

University of Mumbai



Academic Planning and
Development Section
No. APD/C/2019/20162
17th March, 2020

Sub : Minor Research Grant Project 2019/20

Sir/Madam,

I am directed to inform you that the said proposal has been considered by the University and the research grant as quoted above is sanctioned to the researcher.

The sanctioned amount will be disbursed in two installments. The first installment of 40% of the sanctioned amount will be disbursed within the month of March. The remaining 60% amount will be disbursed up to 31st December, 2020.

The researcher is expected to spend 60% amount initially from his/her own resources to carry out the work.

Further, I am to inform you that the researcher will have to utilize the 40% sanctioned amount on or before 31st March, 2020 and submit original bills/vouchers of the expenditure along with Utilization Certificate duly certified by the Principal/Director/Head/Institute/University Department/College to the Accounts Section of the University.


Please note that 60% balance amount, out of sanctioned grant will be released after Poster Presentation & final approval of the committee. Therefore you need to submit of utilization certificate after presentation of your research including bills/vouchers/receipts in original through University Account Section.

The report of the research work carried out by the concerned researcher will have to be submitted to the University on or before 31st December, 2020.

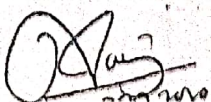
The Principal/Head of the Institute are requested to inform the researcher accordingly and arrange to forward his/her undertaking immediately to enable this office to release first installment of the research grant.

J.S.M. COLLEGE, ALIBAG	
INWARD	
No. 1394	File
Date. 20-3-2020	Sing.

Yours faithfully,


Deepak V. More
Assistant Registrar
(APD Section)

- ✓ University Circular (Minor Research project Grant) file
- ✓ Dr. P.B. Gaikwad - to forward the undertaking to the university as early as possible



- whole up and out student
March 12.5.2020

HUMANITIES			
LANGUAGE LITERATURE			
Project No.	Name of Principal Investigator	College name	Grant Sanction
1	Darshana Mohan Bapat	Finolex Academy of Management and Technology	40000
2	Mrs. Sharmila Sameer Jajodia	Hindi Vidya Prachar Samiti's Ramniranjan Jhunjhunwala College	40000
3	Dr. Geetanjali Mishra	South Indian Education Society's Graduate School of Technology	20000
4	Dr. Gautami Sudhanshu Ambiyé	Chikitsak Samuha's Sir Sitaram and Lady Shantabi Patkar College of Arts and Science and V.P. Varde College of Commerce & Economics	20000
5	Mr. Ramshwar Suresh Rao Solanke	G. B. Tatyasaheb Khare Commerce & Parvatibai Gurupad Dhere Arts and Shri Mahesh Janardan Bhoosale Science College	25000
6	Mr. Rajiv Bhimrao Kamble	New Education Society's Arts & Commerce College	35000
7	Atul Y. Pitre	R.P.Gogate College of Arts Science and R.V. Joglekar College of Commerce Adv. N. V. Joshi Road Near-District Court Dist-Ratnagiri - 415 612.	35000
8	Swati Mishra	"Pillais HOC College of Arts Science and Commerce Educational Campus HOC Colony Rasayani Tal.Khalapur Dist. Raigad.-410 207"	45000
9	Shri Somnath Ramendra Deshmukhya	Parle Tilak Vidyalyaya Association's M.L. Dahanukar College of Commerce	55000
10	Dr. RAJESH SHIVAJI MALI	New Education Society's Arts & Commerce College	25000
11	Mrs. Preeti Bambolkar	Rizvi Education Society's College of Arts Science and Commerce	22000
12	Dr. Kailas Bapurao Aute	Smt. Chandibai Himathmal Mansukhani College	20000
13	Dr. Pravin Babasaheb Gaikwad	Janata Shikshan Mandal Smt.Indirabai G.Kulkarni Arts J.B.Sawant Science and Sau. Jankibai Dhondo Kunte Commerce College	22000
14	Mr. Sopan Nanasaheb Jadhav	Navnirman Shikshan Sanstha's Laxmibai Sitaram Halbe College of Arts Science & Commerce	45000
15	Mrs. Pranita Ganesh Kamath	Sanskardham Kelvani Mandal's Jashbhai Maganbhai Patel College of Commerce	35000
16	Prof Shallesh Bagdane	Gokhale Education Society's Arts Commerce and Science College	35000
17	Dr. Grishma Khobaragade	Birla College	21000
18	Dr. Jyoti S. Munde	Kirti College	25000
19	Dr. Parvin Khan	Kalsekar College, Mumbra	25000
20	Dr. Shweta Salian	Mithibai College	20000
21	Dr. Balasaheb G. Gaikwad	Balasaheb Khardekar	21000

Dr. Pravin Babasaheb Gaikwad
Assistant Professor,
Department of English,
J.S.M. College, Alibag-Raigad.
Date: - 20/09/2021

To,
The Principal,
J.S.M. College, Alibag
Dist.-Raigad.

Subject: - Acceptance of Minor Research Grant Project.

Ref: - University of Mumbai Research Project No. 13. Ref. No.
AAMS/ICD/106 of 2021, 23rd July 2021.

