHTRA.

Tests of Between-Subjects Effects

Dependent Variable: Total

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender (G)	31.905	1	31.905	1.050	.308
Medium (M)	28.281	1	28.281	.931	.337
GxM	51.636	1	51.636	1.699	.195
Error	3251.393	107	30.387		
Total	55235.000	111			

a. R Squared = .040 (Adjusted R Squared = .013)

Table 2- ANOVA (2x2 Factorial Design) between Gender and Medium)

Table 2 deals with Anova (2x2 factorial design) between Gender and Medium. The data shows influence of gender and medium and their interaction with achievement in English of students at class 6th, level 1. The score of significance at .308 for gender is not significant at 0.05 level. The score of significance at .337 is not significant at 0.05 level for medium. Thus, gender and medium do not influence the achievement in English of students at class 6th, level 1.

Total * Gender

Total

Gender	Mean	N	Std. Deviation
Boys	22.29	48	5.078
Girls	21.10	63	5.869
Total	21.61	111	5.548

Table – 3 Frequency Distribution (Gender Wise)

Table 3 presents the frequency distribution gender wise for class 6th, level 1. Here, boys with a mean score of 22.29 have performed better than girls with a mean score of 21.10. But as the number of girls is more than boys and the ANOVA shows that it is not significant at 0.05 level, it can be stated that gender as a factor does not influence the achievement in English of students in Class 6th, level 1.

Total * Medium

Total

Medium	Mean	N	Std. Deviation
Hindi	22.31	59	4.492
Marathi	20.83	52	6.501
Total	21.61	111	5.548

Table – 4 Frequency Distribution (Medium Wise)

Table 4 presents the frequency distribution medium wise for class 6th, level 1. Here, Hindi medium schools with a mean score of 22.31 have performed better than Marathi medium schools, with a mean score of 20.83. However, the number of students in Marathi medium schools is less than Hindi medium schools and the ANOVA shows that it is not significant at 0.05 level. So, it can be stated that medium of schools does not influence the achievement in English of students in class 6th, level 1.

4.2.2 Class VI – Level 2

The English test (level 2) was administered to Class VI students of 3 English medium schools which are – Dharavi TC School, Ganesh Bagh School and Bharve Nagar School. There are 12 questions in this paper. The pattern is as follows:

- Q.1 is Comprehension based on an unseen passage. Students are tested for 5 marks.
- Q.2 is Composition in 80 words. No verbal cues are provided. Total marks allotted are 5.
- Q.3 is on Grammar (Verb) for 2 marks.
- Q.4 is on Grammar (Adjectives) for 2 marks.
- Q.5 is on Grammar (Articles) for 2 marks.
- Q.6 is on Grammar (Gender) for 2 marks.
- Q.7 is on Grammar (Voice) for 3 marks.
- Q.8 is on Vocabulary for 3 marks.
- Q.9 is on Grammar (Preposition) for 2 marks.
- Q.10 is on Vocabulary (Prefix) for 2 marks.
- Q.11 is on Vocabulary for 2 marks.
- Q.12 is based on text book. It has 5 questions of 10 marks.

6th Class Level – 2

School Name	Dhravi T.C. School L2		Ganesh Bagh L2 School		Bharve Nagar L2 School	
Questions	Mean	SD	Mean	SD	Mean	SD
Q.1 (5 Marks)	4.166667	0.763763	3.151515	1.157877	3.870968	1.211289
Q.2 (5 Marks)	2	1.748015	0.969697	0.834297	1.129032	1.237634
Q.3 (2 Marks)	1.388889	0.541489	1.484848485	0.499770379	1.466667	0.718022
Q.4 (2 Marks)	0.083333	0.363242	0.030303	0.171419826	1.064516	0.800624
Q.5 (2 Marks)	0.694444	0.699978	1.030303	0.459568209	1.129032	0.941582
Q.6 (2 Marks)	1.333333	0.707107	0.787879	0.477212598	1.645161	0.541705
Q.7 (3 Marks)	0.055556	0.229061	0.090909	0.378484727	0.064516	0.353369
Q.8 (3 Marks)	2.694444	0.615514	1.878788	0.945726457	2.225806	0.74961
Q.9 (2 Marks)	0.694444	0.568597	0.666667	0.471404521	1.096774	0.817346
Q.10 (2 Marks)	0.777778	0.853461	0.121212	0.326373625	1.419355	0.752381
Q.11 (2 Marks)	0.5	0.763763	0.242424	0.55214749	0.806452	0.819888
Q.12 (10 Marks)	0.611111	1.477193	0.181818	0.519588733	0.709677	1.528093
Total (40 Marks)	15.19444	4.695266	10.63636	3.624982189	16.3871	6.655957

Table 5 – Mean and SD Scores of 6th Class (Level – 2) of all Questions for all Schools

After understanding the pattern of the question paper it will be possible to analyze the data given in Table 5. It represents the Mean and SD scores of Class 6th,

Level 2 of all questions for all schools. The total mean scores of 15.19 in Dharavi, Ganesh Bagh has a mean score of 10.63 and Bharve Nagar has a mean score of 16.38. The achievement level in English in all schools is very low, i.e, 35% in Dharavi School, 25% in Ganesh Bagh and 37% in Bharve Nagar. This clearly indicated that students have learning difficulties in English. It is surprising to find the performance of English medium students at such a low level.

Table 5 lends scope for a detailed analysis and interpretation of data question wise. Question 1 presents the mean score of 4.16 and SD of 0.76 in Dharavi School, mean score of 3.15 and SD of 1.15 in Ganesh Bagh and a mean score of 3.87 and SD of 1.21 in Bharve Nagar. As the question is of 5 marks, the achievement level in all schools is good, crossing 75% .The question is concerned with comprehension of an unseen passage. Minimal learning difficulty is seen in this question.

Question number 2 shows a contrast in achievement in all schools. Dharavi has a mean score of 2 and SD of 1.74, Ganesh Bagh has a mean score of 0.96 and SD of 0.83, while Bharve Nagar has a mean score of 1.12 and SD of 1.23. A comparison in achievement reveals Dharavi at 40% achievement level, Ganesh Bagh at 20% achievement level and Bharve Nagar at 25% achievement level. This question deals with composition in 80 words and no verbal cues were provided. Students' performance clearly establishes the fact that it is a difficult question and learning difficulties are seen in constructing sentences and in propersequencing.

Question number 3 reveals a mean score of 1.38 and SD 0.54 for Dharavi School, mean score of 1.48 and SD 0.49 for Ganesh Bagh School and mean score of 1.46 and SD of 0.71 for Bharve Nagar school. All schools have an achievement level between 75% to 80% which clearly indicated minimal difficulty in learning. Knowledge of verbs in grammar is good.

Question 4 presents a mean score of 0.08 and SD 0.36 for Dharavi, mean score of 0.02 and SD 0.17 and mean score of 1.06 and SD of 0.80 for Bharve Nagar. Achievement level in 2 schools is less than 30% and only 50% in Bharve Nagar. This grammar question has proved difficult.

Question 5 again has low mean score of 0.69 and SD 0.69 for Dharavi, mean score of 1.03 and 0.45 SD for Ganesh Bagh and mean score of 1.12 and SD 0.94 for Dharavi Nagar. 2 schools are at 50% while Dharavi is at 30% only. This grammar question too posed problems for students.

Question.6 has mean score of 1.33 and SD 0.70 for Dharavi, mean score of 0.78 and SD 0.47 for Ganesh Bagh and mean score of 1.64 and SD 0.54 for Bharve Nagar. 2 schools have achievement level of 60% to 70% while 1 school has achievement level at 45%. This grammar question is less difficult.

Question 7 shows mean score of 0.05 and SD 0.22 for Dharavi, mean score of 0.09 and SD 0.37 for Ganesh Bagh and mean score of 0.06 and SD 0.35 for Bharve Nagar. All schools score less than 35%. This grammar question is very difficult.

Question 8 shows the mean score of 2.69 and SD 0.61 for Dharavi, mean score of 1.87 and SD 0.94 for Ganesh Bagh and mean score of 2.22 and SD 0.74 for Bharve Nagar. This vocabulary question of 3 marks indicated less difficulty as achievement level is 85% and 80% for 2 schools and 60% for the 3rd school.

Question 9 indicates mean score of 0.69 and SD 0.61 for Dharavi, mean score of 0.66 and 0.47 for Ganesh Bagh and mean score of 1.09 and SD 0.81 for Bharve Nagar.. Achievement level is less than 40% for 2 schools and 50% for 1 school. This grammar question is definitely difficult for students.

Question 10 has a mean score of 0.77 and SD 0.85 for Dharavi, mean score of 0.12 and SD 0.32 for Ganesh Bagh and 1.41 mean score and SD 0.75 for Bharve Nagar. Again this vocabulary question with less than 40%, 20% and 65% is quite a difficult question for students.

Q.11 is problematic as it has mean score of 0.5 and SD 0.76 for Dharavi, 0.24 mean score and 0.55 SD for Ganesh Bagh and 0.80 mean score and SD 0.81 for Bharve Nagar. This vocabulary question has achievement level from 25% to 20% and 40% only in the respective schools which is low. Hence, there is difficulty in solving this question.

Question 12 is a textual question of 10 marks with 5 questions carrying 2 marks each. The mean score of 0.61 and SD 1.4 of Dharavi ,mean score of 0.18 and SD of 0.51 for Ganesh Bagh and mean score of 0.70 and SD of 1.5 for Bharve Nagar clearly indicated that the achievement level is very low, i.e., less than 10%. This is the most difficult question for all the students. It seems students find it difficult to understand, memorize and write answers of textual questions though the text is familiar.

6th Class Level - 2

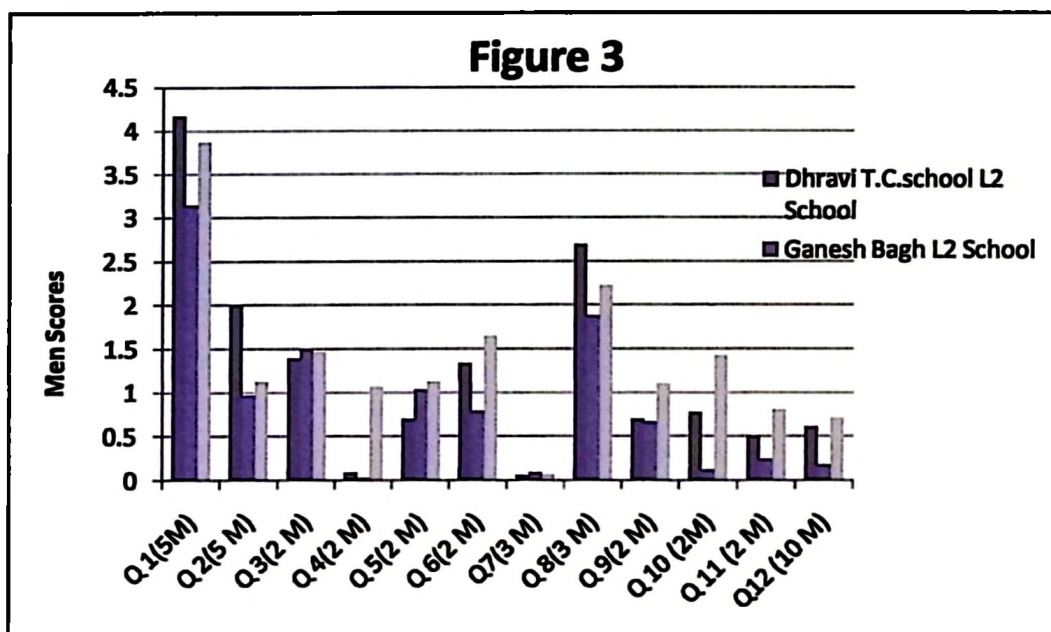


Figure – 3 Mean Scores of 6th Class (Level -2) of all questions for all Schools.

