

CHAPTER I

INTRODUCTION

1.1.0 INTRODUCTION

India is a vast country with different languages in different regions. The regional languages differ from one another so much that it is not possible to communicate with people of different regions without a common language. It's felt the need of a common language to unite the people of these regions. Further, the country is growing on all fronts whether it is social or economic. It is on the road to become a stronger and more prosperous nation in the world. In this process, it is trying to have a good foreign policy to maintain good relationship with different countries of the globe. For all these, there is a need of a common language which can unite different parts of the country and also, different countries of the world. The language called English which is spoken by the largest number of people in the world can play the role of a common language. It is this language which is spoken in almost all the states of the country along with our national language i.e. Hindi.

In today's world, everyone is eager to get knowledge of advanced technologies and all branches of Science. The amount of knowledge in technology and science is available more in English language as it serves as a common language of people in the world. For this importance of this language, it is very necessary for everyone to be acquainted with this language. Hence, the study of English language is of great importance for a developing country like ours. Without the knowledge of this language, it is considered to be very difficult to survive in this competitive and fast changing age.

Today, most of the developed countries have made tremendous progress in the field of science and technology at a terrific speed. It is the outcome of rigorous research and developmental work done in those countries. More and more quality research and developmental work is done using English language. Though, people are encouraged to do the research work in regional language by many Indian universities, it is very difficult to pass the findings of such research works easily and accurately to the whole world. Moreover, most of the best books on all subjects are available in

English language only. It is also very difficult to translate all such work in regional languages. Therefore, knowledge of English is very essential for the students at all the stages of education. But the teaching and learning of English language is not so proper and scientific in our education system may be due to various reasons for which our students mainly those studying in the schools with vernacular medium of instruction suffer a lot and labeled as poor in English language. There is a need to find out different techniques and approaches to help such students to learn English in a better way. In the present study an attempt is made by the researcher to develop and implement teaching learning material in English for tribal students of Standard VIII studying in the Adarsh Nivasi Schools for Scheduled Tribe in Gujarat to help them to learn English language in a better way.

1.2.0 THE STATUS OF ENGLISH LANGUAGE IN INDIA

Graddol (2010) describing the status of English in India said, “Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression.” This could also be one of the reasons for which English language enjoys as a powerful medium among masses.

The Central Advisory Board on Education (CABE), the oldest statutory body on education in India, initiated the discussion on languages in school education in the 1940s and this continued to be a major concern in their discussions until 1960. The Board devised the ‘three-language formula’ in its 23rd meeting in 1956 with a view to removing inequalities among the languages of India. It recommended that three-languages should be taught in the Hindi as well as non-Hindi-speaking areas of the country at the middle and high school stages.

A comprehensive view of the study of languages at schools was undertaken and concrete recommendations were made by the Education Commission (1964-66). The Commission, having taken account of the diversity of the Indian context and recommended a modified three-language formula as follow.

- First Language** : The mother tongue or the regional language
- Second Language** : The official language of the Union or the associate official language of the Union so long as it exists; and
- Third Language** : A modern Indian or foreign language not covered under (1) and (2) and other than that used as the medium of instruction.

The Commission's observation on the status and role of English is importance from the point of view of language planning and the way the language was perceived by policy planners. The Commission said "English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the central government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the university." This shows the necessity of the English language in the present day society. Because of this necessity, every state has given very importance place to English language in their respective education system. The states of Punjab, Gujarat, Maharashtra, Orissa and West Bengal tend to offer the state's major language, Hindi, Urdu and another modern Indian language as first language and then English as second language at the primary stage. At the upper primary stage the scene is a bit different. For example, Maharashtra has Marathi and Hindi as first languages and English as second language at the primary stage. However, at the upper primary stage Marathi and English become first languages and Hindi becomes the second language. It is clear that Marathi, Hindi, English and other modern Indian languages are suggested as first, second and third languages in these states. Similarly, Punjab offers Punjabi, Hindi and Urdu as first language and English as a compulsory second language. Meanwhile, Orissa provides Oriya and English as first and second language respectively at the primary stage while Oriya, Hindi, Sanskrit or other modern Indian languages are studied as first language at the upper primary stage with English as second language and Hindi or Sanskrit as third language.

The states of the North East region offer some of the tribal languages of that region together with English, Hindi, Sanskrit and Bengali as the major languages of study. Some of the North East states teach English as a first language. As the present study is related to the state of Gujarat, it is very essential to know the status of English language in the state.

1.3.0 STATUS OF ENGLISH LANGUAGE IN GUJARAT STATE

In 1960, the state of Gujarat was formed. The language policy was introduced by Gandhian leaders. They considered using or encouraging English as unpatriotic. Ironically these very leaders sent their own children to expensive English medium schools. The outcome of this thinking was disastrous. English was introduced rather late, that is, from class VIII in the secondary school. Moreover, it was made optional at the board examination. This affected learning of English adversely in two ways. First, the late beginning created psychological problems for learners. Second, they were less enthusiastic to learn English because there was a provision of doing without it. In those days English was taught apparently through grammar translation method.