Respected Sir,

With reference to above mention subject I would like to accept Minor Research Grant Project offered by University of Mumbai. I am ready to work on the said Project. So I request you please forward my acceptance letter to Assistant Registrar, Academic Planning and Development Section, University of Mumbai.

Thanking you.

Yours Faithfully,



Dr. Pravin Babasaheb Gaikwad

Copy to: -

Assistant Registrar,
Academic Planning and Development Section,
University of Mumbai.



J.S.M. College, Alibag
Dist. Raigad. 402 201
20-9-2021



Janata Shikshan Mandal's

Smt. Indirabal G. Kulkarni Arts College, J. B. Sawant Science College and
Sau. Janakibai Dhondo Kunte Commerce College and
J. S. M. College of Arts, Science & Commerce (Junior College)
Late Nanasaheb Kunte Educational Complex
Alibag, Dist. Raigad. Pin : 402 201. (Maharashtra)

Principal : Dr. Anil K. Patil (M.Sc., Ph.D.)

Permanently Affiliated to University of Mumbai. Included under section 2 (f), 12(B) of the U.G.C. Reaccredited by NAAC with 'B' Grade (CGPA: 2.08)
Mumbai University Best College Award 2018 - 2019.

Tel. Fax : 02141-222036
Tel. Principal : 02141-228361
E-mail : principal_jsm@rediffmail.com
jsmcalibag@gmail.com
web site : www.jsmalibag.edu.in
Index No. : J/17.07.008

President : Adv. Gautam P. Patil

Ref. No. JSMC/MRP/263

Date : 22/06/2022

To,

The Deputy Registrar,
Accounts Section
Mahatma Phule Bhavan,
Vidyanagari, Kalina Campus,
University of Mumbai,
Mumbai 400098

**Subject: - Submission of account of Expenditure towards
Minor Research Project awarded to Dr. Pravin
Babasaheb Gaikwad by University of Mumbai
Ref. No.: - AAMS/ICD/106 of 2021 (23rd July 2021)**

Respected Sir,

Please find herewith the account of Expenditure towards Minor Research
Project awarded to Dr. Pravin Babasaheb Gaikwad by University of Mumbai

List of Documents

1. Utilization Certificate
2. Statement of Expenditure 1
3. Statement of Expenditure 2
4. Minor Research Project Report

You are requested to acknowledge the receipt and do the needful.

Thanking You..!



MRP-2019-20
Bill with Report
Received

Jaibly
08/07/2022



Principal
o/c





Janata Shikshan Mandal's

Smt. Indirabai G. Kulkarni Arts College, J. B. Sawant Science College and
Sau. Janakibai Dhondo Kunte Commerce College and
J. S. M. College of Arts, Science & Commerce (Junior College)
Late Nanasaheb Kunte Educational Complex
Alibag, Dist. Raigad, Pin : 402 201. (Maharashtra)

Tel Fax : 02141-222036
Tel Principal : 02141-222061
E-mail : principal_jam@rediffmail.com
jamcalibag@gmail.com
web site : www.jamcalibag.edu.in
Index No : J117.07.008

Principal : Dr. Anil K. Patil (M.Sc., Ph.D.)

President : Adv. Gautam P. Patil

Permanently Affiliated to University of Mumbai. Included under section 2 (f), 12(B) of the U.G.C. Reaccredited by NAAC with 'B' Grade (COPA: 2.08)
Mumbai University Best College Award 2018 - 2019.

Ref. No. *JSMC/MRP/262*

Date : *22/06/2022*

UTILIZATION CERTIFICATE

I/ we have checked the accompanying statement of accounts and I/ we hereby certify that expenditure of Rs. 22,069 /- (Rupees Twenty-Two Thousand Sixty-Nine only) (Received against the Total sanctioned amount of Minor Research Project Rs. 22,000 /-) was actually incurred by Dr. Pravin Babasaheb Gaikwad, Assistant Professor of English, Janata Shikshan Mandal's Indirabai G. Kulkarni Arts College, J. B. Sawant Science College and Sau. Janakibai Dhondo Kunte Commerce College, Alibag, District – Raigad (J. S. M. College, Alibag –Raigad) under different heads of accounts as indicated therein utilized for the purpose to complete Minor Research Project entitled “To Study the Problem of Communication in English among U.G. Students in Selected Colleges of Raigad District” sanctioned and in accordance with the terms and conditions laid down by the University of Mumbai.

I / we further certify that the amount of Rs. 22,069 /- (Rupees Twenty-Two Thousand Sixty-Nine Only) was actually utilized by Dr. Pravin Babasaheb Gaikwad for the purposes for which it was sanctioned.

Place: Alibag

Date: 30/04/2022

For J.H. KALYANI & CO.

J. H. Kalyani
Proprietor

Dr. Anil K. Patil
Signature of the Principal
Investigator

Dr. Pravin Babasaheb Gaikwad
Signature of Principal
with Seal



M. No. 034570 & FRN 104604W
Signature of the Chartered Accountant
with seal and Regd. No.

UDIN : 22034570AIVH2950

Date : 12/05/2022





Janata Shikshan Mandal's

Smt. Indirabai G. Kulkarni Arts College, J. B. Sawant Science College and
Smt. Janakibai Dhondo Kunte Commerce College and
J. S. M. College of Arts, Science & Commerce (Junior College)
Late Nanasaheb Kunte Educational Complex
Alibag, Dist. Raigad, Pin - 402 201 (Maharashtra)

Tel. Fax: 02141-222036
Tel. Principal: 02141-222361
E-mail: principal_jam@rediffmail.com
jamcalibag@gmail.com
web site: www.jamcalibag.edu.in
Index No.: J17/07/008

Principal : Dr. Anil K. Patil (M.Sc., Ph.D.)

