



**AN EXPLORATORY STUDY OF GUJARATI LANGUAGE
TEACHING IN UPPER PRIMARY SCHOOLS
OF BARODA CITY**

**AN
ABSTRACT
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AN ABSTRACT

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AN ABSTRACT

INTRODUCTION

Language plays a significant role in the life of human beings. Bernstein (1970), Suggested, that to succeed in education system, a child must know how to use language as a means of learning and how to use it in personal interaction. While researching in to language teaching aspects at primary level, some of the basic questions that arises are :

- How the language is taught in the classroom ?
- If language is taught properly then why students achievement is poor in this subject ?
- What is the nature of activities offered for language teaching ?
- Is classroom interaction carried out the way in which language should be taught ?
- What kind of techniques are adopted in classroom?
- Is the teacher equipped with necessary skills required to teach language?
- Are the objectives of teaching Gujarati properly reflected in syllabus?
- What are the problems of teaching Gujarati?

All these may act as strong demotivating factors on the part of students to learn language. Such demotivating factors may lead to low achievement of students in school subject. According to pattanayak (1990), "Language teaching standards are divergent in different regions of the country. One thing common to all is consistently low standards of achievement in language as well as subjects. Instead of learning subjects through language, Subjects are used to learn languages. Therefore students are poor in subjects as well as language". The author further adds that Indian languages generally have never been discussed it whether English or Hindi should be national official language.

According to the trend report of fourth survey (1990), out of the total number of 4703 studies in Education only 112 (2.38%) have been conducted on languages. Further only 8 students (7.14 %) were on Gujarati language. Which seems very much the lower side. A significant point to note that not even a single study have been conducted on Gujarati language at the primary stage. Therefore, naturally it becomes a very important area of research.

STATEMENT OF THE PROBLEM

AN EXPLORATORY STUDY OF GUJARATI LANGUAGE TEACHING IN UPPER PRIMARY SCHOOLS OF BARODA CITY

OBJECTIVES OF THE STUDY

The study has been carried out with the following objectives :

- (1) To study the clarity of objectives of teaching Gujarati on the part of teachers.
- (2) To study the teaching procedure followed by the teachers in teaching of Gujarati with respect to ;
 - a) Various skills of Gujarati teaching.
 - b) Various methods and techniques of teaching Gujarati.
 - c) Use of audio Visual aids.
- (3) To study the problem faced by teacher in teaching Gujarati.
- (4) To study the achievement of students in the subject of Gujarati.
- (5) To study the weakness of the students in the subject of Gujarati.
- (6) To identify common errors committed by students in writing Gujarati.
- (7) To study the opinions of teachers about teaching Gujarati.

- (8) To study the relationship between achievement score and weakness score of students in the subject of Gujarati of Standard V, VI, and VII

HYPOTHESES

On the basis of above objectives, the following null hypotheses were formulated.

1. There will be no significant difference in mean achievement of boys and girls in the subject of Gujarati for Standard V.
2. There will be no significant difference in mean achievement of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard V.
3. There will be no interaction between caste category and sex in the achievement in the subject of Gujarati for Standard V.
4. There will be no significant difference in the mean achievement of boys and girls in the subject of Gujarati for Standard VI.
5. There will be no significant difference in the mean achievement of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard VI.
6. There will be no interaction between caste category and sex in the achievement in the subject of Gujarati for Standard VI.
7. There will be no significant difference in the mean achievement of boys and girls in the subject of Gujarati for Standard VII.
8. There will be no significant difference in the mean achievement of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard VII.
9. There will be no interaction between caste category and sex in the achievement in the subject of Gujarati for Standard VII.
10. There will be no significant difference in the mean weakness score of boys and girls in the subject of Gujarati for Standard V.

11. There will be no significant difference in the mean weakness score of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard V.
12. There will be no interaction between caste category and sex in the weakness score in the subject of Gujarati for Standard V.
13. There will be no significant difference in mean weakness score of boys and girls in the subject of Gujarati for Standard VI.
14. There will be no significant difference in the mean weakness score of SC, ST, SEBC and general category of students in the subject of Gujarati Standard VI.
15. There will be no interaction between caste category and sex in the weakness in the subject of Gujarati for Standard VI.
16. There will be no significant difference in the mean weakness score of boys and girls in the subject of Gujarati for Standard VII.
17. There will be no significant difference in the mean weakness score of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard VII.
18. There will be no interaction between caste category and sex in the subject of Gujarati for Standard VII.
19. There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard V.
20. There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard VI.
21. There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard VII.

DELIMITATION OF THE STUDY

The study was delimited to Municipal schools run by Municipal school Board, Vadodara. The study was also delimited to Municipal schools which provide instruction through Gujarati language.

METHODOLOGY

After formulation of the research problem theoretically, the next task is to find out empirically dependable and valid answers to research questions.

This requires deciding about the research methodology to be used for data collection and analysis and interpretation of results. Methodology of the study involves population, sample, tools to be used, procedures for data collection and statistical techniques to be used for data analysis. The methodological been details have been presented in the pages to follow.

POPULATION

Population of the present study comprises of 108 Gujarati Medium Primary Schools, 550 teachers of upper primary schools and all the students of the Standard V, VI, VII of schools managed by Municipal School Board, Vadodara.

SAMPLE

Sample for the presented study was drawn from:

- (a) Schools,
- (b) Teachers,
- (c) Students,
- (d) Experts.

Further Details are given below:

(a) Schools:

There are 138 schools providing primary education through different medium of instruction. There are 108 primary schools of Gujarati medium, from which twelve schools were selected randomly for observation of teaching procedure followed by the teachers of these schools.