Figure 3 Supportsthe data in the table 5 discussed above. Q. 4 and Q.7 are difficult questions with less than 0.5 marks out of 2 marks each and Q. 12 with less than 1 mark

out of 10 marks (5 questions of 2 marks each) pose lot of difficulty for students. The easiest question is the first one, unseen passage for comprehension as it shows more than 4 marks for 2 schools out of 5 marks and more than 3 marks for 1 school.

Q. 2 is also a difficult question where less than 50% is scored.

Q. 3, Q. 5, Q.6 and Q. 8 are comparatively easier questions where scoring is more than 60% to 75%.

Q. 9 and Q. 10 are of average difficulty as scoring is around 50% and 65%.

Q.11 is more difficult as scoring is 40% only.

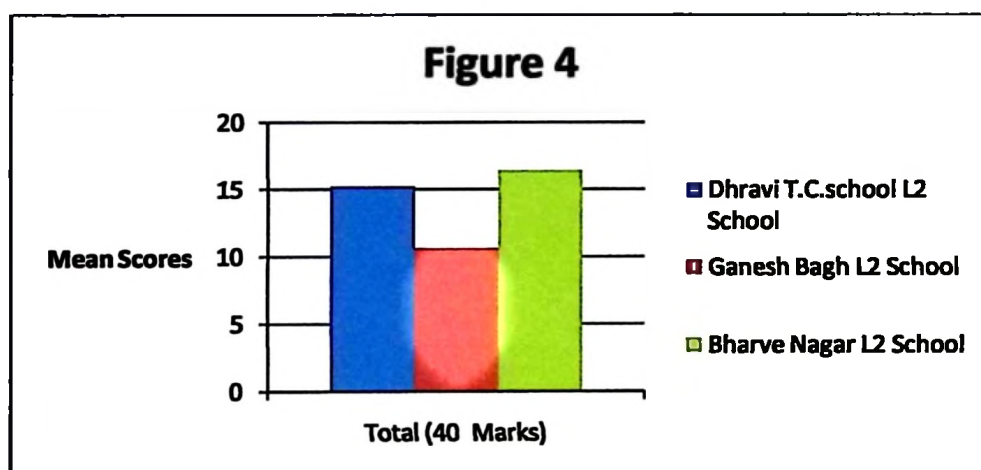


Figure 4 Mean Scores of total Marks of 6th Class (Level 2) for all Schools.

Figure 4 presents the Mean scores of total marks of 6th class (level 2) for all schools. The overall achievement level is 37% for Dharavi, 25% for Ganesh Bagh and 40% for Bharve Nagar school. The achievement level in all schools is considerably low and raises concern as it indicates the difficulties faced by students in learning English.

The achievement level in English at class 6 level 2 of students residing in Slums of Maharashtra.

ANOVA

Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	305.084	1	305.084	10.322	.002
Within Groups	2896.556	98	29.557		
Total	3201.640	99			

Table – 6 ANOVA of achievement level (Class-6- Level -2)

Table 6 presents ANOVA of achievement level for class 6, level 2. The score of significance at .002 at 0.05 level is significant. This indicated that gender does influence as a factor in the achievement level of boys and girls.

Report

Total

Gender	Mean	N	Std. Deviation
Boys	12.75	64	4.748
Girls	16.39	36	6.495
Total	14.06	100	5.687

Table –7 Frequency Distribution (Gender Wise)

Table 7 shows the frequency distribution gender wise for class 6th, level 2. The mean scores of girls is 16.39 in comparison with the mean scores of 12.75 of boys. This reveals that girls are performing better than boys.

4.3 Section II

4.3.1 Class VIII – Level 1

2 sets of papers were designed to test students – level 1 and level 2. Level 1 was meant for students of Hindi medium and Marathi medium students. The question paper of English at level 1 had 9 questions. Total marks allotted are 40. The pattern is as follows:

- Q.1** is on listening skills. A word dictation was given. It has 10 words and 5 marks are allotted.
- Q.2 A.** is for Comprehension. It contains an unseen passage with 5 questions – 3 are multiple choice and 2 are short answer questions. Total marks are 5.
- Q.2B.** is a Seen passage, i.e., from the textbook. It has 5 questions and marks are 5.
- Q.3** is a grammar question of 2 marks.
- Q.4** is a grammar and spell check question of 6 marks.
- Q.5 A.** is a Vocabulary question of 2 marks.
- Q.5 B.** is a Vocabulary question of 2 marks.
- Q.6** is a dialogue completion (writing) question of 3 marks.
- Q.7** is a composition on a topic which requires construction of 5 sentences. Verbal cues are given. Total marks are 5.
- Q.8** is on writing skills. A story is to be written. Paragraph with blanks is given to help the students. Marks for this question are 5.
- Q.9** is a translation question. 3 Sentences have to be translated from English to mother tongue. This is for 3 marks.

8th Class Level - 1

School Name	Kamraj Nagar Marathi		Sangharsh Nagar Marathi		Sanghrsh Nagar Hindi		Dharavi T.C. English, Hindi	
Questions	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Q.1 (5 Marks)	1.631579	0.740592	0	0	2	1.398412	2.119048	1.02823
Q.2 a (5 Marks)	3.210526	0.893188	3.2	1.127436	3.444444	1.469022	3.809524	1.11778
Q.2 b (5 Marks)	0.052632	0.223297	0.6	0.975249	1.577778	1.421875	1.571429	1.545236
Q.3 (2 Marks)	0.421053	0.493728	1.8	0.498888	1.244444	0.898284	1.571429	0.820652
Q.4 (3 Marks)	0.105263	0.306892	0.955556	0.787558	0.844444	1.053155	0.880952	0.956242
Q.5 a (2Marks)	0.473684	0.499307	1.777778	0.511594	1.555556	0.747011	1.642857	0.648127
Q.5b (2 Marks)	0	0	0.733333	0.573488	1	0.516398	0.666667	0.712697
Q.6 (3 Marks)	0	0	1.244444	1.493029	1.022222	1.692978	1.214286	1.185944
Q.7 (5 Marks)	0	0	0.066667	0.442217	0.066667	0.442217	0.146341	0.565727
Q.8 (5 Marks)	0	0	0.066667	0.442217	0.288889	0.833259	0.634146	1.264064
Q.9 (3 Marks)	0	0	2.844444	1.397705	1.622222	1.252356	0.333333	0.642416
Total Marks (40)	5.578947	1.632428	13.13636	3.787485	14.91111	7.296338	14.57143	4.991149

Table 3 – Mean and SD Score of 8th Class (Level – 1) of all Questions for all Schools.

To analyze and interpret the data, let us take a look at Table 8. It presents the mean and SD scores of 8th class (Level 1) of all questions for all schools. Kamraj Nagar Marathi medium has a total mean score of 5.57, Sangharsh Nagar Marathi medium has a total mean score of 13.13, Sangharsh Nagar Hindi medium has a mean score of 14.19 and Dharavi TC Hindi medium has a mean score of 14.5. As these mean scores are against a total of 40 marks, it is evident that all schools have a poor performance in English by students which is 15%, 32.5% and 35% for the schools respectively. Kamraj Marathi medium has the lowest mean score at 15%. This low achievement level in English is a clear indication that students have learning difficulties in English.

Question wise analysis will facilitate us to identify the areas where errors are more and which require attention of teachers. In Q. 1, the mean score of Kamraj Marathi medium is 1.6 and SD is 0.74, mean score of Sangharsh Marathi medium is 0 and SD is 0, Sangharsh Hindi medium has a mean score of 2 and SD is 1.39 while Dharavi Hindi medium has a mean score of 2.11 and 1.02. This question is concerned with listening skills, i.e., a dictation test. Both Hindi medium schools have a performance level of 40%, while Kamraj Marathi is at 35% and Sangharsh Marathi has the poorest performance at 0%. Certainly the learners have problems in memorizing spellings and have poor listening ability.

Q. 2 A. deals with unseen passage. 3MCQ questions and 2 short answer questions have been answered well by most of the students in all schools as the mean scores reveal. Kamraj Marathi with mean score of 3.21 and SD 0.89, Sangharsh Marathi with mean score 3.2 and SD 1.12, Sangharsh Hindi with mean score of 3.4 and SD 1.4 and Dharavi Hindi with mean score of 3.8 and SD of 1.11 indicate a performance level between 65% to 75%. This means that students faced less problems in handling this question.

Q. 2.B. relates with unseen passage. The mean score of Kamraj Marathi is 0.05 and SD is 0.22, Sangharsh Marathi medium has a mean score of 0.6 and SD 0.97, Sangharsh Hindi has a mean score of 1.57 and SD 1.42 while Dharavi Hindi medium has a mean score of 1.57 and SD 1.54. The achievement level of Marathi medium schools is less than 12% while the achievement level of Hindi medium schools is 35%. Definitely this question has created difficulty. As it is a textbook based question the problem seems to lie in memorizing answers.

Q.3 shows a mean score of 0.42 and SD 0.49 for Kamraj Marathi, mean score of 1.8 and SD 1.49 for Sangharsh Marathi, mean score of 1.24 and SD 0.89 for Sangharsh Hindi and mean score of 1.57 and 0.82 for Dharavi Hindi medium school. This grammar question has an achievement level from a percent of 20 to 80%. Most students are able to handle this question but students of Kamraj Marathi medium find it difficult.

Q.4 is a grammar and spell check question. Mean score of all schools are low 0.10 (Kamraj Marathi) SD 0.30, 0.95 (Sangharsh Hindi) SD 0.78, 0.84 (Sangharsh Hindi) SD 1.05 and 0.88 (Dharavi Hindi) SD 0.95 Achievement level in all schools is less than 30%. This proves that this is a difficult question for all students.

Q.5 A again shows low mean scores with 0.47 for Kamraj Marathi, 1.7 for Sangharsh Marathi, 1.55 for Sangharsh Hindi and 1.64 for Dharavi Hindi medium. This indicates performance which is less than 40%. This is a difficult question and is related to Vocabulary.

Q.5 B is also a Vocabulary question. Mean scores of 0 (Kamraj Marathi), 0.73 (Sangharsh Marathi) 1 (Sangharsh Hindi) and 0.6 (Dharavi Hindi medium) indicate less than 30% achievement level in most schools. Again, this is a difficult question.

