CHAPTER VI

CONCLUSION

6.1 Section A: ‘On the basis of data collected from Teachers’
6.2 Section B: ‘On the basis of primary data collected from Parents’
6.3 Section C: Recommendations and Suggestions
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CONCLUSION

The researcher has drawn conclusions of the present study in this chapter.

Section A: On the basis of data collected from teachers:

1. Teachers working in the area under study, more than 80% are in the age group of 30 to 50 years. It shows that they are neither newly appointed nor on the threshold of retirement. They can easily improve themselves to enhance the quality of teaching and ultimately the quality of education in the area under study.

2. Among the teachers selected for the present study, only 30% teachers are female teachers and remaining 70% are male teachers.

3. Majority of teachers selected for the present study are married and only 16% teachers are unmarried.

4. Among the teachers selected for present study, 74% of teachers are belonging to Hinduism. 13% teachers to Buddhist and 6% teachers are belonging of Christianity and Islam.

5. The length of service of the majority of teachers selected for present study is 21 to 25 years.

6. The 66% of teachers selected for present study have 0 to 10 years of teaching experience of language English in the Marathi medium primary school.

7. Mother tongue of all the teachers selected for the present study is Marathi.

8. 40% teachers are Diploma holders and 37% teachers are graduates, selected for present study.

9. Among teachers selected for the present study 63% teachers are teaching English language to 4th, 5th and 6th standards and remaining 37% teachers are teaching English to 1st, 2nd and 3rd standards.

10. All the teachers selected for present study have taken education in Marathi medium.

11. In the classrooms of 65% of teachers selected for present study the student strength is in between 20 to 30. It clearly shows that majority of the classes selected for present study are not crowded.
12. Near about 50% students in the schools selected for present study are not attending classes regularly.

13. 53% of the irregular students are the working students either in the houses or in the agricultural farms.

14. Students in the classrooms of 64% of teachers selected for the present study donot have private coaching classes for English language.

15. 82% of the teachers selected for present study have their school going children. Out of total school going children of teachers, 64% of teacher’s children have enrolled in Marathi medium schools and only 34% of children are in the English medium schools.

16. It is noticed that the students in the classrooms of 47% of teachers are scholars in English language, they are getting scholarship for their performance in English language.

17. Out of total students in the class rooms of the teachers selected for study, students in the classrooms of 68% teachers are getting free books from their school.

18. The percentage of teachers, who are not satisfied with the teaching of English language is 59%, remaining 41% of teachers are not satisfied with their own performance in the classroom teaching of English.

19. Out of the total teachers selected for study, 46% teachers have difficulty with the teaching of grammar, vocabulary and pronunciation, 20% of teachers have difficulty in the teaching of grammar and pronunciation and 14% teachers have difficulty with vocabulary in the teaching of English in the classroom.

20. Out of total teachers selected for study, 65% of teachers have undergone some sort of training and 35% teachers did not undergo any training in the last five years.

21. English is not a difficult language to both teach and learn for 62% teachers and it is difficult for remaining 38% of teachers.

22. 66% of teachers have shown their willingness to participate in training programmes of English language teaching where as 34% of teachers are not willing to do so.

23. 62% of teachers have shown positive response towards the prescribed text books and remaining 38% of teachers feel that the text book is difficult both to teach and learn.

24. The different teaching aids for teaching of English language are available for 58% teachers only.

25. The audio-visual aids are available for 54% teachers only.
26. It is noticed that, the local governing bodies, like Zilla Parishad, Panchayat Samitee and Gram Shikshan Samitee provide assistance to 65% of teachers only in the area under study for the strengthening of the process of teaching and learning.

27. According to all the teachers selected for the study, students are very much interested in the process of learning English language.

28. Parents are assisting helping their children in the process of learning English language in case of the students of 40% of teachers selected for study.

29. It is noticed that all the teachers selected for present study are at the side of government in implementation English as a mandatory subject in the school curriculum right from the first standard and they wanted to continue this pattern of curriculum in the future also.

30. 53% of teachers are of the opinion that they have benefitted from the training programmes in the improvement of teaching English in the classroom.

31. Teachers selected for the study have shown their interest in the participation of different types of training programmes for English language teachers, it is remarkable that 47% of teachers have given preference to workshops. Thus it is clear that the teachers donot want to be passive listeners in training programmes but they expect active participation from their side.

32. It is observed that more than 65% of teachers selected for present study are very much aware of the skill in spoken language and use of modern technology and audio-visual aids to improve process of teaching learning. It is notable worthy that these teachers are working in rural areas.

33. Teachers selected are expecting the implementation of innovative programmes in teaching of English language in the area under study.

34. It is quite clear that all the teachers selected for present study are of the opinion that there are several problems in the teaching of English in area under study.

35. It is observed that 52% of teachers are taking efforts to improve interest among students in the learning of English language and remaining 48% of teachers are not taking any special effort for the same.

