Chapter V
Conclusions

5.1 Foreword:

The present study contains two parts. The first part is the study of the syllabus of English (S.L.) for Classes I to IV for all non-English medium schools from Maharashtra and the course-books based on it. They were studied to know the reflection of the syllabus into the course-books. And the second part is the study of the present status of the implementation of the syllabus in Aurangabad district.

5.1-A The first phase of investigation

The in-depth study of the syllabus of English (S.L.) for classes I to IV, and the course-books based on the syllabus was undertaken by the investigator in the first phase of the present study. The in-depth study of the Teacher’s Handbooks was also done by the investigator in the first phase to learn the recommendations about the effective and efficient implementation of the syllabus.

The investigator was a part of the giant SMART-PT (State-wide Massive And Rigorous Training for the Primary Teachers) programme at various levels. He was engaged in the massive programme
in the capacity of a Resource Person. All the Resource Persons in this programme served as the Teacher Educators, so far as teaching of the new syllabus & the study-material (course-books) is concerned. So they have studied the syllabus and the course-books closely. Thinking that they can contribute a lot to the investigation through a feedback & opinion about the syllabus of English (SL) for Classes I to IV and its reflection into the course-books based on the syllabus, the Resource Persons were administered a questionnaire & their valuable inputs were gathered and analysed.

5.1-B The second phase of investigation

In the second phase of investigation, the selected sample of practising teachers of English who are the real implementers of the syllabus at the grass-root level were administered a questionnaire and some valuable inputs were gathered from them and analysed.

The Headmasters and the Cluster Heads are those academic leaders and guides of these teachers who monitor them closely. They observe the classroom & school activities of these teachers closely, frequently and throughout the academic year. They could add valuable inputs in the investigation of the teaching-learning process so far as teaching of English (S.L.) is concerned. Thinking that the inputs from these two agencies could be helpful in partly overcoming the limitation of
the present study, i.e. the inability to observe the actual classroom teaching-learning process, both these monitoring factors were administered a questionnaire each. Their inputs gathered through the questionnaire were analysed.

The Headmaster works as the immediate academic boss of a teacher. He observes the teacher’s activities in the school and the classroom very minutely and keenly. He is always in the contact with the teachers under his jurisdiction. So he knows the pedagogic qualities of these teachers. So, in order to judge the status of implementation of the syllabus of English (S.L.) the inputs about the pedagogic qualities of the teachers of English, as well as about their classroom transactions, a rating scale about the qualities and a rating scale about the frequency of teacher’s activities were used by the investigator. The inputs gathered through these tools were also analysed.

5.2 Conclusions:

5.2-A Conclusions about the course-books:

5.2-A-1 Conclusions drawn from the in-depth study:

1. The course-books developed by Baalbharati (Maharashtra State Bureau of Text-books Production and Curriculum Research, Pune) are easy to handle.
2. They are well bound and quite durable.

3. Their cost is such that a common man can quite afford them.

4. The title and the cover-pages depict apt pictures.

5. The title page contains its title clearly.

6. There are instructions, in the leading pages, for teachers and parents about how to handle the books.

7. There are instructions for the teachers, in the form of separate Teacher’s page/foot notes, about how to handle every language activity from the books.

8. These instructions clearly indicate the nature of activity, methodology and approach. They can be helpful to some enthusiastic parents who teach their wards at home.

9. There are tips about the pronunciation on the last page of these books.

10. The books are full of colourful pictures.

11. The pictures are self-explanatory, proportionate, well-drawn, in the form of cartoons and they are easy to recognize with a contrasting outline.

12. The pictures depict the actions well.

13. The facial-expressions are well drawn in the pictures.

14. The books are full of language activities, so that the students are engaged in the activities. And they learn English without burden through these activities.
15. The pronunciations of the rhymes/ songs/ poems are given in familiar orthography in the books such as the Devnagari script.

16. The language used in the books is easy as per the recommendations of the syllabus committee.

17. It is entertaining and suitable to the age-group, too.

18. The font used in the books is good, clear and legible.

19. The font size is big enough.

20. The matter to be read by the students is given in comparatively bigger size.

21. As per the recommendations of the syllabus committee the content incorporated in the books is coherent with the experiences of the learners.

22. The content and elucidation in the books is according to the objectives.

23. The language and elucidation in the books doesn’t hurt feelings of any caste, category, creed and religion.

24. *The Indian Cultural Heritage* and *The National Pride* are nurtured through the course-books.

25. All the four skills viz. Listening, Speaking, Reading and Writing, are given due weightage in the course-books.

26. Short conversation pieces and situational conversations are scattered throughout the books.
27. Some exercises and language activities are included in the books to develop vocabulary of the students.

28. Some linguistic items are also included in the books which are to be taught informally and in context.

29. The material is well graded and well arranged in the textbook.

30. Students are well prepared through preparatory activities before they learn stories, rhymes, etc.

31. Students' interest is taken into consideration while preparing the material. So that they are encouraged for self-study.

32. The material is prepared very laboriously.

33. Good habits and etiquettes are inculcated through activities.

34. Considering the hierarchy of skills in the language learning process, the Listening and Speaking skills are stressed aptly in Classes I & II.

35. Though the focus is on the development of the language skills, special attention has been paid and care has been taken that most of the core areas, values and life-skills are included in the content of the books.

36. Though there is little scope for the core areas in the textbook, it seems quite natural as the subject is not content based, but is skill based and the book is activity based.

37. The matter to be read by students should be in a comparatively big font size in both the editions of *My English Book One*, e.g. - the words which are expected to be read by the students as a shape (not as
spelling) for their sounds are not given in a comparatively big font size.

38. It would be more appropriate to give the pronunciations in the phonemic script (IPA Symbols) instead of giving in the Devnagari or any other orthography, because the sound system in different languages is distinct and it is improper to find the equivalents. There are no equivalents of certain English sounds which are totally distinct from the nearest equivalents from Indian languages. e.g. - /f, v, θ, z, tʃ, z, r/ etc.

39. Secularism is one of the core areas. But it has not been nurtured to a large extent in the first edition of My English Book One (2000). The names of the characters do not represent all the communities from the Indian society. Some minority communities are given less importance in the content.

40. There is little scope for the writing practice in the first edition of My English Book One (2000). The activities for preparatory Writing are very few. They are not enough to help students to master psychomotor skills.

41. Some words are printed in the colours, which match the background instead of contrasting with it, in the revised edition of My English Book One (2008). This reduces the legibility of these words.
42. The illustrations from the revised edition of *My English Book One* (2008) are less attractive than the pictures drawn in the first edition of 2000. The colours are dull at some places. The outlines of some pictures are not clear and they merge with the background.

43. The instructions for the teachers in the revised edition of *My English Book One*, about dealing with the activities, are reduced in words, thus losing the details about the teaching plan.

**5.2-A-2 Conclusions drawn from the inputs from the R.P.s:**

1. The aims set for teaching English to classes I to IV are quite achievable.

2. All the aims are feasible and there is not a single aim whose feasibility is doubtful.

3. The aims are well reflected in the course-books of English for classes I to IV.

4. The general objectives of teaching English set for the lower primary classes are quite achievable.

5. The difficulty level of the general objectives of teaching English to classes I to IV is between easy to medium.

6. There is not a single general objective that is non-feasible.

7. The expectations expressed through the specific objectives for Listening and Speaking skills for classes I to IV can be met.
8. The expectations in Reading and Writing skills for classes III & IV can be met.

9. The expectations in the advance skills (Reading & Writing) for classes I & II are either unachievable or suspected.

10. The activities included in the course-books of classes I to IV are conducive to achieve the specific objectives set for these classes.

11. The core elements are included fully to largely in the course-books of English for classes I to IV.

12. The content of the course-books is fairly in harmony with the learner’s experiences.

13. The language used in the course-books of English for classes I to IV is easy, entertaining and appropriate to the age-group.

14. There are no suggestions about the language used in the course-books of English.

15. The font size used in the course books for the matter to be read by the learners is big enough. The font is clear and appropriate to the age-group.

16. The content or language used in the course-books of English for classes I to IV doesn’t harm Secularism.

17. The content from the course-books of English for classes I to IV nurtures the National Pride.
18. The content from course-books for classes I to IV fully nurtures the Indian Cultural Heritage.

19. The revised edition of *My English Book One* is more interesting than the first edition.

20. The revised edition of *My English Book One* has beautiful pictures. It is more colourful and joyful. It is larger in size (A4) and attractive. It is easy to learn. The preparation of Reading & Writing is more effective and attractive.

21. The pictures and figures included in the course-books are helpful in the comprehension of the content.

22. The illustrations in the course-books are adequate.

5.2-B **Conclusions about the T-L process:**

5.2-B-1 **Conclusions drawn from the inputs from the Resource Persons:**

1. According to more than \( \frac{1}{3} \) R.P.s, teachers have moderately assimilated with phonetics in SMART-PT 2000; according to less than \( \frac{1}{3} \) R.P.s, teachers have fully assimilated it; and according to 9 to 12% R.P.s each, teachers have scarcely, largely and rarely assimilated it.

2. According to more than \( \frac{2}{5} \) R.P.s, teachers’ competence in appropriate use of grammar is average; according to \( \frac{1}{4} \) R.P.s each, they are very
and fully competent; and according to 11% R.P.s, they are less competent.

3. According to 29% R.P.s, teachers’ ability to communicate in English is average; according to about 45% R.P.s each, they are fully to very much able; and according to ¼ R.P.s, they are less to scarcely able.

4. According to more than half R.P.s, the guided reading of books was fully helpful for teachers in adopting teaching methodology; according to ¼ R.P.s each, it was largely helpful; and according to ¼ R.P.s, it was moderately to rarely helpful.

5. According to about 45% R.P.s, teachers fully understood the eclectic method; according to more than ⅓ R.P.s, they largely understood it; and according to ¼ R.P.s, they moderately to rarely understood it.

6. According to more than ⅔ R.P.s teachers at large can use the eclectic method effectively; and according to about ⅔ R.P.s they can’t use it effectively.

5.2-B-2 Conclusions drawn from the inputs from the Practicing Teachers:

1. About ¾ schools have cassette players and about ¼ don’t have it.

2. Out of those schools where there are cassette players, it is in working condition in about ⅔ schools and it is faulty in about ⅓ schools.
3. About 50 to 70% schools have the cassettes produced by Baalchitravani for classes I to IV and about $\frac{1}{5}$ schools don’t have any of these cassettes.

4. About $\frac{4}{5}$ schools have the copy of syllabi-book of English for classes I to IV.

5. About $\frac{3}{4}$ schools have the copy of the dictionary produced by Baalbharati.

6. Very few schools (about 13%) have English-English dictionary with phonemic transcription for the guidance of pronunciation.

7. About half of the schools have the copies of ‘Teacher’s Handbook’s produced by Baalbharati.

8. The schools where no reference material is available is negligible.

9. English Language Laboratories are not established in the schools in Aurangabad district.

10. Most of the teachers get an amount of about Rs.500/- from their schools as grants for preparing teaching aids.

11. More than half of the teachers spend about Rs100/- annually for the preparation of teaching aids that are conducive for teaching English,
more than 1/3 responding teachers spend about half of the grants, and very few spend more than half of the grants for this purpose.

12. More than half of the teachers have their personal cassette player at home.

13. Out of those teachers, who have their personal cassette player at home, ¾ teachers use it for the preparation of teaching English.

14. Very few teachers have their personal copies of cassettes produced by \textit{Baalchitravani}.

15. Among those teachers who have personal copies, about half of them have them for classes I to IV.

16. More than \( \frac{2}{5} \) teachers have personal cassettes for only one class, 30% teachers have them for all the four classes, and \( \frac{1}{5} \) have them for two classes.

17. About half of the teachers have their personal library at home.

18. Among those teachers who have personal library, about 10% teachers have copy of syllabi-book, training modules, teacher’s handbooks, story-books, encyclopaedia, books about methodology and spoken English in their personal library.

19. About \( \frac{2}{3} \) teachers have dictionary in their personal library, and more than \( \frac{1}{3} \) have books about grammar.

