

**District Institute Of Education & Training, Kolar.**

**“An Evaluation study to know the implementation of  
24 English medium 1st standard sections in  
Government Primary Schools Of Kolar District”.**

**2019-20**

**Investigator,  
SYED SAMIU ULLA,  
Lecturer,DIET, Kolar.**

## Guide certificate

This is to certify that the study entitled entitled **“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”** is the bonafide study work carried out by Syed Sami Ulla ,Lecturer, DIET, Kolar, during the year 2019-2020. The study work was carried out under my guidance and supervision.

Signature of the guide

Place:-Kolar

Year:2019-20

## Declaration

I Syed Sami Ulla, Lecturer, DIET Kolar declares that the study entitled **“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”** is a record of independent study work carried out by me under the supervision and guidance of Mr.Jayaramareddy K.M, Principal and DDPI(Development) DIET, Kolar and the TE Nodal officer, Mr T.K. Raghvendra, Senior lecturer, DIET, Kolar.

Syed Sami Ulla  
Lecturer , DIET,  
Kolar.  
Place:-Kolar  
Year: 2019-2020

## Acknowledgement

I first of all thank GOD for his grace given to me to prepare this study.

I express my respectful deep sense of gratitude to Mr.T.K.Raghvendra,TE Nodal Officer & Senior Lecturer, DIET Kolar, who has given excellent guidance throughout my work. I was most indebted to him for having provided necessary instruction, guidance and encouragement in completing this study.

I wish to thank Mr.Jayaramareddy K.M, Principal DIET,Kolar for the timely guidance received during the preparation of this study.

I express my indebtedness to the teacher educators of DIET, Kolar for all the timely support and encouragement received.

I also express my respectful thanks to the Educational executive officers/ Head Masters/Mistress, teachers, EMTIP resource persons, students, parents and SDMC members of EMTIP Schools of Kolar District for their co-operation during the data collection for the study.

Place:-Kolar

Year:-2019-20

Syed Sami ulla

Lecturer, DIET

Kolar

**Abstract:**

Karnataka Government Education Department has chosen English as a medium of instruction in one thousand Government Primary schools. The proclamation further declares that all the books except Kannada and Urdu will be published in English language with bilingual by The Karnataka Text Book society, with considering the problems of multi languages children in Karnataka. Pursuing the targets it has been made essential to follow the instruction. The study was descriptive in nature and survey method is used to collect data. The population of the study was Government primary schools of District Kolar, selected as twenty four schools from Kolar district were the sample of the study. The research tool was interview schedule with questionnaire by student, teacher, departmental officer, parent and SDMC to explore their difficulties. A rating scale was also used to know the competence and attitudes of the teachers with English medium and text books.

This study finds out the problems of teachers and students studying and teaching in the 24 schools of Kolar district where English has been made a medium of instruction .This study also shows the capabilities of teachers in primary school of Kolar district in Karnataka. It is recommended that more infrastructure, TLMS, subject wise worksheets, smart class equipments and new English medium background teachers with class wise need to be recruited in these schools. The teachers must be provided training on monthly basis for the new syllabus of English. Interest of students could be increased by teaching it in Bilingual according to teachers' viewpoint. Teachers were in favor of Karnataka government in changing of medium. English is most preferred language of instructions among parents as they considered it is the passport to social mobility. The creation of English enabling environment has to be encouraged through curricular and other activities in and outside schools. This study also reflects the various factors influencing on the English medium schools in the district. Overall conclusion is that the Departmental officers, teachers, parents, students and SDMC like and wants English as medium of instruction.

## List Of Contents

Chapters	Introduction	Page No
1.1	<b>Meaning and importance of Language</b>	9-17
1.2	Concept of Language	10
1.3	Need for the Study	11
1.4	Statement of the problem	14
1.5	Objectives of the Study	16
1.6	Hypotheses	16
1.7	Limitations of the Study	16
1.8	Organization of the study	17
2	<b>Review of related literature</b>	18-30
2.1	Importance and need of review	18
2.2	Studies undertaken for review	19
3.	<b>Methodology</b>	31-36
3.1	Statement of the problem	32
3.2	Need for methodology	32
3.3	Operational definition	33
3.4	Selection of sample	34
3.5	Tools for data collection	35
3.6	Procedure of the study	36
3.7	Data interpretation	36
4	<b>Analysis of Data results and discussions</b>	37-72
4.1	Presentation of tables/ graphs and interpretations of data	37-72
5	<b>Conclusions and recommendations</b>	73-83
5.1	Introduction	74
5.2	Statement of the Problem	75
5.3	Need for the Study	75
5.4	Objectives of the Study	78
5.5	Selection of Sample	78
5.6	Tools for data collection	78
5.7	Conclusions and recommendations	79
5.8	Limitations of the study	83
5.9	Suggestions for further research	83
6	<b>BIBLIOGRAPHY</b>	84
7	<b>APPENDIX</b>	86-107
8	<b>Photos and Reflection</b>	108-113

## Lists of Tables

<b>Table Number</b>	<b>Details</b>	<b>Page No</b>
1	Table-1 showing the total schools and strength of English Medium in Kolar District.	38
2	Table-2 Showing English medium schools of Kolar District which has low enrolment.	43
3	Table-3 Showing the English medium schools of Kolar District with Highest Enrolment.	44
4	Table-4 Showing the number of Teachers interacted about English medium sections.	51
5	Table-5 Showing the list of various Departmental Officers feedback about English medium schools.	64

## Lists of Figures

<b>Graph No</b>	<b>Details</b>	<b>Page No</b>
1	Graph1. Showing Block wise total enrolment for 1 STD English medium sections in Kolar District.	39
2	Graph-2 showing Bangarpet block wise English medium enrolled schools strength.	40
3	Graph-3 showing the details of Enrolment rate In KGF block's English Medium schools.	40
4	Graph-4 showing the details of Enrolment rate In Kolar block's English Medium schools.	41
5	Graph-5 showing the details of Enrolment rate In Malur block's English Medium schools.	41
6	Graph-6 showing the details of Enrolment rate In Mulbagal block's English Medium schools.	42
7	Graph-7 showing the details of Enrolment rate In Srinivaspur block's English Medium schools.	42
8	Graph-8 showing the details of low Enrolment rate In Kolar District English Medium schools.	43
9	Graph-9 showing the details of High Enrolment rate In Kolar District English Medium schools.	44
10	Graph-10 showing the details of subject wise learning levels of English Medium 1std sections of Kolar District.	65
11	Graph-11 showing the details of Kolar District EMTIP trained teachers.	66
12	Graph-12 showing the details of Percentage of Progress in Kolar District English medium schools.	68



# **CHAPTER I**

# **INTRODUCTION**

## **“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”.**

### **1. Introduction and the Context:**

“Language is not everything in Education, but without language, everything is nothing in education”. Wolf

#### **1.1. Meaning and Importance of Language:**

Language is a communication tool through which cultural values, beliefs and knowledge are conceived, negotiated and conveyed from one generation to the other. Two people can understand each other only when they can comprehend cues (verbal & nonverbal) they both make. Medium of instruction can be defined as the language used by the teacher to teach content subjects or educational curriculum. In the process of teaching learning, teachers communicate subject content and instructions through language and students listen and interact through language. Hence language is an integral feature of educational practice in the classroom. Teaching the educational content through the target language increases the amount of exposure the learner gets to it, and the opportunities to communicate in it as well as to develop command over it.

#### **1.2 Concept of Language:**

In schools, “Language is both the instrument and the vehicle of teacher student interaction” and thus the conduct of classroom interaction involves the use and interpretation of language-written, printed, and above all, spoken.

The February 2019-20 budget sessions has announced that 1000 karnataka public schools (KPS) will start English medium sections in class 1, in addition to kannada medium. This is in spite of angry reactions to the 2018-19 budget pilot project plans that aimed to introduced English medium in 2019 for 1000 lower primary classes, selected from more than 35000 government and aided schools.

However the final call to start 1000 English medium sections in Government primary schools of Karnataka was given by the chief minister Sri kumaraswamy with listening to the demand of the stake holders.

The government of Karnataka asserted that it is “firm” about the switch in medium, even if the model is yet to be worked out. Pointing out that the government bears the cost of educating more than a lakh children in private schools under the RTE Act, Kumaraswamy defends the switch to English in government schools as means of ensuring employment and easy access to global avenues have the option of taking up kannada medium too if they wish.

A related Government order(GO) was sent on October 26,2018 to Department of State educational research and training (DSERT), after the announcement in July 2018 budget, The GO stated that the English medium would be introduced in lower primary classes along with kannada in a 1000 Government schools on a pilot basis. An additional note said that the step was taken to ensure that more students would enroll in government schools rather than move away to private English medium institutions.

Government schools that teach through the kannada medium in upper primary classes, as well as in 276 public schools should get the preference to switch to the English medium right from the first standard, after that the switch is expected to happen progressively in a phased manner for every grade each year. Short listing and training proficient English teachers and developing e-content have also been included in the GO.

The process has begun and 12000 teachers who have been trained at the regional institute of English will be screened to decide on further training. About Rs14 crore have been set aside for the plan.

### **1.3 Need of the Study:**

#### **a) Reasons for the switch:**

Claiming that the plan is in his brainchild, the Education minister explains that English medium education would “attract” students. The poor and the marginalized, specially, dalits, minorities and OBC’s, want to expose their children to English, but cannot afford private schools. This is the best way to give those children the opportunity to English education.

Moreover switching English education is necessary for sheer survival of government schools because enrollment in class1 to 10 in government schools dropped by nearly 12 lakh from 2010 to 2017, according to the gross root research and advocacy movement (GRAAM),a public policy research organization.

The Karnataka state primary school Teachers association (KSPSTA) president, welcomes the move. He said that" it has been a longstanding demand that the state should follow a common education policy".

Atishi Marlena, advisor to the Delhi education minister said that she appreciates the plan as a step in the right direction. She points out the Delhi's government schools too have started parallel media of instructions in a number of schools.

SO, as a move, in Kolar District, 24 government primary schools have started a separate English medium class 1 sections. A 15 days training with English Medium Teachers' Induction programme (EMTIP) module provided to the screened English medium background teachers of the Government schools. Separate English medium text books (Hello English, Marigold, and EVS) with bilingual languages provided to the teachers in the beginning of the academic year. A monthly sharing meeting, mentor on sight support and follow up visits with hello English videos pen drive and other supportive materials are provided to the teachers of These schools.

So, the researcher is keen to know the complexities, contradictions and the challenges facing by these schools and to give suggestions for improvement in these schools.

#### **b) CHANGE OF MEDIUM OF INSTRUCTION AS ENGLISH IN KARNATAKA:**

Government of Karnataka has adopted English as Medium of Instructions, for first standard in 1000 Government Primary schools from 2019-20. This has been done keeping in view the importance of English as a whole in worldwide. It is pertinent to say that English is one the most commonly spoken language in the world and research work in the fields like science and technology, health, agriculture, fine arts and economics is available in English which is helpful and keeps the reader/learner up to date with the latest inventions and researches. Government of Karnataka very rightly selected the medium of Instruction keeping in view the standard of education in the long run. In the old system of education in Karnataka, students study in early levels of schools in Kannada or their regional languages with English as an informal subject.

In Higher Secondary and Professional level of education science subjects and professional courses are totally available in English which is very difficult to understand with this standard of English learning.

This has been done without doing homework, as this should have been done partially instead of full change at once. Both teachers and students are facing some problems adopting this new change in spite of the efforts of Government of Karnataka to provide help and guidance.

**c) POSITIVE STEPS OF GOVERNMENT OF KARNATAKA TO SUPPORT NEW MEDIUM OF INSTRUCTIONS:**

Government of Karnataka is trying its best to facilitate teachers and students of primary level to make this new syllabus of English medium of instruction easy to teach and understand. Government of Karnataka has provided 15 days induction training to these teachers and framed learning outcomes with new NCERT text books are introduced with all the academic support to the teachers. They appointed District level resource persons to guide and supervise these schools. These District level teams visit their concerned schools on monthly basis and provide full guidance and help required to teachers and students of these schools. To check the implementation and grooming of the students, a visit format prepared at head office (DSERT) is used to observe the progress of these schools by the DIETS and providing on sight support to the teachers. A pen drive, chart, hand book and other resources are supplied with bilingual Text books. Keeping in view the progress of the students and teachers in these schools new proposals are issued to DIETs for help, support and guidance of teachers and students. These steps are supporting a lot and it is hoped that these would be fruitful and beneficent in the long run. Students of the first classes are feeling more comfortable than the students of upper classes. The reason is that students of upper classes have studied their early classes in Kannada but all of a sudden the medium of instruction changed.

As a part of this EMTIP (English medium teachers induction Program) program, there are 24 English medium sections of first standard started in the six educational blocks of Kolar district. A hands-on training has been provided to the teachers at the district level with different methods, modules and activities with all the initial baseline support.

Now, the enrolment ratio has been increased in these sections and the quality concerns and effective functioning of the classroom process's evaluation is required to be studied. For this purpose, the researcher has selected this topic to know the functioning of these schools and to assist for further improvement and academic support.

**d) The Rationale or Justification for the Project:**

As the Government started to provide the medium of instruction both in kannada as well as English medium with the demand to start English medium schools for economically backward children as a pilot project of 1000 schools of Karnataka, it is a area of concern to know whether these English medium schools are really doing a good job to fulfill the expectations of the department, and parents.

**e) Present Status of English Medium Education in Schools:**

It is observed that, these 24 schools of Kolar district have enrolled nearly a total of 500 students which is a good sign for the existence of the Government schools. Even the district level teams of experts are visiting continuously to these schools and providing on sight support and guidance to the teachers at the gross level.

**1.4 Statement of the Study:**

**“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”.**

**a) Operational Definition of the Key Terms:**

**“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”**

In this study “evaluation” is operationally defined as determination the value of a variable or expression on the implementation of the English medium first standard sections in kolar district.

“Implementation” is operationally defined as a process of moving an idea from concept to reality. In this context, a result of implementing English medium sections in Government selected schools of Kolar district.

“Government” is operationally defined as the State Government of Karnataka with commissioner of Public instructions.

“English” is operationally defined as a medium of instructions in the selected Government primary schools of kolar district with English medium text books for teaching first standard children.

“Medium” is operationally defined as the sources and channels by which communicating or presenting information or facilitating learning.

“1<sup>st</sup> standard” is operationally defined as the 24 selected English medium sections in Government Primary schools of Kolar District.

“Section” is operationally defined as one first standard class with a ratio of 30 students in the 24 Government schools of Kolar District.

“Kolar” is operationally defined as the educational district or the geographical area selected for the study of this research.

**b) Variables:**

Variables are the conditions or characteristics that the experimenter manipulates controls or desires.

**c) Variables for the study:**

1. competence of the teachers
2. Interest and involvement of the students
3. Perception and reaction of the parents
4. Academic problems

“Competence” is operationally defined as skills of the teachers for doing a particular task or facilitating English medium or competent ability to perform a role as an English medium teacher.

“Interest” is operationally defined as the attention paid by the English medium class 1std students.

“Involvement” is operationally defined as the act of involvement and participation in all the teaching learning activities of 1std English medium class students.

“Perception” is operationally defined as a conscious understanding among the parents of English medium class 1 children about the learning outcomes of their children.

“Academic problems” are operationally defined as enrolment, classrooms, trained teachers, resources, assessment, classroom management etc...

### **1.5 Objectives of the Study:**

1. To know the implementation status of Government English medium primary schools in Kolar District.
2. To find the problems and challenges faced by the English medium teachers of Government schools.
3. To find out how English is taught in class-1 in which it is introduced for the first time by observing the classroom processes in the selected schools.
4. To make suggestions for improvement in teaching of English on the basis of the findings of the study.