(b) Teachers:

From the office records of Nagar Prathamik Shikshan Samiti (1994-95) , it was found that total number of teachers teaching from Standard I to VII was 1625 and the teachers teaching in upper primary level were 550. Of which 400 teachers were selected randomly by using random number table of Kendall and Smith. As seventy two teachers did not complete the given questionnaire and opinionnaire, they were dropped. The investigator was finally able to collect data from 328 teachers.

(c) Students:

For drawing the sample of students, cluster sampling technique was adopted. From the official records of the schools, it was found that there were 1218 students available in standard V, VI, VII of the sample of schools selected for the present study.

(d) Experts :

To study opinion about the teaching of Gujarati , twenty experts were selected using judgment sampling. These experts were from primary and secondary school teachers and teachers from teaching institution of Baroda. The experts were selected on the basis of their long standing experience (at least 10 years) in teaching the subject, their contribution to Gujarati literature and in investigator's perception about these experts.

TOOLS

The following tools were constructed for the present study.

1. To study the clarity of objectives of teaching of Gujarati, opinionnaire was constructed.
2. To study the problems faced by the teachers while teaching Gujarati, questionnaire was constructed.
3. To observe the teaching procedure following by the teachers class room observation schedule was constructed.
4. To study the opinions of teachers and experts regarding the teaching of Gujarati, interview schedule was constructed.
5. To identify common errors committed by the students in writing Gujarati, a common errors identification test was developed.
6. To study the achievement of students, scores obtained by students on the final examination of Gujarati in the year 1994-95 were collected from the respective schools.

The details of the above mentioned tools have been given under separate captions.

OPINIONNAIRE FOR TEACHERS

To decide about the aspects for constructing opinionnaire, the following criteria were kept in mind while formulating and selecting the statements.

- The statement might be expression of behaviour and not of the statement of facts.
- The statement might be expressed in clear, concise and straight forward language.
- Ambiguity in the meaning of statement or vague words to be avoided.
- Each statement should have single idea.

On the basis of the above criteria and keeping in view the four basic skills of language teaching viz., listening, speaking, reading and writing, the investigator constructed an opinionnaire consisting of 45 statements in the final draft of thus constructed opinionnaire. Each statement had five categories viz., always, often, sometimes, seldom and never.

For the scoring of the tool, for each item frequency was computed and the same has been converted in to percentages.

INTERVIEW SCHEDULE FOR EXPERTS

For construction of interview schedule the following criteria were kept in mind.

- The statements might be expression of behaviour and not of statements of facts.
- The statements might be expressed in clear, concise and strait forward language.
- Ambiguity in meaning of statements or vague words to be avoided.
- Statement should have single idea.

In addition to this, the interview schedule focused on the following five areas.

- Language skills
- In-service training,
- Pre- service training,
- Improving standards of Gujarati teaching,
- Modes of evaluating language skills.

On the basis of the above criteria and keeping in view the aspects mentioned above, the investigator constructed an interview schedule and the final draft of which consisted of nine structured items.

For the scoring of each item frequency was computed and the same has been converted into percentages.

QUESTIONNAIRE FOR TEACHERS

As stated earlier, in order to study the problem faced by the teachers in teaching Gujarati, a questionnaire was constructed by keeping in mind the following criteria:

- The questionnaire should deal with a significant topic.
- The information might be available, should not ask to write in the questionnaire.
- The question should be short and clear.
- The question should seek for one idea at a time and should be arranged in logical sequence.

In addition to this, the questionnaire focused on the following areas:

- Problems related to speech defect faced by the teachers.
- Difficulties faced by teachers in teaching prose, poetry, grammar lessons.
- Facilities available in the school for teaching Gujarati subject.
- Problems related to implementation of textbook knowledge.

On the basis of above criteria and keeping in view. The aspects mentioned above the final draft of questionnaire consisting of 26 items was constructed. For scoring of the questionnaire, frequencies were computed and the same were converted into percentages wherever possible.

CLASS ROOM OBSERVATION SCHEDULE

For construction of observation schedule the following criteria were kept in mind.

- Selecting the aspects to be observed.
- Defining the aspects to be observed.
- Training the observer.
- Quantifying the observations.
- Developing the recording procedure.

In addition to this, the observation schedule focused on the following five dimensions.

1. Introduction on the content.
2. Model reading.
3. Discussion points which include methods, techniques, and skills adopted by teachers.
4. Evaluation done by the teachers.
5. Black board work of the teachers.
6. Home work given by teachers.

On the basis of above criteria and keeping in view the aspects mentioned above the final draft of observation schedule consisting of 73 items was developed. For the scoring of each items, frequencies were computed and the same has been converted into percentages.

COMMON ERRORS IDENTIFICATION TEST FOR STUDENTS

In order to identify the areas where students were generally committing errors, the investigator explored two major sources from the twelve sampled schools. The sources were (1) Teachers teaching Gujarati subject in standard V, VI, VII, and (2) Home work, class work not book and composition book of Standards of standard V, VI, VII. Exploring these sources, nine areas like nasal sound, spellings, punctuation mark, syntax, comma, inverted comma, full stop, logical sequence of thoughts, effect of dialect in writing were identified.

On the basis of above areas, the separate test for standard V, VI, VII were developed by the investigator. The test were given to twenty five students of each standard

V, VI, VII to ensure the time limit and comprehensibility of language. Total forty marks test were developed and maximum possible score was forty.

