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**IMPROVING ENGLISH PRONUNCIATION THROUGH A STRUCTURED
PROGRAMME: A STUDY AMONG STD. VIII STUDENTS OF SECONDARY
SCHOOLS IN DABHOI TALUKA**

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INTRODUCTION:

Language is often described as a 'skill' rather than a subject. The language as skill, is more a matter of doing than of knowing. When a child is born in a community, he listens to the language spoken by that community. As the child begins to learn his mother tongue, the very first skill that he acquires is the skill of listening. At the next stage, he tries to reproduce the sounds that he has heard by way of verbal expression i.e. the skill of speaking. The ability to read and write is a matter of literacy that is incorporated in the school syllabi. There are four language skills : listening, speaking, reading and writing. These are called basic language skills as they are essential and fundamental in language learning.

Language learning involves the reproduction by the learner of the sounds and patterns used by other human-beings around him. In the learning of English as a second language, however, the habits already acquired in connection with one's first language stand in one's way. Each language has a different sound system and in the learning of foreign language, one's habit of his first language comes in the way of his proper learning. One has, therefore, to resist the pull of the mother-tongue and recognise one's habits of hearing and speech. Thus, 'Speech' or 'Pronunciation' is extremely significant at all stages of learning a language. So naturally, the teaching of spoken English creates many problems, specially for the pupils that come to learn English as a second language. The greater dissimilarities between the mother tongue and the second language, the problems are more and more acute, both for the teachers as well as for the learners. In order to get good result in English, there is a need to give adequate practices for developing different skills and acquaint the students with the behaviour of the language.

STATEMENT OF THE PROBLEM:

Improving English Pronunciation through a Structured Programme: A Study among Std. VIII Students of Secondary Schools in Dabhoi Taluka

OBJECTIVES OF THE PRESENT STUDY:

The present study is an attempt to detect the weaknesses of English pronunciation of students of the secondary school. The objectives of the present study are :

1. To construct a 'Diagnostic Test' for the pronunciation of selected English words.
2. To develop a 'Pronunciation Improvement Programme' in order to reduce the errors committed by the students.
3. To study the effectiveness of the developed Pronunciation Improvement Programme.

OPERATIONAL DEFINITIONS:**Construction:**

Noun means (1) constructing (2) thing constructed (3) Syntactical arrangement (4) interpretation"

Effectiveness:

"Producing a successful result"

"Significant difference between means of pronunciation error scores in Pre-test and Posttest would be considered as effectiveness of the pronunciation Improvement programme."

POPULATION AND SAMPLING OF THE STUDY:

Present Study was related to improvement of English pronunciation of the students of Std- VIII i.e. its area related to linguistic. Amongst the 12 talukas of Vadodara, Dabhoi taluka was selected as a population of the study and total 2 secondary schools of Dabhoi taluka were also selected. The population of the present study was consisting of secondary school students who were taught English as a second language. The mother tongue of these students was Gujarati.

The Purposive sampling technique was employed for the sample of the present study. Navpad High School and Dayaram High school of Dabhoi were selected. There were 8-Classes of Std-VIII, out of its 36-girls and 44-boys were selected by the systematic Random sampling.

THE LIMITATIONS OF THE STUDY:

The limitations of the present study were :

1. The present study was carried out on 80 students from two secondary schools of Dabhoi Taluka.

2. The aim of the Present study was remedial i.e. dealing only with problems and not all aspects of the pronunciation of English words.
3. The present study was conducted on the students whose mother tongue was Gujarati and English was taught as a second language.

PLANNING OF THE REMAINING CHAPTERS:

The Organization of the remaining chapters of the present research report is as under:

Chapter-I: Second chapter of the report deals with the review of the related literature and researches.

Chapter-II: Third chapter of the report deals with research setting and research design.

Chapter-III: The fourth chapter deals with the method of data collection, analysis and interpretation of the data.

Chapter-IV: The fifth chapter covers summary, conclusions, recommendations and implications of the findings.

POPULATION AND SAMPLE :

- Amongst 12 Taluka of Vadodara, Dabhoi Taluka was selected as a population of the study.
- Total two secondary schools of Dabhoi Taluka were also selected.
- The investigator has experimented on the students whose mother tongue was Gujarati and English was learnt as a second language.
- The mother tongue of these students was Gujarati
- Total 80- students of both schools were the samples of the study.

LIMITATIONS OF THE STUDY:

The limitations of the present study were :

1. The present study was carried out on 80 students from two secondary schools of Dabhoi Taluka.
2. The Present study aimed at specific problems of speech pronunciation of selected words only.
3. The present study was conducted on the students having Gujarati as mother tongue and learning English as a second language.