Later on English was introduced from class V optionally. That led to two groups of learners with different proficiency levels in class VIII. English continued to be an optional subject at the Board examination and even at the college. There was no required amount of seriousness in teaching of English as it was relegated to an optional subject. In those days, the structural approach was in vogue and some oral work was introduced in the classes.

The state of Gujarat saw many positive changes in the attitude of the people as well as the language policy of the government, thereby in the textbooks. The government of Gujarat made English compulsory from class V and offered state-wide training through DPEP scheme with the help of H.M.Patel Institute of Vallabh Vidhyanagar. The textbooks started following the functional approach. There is a kind of revolution in textbooks. Now the textbooks are bigger in size with more pictures and activities and more learner friendly.

At present, it is decided to start teaching of English from class III. Another significant change is that English subject is made compulsory at the secondary board

examination from the year 2007. These are the positive changes and the impact can be seen in the years to come. To understand this, it is essential to know the importance of English language teaching.

1.4.0 IMPORTANCE OF ENGLISH LANGUAGE TEACHING

Nehru (1946), our first prime minister showed the importance of English language saying that “English is our major window of the modern world.” This sentence makes it very clear that without the knowledge of English, we cannot progress. To explain this, Jain (1965) said that “English is the mother tongue of three hundred million people in the world. Nearly fifteen hundred million people use it as a second language. Thus it is spoken by more than three thousand and five hundred million people in the world. One out of ten persons in the world knows English language.”

English is known, spoken and read by all educated people everywhere in the world. Children in different parts of world speak this language in their school either as the mother tongue or as a foreign language. Most of the countries of the world whose mother tongue is not English learn this as a second language for its cultural and utilitarian values. The people of India are no exception to it.

It is thus undisputed that teaching of English is very important as it is not only necessary for higher scientific and technical education, but it is a linking language, spoken throughout a large part of the world. It is one of the most popular international languages for all diplomatic, political conferences, treaties and scientific discourses. One can't imagine arranging any international conference, scientific discourse, without help of English, as medium for communication among the members.

The name of Indian students in IT space is worldwide recognized. They could acquire the knowledge and expertise in the respective fields only because of the English language. The teaching of English language is thus very necessary to introduce our students into fast developing world. If India has to keep pace with the developed nations in the present scenario of globalization and liberalization we must give due importance to the teaching of English language. If India has to keep abreast with other fast moving nations of the world, in the field of literature, science, space,

computers, economics, we can't ignore the importance of teaching English. Having glance at the importance of English language teaching, it would be easier to understand the objectives of English language teaching.

1.5.0 OBJECTIVES OF ENGLISH LANGUAGE TEACHING (GENERAL)

According to Somatkar (2012), Indian people consider English as a second language. It is studied as a compulsory second language. It is not the medium of instruction for a majority of the students. It is an instrument, a means for acquiring knowledge. The aim of teaching English in India is to help students to acquire practical command over English. In other words, the students should be able to speak English, read and write English and understand English. These are the basic aims of teaching English. The teacher should always emphasize on the following aims of teaching English.

- To enable to listen English with proper understanding.
- To enable to speak English correctly. It means that producing sounds with the proper stress and intonation while speaking English.
- To enable students to read English, comprehend and interpret the text in English.
- To enable students to write English correctly and meaningfully, i.e. for example writing letters, applications, description and accounts of day to day events in English.
- To enable to acquire knowledge of the elements of English.
- To enable to develop interest in English language.
- To increase students' ability to use planning, drafting and editing in English to improve their work.
- To enable students to express themselves creatively and imaginatively in an English environment.
- To enable students to speak English clearly and audibly in ways which take account of their listeners.

Though these are the objectives of English language teaching in general the specific objectives of teaching English at different stages of education differs as per the need and requirements of students at different levels. It is necessary to know the objectives of English language teaching, particularly, at the secondary school stage.

1.6.0 OBJECTIVES OF ENGLISH LANGUAGE TEACHING AT THE SECONDARY SCHOOL STAGE

With the change of the position of English in India, the aims and objectives of teaching English has naturally undergone a change. We have accepted English as a second language. English is, therefore, taught now as a skill subject as opposed to a literary subject. So the objectives of teaching English in schools will be the acquisition of linguistic or communicative skills. As per the new text-book of English of standard VIII (2004), Gujarat Secondary and Higher Secondary Education Board, Gandhinagar, following are the main objectives of English language teaching in the state of Gujarat.

1. To develop the students' skill of listening in English.
2. To develop the students' skill of speaking English.
3. To develop the students' skill of reading English.
4. To develop the students' skill of writing in English.
5. To inspire the students to use the English language according to the context.
6. To inspire the students to use the English language effectively in their daily life.

