

**Minor Research Project**  
**(As per XII Plan Guidelines)**

**Report of the work done on the Minor Research Project**

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**Topic: Comparative Study of English Pedagogies employed in  
Rural Government and Urban Private Primary Schools in  
Chandrapur District**

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## SUMMARY

### **Title of the project: Comparative Study of English Pedagogies Employed in Rural Primary Schools and Urban Private Schools of Chandrapur District**

#### **Introduction**

*A Comparative study on English Pedagogies employed in rural government primary schools and urban private schools of Chandrapur district* was a Minor Research Project approved and funded by UGC during 2015-16 for the period of two years.

Today English is considered as the global language, so everyone desires to have command over it. It is a gateway to better career opportunities and a tool for advanced knowledge and better communication with the world. Practically a person can't be considered literate without having the knowledge of English. In 21<sup>st</sup> century, an era of information technology and global economy, we are so much surrounded by English that we can't move away from it.

In India English has got a significant position in public as well as in private matters. It is the official, legal and financial language in India. So, obviously English language teaching is an important aspect of education field from elementary level to the higher education. The poor standard of English language teaching and learning is a major concern for all the stakeholders related with education, especially parents whether rural or urban who want to provide quality education to their children. The seriousness of this problem can be understood from the students, even at the post graduate level who are not proficient enough to apply linguistic skills. The problem is not only limited with rural students but also with the urban students.

In Maharashtra, English is the second language. Children start learning English from the pre-primary level in play schools, crèche, Anganwadis, kindergarten, nursery etc. unofficially and from the first standard officially along with the vernacular language Marathi. The Rapid growth of pre-primary schools in urban and rural areas shows parents' keen interest in providing English education to children. It is a known fact that many Government-aided Marathi medium schools in urban and rural areas are not working as per the parents' expectations, especially about English and Mathematics, as they measure their children's progress through linguistic and arithmetic skills. So parents are moving towards private English medium schools and Government-aided Marathi medium schools are getting deserted gradually due to fewer enrollments of students.

Chandrapur is one of the tribal districts of Maharashtra which is also known for the forests, industries, power plants and coal mines. Due to industrialisation, there is better awareness about education as compared to other tribal districts in Maharashtra. In rural areas of the district Zilla Parishad schools are the major source of primary education where regular and salaried teachers are appointed by the Zilla Parishad to impart free and compulsory education to the children in the age group 6 to 14. But it is seen that the students in these schools are not performing well in English. They are not even able to read the lower grade text and write their names in English correctly. On the other hand, in urban areas like Chandrapur city most of the parents are rushing towards private un-aided schools in the hope of getting quality English education. The proposed research is to compare the English pedagogies used in government schools and private schools. The purpose is that if there are good English pedagogies in Private schools, the rural teachers can adopt it according to the students' learning environment. The research could be fruitful in improving the standard of English language and at the same time strengthening the Government schools in rural areas. This research will also explore the causes of poor linguistic basic skills of rural students and suggest corrective and preventive measures to improve language skills through improved pedagogies.

**Objectives:**

The objectives of the study were:

- To find out various English pedagogies employed in rural Government-aided and urban un-aided primary schools.
- To find out causes of the poor linguistic basic skills, especially reading and writing.
- To suggest corrective and preventive measures to improve pedagogies.
- To provide a theoretical model of improving basic language skills by comparing pedagogies.

**Methodology:**

The study was conducted in the primary schools of Chandrapur district in Maharashtra state. Seven Talukas- Chandrapur, Sindewahi, Bramhapuri, Korpana, Nagbhir, Chimur and Rajura were selected out of sixteen in the district on the basis of educational, agricultural and industrial development. From each selected taluka, one to two educational blocks were shortlisted and from these bits, twelve primary schools were randomly sampled to represent the rural, urban, semi-urban and tribal schools.

In all these twelve schools, English language proficiency test was conducted for the students of 5<sup>th</sup> and 8<sup>th</sup> standard to evaluate their basic language skills. On the basis of the evaluation of this test, an interview schedule was prepared for the teachers. The teachers were interviewed and information regarding the English pedagogies, they use in the classrooms was collected through interview and observation of classrooms.

Information regarding the content of syllabus and approach to teaching English at the primary level was collected through the prescribed textbook of Balbharti, Pune. Classroom teaching of English was also observed in the selected schools with specific focus on pedagogies to improve language skills.

### **Main findings**

The following main findings of the study are being summarized here:

- The four basic linguistic skills- Listening, Speaking, Reading and Writing (LSRW) of the students of Government schools in rural area are very weak as compared to the students of private schools in urban area. Rural students are not trained enough to listen and comprehend simple routine English words and sentences. Most of the students are unable to speak a single sentence on any topic of their choice. Many students lack the confidence to read the text of a lower grade class. The writing skills need to be improved as they are weak in writing simple and short grammatically correct sentences.
- The listening and speaking skills of the private school students are average and need improvement. Most of the urban students are good in reading and writing English as they have been getting exposure of English from other academic subjects in school.
- The teaching of English in rural Government schools is not skill oriented but content oriented. Teachers spend most of the time in explaining the text through translation in Marathi. Lesson planning is weak and not according to the curricular objectives of English textbook. Most of the Teachers blame rural background of students for low standard of English. They lack motivation in designing innovative pedagogies using local resources with a focus on skill oriented teaching and learning.
- There is a gap of proficiency between actual skills and the expected skills. This gap is huge in case of rural students. Students have not been getting extra coaching to fill

this gap. There is an urgent need of a support system for teaching English apart from regular school hours.

- Most of the teachers in urban private schools are not regular. They do not get enough salary as compared to government school teachers. They leave their jobs if they get any good opportunity in public sector or private sector. So, the teachers are focused on completing the syllabus. Question- answer method is mostly used in teaching. Group and pair work activities are not found during the teaching. Teachers use English while giving instructions and asking questions, but most of the content explanation is done in Hindi. Teachers give more stress on writing activity by giving questions from the textbook for homework. Teachers do not give enough exposure to listening and speaking activities in classrooms.
- The pedagogies of English in used in rural and urban schools are not student friendly and do not motivate them to learn. These methods could be useful for studious students but not suitable for average and below average students.
- The children of well educated parents (graduate/ post graduate) are good in using language skills. Parents work as a support system for English language learning at home. In rural areas, children of well-educated parents are good in applying English language skills in their studies. They have better understanding of English and are motivated to learn English.
- English teaching in both types of schools are not activity based. Even the prescribed activities in the text are not carried out by teachers. The individual and group projects given in the textbook are not assigned to students.
- Rural and urban Teachers are ‘trapped’ in prescribed textbook. They forget that it is only a source out of many sources. All their classroom activities revolve around the textbook.

### **Suggestions for teachers**

- Teachers should need to develop student friendly, need based and skill oriented pedagogies with specific activities.
- Teachers are required to focus on the receptive skills- listening and reading as these skills facilitate the learning process and motivate students to learn.
- More exposure of English language is needed to students using local resources.

- Remedial coaching is required for improving speaking and writing skills.
- Self-learning should be encouraged by assigning individual and group projects based on local resources.
- Teachers should be more creative in using textbook as textbook have certain limitations of giving students what they need. They should remember that a prescribed textbook is just one of the resources of teaching language. They should think beyond textbook.