### **1.6 Hypotheses:**

1. Is there any significant change in quality due to the implementation of English medium sections in the Government primary schools?
2. Are the teachers of Government English medium schools facing any difficulties?
3. Whether the enrolment ratio in English medium government schools has increased due to the implementation of English medium section?
4. Are the Parents happy with the progress of their wards in the government English medium schools?
5. Is there any significant demand to start more English medium sections in the district?

### **1.7 Delimitations:**

**Area:** the study will be confined to the Government English medium first Standard schools of Kolar District.

**Grade:** The students and Teachers will be delimited to the 1 st standard English medium 24 schools of Kolar District.

**Discipline:** Only classroom setup, resources of implementation, competence, academic status, interest and Perception has taken for this study.

**Sample:** The Sample would constitute only the students and teachers Of Std.1 of 24 English medium Government primary schools of Kolar District.

**Sample size:** 4 schools from each block with a total of 24 schools from the District.



## **1.8 Organization of the study:**

The present chapter deals with introduction need for the study, objectives of the study and limitation of the study.

In the second chapter, the investigator presents the importance of review of related literature relevant to the present study.

The third chapter of the study deals with the various aspects like the methodology adopted by the investigator statement of problem, operational definition, tools and techniques of data collection and analysis.

The fourth chapter deals with analysis of data results and discussions. The fifth chapter gives the summary of the study, major findings, conclusions and recommendations, limitation of the study and suggestion for further research. At the end, bibliography and appendix is provided.

# **CHAPTER II**

# **REVIEW OF RELATED**

# **LITERATURE**

## **Chapter II**

### **Review of Related Literature**

In the first chapter an attempt has been made to discuss about the statement of the problem, the need for study and objectives of the study. In this chapter, an attempt has been made to review some studies, which are related to the problem.

According to John W. Best, practically all human knowledge can be found in books and libraries unlike other animals that must start a new generation. Man builds upon the accumulated and retarded knowledge of the past”.

Reviewing the related literature requires the researcher in making the depth readings of both the research and conceptual literature. Research literature pertains to publish or unpublished reports of a actual research studies done previously and usually referred to as “studies”. Theses and dissertations are examples of studies. Conceptual literature on the other hand, refers to articles, or books written by authorities giving their opinions, experiences theories or ideas about a given topic/subject.

#### **2.1. Importance and need of review of related Literature:**

Why does review of literature occupy such a significance position in research? The reason for this importance may be summarized as under.

1. A review of related literature gives the scholar an understanding of the previous work that has done.
2. It provides insight into the theoretical and conceptual background of the Study.
3. A review of literature would develop the insight of the investigator. The Information thus gained will save the researcher’s precious time.
4. The importance of the review is quite obvious in limiting the research Problems in defining it better.
5. Review prevents repetition of research.
6. It is important for a researcher to have a comprehensive and relevant body of supporting materials to his research work.
7. Reviewing related materials helps the researcher to gather valuable data and ideas that can guide him in his own research.
8. It provides the rationale of the frame work of the study. The theoretical Framework for instance, is obtained or conceived through the literature Search.

Hence, review of related literature is useful at all stages of educational Research.

## **2.2.The following studies were chosen and reviewed for this study:**

1. Studies Relating to Medium of Instruction with Socio-economic Status, Academic Achievement, Creativity and Intelligence. Anand, (1971), in his study of Kannada and English medium students titled, "A study of the effect of socio-economic environment and medium of instruction on the mental abilities and academic achievement of children in Mysore state", found the former significantly superior in achievement and verbal intelligence and the latter in non-verbal intelligence.

2. A pilot study conducted by Srinivasa and Khatoon(1980) in the schools of Mysore city on Eight standard students showed that the English medium students showed significantly better than kannada medium students on the measures of non-verbal intelligence and three dimensions of verbal creativity namely, fluency, flexibility and originality.

3. Studies Relating to Language Policy and Perceptions of Stakeholders on Medium of Instructions Urevbu, (1984), in analyzing the dilemma created by the English language and the mother-tongue aspect of the national policy on education, titled "English language and the mother-tongue dilemma in Nigeria: A critical assessment of the new national policy on education", examined the English language and the mother-tongue medium policy which were two of the three major aspects of the government's language policy in education. The other major aspect was the multilingual policy. The study concluded that no solution could be ideal in a complex language situation like Nigeria. It was probable that there must be a compromise between the national desire to promote the use of the mother-tongue in education and the generally accepted necessity to learn English at some stage.

4. Attitudes and Perceptions of Stakeholders on Medium of Instructions Findings of Aggarwal, (1988) in the sociolinguistic study of Indian university students" attitudes and perceptions towards English and of their use of English titled, "English and India's three-language formula: An empirical perspective" revealed that students had a favorable attitude towards English, recognized its prestige and were

instrumentally motivated to study it. Furthermore, they preferred English to Hindi as a link language, and did not want Hindi to be taught in educational institutions. It also showed that they favored a two-language formula to the present three-language formula.

5. A study done by Williams, (1998) on the research that took place in primary schools in two developing countries which operated contrasting policies, Malawi and Zambia titled, "Investigating bilingual literacy: Evidence from Malawi and Zambia" pointed out that in Malawi the policy was to teach through the medium of a major local language, Chichewa, for the first 4 years, with English as a subject; in Zambia on the other hand, the policy was to teach everything through the medium of English from the beginning of year 1, with a local language taught as a subject. The study found that the reality for most pupils was that the English language, far from being a bridge to knowledge, was in fact a barrier. The study added that the use of English in primary schools was a double-edged sword, and was indeed educating a minority of individual pupils who moved on towards the coveted white-collar jobs. On the other hand, the majority who failed to acquire adequate skills in English continued with English medium education in a miasma of incomprehension.

6. A study conducted by Kumudhavalli, (1999) entitled, "Relationship between the medium of instruction and academic achievement and adjustment of primary school children" revealed that parents selecting mother tongue as the medium of instruction for the child was guided by economic factors than by any desire or understanding of the values of education in mother tongue. In other words, advantages of mother tongue medium, even if apparent, the parents would have, if circumstances permitted, selected English medium for their children. The same study also touched on the medium of instruction and academic achievement; the findings for this study were given in the sub heads „Studies relating to medium of instruction with socio-economic status, academic achievement, creativity, and intelligence“.

7. A study conducted by Kumbhar, (2000) on the effect of medium of instruction at school level on the performance of the individuals in their later life titled, "A study of the Impact of the medium of instruction at school level on the performance of individuals pursuing engineering and medical courses" revealed the followings: i) Amongst the one fifth of

the engineering and medical students who experienced difficulties in understanding lectures in English, the proportion of Marathi MI students was as high as 83.5%. ii) Amongst the first year engineering and medical students, those of rural origin experienced more difficulties in understanding lectures in English than those of urban origin. iii) Amongst the final year engineering and medical students, a few students still faced difficulty in understanding lectures in English (3.3%) and expressing in writing (8.7%) but a sizable number still had difficulty in expressing in English during the viva-voce of their practical examination. The Marathi MI students had more problems than English MI students iv) The effect of Marathi medium at school level on the number of “pass” and “fail” students of the first year as well as final year engineering and medical students was found to be non-significant. v) The performance of the final year engineering and medical “pass” English medium students on the basis of percentage of marks were found significantly superior to their counterparts of Marathi medium of instruction.

8. Ramaswamy, (2001) in his study titled, “Mother tongue and medium of instruction- A continuing battle” found that student in the English medium group scored higher than others on the non-verbal intelligence tests which may be due to their original endowment from the earlier age, and the mother tongue medium group scored higher in verbal creativity. He also concluded that the impact of mother tongue medium on students was of pragmatic approach than that of English medium instruction.

9. Studies conducted by Sam, (2001) titled, “Mother tongue education and psycho-societal involvement in tribal communities: A case study of Paniya Tribe” revealed that early introduction of a foreign language distorted the accumulated vocal and verbal facility, thought process and cognitive equilibrium and accounted for a good proportion of primary school dropouts.

10. A study on the current policy framework of the participating states of Janshala programme with regard to the medium of instruction in government schools in tribal areas and meeting the needs of sound education of tribal children in terms of the posting of teachers, development of textbooks and curricula, training of teachers, etc. was

made by Gautam, (2003) titled, "Education of tribal children in India and the issue of medium of instruction: A Janshala experience". Janshala is a joint programme of the Government of India and five UN agencies (UNDP, UNICEF, UNFPA, UNESCO and ILO) for the universalisation of primary education among educationally underserved communities. The programme is being implemented in nine Indian states. Records collected in schools in the Janshala Programme areas indicated continuing high "dropout" rates among tribal children. Major reasons found for this were: i) In most states the medium of instruction was the regional language. Most tribal children did not understand the textbooks, which were generally in the regional language. The appointment of non-tribal teachers in tribal children's schools was another problem ii) The teachers did not know the language the children spoke and children did not understand the teacher's language. iii) The evidences suggested that tribal children did possess the basic cognitive abilities and psychological dispositions necessary for successful participation in school. Yet tribal children had very low levels of participation and success in school education programmes. Further, the study implied that a programme of schooling, which did not pay attention to the ecological, cultural and psychological characteristics of tribal children, was highly unlikely to make any significant impact. The educational system of the dominant non-tribal population was of very limited value in the tribal cultural milieu because it did not match with the lifestyle of individuals and the needs of the tribal community. Linking school education with life in general and the needs of the tribal communities in particular was the most important step that requires serious attention.

11. An attempt was made to address the negative impact of imposition of English as a sole medium of instruction on native languages and native population empowerment by Sharma, (2003) titled, "The language whose users never sleep, growing dominance of English in India and South Africa". The paper reflected that one of the justifications of prolongation of English as an official language was furnished by citing examples of Canada, Switzerland, etc but did not considered the fact that political history of those countries were different from India and that they had adopted languages from amongst their own national languages, whereas English was a foreign language for India. To assume English to be the language of inter-state communication was to ignore the reality of ever day life where in estimating English using population

in India, English was used by 10 percent of the population. Suggestions like making Hindi flexible and mass-based, teaching English in an Indian manner as well as other international languages like German, etc with a promotion for bilingualism were made.

12. Deepa(2006) in her article reports that, in India, with a multitude of problems and the diversity of language, the medium of instructions remains a topic of impassioned debate. In an education system riddled with inequities, language can also be obstacles that come in the way of learning. Education agrees that its best to teach in the child's mother tongue, but the issue is complex given the diverse languages and dialects in the country and the attendant linguistic chauvinism that politicians are eager to exploit for their own gains. English is most preferred language of instructions among parents as they considered it is the passport to social mobility , many of who even admit their children even un recognized schools only because they are "English medium schools".

13. An analysis of the language policy and the status of English as a medium of instruction at both levels of school education and higher education by Chinara, (2006) titled, "Language policy and status of English as a medium of instruction: A contextual analysis" revealed that the overall policy consensus with regard to the educational medium had been implemented more in the breach than in the observance at both primary and secondary stages. And the demand for teaching non-language subjects through English medium was raising at an increasing pace at both school and higher education levels irrespective of official recognition. The paper stressed that early English education at the cost of mother tongue education which came spontaneously from exposure to environment created chasm between the child and his environment, which in turn limited the child's natural growth. Thus, competence in the mother tongue and learning through it should be a pre-requisite before learning a foreign language like English. Further, suggestions for urgent steps of implementing the mother tongue medium of instruction in the primary and secondary levels uniformly across the country, without neglecting the study of English as a subject, were made.

14. A research paper by Kapur, (2009) titled, "Language - Our medium of understanding" studied policy-documents on the use of mother-tongue as the medium of instructions and the contradicting practices in India,



pointed out that many languages had lost their existence because they did not get adequate place in the school curricula. Children may retain receptive skills in the language but they could not use it effectively in different context, and in the long run, become alienated from their cultural and linguistic moorings. The use of mother-tongues and multilingual education helped in developing the cognitive skills of the learners as they could focus on the subjects being taught without having to struggle with language issues, and in turn safeguards indigenous and endangered languages. The paper suggested that along with the mother-tongue medium of instruction, every possible effort should be made to sustain bilingualism throughout school education as there was a highly positive relationship between multilingualism and scholastic achievement.

15. Meganathan, (2011) had explored language policy-making processes in the Indian context, implementation issues and the place and role of English in school education in his study entitled, “Language policy in education and the role of English in India: From library language to language of empowerment”. The study concluded that Language policy in India had adapted itself to the changing demands and aspirations of people over the period of time from 1947 to the present. And also added that it was better to have English taught as a subject rather than impose a bad English medium education. Equipping English language education with the essentials in the native medium schools would benefit learning in general and language learning in particular. But converting schools to become English medium without proper support would be detrimental and counterproductive. Consequently, teacher education was one major area which needed drastic changes if quality teachers were to become available. Materials development (particularly textbooks) for the teaching and learning of English had not yet been professionalized. The creation of English enabling environment had to be encouraged through curricular and other activities in and outside school.

16. A study conducted by Lalremruata, (2011) titled, “Evaluation of primary school children in relation to minimum levels of learning” also highlighted few common phenomena in relation to the present study as comparisons were made between students of government primary schools which adopted Mizo medium of instruction and students of private primary schools which adopted English medium of instruction; as well as teachers of government primary schools and private primary

schools thus, revealed the followings: i) Children of private primary schools were significantly better than that of government primary schools only in mathematics but worst in EVS and Mizo (language). ii) Children in urban primary schools were significantly better than their counterparts in rural primary schools in all the three subjects measured. iii) There was no significance difference in the performance between boys and girls in EVS. However, girls performed significantly better than boys in mathematics whereas boys significantly performed better than girls in Mizo (language). iv) In terms of teachers' educational qualification, private primary schools were in a much better position than government primary schools. However, in terms of teachers' professional or training qualification, government primary schools were much better than private primary schools.

17. Study conducted on the attitude of the students coming from English Medium schools and Vernacular Medium schools by Pathan and Shiakh (2012), titled, "Students attitude in English and vernacular medium in secondary schools" had the following: i) There was a significant difference between the English medium student's attitude towards self and other pupils as compared to the vernacular medium student's attitude towards self and other pupils. ii) The English medium school boys and girls attitude towards self and other pupils were better as compared to vernacular medium schools. iii) There was no significant difference in students' attitude towards teachers from English and vernacular medium of instruction in schools.

18. A study done by Saba, (2013) titled, "Linguistic heterogeneity and multilingualism in India: a linguistic assessment of Indian language policies" gave an approximation of the rate of multilingualism among university students and their views regarding the language policy of India and the problems regarding the implementation of language policies in India. The findings concluded that language policies of India were made to maintain and promote diversity and multilingualism, and the problem was at the implementation level. The researcher further expressed that although language policy in general supported multilingualism, there were no strict rules of execution of those policies. Some views regarding the problem in implementation of language policy were: i) intentionally wrong reporting of the languages in the census. ii) Grouping of dialects in one language even if they were very distinct. iii) It was not possible to render all the mother tongues of India because of

economic limitations. iv) Showing only 5% spoke non-scheduled languages. v) Unawareness among the language speakers about their mother tongue. vi) Undue interference of power and politics. vii) No definite definition of mother tongue described in the constitution. viii) All mother tongues did not get their place in education.

19. A study done by Rathore, Pancholi, (2013) to evaluate the pros and cons of education given in second language in a country like India for a medium of instructions titled, "A study of the effect of medium of instruction on students anxiety at college of education" found that teachers of English medium college suffered from more anxiety than Gujarati medium college teachers. They committed mistakes in classroom instruction, they were not able to express personal problems with peers and teachers; had inconsistency in the use of language, and often requested the teacher educators to repeat the points.

