CHAPTER TWO

A REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter Researcher has tried to collect information and details through the Related Literature. Researcher referred some relevant articles, books, some thesis for her research work.

In this chapter researcher has tried to solve her research problem with the help of various related literature which are mentioned below in detail.

2.2 Need of Review of Related Literature

In order to acquire up to date information regarding improving students writing part of English language. The researcher referred to some other research works done in the field of writing skill and its usage. Research enriches the subject in which the research is being done. But this enrichment is only possible when the research programme is carried out properly by the researcher. For the successful exhibition of the study a guideline is very much necessary. This guidance is provided by the study of researchs perviously done in the same subject. It helps to know effective tools and technique as it helps to see whether there is any space for new research. It also gives proper direction to the Researcher and enables the researcher to work in new field.

2.3 Objectives of Review of Related Literature

Following are the general objectives for reviewing the related literature.

1) To help us what research has been done in the respective subject.

2) To channelize and execute his own research in a proper way.

3) To select proper statistical Tools and Techniques and its implementation for the selected research.
4) To understand how others have handled the problem.
5) To avoid same errors and wrong part which committed by other researchers.
6) To study the correlation of related literature with present research.
7) To enables to study research methods, instruments, conclusion which helps the researcher in making as appropriate solutions, corrections and to reach perfect conclusion.
8) To avoid an unintentional duplication.
9) To know about the recommendation of previous research for further research.

2.4 Review of related Literature

1. Joshi, V.G., (1985) Ph.D., Level Scrutiny of errors in written English and remedies Programme. Pune University, researcher has taken following objectives for study to make a historical review of the position of English in India since the establishment of east India Company in 1600 A.D. even to make review of the position of English in India after the attainment of independence. Observe the present position of teaching of English in Maharashtra. Researcher has used survey cum experiment method. The nature of data collected by the researcher included historical review, survey of pupil’s study of syllabus of English and study of question papers and answer book in English. The sources of data collection included survey of educational research and report of various committee and commissions. In these cases of each grade the answer book of a particular examination were first collected, errors analyzed and recorded and a remedial programme prepared and executed. The effect of the remedial programme was studied. The influence of socio-economic and cultural conditions of the family background of the students was studied. And conclusions were number of errors were reduced after implementing programme.

2. Mohammed T.K, (1986) Ph.D., Level A diagnostic study in the written English of pre degree students, Calicut University, here researcher has taken following objectives- To
identify the major errors in written English of pre degree students, to classify the errors into major functional and grammatical areas, to determine the source or cause of errors identified and to suggest the corrective measures and remedial programme. Researcher has used Experimental Method. Data required for the study was collected using the diagnostic and test of basic language skills, which was developed by the investigator, intelligences test and general data sheet. Beside these tools, teachers and experts interviewed. Due to diagnostic test researcher has found many changes in the pre degree students.

3. Sharma R.K.(1986) Ph.D., Level A study of the problems of English in Bihar, Bhagalpur University, here researcher has studied objective- to study the position of English in India and problems of its teaching learning in the schools and colleges of Bihar. Researcher has used survey method. And following are the conclusions- During the past three decades there had been a gradual lowering of the standards of English due to various reasons like socio- political problems of teaching English, Misconceptions regarding English language teaching, faulty teaching methods, unpalatable texts, and its mishandling etc. were the main problem at middle and high schools, there were various confusion about the aims and objectives of teaching English at various stages.

4. Suriakanthi A., (1982) Ph.D. Level, A study of language development of socially disadvantages rural preprimary children of Madurai district, Kerala University, following are the objectives to find out the language development of selected socially disadvantaged rural pre-primary children in terms of the total number, types and length of sentences. Types of questions total number of words vocabulary recognition, to compare the language development of selected socially disadvantaged pre-primary children in term of aspects listed earlier and thus to determine the level of language development of socially disadvantaged children. Findings of this study are the socially challenged children were deficient in their language development when compared with the socially advantaged children. The deficiency were experienced in total number of sentences, words, length of sentences, vocabulary in us in term of parts of speech, case suffixes and phrases spoken. The significant differences that were observed in the language
development of socially disadvantaged and advantage children tended to disappear at the end of the pre-school years that is at 61-66 months level.

5. Mundhe Rajeshree, (2003) Ph.D., Level. Developing a self study package in computer education for slow learners. Pune University, Researcher has taken following points for his study as a review; through this study develop self instructional package consisting of video programme and Printed material in from of modules in Marathi and can test the effectiveness of the developed packages by trying out on slow learners. Researcher has used the Experiment Method. The research has concluded that Use of self study packages developed by the researcher for teaching programme of computer education to slow learner was found effective. Even the Video programme for WordStar was not found significant. It was concluded that video programme (G-3) did not show a significant improvement in the achievement of slow learner for teaching programme. And Printed module in DOS was not effective it was concluded that the printed module for DOS did not Show significant improvement in the achievement of slow learner.

6. Waseem Momin, (2007) Ph, D. Level, A Study the effect of Audio –Visual aids on the achievement of 9th std. students in English subject. Pune University Researcher has taken following points for his study as a review; we find that mean achievement of controlled group is less than that of experimental group. It is clear that the effect audio –visual aid is better than traditional method of teaching. After t-test it is found that, in the post test the null hypothesis is rejected i.e. there is significant different between the mean. The researcher has used Experiment Method. It is found that achievement of two group one taught by traditional method and other by audio – visual aids. So we should use the effective methods of the teaching of English.

7. Visvesvaran H., (1975) Ph.D Level Learning of Teaching items in English in the Upper Primary Classes in Coimbatore District, Madras University. The objective of the study was to critically examine the learning of teaching items in English in the upper primary classes in Coimbatore district. Researcher has used Experimental method. The study revealed the following
findings- the performance of the students who underwent the remedial work improved after the treatments. The achievement of the girls in standards VII and VIII was significantly superior to that of the boys. The achievement of the pupils studying in schools under private management was significantly superior to that of the pupils studying in schools under public Management. There was a significant correlation between test scores and the occupational status of their parents and test scores and the educational status of their parents. Among the four language skills, namely, listening, speaking, reading and writing, the students showed a strong liking to develop speaking Skill.

8. Rao Ramachandra, (1988) Ph.D Level To study and analysis different aspects of competency in English as attained by polytechnic students. Researcher has taken following points for his study as a reviews, Independent study Technical Teacher’s Training Institute Madras. The Present review identifies the general level of proficiency attained by students in the chosen aspects. Even its priorities the aspects in terms of their easiness difficulty and suggests suitable measures to improve learner’s language skills. As we have to mastery over the Language we need to go through the skills in deeply.

9. Ghose, (1977) Ph.D. Level, A study of backwardness in English in the secondary schools of west Bengal. Bengal University, researcher has used following objectives- to carry out a survey of the attainment of pupils in English, to diagnose the backwardness in specific areas of English. Sample selected from classes VI to IX of the secondary school of west Bengal. Researcher has used Construction, standardization and administration of an attainment cum diagnostic test in English, Case study of randomly selected students to determine the causes of backwardness. And tools are standardized tests, and case study. And following are the finding- 32 to 34% the children’s in the west Bengal schools were backward in English. Unscientific curriculum, lack of attention at home, unsuitable teaching methods, poverty malaadjustable, absenteeism, want of necessary teaching books and teaching aids, lack of proper place of study, poor health and substandard attainment in English at primary stage.
10. Sinha Rupa, (1999) The effects of language of performance a study of factors affecting the learning transfer process in the study of English in standard VI and VII, YCMU Nashik. Researcher has taken following points for his study as a review. The Present study will be about to performance of the students of the experimental group and the control group. It is shown that the problems faced by the teachers during the teaching of English. Even over here they have studied attitudes of parents towards English teaching. We even get the attitudes of experts in Education towards English teaching. Children like to act how life is lived at the ‘Ganesh festival and Vegetable market. Children were found to perform better in small groups. We can use audio visual aids for teaching English found effective in teaching field.

