

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA.

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## CHAPTER : V

### ANALYSIS AND INTERPRETATION OF DATA

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In the preceding chapter IV on Methodology of the study, various aspects such as the survey method, sources of data, research tools used, sampling and methods of analysis of data had been discussed. Later on the procedure that the investigator tried to collect information about the use of audio-visual aids in teaching English to the beginners in Satara city was discussed. The data were collected by using some research tools such as questionnaire, interview and observation. So this chapter consists of three parts - I) Analysis and interpretation of questionnaires, II) Interview schedules and III) Observation schedule. The data collected were analysed and interpreted by using statistical techniques.

#### PART I ANALYSIS AND INTERPRETATION OF QUESTIONNAIRES

##### Returns of the questionnaires.

As stated in the previous chapter the questionnaires were sent to the teachers teaching English to standard V in Satara city. The investigator received 100% questionnaires duly filled. On receiving them they were edited. The information in them is analysed and interpreted as follows.

##### A) Personal information (Qualification) :-

Educational qualification of the teacher is one of



factors that enriches the teaching of the teacher. So an attempt was made to seek the personal information of the teachers regarding their educational qualifications and subjects offered by them for their degrees. The data collected regarding their qualifications are given in the following table.

TABLE V A-1  
QUALIFICATIONS OF THE TEACHERS

Qualification	No. of teachers	Percentage
S.S.C., Sr. Trained.	1	2.13
S.S.C., D.Ed.	6	12.77
B.A., Jr. P.T.C.	1	2.13
B.A., Sr. P.T.C.	1	2.13
B.A., D.Ed.	8	17.02
B.A., B.Ed.	15	31.90
B.A., B.P.Ed.	1	2.13
M.A., D.Ed.	3	6.38
M.Com., D.Ed.	1	2.13
M.A., B.Ed.	9	19.15
M.A., M.Ed.	1	2.13
Total	47	100.00

From the table above, it was revealed that of the forty seven teachers seven (14.90%) were S.S.C. trained, of them one (2.13%) was S.S.C., Sr. Trained and six (12.77%) were S.S.C., D.Ed. There were ten (21.28%) graduates with their training qualification as Jr. P.T.C. (2.13%), Sr. P.T.C. (2.13%) and D.Ed. (17.02%).

Trained graduates were sixteen (34.03%). Of them fifteen (31.90%) were B.A., B.Ed. and one (2.13%) was B.A., B.P.Ed. Besides this the corresponding numbers of M.A., D.Ed.; M.Com.; D.Ed.; M.A., B.Ed. and M.A., M.Ed. were three (6.38%), one (2.13%), nine (19.15%) and one (2.13%) respectively. This showed that only seven (14.90%) teachers having S.S.C. and training qualification were appointed to teach English to the beginners. Remaining forty (85.10%) were graduates and post graduates. It is worth to note that there were fourteen (29.79%) post-graduate teachers teaching English to the beginners.

Subjects offered by the teachers :-

Later on the teachers were classified according to their subjects for their degrees. They are classified in the following table.

TABLE V A-2  
PRINCIPAL SUBJECT OFFERED BY THE TEACHERS FOR  
THEIR FIRST DEGREE

Subjects	No. of teachers	percentage
English	12	30.00
Marathi	6	15.00
Hindi	3	7.50
History	12	30.00
Geography	1	2.50
Economics	3	7.50
Politics	1	2.50
Sociology	1	2.50
Commerce	1	2.50
<b>TOTAL</b>	<b>40</b>	<b>100.00</b>

A glance at the table above made it clear that of the forty graduate teachers only twelve (30.00%) teachers had offered English as a special subject for their first degree. Equal to them there was the number of teachers who had offered History as their special subject and the number of the teachers who had offered Marathi, Hindi, Geography, Economics, Politics, Geography and Commerce as their special subjects was relatively less.

Subsidiary subject offered for the qualification is also helpful in teaching. So to know how many teachers had taken English as their subsidiary subject, the following table is given.

**TABLE V A-3**  
**SUBSIDIARY SUBJECTS OFFERED BY THE TEACHERS**

Subject	No. of teachers			
	As First Subsidiary Subject	Percentage	As Second Subsidiary Subject	Percentage
English	1	2.50	4	10.00
Marathi	12	30.00	8	20.00
Hindi	2	5.00	2	5.00
History	7	17.50	7	17.50
Geography	3	7.50	-	-
Economics	3	7.50	2	5.00
Politics	2	5.00	2	5.00
Philosophy	1	2.50	-	-
Commerce	-	-	1	2.50
Psychology	2	5.00	2	5.00
Education	2	5.00	7	17.50
Sanskrit	2	5.00	-	-
Sociology	2	5.00	5	12.50
Statistics	1	2.50	-	-
<b>Total</b>	<b>40</b>	<b>100.00</b>	<b>40</b>	<b>100.00</b>

A cursory glance at the table above revealed that of the forty teachers one (2.50%) and four (10.00%) teachers had taken English as their first and second subsidiary subject respectively. Total there were only five (12.50%) teachers who had offered English as their subsidiary subject and this number was relatively less. The remaining teachers had offered Marathi, Hindi, History, Geography, Economics, Politics, Philosophy, Commerce Psychology, Education, Sanskrit, Sociology and Statistics as either first or second subsidiary subject.

Of the forty seven teachers, as shown in Table No. V A-1, there were twenty five teachers who had acquired B.Ed. degree (one M.Ed. is treated as B.Ed. for the purpose of finding the teaching methods of the teachers) and one had acquired B.P.Ed. degree. Remaining eleven teachers were D.Ed. and for D.Ed. there is no special school subject teaching method but all the school subject teaching methods are taught. On the contrary for the Bachelor Degree of Education any two school subject teaching methods are to be selected. The following table analyses these twenty six teachers according to their teaching methods. (Table is given on page No. 85 )

TABLE V A-1  
TEACHING METHODS OF THE TEACHERS

TABLE V A-4TEACHERS ACCORDING TO THEIR TEACHING METHODS

Teaching Method	No. of teachers			
	First teaching method	Percentage	Second teaching method	Percentage
English	12	46.15	2	7.69
Marathi	4	35.38	12	46.15
Hindi	2	7.69	1	3.85
History	6	23.08	8	30.77
Geography	1	3.85	2	7.69
Sanskrit	-	-	1	3.85
Physical Education	1	3.85	-	-
Total	26	100.00	26	100.00

The data presented in the Table No.V A-4 referred to above it is worth to note that of the twenty six teachers twelve (46.15%) teachers had taken English as their first teaching method and two (7.69%) had taken English as their second teaching method. The number of teachers who had taken Marathi as their first teaching method was four (35.38%) and twelve (46.15%) as their second teaching method. Comparatively the number of teachers who had offered History, Hindi, Geography, Sanskrit and Physical Education as their first or second teaching method was less.

As per Table No.V A-1 it is clear that of the forty seven teachers there were fourteen (29.79%) post graduate teachers. The following table splits them according to their subjects

taken by them for their post-graduate degrees.

TABLE V A-5  
SUBJECTS TAKEN BY THE TEACHERS  
FOR THEIR POST-GRADUATION DEGREES

Subjects	No. of teachers	Percentage
English	3	21.43
Marathi	5	35.71
Hindi	2	14.28
History	2	14.28
Politics	1	7.15
Commerce	1	7.15
Total	14	100.00

The above Table No.V A-5 is self-explanatory. From it, it was revealed that of the fourteen post-graduate teachers three (21.43%) had taken English as special subject for their post-graduation. Of the remaining five (35.71%), two (14.28%), two (14.28%), one (7.15%) and one (7.15%) had taken Marathi, Hindi, History, Politics and Commerce as special subject for their post-graduation respectively.

**B) Teaching experience :-**

Teachers' teaching experience is as important as their qualifications and subjects taken for degrees. It gives the teacher maturity, depth and exactness in teaching. So the data were collected in regard to the teaching experience of the teachers. They are analysed and interpreted as follows.



TABLE V B-1TEACHERS' TOTAL TEACHING EXPERIENCE

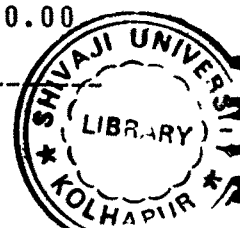
Years	1-5	6-10	11-15	16-20	21-25	26-30	Total
No. of Teachers	7	5	11	10	10	4	47
Percentage	14.89	10.64	23.40	21.28	21.28	8.51	100.00

From the data available in Table No.V B-1 above, it was clear that seven (14.89%), five (10.64%), eleven (23.40%), ten (21.28%), ten (21.28%) and four (8.51.%) teachers had 1 to 5, 6 to 10, 11 to 15, 16 to 20, 21 to 25, and 26 to 30 years of experience respectively. It was remarkable that thirty five (74.47%) teachers had more than eleven years of teaching experience.