20. Bhattacharya, (2013), in studying the different literacy practices influencing the negotiation of the instructional medium, their impact on language learning, and their wider language policy and planning implications, titled, "Mediating inequalities: exploring English-medium instruction in a suburban Indian village school" revealed how "English-medium" instruction in a typical small, private Indian school catering to poor children led to restricted acquisition of English, in ways that also constrained students' ability to access educational content across subject areas. Thus, poor children who enrolled in these schools in increasing numbers precisely because of the schools' self-identification as English-medium institutions ended up doubly disadvantaged, because they were cut off from both language and content.

21. Khan, Ayyub (2013), in their study on the relationship between academic stress and socio-economic status among IX standard students of English and Hindi medium schools titled, "To study the relationship of academic stress and socioeconomic status among ix standard students of Raipur city", had revealed that there was positive but low relationship between academic stress and SES of English and Hindi medium students. The difference in the level of academic stress of English and Hindi medium students was found to be insignificant whereas the difference in level of academic stress of boys and girls of both English and Hindi medium schools was found to be significant.

22. In his article Utkarsh(2014) has reported about the legal conflicts between the state governments and English medium schools. The Supreme court of India while deciding a bunch of petitions arising out of a notification by the Karnataka government which sought to make Kannada( the state Language) the soul medium of instructions in primary schools across the state, Upheld the state high court order which had held the exercise to be untenable in law. A five judge constitution bench held that the fundamental rights of the parents and the children are affected by imposition of a language by the state Government and ruled that a government cannot impose language including the mother tongue as the only medium of instructions for education.

23. A study made by Basu, (2014) looked in to the basic nature of language conflicts in India and Switzerland titled, “Linguistic conflict and language policy in multilingual societies: A case study of Switzerland and India”. The study concluded that in the case of India, numerous provisions and safeguards had been identified regarding language and language groups especially in the Constitution. They aimed at national development, representativeness and cohesion while attempting to preserve the linguistic and cultural distinctiveness of minority groups. Yet a basic framework as was apparent in the case of Switzerland which could accommodate various permutations and combinations of a complex social structure was yet to be formulated.

24. A study conducted by Ratti, (2015) on the Indian multilingual situation and the linguistic diversity of the learner titled, “The three language formula: Challenges in its implementation in multilingual India” stressed on the mother tongue education and creating opportunities for the official and regional languages, in the higher education system as well in the economic structure, in comparison to the market “dominated” languages. The study further concluded that the challenge of the acceptance of Hindi, Sanskrit and other regional languages could be resolved in a better way if the market forces create economic opportunities for these languages in the same way as for English, French and Spanish; so that the self-esteem of the person, who was proficient in Hindi, Sanskrit, Urdu, Maithili, Tulu or any other non dominated language could climb up the socio-economic ladder.

25. Shende, (2015) had a comparative study on the attitude of English medium (EM) and non-English medium (NEM) school teachers towards English as a language and English language teaching (ELT) and to study differences if any, in their attitude titled, "A comparative study of attitude of teachers in English and non-English medium school/colleges from grade 8 to grade 12 in India". The findings of the study suggest that EMS teachers had highly positive attitude towards the profession and teaching English as a subject; whereas NEMS teachers were moderately positive in this regard. The EMS teachers were favorably disposed with highly positive attitude towards the learners, their abilities for learning English as well as their performance in English language. But the NEMS teachers were moderately positive in this regard. Both the EM and NEM teachers had favorable attitude towards importance of English language in general.

26. The Punjab Government Education Department has chosen English as a medium of instruction. English medium of instruction is suitable and acceptable to the students of first classes. These students will pick it easily as compared to the students of upper level classes. Students already studying Urdu medium of instruction have studied their books in Urdu and this sudden change has brought difficulty for them to understand syllabus of English for second, third, fourth and fifth class. For fourth class student, standard of English to understand the syllabus may be gained after four years of study in English but for the last three years he studied in Urdu and now all books changed into English. Most of the students are not capable to understand and study the syllabus books. Second problem for maximum of the students is that they relate to poor families of villages and their families are illiterate. They have no opportunity and homes for guidance and help to do their home works. Thirdly these students have limited time in school for understanding and learning new syllabus. Untrained teachers are also not fully helpful to guide and teach properly as they were skilled to teach in Urdu. These difficulties are resulting into drop out of students of higher classes. To cope up with these difficulties trained teachers can play a significant role to adopt English as medium of instruction. Present study was aimed to investigate the problems faced by the teachers and students English as medium of instruction at primary schools of district Rawalpindi in Punjab.

27. English medium teachers induction programme facilitator's module prepared with the collaboration of samagra shikshana Karnataka, regional institute of English, south India, Bengaluru and DSERT recommends that English medium sections will be situated in kannada/urdu/other medium schools, it is also important that children develop proficiency in all the languages through a process of healthy collaboration among teachers of the school. It is very important to be alert with the parallel cultures. We must also be sensitive to different approaches to learning developing in English/non-English sections within the same school.

28. "Evaluation of class 1 English text book and implementation of new strategy of Learning English at the initial stage" a pilot project conducted by selected schools of Kolar taluk suggested that though the English language has been introduced from class 1 since 2006-07, the progress of learning English has not reached the expected level which has shown its impact in the secondary school results.

# **CHAPTER III**

# **METHODOLOGY**

## **Chapter III**

# **METHODOLOGY**

In the previous chapter, the researcher presented review of related literature to the present study. This chapter deals with the methodology adopted by the investigator, statement of the study, operational definitions, tools and techniques of data collection & analysis.

### **3.1. Statement of the Study:**

**“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”.**

### **3.2. Need for methodology:**

The performance of any research depends on the appropriateness of the methodology adopted for collecting data, accordingly, different types of research need different types of methodology. The decision as to which method to adopt depends on the nature of research & the kind of data necessary for its solution. As such the validity & the reliability of the findings, largely depend on the method adopted. Thus, methodology finds itself at a significant position in any type of research. The researcher has adopted a descriptive method in carrying out this research.

### **Methodology:**

Quantitative survey with cluster randomized sample with description.

### **Descriptive Method:**

The descriptive type of study seeks to find answers to the questions who, what, when, where and how. This type of research describes a situation or a given state of affairs in terms of special aspects or factors. Descriptive research is desirable when we wish to project a study's findings to a larger population, if the study's sample is representative. The principle aims in employing the descriptive method are to describe the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena. Descriptive research is of



several types, namely case studies, surveys, developmental studies; follow up studies, documentary analysis, trend analyses and co relational studies.

The descriptive research of the working of English medium 1<sup>st</sup> standard sections of kolar district is an assessment of evaluation study. Its purpose is to gather detailed information about the implementation of the English medium 1<sup>st</sup> sections with regard to medium of instructions, instructional facilities, curriculum, teaching methods, infrastructure, financial resources, man power etc.

Descriptive method of data collection with the use of interview schedule, check list, rating scale, questionnaire with explorative percentage, visual representation etc related to the stake holders.

### **3.3. Operational Definition of the Key Terms:**

#### **“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”.**

In this study “evaluation” is operationally defined as determination the value of a variable or expression on the implementation of the English medium first standard sections in kolar district.

“Implementation” is operationally defined as a process of moving an idea from concept to reality. In this context, a result of implementing English medium sections in Government selected schools of Kolar district.

“Government” is operationally defined as the State Government of Karnataka with commissioner of Public instructions.

“English” is operationally defined as a medium of instructions in the selected schools of kolar district with English medium text books for teaching first standard children.

“Medium” is operationally defined as the sources and channels by which communicating or presenting information or facilitating learning.

“1<sup>st</sup> standard” is operationally defined as the 24 selected English medium sections in Government Primary schools of Kolar District.

“Section” is operationally defined as one first standard class with a ratio of 30 students in the 24 Government schools of Kolar District.

“Kolar” is operationally defined as the educational district or the geographical area selected for the study of this research.

**Variables:**

Variables are the conditions or characteristics that the experimenter manipulates controls or desires.

**Variables for the study:**

1. Competence of the teachers
1. Interest and involvement of the students
2. Perception and reaction of the parents
3. Academic problems

“Competence” is operationally defined as skills of the teachers for doing a particular task or facilitating English medium or competent ability to perform a role as an English medium teacher.

“Interest” is operationally defined as the attention paid by the English medium class 1std students.

“Involvement” is operationally defined as the act of involvement and participation in all the teaching learning activities of 1std English medium class students.

“Perception” is operationally defined as a conscious understanding among the parents of English medium class 1 children about the learning outcomes of their children.

“Academic problems” are operationally defined as enrolment, classrooms, trained teachers, resources, classroom management etc...

**3.4 Selection of sample:**

Since it is not possible to study the implementation of 1000 English medium sections of the Government primary schools of Karnataka state, it is desirable to adopt a selective approach which is called a sample. There are different types of samples like,

1. Simple random sample
2. Stratified random sample
3. Cluster random sample
4. Systematic sample
5. Convenience sample
6. Purposive sample

The researcher selected cluster sample to know the implementation of 24 Government English medium 1st standard sections in Government Primary Schools of Kolar District”.

## **Survey Design**

Descriptive method of data collection with the use of interview schedule, check list, rating scale, questionnaire with explorative percentage, visual representation etc related to the stake holders.

### **3.5 Tools used for data collection:**

The researcher constructed the interview schedules in consultation with experts. It consists of six sections.

1. “A” interview schedule for Head Master/Mistress
2. “B” interview schedule for Teachers and rating scale
3. “C” interview schedule for SDMC Members
4. “D” interview schedule for Students
5. “E” interview schedule for parents
6. “F” interview schedule for departmental officers

The interview is a sense, an oral questionnaire instead of writing, and the interviewee gives the needed information orally. The interview is often superior to other data gathering devices. One reason is that usually people are more willing to inform orally rather than to write. Certain confidential information may be obtained by the interviewer by developing a rapport with the interviewee who might be reluctant to part with it in writing.

### **Characteristics of a good interview schedule:**

1. It seeks only that information which can't be obtained from other sources Such as schools report or census data.
2. It is as short as possible & only long enough to get the essential data.
3. Directions for a good interview schedule are clear and complete, important terms are defined, each question deals with a single idea & is worded as simply & clearly as possible. The categories provide an opportunity for easy, accurate and unambiguous responses.
4. The questions are presented in a proper psychological order, proceeding from general to more specific responses. This order helps respondents to organize their thinking so that their responses are logical and objective.

**Advantages of interview:**

1. Classification, tabulation & analysis of the data gathered would be quite an easy affair.
2. The objectivity of the data gathered is not affected & the time taken to would be much less.
3. There is no scope for interviewer unnecessarily to depart from the subject Concerned.

**Dis-advantages:**

1. After the first few questions the interviewee May evade the subject of the interview & may not respond properly.
2. The interviewer can't change the technique of his questioning to suit the differing conditions involved in interviewing persons with different temperament & background of knowledge and experience.

**3.6 Procedure of the study:**

The researcher visited the EMTIP English medium 1<sup>st</sup> standard schools of Kolar district frequently and interacted with Head master/mistress, Teachers, students, parents, departmental officers & SDMC members for collecting data through interview schedule, which consists of six sections.

1. "A" interview schedule for Head Master/mistress
2. "B" interview schedule for Teachers and rating scales
3. "C" interview schedule for Students
4. "D" interview schedule for parents
5. "E" interview schedule for SDMC Members
6. "F" interview schedule for departmental officers

**3.7 Data interpretation:**

Survey method with using different tools and techniques with the stake holders, screening teachers and children & appropriate conclusions were drawn.

**CHAPTER IV**  
**ANALYSIS OF DATA**  
**RESULTS AND**  
**DISCUSSIONS**

## CHAPTER IV

### Analysis of data Results and discussions

#### 4. Presentations of Tables, graphs and interpretations of Data:

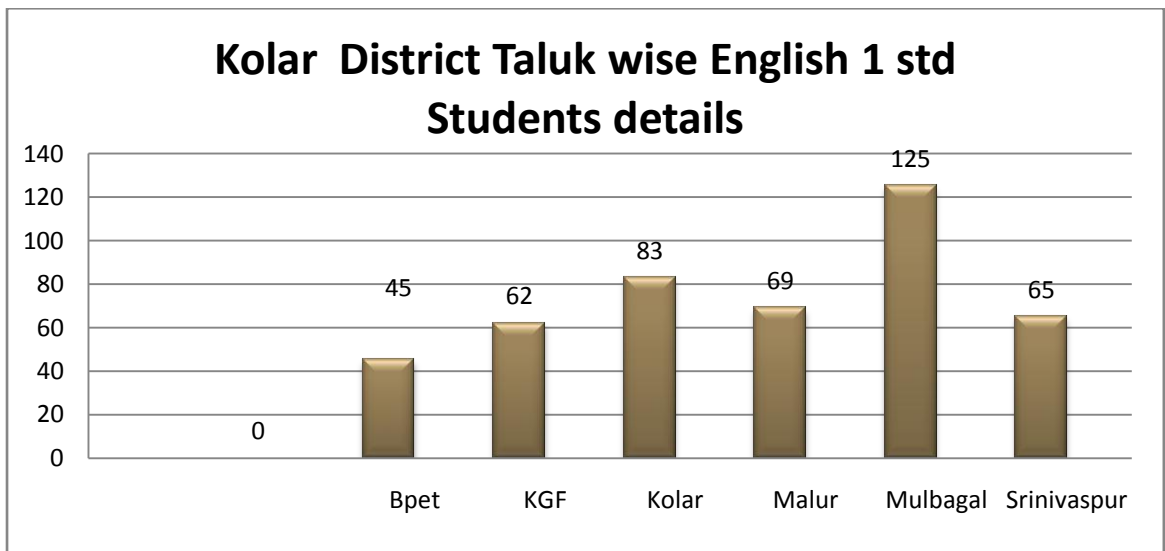
In the previous chapter, the researcher briefly discussed the methodology used for the study. In this chapter the researcher gives a detailed account of all the analysis that were done on the basis of data collected from 24 English medium schools of kolar district, which consist the information related to establishment, admissions, administration, curriculum, methods, examinations, infrastructure, Head teachers, teachers, parents & students.

