

**A STUDY OF PROBLEMS IN LEARNING TELUGU GRAMMAR AMONG STUDENTS OF
5TH CLASS OF GOVERNMENT MUNICIPAL SCHOOLS IN ANANTHAPURAMU, ANDHRA
PRADESH.**

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विद्यया ऽ मृतमश्नुते



**एन सी ई आर टी
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SAKTHUMIVA THITHUNA PUNAMTHO
YATHRA DHEERA MANASA VACHA MAKRATHA
ATHRA SAKHAYAHA SAKYANI JANATHE
BHADRAISHAM LAKSHMEERNIHITHADHI VACHI
---RIGVEDA, X-71-2

*“As we are sieving the flour with a sieve and making it refine,
Scholars will sieve the speech with mind.
Such scholars will be having knowledge of the speech.
In their speech auspicious Goddess Lakshmi will be existing”.*

INTRODUCTION

The Constitution of India provides free and compulsory primary education for all children up to the age of 14 years irrespective their caste, colour, creed, sex and religion. To meet this constitutional requirement, educational facilities have tremendously been expanded during the post-independence era. The National Curriculum Framework 2005, talked about teaching of Language which needs to be multilingual. Article 350A of our Constitution, also recommended that the primary education should be in mother-tongue to the children belonging to linguistic minority groups. This expansion has made primary education accessible to the common citizen. However, the quantitative increase in the number of schools, the variation in educational standards are obviously seen between different type of schools viz., Government, Municipal and private, aided and un-aided, urban and rural schools following state, central syllabus.

Importance of Language:

Language plays a vital role in child's learning stage. It is the language which gives the potency of expression to child. School atmosphere adds vigour and strength in learning a language. It plays a key role in developing strength of expression. It also helps not only in expression but also reception of facts and ideas. It is necessary for a child to learn language, because it is through language that child learns all other subjects in the school. Language plays an important role in learning. All aspects of the school require some form of reception and expression of facts, ideas, thoughts and feelings. It is through language that everything is taught and learnt in teaching-learning situations. It is not only the medium of instruction, but also a means of socialisation at school. So the child is expected to acquire the ability of using language skills.

Language plays a predominant role in the life of an individual. It is the basis of all human relationships. It is a means of effective communication. It is a code whereby ideas about the world are represented through conventional system of arbitrary signals for communication. It enables man to live,

understand his environment and design his life. It is used as an instrument to organise thoughts and ideas. Thinking ability is developed through language. It shapes the personality of an individual.

Language enables children to learn about their world. Through language, the child can satisfy his needs and express his wishes. It is used for interacting with others and expressing one's own unique view, feelings and attitudes. For any kind of progress relating to economic, social, scientific or technical we can understand that language is the base for all the situations of learning. It is necessary to develop the language skill among the children at the primary stage, so that they can take their place in the society and participate successfully in the social life. Language skills enable them to express themselves accurately so that they can become effective communicators.

Definition of Language:

‘A language is a code or system made up of units arranged in accepted sequences and embodying numerous signals that mean something to people acquainted with the language’.

-Pedagogy

‘Language is a shared, patterned arbitrary system of vocal symbols with which people in a given culture can communicate with one another’.

-Bloom Field

“Language is audible, articulate human speech as produced by the action of the tongue and adjacent vocal organs”.

-Webster's New International Dictionary

“Language is the expression of human personality in words, whether written or spoken”.

-Lado

“Language is the intentional or conscious use of any sound-sign-symbol-to transmits a fact, an idea, a feeling or an emotion from one individual to another”.

-Ruskin

The Four Skills in Language:

The process of language learning goes through a few basic steps that are interdependent. These are called as competencies or skills to learn a language. These competencies are basic and have to be developed in any effective language learning context. They are listening, speaking, reading and writing.

a) ***Listening skill:***

It enables pupils to identify sounds and sound units, words and their pronunciation. It also helps to increase the vocabulary of students. They are able to differentiate sounds and locate word stress and intonation and get the meaning conveyed by changes in them.

b) ***Speaking Skill:***

It enables the pupils to reproduce sounds correctly and to speak with correct pronunciation and pitch of voice. It helps to associate actions, feelings, gestures and speak with reasonable speed and flow of language.

c) ***Reading Skill:***

It helps pupils to acquire knowledge. From reading, students gain knowledge of the vocabulary and sentence structure used in writing and they are able to read words with proper stress and intonation and read continuously with reason

d) ***Writing Skill:***

It enables pupils to write different scripts in a proper order and spell correctly. Through writing, students can express themselves clearly. In writing, pupils are encouraged to be responsible, thoughtful and precise.

Importance of Developing Writing Skill

Among the four skills in language, writing skill is the important because while writing, a child is strengthening his/her thinking by classifying ideas, selecting opinions, substantiating opinions and similar mental activities. The child needs to express him/herself adequately in writing in order to meet various

requirements of the school. *“Writing is not only an orthographic symbolization of speech, it is much more than that; it is a purposeful selection and organisation of experience”*. (S. Vincent)

Through writing ability, it is easy to assess one's personality. Writing is a means of self-expression, which may be of therapeutic value to an individual both as a child and as an adult. Students who have difficulty with written expression will be at a disadvantage in other subject matter areas. Writing also helps the children to develop knowledge and it requires the child to express his ideas in encoded graphic form of the language. Writing continues to occupy student progress in their higher education because most of the assessment practices in India depend on written test. The one who can articulate the language in a systematic manner can excel in their education.

The major function of writing is to communicate to a distant reader and it is an effective means of developing and sustaining an awareness of reader's needs. A child's difficulty in any other language skill will cause a problem in the writing area. Writing and reading are the main tools in academic success. In written work individuals have a chance to work at their own rate and to give their attention where it is most required.

To be successful at writing an individual must be able to write somewhat legibly, spell correctly, construct sentences and paragraphs and have the knowledge of word usage. So writing exercise should start when there has been some progress in reading. The individual has to acquire writing skills.

Need and Importance of the Study:

Any language of the world needs a pattern to follow and some rules to compile syntax. Any language will be in use when it is conversed by the people. Of course, in the due time of conversation, so many new words will be merged with the main flow of the language. When they get standardised language will be getting expanded by taking new vocabulary with that the users also will be increased. When the population of users grow more in number, the variations of language usage will take place. In such context, one grammar will be fixing a frame for that language concerned. Grammar is analogy of society. Some Scholars take it very seriously filter the vocabulary through the sieve of rules by making a frame work. Dialectical differences will also play a vital role in the variations of language usage.

As per Telugu language, Nannaya's Mahabharatha is the earliest work available. On those days, grammar was taken seriously and standard language with standard pattern was in use. Hence those works were understood by all the people of different dialects. So when a language has to be understood by everyone it requires specific rules. To follow that rules is very much require making it standardise. That characteristic is depicted in grammar.

Now a day the term 'Grammar' is used majorly under four divisions such as

- a) Human being will be learning the structure of language at his/her childhood without any special training or trial.
- b) It is a scientific book which describes about the structure of language learnt at the stage of childhood.
- c) To teach somebody or standardising a particular language a partial description of language will be required. That description itself is grammar.
- d) To write or converse a language, flawless usage is appreciated. The grammar will help for that.

Among these four divisions, the first one very important and plays a crucial role in the life of a human being. The child will observe his/her surroundings very keenly and learns from that observation. This will include body languages and languages used 'which word denotes which object' will be learn by this observation. (In Psychology it is Bandura's Social learning). In the later stages, rules will be framed and grammar will emerge.

Grammar will say about the usage of right and wrong words. Hence it is told as knowledge of words. In the school level, grammar is highly required to make the students alert about the right usages. But there are different opinions about the grammar teaching, whether it is required or not is an issue among academicians. Some scholars who support the direct method in teaching of languages says that teaching of grammar is not necessary. They argue that language will be learnt by imitation. Hence the language will have the impact of that imitation. If a child imitates language with rules automatically his language will be in that frame. There is no need of teaching of grammar to that child. If such a child taking dictation, he/she

will not be committing more errors. They can pick up easily within a short time. Writing is an art; it is linked with creativity. By teaching grammar there is no assurance that one can be turned as a creative writer. Learning of grammar is required for a person who wants to be known as grammarian. A common pupil doesn't require grammar. If he/she wants to learn they can take it as an optional paper. Students will quickly forget the grammar rules. Hence there is no need of grammar. This is one argument.

Contradictory to this, some scholars argue that grammar is a necessary. Their logic goes like this. Grammar will say about the right and wrong usages of language concerned. Without the knowledge of grammar students cannot learn the language properly. If we are giving writing work without providing them proper understanding of grammar it will become a 'rote learning'. Moreover, whenever they get a doubt about the usage of language they cannot judge which is right or which is wrong. Even if somebody questions them they cannot answer. If they know the rules of grammar, they can easily judge about the right usage of language. Hence grammar plays a key role in learning any language. Grammar is a foundation for language. Because of all these factors grammar is quite essential in the schools.

Objectives of learning Grammar:

Developing the knowledge of usage in language concerned will be the key objectives of learning grammar. At school level, students are expected to be able to know about the proper usage of vocabulary, syntax and splitting of words. By this student will develop logical capability of understanding a word referring to its context. Even a teacher also will be helping the student to know the hidden meaning in usage.

Principles of grammar will be focussing on this usage. Hence they will be conveyed within a short vocabulary. By knowing the rules students need not accept or reject any word blindly, and analyse it with rationality. By this they will develop a scientific approach in understanding a language.

OPERATIONAL DEFINITION:

Grammar:

Grammar is a science which speaks about writing and speaking in this context, of Telugu.

Government Municipal Schools:

The schools managed by the municipal authorities of the Government, which are categorised under local bodies.

Masters:

The minimum expected competencies that a learner should possess after the completion of a particular grade of learning.

Those students who secured 80% and above in test competencies are called as Masters.

If they secure 60 to 79% in the test competencies called as Partial Masters, and

Below 60% of score are called as Non-masters.

It will serve as a reference in the development of instruction materials, selection of suitable teaching-learning process, and evaluating learner's process.

Competence: Competence refers to the ability of a learner to demonstrate a composite performance which is based on acquisition, integration and application of a set of related specific skills and knowledge, as the expected learning outcomes have a relation with more familiar concepts of goals and objectives.

Objectives of the Study:

1. To study the problems of learning Telugu grammar of Class V and analyse them.
2. To find the remedial measures to overcome the problem.
3. To study the types of problems faced by students in learning Telugu Grammar.
4. To study the competence of learning Telugu grammar of Class V with respect to Gender.

Delimitations of the Study:

1. The present study was restricted to Class V students in Municipal schools of Ananthapuramu town.
2. The study was restricted to only in 10 municipal Primary schools.
3. The test has been constructed in the Telugu language of 5th Standard.

Standardisation of Achievement Test:

Standardised tests developed in Telugu language for the survey of attainment of primary school children a brief description of each of the achievement tests is given below.

Language Tests:

Although the four broad objectives of learning the first language (Telugu) at the primary level are learning to listen, speak, read and write, the schools work mainly for teaching of reading and writing. The project team therefore, decided to restrict the tests to measure achievement in reading only. As the tests had to be the paper-pencil and multiple choice type items, testing was further restricted to competencies that could be measured through such test.

Language experts, educationists and teachers met together to identify skills and competencies that children were expected to acquire for reading and writing in their mother tongue at the end of class V. Curricula and competencies laid down by the NCERT were kept in mind in developing the test. The following item-type were used for testing reading comprehension.

- A brief write-up followed by multiple-choice questions, the children could read/refer to the passage as often as they wanted to. The test type gave the maximum freedom, both with respect to choice of material and to the competencies to be tested.
- A significant word was eliminated in a sentence out of the given alternatives the pupil was to select the one which made the sentence most meaningful.

For testing skills in writing a word was left out in a sentence. The pupil was to select one out of the given four words which would fit in best from the point of view of style and grammar.

- Given construction of a sentence, the pupil was required to identify the most accurate one.
- The correct spelling of word spelt in four different ways was to be recognised.

In addition, a test of word knowledge was prepared. The test was meant more as a measure of verbal ability than of reading comprehension. In this test, a pair of words was given and the pupil had to identify whether the given pair of words are synonyms, the following items was constructed.