Having understood the importance and objectives of English language teaching, one can easily understand that every one studying in the school should know English to make progress in this present day world. Considering the importance of English language, Adarsh Nivasi Schools for Scheduled Tribe in Gujarat have also included the subject of teaching of English as a second language in the schools. Before proceeding ahead, it is essential to know about the Adarsh Nivasi Schools for S.T. in Gujarat, their purpose and objectives.

1.7.0 ADARSH NIVASI SCHOOLS

As per the circular number PAVARU/1585/180 dated 11/5/1987, Government of Gujarat has introduced the scheme of Adarsh Nivasi Schools in Gujarat since 1986-87. In the beginning, the government started only twelve Adarsh Nivasi Schools. Out of these twelve schools; six schools were meant for Scheduled Tribe (ST) students, three schools were meant for Scheduled Caste (SC) students and rest of the these schools were meant for Socially and Economically Backward Caste (SEBC) students. Initially, all these schools were run and managed by the Director, Social Welfare Department, Government of Gujarat. Through the circular no. AAMASHA/1487/3214/GA dated 31-7-93 and the circular no. BISIE/1093/UO-56/JA dated 22-7-94, the Adarsh Nivasi Schools for S.T. got separated and thus, all these schools were named differently as Adarsh Nivasi Schools for Scheduled Tribe (ST), Adarsh Nivasi Schools for Scheduled Caste (SC) and Adarsh Nivasi Schools for Socially and Economically Backward Caste (SEBC) catering the need of the different backward section of the society. Since then Adarsh Nivasi Schools for S.T. have been serving the special need of the scheduled caste population of the state.

1.8.0 ADARSH NIVASI SCHOOLS FOR SCHEDULED CASTE (ST)

According to Information Commissioner (2008), there are 43 Adarsh Nivasi Schools for S.T. in Gujarat. Out of them 23 schools are for boys and 20 are for girls. A total of 5,709 students are taking their secondary and higher secondary education in these schools. As per the circular no. NASHAAA/2088/1502/GA dated 1-4-1989, the objectives of introducing the scheme of Adarsh Nivasi Schools for S.T. and the facilities provided in these schools are as follow.

1.8.1 Objectives of Adarsh Nivasi Schools For S.T.

The Adarsh Nivasi Schools for S.T. are introduced with a view to provide better education opportunities to the tribal students in the state of Gujarat. There are some of the objectives for introducing these schools.

- To expand the education among S.T. students.
- To provide quality education to the intelligent S.T. students.

- To provide hostel facilities with education to the S.T. students.

To achieve these objectives, the Government of Gujarat provides numerous facilities for these schools.

1.8.2 Facilities Provided in Adarsh Nivasi Schools For S.T.

The students studying in these schools are provided free education, food, and text-books. They are provided with two pairs of uniforms and other stationeries, bed and bedding and utensils for eating foods. These schools are given facilities of laboratory, colour television, radio, games and sports materials and musical instruments which can be used by mainly the students of S.T. community. Free food and free boarding are also provided to the students in these schools.

1.8.3 Admission Process in Adarsh Nivasi Schools For S.T.

As per these circulars no. PAVARU/ 1585/ 180 dated 11-5-87, SAKA/ AANASHA/ education/ 91-92/ 6190-6279 dated 9-7-91 and AANASHA /2000- 232-GA dated 5-4-2000; the admission process in these schools is included the follows:

- Admission is given in Standard VIII on the basis of the merit of the students in Standard VII.
- There are 60 percent seats reserved for S.T. students, 10 percent seats reserved for S.C. students, 15 percent seats reserved for SEBC students and 15 percent seats reserved for Economically Backward Caste (EBC) students.
- Except S.T. and S.C. students, the annual income of the parents of other students should not be exceeded Rs. 15000.
- Students must have got minimum of 50 percent marks in Standard VII. But for the girl students, EBC students, handicapped students and the children of widows, there is a relaxation of five percent of marks i.e. 45 percent of marks.
- The students who want to get admission in these schools have to fill up the form in given period of time. The admission forms are available in all the Adarsh Nivasi Schools in Gujarat and also in the offices of the Tribal Vigilance Officers.

- If any seat remains vacant in other categories other than S.T., it should be filled up with the students belong to the school category i.e. S.T. category

As discussed so far, though these schools are meant for tribal students, the students belonging to other casts other than general caste can also get admission in these schools. But according to the data collected from the Adarsh Nivasi Schools of Surat and Tapi district, one thing is cleared that most of the students studying in these schools belong to S.T. community which can be seen from the table 1.1.