11. Ansuya A.R., (1970) Ph.D Level, the improvement of reading efficiency at the P.U. C level, Hyderabad University. Following are the objectives taken by the researcher for his research study they are as follows- To establish criteria for the improvement of reading efficiency of the pre-university students. The hypothesis was that the reading efficiency which consists of speed and comprehension is related to the student’s performance. The sample consisted of five groups of 400 students of class XII, higher secondary, pre-university and junior intermediate levels. The major findings are as follows. After having made a sharp increase in the reading rates, the students seemed to comprehend less for a short interval. However, with continued practice the comprehension skill was regained at a higher rate. At the end of the experiment it was found that the reading efficiency of all the groups has increased from 48 words to 270 words per minute. Concrete improvement can be achieved in the reading efficiency of students by adopting suitable methods. A spread over simultaneous training during the course of factual study was given to the class XII students. The improvement was very high in the case of bright students, considerable in the case of average and satisfactory in case of backward students. For building up successful reading programme and for organizing it, care should be taken that previous experiences of the students and level of their mental development are taken into account. Pupils should be allowed to pass through a series of stages of progress in becoming good readers.
12. Anothny Nirmala, (2005) Ph.D Level, to develop and find out the effectiveness of a programmed for improving the writing skills of the students of std VIII from Marathi medium school, Pune University. Researcher has taken following points for his study as a review; we can find develop a program for improving the writing skill of the students of standard VIII from Marathi medium school. It also helps us to find out the effectiveness of the programme. The researcher has used the Experimental method. A programme prepared for the functional use of tense and voice was effective and significant.

13. Srivastava Singh,(1960) Ph.D. Level An attempt to find out common error in written English to develop effective remedial and preventive techniques foe spelling mistakes committed by pupils. Following are the objectives- to find out common spelling mistakes in written English, to find out possible causes for writing in English. Sample were taken from half yearly and annual Examination answer looks, class exercise books and dictation of 332 pupils of VIII class of Five boy’s higher Secondary School of Jaunpur. Researcher has used survey and experimental method. Tools are a list of 200 words suggested by the government central pedagogical Institute of Allahabad. Findings are the total number of wrong spelling collected was 15,856 but the actual number of miss-spelt words was 1,368. On an average, every word had 11.6 varieties of spellings.

14. Bernard H. A., (1966) Ph.D Level, Central Institute of English and Foreign Language Hyderabad University, A test of P.U.C student’s vocabulary in chhotanagpur. The project aimed at getting a detailed picture of the English reading vocabulary of P.U.C and final year secondary school students in chhotanagpur area. It was hypothesized that the results of this project would from the first step towards a comparative study of P.U.C students recognition vocabulary consisted of 1500 words from the general service list by Michael west together with 100 words from the central institute’s P.U.C vocabulary which was compiled from current textbooks. The basic item of the test was a structurally simple sentences containing one underlined word for translation into the four main sections A, B, C, D each section was again divided into two parts. The major findings indicate the average recognition vocabulary of the students in the area. The familiarity status of each word on the tested list in the chhotanagpur
student’s vocabulary, the strength and weaknesses of the students in different subject categories of vocabulary, the strength and weakness of the students in grammatical categories like verb, nouns, adjectives.

15. Chattopadhyay S.K., (1971) Ph.D Level, The Language Development of nursery and primary School Children, Calcutta University. The objectives were to find out the developmental Problem relating to nine different aspects of Language skill of nursery and primary School children of west Bengal. Efforts were also made to know whether differences due to rural and urban areas and differences due to sex had any impact on the development of language Skill. The samples were consisted of 600 children, in the age range of four to ten years belonging to nursery and Primary school. The major findings were as follows- The nine aspects of language skill included in the study had a close relationship with grade levels as the scores on LDI increased consistently with increase in grade. It could be stated that language skill was directly related to age and hence to maturation. The language development in grade V was found much accelerated in comparison to grade IV. Urban children were in a better position than the rural ones so far as language development was concerned.

16. Dave, P.N, (1974) Ph.D Level, Improving Language Skills in the Mother-tongue, CIIL, Mysore University. The main objectives of the project were to develop and experimentally test the effectiveness of a Bridge Course of 100 hours with respect to five language skill, i.e. listening comprehension, listening and note making competence, reading comprehension, guided composition and epitomizing. To construct a test that could be used as a pre and post test for evaluating the attainment in the above mentioned five skills of college entrants who opt for Kannads as the medium of instruction. It was also about to investigate the relationship between the content in-put process and learning outcomes in the language learning situation. It also focused on to examine the possibility of existence of an independent hierarchical structure in language attainment. The sample of the study consisted of 730 pre-university students selected from different colleges of Bangalore, Mysore, Dharwar and Bijapur. Researcher has used experimental Method. The study arrived at the following conclusion- the college entrant in the
pre-university courses who were given intensive training through the bridge course showed greater improvement in their skills and academic performance than those who were not.

17. SarbandeNavnath.(2007) M.Phil Level A critical study of mistakes and remedial programme to improve loud reading skill of students studying in 7th std.Who study English as a third language”- University of Pune. Researcher has taken following points for his study as a reviews, We get that to study the problems in loud reading skill of the students studying in 7th std. who study English as a third language. It helps to encourage students to read properly by giving the remedial programme. Even it shows the effectiveness of the remedial programme for improving loud reading skills. The Researcher has used Experimental Method for the Research. It is single group design with pretest and post test design. The remedial programme proves to be useful in correcting the mistakes of the students in loud reading. Students improve their pronunciation. Students read with proper stress and intonation after listening to cassettes and model reading by the teacher. Students read with comprehension after the remedial programme. Student should be given loud reading practice and made aware of their mistakes.

18. Nilofer Momin, (2008) M.Phil Level, Development of a computer programme for effective teaching of English to std 8th student. Researcher has taken following points for his study as reviews; we get that to test the effectiveness of developed software after implementation on performance of students makes effective impact on them. The Researcher has used the Experiment method. This study makes us aware of the use how to be very specific in the topic and its methodology in the use. So while teaching such topic we should be needed to think about the age and level of the students.

19. Shrirang Anil, (2004) M.Phil level “A study of the effects of reading selected English newspaper columns in enriching vocabulary and developing comprehension. Researcher has taken following points for his study as a review through this study we come to know how to enrich English vocabulary of the students teachers. It also helps to develop comprehension of the student teachers. There is correlation between word and idioms as well as between vocabulary
and comprehension. So we get that Reading English Newspaper columns reinforce the day-to-day vocabulary and its comprehension of the student teachers. There is English Newspaper column is useful to enrich vocabulary of the student teachers. In this study the Researcher has used experimental method for the research, and it concluded that Children liked to act out how life is lived at the ‘Ganesh Festival and Vegetable market. Children were found to perform better in small groups.