Planning the Tool design:

The investigator approached the District Higher Authority for getting the permission to visit the schools and then the Head of Authority of Municipal Schools. The commissioner has given authorisation for conducting the study. Then, teachers from 10 schools who are teaching the Telugu for Class V selected on the basis of random sampling procedure for training. Out of this, 5 teachers attended for training and prepared the tool. Then these teachers are administered the test for all 10 schools.

A set of sample items in 11 competencies wise were framed and sent to the teachers working in the primary school teachers to judge the validity of test items which are selected from the test book. A group of teachers were participated in this, and test items were returned to the RIE. The pooled items were again sent to the experts in the field of Telugu language. The poor quality of test item was removed from the pooled items. However, the basic items were good and also prepared some fresh items. Finally, 100 test items were found suitable under 11 competencies which are given below.

Sl. No	Competencies	No. Of Items	Score
1	Spelling, aspiration words, finite and Infinite verbs	20	20
2	Double consonants	7	7
3	Intonation	7	7
4	Compound letters	6	6
5	Tenses	6	6
6	Idioms and Phrases	4	4
7	Meanings	10	10
8	Parts of speech-(Noun, pronoun, adjective, Verb)	13	13
9	Parts of Speech(subject, object, verb)	5	5
10	Cases	9	9
11	Simple, Complex and Compound sentences	13	13

Item Analysis:

Item analysis data obtained from the responses of 149 pupils were analysed and items were selected for the final tests by subject specialists. The items were selected for the final test are on the basis of internal

consistency by using independent sample t-test. The items from some competencies were removed if they are above 0.05 level of significance which are not differentiated between low and high group scores.

Independent Samples Test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
C1	Equal variances assumed	4.076	78	.000
C2	Equal variances assumed	3.907	78	.000
C3	Equal variances assumed	2.210	78	.030
C4	Equal variances assumed	2.663	78	.009
C5	Equal variances assumed	3.649	78	.000
C6	Equal variances assumed	4.160	78	.000
C7	Equal variances assumed	1.864	78	.066
C8	Equal variances assumed	4.333	78	.000
C9	Equal variances assumed	6.288	78	.000
C10	Equal variances assumed	3.059	78	.003
C11	Equal variances assumed	6.637	78	.000
C12	Equal variances assumed	3.172	78	.002
C13	Equal variances assumed	5.469	78	.000
C14	Equal variances assumed	7.777	78	.000
C15	Equal variances assumed	2.777	78	.007
C16	Equal variances assumed	2.816	78	.006

C17	Equal variances assumed	1.356	78	.179
C18	Equal variances assumed	-.464	78	.644

Independent Samples Test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
C19	Equal variances assumed	2.777	78	.007
C20	Equal variances assumed	8.678	78	.000
C21	Equal variances assumed	4.931	78	.000
C22	Equal variances assumed	6.764	78	.000
C23	Equal variances assumed	2.576	78	.012
C24	Equal variances assumed	4.556	78	.000
C25	Equal variances assumed	4.871	78	.000
C26	Equal variances assumed	5.436	78	.000
C27	Equal variances assumed	2.003	78	.049
C28	Equal variances assumed	4.333	78	.000
C29	Equal variances assumed	6.624	78	.000
C30	Equal variances assumed	3.846	78	.000
C31	Equal variances assumed	2.793	78	.007
C32	Equal variances assumed	10.014	78	.000
C33	Equal variances assumed	4.284	78	.000
C34	Equal variances assumed	2.802	78	.006

C35	Equal variances assumed	5.369	78	.000
C36	Equal variances assumed	6.626	78	.000

Independent Samples Test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
C37	Equal variances assumed	4.555	78	.000
C38	Equal variances assumed	5.444	78	.000
C39	Equal variances assumed	2.986	78	.004
C40	Equal variances assumed	4.978	78	.000
C41	Equal variances assumed	4.006	78	.000
C42	Equal variances assumed	4.297	78	.000
C43	Equal variances assumed	3.649	78	.000
C44	Equal variances assumed	4.837	78	.000
C45	Equal variances assumed	3.045	78	.003
C46	Equal variances assumed	5.130	78	.000
C47	Equal variances assumed	8.743	78	.000
C48	Equal variances assumed	9.612	78	.000
C49	Equal variances assumed	6.624	78	.000
C50	Equal variances assumed	5.895	78	.000
C51	Equal variances assumed	3.015	78	.003

C52	Equal variances assumed	.670	78	.505
C53	Equal variances assumed	3.365	78	.001
C54	Equal variances assumed	4.978	78	.000

Independent Samples Test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
C55	Equal variances assumed	7.706	78	.000
C56	Equal variances assumed	4.187	78	.000
C57	Equal variances assumed	4.284	78	.000
C58	Equal variances assumed	4.479	78	.000
C59	Equal variances assumed	9.612	78	.000
C60	Equal variances assumed	10.908	78	.000
C61	Equal variances assumed	9.242	78	.000
C62	Equal variances assumed	6.354	78	.000
C63	Equal variances assumed	5.469	78	.000
C64	Equal variances assumed	8.198	78	.000
C65	Equal variances assumed	6.245	78	.000
C66	Equal variances assumed	5.663	78	.000
C67	Equal variances assumed	5.858	78	.000
C68	Equal variances assumed	6.590	78	.000
C69	Equal variances assumed	4.696	78	.000

C70	Equal variances assumed	5.895	78	.000
C71	Equal variances assumed	5.099	78	.000
C72	Equal variances assumed	5.152	78	.000

Independent Samples Test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
C73	Equal variances assumed	5.177	78	.000
C74	Equal variances assumed	4.333	78	.000
C75	Equal variances assumed	7.706	78	.000
C76	Equal variances assumed	7.145	78	.000
C77	Equal variances assumed	4.479	78	.000
C78	Equal variances assumed	9.018	78	.000
C79	Equal variances assumed	9.018	78	.000
C80	Equal variances assumed	3.236	78	.002
C81	Equal variances assumed	4.636	78	.000
C82	Equal variances assumed	2.816	78	.006
C83	Equal variances assumed	6.626	78	.000
C84	Equal variances assumed	10.043	78	.000
C85	Equal variances assumed	7.706	78	.000
C86	Equal variances assumed	6.590	78	.000

C87	Equal variances assumed	5.827	78	.000
C88	Equal variances assumed	7.164	78	.000
C89	Equal variances assumed	8.084	78	.000
C90	Equal variances assumed	6.232	78	.000

Independent Samples Test

		t-test for Equality of Means		
		t	Df	Sig. (2-tailed)
C91	Equal variances assumed	4.864	78	.000
C92	Equal variances assumed	7.555	78	.000
C93	Equal variances assumed	5.757	78	.000
C94	Equal variances assumed	-.283	78	.778
C95	Equal variances assumed	-.299	78	.765
C96	Equal variances assumed	6.637	78	.000
C97	Equal variances assumed	4.816	78	.000
C98	Equal variances assumed	5.270	78	.000
C99	Equal variances assumed	3.343	78	.001
C100	Equal variances assumed	5.444	78	.000

From the above table, from competence 1 item no C7, C17, C18, from competence 7 item no. C52 and from competence 11, item no. C94, C95 were deleted (total 6 items was deleted from 100 items). Finally, 94 items retained for final study.

Content Validity:

Content Validity is based on what qualified professionals can determine by examining the test itself, its table of specifications and method of development. A test that reflects the knowledge and the skills presented in a particular school's curriculum has curricular validity.

In the present study, the content validity and curricular validity of the tests were established by referring them to subject experts along with the list of competencies and the test booklets were given. Their specific suggestions were incorporated in the final form of the test.

According to Lindquist, "the validity of test may be defined as the accuracy to which it measures that which it intended to measure". The mastery of the competency has been accepted as an important aspect of behaviour and the validity has been ascertained. But the difficulties in getting the empirical validity measure are quite serious. Even the so-called empirical procedures are not completely impersonal and objective and they require some amount of rational judgement.

Reliability of the Test:

Reliability of a test is an indication as to how consistently a test measures what is measured. This is also called 'precision' of measurement, to differentiate it from the accuracy analogue for validity. The data collection tool of the study must be reliable. By reliability we mean that the test yields similar results when it is repeated over a short period of time or when a different form is used. A reliable test can be viewed as consistent, dependable and stable. Test's reliability can be improved by using Test-retest method, Parallel form and Split-half method.

Sl. No.	Name of the test	Score
1	Spearman-Brown	0.851

	Coefficient	
2	Guttman Split-Half method	0.837
3	Cronbach's Alpha	0.943

From the above table, it is found that the Spearman-Brown Coefficient it is 0.851, from Guttman Split-Half method the reliability is 0.837, Cronbach's Alpha test is 0.943. Hence the given tool is highly reliable.

Selection of the sample: The Govt. Municipal primary schools selected on the basis of simple random sampling procedure in Ananthapuram town of Andhra Pradesh. A total of 10 schools were selected for administering the test and the details of schools are listed below.

Sl. No.	School name	No. Of sample cases
1	Jhansi Lakshmi Bai Municipal Primary school	11
2	Mother Theresa Municipal Primary school	11
3	Nehru Municipal Upper Primary school	10
4	Bharatha Matha Municipal Primary school	14
5	Sri KrishnaDevaraya Municipal Primary school	32
6	Sarvepalli Radhakrishna Municipal Primary school	19
7	Rahamath Municipal Upper Primary School	19
8	Dr. B.R. Ambedkar Municipal Primary school	11
9	Alluri Sitharamaraju Municipal	7

Administration of the Test:

After the try-out the test is to be field-tested. For this purpose, adequate number of test booklets printed and kept for distribution. The investigator visited the above listed schools. The test booklets were

distributed and instructions were given to the students. Pupil were informed clearly the purpose and the nature of the tests and the test administered in comfortable atmosphere.

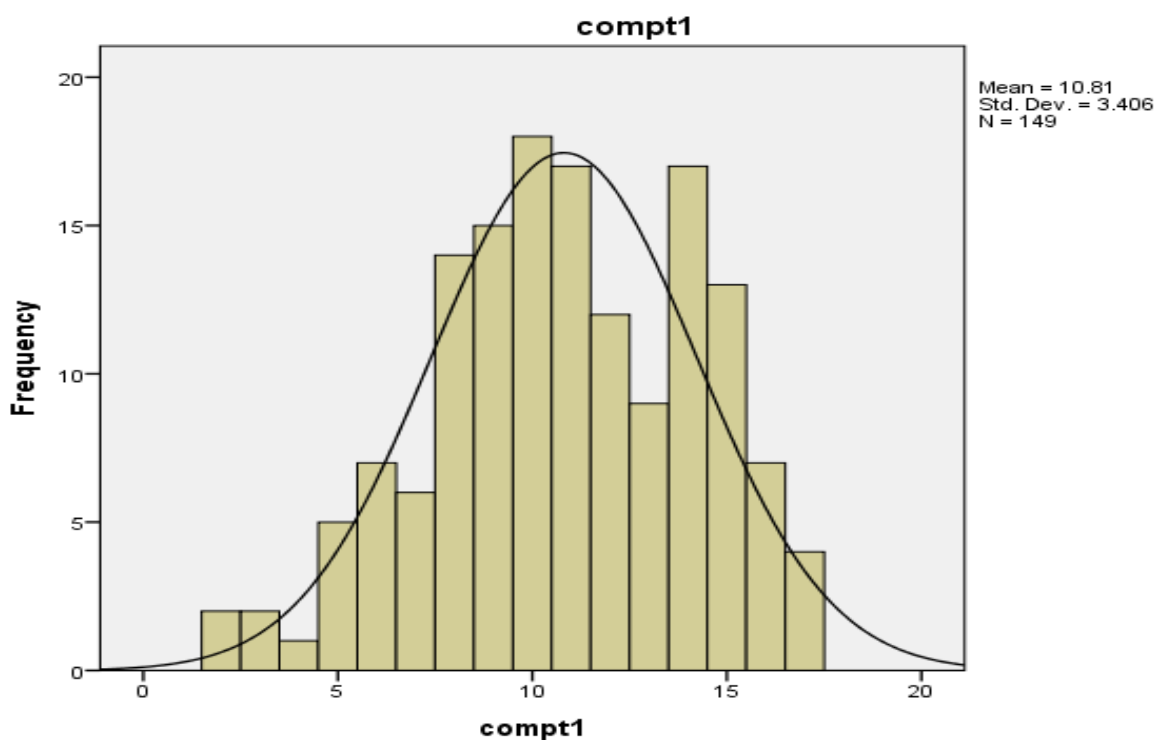
Evaluation of the Test: All the 149 test booklets were meticulously scored and the items score for right answer 1 and for wrong answer 0 is awarded. The component wise marks were allotted and the total score is 94 for the test. The entire data is analysed by using SPSS software.