ANALYSIS OF DATA:

Significant difference between means of pronunciation error scores in pre-test and posttest was considered as the effectiveness of the Remedial programme. Mean pronunciation score, SD, SED, were found out of pre-test and post-test. The difference between means of pronunciation scores were checked by t-test. As research hypothesis regarding the effectiveness of the Remedial programme was directional, the significant levels were treated as one tailed test.

FINDINGS:

1. The students were not able to pronounce the words with the silent letters, irregular words, consonant cluster, the phonemes like /F/ /W/ /S/ /r/ etc, long & short vowels and diphthongs like /ei/ /av/.....etc.
2. The remedial measures taken to overcome the difficulties faced by the students in pronunciations were; i) listening Practice; ii) Repetition Practice: Choral Drilling; Individual Drilling.
3. The pronunciation Improvement programme was effective. The students were able to pronounce the selected words correctly after receiving remedial treatment.
4. There is a significant difference between means of pronunciation error scores in pre-test and post-test obtained by experimental group.
5. There is no significant difference between means of pronunciation error scores in pre-test and post-test obtained by controlled group.

EDUCATIONAL IMPLICATIONS :

Educational implications on the basis of the findings are suggested as under:

1. The students should be provided standard pronunciations practice through the oxford Dictionary pronunciations or BBC pronunciation practice.
2. Where English is taught as a third or second language, emphasis should be given to the pronunciations of the words with the silent letters, irregular words, consonant cluster, the phonemes like /f/; /V/; /S/; etc. long & short vowels and diphthongs like /ei/ ; /rv/ ; etc.
3. Rigorous training in the pronunciation of the above mentioned sounds should be rendered to listen and to speak English during the class-room teaching.
4. Continuous evaluation and remedial practice can help the students to improve their pronunciations.

5. The teacher should use various teaching aids and techniques in order to improve pronunciations of English words.
6. A teacher's sincere efforts in this direction would make the students learn English better and motivate the students to learn English with deep interest.
7. The teacher should organise various competitions for the corrections of the pronunciations of the students.
8. So far as the pronunciation of English words is concerned, parents' adequate attention towards their children is needed.

SUGGESTIONS FOR FURTHER STUDIES :

1. The pronunciation Improvement programme can be conducted with the help of language laboratory.
2. A computer aided language learning (CALL) package for the pronunciation Improvement programme in English language can be prepared.
3. The pronunciation Improvement Programme can be designed for the students of primary schools.
4. It was found that some students were suffering from cultural bias regarding the pronunciations. To reduce such biases a special programme can be prepared.
5. The Present research has been carried out at M.Ed. level which can be enlarged by using miscellaneous variables at Ph.D. level.
6. A teacher can implement this type of programme during their class-room teaching.

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**BUDGET MANAGEMENT AND ECONOMIC DEVELOPMENT: A 21ST-CENTURY
PERSPECTIVE**

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Introduction

Budget management occupies a central position in the economic architecture of modern governments. It is both a financial instrument and a policy statement reflecting national priorities. In the 21st century, economic development depends not only on the volume of public spending but also on the efficiency with which fiscal resources are planned, allocated, and monitored. Effective budget management promotes sustainable growth by ensuring fiscal discipline, reducing wastage, and aligning expenditures with developmental objectives.

For teacher-education institutions, understanding budgeting principles extends beyond economics—it encourages educators to integrate financial literacy, public policy, and citizenship education into classroom discussions. This paper examines the evolution, principles, and contemporary practices of budget management and their implications for economic development.

Objectives of the Study

1. To analyse the relationship between effective budget management and economic development.
2. To explore the changing nature of budgeting practices in the 21st century.
3. To identify educational implications for teacher-education curricula focusing on economics and financial literacy.

Conceptual Framework

Meaning of Budget Management

A budget is a financial plan that estimates revenues and expenditures for a specific period. Budget management involves the processes of preparation, approval, execution, and evaluation of that plan. It encompasses fiscal discipline, expenditure control, revenue optimization, and accountability (Prem Chand, 2000).

Economic Development

Economic development refers to the sustained improvement in living standards, productivity, and income distribution within a nation. It goes beyond GDP growth to include human development, infrastructure, and social equity (Todaro & Smith, 2020).

The intersection between these two concepts—budget management and economic development—illustrates how efficient financial planning leads to optimal use of scarce resources and, consequently, long-term growth.

Theoretical Perspectives

Two theoretical lenses illuminate this relationship:

1. Keynesian Fiscal Theory: Keynes (1936) emphasized that government expenditure plays a vital role in stimulating aggregate demand. Proper budgetary management ensures that spending stabilizes economic fluctuations.

