

# **‘MISSING SEEDS’**

**JIGNASA STUDENT STUDY PROJECT**

**In**

**ENGLISH**

**Submitted to the**

**Commissioner collegiate Education**

**Government of Telangana**

**By**

**1. MUMTAZ KHAN**

**2. NOUSHEEN**

**3. NANDHINI**

**4. AARTHI**

**5. NAVITHA**

**6. FIAZ**

**Under the guidance of**

**A.BHASKAR REDDY**

**&**

**D. RAJ KUMAR**



**DEPARTMENT OF ENGLISH**

**SCNM GOVERNMENT DEGREE COLLEGE , NARAYANPET**

**NARAYANPET DISTRICT , T.S -509210**



SCNM GDC NARAYANPET  
Academic Year 2021-2022

1. A. BHASKAR REDDY
2. D. RAJ KUMAR

APPROVED BY :

CHAIRPERSON : \_\_\_\_\_  
(Dr Mercy Vasantha)

Jignasa Coordinator : \_\_\_\_\_  
(Dr.Md Riyaz khan)

Members:

1. \_\_\_\_\_  
E. Narayan Goud

2. \_\_\_\_\_  
Shaik Shujatha Ali

3. Dr. md. Shafiq Ahmad  
Dr. Md. Shafiq Ahmad

4. \_\_\_\_\_  
M. Uday kumar

5. \_\_\_\_\_  
Dr.Md. Riyaz khan



## CERTIFICATE

This is hereby to certify that the original and genuine investigation work has been carried out to find the difficulties in learning English language and related data collection and investigation completed sincerely by Students of Degree II year.

The investigatory project entitled

MISSING SEEDS

Supervisor & co-supervisor-

A BHASKAR REDDY

D. RAJKUMAR

Jignasa coordinator

(Dr.Md. Riyaz khan)

Principal  
Sri Chittam Narasireddy Memorial Degree College  
(Dr. Mercy Vasantha)  
Narayanpet-509 210  
NARAYANPET-Dist. T.S.

## A NOTE OF GRATITUDE

We, the students of II year from SCNM GDC, Would like to extend our gratitude for giving us an opportunity to work on student study project JIGNASA for the academic welfare of college students. We are grateful to the commissioner of college education NAVEEN MITTAL sir especially to Dr, MERCY VASANTHA madam hon'ble principal of SCNM Govt Degree College.

We followed each process of project as it was the most important one. Knowing the significance of this project we dedicated ourselves to this project until last minute.

We are thankful to our HOD and other English lecturers for encouraging and guiding us all the way to complete this project; it should not be done without their cooperation.

We are owed to the coordinator of Jignasa Dr.MD. RIYAZ KHAN SIR for making us to part of this program.

With regards.

Team of Project.

1. MUMTAZ KHAN
2. NOUSHEEN
3. NANDHINI
4. AARTHI
5. NAVITHA
6. FAIZ

## **ABSTRACT**

Though we are living in India and our surroundings doesn't need any day to day communication in English yet when we cope with some situations where it is necessary to communicate in English, we hesitate and find ourselves unable to express in a natural manner. Suppose you are an undergraduate and looking for a little lucrative career options or option of your choice that is not a simple but has some niche in the market and when you enter the world, you suddenly realize that here at this point of your career you lack in power of communicating in English as at that level a huge competition is among youth according to the ratio of population in India. We have majority of our youth who face the communication problem but we are still unable to find solution to this major problem. As we know humans are expressive and emotional .