Scoring:

The items in each of the competence were scored using the scoring key for the test. The number of items answered correctly for each competence was obtained. From this the number of master form each competence was obtained. From the masters of individual competencies and the number of masters of overall competencies was determined.

Descriptive Statistics:

Competence 1: Spelling, aspiration words, finite and Infinite verbs



Competence	Descriptive statistics	Value
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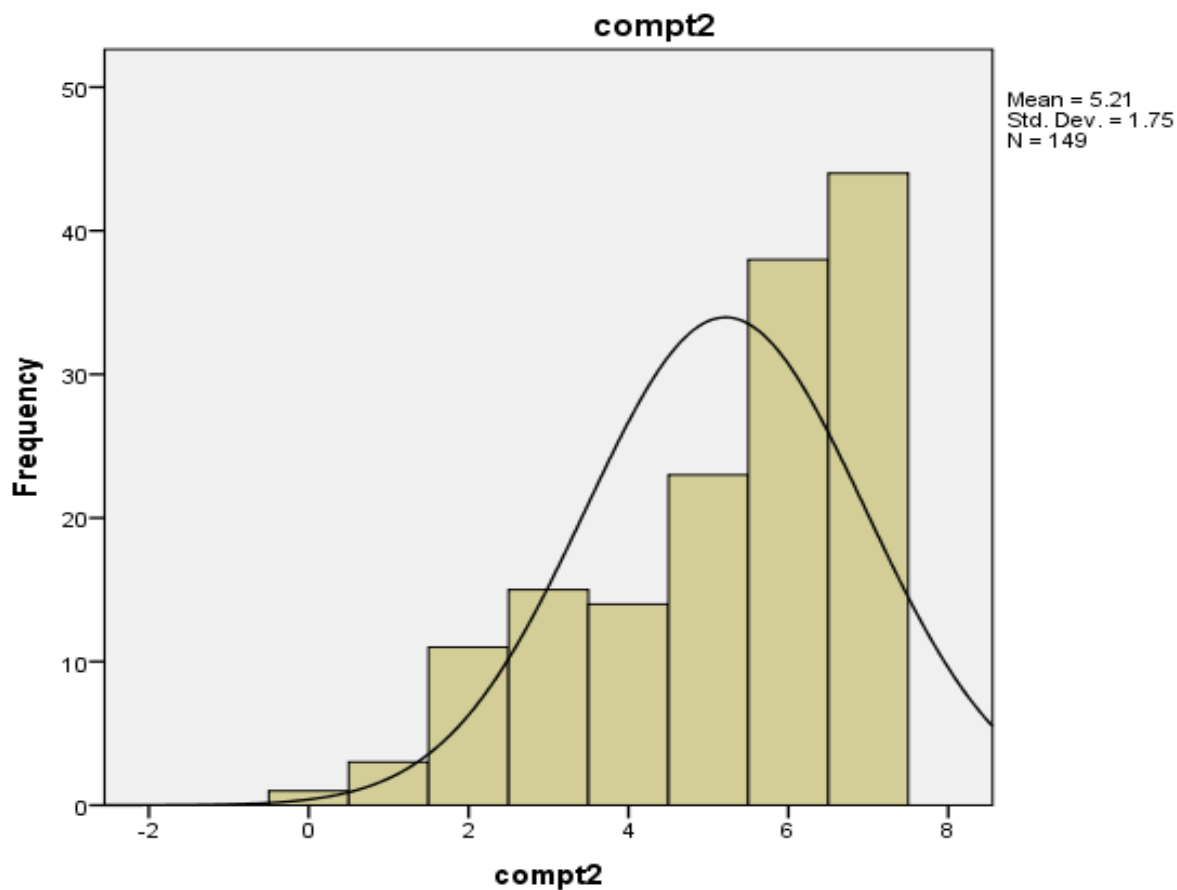
1 Spelling, aspiration words, finite and Infinite verbs	Mean	10.81
	Median	11
	Standard Deviation	3.406
	Quartile Deviation	2.75
	Skewness	-2.77

From the above table, the mean score of competence 1 is 10.81 and the median is 11. It means that 65% of the students are able to score above 55% marks. The histogram shows that it is nearly to the normal curve. It is skewed slightly negative. Hence, the pupil are competent in Spelling, aspiration words, finite and Infinite verbs. The quartile deviation 2.75 is signifies the same.

Competence 2: Double consonants

Competence 2 Double consonants	Descriptive statistics	Value
	Mean	5.21
	Median	6
	Standard Deviation	1.75
	Quartile Deviation	1.5
	Skewness	-8.33

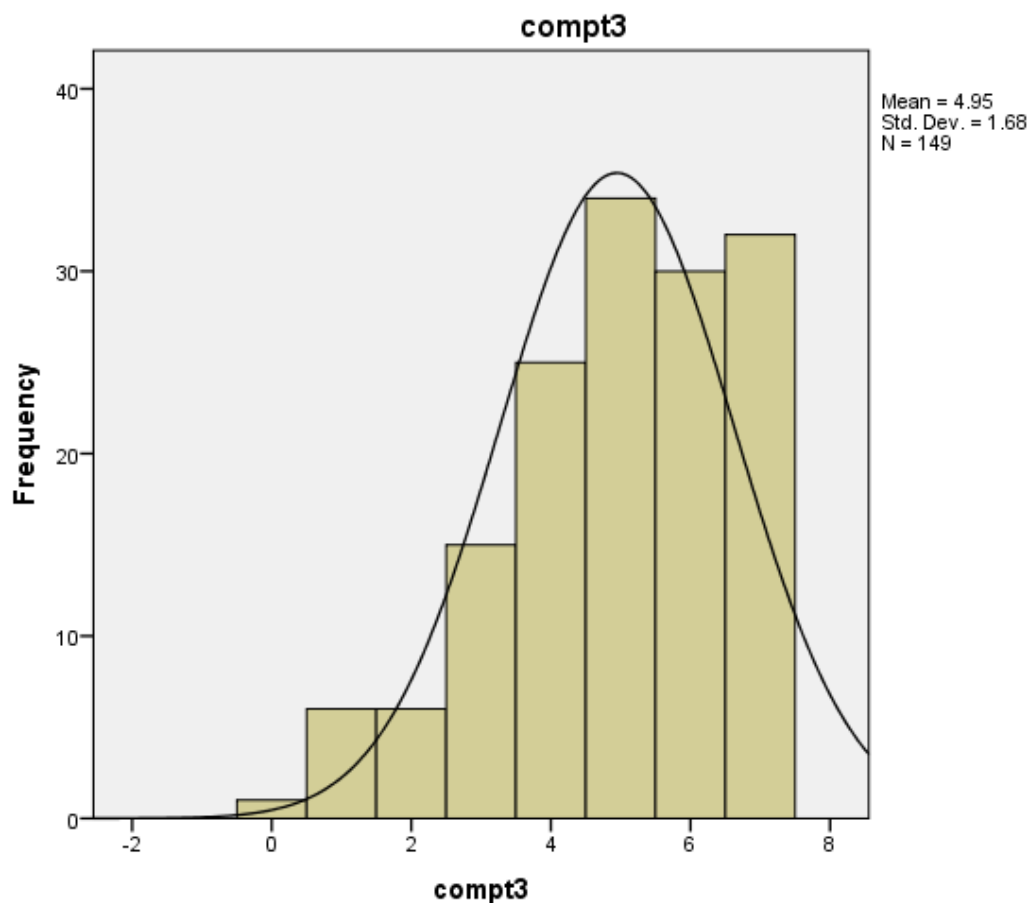
From the above table, the mean score of competence 2 is 5.21 and the median is 6. It means that 75% of the pupil are able to score above 55% marks. The histogram shows that it is highly skewed towards negative side. Hence, the pupil are competent in the Double consonants. The quartile deviation 1.5 is signifies the same.



Competence 3: Intonation

	Descriptive statistics	Value
Competence 3 Intonation	Mean	4.95
	Median	5
	Standard Deviation	1.68
	Quartile Deviation	1
	Skewness	-0.669

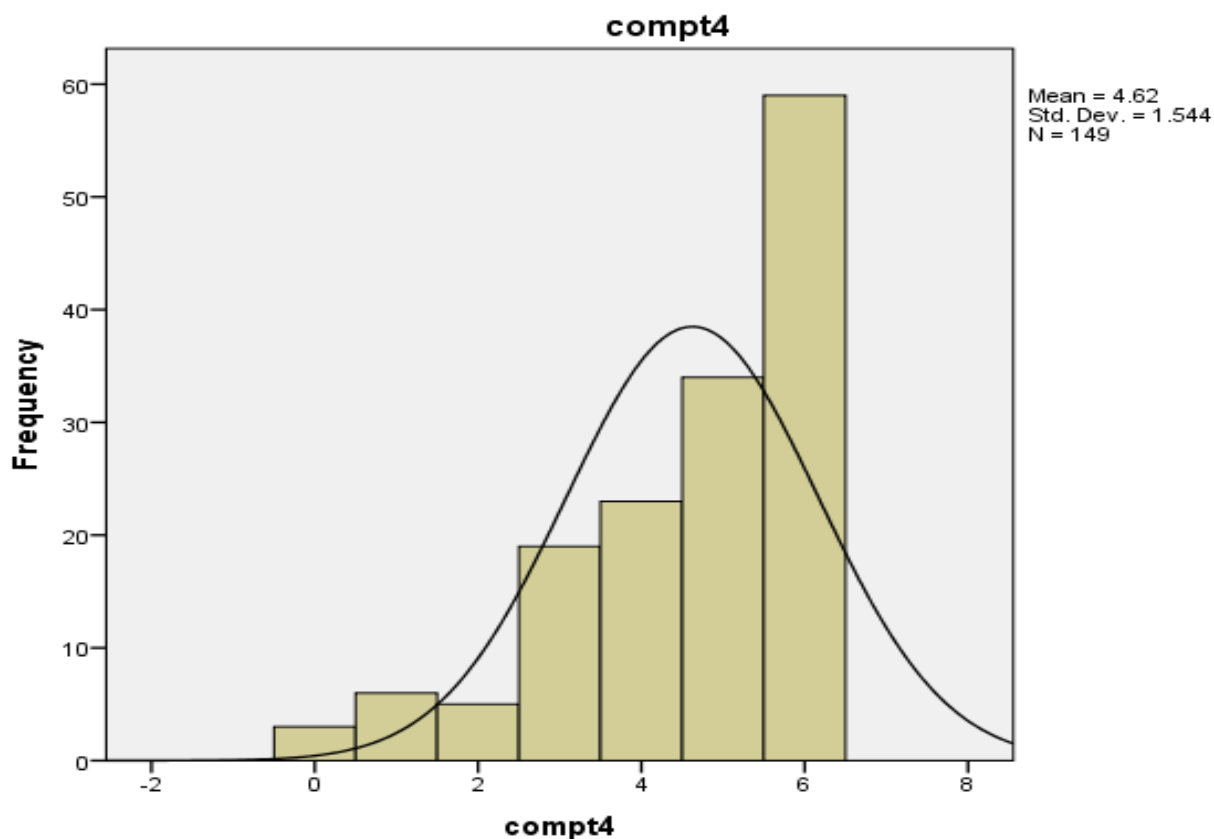
From the above table, the mean score of competence in Intonation is 4.95 and the median is 5. It means that 71% of the students are able to score above 55% marks. The histogram shows that it is highly skewed towards negative side. Hence, the students are competent in Intonation of Telugu language. The quartile deviation 1.0 is also signifies the same.