Q.6 deals with dialogue completion and relates with writing skills. Though verbal cues are provided the mean scores are really low – 0 for Kamraj Marathi, 1.24 for Sangharash Marathi, 1.02 for Sangharash Hindi and 1.21 for Dharavi Hindi medium. The performance level is less than 15% and even 0% for Kamraj Marathi medium. Writing skills pose difficulty for all students,

Q.7 is composition work where 5 sentences have to be constructed. The mean scores of 0 for Kamraj Marathi, 0.06 for Sangharash Marathi, 0.06 for Sangharash Hindi and 0.4 for Dharavi Hindi once again indicates low achievement level of less than 10%. Writing tasks are difficult for all students.

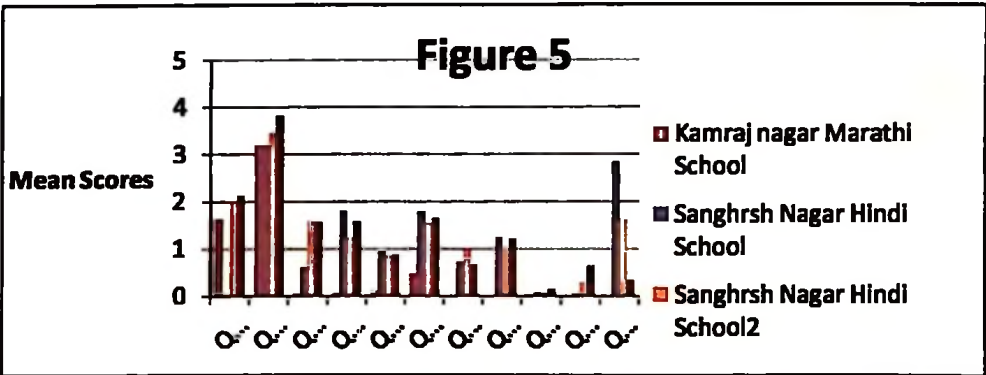
Q.8 is again connected with writing a story. The mean scores of 0 (Kamraj Marathi) 0.06 (Sangharsh Marathi) and 0.63 (Dharavi Hindi) indicate a low achievement level around 5%. This question is very difficult for all students.

Q.9 is a translation question. 2 schools have mean scores of 0 (Kamraj Marathi) and 0.33 (Dharavi Hindi). Low achievement level at 0% and 3% indicated the difficulty this question created for all students in these 2 schools. However, the mean score of 2.84 of Sangharsh Marathi and 1.62 of Sangharsh Hindi medium show good achievement level of 86% and 65% which reveals that this question was not difficult for most students in these 2 schools.

8th Class Level -1

Figure – 5 Mean Scores of 8th Class (Level -1) of all Questions for all Schools

Figure 5 presents the mean scores of class 8th (Level 1) of all questions for all schools. The most difficult question is number 7 for all students with achievement less than 10% Composition is an area that is indeed very difficult for all students.



Other difficult questions are Q. 8 (Writing a story), Q. 1 (dictation) and Q. 2B (seen passage); Q.2A (unseen passage) is an easy one as students have an achievement level over 65% .

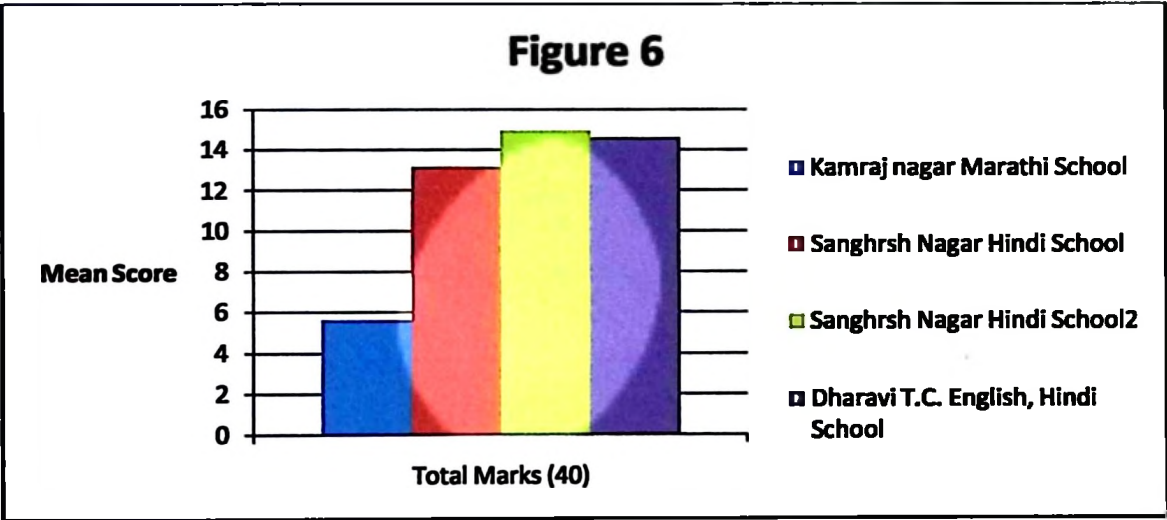


Figure - 6 Mean Scores of Total Marks of 8th Class (Level 1) for all Schools.

Figure 6 presents the mean scores of total marks of 8th class (level 1) for all schools. Dharavi Hindi at 14.57 mean score and Sangharsh Hindi at 17.91 shows 35% achievement level while Kamraj Marathi medium at 5.57 has the lowest achievement level at less than 15%. It is clearly indicated that all students in all schools are facing difficulties in learning English.

INFLUENCE OF GENDER, MEDIUM AND THEIR INTERACTION WITH ACHIEVEMENT IN English OF STUDENTS AT class 8 LEVEL-1 RESIDING IN SLUMS OF MAHARASHTRA

Tests of Between-Subjects Effects

Dependent Variable: Total

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender (G)	175.037	1	175.037	5.433	.021
Medium (M)	685.354	1	685.354	21.272	.000
GxM	.009	1	.009	.000	.987
Error	4703.886	146	32.218		
Total	31231.000	150			

a. R Squared = .135 (Adjusted R Squared = .117)

Table – 9 ANOVA (2x2 Factorial Design) of achievement level as per Gender and Medium

Table 9 presents ANOVA (2x2 factorial design) of achievement level as per Gender and medium for class 8, level 1 for all schools. The significance for Gender at .021 is significant at 0.05 level; for medium at .000 significance it is significant. Though gender x medium at.987 significance is not significant, yet the scores above for gender and medium are significant. This proves that gender and medium is influencing the achievement level in English of students.

Total * Gender

Total

Gender	Mean	N	Std. Deviation
Boys	12.58	76	5.639
Girls	13.66	74	6.420
Total	13.11	150	6.041

Table – 10 Frequency Distribution (Gender Wise)

Table 10 Shows the frequency distribution gender wise. The mean score of girls is 13.66 which is higher than the mean scores of boys which is 12.58. It proves that girls have performed better than the boys.

Total * Medium

Total

Medium	Mean	N	Std. Deviation
Hindi	14.75	87	6.329
Marathi	10.86	63	4.819
Total	13.11	150	6.041

Table – 11 Frequency Distribution (Medium Wise)

Table 11 presents the frequency distribution medium wise for class 8, level 1 of all schools. The mean score of 14.75 of Hindi medium is higher than the mean score of 10.86 of Marathi medium schools. ANOVA had also established that this is significant. So, it can be stated that students of Hindi medium schools have done better than Marathi medium schools. Thus medium is influencing the achievement level of English.

4.3.2 Class 8 Level -2

Level 2 question paper is for English medium schools of Maharashtra. There are 10 questions in this paper and total marks allotted to this paper are 40. The pattern of this question paper is as follows;

Q.1 is on listening skills. It has a dictation test of 5 marks.

Q.2 A is based on comprehension of an unseen passage for 5 marks.

Q.2 B is also based on comprehension of an unseen passage for 5 marks.

Q.3 deals with transformation of sentences from one type to another. It has 2 marks.

Q.4 is a Vocabulary question of 2 marks on synonyms and antonyms.

Q.5 is again a Vocabulary question of 2 marks on homonyms.

Q.6 is based on Vocabulary and has a word web. This is for 2 marks.

Q.7 is based on writing skills. 2 slogans have to be written and it is for 2 marks.

Q.8 connects with Q.7 as a speech to be written on the slogans. It is for 5 marks.

Q.9 is on writing a notice, has to be written for 5 marks.

Q. 10. Is on writing dialogues for 5 marks.

8th Class Level 2

School Name	Dharavi School		Ganesh bag School		Bharvenagar L2 School	
Questions	Mean	SD	Mean	SD	Mean	SD
Q.1 (5Marks)	2.736842	1.742415	4.466667	0.669992	3.774194	1.384469
Q.2 A(5Marks)	3.421053	1.161478	4.233333	1.145523	3.225806	1.43031
Q.2 B (5 Marks)	0.973684	0.931519	2	1.914854	2.806452	1.330034
Q.3 (2 Marks)	0.052632	0.223297	0.7	0.458258	0.032258	0.176685
Q.4(2 Marks)	0.078947	0.269657	1.033333	0.604612	0.354839	0.478464
Q.5 (2 Marks)	0.026316	0.160073	0.466667	0.718022	0.322581	0.532014
Q.6 (2 Marks)	0.131579	0.468539	1.8	0.476095	1.580645	0.554989
Q.7 (2 Marks)	0.684211	0.920677	0.8	0.87178	0.903226	0.734181
Q.8 (5 Marks)	0.078947	0.269657	0.433333	1.054619	0.064516	0.353369
Q.9 (5 Marks)	0.052632	0.320145	0	0	0	0
Q.10 (5Marks)	0	0	0.4	1.051982	0	0
Total Marks (40)	8.236842105	3.848678587	16.3	5.235456045	13.06451613	4.620679212

Table 12 – Mean and SD Scores of 8th Class (Level – 2) of all Questions for all Schools

For analysis and interpretation of data it is essential to see Table 12 which presents the Mean and Scores of 8th class (Level 2) of all questions for all schools. The total mean scores for all schools shows a low achievement level. Dharavi at a total mean score of 8.23 is the lowest with just 20% of achievement, Ganesh Bagh has the highest mean score of 16.3 which is only 40%, i.e., just pass performance and Bharve Nagar has a score of 13.06 which is again 32.5% of achievement level, is very low and indicates that difficulties in learning English are many.

Question wise analysis will reveal the areas that are difficult for the students. Q.1 has a mean score of 2.7 for Dharavi School, 4.46 for Ganesh Bag and a mean score of 3.77 for Bharve Nagar School. This question relates with dictation and shows good scores ranging from 60% to 90 %. This question is an easy one

Q.2 A has mean scores as follows – 3.42 for Dharavi, 4.2 for Ganesh Bagh and 3.2 for Bharvenagar School. Again the achievement level is from 65% to 85% which indicated that students had less problems in answering questions based on the unseen passage.

Q.2 B has 0.97 mean score for Dharavi, 2 for Ganesh Bagh and 2.80 for Bharvenagarschool. Here, the achievement level is from 40% to less than 60%. This indicates that this question was difficult for the students.

Q.3 has low mean scores of 0.05 for Dharavi, 0.7 for Ganesh Bagh and 0.03 for Bharve Nagar. Achievement level is less than 30% in the 3 schools which is a pointer that this grammar question on transformation of sentences has been difficult for most of the students.