Table 1.1: Students of Different Categories Studying in Adarsh Nivasi Schools of Surat and Tapi Districts of Gujarat (2009-10)

Sr No.	School Name	S.T.	S.C.	SEBC	EBC	Total
1	Adarsh Nivasi Schools (S.T.), Surat	118	00	01	01	120
2	Adarsh Nivasi Schools (S.T.), Tarsadi	182	02	05	00	189
3	Adarsh Nivasi Schools (S.T.), Mahuva	161	01	02	00	164
4	Adarsh Nivasi Schools (S.T.), Vyara	305	05	10	00	320
5	Adarsh Nivasi Schools (S.T.), Songadh	322	04	04	00	330
6	Adarsh Nivasi Schools (S.T.), Ukai	103	00	00	00	103
	Total	1191	12	22	01	1226

The table 1.1 indicates that in Adarsh Nivasi Schools of Surat and Tapi district, out of 1226 students, 1191 (97.15 percentage) students belong to S.T. community, and only 12, 22 and 01 students belong to S.C., SEBC and EBC community respectively. So, it can be said that though there are scope for the students of other backward caste to be admitted to these schools, these schools are catering mostly to the need of S.T. population. Though most of the students in these schools belong to S.T. Community, they have from different backgrounds.

1.8.4 Background of the students of adarsh nivasi schools for S.T.

As we have discussed, most of the students studying in these schools are from tribal community, we must understand the background of tribal community in Gujarat to understand the background of these students.

According to the census 2001, among the total population of 5,06,71,017 in Gujarat, 74,81,160 were from the category of scheduled tribes i.e. almost 14.76 percent of the total population. In ten districts of Gujarat namely, Sabarkantha,

Panchmahal, Dahod, Vadodara, Narmada, Bharuch, Surat, Navsari, Valsad and Dangs, more than 20 percent of its population belongs to scheduled tribes. Together these ten districts have more than 92.48 percent of the tribal population of the state's tribal population. The tribal population is considered as backward in comparison to other community in the state. According to the Commissioner, Tribal Development Department, Gandhinagar (2005) the main reason of the backwardness of the people belonging to the tribal community is the low literacy among them. According to him, they do not send their children to schools because of their poor economic condition and remote habitation. As most of the tribal population lives in remote areas, the tribal students face many difficulties in getting education. Because of parents' illiterate background, the tribal students cannot get any help from their parents regarding their education. They cannot even spend money in getting necessary facilities like; tuition, extra teaching learning materials, books, notebooks, etc.

In these mentioned districts, there are many villages without high schools. So the students have to go to a distance of three to five kilometers to get high school education. In high schools also, they do not have adequate facilities of library, laboratory, etc. Most of the teachers in village schools follow traditional methods of teaching as they do not have enough facilities of modern technology. Though government has introduced the scheme of Jyoti Gram Yojna, even today, many villages have no electricity connection. And villages having electricity connections also face the problem of power-cut for many hours in a day. So even after having the facilities like computer, television, tape-recorder in some schools, the students rarely get the benefit of these gadgets.

All these discussions show that the students of these tribal districts need special care for their education and development and Adarsh Nivasi schools for S.T. are there to help the children of these districts. Before going ahead it is very essential to know the status of teaching-learning in Adarsh Nivasi Schools for S.T. in Gujarat.

1.8.5 Status of Teaching Learning in Adarsh Nivasi Schools for S.T.

As the researcher himself has been working in one of the Adarsh Nivasi schools for S.T. for last ten years, and also, he has discussed with some of the teachers

of Adarsh Nivasi Schools about the methods of teaching learning, he is able to shed light on some of the facts related to teaching-learning in these schools.

In most of these schools, traditional method of teaching is followed. These schools have insufficient facilities of modern technology and most of the teachers in these schools are not able to use technology. Most of the schools do not have competent teachers having the knowledge of using technology, so the students are not in a condition to use it properly. Most of these schools are in remote areas, so, the problem of power supply and power cut is also there. Because of all these problems, the students have to completely depend upon their teachers for their learning. In such conditions, if the teacher is not well prepared or not competent enough, the condition of the students becomes worse. It is shown by many researches that with the help of technology, the teaching-learning process becomes easy and effective. But it is quite difficult to use technology in these schools due to the lack of minimum required facilities. It also affects the students of these schools in their board examinations. From the result of S.S.C. board examination (2008-09), it was found that the Adarsh Nivasi schools for S.T. in Surat and Tapi district have very average result. Out of 282 students, 210 students passed and only 102 students got first class in S.S.C. board examination (2008-09). It also showed the poor status of teaching learning in these schools. Likewise, the status of English language teaching in these schools is also very poor.

1.8.6 Status of Teaching Learning of English in Adarsh Nivasi Schools for S.T.

On the basis of the discussion of the researcher with some of the teachers in these schools, these are some of the facts related to teaching-learning of English in these schools.