Out of the total teaching experience it was needful to see how much experience of teaching English the teacher had. The data collected regarding that are analysed and interpreted as follows -

TABLE V B-2EXPERIENCE OF TEACHING ENGLISH

Years	1-5	6-10	11-15	16-20	21-25	26-30	Total
No. of Teachers	14	8	14	6	2	3	47
Percentage	29.79	17.02	29.79	12.77	4.26	6.37	100.00



The table above made it clear that there were fourteen (29.79%), eight (17.02%), fourteen (29.79%), six (12.77%), two (4.26%) and three (6.37%) teachers had 1 to 5, 6 to 11, 11 to 15, 16 to 20, 21 to 25, 26 to 30 years of experience of teaching English. The majority of the teachers had enough experience of teaching English.

All the factors are concentrated and related to the teaching of English to standard V. So the data shown in the table below were collected in connection to the teachers' experience of teaching English to standard V.

TABLE V B-3

EXPERIENCE OF TEACHING ENGLISH TO STANDARD V

Years	1-5	6-10	11-15	16-20	21-25	26-30	Total
No. of Teachers	19	13	11	3	1	-	47
Percentage	40.43	27.66	23.40	6.38	2.13	-	100.00

A cast an eye at the table V B-3 above made it clear that nineteen (40.43%), thirteen (27.66%), eleven (23.40%), three (6.38%) and one (2.13%) teachers had 1 to 5, 6 to 10, 10 to 15, 16 to 20 and 21 to 25 years of experience of teaching English to standard V. None of them had 26 to 30 years of experience of teaching English to standard V. Here the fact should be taken into consideration that thirty two (68.09%) had less than ten years of experience of teaching English to standard V.

C) Inservice training courses :-

Educational qualifications are determined by the government to teach to certain classes. Teaching experience gives the teachers practical knowledge as they face many difficulties while teaching. However, new trends are occurring in the field of education. Hence to make the teachers to know these new trends of teaching, training courses are of utmost importance. The table framed below is in order to show the training courses for standard V English completed by the teachers.

TABLE V C-1  
TRAINING COURSES FOR STANDARD V  
ENGLISH COMPLETED BY THE TEACHERS

No. of Courses	1	2	3	More than 3	Not a Single One	Total
No. of teachers completed the course	17	14	4	4	8	47
Percentage	36.17	29.79	8.51	8.51	17.02	100.00

From the study of the Table No.V C-1 referred to above it would be clear that there were seventeen (36.17%), fourteen (29.79%), four (8.51%) and four (8.51%) teachers who had completed one, two, three and more than three courses respectively. Teaching English to standard V was a new approach and for that purpose every teacher ought to complete courses. Eventhough there were eight (17.02%) teachers who had not completed even a

single course and it was not creditable for them.

To see by whom these courses were organised, the following table is given.

TABLE V C-2  
TRAINING COURSES ORGANISING BODIES  
AND THE TEACHERS COMPLETED THEM

Organising Bodies	No. of the teachers completed the course			
	1 Course N = 39	2 Courses N = 39	3 Courses N = 39	Total N = 39
Government	14(35.90)	6(15.38)	5(12.82)	25(64.10)
Private Institutions	13(33.33)	2(5.13)	1(2.56)	16(41.02)
Educational Organisations	9(23.08)	1(2.56)	-	10(25.64)

N.B. 1) The figures in the parantheses indicate the respective percentages.

2) Responses overlapping.

A cursory look at Table No.V C-2 referred to above revealed that of the thirty nine teachers fourteen (35.90%), six (15.38%) and five (12.82%) had completed one, two and three courses organised by the government respectively. The contribution of the government in this regard was noteworthy. Thirteen (33.33%), two (5.13%) and one (2.56%) teachers had completed one, two and three courses organised by private institutions respectively. Nine (23.08%) and one (2.56%) teachers

had completed one and two courses organised by educational organisations respectively and this showed that educational organisations lagged behind in this work.

Of the forty seven teachers eight teachers had not attended any single course regarding teaching English to standard V. The data collected to find out the reasons of not attending the course are analysed and interpreted in the following table.

TABLE V C-3  
REASONS FOR NOT COMPLETING ANY TRAINING COURSE  
FOR STANDARD V ENGLISH

Sr. No.	Reason	No. of respondent teachers N = 8	Percentage
1.	The school didn't receive the letter regarding the course.	1	12.50
2.	The headmaster didn't send.	4	50.00
3.	Didn't attend because of personal inconvenience.	1	12.50
4.	Other	2	25.00
TOTAL		8	100.00

A careful study of the data analysed in the Table No.V C-3 referred to above revealed that the reasons such as the school didn't receive the letter, personal inconvenience and some other reasons were not so strong. But here a note must be taken into consideration that four (50.00%) teachers didn't attend it because their headmasters didn't send them to attend it.

The use of audio-visual aids in English teaching is always desired. But the English teachers must know how to prepare and handle these aids. For this, training courses for preparing audio-visual aids are very necessary for them. So to see, how many teachers had completed this course data was collected which are given in the following table.

TABLE V C-4  
TRAINING COURSES IN PREPARING  
AUDIO-VISUAL AIDS COMPLETED BY THE TEACHERS

No. of Courses	1	2	3	More than 3	Not a Single One	Total
No. of Teachers completed the course	5	1	-	-	41	47
Percentage	10.64	2.13	-	-	87.23	100.00

A glance at the Table No.V C-4 above revealed that of the forty seven teachers five (10.64%) teachers had completed one course, 2.13% had completed two courses and none of the teachers had completed three or more than three courses. But it was striking that there were forty one (87.23%) teachers who had not completed even a single course.

The data collected for the teachers who had not completed even a single course in preparing audio-visual aids are given in the following table. (The table is on page No. 93),

TABLE V C-5  
REASONS FOR NOT COMPLETING ANY TRAINING COURSE  
IN PREPARING AUDIO-VISUAL AIDS

Sr. No.	Reason	No. of respondent teachers N = 41	Percentage
1.	The school didn't receive the letter regarding the course	29	70.73
2.	The headmaster didn't send	5	12.20
3.	Didn't attend because of personal inconvenience	-	-
4.	Other	7	17.07
TOTAL		41	100.00

A cursory look at the above Table No.V C-5 revealed that of the forty one teachers who had not attended any courses in preparing audio-visual aids, twenty nine (70.73%) had not attended because their schools didn't receive the letter regarding the course and five (12.20%) teachers didn't attend because their headmasters didn't send them. There were seven (17.07%) teachers who had other reasons for not attending these courses such as 'only senior teachers were sent to attend these courses' and 'ignorance of these courses.'

D) Teaching English :-

Teaching of English has so many aspects. There are some factors that affect teaching of English. Strength of the pupils in the class is one of them. The data collected regarding

it are shown in the following table.

TABLE V D-1

STRENGTH OF PUPILS IN STANDARD V (IN DIVISIONS )

Strength	No. of divisions	Percentage
1-10	-	-
11-20	1	1.89
21-30	-	-
31-40	7	13.21
41-50	13	24.53
51-60	15	28.30
61-70	11	20.75
71-80	6	11.32
TOTAL	53	100.00

From the table above it was clear that of the fifty three divisions forty five (84.90%) schools had more than forty strength. Of them there were fifteen (28.30%), eleven (20.75%) and six (11.32%) schools which had 51-60, 61-70 and 71-80 strength of pupils respectively.

The strength of the pupils affects the providing of learning experiences. The data collected regarding it is shown in the following table. (The table is given on pageNo.95 ).



TABLE V D-2  
EXTENT OF PROVIDING THE STUDENTS  
EQUAL LEARNING EXPERIENCES

Extent	To a great extent	To some extent	Not at all	Total
No. of respondent teachers	9	37	1	47
Percentage	19.15	78.72	2.13	100.00

A glance at the above table revealed that nine (19.15%) teachers could provide the students equal learning experiences to a great extent whereas there were thirty seven (78.72%) teachers who could provide the students equal experiences to some extent and 2.13% teachers could not provide equal learning experiences to all the students.

The teachers responding 'to some extent' and 'not at all' were asked the factors behind not providing of equal learning experiences to the students. The data regarding those factors were analysed according to the preference given to those factors by the teachers. (The table for this is given on page No. 96 ),



TABLE V D-3

FACTORS AFFECTING LEARNING EXPERIENCES

Factors	No. of respondent teachers				Total
	First Preference	Second Preference	Third Preference	Fourth Preference	
Strength of pupils is beyond limit	13 (34.21)	4 (10.53)	12 (31.58)	9 (23.68)	38 (100.00)
Lack of audio-visual aids	16 (42.11)	13 (34.21)	6 (15.79)	3 ( 7.89)	38 (100.00)
English is a foreign language	3 ( 7.89)	4 (10.53)	9 (23.68)	22 (57.90)	38 (100.00)
Sufficient periods are not available	6 (15.79)	17 (44.73)	11 (28.95)	4 (10.53)	38 (100.00)
<b>TOTAL</b>	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)	

- N.B. 1) The figures in the parantheses indicate the respective percentages.
- 2) Responses overlapping.

A careful study of the data suggested in the Table No.V D-3 referred to above revealed that of the thirty eight teachers thirteen (34.21%), sixteen (42.11%), three (7.89%) and six (15.79%) gave their first preference to the factors 'strength of pupils is beyond limit', 'lack of aduio-visual aids,' 'English is a foreign language' and 'sufficient periods are not available' respectively and four (10.53%), thirteen (34.21%), four (10.53%) and seventeen (44.74%) gave their second preference to the

above mentioned factors respectively. Twelve (31.58%), six (15.79%), nine (23.68%) and eleven (28.95%) teachers gave these factors their third preference respectively and nine (23.68%), three (7.89%), twenty two (57.89%) and four (10.53%) gave their fourth preference to the above mentioned factors respectively.