20. Most of the schools have charts.
21. About 80 to 90% schools have flash-cards, picture-cards, pictures and word-cards.

22. About half of the schools have flannel-boards, models and sentence-strips.

23. In more than \( \frac{1}{3} \) schools there are objects.

24. In \( \frac{1}{4} \) schools there are flannel-units.

25. More than half of the teachers have prepared charts for teaching English.

26. More than \( \frac{1}{3} \) teachers have prepared flash-cards, picture-cards and word-strips.

27. About \( \frac{1}{4} \) teachers have prepared pictures for teaching English.

28. About 15% teachers have prepared models and sentence-strips.

29. Less than 10% teachers (very few) have prepared flannel-boards, flannel-units and objects.

30. Half of the teachers have purchased charts for teaching English.

31. About 15% teachers have purchased flash-cards, picture-cards, pictures and models.

32. Less than 10% (very few) teachers have purchased teaching aids such as flannel-boards, flannel-units, objects, word-cards and sentence-strips.

33. About half of the teachers of classes I to IV are SMART-PT trained.
34. Out of SMART-PT untrained teachers \( \frac{2}{3} \) seek guidance either of their seniors or of their Headmaster or of their Cluster Head, and \( \frac{1}{3} \) don’t seek their guidance.

35. A little more than \( \frac{1}{3} \) teachers have attended the Content Enrichment Programme for English.

36. More than \( \frac{4}{5} \) teachers feel need of special training to facilitate teaching of English.

37. Maximum numbers of teachers demanded training about teaching methodology, about \( \frac{1}{4} \) demanded it for development of language skills and grammar competence, 12\% demanded for phonetics, and very few demanded for spoken English and development of vocabulary.

38. About \( \frac{1}{3} \) teachers don’t get any guidance regarding teaching of English from their seniors/ Headmaster/ Cluster Head.

39. About \( \frac{1}{3} \) teachers get guidance about teaching methodology from their seniors/ Headmaster/ Cluster Head, \( \frac{1}{4} \) about rhymes and 10\% about use of teaching aids.

40. About \( \frac{2}{5} \) teachers don’t expect any co-operation from headmaster.

41. More than \( \frac{1}{4} \) teachers want their headmaster to provide educational aids and other physical facilities, about 16\% teachers need their guidance, and very few want them to avail training opportunities, workshops and library facilities, to co-operate them in activities, arrange competition for students and establish language lab.
42. About $\frac{2}{5}$ teachers don’t expect any co-operation from Cluster Head.

43. More than $\frac{1}{4}$ teachers expect guidance from their Cluster Head, about 15% expect provision of teaching-learning aids, and very few want them to avail training facilities, enrich knowledge about English language, solve their problems, evaluate themselves as well as their students and inspire them.

44. About $\frac{2}{5}$ teachers want their students to participate actively in the teaching-learning process, about 15% expect them to show interest in English, do homework regularly and attend school regularly, and very few teachers expect them to do self-study, concentrate on studies and to be attentive in the classroom.

45. About $\frac{2}{5}$ of the teachers expect help from the members of the Village Education Committee/ Ward Education Committee, about 15% each expect them to provide physical facilities, counsel parents and be a part of the school activities, and 10% expect them to organise trainings, workshops and seminars for them.

46. About half teachers expect the parents to help their wards in homework, more than 10% want them to provide study material to their wards, and to send their wards regularly & punctually to school, 5% to 10% want them to know the progress of their wards, to co-operate in different activities for the development of English language, and to know & solve the difficulties of wards.
47. About $1/3$ teachers expect guidance about teaching methodology from their officers, about $1/5$ each want them to arrange training programmes and workshops for them, and to provide teaching aids, 5 to 10% wished that the officers should appoint special teachers of English in school, and not to engage them in extra-educational work.

48. More than $2/5$ teachers want DIET to conduct training and workshop programmes in English for them, about $1/5$ each wish DIET to guide them about teaching methodology and new concepts in English pedagogy, and to develop and provide teaching aids to them for English.

49. More than $2/5$ teachers expect guidance about teaching methodology, new vocabulary and rhythm of rhymes from their seniors, about $1/4$ want them to share their experiences and best practices, and about $10\%$ each want them to communicate in English, provide reference material & teaching aids, and to know and solve their problems.

50. More than $1/3$ teachers give a model recitation of the rhyme to be taught, about $30\%$ teachers give a model reading, about $1/5$ provide opportunities to repeat after them, very few conduct recitation.

51. About $3/4$ teachers give the demonstration of actions while teaching the action-songs, $2/5$ get them repeated by students, $1/3$ teachers either recite the rhymes with rhythm or play cassette, $1/5$ get the lines
repeated after the recital, about 14% teachers conduct the practice with actions.

52. More than $\frac{1}{3}$ teachers tell stories with gestures to the students, about $\frac{1}{3}$ read it aloud and explain it with the help of support material, less than 15% get it dramatized or repeated in meaningful chunks.

53. About $\frac{2}{5}$ teachers get the dialogues practised by the pupils, about $\frac{1}{4}$ give a demonstration through role-play, more than 15% read the dialogues aloud or play cassette as a model.

54. About $\frac{1}{4}$ teachers each tell the model pronunciations of the words, and either explain or elicit meaning by creating learning situations, about $\frac{1}{5}$ get the standard pronunciations repeated, 5 to 10% ask students to memorize words and their meanings, and give them the mother-tongue equivalents of words.

55. About $\frac{2}{3}$ teachers explain the grammar items with the help of support material, more than $\frac{2}{5}$ conduct practice, about $\frac{2}{5}$ present examples, less than $\frac{1}{3}$ ask students to generalize and to apply rules, about $\frac{1}{5}$ give exercises to students, more than 10% explain grammar rules.

56. About $\frac{4}{5}$ teachers explain the linguistic items using support material, about $\frac{1}{2}$ take practice, $\frac{1}{4}$ create learning situations, more than $\frac{1}{5}$ each present examples of linguistic item, and ask students to apply.

57. About $\frac{3}{5}$ teachers explain the structures to the students with the help of support material, half teachers take practice, about $\frac{1}{3}$ present
examples, more than ¼ ask students to apply, less than ¼ each discuss about the construction of the structure, and help students to generalize.

58. Above ⅈ/Ⅵ teachers show the responses to the instructions, and ¾ get them repeated, about ⅔ read aloud the instructions and half of them get them repeated, half teachers conduct practice in groups and individually, about ¼ discuss about the instruction and its response, and explain the situation with the help of support material.

59. More than ⅗ teachers stated either approaches to or techniques of teaching English when they were asked to state the method, about ¼ couldn’t decide upon which method they use, above 10% teachers use the Translation method, just 7.69% teachers use the Direct method.

60. About half of the teachers couldn’t decide their approach to teaching English, about ⅕ each adopt the Aural-oral approach, and the Multi-skill approach, about ⅕ teachers have reported unrecognized and innovative approaches.

61. More than half teachers give listening practice to the pupils to develop their listening skill, about ⅓ teachers recite or play rhymes, about ¼ play cassettes/read aloud passages, and use repetition technique, 10 to 15% ask students to listen and act and to converse.

62. About ¼ teachers use the recitation technique to develop speaking skill, ⅕ teachers use repetition technique, 10 to 20% use different
techniques like speaking practice, conversation technique, description & narration technique.

63. About half of the teachers give a demonstration of the conversation and get them practised, more than $1/5$ teachers get them dramatized, about 15% each get them repeated as per the model, and ask students to enact.

64. More than $3/5$ teachers use practice technique to develop reading skill, half teachers adopt recitation practice technique, about $1/3$ use repetition technique, about $1/5$ read aloud or play cassette as a model, more than 10% use flash-cards.

65. More than half of the teachers make students practise in four-line note-books, about half give them copying practice, 13% pay individual attention towards pupils while they write and guide them individually.

66. About 15% teachers each adopt play-way method & the concept of joyful learning, and recite rhymes to encourage students to learn English, about 10% each use plenty of educational aids & SLM, and create conducive atmosphere for learning, 5 to 10% each use language games, organize competitions, and use English language kit developed under LEP.
67. The special efforts taken by \( \frac{2}{5} \) teachers to develop the listening skill of the pupils are Nil, 10 to 15% either tell stories to the pupils or use cassette player and radio.

68. Special efforts taken by about half of the teachers to develop speaking skill of their students are nil, 5 to 10% use various stimuli for speaking, arrange elocution competition, organize various language games in the classroom, and promote students to read English newspapers.

69. The special efforts taken by about \( \frac{3}{5} \) teachers to develop reading skill are nil, 5% to 10% each provide opportunity to every student to read aloud, use flash-cards, and use cassette player and cassettes.

70. The special efforts taken by about \( \frac{3}{5} \) teachers to develop conversation skill are nil, 16% organize drama/skits, 5% to 8% use cassette players, arrange group discussions, and present model conversation.

71. The special efforts taken by more than half of the teachers to develop conversation skill are nil, about \( \frac{1}{5} \) conduct writing practice in four-line note-books, more than 10% conduct handwriting competition.

72. About \( \frac{2}{3} \) teachers face difficulties while teaching English.

73. About \( \frac{1}{4} \) teachers face difficulties while developing language skills in the learners, 5 to 10% face problems regarding poor comprehension power, teaching of grammar, and non-conducive social background of the learners.
74. More than half of the teachers assign homework to promote learners for self-study; about \(\frac{1}{4}\) teachers provide self-learning material to the learners; about 10% form group/ pairs of peer learners.

75. In more than half the classes from classes I to IV the numbers of students per class are less than or up to 30 students only, its between 30 & 50 students in about \(\frac{1}{4}\) classes, in about 12% classes its 50 to 60 students, about 10% classes are overcrowded with more than 60 students in a class.

76. A little less than \(\frac{2}{3}\) teachers change the seating arrangement of the learners for various language activities.

77. Among those teachers who change the seating arrangement of the students more than half make them sit circular, about \(\frac{2}{5}\) make them sit in small groups, about 14% make them sit in lines/ rows, about 10% make them sit in semi-circular formation.

78. More than \(\frac{2}{5}\) teachers teach new vocabulary by using support material, \(\frac{1}{5}\) give pronunciation practice, 10 to 15% either by writing on the black-board or by repeating the pronunciation.

79. A little less than \(\frac{3}{4}\) teachers use the ‘My English Activity Book’s in the classroom.

80. For the development of language skills, about \(\frac{1}{4}\) teachers use cassette players and cassettes, about \(\frac{1}{5}\) each use teaching aids, and conduct practice.
81. About \( \frac{4}{5} \) teachers use reference material for preparation of teaching.

82. Out of the teachers who use the reference material, about \( \frac{2}{5} \) use it as per need, about 17% each twice/thrice a week, and sometimes, about 10% each quite often, and rarely, about 7% daily.

83. About \( \frac{1}{3} \) teachers seek the active participation of the learners through the recital of rhymes and action songs with action, about \( \frac{1}{4} \) through various language activities, about 18% organize language games, about 12% make the T-L process joyful.

84. More than \( \frac{4}{5} \) teachers do not use the bazaar cassettes for the preparation of teaching.

85. Out of those teachers who use bazaar cassettes/CDs, half of them use CDs produced by Jingle Toons, about \( \frac{1}{4} \) teachers use CDs of Nursery Rhymes, 15% use cassettes of stories, about 10% use cassettes of poems & rhymes.

86. More than \( \frac{4}{5} \) teachers do not use the bazaar cassettes in the classroom.

87. Out of those teachers who use bazaar cassettes/CDs, \( \frac{1}{4} \) each use CDs produced by Jingle Toons, CDs of Nursery Rhymes, and cassettes of spiritual songs & prayers, about \( \frac{1}{8} \) use cassettes of stories.

88. The proportion of the teachers who use the cassette player in the classroom and those who don’t use it is alike.
89. Among those who use cassette player in the classroom, about \( \frac{2}{5} \) use it when they teach rhymes, action songs and conversation, about \( \frac{1}{3} \) teachers use it as per need, about \( \frac{1}{5} \) use it once to thrice a week.

