## CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER I</th>
<th>INTRODUCTION</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 PREVIEW</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.1 STATEMENT OF THE PROBLEM</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>1.2 NEED AND IMPORTANCE OF THE STUDY</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>1.3 OBJECTIVES OF THE STUDY</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>1.4 HYPOTHESES OF THE STUDY</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>1.5 RESEARCH QUESTIONS</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>1.6 SCOPE OF THE STUDY</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>1.7 RESEARCH PROCEDURE OF THE STUDY</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>1.8 DELIMITATIONS OF THE STUDY</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>1.9 TOOLS EMPLOYED</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>1.10 RESUME OF THE SUCCEEDING CHAPTERS</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER II</th>
<th>REVIEW OF RELATED LITERATURE</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 INTRODUCTION</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>2.1 RESEARCH IN STUDENTS’ ACHIEVEMENT</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>2.2 RESEARCH IN TEACHING COMPETENCE</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>2.3 RESEARCH IN LANGUAGE EDUCATION</td>
<td></td>
<td>73</td>
</tr>
<tr>
<td>2.4 CONCLUSIONS</td>
<td></td>
<td>91</td>
</tr>
</tbody>
</table>
CHAPTER III  METHODOLOGY

3.0 INTRODUCTION 93

3.1 DESIGN OF THE STUDY 93

3.2 VARIABLES OF THE STUDY 94
  3.2.1 Independent Variables 95
  3.2.2 Dependent Variables 97

3.3 TOOLS OF THE RESEARCH 99
  3.3.1 Planning the Achievement Test in EVS 100
  3.3.2 Planning the Achievement Test in English 101
  3.3.3 Planning the Achievement Test in Mathematics 102
  3.3.4 Preparing the Achievement Tests (EVS, English and Mathematics) 103
  3.3.5 Administration of the Tryout Achievement Test in EVS 103
  3.3.6 Administration of the Tryout Achievement Test in English Language 104
  3.3.7 Administration of the Tryout Achievement Test in Mathematics 104

3.4 PILOT STUDY OF THE ENGLISH LANGUAGE COMPETENCE TEST 104

3.5 PILOT STUDY OF THE INTERVIEW SCHEDULE FOR TEACHERS 105

3.6 DATA COLLECTION FROM STUDENTS 106

3.7 ITEM ANALYSIS 107
3.8 ITEM SELECTION 108

3.9 RELIABILITY OF THE TEST 109

3.9.1 Self-half Reliability (Coefficient of Internal Consistency) 109

3.10 VALIDITY OF THE TEST 110

3.10.1 Content Validity 110

3.11 ENGLISH LANGUAGE COMPETENCE OF TEACHERS 113

3.12 INTERVIEW SCHEDULE FOR THE TEACHERS 113

3.13 PRELIMINARY TRY-OUT OF THE SCHEDULES 113

3.14 LOCATION OF THE STUDY 114

3.15 SAMPLING DESIGN 114

3.16 PROCEDURE OF THE DATA COLLECTION 118

3.16.1 Data Collection from Students 118

3.16.2 Data Collection from Teachers 118

3.17 SCORING 119

3.18 STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS 119

CHAPTER IV ANALYSIS AND INTERPRETATION OF DATA 120

4.0 INTRODUCTION 120

4.1 ANALYSIS OF ACHIEVEMENT TESTS 121

4.1.1 Achievement in Environmental Studies (EVS) 121
4.5.3 Proficiency in Situational Comprehension

4.5.4 Proficiency in Writing

4.5.5 Overall Proficiency

4.6 SEX WISE COMPARISON OF TEACHERS’ ENGLISH PROFICIENCY

4.6.1 Proficiency in Comprehension

4.6.2 Proficiency in Precis Writing

4.6.3 Proficiency in Situational Communication

4.6.4 Proficiency in Writing

4.6.5 Overall Proficiency

4.7 SCHOOL WISE COMPARISON OF ENGLISH LANGUAGE PROFICIENCY

4.7.1 Comprehension

4.7.2 Precis Writing

4.7.3 Situational Communication

4.7.4 Writing

4.7.5 Overall Proficiency

4.8 COMPARISON OF TEACHERS’ PROFICIENCY IN ENGLISH LANGUAGE BASED ON THEIR EXPERIENCE

4.8.1 Teachers’ Proficiency in Comprehension

4.8.2 Teachers’ Proficiency in Precis Writing
5.1.6 Tools Employed
5.1.7 Data Collection
5.1.8 Analysis of Data

5.2 MAJOR FINDINGS OF THE STUDY
5.2.1 Sex wise Comparison of Students’ Achievement
5.2.2 Mother’s Occupation and Achievement of Children
5.2.3 Father’s Occupation and Achievement of Children
5.2.4 Sex wise Comparison of Teachers’ English Language Proficiency
5.2.5 Comparison – Government and CBSE Affiliated School Teachers
5.2.6 Experience wise Comparison
5.2.7 Comparison based on Qualification
5.2.8 Comparison based on English Language as the Medium of Study
5.2.9 Relationship between Language Proficiency of Teachers and Learners’ Achievement

5.3 EDUCATIONAL IMPLICATIONS, SUGGESTIONS AND RECOMMENDATIONS

5.4 SUGGESTIONS FOR FURTHER RESEARCH

BIBLIOGRAPHY
APPENDICES

APPENDIX A: PROFICIENCY TEST

APPENDIX B1: PILOT STUDY OF INTERVIEW SCHEDULE

APPENDIX B2: FINAL STUDY OF INTERVIEW SCHEDULE

APPENDIX C1: ACHIEVEMENT TEST (PILOT STUDY)  EVS

APPENDIX C2: ACHIEVEMENT TEST (FINAL STUDY)  EVS

APPENDIX C3: ACHIEVEMENT TEST (ANSWER KEY)  EVS

APPENDIX D1: ACHIEVEMENT TEST (PILOT STUDY)  ENGLISH

APPENDIX D2: ACHIEVEMENT TEST (FINAL STUDY)  ENGLISH

APPENDIX D3: ACHIEVEMENT TEST (ANSWER KEY)  ENGLISH

APPENDIX E1: ACHIEVEMENT TEST (PILOT STUDY)  MATHEMATICS

APPENDIX E2: ACHIEVEMENT TEST (FINAL STUDY)  MATHEMATICS

APPENDIX E3: ACHIEVEMENT TEST (ANSWER KEY)  MATHEMATICS