In the new syllabus of standard V, five objectives of teaching English are given. To find out the inclination of the teachers towards these objectives the data were collected. They are given in the following table.

TABLE V D-4

MOST IMPORTANT OBJECTIVE OF TEACHING ENGLISH

Objectives	No. of respondent teachers	Percentage
Listening	7	14.89
Speaking	3	6.38
Reading	3	6.38
Writing	2	4.26
Conversation	32	68.09
<b>TOTAL</b>	<b>47</b>	<b>100.00</b>

A cursory glance at the table above showed a good thing that thirty two (68.09%) teachers gave importance to the skill of conversation and only two (4.26%) teachers thought that writing English was important. This showed that the majority of the teachers were acquainted with new approach of teaching English.

Teaching of English is nothing but achieving the five objectives of teaching English. To know how far these objectives are achieved by the teachers in their teaching, the data were collected. They are analysed in the following table.

TABLE V D-5  
EXTENT OF ACHIEVING ALL THE OBJECTIVES OF  
TEACHING OF ENGLISH

Extent	To a great extent	To some extent	Not at all	Total
No. of respondent teachers	9	38	-	47
Percentage	19.15	80.85	-	100.00

The above Table No.V D-5 is self-explanatory. A study of it revealed that of the forty seven teachers nine (19.15%) teachers could achieve all the objectives of teaching English to a great extent whereas thirty eight (80.85%) teachers could achieve them to some extent.

Because of some factors the English teachers can not achieve all the five objectives of teaching English to a great extent. To get this information the data which were collected according to the preference given to the factors by the teachers is given in the following table. (The table is given on page No.99)

TABLE V D-6

FACTORS RESPONSIBLE FOR NON-ACHIEVEMENT OF OBJECTIVES

Factor	No. of respondents (N = 38)						Total
	First Preference	Second Preference	Third Preference	Fourth Preference	Fifth Preference	Sixth Preference	
* Adequate periods are not available.	8 (21.05)	13 (34.21)	8 (21.05)	7 (18.43)	2 (5.26)	-	38 (100.00)
* Lack of audio-visual aids.	23 (60.53)	13 (34.21)	2 (5.26)	-	-	-	38 (100.00)
* Stress on writing because of written examination.	1 (2.63)	9 (23.68)	14 (36.85)	9 (23.68)	4 (10.53)	1 (2.63)	38 (100.00)
* Lack of enough learning experiences.	-	1 (2.63)	2 (5.26)	7 (18.42)	18 (47.37)	10 (26.32)	38 (100.00)
* Lack of pre-planning of the lesson.	-	1 (2.63)	2 (5.26)	1 (2.63)	11 (28.95)	23 (60.53)	38 (100.00)
* Lack of proper atmosphere	6 (15.79)	1 (2.64)	10 (26.32)	14 (36.84)	3 (7.89)	4 (10.52)	38 (100.00)
TOTAL	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)	38 (100.00)

The figures in the parantheses show the respective percentages. Responses overlapping.



A distinctive study of the table above made it clear that of the thirty eight teachers who responded as they could achieve all the five objectives of teaching English 'to some extent', eight (21.05%), twenty three (60.53%), one (2.63%) and six (15.79%) teachers gave their first, second, third and sixth preference to the factors - 'adequate periods are not available,' 'lack of audio-visual aids,' 'stress on writing because of written examination' and 'lack of proper atmosphere' respectively because of which they could not achieve the five objectives of teaching English to a great extent. Thirteen (34.21%), thirteen (34.21%), nine (23.68%), one (2.63%), one (2.63%) and one (2.63%) gave their first, second, third, fourth, fifth and sixth preferences to the factors - 'adequate periods are not available,' 'lack of audio-visual aids,' 'stress on writing because of written examination,' 'lack of enough learning experiences,' 'lack of pre-planning of the lesson' and 'lack of proper atmosphere' respectively. Eight (21.05%), two (5.26%), fourteen (36.85%), two (5.26%), two (5.26%) and ten (26.32%) teachers gave their third preference to the above mentioned factors responsible for non-achievement of objectives of teaching English respectively. Seven (18.43%), nine (23.68%), seven (18.42%), one (2.63%) and fourteen (36.84%) teachers gave their fourth preference to the factors - 'adequate periods are not available,' 'stress on writing because of written examination,' 'lack of enough learning experiences,' 'lack of pre-planning of the lesson' and 'lack of proper atmosphere' respectively. Two (5.26%), four (10.53%), eighteen (47.37%), eleven (28.95%) and three (7.89%) teachers gave their fifth preference to the factors mentioned for their fourth preference

and one (2.64%), ten (26.32%), twenty three (60.53%) and four (10.52%) teachers gave their sixth preference to the factors - 'stress on writing because of written examination', 'lack of enough learning experiences', 'lack of pre-planning the lesson' and 'lack of proper atmosphere' respectively.

E) AUDIO-VISUAL AIDS :-

In order to see the number of audio-visual aids useful for teaching English in high schools and primary schools, the information was collected and it is analysed in the following table. (The table is given on page No.102 ),

TABLE V E-1  
AUDIO-VISUAL AIDS AVAILABLE IN THE SCHOOLS

Name of the educational aid	No. of the schools			
	Secondary schools (N = 10)	Percentage	Primary schools (N = 19)	Percentage
<u>Visual aids (Non-projected)</u>				
Black-board	10	100	19	100
Roll-up board	9	90	16	84.21
Bulletin board	10	100	15	78.95
Flannel board	6	60	1	5.26
Pictures	8	80	16	84.21
Charts	9	90	16	84.21
Objects	8	80	12	63.16
Models	2	20	5	26.32
Flash cards	7	70	10	52.63
<u>Visual aids (Projected)</u>				
Epidioscope	-	-	-	-
Overhead projector	-	-	-	-
Filmstrip projector	1	10	-	-
<u>Audio - aids</u>				
Radio	8	80	10	52.63
Tape-recorder	7	70	5	26.32
Record player	1	10	1	5.26
<u>Audio - visual aids</u>				
T.V.	6	60	2	10.53
V.C.R.	1	10	-	-
Cinema	1	10	-	-

N.B. Responses overlapping.

From the study of the Table No.V E-1 referred to above it would be clear that all the secondary schools and primary



schools had black-boards. Ninety per cent secondary schools had roll-up boards and charts, hundred per cent of them had bulletin boards, sixty per cent of them had flannel boards, eighty per cent of them had pictures and objects, of them twenty per cent had models and seventy per cent had flash cards. Only ten per cent of secondary schools had the projected visual aids named film-strip projector. None of them had epidioscope and overhead projector. Eighty per cent, seventy per cent and ten per cent of the secondary schools had the audio aids as radio, tape recorder and record player respectively. Audio-visual aids as T.V., V.C.R. and cinema were available in sixty per cent, ten per cent and ten per cent of secondary schools respectively.

Comparing to secondary schools 84.21 per cent of primary schools had roll-up boards, pictures and charts. 78.95 per cent of them had bulletin-boards, 5.26 per cent of them had flannel boards, 63.16 per cent of them had objects, 26.32 per cent of them had models and 52.63 per cent of them had flash cards. Not a single primary school had any projected visual aid as epidioscope, overhead projector and filmstrip projector. 52.63 per cent, 26.32 per cent and 5.26 per cent of primary schools had audio aids like radio, tape-recorder and record-player respectively and only 10.53 per cent of primary schools had T.V. as an audio-visual aid.

As the graph is the self explanatory and it hardly needs any detailed explanation, a graph is drawn on page No. 104 to show the comparative position of the audio-visual aids in secondary schools and primary schools taken for study.