Language is the only way to express our ideas and show our emotions. Language is the only thing that differentiate human from an animal. A person from Telugu land cannot communicate in Tamil; similarly a person from Tamil land cannot speak Telugu. So here we need a common language to communicate amongst different people .Thus English is settled as common language of communication in the entire world. God has gifted the human beings with a language and if a person is skilled to communicate effectively, then he will be able to get success in profession. Today the world is so competitive and it demands good communication skills for an educated person. . Language is a source for human to get knowledge. If we feel our mother tongue Telugu is breathe then English is our need, it is not an exaggeration if I say our day never ends without using English. It is seen that in India higher students face many difficulties in learning English, they cannot speak, cannot write correctly. The reason behind this problem is Indian school and college emphasis is given only on conceptual content while stylish content is very important but in Indian schools and colleges it is neglected

# **INTRODUCTION**

The human race is divided by a multiplicity of languages, many of which have come to play an important part in the affairs of the world. A little reflection reveals that the importance of a language is associated mainly with the ideas and knowledge it contains. The more ideas a language can convey to the people of the world, the more it will be used by people everywhere. Thus, the language that is used most extensively is the language that makes the greatest contribution to human progress and mutual understanding between people. It cannot be denied that today the most widely used language is the English language.

As we know the entire world has become a global village as it became so, communication in English is playing a key role in all fields especially in Education . But compare to other Nations in the world here in India the scenario is different. Though we have all the exposure and scope to learn English at both primary and higher levels still the condition of learning English is so Pathetic. The reasons behind this problem are varied. The state of English language in our Nation is so poor. The motive of making this project is to find the slot where are primary obstacles which became barriers to learn English language and depict the possible steps towards learning English Language.

Globalizations has driven all students in today's era to be more proficient in English language, being proficient in English language is to be considered an advantage for students to survive in their tertiary level of education also in reserving work spot in the future, it is believed there is a need for us to figure the main circumstances that may lead to the barrier towards good proficiency. English language undeniably crucial in today's era. The motive of this project is to bring out the factors behind struggles of learning English, lack of confidence and low self esteem and suggest possible ways towards achieving proficiency in English language.

## **ESSENCE OF ENGLISH LANGUAGE:**

Indians spoke English as their first language. It is concluded that approximately 83 million Indians(6.8%) reported English as their second language , and 46 million(3.8%) reported it as third language, making English the second-most spoken language in India. Depending how speaking ability is defined, India is the world's largest English speaking country or the second largest after the United states.

Only around three to five(3-5) percent of the population is truly fluent in both English and an Indian language. But English speakers include nearly all the educated elite and people who come in contact with tourists although the knowledge of English varies widely from fluency to knowledge of just a few words. While English is relegated to the status of subsidiary official language it is the most important language for national, political and commercial communication. Every year, many Indian students go to pursue their studies abroad in colleges where the main language of instruction is English. If the Indian students have spent a majority of their pre-college academic life speaking and writing their native tongue, mastering English becomes a huge problem, particularly when it comes to writing. Writing is an essential and inescapable aspect of college life that every student must do if they want to get their degree, meaning Indian students have no choice but to master it.

Imagine living in a nation where you, a member of the majority, are unable to read the label of the medicine you must give your child, the menu at local restaurant or even the warning signs of the road; a place where you are unable to comprehend the government document officiating your driver's license, tax filling or marriage. This is the world that hundreds of millions of Indian's live in simply because the elite prefer English. This discrimination has become so systemic that the elite and middle classes send their children to English private schools while the vast poor send theirs to the government schools of their mother tongue. One need not mention that universities and even government jobs require fluency in English, as mandated by the ruling elite. Therefore, a person's socioeconomic status in Indian society is approximately in line with his or her fluency in the language. In other words: a new caste system.

English being a global language has undoubtedly become an important aspect in deciding the professional life of a student. Looking at the broad acceptance and understanding that this language is garnered worldwide attention. Future career or as simple as inclusion within society the vital role English plays cannot be negated... We live in a connected global world where English is used as the main language for almost every communication. It is no surprise then that many doors will open for those who can speak and understand English for those who cannot.

By learning English, students can more confidently participate in conversations with nobody to tell them that they don't belong here. The importance of English language is wider in education .A student studies other subjects in English language. .In today's world everywhere competition can be seen. It is necessary for a student to have good communication in English. A good communication ensures that you are able to manage with anybody at any place

The major objectives of Hunter Education Commission of 1882 were, to assess the state education in India with special emphasis to primary education and gives suggestions for improvement.

