

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG

NEW DELHI – 110 002

PROFORMA FOR SUBMISSION OF INFORMATION AT THE TIME OF SENDING  
THE FINAL REPORT OF THE WORK DONE ON THE PROJECT

1. Name of Principal Investigator - **Dr. Mangalkumar Ravso Patil**
2. Name and Address of the institution: **Dr. Ghali College Gadhinglaj**  
**Tal - Gadhinglaj Dist Kolhapur**  
**416502 (M.S.).**
3. UGC approval no. and Date: **File No.-23-3052/11(WRO) dated 08/03/2012**
4. Date of the implementation: **08/03/2012**
5. Tenure of the project: **08/03/2012 to 07/03/2014**
6. Total grant allocated: **Rs. 85000/-**
7. Total grant received: **Rs. 65000/-**
8. Final expenditure: **Rs. 90,459/-**
9. Title of the project: project **“Comparative study of the poor students of the 12<sup>th</sup> Arts class in English Language in Gadhinglaj Taluka”**
10. Objective of the project:
  - 1.To study the present status of English study of the 12<sup>th</sup> Arts class
  - 2.To Compare the poor Students with the clever students in English Language
  - 3.To study the teaching methods adopted by the Junior college teachers to teach English on 12<sup>th</sup> Arts Class.
  4. To suggest some measures to improve the English Language of 12<sup>th</sup> Arts class poor students.
11. Whether objectives were achieved: **Yes, The objectives of the present research are achieved the selected research problem are studied by the researcher by doing field work and by studying**

the causes of poor performance in 12<sup>th</sup> Arts class in English Language. Researcher have done some observation of teaching methods of teachers and evaluation of students by teachers with the help of oral and written examination and suggested some measures according to the objectives of the research.

12. Achievement from the project: Reseacher has done the present important topic related to English language performance in junior college students of 12<sup>th</sup> Arts class in rural area. This study is very much useful to improve the performance of poor students in order to get good command on English. the out comes of the research are useful to other poor students in other colleges of 12<sup>th</sup> class of other places also.

13. Summary of the findings: Annexure B

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## SUMMARY OF RESEARCH

Teaching of English in India faces many problems. There are many good teachers of this subject in the scholar but it is sad to note that there is something wrong with the teaching of English in Indian schools. The conditions under which English is being taught in schools are far from satisfactory.

Almost every student feels anxious while learning English language particularly, our students are more anxious while learning English language. English being a foreign language and introduces as a third language in India, poses many problems to the learners in the process of learning it. It becomes very difficult for them to acquire the four skills of language i.e. Listening, Speaking, Reading and Writing and Communication Skills. The students where medium of instruction is the regional language will be more anxious than the others, in learning English language.

Of all the languages in the world today English deserves to be regarded as a world language. It is the world's most widely spoken language and has been evolved over a very long period of time. English is taught to all age of groups in most of the countries from the most developed to the developing. However, the mother tongue or the regional language should be the medium of instruction at the secondary and higher secondary level.

For many years, English teachers are being penalized for the low standard of English attained by their pupils. The complaints are continued by the students who take admission to the courses in universities. The reasons for low standard of English may be the inconsistency in practice and the uncertainty about the stage where grammar should be taught. Most of the teachers teach grammar but the amount and the thoroughness depend largely on the personal conviction of the teachers as to its values. The condition of English in the schools where the medium of instruction is the regional language is chaotic.



Many English teachers insist that the rudiments should be taught in the junior college level. But in some junior college level schools, there is no grammar teaching. Some teachers think that the groundwork should be covered in the first two years of the schooling, on the country, others think that it should be special over the first four years. It is maintained that training in grammar is helpful to the pupils to acquire English language, that it affords a sound discipline in logical thinking. A sound knowledge of grammatical rules is essential at least to speak and write correctly.

The study found that a dual conceptualization of third language speaking anxiety as measures by the third language speaking anxiety scale was relevant to students studying English in Maharashtra. The result indicate that the instrument is reliable and valid and thus provides researches with a new instrument to measure third language grammar, vocabulary and sentence patter. So English language teachers should careful while teaching English subject. One should not use traditional methods and must involve students in teaching learning process. Students must active in the classrooms. Teachers must create positive attitude towards English language by his own teaching style and proper motivation, However, teachers must give justice to the students by remaining anxiety in learning English by his style of teaching.

  
**Principal**  
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