90. About \( \frac{9}{10} \) of the teachers use the mother-tongue in the classroom.

91. Among those teachers who use mother-tongue in the classroom, about half use it for better understanding, about \( \frac{1}{4} \) for explaining new vocabulary, concepts and ideas, about 16% for giving instruction, 8% each for translating, and to establish rapport.

92. Teachers know the standard actions of rhymes/ action songs recommended in the SMART-PT programme.

93. Out of those who don’t know the standard actions, about \( \frac{3}{5} \) teachers learn them from their senior teachers, about \( \frac{1}{5} \) from Cluster Heads, 10% from SMART-PT trained teachers.

94. Teachers teach English grammar functionally.

95. About \( \frac{1}{3} \) teachers each evaluate students orally, and through written tests, about 13% through activities, less than 5% each informally, through their responses, observation, practicals, questions, homework, and through competition.

96. About 70% teachers keep the record of the performance by the students.

97. The students can listen to English with understanding.
98. The students of more than $\frac{4}{5}$ teachers can’t speak English fluently and according to phonetic standards.

99. The students of about $\frac{3}{4}$ teachers can’t read English with understanding.

100. The proportion of students who can write English legibly & those who can’t is alike.

101. The students of about $\frac{4}{5}$ of the teachers can’t communicate successfully in English.

102. The students are above average achievers in the listening skill in about $\frac{1}{3}$ schools. They are average in about $\frac{3}{5}$ schools. And they are below average in very few schools (10%).

103. They are above average achievers in the skill of speaking in very few schools (less than 10%). They are average in the skill in a little less than half of the schools. And they are below average in the skill in about 45% schools.

104. The students are above average achievers in the skill of Reading in about 10% schools. They are average in the skill in more than half of the schools. And they are below average in about 35% schools.

105. They are above average in the skill of writing in about $\frac{1}{5}$ schools. They are average in the skill in more than half of the schools. And they are below average in more than $\frac{1}{4}$ schools.
The students are above average achievers in the skill of communication in very few schools (7%). They are average in about \(\frac{1}{3}\) schools. And they are below average in the skill in most of the schools (about \(\frac{2}{3}\) schools).

5.2-B-3 Conclusions drawn from the inputs from the Headmasters got through questionnaire:

1. The cassettes produced by Baalchitravani are available in all the schools.

2. The cassette players are available in all the schools.

3. The cassette players are in working condition in about \(\frac{4}{5}\) schools, and they are faulty/ not in working condition in about \(\frac{1}{5}\) schools.

4. Electricity facility as the power source is available in about \(\frac{4}{5}\) schools, UPS is available in about 14% schools.

5. There are about 10% schools in which not a single power source is available.

6. The C.D. players are not available in about \(\frac{4}{5}\) schools.

7. The C.D. player is in working condition wherever it is available.

8. The syllabi-book and dictionary produced by Baalbharati is available in over 90% schools, the Training Modules are available in \(\frac{3}{4}\) schools, the Teacher’s Handbooks are available in about \(\frac{3}{5}\) schools, but the English-English dictionary with phonemic transcription is available in less than \(\frac{1}{5}\) schools.
9. The Computers are not available in about $\frac{2}{3}$ schools.

10. In the schools where computers are available, there are two computers in about $\frac{3}{5}$ of those schools, in about $\frac{2}{5}$ schools there is only one computer.

11. The special teacher of English is not available in about 95% schools.

12. In about 95% schools teachers teach all the subjects to a particular class.

13. In the schools where teachers teach all the subjects to a class, they don’t teach a particular batch for 4 to 5 years in about $\frac{4}{5}$ schools, they teach a particular batch in about $\frac{1}{5}$ schools.

14. In the schools where teachers teach all the subjects to a class, they teach a particular class for years together in about $\frac{4}{5}$ schools, they don’t teach a particular class in about $\frac{1}{5}$ schools.

15. The teachers of English are under-graduate, and graduate in the schools of about $\frac{2}{5}$ Headmasters each, they are post-graduate in the schools of about $\frac{1}{5}$ Headmasters.

16. The teachers are D.Ed./D.T.Ed. trained in $\frac{4}{5}$ Headmasters’ schools and they are B.Ed. trained in about 15% Headmasters’ schools.

17. In about 95% schools the Educational Aids Grants are distributed to the teachers.
18. All the schools which don’t give the Educational Aids grants to the teachers of English are non-granted and don’t receive any grant from the Govt.

19. In most of the schools the English Language Lab. is not set up.

20. The English Language Laboratory is used by the teachers of English where it is set up.

21. About $\frac{2}{3}$ teachers of English seek the guidance of their HM for teaching English.

22. About $\frac{1}{3}$ headmasters guide their teachers of English about the use of teaching aids, about $\frac{1}{4}$ avail the guidance of subject-experts for their teachers of English, about 15% each guide using books, about methodology, and about rhythm and actions of the rhymes.

23. Teachers teach grammar functionally in the schools of more than $\frac{3}{5}$ headmasters, they teach it formally in the schools of more than $\frac{1}{4}$ headmasters, and inductively in the schools of about 10% Headmasters.

24. Teachers don’t teach grammatical terms to their students in the schools of more than $\frac{2}{3}$ headmasters.

25. Teachers don’t maintain personal diary to note the inputs from evaluation in the schools of about $\frac{2}{3}$ headmasters.

26. While presenting rhymes in the classroom, teachers show actions in more than $\frac{3}{5}$ schools, they recite the rhymes in more than half
schools, they get the lines repeated in about half schools, they give a model reading in about $\frac{1}{3}$ schools, they play cassettes and conduct practice in schools ranging from 23 to 29%.

27. While presenting action songs in the classroom, teachers show actions in more than $\frac{4}{5}$ schools, they recite the rhymes and get the lines repeated in half the schools, they conduct practice, play cassettes and give a model reading of the songs in $\frac{1}{5}$ schools.

28. While presenting stories in the classroom, teachers give a model reading of the story, and use teaching aids in more than half schools, they show gestures in $\frac{1}{4}$ schools, they explain new vocabulary and events from the story, translate the stories, and conduct practice in 14 to 20% schools.

29. While presenting conversations in the classroom, teachers get the dialogues practised in more than $\frac{2}{3}$ schools, they demonstrate the conversations, give a model reading of the dialogues, and get them repeated in 35 to 40% schools.

30. While presenting vocabulary items in the classroom, teachers explain the meaning of new words/ phrases using various teaching aids in about $\frac{2}{3}$ schools, they translate the meaning in $\frac{1}{4}$ schools.

31. While presenting grammar items in the classroom, teachers present various examples, and ask students to observe carefully in about $\frac{1}{3}$ schools, they ask students to apply newly learnt item in about $\frac{1}{4}$
schools, they discuss about the situation, explain using teaching aids, and ask students to generalize in 14 to 18% schools.

32. While presenting linguistic items in the classroom, teachers give a model reading, present examples, and discuss about the situation in about $\frac{1}{3}$ schools, they conduct practice in about 30% schools, they ask students to apply the learnt item in more than $\frac{1}{5}$ schools, they present the items through language games in 15% schools.

33. While presenting structures in the classroom, teachers give a model reading of the structure, and conduct practice of it in about $\frac{2}{5}$ schools, they explain the structures using teaching aids, and get the structure repeated in $\frac{1}{5}$ schools, they discuss about the situation in 14% schools.

34. While presenting instructions in the classroom, teachers conduct practice of instructions & responses, and give a model reading in about $\frac{2}{5}$ schools, they create situation to explain response, discuss about the instruction and response, and get the responses and instructions repeated in 15 to 18% schools, they give the demonstration of responses to the instructions in 12% schools.

35. What the Headmasters like most about the teachers of English is the interactions with students in about $\frac{1}{3}$ schools, it’s commitment, method of teaching, and the enthusiasm of their teachers in 21 to 30%
schools, it’s the popularity of their teachers among students, and their encouraging attitude in about 10% schools.

5.2-B-4 Conclusions drawn from the inputs from H.M.s got through rating scale:

1. The proficiency of half of the teachers in speaking is average whereas it is high in less then $\frac{1}{3}$ teachers.

2. The grammar competence of more than half of the teachers is average whereas it is high only in about $\frac{1}{4}$ teachers.

3. The confidence of $\frac{2}{3}$ teachers while teaching English is high whereas it is average and very high in $\frac{1}{8}$ teachers each.

4. The enthusiasm of $\frac{2}{5}$ teachers while teaching English is average whereas it is high in $\frac{1}{3}$ teachers.

5. The fluency in speaking of about half of the teachers is high whereas it is average of $\frac{2}{5}$ teachers.

6. The communication skill of about half of the teachers is average whereas it is high in $\frac{1}{3}$ teachers.

7. About $\frac{2}{5}$ teachers are rated high whereas innovative ideas are concerned, about $\frac{1}{3}$ are rated average and $\frac{1}{4}$ are rated low.

8. The attachment of about half of the teachers to students is high whereas it is average of 30% teachers.

9. The commitment to learners is high in $\frac{3}{5}$ teachers whereas it is average in about $\frac{1}{4}$ teachers.
10. The commitment to profession in about $\frac{3}{4}$ teachers is high.

11. The commitment to society in about $\frac{2}{3}$ teachers is high whereas it is low in about $\frac{1}{5}$ teachers.

12. The commitment to English subject in more than half of the teachers is high whereas it is average in $\frac{1}{3}$ teachers.

13. The popularity of $\frac{2}{3}$ teachers among students is high whereas it is very high of 15% teachers.

14. The knowledge of English language of $\frac{3}{5}$ teachers is average whereas it is high of $\frac{1}{5}$ teachers.

15. The knowledge of phonetics in $\frac{2}{5}$ teachers is average whereas it is low in 28% teachers and high in 17% teachers.

16. The knowledge of syllabus in half of the teachers is high whereas it is average in $\frac{1}{4}$ teachers.

17. The knowledge of objectives in more than half of the teachers is average whereas it is high in $\frac{1}{3}$ teachers.

18. The knowledge of Expected Learning Outcomes in about half of the teachers is average whereas it is high in $\frac{1}{3}$ teachers.

19. The proficiency of $\frac{3}{5}$ teachers in language skills is average whereas it is high in $\frac{1}{4}$ teachers.

20. About $\frac{2}{5}$ teachers occasionally use cassette player in the classroom whereas 30% use it quite often and 16% use it rarely.
21. One third teachers teach English quite often using teaching aids whereas 30\% teachers use them regularly and \(\frac{1}{5}\) use them occasionally.

22. About \(\frac{2}{5}\) teachers speak English quite often in the classroom whereas \(\frac{1}{3}\) speak regularly and about \(\frac{1}{5}\) speak occasionally.

23. Two fifth teachers regularly use dictionary for reference whereas \(\frac{1}{4}\) use it quite often and about \(\frac{1}{4}\) use it rarely.

24. More than \(\frac{1}{4}\) teachers use Teacher’s Handbooks regularly for preparation whereas \(\frac{1}{4}\) use it quite often, a little less than \(\frac{1}{4}\) use it rarely and \(\frac{1}{5}\) use it occasionally.

25. Seventy\% teachers prepare themselves regularly before teaching whereas 15\% prepare occasionally.

26. Two fifth teachers occasionally speak mother-tongue in the classroom whereas \(\frac{1}{4}\) each speak regularly and quite often.

27. Two fifth teachers regularly encourage students to speak English whereas \(\frac{1}{4}\) encourage quite often and a little less than \(\frac{1}{4}\) encourage occasionally.

28. Fifty-five\% teachers regularly expose students to English language whereas \(\frac{1}{5}\) expose quite often.

29. One third teachers prepare teaching aids quite often whereas more than \(\frac{1}{4}\) prepare them occasionally and \(\frac{1}{4}\) regularly.
30. About $\frac{2}{5}$ teachers occasionally use cassettes for preparation whereas $\frac{1}{3}$ use it quite often.

31. About $\frac{2}{3}$ teachers regularly refer syllabus book before teaching whereas 12% use it occasionally and 10% never use it.

