

## **An Investigation into The Causes of Poor Achievement in Oriya in Secondary School Students of Rayagada Block of Rayagada District**

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### **Abstract**

The child pronounces his mother tongue, when he comes out from his mother's womb and crying is the first sign of mother tongue. It is a natural process because he does not know to communicate his wanting to his mother but spontaneously without any knowledge about mother tongue. He fulfils his desires by simple crying. Gradually he tries to acquire the skill of using language in his oral communication through imitation. The research finding says the child gets mastery over around 5000 words during 2 years and is able to use it in a meaningful words and sentences. When he first enters into the classroom he learns how to use language effectively in day-to-day life. Teachers also devote much effort to supplement him in learning language,

**KEYWORDS:** Oriya, Secondary School Student, Rayagada Block, Rayagada District, Odisha

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### **INTRODUCTION**

Man distinguishes from other animals in terms of his speaking capacity; the feature of rationality is only enjoyed by human being. Apart from this he is no way to superior to animals. This speaking capacity, power of reasoning, imagination needs an appropriate medium and this medium is nothing but language. Human being is able to express this desire, feeling, thinking etc. to others in terms of verbal communication. There are thousands of languages used by the people throughout the world. Among these mother tongue occupies a prominent place in the life of an individual to express own feeling. Because it is started since the child's birth and end with death. Mother tongue is started when the child started crying at the time of birth. In the process of language development the child get sufficient time and proper environment to develop the language during his life span. Among different languages used as mother tongue is differe4nt states of India, Oriya is used as our mother tongue is Orissa. So it is our first and foremost duty to develop the status of our mother tongue and use it correctly in reading, writing and speaking with proper stress, intonation, pause, free from grammatical errors. To check the error, different seminars, symposium, workshop have been organized by the linguistics in different times. Still teacher teaches it in traditional way, which is not interesting for the students. That's why students perform poor achievement in Oriya. To check the problems during teaching of Oriya, problems of children during learning and opinion of parents about their child's learning style the problem is taken by the researcher hereunder.

### **REVIEW OF RELATED LITERATURE**

A review of related literature in research work is essential for developing the problem and deriving and effective approach to its solution. One can't develop an insight into the

problem in hand unless and until he learns. What others have done and what remains to be done in the particular are of field.

For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice. He needs to acquire up to data information about what has been thought and done in the particular area. He draws maximum benefit from the previous investigations, utilizes the previous findings takes many hints from the designs and procedures of previous researches, matches his conclusions with the conclusions drawn earlier and tries to add to the existing fund of knowledge.

## 2.0 Related Studies on Mother Tongue

Although a good deal of research work has been accomplished during recent years in India, a few studies have been conducted in the present study of the investigator. In this connection the researcher has also gone through some research work conducted outside the state of Orissa. So poor achievement in mother tongue at secondary level is not the problem of Orissa but also a remarkable problem of whole India now. During his investigation the investigator has carefully gone through a Ph.D. thesis named 'A Study of Problems and Difficulties of Language Teaching at Secondary Level. Ph.D. Edn.1968 by J. N. Mishra.

The objectives of the above cited study were:-

1. To understand the importance of language in the all round development of children.
2. To diagnose the cause of deterioration in the standard of language of students of higher secondary classes.
3. To understand and identify the practical difficulties of teachers in teaching language.
4. To suggest means of improvement of the standard of language of students.

The data on language teaching were collected through 163 item questionnaires spread over 29 dimensions of languages teaching. This study revealed:-

- (i) About 80% teachers felt the need of loud reading. Only 60% actually practiced it.
- (ii) Most of the teachers gave importance to proper volume rhythm and speed at the time of reading, whole some teachers attached importance only to pronunciation.
- (iii) About 66% teachers found difficulties in teaching prose. The main problems of the teachers related to explanation, paraphrasing and the meaning of the words.
- (iv) Only 32% of teachers encouraged students in developing reading ability. One third of the teachers also instructed the students about the techniques of improving reading.
- (v) About 60% of teachers felt that the facilities of general reading were inadequate.

- (vi) In teaching poetry more than 60% experienced teachers put in difficulty particularly while developing appreciation, about 10% of teachers found difficulty in teaching, paraphrasing of poems and the meaning of words.

**1978: Khandal, U. (Scholar)**

**‘A study of the impact of mother tongue in acquisition of second language skill at the primary’**

**Guide: B.M. Dash**

Learning of one language helps learning of another language. Acquisition of first language thus should facilitate the acquisition of second language. But the belief contrary to this also exists. The study aimed of knowing the extent of impact of mother tongue in learning of second language English

The researcher had four objectives in mind before going to undertake the study. Viz (1) To study the skills in mother tongue facilitating the skills in English, (2) To study in mother tongue as a distraction to the to acquisition of certain in English, (3) to ascertain the held of mother tongue in the method of teaching English and (4) To suggest some remedial measures in teaching English in primary school basing on the findings of the study. The study was a multivariate model having 7 variables like understanding and comprehension, composition, pronunciation, spelling, structure of the language, grammar and speech habit. Questionnaire and observation technique were the tools of this study.