Q.4 presents the mean score of 0.07 for Dharavi, 1.03 for Ganesh Bagh and 0.35 for Bharvenagar School. This vocabulary question is difficult for students as scores indicate a range of 30% to 50% in achievement level.

Q.5 has mean scores of 0.02 for Dharavi, 0.46 for Ganesh Bagh and 0.32 for Bharvenagar. The achievement level is less than 25% which indicates that the students found this vocabulary question difficult.

Q.6 has mean scores of 0.13 for Dharavi, 1.8 for Ganesh Bagh and 1.58 for Bharvenagar. This vocabulary question is very difficult for Dharavi but is easy for the other schools.

Q.7 with mean score of 0.68 for Dharavi, 0.8 for Ganesh Bagh and 0.9 for Bharvenagr is a difficult question as achievement level is less than 40% for all schools. This question on slogan writing requires creativity which is challenging for students.

Q.8 too is a difficult question as mean scores are low, i.e. 0.07 for Dharavi, 0.43 for Ganesh Bagh and 0.06 for Bharve Nagar. The question is of 5 marks and these scores show an achievement level less than 10%. Writing a speech on the slogans is a difficult task. So, the learning difficulties are more in this question.

Q.9 has mean scores of 0.05 for Dharavi, mean score of 0 for Ganesh Bagh and Bharvenagar. Achievement level is 0% for 2 schools and 2% for the first school. Writing a notice seems to be very difficult for all students.

Q.10 again has a mean score of 0 for Dharavi and Bharvenagar. For Ganesh Bagh the mean score is of 0.4 which shows achievement level below 4%. Dialogue writing has posed lot of problems for studetns.

8th Class Level -2

Figure 7

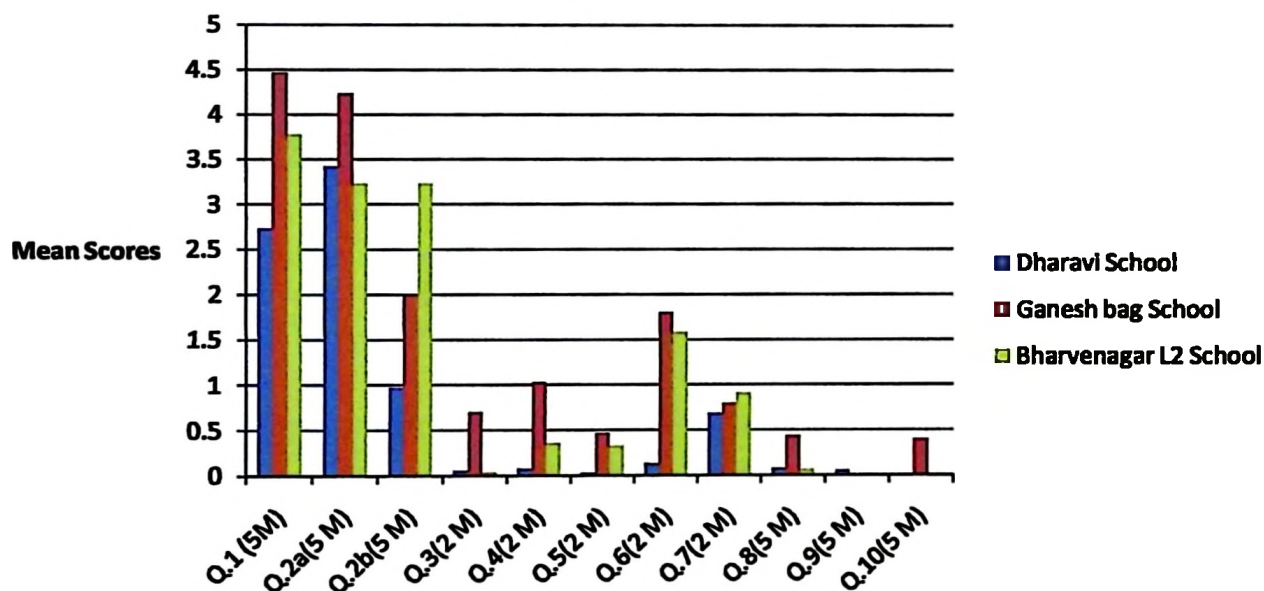


Figure – 7 Mean Scores of 8th Class (level – 2) of all questions for all Schools.

Figure 7 presents the mean scores of 8th class (level 2) of all questions for all schools. Q.9 is the most difficult question as students could not write a notice. Other difficult questions are Q.10, Q.8, Q.3, Q.4 and Q.5. Questions dealing with writing (No. 8 and No. 10) are very difficult for the students. Q.3 relates with grammar and Q.4 and Q.5 relate with vocabulary. All these questions are difficult.

Q. 1 (dictation) has been the easiest. Q. 2 A and Q.2B are also not so difficult and they are on unseen passages. Q.6 and Q.7 have average difficulty level. They deal with vocabulary and writing.

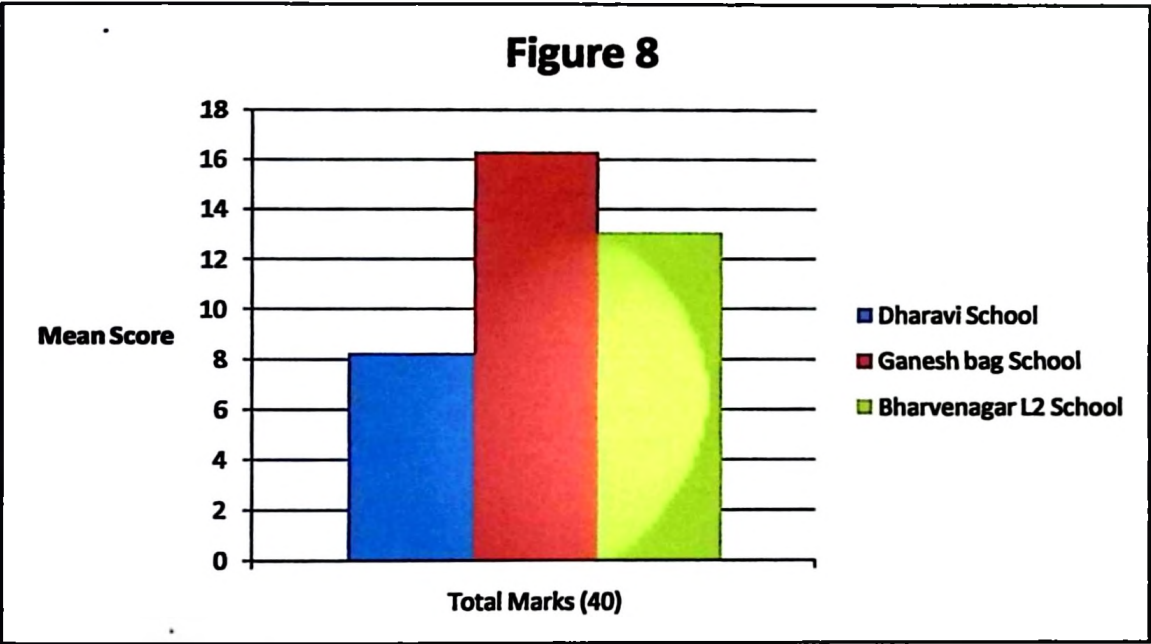


Figure - 8 Mean Scores of Total Marks of 8th Class (Level 2) for all Schools.

Figure 8 presents mean scores of total marks of 8th class (Level 2) for all schools. Dharavi at 0%, Ganesh Bagh at 40% and Bharve Nagar at 32.5% achievement level clearly indicate that students face difficulties in learning English.

The achievement level in English at class 8 level 2 of students residing in Slums of Maharashtra.

ANOVA

TotalMarks40

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.240	1	12.240	.376	.541
Within Groups	3159.114	97	32.568		
Total	3171.354	98			

Table-13 ANOVA of achievement level in English at Class 8 level 2

Table 13 ANOVA of achievement level in English at Class 8, level 2 indicates that the significance score at .541 is not significant which means that gender does not influence achievement level in English.

Report

TotalMarks40

Gender	Mean	N	Std. Deviation
1 Boys	11.84	49	5.402
2 Girls	12.54	50	5.991
Total	12.19	99	5.689

Table – 14 Frequency Distribution (Medium Wise)

Table 14 shows frequency distribution gender wise for class 8th, level 2. The mean score of girls is 12.54 which is slightly more than the mean scores of boys at 11.84. The ANOVA had clearly indicated that the score is not significant. Therefore, it is confirmed finally that gender has no influence on achievement level in English for all students in all schools.

4.4 Research Questions No.2

Research question No. 2 addresses issue of problems faced by learners. It states “what are the specific problems faced by the children in learning English at upper primary level of economically backward area?” The answer to this question comes from Focus Group Discussion, Teacher Questionnaires and classroom observation.

4.5 Focus Group Discussion

The focus group discussion with students of Class VI and VIII in different schools answers this question. They stated that as English is explained in Marathi language by teacher they understand it. But when it comes to writing in English or speaking in English it become difficult for them as English is used less. This problem was seen in Marathi medium schools.

Students of Hindi medium also expressed that they faced difficulty in reading, writing, grammar and vocabulary in English. They were not familiar with group work and activities as per their answers. However, the students of both Marathi and Hindi medium were satisfied with their teachers.

4.6 Questionnaire for Teachers

Teachers have answered the questions given in the questionnaire. They have accepted that social environment does influence the achievement level of their students. As these students come from lower strata of society they face hardships. This often leads to lack of interest, lack of confidence, unfocused minds and even physical defects lead to poor achievement.

Teachers expressed that sometimes due to other academic requirements it leads to providing less time in teaching. They mentioned activities like sports, competitions and other training programmes which disturb routine classroom teaching. Even students do not attend the classes regularly due to requirements at home. Sometimes parents are not supportive and conflicts at home disturb the performance of students.

These statements of teachers clearly indicate that students face problems and this in turn leads to poor achievement level. So, the causes of learning difficulties are easily understood. Socio-economic problems in slum areas influence the achievement level of students.

4.7 Classroom Observation Schedule

The observation of teaching learning process in the English classrooms indicates that teachers use pictures, role play, some activities and even give some examples to teach the students. But no ICT facility exists or if it is there, it is not used to make the classroom environment interesting. Students have fear free environment and as Marathi or Hindi is used even in English classrooms students feel relaxed. Teachers ask questions and summarize the lessons at the end. Sometimes students are allowed to discuss with each other. However, overall the classroom environment is traditional, i.e., teacher-centered.

This observation is sufficient to support the fact that less use of English in the classrooms leads to less use of English. Though teachers are familiar with new methods of teaching, they are using them less. Therefore, lack of proper learning environment in English leads to less confidence in English and this leads to the low achievement level in English in the slums of Maharashtra.

4.8 Findings

In this research project data was collected from English, Hindi and Marathi medium schools in the slums of Maharashtra. Class VI and Class VIII were covered for study. Question papers were prepared for level 1 and level 2. The findings are as follows.