2. Public Choice Theory: Buchanan and Tullock (1962) proposed that transparent budgeting reduces rent-seeking behaviour and enhances efficiency in public resource allocation.

Together, these perspectives suggest that fiscal prudence, combined with developmental spending, drives economic stability and citizen welfare.

Budget Management in the 21st Century

1. Performance-Based Budgeting

Modern governments increasingly adopt performance-based budgeting (PBB), linking allocations to measurable outcomes. This approach ensures that public funds contribute directly to developmental targets such as education, health, and employment (OECD, 2019).

2. Participatory Budgeting

Introduced in Porto Alegre, Brazil, and replicated globally, participatory budgeting allows citizens to influence local spending priorities. Such democratic involvement improves accountability and ensures alignment with community needs (Cabannes, 2015).

3. Digital and E-Budgeting Tools

The 21st century has witnessed a shift to digital budgeting platforms, enhancing transparency and real-time tracking of government expenditure. Open-data portals in India's Union Budget and similar initiatives elsewhere increase public scrutiny and reduce corruption.

4. Sustainable and Inclusive Budgeting

Sustainable budgeting integrates environmental, social, and governance (ESG) goals into fiscal frameworks. Green budgeting and gender-responsive budgeting are now global trends connecting resource allocation with sustainability and equity objectives (UNDP, 2021).

Relationship between Budget Management and Economic Development

Fiscal Discipline and Macroeconomic Stability

Effective budget management maintains fiscal balance by controlling deficits and debt. Persistent fiscal deficits can lead to inflation, crowding out private investment, and currency depreciation. Conversely, balanced budgets strengthen investor confidence and encourage growth (Romer, 2012).

Resource Allocation and Human Development

Budgets determine how much is invested in education, healthcare, and infrastructure—pillars of human-capital formation. Nations that prioritize these sectors experience faster and more inclusive growth (Sen, 1999).

Transparency and Governance

Transparent budgets reduce corruption and enhance efficiency. Empirical evidence shows that countries with high budget transparency scores enjoy better credit ratings and stable growth (International Budget Partnership [IBP], 2022).

Technology and Innovation

Digital tools in fiscal management, such as blockchain-based auditing and data analytics, streamline processes and prevent leakages. Smart budgeting accelerates service delivery and contributes to good governance.

Empirical Evidence and Case Insights

- **India:** Introduction of the Fiscal Responsibility and Budget Management (FRBM) Act in 2003 emphasized deficit control and accountability, fostering macroeconomic stability (Rangarajan & Srivastava, 2005).
- **South Korea:** Adoption of outcome-oriented budgeting has improved the efficiency of public investment, supporting innovation-driven growth (OECD, 2019).
- **Nordic Countries:** Integration of gender and sustainability criteria into budgets demonstrates how inclusive planning enhances social equity and long-term competitiveness (UNDP, 2021).

These cases highlight that strategic budget management aligns fiscal policy with developmental outcomes.

Challenges in Budget Management

1. Revenue Uncertainty: Economic shocks, such as pandemics, disrupt fiscal projections.
2. Political Pressures: Populist spending may undermine fiscal discipline.
3. Capacity Constraints: Limited administrative and analytical capacity affects execution efficiency.
4. Corruption and Leakages: Weak institutional oversight erodes public trust.

Addressing these challenges requires robust fiscal institutions, transparent reporting, and professional training in public finance.

Educational Implications for Teacher-Education Institutions

- **Integrating Economic Literacy:** Teacher-education curricula should incorporate modules on budgeting, taxation, and fiscal responsibility to nurture economically aware citizens.
- **Research and Case-Study Learning:** Student-teachers can analyse national and state budgets to understand resource prioritization.
- **Ethics and Civic Responsibility:** Understanding public budgeting helps future educators appreciate transparency and accountability in governance.
- **Skill Development:** Familiarity with data analytics and digital budgeting tools enhances employability and cross-disciplinary competence.

Such integration bridges economics, social studies, and citizenship education.

Conclusion

Budget management is more than a fiscal exercise—it is a governance tool that determines the quality and inclusiveness of economic growth. The 21st century demands budgets that are transparent, technology-enabled, and outcome-oriented. Efficient management ensures fiscal stability, encourages investment, and channels resources toward human development.

For educators and policymakers alike, promoting financial literacy and ethical decision-making forms the foundation for responsible economic citizenship. Future research should adopt longitudinal methods to evaluate how digital and participatory budgeting impact developmental indicators over time.

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