20. Bombay Municipal Corporation, (1970) Language Development Project, standards III and IV, Primary Education Department, the objectives of this investigation was to improve and develop spoken and written language and establish in children firm habits of language communication. The sample was taken from students 432 and 564 children from standards III and IV, respectively. Were placed in the experimental group and 468 to 427 children in the control group, in both standard, the experimental group of children were given carefully planned teaching programme. Special attention was given to sentences formation, writing, reading aloud in the classroom and library reading. Children were tested periodically to find the level of improvement. Children in the control group were taught in the usual way. The evaluation conduced at the end of the experiment showed that 57.79 and 25. 08 percent of children of standard III and IV, respectively, obtained marks which were above 40 percent as compared to 23.22 and 23.26 percent obtained by the control group, moreover, an opinion survey of teachers and headmasters of the experimental school revealed that children, particularly younger ones showed marked improvement in speech, conversation, writing and answering questions in classroom.

21. Gore Prashant, (2008) M.Ed Level Problem in teaching learning of the Degree topic in std. 8th English, Pune University. Researcher has taken following points for his study as a review, through this we get identity the problems faced by the 8th std. English teachers while teaching the topic of Comparison of the Degree. Researcher has used Survey method is used in research. Overall it was observed that students studying & teachers teaching in 8th Std English Medium School in Pune city faces teaching – learning problem in the topic Degree.
22. Chadda A. U. (1971) Ph.D Level, Central Institute of English and Foreign Language Hyderabad University, an Investigation into vocabulary Resources of third-year Degree students. The main aim is to study vocabulary resources it al os about evaluate scientifically the range of recognition vocabulary of the third year students. The study easy conducted on five constituent and five affiliated colleges- four women’s three men’s and three co educational. The important findings were the high test score on the test is 282 and lowest is 10, out of 300. The total average score is 52.2 percent. The average score of the arts students is 54.1 percent. The average score of the female students is slightly higher than that of the male students 53.1 percent for female and 50.7 percent for males. The total of mean score on all the three forms is 156.21. The reliability of the test is 90. The performances of the students at the pre- university examination correlated with the performances in the vocabulary test, indicating thereby that a good vocabulary is an index of general intelligence and knowledge. There is less number of grammar and construction errors of the students who scored high on the vocabulary test whereas those scoring low are unable to express them correctly or idiomatically.

23. Kothavale Vinita, (2008) M.Ed Level, A study of effectiveness of C.A.I. programme for teaching mathematics at D.T.Ed Level. Researcher has taken following points for his study as a review; WE get it that to test the previous knowledge of student teachers about the topic would help them to get deep knowledge. It is clear that the effect of CAI programme is better than traditional method of teaching. So, as it is about the math subject but we get hat how we should be specific about the use of the computer and how we can make the good methodology by using such use of it. The researcher has used the Experiment Method and find out the difficulties in it.

24. Dave R. H., (1968) report of fifth conference of Board of NCERT, A study of common Errors in English at the Higher Secondary Level, New Delhi. The specific purposes of the study were to locate the common errors in English and to suggest remedial treatment. An attempt was made to analyze the errors both quantitatively and qualitatively, of the English language as found in the ninety-two answer scripts of English paper I which were taken at random from the higher secondary Examination Board of Education, Delhi. For the sake of conveniences, the
areas of investigation were restricted to errors of grammatical structures errors of words, phrases and idioms, errors of punctuations and errors of spelling. The important findings were as follows: errors of grammatical structures were predominantly pronounced in these pupils writing with spelling errors in next coming frequency, the value being forty-five percent and twenty-nine percent of the total errors, respectively. Lexical errors and the misuse of usage and idioms found the third place and constituted about nineteen percent of the total errors. Comparatively speaking errors of punctuation being five percent of the total errors were not significant. The first three years of teaching- learning process should be effectively and fruitfully utilized for ensuring consolidation of sentence patterns in pupils mind. Efforts should be directed towards seeing that pupils mistakes do not spill over into the secondary course.

25. Nair N.S., (1966) Ph.D Level, a Study of language difficulties in English of in Kerala. Following objectives have taken for study to find out the common language difficulties in English in Secondary School children of classes 8th, 9th in Kerala and to find out the causes of these difficulties and to suggest methods to prevent and correct these difficulties. He has taken sample of 1762 Scripts in English in Secondary School children of classes 8th, 9th, and 10th Kerala. Method the Scripts were analyzed and classified to locate common difficulties in English. The Criteria followed were: If a particular type of error was found common in 10 percent or more of the Scripts of a particular class or standard, it was taken as a common to the pupils of that class. Mistakes of the same type which were found common to the pupils of STD 8th, 9th and 10th were considered as mistakes emanating from the difficulties in language that the pupil had experienced. The errors in different areas of the English language, which are found in pupils writing with a high percentage of frequency and diffusion, have been classified as common language difficulties. More than 65% of the total errors are in the area of grammatical structures, the most alarming mistakes belong to the area of verb and verb combination. About 25% of mistakes are in the use of the articles. About 15% of mistakes are in the preposition. Nearly 26% mistakes in spelling and sentence construction. Pupils understanding the learning are quite unsystematic.
26. Indapurkar C.D. (1967) Ph.D Level, “A study of errors in English of the middle school pupils North East Maharashtra.” Following Objectives have studied, to describe the various types of errors found in the spoken and written English of the middle school pupils to classify the above errors suitably. To find out whether there are any common trends in these errors. Sample has been selected 160 Students from Vth, VIth, and VII standard from two boys schools in Chandrapur District. Tools for study the following types of tests were conducted for this investigation: Special oral tests to examine in spoken English. Special Written tests to examine errors in written English. Method used Assessment of all the answer papers of the above tests to collect errors. Classification of errors, Lexical errors, Morphological errors regarding function word, Errors at the phrase level Errors at the sentence level. Errors regarding writing system and following Findings are As regards lexical errors, in Annual Examination papers the errors proper words phonetically resembling words are very frequent in VI and VII Standard. In written there are no lexical errors and in oral test these errors are not very frequent. Inflection errors were common to all classes’ standards.

27. Chaturvedi M.G., (1972) a study of the position of Language in India, New Delhi. The main purpose of the study was to assess the position with regard to the study of different language, at different stages of school education, in the states and union territories of India in terms of language families to which they refer the status of in different states, the weight age time allocation and marks in the examination. The stage when second, third and the classical language are introduced. Information related to the problem was collected through questionnaire, by personal contacts with the education departments, and through other agencies dealing with school education. The study revealed that there are more than fifty languages taught at school in different parts of the country they belong to five major language families of the world. Literary language taught as first or second language and is also used as a mother tongue and used as medium of instruction in first few years of the school education in tribal regions only modern foreign language. Indian classical languages are taught as classical language- as second language. Foreign classical language taught with Indian languages. The number of languages taught and used as media of instruction at primary stage is larger than those available at middle or secondary stages. Although in each state and union territory only one language is spoken by
its majority population. The languages taught in schools are treated like any other subject and are generally given equal weightage in examinations.