1. Achievement level of students in class VI, Level 1 is less than satisfactory in Hindi medium and Marathi medium schools for children from slums in Mumbai.
2. Hindi medium schools have better achievement in English for class 6th in comparison with Marathi medium schools.

3. There are learning difficulties in English for all the students of Class VI in Hindi medium and Marathi medium schools.
4. The area which is most problematic is writing skills. Even with the support of cues students find it difficult to write a short composition.
5. Other areas of difficulty in English are grammar and comprehension.
6. Gender and medium does not influence the performance in English much.
7. In Class VI, level 2, in all English medium schools, the achievement level in English is very low.
8. The most difficult question to handle is the textual question.
9. Grammar and Vocabulary questions have been difficult for English medium students of class 6th in all the English medium schools.
10. Girls of English medium schools have better achievement level than boys in class 6th.
11. The achievement level of all schools in class 8th, level 1 is less than 40% which is a matter of concern.
12. Composition is the most difficult area for the students to handle.
13. Dictation too has been difficult for the students.
14. Other difficult areas are vocabulary and grammar.
15. The achievement level of students in all the English medium schools at class 8 is less than 35% and is less than 20% too in one school.
16. Writing skills is the weakest area. Students are not able to write slogans and speech.
17. Grammar and Vocabulary are equally difficult for all students.
18. Students have expressed clearly that writing, grammar, vocabulary and even reading are difficult for them. This is true for all students whether it is class 6th or class 8th or English medium, Hindi medium and Marathi medium.
19. Teachers have stated that as children come from slums they experience many problems at home which disturb their minds. The socio-economic conditions influence their performance in English.
20. Classroom observation reveals that few teachers are familiar with new methods of teaching. Use of Marathi in the classrooms by the teachers and students provide less opportunities to get exposure to English.

Chapter 5

CONCLUSION

Chapter 5

CONCLUSION

5.0 INTRODUCTION

English is taught as a second language in India. It had occupied the position of an official language and Hindi as a second official language. Teaching English language requires not only the skill, knowledge of subject, methods and strategies but also infrastructural facilities like language laboratory, teaching aids, teaching learning materials and teacher's resources books and audio-visual aids. The effective teaching and learning depends on use of suitable teaching aids and teacher's competence. There are many methods which emerged in the 21st century for teaching and learning of English language.

Children have specific problems in English language learning and their problems may be different from those of other groups of language learners. As such, to effectively teach English to children in a slum area, teachers need to possess understanding of their existing needs, wants and lack of facilities as well as their problems that they encounter in English language learning because these children like other groups of language learners, need support from the teachers, school and related organizations. It was found that economically backward students face problems in learning English in Maharashtra.

Lack of teaching aids, insufficient practically qualified teachers and negligence in some important subjects and lack of adequate educational infrastructure fail to make human capital to a required extent in our economy which ultimately acts as one of the factors of poverty and unemployment problem. The existing problem should be identified and accordingly proper strategies should be taken to solve this problem.

5.1 STATEMENT OF THE PROBLEM

A Study on Learning Difficulties in English at Upper Primary Level of Students residing in Slums of Maharashtra.

5.2 RESEARCH QUESTIONS

1. What is the achievement level in English at Upper primary level of students residing in Slums of Maharashtra?
2. What are the specific problems faced by the children in learning English at Upper primary level of economically backward areas?
3. What are the learning difficulties in English at upper primary level and different types of errors/mistakes committed by students residing in Slums?

5.3SAMPLE

The target population consists of all the students studying at upper Primary level. For the present study students studying in class VI and VIII of BMC schools of Slums of Maharashtra were chosen. The schools followed three mediums of instructions that were Hindi, Marathi and English. The schools were selected randomly.

5.4 TOOLS

Tools (Achievement Test in English for-)

- Level 1 for Hindi and Marathi medium students
- Level 2 for English medium students
- Questionnaires for the teachers
- Class room observation schedule
- Focused Group Discussion with students

Tool description

Level 1 VI class Achievement Test

The first two questions consisted of comprehension of 5 marks each. The question number 3rd and 5th were to describe the given picture. Fourth question was to write the given numeral in words. 6th question was given to write an essay of 5 marks. The last question was to choose the correct answer of 10 marks.

Level 2 VI class Achievement Test

The first questions consisted of comprehension of 5 marks each. Second question was to write a short paragraph. The question number 3 was to identify the verb, 4th question was to identify the correct form of adjective. Fifth question was to fill the blank with correct article. Sixth question was to change the gender, 7th was to change the voice and 8th question was to fill the correct alternative and 9th was to fill the correct preposition. Question 10th was to add prefixes to the given words, 11th question was to write the young ones of the given animals name. 12th question comprised of five questions based on text book chapters.

Level 1 VIII class Achievement Test

The first question was based on grammatical error identification of 5 marks. The second question consisted of comprehension of 5 marks and the question number 3rd and 5th was to match the sentence with given type, fourth question was to fill the blank. Sixth and seventh question was to complete the given dialogues of 5 marks. Last was to translate the given sentences of 3 marks.

Level 2 VIII class Achievement Test

The first question was based on grammatical error identification of 5 marks. The second question was to read the passage carefully and answer the following question that follow. The next question was to test the conversion of the given sentences into different types of sentences. The student was given two words and was asked to write synonyms and antonyms of the given words. The next question was to write meaning of given homonyms and question number 6th was to write the word that related to the word given in the center. Question number 7th and 8th was to prepare slogans on the topic 'save trees' of 2 marks. Next question was to prepare a poster on the occasion of Diwali of 5 marks. The last question was to know the ability of the student to solve questions on prepare a theme of the dialogue "Hard work is the key to success" of 5 marks.

Questionnaire for the teachers

To collect the opinion of the teachers regarding the various activities conducted by them a questionnaire for teachers was prepared by the investigators. In the initial part information regarding the name of the school, name of the teachers, the classes and subject taught by them was collected. The information was filled in by the junior research fellow.

Classroom observation

Classroom observation was prepared in order to have hands on information about the communication between teachers and students and among the students. This classroom observation Schedule was developed by investigators.

Focus Group discussion with students

A format for focus group discussion (FGD) with students was prepared by the investigators to find the opinion and the activities conducted in the classroom for teaching and improving the grammar, vocabulary, short composition and reading comprehension. In the initial part is included the details of the date on which the FGD was conducted, the name of school and the class. Regarding question included in the FGD, the first questions is general in nature where it seeks opinion of the students about learning to English language at school level, the question tried to find the problems faced by the students in an English language classroom. The next few questions seek to find if activities such as discussion or debates, role –play or drama, use of games or puzzles .are conducted in the class, how these different activities or aids help them in improving grammar, vocabulary, short composition and reading comprehension. The focus group discussion was held with 10 student from each class.

5.5 METHODOLOGY

A workshop of three days was organized at Regional Institute of Education, Bhopal to lay a plan for the research study. Thereafter, a three days workshop was organized at Regional Institute of education, Bhopal to develop the tools for the study. The workshop was attended by the investigators, junior project fellow and resource persons. After tools were prepared for the collection of the data for the research work, a visit was made to MSCERT,Pune by investigators to discuss the tools with teachers and understand their needs. Thereafter tools were modified and JPFs were sent to Mumbai slum schools to collect data.

5.6 FINDINGS

In this research project data was collected from English, Hindi and Marathi medium schools in the slums of Maharashtra. Class VI and Class VIII were covered for study. Question papers were prepared for level 1 and level 2. The findings are as follows.

21. Achievement level of students in class VI, Level 1 is less than satisfactory in Hindi medium and Marathi medium schools for children from slums in Mumbai.
22. Hindi medium schools have better achievement in English for class 6th in comparison with Marathi medium schools.
23. There are learning difficulties in English for all the students of Class VI in Hindi medium and Marathi medium schools.
24. The area which is most problematic is writing skills. Even with the support of cues students find it difficult to write a short composition.
25. Other areas of difficulty in English are grammar and comprehension.
26. Gender and medium does not influence the performance in English much.

27. In Class VI, level 2, in all English medium schools, the achievement level in English is very low.
28. The most difficult question to handle is the textual question.
29. Grammar and Vocabulary questions have been difficult for English medium students of class 6th in all the English medium schools.
30. Girls of English medium schools have better achievement level than boys in class 6th.
31. The achievement level of all schools in class 8th, level 1 is less than 40% which is a matter of concern.
32. Composition is the most difficult area for the students to handle.
33. Dictation too has been difficult for the students.
34. Other difficult areas are vocabulary and grammar.
35. The achievement level of students in all the English medium schools at class 8 is less than 35% and is less than 20% too in one school.
36. Writing skills is the weakest area. Students are not able to write slogans and speech.
37. Grammar and Vocabulary are equally difficult for all students.
38. Students have expressed clearly that writing, grammar, vocabulary and even reading are difficult for them. This is true for all students whether it is class 6th or class 8th or English medium, Hindi medium and Marathi medium.
39. Teachers have stated that as children come from slums they experience many problems at home which disturb their minds. The socio-economic conditions influence their performance in English.
40. Classroom observation reveals that few teachers are familiar with new methods of teaching. Use of Marathi in the classrooms by the teachers and students provide less opportunities to get exposure to English.

5.6 RECOMMENDATIONS & SUGGESTIONS

This research study establishes the fact that students have learning difficulties in English in class 6th and class 8th in the slum schools in Mumbai. The achievement level in English is less than satisfactory which is a matter of concern. To provide a solution to the problems faced by the students in English following recommendations and suggestions are made:

1. Bilingual method of learning must be used by teachers in the class. This will make students use English too.
2. To improve vocabulary certain puzzles and activities must be used by the teacher. Even bilingual dictionaries should be made available for the learners.
3. Language games can be used in the classroom to make students understand grammar.
4. Group work must be used to facilitate discussion on a given writing task and involve learners in writing.
5. Role play strategies can be used to help learners understand and remember text based stories and poems.
6. ICT can be used to show some pictures and videos on certain topics in grammar and vocabulary. This can be done even through mobiles if computers, projectors and laptops are not available.
7. Parents can be involved to provide better atmosphere at home. They can be advised in parent teacher meetings to give more attention to their children.

8. **Certain charts can be displayed on the walls of classroom on topics of importance so that learners get inputs in English in their classroom environment.**

APPENDICES

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Appendix A
Learning Difficulties in English at Upper Primary Level of
Students Residing in slums of Maharashtra
(PAC 16.02)

A
Research Proposal

Principal Investigator
Prof . Nidhi Tiwari, DESSH

Junior Research Fellow
SonamSirwaiya, DESSH

Regional Institute of Education, Bhopal
2018-2019

5. Overview of related research literature

Today, the developed countries have about 100 percent literacy rate which leads them to occupy in a better position in developmental indices. But, India has still only 74.04% (census 2011) which is a matter of concern for the economy. Moreover, all educated or literates may not get a quality education. Therefore, two major problems which spread in India are the lack of quality education and the slow motion in expanding education. Today in this competitive world, making mere literate to the children is not the end for each and every parent. How does he or she get literate is a matter of concern. The people who are equipped with quality education get opportunities in a better position and on the other hand, a large number of deprived people are fighting with poverty and unemployment. Education and economic growth are interrelated. Education improves the quality of labour, and also the quality of physical capital through the application of knowledge (Thirlwall, 2006).