36. It is noted that 66% of teachers are not taking much efforts to motivate their students to make use of English language as a language of day to day communication.
37. It is striking that 83% of teachers selected for present study are not satisfied with the quality of teaching English language in the area under study.

38. Students in area under study are good in reading but comparatively poor in writing and speaking skill of English language.

39. It is observed that all the teachers selected for present study are of the opinion that there is a wide gap between planning and implementation of the issues regarding English language teaching and curriculum at primary level in Marathi medium schools on the side of the higher authorities and government.

40. 48% of teachers selected for present study are of the opinion that the government should close all the Marathi medium schools and open new English medium schools.

41. It is found that 69% of teachers are not satisfied with their salary.

Section B : On the basis of primary data collected from parents :

1. 70% of students in the area under study are living in joint families.

2. 86% of students in the area under study are the wards of farmers and landless agricultural labourers.

3. It is observed that majority of parents have two children, 18% parents have a single child and only 10% parents have three children.

4. 72% of parents have two school going children.

5. According to all the parents selected for present study, their wards are most regular in the school and are attending school daily and regularly.

6. The wards of 56% of parents have enrolled in government Zilla Parishad schools and the wards of remaining 44% of parents have enrolled in private aided schools.

7. Wards of 56% of parents have enrolled in Marathi medium schools and 44% of parents have enrolled their wards in English medium schools.

8. It is noticed that the wards of 28% of parents selected for study have private coaching classes in the last twelve months and majority of wards of 72% parents donot have private coaching classes.

9. The ward of only 19% parents is scholarship holders and the wards of remaining 81% of parents are not the scholarship holders.
10. It is observed that only 38% of parents selected for study are satisfied with the performance of their wards in English language and remaining 62% of parents were found not satisfied with performance of their wards.

11. It is observed that 82% of parents are not satisfied with the performance of English language teachers and methods of teaching used by them in the area under study.

12. As per the opinion of 85% of parents no audio-visual aids are available in schools for teaching of English language in the area under study.

13. It is noticed that all the parents selected for study are aware of increasing importance of English language of the global level as a language of communication, information and a source of knowledge.

14. All the parents selected for present study have realized importance of English as a language and they are of the opinion that, it must be continued English language as a mandatory subject in school curriculum right from first standard.

15. 64% of parents are not satisfied with syllabus of English language in schools in the area under study. They think that the syllabus has to be updated.

16. Today’s learning of English language is experience of joy only for 32% of parents and it is not joyful for remaining 68% of parents. The majority of parents are not satisfied either with content of course or with teaching method of teachers.

17. It is observed that 66% of parents have doubt with the ability and efficiency of teachers working in the area under study in teaching of English.

18. 65% of parents are in contact with teachers and these parents are providing feedback to teachers for improvement in the teaching of English.

19. Only 68% of parents were found of the opinion that the teachers give homework to their wards daily and regularly.

20. The wards of 75% of parents are studying at home.

21. Near about in all the houses of parents selected, there is at least one teaching aid in the house like Animal chart, Alphabet chart, Number chart and photo chart of National leaders. It shows that all the parents selected for present study are very much aware of the process of teaching and learning of their wards.
22. 70% of parents are very careful about studies of their wards and even assist them in the process of learning at home and only 30% of parents seem to be careless in the process of learning of their wards.

23. It is noticed that 74% of parents have given motivating remarks for extra curricular activities in schools in the area under study.

24. It is observed that 61% of parents have good opinion about the teachers in the area under study and remaining 39% of parents have given negative answer.

25. Majority of parents are found of the opinion that the teachers teaching English in Marathi medium schools are lacking in the knowledge of English.

26. It is noticed that all the parents selected for present study felt need of at least one English medium teacher in the Marathi medium schools, who can teach English language effectively.

27. All the parents selected for present study are of the view that the government should close all the Marathi medium schools and start new either pure English medium schools or at least semi-English medium schools.

28. All the parents selected for the present study are of the view that there is need of extra classes and remedial coaching to their wards in the school for better understanding of subject.

29. It is observed that, according to the parents, their wards must use English as a language of day to day communication.

30. Most of the parents felt that their wards have maximum difficulties in the learning of English grammar.

31. It is noted by the researcher on the part of parents that the government being most responsible stakeholder of primary education failed to create innovative policies and their implementation to the satisfaction of parents.

32. According to the majority of parents the greatest drawback of primary education in area under study is the incompetence of teachers in subject knowledge.

33. The highest number of parents blamed teachers and the quality of their working in schools in area under study.
34. It is observed that the syllabus of English language in schools in the area under study should not be examination oriented but it’s emphasis should be on the use of English as a language of day to day communication.

35. It is observed that majority of parents are not encouraging their wards to watch English channels on TV and to read English newspapers which may improve the skills of language.

36. All the parents selected for present study are not satisfied with the standard of primary education in the area under study.