Most of the teachers working in these schools has the opinion that the students who get admission in standard VIII in these schools seem to be very much poor in English. According to the teachers, some of the students cannot write even capital and small alphabets properly when they take admission in Standard VIII. So the English teachers find it very difficult to teach English to them. Most of the teachers, working in these schools, use traditional method of teaching English, i.e. Translation method. They rarely use technology or some other aids of teaching to teach English. The

students of these schools use to have very poor result in English in their S.S.C. Examination. The result of the S.S.C. board examination (2008-09) of the Adarsh Nivasi schools for S.T. in Surat and Tapi districts showed that out of 282 students, 271 students passed in English and only 22 students got first class marks in English.

Realizing the importance of English language and the problems and weaknesses of the students regarding this subject, the Tribal Development Department of the Gujarat state has started the programme of teaching English through SATCOM (Satellite Communication). Under this programme, the students have also been trained by teaching English through SATCOM. Using T.V., SATCOM programme is telecasted with the help of BISAG (Bhaskaracharya Institute for Space Application and Geo-Informatics). This programme is developed by Unnati organization and Vanbandhu Kalyan Yojana (Tribal Development Department). These programmes are telecasted three days in a week and at the end of each programme a question answer session is also there. During this question answer session students and teachers can talk to the experts sitting in the BIASAG studio. It clearly indicates that the Government of Gujarat is also interested in teaching English language effectively to the students studying in these schools. And it is imperative to find out some effective method of teaching-learning for English subject. In the present study, the researcher had made an attempt to develop some method of teaching-learning for the betterment of English learning of students in the Adarsh Nivasi Schools for S.T. of Gujarat state. In the present study the researcher developed and tested some teaching learning material in English for the students of standard VIII.

1.9.0 NEED OF TLM TO TEACH ENGLISH IN ADARSH NIVASI SCHOOLS

Keeping in mind the importance of English language and its objectives, we can say that one must have the ability to use English in his/her daily life. But as we discussed, the tribal students studying in Adarsh Nivasi Schools for S.T. in Gujarat, are very poor in English. So they require extra care to learn this language. Having discussion with some of the teachers and the principals working in these schools, the researcher came to know that the traditional method of teaching is used in most of these schools and the students completely depend upon their teachers for their English learning. In such condition, if the teacher is not competent enough or not prepared

well, the condition of the students becomes worse. Unlike, English medium schools and schools in urban areas, the students of these schools only depend upon their teachers and their text books. In many cases it was found that the students found their text books very difficult for them to read and grasp the content of the text book. The language used in the English text book is not so easy for the tribal students understand. The examples and illustrations given in the text books are not so colourful. In a large number of examples and pictures given in their text books are not contextual to their tribal culture and environment. A detailed glossary was not given in the text books for the students to clarify their doubts. This led the researcher to prepare some material to help these tribal students to understand English language in a better and interesting way and hence the present study is the modest attempt in this direction. These are some more reasons for developing teaching learning material:

1. Teaching learning material with lots of pictures may increase the interest of the students in learning and understanding English. With the help of pictures, students can easily understand the words and sentences associated with it.
2. Teaching learning material can help the teachers to use some readymade activities in teaching-learning process.
3. As these schools are residential in nature, the students can enjoy doing activities in groups and making healthy competition among themselves.
4. Teaching learning material will provide extra teaching-learning materials to the students and they will have one more additional way to understand the text-book.
5. Teaching learning material will provide the students the opportunity of extra reading and writing related to their syllabus in English.

Hence, considering these benefits of teaching learning material, the researcher has developed teaching learning material to teach English to standard VIII students of these schools.

1.10.0 CONCEPT OF TEACHING -LEARNING MATERIAL

Let's take the stock of the present day classroom. If anyone visits any school, he will find in most of the classrooms that students are listening and teachers are giving instruction with lecture cum narration method. The NPE (1986) suggested

increasing the participation and involvement of the students in teaching learning process. In simple words, in the teaching learning process, the students should be active and the teacher should be observing the classroom situations to assist the students in further learning. While preparing for the teaching, the teacher should be clear about following:

- (1) What to teach – Subject matter
- (2) How to teach – Selection of proper teaching
- (3) Why to teach – To bring changes in the students
- (4) When to teach – When the students are ready to learn

One of the major observations in the current time is that the key of the learning is individualized which suit to the individual's need, his own idiom, his style and his way of learning. It is possible through individualized or self learning materials. Individualized instruction material, therefore, is accepted by different types and levels of learners. The most important factor of this material is that, though the goals of this instruction are same, the progress of the learner differs as their rate of speed varies and they learn according to their own pace. The progress is dependent upon one's own ability and pace. This follows the principles of learning.

The more importance is given to learning rather than teaching in the self learning material. The teacher's function is to provide materials and experiences to provoke interests and starting points for new studies rather than building programs and lessons which stress end points. Modern learning theorists consider learning to be a change that takes place inside the learner. Self learning is an individual act which takes place inside the learner. It makes learning a process of active seeking rather than passive absorbing. Preliminary evidence shows that learner spends more time with this method than the conventional one.