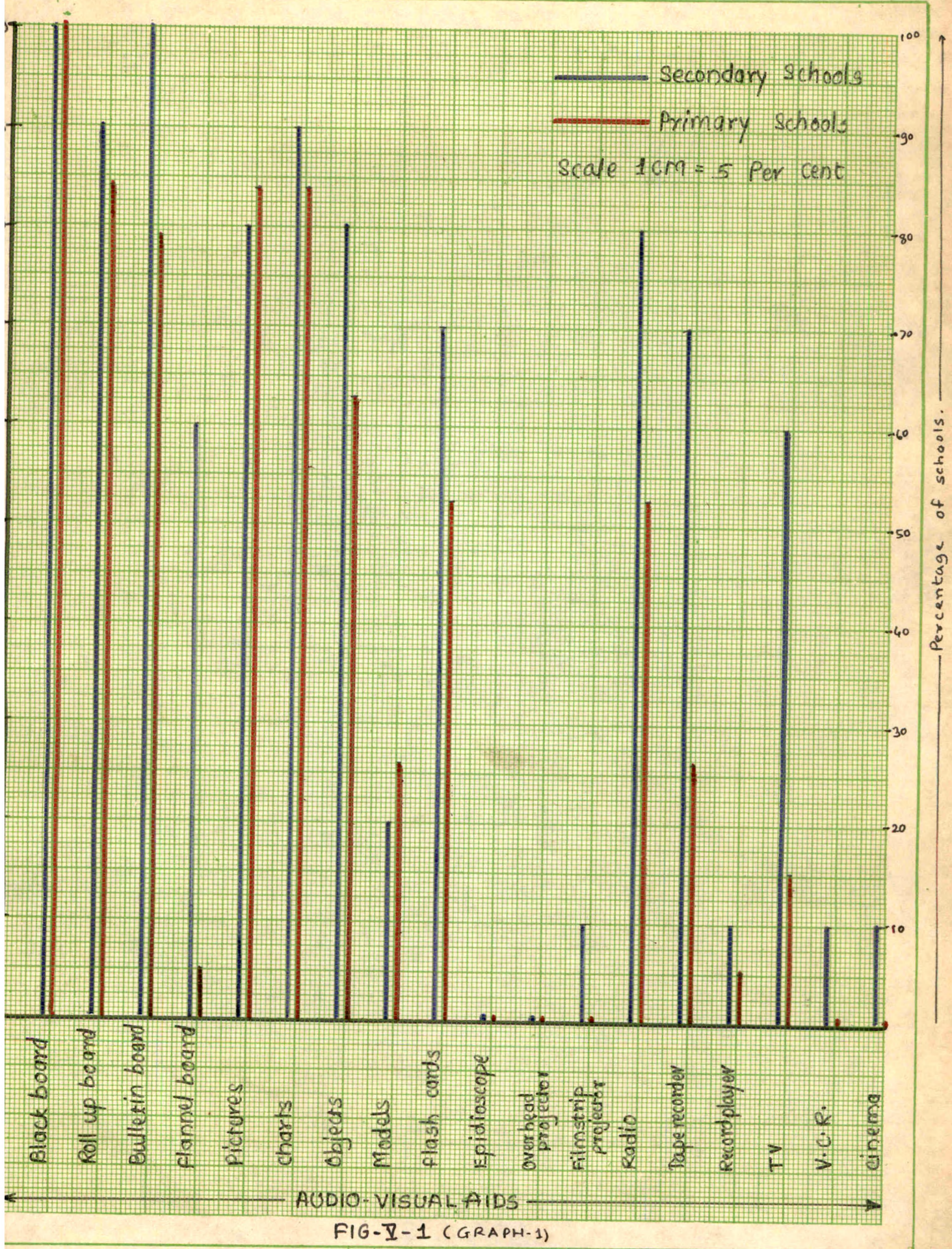


FIG-1-1 (GRAPH-1)

COMPARATIVE POSITION OF A/V AIDS IN SECONDARY AND PRIMARY SCHOOLS

The data collected to know how far audio-visual aids are used by the teachers according to the objectives of teaching English are given in the following table.

TABLE V E-2

USE OF AUDIO-VISUAL AIDS ACCORDING TO OBJECTIVES

Objective	Educational aid	No. of respondent teachers			
		Secondary school (N = 28)	Percentage	Primary school (N = 19)	Percentage
Listening	Radio	15	53.57	7	36.84
	Tape recorder	20	71.43	4	21.05
	Recorder player	3	10.71	1	5.26
	T.V.	13	46.43	1	5.26
	V.C.R.	-	-	-	-
	Radio	12	42.86	5	26.32
	Cinema	-	-	-	-
Speaking	Tape recorder	17	60.71	2	10.53
	Recorder player	5	17.86	1	5.26
	T.V.	10	35.71	1	5.26
	Pictures	19	67.86	11	57.89
	Objects	16	57.14	12	63.15
	Models	4	14.29	7	36.84
Reading	Black-board	25	89.29	18	94.74
	Roll-up board	17	60.71	13	68.42
	Bulletin board	10	35.71	5	26.32
	Flannel board	11	39.29	4	21.05
	Flash cards	21	75.00	11	57.89
	Charts	19	67.86	13	68.42
	Epidioscope	-	-	-	-
	Overhead projector	-	-	-	-
	Film strip	-	-	-	-
	Projector	-	-	-	-
Writing	Black-board	26	92.86	17	89.47
	Roll-up board	18	64.29	14	73.68
	Flannel board	8	28.57	4	21.05
	Flash cards	12	42.86	10	52.63
	Charts	21	75.00	16	84.21
	Pictures	22	78.57	17	89.47
	Objects	20	71.43	14	73.68
	Models	2	7.14	8	42.11
	Epidioscope	-	-	-	-
	Overhead projector	-	-	-	-

N.B. Responses overlapping.

The data presented in Table No.V E-2 referred to above revealed that the use of audio-visual aids to achieve the objectives of teaching English i.e. listening, speaking, reading and writing by the secondary and primary teachers was in varied degrees.

For listening, of the twenty eight secondary teachers fifteen (53.57%), twenty (71.43%), three (10.71%) and thirteen (46.43%) used radio, tape-recorder, record-player and T.V. respectively, whereas of the nineteen primary teachers the teachers using these educational aids for listening were seven (36.84%), four (21.05%), one (5.26%) and one (5.26%) respectively. Both the teachers i.e. secondary and primary did not use V.C.R. for listening.

Radio, tape-recorder, record player, T.V., pictures, objects and models were used to develop the speaking ability of the pupils by twelve (42.86%), seventeen (60.71%), five (17.86%), ten (35.71%), nineteen (67.86%), sixteen (57.14%) and four (14.28%) secondary teachers respectively. Comparing to them five (26.32%), two (10.53%), one (5.26%), one (5.26%), eleven (57.89%), twelve (63.15%) and seven (36.84%) primary teachers used these educational aids respectively.

To develop the reading ability of the students twenty five (89.29%), seventeen (60.71%), ten (35.71%), eleven (39.29%), twenty one (75.00%), nineteen (67.86%) secondary teachers used black board, roll-up board, bulletin board, flannel board, flash cards and charts respectively. These educational aids were used by eighteen (94.74%), thirteen (68.42%), five (26.32%), four (21.05%), eleven (57.89%) and thirteen (68.42%) primary

teachers respectively. None of the secondary and primary teachers used epidioscope and overhead projector for this purpose.

Twenty six (92.86%), eighteen (64.29%), eight (28.57%), twleve (42.86%), twenty one (75.00%), twenty two (78.57%), twenty (71.43%) and two (7.14%) secondary teachers used black-board, roll-up board, flannel board, flash cards, charts, pictures, objects and models to develop the writing ability of the pupils whereas seventeen (89.47%), fourteen (73.68%), four (21.05%), ten (52.63%), sixteen (84.21%), seventeen (89.47%), fourteen (73.68%) and eight (42.11%) primary teachers used these educational aids respectively to develop the wirting ability of the pupils. Neither secondary teachers nor primary teachers used epidioscope and overhead projector for this purpose.

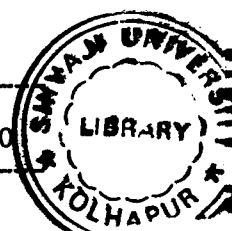
To understand at a glance the comparative use of audio-visual aids by the secondary and primary teachers as stated above, graphs are drawn on page:Nos108,109,110and 111seperately for listening, speaking, reading and writing.

As stated in Table No.V E-2, audio-visual aids were used by the teachers for different purposes. Then the data presented in the following table were collected in order to know the frequencies of using these aids.

TABLE V E-3

FREQUENCIES OF THE USE OF AUDIO-VISUAL AIDS IN TEACHING ENGLISH

Frequency	Always	Occasionally	Rarely	On the day of Inspection	Never	Total
No. of respondent teachers	14	29	3	-	1	47
Percentage	29.79	61.70	6.38	-	2.13	100.00