In 2011, the Maharashtra State Government requested the British Council to design a sustainable training programme which would develop both the language proficiency and methodological skills of primary teachers in 67,200 government schools across the state. The ELIPS project planned to build institutional and systemic capacity to achieve this, as well as to develop parallel interventions through a number of innovative digital channels such as TV, radio and online. Subsequent to its successful completion, the Maharashtra State Government invited the British Council to recommend an extension to the project. This new project - TEJAS - was launched in 2016 in partnership with Tata Trusts.

Throughout the two years of ELIPS, the project team carried out comprehensive monitoring and evaluation including a baseline and endline study of cascade and classroom observations. Results indicate that there are several legacies of the project which include the following:

- The state now has a sustainable cadre of over 600 Master Trainers (MTs) for future training initiatives, including over 160 who are now contributing to the British Council / RMSA secondary level project (ELISS).
- The MTs have improved their skills as teacher educators.
- The ELIPS-trained primary school teachers observed are delivering more learner-centred lessons (over 350 observations conducted over two years).
- There has been a significant change in perceptions of continuing professional development (CPD), training and its inherent benefits amongst both MTs and teachers who participated in ELIPS. (Source: <https://www.britishcouncil.in/programmes/english-partnerships/state/elips>)

6. Conceptual framework

The backbone for the socio-economic development, our education system is lagging behind respect to the present competitive world i.e. politically, socially and economically affected due to this unequal distribution of education. It was found that the economically backward students face problems in learning English, Science and Mathematics. This mere theoretical knowledge is not sufficient to cope up with the present real world. Lack of teaching aids, insufficient practically qualified teacher, and negligence of some important subjects and lack of adequate educational infrastructure fail to make human capital to a required extent in our economy which ultimately acts as one of the factors of poverty unemployment problem. Therefore, our education system should be changed to some extent to be at par with the modern competitive and technological world. The existing problems should be identified and accordingly, proper strategies should be taken to solve these problems.

It is widely believed and reported that the performance of students in English, Science and Mathematics at upper primary level is not quite satisfactory. However, the reasons for this have not yet been scientifically explored. For any effective intervention, it is necessary to know the causes for this state of subjects mentioned above. Therefore, this study addresses itself to study problems in learning English, Science and Mathematics faced by students at Upper Primary level. It also seeks to suggest interventions for improvement in the performance of students residing in slums in English, Science and Mathematics.

7. Research questions /hypotheses

1. What is the achievement level in English, Science & Mathematics at upper primary level of students residing in Slums of Maharashtra?
2. What are the specific problems faced by the children in learning English, Science & Mathematics at upper primary level of economically backward areas?
3. What are the learning difficulties in English, Science and Mathematics at upper primary level and different types of errors/mistakes committed by students residing in Slums?

8. Educational Implications

After completion of the study, the report will be disseminated to State Functionaries and other agencies. On the basis of report and state requirement, a module will be developed on the areas in which students have learning difficulties, and then orientation of KRPs can be done.

9. Design and plan of study: Survey Design

Variable

Socio economic status, locality, achievement level, gender etc.

Sample

Students of upper primary level in 6 government schools located in slums in each of the two identified districts (Mumbai and Aurangabad) of Maharashtra.

Tools: for collecting the data, following tools will be employed

- Observation schedule for observing classroom processes/teaching-learning processes in English, Science and Mathematics.
- Questionnaire for teachers for visualizing their opinion.
- Students' achievement tests in English, Science and Mathematics subjects to identify the learning difficulties.
- Focus Group Discussion with teachers, students, Management and parents to triangulate their opinions.
- School Information Schedule

10. Data processing

The proposed study is mixed model research. Data will be analysed with the help of Mean, Standard deviation, 't' test, ANOVA and percentages. Qualitative analysis will be done through Triangulation and narrative enquiry. Qualitative and quantitative analysis of collected data

11. Time Budgeting

- (1) One day in-house meeting to plan overall programme.
- (2) Five days workshop for identifying the difficult areas and for the development of tool.
- (3) five (3+2) days workshop for tryout and finalization of Research tool.
- (4) Data collection and Analysis.
- (5) Report Preparation.

12. Organisational framework

Role	Task
Principal Investigators	1. Recruitment of JPF 2. Organising workshops for development of tools to conduct the study. 3. Field Visits 4. Monitoring the process of data collection 5. Organising workshop for analysis of data 6. Preparation of Report.
JPF	1. Assisting in the organisation of workshops for development of

	tools. 2. Data Collection from the field 3. Assisting in Compilation of data. 4. Assisting in analysis of data. 5. Assisting in preparation of report
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13. Cost Estimation

13.(a) Phasing of the programme with precise information on Activities proposed (including in-house activities involving expenditure)

S.No.	Activities proposed to be organized	Proposed Dates	Estimated Expenditure
1.	In-house Meeting	June 2018	200/-
2.	Five day workshop for Development of Tool	July 2018	1,73,115/-
2.	Three day workshop for Tryout and Finalization of Tool	August, 2018	1,46,265/-
3.	Execution of Tool: Data Collection	September-December 2018	3,14,000/-
4.	Report Preparation	February, 2018	30,000/-
	Total		Rs. 6,63,580/-

13.(b) Expenditure on Project Staff: 01 JPF (99000/-)

13.(c) Total Expenditure (13a+13b) = 6,63,580/-

Amount required in the proposed year- 6,63,580/-

1. One day in-house meeting to plan overall programme

S.No.	Item of Expenditure	Estimated Expenditure
1.	10 IRPs	200

1. five days workshop for identifying the difficult areas and for development of tool

S.No.	Item of Expenditure	Estimated Expenditure	Remarks if any
i.	Honorarium to RPs (6ERP + 09IRP)	6x5x2000	60000/-
ii.	Conveyance to local RPs	6x5x500	15000/-
iii.	Working lunch and Tea for local & Internal RPs	15x5x145	10,875/-
iv	TA/DA for outstation RPs	20000x3	60,000/-
V	Daily Wager	5x448	2240/-

4. Policies of Maharashtra Govt. regarding English teaching shodhganga, inflibnet.ac.in/bits/stream/10603/9412/12/12_chapter 6 pdf.

5. Maharashtra wants to improve quality of English taught at primary [https://times of india : indiatimes.com/.../Maharashtra....English-taught....primary-schools/.....](https://timesofindia.indiatimes.com/.../Maharashtra....English-taught....primary-schools/.....)

6. Maharashtra: English Language Initiative for Primary Schools <https://www.britishcouncil.in/programmes/english-partnerships/state/clips>


Signature of the Head of Department

DESSH


date: 15/5/2018

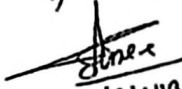

Signature of the Head of Department

DESM


Date:

Signature of the Programme Coordinators


15/5/2018
(Prof. Nidhi Tiwari)


15/5/18

Kalpana


15/5/18


16/5/18


16/5/18

Appendix B

Questions Papers VI Class

25
40

Student No. (20)
Hindi med VI

Achievement Test in English Level: 1 Class VI

Time: 2hrs
Total Marks 40

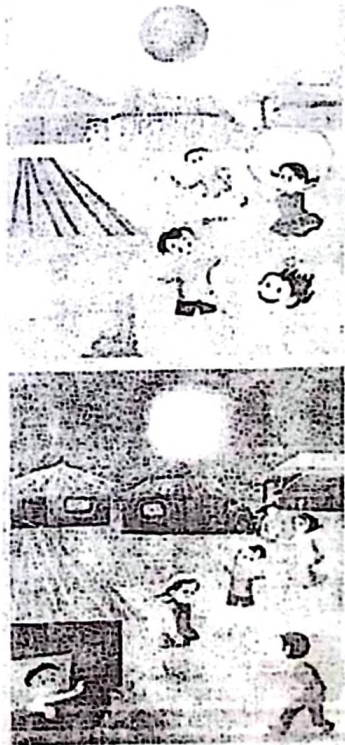
Q1: Read the following passage carefully and answer the following questions:
Once glass has become cold, stiff and hard it is not possible to shape it. Glass is brittle. That means it breaks easily. It has to be shaped into different articles when it is still hot and soft. Very hot glass is more like a liquid-you can pour it, mould it, roll it, press it or even blow to make a variety of shapes.

- (i) Name some everyday things made of glass.
- (ii) Glass is brittle (hard/brittle)
- (iii) Name some properties of glass.
- (iv) Write opposites of
(a) Hot (b) soft

(1x5=5 marks)

Q2: Read the poem carefully and answer the following questions:

(1x5=5 marks)



Bring the hoop.
And bring the ball
Come with happy
faces all:

Let us make
A merry ring
Talk and laugh
And dance and sing

Quickly quickly,
Come away
For it is
a pleasant day

Girls and boys
Come out to play
The moon does shine
As bright as day.

Leave your supper and
Leave your sleep
And come with your
playfellows
Into the street.

Come with a hoop,
come with a call,
Come with a goodwill
or not at all.

(i) What are the children doing in the picture?

(ii) What time of the day it is in the picture?

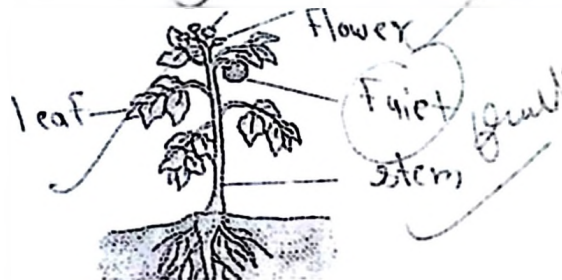
(iii) Are the children singing and dancing in the picture? True/false.

(iv) Write the plural:

(a) Ball = Balls (b) girl = girls

Q3: Look at the picture and describe the parts of the plant and label it:

(5 marks)



Q4: Write the given numbers in words:

(5 marks)

(a) 59 fifty nine

(b) 13 thirteen

(c) 99 ninety nine

(d) 38 thirty eight

(e) 45 forty five

Q5: Name the body parts of a bird in the given picture:

(5 marks)



Q6: Use the given clues to write an essay titled "My mother".

(5 marks)

- Name
- age
- Nature/shy/patient/kind/ short tempered/kind/caring.

my mother name is sadhna Rathak
she is 30 years old
she is House wife
my best friend my mother
I love my mother

Q7: Choose the correct answer:

(10 marks)

(i) There are many----- in the park.

(a) child (b) children (c) children's (d) a child

(ii) I have a younger----- She is twelve years old.

(a) brothers (b) sisters (c) brother (d) sister

(iii) There are ----- hands in clock.

(a) One (b) four (c) two (d) thin

(iv) This copy is thick. I want a----- one.

(a) long (b) short (c) thin (d) soft

(v) I taste with my -----.

(a) ears (b) nose (c) tongue (d) skin

(vi) My knife is sharp but yours is -----.

(vii) There is a park in our school.