A self learning approach enables the learners to progress as rapidly as they are able to. They can spend extra time on those points which are difficult for them. They are not required to wait for the rest of the class before they can proceed. Also, they are not required to leave a topic they are not sure of, merely because, the majority of their classmates have already moved on.

As we have discussed that the students learning in these schools are very poor, particularly in English, they can't use self learning material effectively. They need the help of their teachers to use the developed teaching learning materials. The teacher has to help the students in their learning process. The teacher has to guide them how to use these materials effectively. The teacher has to help them whenever they find it difficult.

In short, students are in the centre of this teaching learning process and teacher is there to help them in their difficulty. Here, the teacher is not expected to discuss each and every point in detail but he has to play the role of a guide or a helper.

1.11.0 FEATURES OF THE TEACHING LEARNING MATERIAL (TLM)

Teaching learning material could have many features like, presentation, exercise, evaluation, game etc in different forms. Teaching learning material could be prepared taking the combination of some of these features suitably according to the need of the learners. Considering the nature and need of the students of Adarsh Nivasi Schools for S.T. and to teach English effectively for the present study, Teaching-learning material is developed with the following features.

1.11.1 Content Presentation with the Help of Pictures

Colourful pictures and lots of explanations are used to attract students and to make them interested. It will also help to provide them information in visual forms. These things are prepared to clarify new terms and concepts in different lessons. The pictures give vivid idea of the events and learners can learn and understand the concepts easily.

1.11.2 Illustrations with Examples

Illustrations with examples are necessary to learn anything effectively. By using more and more examples, it is intended to make the students understand the concept easily and clearly. Examples can give the clear cut idea of the learning topic. With the help of illustrations with examples, students can understand the structure of the sentence indirectly.

1.11.3 Drills, Exercises, Activities and Games

Drill work is very much essential to understand and retain the topics easily. Material is developed in such a way that it helps the students to do the drill work easily with minimum help from teachers. Another important thing is the selection of the exercises, activities and games. The selection of these things is done, keeping in mind the objectives of the topic, environment and demography of the students and the context. Moreover, exercises, activities and games are prepared in such a way that those can create interest and enthusiasm among the students.

1.11.4 Testing and Self-Evaluation

Test has its own importance because it provides the opportunity to the learner to evaluate him/herself and it will help the students to be aware about their strengths and weaknesses. Keeping this in mind, it was planned to arrange a test after every stage of learning. With the help of these test learner can understand his/her capabilities. It can also help the learners to fix and re-fix their goals to achieve. It is also arranged to provide immediate feedback to the students on the basis of their test along with the provision of self evaluation. Immediate result provides positive effects and it also guides the learner for the future work. Keeping this in mind, it was planned to declare the result as early as possible after every test. With the help of this system, student can understand whether the part concerned is cleared for him/her or he/she has to learn it again.

1.11.5 Pre-Stage Learning Materials

As average and weak learners are considered in the center of the teaching learning process as per their large numbers, it was very much necessary for the researcher to make the learners ready for using the given material properly. To make the learner's base clear and to create his/her interest, the pre-stage learning material was developed. Starting with alphabets, some very general and important topics of the English language were included in this part. The improvement in vocabulary was emphasized in this section of learning materials. It was only to make the students prepare for the further study and to create their interest in learning English.

1.11.6 Supplementary Reading

It is very necessary for any language learner to read more and more. Keeping this idea in mind, it was planned to give some extra reading material related to the topics of the Units given in the text-book. The story, example, incident or anything related to the learning topic would always create a positive attitude in the learners' mind and so the feature of supplementary reading was included in the teaching learning material.

1.11.7 Similar Words and Word Meanings

To understand the new words, it was planned to give the similar word or the word meaning at the proper place. As soon as the new word introduces, the meaning of that word is given by using similar word, word meaning or pictures. It was the idea that by doing so the learner may understand the content well, and also, they can get the chance to improve their vocabulary.

1.11.8 Dramatization

As the review of related literature proves that the technique of dramatization helps the learner in better and easy understanding; the researcher tried to use the same technique in the present teaching learning material. This technique is used to teach unit like, "Bamboo – the Wonderful Plant." Because of this technique students could have a chance not only of understanding the unit but also of using the language by performing the drama. The detailed instruction is given in the study materials to have a dramatization on the theme of the material.

1.11.9 Pre Task

Proper pre task is essential for beginning any unit. Taking this idea into consideration, the researcher tried to include the pre task to provide the learner proper material to understand the coming unit. Moreover, it was also kept in mind before giving the pre task that it should increase the interest of the students in learning topic. Keeping in mind the above features, the researcher had tried to develop the teaching learning material for the present study. For the present study, the researcher tried to

put emphasis on developing teaching learning material in printed form to make it convenient for the learners to handle the teaching learning material easily.