In the findings it was concluded that, there was slight difference between the mean performance of the pupils in Oriya and English. The coefficient of correlation of both the languages, in consideration to each of the Variables, was found to be highly significant.

**1978: Nayak, S. K. (Scholar)**

**‘An analysis of the spelling errors for mother Tongue, Made by primary school students of Sambalpur Town Odisha.’**

**Guide M.C. Naik**

Major objectives of the study were (1) To analyse different types of errors committed by the students in Mother Tongue, (2) To ascertain different causes of Spelling errors in respect of Mother Tongue (3) To find out whether girls commit more spelling errors or boys, (4) To equip our language teachers with suitable methods to teach correct spelling habits among their students and (5) To suggest remedial measures to improve spelling ability of the students.

The present study was restricted to Sambalpur Municipal (Odisha) area only. Class Vth students were the sample. The investigator used two instruments, namely (a) An objective spelling test, (b) dictation and (c) interview with the students. And

opinionnaire was also administered on the experienced Odia teachers. One hundred boy one hundred girl students were selected randomly from seven primary schools.

Another research work of Allahabad University named: - 'A study of the factors responsible for good examination results'. (Allahabad, 1981)

The objectives of the study were-

- (i) To find out the various factors responsible for increasing the percentage of examination result.
- (ii) To understand the various factors responsible for decreasing the percentage of examination result.
- (iii) To study the contribution of co-curricular activities in affecting the examination result.
- (iv) To suggest possible measures to improve upon the examination result.

Ten schools from the city of Allahabad and its adjoining areas were selected on the basis of their examination results during the 3 consecutive years 1977, 1979 of these five schools were identified as having good percentage of examination result and the remaining five had poor percentage of examination result.

The findings of the study were

1. A good school building, a good laboratory, good furniture, proper library and reading room facility, playground, games and sports appropriate situation and good environment of the school helped in improving the examination result.
2. The teaching experience of the principal capable and experienced staff, good method of teaching, regular correction of home work, regular evaluation, guidance and encouragement to students, good academic achievement of the student at the time of admission to the school, good socio-economic status of the students, healthy relationship between the teachers and parents were the other factors which were significantly effective in improving the examination results.
3. Discussion with teachers with respect to the various curricular activities to be covered during the session was also a significant factor.

The scope of teaching mother tongue is very wide. Hence a number of related dissertations conducted under Utakl University (Odisha) and Berhampur University (Odisha) has been studied by the investigator at the time of his research.

Besides the M.Ed. dissertation named- An Investigation into the causes of poor achievement in Oriya in Secondary schools of Cuttack city (1977-78 ) the investigator has gone through other remarkable research writings such as

- (i) A critical analysis of Textbooks on mother tongue (Oriya) prescribed for Secondary schools of Orissa by Sri Duryodhan Das of Radhanath Training College, (1978-79)
- (ii) Evaluation of Oriya poetry textbook recommended by BSE Orissa for High School students by Sri Bhabagrahi Routray of Radhanath Training College, Cuttack (1980-81)

- (iii) An analysis of question of MIL (Oriya) for H.S.C. Examination from 1977 to 1979 of the BSE, Orissa by Smt. Swarnaprava Das of Radhanath Training College, Cuttack-(1980-81)
- (iv) A study of the scheme of valuation on the question set of MIL (Oriya) for the H.S.C Examination conducted by the BSE Orissa during preceding three years (1979-81) by Smt. Usharani Marhual of Radhanath Training College (1981-82)
- (v) An investigation into the nature and causes of spelling errors found with the secondary school pupils in Oriya in the city of Berhampur by Smt. Imansu Jyochha Patanaik of Govt. Training college, Berhampur (1981-82)

Mishra J (1990) Conducted a study on spelling errors in Oriya composition

### **The finding of the study were**

- (i) Students commit mistake owing to wrong pronunciation and articulation
- (ii) The errors are committed by the student while changing the parts of speech and the number. They fail to keep in mind the methods of addition. Omission of letters and change of vowels.
- (iii) The total number of mistakes of the girl students is far greater than the number of total errors of the boy students.

After analyzing findings from the aforesaid dissertations we may conclude that the secondary school teachers and pupils are not serious enough to Oriya though it is their mother tongue.

The achievement of secondary school students of Orissa in HSC Examination are poor, because of inadequate syllabus, period, no of teachers, teaching process, library facilities, emphasis to written work and speech training unsuitable textbook, classroom situation, lack of refresher training course, seminars and symposium for Oriya teachers and faulty examination system.