Competence 4: Compound Letters

	Descriptive statistics	Value
Competence 4 Compound letters	Mean	4.62
	Median	5.0
	Standard Deviation	1.544
	Quartile Deviation	1
	Skewness	-1.123

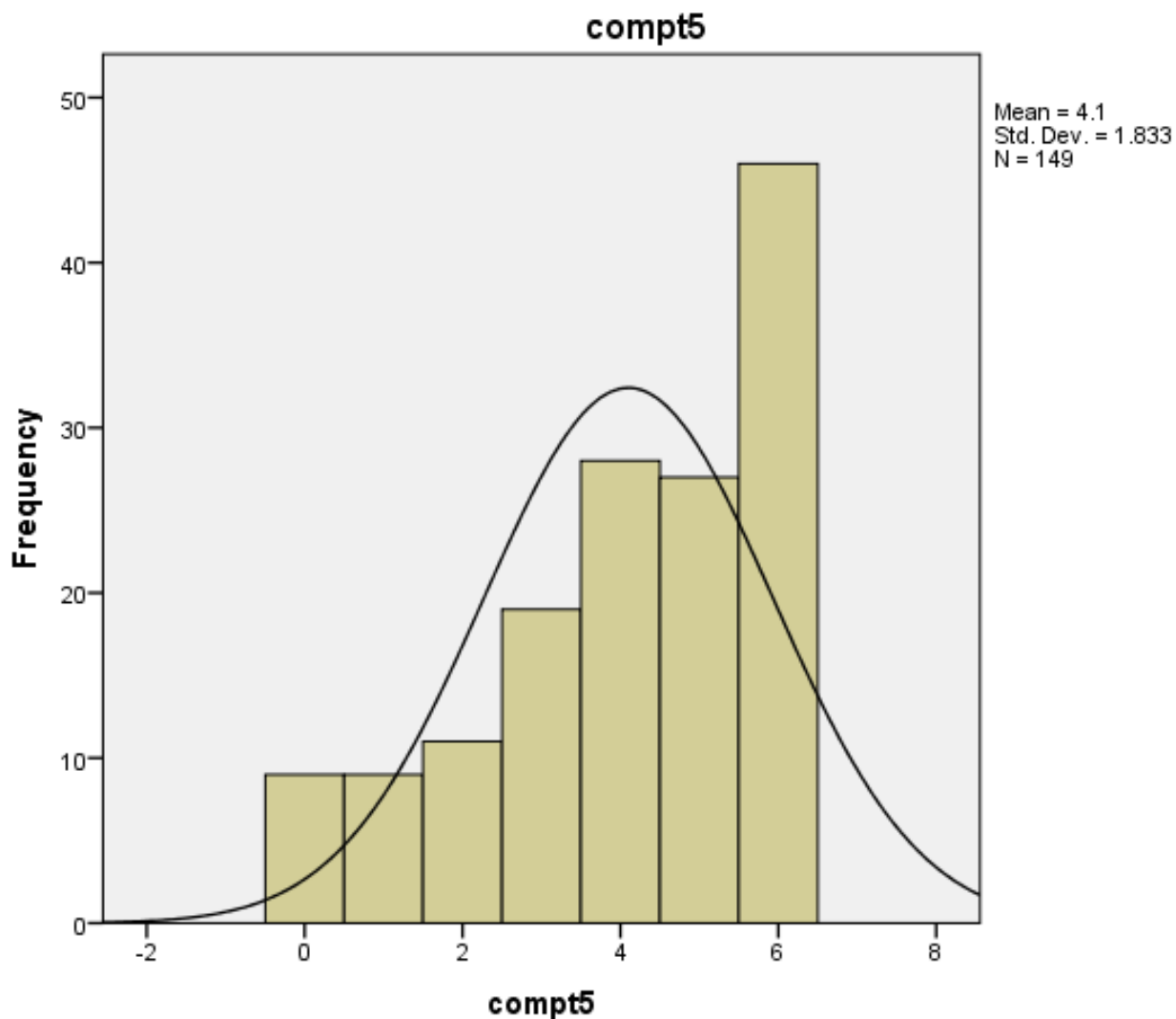
From the above table, the mean score of competence i.e., Compound letters in Telugu language is 4.62 and the median is 5. It means that 83% of the students are able to score above 55% marks. The histogram shows that it is highly skewed towards negative side. Hence, the students are competent in Compound letters in Telugu language. The quartile deviation 1.0 is also signifies the same.



Competence 5: Tenses

Competence 5 Tenses	Descriptive statistics	Value
	Mean	4.10
	Median	4.00
	Standard Deviation	1.833
	Quartile Deviation	1.5
	Skewness	-0.757

From the above table, the mean score of competence in Tenses in Telugu language is 4.10 and the median is 4. It means that 68% of the students are able to score above 55% marks. The histogram shows that it is skewed slightly towards negative side. Hence, the students are competent in Tenses. The quartile deviation 1.50 is also signifies the same.

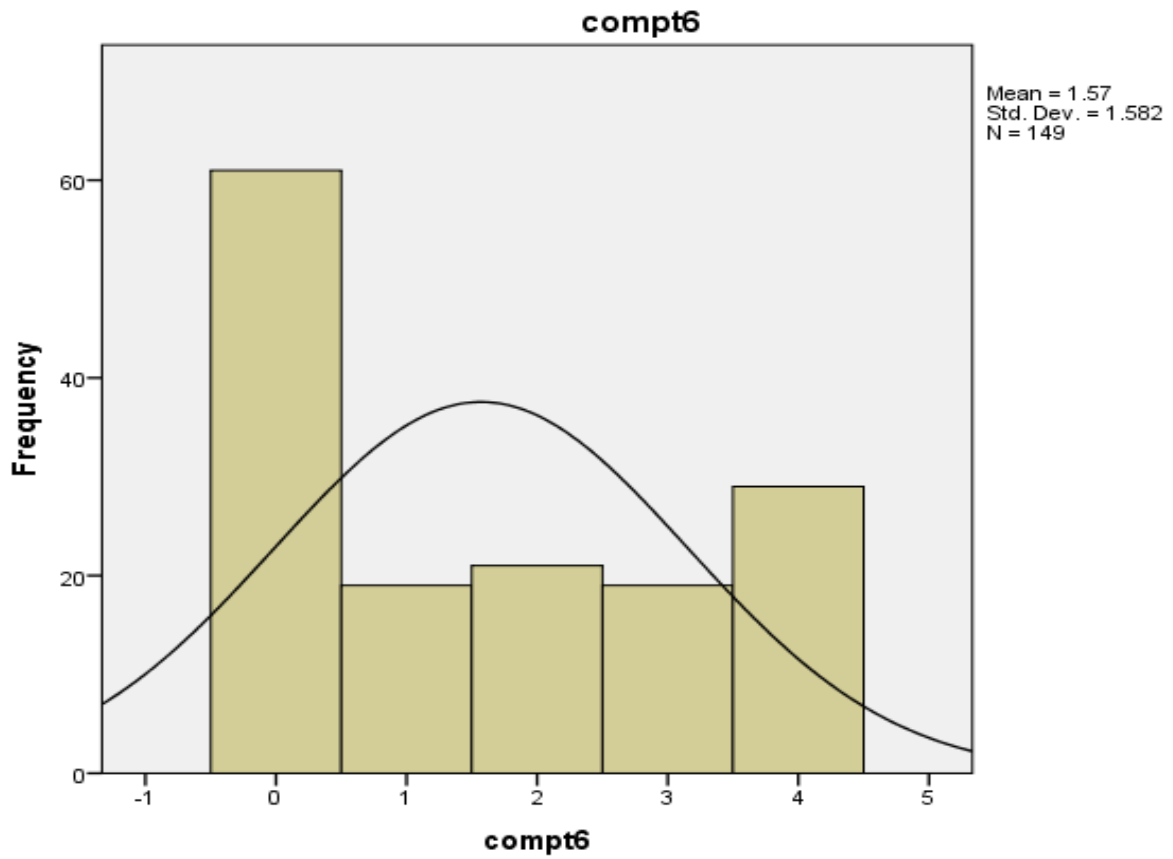


Competence 6: Idioms and Phrases

Competence 6 Idioms and Phrases	Descriptive statistics	Value
	Mean	1.57
	Median	1.00
	Standard Deviation	1.582
	Quartile Deviation	1.5
	Skewness	0.403

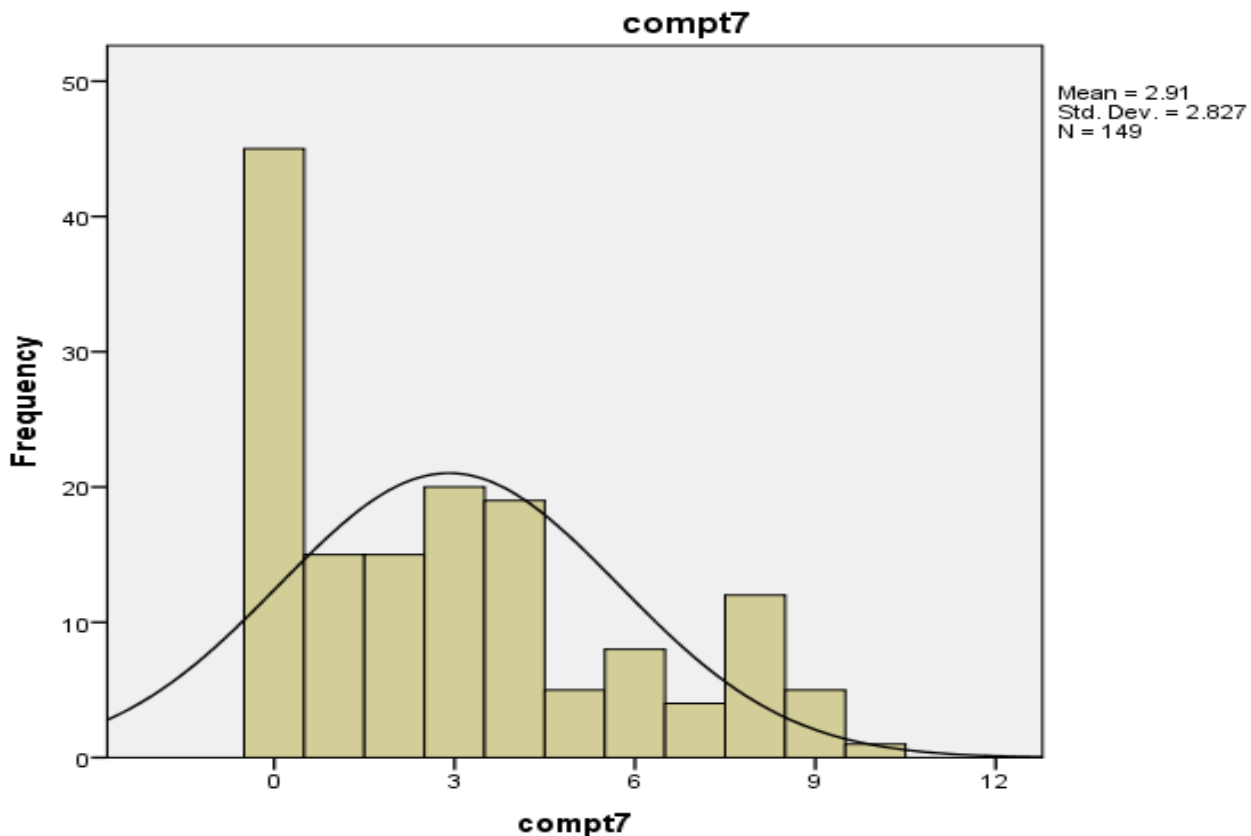
From the above table, the mean score of competence Idioms and Phrases is 1.57 and the median is 1.0. It means that 39% of the students are able to score above 55% marks. Hence 61% of the students are not having enough competence. The histogram shows that it is a platy curtic curve, skewed towards positive

side. Hence, the students are not competent in Idioms and Phrases. The quartile deviation 1.5 is also signifies the same.



