



**DEPARTMENT OF ENGLISH  
PROJECT REPORTS**

**2021-22**



**GOVERNMENT DEGREE COLLEGE  
NAGARI**



**GOVERNMENT DEGREE COLLEGE: NAGARI**



**DEPARTMENT OF ENGLISH**

**COMMUNITY SERVICE PROJECT**

**ON**

***“PROBLEMS/DIFFICULTIES OF SPOKEN ENGLISH AMONG THE  
INTERMEDIATE/GRADUATE STUDENTS OF RURAL BACKGROUND  
AND SUGGESTED REMEDIES: A CASE STUDY OF NAGARI RURAL,  
CHITTOOR(Dt.)”***

**Submitted by**

**J Surekha**

**II B.Sc. M.P. Cs (2020-21 Batch)**

**(University Register No: 0321009085)**

**(in the partial fulfilment of submission of CSP)**

**Submitted to**

**Mentor: Dr. M. Pankaja**

**Lecturer in English**

**Government Degree College, Nagari**

**Chittoor(dt.)**

**(2021-22)**

## CERTIFICATE

This is to certify that the project work entitled "PROBLEMS/DIFFICULTIES OF SPOKEN ENGLISH AMONG THE INTERMEDIATE/GRADUATE STUDENTS OF RURAL BACKGROUND AND SUGGESTED REMEDIES: A CASE STUDY OF NAGARI RURAL, CHITTOOR(Dt.)" is a bonafide project work submitted by J Surekha in partial fulfilment of the requirements for the 1<sup>st</sup> Internship in Government Degree College, Nagari carried out by me under the supervision of Dr.M. Pankaja, Lecturer in English during the academic year 2021-22.

*R. Venugopal*

**Dr. R. Venugopal**

Principal

Govt. Degree College  
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*M. Pankaja* 28/06/2022

**Dr. M. Pankaja**

Faculty Mentor

Viva voice held on: 28.06.2022

Examiners:

1. *B. Suresh*

2. *M. A. Lakshmi*

3. *P. Nagasuni*

4. *M. Pankaja*

*B. Suresh*

## DECLARATION

I Mr./Ms. J Surekha

here by declare that this project report titled ""PROBLEMS/DIFFICULTIES OF SPOKEN ENGLISH AMONG THE INTERMEDIATE/GRADUATE STUDENTS OF RURAL BACKGROUND AND SUGGESTED REMEDIES: A CASE STUDY OF NAGARI RURAL, CHITTOOR(Dt.)" is the record of authentic work carried out by me under the mentorship of Dr.M.Pankaja, Lecturer in English, Government Degree College, Nagari, Chittoor (Dt.), Andhra Pradesh.

Signature J. Surekha

Name of the Student: J. Surekha

Group: I B.Sc [M.P-Ce]

Register No.: 0321009085

Batch: 2021-22

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## ACKNOWLEDGEMENT

- I would like to extend my sincere thanks to the **Commissionerate of Collegiate Education (CCE)** for giving me the opportunity to do “Community Service Project”
- I am highly indebted to **Dr. P. Venugopal**, Principal of Government Degree College, Nagari for allowing me to do Community Service Project.
- I respect and I thank **Dr. M. Pankaja**, Lecturer in English, the mentor of this project for her able guidance. I also thank **Mr.P. Nagarjuna**, Lecturer in English for his support in doing the project.
- I would like to extend my gratitude to my parents and friends for encouraging me all the time.

## **Objectives of the Study:**

The aim of modern education is to make the students employable and successful in their professional pursuits. Success in today's world is based not only on the effective utilization of knowledge but also in better understanding the societal consciousness, sensibility, responsibility and accountability. Hence the CCE has introduced the CSP as an experimental strategy that integrates meaningful community service with instruction, participation, learning and community development.

Placement and recruitment results show that the ability to use English is regarded as one of the most important criteria that employers look for when hiring graduates. The researches strongly opine that the graduates' especially from rural background failure to communicate effectively in English during job interviews and in the work place due to several reasons. Lack of practice in the language when they were in schools and colleges is one such reason. Hence the major objective of this study is:

- To unearth the participants' conversation proficiency in the second language
- To find out the barriers which offset them while trying to speak in English and possible solutions/recommendations.