### **2.1 Need of the Study**

Govt of Orissa sponsored secondary education completely through his own effort and all schools running under the govt. is Oriya medium schools. Because Oriya is our mother tongue. Students learn Oriya as a separate subject from Class-I to Class-X All the subjects excluding English, Hindi and Sanskrit are translated through mother tongue. So out of 600 hundred marks around 400 hundred mark covers Oriya language. So Oriya language occupies a prominent place in secondary school curriculum. From the H.S.C Exam. Result it is seen that in SC/ST based Rayagada block the students in Secondary school performs low achievement and commits much mistake in Oriya in comparison to other languages, which was taught in the school. Their achievement is very poor in mother tongue. So it is a researchable topic that in spite of giving much time to mother tongue and getting sufficient opportunity to communicate with Oriya language in the family, community, school, per groups and public places. They fail to show their excellence in that particular language. Therefore the researcher is interested to take such

type of topic to investigate the reasons, which are responsible for the poor achievement of secondary school student in mother tongue.

## **2.2. Statement of the Problem**

‘AN INVESTIGATION INTO THE CAUSES OF POOR ACHIEVEMENT IN ORIYA IN SECONDARY SCHOOLS STUDENT OF RAYAGADA BLOCK OF RAYAGADA DISTRICT’.

## **2.3 Operational Definition**

**Achievement-** Achievement refers to the level of success of educational aims and objectives and test in a systematic procedure of pupils behavior.

**Secondary School-** the institution, which provides school education from Class-IX to Class X in Oriya medium school.

## **2.4 Objectives of the study**

The objectives of the study are given below.

- (1) To analyse and investigate into the causes of poor achievement in Oriya in secondary school students.
- (2) To find out the causes of poor achievement in Oriya pertaining to the relevance of syllabus in the present curriculum.
- (3) To find out the causes of poor achievement in Oriya with relation to the efficacy and effectiveness of teacher and teaching methodology.
- (4) To find out the lacunas behind the contribution of co-curricular activities causing the poor achievement in Oriya.
- (5) To explore out the drawbacks underlying the question setting and evaluation system causing the poor achievement in Oriya

## **2.5 Delimitation of the Study**

- (1) The present study is delimited to the teachers, students and parents of Rayagada block of Rayagada district.
- (2) The investigator has used simple random sampling procedure, which is much reliable and comes under probability sampling procedure,
- (3) For the study 50 students, 50 teachers and 50 parents are taken as the sample, which is considered as the large sample.
- (4) The investigator has used percentage calculation, which is very easy on the part of researcher.

## **METHODS OF THE STUDY**

The method of the study is always determined by the nature of the problem undertaken for research. Selection of method is usually made to suit the project and to

yield valid. In fact each problem is likely to have its own peculiar tools, methods and techniques for investigation.

The investigator adopted normative study which describes and interprets what exists at present. Some authors name it as 'Descriptive Survey Research' It is a forceful and widely used method of educational research. Hence it is considered befitting to the nature and purpose of the present study.

The investigator was taken 50 Oriya teachers of Rayagada block in Rayagada district (Odisha) other hand the investigator randomly choose both boys and girls of different socio-economic status from 2 high schools and their parents. The investigator interviewed them.

### **3.1 Sample**

For the present study the investigator has taken 150 samples from different groups like 50 IX Class students, 50 parents of same students and 50 secondary school teachers. The samples are brought from both sexes and socio-economic status from Rayagada block of Rayagada district, (Odisha).

### **3.2 Tools and Techniques of the Study**

The investigator used questionnaire as the tool of investigation on teachers of the secondary school and has interviewed to IX Class students and their parents. He has taken much precaution and care while preparing the questionnaire. Then the questionnaire is corrected and scrutinized by the experts of mother tongue with the consultation of the guide. The questionnaire for the teacher consists of 5 sections such as Oriya curriculum, Oriya textbook, teacher and teaching method, teaching aids/supplementary programme and evaluation and question framing technique. A number of statements have been given under these sections. For collecting data from students and parents, the investigator has used unstructured interview technique. The investigator has used simple random sampling procedure for collecting requisite information.

### **3.3 Procedure of Date Collection**

The investigator with a letter of introduction has contacted to headmaster of school and got permission to administer the questionnaire. Before administer the questionnaire, he informed adequate instruction to the sample about how to respond to the questionnaire and collected the same after giving their requisite response. But for collecting data from parents and students, the investigator has personally visited them and put some questions, which based on the problem. After this he has kept a written record about their response for furt6her reference.

### **3.4 Statistical technique used**

After getting back the filled questionnaire the investigator scrutinized this entire questionnaire. After scrutiny the number of respondent giving positive or negative or negative answers to a particular item may be found out. Then the percentage of

responses of responses was calculated. Again for the positive responses the concepts are recommended are found out.

### **ANALYSIS AND INTERPRETATION**

The questionnaire prepared by the present investigator seeks to collect data in respect of teachers teaching mother tongue in the secondary schools of Rayagada block of Rayagada district. The personal data about the teachers include their educational qualification and length of the experience as a mother tongue teacher.