28. George A., (1966) Ph.D Level, A study of effectiveness of Audio-visual aids in improving English teaching Kerala University. The study was undertaken to find out the availability of audio visual aids and whether the teaching of it is with these aids more effective than usual way. Data were collected by observing thirty lessons by administering a questionnaire to 200 teachers from 200 different schools selected at random and by conducting an experiment in actual classroom situation information on the following points was obtained through the questionnaire. The important findings were the teachers teaching English in grades fifth, sixth and seventh generally used the translation method. The oral work was neglected in all the three grades. The teacher’s pronunciation was in corrected and they did not pay much heed to the pupil’s pronunciation. Due to overcrowding in the classroom the children did not get individual attention. The type of seating arrangement was neither healthy nor conducive to language learning. Majority of schools did not possess aids like projectors, tape recorders and flannel boards and aids like projectors, t pronunciation. Due to overcrowding in the classroom the children did not get individual attention. The type of seating arrangement was neither healthy nor conducive to language learning. Majority of schools did not possess aids like projectors, tape recorders and flannel boards and aids available in schools were not properly used. Teachers did not use audio-visual aids because of heavy cost, heavy syllabus, insufficient number of material aids, and lack of skill and special training. The percentage of specially trained teachers in audio-visual instruction was 6.06 only. The achievement by using audio-video aids in teaching made greater effect on previously taught method.

29. Ghancho D.A., (1972) Ph.D Level, A study of the grammatical structure of English and Guajarati, SP University. The objectives of the study were to indentify analyze and describe similarities and contrast between the grammatical structures of English and Guajarati at different levels. To predict learning hazards involved in handling specific grammatical structures of English in the background of corresponding grammatical structures of Guajarati at the twin level of recognition and production. Prepare a hierarchy of difficulty of various levels of contrast existing between the structures of the target language and the source language. The major
findings of the study revealed that the morphological system of English and Guajarati at two major levels of content words and function words show numerous contrasts in respect of form, function and meaning. The inflectional categories like number, case, gender, and person and tense operate in the two systems in a number of conflicting ways and thereby generate problems of learning. The derivative processes in both the language also entail grammatical consequences of far reaching pedagogical implications. All these cumulatively give rise to learning problems not only at the level of morphology but at that of syntax also. The syntactical structures of English as compared with those of Guajarati show four prominent levels of contrast generating and increasing intensity of difficulty in learning them. The syntactical signals that cause this are inflection, threefold relationship of agreement, function words and word order at phrase, clause and sentence level.

30. Keskar K.A., (1972) Ph.D Level, A 3,500 word vocabulary for the teaching of English in Indian schools, Hyderabad University. The aim of the project was to produce a list of essential words which in the country, should serve both for the teaching of English in schools and as a bridge between core English at school and specialized English after school. While preparing this vocabulary list, in addition to two earlier studies, the other sources such as the general service list of Michael west. The AICSE and Nagpur list and minimum adequate vocabulary of Michael west. The History a principles of vocabulary control by Horman Bongres lists K, L, M. the word study by J.C. Richard, Volumes 1-3. Thorndike transposed: A restatement of the 400 highest frequency items by Michael Dobbyn were used. Besides these, the concrete nouns from the GSL under the areas such as food, animals and birds, clothing were listed. The questionnaire was framed and sent to teachers of English framers of syllabi and writers of textbooks for suggestions. Similar questionnaires for science and technology and planning and development were prepared and circulated to the staff members. The major observations of the study were the list carefully prepared for high school students in India will help textbook and this list gives realistic and practical suggestions regarding producing materials for textbooks to be used in high school.
31. Nagalaxmi S., (1962) the comprehension oral foreign language at the school leaving stage, central Institute of English and foreign language, Hyderabad University. The aim of the study was to construct simple oral comprehension tests with a view to giving incentive to the training and thereby make oral comprehension a vital part of the teaching programme. Nearly 400 items were drawn from the syllabus used for the first five years and on the basis of the tryout result a series of tests in oral comprehension was prepared and administered to about 2300 students of PUC class and XII standard. The important findings were as follows the tests show that the oral comprehension test would not only prove to be interesting to the students but also lead to the improvement of teaching in the classroom provided it was accepted as part of the school leaving examination. It would automatically lead to linguistics efficiency. The provision for systematic training on oral comprehension in class teaching would improve them to comprehend the spoken language. The investigator felt that one period per week set aside for listening practice and oral comprehension tests which could be administered with the help of a radio set, would improve the comprehension of spoken and oral English.

32. Murthy R. V. S., (1968) Survey of central institute of English and foreign language, A study of the direct and Grammar Translation Method of teaching English, Hyderabad University. The main purpose of this study was to compare, under experimental Conditions, the effectiveness of the bilingual method and the direct method in teaching English to Telgu speaking pupils, in the realistic setting of a classroom and to verify the validity of Dodson’s claim regarding the effectiveness of the bilingual method. The experiment was carried out on fourth standard students in government high school in the state. The control and experimental groups were formed on the basis of a preliminary test and the pupils were evenly matched in respect of their age, sex, homes background and their previous knowledge of English. The control group was taught by the new method and the experimental group by the Grammar translation method. Same teaching material prepared by the investigators was used in both groups and the same tests were administered periodically. The important findings were the bilingual method is more effective than the direct method in developing the pupil’s ability in oral reading, oral comprehension and expression. The burden on the teacher in terms of the amount of time spent in preparing lesson plans is less in the case of the bilingual method.
33. Pasrich A. P. and Das S.K., (1959) Ph.D Level, A study of the written words of the VI class in Delhi School, Central Institute of Education. This study has made preliminary attempts at the analysis of the written words of studying in the sixth grade of Delhi schools. Samples of 527 students from twelve different schools were selected. There was an equal representation of boys and girls and the three main socio-economic levels. One composition from each student was collected. The composition from each student was collected. The compositions were collected on a form which gave the beginning of the composition to every student and after which the students were free to write as they liked. The compositions were analyzed for the count of total vocabulary and the counts on the different kinds of words used. Comparisons on all the scores were made on the basis of sex. It was found that the girls are advanced in their language when compared with the boys of the same class and background this superiority of girls is consistent and spread over all the categories considered in this study, children coming from the upper SES. The proportion of the different kinds of words is the same for every group of SES. The conclusion drawn from this study was that the development of language passes through the mere accumulation of words and proceeds on to the mastery of some of them, thus adding to the repertoire of correct vocabulary of the child. With better environment and stimulation the child completes this process sooner than the children with poorer environment can afford to do.

34. Patankar K.A., (1964) Ph.D Level, A teaching Marathi as a Regional Language to non Marathi Speaking pupils studying III in city of Bombay and its neighborhood., Bombay University. The main objective of the present study is to develop and devaluate improved methods of teaching and reading Marathi for non- Marathi pupils and to construct a new material for the same. A critical study of the existing textbook in Marathi was made and it was revealed that these books had certain drawbacks demanding immediate attention. On the basis of this study new material was prepared with suitable vocabulary. Special attention was paid to the structure of the sentence. A novel feature of the present arrangement was the provision of the workbook in preprimary class which has taken care of all the basic pedagogic principles. At regular intervals provisions were made in the work books for tests in letter recognition, vocabulary, word comprehension, sentences, knowledge. While giving lesson with the newly
developed textbooks and workbooks teachers used improvised teaching aids like wall charts, word and sentences slips, flash cards, and supplementary.