## **Abstract:**

In the current scenario English is lauded as a Global Language. English Language has spread its fire wing all around the world and earned the privilege as the most successful language. English symbolizes higher intellect, better education, and better future. Getting the work done in effective manner has become more important than having the most knowledge. A number of studies have shown that an advanced proficiency and knowledge of English leads one to higher paying jobs, strong mobility, and a great deal of social success. It is quite evident that irrespective of the career whether it is engineering, medicine, management or history, command of the English will lead to great success. The growing importance placed on oral communication skills has been echoed in these two three decades. A success in this competitive environment depends not just on acquiring knowledge and hard skills, but also on developing effective communication skills. So, it is essential that purposeful learning and goal-oriented teaching have gained tremendous importance. **On one hand the language has gained this status and Indians have proved their worth all over the world, with the help of English language. On the other hand, the rural India- the major population of India- finds it very difficult to cope up with it.**

Through this project we would like to discuss the difficulties of rural Indian students and some remedies for it.

## **INTRODUCTION**

Now that English language has gained official language status, people belonging to different parts of the world, widely use English. English is a link language which links the whole world. Indians flourish all around the world because of their mastery over this language. Though Hindi is the National language, most of the people don't speak or understand Hindi, however they understand English. Education has multiplied the role of English language, because universities worldwide often use English as the common mode of learning and communication. English is an international language. English is firmly rooted in the soil of India. Different people can communicate with one another with the help of English. English is a confidence builder language. It will get you anywhere. If you are good speaker in English means good in all.



## **SUMMARY OF THE FINDINGS AND OBSERVATIONS:**

### **1. FAMILY BACKGROUND**

Rural students from the poor families of labours, Farmers, household worker find no atmosphere of education. English language seems to be an alien to them. Since most of the students are first generation learners, how can a student get acquainted with the foreign language with regard to English without any guidance from their parents and others? Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English. Uneducated parents and neighbours get satisfied with the thought that primary education is more than enough, and a question for a good communication is never raised.

### **2. EDUCATIONAL SYSTEM**

In their primary education students are promoted to upper classes without subject knowledge. This badly affects learning process making students inactive and lethargic. Our examination system is such that it makes students rote memorization rather than testing their analytical and creative skills. In this process, they memorize lessons, reproduce them in exam halls and forget them in the same day itself. Students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real-life situations. Application-oriented advanced grammar is not taught in schools. Furthermore, adequate practice is not given to students to learn a language. Exposure too is far less to them. To such students it becomes difficult to cope up with the syllabus of English at graduation level. Students full of new dreams and aspirations enter the college but to face this language problem.

Most of the students fail to stand the testing period of learning through English, often develop a complex and discontinue their studies.

### **3. LANGUAGE REDUCED AS SUBJECT**

English language is taught and learnt as one of subject for examination. The examination process of universities is related with writing skill. Students' basic concern is to get marks only to clear the examination and most of the students have only this much of attitude which reduces the interest of in learning English. Interest is lost automatically Beauty of the language is also lost.

### **4. MEDIUM OF TEACHING**

- In rural India English is taught in their mother tongue (Tamil), which leads to unwanted confusion of comparing the languages. English teacher is in a state to adopt bilingual method. ELT specialists view this as a wrong methodology. In schools, students are being taught that English is an international language.
- To learn this language requires constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning new languages like English.
- Learning second language means acquiring a system of rules, but just as a very little is known about these rules, even less is known about how such rule systems are acquired.
- Students find it very difficult to earn a competence in those rules and in fact they have no idea of proper sentence structure. They do not even know proper pronunciation, spellings and grammatical rules. Inwardly, they dislike the English Language and hence the sole objective of the teacher and the learner remain to clear the exams. Hence, the students never realize the importance of learning English as a language. Teacher also translates everything in mother tongue.