**Recommendations :**

Reforms of school education and examinations. as well as student welfare .

**Wood's Dispatch**

When in 1854 he sent a Dispatch to Lord Dalhousie, then Governor- General of India, Wood suggested that primary schools must adopt vernacular languages.

High schools must adopt Anglo-Vernacular language and at college level English should be the medium of Education .

This is known as Wood's Dispatch.

**Recommendations of Wood's Dispatch Commission.**

Every district must have at least one Govt. Schools affiliated private schools must be given granted aids.

Education women should be empowered.

State scholarships. Indian Universities Act 1904 were enacted by Curzon. It works only for the higher Educational Institutions to form library system.

**Pre-Independence period**

The people belonging to the middle class advocated and aspired their Education in English, which was the language of rulers.

Raja ram mohan ray took the issue with all seriousness.

He was against oriental policy of education.

View expressed above it becomes clear that Raja Ram Mohan Ray proffered English to Indian languages for academic, scientific and other international reasons.

**Post-Independence period**



Since Independence English language continued to be taught in Indian schools, though in limited schools and colleges initially. With passage of time the use of English increased resulting in a shift of its status.

English thus became the primary requirement to interconnectedness of people, for free exchange of ideas, cultures, economy, communication, business and Education.

The wide publication of News papers , periodicals and magazines in English clearly indicates its increasing use in India.

### **Present status of English language in India**

After gaining Independence from the United Kingdom in 1947, English remained an official language of the new Dominion of India and hundred thousand Indians, or less than 0.1% of the total population, spoke in English as their First language.

### **English language crisis**

On the contrary, the real language crisis is the exceptionally low level of second- language skills that AMERICANS DISPLAY. The sad truth is that anyone born into an English-speaking family in the United States will have a difficult time finding a path to fluency in another language. Despite the pressures and opportunities of globalization, we are becoming a nation a nation of second- language illiterates.

### **LEARNING LANGUAGE:**

Learning a language is complex, time intensive task that requires dedication, persistence and hard work.

It involves listening, speaking, reading and writing. If you focus exclusively on just one activity the others fall behind.

The many cognitive benefits of learning languages are undeniable, learning a new language also demonstrates that you have host of other skills. Learning a language helps to make you more tolerant, learning a new language open up a whole new section of the world for you to comfortably explore.

### **CHALLENGES IN LEARNING ENGLISH LANGUAGE :**

India is a developing country and communication in English has become a real challenge right from beginning of the history .Though language is the backbone of civilization and cultures across the world but still many students in our country are still lamenting on deteriorating condition

of English in schools and colleges. English as a language is sufficiently developed in most of the students of schools. The irony is even after spending 10-12 crucial years of their life learning English language from 1<sup>st</sup> to +12 most of students remain tongue tied and the same heritage passed on to the colleges.

There is a general lack of clarity about aims and objectives of teaching of English in India. The students study English not as a subject to be learned but as a subject to be passed. This makes them addicted to guides thereby infecting them cram and forget. For many such students therefore the future seems a long dark tunnel, it is the reason why learning of English in India's schools and colleges is in muddle.

Students use English more frequent only inside the class less frequent outside the class, whereas students have limited time to learn English in class and still they do not have enough encouragement to practice English outside in order to get familiar with English. Another major challenge is that rural students perceived more problems than urban students. A majority of rural students consider the word of English as a magical word. The moment they hear something in English they start feel discomfort. 12 years of school study and 5 years of college study do not make them mastery over English. Challenges before English learning in india are enormous and apparent. They should be able to cater to the practical needs of learner to make them competent enough to interact with one another. Some other reasons follow as below.

