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"AN ASSESSMENT OF KNOWLEDGE OF ENGLISH GRAMMAR OF LIS STUDENTS: A CASE STUDY OF GULBARGA UNIVERSITY KALABURAGI."

Usha Naik , Eakanath Rathod and S. R. Muralidharan

ABSTRACT:

English originated in England and is now widely spoken on six continents. It is the primary language of the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and various small island nations in the Caribbean Sea and the Pacific Ocean. It is necessary to learn English grammar to speak, write and understand the English language for better communication.

Key Words: Assessment Of Knowledge , LIS Students , English Grammar .

INTRODUCTION :

English Grammar is a set of rules of an English language governing the sounds, words, sentences, and other elements, as well as their combination and



interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. English grammar is very essential in different parts of LIS such as Indexing, Abstracting, Technical writing & Communication etc. In a restricted sense, the term refers only to the study of the sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation. An improper grammar of language affects the meaning and clarity of an intended message. Grammatical errors occur in different forms such as sentence structure, verb tense, and other essential mechanics part of speech. Grammar skills are useful in education and social life to employment opportunities.

However, in this study, the assessment includes a task where students of library and information science (2nd and 4th semester) were subjected to demonstrate their knowledge or ability in English grammar. It is to discover student's knowledge in English grammar by administering a set of questions on English grammar such as parts of speech, verb tenses, and sentence structure. The data collected through questionnaire is tabulated, analyzed, and presented based on the answers to questions in the questionnaire. Hence, the findings inferred the performance of the students in English grammar and based on which suggestions are given for further improvement and development.

NEED FOR THE STUDY:

English grammar is essential for students with a different education background.

In the field of library and information science, the main resources of information are publishing in the English language. The country like India, consisting different language families, the majority is Indo-Aryan languages spoken by 75% of Indians, 20% is Dravidian languages of Indians, and the remaining is other languages. It is tough to learn all the languages for information services, information sharing, and communication. Hence, the English language is a standardized language around the world. Different states and countries can provide services, share information and communicate with user or clientele in a standardized language like English. It is essential to learn English grammar to avoid communication barrier. The Organizations and institutions are looking for a person who is well knowledgeable in English along with the educational background. The English language is considered one of the necessary and required skills in any organization. It is essential to know the knowledge of English grammar in the area of Library and Information Science. In a library, it is essential to satisfy the user from different language background by communicating and serving them using Standardized language like English.

Herein, Since English are a widely used language in any organization and Institution around the world, it is critical to assess the students of Library and Information Science by testing their knowledge of English grammar. The outcome of the study is to know the present status of LIS students is in English grammar. The result of the assessment may be positive or negative. Whether the result is in positive or negative, the findings of this study will help to suggest for further development in LIS students.

AIMS AND OBJECTIVES

- + To find out the knowledge of English grammar of LIS students
- + To know the present status of LIS students in English grammar
- + To calculate the performance of LIS students in different parts of English grammar
- + To identify the strong and weak parts of LIS students in English grammar.

Table _1: Semester, Sex, Age, Category, Education, Medium of Study, Rural v/s Urban Distribution of LIS Students

Independent Variables	Parameters	Count	%
Semester	II Semester	15	38.5
	IV Semester	24	61.5
Sex	Male	26	66.7
	Female	13	33.3
Age (in years)	Less than 25	28	71.8
	More than 25 years	11	28.2
Category	GM	3	7.7
	SC	17	43.6
	ST	4	10.3
	Cat_I	1	2.6
	II A	1	2.6
	II B	4	10.3
	III A	3	7.7
	III B	6	15.4
Education Background	BA	30	76.9
	BSc	2	5.1
	B Com	5	12.8
	BBM	0	0.0
	Other	2	5.1
Medium of Study at the College	Kannada	27	69.2
	English	12	30.8
Are you coming from:	Rural area	25	64.1
	Urban area	14	35.9

The table 1 consists of independent variables such as, Semester, Sex, Age, Category, Education, Medium of Study, Rural vs Urban. The purpose of the variables of table 1 is to show the variations in data. The data of each variable changes from one another .Hence; the majority of the respondents are 24 from 4th semester (61.5%), followed by 15 from 2nd semester (38.5%). In a gender wise, most of the respondents are 26 (66.7%) male students followed by 13 (33.3%) female students. The total number of the respondents in an age wise, the table 1 indicates that 28 students are from below 25 age (71.8%) and 11 from above 25 age (28.5%). The majority of the students are from below 25 age comparing to above 25 age students. In category wise, the majority of the 17 (43.6%) students is from SC, after that, 6 (15.4%) from III B, 4 (10.3%) from both ST & II B, 3 (7.7%) students from GM, 1 (2.6%) from both Cat-I and IIA. In table-1, the total number of 39 respondents education background represents that the majority of 30 students from BA (76.9%) followed by 5 from B.com (12.8%), 2 from both Bsc & Other (5.1%), 0 from BBM (0%). The most of the students is from educational background of BA comparing to the rest.