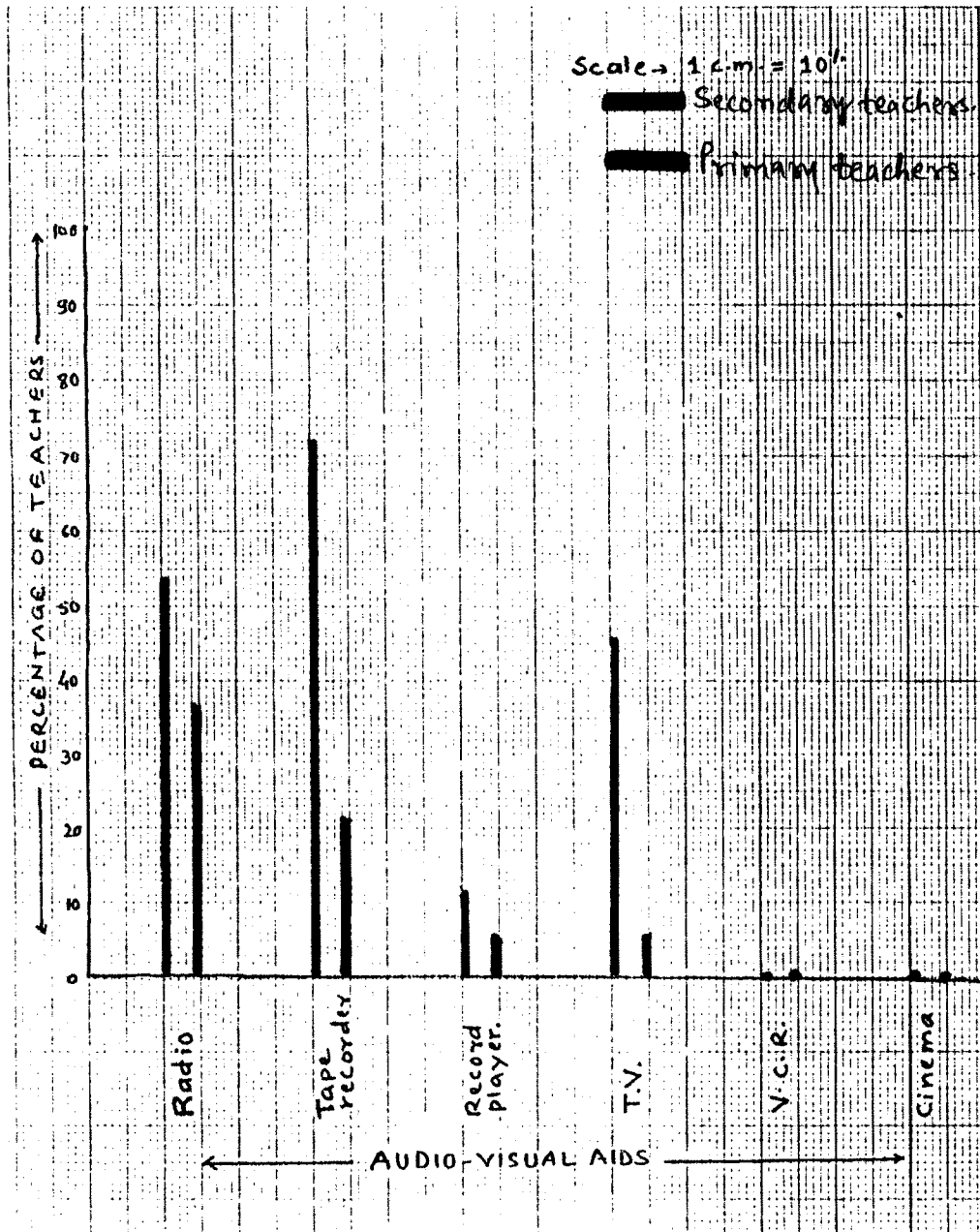
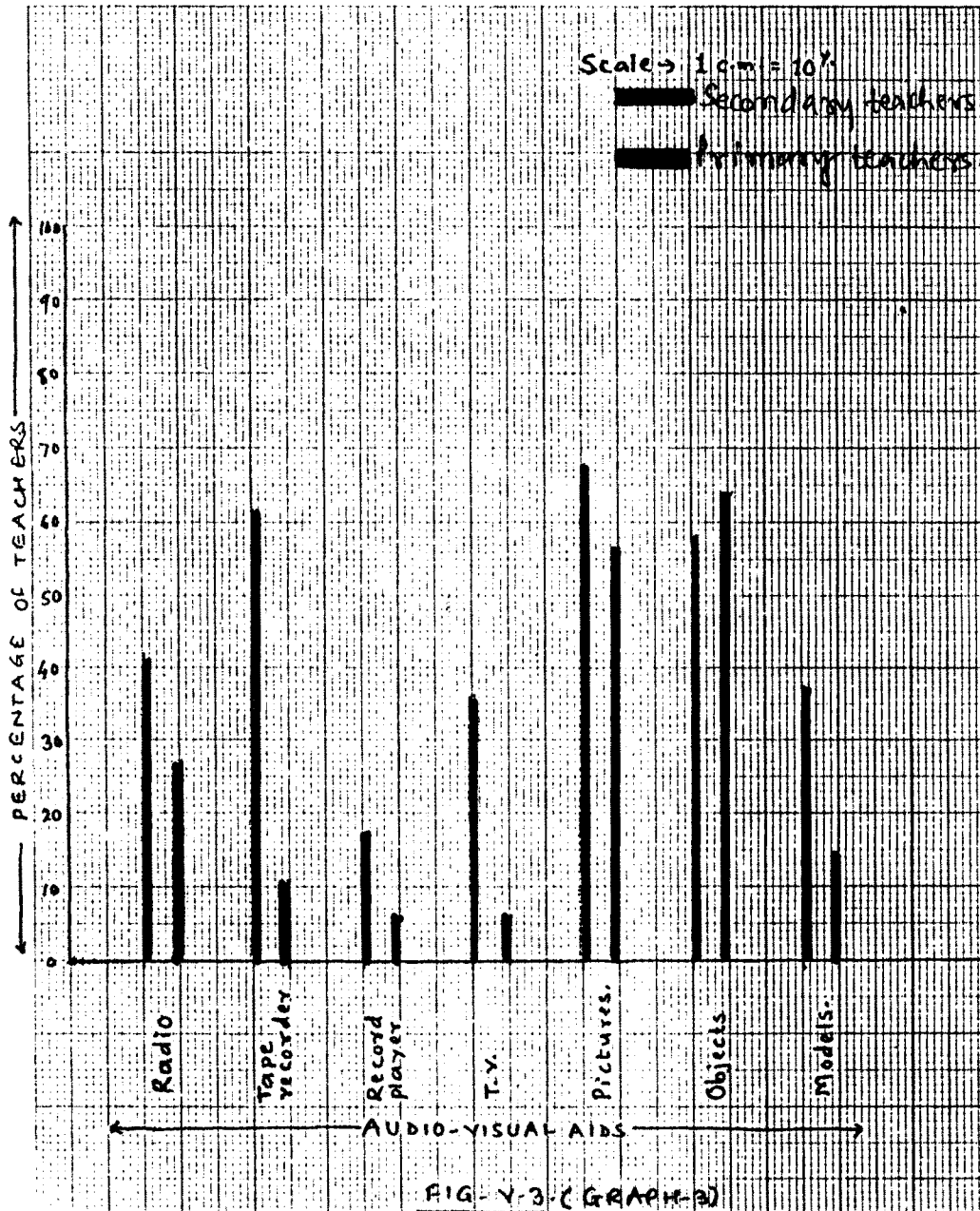
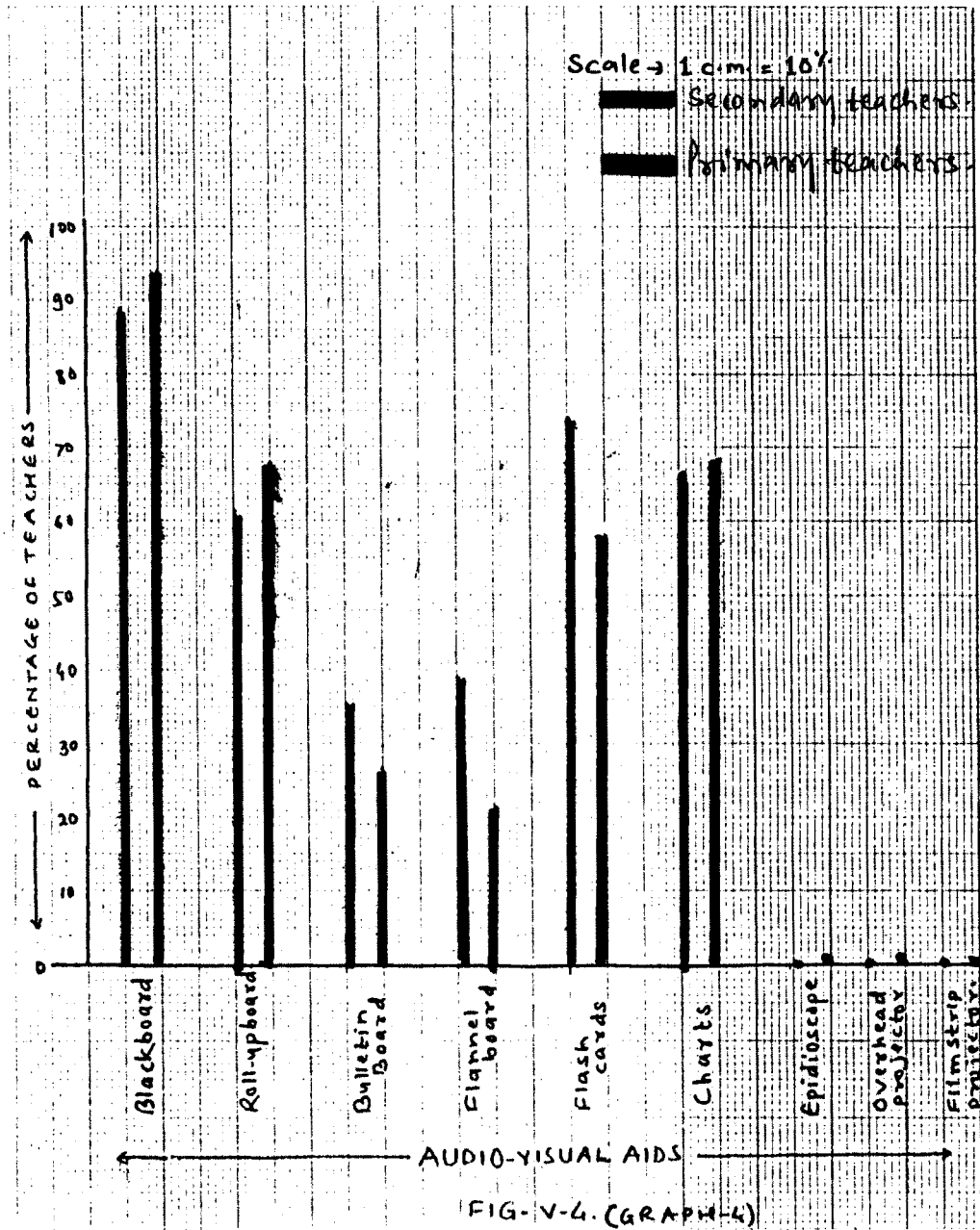


FIG. V-2 (GRAPH-2)

USE OF AUDIO-VISUAL AIDS FOR LISTENING BY THE TEACHERS.