1.12.0 REASONS FOR DEVELOPING PRINTED TEACHING LEARNING MATERIAL

It is proved by many researches that the use of technology is very much effective in teaching-learning process. The technology of teaching learning material in printed form will be quite suitable for the students studying in Adarsh Nivasi Schools for S.T. as the other forms of teaching learning materials may not be so adoptable to these students because of the following reasons which are based on the data collected by the researcher.

- The students and teachers in these schools do not have the proper knowledge of using other gadgets like computers.
- It will be quite difficult to provide adequate facilities, individually, to the students.
- The atmosphere at these schools is not so conducive for the students to use other technological gadgets independently.

In such condition, student can use the teaching learning material in printed form according to his convenience. Besides above given reasons, some advantages were also there in the mind of the researcher for using printed material in developing the teaching learning material. The researcher developed teaching learning material using printed medium for the present study keeping in mind the following advantages of it.

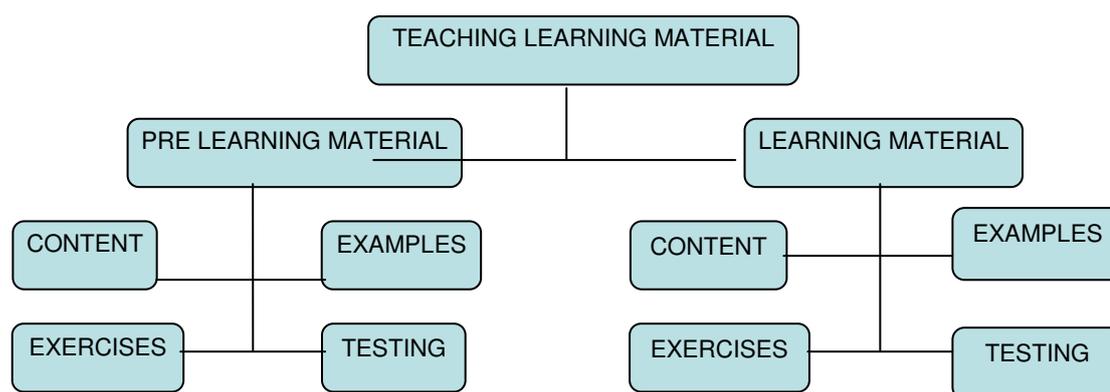
- Printed medium is both feasible and economical in view of the resources available in these schools.
- Printed material allows the learner to study at his own place convenient to him even outside the school where other gadgets are not available.

Considering the above given reasons and the advantages of developing the teaching learning material using printed medium, the researcher ventured into this area using an appropriate and suitable design.

1.13.0 DESIGN OF THE TEACHING LEARNING MATERIAL

Developing teaching-learning material is an art, and therefore, it requires experience, training and guideline to develop. For the development of teaching-learning material the following design is used.

Figure 1.1: Design Of The Teaching Learning Material Used For The Present Study.



1.14.0 RATIONAL OF THE STUDY

For successful teaching learning process, a teacher should explore a wide variety of materials to find it suitable for instruction, to supplement what the text book provides, to add some extra information, to broaden the concepts and to arouse interest of students. The selection, the improvisation and the use of the proper instructional material play an important part in the realization of the instructional objectives of the subject. The text book, though very important among the instructional aids is not adequate in itself, to help the students to acquire expected learning in terms of set forth objectives. It needs to be supplemented by other aids such as, a work book, test items, charts, pictures etc. Being one of the devices of technology, teaching-learning material has a great importance in the field of education. And with its uniqueness of giving motivation, information, self practice through illustration, it makes teaching and learning more interesting and encouraging. For the better learning mainly for slow learners, there is a need of teaching learning material according to the need of the learners. In the present study an attempt is made by the researcher to prepare and implement teaching learning material in English for standard VIII students of Adarsh Nivasi Schools for ST in Gujarat.

Language is the most important aspect of human life because it makes human beings different from the other animals. And the universal language which opens the window of the world information is the English Language. English language enjoys the status of universal language because it has been the most important language of the world. It is called the library language as a vast amount of world information and literature is available in English. It is considered as a link language as it connects one country to the other. It is also considered as the language of trade and commerce as a very large portion of the world trade and commerce is done through this language. It is also one of the web languages. At present the impact of the English is so much that the teaching-learning of English language plays an important role in the society at large and the secondary schools as particular. Considering the importance of English language, the researcher has decided to undertake the present study to contribute something to enhance English language teaching-learning process.