President : Adv. Gautam P. Patil

Permanently Affiliated to University of Mumbai. Included under section 2 (f), 12(B) of the U.G.C. Reaccredited by NAAC with 'B' Grade (CGPA-2.08)
Mumbai University Best College Award 2018 - 2019.

Ref. No. JSMC/MRP/260

Date: 22/06/2022

MINOR RESEARCH PROJECT (MRP) 2021-22

Name of the Principal Investigator : **Dr. Pravin Babasaheb Gaikwad**
Name of the College : **Janata Shikshan Mandal's Smt. Indirabai G. Kulkarni Arts, J.B. Sawant Science and Janakibai Dhondo Kunte Commerce College, Alibag, District - Raigad**
Title of Minor Research Project : **"To Study the Problem of Communication in English among U.G. Students in Selected Colleges of Raigad District"**

1. SUMMARY OF THE EXPENDITURE

Sr. No.	Bill No.	Date	Particulars/ Purpose	Amount
1	110	20/12/2021	Books	600 /- ✓
2	124	28/12/2021	Books	1614 /- .
3	365	10/02/2022	Contingency	1750 /-
4	367	15/02/2022	Contingency	1250 /-
5	504	16/03/2022	Contingency	1350 /-
6	254	21/12/2021	Stationary	905 /-
7	001	30/11/2021	Travelling	4500 /-
8	002	2/12/2021	Travelling	2000 /-
9	003	8/12/2021	Travelling	1000 /-
10	01	10/12/2021	Travelling	1500 /-
11	004	13/12/2021	Travelling	2500 /-
12	005	17/12/2021	Travelling	1500 /-
13	16469	18/12/2021	Travelling	600 /-
14	02	22/12/2021	Travelling	1000 /-
TOTAL				22,069 /-

For J.H. KALYANI & CO.

Signature of the Principal Investigator

Signature of Principal with Seal

Signature of the Chartered Accountant
with seal and Regd. No.
M. No. A34570 & FRN 104604W



UDIN : 22034570AIVIIY2950
Date : 12/05/2022





Janata Shikshan Mandal's

Smt. Indirabai G. Kulkarni Arts College, J. B. Sawant Science College and
Sau. Janakibai Dhondo Kunte Commerce College and
J. S. M. College of Arts, Science & Commerce (Junior College)
Late Nanasahab Kunte Educational Complex
Alibag, Dist. Raigad. Pin : 402 201. (Maharashtra)

Tel. Fax : 02141-222036
Tel. Principal : 02141-222031
E-mail : principal_jsm@gmail.com
principal_jsm@yahoo.com
web site : www.janata.org.in
Index No. : JS/17/07/008

Principal : Dr. Anil K. Patil (M.Sc., Ph.D.)

President : Adv. Gautam P. Patil

Permanently Affiliated to University of Mumbai. Included under section 2 (f), 12(B) of the U.G.C. Reaccredited by NAAC with 'B' Grade (COP-2.08)
Mumbai University Best College Award 2018 - 2019.

Ref. No. JS/MC/MP/241

Date : 22/06/2022

MINOR RESEARCH PROJECT (MRP)

2021-22

Name of the Principal Investigator : **Dr. Pravin Babasaheb Gaikwad**
Name of the College : **Janata Shikshan Mandal's Smt. Indirabai G. Kulkarni Arts, J.B. Sawant Science and Janakibai Dhondo Kunte Commerce College, Alibag, District - Raigad**
Title of Minor Research Project : **"To Study the Problem of Communication in English among U.G. Students in Selected Colleges of Raigad District"**

2. SUMMARY OF THE EXPENDITURE

Sr. No.	Date	Mode of Travel	Train No./ Auto No./ Vehicle No.	Purpose	From	To	Amount
1	30/11/2021	Vehicle	MH 17 BX 7583	To interact with students and teacher of the College	Alibag	Shrivardhan	4500 /-
2	2/12/2021	Vehicle	MH 17 BX 7583	To interact with students and teacher of the College	Alibag	Goregaon	2000 /-
3	8/12/2021	Vehicle	MH 17 BX 7583	To interact with students and teacher of the College	Alibag	Pen	1000 /-
4	10/12/2021	Vehicle	MH 02 WA 6961	To interact with students and teacher of the College	Alibag	Panvel	1500 /-
5	13/12/2021	Vehicle	MH 17 BX 7583	To interact with students and teacher of the College	Alibag	Roha	2500 /-
6	17/12/2021	Vehicle	MH 17 BX 7583	To interact with students and teacher of the College	Alibag	Panvel	1500 /-
7	18/12/2021	Vehicle	MH 45 U 4026	To interact with students and teacher of the College	Alibag	Choundhi and Veshvi	600 /-
8	22/12/2021	Vehicle	MH 06 BW 0075	To interact with students and teacher of the College	Alibag	Pen	1000 /-
TOTAL							14600 /-

For **J.H. KALYANI & CO.**

Signature of the Principal Investigator

Signature of Principal with Seal

Signature of the Chartered Accountant with seal and Regd. No.