INFORMATION SCHEDULE FOR ACHIEVEMENT OF STUDENTS IN THE SUBJECT OF GUJARATI

An information Schedule was developed to collect the information regarding achievement of students of SC, ST, SEBC and General category of boys & girls students in the subject of Gujarati, in the Annual examination conducted by Municipal school Board, Vadodara during the year April 1995.

DATA COLLECTION

For collecting the data from Municipal School Board, Vadodara investigator took the permission letter from administrative officer of Nagar Prathmik Shikshan Samiti Vadodara.

Questionnaire and opinionnaire were prepared with forwarding letters addressed to Municipal School teachers by giving an assurance of keeping respondents' view confidential.

The filling up questionnaire, opinionnaire, and test to identify common errors and achievement of students of standard V, VI, VII examination and for the observation of instructional process investigator requested school principals and teachers for their co-operation.

During the data collection investigator had taken care of clarifying their doubts and checked that none of the responses were left incomplete. This was done to avoid loss in the obtained data for the selected schools. The data pertaining to experts opinions regarding teaching of Gujarati were collected personally by the investigator through personal

interview. The experts were consulted earlier and interviews were carried out according to their convenience and without any constraints of time.

The data pertaining to achievement of students in the subject of Gujarati was collected from their respective schools. Details of schedule of data collection given in the Table: 1

Table 1

SCHEDULE OF DATA COLLECTION

TYPE OF TOOL	DURATION	SAMPLE DISTRIBUTED	RESPONDED
QUESTIONNAIRE	December 1996 to February 1997	550 teachers of Standard V, VI, VII	326 teachers of standard V, VI, VII
OPINIONNAIRE	December 1996 to February 1997	550 teachers of Standard V, VI, VII	326 teachers of standard V, VI, VII
OBSERVATION SCHEDULE	October 1995 to February 1996	Teachers of twelve schools	Whole
COMMON ERRORS TEST	April 1996	Standard V 420 Standard VI 400 Standard VII 400	Standard V 419 Standard VI 399 Standard VII 400
INFORMATION SCHEDULE	May 1996	Standard V 420 Standard VI 400 Standard VII 400	Standard V 419 Standard VI 399 Standard VII 400
INTERVIEW	December 1996 to February 1997	20 experts	20 experts

DATA ANALYSIS

Data pertaining to objectives 1,2,3,6, and 7 viz., clarity of objectives of teaching Gujarati on the part of teachers, classroom observation, problems faced by the teachers , opinion of experts on teaching Gujarati, and common errors committees by students frequencies were computed and were converted into percentages and whenever possible content analysis was done.

The data pertaining to Objectives 4 and 5 viz., achievement score and weakness score of students of Standard V, VI and VII were analyzed quantitatively by using the technique of Analysis of Variance (ANOVA). Data pertaining to objective 8, viz.,

relationship between achievement score and weakness score of students, coefficient of correlation was computed using Product Moment Method.

The entire Programme of present piece of research, presented in chapter provides a clear cut direction for the work and thus the sets the stage for analysis. In other words , how is language teaching carried out by primary school teachers of municipal school board can be seen in the data analysis.

MAJOR FINDINGS

The major findings of the present investigation were as follows.

FINDINGS RELATED TO THE TEACHING PROCEDURE FOLLOWED BY TEACHERS AT STANDARD V, VI, AND VII

1. Very few teachers could give introduction related to the content to be taught of poetry lessons for Standard : V and VI and few teachers of Standard : VII could not give introduction related to the content to be taught.
2. Majority of the teachers of Standard : V, VI, and VII could hardly relate previous knowledge with present knowledge during introduction of poetry lesson.
3. Majority of the teachers of Standard : V, VI, and VII could not introduce by citing examples of poetry lessons.
4. Almost half of the teachers of Standard : V, VI, and VII could rarely do recitation of poem with proper expression.
5. Majority of the teachers of Standard : V and VII and few teachers of Standard : VII could not keep an eye on students during model reading.
6. Majority of the teachers of Standard : V, VI, and VII could do discussion with the help of students in poetry lessons.

7. Majority of the teachers at Standard : V, VI, and VII could not ask logically sequenced questions during discussion.
8. Most of the teachers of Standard : V, VI, and VII could use local language instead of recognised language during teaching.
9. Most of the teachers of Standard : V, VI, and VII could not provide the knowledge about the change mood of the poem to the students.
10. Majority of the teachers of Standard : V and VII could discuss humor presented in the content whereas few teachers of Standard : V and VII could discuss humor presented in the content.
11. Majority of the teachers of Standard : V, VI, and VII could evaluate the students to write moral of the story.
12. All the teachers of Standard : V and VII could not give the students comprehension writing during home work whereas few teachers of Standard : VI could give the students comprehension writing during home work.
13. Almost half of the teachers of Standard : V, VI, and VII could not write with neat and legible handwriting on the black board.
14. Cent percent teachers of Standard : V, VI, and VII could never use black board for comparative study.
15. Most of the teachers of Standard : V and VI could not use illustration technique during teaching of grammar whereas most of the teachers of Standard : VII could use illustration technique during teaching of grammar.
16. Most of the teachers of Standard : V, VI, and VII could frequently use charts for teaching of grammar.
17. Most of the teachers of Standard : V, VI, and VII could not retain interest in the students during introduction of prose lessons.

18. Most of the teachers of Standard : V, VI, and VII could not introduce the content of prose lessons with keeping in mind the mental level of the students.
19. Most of the teachers of Standard : V, VI, and VII could hardly encourage the students to assess ones own responses during prose lessons.