Competence 7: Meanings

Competence 7 Meanings	Descriptive statistics	Value
	Mean	2.91
	Median	2.00
	Standard Deviation	2.827
	Quartile Deviation	1.0
	Skewness	0.739

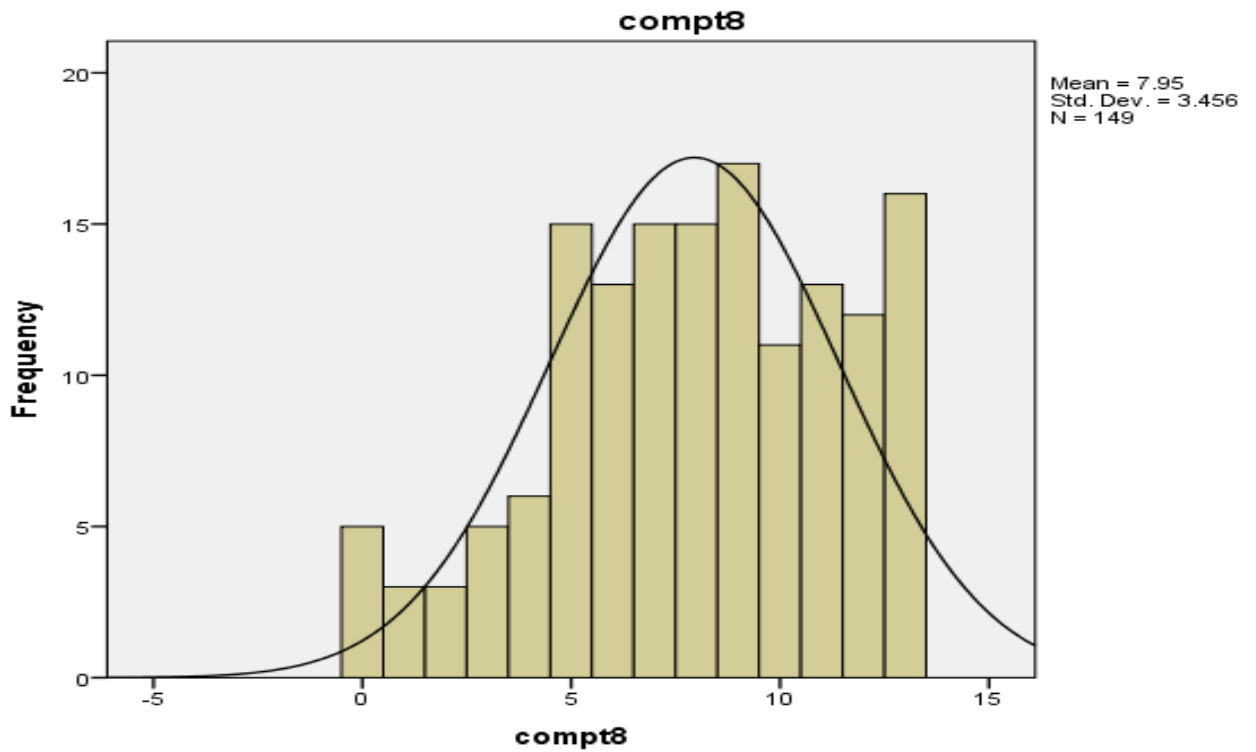


From the above table, the mean score of competence in Meanings of Telugu words is 2.91 and the median is 2.0. It means that 22% of the students are able to score above 55% marks. Hence 78% of the students are not having enough competence. The histogram shows that it is a platy curtic curve, skewed towards positive side. Hence, the students are not competent in Meanings of Telugu words. The quartile deviation 1.0 is also signifies the same.

Competence 8: Parts of speech-(Noun, pronoun, adjective, Verb)

Competence	Descriptive statistics	Value
8 Parts of speech- (Noun, pronoun, adjective, Verb)	Mean	7.95
	Median	8.00
	Standard Deviation	3.456
	Quartile Deviation	2.75
	Skewness	-0.375

From the above table, the mean score of competence in Parts of speech is 7.95 and the median is 8.0. It means that 61% of the students are able to score above 55% marks. The histogram shows that it is skewed towards negative side. Hence, the students are competent in Parts of Speech. The quartile deviation 2.75 is also signifies the same.

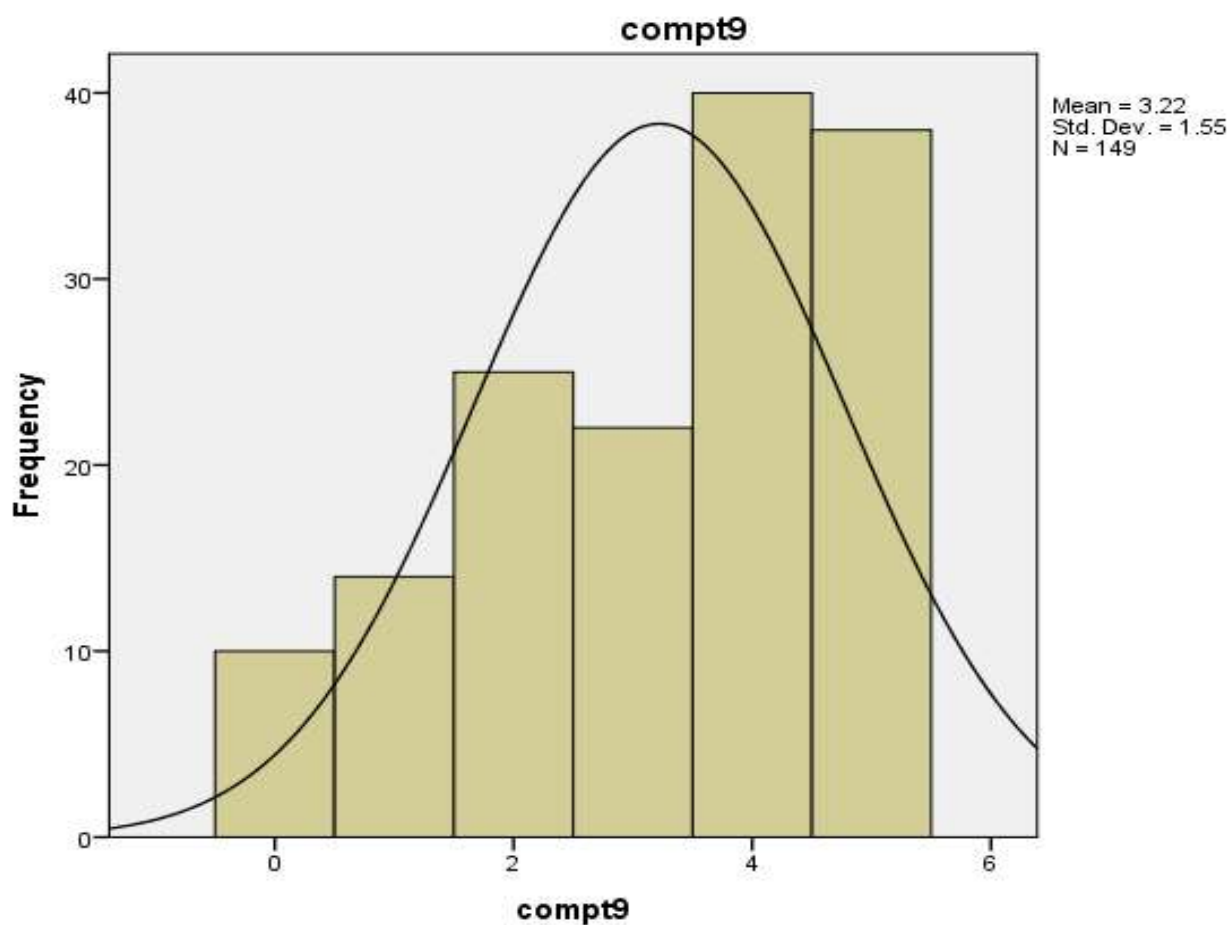


Competence 9: Parts of speech-(Subject, Object, Verb)

	Descriptive statistics	Value
Competence 9 Parts of speech-(Subject,	Mean	3.22
	Median	4.00
	Standard Deviation	1.55

Object, Verb)	Quartile Deviation	1.50
	Skewness	-0.553

From the above table, the mean score of competence in Parts of speech is 3.22 and the median is 4.0. It means that 64% of the students are able to score above 55% marks. The histogram shows that it is skewed towards negative side. Hence, the students are competent in the competence in Parts of Speech. The quartile deviation 1.5 is also signifies the same.

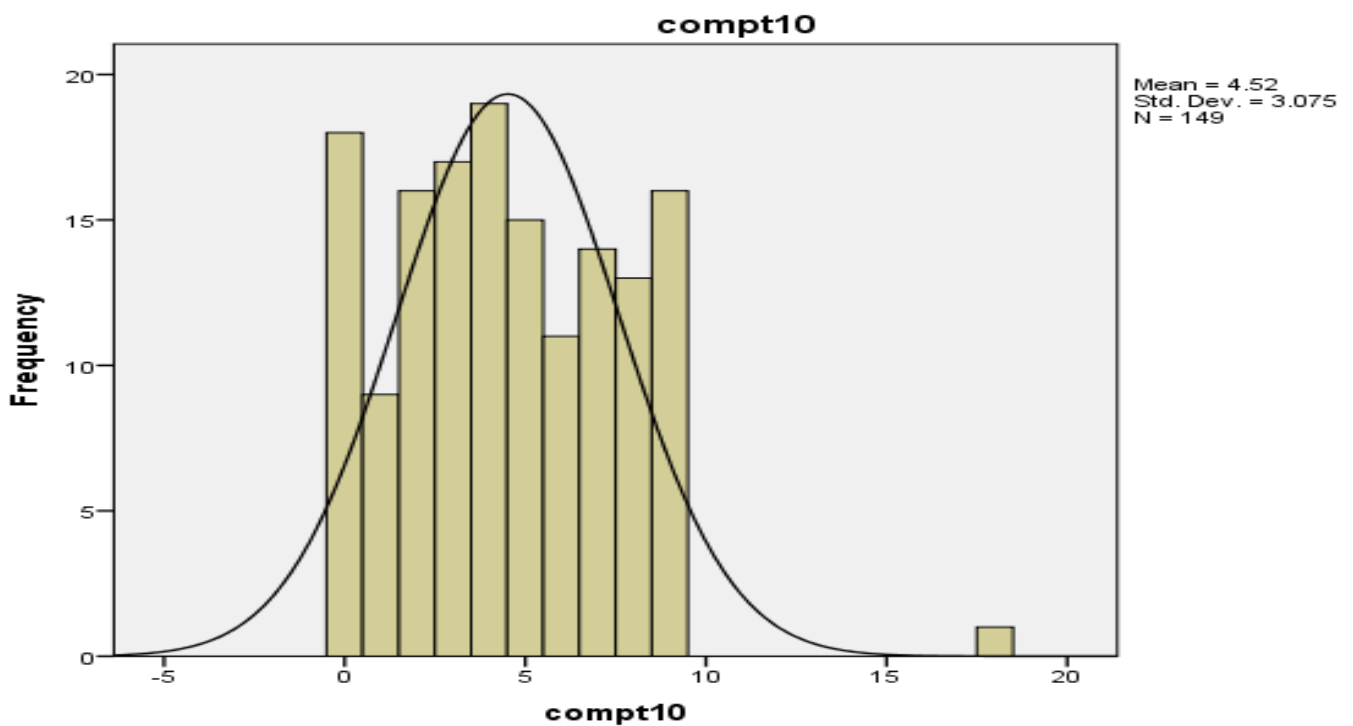


Competence 10: Cases

	Descriptive statistics	Value
Competence 10	Mean	4.52
	Median	4.00
	Standard Deviation	3.075