(a) near (b) on (c) between (d) under

(viii) Anita has a red dress (dress/dresses)

(ix) James went to the dentist in the evening to get his tooth checked (tooth /teeth)

(x) The bride was dressed in a beautiful red sari (bride/bridegroom)

Achievement Test in English Level- 2

Class VI

Time: 1.5hrs

Total Marks:- 40

Q1. Read the passage carefully and answer the following questions:-

Coconut is the most important nut in the world. Not only it is one of the biggest of all nuts but almost all parts of the tree are useful to the man. It is an elegant palm tree growing up to a height hundred feet. The flesh of the green coconut is used as a vegetable, the milk inside the young nut as a fresh drink.

Rope matting and brooms are made from outside layers which protect the nuts. (1x5 marks=5)

Q1. Which is the most important nut in the world? *Coconut is the most important nut in the world.*

Q2. What is the height of an average coconut tree? *The height of average coconut is used as a vegetable the milk inside the young nut as a fresh*

Q3. Which part of the coconut is used as a vegetable?

Q4. What is made from the outside layers of the coconut? *The flesh of the green coconut is used as a vegetable the milk inside the young*

Q5. Give opposite of 'outside'.

Q2:- Write a short paragraph in about 80 words on any one of the following: - (5marks)

- (i) A village fair
- (ii) My school
- (iii) Any festival

Q3:- Fill in the blanks: with correct form of verb : (4x0.5=2marks)

(i) Do you ~~play~~ hockey.

- (a) played
- (b) playing
- (c) play
- (d) being played

(ii) He ~~went~~ out for a walk.

- (a) Goes
- (b) will go
- (c) has gone
- (d) went

(iii) ~~will buy~~ dress from the market tomorrow.

- (a) bought
- (b) shall buy
- (c) will buy
- (d) none of the above

(iv) She does not ~~took~~ tea.

- (a) Take
- (b) taking
- (c) took
- (d) taken

Q4: Fill in the blanks with correct form of adjectives: (4x0.5=2 marks)

(i) Rajasthan is warmer than Delhi. (warm)

(ii) Anil is the tall boy in the class. (tall)

(iii) Gold is a costly metal. (costly)

(iv) Vedanta's marks are the high in the class. (high)

Q5: Fill in the blanks with suitable articles: (1x2=2 marks)

(i) I have a one rupee note.

(ii) Yugansh is not an Indian.

Q6: Change the gender: (0.5x4=2 marks)

(i) Fox - cow

(ii) Bull - cow

(iii) Dog - Doggie

(iv) Husband - wife

Q7: Change the voice: (1x3=3 marks)

(i) He punished my sister.

(ii) Ram was helping Shyam.

(iii) He stole a purse.

Q8: Fill with correct alternative: (1x3=3 marks)

(i) My grandmother told me a fairy tail (tail, tale)

(ii) There are flowers in my garden (flour, flower)

(iii) Do not waste your time (waist, waste)

Q9: Fill with suitable preposition: (1x2=2 marks)

(i) I am afraid with snake.

(a) by (b) of (c) with (d) to

(ii) We are prepared for the test.

(a) With (b) for (c) by (d) to

Q10: Add prefixes to the following words: (0.5x4=2 marks)

1) happy - unhappy

2) possible - impossible

(i) Fortunate (ii) agree (iii) possible (iv) legal

Q11: Write the young ones of the following:

(0.5x4=2marks)

(i) Donkey (ii) horse (iii) lion (iv) cow
Colt Colt Colt

Q12: Answer the following questions:

(5x2=10marks)

- (i) Write a short note on Emperor Akbar.
- (ii) Write about how your family supports you to go to school?
- (iii) What is Param Vir Chakra?
- (iv) What will happen if you ate proper meals like rice and dal or dal - roti?
- (v) How Bushi defeated Yonamine in the wrestling match?

3) → param vir chakra

Appendix C

Questions Papers VIII Class

6 1/2
40

Level - 1

ACHIEVEMENT TEST

STUDENT'S NAME Ritika Shrivastava ENGLISH CLASS VIII

CLASS VIII B

SECTION B Morning

DATE 13/12/18

DURATION-1.5 hours

M.M-40

Q1. Listen carefully and write the words correctly.

(5 marks)

- 1) careless
- 2) education
- 3) cowardly
- 4) liberty
- 5) science

- 6) necessary
- 7) marriage
- 8)
- 9) necessary
- 10) earthquake

1 1/2
5

Q2. A. Read the unseen passage and answer the questions that follow.

(5 marks)

(In England, in the initial years, Gandhi did not give his time entirely to his studies.) Instead he tried to enjoy fashionable English lifestyle in every way. Like so many young men of his age he was attracted by what was new and foreign.

He wasted a lot of his money on buying smart English clothes. He started taking lessons in ballroom dancing, in playing the violin etc. What a change from a shy boy on the ship who would not talk to the other passengers to the smart fellow he was now trying to become. (After three months, he suddenly realized that it was silly to waste his good brother's money on such things.) After this he devoted all his time to serious studies. From the very childhood, when Gandhi found out he was doing a wrong thing he at once stopped doing it.

1. What purpose had driven Gandhi to England?
a) politics b) money c) games d) studies
2. Gandhi was a completely changed man for a period of
a) Two months b) three months c) four months d) five months
3. Whom did Gandhi try to copy?
a) Friends b) young men c) young women d) parents
4. What did Gandhi realize after some time?
Ans. After three months, he suddenly realized that it was silly to waste his good brother's money on such things.
5. What attracted Gandhi in England?
Ans. In England, in the initial years, Gandhi did not give his time entirely to his studies.

2
5

Q2. B. Read the following passage and answer the following questions (5 marks)

(One day, as he was wandering in the forest, he suddenly came face with a lion.) His first reaction was to turn back and flee. But then he saw that the lion had not moved on seeing him. It neither growled, nor roared. In fact, it looked at him pitiously as if it was in great

that it was his good brother's money on such things. to his studies

9 Ans
 part Androcles paused. Then he moved very cautiously towards the lion, step by step. The lion moaned and whimpered. "Please help me," its eyes seemed to say. When Androcles drew near, the lion lowered its head and began to lick its paw. Then Androcles saw that the lion's paw was wounded, sore and swollen. On a closer look Androcles noticed that a big thorn had pierced one of the lion's toes. So this is the cause of lion's distress, thought Androcles. Summoning up all the courage, Androcles stretched his hand slowly towards the injured paw. He was afraid that the lion would attack him if he touched its swollen paw. But the lion seemed to understand his good intention.

1. What was the first reaction of Androcles when he saw the lion?
2. Why was the lion whimpering and moaning?
3. What did Androcles find out when he closely looked at the lion?
4. Give two rhyming words for the word - paw.
5. Give the meaning of the word - flee.

Q3. Match the sentences with their types

SENTENCE	TYPES
a) Where are you going?	i) Declarative
b) I am leaving tomorrow.	ii) Interrogative
c) Please post this letter	iii) Exclamatory
d) What a beautiful rose!	iv) Imperative

Q4. Fill in the blanks by choosing appropriate words.

a) He can work hard if he wants to pass the examination. (should, must, will, can)

b) Give the superlative degree of the adjective 'beautiful'. Beautiful

c) Which amongst the following is the correctly spelt word.

- i) mannon ii) natere
 iii) festival iv) season

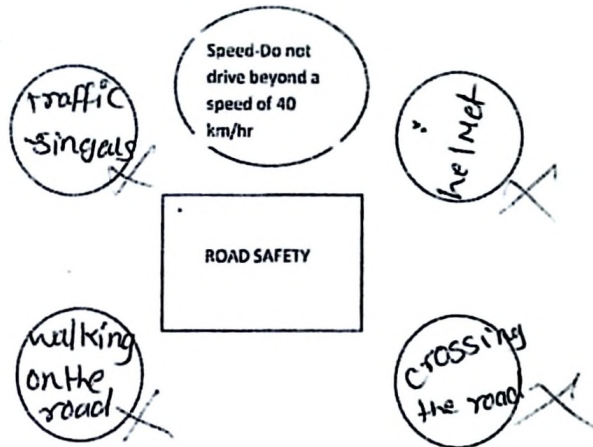
Q5. Do as directed.

A) Match the following correctly.

- a) A chemist deals iii) with medicines. 1 Ans
 b) A cardiologist deals iv) with heart diseases. 2 Ans
 c) A carpenter deals i) with wood. 3 Ans
 d) A dentist deals ii) with tooth problems. 4 Ans

B) Complete the web by constructing an appropriate sentence matching the cue. (2 marks)

(speed, crossing the road, walking on the road, traffic signals, helmet) One has been done for you.



Q6. Complete the following dialogues. (5 marks) 3 ✓

RAVI: Hello. Can I speak to Anuj?

ASHA: Anuj is not at home. ~~Sorry~~ ^{see}.....

RAVI: This is Ravi, his friend. May I know ^{Anuj} How you are ~~X~~

ASHA: ^{Anuj}.....his sister. ~~X~~

RAVI: Asha could you please tell me.. ^{Anuj} ~~ask Anuj~~.....? ~~X~~

ASHA: Anuj has gone for tuition classes.

RAVI: Ok. ~~Bye see you~~ ^{Bye}.....? ~~X~~

ASHA: Sure.

RAVI: Please tell him that we have a special class tomorrow morning at 10 a.m. Please don't forget.

ASHA: Don't worry. I will convey your message.

RAVI: Thanks. Bye.

ASHA: Bye

Q7. Write five sentences describing a 'river' using the words given. (5 marks)

(Clear, cool, fresh, sparkling, running, swirl, splashing, refreshing)

Q8. Complete the following story. (5 marks) 2 ✓

Once a dog found a piece of bone lying on the ground. He ^{swimming}.....and walked away in search of a lonely spot to eat it.

On his way he passed a stream. As he walked over the wooden bridge to ^{splashing}....., he saw his own reflection in the water. He thought it was another ^{cool fresh}.....in his mouth. ~~X~~

The dog was greedy. He cleared so he opened his mouth and began to bark on his own reflection, feeling it was another dog. Finally, the dog lost the tempting also.

Q9. Translate the following sentences in your mother tongue. (3 marks)

a) As you sow so shall you reap.

b) Work hard to achieve your aim.

☒ I like to speak in English.

Q10. Ans one day, as he was wandering in the forest, he student came face with a lion.

102
40

Level - 2 ACHIEVEMENT TEST

ENGLISH CLASS VIII

STUDENT'S NAME Rohit. L. gade

CLASS

SECTION

DATE 9-1-2019

DURATION-1.5 hours

M.M-40

Q1. Listen carefully and write the words correctly.

(5 marks)

- 1) fabrick x
- 2) understanding
- 3) Plaza
- 4) Aeroplane
- 5) construct
- 6) mahatma gandhi
- 7) spoon x
- 8) seculst x
- 9) sociat x
- 10) progress

Q2 A) Read the following passage and answer the questions that follow. (5 MARKS)

Rabindranath Tagore was a poet, writer, musician, and philosopher. He was born in 1861 in Calcutta (now Kolkata) to Debendranath Tagore and Sarada Devi. Young Tagore was popularly called 'Rabi'. Music was an important part of the Tagore family. Rabi too liked the poetry and music. He wrote his first poem 'Banphool' when he was just 15. It was later published in a magazine. Rabindranath Tagore had a keen interest in the folk music of Bengal. He used it in many of his songs. Our national anthem, 'Jana-Gana-Mana' was composed by him.