FINDINGS RELATED TO THE PROBLEMS FACED BY TEACHERS DURING TEACHING OF GUJARATI

1. All the teachers found difficulties in letter writing from the students during punctuation marks and logical presentation of thoughts as a major problem.
2. All the teachers observed students difficulties in logically presentation of ideas, original thinking in writing, paragraphing and punctuation marks during writing of essays.
3. Majority of the teachers found difficulties in explaining rules of punctuation marks in the grammar lessons.
4. Majority of the teachers found difficulties in questioning particularly in essay form of prose lessons.
5. Majority of the teachers found difficulties during appreciation of poem lessons.
6. Majority of the teachers found Standard : VII textbooks as excellent in comparison to the textbooks of Standard : V and VI.
7. Majority of the teachers found language expression in the textbook of Standard : V, VI, and VII were easy and simple.
8. Majority of the teachers found that the textbooks of Standard : V and VII do give opportunity for self learning.

FINDINGS RELATED TO THE CLARITY OF OBJECTIVES OF TEACHING GUJARATI ON THE PART OF TEACHERS OF STANDARD : V, VI, AND VII

1. Majority of the teachers (75 %) have not read the objectives of teaching Gujarati prescribed by the state government.
2. Almost half of the teachers could not able to arrange activities which lead to development of listening and speaking skills.
3. One third of teachers could arrange the activities like the thought of the day, language antakshari for the development of listening and speaking skills.
4. One third of the teachers could ask students for oral and silent reading for the development of reading skills.
5. Majority of the teachers have not provided references to read for self study for the development of reading skill.
6. Majority of the teachers spared time for dictation, essay writing, and composition writing for the development of writing skill.
7. Almost half of the teachers could not able to guide the students for independent writing.

FINDINGS RELATED TO THE EXPERTS OPINION REGARDING THE TEACHING GUJARATI

1. Majority of the experts opined that activities which motivate students for language proficiency should be enhanced by the teachers in the classroom.
2. Majority of the experts opined that pre-service training programme of teachers have been carried out in traditional way and hardly there are any innovations adopted so far for training pre-service teachers.

3. Majority of the experts opined that instead of inviting experts for delivering lectures, it is good if the training is given by the experienced school teachers of the particular field. The experts further stated that in-service training programme is not practical and to improve its quality emphasis should be given to overcome the difficulties faced by the teachers during instructional process.

FINDINGS RELATED TO THE ACHIEVEMENT OF STUDENTS IN THE SUBJECT OF GUJARATI

1. Boys and Girls students of Standard : V, VI, and VII were equal in the achievement of the subject of Gujarati.
2. Achievement of Boys and Girls, SC, ST, SEBC, and General Categories of students of Standard : V, VI, and VII was equal in the subject of Gujarati.

FINDINGS RELATED TO THE WEAKNESS OF STUDENTS IN THE SUBJECT OF GUJARATI

1. SC girls have high weakness score than SC boys of Standard : V.
2. SC boys and ST girls of Standard : V were equal in their weakness score.
3. Boys and Girls of Standard : V were equal in their weakness score.
4. SEBC boys of Standard : V had high weakness score than SC boys of Standard : V.
5. ST boys and SC girls of Standard : V were equal in their weakness score.
6. Girls were better than Boys in the performance on weakness score in the subject of Gujarati at Standard : VI.
7. SC, ST, SEBC, and General Category students were equal in their performance on weakness score in the subject of Gujarati at Standard : VI.

8. Boys and Girls of Standard : VI were equal in their performance of weakness.
9. SC, ST, SEBC, and General Category students were equal in their performance on weakness score in the subject of Gujarati at Standard : VI.

FINDINGS RELATED TO THE ERRORS COMMITTED IN WRITING BY THE STUDENTS OF STANDARD : V, VI, AND VII IN THE SUBJECT OF GUJARATI

1. More than sixty percent of the students committed errors in the item of into inverted comma. Boys and Girls of Standard : V were equal in marking into inverted comma in the sentences.
2. ST boys and General Category girls committed less errors in marking full stop as compared to another categories of the students.
3. General boys and ST girls committed more errors as compared to another categories of the students of Standard : VI.
4. SEBC boys and ST girls committed more errors in marking full stop as compared to another categories of the students of Standard : VI.
5. SEBC girls and General category girls of Standard : VI committed more errors in writing titles of the story writing.
6. ST boys and ST girls of Standard : VII committed more errors as compared to another categories of the students.
7. ST boys and General Category girls committed more errors in exclamatory mark as compared to another categories of the students of Standard : VII.

CONCLUSIONS

The study dealt with Gujarati language teaching at upper primary level. The study stressed on the clarity of objectives of teaching Gujarati on the part of teachers, teaching

procedure followed by the teachers, achievement of students in the subject of Gujarati, weakness of students in the subject of Gujarati, errors committed by students in writing Gujarati, relationship between achievement and weakness score of students in the subject of Gujarati of standard V, VI and VII.

With respect to clarity of objectives of teaching Gujarati on the part of teachers, it can be concluded that majority of the teachers were not aware of the objectives of teaching Gujarati enlisted by the Gujarati state Board of school text books, Gandhinagar. But after the reading the objectives from the appendix given along with the opinionnaire it was concluded that majority of the teachers were making efforts to develop various language skills viz.; listening, speaking, reading and writing.

The efforts to develop language skills were not adequate for writing and reading skills. The teachers even could not encourage students for independent writing, writing for magazines and periodicals (Hastalikhit Samaika). Similarly, for the development of reading skills, teachers could not provide reference books and other related literature for self study.

