



IMPACT OF IMPROVEMENT PROGRAMME FOR THE DEVELOPMENT OF SPOKEN ENGLISH SKILLS OF SENIOR COLLEGE BACKWARD CLASS GIRL STUDENTS

Dr. P. S. SONTAKKE

Asst. Prof. of English

Mahila Mahavidyalaya, Karad, Dist. Satara (Maharashtra)

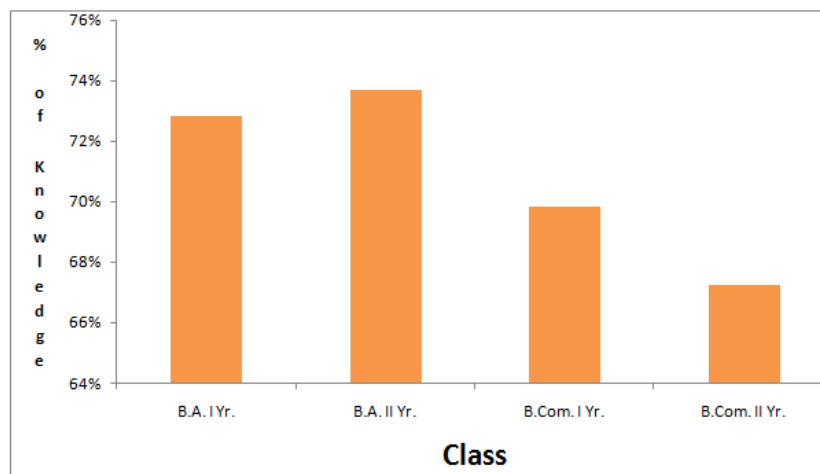
INTRODUCTION:

In order to train one hundred senior college backward class girl students in the spoken English skills, under University Grants Commission, New Delhi's XIIth Plan Scheme, a Minor Research Project entitled '*Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students and Its Effectiveness*' is implemented during 2014-15 and 2015-16 at Mahila Mahavidyalaya, Karad; Dist. Satara, Maharashtra. The present research paper highlights the overall impact of the said programme.

In order to measure their improvement, data collection method is adapted. At the beginning, to understand their knowhow, batch-wise Pre-Test is conducted. Then '*Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students*' is conducted. Their improvement was measured by conducting Post-Test.

EVALUATION OF THE DATA OF POST-TEST:

A 'Post-Test' was conducted for 70 marks to test their improvement in the knowledge of English grammar.



Post-Test Analysis of Grammar

On successfully implementing 'Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students and Its Effectiveness', in the 'Post-Test' evaluation, it is found that B.A. I yr. students have improved by reaching to 72.85% know how of the basic English grammar. B.A. II yr. students improved upto 73.71%, B.Com. I yr. students improved upto 69.85% while B.Com. II yr. students improved upto 67.28% in their knowhow of the basic English grammar.

GRAMMAR:

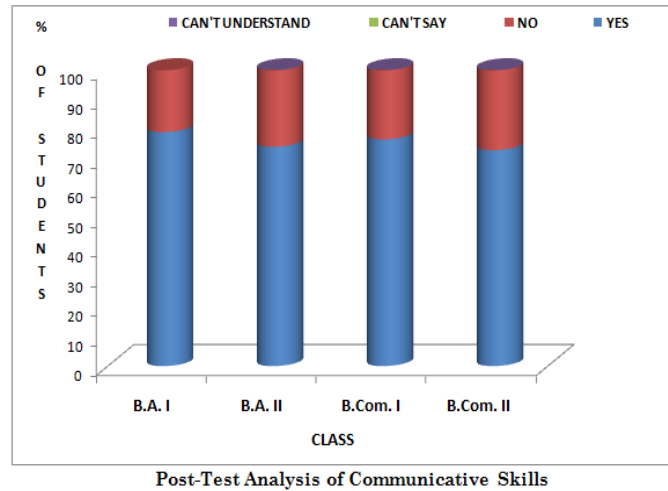
In grammar, multiple choice questions (MCQ) were asked based upon the basic knowledge of tense, gender, singular/plural, parts of speech, auxiliaries, articles, punctuation, question tag, assertive sentence, affirmative/negative sentences, interrogative sentences, imperative sentences, exclamatory sentences, direct/indirect speech, voice, synthesis, suffix/prefix, transformation/degree, abbreviations/contractions, antonym/synonym and miscellaneous.