M. No. 034570 & FRN 104604W

UDIN : 22034570AIVIIY2950

Date : 12/05/2022





Janata Shikshan Mandal's

Smt. Indirabai G. Kulkarni Arts College, J. B. Sawant Science College and
Sau. Janakibai Dhondo Kunte Commerce College and
J. S. M. College of Arts, Science & Commerce (Junior College)
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E-mail : principal_jsm@rediffmail.com
jsmcalibag@gmail.com
web site : www.jsmalibag.edu.in
Index No. : JJ/17.07.008

Principal : Dr. Anil K. Patil (M.Sc., Ph.D.)

President : Adv. Gautam P. Patil

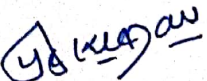
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Mumbai University Best College Award 2018 - 2019.


Ref. No. JSMC/MRP/259

Date : 22/06/2022

ACCESSION CERTIFICATE

It is certified that the Books purchased from MRP grant sanctioned to
Dr. Pravin Babasaheb Gaikwad are handed over to the college library. Their
Accession numbers are from MISC5345 to MISC5348.


Signature of the
Principal Investigator


Signature of the
Librarian with seal
Librarian
J. S. M. College
Alibag-Raigad.




Signature of Principal
with seal



Janata Shikshan Mandal's

Smt. Indirabai G. Kulkarni Arts College, J. B. Sawant Science College and
Sau. Janakibai Dhondo Kunte Commerce College and
J. S. M. College of Arts, Science & Commerce (Junior College)
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Tel. Fax : 02141-222036
Tel. Principal : 02141-228341
E-mail : principal_jsm@rediffmail.com
jsmcalibag@gmail.com
web site : www.jsmalibag.edu.in
Index No. : J/17.07.008

Principal : Dr. Anil K. Patil (M.Sc., Ph.D.)

President : Adv. Gautam P. Patil

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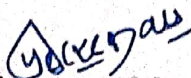
Ref. No. JSMC/MRP/258


Date : 22/06/2022

ACCESSION CERTIFICATE


It is certified that the Books purchased from MRP grant are handed over to the college library. Their Accession numbers are from MISC5345 to MISC5348

Sr. No.	Accession No.	Title of the Book	Author/s Editors	Publisher	Price in Rs.
1	MISC5345	Handbook of Communication Skills and English Grammar	Akash Joshi	JTS Publications, V-508, Gali No. 17, Vijay Park, Delhi	400 /-
2	MISC5346	MCS-15 Communication Skills	S. Roy and Dinesh Cugh	Gullybaba Publication House Pvt. Ltd. New Delhi	200 /-
3	MISC5347	Effective Communication Skills	Arvind Shah	Prabhar Paperbacks, New Delhi	995 /-
4	MISC5348	Communication: 6e Principles for Lifetime	Steven A. Beebe, Susan Beebe and Diana K. Ivy	Peaarson India Education Services Pvt. Ltd. Noida, Uttar Pradesh, India	619 /-


Signature of the
Principal Investigator


Signature of the
Librarian with seal
Librarian
J. S. M. College
Alibag-Raigad.




Signature of Principal
with seal



Janata Shikshan Mandal's

Smt. Indirabai G. Kulkarni Arts College, J. B. Sawant Science College and
Sau. Janakibai Dhondo Kunte Commerce College and
J. S. M. College of Arts, Science & Commerce (Junior College)
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jsmcalibag@gmail.com
web site : www.jsmalibag.edu.in
Index No. : J/17 07 008

Principal : Dr. Anil K. Patil (M.Sc., Ph.D.)

President : Adv. Gautam P. Patil

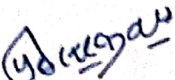
Permanently Affiliated to University of Mumbai. Included under section 2 (f), 12(B) of the U.G.C. Reaccredited by NAAC with 'B' Grade (CGPA:2.08)
Mumbai University Best College Award 2018 - 2019.

Ref. No. *JSMC/MRP/257*

Date : *22/06/2022*

PROJECT COMPLETION REPORT

It is Certified that the Minor Research Project entitled "To Study the Problem of Communication in English among U.G. Students in Selected Colleges of Raigad District" awarded to Dr. Pravin Babasaheb Gaikwad of this college, in the subject of English has been successfully completed and all the completion documents have been submitted to University of Mumbai.


Signature of the
Principal Investigator




Signature of Principal
with seal

A MINOR RESEARCH PROJECT

Entitled

**"TO STUDY THE PROBLEM OF COMMUNICATION IN ENGLISH
AMONG U.G. STUDENTS IN SELECTED COLLEGES OF
RAIGAD DISTRICT"**

Submitted to

UNIVERSITY OF MUMBAI



Sanctioned By

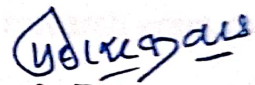
**University of Mumbai,
Mahatma Gandhi Road, Fort,
Mumbai, Maharashtra 400032.**

Principal Investigator

DR. PRAVIN BABASAHEB GAIKWAD
Assistant Professor in English
J. S. M. College, Alibag Raigad

DECLARATION CERTIFICATE

I hereby declare that this Minor Research Project entitled "To Study the Problem of Communication in English among U.G. Students in Selected Colleges of Raigad District" is the result of my work. I have not submitted this project to any other university or institution for the award of any academic purpose.