The second part of the questionnaire seeks to collect the data which deals with details about the syllabus. It's suitability, its relation with life, the society and analysis of its contents.

The third part has been designed to make an analysis of the text books particularly about the content. Language, illustration exercises of the text books.

The forth part of the questionnaire provides a large number of alternatives regarding the teacher and the methodology of teaching mother tongue. Sufficient freedom has been given to the teachers to record their views regarding individual approaches of teaching mother tongue.

The fifth part of the questionnaire deals with an analytical approach to the co-curricular activities under taken in the school programmes in relation to the development of mother tongue learning and an attempt to assess the provision of teaching aids in the schools. The attitude of the teachers towards use of teaching aids in language lesson at a higher stage has been properly assessed in this section.

The last parts is and attempt to critically examine the evaluation system and question setting system adopted in schools and the effectiveness and the defects of the system now prevalent in the schools.

The questionnaire provides small number of alternatives to facilitate response from the respondent teachers. The possible statement suggested are not meant for giving indications to the respondents to respond in specified box in a particular design like 'yes' or 'No'. The various sections of the questionnaire may not be completely exhaustive but they cover most of the aspects of language teaching. As has been stated earlier, the problem has got unlimited implication. May factors directly and indirectly are responsible for the low achievement of students in mother tongue.

The question was administered to 50 teachers of Rayagada block in the district of Rayagada. However the findings from the respondents will be supplemented by an analysis of the opinion of experts and the results of the investigator's interview with students.

#### **4.1 Teachers and their Educational Qualification**

‘Of all the different factors which influence the quality of education and its contribution to National development, the quality, competence and character of teachers of teachers undoubtedly the most significant’

The above quotation from the report of Education Commission (1964-66) proves that the quality of teachers in the single largest factor, which is responsible for the quality of teaching in a subject.

**Table No- 1**

Qualification	Matric	IA/+2	BA/+3	MA	Sahityacharya
Total					
No. of Teachers	NIL	NIL	38	09	3
Professional Qualification	Untrained	CT	B.Ed.	M.Ed.	Ph.D.
No. of Teachers	4	17	38	1	Nil
Year of Experience	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25
No. of Teachers	15	17	10	6	2

(Table no- shows the qualification of teachers and their teaching experience N = 50)

The table No. 1 shows that out of 50 respondents who are engaged in teaching mother tongue 3 are Sahityacharya, 38 are graduates and 9 are master degree holders. 46 out of 50 respondent teachers are trained, 5 are trained at the C.T. level. 38 are at B.Ed. level, 1 at M.Ed. level. Training offers opportunities to gain knowledge in the methodology of effectively teaching a subject. But her 8% of the teachers are untrained.

It may be seen from the above table that 15 teachers have served between 1 to 5 years, 17 teachers between 6 to 10 years, 10 teachers between 11 to 15 years, 6 teachers between 16 to 20 years. 32 teachers out of 50 which constitute 64% are within experience range of 10 years.

### **Interpretation**

The general qualifications of mother tongue teachers are sahityacharya. Out of 50 teachers 4 teachers are untrained and other 7 teachers had oriya as a subject in their C.T. Level. So they do not teach Oriya properly in secondary level.

Most of the teachers have less years of experience. Behind them 32 teachers have experience between 1to 10 years. Out of which 15 have experience in between 1 to 5 years. Only 2 teachers are within the experience range about 21 years. From the above discussion we know which schools have three experienced and trained Oriya teachers its result is better than the school which have untrained and less experienced teachers.

The above interpretation also applies in respect of the teachers experiences and training teaching mother tongue is too much necessary. Untrained and less experienced teacher causes the poor achievement in Oriya in Secondary Schools.

#### 4.2 Syllabus

Syllabus is the chief instrument to realize the learning objectives. It is the chief executants of the curriculum. The Curriculum has two significant aspects such as (1) The contend and (2) the learning experience. The syllabus is the descriptive document of the content part of curriculum which framing a syllabus; the objectives, the content and the learning experiences are taken into consideration. But critically analyzing the responses given by the respondent teachers we find that there has been an agreement on unsuitability of the syllabus. The following table gives picture of the teachers reaction.