COMMUNICATIVE SKILLS:

A 'Post-Test' was conducted for 30 marks to test their improvement in the knowledge of English language communicative skills.

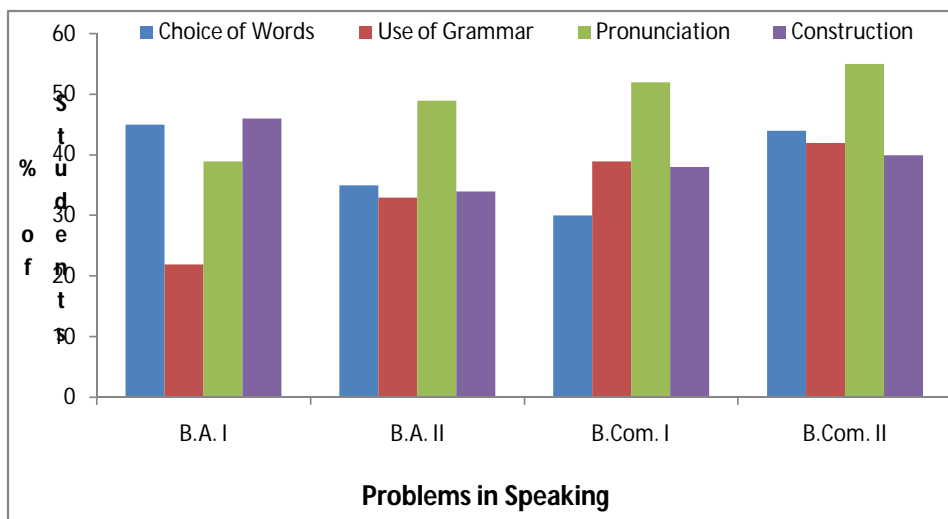
In communicative skills also 29 multiple choice questions (MCQ) were asked regarding the basic communication skills like pronunciation of English words, recalling English words, teachers encouragement, problem of speaking English in public listening/watching English news on Radio/TV, writing English, reading English newspapers, periodicals, books, English Comics, referring to English Encyclopedias, frequently referring to English dictionary, watching English movies, enjoying English serials and cartoons, use of English words by their family, solving English grammar exercises, their textbooks, inspiration by their English class, browsing Internet in English greeting people around them in English, trying to talk in English with their friends and relatives, appearing for any examination in English medium, about training in Spoken English, about 'English Reading Club', participation in English elocution competitions, about their e-mail, Facebook, Twitter, What's Up accounts etc.

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In B. A. I yr. 79.14% students acquired knowledge about communication skills, still 20.86% students didn't acquire, 0% can't say and 0% can't understand .In B. A. II yr. 74.17% students acquired knowledge about communication skills, still 25.83% students didn't acquire, 0% can't say and 0% can't understand. In B. Com. I yr. 76.66% students acquired knowledge about communication skills, 23.34% students didn't acquire, 0% can't say and 0% can't understand .

In B. Com. II yr. 72.99% students acquired knowledge about communication skills, 27.01% students didn't acquire, 0% can't say and 0% can't understand.



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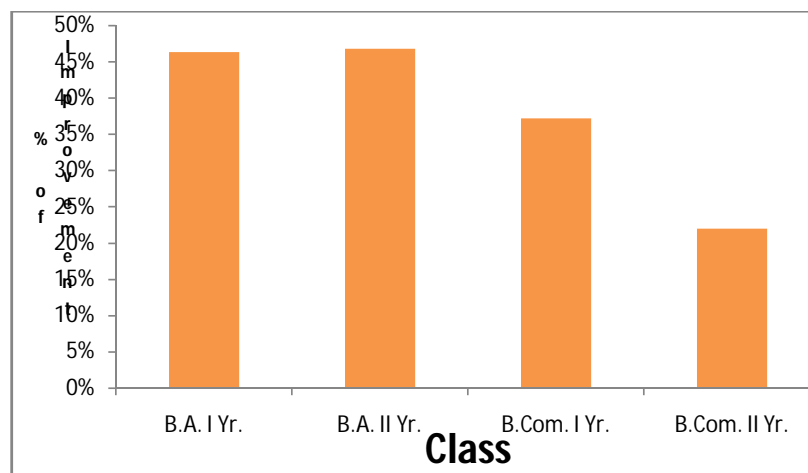
The last 30th question was 'What scares you most?' and the options were choice of words, use of grammar, pronunciation, construction. Majority of the students were having all four common problems of communication the data of which is analysed as below –

IMPACT:

Comparative analysis is a study that compares and contrasts two things. The study is done to find out the crucial differences between two very similar things or the similarities between two things that appear to be different on the surface.