Cases	Quartile Deviation	2.50
	Skewness	0.548

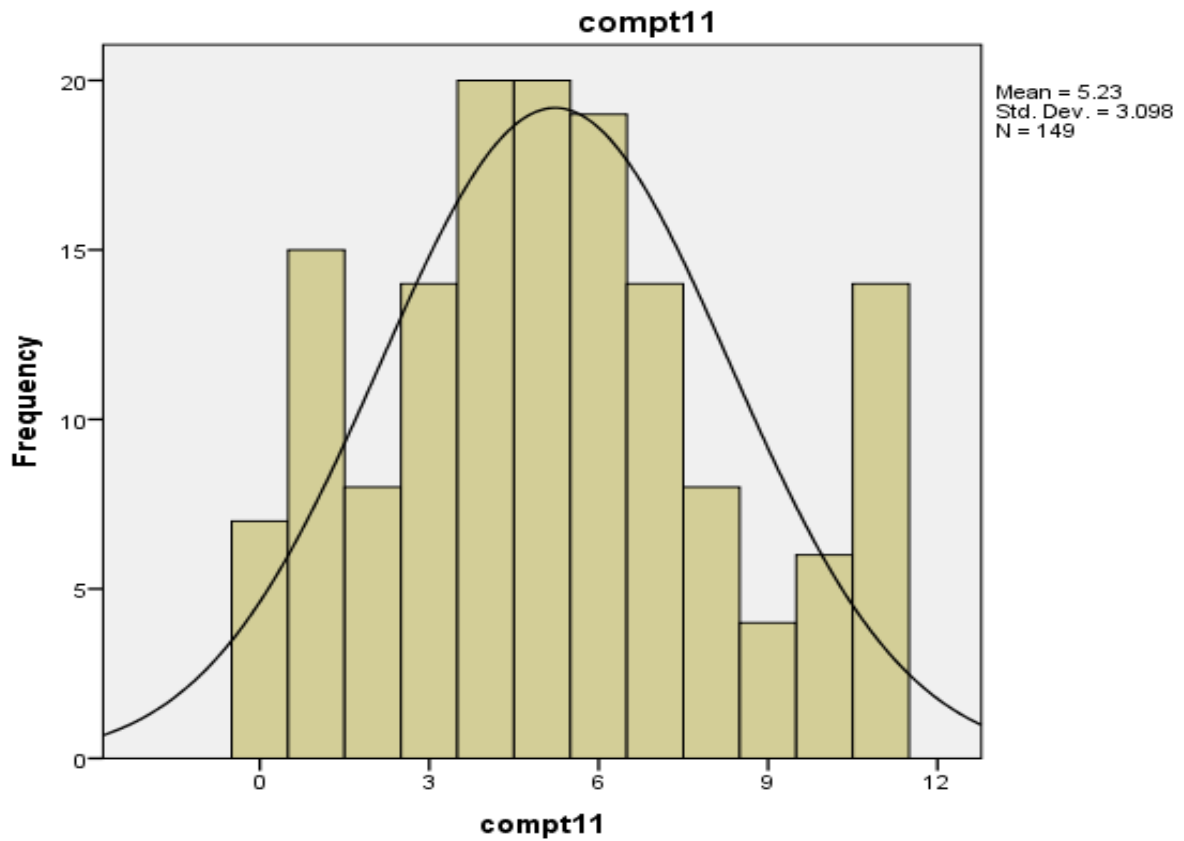
From the above table, the mean score of competence in Cases of Telugu language is 4.52 and the median is 4.0. It means that 50% of the students are able to score above 55% marks. But the remaining 50% of the students are not able to reach 50% of marks. The histogram shows that it is skewed towards positive side. Hence, half of the students are competent in Cases of Telugu Language. The quartile deviation 2.5 is also signifies the same.



Competence 11: Simple, Complex and Compound Sentences

	Descriptive statistics	Value
Competence 11 Simple, Complex and Compound Sentences	Mean	5.23
	Median	5.00
	Standard Deviation	3.098
	Quartile Deviation	2.0
	Skewness	0.281

From the above table, the mean score of competence in Simple, Complex and Compound Sentences is 5.23 and the median is 5.0. It means that 45% of the students are able to score above 55% marks. But the remaining 55% of the students are not having the competence. The histogram shows that it is skewed towards positive side. Hence, the students are not competent in Simple, Complex and Compound Sentences. The quartile deviation 2.0 is also signifies the same.

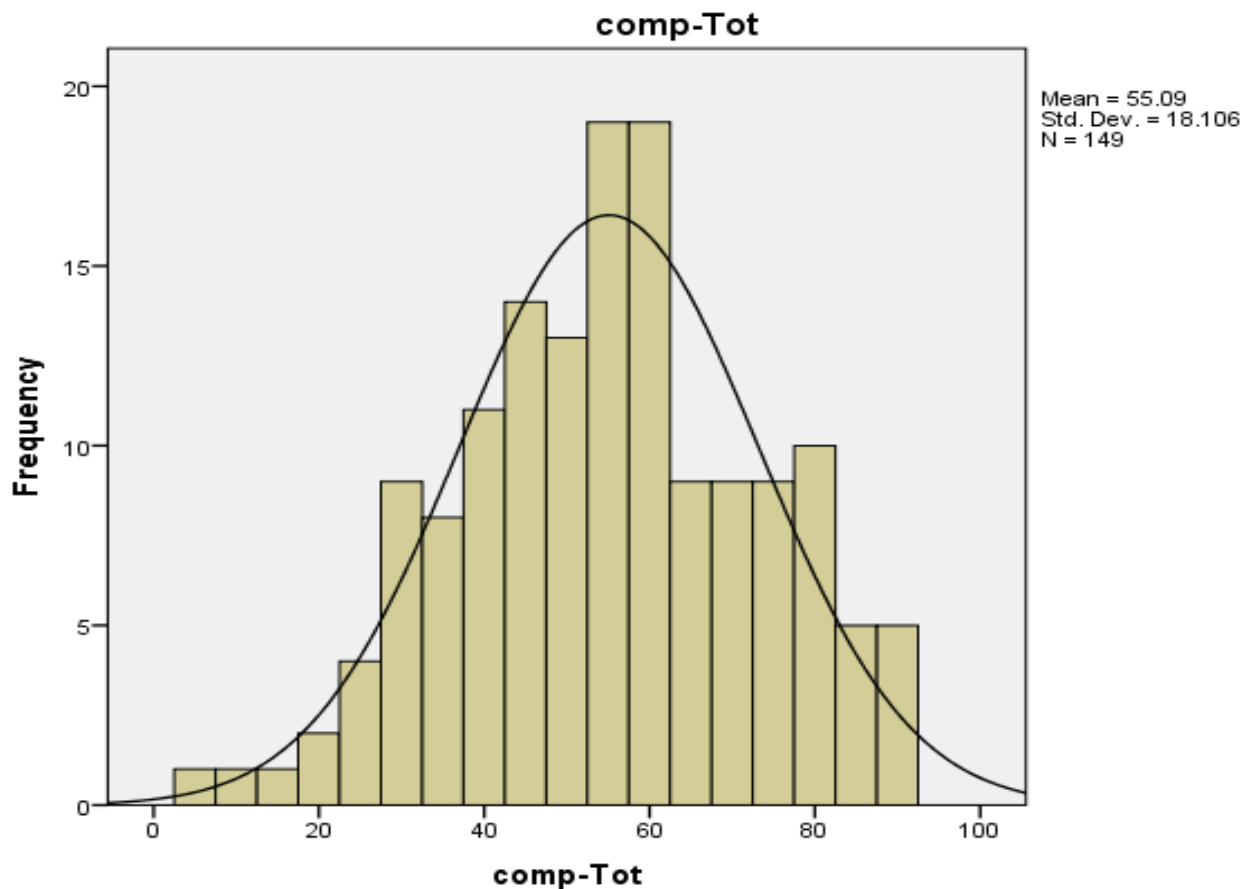


Total competencies of the given test:

	Descriptive statistics	Value
Total Competencies	Mean	55.09
	Median	55.00
	Standard Deviation	18.106
	Quartile Deviation	12.75
	Skewness	-0.117

From the above table, the mean score of test is 55.09 and the median is 55.0. It means that 58% of the students are able to score above 55% marks. But the remaining 42% of the students are not having the

test competencies. The histogram shows that it is skewed towards positive side. The quartile deviation 12.75 is also signifies the same.



ANALYSIS OF PROMOTION OF MASTERS OF COMPETENCIES:

In order to evaluate the minimum levels of learning in Telugu among students of different groups considered in the study, a thorough analysis of master of the individual competencies and overall competency were made. For this purpose, the number of masters of each of the eleven competencies and number of masters of overall competency were obtained for the groups being compared. Chi-square test was used to determine the significance of the individual competencies and overall competency. In applying chi-square test it was assumed that the students from each of the groups were random samples and they would be designated as masters, partial masters and non-masters of a competence. An assumption was also made

that each students had a probability of being a master independent of whether or not the other students are masters.

Comparison of Gender wise competence:

Competencies	Gender	N	Mean	Std. Deviation	t	Level of significance (2-tailed)
C 1	Boys	61	10.80	3.11	-0.026	0.979
	Girls	88	10.82	3.61		
C2	Boys	61	5.26	1.76	0.275	0.784
	Girls	88	5.18	1.74		
C3	Boys	61	5.03	1.60	0.522	0.602
	Girls	88	4.89	1.73		
C4	Boys	61	4.59	1.62	-0.223	0.824
	Girls	88	4.65	1.49		
C5	Boys	61	4.21	1.75	0.622	0.535
	Girls	88	4.02	1.89		
C6	Boys	61	1.61	1.59	0.231	0.818
	Girls	88	1.55	1.58		
C7	Boys	61	2.89	3.06	-0.075	0.941
	Girls	88	2.92	2.66		
C8	Boys	61	7.74	3.51	-0.612	0.541
	Girls	88	8.09	3.43		
C9	Boys	61	3.13	1.56	-0.591	0.556
	Girls	88	3.28	1.54		
C10	Boys	61	4.59	3.14	.242	0.809
	Girls	88	4.47	3.04		
C11	Boys	61	4.79	3.25	-1.453	0.148
	Girls	88	5.53	2.96		
C total	Boys	61	54.64	19.06	-.251	0.802
	Girls	88	55.40	17.51		

*sig. at 0.05 level.

H1: There is no significant difference between boys and girls in spelling, Aspiration words, finite and infinite verbs.

The mean scores of boys and girls are 10.80 and 10.82 which are nearly equal. The t-value is 0.02, hence there is no significant difference between boys and girls in spelling, Aspiration words, finite and infinite verbs at 0.05 level of significance.

H2: There is no significant difference between boys and girls in Double consonants.

The mean scores of boys and girls are 5.26 and 5.18 which are nearly equal. The t-value is 0.275. Hence there is no significant difference between boys and girls in Double consonants at 0.05 level of significance.

H3: There is no significant difference between boys and girls in Intonation.

The mean scores of boys and girls are 5.03 and 4.89 which are nearly equal. The t-value is 0.522. Hence there is no significant difference between boys and girls in Intonation at 0.05 level of significance.

H4: There is no significant difference between boys and girls in Compound letters.

The mean scores of boys and girls are 4.59 and 4.65 which are nearly equal. The t-value is 0.223. Hence there is no significant difference between boys and girls in Compound letters.

H5: There is no significant difference between boys and girls in Tenses.

The mean scores of boys and girls are 4.21 and 4.02 which are nearly equal. The t-value is 0.622. Hence there is no significant difference between boys and girls in Tenses at 0.05 level of significance.

H6: There is no significant difference between boys and girls in Idioms and Phrases.

The mean scores of boys and girls are 1.61 and 1.55 which are nearly equal. The t-value is 0.231. Hence there is no significant difference between boys and girls in Idioms and Phrases at 0.05 level of significance.

H7: There is no significant difference between boys and girls in Meanings.

The mean scores of boys and girls are 2.89 and 2.92 which are nearly equal. The t-value is 0.075. Hence there is no significant difference between boys and girls in Meanings at 0.05 level of significance.

H8: There is no significant difference between boys and girls in Parts of Speech (Noun, Pronoun, adjective and Verbs)

The mean scores of boys and girls are 7.74 and 8.09 which are nearly equal. The t-value is 0.612. Hence there is no significant difference between boys and girls in Parts of Speech (Noun, Pronoun, adjective and Verbs) at 0.05 level of significance.