In the area of problem faced by teachers in teaching Gujarati, the study revealed that teachers themselves faced difficulties in pronouncing appropriate certain words and letters due to their family back ground and dialect which is not the same as that of students. The teachers found it difficult to make students write essay and letter writing especially in logical presentation of thoughts and appropriate punctuation marks. The teachers also found it difficult to make students apply knowledge related to thought expansion. However, teachers did not face difficulties in reading, writing and language aspects during the teaching of prose lesson. But they faced difficulties in teaching essay form of prose. As compare to grammar lessons and prose lessons, the teachers found it easy to teach poetry lessons. The teachers found that the content of text books of standard V, VI and VII was

comprehensible for students, the poetry lessons were not recitable and hence could not arouse the interest of students. The teachers and students had to heavily depend upon textbooks for teaching and learning of Gujarati as the reference books and other related literature were not available in the schools.

With respect to teaching procedure followed by teachers while teaching Gujarati, it can be concluded that the teachers did not follow the systematic procedure of teaching, hence it means that they did not follow teaching methodology of language teaching. The teachers could not introduce the topic by citing appropriate illustration, not even introduced related to content to be taught. Even teachers could not introduce with keeping in mind the mental level of the students and they were also not able to retain interest during introduction of poetry and prose lessons. The model reading of prose lessons and recitation of poem lessons presented by teachers was not satisfactory. The teachers could not discuss the content with students and neither could initiate the discussion. As a result of this, the climate in the class was not lively. The teachers could ask only knowledge and understanding level questions but could not ask application level questions and hence the teachers could not provoke the thinking process in the mind of students. With respect to poetry lessons, the teachers could not clarify the theme of poem and nor could they present the change mood of the poem. So, the students could not appreciate the beauty of poem. The home work given by teachers was a mere of repetition of class work, it was not creative and hence was not enjoyable by the students. This just added to their burden. However, with respect to teaching of Grammar lessons the teachers could use charts and flash cards which was interesting for students. The teacher used local language during their interaction with students. Though this approach is desirable, especially for teaching of languages it is always expected that teachers should make use of grammatically correct language.

When experts were asked to opine about the teaching of Gujarati, they expressed that the teaching of Gujarati is not carried in the expected manner. May be as a result of this, the students have not achieved the competence in Gujarati language. The experts revealed that the curriculum should take care of cultural value. According to experts the selection of prose and poetry lessons should be made in such manner that it would help students to develop scientific out look. While preparing text book, care should be taken to included simple and relevant information about teaching methodology to be adopted by teacher for different types of lessons. The experts also opined that an integrated approach should be adopted by teacher for different types of lessons. To develop in students various language skills and ultimately to raise the standard of language, the experts opined to organise the activities like: listening of various educational programmes on Radio/T.V., Story telling, Recitation of poem, thought of the day, news reading in school assembly, Action song competition, story, essay and letter writing, language antakshari, preparation of charts for identification of alphabets and correct spellings.

With respect to students evaluation in language, the experts emphasized that it has to be a continuous and comprehensive evaluation which focusing on evaluating the acquisition of language skills. The experts also opined to bring about necessary modifications in the pre-service and in-service training programmes for the preparation of teachers as it was found traditional in nature.

With respect to achievement of students of standard V and standard VII, it can be concluded that mean achievement of boys and girls of standard V and VII was not significantly differ in the subject of Gujarati. So boys and girls were equal in mean achievement in subject of Gujarati. However, mean achievement of boys and girls of standard VI differ significantly in the subject of Gujarati so it can be concluded that mean achievement of girls was higher than their counter parts.

The Mean achievement of SC, ST, SEBC and General categories of students of standard V, VI, VII was not differ significantly in the subject of Gujarati. It can be concluded that SC, ST, SEBC and General category of students of standard V, VI and VII were equal in mean achievement of Gujarati subject.

The sex and caste do not affect jointly in mean achievement of students of standard V, VI and VII. It can be concluded that SC, ST, SEBC and General category of students were equal in their mean achievement in the subject of Gujarati.

With respect to weakness some of students of standard V and VII, mean weakness score of boys and girls was not differ significantly, So it can be concluded that mean weakness score of boys and girls were equal in the subject of Gujarati. However mean weakness score of students of standard VI differ significantly in the subject of Gujarati. So it can be concluded that weakness score of girls was higher than boys in the subject of Gujarati.

There was no significant difference between mean weakness score of SC, ST, SEBC and General categories of students of standard VI and VII but mean weakness score of SC, ST, SEBC and General categories of students of standard V differ significantly in the subject of Gujarati. So it can be concluded that mean weakness score of SEBC boys was higher than SC boys of standard V in the subject of Gujarati. Similarly mean weakness score of SC girls of standard V and SEBC girls of standard V was higher than SC boys of standard V.

The sex and caste do not differ significantly in the mean weakness score of students of standard V, VI and VII. So, it can be concluded that mean weakness score of sex and caste was equal in the subject of Gujarati.

With respect to errors committed by students of standard V, VI and VII it can be concluded that majority of SC girls of standard V committed more errors in Avataram

chinha, Purnaviram, astray chinha and Alpaviram in the subject of Gujarati. However, majority of ST girls of standard V committed more errors in comma, spellings, logical presentation of thoughts in story, essay and letter writing where as majority of ST boys and SC girls of standard V committed more errors in comma, spellings, logical presentation of thoughts in story essay and letter writing in the subject of Gujarati. While majority of ST boys and SC girls committed more errors in syntax and SC boys and SEBC girls committed more errors in anushwara for standard V. SEBC boys committed more errors in effect of dialect on essay, story and letter writing, and in spellings. SC girls committed more errors in spelling items in the subject of Gujarati.

