CHAPTER FIVE

SUMMARY, FINDINGS AND SUGGESTIONS

5.1 Introduction

It is generally accepted truth that, it was British who acquainted Indians with English Language, which later rooted deeply and fertilized profound into the Indian soil. Their intention was only to produce good people in the society. But Indian having found ‘milk of tigresses in English enthusiastically preserved this language as a treasure.

With the attainment of independence in 1947, the position of English in our education as well as in our national life came to be seriously questioned.’ One of the most controversial issues in Indian Education today is the place of English in our educational set up. At the other, they have been varying shades of opinions about its place and function.’ There were many controversies about the state and place of English in the changed context and still the disagreements are going on.

English language has achieved a prior place in curriculum. ‘English has acquired the status of a third language lower level in non English medium school, in most States and Union Territories of India. In Maharashtra, for instance, this has adopted the scheme for the schools of Marathi medium as Marathi the first language. L1. Hindi. The Union Language. L2 and English. The associate link language. L3. English is entertained as International language of linkage. It is venerated as a language of library.

The total syllabus of $12^{th}$ std. is based on English medium, so it is tough to acquire LSRW skills through it for Marathi medium students. They are not capable to get such skills through uni-level book. They can change education track due to their failure in XII.

It is necessary to have change in curriculum of higher secondary level. It is very essential stage of student’s life. The present research has shown errors of students in their examination at H.S.C level. He has given remedy on it.

The whole syllabus is based on first language (English). It is very tough to Marathi medium students. The teachers who are teaching at Higher Secondary level, they are not fluent in English language.

English is an important language foe developing career of students. It helps to build their confidence in our society for doing any work.

It was very important part of student life to stand in the society they have to face many problems while giving interview and applying for job in company, bank, school and other places.
The researcher found that the students are neglecting towards the importance of examination. They did not like to acquire knowledge by doing study.

- **Need of report writing in research:-**

  1. It helps to put co-relation between evaluation and conclusion.
  2. It can be checked at other situation in other experiment.
  3. It gives happiness and satisfaction to researcher after completing his research.
  4. It adds in related literature.
  5. It helps to give or get degree.

- **Characteristic of Report writing:**

  1. Language of research work and report is very simple and easy.
  2. It is not ambiguity language.
  3. Report is in specific spacing and points.

5.2 **Need of the study**

If the students are not able to grasp the knowledge through their education, the high dropout rates are increasing in higher secondary level. The government efforts have not yielded the desire result due to apathy and in efficiency at execution level.

Teachers send powerful messages to students through what they do in the classroom and the kinds of discussions they will not engage in.

5.3 **Importance of the study**

Every state is running its state in own languages. Its regional languages are official languages for running government work but English is official language in whole India. It has its own importance in whole country.

Now days the students of H.S.C are thinking negatively about their future due to lack of English knowledge. The students of Marathi medium are very poor in English. They can’t
communicate, they can’t write properly. Their knowledge of grammar is not good. They require proper syllabus at H.S.C level. They require more practice of communication in day to day study.

H.S.C is the stage where the student can develop their general knowledge and identify professions. They have to decide their professions after H.S.C only. The present study is giving focus on the students of Marathi medium at H.S.C level. They require proper skills for developing their knowledge in English language.

5.4 Statement of the problem

The need and importance of the research has led the researcher to state the undertaken research problem as follows.

“A comparative study of Achievement in English at the H.S.C and at the S.S.C. Examination and development Remedial Material”.

5.5 Operational Definitions:

a) Achievement - Marks secured by the students in the SSC and the HSC Examination
b) Remedial Material – Based on the errors in English made by students to rectify them.

5.6 Objectives of the study:

1. To collect the achievement in English of the students (Third Language) at the S.S.C. Examination.
2. To find out achievement in English (uni level) of these students at the H.S.C. Examination
3. To compare achievement in English at the S.S.C. and the H.S.C. Examination

5.7 Assumptions of the study:

The researcher has put following assumptions with help of his work. These are general sentence of his work.

1. The students of Marathi medium get less marks in English at the H.S.C examination
2. The students of English medium get more marks in English at the H.S.C examination.
3. The students of Marathi medium are poor in English.
4. The students of English medium are good in English language.

5.8 Hypothesis

a) Research Hypothesis

There is a significant difference between means of achievement in English at the H.S.C. examination of a selected group of students who have offered English (First language) and English (Third language) at the S.S.C. examination.

5.9 Population

The population of the present research is all the students of the H.S.C. Examination of Maharashtra State Board.

5.10 Selection of Sample

1. A sample for this research is selected through non-probability purposive sample method. All the students of 12 std of Pune districts in Maharashtra.

5.11 Limitations of the study

1. The researcher has no control over the interaction, attention and motivation of the students.
2. The researcher has no control over the change in achievement level of the students due to personal efforts and coaching.

5.12 Findings of the study

1. The students of Marathi medium are doing more mistakes in English at H.S.C.
2. The students of Marathi medium are get less marks in English at the H.S.C Examination.
3. The students of English medium get good marks in English at the H.S.C Examination.
4. There is a significant difference between means of achievements in English at the H.S.C examination of a selected group of students who have offered English (first
language) and English (Third language) at the S.S.C.
5. The students of Marathi medium are doing mistakes in grammar and writing skill.
6. The students of Marathi medium are weak in English at the H.S.C.