H9: There is no significant difference between boys and girls in Parts of Speech (subject, object and Verb)

The mean scores of boys and girls are 3.13 and 3.28 which are nearly equal. The t-value is 0.591. Hence there is no significant difference between boys and girls in Parts of Speech (subject, object and Verb) at 0.05 level of significance.

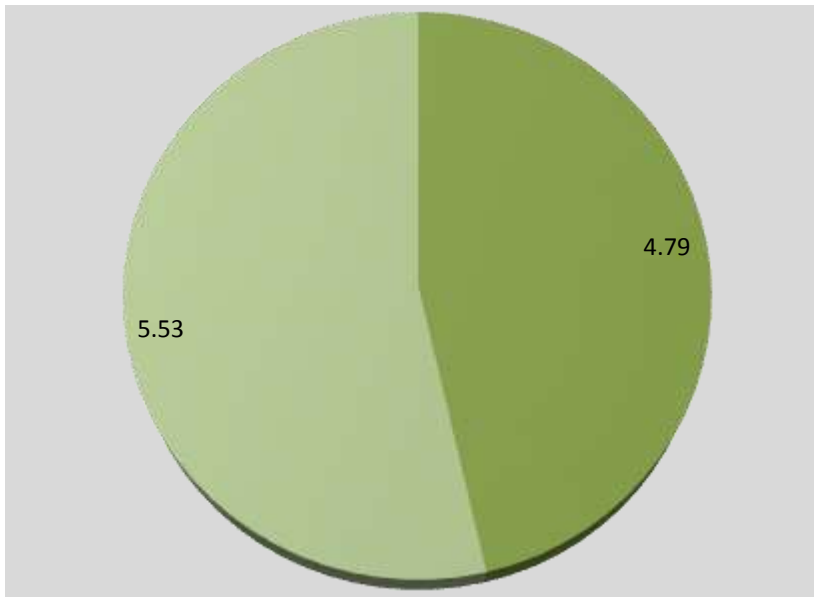
H10: There is no significant difference between boys and girls in Cases.

The mean scores of boys and girls are 4.59 and 4.47 which are nearly equal. The t-value is 0.242. Hence there is no significant difference between boys and girls in Cases at 0.05 level of significance.

H11: There is no significant difference between boys and girls in simple, complex and compound sentences.

The mean scores of boys and girls are 4.79 and 5.53. The t-value is 1.453. Hence there is a significant difference between boys and girls in simple, complex and compound sentences at 0.05 level of significance. It means the girls are having more competence than boys in simple, complex and compound sentences.

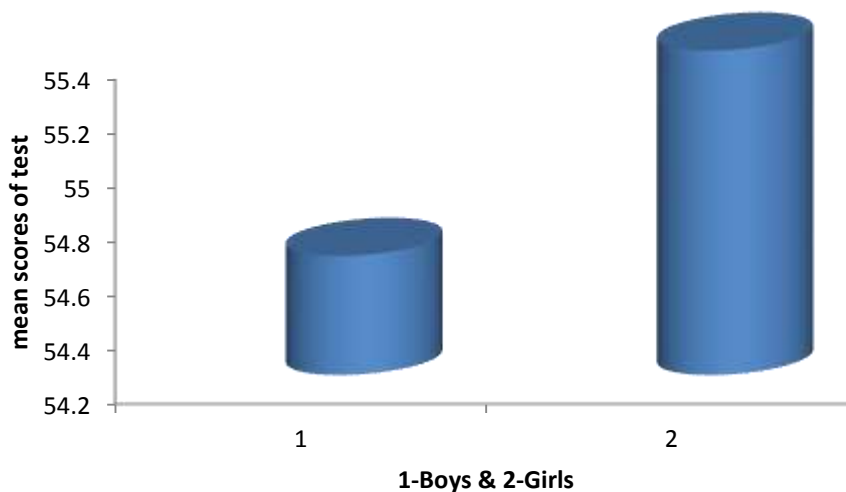
Genderwise differences in competence 11



H12: There is no significant difference between boys and girls in overall competencies of the test.

The mean scores of boys and girls are 54.64 and 55.40. The t-value is 0.251. Hence there is no significant difference between boys and girls in overall competencies of the given test at 0.05 level of significance. It means the girls and boys are having equally competent in the competencies of the given test. But from the graph, girls are slightly more competent than boys.

Genderwise difference in over all competencies



Competence wise Masters, Non-Masters and Partial Masters:

Competencies	Non-Masters		Partial Masters		Masters		χ^2
	Boys	Girls	Boys	Girls	Boys	Girls	
C1	18(21)	34(31)	34(30)	39(43)	9(10)	15(14)	0.380
C2	12(12)	18(18)	15(15)	22(22)	34(34)	48(48)	0.989
C3	9(12)	19(16)	25(24)	34(35)	27(25)	35(37)	0.571
C4	13(13)	20(20)	9(9)	14(14)	39(38)	54(55)	0.950
C5	21(20)	27(28)	9(12)	19(16)	31(30)	42(43)	0.570
C6	6(8)	13(11)	10(9)	11(12)	20(20)	28(28)	0.581
C7	44(47)	70(67)	2(2)	3(3)	15(12)	15(18)	0.528
C8	29(27)	36(38)	18(18)	25(25)	14(17)	27(24)	0.560
C9	19(16)	20(23)	11(9)	11(13)	27(32)	51(46)	0.222
C10	31(32)	48(47)	3(6)	12(9)	27(22)	28(33)	0.115
C11	45(42)	58(61)	6(9)	16(13)	10(10)	14(14)	0.363

Note: The expected frequency is in Bracket.

In competence Spelling, aspiration words, finite and Infinite verbs, there are 18 boys are non-masters where as expected is 21, similarly 34 girls are non-masters where as expected is 31. In partial masters, 34 boys whereas expected is 30 and the girls are 39 whereas expected is 43. In case of Masters, 9 boys whereas expected is 10 and 15 girls are masters whereas 14 is expected. 24 members (16%) are the masters in this competence area.

In competence 2, the boys and girls in all categories i.e., masters, non-masters and partial masters are the same as expected. 82 students (55%) are the masters in this competence.

In competence 3, there are 9 boys are non-masters whereas expected is 12 and 19 girls whereas expected 16. In partial masters, 25boys whereas expected 24 and 34 girls are where as expected is 35. In case of masters, 27boys whereas expected 25 and 35 girls whereas expected is 37. 62students (41.6%) are the masters in this competence area.

In competence 4, the boys and girls in all categories i.e., masters, non-masters and partial masters are the same as expected. 93students (62%) are the masters in this competence.

In competence 5, 21boys are non-masters whereas expected 20 and 27girls whereas expected is 28. In partial masters, 9boys are there whereas expected is 12 and 19girls whereas expected is 16. In case of masters, 32boys and 42girls where as expected is 30,43 respectively. 73students (49%) are the masters in this competence.

In competence 6, 6 boys are non-masters whereas expected 8 and 13 girls whereas expected is 11. In partial masters, 10 boys are there whereas expected is 9 and 11 girls whereas expected is 12. In case of masters, 20 boys and 28 girls are same as expected. 48 students (32%) are the masters in this competence.

In competence 7, 44 boys are non-masters whereas expected 47 and 70 girls whereas expected is 67. In partial masters, 2 boys and 3 girls are same as expected. In case of masters, 15 boys whereas expected 12 and 15 girls are whereas expected is 18. 30 students (20%) are the masters in this competence.

In competence 8, 29 boys are non-masters whereas expected 27 and 36 girls whereas expected 38. In partial masters, 18 boys and 25 girls are same as expected. In case of masters, 14 boys whereas expected is 14 and 27 girls whereas expected is 24. 41 students (27.5%) are the masters in this competence.

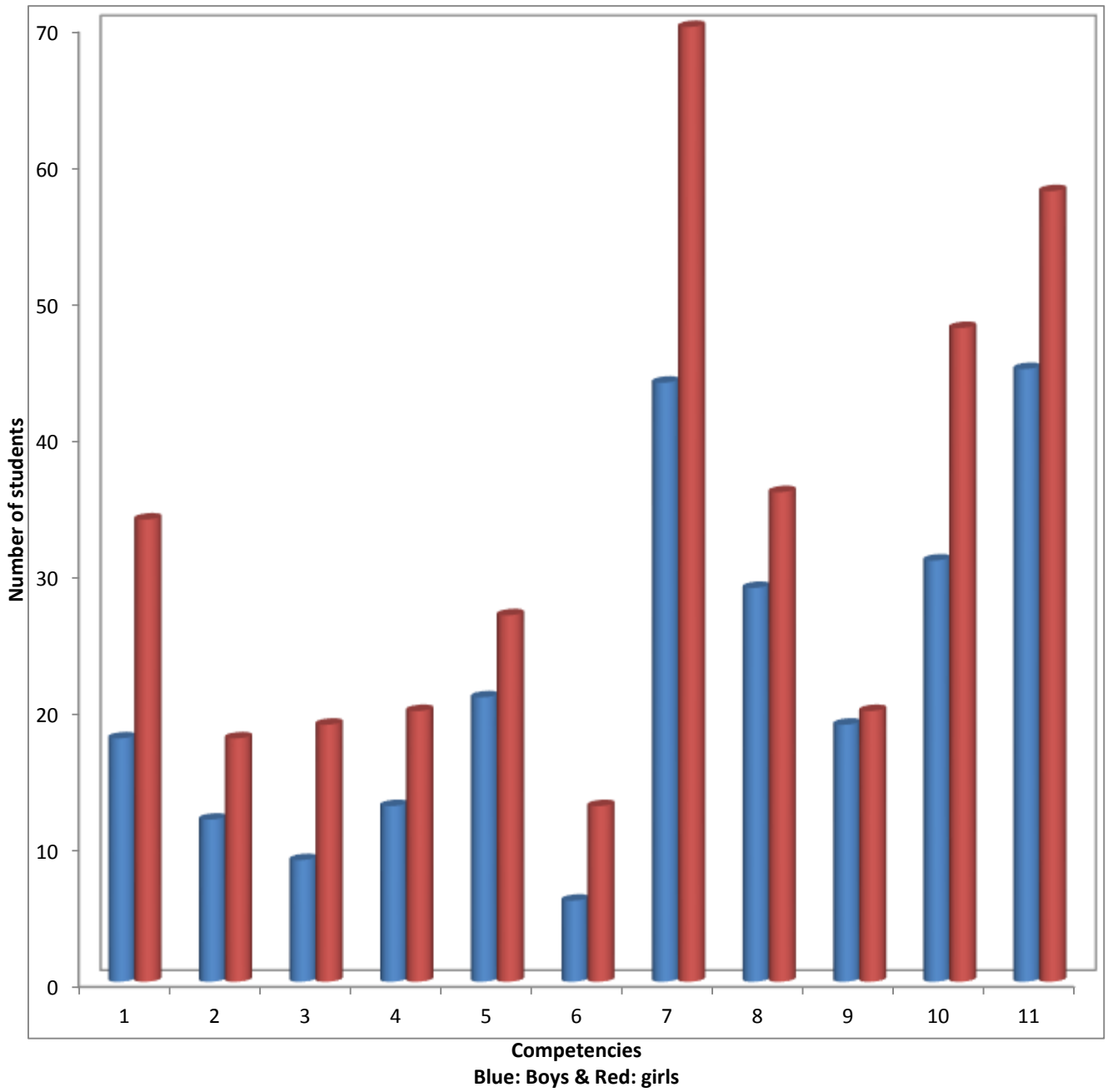
In competence 9, 19 boys are non-masters whereas expected 16 and 20 girls whereas expected 23. In partial masters, 11 boys and 11 girls are whereas expected is 9 and 13 respectively. In case of masters, 27 boys whereas expected is 32 and 51 girls whereas expected is 46. 78 students (52%) are the masters in this competence.

In competence 10, 31 boys are non-masters whereas expected 32 and 48 girls whereas expected 47. In partial masters, 3 boys and 12 girls are there whereas expected is 6 and 9 respectively. In case of masters, 27 boys whereas expected is 22 and 28 girls whereas expected is 33. 55 students (37%) are the masters in this competence.