Dr. Pravin Babasaheb Gaikwad
Principal Investigator

CERTIFICATE

This is certified that the Minor Research Project Report submitted by Dr. Pravin Babasaheb Gaikwad entitled "To Study the Problem of Communication in English among U.G. Students in Selected Colleges of Raigad District" under Minor Research Project Scheme of University of Mumbai represents the research work carried out by him at the Department of English at J. S. M. College, Alibag – Raigad during the academic year 2021-22.

Dr. Pravin Babasaheb Gaikwad has completed his research project and submitted the statement of expenditure towards the research grant received from Mumbai University of Mumbai.

Place: Alibag

Date: 30/04/2022



Principal

J. S. M. College, Alibag – Raigad

PRINCIPAL

Smt. Indirabai G. Kulkarni Arts,
J. B. Sawant Science and
Sau. Janakibai Dhondo Kunte Commerce
College, Alibag-402 201, Dist. Raigad

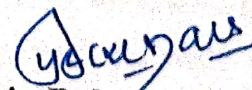
ACKNOWLEDGEMENT

I am sincerely grateful to the University of Mumbai for sanctioning me the Research project and giving me an opportunity to work on this project. I express my genial thanks to Honorable Adv. Gautam Patil, Chairman, Janata Shikshan Mandal, Alibag- Raigad for permitting me to conduct the research at J.S.M. College, Alibag and for his support from time to time. I express my sincere gratitude and indebtedness towards Dr. Anil Patil, Principal, J.S.M. College, Alibag for forwarding my Research proposal to University of Mumbai and for guiding me to complete the research work successfully.

I express my profound sense of gratitude to Mr. M.S. Suryawanshi, Head, Department of English and my colleague Mr. K. M. Kulkarni, Assistant Professor, J. S. M. college, Alibag for their valuable support and encouragement from time to time.

I am thankful to Mr. Gabaji Gite, Registrar, Mr. Rajendr Shelar, Office Suptd. And all other administrative staff members of J.S.M. College, Alibag for their kind cooperation rendered by them during the research period. I would like to extend my thanks to all the teachers - Prof. S.L. Gove, Prof. Bhoir S.H., Prof. Subhash Kadam, Prof, Sanjay Meghsham, Prof. S.N. Parkale, who engaged in the teaching of English in different colleges who helped me with their valuable inputs and suggestions.

I would like to take this opportunity to express my deepest and sincere gratitude to my family members for their moral support, and encouragement and for their constant help rendered during my research work.



Dr. Pravin Babasaheb Gaikwad
Assistant Professor in English
J. S. M. College, Alibag -Raigad

"TO STUDY THE PROBLEM OF COMMUNICATION IN ENGLISH AMONG U.G. STUDENTS IN SELECTED COLLEGES OF RAIGAD DISTRICT"

Introduction:

English is one of the most important languages of the world. It is the language spoken by the second largest numbers of people in the world. It's an international language. English has gained utmost importance in the world as it is considered as a language of scientific knowledge. The First Prime Minister of India Pundit Jawaharlal Nehru had stated English as "A Major Window to the Modern World." For Indians, English is a foreign language. Though it is a foreign language, it plays a vital role in Indian Society. Now-a-days, many state governments have been teaching English from primary level. Likewise, Maharashtra State Government has also made English Compulsory from 1st Standard itself in all the medium schools. Worldwide English played a very dominant role in transforming this huge world into a global village. In short, we can say that the world communicates in English. It is the lingua franca of the world.

Language learning essentially comprises the acquisition of four core skills viz. listening, speaking, writing and reading whether we talk of a vernacular or a foreign language like English. In case of a mother tongue, the problem with students is that they take the things for granted and become casual in both the acquisition and use of the mother tongue and in the process deprive themselves of using the mother tongue to its fullest potential for communicative purposes. In case of English language, problems are just about everywhere at all levels of education from primary to UG. Poor transaction of syllabus is, of course, the major reason at the primary stage owing to largely ill-qualified and untrained teachers; but even in case of trained and better teachers, the outcome is still not up to the mark. When a learner confronts with a foreign language he/she engages into the deliberate activity of its acquisition. It needs to practice the above said basic skills. In a classroom when the teacher of English imparts all these skills to the pupils he has to ensure maximum participation of the students. Still they are unable to use this language effectively for the purpose of communication. The learner cannot speak, read and write with appropriate speed, fluency and correct spellings. Regression is the routine activity. The present day students are not well acquainted with the sub-skills of the language.

❖ Need and Importance of the study:

It is prerequisite for a teacher of a language to understand the common problems faced by the students while learning. Unless and until the teacher is well equipped with the remedies for the problem of proper motivation in order to create interest, he will not be able to turn learners towards the subject. It should not be ignored that the acquisition of the four basic skills is inter-related with each other. As a good speaker is a good listener, so he is able to learn independently and later on speak independently as well. Therefore, the researcher wants to undertake the study of U.G. Students in selected colleges of Raigad district, whether they have acquired the above said skills and can communicate with fluency in English and try to find out the problems faced by U.G. students while acquisition of English language.

