

A MINOR RESEARCH PROJECT SUBMITTED TO UGC

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Title of Project

**"Study of the Cultural, Socio-Economic Factors Affecting the
Language Learning Experiences of Students
of Gadchiroli"**

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DECLARATION

I, hereby declare that this Minor Research Project “**Study of the Cultural, Socio-Economic Factors Affecting the Language Learning Experiences of Students of Gadchiroli**” is the result of my own work.

I have not submitted this project to any other University or Institution for award of any academic purpose.

(Investigator)

STUDY OF THE CULTURAL, SOCIO-ECONOMIC FACTORS AFFECTING THE LANGUAGE LEARNING EXPERIENCES OF STUDENTS OF GADCHIROLI

Introduction

“Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us the wealth of not things but of inner light, not of power but of love, making this truth its even and giving expression to it.”

Rabindranath Tagore

The term ‘Education’ is used in a variety of contexts and with different shades of meaning. In its broadest sense, any act or experience that has a formative effect on the mind, character or physical ability of an individual can be called as educational. It is in this sense that travelling, reading, conversation or even living with someone can be education. The famous author Maxim Gorky has written an autobiographical book describing his experiences of people, situations, family and he has called the book. ‘My Universities’. In the same sense, it is not surprising that an assessment of learning by children has revealed that the school contributes only a limited share in the education of children; the other part comes from family, life, society, playmates and reading of books and magazines- in modern times, from radio, television or the computer. Education is thus a very broad term as far as individual is concerned.

However, education may also connote a system of institutions organized by society to deliberately transmit its cultural heritage, its accumulated knowledge, values and skills- from one generation to another. The educational system of a society would, accordingly, comprise institutions such as schools, colleges, universities including teachers, administrators, curricula and courses, examination and certification procedure, and so on.

Formal arrangements for the education of individuals in present day societies are conceived in terms of stages arranged in a hierarchy. Our own educational ladder starting at six years of age comprises the elementary, secondary, higher Secondary and higher education stages. Since 1968, when the Parliament approved a National Policy on Education, we are committed to a structure symbolically called "10+2+3". This means ten years high School education including five years of primary, three years of upper primary and two years of secondary education. The structure of higher education consists of three years of education (after 12 years of school education) leading to a Bachelor's degree in Arts and Science and four years in professional fields like and three years at least beyond the Masters degree for a Ph.D. degree which generally takes longer. The new National Policy on Education, 1986, reaffirms the same structure adopted by most Indian States.

The entire world of education has experienced four revolutions viz., The first revolution occurred when societies began to differentiate adult role & task of educating the young was shifted in part, from parents to teachers & from home to school. The second revolution was "The adoption of the written word as tool of education" prior to that time, oral instruction prevailed & it was with reluctance that "writing was permitted to exist with the spoken word in the classroom. The third revolution comes with the invention of printing and the subsequent wide availability of books. The fourth revolution in the field of education is the development in electronics, notably those involving the radio, television, Tape & computer etc., Behavioral scientists have joined this revolution & have pointed out the importance of defining learning objectives & suggesting ways in which natural learning process can be utilized in the presentation of subject matter by using the advanced Technology of today's world.

This is the advancement in the field of Technology combined with easier access to information, the expansion of communications & the impossibility of controlling trans-border information & data flows, the social impact of communication is unpredictable. The technological advancement is also affecting the social structure of developed & under developed societies, resulting to affect the teaching learning process by providing

valuable help in improving the task of teacher, as reliable tool by using different types of Technological grades to improve the quality of instruction. As such the involvement of technologies know-how in the teaching - learning process helps in teaching & learning to which we refer to as the educational Technology. It is through different teaching techniques & methods by which educational goals could be realized. Thus educational technology can be put to use for effective teaching.

The Historical development of the term, 'Teaching' reveals that prior to the middle of the first quarter of the 20th Century teaching was thought of as more or less as 'skilled trade' in which an individual with a competent store of knowledge develop skill for a assigning lessons; making explanations, doing remedial work & testing. In 1920 & 1930 there was a growing tendency for education because it was hypothesized that teaching is a systematic & organized effort to draw the best out of a child..Many believed that within a few decade education, would become a social science based on objectively established scientific knowledge.

Research Methodology

The present chapter deals with the methodology followed in this study. Methodology refers to more than a simple set of methods; rather it refers to the rationale and the philosophical assumptions that underlie a particular study. The methodology adopted for the research study has been illustrated in this chapter. The study adopts an analytical research design with sample survey approach. Beginning with the research questions that emerged after the review of literature on remittances, the chapter focuses on to the objectives of the study, hypotheses tested in the study, the theoretical framework and the operational definitions of key terms used in the study. The chapter then unfolds the research design of the study. Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. This includes various steps that are generally adopted by a researcher in studying his research problem along with the logic

behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology.