**Table No. – 2**

#### **Opinion of Teachers on syllabus**

Sl. No	Description	Positive Responses	Percentage	Negative Response	Percentage
1.	The syllabus meant for the students is cater to the needs of the changing time.	19	38	31	62
2.	It can prepare students for their future life.	22	44	28	56
3.	It relates to day to day life of the children.	30	60	20	40
4.	It creates interest and desire in the minds of the children for language learning.	16	32	34	68
5.	It is prepared by experienced teachers teaching mother tongue.	12	24	38	76
6.	It has suitable facilities for the mental Development of the children.	29	58	21	42
7.	It is based on psychological principles	19	38	31	62
8.	It is made basing on activity	5	10	45	90

Form Table No- 2, it was found that 38% of teachers feel that the syllabus meant for the students fulfils the need of the changing need of the time and 62% of teachers denied that 56% of teachers are the opinion that the syllabus does not prepare the children for their future life. 60% of teachers are of opinion that the syllabus related to day-to-day life of the students and 40% of teachers do not agree with the statement. 68% of teachers opine that language does not create interest and desire in the minds of the children for language learning. 76% of teachers give their opinion in item No.5 that Oriya syllabus is not prepared by experience teachers who teach mother tongue. 58% of teachers confirmed that mother tongue has suitable facilities for the mental development of the children. 62% of teachers gave their view that the syllabus does not based on psychological principles. 90% of teachers opine that it is not based on activity.

#### **Interpretation**

It is observed from table No. – 2 that the syllabus is not meant for the interest and desire of the learner, syllabus is not prepared by experienced language teacher. It is not based on psychological principles and not based on activity. So most of the respondent teachers agree on general point that the syllabus is defective.

On the whole of the syllabus is considered partially unsuitable for the children of the secondary school and therefore attempts to improve upon the syllabus have to be made on priority basis.

### 4.3 Text Book

In order to know about suitability and standard of the Oriya text book as 8 questions have been asked to the practicing teachers in the questionnaire. The reaction of the respondent teachers are analyzed in the following table.

**Table No. – 3**  
**Opinion of teachers on Textbook**

Sl. No	Description	Positive Responses	Percentage	Negative Response	Percentage
1.	The textbook is written as per requirements of the syllabus.	32	64	18	36
2.	Language used in the textbook is difficult in some places.	38	76	12	24
3.	The ratio proportion between prose and poetry has been adequate.	19	38	31	62
4.	There are some factual errors in some of the topic.	29	58	21	42
5.	There is provision for home assignment in the text book	15	30	35	70
6.	The pictures given in the text book is clear, attractive and it is placed in an appropriate place.	28	56	22	44
7.	It is written from simple to complex	34	68	16	32
8.	The presentation style of the text book is attractive.	23	46	27	54

From table No.3 it is seen that 64% of teachers opine that the textbook is written as per the requirements of the syllabus. 76% of the respondent teachers say that the language used in the textbook is difficult in some places. 62% of teachers opine that the proportion between prose and poetry has not been adequate. 58% of the respondent teachers are of opinion that there are some factual errors in some of the topics. 70% of teachers feel that the textbook don not have exercise and direction for home tasks. 56% of respondent teachers viewed that the given pictures in the textbook is clear, attractive and is placed in appropriate place. 68% of teachers opine that the textbook is written from

simple to complex. 54% of respondent teachers say that the presentation style of the textbook is attractive.

### Interpretation

In the light of the above analysis made from the responses of the teachers the investigator feels to make the following observation.

The topics contain very difficult vocabulary item. There are 58% of the teacher are of opinion that some factual errors in some of the topic. There is no provision in the textbook for encouraging pupils' emotion and no provision for home assignment and there is no proper ration proportion between prose and poetry. On the whole it can be summed up that the textbook is defective.

### 4.4 Teacher and Teaching Methods

In the total learning process, the methods of teaching are equally important, perhaps as much as the importance of the teacher, the following analysis is made with a view ensuring the part played by the teacher and the methodology applied by him.

This section of the questionnaire relates to the teachers activity and teachers sincerity.

**Table No. – 4**

#### **Opinion of Secondary Teachers on teacher and teaching method**

Sl. No	Description	Positive Responses	Percentage	Negative Response	Percentage
1.	The teachers teach Oriya with interest in the class room.	40	80	10	20
2.	The teachers come to class with adequate preparation.	38	76	12	24
3.	The methods followed to teach mother tongue are attractive.	25	50	25	50
4.	Much importance is given to loud reading and Silent reading at the time of teaching.	18	36	32	64
5.	Students are given opportunity for natural expression of ideas.	15	30	35	70
6.	Teachers are instructed to teach.	19	38	31	62
7.	Teachers prepare lesson plan regularly	2	4	45	96
8.	Teachers give much importance to develop the speaking, writing and expression power	24	48	26	52
9.	Sometimes the instruction given by the teachers marked faulty.	21	42	29	58
10.	Experienced teachers do not hesitate to follow modern method of teaching mother tongue.	34	68	16	32
11.	Teachers give importance to develop the	22	44	28	56

language ability of the poor learners.				
12. Teaching is not problematic between text books are supplied to the student in time.	23	46	27	54