With regard to General categories of boys of standard VI committed more errors in Avataran chinha, exclamatory marks. While ST girls of standard VI committed more errors in the full stop, anushwara, comma, spellings, logical presentation of thoughts in essay, story and letter writing and thought expansion. Where as SC girls of standard VI committed more errors in syntax, ST girls of standard VI committed more errors in effect of dialect on essay, story and letter writing. SEBC girls of standard VI committed more errors in title of the story in the subject of Gujarati.

With regarding to ST girls of standard VII committed more errors in anushwara, spellings, logical presentation of thoughts and effect of dialect on essay, story and letter writing in the subject of Gujarati. While General category of girls committed more errors of Avtaran china, exclamatory marks and Full stop. General category of boys of standard VII committed more errors in comma, interrogative marks. Where as SC boys of standard VII committed more errors in syntax, writing of the title of the story and effect of dialect on story, essay and letter writing.

DISCUSSION

Language is the foundation of the curriculum, because the subject of curriculum are taught through the medium of language only. In classroom situation also it is only language which is the medium of instruction between teacher and taught. Language is taught as a subject and as a language. Hence it is concluded that language plays an important role in education. Therefore, language has been recognised as a compulsory subject right from the elementary stage.

Place of mother tongue is very important in the elementary stage. Most of the students learn other subject through medium of mother tongue. Four basic skills of language viz. listening, speaking, reading and writing influence the education of child. Teaching of Gujarati as a mother tongue starts from Grade I. In the lower primary stage (i.e. Grade I to Grade IV) emphasis is on development of four basic skills. These skills have to be further developed in upper primary (i.e. Grade V to Grade VII) here emphasis is not only on comprehension through reading and listening but also develop interest for reading. At upper primary stage students must be able to write essay, letter, stories prescribed in syllabus. It is also expected that through co-curricular activities, teachers must try to develop all four skills of mother tongue. Here activities such as debate, dictation, role-play, story telling and writing, listening to radio, television. are emphasised. At upper primary stage they are expected to learn and apply grammar in depth.

With respect to clarity of objectives of teaching Gujarati on the part of teachers who were teaching Gujarati subject, it has been found from the present study that the teachers were not aware of the objectives of teaching Gujarati at the upper primary level as enlisted by Gujarat State School Textbook Board, Gandhinagar. Bhattacharjee (1984), arrived at a similar type of finding which reported that teachers were not clear about the objectives of teaching English language. This situation might have arised due to the

following reasons: inadequate pre-service and/or in-service training to the teachers, to abreast the knowledge and skills of teaching, non availability of syllabus documents which contains specification of objectives of teaching different school subjects, lack of interest on the part of teachers to acquire the update the available knowledge. It may be mentioned here that such a situation is never desirable as the lack of awareness of the objectives of teaching subject may lead to situation in which the teaching procedure and evaluation techniques adopted by teachers also may not be appropriate. It is an established fact that teaching procedure and evaluation technique are based on the objectives of teaching. So, it is most essential on the part of the teachers to have adequate knowledge regarding objectives of teaching, teaching procedure to be adopted for different objectives and the evaluation techniques. This can be ensured by taking proper care at the time of providing pre-service education to teachers. But many a times pre-service education programme can not fulfill all the requirements due to a variety of reasons. So, in-service education programme may be organized at a regular intervals and the teachers should be encouraged to attend such programmes, Along with this, workshops may be organized to give the teachers a training in objectives of teaching, teaching procedure and evaluation technique.

With respect to teaching procedure followed by teachers while teaching Gujarati subject, it was found that majority of the teachers of standard V could discuss prose and poetry lessons by explaining each and every line and half of the teachers of standard VI and VII could discuss by explaining each and every line of prose and poetry lessons. Many a times, teaching of language lessons by following such teaching procedures do not lead the students in understanding the theme of the lesson. The present study also revealed that majority of the teachers of standard V, VI and VII could not provide knowledge about the style of poem, could not provide change mood of the poem, and majority of the teachers of standard V, VI and VII could not appropriately use skills of reading the prose lessons and

reciting the poetry lessons. Majority of the teachers did not use audio visual aids at different stages of the lessons. This indicates that majority of the teachers of standard V, VI and VII may not follow proper teaching procedures. The studies of Sharma (1986), Khalique (1995), and Mishra (1969), also reported the similar type of findings. Sharma (1986), reported that teachers adopted faulty teaching method, Khalique (1995), also found that only translation method of teaching was employed by a majority of teachers. Khalique (1995), specifically found that seventy per cent of teachers employed translation method, twelve percent of teachers employed direct method while only eighteen percent of teachers employed structural approach for teaching of English language. Mishra (1969), found that more seventy five percent teachers used only translation method. This may be due to lack of knowledge adopting method for teaching language forms. It may also differs for prose lessons, poetry lessons, grammar lessons and composition lessons i.e. prose, poetry, or any other, the approach should differ for different kinds of lessons. For instance Urmī Kavya and Akhyān Kavya, two different kinds of poetry lesson may be taught different approaches. Similarly, Hashya pradhan Patha and Natika, two different kinds of prose lessons, may not be taught in similar way.. Bhattacharya (1970), stated that, "as such there is no clear cut method musical pattern of lines, appeal to young minds." Similarly Patel et al. (1992-93), observed that, "most of the teachers believe that teaching poetry is explaining poetry and in doing so the teacher converts the poetry into a prose."(Gadyanvaya) The present study also revealed that majority of the teachers of V, VI and VII did not use charts for explanation, models for new words and films strips for folk dances. Similarly, Bhattachajee (1984), and Khalique (1995), have found that though on the one hand teachers appreciate the importance of teaching aids, on the other hand they did not use it. This may be due to lack of motivation on the part of teachers, lack of training in use of such teaching aids, non availability of the resources in the schools, if such teaching aids

are available they may not be in operating condition. However, the use of teaching aids may always lead to better understanding of the instruction. Carderio (1995), supported this by stating, "teaching of poetry with new materials, techniques and strategies had been effective in control group." Keeping in mind the importance of use of teaching aids, they should be use optimally and in best possible way. Where ever such teaching aids are not available, the school administrator and the teachers may make efforts to prepare low cost teaching aids. For this the resources available in the community may be identified and utilised.