#### Kolar District 1<sup>st</sup> std 24 English medium schools'strtength

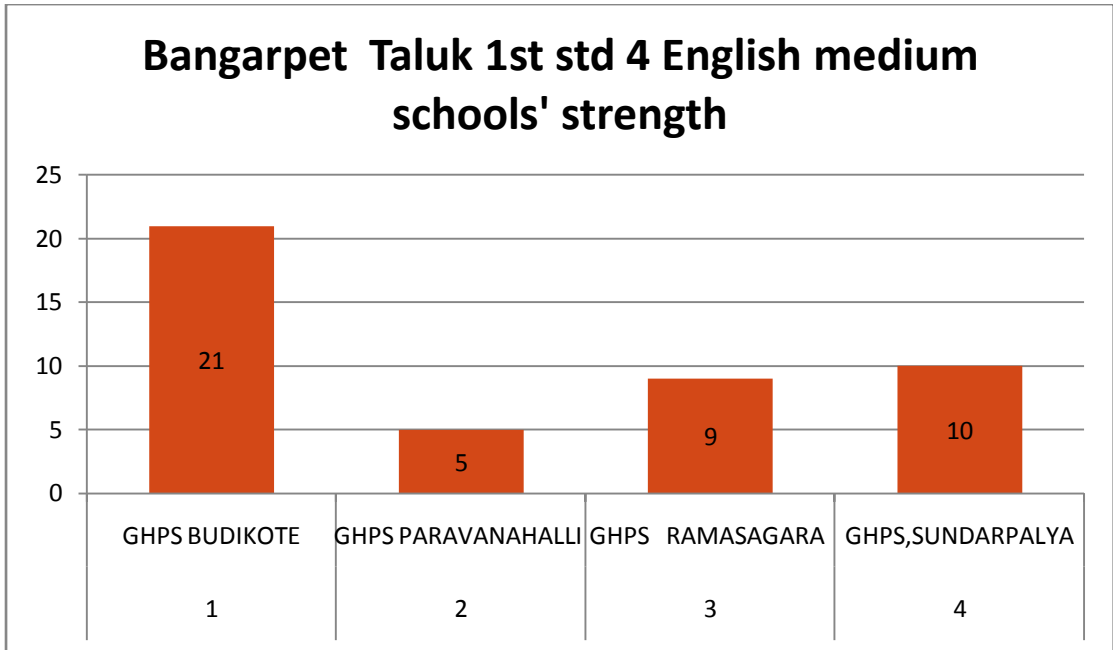
Sl no	Block	Name of the School	strength
1	Bangarpet	GHPS BUDIKOTE	21
2	Bangarpet	GHPS PARAVANAHALLI	5
3	Bangarpet	GHPS RAMASAGARA	9
4	Bangarpet	GHPS, SUNDARPALYA	10
		<b>Total</b>	<b>45</b>
5	KGF	GHPS AND GHS BODENAHALLI	10
6	KGF	GHPS AND GHS DONIMADAGU	20
7	KGF	GMHPS KYASAMBALLI	14
8	KGF	GMHPS OORGAMPET	18
		<b>Total</b>	<b>62</b>
9	Kolar	GHPS AND GHS RAJAKALLAHALLI	12
10	Kolar	GMHPS VEMGAL	31
11	Kolar	GMHPS KYALANUR	15
12	Kolar	GMHPS NARASAPURA	25
		<b>Total</b>	<b>83</b>
13	Malur	GHPS GIRLS MALUR	11
14	Malur	GHPS MASTHI	30
15	Malur	GHPS AND GHS THORALAKKI	8
16	Malur	GMHPS LAKKUR	20
		<b>Total</b>	<b>69</b>
17	Mulbagal	GHPS N VADDAHALLI	29
18	Mulbagal	GMHPS AVANI	33

19	Mulbagal	GMHPS BANGLA MULBAGAL	30
20	Mulbagal	GUHPS NUGALBANBE	33
		<b>Total</b>	<b>125</b>
21	Srinivaspur	GHPS SOMAYAJAPALLI	20
22	Srinivaspur	GHPS MUDIMADAGU	8
23	Srinivaspur	GKMHPS SRINIVASAPUR	31
24	Srinivaspur	GMHPS RAYALPADU	6
		Total	65
		<b>District Total</b>	<b>449</b>

1. Table showing the total schools and strength of English Medium sections in Kolar District.

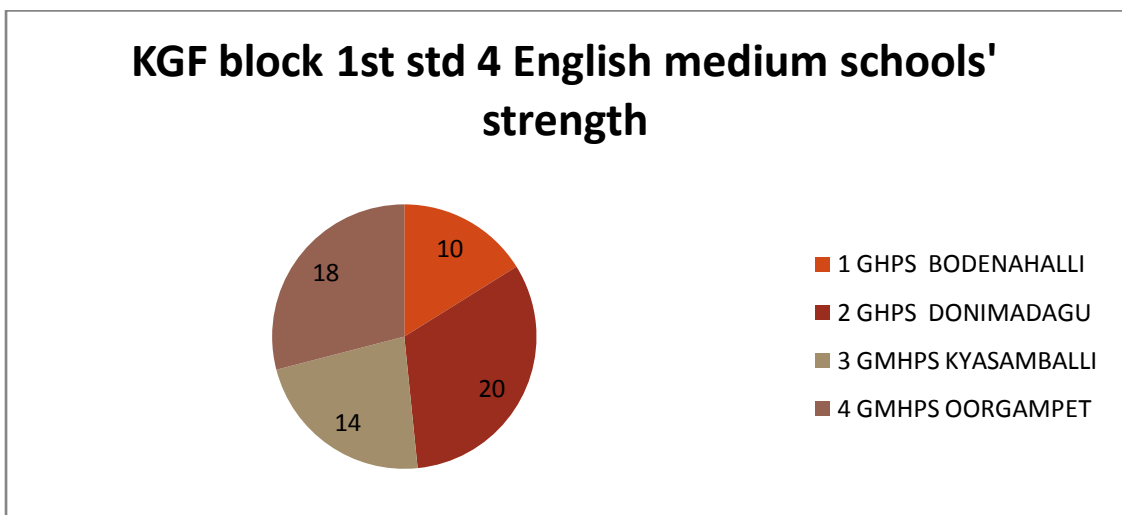


Graph1. Showing Block wise total enrolment for 1 STD English medium sections in Kolar District.



Graph-2 showing Bangarpet block wise enrolled schools strength.

In Bangarpet Block, GHPS, Budhikote has the highest strength of 21. Remaining three schools enrolment ratio has not reached to the expected level. Therefore, an action plan should be prepared and increased the strengths of these schools.

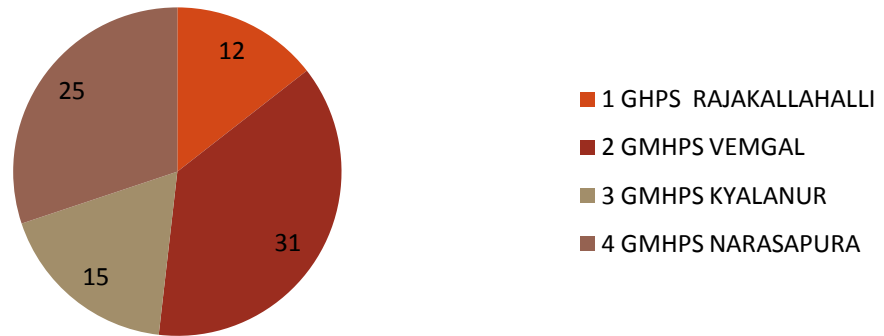


Graph-3 showing the details of Enrolment rate In KGF block's English Medium schools

Ghps Bodenahalli and GHPS Oorampet have crossed nearly 70% of intake enrolment where as kyasamballi and Bodenahalli schools have enrolled 48% and 33% of the overall intake for admissions.



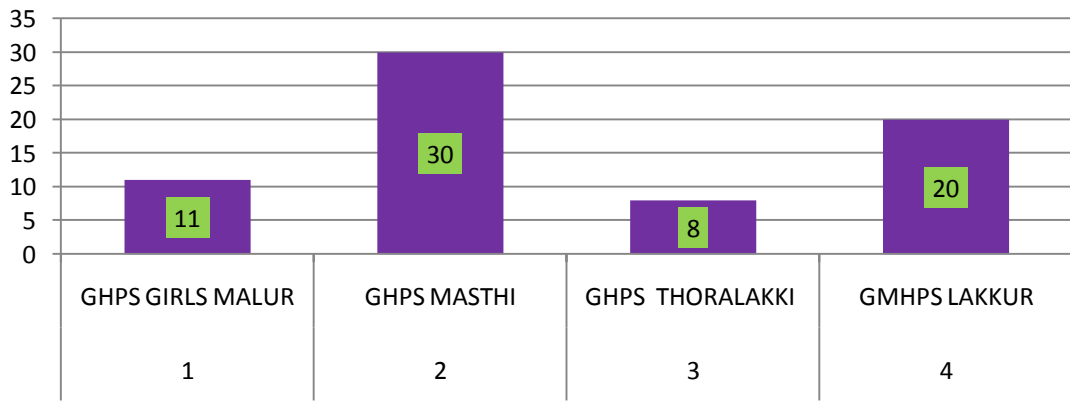
### Kolar Taluk 1st std 4 English medium schools' strength



Graph-4 showing the details of Enrolment rate In Kolar block's English Medium schools.

GMHPs,Vemgal have crossed the expected level of admission, where as KPS Narasapura have reached nearly 25 students for admission. GHPS, Rajakallahalli and Kyalnur needs to improve the target of enrolments.

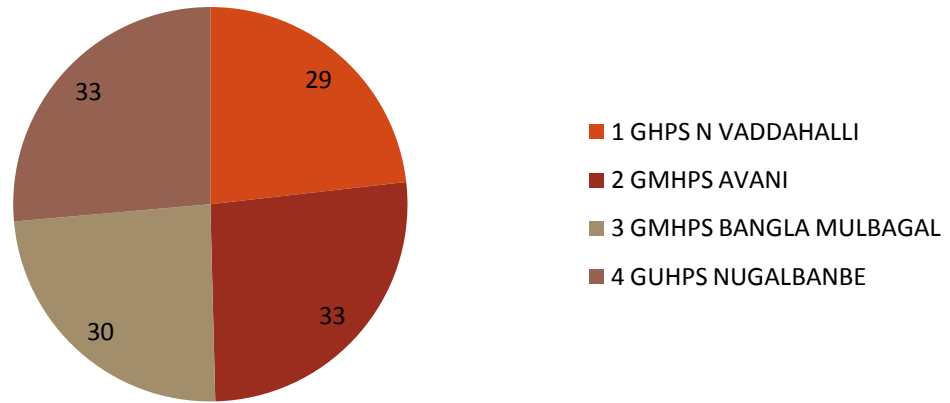
### Malur Taluk 1st std 4 English medium schools' strength



Graph-5 showing the details of Enrolment rate In Malur block's English Medium schools.

KPS, Masthi have achieved 100% of enrolment whereas as GMHPS, lakkur has reached nearly 70%. GGHPS, Malur town needs to increase their enrolment ratio. and GHPS Lakkur also should put more efforts to increase the strength.

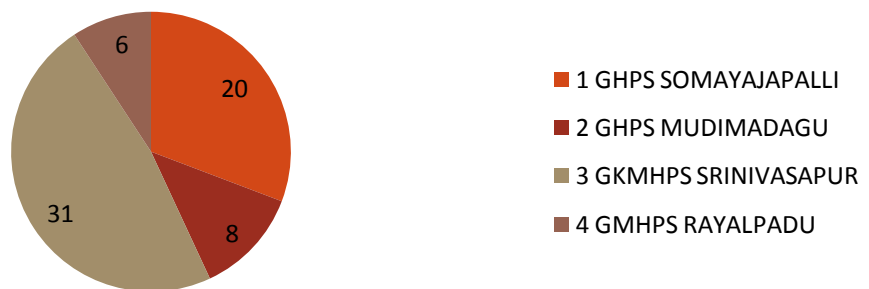
### Mulbagal Taluk 1st std 4 English medium schools' strength



Graph-6 showing the details of Enrolment rate In Mulbagal block's English Medium schools.

It is a good sign of progress that all the four schools of Mulbagal block have crossed the expected level of enrolment. There is also a demand for more in take in these schools. They visited homes with publicity and achieved their target.

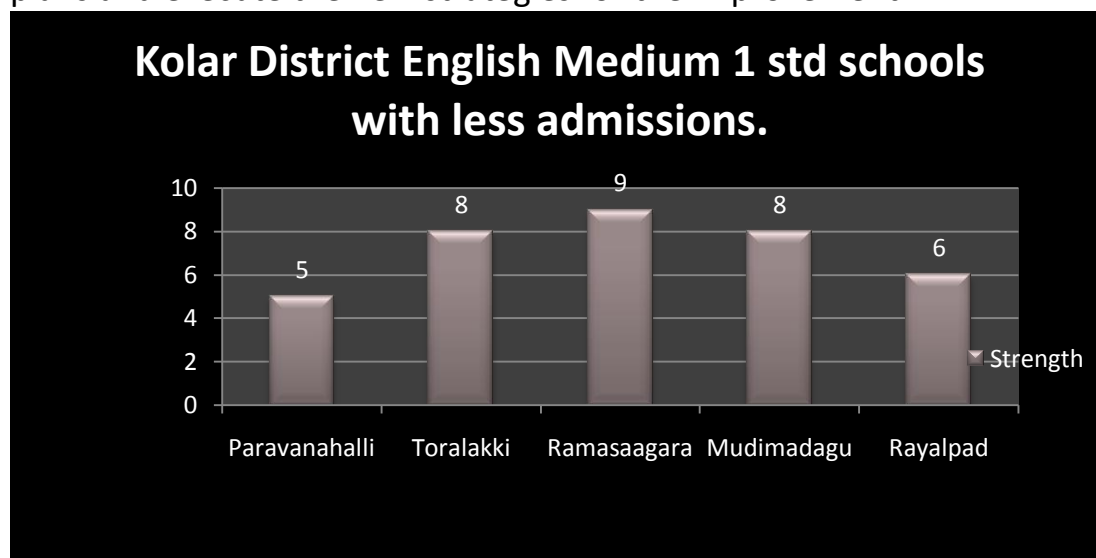
### Srinivaspur Taluk 1st std 4 English medium schools' strength



Graph-7 showing the details of Enrolment rate In Srinivaspur block's English Medium schools.

Mulbagal blocks' schools has the highest enrolment of 125 students with each schools expected intake, where as Bangarpet block has the least percentage of admissions with only 45 students. KGF block also give more importance to improve the strength in the next academic

year. Four schools in the district have a single digit admission which requires more attention for the future. They have to prepare their action plans and execute the new strategies for the improvement.



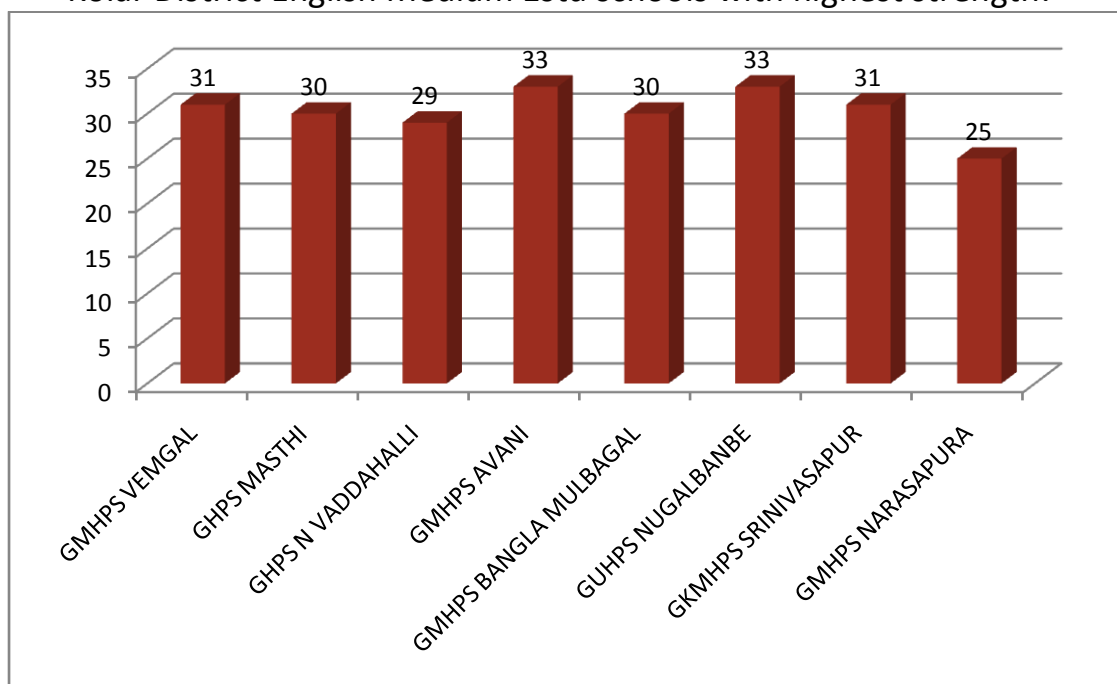
Graph-8 showing the details of low Enrolment rate In Kolar District English Medium schools.