From table No.4 it is observed that 80% of the respondent teachers teach Oriya with interest in the classroom situation. 76% of the teachers comes to the class with adequate preparation. 50% of respondent teachers accept that a method of teaching mother tongue is attractive and 50% of teachers denied. 64% of the teachers viewed that much importance is not given to loud reading and silent reading at the time of teaching. 70% of the teachers opine that students are not given opportunity for natural expression of ideas. 62% of teachers stated that teachers are not instructed to teach mother tongue by giving importance to their ability and interest. 96% of the respondent teachers agree with the statement that the teachers do not prepare lesson plan regularly. 52% of the teachers viewed that the teachers do not give much importance to develop the speaking, writing and expression power of the children. 58% of the teachers agree with the statement that sometimes the instruction given by the teachers marked faulty. 68% of the teachers do not hesitate to follow modern method of teaching mother tongue. 56% of the teachers do not give importance to develop the language ability of the poor learners. 54% of the teachers disagree with the statement that teaching is not problematic because text books are supplied to the student in time.

### Interpretation

It is generally found that from above description of the item given in table No.4 that teachers do not give importance to loud reading and silent reading at the time of teaching, students have no freedom to express their ideas, teachers ability and interest do not get priority while teaching mother tongue. Lesson plan is not prepared by the teachers regularly; they do not give equal importance to speaking, writing and reading of habit of the children, teachers sometimes follow faulty method of teaching, teachers do not give much importance to develop the language ability of the poor learners and text books cannot be supplied to the students in time. As a result it creates problem at the time of teaching mother tongue.

Thus it is noticed that most of the defects in teaching mother tongue lie with the teachers and methods of teaching followed by them.

### 4.5 Teaching aids and Co-curricular Activities

The quality of teaching can be greatly improved by the use of audio- visual aids, because they can help, make learning experience memorable. The sensory experience which the aids makes learning more effective and permanent. Therefore, aids are mostly used for successful learning.

Co- curricular activities was merely a side show. In a subject like mother tongue, the co-curricular activities are specially important. Because the co-curricular activities like recitation and poems, writing articles, debate encourages and nourishes the creativity of the students.

Taking into account, the importance of the teaching aids and co-curricular activities in the teaching learning process let us examine the responses received from the respondent teachers from the following table.

**Table No. – 5**

**Opinion of teachers on teaching aids and co-curricular activities**

Sl. No	Description	Positive Responses	Percentage	Negative Response	Percentage
1.	The teachers use teaching aids at the	16	32	34	68
2.	It is expensive for purchasing teaching aids for the school.	40	80	10	20
3.	There is radio TV set in the school to listen or see to the school broad casting programme regularly	12	24	38	76
4.	Recitation, debates, dramatization etc. are regularly organized in the school	8	16	42	84
5.	Teachers are interested to create anxiety towards mother tongue among children.	11	22	39	78
6.	It is mere wastage of time by using teaching aids.	28	56	22	44
7.	Some teachers think that teaching aids are not useful	21	42	29	58
8.	Teachers get training how to use teaching aids in class room	20	40	30	60
9.	Magazine is published in the School.	18	36	32	64
10.	Teachers encourage students to write articles in the school magazine.	17	34	33	66
11.	Teachers develop positive attitude towards co-curricular activities	15	30	35	70
12.	Co-curricular activities are the part & parcel of teaching learning process.	17	34	33	66

From table No-5, it is observed that 68% teachers do not use teaching aids at the time of instruction. 80% teachers opine that purchasing of set are not available in expensive. 76% teachers give their view that radio and T.V. set are not available in each and every school. 84% of the respondent teachers do not agree that recitation, debates, dramatization etc. are not organized regularly in the school. 78% of the teachers don not take initiative to create anxiety towards mother tongue among the children. 56% teachers have apathetic attitude towards use of teaching aids during teaching and they opine that its use is more wastage of time. 58% teachers have given their view that the teaching aids are not useful. 60% teachers have not got training how to use teaching aids during teaching. 64% teachers have not got training how to use teaching aids during teaching. 64% teachers have not confirmed about the publication of school magazine. 66% teachers do not encourage student to write articles in the school magazine. 70% of teachers have

not given importance to co-curricular activities and they think that co-curricular activities have no utility in the school curriculum. 66% teachers opine that co-curricular activities are extra burden on teachers and students.

### Interpretation

It is generally observed that from the above description of the item given table No.5 that the teacher do not use teaching aids at the time of teaching, schools do not have funds to purchase teaching aids, the teachers themselves do not prepare any teaching aids, maximum schools have not radio and TV set for listening and seeing school broadcasting programme, there is no publication of the school magazine and students are not encouraged to participate in debate and recitation in schools, and to write articles in the school magazine, teachers are not interested to create anxiety towards mother tongue among children, it is more wastage of time by teaching aids, but is useful, teachers do not get training how to use teaching aids in class room situation. Teachers do not develop positive attitude towards co-curricular activities, co-curricular activities are not the part and parcel of teaching learning process.

From the above findings the investigator generalized teaching aids are not used properly during teaching mother tongue and co-curricular activities are not organized regularly by the teachers in secondary Schools.