With respect to problems faced by the teachers, the present study revealed that majority of the teachers found difficulties in pronouncing words and letters appropriately due to their family background and dialect, all the teachers found difficulties in teaching owing to the students problems in writing, majority of the teachers found difficulties in explaining rules of punctuation marks during teaching of grammar, majority of the teachers found it difficult to make students write essay and letter writing especially in logical presentation of thoughts and appropriate punctuation mark. When the poetry lessons of the teachers were observed by the investigator, it was found that the teachers could not teach the poetry lessons in the expected manner. However, when the teachers were asked to opine about their ease of teaching among the three types of lessons viz., prose, poetry and grammar, they opined that poetry lessons were easy to teach as compared to prose and grammar lessons. It is supported by Mishra (1969), that teachers inability to teach either prose, poetry, grammar or composition lesson; teachers inability to inspire the students to speak correct pronunciations; teachers inability to inspire the students for general reading were some of the major factors responsible for the deterioration of the standards of Hindi, English and Sanskrit languages. The problems faced by the teachers were either related to inability of teachers with regard to appropriate use of teaching procedure or inability of

inability of teachers with regard to proper use of language or in ability of teachers to understand their students. As a result of such problems faced by the teachers, ultimately the standards of language teaching may be affected.

With respect to achievement of students in the subject of Gujarati, it has been found that achievement of the students in the subject of Gujarati was average. Similarly, Bhatt (1995), Kothari (1996), and Parmar (1998), also found that achievement of students in the subject of Gujarati was average. It may be noted here that, the average achievement of students in the subject of Gujarati may be due to lack of awareness of objectives of teaching Gujarati on the part of the teachers, the adoption of faulty methods of teaching, the problems faced by the teachers while teaching Gujarati especially in understanding the students and their difficulties. It may be also due to lack of facilities like library, audio visual aids, organisation of different co-curricular activities like Kavi sammelana, Language Quiz, Projects related to language and other Linguistic activities. Even in absence of such facilities, it is most essential on the part of teachers to have awareness of objectives of teaching Gujarati and adoption of proper teaching procedure as teachers teaching style has direct or indirect influence not only in the classroom but also on the achievement of the students.

With respect to identifying common errors committed by students in writing Gujarati, the present study revealed that majority of the girls committed more errors in Avataran Chinha, Purna viram, Alpaviram and majority of ST boys and SC girls committed errors in Syntax, Spellings and Logical presentation of thoughts. Similarly Nair (1966), Dave and Shah (1968), Joshi (1975), and Desai (1986), found that many students committed mistakes related to, correct spellings and punctuation marks other than Full stop and Comma. Apart from these, Nair (1966), also found that the students faced many problems in written English with respect to verbs, punctuation, spellings and vocabulary.

This might be due to ignorance of importance of language on the part of students, teachers, parents and the community at large. Nair (1966), and Dave and Shah (1968), found the following major causes of such errors: the lack of sufficient vocabulary, the ignorance of proper use of words in the sentences, the unsystematic teaching with regard to pronunciation, the non-availability of reading materials. The defective methods of instruction especially for teaching spellings, the poor reading habits of not only the students but the teachers too, the lack of awareness of the importance of the spelling, the wrong use of proposition and the use of irregular verbs. The close analysis of answer scripts, composition book, class work note book and homework note book by parents and teachers may help in reducing errors in writing Gujarati. On the other hand Mishra (1969), found that teachers faced difficulties in correcting the home work of students as teachers were over loaded with other activities of the school. In such a situation, it would be desirable on the part of teachers to concentrate more on the teaching learning process than the other activities. The school administrator should also insist more on the involvement of teachers and students in the curricular and co-curricular activities than the other activities. It may be due to teachers may not aware of punctuation marks, full stop, comma, anushwara. They may not get the practice of it in workshop.

The experts also revealed that teaching of Gujarati is not carried out in expected manner. So as a result of this, students have not achieved the competence in Gujarati language. Teachers might not be interested in developing language skills. In-service, pre-service education may be given in traditional manner.

With respect to weakness of students of standard V, VI and VII, it was revealed that mean weakness score of SEBC boys was higher than SC boys of standard V in the subject of Gujarati. Similarly, mean weakness score of SC boys of standard V and SEBC girls of standard V was higher than SC boys of standard V. It may be due to SEBC boys, SEBC

girls, SC girls were not being oriented for high weakness score in the subject of Gujarati. They may not be getting remedial programme in the school. While weakness score of SC, ST, SEBC and General category of students of standard VI and standard VII were equal.

SUGGESTIONS AND IMPLICATIONS

From the above findings and discussion, investigator would like to put forward few suggestions and implications.