These schools in kolar District are fewer admissions and the stakeholders should create awareness and publicity to improve the enrolment ratio in these schools.

Table-2 Showing schools of Kolar District which has low enrolment.

SI No	Name Of the Schools	Enrolled rate
1	GHPS,parvanahalli	5
2	GHPS, Thoralakki	8
3	GHPS,Ramasagara	9
4	GHPS, Mudimadagu	8
5	GHPS, Rayalpad	6

Kolar District English Medium 1st schools with highest strength.



Graph-9 showing the details of High Enrolment rate in Kolar District English Medium schools.

The data obtained from questions shows that 34% of the schools have achieved the expected level of enrolment. The study reveals that 30% of the schools have requested for more intake.

Table-3 Showing the English medium schools of Kolar District with Highest Enrolment.

Sl No	Name of The School	Total Enrolled
1	GMHPS,Vemgal	31
2	GMHPS,Masthi	30
3	GHPS,N.Vaddahalli	29
4	GMHPS,Avani	33
5	GMHPS,Bangla	30
6	GUHPS,Nugalabande	33
7	GKMHPS,Srinivasapur	31
8	GMHPS,Narasapur	25

Out of 24 schools 8 schools have increased the enrolment with all the facilities available in the schools. It is suggested to maintain the same ratio with more quality concerns. Due to continuous dedication and commitment, the strength has increased in these schools. It is also

suggested to give more importance to develop infrastructure and language learning environment with more and more practical activities.

### **1. Results and Discussions with the Head teachers:**



All the schools of English medium sections in the district have regular trained, experienced and promoted headmasters with all the skills of leadership. Many of the head masters are happy with the implementation of English medium section in their schools because the strength of the schools has increased and also there is demand for admissions in their schools. They are trying to manage both the mediums with available teachers and resources. They co-operated and coordinated the teachers and teaching learning process. On observing the classroom practice, it is found that 80% of the headmasters are participating actively in teaching learning process.



The head teachers have their own vision and mission for the development of their schools. Some of the head teachers in Karnataka public schools have provided all the required facilities for the English medium sections. In some of the schools, they have started pre-kg classes to feed the children for 1 std. the headmaster prepared pamphlets, banners, handouts and jathas to entertain the establishment of Government English medium classes in their schools and they also provided free books, uniforms, stationary items, learning materials to the students of English medium sections.



The head teachers and the teachers are happy with implementation of English medium sections in Government schools. They assured that the English medium sections will strengthen the glory of Government schools with enrolment and quality education. They are happy and enthusiastic with English medium sections. They are also trying to increase their professional and physical environment with more innovative plans and activities.



Apart from curricular activities, many of the schools have conducted co curricular and extracurricular activities with all round development of the children.



Children Of English Medium schools are engaged with sports and games.



Children Of English Medium schools performing learning activities.



The admission process for 1 STD English medium section was started in the month of May-June 2019; with publicity and house visits many of the schools have filled their intake. Socially and economically backward children with different backgrounds have taken admissions in these schools on age basis.



All the Head teachers are so enthusiastic to run English medium sections with the available resources. They also took part actively in the process of implementation with the support of the SDMC and parents.



They appreciated the Government initiation of starting English medium schools and they requested to provide separate grants for English medium sections. They gathered donors to supply identity cards, tie, belts, notebooks, charts and other basic requirements for the English medium sections. Some of them have donated the stationary and technology devices to the schools. They also prepared progress cards to enter the progress of the student's achievements.

As it is the pilot flagship programme of the Government to start English medium sections in Government schools, the challenges are many with positive attitudes limited resources and maximum adjustments; all these are required for steady and swift development of these schools.

## **2. Results and Discussions with the teachers:**

All the 24 English medium schools of Kolar district have permanent teachers. Among them, four trained teachers have been transferred. Among the remaining teachers, many of them are happy and satisfied with their performance in working with English sections.



Teaching learning materials are being used in many schools with their own preparations. To facilitate learning, teachers are using activity based, interactive, CCE method with different styles of Learning. They also follow bilingual method of facilitating learning.



All the teachers of English medium schools have attended EMTIP training, EMTIP sharing meeting and Hello English workshop and they are implementing the outcomes of the trainings in their regular classroom process.



Table-4 Showing the number of Teachers interacted about English medium classes.

SI No	Name of The Block	Number Of Teachers
1	Bangarpet	4
2	KGF	4
3	kolar	4
4	Malur	4
5	Mulbagal	4
6	Srinivaspur	4

The Teachers of English medium schools are doing informal assessment with learning outcomes. Various games, activities, total physical response activities, drawing, oral conversations, rhymes, group/pair work, worksheets, child profile and other practical classroom experiences are the basis for the progress of the children.



The Teachers of English medium schools are conducting informal evaluation with learning outcomes. They are stressing to cultivate basic concepts, like alphabet, numbers, things, objects, craft, values, citizenship qualities, different skills like drawing, coloring, recognizing, good habits, sports and games, speaking and listening skills which are followed by reading and writing skills. They are also engaged with informal home assignment to create learning atmosphere at home. They arranged monthly meetings for the parents to show their wards' academic progress and to answer the queries of the parents about their Childs progress. They will update the child profile with continuous assessment.



There is a child friendly environment in the school with healthy freedom provided to the children to bring out their talents and skills in different activities. No corporal punishment is allowed in the schools. Different levels of activities and tasks are providing for different level of children. Each child has been taken individual care by the teachers.



The teachers of English medium classes are facing certain challenges. Some of them are incapable of using English language at all the times. Even some of the teachers are failed in creating interest and motivation among all the children. In some schools, we have three backgrounds of children like, LKG and UKG background, some of them with Anganwaadi school background and some of them have taken direct admissions for 1std without any previous background. Therefore, some of the teachers are not able tackle all the three background children with their academic support. Some of the untrained teachers are also not comfortable to teach English medium sections. In some schools, the English medium teachers have to teach both for kannada as well as English medium due to shortage of teachers. Some teachers demanded furniture and tms grants for effective teaching. Separate classroom for English section is also a big challenge in some schools.



The teachers in English medium schools are assessing the learning outcomes with learning tasks, oral questions, home works, giving instructions, group work, recording activities and worksheets. They also use observation and checklist for assessment purpose.

The teachers are using different techniques to mainstream the slow learners with individual attention, drill work, pair and group activity, stimulus and response tasks and use of different tlms etc to encourage them. They also use multimedia to focus the interest of the slow learners. pictures, big books, flashcards, working with sound charts, and regular guidance is also providing to these children. Drilling methods, doing actions, copy writing activities are also practicing in some schools. They wanted to develop discipline good personality traits among the children.



The teachers of English medium sections are facing some of the difficulties. Some of them are not able to use English language grammatically. Some of them are not confident to transact in English language as they have studied in other mediums. Even some of the children's mother tongue and family backgrounds are also a challenge for the teachers. Even more difficulty has been observed in some of the schools of Urban, rural and slum area schools.

The Teachers of English medium schools are conducting regular monthly meetings to the parents. In that, they discussed about the progress, regularity, cleanliness and health and other academic aspects of the children. They also show their child's profile with his/her performance and suggestions. Many of the parents are happy with performance of the children.



The English medium school teachers of Kolar district are using Hello English resources, charts, work sheets, and other low-cost no cost materials in facilitating learning. Some of the schools are using smart classes while many teachers are using android phones with different apps. A pen drive from DSERT is also in use in all the schools. It is suggested to assist and provide smart class to all the English medium schools through SDMC and donors.



Physical Infrastructure, available in English Medium classrooms.

The various activities conducting in English medium schools are as follows.

1. Greeting
2. Self Introduction
3. Rhymes and riddles
4. Pictorial stories
5. Identification of things
6. Colors
7. Numbers
8. Letters and words
9. Puzzles
10. Tables etc

To interact with different background students, the teachers are using bilingual method with mother tongue to make the children to understand the themes. The teachers are also using small chunks and new words to make familiar with the children. This helps in improving their language vocabulary and glossary. Teachers are suggested to use simple language for daily conversations.





The facilitation of teaching learning styles in English medium schools are activity based with joyful and cooperative learning. Learning by doing is also in practice without burden. The activities assigned for learning are depend upon the mental level of the children.



The main hobbies of the English medium school teachers are news paper reading, drawing, gardening, singing, storytelling, reading books, using multimedia etc... It is suggested that the constructive habits should be inculcate among students according to their abilities and talents. The teachers of English medium schools are engaged in developing their proficiency through whatsapp groups, self studies, online links, higher studies, mrps contacts etc for their professional growth.

The teachers of English medium schools are preparing lesson plans, year plans, CCE records, teaching learning materials etc and using them in classroom process. All the teachers should prepare their own way of learning materials to facilitate the learners with all the academic

records. They also use child profile and mobile recording (audio-video) with individual and consolidated records.



The English medium teachers requested the department to provide them smart class equipments, language learning kit with tlms, e-resource books and video clips for effective teaching. Many of the teachers are so happy dealing with the English medium children. There over all opinion was that they learn more than what they teach and they are confident that they will surely increased the quantity and quality of these schools. They are satisfied with the work and available resources and their use.

### **1. Students' discussions and interpretations:**



When we interacted with the students of English medium schools in Kolar District, they said that the school has providing them all the facilities with English medium.



It was their dream that to study in English medium in Government schools without any financial burden to their parents. Now, this dream is coming true as they are also going with the trend of English medium.



The students said that “We are happy to say that we learn reading, writing, speaking, listening, playing, coloring, dancing, singing, songs, dramas, painting, rhymes telling etc in the school”.



Students said, “Our teachers are so friendly with us. They show lot of mercy and guide us in every stage of learning. We also respect our teachers and we obey all the works of our teachers. We come to the school regularly and all of them are engaged with all the activities of the school. We do homework and our teachers correct and guide us regularly”. The students like to study in these schools with their own choice and the teachers take care in all the aspects of the children.



They said that they will continue here to complete their studies and learn all the activities and good habits in the schools.



Language group activities in English medium schools.



The overall opinions of the students of English medium schools are positive and constructive for their future. They requested to provide furniture, sports materials and smart class equipments for their schools.

#### **4. Parents discussions and interpretations:**

Parents are very much excited and happy with the implementation of English medium sections in Government schools. They are eager to send their children to the English medium schools. Some of the parents are demanding to increase the intake. They send their children regularly to the schools. They said that these classes are very helpful for the poor and economically backward families. Most of the parents acknowledged that the information about English medium sections in Government schools are came to know through advertisement, pamphlets, teachers and their elder school going children.



They said that, their children are going regularly to the schools. Their learning level is also improving. They are happy to share their learned ideas like rhymes, greetings, bilingual conversation with the parents. They said that their children always engaged in different learning activities at the home. They will do their home works regularly. They discussed the daily schedules of schools with their parents. They are also happy to help the child in regular attendance in the school. They observed their child's interest and motivation to do the school work.

The parents said that all the facilities like books, uniforms, shoe, milk, midday meals etc are available freely to all the children. The school will not charge any kind of fee with them. They also experienced that all safety measures have been adopted in the schools for their kids.

Many of the parents of the English medium schools attend the parents' teacher meeting regularly and shared their children academic progress. They also give some suggestions for the improvement of quality in the English medium schools.

By seeing the behavioral change in their children, they are ready to give all kinds of support to the English medium schools. They requested the

school authorities to give more importance on communication skills and life values among their children.

#### **4. SDMC discussions and interpretations:**

All the SDMC members are giving frequent visits to the English medium schools and actively supervised all the academic and administrative activities of the schools. Many of the SDMC members attended regular meetings and chalk out suggestions for the development of the schools. Even some of the SDMC members have donated stationary and other financial assistance to the English schools.



They are monitoring the curricular and co curricular activities of the schools and giving feedback to the teachers. They also attended the cultural and other school level functions and encouraged the children with prizes and appreciations. Many of the SDMC members are aware of their responsibilities in the schools and they contribute some cash and kind resources also for the school development. They are happy with the performance of their school children. They prepared an academic plan to implement and uplift all the basic needs of the school in the coming days. They have planned to give door to door visit to increase the strength and make sure to provide quality and life oriented education to the poor children.

## 6. Officers Responses and interpretations:

All the executive officers visited the English medium schools with lot of enthusiasm and hopes.

Table-5 Showing the list of various Departmental Officers feedback about English medium schools

SI No	Designation Of the Officers
1	Deputy Director Of Public Instructions (Dev) and (Adm)
2	Block Educational Officers
3	DIET Lecturers
4	Block resource centre co-ordinators
5	Deputy project co-ordinator SSA
6	Block resource persons
7	Educational co-ordinators
8	Cluster resource person
9	EMTIP resource persons



### 1. Process of Learning:

Many of the field officers observed that the decision of English medium sections in Government schools was good. Pupils are actively participated; teachers are interested to teach the children. Some opined that it was Very progressive. Some said that Kannada influence is more. Some schools performed well in the academic side, Good attendance and learning, but it should be improved.

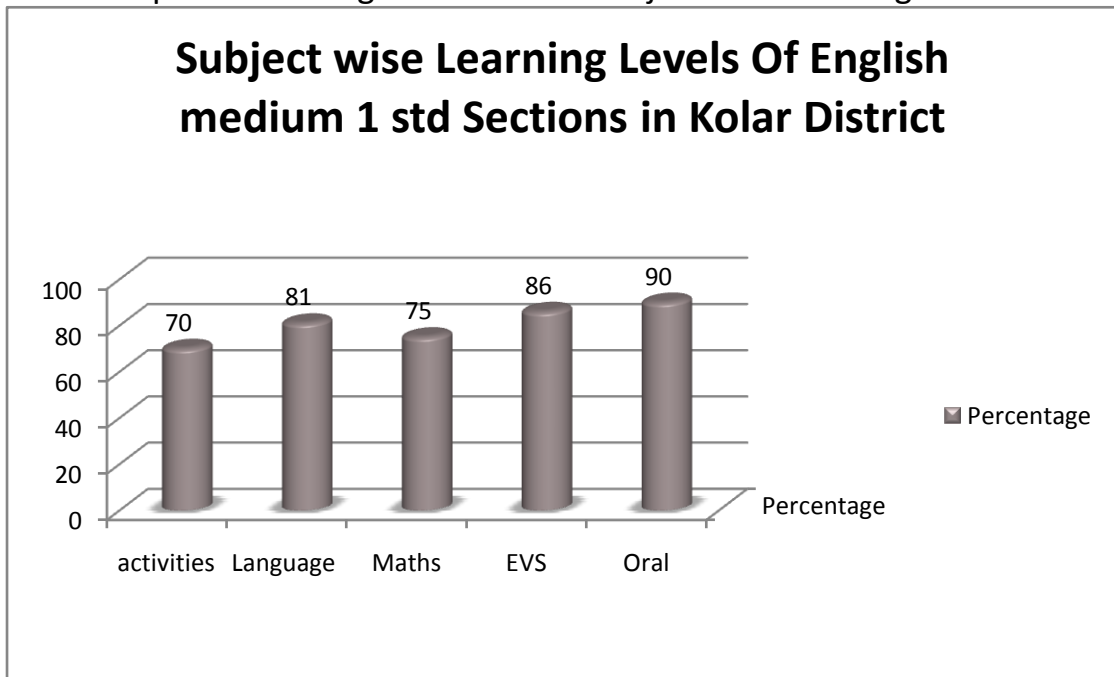




Group activities performing in English medium schools of Kolar District.