32. More than half of the teachers regularly change seating arrangement of students whereas $\frac{1}{5}$ change it quite often.

33. About $\frac{3}{4}$ teachers regularly prepare lesson notes in advance whereas about $\frac{1}{5}$ prepare it quite often.

34. About $\frac{2}{5}$ teachers never punish students if they don’t understand whereas $\frac{1}{5}$ punish quite often and 17% punish occasionally.

35. About half of the teachers quite often use controlled vocabulary while explaining, whereas $\frac{2}{5}$ teachers use it occasionally.

36. Two fifth teachers regularly provide opportunities to students for speaking whereas $\frac{1}{4}$ do so quite often and $\frac{1}{5}$ do it occasionally.

37. About $\frac{1}{3}$ teachers rarely complain about the achievement of students and $\frac{1}{4}$ do it occasionally.

38. About half of the teachers regularly evaluate students whereas $\frac{1}{3}$ teachers evaluate them quite often.

39. Fifty-five% teachers maintain evaluation record regularly whereas $\frac{1}{4}$ maintain it quite often.

40. Two fifth teachers give assignments to students regularly whereas more than $\frac{1}{4}$ do it quite often and $\frac{1}{5}$ do it occasionally.
41. More than $\frac{2}{5}$ teachers check assignments regularly whereas about $\frac{1}{3}$ do it quite often.

42. More than $\frac{3}{5}$ teachers solve doubts of students regularly whereas 17% do it occasionally.

43. About $\frac{3}{5}$ teachers regularly arise interest of students in learning whereas 17% do it quite often.

44. About half of the teachers adopt play-way method regularly for teaching whereas about $\frac{1}{4}$ adopt it occasionally and $\frac{1}{5}$ adopt it quite often.

45. One third teachers do team-teaching quite often whereas about $\frac{1}{4}$ teachers do it regularly and $\frac{1}{5}$ teachers never do it.

46. Three fifth teachers regularly show actions while teaching rhymes whereas about $\frac{1}{5}$ show them occasionally.

47. About $\frac{2}{3}$ teachers regularly ask students to do activities in the classroom whereas $\frac{1}{5}$ occasionally do so.

48. About $\frac{3}{5}$ teachers regularly ask students to do exercises from the activity books whereas $\frac{1}{5}$ quite often do so.

49. About $\frac{1}{3}$ teachers use translation method quite often for teaching, whereas more than $\frac{1}{4}$ use it occasionally, about $\frac{1}{4}$ use it regularly and 18% use it rarely.

50. Thirty% teachers do remedial teaching quite often whereas $\frac{1}{4}$ do it occasionally and about $\frac{1}{4}$ do it rarely.
51. One third teachers note down inputs from evaluation quite often whereas ¼ do so regularly and ¹⁄₅ do it occasionally.

52. About ¹⁄₃ teachers regularly adopt innovative practices for teaching whereas more than ¼ adopt them quite often and ¹⁄₅ rarely adopt them.

53. About half of the teachers regularly adopt the learner-centred approach whereas more than ¼ adopt it quite often.

54. Thirty% teachers reinforce quite often the responses from the learners whereas another 30% do it occasionally and ¼ do it regularly.

55. More than ²⁄₅ teachers regularly give feedback to students about their progress whereas about ¹⁄₃ do so quite often.

5.2-B-5 Conclusions drawn from the inputs from Cluster Heads:

1. In about half clusters 76 to 100% teachers teach English adopting the translation method, in about ¼ clusters 51 to 76% teachers adopt it, in ¼ clusters less than 50% teachers adopt it.

2. In about ²⁄₅ clusters each more than 75% & 26 to 50% teachers teach English adopting the Direct method, in about ¼ clusters less than 26% teachers adopt it.

3. In about ²⁄₃ clusters less than 26% teachers teach English adopting the Eclectic method, in about ¹⁄₃ clusters 26 to 75% teachers adopt it.

4. In about ⁴⁄₅ clusters less than 26% teachers teach English adopting Dr. West’s New method, in about ¹⁄₅ clusters 26 to 50% teachers adopt it.
5. In about half clusters 26 to 50% teachers teach English adopting the Bi-lingual method, in remaining half clusters less than 26% teachers adopt it.

6. In about ¾ clusters less than 26% teachers teach English adopting other methods, in about ¼ clusters 26 to 50% teachers adopt them.

7. There isn’t any specific group of teachers who use teaching aids regularly. Their proportion in the groups 76-100%, 51-75%, 26-50% and up to 25% teachers who use it regularly is alike.

8. There isn’t any specific group of teachers who use reference material. Their proportion in the groups 76-100%, 51-75%, 26-50% and up to 25% teachers who use it is alike.

9. There isn’t any specific group of teachers who use cassette player in the classroom. Their proportion in the groups 76-100%, 51-75%, 26-50% and up to 25% teachers who use it is alike.

10. In about ¾ clusters 76 to 100% schools have copies of syllabi book; and in ¼ clusters 51 to 75% schools have it.

11. In more than half clusters more than 75% schools have copies of My First English Dictionary; and in less than half clusters less than 76% schools have it.

12. In half the clusters 26 to 100% schools have copies of English-English dictionaries with phonemic transcript; and in remaining half clusters less than 26% schools have it.
13. In more than half clusters more than 75% schools have copies of *Let’s Teach* (training modules) for Classes I to IV; and in remaining less than half clusters less than 76% schools have them.

14. In about 2/3 clusters more than 75% schools have copies of *Teacher’s Handbooks* for Class I; and in ¾ clusters for Classes II to IV; in 1/3 clusters & ¼ clusters respectively less than 76% schools have them.

15. In about half clusters 26 to 50% schools have working cassette players, in about 1/3 clusters less than 26% schools have it, and in 1/5 clusters more than 50% schools have it.

16. In ¾ clusters less than 51% schools have facility of electric supply, and in ¼ clusters more than 50% schools have it.

17. In more than 90% clusters less than 26% schools have computers; in less than 10% clusters 26 to 50% schools have it.

18. In 47% clusters less than 26% teachers seek the guidance of C.H.; in 45% clusters above 75% teachers seek it; and in 8% clusters 26 to 50% teachers seek it.

19. In 70 to 80% clusters above 75% teachers are SMART-PT trained; in 20 to 30% clusters less than 76% teachers are SMART-PT trained.

20. In more than 3/5 clusters above 75% teachers attended the Content Enrichment programme; in about ¼ clusters 26 to 50% teachers attended it; and in 7% clusters each 51 to 75% & less than 26% teachers attended it.
21. In about $\frac{2}{3}$ clusters less than 26% teachers can speak English fluently, in about 15% clusters above 75% teachers can, and in 10% each clusters 51 to 75% & 26 to 50% teachers can speak fluently.

22. In about $\frac{2}{3}$ clusters less than 26% teachers can speak grammatically correct English, in $\frac{1}{5}$ clusters above 50% teachers can speak it, and in about 15% each clusters 26 to 50% teachers can speak it.

23. There isn’t any specific group of teachers who are popular among students. Their proportion in the groups 76-100%, 51-75%, 26-50% and up to 25% teachers who are popular is alike.

24. In above half clusters less than 26% teachers teach English playfully, in about $\frac{1}{4}$ clusters 51 to 75% teachers teach playfully, and in about $\frac{1}{4}$ clusters together 26 to 50% & above 75% teachers teach playfully.

25. In about half clusters less than 26% teachers evaluate students’ performance in English; in $\frac{1}{5}$ clusters 51 to 75% teachers evaluate it, and in 14 & 19% clusters respectively above 75% & 26 to 50% teachers evaluate it.

26. In above half clusters 26 to 50% teachers maintain personal diary to note down observations; in $\frac{2}{5}$ clusters less than 26% teachers maintain it, and in 7% clusters above 50% teachers maintain it.

27. In $\frac{2}{5}$ clusters 26 to 50% teachers have adopted learner-centred approach; in 30% clusters less than 26% teachers adopted it, in $\frac{1}{5}$
clusters more than 75% teachers adopted it, and in 10% clusters 51 to 75% teachers have adopted it.

28. In $\frac{2}{5}$ clusters less than 26% teachers are enthusiastic about teaching English; in $\frac{1}{3}$ clusters more than 75% teachers are enthusiastic, in $\frac{1}{5}$ clusters 26 to 75% teachers are enthusiastic.

29. In $\frac{3}{5}$ clusters less than 26% teachers complain about their students’ achievement; in 15% clusters each more than 75% & 51 to 75% teachers do such, and in 10% clusters 26 to 50% teachers do so.

5.3 Objective-wise Analysis of the Conclusions:

**Objective no.1**: To study the syllabi of English (LL) for the lower primary stage with special reference to the aims of the inclusion of the subject in the curriculum.

The in-depth study of the syllabi-book was carried out with this objective in view. And the outcome of the in-depth study was that the subject, i.e. English (LL), has been induced in the curriculum with the following aims and reasons:

1. As students used to begin the study of English late (from class-V); they remained weak in the study of English compared to English medium students.

2. Due to inadequate study of English language and the deficiency of confidence in the use of language in daily life, non-English medium
students, especially Marathi medium students, tend to lag behind in today's competitive age.

3. The tendency of admitting their wards in the English medium schools is increasing among the parents, although the schools are non-granted.

4. There was increasing demand for and attraction towards the English medium schools towards the end of the 20th century.

5. The Government of Maharashtra recognized the growing importance of English and the increasing demand for and attraction towards English medium schools and took a revolutionary decision of teaching English from class I in all non-English medium schools.

General Conclusion:

_The non-English medium students used to begin the study of English late and due to inadequate study of English language tend to lag behind in today’s competitive age. Considering this backwardness, growing importance of English and to meet the demand for and attraction towards the English medium schools, the Government of Maharashtra took revolutionary decision of teaching English from class I in all non-English medium schools; and implemented it from June-2000 onwards._
Objective no.2: To study the course-books of English for classes-I to IV critically in the light of the prescribed syllabi.

The in-depth study of the syllabi-book was carried out to know the recommendations of the syllabus committee about the production of the study material, and the in-depth study of the course-books of English (LL) for classes I to IV was carried out critically, with the recommendations of the syllabus committee in view, to see the reflection of these recommendations in these books. In addition, the observations & opinions of the Resource Persons, who served as the teacher educators in the SMART-PT programme, were collected through questions numbered 11, 12, 13, 14 & 15 included in the questionnaire, and were analysed. The outcomes of the in-depth study and the data collected through the questionnaire are:

1. The following recommendations about the production of the study-material were made by the syllabus committee:

a) Attractive and pictorial course-books should be provided right from Class-I.

b) There should be scope for self-learning for students in the books.

c) Separate Activity Books may be provided from Class-II.

d) Following principles should be considered while producing books:
• The language should be easy, entertaining and suitable to the age group. The content should be coherent with the experiences of the learners.

• The matter to be read by students should be in comparatively big, clear and appropriate font (type face).

• The content and elucidation in the books should be according to the objectives.

• The language and elucidation should not hurt feelings of any caste, category, creed and religion.

• Special attention should be paid that most of the core areas are included in the content of the book.

• *The Indian Cultural Heritage* and *The National Pride* should be nurtured through the course-book.

2. The recommendations mentioned above could be seen reflected in the study material produced by Baalbharati as evident from the following observations:

a) The books are full of colourful pictures.

b) The pictures are self-explanatory, proportionate, well-drawn, in the form of cartoons and they are easy to recognize with a contrasting outline.

c) The pictures depict the actions well.
d) The facial-expressions are well drawn in the pictures.

e) Students are well prepared through preparatory activities before they learn stories, rhymes, etc.

f) The books are full of language activities. So that the students are engaged in the activities. And they learn English without burden through these activities.

g) The pronunciations of the rhymes/ songs/ poems are given in familiar orthography in the books such as the Devnagari script.

h) Students' interest is taken into consideration while preparing the material. So that they are encouraged for self-study.

i) There are a lot of exercises, parallel and extension activities, for the students, included in both the parts of the revised edition of *My English Book One*. In that sense it is really a workbook for them.

j) Separate series of workbooks from class II onwards, titled *My English Activity Book*..., is produced by Baalbharati for the students.

k) The language used in the books is easy as per the recommendations of the syllabus committee.

l) It is entertaining and suitable to the age-group, too.

m) The font used in the books is good, clear and legible.

n) The font size is big enough.
o) The matter to be read by the students is given in comparatively bigger size.

p) As per the recommendations of the syllabus committee the content incorporated in the books is coherent with the experiences of the learners.

q) The content and elucidation in the books is according to the objectives.

r) The language and elucidation in the books doesn’t hurt feelings of any caste, category, creed and religion.

s) *The Indian Cultural Heritage* and *The National Pride* are nurtured through the course-books.

t) Though the focus is on the development of the language skills, special attention has been paid and care has been taken that most of the core areas, values and life-skills are included in the content of the books.