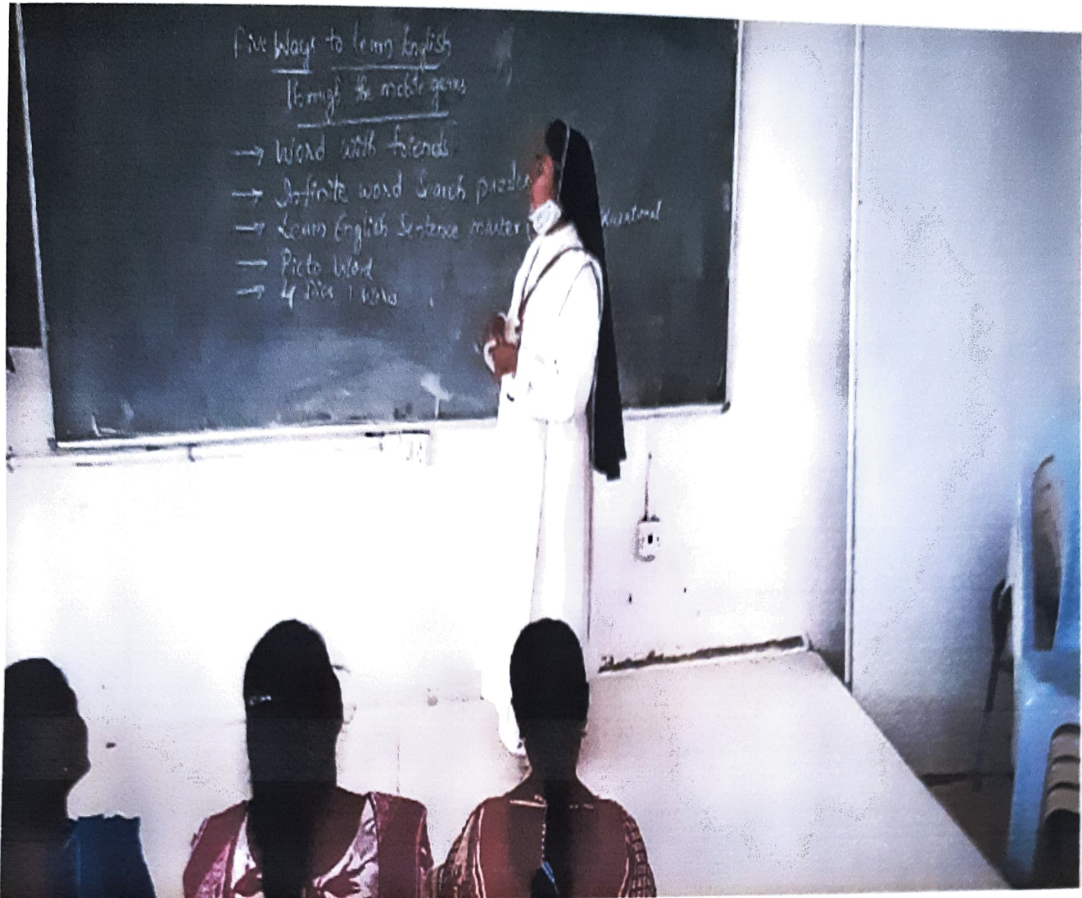
### **5. FEAR, HESITATION, AND SHYNESS**

If at all a student is capable of overcoming all these obstacles, there comes fear, hesitation and shyness to block his developing interest. Students might come to know about the importance of the English language but where is the platform to develop his interest or guidance to use the little-known language. Society tends to laugh at the faults of others. When a student tries to use the language, his mistakes are being highlighted. His love for learning the language is nipped in the bud.

## **6. AT GRADUATE LEVEL**

The system followed in colleges is different from that of schools. Moreover, students have their own whims and fancies about college life because of the tremendous influence of mass-medias like theatres and satellite channels on them. These Medias project a false perception about colleges and students. On seeing such things in movies, students take it for granted. As a result of this, they have formed an image for a college and want to act upon those images. The general thinking about college among student community is that college is very liberal in dealing with the students. No one cares for anything. They do not have responsibilities at all. Whatever they think they can implement them. Attending class is not compulsory. Keeping these views in mind they find it difficult in sitting in classrooms and listening to the lessons being taught to them. All their views about a college are shattered into pieces the moment when a teacher enters in a classroom and begins to teach and impose certain restrictions on them. At this juncture, severe problems start with the slow-learners. These students to passed in the higher secondary examinations. For them, sitting and listening a language class is something an uphill task, while others listen the class with rapt attention.

The student was never given a chance to show off his little knowledge; he is often pointed out for his ignorance. Moreover teachers, even in the graduate level, fail to make the students feel at home with the language. The teachers blame the primary educational system and they don't find time to train the students from the very basic level.