All the students were actively participated in all the formal and informal learning activities of the schools. There was a pair work, group work and individual learning outcome based activities.

Graph-10 showing the details of Subject wise learning levels.

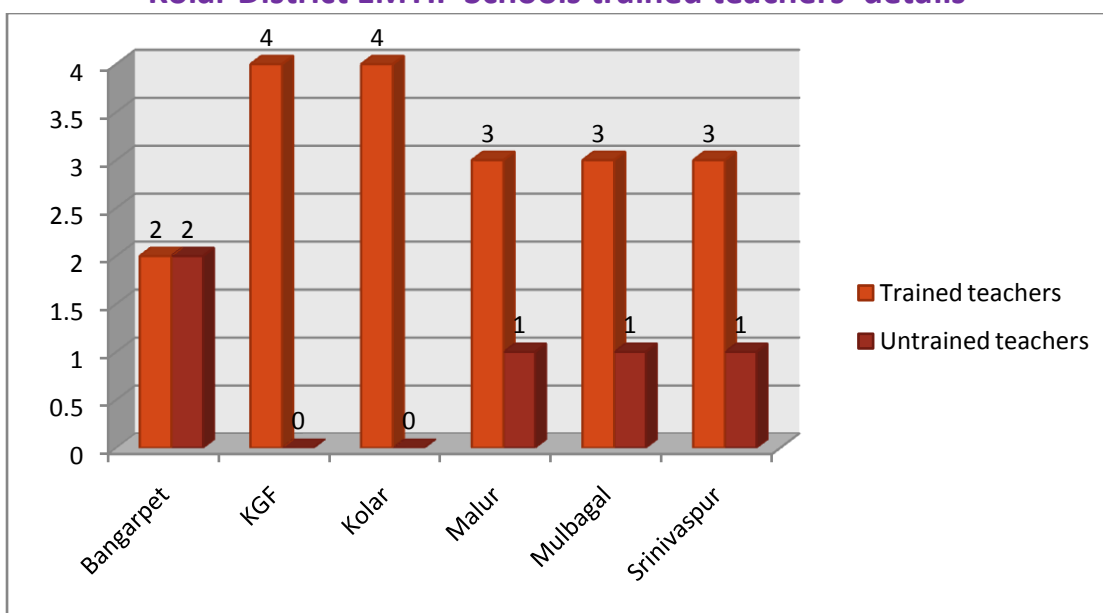


## 2. Eligible and trained teachers:



Nearly 85% of schools have trained teachers ( 15 days EMTIP training, monthly cluster sharing meeting, and hello English training) remaining schools trained teachers have been transferred. A regular school visits and feedback with academic guidance and support is being given to these teachers. It is also suggested that other ELEP trained teachers of the same schools should also extend their support for English medium sections in all the schools. Even though, all schools doing their level best to improve the quality of the schools.

### Kolar District EMTIP Schools trained teachers' details



Graph-11 showing the details of Kolar District EMTIP trained teachers.

### 3. Methods of Teaching:

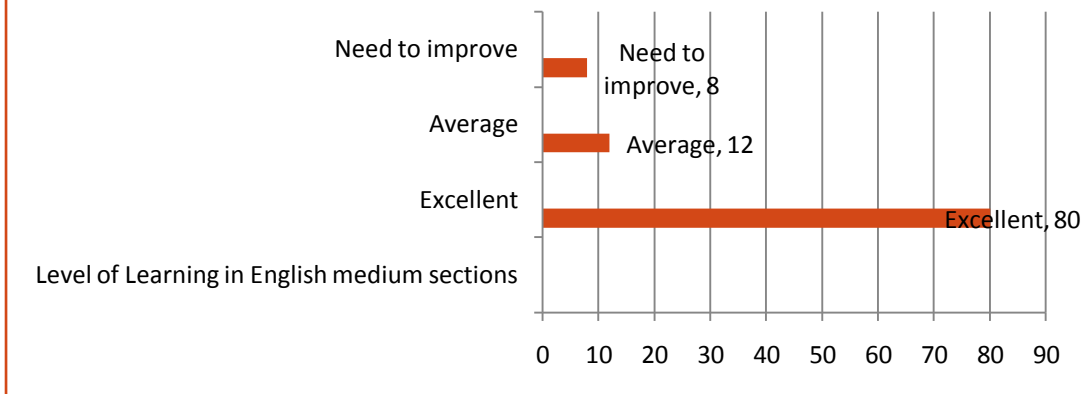


Students performing maths activities in English medium schools.



Most of the English medium schools of Kolar district are following activity based facilitation method with complete involvement of the learners. There is a child friendly environment in the schools. Some of the schools adopted bilingual method for their convenience. More importance has been being given for learning outcomes in the schools. Impact of EMTIP training and hello English workshop has been reflected in the classroom process.

## Percentage Of Progress In Govt.English Medium schools of Kolar District.



Graph-12 showing the details of Percentage of Progress in Kolar District English medium schools.

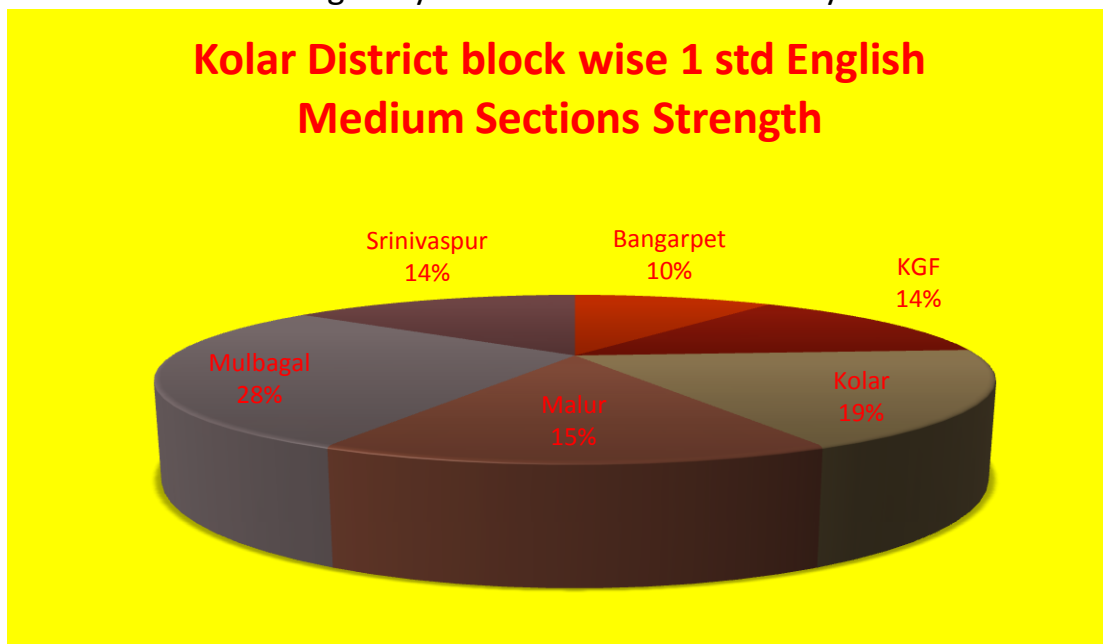
#### 4. Progress and learning:

Nearly 80% of English medium schools' performance was excellent with maintaining individual child profile and various worksheets and oral activities. 12% percent of the schools performed average with some of the activities. 8% schools performance was very poor. The Average and the poorly performed schools need to adopt more innovative activities to improve their level of learning.



## 5. Strength and attendance:

Many of the schools in Kolar district have achieved expected enrolment except 06 schools where the admissions are less. In some schools, the demand for more in take for 1std English medium section has also seen. Many of the poor, economically and socially back warded sections of the society are happy with English medium sections and they send their children regularly to the schools without any absentees.



Mulbagal block has the highest and Bangarpet block has the lowest enrolment.



Children are welcoming the visitors in their classroom.

## **6. Lesson observation:**

Many of Field executive officers observed the lessons in English medium schools and they have given positive and constructive feedback to the teachers'. They opined that many of the teachers are motivating the children in learning activities with lot of interactions and teaching learning materials.

## **7. Feedback given:**



Interacting the field officers about English medium schools.

The field visit officers have suggested assigning more training to teach English medium sections for the teachers. Other teachers of the schools also need to take English induction training for the future improvement. They also suggested to minimize the influence of local language gradually and to give all instructions in the target language. Communication and speaking skill developmental activities need to be given for the teachers.

## 8. Attitude of the teachers:



Many of the officers suggested appointing new English background teachers to handle English medium classes. But, the Government is planning to uplift capacity among the working teachers to handle English medium classes. As the strength of the teachers is more in Govt schools, they have to handle English medium sections for the development of their schools.

## 9. Assessment and learning outcomes:

All the schools have informal assessment on the basis of learning outcomes. They have maintained assessment tools, child profile, activity sheets, oral activities and records to assess the learning levels of the children.



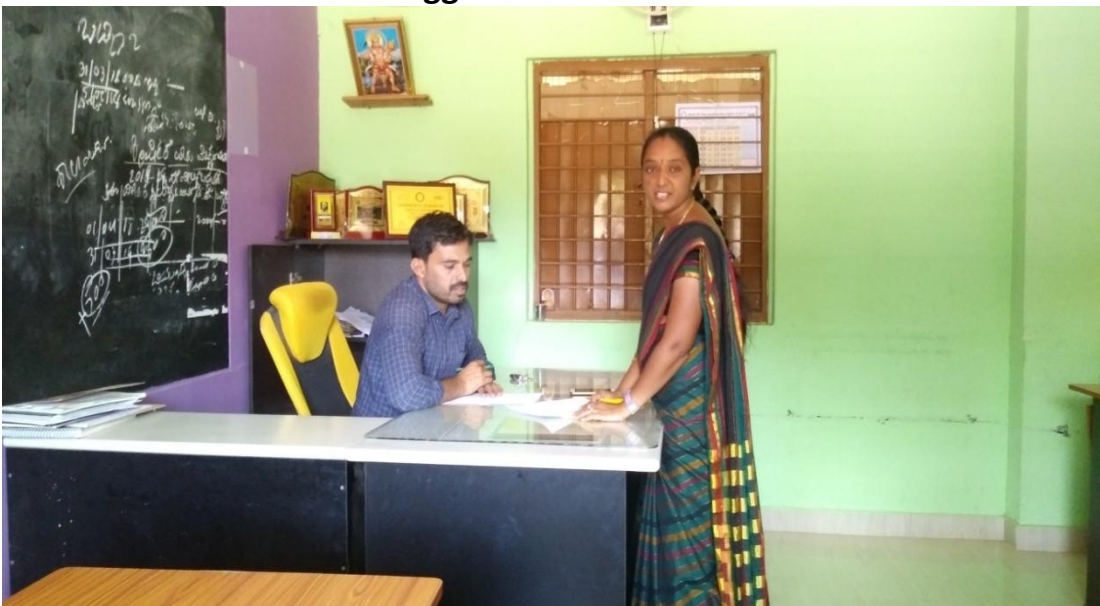
Talukwise English medium schools on sight support team.

## 10. Changes:

Many of the officers opined that the teachers have to improve their language proficiency and speaking skills with fluency and pronunciations. Classroom activities are needed to be improved. More tims and technology assisted learning materials need to be supplied. There must be English learning environment around the schools. Usage of bilingual method is also permitted to some extent.



## 11. Overall feedback and suggestions:



Most of the schools are developing learning environment and providing quality education to the children of English medium sections. Some of the schools required more infrastructures, teaching learning materials and also more need based training for the teachers. Transportation facility is also demanded by some of the parents. Over all opined that establishment of English medium section is just an initiative. We have to fulfill all the requirements of the schools. Then only it is possible to achieve the maximum level of success with all round development.



# **CHAPTER V**

## **CONCLUSIONS AND RECOMMENDATIONS**

## Chapter-V

### **Conclusions and recommendations:**

The previous chapter dealt with the analysis of the data collected from the EMTIP Schools of Kolar District through the interview schedule, check list and rating scale. In the present chapter the report of 24 EMTIP schools of Kolar district, the summary, major findings, conclusions, limitations of the study & suggestions for further research will be discussed.

### **5.1 Introduction:**

SO far, a few private educational institutions & religious mutts/ashrams only, were engaged in opening and maintaining qualitative English medium schools under their control. The February 2019-20 budget sessions has announced that 1000 karnataka public schools (KPS) will start English medium sections in class 1, in addition to kannada medium. This is in spite of angry reactions to the 2018-19 budget pilot project plans that aimed to introduced English medium in 2019 for 1000 lower primary classes, selected from more than 35000 government and aided schools. However the final call to start 1000 English medium sections in Government primary schools of Karnataka was given by the chief minister Sri kumaraswamy with listening to the demand of the stake holders.

The government of Karnataka asserted that it is “firm” about the switch in medium, even if the model is yet to be worked out. Pointing out that the government bears the cost of educating more than a lakh children in private schools under the RTE Act, Kumaraswamy defends the switch to English in government schools as means of ensuring employment and easy access to global avenues have the option of taking up kannada medium too if they wish.

A related Government order(GO) was sent on October 26,2018 to Department of State educational research and training (DSERT), after the announcement in july 2018 budget, The GO stated that the English medium would be introduced in lower primary classes along with kannada in a 1000 Government schools on a pilot basis. An additional note said that the step was taken to ensure that more students would enroll in government schools rather than move away to private English medium institutions.

Government schools that teach through the kannada medium in upper primary classes, as well as in 276 public schools should get the preference to switch to the English medium right from the first

standard, after that the switch is expected to happen progressively in a phased manner for every grade each year. Short listing and training proficient English teachers and developing e-content has also been included in the GO.

The process has begun and 12000 teachers who have been trained at the regional institute of English will be screened to decide on further training. About Rs14 crore have been set aside for the plan.

## **5.2 Statement of the study:**

**“An Evaluation study to know the implementation of 24 English medium 1st standard sections in Government Primary Schools Of Kolar District”.**

## **5.3 Need for the Study:**

### **a) Reasons for the switch:**

Claiming that the plan is in his brainchild, the Education minister explains that English medium education would “attract” students. The poor and the marginalized, specially, dalits, minorities and OBC’s, want to expose their children to English, but cannot afford private schools. This is the best way to give those children the opportunity to English education.

Moreover switching English education is necessary for sheer survival of government schools because enrollment in class1 to 10 in government schools dropped by nearly 12 lakh from 2010 to 2017, according to the gross root research and advocacy movement (GRAAM), a public policy research organization.

The Karnataka state primary school Teachers association (KSPSTA) president, welcomes the move. He said that” it has been a longstanding demand that the state should follow a common education policy”. AtishiMarlena, advisor to the Delhi education minister said that she appreciates the plan as a step in the right direction. She points out the Delhi’s government schools too have started parallel media of instructions in a number of schools.

So, as a move, in Kolar District, 24 government primary schools have started a separate English medium class 1 sections. A 15 days training with English Medium Teachers’ Induction programme (EMTIP) module provided to the screened English medium background teachers of the Government schools. Separate English medium text books ( Hello English, Marigold, and EVS) with bilingual languages provided to the

teachers in the beginning of the academic year. A monthly sharing meeting, mentor on sight support and follow up visits with hello English videos pen drive and other supportive materials are provided to the teachers of These schools.