Tagore wrote nearly 50 books and more than 3000 poems. He was awarded the Nobel prize for literature in 1913 for his book, 'Gitanjali'.

Rabindranath believed that education was the only means through which India could progress. He founded a school at Shantiniketan (in West Bengal) in 1901. It is now known as the Vishva Bharti University. Tagore devoted a great deal of his time to this school. He lived there till he passed away in 1941.

Rabindra sangit, the music of Tagore, is very popular today. It is sung and enjoyed by the people all over the world.

On the basis of your reading, answer the following questions in brief:

1. Who was Rabindranath Tagore? What did he like?
2. Which was his first poem? When did he write it?
3. Which award was given to him in 1913 and for what?
4. What was Tagore's contribution to music?
5. What were Tagore's thoughts about education?

B. Read the following passage and answer the questions. (5 marks)

She felt very dejected but was determined to win her plants back. She sat near her plants with her violin and slowly started playing her favourite raga. Engrossed in her music, Revathi even forgot her plants for a time, but the others could not. With wonder in their eyes, they watched the plants. Straight at first, they bent slightly. As she played on and on, their stems bent towards Revathi as though they wanted to touch her, in their happiness. The organisers were stunned. They had watched a new phenomenon of plants responding to music and Revathi had become a great discoverer.

They all applauded her and said they were convinced that the plants were hers.

1. What surprised the people?
2. How did the plants respond to the music?
3. Explain the phenomenon of the plants response.
4. What had Revathi become after this phenomenon?
5. Give the plural of the word 'phenomenon'.

Q3. Convert the following sentence into different type of sentences.

'He was a great man'.

(2 marks)

1. interrogative

2. exclamatory -

Q4. Give the synonyms and the opposites of the following words. (2 marks)

words	synonyms	antonyms
1. brave	bold ✓	courage ✓
2. agony	pain ✓	joy ✓

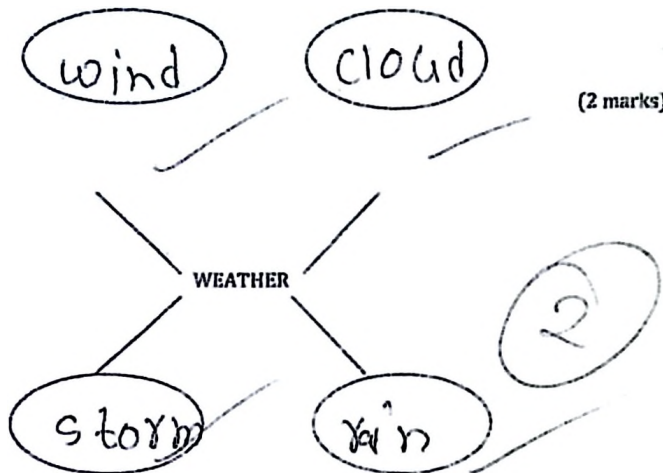
Q5. Give two meanings of each of the following homonyms.

(2 marks)

1) Scale 2) bear

skin of suffer
fish ✓

Q6. Complete the word web by writing such words that relate to the word in the centre.



Q7. Prepare two slogans on the topic 'SAVE TREES'. (2 marks)

Q8. Write a speech on any one of the slogans you have written. (5 marks)

Q9. A cracker show will be held in your locality on the occasion of DIWALI. Prepare a Notice for the same in the form of an attractive poster. Invent the necessary details.

(5 marks)

Q10. Prepare a dialogue between a teacher and a student. The theme of the dialogue should be 'Hard work is the key to success.'

(5 marks)

Appendix D

Questionnaire for teachers

Name of Teacher: Mr. Sarangdhar K. Shinde

Subject: English

Class: VI and VIII

Q1. What you feel are the family related factors responsible for under achievement of your students?

Ans. There are no family factors as such but when we teach we always consider that one of our family children is sitting in the class

Q2. What do you feel about the quality of your students in the class?

Ans. The quality of our students should be measure by consideration their hardship they face while living they belong to the lower standard of the society.

Q3. Do you think classroom climate/school environment looking in providing good teaching learning Environment if not give reason?

Ans. Yes.

Q.4 Do you feel school management supports students/staff in their academic growth or all round development?

Ans. Ofcourse they support we have every freedom in our work when we entery the class.

Q.5 Do you feel you are overburdened by teaching assignments?

Ans. Nil.....

Q.6 Do you feel you are engaged in other activities of the school and therefore not able to do justice in the classroom?

Ans. Not always but sometime it does happen.

Q7. What are the personality factors responsible for poor achievement of your students?

- Anxiety
- Motivation
- Reward and Punishment

Ans. Nil

Q8. Do you think social factor affects achievement of students/teachers?

Ans. Yes social factor do affected to certain extent but these are not the only factor .

Q9. Mention the problems you face during curricular transaction?

Ans. No problem at all

Q10.Suggestions to improve the teaching Learning.

Ans. Teaching learning process is always two ways activity if one fails, the repercussions are bound to happen.

2. Questionnaire for teachers

Name of Teacher: Smt.Sarita Rai

Subject: English

Class: VI

Q1. What you feel are the family related factors responsible for under achievement of your students?

Ans. Yes some of the factors we can be unsupportable parents towards children studies like- disturbed family environments, disbuds among family, working parents, divorced parents etc.

Q2. What do you feel about the quality of your students in the class?

Ans. In my class mixed cat categories- some are bright, some are week and some are average who can do better with proper guidance and affords.

Q3. Do you think classroom climate/school environment looking in providing good teaching learning Environment if not give reason?

Ans. Yes our classroom climate /school environment is favorable for learning process.

Q.4 Do you feel school management supports students/staff in their academic growth or all round development?

Ans. Yes our school management supports student/staff in their academic growth or all around development.

Q.5 Do you feel you are overburdened by teaching assignments?

Ans. No. but sometime due to academic curriculums, teaching is my passion so I never feel overburden.

Q.6 Do you feel you are engaged in other activities of the school and therefore not able to do justice in the classroom?

Ans. No. but sometimes due to various school events like sports, competitions, or training which sometimes leads to us not giving 100%.

Q7. What are the personality factors responsible for poor achievement of your students?

- Anxiety
- Motivation
- Reward and Punishment

Ans. Feel sickness lack of interest, lack of confidences unfocused mind, visual or physical defect are also responsible for poor achievement.

Q8. Do you think social factor affects achievement of students/teachers?

Ans. Often the social factors effects the both students and teachers a lot because they are the part of society. But it may be positive or negative.

Q9. Mention the problems you face during curricular transaction?

Ans. The problems we face during curricular transaction are improper planning. If planning is not proper then problem can be reduced and the outcome can be not effective.

Q10. Suggestions to improve the teaching Learning.

Ans. To improve the teaching Learning Teacher- student's relation should be more motivational, with doing appreciation, 100% attendance of students etc.

3. Questionnaire for teachers

Name of Teacher: SuryakantP.Dangare

Subject: English

Class: VIII

Q1. What you feel are the family related factors responsible for under achievement of your students?

Ans. I feel of my student are come from slum area,

Q2. What do you feel about the quality of your students in the class?

Ans. I feel very well because my student study every day.

Q3. Do you think classroom climate/school environment looking in providing good teaching learning Environment if not give reason?

Ans. I think classroom climate is very well. School environment looking in providing good teaching.

Q.4 Do you feel school management supports students/staff in their academic growth or all round development?

Ans. Yes, I feel school management, headmaster are supports student. Yes very well academic growth and development.

Ans. Q.5 Do you feel you are overburdened by teaching assignments?

Ans. Yes, I feel overburdened by teaching.

Q.6 Do you feel you are engaged in other activities of the school and therefore not able to do justice in the classroom?

Ans. Adjusting

Q7. What are the personality factors responsible for poor achievement of your students?

- Anxiety
- Motivation
- Reward and Punishment

Ans. Motivation

8. Do you think social factor affects achievement of students/teachers?

Ans. Yes, I think social factor affected achievement.

Q9. Mention the problems you face during curricular transaction?

Ans. Minimum presents student, some family problem

Q10. Suggestions to improve the teaching Learning.

Ans. to stop outdoor (school) work.

Appendix E

Classroom Observation Schedule English

1. Use of Diagram/picture - yes
2. Logical Development of lesson.
3. Allowing students to collaborate and learn among themselves.
4. Use of real objects.
5. Performing classroom activity arrangement to students in classroom.- Yes
7. Providing hands on experience.
8. Quality home assignment for learning retention.- yes
9. Involving students in the development of lessons in classroom. yes
10. Giving examples and non-examples for related lesson from daily life. yes
11. Encouraging students to raise questions and asking clarification. yes
12. Fear free classroom environment. - yes
13. Opportunities for innovative and creative ideas.
14. Use of ICT tools.
15. Following small group for activity based learning.
16. Use of thought provoking questions.
17. Providing Challenging tasks. - yes
18. Use of Appropriate teaching method/strategy.- yes
19. Summarizing lesson at the end.
20. Undertaking continuous evaluation at regular intervals during class.
21. Use of role play. - yes
22. Which language is used in classroom? (English, Hindi, or Marathi or bilingual- by teachers and students)

Appendix F

Focused group Discussion with Students

Q 1. What difficulties do you face in learning English?

Ans. Different students can have different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, vocabulary usage.

Q 2. What difficulties do you face in learning Science?

Ans. They don't like science subject more and no difficulties in science subjects.

Q 3. What difficulties do you face in learning Mathematics?

Ans. No difficulties, but sometimes they face difficulties in performing basic operation in mathematics.

Q 4. What are your suggestions to improve your situations?

Ans.

Q 5. Are you satisfied with your teachers?

Ans. No they are not satisfied with teachers, we want new teachers.

Q 6. Are you involved in group activities?

Ans. Yes, they were involved in group activities and teachers have divided them in groups.

2. Focused group Discussion with Students VI

Marathi Medium

Q 1. What difficulties do you face in learning English?

Ans. They can make different mistakes in English pronunciation, grammar, vocabulary usage.

Q 2. What difficulties do you face in learning Science?

Ans. No difficulties.

Q 3. What difficulties do you face in learning Mathematics?

Ans. No Difficulties.

Q 4. What are your suggestions to improve your situations?

Ans. Nil

Q 5. Are you satisfied with your teachers?

Ans. Yes, they are satisfied with teachers and teaching.

Q 6. Are you involved in group activities?

Ans. Yes, they are divided in groups and sit in groups daily and perform activities.

3. Focused group Discussion with Students VIII

Q 1. What difficulties do you face in learning English?

Ans. They have difficulty in reading, writing at difficult word grammar.

Q 2. What difficulties do you face in learning Science?

Ans. No difficulties, because teachers explain very well in class.

Q 3. What difficulties do you face in learning Mathematics?

Ans. No difficulty (But sometimes we face some problems like multiplication, Algebra)

Q 4. What are your suggestions to improve your situations?

Ans.

Q 5. Are you satisfied with your teachers?

Ans. We are satisfied with our teachers.

Q 6. Are you involved in group activities?

Ans.



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