35. Rajagopalan S., (1972) Ph.D Level, A critical study of the English Curriculum at the Madras state, Anna University. The main purpose of the present study was in the light of present position of English in Tamil Nadu, to examine and identify inadequacies in respect of objectives of teaching English, present English syllabus, textbooks used audio-visual aids available, methods of instruction followed, organization of English curriculum and the administrative barriers in implementing it, the evaluation procedures utilized and suggest remedial measures in all respects. The normative survey was used in the study. The findings of the study revealed that nearly 29.3 percent English teachers are untrained. The majority of teachers and supervisors are yet out of the pail of in-service training. The majority of the teacher’s supervisors and parents supported English to be compulsory at school stage. The use of translation method, poor knowledge of English on the part of the teachers have caused the fall in standard of learning English. Inadequate syllabus, unsuitable textbooks and very poor method of instruction are some of the most potential factors in deteriorating the learning situation. The appointment of subject inspectors for English, offering two course in the subject- one ordinary and the other advanced, identifying proper objectives of teaching English, use of structural method of instruction and use of suitable audio-visual aids, proper training of teachers and scientific evaluation of pupils’ performance in the subject with more stress on internal assessment and less on public examination are some of the major remedial measures suggested.

36. Sawant T.T., (1970) Ph.D Level, Composition writing in Marathi in primary school of greater Bombay, Bombay University. The purpose of the investigation was to study composition teaching and its different aspects examine children’s writing and explore ways to improve the teaching of the subject. An intensive analysis was of the 3,874 composition written by 2,948 children of twenty-seven municipal Marathi schools. Information regarding the assessment of composition was collected from forty-seven other school. The necessary details were collected through students and students; composition written by children throughout the year under the supervision of the class teacher. A composition scale as tool for assessment was
prepared in consultation with 700 teachers of forty-seven schools. The following observations were made. The purpose, subject and style of composition change with time and teachers are highly influenced in teaching composition by the essayists in respect of subject matter and style of writing. The subject of composition related to sciences are responded to scantily due to the dearth of first-hand knowledge. The pupils’ choice of topics varies with age. Regarding the feelings expressed in the composition, children of standard I to III do not express, while those of standard IV to VII express in a very scattered and unsystematic manner. If asked to express their feelings composition, children of five to seven years express them through their liking and disliking but the expressions of children of eight to twelve years have some depth.

37. Shukla S.K., (1968), Problems of Translation and Implications of its use as a teaching device with special references to the teaching of English to Hindi speakers, CIEF, Hyderabad University. The major aims of the study were to examine the problems involved in the process of translation and the implication of its use as teaching device. The study was made with reference to English- Hindi translation. It was hypothesized that the study may indicate the way in which the translation device of teaching a second should be used. The problems of translation were examined by observations on the comparison of a few translations with their originals. For comparison four works of English and Hindi were taken. Then the attempt was made to contrast some of the systems operating in the structural girls of Hindi and English to examine the specific problems that were involved in English- Hindi translation. The theories of categories and scales as set up by Holliday were also used. The major findings and conclusion of the study were the translation device can be used as an aid to create meaningful context. It does not replace contextual teaching. This device is not a complete method of teaching a second Language. It concerns itself with the presentation and practice of language items. This device cannot be adequate in teaching items which do not have their equivalents in the pupil’s first language. The teacher using this device must be aware of the limitations of translation. This device should not exclude other devices used in presenting language items whenever necessary.

38. MITRA, K. R., (1974) PhD Edu, Evolving a method of teaching English as a second language for higher secondary classes in Delhi schools. Del. U. This study was an attempt to
guide Delhi teachers through the perplexing problems of English Language teaching, to place at their disposal some positive resources, which could be used sensibly and constructively for reorganizing the teaching techniques of better results. The findings of the study were as follows: No steps were taken to help students to develop proper attitude towards English, by far the majority of teachers were found dissatisfied with the existing methodology of teaching English. There was a positive correlation between the student’s achievement in English and Hindi, Oral instruction was found to be essentially important and the teacher had to be the active model in English class and the results of the experiments also indicated the effectiveness and superiority of the evolved methodology.

39. Gaikwad M.A., Third survey of research in Education (1978-1983) Ph.D. level, A comparative study of efficiency of the Direct method and Bilingual method of teaching to lower classes of secondary schools in rural area of Maharashtra state. This study was undertaken to compare and study the effectiveness of the direct method and Bilingual method of teaching to lower classes of secondary schools in rural area, To teach Students of rural area by using Direct and Bilingual method and to use more teaching material and to observe the teaching method of English of teachers of rural area. This research has found that Bilingual method is more effective than direct method to improve language skills. Bilingual method helps to develop English vocabulary. Both the methods are similarly effective for improving reading skill. Bilingual method motivates effective conversation between teachers and students.

40. Jaya S, (1989) At M.Phil Level” Identification of the difficulties in teaching learning English as a second language among the high school students. – University of Alagappa. Researcher has taken following points for her study as a review. This study is useful to find out the difficulties of teachers in teaching English as a second language to the high school students. It also help to find out which male and female teacher experience the same degree of difficulty in teaching English to the high school students. Even through this research we find out relationship between teaching experience and teaching difficulties in learning English by teacher of English. The researcher has used Survey method. Researcher has found the difficulties faced by English teachers included, the child’s improper listening nature, and their inattentiveness in the class. Teachers experienced great difficulty in making students understand English.
41. Patil Jayashree Y, (2003-2004) At the M.Phil Level” Study of reading difficulties in reading skills of Marathi medium schools try out remedies for the improvement. University of Pune. Researcher has taken following points for her study as a review this study is based on to find out difficulties in reading skill. It also helps to try remedies for correcting the difficulties. Through this we get mastery on each of reading skill. The researcher has used Experimental Method for the Research. It is single group design with pretest and post test design. Researcher has found A large number of students have reading difficulties in auditoria and visual field and correct word reading. Even to reduce the reading difficulties to significant level, corrective strategies and drilling can be useful. Even the Remedial material in reading programme helps the students to improve the performance in reading skill. Teacher should use a variety of methods and concrete material helps the students of 1st to improve their reading ability

42. Mane Rajkumar V,(2006-2007)At the M.Phil Level “A critical study of mistakes and remedial programme to improve loud reading skill of students studying in 7th std. Who study English as a third language?” University of Pune. Researcher has taken following points for her study as a review. We get that to study the problems in loud reading skill of the students studying in 7th std. who study English as a third language. It helps to encourage students to read properly by giving the remedial programme. Even it shows the effectiveness of the remedial programme for improving loud reading skills. The Researcher has used Experimental Method for the Research. It is single group design with pretest and post test design. The remedial programme proves to be useful in correcting the mistakes of the students in loud reading. Students improve their pronunciation. Students read with proper stress and intonation after listening to cassettes and model reading by the teacher. Students read with comprehension after the remedial programme. Student should be given loud reading practice and made aware of their mistakes.

43. Patil Pawan, (2012), M.Ed level, A comparative study of achievement in English grammar of students of STD VIII by teaching inductive and deductive methods. The objectives of this research are to know the best teaching method of English Grammar and to compare the achievement of teaching through inductive and deductive methods of teaching
English Grammar. While teaching students with Inductive thinking model it was found that, it increased the student’s ability to think. It developed their higher order cognitive skills like Analysis, Synthesis and application. Response was very much greater a compare to students which were thought by using traditional method. Students answered logically and with proper examples and by relating concept to their daily life and previous knowledge.

44. Ram S.K., (1989). Fifth survey of research in Education Survey of Method and techniques of teaching English in class VI. Objectives of this study are to teach English to VI standard students by using different teaching methods of teaching, To find out the reasons behind unsatisfied results and Recommend for the improvements in English subject. This research concludes with following findings. Though the teachers get training of teaching methods, they use only traditional methods to teach in a class. Teachers give more importance to textbooks only. Grammar is also included in teach.