Among other facets shared by the various fields of inquiry is the conviction that the process be objective to reduce a biased interpretation of the results. Another basic expectation is to document, archive and share all data and methodology so they are available for careful scrutiny by other scientists, thereby allowing other researchers the opportunity to verify results by attempting to reproduce them. In the present study, a quantitative method was used, which was clearly identified in view of the specific objectives of the study. The detailed description of the study area and all the methods used for data collection and processing are presented hereunder.

There are many ways of outlining the basic method shared by all fields of scientific inquiry. In the present investigation, the researcher followed a general research method as follows-

1. Define the question
2. Gather information and resources (observe)
3. Form hypothesis
4. Data Collection
5. Analyze data
6. Interpret data and draw conclusions

In the present study, a careful collection of facts was undertaken by the researcher to ensure the validity of the facts. Wherever, possible, the data for the same variable was recorded from more than one source. This allowed the careful scrutiny of the recorded data, which would give more appropriate results. The present study was carried out in three steps involving reconnaissance, sample collection/preparation and analysis, followed by interpretation of statistics.

Conclusions and Recommendations

In this chapter of the thesis, the summary of the research work is presented and the conclusions based on the results obtained from the collected data are presented hereunder. Following conclusions are drawn on the basis of study results-

Conclusions

Gender and Age of the respondents

- All the study participants were females and majority of students were of 18 yrs.

English Learning Duration

- On the basis of the data it is evident that majority of study participants i.e. 71.0% are studying English since last 12 years.

Educational Qualification

- On the basis of the data it is evident that majority of study participants i.e. 70.0% are students of class 12th i.e. HSC.

Reasons for learning English

- On the basis of the data it is evident that majority of study participants i.e. 73.0% are studying English as compulsory subject.

Regular engaging of English classes

- From the data it is evident that majority of study participants i.e.100.0% responded affirmatively that the faculty regularly engages the class of English language.

Explanation of hard words in local language

- From the data it is evident that majority of study participants i.e.97.0% agreed that the faculty explains them the meaning of difficult words in the local language.

English teaching in line with the syllabus

- On the basis of the data it is evident that 48.0% of the study participants agreed that the English teaching process is strictly in line with the syllabus.

Revision of past topics

- On the basis of the data it is evident that majority i.e. 48.0% of the study participants agreed that faculty focuses on revision of past topics before proceeding to next topic with respect to English language teaching.

Asking difficulties to the of English language faculty.

- From the data it is evident that majority i.e. 56.0% of the study participants did not ask queries and difficulties to their English faculty.

Getting the answers for the queries immediately from the faculty

- On the basis of the data it is evident that majority i.e. 63.0% of the study participants agreed that they get answers for the queries immediately from the English language faculty.

Parents speaking English at home

- From the data it is evident that majority i.e. 89.0% of the study participants parents did not speak English at home.

Sibling or relative speaking fluent English

- On the basis of the data it is evident that majority i.e. 78 .0% of the study participants siblings or relatives did not speak fluent English.

Availability of literature regarding religion in English

- From the data it is evident that majority i.e. 69.0% of the study participants replied that the literature related to religion is not available in English language.

Community characteristics of education which influence learning of language

- On the basis of the data it is evident that majority i.e. 52.0% of the study participants replied that the community shows negative characteristics about the education which influence learning languages.

Incentive from community for improving proficiency in English language

- From the data it is evident that majority i.e. 68.0% of the study participants replied that the community does not give any incentive for improving proficiency in English language.

Communities' interest in improving English language learning ability

- On the basis of the data it is evident that majority i.e. 53.0% of the study participants replied that the community does not take active interest in improving their ability of learning English language.

Availability of ample English books in the community library

- From the data it is evident that majority i.e. 76.0% of the study participants replied that the community library does not have ample English books.

Monetary problem to procure English books of interest

- On the basis of the data it is evident that majority i.e.67.0% of the study participants replied that they face monetary problem to procure English books of interest.

Learning English language is a costly affair

- On the basis of the data it is evident that majority i.e.51.0% of the study participants replied that learning English is not at all costly.

Positive attitude of family members towards learning English language

- From data it is evident that majority i.e.95.0% of the study participants replied that their family members attitude is positive towards learning English language.

Course books describe life situations with an English i.e. western point of view

- On the basis of the data it is evident that majority i.e.42.0% of the study participants were not aware about the course books description of life events with a western perspective.

Hurdles in learning English language

- From the data it is evident that majority i.e.36.0% of the study participants replied that Grammar poses as the greatest hurdle in learning the English language.

Recommendations

1. Government should provide English literature with respect to religion as well as for general reading to the students of Gadchiroli.
2. Government should provide special grants to Colleges to establish English learning labs
3. The College management should encourage teachers to speak in English in the college premises
4. A clear cut strategy should be made by education board to encourage English learning in the rural areas.
5. Institutes should motivate the students to begin self-employment on the basis of their education through English medium
6. Similar studies should be carried out at other areas of Maharashtra state
7. A study should also be carried out for measuring impact of English learning language on the success of students in their respective professional carrier.