5. METHODOLOGY OF THE STUDY

The research carries survey method under which slum schools are to be surveyed. Observation method will also be adopted to test students of vernacular medium. Also the researcher intends to study psychological method.

4.1: Data Collection

Primary data – The participants in the study will be schools located in slum areas. This study will follow the Survey method using a structured questionnaire to collect data from teachers and students. Additional information is to be collected through interviews with teachers, students, parents and school authorities. The sample selection is to be done through Random Sample. Some slum schools of different mediums from Kndivali, Kurla to Mulund will be selected as samples for the study.

Secondary or Additional Data

Secondary data will be collected from following sources:

- Research Journals and articles.
- PhD and M. Phil. dissertations.
- Various central and state governments’ publications.
- Public records and statistics.
- Books, magazines, newspapers and periodicals.
- NGO’s publications.
- Interaction with slum people
- Other relevant websites.

For this investigation data collection is to be done by means of following tools like questionnaire method and interview method.

**Questionnaire for the Teachers and Students:**

The questionnaire will cover two main areas;

- Educational problems
Interview method for teachers, students, parents and heads of the schools:

This will cover five main areas;

- Status of English
- Importance of English
- Interest and motivation
- Involvement of parents
- Govt. policy

4.1.3: Analysis and Evaluative methods

The collected data from various sources will be in the raw form and hence it will be processed, analyzed and interpreted through percentage, frequency distribution, pie-charts and tables will be used for analyzing and interpreting data. Logical conclusion will be drawn after interpretation of data and will be presented in the respective chapters.

ORGANISATION OF RESEARCH REPORT/SCHEDULE OF THE STUDY

The organization of chapters will be as follow:

Chapter one will be the introductory chapter. It will discuss various aspects of the problem. It will deal with the historical background of the problem and views and opinions collected from parents, students and teachers, their explanations of past and present status of English in India; need and importance of discussion of the problem, the purpose and the objectives of the study, the methods of study, scope and limitations, assumption and organization of the chapters

Chapter two will be the review of literature. It will cover a brief summary of related studies done in different states of India and beyond India. The researcher is trying to compare the present situation of teaching and learning of English with that of findings and suggestions of previous researchers. It shows how the present study contributes or advances the available knowledge for
application in the future. It will serve as the background of the present study. Also it is the test of required knowledge with which the researcher is acquainted.

Chapter three will deal with the syllabus or curriculum of teaching English in vernacular medium schools. It discusses with the four basic skills of language: listening, reading, writing and speaking. It also discusses role of grammar, literature and the traditional and innovative methods or techniques of teaching English. It discusses significant role of age and environment in second language learning.

Chapter four will deal with the slums around the world; life in the slums of the world: a comparative study, the slums of Mumbai, barriers of education in slum schools, the miserable conditions of people living in Indian slums, efforts of Indian govt. and NGOs for upliftment of life people in slums. The investigator wants to paint present condition and life of the people in slums of India and will show the situation faced by the slum people of some of the developing countries.

Chapter five will deal with the design of the research. This includes selection of sample, study area, geographical condition, nature of data, methodology of study, questionnaire, interview schedule, pilot study, data collection, content validity, concluding remarks, limitations. It describes the specific terms, the nature of the problem and purpose of study.

Chapter six will deal with the analysis of the data collected through questionnaire distributed to teachers teaching English and to the students and data analyzed with the help of statistics. There will be tables, graphs and figures in this chapter. Descriptive analysis will be done in this chapter. The second section of this chapter will consist of data collected through the interviews of teachers, students, parents and heads of schools.

Chapter seven will give the summary of the study, the implication of the result, comparisons, criticisms, interpretations, conclusions drawn from it and suggestion made for improvement.

REFERENCES-
Record of supportive material taken from dissertation, books, journals, articles from newspaper and magazines, different websites etc. written in serial order- name of the writer, name of the book, place, name of the publisher, year of publication, page number, etc.

APPENDIX-

A- Survey questionnaire prepared for collecting data from teachers and students.

B- Interview schedule prepared for collecting data from teachers, students, parents and school authorities.

C- List of schools with names and addresses, selected as sample.

D- Copies of GR supporting the rehabilitation of slums.

E- Copies of GR supporting the changes in the curriculum of vernacular medium students.

**PROPOSED DEVELOPMENTS**

1. Year One: Research training, literature review, to refine research question. Continue to make contacts with other institutions. Piloting of tools to be used, development of research techniques and main empirical phase.

2. Year Two: Analysis, supplementary literature review and completion of writing up.