2.4.1 REFERENCES OF ARTICLES

1. Argade Kishor (2011) Use of SPSS in Research, Researcher has taken following points for her research study, SPSS Software used by Norman H, Nie and C.Hadlai Hull, Statistical Package for data analysis, Earlier, Predictive Analytics software PASW used to provide this software. However, in 2009, the right of selling SPSS was acquired by IBM. SPSS is used by various organizations, such as companies, government bodies, and educational institutions for different types of researches, including market researchers and health care researchers. In statistics, the most commonly used tools for analyses are descriptive statistics, bivariate statistics and regression analysis. In it descriptive analysis refers to a type of analysis in which we calculate different parameters, such as mean, standard deviation, and kurtosis of samples. In descriptive analysis, we do not create a frequency distribution table to analyze the data.

2. Singh P.P(1999),The English language teaching –its relevance in present India, university news, volume 36 Researcher has taken following points for her study as a review,
Government of India as well as the state governments should formulate and adopt a uniform policy of English language teaching in schools and colleges from bottom to top. There is a serious need of developing the necessary infrastructure and teaching aids for proper training of the teachers so that real atmosphere could be created for natural socialization of English learners for lower level to higher level in formal education system.

3. Joshi A.P (2011) Construction and standardization of tests and Characteristics of a good Test. From above research Article presently researcher has taken few points which are useful for constructing test. Among them, the psychological tests of various kinds are used. Such test helps us to test any data in detail. One test should be relevant with balance relation with it. It should be objective based and specific to the points. We should avoid ambiguity and difficult level of test. Reliability and validity of test must be considered to be useful. Suitability is one of the important factors of it.

4. Jagtap S.S, (2010) university News, Pune Difficulties in imparting reading skills to Indian. Researcher has taken following points for her study as a review; Reading is an important process in decoding information from a text form. It is related with the ability to read and understand words, phrases and sentence and other symbols in text. The ability to read a given text critically is an essential component of academic reading. It develops reading skills and gets to read anything with comprehension to develop reading ability. We get it that for mastering over the language we have to know the skills. It also get it note that we should use such method where skills can be molded as per the topics and the interest of the students.

5. Zarealf Alireza, (2000) England, Improving the skills of Language. The most important thing is to command over the Language. Researcher has taken following points for her study as a review, LSRW are the ways to put best in form of outputs. All the aspects of the skills are needed to learn in details because it becomes easy to us to grow in structure form. Receptive Skills are bit difficult to grasp and Expressive Skills are easy to have in look and learn. It would
be better to keep ourselves up-to-date. Communication is best way to be prompt in our work series.

6. Tim Caudery, Teaching writing skills in English at a Danish university, magic formula for making students Distinguished-level writers in a foreign language. There is simply too much to learn. However, I do believe that developing an awareness of variety of voice, of different generic conventions, of the way that audience and purpose can dramatically shape text in different ways, is an area where many writers can make a major and necessary step. Activities can easily be devised to develop this awareness, and this chapter briefly describes a variety of these. Acquiring the language range necessary to transfer the benefits of awareness into greatly improved writing is likely to be a longer process, but one where even the smallest increment helps. If students are asked to tackle a variety of tasks which differ from those of “conventional” essay/self-expression writing courses, these should create a clear need for, and provide opportunities for teaching, language that will increase students' range. This article describes the rationale behind a course taught at the English Department at Aarhus, Denmark, and gives examples of activities used in the teaching. The course covers a variety of aspects of English in use but focuses particularly on written English and on writing skills in a nonliterary context. One aim of the course is to help students over time to improve their own writing proficiency to a truly Superior or Distinguished level.

7. Dhawan A,(2010) Intrusion of Hindi sound into English sounds, University News, Volume no78 traditional grammars from Greco-Latinate times until 19th and even the early 20th century, Researcher has taken following points for his study as a review, the whole emphasis used to be on word formation and sentence construction. Grammar would discuss rules and their application in the form of translation and composition of stories, letters, essays and paragraphs and comprehension exercise. It also functions as Phonetics: the articulation and perception of speech and sound in general. Phonology: the patterning of speech sound of the language under study. Morphology: the formation of words. Syntax: the formation of phrases and sentence. Semantics: the interpretation of words and sentence.
8. Egentil and Omouruyl F., (2011) Skills Acquisition programme for Students. Volume No. 4. The study appraised skill acquisition programme for female students in mid-western Nigeria. The major focus was to ascertain the extent to which the objectives of the programme have been accomplished. 620 female students participate randomly selected from skill acquisition centres and women education centres in the region were used for the study. The study employed the descriptive survey research utilizing the ex-Post facto to method. The instrument titled ‘women skill Acquisition programme Assessment Questionnaire’ used for data gathering produced a reliability index of 0.86. the data collected were analyzed using descriptive statistics comprising of mean score analysis with a criterion mean scores of 2.50 as benchmark. The analysis of the data revealed that programme has met all the identified objectives in the area. Besides, the programme was perceived by female students as useful and worthwhile and, helping the women participants raise their self concept, confidence and economic status among others. Based on the result it was recommended that efforts should be made to improve on the available facilities and equipments and also ensure that the available human resources are encouraged and motivated in order to sustain the temple of activities and consolidate on the level of success that has been attained.

9. Dash Anita., (2009) Impact of regional language Sounds into English Sound, Volume no.IX. The whole emphasis used to be on word formation and sentences construction. However, in the beginning of the 20th century, educators and linguists began to realize that language is primary spoken and only secondarily written. In the early years of the last century that is 20th prominent linguists in France, Germany, England and America realized the importances of the spoken language to such a degree that they put phonology-the study of sound system of a language over and above morphology and syntax. Man is the tool using animal, the social animal, the animal to feel shame, the only mammal that can laugh at jokes and tell lies. But what truly sets man apart from the rest of the animal is the use of language.

10. More Lata., (2009), Construction operational Definition of Variables, Volume No. 4. Research is a systematic attempt to provide answer to questions. In research the researcher used different concepts. Whenever he or she use a specific word he or she must know
The meaning of such word. In research it has great importance because the same word or phrase can have different meanings for different persons. The researcher has the solution of it. That is operational Definitions. Research is a communication process. Although it is not always thought of as such. The researcher employs certain techniques to find out something about the world and then attempts to communicate these findings to others, and this communication requires a preciseness of language far more exacting than demanded of the novelist, poet of everyday conversationalist. To specify the word operational definitions can be framed.

11. Yeole and Sankpal, (2009) Multicultural Values for Global Citizenship, Volume No. 4. The 21st century recognizes and legitimizes the right and needs of global citizens to maintain commitments both to their cultural communities and the national and international diversities reflected in their ethnic, racial, language and religion contributions. As teacher educators there is the urgent need to understand and prepare teachers for their changing role to prepare students to face the multitude of challenges arising from these diversities and hence, the importance of inculcating multicultural values among our teachers and students. This article has examined the self concept on 20 intra and interpersonal multicultural values of M.Ed. students teachers it is alarming to find that the rating are all below 45% and hence the importance of interweaving them into the teacher education programmes. Through various strategies and prepare our teachers to meet the challenges for global citizenship.