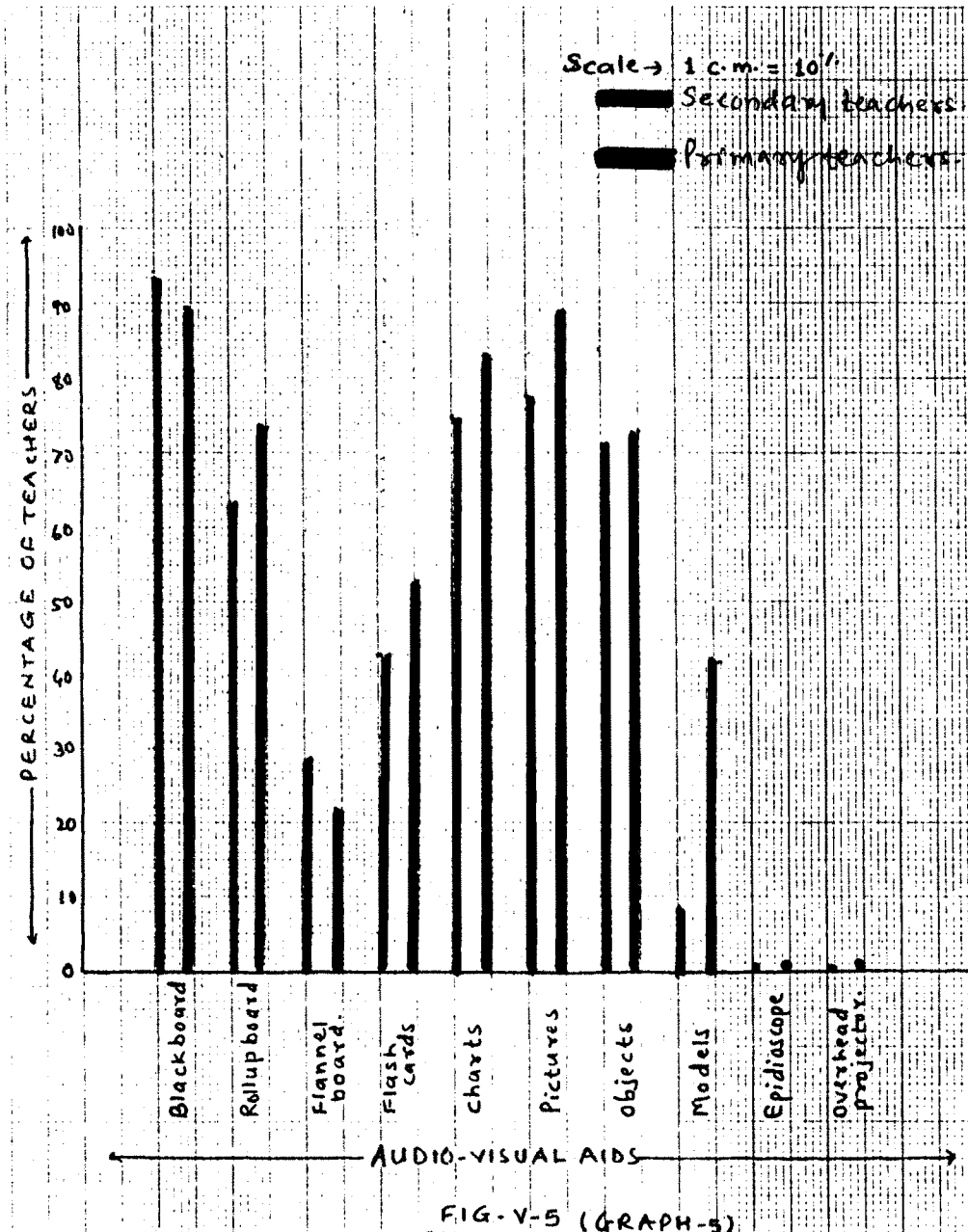


USE OF AUDIO-VISUAL AIDS FOR SPEAKING BY THE TEACHERS.



USE OF AUDIO-VISUAL AIDS FOR READING BY THE TEACHERS.





USE OF AUDIO-VISUAL AIDS FOR WRITING BY THE TEACHERS.

A cursory look at the Table No.V E-3 referred to above revealed that of the forty seven teachers fourteen (29.79%) teachers used the audio-visual aids always, twenty nine (61.70%) used them occasionally, three (6.38%) used them rarely and one (2.13%) did not use audio-visual aids in teaching English. There was not a single teacher who used audio-visual aids only on the day of inspection and not on other days.

To know for what teaching activity the audio-visual aids were used by the teachers, the data were collected and they are analysed in the following table.

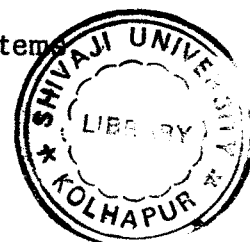
TABLE V E-4

ACTIVITIES FOR WHICH AUDIO-VISUAL AIDS ARE USED

Sr. No.	Activity	No. of respondent teachers	Percentage
1.	To introduce new words	36	76.60
2.	To teach grammar	11	23.40
3.	To explain events in the lesson	38	80.85
4.	Other	9	19.15

N.B. Responses overlapping.

From the data available in Table No.V E-4 above it was clear that of the forty seven teachers thirty six (76.60%) teachers used audio-visual aids to introduce new words, eleven (23.40%) used them to teach grammar, thirty eight (80.85%) used them to explain events in the lesson and nine (19.15%) teachers used them for other activities such as to introduce linguistic items figures, to develop stories and to teach poems.



Using of audio-visual aids in teaching English is beneficial in many ways. To know the opinions of the teachers regarding those benefits, the data were collected. Analysis of them is given in the following table.

TABLE V E-5  
EXTENT OF ADVANTAGES DUE TO USE OF  
AUDIO-VISUAL AIDS

Benefit	No. of respondent teachers			
	To a great extent	To some extent	Not at all	Total
* Pupils understand quickly	29 (61.70)	17 (36.17)	1 (2.13)	47 (100.00)
* Saves time	18 (38.30)	19 (40.43)	10 (21.27)	47 (100.00)
* Avoids use of mother tongue	22 (46.81)	19 (40.43)	6 (12.76)	47 (100.00)
* Creates interest in learning	33 (70.21)	13 (27.66)	1 (2.13)	47 (100.00)

N.B. 1) The figures in the parantheses indicate the respective percentages.

2) Responses overlapping.

From the data available in Table No.V E-5 above it was clear that of the forty seven teachers twenty nine (61.70%) teachers opined that due to use of audio-visual aids in teaching English pupils understand quickly to a great extent. It saves time, avoids use of mother tongue and creates interest in learning according to opinion of eighteen (38.30%), twenty two (46.81%) and thirty three (70.21%) respectively. Seventeen (36.17%), nineteen (40.43%), nineteen (40.43%) and thirteen (27.66%)

opined that use of audio-visual aids makes the pupils understand quickly, saves time, avoids use of mother tongue and creates interest in learning to some extent respectively. One (2.13%) teacher opined that use of audio-visual aids does not make the pupils understand quickly. Ten (21.27%) teachers opined that it was not true that use of audio-visual aids in teaching English saves time. The use of audio-visual aids avoids use of mother tongue and creates interest in learning were not true according to six (12.27%) and one (2.13%) teachers respectively.

Most of the teachers know that it was beneficial to use audio-visual aids in teaching English. Eventhough they were not used in many schools. There were some reasons behind not using the audio-visual aids in teaching English. The data collected regarding it are presented in the following table.

TABLE V E-6

REASONS OF NOT USING THE AUDIO-VISUAL AIDS

Sr. No.	Reason	No. of respondent teachers	Percentage
1.	Non-availability of audio-visual aids in the school	33	70.21
2.	Not knowing of the technology of using audio-visual aids	18	38.30
3.	Syllabus remains imcomplete	22	46.81
4.	Apathy of the teacher	18	38.30
5.	Other	15	31.91

N.B. Responses overlapping.

A cast an eye at the Table No.V E-6 above made it clear that of the forty seven teachers thirty three (70.21%) teachers opined that non-availability of audio-visual aids in the school was one of the reasons behind not using the audio-visual aids in the school. The reasons 'Not knowing of the technology of using audio-visual aids' and 'Syllabus remains incomplete' were told by eighteen (38.30%) and twenty two (46.81%) teachers. Eighteen (38.30) teacher viewed that 'Apathy of the teacher' was the reason behind it. Fifteen (31.91%) gave their opinions for other reasons such as 'distraction of pupils' attention,' and the 'pupils remember only the audio-visual aid and forget what they should remember'.