#### **1. LOST IN TRANSLATION:**

They translate phrases directly from the native language. This makes learning English grammar a big struggle. For example, a common phrase you might have heard is, "My health is bad". However, the proper use would be, if feel sick. Translation methods are used in many schools in India right from beginning; this method helps the students only to understand the content of the text but doesn't help in learning communication. English is taught to the students as a second language in this method, this method affect's their thinking power. Before they speak they think in their respective regional language and translate it into English.

#### **2. ENGLISH SPEAKING ENVIRONMENT:**

There is a lack of awareness and role models in our environment. Not everyone's parents are fluent in English speaking. Kids learn through interaction, and this becomes a significant issue. Here in our nation we don't have such environment where maximum use to speak in English, most of students speak in their respective language though they are studying English medium

### **3. PEER PRESSURE:**

We are made to learn the English language to go through a cut throat competition.

### **4. LIMITED COMMON VOCABULARY:**

India is a home of many languages. There are a wide range of regional languages with a minimal similarity between any two regional languages. This is the root cause of the limited common vocabulary, making it challenging to develop a unified English learning curriculum .

### **5. GRAMMAR ISSUE:**

We have been taught to learn the rules of grammar rather than making us understand. We learn grammar by hearing people talk. What appears to sound good is grammatically correct for us.

### **6. MOTHER TONGUE IMPACT:**

The pronunciation is heavily influenced by their native languages. India is a land of many languages, so it effects on it, mother tongue can be seen clearly on their communication. speaking in mother tongue became habitual, while talking they use some English words in midst , it affects their way of pronouncing the word.

### **7. FEAR OF LEARNING AND NO SERIOUS EFFORT:**

Many students of our nation have fear of English, they unable to feel comfort how they feel with their respective regional language, Learning English is a kind of time pass activity in our nation, and no one put serious efforts.

### **8. LACK OF INTEREST AND CONFIDENCE:**

The common problem of learning is lack of confidence, although they learn English about seven to eight years at school they cannot able to learn, and they are not confident when they communicate in English.

### **9. LEARNING METHOD:**

The main aim of English teacher is to develop the fundamental skills in students i.e. listening, speaking, reading and writing, but this sequence is not to be followed.

## **10. STUDENT'S BACKGROUND:**

Teachers use different methods to teach the students in schools. The difficulty level of the student is different, each student cannot understand everything in a similar manner, then the teacher has to adopt bilingual method, the teacher explains in respective language of students, this is a big hurdle in learning English.

## **11 .Family background:**

Rural students form the poor families of labors, farmers, household worker find no atmosphere of education. English language seems to be an alien to them.

Since most of the students are generation learners , how can a student get acquainted with the foreign language with regard to.

English without any guidance from their parents and others Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English. Uneducated parents and neighbors get satisfied with the thought primary education is more than enough, and a question for a good communication is never raised.

## **12. Educational system:**

In their primary education students are promoted to upper classes without subject knowledge. This badly affects learning process making students inactive and lethargic. Our examination system is such that it makes students rote memorization rather than testing their analytical and creative skills.

In this process, they memorize lessons, reproduce them in exam halls and forget them in the same day itself. Students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real life situations.

Application-oriented advanced grammar is not taught in schools. Furthermore, adequate practice is not given to students to learn a language. Exposure too is far less to them. To such students to learn a language .Exposure too is far less to them. To such students it becomes difficult to cope up with the syllabus of English at graduation level. Students full of new dreams and aspirations enter the college but to face this language problem.

Most of the students fail to stand the testing period of learning through English, often develop a complex and discontinue their studies.

### **13. Language reduced as subject:**

English language is taught and learnt as one of subject for examination. The examination process of universities is related with writing skill. Students basic concern is to get marks only to clear the examination and most of the students have only this much of attitude which reduces the interest of in learning English .Beauty of the language is also.

### **14. Medium of teaching:**

In rural India English is taught in their mother tongue which leads to unwanted confusion to comparing the languages .English teacher is in a state to adopt bilingual method.ELT specialists view this as a wrong methodology in schools, students are being taught that English is an international language. To learn this language.