12. Joseph P.P., (2011) Learning difficulty of English language in different categories of school students in Bhopal city. It is an undisputed fact that English is the most widely used language in the world at present, even though, English language has its origin in great Britain. Now it has become a global language being used by one out of every four persons in the world. The spread and use of English language can be understood form the fact that over 50% of world’s newspapers, over 50% of world’s scientific and technical periodical and more than 60% of world’s radio stations use English as the medium of communication. Today there are more non-nation than native user of English. The most important reason for the success of English is naturally the historical role of England as a colonial power. The importance of English was outlined by many of great person. Researcher has used the experimental method for the study. It
also includes preliminary information on the designing, formation, fine-tuning, finalization and eventual administration of the tools used for the study. hences, it contains details of the exploratory study which enabled the investigator to formulate the research questionnaire and achievement test which were the primary tools used to find out the learning difficulties of school students in English Language.

13. Gaikwad Ganesh., (2011) Use of ICT for Quality Improvement of Teacher Education Institution. The pace of technological revolution and emergence of knowledge society can change the traditional role of the teacher and students. Traditionally the teacher was the main source of knowledge. And the main source of knowledge remains limited to text book. The development of ICT changes the epic centre of knowledge. At present, in a number of cases the student is more informed than the teacher with the help of internate. The new role in relation to teaching with the help new technology such as computer e-books, LCD. The language lab provides communication skill, intonation, pronunciation and vocabulary for student staff. In the new phase of the knowledge revolution the source of knowledge has shifted from a one sources to different sources. In other words, we can say that there is a explosion of knowledge due to ICT. Web site play vital role in to acquiring information regarding institute, administration body, faculty, admission process. Facilities provided by the institution. A picture gallery displays the over all information required. ICT brings about the transparency in administration work like admission process, economic trasaction and declaration of result.

14. Chincholkar Pallavi., (2011) Best Practices for Teaching. A best practice is a technique, method, process, activity, incentive or reward which conventional wisdom regards as more effective at delivering a particular outcome than any other technique, method, process etc. when applied to a particular condition or circumstance. The best practice is a technique or methodology that through experience and research has proven to reliability lead to a desired result. We need teaching practice like; we must creat an environment tat facilitates learning. Incorporate a wide variety of teaching strategies that address different leaning styles. Incorporate strategies that help students make connection from prior learning and experiences to new learning across disciplines. Teaching for long-term memory is primary goal. constructing knowledge through higher-level
thinking processes. Collaborative learning is an integral part of the classroom. It also helps for evaluating learning through a variety of authentic assessments.

15. Gokhale Amruta., (2011) Effect of school culture on psycho-social Development of students. Research has shown that while many adolescents may be able to face the challenges successfully and pass on smoothly into adulthood. There are a significant number of Youngers, who may develop a gnawing frustration that might blaze into aggression, defiance, loneliness, boredom and a feeling of being at the brink of crisis, which may not be severe enough to attract medical attention. Research has shown that school management and environment and culture, classroom interaction, school activities, student’s participation are major factors influencing emotional, social and intellectual development of the wards. Different types of school cultures significantly influences emotional and social development of students at the pre-Adolescent age as well as the anxiety level they experiences. With reference of influential impact of school culture on emotional development of the students. A good school climate has been found in school and a classroom has an important focus of investigation. The quality of education and school life in general is important for children’s adjustment.

16. Dudhade B., (2010) Research methods and research methodology: is there any difference? A Research can lead to new contributions to the existing knowledge. Only through Research it is possible to make progress in a field. Research is done with the help to study, experiment, observation, analysis, comparison and reasoning. To discover new facts and to verify and test important facts and to analyze an event or process or phenomenon to identify the cause and effect relationship and to develop new scientific tools, concepts and theories to solve and understand scientific and nonscientific problems and to find solutions to scientific, nonscientific and social problems and to overcome or solve the problems occurring in our everyday life. Research process: The Research process is similar to undertaking a journey. For a Research journey there are two important decisions to make. 1. What you want to find out about or what Research questions (problems) you want to find answerers to; 2. How to go about finding their answers? Research methodology tells you which method or formula or algorithm has to be used out of the various existing methods or formulas or algorithms. More precisely,
research methods help us to get a solution to a problem. The study of research methodology provides us the necessary training in choosing methods, materials, scientific tools and training in techniques relevant for the problem chosen. The study of research methods gives training to apply them to a problem. Thus, it is necessary for a researcher to design a methodology for the problem chosen. One should note that even if the method considered in two problems is same the methodology may be different. It is important for the researcher to know not only the Research methods necessary for the research under taken but also the methodology.


Learning is process of change in actualizing the potentialities of an individual. It is a process of thinking, understanding and acquiring knowledge that leads to the growth of intellectual abilities and modification of attitude. A learning environment conducive to growth includes an atmosphere of trust, forms of interaction between partners, learning situations which stimulate encounter. Learning is style consistent pattern of behaviour and performance by which an individual approaches educational experiences. It is formed in the deep structure of neural organization and personality which moulds and is moulded by human development and cultural experiences of home school and society. In this research work researcher has used ANOVA to compare student’s total preferences for learning environment and its dimensions. One-way ANOVA was used to test the hypothesis. The findings are as under: there is difference in teacher support dimension, involvement dimension, task orientation dimension, co-operation dimension, equity dimension, young adult ethos dimension and total preferred learning environment of students. However, there is no difference in student’s cohesiveness, investigation, computer usage of it on the students based on their learning style.


In India students have been studying English language at least since they were in high school. Later in life, students complain about the in spite of having studied a language for several years they are not able to use the language at all. Use of autyhentic language and real communication are the features of communicative approach. It is an approach to the teaching of second and
foreign languages that emphasizes interaction both as the means and ultimate goal of learning a language. The basis of the communicative Approach is as its tittle implies, a process of active communication based on student-centred learning. It is an effort, essentially to teach grammar, vocabulary and unique patterns of the English language by using English to communicate. It is an approach to language teaching, which emphasizes that the goal of language learning is communicative competence. This approach is the ability not only to apply the grammatical rules of a language in order to form to form grammatically correct sentences, but also to know when and where to use these sentences and to whom. Communicative language teaching places great emphasis on helping students to use the English language in a variety of contexts. It places great emphasis on learning functional language. Unlike the audio lingual method, it’s primary

19. Raviya Hitesh D., (2009) English for specific purposes: A developing Branch of English Language Teaching. Volum No. 47. It undersigns a univerasl grievance in many states of India that the undergraduate students of various faculties are not able to communicate in English very effectively. It is needless to say that accurate developed communication skills are indespensable for the job market today. It is needless to say that a course in English for specific purposes can be more effective than a general English course and therefore inn the era of globalization, it is no longer necessary to stick to the teaching of a fixed textbook. However, we must take a note that in India, ESP is still in its onfancy. If ESP is to go and florish in India, It is very important that the teachers of English across India understand what ESP rally represents. Only then we will see a change in our education system. The purpose of this paper is just to shade some light on ESP course in general as it addressed key notions about ESP and has discussed the needs for ESP courses in India, the emergence of ESP, means of ESP, the atergories of ESP, the features of ESP courses, the difference between ESP and Esl and course designing of ESP programme.

20. Chandra N.D.R., (2009) Hypertext, technocriticism and the problem of syllabus making in English. Vol 47 Hypertext is a tem coined by Theodore H. Nelson, which refers to a form of electronic text, a radically new information technology, and a mode of publicaion. Technocriticism is a branch of critical theory devoted to the study of technologiacal development considered as personal and social practices of research, invention, appropriation, use
argumentation, and discourse, rather than as the straightforward accumulation of useful inventions. This paper discusses the problems of syllabus making in English and the multiculturalism. The paper puts a significant question that America is increasingly a multicultural country, and students have cultural courses that recognize and include the elements of Asiatic, African, American, Indian, and Hispanic as well as European cultures. Therefore teachers and educationists should evolve a cultural literary canon considering our local, national, economic and global needs. In fact, our curricula should have judicious combination of literature of our own literature of information and knowledge and world classics, which will satisfy the needs, means and ends of our present generation of students. This sort of cultural linguistic and literary tradition will serve our purpose in the multicultural context of the cyber age. There should also be a judicious combination of print and electronic media. It is a fact that a small number of star teachers are replacing the large number of non-star teachers. Yet, the education needs to be imparted by a teacher who can mediate between man and machine enhancing human values.