At the end of the project, their improvement is calculated with the help of graphs.

CONCLUSION:



Comparative Analysis of Grammar

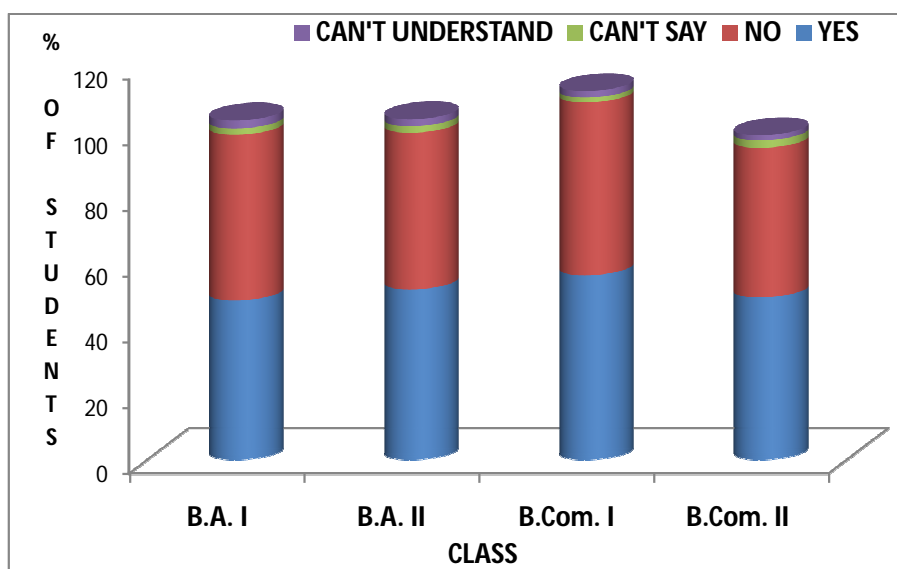
On successfully implementing 'Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students and Its Effectiveness', it is observed that between the 'Pre-Test' and 'Post-Test' B.A. I yr. students have improved by 46.28%, B.A. II yr. students improved by 46.81%, B.Com. II yr. students improved by 37.21% while B.Com. III yr. students improved by only 21.93% in their knowhow of the basic English grammar.

It means, 'Pre-Test' finds their knowhow of the basic English grammar is 32.86% and the 'Post-Test' observes that their collective improvement after attending 'Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students and Its Effectiveness' reaches to 70.92%. The collective impact of this improvent programme for grammar skills is **38.06%**.

Dr. P. S. Sontakke

COMMUNICATIVE SKILLS:

In communicative skills also multiple choice questions (MCQ) were asked regarding the basic communication skills like pronunciation of English words, recalling English words, teachers encouragement, problem of speaking English in public listening/watching English news on Radio/TV, writing English, reading English newspapers, periodicals, books, English Comics, referring to English Encyclopedias, frequently referring to English dictionary, watching English movies, enjoying English serials and cartoons, use of English words by their family, solving English grammar exercises, their textbooks, inspiration by their English class, browsing Internet in English greeting people around them in English, trying to talk in English with their friends and relatives, appearing for any examination in English medium, about training in Spoken English, about 'English Reading Club', participation in English elocution competitions, about their e-mail, Facebook, Twitter, What's Up accounts etc.

**Post-Test Analysis of Communicative Skills**

In B. A. I yr. there is an improvement of 48.47% in the knowledge of communication skills of the students, their ignorance is decreased by 50.47%, can't say and can't understand is totally decreased by 0% each. In B. A. II yr. there is an improvement of 51.81% in the knowledge of communication skills of the students, their ignorance is decreased by 47.72%, can't say and can't understand is totally decreased by 0% each. In B. Com. I yr. there is an improvement of 56.1% in the knowledge of communication skills of the students, their ignorance is decreased by 52.65%, can't say and can't understand is totally decreased by 0% each. In B. Com. II yr. there is an improvement of 49.38% in the knowledge of communication skills of the

students, their ignorance is decreased by 45.53%, cant't say and can't understand is totally decreased by 0% each.

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