The Students of LIS department have graduated from college in a different language medium. Among them most of the students are studied in Kannada medium with count of 27 (69.2%) and less number of students are studied in English medium with count of 12 (30.8%). In the department of LIS, the students had come from different places to enrol the course in MLISc. Among them, the majority of the students is 25 (64.1%) from rural area followed by 14 (35.9%) from urban area.

Table 2: Parents Educational, Annual Income, and Occupation, Medium of Examination, Knowledge of Computers and Internet among LIS Students

Independent Variables	Parameters	Number	%
Parents Educational Background	Illiterate	7	17.9
	Primary	2	5.1
	Secondary	0	0.0
	High School	5	12.8
	PUC	7	17.9
	Graduate	7	17.9
	Postgraduate	11	28.2
Parents Annual Income	Below Rs. 50,000	37	94.9
	Above Rs. 50,000	2	5.1
Parents Occupation	Agriculturists	19	48.7
	Employed	10	25.6
	Private Job	4	10.3
	Labour	1	2.6
	Business	1	2.6
	Social Worker	1	2.6
	Retired	3	7.7
Medium of Examination	Kannada	8	20.5
	English	31	79.5
	Other	0	0.0
Knowledge of Computers	Excellent	6	15.4
	Good	23	59.0
	Average	9	23.1
	Poor	1	2.6
	Not at all	0	0.0
Knowledge of Internet	Excellent	4	10.3
	Good	28	71.8
	Average	7	17.9
	Poor	0	0.0
	Not at all	0	0.0

The table 2 represents the parent’s background information of students such as educational background of parents, their annual income and their occupation. The table 2 also shows information on respondents such as medium of examination chosen by students, their knowledge in computer and in internet. So, here the majority of the parents educational background is 11(28.2%) from PG followed by 7 (17.9%) from Illiterate, PUC, and Graduation. The educational background of parents from high school is 5(12.8%), 2 (5.1%) from Primary and 0 (0%) from Secondary. The annual income of the parents of respondents is 37 (94.9%) whose income is below Rs. 50,000 and 2(5.1%) whose income is above Rs. 50,000. Hence, the majority of the parent’s annual income is below RS. 50,000. The table 2 also shows, that more number of students says that their parent’s are Agriculturists which is 19(48.7%) followed by 10 (25.6%) are employed, 4 (10.3%) having private job, 3 (7.7%) are retired from job, and 1 (2.8%) is Labour, Business Man & social worker.

Now, the table 2 also shows the respondents whose medium of examination is 31 from English medium (79.5%) and 8 from Kannada medium (20.5%). The majority of the student’s medium of examination is English. Since the Knowledge of computer is essential in LIS, the majority of the students who mentioned their knowledge of computers is 23 (59%) with Good followed by 9 (23.1%) with average, 6 (15.4%) with Excellent and 1 (2.8%) with poor. Similarly, the most of the students mentioned their knowledge in internet is 28 with Good (71.8%), 7 from Average (17.9%), and 4 with Excellent (10.3%)

Table -3: Do you study English Grammar?

Do you study English Grammar?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	35	89.7	89.7	89.7
No	4	10.3	10.3	100.0
Total	39	100.0	100.0	

Table 3 represents the majority of 35 respondents mentioned Yes (89.7%), 4 student responded No (10.3%). According to the majority of the respondents of table 3 indicates the most of the students do study English grammar.

Table -4: How frequently you study English Grammar?

How frequently you study English Grammar?	Frequency	Percent	Valid Percent	Cumulative Percent
Seldom	1	2.6	2.8	2.8
Sometimes	24	61.5	66.7	69.4
Occasionally	5	12.8	13.9	83.3
Daily	6	15.4	16.7	100.0
Total	36	92.3	100.0	
Missing System	3	7.7		
Total	39	100.0		

The table 4 highlights the number of students who frequently study English grammar is 24 (61.5%) respondents mentioned sometimes, 6 (15.4%) mentioned daily, 5 (12.8%) from occasionally and 1 (2.8%) from seldom. Here, the most of students study English grammar is sometimes comparing to the rest.