So, the researcher is keen to know the complexities, contradictions and the challenges facing by these schools and to give suggestions for improvement in these schools.

#### **b) CHANGE OF MEDIUM OF INSTRUCTION AS ENGLISH IN KARNATAKA:**

Government of Karnataka has adopted English as Medium of Instructions, for first standard in 1000 Government Primary schools from 2019-20. This has been done keeping in view the importance of English as a whole in worldwide. It is pertinent to say that English is one the most commonly spoken language in the world and research work in the fields like science and technology, health, agriculture, fine arts and economics is available in English which is helpful and keeps the reader/learner up to date with the latest inventions and researches. Government of Karnataka very rightly selected the medium of Instruction keeping in view the standard of education in the long run. In the old system of education in Karnataka, students study in early levels of schools in Kannada or their regional languages with English as an informal subject.

In Higher Secondary and Professional level of education science subjects and professional courses are totally available in English which is very difficult to understand with this standard of English learning. This has been done without doing homework, as this should have been done partially instead of full change at once. Both teachers and students are facing some problems adopting this new change in spite of the efforts of Government of Karnataka to provide help and guidance.

#### **c) POSITIVE STEPS OF GOVERNMENT OF KARNATAKA TO SUPPORT NEW MEDIUM OF INSTRUCTIONS:**

Government of Karnataka is trying its best to facilitate teachers and students of primary level to make this new syllabus of English medium of instruction easy to teach and understand. Government of Karnataka has provided 15 days induction training to these teachers and framed

learning outcomes with new NCERT text books are introduced with all the academic support to the teachers. They appointed District level resource persons to guide and supervise these schools. These District level teams visit their concerned schools on monthly basis and provide full guidance and help required to teachers and students of these schools. To check the implementation and grooming of the students, a visit format prepared at head office (DSERT) is used to observe the progress of these schools by the DIETS and providing on sight support to the teachers. A pen drive, chart, hand book and other resources are supplied with bilingual Text books. Keeping in view the progress of the students and teachers in these schools new proposals are issued to DIETs for help, support and guidance of teachers and students. These steps are supporting a lot and it is hoped that these would be fruitful and beneficent in the long run. Students of the first classes are feeling more comfortable than the students of upper classes. The reason is that students of upper classes have studied their early classes in Kannada but all of a sudden the medium of instruction changed.

As a part of this EMTIP (English medium teachers induction Program) program, there are 24 English medium sections of first standard started in the six educational blocks of Kolar district. A hands-on training has been provided to the teachers at the district level with different methods, modules and activities with all the initial baseline support.

Now, the enrolment ratio has been increased in these sections and the quality concerns and effective functioning of the classroom process's evaluation is required to be studied. For this purpose, the researcher has selected this topic to know the functioning of these schools and to assist for further improvement and academic support.

#### **d) The Rationale or Justification for the Project:**

As the Government started to provide the medium of instruction both in kannada as well as English medium with the demand to start English medium schools for economically backward children as a pilot project of 1000 schools of Karnataka, it is a area of concern to know whether these English medium schools are really doing a good job to fulfill the expectations of the department, and parents.

#### **e) Present Status of English Medium Education in Schools:**

It is observed that, these 24 schools of Kolar district have enrolled nearly a total of 500 students which is a good sign for the existence of

the Government schools. Even the district level teams of experts are visiting continuously to these schools and providing on sight support and guidance to the teachers at the gross level.

#### **5.4 Objectives of the Study:**

1. To know the implementation status of Government English medium primary schools in Kolar District.
2. To find the problems and challenges faced by the English medium teachers of Government schools.
3. To find out how English is taught in class-1 in which it is introduced for the first time by observing the classroom processes in the selected schools.
4. To make suggestions for improvement in teaching of English on the basis of the findings of the study.

#### **5.5 Selection of sample:**

The researcher selected cluster random sample to know the implementation of 24 Government English medium 1st standard sections in Government Primary Schools of Kolar District”.

#### **Methodology:**

Quantitative survey with cluster randomized sample with description.

#### **Survey Design:**

Descriptive method of data collection with the use of interview schedule, rating scale, questionnaire with explorative percentage, visual representation etc related to the stake holders.

#### **5.6 Tools used for data collection:**

The researcher constructed the interview schedules in consultation with experts. It consists of six sections.

1. “A” interview schedule for Principal
2. “B” interview schedule for Teachers and rating scales
3. “C” interview schedule for SDMC Members
4. “D” interview schedule for Students
5. “E” interview schedule for parents
6. “F” interview schedule for departmental officers.

## 5.7 Conclusions and recommendations:

1. The state textbooks at level 1 have bilingual medium with kannada as well as in English language for mathematics and environmental studies.
2. The admission for kannada medium for first standad in these schools has decreased abundantly due to English Medium section.
3. The admission ratio for 1<sup>st</sup> standard English medium sections in these schools has increased enormously.
4. Books are not written with an integrated approach where integration of all the four skills (listening, speaking, reading, and writing) and integration with other subject areas (EVS, Mathematics) takes place. Some of the beginners are not able to acquire all the skills due to heavy textbooks.
5. Training assistance, sharing meetings, classroom support and what Sapp guidance is providing to the teachers of EMTIP schools.
6. Some of the teachers were seen to resort to regional/ local languages to facilitate child's learning.
7. Print rich environment & smart classes were not observed in the class rooms even though hello English materials are provided due to lack of projectors to use them.
8. Some of the trained teachers are transferred and new teachers are forcibly taking the classes with traditional method of teaching.
9. Some of the teachers demanded workbooks and subject wise teaching learning materials for effective learning.
10. Opportunities were not provided to children to listen to the sounds of spoken English or to speak in English.
11. Emphasis was more on reading and writing skills and they felt that listening and speaking get covered in reading and writing.
12. Some of the teachers are not confident in teaching English medium sections as they have not studied English medium.
13. Participation of students in the learning process was more in some schools.
14. Due to shortage of teachers, many teachers are engaged with multi classes with English medium section.
15. The DIET Faculty, EMTIP rp's is regularly visiting these schools to provide on-sight support to the teachers.
16. Some of the parents are very happy as their children are studying English medium schools without any financial burden for them.

17. In some of the schools, the demand for more intakes has seen for first Standard English medium sections.
18. The head teachers and Crps are giving regular support to improve the quality in these schools.
19. Some of the schools are giving more importance for learning outcomes as they are the ultimate aim of quality education.
20. The child profile maintenance provided the regular progress of creative activities of the students in these schools.
21. Some of the teachers have prepared their own teaching learning materials for classroom transactions.
22. The training modules, hello English resources, charts, teaching learning materials, worksheets and other classroom transactions need to be improved.
23. Code switching and code mixing approaches are effectively using in the classrooms.
24. In some schools, congested accommodation and lack of basic infrastructure are seen.
25. All the students in these schools showed different kinds of performances in the form of rhymes, activities, worksheets, wall slate works, oral interaction and responses.
26. Many teachers in these schools required more listening, speaking and communicational skills building trainings.
27. Some of the schools are scared of the closure of the kannada medium sections in the coming days due to the increase of English medium.
28. Many of the parents were visiting these schools regularly and collecting their wards progress with updates.
29. Regular informal and continuous and comprehensive assessment is in progress in these schools with learning outcomes.
30. KPS schools using multimedia technology with smart classes in the process of facilitating teaching learning.
31. Some of the teachers suggested recruiting purely English medium teachers to teach in these classes.
32. Some parents expected more English learning environment with all the basic facilities.
33. In some schools, more listening and speaking activities required to be practice.
34. Even though English medium sections are working in the premises of kannada medium schools, there was a lot of confusion among



- teachers to prepare and facilitate for both the mediums as more influenced with kannada/local/regional language's environment.
35. Some of the officers suggested providing smart class, smart e-content and other tlms to these schools.
  36. The burden of taking more than English medium classes should be reduced to give more attention on all the activities and outcomes of the English medium classes.
  37. Many of the teachers are felt difficult to write lesson plans and year plans as they are time consuming and requested to simplify with all the related activities names.
  38. More and more confidence building and online support with subject wise video lessons need to be prepared and supplied.
  39. There are three categories of children in the first standard English medium section viz LKG/UKG background/Anganwadi background/direct new admission, so the learning outcomes and the textbooks activities are also need to improved.
  40. The activities of smart/advanced children have been being recorded and shown to other students. After watching these clips, children tried to follow the advance student's way. (self introduction, rhymes, pair work etc....)
  41. Using more and more online activities and worksheets for English medium classes need to be happen.
  42. Apart from English medium section, kannada medium sections also have to maintain same quality standards.
  43. The Kannada language workbook and worksheets should be prepared to facilitate kannada language with more simplified activities.( Like Nali kali method)
  44. As most of the kannada medium children know how to speak kannada/regional language naturally, it is easy to facilitate them through kannada/bilingual method, as English is not spoken in their surroundings, so they are totally depended on English medium teachers.
  45. Some of the cluster resource persons and head teachers are requested to provide training to assess and guide English medium sections.
  46. English language training (spoken skills) should be provided to the other teachers of the English medium schools as to handle the classes smoothly. And this will be helpful if the trained teachers transfer or retire or on long leaves.

47. Parents meetings should be conducted effectively every month and present the progress of their wards with regular feedback and suggestions with child profile, video clips, worksheets etc...
48. SDMC should give regular visits and observe the activities of English medium classes with positive feedback and suggestions. They have to look after the other classes also with all round development of the schools.
49. More facilities should be provided to children to listen to the sounds of spoken English or to speak in English.
50. Some of the teachers demanded to provide training before the commencement of schools and during midterm holidays.
51. English is most preferred language of instructions among parents as they considered it is the passport to social mobility.
52. The creation of English enabling environment has to be encouraged through curricular and other activities in and outside schools.

### **Conclusions:**

The main objectives of the research are: the first one was to know the implementation status of Government English medium primary schools in Kolar District, the second objective was to study the problems and challenges faced by the English medium teachers of Kolar District, the third objective was to investigate the perception of students and teachers about English Medium of instructions at Primary level in the classroom, and the last objective was to make suggestions for the improvement of English Medium Government primary schools.

In this research study, an interview schedule with questionnaires and rating scales has been adopted as a data collection tool. There were questions about the essentiality of English medium of instructions, importance of English language in daily life, and its necessity in academic study in Government primary schools of Karnataka. Furthermore, English medium schools concepts, its challenge in education, development of concept through EMI, enhancement of language skills, improvement of reading, writing, listening and speaking skills. Different types of questions were asked from the stakeholders to seek their response in relation to the English medium Government primary schools.

The result of the survey reveals that 90% to 92% of the stakeholders recommended English as a medium of instruction. There is less evidence of using native or mother tongue in their classrooms. The teachers have complete concepts of their subjects and their related topics. Beside this

they do not feel any difficult in the classroom when lessons are taught in English language with bilingual method. While the remaining 8% to 10% of the head teachers and teachers told that they are not in favor of English medium primary schools.

The implementation of English medium first standard sections in 1000 Government primary schools of Karnataka is a big challenge with lot of hopes and aspirations. Even though, the enrolment ratio has crossed the expected levels, but the aims of establishing these sections with quality concerns needs to be achieve. New techniques, methods and academic support and even more over the teacher's mindset and expertise are also required to be improved. The present study will help the administrators, educationists and the policymakers a supportive document for their future endeavors.

#### **5.8 Delimitations:**

**Area:** the study will be confined to the Government English medium first Standard schools of Kolar District.

**Grade:** The students and Teachers will be delimited to the 1 st standard English medium 24 schools of Kolar District.

**Discipline:** Only classroom setup, resources of implementation, competence, academic status, interest and Perception has taken for this study.

**Sample:** The Sample would constitute only the 1<sup>st</sup> std students and teachers of 24 English medium Government primary schools of Kolar District.

**Sample size:** 4 schools from each block with a total of 24 schools from the District.

#### **5.9 Suggestions for further study:**

1. Further study could be done by visiting all the 1000 English medium schools of Karnataka state.
2. Comparative study could be done to make comparison between Government and private schools of the district.
3. Same studies can be attempted with regard to English medium and kannada medium 1<sup>st</sup> std sections of the same schools.
4. The study should be extended to other classes of the Government schools of Kolar District.

## 6. Bibliography

1. Macaulay, T.B. (1957) "Minute of 2 February 1835 on Indian Education" Macaulay, Prose and Poetry, selected by G.M. Young Cambridge NA: Harvard University press.
2. Chomsky (1964) Identity and the young English language learner; in Day. E. M (2002): Multilingual Matters Limited; London.
3. Bentinck, W.C. (1965) Bureau of Education. Selections from Educational Records, Part I (1781-1839). Edited by H. Sharp. Calcutta: Superintendent, Government Printing, 1920. Reprint. Delhi: National Archives of India.
4. Chomsky, N. and Halle, M (1968), the sound Pattern of English, New York: Harper & Row.
5. Gardner and Lambert (1972) Attitudes and Motivation in Second Language learning; Rowley; Newbury house.
6. Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R., J. Jarvella, and W. J.M. Levelt (eds.) the Child's Concept of Language. New York: Springer-Verlag.
7. Brumfit (1979), The communicative Approach to Language Teaching, Oxford, U.P. C and K, Johnson (ed) 1979)
8. Brumfit. C (1984) Communicative methods in Language Teaching, Cambridge University press: Cambridge.
9. Cummins, I & M. Swain (1989) Bilingualism in Education, Longman Dechant, E.V. (1969) Improving the teaching of Reading, New Delhi, Prentice Hall.
10. Widdowson, H.G. (1990), Aspects of Language Teaching, Oxford, O.U.P.
11. Harmer, I. (1998), the Practice of English Language Teaching, in Longman Handbooks for Language Teachers.
12. NCERT (1999), The Primary Years , Towards a Curriculum Framework Part I (1998) & Part II, (1999) National Council for Educational Research and Training, New Delhi.
13. Chhaya (2004). Theory and Principles of Education, New Delhi, India. Dong Jiao Zong news. February 2003. Malaysian Education System.
14. National Curriculum Framework (2005); National Council for Educational Research and Training, New Delhi.
15. NCERT (2006); Position Paper, National Focus Group on Teaching of English; National Curriculum Framework 2005; National Council for Educational Research and Training, New Delhi.

16. NCERT, (2006) National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, National Council for Educational Research and Training.
17. NCERT (2006), Syllabus for classes at the Elementary Level; National Council for Educational Research and Training, New Delhi.
18. Burton, J. (2006), Teaching English as a foreign language in primary School, TESOL, 2006
19. NCERT (2008), Source Book on Assessment for Classed I-V, Language English, NCERT.
20. Chaika, E. (2008). Language The Social Mirror: Boston. HeinleCangage learning.
21. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
22. British Council (2009), English for progress; Third policy dialogue: From Policy to Practice; Conference Report.
23. NCERT (2009), Learning Achievement of class III Children, Mid Term Achievement Survey Under SSA-2008; National Council for Educational Research and Training, New Delhi.
24. NCTE (2010), D&S estimates of STs, and TEs (2007-08 to 2016-17), State of Maharashtra, Nagaland, Gujarat, Chandigarh and Jammu & Kashmir; National Council for Teacher Education, New Delhi.
25. Gradd, D. (2010), English Next India, The future of English in India, British Council.
26. A study on the teaching of English in Government schools at primary level in India by SSA C:\Users\SSA\Desktop\SSA material 2011\Teaching Of English.com

# APPENDIX

# 1. Interview schedule-A Head master/Headmistress General

Name:-

Age:-

Qualification:-

Experience:-

Gender:-

Subjects Taught:-

## Specific Part –A : Establishment

1. Name of the school:-

2. Address:-

3. Year of establishment:-

4. Vision and mission of the school:-

5. Aims and objectives of the school:-

## Part-B Admission/ Administration

1. How are the students selected for English Medium section?

2. Kindly give details of reservation of seats for admission of students' category wise for English medium class. please indicate in the column given below

Category	Total
Sc	
St	
CAT-1	
2A	
2B	
3A	
3B	
GM	
Total	

1. What is the total strength of the school class wise? Please indicate in the Column given below (2019-20)

Class	Boys	Girls	Total
1 STD			
2 STD			
3 STD			
4 STD			
5 STD			
6 STD			
7 STD			
8 STD			
Total			

4. Kindly provide the details of physically challenged students.

Sl No	Name of the Student	Sex	Class	Nature of Challenge	Facilities available in the school
1					
2					
3					
4					
5					
6					
7					
8					

5. Have the SDMC / local community participation/stake holder's support sought for the school development?

If Yes mention the details

SL No	Name of the Authority	Donation Cash	Work done	Service provided	Materials supplied	Others
1	Zillapanchayat					
2	TalukPanchayath					
3	Gram panchayath					
4	MP grant					
5	MLA Grant					



6	NGO					
7	Donors					
8	SDMC					
9	Any others					

1. Kindly provide the details of training obtained by the teachers for quality improvement and professional development for English medium section?