**General Conclusion:**

*The course-books of English (LL) for classes I to IV are produced as per the recommendations of the syllabus committee about the production of the study material.*
**Objective no.3:** To study the present status of the implementation of the syllabi of English (LL) for classes I to IV in Aurangabad district.

There are various components of the process of implementation of the syllabi of English (LL) for classes I to IV. They include the knowledge of syllabus of English, the knowledge and understanding of various methods of teaching and approaches to teaching English; the preparation necessary for teaching; the methodology of actual classroom teaching; the classroom management; the use of support material in the teaching of English; and the evaluation process. That’s why it was necessary to divide the broad objective no. 3 into specific objectives.

The specific objective wise analysis of the conclusions is as follows:

**Specific objective A:** To study the knowledge of the teachers of English about the syllabus of English (LL) for classes I to IV.

Statement no. 16, 17 & 18 were included in the five point rating scale no.1 (about teacher’s qualities) for headmasters. The conclusions of their responses to these statements were as follows:

1. The knowledge of syllabus in half of the teachers is high whereas it is average in ¼ teachers.
2. The knowledge of objectives in more than half of the teachers is average whereas it is high in \( \frac{1}{3} \) teachers.

3. The knowledge of Expected Learning Outcomes in about half of the teachers is average whereas it is high in \( \frac{1}{3} \) teachers.

**General Conclusion:**

*Half of the teachers have good knowledge of the syllabus of English (LL); and average knowledge of objectives and Expected Learning Outcomes for classes I to IV.*

**Specific objective B:** To study the knowledge and understanding of the teachers about the methods of and approaches to teaching English.

Question no. 23 & 24 were included in the questionnaire for the Resource Persons. The conclusions of their responses to these questions were as follows:

1. Teachers have understood fully to largely the eclectic method in the SMART-PT programme.

2. Teachers at large can use the eclectic method effectively.

Question no. 25 & 26 were included in the questionnaire for the practicing teachers. The conclusions of their responses to these questions were as follows:
1. More than $\frac{3}{5}$ teachers stated either approaches to or techniques of teaching English when they were asked to state the method, about $\frac{1}{4}$ couldn’t decide upon which method they use, above 10% teachers use the Translation method and just 7.69% teachers use the Direct method.

2. About half of the teachers couldn’t decide their approach to teaching English, about $\frac{1}{5}$ each adopt the Aural-oral approach, and the Multi-skill approach, about $\frac{1}{10}$ teachers have reported unrecognized and innovative approaches.

Statement no. 3, 30 & 34 were included in the five points rating scale no. 2 (about frequency of teacher’s activities) for the headmasters. The conclusions of their responses to these statements were as follows:

1. About $\frac{2}{5}$ teachers speak English quite often in the classroom whereas $\frac{1}{3}$ speak regularly and about $\frac{1}{5}$ speak occasionally.

2. About $\frac{1}{3}$ teachers use translation method quite often for teaching, whereas more than $\frac{1}{4}$ use it occasionally, about $\frac{1}{4}$ use it regularly and 18% use it rarely.

3. About half of the teachers regularly adopt the learner-centred approach whereas more than $\frac{1}{4}$ adopt it quite often.

Question no. 1, 2 & 19 were included in the questionnaire for cluster heads. The conclusions of their responses to these questions were as follows:
1. In about half clusters 76 to 100% teachers teach English adopting the translation method, in about \( \frac{1}{4} \) clusters 51 to 76% teachers adopt it, in \( \frac{1}{4} \) clusters less than 50% teachers adopt it.

2. In about \( \frac{2}{5} \) clusters each more than 75% & 26 to 50% teachers teach English adopting the Direct method, in about \( \frac{1}{4} \) clusters less than 26% teachers adopt it.

3. In about \( \frac{2}{3} \) clusters less than 26% teachers teach English adopting the Eclectic method, in about \( \frac{1}{3} \) clusters 26 to 75% teachers adopt it.

4. In about \( \frac{4}{5} \) clusters less than 26% teachers teach English adopting Dr. West’s New method, in about \( \frac{1}{5} \) clusters 26 to 50% teachers adopt it.

5. In about half clusters 26 to 50% teachers teach English adopting the Bi-lingual method, in remaining half clusters less than 26% teachers adopt it.

6. In about \( \frac{3}{4} \) clusters less than 26% teachers teach English adopting other methods, in about \( \frac{1}{4} \) clusters 26 to 50% teachers adopt them.

7. In \( \frac{2}{5} \) clusters 26 to 50% teachers have adopted learner-centred approach; in 30% clusters less than 26% teachers adopted it, in \( \frac{1}{5} \) clusters more than 75% teachers adopted it, and in 10% clusters 51 to 75% teachers have adopted it.

**General Conclusions:**

1. *Teachers have understood well the eclectic method and they can use it effectively.*
2. *They can’t distinguish between methods, approaches and techniques.*

   Very few teachers have adopted the direct method and eclectic approach.

3. *Majority of the teachers use translation method quite often.*

4. *Half of the teachers have adopted the learner-centred approach.*

In a nutshell,

   *Teachers don’t have a good knowledge of the methods, approaches and techniques of teaching English. They jumble these concepts. Very few teachers have adopted the recommended eclectic approach and the direct method of teaching English. Majority of the teachers use the translation method quite often. But about half of the teachers have adopted the learner-centred approach.*

**Specific objective C:** To study the efforts the teachers take in the pre-teaching phase for preparation of teaching English.

   Question no. 2, 3, 4, 6, 8, 12, 14, 15, 37, 39 & 43 were included in the questionnaire for the practicing teachers. The conclusions of their responses to these questions were as follows:

1. About 50 to 70% schools have the cassettes produced by Baalchitravani for classes I to IV and about $\frac{1}{5}$ schools don’t have any of these cassettes.
2. About \( \frac{4}{5} \) schools have the copy of syllabi-book of English for classes I to IV; about \( \frac{3}{4} \) schools have the copy of the dictionary produced by Baalbharati; very few schools (about 13%) have English-English dictionary with phonemic transcription; about half of the schools have the copies of ‘Teacher’s Handbook’s produced by Baalbharati; and The schools without reference material are negligible.

3. The English language laboratories are not set up in Aurangabad district for the teachers to prepare themselves before teaching.

4. More than half of the teachers have their personal cassette player at home; out of them, \( \frac{3}{4} \) teachers use it for the preparation of teaching English.

5. About half of the teachers have their personal library at home; out of them, about \( \frac{2}{3} \) teachers have dictionary in their personal library, and more than \( \frac{1}{3} \) have books about grammar; about 10% teachers have copy of syllabi-book, training modules, teacher’s handbooks, story-books, encyclopaedia, books about methodology and spoken English in their personal library.

6. More than half of the teachers of classes I to IV are not SMART-PT trained; out of them, \( \frac{2}{3} \) seek guidance either of their seniors/Headmaster/Cluster Head, and \( \frac{1}{3} \) don’t seek their guidance.

7. More than \( \frac{4}{5} \) teachers feel need of special training to facilitate teaching of English; out of them, maximum numbers of teachers
demanded training about teaching methodology, about $\frac{1}{4}$ demanded it for development of language skills and grammar competence, 12% demanded for phonetics, and very few demanded for spoken English and development of vocabulary.

8. About $\frac{1}{3}$ teachers don’t get any guidance regarding teaching of English from their seniors/ Headmaster/ Cluster Head; about $\frac{1}{3}$ teachers get guidance about teaching methodology, $\frac{1}{4}$ about rhymes and 10% about use of teaching aids.

9. About $\frac{4}{5}$ teachers use reference material for preparation of teaching; out of them, about $\frac{2}{5}$ use it as per need, about 17% each twice/ thrice a week, and sometimes, about 10% each quite often, and rarely, about 7% daily.

10. About $\frac{1}{5}$ teachers use the bazaar cassettes for the preparation of teaching; out of them, half teachers use CDs produced by Jingle Toons, about $\frac{1}{4}$ teachers use CDs of Nursery Rhymes, 15% use cassettes of stories, about 10% use cassettes of poems & rhymes.

11. About $\frac{2}{5}$ of the teachers don’t know the standard actions of the rhymes/ action songs prescribed in the SMART-PT programme; out of them, about $\frac{3}{5}$ teachers learn them from their senior teachers, about $\frac{1}{5}$ from Cluster Heads, 10% from SMART-PT trained teachers.
Question no. 1, 5, 12 & 13 were included in the questionnaire for the headmasters. The conclusions of their responses to these questions were as follows:

1. The cassettes produced by *Baalchitravani* are available in all the schools.

2. The syllabi-book and dictionary produced by *Baalbharati* is available in over 90% schools, the Training Modules are available in ¾ schools, the Teacher’s Handbooks are available in about ¾ schools, but the English-English dictionary with phonemic transcription is available in less than 1/5 schools.

3. In most of the schools the English Language Lab. is not set up; it is used by the teachers of English where it is set up.

4. About 2/3 teachers of English seek the guidance of their HM for teaching English; about 1/3 headmasters guide their teachers of English about the use of teaching aids, about ¼ avail the guidance of subject-experts for their teachers of English, about 15% each guide using books, about methodology, and about rhythm and actions of the rhymes.

Statement no. 4, 5, 6, 11, 12 & 14 were included in the rating scale no.2 for the headmasters. The conclusions of their responses to these statements were as follows:
1. Two fifth teachers regularly use dictionary for reference whereas ¼ use it quite often and about ¼ use it rarely.

2. More than ¼ teachers use Teacher’s Handbooks regularly for preparation whereas ¼ use it quite often, a little less than ¼ use it rarely and 1/5 use it occasionally.

3. Seventy% teachers prepare themselves regularly before teaching whereas 15% prepare occasionally.

4. About 2/5 teachers occasionally use cassettes for preparation whereas 1/3 use it quite often.

5. About 2/3 teachers regularly refer syllabus book before teaching whereas 12% use it occasionally and 10% never use it.

6. About ¾ teachers regularly prepare lesson notes in advance whereas about 1/5 prepare it quite often.

Question no. 4, 6 & 10 were included in the questionnaire for the cluster heads. The conclusions of their responses to these questions were as follows:

1. In about 1/3 clusters 76 to 100% teachers use reference books for preparation, in above 1/5 clusters 51 to 75% teachers use them, and in ¼ clusters each 26 to 50% & less than 26% teachers use them.

2. In about ¾ clusters 76 to 100% schools have copies of syllabi book; and in ¼ clusters 51 to 75% schools have it, in more than half clusters more than 75% schools have copies of *My First English Dictionary*;
and in less than half clusters less than 76% schools have it, in more than half clusters more than 75% schools have copies of *Let’s Teach* (training modules) for Classes I to IV; and in remaining less than half clusters less than 76% schools have them, in about \( \frac{2}{3} \) clusters more than 75% schools have copies of *Teacher’s Handbooks* for Class I; and in \( \frac{3}{4} \) clusters for Classes II to IV; in \( \frac{1}{3} \) clusters & \( \frac{1}{4} \) clusters respectively less than 76% schools have them.

3. In half the clusters 26 to 100% schools have copies of English-English dictionaries with phonemic transcript; and in remaining half clusters less than 26% schools have it.

4. In 47% clusters less than 26% teachers seek the guidance of C.H.; in 45% clusters above 75% teachers seek it; and in 8% clusters 26 to 50% teachers seek it.