Requires constant practice and patience . The kind of feeling that prevails among students is that it is not possible to achive fluency or mastery over English language. This kind of tendency prevents students form learning new languages like English .

Learning second language means acquiring a system of rules, but just as a very little is known about how such rule systems are acquired .Students find it very difficult to earn a competence in those rules and in fact they have no idea of proper sentence structure.

They do not even know proper pronunciation , spellings and grammatical rules. Inwardly, they dislike the English Language and hence the sole objective of the teacher and the learner remain to clear the exams .hence, the students never realize the importance of learning English as a language. Teacher also translates everything in mother tongue

### **15. Fear, hesitation, and shyness:**

If at all student is capable of overcoming all this obstacles , there comes fear, hesitation and shyness to block his developing interest.

Students might come to know about the importance of the English Language but where is the platform to develop his interest or guidance to use the little known languages. Society tends to laugh at the faults of others .

When a student tries to use the language his mistakes are being highlighted .His love for learning the language is nipped in the bud.

#### **16. At graduate level.**

The system followed in college is different from that of schools. Moreover, students have their own whims and fancies about college life because of the tremendous influence of mass media's like theaters and satellite channels on them.

These medias project a false perception about colleges and students. On seeing such things in movies, students take it for granted. As a result of this, they have formed an image for a college among student community is that college is very liberal in dealing with the students. No one cares for anything. They do not have responsibilities at all. Whatever they think they can implement them. Attending class is not compulsory. Keeping these views in mind they find it difficult in sitting in classrooms and listening to the lessons being taught to them. All their views about a college are shattered into pieces the moment when a teacher enters in a classroom and begins to teach and impose certain restrictions on them.

The student was never given a chance to show off his little knowledge; he is often pointed out for his ignorance .The teachers blame the primary educational system and they don't find time to train the students from the very basic level.

## **PAIN POINTS OF TEACHING ENGLISH IN RURAL SCHOOLS OF INDIA:**

- Students of the rural schools face a number of problems. As English is their second language.
- Students find themselves unable to express in English.
- Students don't know proper pronunciation, spellings and grammatical rules.
- Students never realize the importance of learning English as language.
- Lack of confidence to speak in English.
- First reason is that they have been taught English through grammar-translation method.
- This method makes them depend on their mother tongue.
- Some teachers have good accent, but they do not possess a good command over English language.

## **AIMS AND OBJECTIVES**

1. To enable the learner to communicate effectively and appropriately in real life situation
2. To use English effectively for study purpose across the curriculum
3. To develop interest in and appreciation of language.
4. To develop integrate the use of four language skills i.e reading, listening, speaking and writing
5. To revise and reinforce content already learnt
6. Intelligible pronunciation, stress and intonation patterns
7. To enhance students to speech delivery and presentation skills
8. To enable students comprehend the spoken form
9. To understand the written text and able to use skimming and scanning skills
10. To enable students write simple English to express ideas
11. To enable students to participate in conversations.
12. To be able to compose freely and independently in speech and writing
13. To be able to read books with understanding.
14. To acquire a vocabulary of 2500 words
15. Fill confidence into learners for better communication
16. Need to locate the areas of difficulties in learning to address them
17. Encourage learners to share and create ideas of their own.
18. Need to reduce fear and phobia of learning

Students have sufficient vocabulary and grammar in the text books; though they have appropriate information to learn the language and communicate with others in the society they are not able to speak english language.

Though they have all the exposure and scope still they are unable at language learning, the following are some of factors for their hesitation to communicate in english.

1. They are being affected by their surroundings



2. They are being humiliated by some of their friends while they try to speak
3. They feel shy to speak.
4. They are lack in vocabulary so that they are unable to frame a sentence.

### **POSSIBLE STEPS TO OVERCOME BARRIERS OF ENGLISH LANGUAGE:**

**The following are methods adopted to boost the skills in present era in English learning .**

#### **1. ABL; ALWAYS BE LISTENING:**

1. Completely focus on what we are listening to
2. Listen while doing other things
3. Its known fact that a good listener is always a good speaker.