This study started with an objective of identifying precisely those reasons which prevent the students from acquiring good communication skills in general and English communicative skills in particular and also to recommend necessary remedial measures to overcome the identified problems.

❖ Objectives:

1. To study communicative abilities of U.G. Students in selected Colleges of Raigad district.
2. To search out the problems of linguistic skills of the rural and tribal students at the UG level in Raigad district.
3. To evaluate the scheme of communicative languages (Marathi & English) in respect of their scope, methods and results.
4. To find the socio-economic and cultural elements vis-à-vis the problem for acquisition of English language as the means of communication
5. To search for solutions to the problem and prepare a remedial scheme for effecting improvement in communicative skills.
6. To recommend the remedial scheme as Action Plan to the concerned authorities of the University viz. Board of Studies and the Academic Council.
7. To convince the students about the importance of English language for getting good jobs or pursuing any profession in future.

Colleges selected for Sampling:

The following colleges were selected for sampling:

- 1) J. S. M. College, Alibag
- 2) P. N. P. College, Veshvi
- 3) Lokmanya Shikshan Prasarak Mandal's Arts, Science and Commerce College, Chondhi - Kihim
- 4) Dr. Patangrao Kadam Arts, and Commerce College, Pen
- 5) Bhausahab Nene College, Pen
- 6) Mahtma Phule Arts, Science and Commerce College, Panvel
- 7) C.K.T. College, Panvel
- 8) Dr. C. D. Deshmukh College, Roha
- 9) Ghokhale Education Society's Arts Science and Commerce College, Shrivardhan
- 10) Doshi Vakil Arts College and G.C. U.B. Science and Commerce College, Goregaon.

Evaluation and Interpretation of the Data:

On the basis of the study conducted so far, it can be safely assumed that the U.G. students of Raigad district coming from rural areas so that they start their journey with some handicaps and though there are some exceptions in terms of training, facilities, motivation etc. there is a general lack of atmosphere conducive to achieving basic language-learning goals. Various factors do contribute to this unhappy state of affairs. After having conducted research on the intended areas vis-à-vis the assessment of U.G. students in selected colleges of Raigad district which has a sizable rural population of students, the study has arrived at the following findings:

The study revealed that the students have the perception that the English is difficult language for communication, the majority of the undergraduate students have negative attitudes towards the study of the English course and that students are not performing better in the course. It is observed that most of the students of Raigad district coming from rural area and Marathi medium background so that the influence of Marathi language overpowered on the students' mind. They have some kinds of fear and prejudices about English language. They feel that it is a foreign language which is not important for them for the purpose of communication.

One of the foremost reasons for U.G. students from Raigad district lacking in proper English communications skill is that they are essentially very weak in their language base. There is an overall lack of quality in students so far as proficiency of language is concerned. Students

come to degree classes with a very poor English language base in terms of all English Language Skills of LSWR owing to Socio-economic and cultural background.

The another biggest hurdle to acquire communication skills in English is interference of mother tongue. Students have to constantly face the interference of mother tongue as they strive to acquire English Language Skills. One also has to concede that this interference can never be ruled out but through proper teaching methods, can surely be minimized. The English teachers of the U.G. classes are too dependent on the grammar-translation method which has its advantages but also disadvantages as the students' first impulses lean towards the mother tongue. On the other hand, the Direct Method which by and large forms the mainstay of English medium classrooms ensures that there is minimal or zero interference of the mother tongue leading to students' first impulses towards English than to mother tongue. The medium factor also leaves its impact on the students. In a typical English medium school, all subjects are taught in English language which ensures students' constant proximity with the language. In a Marathi medium Colleges, on the other hand, and even if the teacher of English practices the Direct Method, the students' contact with English would be broken in other subjects which are delineated in vernacular medium. Marathi medium students thus lose the advantage of constant exposure to language which is a given for English medium students.

Another thing that is contributing to the lack of English language acquisition in particular and communication skills in general is the reading habits of students. Students appear to read only what is prescribed as texts. Students have by and large responded that they are exposed to English books or newspapers but there is an element of doubt about their actually reading the material with passion. They are unable to read other English books clearly and fluently. These are the general observations that students are facing problems of English language acquisition. However, after interaction with some teachers and students the following points are also aroused.

1) Pronunciation creates a barrier in students' fluent oral communication:

Prof. K.M. Kulkarni, Assistant Professor from J. S. M. College, Alibag, highlighted that students' perception of self and incorrect pronunciation can impact their participation in class discussion and interaction. According to him many students do not participate or speak because they think that their English is not correct English. In terms of pronunciation, they do not know how to use stress and intonation patterns or pronounce certain words, so they keep silent. They do not want to speak or interact in classrooms.

Prof. M. S. Suryawanshi, Head, Department of English from J. S. M. College, Alibag, thought that students encounter different types of pronunciation problems including consonant clusters, vowels, and segmental phonemes. He said that students face problems in pronouncing clear articulation of consonants and vowels, e.g., consonant clusters, rhythm, stress, and intonation. According to him the U.G. students are poor in linguistic skills and sentence constructions.