As the English language is so much important, it is very necessary for the tribal students also to learn it. But the tribal students studying in Adarsh Nivasi Schools for S.T. in Gujarat were not good at English. Even some of the students of standard VIII are not able to read English text books properly may be due to the reasons that the lack of competent teachers and the use of traditional method of teaching-learning by their teachers. Adarsh Nivasi Schools for S.T. are situated mostly in villages, and there is a scanty of the availability of resources and technology in these schools. Hence the researcher tried to find out whether the printed teaching learning material would be beneficial for these students. Standard VIII is the beginning standard in Adarsh Nivasi Schools. Students after completing standard VII took admission in standard VIII in Adarsh Nivasi Schools. Standard VIII is considered as the backbone of the students at Adarsh Nivasi Schools which is needed to be strengthened. Hence, the researcher considered standard VIII as the standard for the experimentation.

From the review of related researches, the investigator found that there has been a great concern regarding the teaching learning of English. It was also found that a large number of studies are conducted related to teaching-learning process of English and most of them have been conducted to see the effectiveness of different methods of teaching English like, CAI, PLM, CALL, etc. like, Karandikar (1996)

used video-instructional package, Rathore (1984) compared two instructional methods – modular and peer tutoring, Chaudhary (1985) and Kapadia (1988) prepared programmed learning material, Chaudhary (2000) studied on the effect of joyful learning, Jayashree (1989) studies the difficulty in teaching and learning English as a second language etc. Many studies conducted in foreign countries were also found based on multimedia and CAI, modules and programs related with computer and technology. Most of the studies are found relating to self-learning packages. But all those packages are related with computer or some other technology. No study was found directly related to development of some material for rural or tribal students which they can use easily for their English language learning. Therefore, there is a felt need for present study to develop printed teaching learning material with the tribal context and environment to teach English to the tribal students of Adarsh Nivasi Schools in Gujarat.

1.15.0 RESERCH QUESTIONS

In the process of formulating the present research study and studying the related literature, the following research questions came in the mind of the researcher. The researcher tried to get the answer of these research questions in the process of this research work.

- Whether printed teaching -learning material can be used for effective teaching of English to the students studying in Adarsh Nivasi Schools for S.T. in Gujarat?
- Whether students studying English through printed teaching-learning material do better in comparison to the students studying the same through traditional method?

1.16.0 STATEMENT OF THE PROBLEM

Development and Try-out of Teaching Learning Material on English for Standard VIII Students of Adarsh Nivasi Schools for Scheduled Tribe in Gujarat

1.17.0 OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives.

1. To develop the teaching learning material to teach English to standard VIII students of Adarsh Nivasi Schools for S.T. in Gujarat.
2. To study the effectiveness of the developed teaching learning material in terms of students' achievement in English.
3. To study the effectiveness of the developed teaching learning material in terms of students' reaction.

1.18.0 HYPOTHESIS

The following hypothesis was formulated to be tested at 0.01 level of significance during the present study. The null hypothesis was formulated as very few studies were observed in the area without giving any direction for the present study. The null hypothesis was formulated as this hypothesis is a statistical hypothesis which was to be tested statistically.

H₀ :There will be no significant difference between the mean post-test achievement scores of standard VIII students studying English through teaching learning material and those studying through traditional method.

1.19.0 OPERATIONAL DEFINITION OF TERMS

The following terms used in the present study were defined operationally.

Achievement in English: Achievement of standard VIII students in English is the marks obtained by them in the achievement test constructed by the investigator.

Reactions of Students: The scale value of the preferred belief of the students regarding the component of the teaching learning material on a three point-scale was considered as the reaction of the students towards the component of the teaching learning material. The aggregate qualitative scale value was considered as the overall reaction towards the developed teaching learning material.

1.20.0 EXPLANATION OF TERMS

The following terms used in the present study were explained.

Teaching Learning Material (TLM): For the present study, teaching learning material means the material developed by the researcher using print medium.

Effectiveness of Teaching Learning Material: Effectiveness of teaching learning material has been studied in terms of the significance of difference of post test mean achievement scores of the experimental and control group students and the reaction of experimental group students towards the developed teaching learning material.

1.21.0 DELIMITATION OF THE STUDY

In the present study Standard VIII English Syllabus is delimited to five units of Standard VIII English text-book, i.e. A Quiz, Let's Go Shopping, A Fireman's Day, Bamboo – A Wonderful Plant and The Prince and His Friends.

1.22.0 SCHEME OF CHAPTERIZATIONS

Chapter I deals with the conceptual framework of the present research problem, research questions, rationale of the study, statement of the problem, objectives of the study, hypotheses, explanation of terms, operational definition of terms and the delimitation of the study.

Chapter II deals with the review of the related literature and the implication of the reviewed literature for the present study.

Chapter III focuses on the methodology of the study which includes design of the study, population and sample of the study, tools used for data collection, development of multimedia package, procedure of data collection and techniques of data analysis.

Chapter IV includes details of analysis, interpretation of the collected data and discussion.

Chapter V deals with the summary of the whole study.