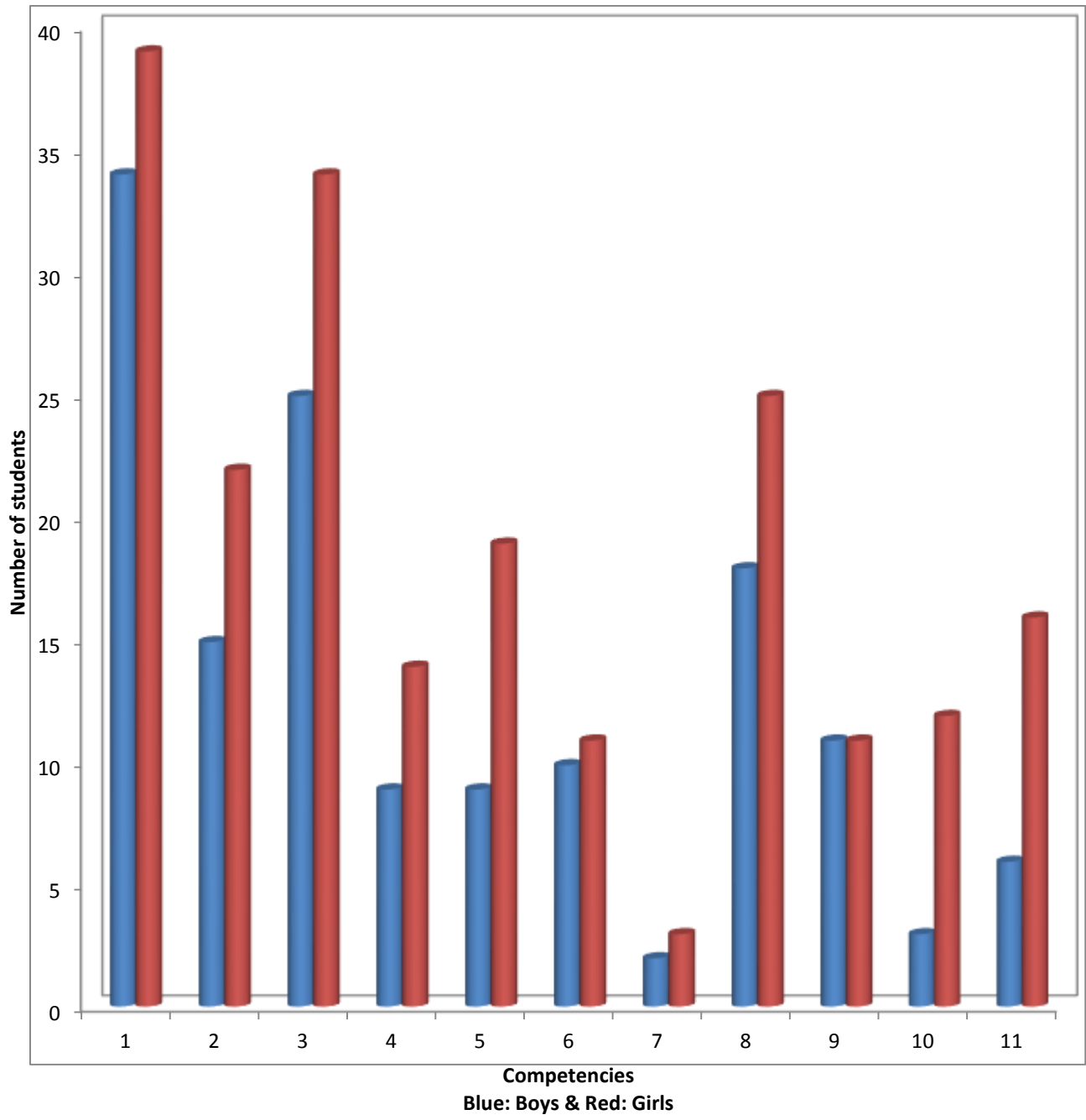
In competence 11, 45 boys are non-masters whereas expected 42 and 58 girls whereas expected 61. In partial masters, 6 boys and 16 girls are there whereas expected is 9 and 13 respectively. In case of masters, 10 boys and 14 girls are there which same is expected. 24 students (16%) are the masters in this competence.

Competence wise Graphical representation of Non-masters, Partial Masters and Masters:

Genderwise Non-masters

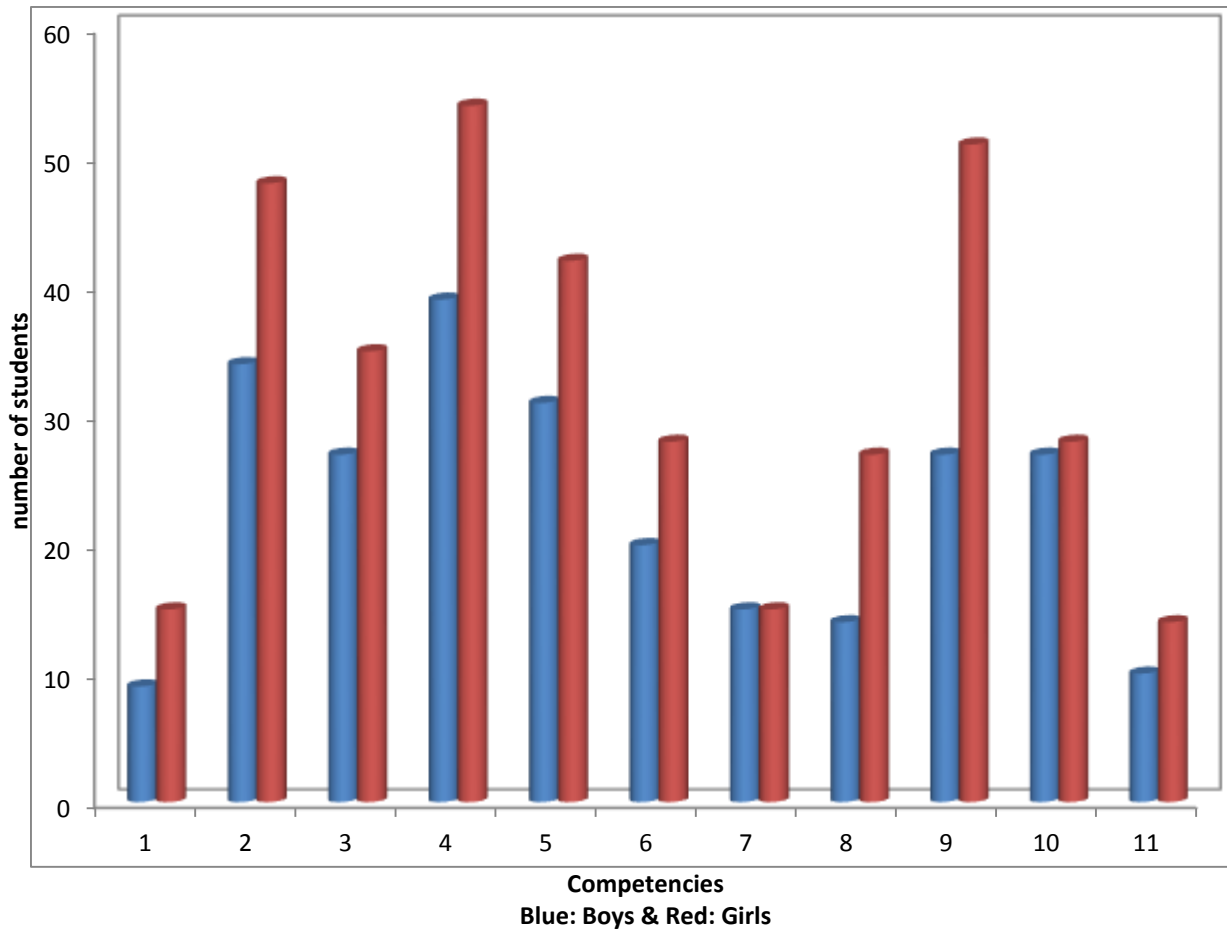


Genderwise partial masters



Conclusions:

Genderwise masters



❖ In Competence wise,

In Spelling, aspiration words, finite and Infinite verbs, 65% of students are able to score above 55% of marks. This shows their ability in Spelling, aspiration words, finite and Infinite verbs.

In Double consonants, 75% of students are scored above 55% of marks. This denotes that students understood well in the particular topic.

71% of the students in Intonation and 83% of the students in Compound letters are able to score above 55% marks.

68% of the students in Tenses and 39% of the students in Idioms and Phrases are scored above 55% marks.

In Meanings, 78% of the students are not having the competence. 61% of students in Parts of speech (Noun, pronoun, adjective, Verb) and 64% of students in Parts of speech (Subject, Object, verb) are able to score above 55% marks.

50% of students in Cases and 45% of students in Simple, Complex and Compound sentences are score above 55% of marks.

- ❖ In all Competencies, 58% of the students are able to score above 55% marks and 42% of the students are having test competencies below 55% of marks.
- ❖ In Gender wise comparison, by analysis we conclude that the boys and girls are having equal competence in all the competencies of the given test except the competence 11. That is in simple, complex and compound sentences, the girls are having more competence than boys.

In Competence wise analysis,

24 students are the masters in Spelling aspiration words, finite and infinite verbs; 82 students of the given sample are competent in Double consonants, and 93 students are the masters in Compound letters. 62 students are the masters in Intonation. 93 students are masters in Compound letters and 73 students are masters in Tenses. 48 students are masters in Idioms and Phrases. 30 students are masters in Meanings and 41 students are masters in Parts of Speech (Noun, Pronoun, adjective, verb). 78 students are masters in Parts of Speech (subject, object, Verb) and 55 students are masters in cases. 24 students masters in Simple, Complex, and Compound Sentences.

Not a single student could master the overall competence of the given test.

This study reveals that student of 5th class are able to achieve the tasks successfully which are at the standard of 2nd class level, whereas they felt difficulty to achieved the tasks which are at the standard of higher class level.

Grammar is creating a phobia among students. In the past, a Scholar told to his students about grammar “It is a ruby with dazzling light don’t get confused to fire”. This phobia provokes errors. If it is

removed from the tender heads of the learners then grammar learning will never become a heavy task, nor it creates any problem of learning also. In a play-way method child can learn easily.

Of course, there are certain rules in formation of words, compounds and sentences also. When these rules are shown in colloquial usage of language, the learner will never feel discomfort in learning. Grammar has to be learnt without strain or pain.

This test is framed to understand the problems of learners in grammar. The test items were limited to the textbook of 5th Standard. Spellings are most important in learning any language. Hence spell test was conducted in the beginning of the questionnaire. Learners felt confused between common letters and Intonation letters.

Majority of students felt difficult in writing synonyms for given words. Most of the students could not achieve that particular topic. Some even skipped in attempting also. It is also observed that students felt difficulty in syntax formation specifically formation of complex and compound sentences gave hic ups to students.

Hence the teacher should take care about synonyms and syntax well. Focus may be given on Intonation of words. Dictation of words has to be conducted frequently. Spelling problems can be overcome with frequent writing habits. Writing activity needs to be a compulsory one to attain flaw less lettering.

Clarification on finite and infinite verbs has to be given to students. Simple exercises about this topic may be conducted frequently. In majority cases of students, it is observed that spelling mistakes were more throughout the test. Hence, it shows that basic learning of letters needs to be given thrust.

To improve the spelling ability of students, teacher can take up play card activity as a tool. Just like Scrabble game in English language, in Telugu also Spelling game may be played. To making of sentences also the same game can be played with ready-made words. Simple to complex and compound sentences can be practiced in a play way method.

Teachers may spare more time in conducting exercises to children. Learning of Grammar will become an easy task with the innovative practices of teachers. An expert teacher will be an asset for any subject in making learning a joyful activity.

Limitations of the Study:

1. The study is limited to urban area municipal primary school students of Ananthapuramu Town.
2. The study is limited to Telugu medium students.
3. The number of items in each competence is not equally distributed.
4. The competencies 1, 8, 10 and 11 are having mixture of four competencies.

Suggestions for further study:

1. Similar study can be conducted in both Rural and Urban areas.
2. Similar study can be conducted in English and Telugu medium.
3. The given competencies in test are 11 can be extended with large in number.
4. Each competency of 1, 8, 10 and 11 can split into individual component.
5. All the components can be distributed equally.

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