2) Students lack adequate acquaintance to English inside the classroom:

Tushar Thorat, T.Y.B.A. student looked up to British native speakers, and he was deeply frustrated because he could not speak English as fluent as native speakers. He states that the major problem I am facing is, I think, I am always speaking wrong. American people or British people do not use the same expressions as I do. I decide not to speak because they speak something else. I look up to Americans and I cannot be like them, and it's frustrating.

Similarly, Kawaji Arpita another student stated, "I don't know the right pronunciation for all words, and that makes me upset because I feel that I am not a good speaker". As can be seen, pronunciation is seen as an obstacle that can hinder learners' fluency. Students believed that a good speaker should be as fast/ fluent as a native speaker.

Several students from M.P.A.S.C. College, Panvel, complained that classes were crowded, and they needed more practice in class. Mousmi Chatarji, a senior student, pointed out that she had always needed a conversation partner to practice the language communicatively: "The problem is that you do not have the interlocutor, the one to communicate with. The students are not given adequate space to speak. It's either a question you have to answer, or a short discussion, and it may take just five minutes, that's all. Even if you want to talk to students after class, they do not take it seriously.

Likewise, Jasmin another student from M.P.A.S.C. College, Panvel, thought that classes were so crowded and few students participated in class discussions and activities: "Class time can be good if we have thirty girls or forty, but not eighty-five. There are some students who dominate the class and answer all questions, other students are shy. But those who dominate the class are so fast and fluent, and when we compare ourselves with them, we prefer not to speak". Even though some students indicated that their classes did not have adequate speaking practices and interaction, others advocated developing learners' autonomy and effective learning strategies.

3) Students have not developed the habit of extensive listening, speaking, and reading:

On the other hand, several teachers articulated similar ideas regarding students' responsibility towards exploring various ways to enhance their own oral communication proficiency. For example, Prof. S. L. Gove, Assistant Professor, From M.P.A.S.C. College, Panvel suggested that students can develop their oral communication through extensive listening and extensive reading. Additionally, he encouraged students to use technology and the wealth of sources available on the Internet. According to him the major problem is the problem of extensive listening or extensive reading, if you like. Our students rarely listen to English; they live in a Marathi speaking community, and all the time they speak Marathi and think in Marathi. In terms of listening, if they like listening to news, you-tube clips, you know, this will enrich their information and background on how to manipulate the language. Further Prof. Gove Said now days U.G. students are not interested in listening of English lessons, even in English lectures students are expected that English teachers should speak in Marathi language.

Similarly, another Professor P. Y. Kamble, Head, Department of English from M.P.A.S.C. College, Panvel pointed out that students neither in classrooms nor outside the classrooms are interested to listen English properly. According to him Students should be aware of the fact that class time alone may not be adequate to develop their oral communication proficiency. Therefore, students should be guided to the different sources outside classroom, including social networking, websites, and other Internet facilities. If students want to overtake the problem of communication in English they should use social networking and internet facilities to develop the listening, speaking and reading skills.

4) The problem of Vocabulary in Communication process:

A number of students maintained that lack of active vocabulary hindered communication proficiency. Shreyesh Zinje, T.Y.B.A. student, focused that he could not use the right vocabulary item in its appropriate contexts. He always tries to memories vocabulary, but while he is speaking he could not memorize proper words at the time of speaking.

Many teachers argued that vocabulary development cannot be learned by memorizing vocabulary lists. Prof. S.H. Bhoir form Ghokhale Education Society's Arts, Science and Commerce College, Shrivardhan, suggested that intensive listening and intensive reading could be an effective approach in contextualized vocabulary development. According to him "Some

learners believe that vocabulary should be accumulated in their minds, and this is like a mistake... they think of vocabulary and its meaning in Marathi; they don't think of vocabulary as a dynamic language that should be developed through the process of intensive listening and intensive reading, I mean to learn vocabulary in context not in isolation."

Another Prof. Sanjay Meghsham from Patangrao Kadam Arts and Commerce College, Pen, argued that limited vocabulary may not be the real problem. To him, some teachers do not draw learners' attention to the actual use of vocabulary in context. Further he said, "I don't think that the problem is in the limited vocabulary; rather the problem is in using the vocabulary. They teach meaning, spelling and pronunciation, but they draw little attention or no attention at all to how to use the language, its actual use in context."

5) Interference of mother tongue becomes obstacle in English communication:

According to numerous teachers and students the mother tongue's interference seems to influence learners' communication proficiency in English. Prof. Panakaj Patil from Bhausahab Nene College, Pen, expressed that the mother tongue interference is apparent, especially in learners' pronunciation, vocabulary, writing, and even body language. According to him interference between L1 and L2 has influence on pronunciation and choosing vocabulary in context. It has influence on the style of writing, speaking, and body language. Further Prof. Patil said, "mother tongue has influence on structuring sentences, students sometimes try to think in Marathi and translate...this translation sometimes comes very literal, so the meaning is influenced by the mother tongue."