None of the schools under study had all the audio-visual aids. But the teachers there adopted some measures to get the audio-visual aids which were not in their schools. The data regarding those measures are analysed in the following table.

TABLE V E-7

MEASURES UNDERTAKEN FOR GETTING AUDIO-VISUAL AIDS

Sr. No.	Measures	No.of respondent teachers	Percentage
1.	Preparing them by-self	19	40.43
2.	Make the pupils prepare them	25	53.19
3.	Purchase them from the market	19	40.43
4.	Get them from the nearby school/college	19	40.43
5.	Other	9	19.15

N.B. Responses overlapping.

The distinctive study of the Table No.V E-7 above revealed that the teachers undertook various measures to get those audio-visual aids which were not available in their schools. Of the forty seven teachers nineteen (40.43%) prepared the educational aids by themselves, twenty five (53.19%) of them made their pupils prepare them, nineteen (40.43%) purchased them from the market, nineteen (40.43%) got them from the nearby school/college and nine (19.15%) adopted some other measures such as making use of calenders, hiring some aids such as V.C.R., cinema and inviting the experts with audio-visual aids for guidance.

Besides the non-availability of audio-visual aids the teacher faced other difficulties as well. The data were collected to know those difficulties. The analysis of that data is given in the following table.

TABLE V E-8  
DIFFICULTIES OTHER THAN NON-AVAILABILITY OF  
AUDIO-VISUAL AIDS

Sr. No.	Difficulty	No. of respondent teachers	Percentage
1.	The text-book is difficult	6	12.77
2.	Teacher's handbook is not available	36	76.60
3.	Syllabus is not available in the school	7	14.89
4.	No proper guidance	20	42.55
5.	No desired response of the pupils	14	29.79
6.	Other	5	10.64

N.B. Responses overlapping.

From the Table No.V E-8 above it was clear that of the forty-seven teachers six (12.77%) teachers told their difficulty in teaching was that the text-book of standard V was difficult. Teacher's handbook was not available, syllabus was not available in the school, no proper guidance and no desired response of the pupils were the difficulties told by thirty six (76.60%), seven (14.89%), twenty (42.55%) and fourteen (29.79%) teachers respectively. Other difficulties such as insufficient time for teaching and new approach of teaching were told by five (10.64%) teachers.

At last, suggestions of the teachers regarding the use of audio-visual aids in teaching English to standard V were taken. They are grouped in five groups which are shown in the following table.

TABLE V E-9

SUGGESTIONS OF THE TEACHERS

Sr. No.	Suggestion	No. of respondent teachers	Percentage
1.	The school should provide audio-visual aids	37	78.72
2.	The teacher himself should prepare them	31	65.96
3.	Planning of using audio-visual aids should be made	27	57.45
4.	Guidance of the experts should be made available	43	91.49
5.	Other	3	6.38

N.B. Responses overlapping.

A glance at the Table No.V E-9 above revealed the expectations of the teachers through their suggestions. Of the forty seven teachers thirty seven (78.72%) suggested that the school should provide audio-visual aids. The teacher himself should prepare them, planning of using them should be made and guidance of the experts should be made available were the suggestions given by thirty one (65.96%), twenty seven (57.54%) and forty three (91.49%) teachers respectively. Some other suggestions such as more periods should be made available and teachers' training in using audio-visual aids in teaching English to standard V were given by three (6.38%) teachers.

## PART II - INTERVIEW SCHEDULES

### A) Interview of the headmasters :-

After the analysis and interpretation of the questionnaires filled by the teachers the investigator found that some of the difficulties raised by them were related to heads of their schools. Taking into consideration those difficulties researcher set some questions to interview the headmasters. This interview schedule is given in 'Appendix B' and the list of the interviewee headmasters is given in 'Appendix H.'

The first part of the interview was about the teacher who taught English to standard V. It was found that the precaution was taken by the high school headmasters to allot the work of teaching English to those teachers who had taken English as a special or subsidiary subject for their graduation and English as one of the teaching methods at their B.Ed. The experience of teaching English of these teachers was also



considered by them. These teachers had more than five years of experience. But one of the headmasters told what he experienced that eventhough the teachers were graduates in English, they were not able to teach English through English medium only. Consequently they were unable to create atmosphere of English in their classes. The headmasters of the primary schools told that there were trained graduate teachers to teach English to std.V but they had neither taken English as a special subject for their graduation nor as a teaching method at their B.Ed.level. It was their demand but they couldn't get teachers having English as their special subject at their graduation level. The teachers who acquired the degrees with any subject were promoted as trained graduate teachers and the headmasters had to allot them the work of teaching English. The headmasters of the high-schools and the primary schools told that they had allotted five or more than five periods for English in their time-table. The investigator reminded them of the interview of Mr.Salgaonkar, Deputy Director of Education, Pune Region (Maharashtra State) which was broadcast on Bombay AIR station on 27<sup>th</sup> November, 1993 in which he told that three periods were sufficient for English as there were minimum expectations from teaching English at the beginning stage. But the headmasters were firm with their opinions of having more than three periods for English.

The position of audio-visual aids in highschoools as stated by the headmasters was satisfactory. But it was not affordable for the schools to purchase costly educational aids, such as epidioscope, overhead projector, V.C.R., cinema or computer.



Eventhough they agreed that they got adequate grants from the government to purchase the educational aids. But they were very sorry to tell that the teachers didn't use those aids in their day-to-day teaching. They only made a show on the day of inspection. The headmasters of the primary schools told that they couldn't get grants from the Nagar Parishad or the government to purchase the educational aids so the number of educational aids in their schools was less. That's why they had to depend upon the nearby schools or ask the teachers to prepare on their own cost as far as possible. Because of this the teachers inclined not to use audio-visual aids in their teaching. In high-schools the headmaster, assistant headmaster or the supervisor observed the lessons of the English teachers and guided them. Whereas the headmasters of the primary schools told that as they had to do a lot of official work they couldn't find time to observe the lessons.

Regarding orientation courses all the headmasters told that they allowed the teachers to attend the courses. One of the headmasters was the secretary of the Maharashtra State Headmasters' Association and one of them was the Academic Secretary of the Satara Zilla Headmasters' Association. They provided the information that the association co-operated the Education Officer, Zilla Parishad Satara and the Nagar Parishad, Satara in conducting the courses for the teachers teaching English to std.V. They also told that their management (Rayat Shikshan Sanstha, Satara and Swami Vivekanand Shikshan Sanstha, Kolhapur respectively) organised orientation courses on their Sanstha level. But one of them regretted that the government didn't

take notice of those courses.

All the headmasters told that many times they didn't get the letters from the concerning authorities. They also told that it was impossible for them to send the teachers to attend the courses of long duration organised in working days.

Two of the interviewee headmasters were English teachers so they told that they guided English teachers in their schools personally. English Teachers' Organisations were formed in all the highschoools. Meetings were held once in a month. Senior teachers guided their colleagues regarding teaching of English. But in the schools where the headmasters or the supervisors were not English teachers, there were limitations to their guidance. All the headmasters told that orientation courses should be organised periodically so that the English teachers could get proper guidance from the experts in English and they would be conversant with modern techniques of teaching.

Three of the interviewee headmasters expressed their satisfaction on the new approach of teaching English introduced in std.V. But the only need they told of the proper training to the teachers. The other headmasters seemed reluctant about this new approach. They felt that the approach would prove danger to the schools in rural areas because the approach was new but the teachers were traditional.

Regarding the use of audio-visual aids in teaching English to beginners the headmasters of the primary schools told that the Nagar Parishad or the government should provide the schools adequate audio-visual aids. All the headmasters

were of the opinion that using audio-visual aids in teaching English was very beneficial. But all of them suggested that the teachers should use them in their day-to-day teaching.

B) Interview of the officials.

Interviews of the headmasters led the investigator to the officials concerned as some of the problems faced by the headmasters were directly related to the officials. The problems concerning to the high-schools were related to the Education Officer of the Zilla Parishad, Satara and the problems concerning to the primary schools were related to the Administrative Officer, Nagar Parishad, Satara. So taking into consideration the problems raised by the headmasters and to know their opinions about the use of audio-visual aids in teaching English to the beginners the investigator set some pilot questions before having their interviews. However there was flexibility in the interviews. Some aspects related to the research problems but not included in the question-set were also discussed. The set of questions is given in 'Appendix C'. The information elicited from them is interpreted below.

1) Education Officer, Zilla Parishad, Satara.

During the interview period the investigator realised that the Education Officer was a headmaster of a highschool and was teaching English to std.V before holding this post. The researcher was fortunate because he got such an education officer for the interview who was an actual field worker in real perspective. It benefitted him doubly. The interviewee had undertaken some projects while teaching English to std.V. So he told

his opinions as an Education officer as well as an English teacher also.

Regarding appointing the English teachers the Education Officer told that except one all the high schools in Satara city were run by private educational managements and teachers were appointed by those managements. Though he had the power of approving the staff, there were no hard and fast rules that English trained graduates should only be appointed to teach English to std.V. So it might happen that non-English trained graduates would teach English to std.V. However he told that now-a-days English trained graduates were available more in number and appointments of those teachers were being made as far as possible.