7. Table 18 The Researcher has found following statistical proportion in his study

<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Medium</th>
<th>Mean of Boys</th>
<th>Mean of Girls</th>
<th>Total Mean</th>
<th>S. D. of Boys</th>
<th>S.D. of Girls</th>
<th>Total S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S.S.C. Marathi</td>
<td>47.044</td>
<td>51.928</td>
<td><strong>49.486</strong></td>
<td>11.019</td>
<td>13.363</td>
<td><strong>12.476</strong></td>
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<tr>
<td></td>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>H.S.C. Marathi</td>
<td>40.448</td>
<td>47.348</td>
<td><strong>43.898</strong></td>
<td>13.578</td>
<td>15.245</td>
<td><strong>14.829</strong></td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>S.S.C. English</td>
<td>59.468</td>
<td>64.344</td>
<td><strong>61.906</strong></td>
<td>10.184</td>
<td>11.413</td>
<td><strong>11.077</strong></td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>H.S.C. English,</td>
<td>63.588</td>
<td>67.78</td>
<td><strong>65.686</strong></td>
<td>8.904</td>
<td>10.546</td>
<td><strong>9.973</strong></td>
</tr>
</tbody>
</table>

5.13 Suggestions
For syllabus designer and

Expert

1. Deliberate efforts are necessary for the general improvement in English at H.S.C level.
2. Syllabus should be based on both languages (First and Third)
3. The change is required in H.S.C curriculum.
4. Syllabus should be practical and not book oriented.
5. The syllabus should be based on LSRW of English language.

For Teachers
1. Teachers should create innovative programme for the exposure of English language at the H.S.C level.
2. Teacher should give more focus on grammar and writing skill of the students at the H.S.C level.
3. Creativity is necessary in teaching-learning process.
4. Teachers should create healthy atmosphere for developing various skills of English language among students.
5. Teachers should improve their English knowledge with modern change of present world.
6. Teachers should give value to their role as adults striving to make difference in lives of students.
7. Teachers must be able to challenge their student’s beliefs points of views by offering different roles.
8. The teacher should locate the values in contents for the students.
9. The teacher should see that behaviour of students is being shaped and modified accordingly.
10. Teacher education must focus on improving the moral development levels of teachers to encourage effective teaching.
11. The teacher education system should offer the teacher opportunites to discus and debate their own values.
12. Teacher should provide complex situation to the students in class and check their ability.
13. Teacher should give proper instructions of class room management to the students.
14. The teacher should create friendly and healthy atmosphere in the class.
For students

1. The students should pay more attention towards their weak points in English at the H.S.C level.
2. The students should do more practice of grammar for better development.
3. The students should improve their communication skill.
4. The students should use English language in their day to day life.
5. The students should concentrate towards writing skill of English language.

General Suggestions

1. A clear cut official policy should be laid down on the need for English in India now the context of rapid advanced in science and technology and communication and on the need to teach it effectively in the school and colleges.
2. There should be a review of the structure syllabus with specific objectives for different levels of study-Primary, including Upper Primary and Secondary. The goals, in terms of vocabulary, structure and also the four languages skills, should be moderate and realistic in view of the fast declining attainments.
3. To make students reflect the prescribed syllabus in respect of vocabulary and structure load, and also of themes relevant to the life and experience of learners who use them. Teachers ‘handbooks and Pupils’ Workbooks may from a package along with the textbooks.
4. All possible steps should be taken to select good English teachers, particularly for XII. They should have a good command of spoken English, with correct pronunciation, stress and intonation.
5. Teachers of English should have a few manual skills of match stick drawing, preparing flash cards and other aids. They should know how to make use of the gramophone, the tape recorder, TV & radio in illustrating textbook lessons and preparing new lessons based on some of the programmers.
6. Examinations are said to test memory power of crammed material. Suitable new test items may be prepared centrally by English teaching Institutes and made available to teachers.
7. In order to teach overcrowded classes. Group work may be planned in written composition and even speech practice, alternating it with individual work, the teacher closely monitoring such work.

8. Educated parents may be advised in parents-teacher Association meeting to help the children in developing correct speech skills and reading skills.

9. In the English classrooms the use of the mother tongue should be reduced to the minimum.

10. Teachers may start some action research projects in methodology and other areas of teaching English, particularly to cater to the needs of the average and bright children.

5.14 Scope for further research

1. Research may be undertaken for other languages like Hindi

2. Researches may be conducted with comparisons of granted and non-granted S.S.C and H.S.C. standard

3. Effectiveness of developed material may be studied for further research

5.15 Conclusion

In this chapter, the researcher has given findings summary of his work and suggestions for better development of education field. He found that English language is tough for students of Marathi medium. This student can improve their English by paying attention on practice of English. The English medium student found good in English. They are cleverer than student of Marathi medium.
References

5. Sharma Shashi Prabha (2003) Teacher Education Kanishka publisher’s, New Delhi