Similarly, another teacher Prof. Subhash Kadam from Doshi Vakil Arts College and G.C. U.B. Science and Commerce College, Goregaon, argued that L1 interference was more noticeable in U.G. level students, particularly in vocabulary, structure, and thinking in native language. Slow rate in oral communication can be related to L1 and L2 interference. This often happens depending on the proficiency level of students. If students have low language proficiency, so you'll have high level of interference...students still think in their language, look for a proper word, or structure. This takes time and definitely this is L1 interference. Furthermore, students indicated that the mother tongue interference impacts their pronunciation of specific language features such as certain sounds, stress and intonation, grammar, and sentence formation.

Some students are also agreed that the influence of their mother tongue affects the communication proficiency in English. Shweta, T.Y.B.A. student points out that the influence of

mother tongue is one of the fundamental difficulties, no one can ignore. This interference leads to negative impact on our performance and learning English. For example, there are a lot of sounds that constitute a problem for us. Vowels are totally different, stress, intonation, grammar, sentence formation. I think everything is different. Consequently, according to teachers and students, mother tongue interference seems to impact some language aspects such as pronunciation, grammar, vocabulary, and sentence formation.

6) Students are unable to structure their ideas and meanings in a coherent way:

Prof. B.N. Parkale from C.K.T. College, Panvel, explained that students were unable to structure their ideas and meanings in a cohesive and coherent way, and in some cases, they lack background knowledge about certain topics in English.

Besides the linguistic variable that seems to hinder or slow down communication proficiency in English, the interaction with teachers highlighted some psychological barriers that may result partially from the insufficient linguistic competence, or from other various reasons.

7) Psychological barriers:

Several professors thought that part of learners' inability to speak fluently is related to their lack of self-confidence, which can be due to insufficient linguistic competence and social misconception about the foreign language. Prof. K. M. Kulkarni from J.S.M. College, Alibag, states: Students do not feel the confidence to stand and talk because they do not have the linguistic competence to make them talk, so they feel that they are going to be criticized or going to be ridiculed. This hinders their attempts to speak their thoughts. This inhibition is perhaps attributed, partially, to the social misconception that English is a difficult language.

In addition, Prof. Shailesh Mhatre from Arts Science and Commerce College, Chondhi - Kihim expressed explicitly that students feel inhibited to speak as a result of psychological as well as linguistic barriers: There are some psychological barriers such as lack of confidence, fear of taking risks, not so many of them are risk takers. They are afraid of making mistakes. They have some inhibitions about how to articulate, how to pronounce words. So, generally they prefer to be on the silent side because they do not want to sound not proficient in the language in front of classmate or in front of the teacher.

Similarly, students explained that their inability to speak the language fluently was due to feelings of shyness and lack of confidence to speak in front of class. Rohini S.Y.B.A. student stated, "We do not have enough confidence to talk in front of people. We do not trust our

knowledge and language, so it is difficult to talk and express ourselves". Several students expressed that from school education they have some kinds of fear about English subject in the mind so that about English subject and English language they have negative perspective. Thus psychological barriers become another obstacle to acquire proficiency in English Communication among U.G. students in Raigad district.

Conclusion:

To conclude, U.G. Students of Raigad district experience several difficulties in communication in English, these difficulties include anxiety, overuse of mother tongue in class and lack of target language exposure. Communication Skill is not difficult for the students; it is just that students do not have a good perception about the course and so do not learn. It is observed that U.G. students from Raigad district lacking in proper English communications skill is that they are essentially very weak in their language base. There is an overall lack of quality in students so far as proficiency of language is concerned. Students come to degree classes with a very poor English language base in terms of all English Language Skills of LSWR owing to socio-economic and cultural background. Students are constantly face the interference of mother tongue as they struggle to acquire English Language Skills. Constant exposure to language is also missing outside the classrooms so far as U.G. students are concerned. Students have negative approach regarding the acquisition of English language Skills LSWR so that students from Raigad district are unable to achieve communicative competency in English Language.

Recommendations:

On the basis of findings and conclusions drawn from the study, in order to solve students' difficulties in communication in English the following recommendations are made:

- 1) The students should have positive approach towards the English language for communication purpose. They must take active participation in classroom activities and constantly practice the communication in English outside the classrooms. Students must learn the proper use of vocabulary in the context and try to make cohesive and meaningful sentences.
- 2) Parents must be counselled and involved in the language learning activity to ensure that students get enough encouragement at home. Students should be trained in situational conversation and a regular communication drills should be conducted to instil confidence among them.

- 3) Competitions like elocution, debates, book reviews, paper presentation, classroom seminars, group discussions, role play etc. should be regularly conducted and all students should participate in these competitions actively.
- 4) The teachers should encourage students for interactions and participation, make speaking activities communicative and should be involved not only in class but also out of class. It is essential that English language teachers should motivate students to communicate in English language. In order to solve students' problems teachers should implement effective communicative strategies and implement innovative and modern methods such as role playing method, theatre visit, presentations, surprise tests, group discussions, classroom seminars etc.
- 5) There should be more drilling exercises on all counts for maximum retention. English should be taught as a skill subject with more emphasis on practical methods and generous use of English language labs and Audio-Visual aids.
- 6) In Mumbai University the English Course is only prescribed for F.Y.B.A. students. After it there is no course study for students. So that university authority should prescribe English Course compulsory for all programmes in University.

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