**General Conclusions:**

1. *The English language laboratories are not set up in the district.*

2. *The reference materials except English-English dictionary with phonemic transcription are available in most of the schools. The English-English dictionary is available in very few schools.*

3. *Less than half of the teachers use cassette player at home for preparation.*

4. *More than half of the teachers are not SMART-PT trained. Most of them seek guidance of seniors, Headmaster and Cluster Head.*
5. **Majority of the teachers use reference materials as per their need for preparation.**

6. **More than half of the teachers seek guidance of their headmaster and cluster head.**

7. **Majority of the teachers (70%) prepare themselves regularly before teaching.**

8. **Half of the teachers use dictionaries and Teacher’s Handbooks for preparation.**

9. **Majority of the teachers (2/3) refer syllabus before teaching.**

10. **Most of the teachers (3/4) prepare lesson notes regularly well in advance.**

In a nutshell,

The facility of language laboratory is not available in the district. Reference materials except the English-English dictionary are available to most of the teachers; SMART-PT untrained teachers seek guidance of seniors, headmasters & cluster heads; More than half of the teachers seek guidance of headmaster & cluster head; and majority of the teachers use reference materials for preparation.
**Specific objective D:** To study the methodology of teaching English deployed by the teachers of English.

Question no. 22 was included in the questionnaire for the Resource Persons. The conclusion of their responses to this question was as follows:

1. According to more than half R.P.s, the guided reading of books was fully helpful for teachers in adopting teaching methodology; according to ¼ R.P.s each, it was largely helpful; and according to ¹⁄₅ R.P.s, it was moderately to rarely helpful.

Question no. 24, 27, 28, 29, 34, 36, 42 & 44 were included in the questionnaire for the practicing teachers. The conclusions of their responses to these questions were as following:

1. More than ¹⁄₃ teachers give a model recitation of the rhyme to be taught, about 30% teachers give a model reading, about ¹⁄₅ provide opportunities to repeat after them, very few conduct recitation.

2. About ¾ teachers give the demonstration of actions while teaching the action-songs, ²⁄₅ get them repeated by students, ¹⁄₃ teachers either recite the rhymes with rhythm or play cassette, ¹⁄₅ get the lines repeated after the recital, about 14% teachers conduct the practice with actions.
3. More than $\frac{1}{3}$ teachers tell stories with gestures to the students, about $\frac{1}{3}$ read it aloud and explain it with the help of support material, less than 15% get it dramatized or repeated in meaningful chunks.

4. About $\frac{2}{5}$ teachers get the dialogues practised by the pupils, about $\frac{1}{4}$ give a demonstration through role-play, more than 15% read the dialogues aloud or play cassette as a model.

5. About $\frac{1}{4}$ teachers each tell the model pronunciations of the words, and either explain or elicit meaning by creating learning situations, about $\frac{1}{5}$ get the standard pronunciations repeated, 5 to 10% ask students to memorize words and their meanings, and give them the mother-tongue equivalents of words.

6. About $\frac{2}{3}$ teachers explain the grammar items with the help of support material, more than $\frac{2}{5}$ conduct practice, about $\frac{2}{5}$ present examples, less than $\frac{1}{3}$ ask students to generalize and to apply rules, about $\frac{1}{5}$ give exercises to students, more than 10% explain grammar rules.

7. About $\frac{4}{5}$ teachers explain the linguistic items using support material, about $\frac{1}{2}$ take practice, $\frac{1}{4}$ create learning situations, more than $\frac{1}{5}$ each present examples of linguistic item, and ask students to apply.

8. About $\frac{3}{5}$ teachers explain the structures to the students with the help of support material, half teachers take practice, about $\frac{1}{3}$ present examples, more than $\frac{1}{4}$ ask students to apply, less than $\frac{1}{5}$ each discuss about the construction of the structure, and help students to generalize.
9. Above $\frac{3}{5}$ teachers show the responses to the instructions, and $\frac{3}{4}$ get them repeated, about $\frac{2}{3}$ read aloud the instructions and half of them get them repeated, half teachers conduct practice in groups and individually, about $\frac{1}{4}$ discuss about the instruction and its response, and explain the situation with the help of support material.

10. More than half teachers give listening practice to the pupils to develop their listening skill, about $\frac{1}{3}$ teachers recite or play rhymes, about $\frac{1}{4}$ play cassettes/ read aloud passages, and use repetition technique, 10 to 15% ask students to listen and act and to converse.

11. About $\frac{1}{4}$ teachers use the recitation technique to develop speaking skill, $\frac{1}{5}$ teachers use repetition technique, 10 to 20% use different techniques like speaking practice, conversation technique, description & narration technique.

12. About half of the teachers give a demonstration of the conversation and get them practised, more than $\frac{1}{5}$ teachers get them dramatized, about 15% each get them repeated as per the model, and ask students to enact.

13. More than $\frac{3}{5}$ teachers use practice technique to develop reading skill, half teachers adopt recitation practice technique, about $\frac{1}{3}$ use repetition technique, about $\frac{1}{5}$ read aloud or play cassette as a model, more than 10% use flash-cards.
14. More than half of the teachers make students practise in four-line note-books, about half give them copying practice, 13% pay individual attention towards pupils while they write and guide them individually.

15. About 15% teachers each adopt play-way method & the concept of joyful learning, and recite rhymes to encourage students to learn English, about 10% each use plenty of educational aids & SLM, and create conducive atmosphere for learning, 5 to 10% each use language games, organize competitions, and use English language kit developed under LEP.

16. The special efforts taken by $\frac{2}{5}$ teachers to develop the listening skill of the pupils are Nil, 10 to 15% either tell stories to the pupils or use cassette player and radio.

17. Special efforts taken by about half of the teachers to develop speaking skill of their students are nil, 5 to 10% use various stimuli for speaking, arrange elocution competition, organize various language games in the classroom, and promote students to read English newspapers.

18. The special efforts taken by about $\frac{3}{5}$ teachers to develop reading skill are nil, 5% to 10% each provide opportunity to every student to read aloud, use flash-cards, and use cassette player and cassettes.
19. The special efforts taken by about $\frac{3}{5}$ teachers to develop conversation skill are nil, 16% organize drama/skits, 5% to 8% use cassette players, arrange group discussions, and present model conversation.

20. The special efforts taken by more than half of the teachers to develop conversation skill are nil, about $\frac{1}{5}$ conduct writing practice in four-line note-books, more than 10% conduct handwriting competition.

21. More than $\frac{2}{5}$ teachers teach new vocabulary by using support material, $\frac{1}{5}$ give pronunciation practice, 10 to 15% either by writing on the black-board or by repeating the pronunciation.

22. For the development of language skills, about $\frac{1}{4}$ teachers use cassette players and cassettes, about $\frac{1}{5}$ each use teaching aids, and conduct practice.

23. About $\frac{9}{10}$ of the teachers use the mother-tongue in the classroom; out of them, about half use it for better understanding, about $\frac{1}{4}$ for explaining new vocabulary, concepts and ideas, about 16% for giving instruction, 8% each for translating, and to establish rapport.

24. About $\frac{3}{5}$ teachers teach grammar functionally, and $\frac{2}{5}$ formally.

Question no. 14, 15, 17 & 18 were included in the questionnaire for headmasters. The conclusions of their responses to these questions were as follows:

1. Teachers teach grammar functionally in the schools of more than $\frac{3}{5}$ headmasters, they teach it formally in the schools of more than $\frac{1}{4}$
headmasters, and inductively in the schools of about 10% Headmasters.

2. Teachers don’t teach grammatical terms to their students in the schools of more than $\frac{2}{3}$ headmasters.

3. While presenting rhymes in the classroom, teachers show actions in more than $\frac{3}{5}$ schools, they recite the rhymes in more than half schools, they get the lines repeated in about half schools, they give a model reading in about $\frac{1}{3}$ schools, they play cassettes and conduct practice in schools ranging from 23 to 29%.

4. While presenting action songs in the classroom, teachers show actions in more than $\frac{4}{5}$ schools, they recite the rhymes and get the lines repeated in half the schools, they conduct practice, play cassettes and give a model reading of the songs in $\frac{1}{5}$ schools.

5. While presenting stories in the classroom, teachers give a model reading of the story, and use teaching aids in more than half schools, they show gestures in $\frac{1}{4}$ schools, they explain new vocabulary and events from the story, translate the stories, and conduct practice in 14 to 20% schools.

6. While presenting conversations in the classroom, teachers get the dialogues practised in more than $\frac{2}{3}$ schools, they demonstrate the conversations, give a model reading of the dialogues, and get them repeated in 35 to 40% schools.
7. While presenting vocabulary items in the classroom, teachers explain the meaning of new words/ phrases using various teaching aids in about \( \frac{2}{3} \) schools, they translate the meaning in \( \frac{1}{4} \) schools.

8. While presenting grammar items in the classroom, teachers present various examples, and ask students to observe carefully in about \( \frac{1}{3} \) schools, they ask students to apply newly learnt item in about \( \frac{1}{4} \) schools, they discuss about the situation, explain using teaching aids, and ask students to generalize in 14 to 18\% schools.

9. While presenting linguistic items in the classroom, teachers give a model reading, present examples, and discuss about the situation in about \( \frac{1}{3} \) schools, they conduct practice in about 30\% schools, they ask students to apply the learnt item in more than \( \frac{1}{5} \) schools, they present the items through language games in 15\% schools.

10. While presenting structures in the classroom, teachers give a model reading of the structure, and conduct practice of it in about \( \frac{2}{5} \) schools, they explain the structures using teaching aids, and get the structure repeated in \( \frac{1}{5} \) schools, they discuss about the situation in 14\% schools.

11. While presenting instructions in the classroom, teachers conduct practice of instructions & responses, and give a model reading in about \( \frac{2}{5} \) schools, they create situation to explain response, discuss about the instruction and response, and get the responses and
instructions repeated in 15 to 18% schools, they give the demonstration of responses to the instructions in 12% schools.

12. What the Headmasters like most about the teachers of English is the interactions with students in about $\frac{1}{3}$ schools, it’s commitment, method of teaching, and the enthusiasm of their teachers in 21 to 30% schools, it’s the popularity of their teachers among students, and their encouraging attitude in about 10% schools.

Statement no. 13 was included in the rating scale no. 1 for the headmasters. The conclusion of their responses to this statement was as follows:

1. The popularity of $\frac{2}{3}$ teachers among students is high whereas it is very high of 15% teachers.

Statement no. 7, 8, 9, 16, 25, 26, 27, 33 & 35 were included in the rating scale no. 2 for the headmasters. The conclusions of their responses to these statements were as follows:

1. Two fifth teachers occasionally speak mother-tongue in the classroom whereas $\frac{1}{4}$ each speak regularly and quite often.

2. Two fifth teachers regularly encourage students to speak English whereas $\frac{1}{4}$ encourage quite often and a little less than $\frac{1}{4}$ encourage occasionally.

3. Fifty-five% teachers regularly expose students to English language whereas $\frac{1}{5}$ expose quite often.
4. About half of the teachers quite often use controlled vocabulary while explaining, whereas \( \frac{2}{5} \) teachers use it occasionally.

5. About half of the teachers adopt play-way method regularly for teaching whereas about \( \frac{1}{4} \) adopt it occasionally and \( \frac{1}{5} \) adopt it quite often.

6. One third teachers do team-teaching quite often whereas about \( \frac{1}{4} \) teachers do it regularly and \( \frac{1}{5} \) teachers never do it.

7. Three fifth teachers regularly show actions while teaching rhymes whereas about \( \frac{1}{5} \) show them occasionally.

8. About \( \frac{1}{3} \) teachers regularly adopt innovative practices for teaching whereas more than \( \frac{1}{4} \) adopt them quite often and \( \frac{1}{5} \) rarely adopt them.

9. Thirty\% teachers reinforce quite often the responses from the learners whereas another 30\% do it occasionally and \( \frac{1}{4} \) do it regularly.