Majority of teachers selected for present study have completed more than 20 years of their service in the teaching profession and they have experience of 10 years of teaching English language as a part of curriculum of primary level in Marathi medium schools. Thus there is a plenty of opportunity for them to bring innovations in the process of teaching with the help of modern technology like the use of audio-visual aids and some more techniques to make their teaching more effective.

As the student strength in the classroom is not more than 30 in majority of classes, the classes are not crowded, the teacher can pay personal attention to individual student in the class. There is a need of bringing regularity of students in the classroom as it found below the level of satisfaction. Majority of teacher have realized their incompetence in English language teaching, they have to equip themselves to the level of satisfaction. The identification of problems of teaching in a specific language skill is necessary. The problems in teaching of English grammar have to be solved by the teachers themselves, as it is noticed as the most problematic part in teaching and learning of English language.

Teachers have shown their willingness to participate in training programmes for English language teachers and they have realized that such trainings are very useful for improving their performance in the classroom teaching. There is a need of more teaching programmes and active participation of teachers in these training programmes. The higher authorities, government and local governing bodies have to organize training programmes frequently.

Audio-visual aids and other teaching aids have proved very much useful in the teaching of English language but these aids are available with 50% of teachers working in the are under study. There is a need of more encouragement and strengthening by Zilla Parishad, Panchayat
Samitees and Gram Shikshan Samitee for the process of teaching and learning in area under study.

The decision of the government making English as one of the mandatory subject in school curriculum has been appreciated by all the stakeholders of primary education, the teachers, parents and students. They are of the view that it must be continued from the first standard itself.

Motivation and encouragement of students for learning English by the teachers is not found satisfactory. The teachers in area under study have to improve themselves to motivate and encourage students in learning of English.

There is a wide gap between planning and implementation of new policies of education made for improvement by the state government. There is need for effective and mandatory implementation of policies regarding primary education.

Parents selected for present study were found very much aware of increasing importance of English language at the global level as a language of communication, information and knowledge. Parents expect that their wards must get the experience of joyful learning of English language, the course content and teaching methodologies should be changed which may result in joyful learning of subject. Parents in remarkable percentage were found unhappy with teaching community in the area under study as per their competence in the subject and efficiency is concerned. There is a need of improvement in subject knowledge of teachers specially teaching English. There is also need of feedback mechanism and parent-teacher communication to avoid problems of teaching English. Parents have demanded at least one teacher in every school of English medium who can teach English more effectively in Marathi medium school in area under study.

Thus there is a need of further strengthening of the process of teaching and learning of English in the area under study and every stakeholder has to take his own responsibility and to work to achieve the desired goal.
Section C: Recommendations and Suggestions

1. There is a need of implementation of three languages formula which can provide framework for teaching of languages, including English at the National level.

2. There must be uniformity in the content of course, the duration and the intensity of the programme of instruction of English language at the National level.

3. There must be a general agreement on the objectives of teaching and learning English as a second-third language at the National level.

4. There is a need of efforts by the stakeholders to avoid regional discrimination and imbalances in the quality of teaching English. The teachers teaching at urban and city levels were found more proficient as compared to teachers proficiency working in rural regions.

5. The major impact of recent developments in teaching of foreign languages must be learner centred, motivation based and activity oriented approach to language teaching supported by television, radio and audio-visual aids.

6. The process of teaching English should be viewed as oriented to imparting skill in the use of language rather than knowledge about the language.

7. Pre-service and in-service training programmes should be organized frequently for teachers of English. There must be active participation of teachers instead of being the passive listeners in training programmes.

8. Lead schools may be identified and developed; they should take care of the language teaching needs of the surrounding schools.

9. A language cannot be learnt as a language when it is not heard and spoken. Thus spoken skill of language finds place in examination instead of merely written language.

10. The syllabi should be designed with clearly stated objectives right from the level at which English begins to the level where English ceases to be a compulsory subject in the curriculum.

11. English should be introduced in the same class in all the states and must be taught as a compulsory subject to a particular class in all the states so that the achievement can be compared in relation to stated objectives.

12. At least one English medium teacher may be appointed in every Marathi medium school who can teach English more effectively.
13. There is a need of effective feedback mechanism and Parent-Teacher-Student communication to solve the problems of English language teaching.

14. Teachers who need longer and more sustained training in English language teaching have to be identified and trained.

15. The use of audio-visual aids and mass media should be increased for more effective process of teaching and learning of English.

16. The teachers first of all, than the students should be motivated for use of English as a language of day to day communication.

17. In the teaching of English the students must be trained in all the four language skill and abilities i.e. Listening, Speaking, Reading and Writing skill.

18. The purpose of English language teaching must not examination centred but it should be communication in the language being taught.

19. In order to identify the uses of language, parents and teachers should encourage children and give them time to speak, to talk and the converse.

20. The problems of English language teaching are not lack of expertise. There is a need of deployment and organization of the skilled manpower.