Village Name : Nagari

Date : 08/6/22

Target Group : 3

Recommendation : 5 ways to increase our vocabulary through the mobile Games.



Village Name : Nagari  
Date : 09/6/22  
Target Group : 3  
Recommendation : How to speak English fluently and some powerful tips.



GOVERNMENT DEGREE COLLEGE: NAGARI



DEPARTMENT OF ENGLISH

COMMUNITY SERVICE PROJECT

ON

*“The Impact of Smart phones on Academic Performance of  
Rural Students in Chittoor Dist”*

Submitted by

M. Devaki

I B.Com (2020-21 Batch)

(University Register No: 0222009133)

(in the partial fulfilment of submission of CSP)

Submitted to

**Mentor: Mr. Nagarjuna Poorni**

**Lecturer in English**

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**Chittoor(dt.)**

**(2021-22)**

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- I would like to extend my gratitude to my parents and friends for encouraging me all the time.

## **Abstract:**

We are living in the world of 21st century. In every Sphere of life technology has been able to deliver tremendous power in the hands of human beings in terms of access, speed, accuracy, precision, control, manipulation and prediction. In the area of agriculture to administration, technology is effectively and efficiently used by the people. Education without being an exception has been influenced by technology in terms of its contents, processes and pedagogy. Smart phones are used for sharing information, emails, chatting, downloading, shopping, and making payments and many other activities. There are many benefits of the smart phones in our daily life.

In the same way students use smart phones for multiple purposes. Education is a very crucial stage from the psychological point of view because the students are in the adolescence period at this juncture. The use of smart phones for non-academic purposes leads to immature and abnormal personality development.

The present study is intended to study the influence of smart phone usage on academic performance among male and female students, to find out the relationship of smart phone usage for academic and non-academic purposes of rural students and to work out the implications of the study for planning and designing appropriate educational ventures for the educational needs.

## **INTRODUCTION**

Smart phones are used for sharing information, emails, chatting, downloading, shopping, and making payments and many other activities. There are many benefits of the smart phones in our daily life. In the same way students use smart phones for multiple purposes. Secondary stage and graduation stage of education is a very crucial stage from the psychological point of view because the students are in the adolescence period at this juncture. The use of smart phones for non-academic purposes leads to immature and abnormal personality development.

The results and findings of the present study will provide a sound basis for educators, planners, policy makers and administrators to come up with mechanisms to curb the bad impact of smart phones on academic performances of the students.



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

The aim of modern education is to make the students employable and successful in their professional pursuits. Success in today's world is based not only on the effective utilization of knowledge but also in better understanding the societal consciousness, sensibility, responsibility and accountability. Hence the CCE has introduced the CSP as an experimental strategy that integrates meaningful community service with instruction, participation, learning and community development.

A smart phone is a type of cell phone that can do many of the things that a computer can. These cellular phones can usually access the internet and take photographs, as well as letting you video chat with friends and loved ones. Smart phones are small enough to fit in your pocket. However, they carry the strength of a home desktop computer. In addition, smart phones have several physical features that set them apart from regular mobile phones. Perhaps the key difference is the fact that smart phones have a touch screen.

#### **The study has the following objectives:**

1. To study the influence of smart phone usage on academic performance among male and female students.
2. To find out the relationship of smart phone usage for academic and non-academic purposes of rural students.
3. To work out the implications of the study for planning and designing appropriate educational ventures for the rural students.

### **METHODOLOGY AND DESIGN**

The present research study pertains to the normative survey method under the descriptive research.

### **SUMMARY OF THE FINDINGS AND OBSERVATIONS:**

1. Majority (83%) of them were aware about smart phones. However, a little less than one-fifth of the students said that they did not have any knowledge about smart phones.
2. One third of them revealed that their parents had given them smart phones. However, majority of them had denied that they did not possess any smart phone.