Majority of the teachers were not familiar with objectives of teaching Gujarati at upper primary level. Hence it is suggested that Gujarat State Board of School Textbook should make the syllabus document containing the specification of objectives of teaching Gujarati at different levels of school education. It is also suggested that the text books which are prescribed by the Gujarat State Board Of School Textbook Board should also include the specification of objectives of teaching Gujarati at different levels of school education. It is suggested that the school principal should organize workshop to teaching Gujarati at different levels of school education.

Majority of the teachers could not introduce the topic related to the content to be taught, teachers could not cite examples not even express poet views, and teachers could not ask application level questions. Hence it is suggested that it should be made compulsory for the teachers to write the daily lesson plan and the school principal should ensure the execution of the planned lesson in a systematic manner. If require, the school principal may organized training programmes for the teachers of his/her school.

If was also observed by the investigator that majority of teachers could not use audio visual aids during prose lessons. So it suggested that school principal should make an arrangement to practical orientation for improvised audio visual aids and low cost teaching aids.

Over and above this, it is suggested that the education department of the state government should make it compulsory for all teachers to attend in service training programmes at regular interval (may be after every five year) which should be organized by DIET of respective district, while the DIET is organizing in-service programme for teachers, it should take care of including the topics like objectives of teaching different school subjects at different levels, recent trends in methodology in teaching different subjects, use of low cost and no cost teaching aids and appropriate techniques of evaluation.

With respect to common errors committed by students in writing Gujarati for standard V, VI, VII it was found that ST girls committed more errors in syntax, errors of comma, spellings, logical presentation of thoughts in essay, story and letter writing in the subject of Gujarati. ST boys, SEBC boys of standard V, VI, VII committed more errors on essay, story and letter writing due to their dialect. So it can be suggested that diagnostic and remedial approach should adopted which would help students in rectifying the errors. More and more composition writing may be given to students and this writing of students should be corrected regularly and accordingly the feed back should be provided to the students.

Majority of the experts commented that in-service programme was carried out in traditional way and not content based so it is suggested that activity based approach should be adopted in the programme. It is also suggested that while organizing such programmes a survey should be carried out for identification of the needs of participant teachers and the entire programme should focus on the identified needs. The such programme should also take care of making the programme interesting. For this, along with lectures by the eminent experts discussion, workshop, brainstorming, activity based session should be organized.

The experts from among the teachers community should be identified and invited to share their expertise with the group.

It was opined by the experts that in the examination, weightage should be given to language skills of listening, speaking, reading and writing skills at primary level and also workshop should be organised for development of language skills. It is also suggested that along with written examination, oral examination should also be given importance to take care of three of the four language skills listening, speaking, reading and writing.

With regard to achievement of students of SC, ST, SEBC and General categories of students of standard V, VI and VII, it was found that the mean achievement of girls was higher than boys of standard VI but mean achievement of girls and boys was equal for standard V and VII while it was also found that mean achievement of SC, ST, SEBC and General categories of students of standard V, VI, VII was not significant. This may be due to lack of awareness about the methods of teaching and even use of inappropriate evaluation techniques, So, it is suggested that more orientation programmes needed for teachers for awareness of objectives of teaching Gujarati and teaching methodology aspects of Gujarati. As suggested earlier teachers should be made aware of objective, approaches for methodology to be adopted for different content area and use of appropriate techniques of evaluation through different programmes. Teachers should also be given training in setting better question papers. The reasons for low or average achievement of the students should be identified and discussed with the school principals and staff members and also should be reported to the parent. Appropriate strategy should be worked out by the students, teachers, school principals and the parents to raise the level of achievement of students.

With respect to weakness score of students of standard V, VI and VII in the subject of Gujarati, it was found that the mean weakness score of SEBC boys was higher than SC

boys of standard V in the subject of Gujarati. Mean weakness score of SEBC boys was higher than SC boys and mean weakness score of SEBC girls was higher than SC boys of standard V. Mean weakness score of SC, ST, SEBC and General category of students of standard VI and VII were equal in the subject of Gujarati. So, it is suggested the students of this group who have high weakness score should get remedial programme from the school.

It was also observed by the investigator that classes were found over crowded. With the informal talk with teachers it was also found that teachers have a very heavy work load and they are supposed to carry out other government duties, government task like census survey, election duties, national literacy camp. Hence it is suggested that government should ensure that primary school teachers should devote maximum time for instruction activities and should channelized all the efforts for the improvement of primary education. The Government should decide the upper limit regarding the number of students in a class and should ensure that this is strictly obeyed. The government should also taken care of proper and timely recruitment of teachers.

SUGGESTION FOR FURTHER RESEARCH

On the basis of the present study, the investigator felt that more studies should be carried out in the area of not only Gujarati language teaching but also in the area of other languages. Some of the studies which could be undertaken and listed below:

- A study of Gujarati language teaching at different levels of school education.
- An investigation in to cause of negligence of Gujarati subject at higher secondary schools.
- A comparative study of teaching of mother tongue in upper primary schools of Gujarat state and other state.
- An analysis of Gujarati language textbooks of standard V, VI, VII.

- **The study of achievement in language skills at primary level.**
- **Evolving a set of strategies techniques and materials to teach Gujarati poetry effectively at all level in Gujarati on the basis of try out and experimentation.**
- **An exploratory study of process of instruction in the languages carried out at all levels.**
- **A study of difficulties faced by students of standard V, VI and VII in learning of mother tongue and other subjects.**
- **A case study of students with low and high scholastic achievement in Gujarati at primary level.**
- **A study of factors affecting achievement in Gujarati.**
- **Construction and standardization of test to identify weakness of the students of different levels of school education in the subject of Gujarati.**