SI No	Subject	Name of the teacher	Training Obtained	Duration	Reflections of the training
1	English				

2. What are the facilities provided for the students?

SI No	Facilities
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

8. Kindly give details related to the infrastructure of the school?

SI No	Description	Sanctioned Authority	Sanctioned Year	Current status	Challenges	Remedial Measures
1	Building					
2	Furniture					
3	Lab Equipment					
4	Library					
5	Toilets					
6	Kitchen room					

7	Drinking water					
8	Computer lab/smart class					
9	Sports materials					
10	Auditorium					
11	Bus facility					
12	Others					

## Part-C Curriculum

9. Specify the details related to curriculum pattern followed in the school for English medium section?

SI No	Curriculum
1	Medium of instruction-
2	Type of syllabus-
3	Subjects taught- Languages- Core Subjects- Additional Subjects-
4	Method of Teaching-
5	Co-curricular activities-

10. Do you have a separate classroom for English medium?

11. Give the details of cultural activities organized in the school?

## **Part-D**

### **Examinations**

12. How do you assess the students? Which method of evaluation is adopted?

## **Part-E**

### **Teachers**

13. What are the procedures followed by the teachers to teach English Medium class?

14. What are the other classes allotted for the class 1 English medium teacher? Why?

## **Part-F**

### **Students**

15. Mention the special activities in practice to make children comfortable in English medium class?

16. How do you assess the progress of the students and teachers?

17. Do you issue the progress cards to the students? Yes, no, if no give reasons?

18. Kindly give details of daily routine activities the students of English medium section have in the school in the following table.

SL No	Time	Activities
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

19. Kindly provide the learning enhancement/learning outcome activities for learners in the given table

SL No	Subject	Competencies/skills	Activities
1	English		
2	Kannada		
3	urdu		
4	Math		
5	EVS		
6	other		

20. Kindly share the challenges you are facing while smooth functioning of the English medium section?

21. Briefly suggest the remedial measures to improve the quality of the school?

22. Your message to the department?

## 2. Interview Schedule –B

### Teacher General

Name :  
Age :  
Qualification :  
Experience :  
Gender :  
Teaching Subjects :  
Classes :

### Specific

1. Are you a full time teacher in this school? Yes----- No-----

If no, are you

Temporary Yes----- No-----

Part Timer Yes----- No-----

2. Are you a trained teacher Yes----- No-----?

3. Do you use teaching aids / smart class / for teaching? Yes----- No-----

----

4. Why have you chosen to teach for this class?

Interest :

Livelihood :

Good pay :

To make a career :

5. What methods do you employ while facilitating learning?

Lecture -----

Demonstrative -----

Activity -----

CCE -----

5E -----

Any other -----

6. What is the Teacher /student ratio for English medium class?  
 1:30  
 1:40  
 1:50
7. How do you assess the students, please specify the details.
8. How many tests/ exam/informal assessments are there in a year?  
 Tests----- exams-----informal assessments-----
9. Do you give any homework/tasks/worksheets?  
 Yes----- No-----
10. Do you correct the homework/ Notes/worksheet/Child profile?  
 Always----- sometimes----- Never-----
11. How often do you meet parents?  
 Monthly----- Yearly----- Whenever there is a Problem-----
12. What do you feel is the most effective way to communicate with parents?  
 Describe how you have used these techniques?
13. What are the different topics you would like to discuss with the parents?
14. Do you punish the children?  
 Yes----- No-----  
 If yes, how-----  
 If no, how do you discipline the students?
15. What methods do you adopt to tackle individual differences?  
 Slow learners: \_\_\_\_\_  
 Bright Students: \_\_\_\_\_  
 Average students: \_\_\_\_\_
16. What challenges are you facing while facilitating English medium Class?
17. Have you taken any training in this academic year?  
 Yes----- No-----  
 If Yes, Name them-----
18. What kind of Students do you like to work with? What kind of students could you teach most effectively?
19. How do you help students to achieve learning outcome?

20. What procedure do you use to evaluate student's progress besides using tests?
21. How would you handle the slow learner and the advanced learner within the same class?
22. Have you prepared any activities for the slow learners?
23. What activities have you prepared to mainstream slow learners?
24. What qualities do you want to see in your students?
25. Describe any school experience you have had, particularly in student teaching?
26. How would you integrate technology/hello English resources into the curriculum you would teach?
27. Describe any innovative projects/Assignments/activities/workbooks/tlms you have developed for English medium class?
28. Give an example of how you have used activity based learning in your classroom?
29. How do you interact with different language background children?
30. Describe your teaching style and how you accommodate the different Learning styles of the students in your English medium class?
31. What do you consider to be your strengths and how will you use them in your teaching?
32. What are your hobbies and interests?



33. What are your plans for continuing your professional growth?
34. What are the preparations you make for your teaching? Explain in brief, also mention in what way they are unique?
35. How do you assess your students in both inside and outside classes? How do you record the performance of your students?
36. Are you using any creative methods for promoting learning of children(some constructivist approaches like mind map, creative worksheets, tims, hello English resources, concept map, brain storming, experiential learning, scaffolding, story construction etc,) if yes, give a brief note?
37. What support do you expect from the department for improvement of your teaching profession?
38. Are you happy to work here or would like to change, if an opportunity is given?  
 Happy-----  
 Change-----  
 If willing to change, mention the reason -----
39. Your message to the department about English medium class?

### 3. Interview Schedule –C

#### Student General

Name :  
Age :  
Class :  
Gender :

#### Specific

1. Are you happy to come regularly to the Government English medium school?

If No or Yes give reasons. -----

2. Are you facing any problem in English medium class?

3. Do you have sufficient play time/equipments/ benches/etc

4. List out any five aspects which you like in the school?

5. Do you feel free in the school premises?

6. Do you like to study in this school?

7. Are the basic facilities available in the school?

8. Do you participate in all the activities of the school?

9. What activities will you do regularly in the school?

10. Do you like the teacher of your class? Why?

11. What are the different things/activities you have learnt in this school?

## 4. Interview Schedule –D

### Parents

Name :  
Age :  
Category: SC/ST/OBC/General :  
Qualification :  
Occupation :  
Family income :  
Gender :

### Specific:

1. Are you happy to send your child to the Government English medium school?
2. How did you come to know about Government English medium Schools?
3. Is your child improving in English medium schools? Yes----- no-----  
If yes, how-----
4. Do you know about the subjects/syllabus taught in English Medium school? If yes, elaborate briefly.
5. Does your child show interest in going English school?
6. Does the school charge any kind of fees to the child?  
If yes, specify-----
7. Are you satisfied about the safety of your child at school?
8. Do you feel that your child can truly be educated in English medium school?
9. Do you know that there is a parent teacher association at the school?  
Yes---- no-----

10. Have you attended any of the PTA meetings? Yes----- No-----
11. Do you interact with teachers regarding your child's progress?
12. Do you feel the school is doing a good job? Elaborate.
13. Does your child attend the school regularly and do his/her work without your assistance?
14. Does your child participate in all the activities of the school?
15. Does the child's academic performance have improved?
16. Is your child happy with the environment of the school?
17. Is the individual attention given to your child?
18. DO you observe any change in your child after joining to this school?
19. Do you want to give any suggestions to this school?
20. Would you recommend other parent to admit their children to this School?

## 5. Interview Schedule –E SDMC Members

**Name:**

**Designation:**

**Age:**

**Qualification:**

**Occupation:**

**Gender:**

**Place:**

### **Specific:**

1. Have you visited and feel satisfied with the performance of English medium class?
2. Are you confident that children can truly be educated in English medium class?
3. Do you attend regular meetings of the school?
4. Have you donated any academic/ financial/ material assistance to the school?
5. Do you supervise the academic and administrative aspects of the school?
6. Are you attending all the Cultural programs of the school?
7. Do you know the responsibilities of your position in the school?  
If yes, elaborate briefly.
8. Do you interact with the headmaster and teachers regarding the school Activities?
9. What academic changes you have seen in the English medium class?
10. Would you recommend other parents to join their wards to the Government English medium school?

**6. Interview Schedule –F  
CRP/BRP/ECO/RPS/HM/DIET  
faculty/BRCC/BEO/DDPI  
General**

**Name:-**

**Qualification:-**

**Designation:-**

**Address:-**

**Experience:-**

**Specific**

1. Have you visited the Government English medium first standard schools?  
Yes..... No.....
  
2. How is the process of learning, student's attendance and performance in these schools?
  
3. Are the eligible and trained teachers working in these schools?
  
4. What method of teaching is followed in these schools?
  
5. How is the progress of learners in these schools?
  
6. Has the strength and attendance increased in these schools due to English medium?

7. Did you observe the lessons of English medium teachers?
  
8. What feedback you have given for the improvement of these classes?
  
  
  
  
  
  
  
  
  
  
9. Are the teachers happy in engaging English medium classes?
  
  
  
  
  
  
  
  
  
  
10. Have you verified the learning outcomes and assessment process of the teachers in English medium class?
  
  
  
  
  
  
  
  
  
  
11. What changes the English medium teachers needs to be adopted?
  
  
  
  
  
  
  
  
  
  
12. Your feedback/suggestions for the development of Government English medium schools?



**7. Rating scale for First Standard English medium teachers' professional reflections.**

<b>Sl No</b>	<b>Indicators</b>	<b>Maximum</b>	<b>Average</b>	<b>Minimum</b>
1	Positive attitude towards English medium section			
2	Experience in classroom management			
3	Ability to speak English fluently			
4	Ability to teach all the subjects in English			
5	Use of Bilingual Method			
6	Ability to Develop LSRW skills			
7	Assess all the pupil			
8	Individual attention			
9	Use Of TLMS/resources			
10	Involvement of the Pupil			
11	Preparation of lesson plans			
12	Coverage of activities/ Tasks/ exercises			
13	Achieved learning outcomes			
14	Theme and concept development			
15	Maintenance of Child profile			
16	Use of Technology			
17	Positive reinforcement			
18	Freedom of expression			
19	Creative thinking tasks			
20	Maintenance of records			

**First Standard English medium text books evaluation rating scale for  
the teachers.**

**(tick the appropriate column)**

Sl No	Questions to grade the textbooks	Excellent	Good	Adequate	Poor	Need to improve
1	To what extent do the text books useful for the children?					
2	To what extent the text books suits the child's age?					
3	To what extent do the text books coincide with the objectives of teaching English medium class?					
4	To what extent does the given syllabus fit to the child's requirement?					
5	To what extent do the text books suit the child's background?					
6	To what extent do the text books help the child to learn the four skills of language?					
7	To what extent do the activities meet the aims and objectives of Teaching English medium class?					
8	To what extent do the review exercises sufficient?					
9	To what extent do a balance between free and controlled exercises in the text books?					
10	To what extent the vocabulary introduced in meaningful contexts?					
11	To what extent do the concepts move gradually					

	from simple to complex?					
12	To what extent do the concepts suit child's level?					
13	To what extent do the concepts given seem to be sufficient?					
14	To what extent do the given units organized logically?					
15	To what extent do the units in the texts support teaching learning?					
16	To what extent does the co-curricular work seem to be consistent with the subject matter?					
17	To what extent does the art work attract the children?					
18	To what extent do the illustrations appealing?					
19	To what extent does the learning outcomes inculcation in the text books?					
20	To what extent do the books framed according to the child's interest?					
21	To what extent do the books are teacher friendly?					
22	To what extent do the assessment of learning outcomes achieved?					
23	To what extent do the bilingual text books help in facilitating learning?					
24	To what extent has the level of learning reached through these text books?					
25	To what extent do the text books give back up support for learning?					

## Inauguration Of EMTIP training At DIET,Kolar.



## Sharing Meeting for English medium school teachers.



TLMS prepared in EMTIP schools Of Kolar District.



TLMS prepared in EMTIP schools Of Kolar District.



Children engaged in learning activities in English Medium schools of Kolar District.



Craft work in English Medium schools of Kolar District.



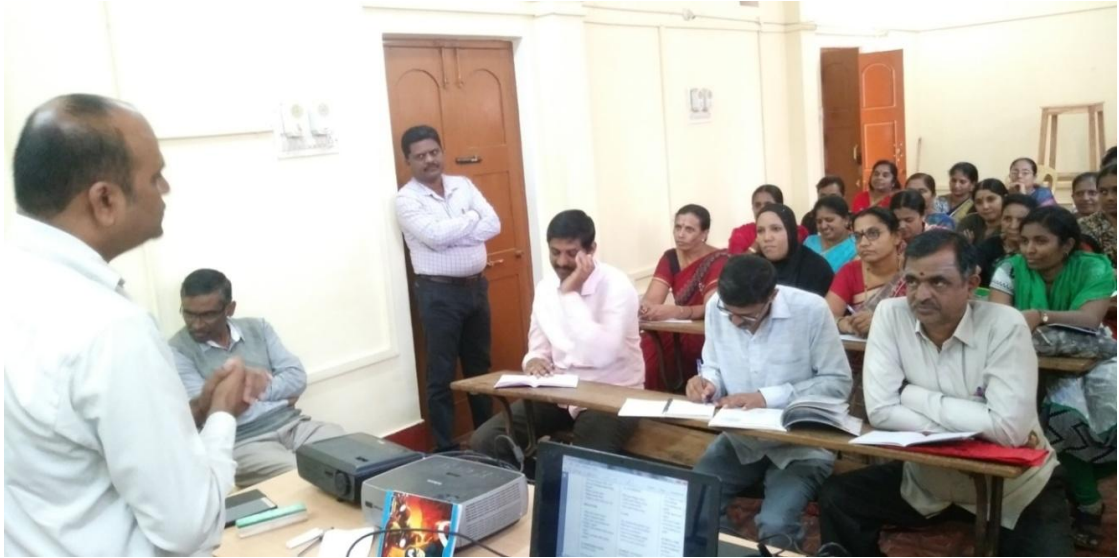
Assessing the progress of English Medium class by the DIET faculty.



Assessing the progress of English Medium class by the DIET faculty.



Mr.H.Vishwanath, SADPI,DSERT,Bengaluru is interacting with the participants Of Hello English training at DIET, Kolar.



Hello English workshop session at DIET, Kolar for English medium teachers.





TLMs presentation in EMTIP training at DIET, Kolar.



TLMs presentation in EMTIP training at DIET, Kolar.