Question no. 15 & 16 were included in the questionnaire for the cluster heads. The conclusions of their responses to these questions were as follows:

1. In about \( \frac{1}{3} \) clusters 26 to 50\% teachers are favourite among students, in \( \frac{1}{4} \) clusters above 75\% teachers are favourite, and in \( \frac{1}{5} \) each clusters less than 26\% & 51 to 75\% teachers are favourite.

2. In above half clusters less than 26\% teachers teach English playfully, in about \( \frac{1}{4} \) clusters 51 to 75\% teachers teach playfully, and in about \( \frac{1}{4} \) clusters together 26 to 50\% & above 75\% teachers teach playfully.
General Conclusions:

1. Guided reading done in the SMART-PT programme was helpful to the teachers while adopting teaching methodology.

2. All teachers don’t follow all the necessary steps (recommended in the Teacher’s Handbooks) while teaching rhymes, action songs, stories, conversation pieces, vocabulary items, grammar items, linguistic items, structures and instructions.

3. Very few teachers use apt techniques for the development of language skills (e.g.: some apt techniques used by fewer teachers are- playing cassette, giving instructions for the development of listening skill; repetition, description, narration, group discussions for the development of speaking skill; role-play, repetition, enacting, group discussions, chatting, interviewing for the development of conversation skill; repetition, model reading, reading practice, questioning for the development of reading skill; copying, tracing, completion & filling exercises for the development of writing skill.) Most of the teachers fail to choose apt (proper) techniques. Some techniques are not used at all.

4. Very few teachers adopt play-way method and conduct competitions as a measure to encourage learners. Some measures are not taken such as appreciation of efforts by learners, reinforcement, and prize distribution as an incentive.
5. Most of the teachers don’t take any special effort to develop the language skill.

6. Most of the teachers use Mother-tongue in the classroom for better understanding. Very few use it for giving instructions and to establish rapport. Most of the teachers fail to use it judiciously.

7. About half of the teachers expose students to English language; often use controlled vocabulary; and encourage them to speak in English.

In a nutshell,

Guided reading done in the SMART-PT programme helped teachers in adopting teaching methodology; most of the teachers fail to adopt necessary (recommended) steps in teaching different content; they fail to choose apt (proper) techniques for the development of language skills; very few of them use proper techniques; some techniques are not used at all; as an effort to encourage learners very few teachers adopt play-way method and conduct competitions; some measures are not taken such as appreciation of efforts, reinforcement, incentives, etc; most of the teachers don’t take any special effort to develop language skills; they fail to use the mother-tongue judiciously in the classroom; about half of the teachers expose students to English language, use controlled vocabulary and encourage students to speak in English.
Specific objective E: To know the awareness among teachers of English about the use of teaching aids in the teaching of English.

Question no. 5, 9, 10, 11, 40 & 41 were included in the questionnaire for the practicing teachers. The conclusions of their responses to these questions were as follows:

1. Most of the teachers get an amount of about Rs.500/- from their schools as grants for preparing teaching aids; and more than half of them spend about Rs100/- for the preparation of teaching aids conducive for teaching English, more than \(\frac{1}{3}\) teachers spend about half of the grants, and very few spend more than half of the grants for this purpose.

2. Most of the schools have charts; about 80 to 90% schools have flash-cards, picture-cards, pictures and word-cards; about half the schools have flannel-boards, models and sentence-strips; in more than \(\frac{1}{3}\) schools there are objects; and in \(\frac{1}{4}\) schools there are flannel-units.

3. Half of the teachers have prepared charts for teaching English; more than \(\frac{1}{3}\) have prepared flash-cards, picture-cards and word-strips; about \(\frac{1}{4}\) have prepared pictures; about 15% have prepared models and sentence-strips and less than 10% (very few) have prepared flannel-boards, flannel-units and objects.
4. Half of the teachers have purchased charts for teaching English; about 15% have purchased flash-cards, picture-cards, pictures and models; less than 10% (very few) have purchased flannel-boards, flannel-units, objects, word-cards and sentence-strips.

5. About \( \frac{1}{3} \) teachers use bazaar cassettes/ CDs in the classroom; out of them, \( \frac{1}{4} \) each use CDs produced by Jingle Toons, CDs of Nursery Rhymes, and cassettes of spiritual songs & prayers, about \( \frac{1}{8} \) use cassettes of stories.

6. Less than half of the teachers use cassette players in the classroom; out of them about \( \frac{2}{5} \) use it when they teach rhymes, action songs and conversation, about \( \frac{1}{3} \) teachers use it as per need and about \( \frac{1}{5} \) use it once to thrice a week.

Question no. 1, 2, 3, 4, 6 & 11 were included in the questionnaire for headmasters. The conclusions of their responses to these questions were as follows:

1. The cassettes produced by *Baalchitravani* and cassette players are available in all the schools; the cassette players are in working condition in about \( \frac{4}{5} \) schools, and they are faulty/ not in working condition in about \( \frac{1}{5} \) schools.

2. Electricity facility as the power source is available in about \( \frac{4}{5} \) schools, UPS is available in about 14% schools; there are about 10% schools in which not a single power source is available.
3. The C.D. players are not available in about $4/5$ schools but they are in working condition wherever they are available.

4. The computers are available in $1/3$ schools; out of them there are two computers in about $3/5$ of those schools, in about $2/5$ schools there is only one computer.

5. In about $95\%$ schools the Educational Aids Grants are distributed to the teachers; the remaining schools are non-granted and don’t receive any grant for the aids.

Statement no. 1, 2 & 10 were included in the rating scale no.2 for the headmasters. The conclusions of their responses to these statements were as follows:

1. About $2/5$ teachers occasionally use cassette player in the classroom whereas $30\%$ use it quite often and $16\%$ use it rarely.

2. One third teachers teach English quite often using teaching aids whereas $30\%$ teachers use them regularly and $1/5$ use them occasionally.

3. One third teachers prepare teaching aids quite often whereas more than $1/4$ prepare them occasionally and $1/4$ regularly.

Question no. 3, 5, 7, 8 & 9 were included in the questionnaire for the cluster heads. The conclusions of their responses to these questions were as follows:
1. In above $\frac{1}{3}$ clusters 76 to 100% teachers use teaching aids regularly in daily teaching, in about $\frac{1}{4}$ clusters each 51 to 75%, & 26 to 50% teachers use them regularly, in 14% clusters less than 26% teachers use them regularly.

2. In about $\frac{1}{3}$ clusters 76 to 100% teachers use cassette player in the classroom, in $\frac{1}{4}$ clusters each 26 to 50% & less than 26% teachers use it, and in 17% clusters 51 to 75% teachers use it.

3. In about half clusters 26 to 50% schools have working cassette players, in about $\frac{1}{3}$ clusters less than 26% schools have it, and in $\frac{1}{5}$ clusters more than 50% schools have it.

4. In $\frac{3}{4}$ clusters less than 51% schools have facility of electric supply, and in $\frac{1}{4}$ clusters more than 50% schools have it.

5. In more than 90% clusters less than 26% schools have computers; in less than 10% clusters 26 to 50% schools have it.

**General Conclusion:**

Most of the schools have the facilities of electric supply, cassette players and cassettes produced by Baalchitravani, but less than half the teachers use cassette player in the classroom and that too isn’t used regularly. Most of the schools have teaching aids like charts, flash-cards, picture-cards, word cards and pictures; half the schools have flannel-boards, models and sentence strips. In most of the schools educational aids grants Rs.500/- per year are distributed to the teachers
and more than half the teachers spend Rs.100/- on the aids for English subject; half each teachers prepare and purchase charts; about \( \frac{1}{3} \) prepare flash-cards, picture-cards and word-cards. Though enough educational aids are available, very few teachers use them regularly.

Specific objective F: To know the ways that the teachers of English adopt to manage the classroom.

Question no. 31, 32, 33, 35 & 38 were included in the questionnaire for the practicing teachers. The conclusions of their responses to these questions were as follows:

1. More than half of the teachers assign homework to promote learners for self-study; about \( \frac{1}{4} \) teachers provide self-learning material to the learners; about 10% form group/pairs of peer learners.

2. In more than half the classes from classes I to IV the numbers of students per class are less than or up to 30 students only, its between 30 & 50 students in about \( \frac{1}{4} \) classes, in about 12% classes its 50 to 60 students, about 10% classes are overcrowded with more than 60 students in a class.

3. A little less than \( \frac{2}{3} \) teachers change the seating arrangement of the learners for various language activities; out of them, more than half make them sit circular, about \( \frac{2}{5} \) make them sit in small groups, about
14% make them sit in lines/ rows, about 10% make them sit in semi-circular formation.

4. A little less than \( \frac{3}{4} \) teachers use the ‘My English Activity Book’ s in the classroom.

5. About \( \frac{1}{3} \) teachers seek the active participation of the learners through the recital of rhymes and action songs with action, about \( \frac{1}{4} \) through various language activities, about 18% organize language games, about 12% make the T-L process joyful.

Statement no. 13, 17, 28 & 29 were included in the rating scale no. 2 for the headmasters. The conclusions of their responses to these statements were as follows:

1. More than half of the teachers regularly change seating arrangement of students whereas \( \frac{1}{5} \) change it quite often.

2. Two fifth teachers regularly provide opportunities to students for speaking whereas \( \frac{1}{4} \) do so quite often and \( \frac{1}{5} \) do it occasionally.

3. About \( \frac{2}{3} \) teachers regularly ask students to do activities in the classroom whereas \( \frac{1}{5} \) occasionally do so.

4. About \( \frac{3}{5} \) teachers regularly ask students to do exercises from the activity books whereas \( \frac{1}{5} \) quite often do so.

**General Conclusion:**

*In more than half classes the strength is below 30 students; very few classrooms are overcrowded. About \( \frac{2}{3} \) teachers change the*
seating arrangement of the learners; more than half of them make them sit circular and about \( \frac{2}{5} \) in small groups; very few form pairs of the peer learners. Most of the teachers provide opportunities to students for speaking; more than half regularly ask them to do activities in the classroom and to do exercises from the activity books.

**Specific objective G:** To know the evaluation tools and techniques used by the teachers to evaluate the achievement of the students in English.

Question no. 45 - 52 were included in the questionnaire for the practicing teachers. The conclusions of their responses to these questions were as follows:

1. About \( \frac{1}{3} \) teachers each evaluate students orally, and through written tests, about 13% through activities, less than 5% each informally, through their responses, observation, practicals, questions, homework, and through competition.

2. About 70% teachers keep the record of the performance by the students.

3. Majority of the students of about \( \frac{3}{5} \) teachers can listen to English with understanding.

4. Majority of the students of more than \( \frac{4}{5} \) teachers can’t speak English fluently and according to phonetic standards.
5. Majority of the students of about ¾ teachers can’t read English with understanding.

6. Majority of the students of a little more than half of the teachers can’t write English legibly.

7. Majority of the students of about $\frac{4}{5}$ of the teachers can’t communicate successfully in English.

8. The students are above average achievers in the listening skill in about $\frac{1}{3}$ schools. They are average in about $\frac{3}{5}$ schools. And they are below average in very few schools (10%).

9. They are above average achievers in the skill of speaking in very few schools (less than 10%). They are average in the skill in a little less than half of the schools. And they are below average in the skill in about 45% schools.

10. The students are above average achievers in the skill of Reading in about 10% schools. They are average in the skill in more than half of the schools. And they are below average in about 35% schools.

11. They are above average in the skill of writing in about $\frac{1}{5}$ schools. They are average in the skill in more than half of the schools. And they are below average in more than $\frac{1}{4}$ schools.

12. The students are above average achievers in the skill of communication in very few schools (7%). They are average in about
1/3 schools. And they are below average in the skill in most of the schools (about 2/3 schools).