3. Majority of the students said that smart phones are not beneficial for them. Only a few of them agreed that smart phone is beneficial to them.
4. Nearly half of the secondary school students revealed that smart phone helps them in playing games. Only one fourth of the students said that they download study materials with the help of smart phones.
5. Majority of the students revealed that use of smart phones enables them to get relevant materials on different subjects according to their academic interests.
6. Majority of the students were updated with the national and international news by the help of smart phones. However, a considerable percentage of students said that smart phones did not help them for the same.
7. Almost all the students had the viewpoint that uses of smart phones have deteriorated the quality of education.
8. Majority of students opined that use of smart phone distracted student's attention span on studies. Only a little more than one tenth of the students did not believe the same.
9. More than one third of the students said that smart phone led to better understanding of concepts.
10. Majority of the students felt that use of Smart phone had negative impact on academic performance of the students.
11. Majority of students felt that the use of smart phone led to health hazards.
12. More than half 55.50% of the students used smart phone at the home and one third of them used smart phones while staying at the hostel.
13. Majority of students said that use of smart phone increases the probability of anti-social activities.
14. Majority of the students used occasionally however more than one fifth of the students used the smart phones regularly.
15. One third of the students said that smart phones helped them in easy and speedy communication.
16. Almost all the students believed that use of smart phone has adverse impact on the personality and character of the students.
17. Majority believed that use of smart phone is a highly expensive and costly affair.

18. Majority the students were very satisfied with their academic performance. However, nearly one fourth of the secondary school students were not satisfied with their academic performance.

19. Three fourth of the students were prohibited by their parents and teachers from not using smart phones.

20. Only a few of students will use it in browsing academic materials. However, one fourth of students revealed that they will listen music and play online games with the smart phones respectively.

### **RECOMMENDATIONS OF THE STUDY**

On the basis of the findings of the present study, the following recommendations are made.

1. It was found that nearly half of the students were using smart phones for playing online games. Hence, it is recommended that the students should refrain themselves from playing such immoral and dangerous games, inculcate positive attitude, interact more with their friends, develop social relationships with peers and teachers, and maintain good health and hygiene. Besides they should be allowed to participate in the curricular and co-curricular activities of the school. It is also recommended that conducive and congenial environment should be created by the teachers and parents both at the school and college level and at the home.
2. It was found that almost all the students accepted that use of smart phone had deteriorated the overall performance of the students and in fact the quality of education. Hence, it is recommended that the teachers and parents should take extra care to prohibit the students not to use smart phones for other activities. Special classes and counseling programs may be arranged in the school for the students. They should be ©

### **EDUCATIONAL IMPLICATIONS**

By considering the findings and recommendations of the study, the investigator felt it essential to highlight the educational implications of the study for the Secondary school students, parents and guardians and principals. The study has implications for the Secondary students that they should develop better adjustment pattern at both the family and at the institution, realize the importance of studies in their life, develop positive attitude towards studies, develop healthy study habits , take the advice and guidance of the teachers for solving academic problems, maintain good relationship with their friends, clarify the doubts

in various subjects by interacting with the teachers, develop better level of achievement motivation, try to devote more time to their studies at home and at the school regularly, give up the habit of engaging in unproductive activities ,try to complete their home works regularly develop better educational and occupational aspiration, develop the habit of reading newspapers and magazines and try to take part in various curricular, co-curricular and extra-curricular activities of the school.

The study has implications for the parents and guardians that they should motivate and inspire their children towards studies, provide proper study atmosphere at home, inculcate in them positive attitude towards studies, monitor the study activities regularly, assist their children in their studies, provide facilities essential for the children to participate in the co-curricular activities of the school, discourage the habit of engaging children in domestic duties, promote the skills of good study habit in them, guide and advise them not to become way ward, enhance their level of self - confidence and consult the teachers and principals of the school regarding the progress of their children in studies at regular intervals and prohibit them from illegal and immoral activities.

## CONCLUSION

Students must try hard to reach the goal. They must analyze their pros and cons and improve themselves. Teachers should always be a moral support to them. They may come across the hindrances in their path but they are not to discourage them but to improve their quality of excellence. The excellence is never a chance but it is a result of hard and sincere efforts. In this modern era the advance technology is at their disposal. They must make the best use of it and grow as a shining star.

## REFERENCES

“Impact of smart phone usage on the academic performance among secondary school students of Tezu, Lohit District of Arunachal Pradesh” Dr. Sukanta Kumar Pradhan,  
*Assistant Professor in Education, Indira Gandhi Govt College, Tezu, Arunachal Pradesh*