#### **2. SPEAKING ENGLISH:**

An environment of English speaking can help students feel comfortable. Every day small tasks in English with friend's usage of English words in greetings, appreciation and showing gratitude some of things that can help English learning skills

#### **3. READING ENGLISH LOUD:**

Reading exercise help in the linguistic skills of students, students should be encouraged to read aloud. Reading out loud a great way to practice pronunciation

#### **4. WRITING ENGLISH:**

Writing English is as important as reading and listening. So students should be given such activities

#### **5. ACTIVITY BASED LEARNING:**

Spoken English classes must involve students in learning process through a different type of activities which can help in calculate academic and social skills

#### **6. ENGLISH SPEAKING:**

The best way to learn English is by speaking English .In the lecture of English, children should speak English have conversations with teachers and classmates in English so as to remove the hesitation of speaking. This will create an English speaking environment where children learn in a better way

#### **7. LACK OF ATTENTION:**

Speaking English is a skill that can be developed among students but it is possible only with appropriate measures and attention

### **8. DEBATES:**

Debates on specific topic that interest children as per their age group is a great way to improve their English skills. Students should use vocabulary as much as possible in the debates so as to learn from each other about new words and this also will help them to enhance their vocabulary.

### **9. CONDUCTING SEMINARS:**

Conducting seminars at school level help the students enhance their communication skills at initial stage of language learning. it encourages the student to learn language easily . It makes students self reliant in learning language.

### **10. INTER SCHOOL COMPETITIONS:**

organizing inter school competitions on language based at different levels pushes the students to learn language and it makes them to get command over the language.

### **11. HAVING CONVERSATION:**

Indulging in conversation with friends or others raises curiosity among the students to learn English language. Conversation improves their way of talking with others as per the situation. It mainly learns to speak in an appropriate manner; it gives them to learn life skills and soft skills.

### **12. IMAGINATION AND CREATIVITY:**

it is better to let the students to express themselves creatively and imaginatively, it helps them to build confidence.

### **13. PRACTICE.....PRACTICE....PRACTICE:**

It is well known fact that practice make s men perfect, so it's better to keep on always practice.

### **14. CURIOSITY DOESN,T ALWAYS KILL THE CAT:**

In order to improve rapidly, we should ask a lot of questions and resolve them. Don't just read ask why they are used in a particular way whether other constructions are possible or not.

The following brings the proof that they have all the possible content to learn at initial stage in learning vocabulary and grammar.

This following is evidence that Indian students have all the exposure and opportunity to learn English effectively at initial stage

### **8<sup>th</sup> STANDARD:**

The following topic is covered in, to learn basic skills and it lies as best proof.

Look at the following sentence taken from the story.

THE BOY IS A FOOL..... Said the gentleman in the white waistcoat.

As you know, the above sentence in capital letters can be changed into a question. How do we change the above statement into a question? By putting an auxiliary verb before the subject “THE BOY “

The boy is a fool.

Is the boy a fool?

Oliver asks for more.

Does Oliver ask for more?

The boys took their places.

Did the boys take their places?

These sentences are changed into a question by placing DO, DOES, DID at the beginning; such questions are called YES OR NO questions.

Read the following sentences.

1. He is swimming in a pool.
2. Swimming is good for health.

In two sentences you notice that VERBS are used with –“ING”. Do you notice any difference in them?

In the first sentence the VERB + ING are preceded by is. The verbs ‘IS’ in progressive form.

In the second sentence you don't find IS, AM, ARE, WAS or WERE with VERB + ING. Such verbs with ING without helping verbs are known as GERUNDS. They are normally in the subject position or object position.