Question no.16 was included in the questionnaire for the headmasters. The conclusion of their responses to this question was as follows:

1. Teachers don’t maintain personal diary to note the inputs from evaluation in the schools of about 2/3 headmasters.

Statement no. 18, 19, 20, 22, 31, 32 & 36 were included in the rating scale no.2 for the headmasters. The conclusions of their responses to these statements were as follows:

1. About 1/3 teachers rarely complain about the achievement of students and ¼ do it occasionally.

2. About half of the teachers regularly evaluate students whereas 1/3 teachers evaluate them quite often.

3. Fifty-five% teachers maintain evaluation record regularly whereas ¼ maintain it quite often.

4. More than 2/5 teachers check assignments regularly whereas about 1/3 do it quite often.

5. Thirty% teachers do remedial teaching quite often whereas ¼ do it occasionally and about ¼ do it rarely.

6. One third teachers note down inputs from evaluation quite often whereas ¼ do so regularly and 1/5 do it occasionally.
7. More than $\frac{2}{5}$ teachers regularly give feedback to students about their progress whereas about $\frac{1}{3}$ do so quite often.

Question no.17 & 18 were included in the questionnaire for the cluster heads. The conclusions of their responses to these questions were as follows:

1. In about half clusters less than 26% teachers evaluate students’ performance in English; in $\frac{1}{5}$ clusters 51 to 75% teachers evaluate it, and in 14 & 19% clusters respectively above 75% & 26 to 50% teachers evaluate it.

2. In above half clusters 26 to 50% teachers maintain personal diary to note down observations; in $\frac{2}{5}$ clusters less than 26% teachers maintain it, and in 7% clusters above 50% teachers maintain it.

**General Conclusion:**

*More than half the teachers evaluate students through oral and written tests; very few evaluate them continuously and comprehensively. Majority of the teachers maintain record of their testing but don’t maintain personal diary to note down inputs from evaluation. More than half the teachers check assignments regularly but don’t do remedial teaching regularly. About half the teachers regularly give feedback to the students about their progress. The listening skill of majority of the students is developed but the speaking, reading, writing and communication skills aren’t developed up to expectations.*
5.4 Testing of the hypotheses:

Hypothesis no.1: The course books of English (LL) for classes I to IV are in tune with the syllabus framed.

The in-depth study of the syllabi-book of English (LL) for classes I to IV as well as the in-depth study of the course-books of English for these classes was undertaken and the outcome of the in-depth study was that the course-books are produced by Baalbharati as per the recommendation the production of the books done by the syllabus committee.

The resource persons were asked questions no. 11, 12, 13, 14 & 15 to study the reflection of the syllabus into the course-books; and the outcome of the analysis of these questions was that the course-books are in tune with the recommendations about the production of the study material made by the syllabus committee.

The outcomes of both the in-depth studies as well as analysis of responses from the resource persons reveal that the course books of English (LL) for classes I to IV are in tune with the syllabus framed. Hence this hypothesis is accepted.

Hypothesis no.2: The teachers of English in Aurangabad district are not well aware of the syllabus and objectives of teaching English to classes I to IV.
The headmasters were asked to register their responses to statement no. 16, 17 & 18 included in the five point rating scale no.1 (about teacher’s qualities); and to statement no.12 from rating scale no.2. The findings from the responses to these statements reveal that half of the teachers have good knowledge of the syllabus of English (LL); and average knowledge of objectives and Expected Learning Outcomes for classes I to IV. About 2/3 teachers regularly refer syllabus book before teaching. The findings do not match with hypothesis no.2. Hence this hypothesis is rejected.

**Hypothesis no.3**: The teachers have knowledge and understanding of methods, approaches and techniques of teaching English.

The resource persons were asked question no. 23 & 24 to know about the teacher’s understanding of and ability to use the eclectic method. And the findings are that most of the teachers have understood fully to largely the eclectic method and they can use it effectively.

The practicing teachers were asked question no. 25, 26 & 27 to know which methods, approaches and techniques they adopt for teaching English to classes I to IV. But the findings were alarming. Most of the teachers can’t distinguish between methods, approaches and techniques of teaching English; about ¼ couldn’t decide upon which
method they use; and about half of the teachers couldn’t decide their approach to teaching English. Very few have adopted the direct method and the eclectic approach. Most of the teachers fail to adopt apt technique to develop language skills. The findings differ from the hypothesis no.3. except that they have understood the eclectic method in SMART-PT programme. Hence this hypothesis is rejected.

**Hypothesis no.4:** The support material conducive for teaching English to classes I to IV is available in the schools in Aurangabad district.

The practicing teachers were asked question no. 2 & 9 to know availability of the teaching aids (support material) in the schools. The headmasters were asked question no.1 to know availability of cassettes by Baalchitravani. The findings of the responses to these questions were that the cassettes are available in most of the schools; most of the schools have charts; 80 to 90% schools have flash-cards, picture-cards, word-cards and pictures; about half the schools have flannel-boards, models and sentence-strips; $\frac{1}{3}$ schools have objects and $\frac{1}{4}$ have flannel-units. The findings agree the hypothesis no.4. Hence this hypothesis is accepted.
Hypothesis no.5: The implementation of the syllabi of English (LL) for classes I to IV by the teachers of English is not as per the course objectives in Aurangabad district.

The findings reveal that teachers have good knowledge of the syllabus and average knowledge of the objectives and expected learning outcomes. Most of the teachers jumble between methods, approaches and techniques. Their knowledge and understanding of the methods and approaches is poor. They fail to adopt proper method, approach and techniques to develop the language skills. They don’t follow the recommended steps while teaching various contents. Though the physical facilities and teaching aids are available the cassette players are not used regularly in the classrooms; the teaching aids are not used regularly. Very few teachers form pairs of the peer learners. Proper evaluation tools and techniques are not adopted. There is thrust on oral and written testing. Continuous and comprehensive evaluation is not done. The learners are not evaluated informally. The teachers don’t maintain personal diary to note down inputs from the formative evaluation process. And the students’ achievement in language skills is not satisfactory with exception of listening skill. All this situation indicates that the teaching-learning process is not up to mark and the course-objectives are not achieved up to expected level. Hence this hypothesis is accepted.
5.5  Recommendations:

5.5-A  Recommendations for Baalbharati:

1. The words to be read as a shape by the students in classes I & II should be bigger than the rest of the printed matter.
2. The colour of the printed words should be contrasting with the background colour to increase its legibility.
3. The words associated with pictures should be of bigger size and of contrasting colour with the background.
4. The illustrations for lower classes should be very attractive with clear outline and sharp colours.
5. The pronunciations given in the familiar orthography can’t represent some English sounds exactly. The phonemic script should be printed at least in the Teacher’s Handbooks.
6. All the communities of India should get equal representation in the content of the books.

5.5-B  Recommendations for Baalchitravani:

1. Animated Video CDs should be developed for English subject for classes I to VII.
2. The animated Video CDs should contain actions of the action words (verbs), animation of the science phenomena, situational conversations, animated stories, instructions & responses, etc.
3. Video CDs depicting standard actions of the rhymes and action songs should be produced.

4. Some durable flash-cards, picture-cards, word-cards, sentence-strips, charts should be developed.

5. Self-learning material for English should be developed parallel to the development of the books.

6. A multi-purpose and multi-use English language kit based on the syllabus of English should be developed for the development of all the language skills.

5.5-C  Recommendations for the Department of Education:

1. The primary teachers should be trained in phonetics.

2. A rigorous training like SMART-PT should be given to those teachers who are not SMART-PT trained.

3. All the teachers should undergo the Content Enrichment Programme.

4. Training about teaching methodology should be given to all the teachers.

5. An opportunity and access should be provided to willing primary teachers to develop their language skills and grammar competence.

6. Special training, about monitoring the teaching of English and proper guidance, should be given to the members of monitoring machinery.
7. English-English dictionary with phonemic transcription should be either supplied to each primary school or made compulsory to purchase from the grants.

8. English language laboratory should be set up at least in the Central Primary Schools/Cluster Resource Centres.

9. The teachers should be asked to prepare flannel units from the Educational Aids grants of Rs.500/-.

10. Special English teachers should be appointed in the schools.

11. CD players and colour TV sets should be made available in all the primary schools.

12. Graduate teachers with optional English subject or Post-Graduates in English should be appointed to teach English at least in the Upper Primary schools.

13. B.Ed. trained teachers should be appointed for teaching English at least in the Upper Primary schools.

5.5-D Recommendations for the Monitoring machinery:

1. Teachers of English should be guided about teaching methodology.

2. Teachers of English should be allowed to teach English to a batch from classes I to IV or classes I to VII.

3. Teachers should not be punished and scolded; but encouraged and guided if they commit mistakes in teaching.
4. Mentor’s support should be provided to all primary teachers of English.

5. The machinery should play the role of mentors of the teachers of English.

5.5-E Recommendations for the Teachers of English:

1. All the students from the class should be involved in all the language activities.

2. Teacher’s Handbooks should be referred before teaching and teaching should be done according to the instructions given therein.

3. The methods, approaches and techniques of teaching English should be studied.

4. To encourage the learners, playway method should be adopted; efforts by the learners should be appreciated; responses should be reinforced; competitions should be held and prizes should be distributed to the learners.

5. The pairs and small groups of the peer learners should be formed.

6. *My English Activity Books* should be used in the classroom.

7. Ample teaching aids and other support materials should be prepared and used in the classroom regularly.

8. The cassette player and cassettes should be used in the classroom regularly.
9. Mother tongue should be used judiciously initially for giving instructions, explaining the nature of activities and for establishing rapport with the students; instead of using it for translation.

10. Students should be evaluated informally and formatively without any burden of examination and testing. The Continuous & Comprehensive Evaluation should be done.

11. Proper tools and techniques of evaluation should be used.

12. Personal diary should be maintained to note down the inputs got from evaluation.

13. Reference books should be referred regularly before teaching.

14. For the development of language skills following techniques should be adopted.

   a. Listening skill: Model reading, playing cassettes, situational instructions, situational conversation, etc.

   b. Speaking skill: Repetition, discussion (class IV), description, narration, chatting, talks on familiar topics, etc.

   c. Conversation skill: Repetition, questioning & answering, interviewing, free talks (familiar situations), group discussions, chatting, etc.

   d. Loud Reading skill (classes III & IV): Recitation, Model reading, repetition, correction, practice, etc.
e. Silent Reading skill (class IV): Questioning on read passage, reading of comics, story books, supplementary readers, practice, etc.

f. Writing skill: Completion, filling, tracing, copying, drawing, colouring, message writing (class IV), etc.

15. Following special efforts should be taken for the development of language skills.

a. Listening skill: Mime-time activities, language games (Simon says….), playing cassette in interval/engagement periods, use of audio-visual aids, guest lectures, etc.

b. Speaking skill: Speech competition, organizing group discussions, provide opportunities to speak, celebration of English Day/Week, Assembly through English, debates, etc.

c. Conversation skill: Interviews, group discussion, drama/skits, dramatization, chats, celebration of English day/week, etc.

d. Loud Reading skill: Daily practice, reading news headlines in assembly, charts of passages with marked tone-groups and stressed syllables, reading competition, etc.

e. Silent Reading skill: Reading corner, provision of comics, story-books, magazines, news-papers, reading hour, display of charts, competition of referring dictionary, etc.
f. Writing skill: Provision of writing material, celebration of messages day, post-box activities, display board for students’ write-up, handwriting competition, etc.

5.5-F Recommendations for Parents & Members of Village/ Ward Education Committee:

1. The parents and guardians should avail study materials to the wards.
2. The parents/guardians should send their wards regularly to school.
3. The members of Village/ Ward education committee or School management committee should counsel the parents about the importance of study of English and about the regular attendance of the wards in the school.
4. The members should help the teachers and headmaster in their activities.
5. The parents & members should enquire about the progress of their wards, students.

5.5-G Recommendations of Topics for Further Research:

1. A critical study of the Activity Books of English developed by Baalbharati for classes II to VII, with special reference to the syllabi of English for these classes.
2. A study of the monitoring of the teaching-learning of English at the primary level in Aurangabad district.
3. Development of effective monitoring tools for English and study of their effect on the teaching process at the primary level in Aurangabad district.

4. Development of audio-visual support materials for the teaching-learning of English at the primary level and a critical study of its effect on the achievement of the learners.

5. A critical study of the use of English Language Kit for classes I to IV supplied by MPSP, Mumbai under the Learning Enhancement Programme.