### 4.6 Evaluation and Question Setting

Question and evaluation are the both side of a same coin. Both are interrelated. Question is necessary for evaluation. Evaluation occupies a pivotal position in the education system.

Let us now examine whether our evaluation and question setting in mother tongue is properly planned and executed to yield reliable and valid results.

**Table No. – 6**

#### **Opinion of secondary teachers on evaluation and question setting**

Sl. No	Description	Positive Responses	Percentage	Negative Response	Percentage
1.	Importance is given to the oral examination in mother tongue.	18	36	32	64
2.	Other written examinations are held in mother tongue other than the annual examination.	30	60	20	40
3.	Questions come from the whole course	16	32	34	68
4.	Very often the questions are set by experienced mother tongue teachers.	38	76	12	24
5.	The students secure good marks in mother tongue after good answering.	21	42	29	58
6.	Teachers do not correct on the answer sheet	49	98	01	02
7.	Questions come out of syllabus many times.	17	34	33	66
8.	Students do not prepare with care in mother	37	74	13	26

	tongue				
9.	Students neglect mother tongue more in comparison to other subjects.	40	80	10	20

From table No. – 6 it is seen that 64% of the teachers disagree with the statement that the importance is given to the oral examination in mother tongue. 60% of the teachers agree with the statement that written examinations are held in mother tongue other than the annual examination 68% teachers do not admit that the questions com from the whole course. 76% of the teachers opine that experienced mother tongue teacher sets the questions. 58% of the teachers feel that the students do not secure good marks in mother tongue after good answering. 98% of the teachers agree with the statement that the teachers do not correct on the answer sheet. 66% of the teachers are not in view that sometimes questions are set from outside the syllabus. 74% of the teachers opine that students do not prepare with care in mother tongue. 80% teachers say that the students neglect mother tongue more in comparison to other subjects.

### Interpretation

The present day evaluation is not oral based. But it is written based. Without oral test the evaluation has become aimless and misdirected. Oral Expression is a skill. It is the most important and the first objective of teaching mother tongue. Speaking comes first in the hierarchy of linguistic skill acquisition. 64% of the teachers viewed that it does not give much importance to oral examination. So now our examination system is not reliable. Also it is found today, questions are set from selected topics and a large part of the course is left out. Thus there is an encouragement for selective preparation for the examination. Most of the respondent teachers said that the students do not secure good marks in mother tongue after food answering. So our evaluation system is defective. Teachers do not correct on the answer sheet, so the students do not get chance to know about their faulty. Students do not prepare with care in mother tongue and they neglect mother tongue more in comparison to other subject. That's why their performance is very poor in mother tongue.

### 4.7 Interview with students.

By establishing rapport with the students it is easier to know some of the difficulties, which they otherwise not express. The investigator interviewed 50 students of two different high schools. All the items express their feelings and point out the problems for teaching Oriya.

Besides the collection of data from the teacher through questionnaire, the researcher has taken an unstructured interview with some students and their parents about the causes of poor achievement in Oriya. The researcher has done so and did not attempt for a structured interview schedule because of the time constraint non-availability of standardized schedule and limitation of the study to a few area.

The student's opinions regarding causes of poor achievement are summarized as below

- Parents do not give much importance to develop the skill in mother tongue of their children
- The teaching method is not interesting to the students.
- Some of the students secure low marks after all good answering.
- There is no library facility in the school to develop the skill in mother tongue.
- There is no provision of home task for the students, as result their mind is not properly exercised.
- Debate, recitation, dramatization etc. are not organized regularly for the development of language skill.
- The students neglect in the study of mother tongue and they do not take much care for the study of this subject.
- The students do not get proper facilities for study at home.

#### **4.8 interview with the Parents**

The investigator also make interview with the parents of the students to find out the drawbacks of poor achievement in mother tongue of their children. For this purpose he took 50 parents of the same students, he has interviewed the opinions regarding causes of poor achievement are given below.

- The students very much interested to devote time in games, sports, merry making etc. instead of reading.
- Parents have no time to look after their children in home because they are working somewhere else.
- Mass media misguided the children now by translating programmes related to fantasy, imagination through intervention of non-Oriya languages.
- Students do not get proper guidance from their parents when they need.
- There is no importance of mother tongue in higher education and service sector.
- Students do not get extra coaching in mother tongue as they get from other subjects like English, Math, Science etc.
- Sometimes students feel embarrassing to task in Oriya because of their step motherly attitude to their mother tongue.
- Students do not secure a good score in mother tongue in comparison to other subjects even if their good performance.

#### **4.9 Major Findings**

The major findings which are based on the analysis and interpretation of the data collected from various sources i.e. from the questionnaire design for the practicing teaches in Oriya from the interview of the investigator with the students and from the opinions of the parents in the field are stated hereunder.

##### **Quality of the Teacher**

- (1) Most of the teachers has less experienced in teaching mother tongue.