## **9<sup>th</sup> STANDARD:**

Look at the following phrasal verbs and their meanings

Take out – to remove something from inside

Set up - to arrange for something to happen / to start

Take off - to remove

Lie down – to take rest

Look into – to observe keenly

Look at -to have a look at something

Leave behind – to leave something as a token of memory or gift

Give up – leave or quit

Look after – to take care.

## **COLLOCATIONS:**

A collocation is an arrangement of words or other elements, especially those that commonly co-occur.

Ex. heart- felt congratulations.

There are certain word combinations.

Adjective + noun. Ex: bright/ harsh/ intense/ strong LIGHT

Verb + noun. Ex: cast/ emits / gives / provides/ shed LIGHT

Noun + verb Ex: LIGHT gleams / glows/ shines

Noun+ noun Ex: LIGHT source

Preposition +noun Ex: by the LIGHT of the moon.

### **10th STANDARD.**

Read the following sentences from the play and notice the words in capital letters.

1. She'll come fast ENOUGH after her share of what our father has left.
2. Mrs. Slater doesn't have ENOUGH money to buy the bureau.

In both sentences 'ENOUGH' is in capital letters. Enough means sufficient.

In a sentence, 'ENOUGH' is used after adjectives, adverbs or verbs as an adverb, and before noun as a determiner.

### **MODAL VERBS AND FUNCTION:**

<b>MODAL</b>	<b>FUNCTION</b>
Shall	obligation, offer, order, suggestion
Should	obligation, advice
Can	ability, possibility, and permission
Could	request, suggestion, permission, possibility, ability
Will	Certainty, intention, futurity, purpose?
Would	offer, preference, past habit, future of the past
May	Permission, possibility, wishes?
Might	possibility
Must	compulsion, inferences

### **METHODOLOGY IS USED TO FIND:**

- \* Questionnaire
- \* A test consists of 50 marks was conducted
- \* Comprehension, grammar and vocabulary and Creative writing related questions are included in

Test.

- \* Written and individual feedback
- \* Survey.
- \* Oral test.

A test was conducted to the students to check their proficiency in language, 2 hours time was given. A team of 6 students under the guidance of lecturers visited different educational institutes to study the project, target comprises about 35 to 40 students.

### **FINDINGS AND ANALYSIS:**

**Following is the statistical data of the study project collected from the targeted group**

## FINDINGS AND ANALYSIS:

Following is the statistical data of the study project collected from the targeted group

No	student	Institution	Good	Average	Poor
1	Pooja	G.H.S(T/M)		✓	
2	E.Srinivas	G.H.S(T/M)			✓
3	Maheswari	G.H.S(T/M)			✓
4	P.Aravind	G.H.S(T/M)		✓	
5	Nirmala	G.H.S(T/M)	✓		
6	Mahalaxmi	G.H.S(T/M)			✓
7	B.Shivaleela	G.H.S(T/M)			✓
8	A.Ashok	G.H.S(T/M)			✓
9	S.Akash	G.H.S(T/M)			✓
10	S.Kaveri	G.H.S(T/M)			✓
11	Deepika	G.H.S(T/M)	✓		
12	Manoj	G.H.S(T/M)		✓	
13	P.Nandini	G.H.S(T/M)			✓
14	Pushpa	G.H.S(T/M)		✓	
15	Anil	G.H.S(T/M)			✓
16	Shoba	G.H.S(T/M)			✓
17	Arun naik	G.H.S(E/M)	✓		
18	Tharun	G.H.S(E/M)			✓
19	V.Srihari	G.H.S(E/M)		✓	
20	Shankar	G.H.S(E/M)		✓	
21	Praneeth	G.H.S(E/M)			✓
22	Sairam	G.H.S(E/M)		✓	
23	Raviteja	G.H.S(E/M)			✓
24	Sai kumar	G.H.S(E/M)		✓	