Table -6: LIS Students: Total Score

English Grammar Score	Frequency	Percent	Valid Percent	Cumulative Percent
12 - 34 Marks	27	69.2	69.2	69.2
35 - 40 Marks	7	17.9	17.9	87.2
41-53 Marks	5	12.8	12.8	100.0
Total	39	100.0	100.0	

Table 6 indicates the total score of LIS students in English grammar. The majority of the students are 27 earned between 12 – 34 marks followed by 7 students earned between 35 – 40 marks and 5 students earned between 41- 53 marks. The chart shows that 69.2% of the students are earned low score, 17.9% of the students earned average score and 12.8% of the students earned good score.

Table -7: LIS Students: Total English Grammar Score V/S Semester wise

Semester		Total English Score			Total
		12 - 34 Marks	35 - 40 Marks	41-53 Marks	
II Semester	Count	9	4	2	15
	% of Total	23.1%	10.3%	5.1%	38.5%
IV Semester	Count	18	3	3	24
	% of Total	46.2%	7.7%	7.7%	61.5%
Total	Count	27	7	5	39
	% of Total	69.2%	17.9%	12.8%	100.0%

Table 7 shows that more number of students from II semester scored 12 – 34 marks is 9 (23.1%) followed by 4 (10.3%) students scored 35 – 40 marks and 2 (5.1%) students scored 41 – 53 marks. In a section of IV semester, the majority students scored 12 – 34 marks is 18 (46.2%) followed by 3 (7.7%) scored 35 – 40 marks and 3 (7.7%) scored 41 – 53 marks.

Table -9: LIS Students: Total English Grammar Score V/S Age

Age (in years)		Total English Score			Total
		12 - 34 Marks	35 - 40 Marks	41-53 Marks	
Less than 25	Count	18	7	3	28
	% of Total	46.2%	17.9%	7.7%	71.8%
More than 25 years	Count	9	0	2	11
	% of Total	23.1%	0.0%	5.1%	28.2%
Total	Count	27	7	5	39
	% of Total	69.2%	17.9%	12.8%	100.0%

The students who are less than 25 year old, the table 9 indicates that the majority of 18 (46.2%) students scored 12 – 34 marks followed by 7 (17.9%) students are 35 – 40 marks and 3 (7.7%) students obtained 41 – 53 marks. The total respondents are 28 (71.8%) from below 25years of age.

The table 9 also shows, the students who are above 25 year old, the majority of 9 (23.1%) students scored 12 – 34 marks. After that, none of the (0%) students scored 35 – 40 marks and 2 (5.1%) students scored 41 – 53 marks.

Table -14: LIS Students: Total English Grammar Score V/S Medium of Examination

Medium of Examination		Total English Grammar Score			Total
		12 - 34 Marks	35 - 40 Marks	41-53 Marks	
Kannada	Count	7	0	1	8
	% of Total	17.9%	0.0%	2.6%	20.5%
English	Count	20	7	4	31
	% of Total	51.3%	17.9%	10.3%	79.5%
Total	Count	27	7	5	39
	% of Total	69.2%	17.9%	12.8%	100.0%

P = 0.318

The Table-14 represents, from total strength of 39 (100%), the majority of the students is from English medium of examination with total count of 31 (79.5%) students. Then, the total strength of 8 (20.5%) students is from kanaka medium of examination.

Now, here in, the majority of 20 (51.3%) form English scored 12 – 34 marks followed by 7 (17.9%) students scored 35 – 40 marks and 4 (10.3%) students scored 41 – 53 marks. And also from the total strength of 8 (20.5%) students from Kannada, the majority of 7 (17.9%) students scored 12 – 34 marks after that, 1 (2.6%) scored 41 – 53 marks and none 0 (0%) of the student scored marks between 35 – 40.

So, the table 15 shows, from the total strength of 23 (59.0%) students of excellent knowledge, the majority 4 (10.3%) scored 12 – 34 marks then, 2 (5.1%) scored 35 – 40 marks and none 0 (0%) scored 41 – 53 marks. In the row of Good, the majority of 15 (38.5%) scored 12 – 34 marks followed by 5 (12.8%) scored 41 – 53 marks and 3 (7.7%) scored 35 – 40 marks. In a row of Average, the majority of 7 (17.9%) students scored 12 – 34 marks then, 2 (5.1%) scored 35 – 40 marks and none 0 (0%) of the student scored 41 – 53 marks. Then, in the row of poor, there is only 1 (2.6%) student who scored (12 - 34 marks).

CONCLUSION AND SUGGESTIONS

This study revealed that the student's knowledge of English grammar were low, irrespective of the type of education or level of study. The students' self-reports of their actual English knowledge skills being lower than the corresponding required skills indicate that they have yet to master the skill attributes commonly needed at the workplace. The students' ranking of the English language skill attributes show that job-related tasks such as understanding technical documents and writing test or investigation report are regarded highly at the workplace or organization.

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