The Education officer agreed that the government had allotted only three periods for teaching English to std.V. But he opined that three periods were not sufficient to provide learning experiences of English to all the pupils. He expressed his view that there should be minimum five periods for teaching English to std.V and the government should improve its policy regarding this. The researcher is also of the same opinion.

When the question of strength of pupils in the class was raised he agreed that almost in all the schools the strength of pupils in std.V was beyond limit and this made the teachers unable to provide learning experiences to all the students equally. On behalf of the government he told that it was only because the government couldn't afford to grant extra divisions. He told his personal opinion that strength of the pupils in any class should not be beyond 35 to 40.

Regarding English orientation courses the Education Officer told that the government had started to organise such courses. But the government machinery for this was very scanty. So the Zilla Parishad, with the help of some teachers, professors and the Headmasters' Association organised three courses, one of which was in Satara City.

When the Education Officer was asked about educational aids, he provided the information that educational aids were not provided to the schools by Zilla Parishad but they were given adequate grants to purchase them but the schools were not utilising them to that purpose only.

There was no special provision of supervision and guidance to the teacher teaching English to std.V. The Education Officer inspected the schools minimum once in a year and that was general supervision. He seemed satisfied with the work of teaching in the schools.

The Education Officer expressed his opinion regarding English newly introduced to std.V that it was a good approach. But he suggested that expert and hard-working teachers were required to implement that approach.

Regarding the use of audio-visual aids in teaching English to the beginners he told that it was the tendency of the teachers to complain. But the teachers should introspect themselves and see how far educational aids available in the schools they used. He also suggested that the teacher himself should prepare educational aids when and where he needs.



2) Administrative Officer,  
Nagar Parishad, Satara.

In the interview, the Administrative Officer, Nagar Parishad Satara told that he had not full authority of appointing the teachers. The education committee took decisions regarding the appointment of the teachers and he was one of the members of that committee. Further he told that there was political influence in appointing the teachers. Consequently he could not appoint desired teachers. That's why there was hardly any English trained graduate teacher in Nagar Parishad's schools to teach English. The only possible care was taken that trained graduates were appointed to teach English to std.V to VII though they had not taken English as a principal or subsidiary subject at their degree level.

When he was asked about the government's policy of granting only three periods for teaching English to std.V he told that within his authority he had allotted more than five periods as the pupils coming in Nagar Parishad's schools were from the weaker and lower strata of the city. They were deprived of the English atmosphere completely, so more periods were given for English teaching. There was no problem of strength of pupils in Nagar Parishad's schools. It was not beyond limit with a very few exception. The strength of pupils in std V was within the range of minimum 15 to maximum 50. So the teachers could provide the pupils learning experiences equally.

The Administrative Officer told that it was not possible for him to organise orientation courses in English as the Nagar

Parishad had no funds for it. He had to depend upon Taluaka Panchayat, Zilla Parishad or the government for these courses. Whenever Taluka Panchayat or the Zilla Parishad organise the courses he sent his teachers to attend them. In spite of this, he had organised one orientation course in English with the co-operation of the professors and headmasters in Satara city.

There was the scarcity of audio-visual aids in Nagar Parishad's schools. When the Administrative officer was asked about this he told the only reason for that and that was the lack of funds. Even in many schools there was no electricity provision. He admitted that he couldn't provide the schools educational aids or the grant to purchase them. But he opined that the teachers should prepare some of the teaching aids as far as possible because teaching English without having the educational aids would not be fruitful.

He told that he supervised some of the schools daily. But what he was experiencing was not good. Teachers were not using educational aids in teaching English.

He liked the new approach of teaching English to std.V but the other side of it he told that it would perhaps prove danger to the schools in rural area and Nagar Parishad's schools because of lack of educational aids, eligible teachers and proper guidance to the available teachers. So he expected that the government or the Nagar Parishad should provide grants for audio-visual aids and orientation courses.

C) Interview of the experts in English.

For the better implementation and fulfilment of the English course introduced for the beginners the investigator



found it most necessary to know the views of experts. So he set some questions as a guideline for the interview. These questions are given in Appendix D and the list of the experts is given in 'Appendix I.'

All the experts told that the syllabus introduced for std.V was not at all new. The same objectives of teaching English were expected to be achieved previously also. Only the framing of the text-book and teaching accordingly were new ones. The chairman of the English Language Committee who wrote the text-book of English for std.V told that it was neither structural approach nor situational approach or not any special approach. He told that for time being it could be called as 'Balbharati model.' That means it was not written adhering to one approach, however it had touched all the approaches. When he was reminded of the view expressed by Shri. Padmakar Vispute (Director, State Institute of English for Maharashtra, Aurangabad) in an interview broadcast on Bombay Radio Station on 27<sup>th</sup> November, 1993 that it was the first time that phonetics was introduced in the syllabus, hence it was an oral approach; he agreed and told that oral, functional and conversational English was stressed more comparatively.

Regarding the expectations of the course, all the experts told that the pupils in std.V should use simple English and social manners in his everyday speech was the minimum expectation.

For listening and speaking practice, according to the experts the cassettes prepared by Balbharati especially for std.V, cassettes on a course in English by J.D.O.Connor and

three cassettes on stress, rhythm and intonation by CFEFL Hyderabad could be used in addition to listening radio and T.V. Regarding the picture in the text-book they told that though they served as educational aids, they could not fulfil the entire need. Alongwith them the teachers should prepare some aids as per the models given in the text-book. The pictures and charts could be used to develop the the skill of conversation. For example after showing the pupils a picture of an accident the discussion could be held on an accident. The pictures of a market, S.T.Stand, railway station, school etc. could be used for this purpose. The chairman of the English language committee told that it doesn't matter if there are no audio-visual aids in the school, but the teacher should fulfil this need. The teacher is the best audio-visual aid.

Regarding creating atmosphere of English the experts told that the teachers should take extra efforts. Most of the pupils don't get English atmosphere out of their classes. The experts told that it should be made compulsory for the pupils to speak in English in the class as well as out of the class. They should use phatic expressions and social manners. English lessons on radio and T.V. should be organised in the school. Before and after the school hours the cassettes should be played on for the pupils to listen.

All the experts told that the success depends upon the efforts taken by the teachers. For this they suggested that the teachers should be happy, enthusiastic, having English manners in behaviour, devoted, pains-taking and able to create atmosphere of English throughout the school. They should use the handbook

which was published earlier. They reminded that the text-book was the means leading towards the end.

### PART III.      OBSERVATION SCHEDULE

The investigator used the observation schedule in order to supplement and confirm the information elicited from the questionnaires and the interviews of the headmasters and officials. Before visiting the schools he determined some items for observation which are given in 'Appendix E' and the list of the schools that he visited is given in 'Appendix F.' The another objective of observation schedule was to create awareness of using audio-visual aids in teaching English among the teachers.

The audio-visual aids available in the schools were checked as per the list by the teachers concerned and was found that the number and the aids were correct. But it was found that most of the aids were not in good condition. Pictures were torn, models were broken and most of the radios and tape-recorders were not in working condition. Some educational aids such as flash cards, charts, flannel boards and cassettes were intact showing that they were not handled by the teachers. Most of the schools could not avail the students the opportunity of listening radio and T.V. Mostly used aids were visual aids such as black board, bulletin board, pictures, objects and flash cards. Projected visual aids, audio aids and audio-visual aids were not used. The reasons observed of not using these aids were insufficient time, apathy of the teachers and non-availability of projected visual aids, audio aids and audio-visual aids.

To solve the above mentioned difficulties in some schools five or more than five periods were given for English. The teachers in some schools had prepared some aids like flash cards and pictures themselves. The students had also prepared some aids under the guidance of their teachers. Some calenders were used as educational aids.

The researcher observed the lessons of the teachers in those schools. They were pre-intimated with the permission of their headmasters. The teachers were well prepared and they used some educational aids in their lessons. Their pupils actively participated the lesson. The only thing observed was that they didn't know how to use those aids effectively. The researcher sometimes guided them and sometimes presented the lesson himself with using those aids. It made a good impact on the pupils. They responded the teacher well. They seemed very happy in answering the questions. Everybody wanted to speak. Interest of learning English was created among them. The teachers realised the importance of using audio-visual aids in teaching English to the beginners. Thus they were made aware of using audio-visual aids in their teaching. After the lesson, in the discussion, the teachers told the investigator that they were not using audio-visual aids in their teaching thinking that it took a lot of time of their period and the portion remained incomplete.

The investigator then, with the teachers whose lessons were observed, met their headmasters and told them this experience. The headmasters were also inspired to hear this and they promised their teachers to provide any educational aid they needed. In a few schools the researcher observed that the headmasters

were blaming the teachers and the teachers vice versa.

In general, the observation was that the available educational aids were not used by most of the schools though they had written in the questionnaire as they used. The situation regarding the availability of audio-visual aids and their use in Nagar Parishad School was very pathetic. But all the headmasters and the teachers showed their harmony by telling the importance and usefulness of audio-visual aids in teaching English to the beginners.

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