25	Ram charan	G.H.S(E/M)		✓	
26	Mahesh	G.H.S(E/M)		✓	
27	Y.Mohan	G.H.S(E/M)			✓
28	Nithin	G.H.S(E/M)	✓		
29	Srinivas	G.H.S(E/M)			✓
30	Karthik	G.H.S(E/M)		✓	
31	Naveen	G.H.S(E/M)		✓	
32	G.Shiva	G.H.S(E/M)			✓
33	U.Akash	G.H.S(T/M)	✓		
34	B.Sallu	G.H.S(T/M)	✓		
35	Narendar	G.H.S(T/M)			✓
36	Shivam pal	G.H.S(T/M)		✓	
37	Paramesh	G.H.S(T/M)	✓		
38	S.Pooja	G.H.S(T/M)			✓
39	M.Mahesh	G.H.S(E/M)		✓	
40	P.Akash	G.H.S(E/M)		✓	





**ANALYSIS:** Performed well in writing comprehensive questions.

- Showed poor performance in solving grammatical questions.
- answered multiple choice questions with ease
- Answers to misspell words were satisfactory.
- Observed difficulty in solving questions related to tense
- Some were better and some were poor at writing skills
- Answers to meanings were good
- Difficulty was seen in solving questions related to cloze test
- Poor performance was found in forming own sentences,
- Spellings mistakes were observed.
- Lacks of communication skills.

Written and individual feedbacks from 30 students were taken at various level of learning. The findings show that there is discontent in the standards of students.

The following are the answers given by pupils for their difficulty in learning language.

- \* Cannot able to adapt easily to English like regional languages.
- \*Fear of foreign language
- \*General phobia in learning English
- \*Difficulties in spellings and tenses
- \*Pronunciation mistakes
- \*Difficulties in sentence formation
- \*Difficulty in finding meaning of phrasal verbs.
- \*Unable to understand the language like mother tongue.
- \* Can read, and understand but unable to communicate.
- \*Unable to get the glossary.

The answers from the targeted pupils show that except some, rest of them has difficulties in learning English.

## **APPROACH :**

- The teaching of English should be made more practical and language- oriented. English is to be taught as language of comprehension rather than as literary language.
- Need to create positive class room atmosphere.
- Enthusiasm, commitment and keen attention are the keys to
- Learn English language.
- Need to make the pupils go through news papers daily to
- Improve the vocabulary.
- Choose speaking activities that lessen fear.
- The best way to get the results is to conduct language oriented
- Competitions regularly.
- Need to provide good exposure to learn language
- Need to recruit deserve faculty in English.
- Need to instruct strictly to communicate only in English.
- Need to revise the language learned in previous class.
- Need to learn a new word per a day and try it in their regular usage.
- Use audio visual aids in language labs
- pronunciation must be correct
- teachers must know the teaching techniques
- \*teachers must have knowledge of different types of activities

\* Evaluation should be inform of -----

1.essay types

2.short answer types

3.objective

Evaluation test must include \_\_\_\_\_

1.oral test

2.written test

3.practical ntest

- The teaching of English should be made more practical and language oriented.
- English is to be taught as language of comprehension rather than as literary language.

## **CONCLUSION**

Students in our country should have only passive knowledge of English, without proper aims and objectives we cannot make our efforts fruitful in English language, otherwise it will be of no avail. Proper objectives and aims help to evaluate student's performance... All four fold objectives are as important as one. The ability of speaking and writing English and ability to read English should be regarded as of equal importance. Objectives help how a student should spell a word correctly.

To meet the present day challenges in learning English at first English should not be treated as a subject as it to be used actively in interaction as I told earlier.

The above findings bring us the evidence that the students are poor in learning English language which is blot for our education, so it is responsibility of professionals to make our students on par with the students whose mother tongue is English to make them competitive in this heavy competition world. For it a keen and thorough attention is needed

## **References:**

1.N.krishna swami & lalitha Krishna Swami “ The Story Of English In India”

2.Dr.S.Mohan.An International Journal Of Multi Disciplinary Research

3.International journal of Multiple Research Approaches

4.Dr.M.F.Patel Praveen Jain English language Teaching