## **Syllabus**

- (2) The syllabus does not prepare the students for their future life.
- (3) It is neither life centered nor work oriented.
- (4) The syllabus framers are not very clear about the objectives.
- (5) The syllabus does not create interest and desire in the minds of the children for language learning.
- (6) It is not prepared by experienced teachers.
- (7) It is not based on psychological principles.
- (8) It is not activity based.

## **Textbooks**

- (9) Language used at some times in textbooks is difficult.
- (10) There is not provision for home assignment in the textbook.
- (11) Textbooks do not have topics dealing with social reconstruction to cater to the needs of changing time.

## **Teacher and Teaching Method**

- (12) Majority of the teachers do not seem to have developed interest in mother tongue subjects.
- (13) Teachers do not give much importance to loud reading and silent reading at the time of teaching.
- (14) Teachers do not prepare lesson plan regularly.
- (15) Teachers do not give importance to develop the language ability of the poor learners.

## **Teaching aids and co-curricular activities-**

- (16) The teachers do not use teaching aids at the time of instruction.
- (17) Most of the schools do not have financial stability to purchase the equipments.
- (18) Recitation, debates, dramatization etc. are not regularly organized in the school.
- (19) Teachers do not develop positive attitude towards co-curricular activities.
- (20) Teachers are not interested to improvise any teaching aids.

## **Evaluation and Question Setting.**

- (21) The entire process of teaching has become examination oriented.
- (22) No importance is given to oral examination.
- (23) Questions are not objective based.
- (24) Students do not have a favorable attitude for mother tongue.
- (25) Students do not prepare with care and they neglect mother tongue more in comparison to other subjects.
- (26) The students do not secure good marks in mothers tongue after good answering.

## **Interview with students**

The investigator has derived following findings from interview on students- the teaching method is not interesting. There are faulty systems of organized. Mother tongue is neglected by the students.

### **Interview with the parents**

The investigator has derived following findings from the interview on parents- they viewed that the students are unwilling to read, mass media misguided the children, students are not guided properly, there is no importance of mother tongue in higher education, students do not get extra coaching, students do not secure good marks after good answering and the students step motherly attitude also the cause of poor achievement in mother tongue.

### **5.0 Educational Implications**

As pointed out earlier, the defects in mother tongue teaching, proper corrective measures are to be taken to improve the achievement of the students. The investigator makes the following recommendations for raising the standard of the students.

### **Syllabus**

- (1) The teachers, the students, the syllabus framers and other connect with teaching, learning of mother tongue should have clear about the objectives.
- (2) The present syllabus should be thoroughly revised and be prepared in a different style.
- (3) Courses of studies should be prescribed after taking into consideration the age, ability, culture of the students.
- (4) Subject matter of the content should have close relation with the needs and life of the people and society around.

### **Teacher and Method of Teaching**

- (5) It is recommended that subject teacher should be appointed here after completing B.A. with Oriya as one of the optional subject and B.Ed. trained.
- (6) Teachers and students having devotion for the subject should duly be appreciated.

### **Teaching Aids and Co-curricular Activities**

- (7) Necessary language teaching aids should be provided to all schools.
- (8) Teacher should receive special training in the use of teaching aids.
- (9) Each school procures one tape recorder for use by language teaching.
- (10) Each school should possess a radio set and utilize it by listening to the school-broadcasting programme.
- (11) Publication of school magazine is one of the most effective means to develop creativity of the students.

### **Evaluation and Question Setting**

- (12) Oral examination should form an integral part of our examination in mother tongue.

- (13) Reduced subjectivity in the evaluation and introducing objective and short answer type question
- (14) Three dimensional blue print having objectivities, content, forms of questions dimension should be used while framing question papers.

### **Other Recommendations**

- (15) Subject experts may be appointed by the Govt. who will supervise activities of mother tongue teachers.
- (16) The Board of Secondary Education should take special care to improve the standard of Oriya teaching and nationalized textbooks.

### **5.1 Conclusion**

The area of study selected by the present investigator is a vast area. It is related to Oriya language and literature on one hand and method of teaching on the other. The investigator feels that he could not do justice either to the language and literature or of the methodology by delimiting the scope of the study. Further, mastery the language studies, literature studies and studies in methods of teaching must combine in one person, so that some justice may be given to a study in this area. The area of study should be helped for further studies in future.

### **Suggestions for further Research**

The true investigation should be undertaken in the following areas;

- (1) A study on attitude of students toward mother tongue in secondary schools.
- (2) A study in this area must have a close relation with psycholinguistic studies, which will help in fixing a vocabulary norm for different standards.
- (3) A study may be conducted to examine the effect of methods of teaching on achievement of secondary school students.
- (4) Problem faced by rural and urban secondary school teachers in teaching mother tongue.
- (5) A comparative study may be conducted to examine the problem faced by the teachers teaching mother tongue and social science.

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