21. Unnisa Raees., (2013) preparing Effective Teachers of English Language. Students of whom English is a second additional language are a growing segment of student population. Over the past ten years the number of students identified as needing ESL services in world wide has more than tripled. There are no typical ESL students. They come from many cultural backgrounds and have had a wide variety of life experiences and attributes that can significantly enrich the life of the school and help enhance learning for all students. Not all require the same types of support. In order to help students grasp the world language. English is also hugely important as it is been used for many purposes. Over the past 10 years the number of LEP students in the nation’s schools has increased by 50%. The teacher must make it absolutely clear that no one in the classroom is under attack or is seen as the official representative of a particular group. The successful pedagogy must start with an awareness of these difficulties and some fundamental strategies for overcoming them. While a variety of pedagogics can be fruitful for it.

22. Kishore Lalit., (2009) Developing and using Group learning worksheets for Multi-level Learning, Vol. No.1. A large number of primary schools in India have one or two teachers
handling five classes. This kind of situation is called multi grade situation. While there is any such situation teaching is done here using textbook and methods geared to mono-grade a school which leads to mismatch between the situation and the teaching method. Action research methodology was used since it is a need-based intervention on an experimental basis with immediate action or try-outs in a local setting. Since the purpose was to improve a classroom practice, the methodology used did not have a universal validity. Since in India multi grade and multi level situations abound in most rural primary schools, the development of suitable learning material and classroom practices are required. This has implications for the district state and national level teacher education institutes to give requisite training in multi grade teaching to prospective teachers. The current universal Elementary education projects need to look into the matter of quality of education in small rural schools with an emphasis on it. And multi level teaching practices also require it. There is an urgent need to match the teaching-learning materials and approaches to multi grade situations in the country.

23. Mukherjee jaya., (2009) Quality Edyaction through Innovations in school functioning and classroom practices. Vol. No 1. Man’s inner world is stuck to prejudices of the culture in which he is born and brought up. He finds it difficult to cast off these beliefs of receiving excellent education in several discipline and specialities. Innovations in school functioning and classroom practices can help rectify the whole process of a lingering bias in man’s mind. Against this background four essential elements of education that is the intentions of education the nature the places in which education is provided the participants in education, that is, the students and staff and activities of an educational centre will have to be considered. These themes are transformed through the larger promise of absolute freedom. Absolute freedom is won when the inner compulsion of individual lives the envy, pettiness, ambition and hatred that afflict everyday lives and prevent individual from being truly human are silenced and neutralized. From that silent quenching of the composite self, the true individual emerges free, undivided and authentic. The way to authenticity he pointed out that through relentless observation of daily life, through constant questioning and a Deeping self knowledge. To conclude one can say that today’s curriculum in the schools lay emphasis on the attainment of knowledge which would lead to arousing of consciousness and the formation of an integrated personality. Whereas, in a comparatively innovative curriculum, consciousness should be the epicenter from which
extension move towards knowledge which is at the periphery, hunger to know and learn should be aroused early in the child and be sustained throughout one’s life. It is at all time should value-based. Our school and teachers should make this their primary objectives.

24. Mustafa k hateeb., (2009) Are phonetics and phonology useful in school level language pedagogy. Vol No. 1. Language are being taught and learnt since time immemorial. In earlier days language learning primarily meant learning script in mother tongue situation and script, grammar and translation in the second or foreign language situation. However, with the growth of communication needs coupled with serious enquiry into the entity of language, other aspects too of the latter enthused the people. Is the teaching and learning of pronunciation a useful exercise at school level language pedagogy in Indian situation? Well’ in the present paper a view has been taken that such an exercise is useful and important at the school level language pedagogy too. Phonetics is the science of human vocal sounds. In language pedagogy phonetics is immensely helpful, especially the teaching of pronunciation. A teacher with a sound background in phonetics in an indispensable being not only in solving problems of pronunciation but also in dealing with many issues satisfactorily that might crop up in the learner’s mind with respect to script, spelling system etc. of the target language. Further he is the right person to produce materials that are required to teach it. In India, language pedagogy especially at the school level has now been able to harness the potentialities of subjects like phonetics, linguistics and other scientific discipline. It is high time to realize this and set things right.

25. Parashar babita., (2009) Effectiveness of E-Content in learning concept and Teaching Skill. Vol No.6. Innovative technologies have provided new dimensions to teaching learning. Self instructional material is gradually taking the shape of e-Learning material in the present day knowledge society. Today, e-Learning is being promoted as being more cost – effective and convenient with increasing opportunities for life-long learning. It has demonstrated several advantages over traditional learning, especially in promoting learning any time and anywhere and as a self-paced learning. Following are the objectives taken for the study: to study the level of proficiency achieved by students teachers in demonstrating teaching skills and to determine the features of e-content that contribute to its effectiveness as perceived by student teachers. The
clarity of expression comprising three process, namely easy and simple language, clearly stated objectives and provision for reinforcement was indentified as the forth factor contributing to effectiveness of skill based e-content. Almost all the respondants found that the language of the modules of e-content was simple and easy, objectives was stated clearly an provision for reinforcement was duly made that sinces to have lead to better comprehension and evaluating one’s own performances which is an essential feature of effectiveness of e-content as it ensures self-paced learning.

26. Lahorkar B., (2012) Role of technology in promoting Skills. Vol. No.4 technology is well concept for all of us in the entire field. What we have not done is spend as much time thinking about how to teach students. Efforts world wide are increasing to in face rhinking skills in to the curriculum, to include thwm in instructional strategies and to assas schools success. The educator’s gaol is to help students to use what they learn and how they creat new information. Innevry day life it helps us to know what the things are gouing on around us.while evidence indicates that technology can helps students imrove their performance on tests of basic skills, many researchers investigating the use or technology in education have found that it is more powerful when use as a tool for problem solving. Network can allow students to engage directly in information creation with others. Who are not present on the activity is arranged thinking together with others st a distences can be more motivatinf and can stimulates a higher quality of thought, then thinking together with others in the same classroom the computers can be used as a support and resources for the communicative processes of teaching and learning. In this way it plays an essebtial role in the development of higher- order skills as well as content expertise. It best supports and enhances learning when higer- order thinking skills are required. The consructivism claims that learners construct knowledge naturally and completely while constructing some facts. Researchers argues that information cquisition is the process of design that is fascinated learners are actively engaged in designing knowledge rather than merly interpreting or encoding it in e.g. learners befifits the most form the learning process when they are the designer of the instructional experiences.

Researching the information, organizing and designing the presentation and managing the project inits entirely, require critical, creative as well as complex thinking skills. In
In this context, e-portfolio preparation in corporate several learning experiences ensuring that the learner participates actively and learns concepts through and analytic-sythetic approach. The preparation is very much useful exercise in the understanding of both pedagogy and technology with self-learning and higher order learning being affected. Such new techniques truly affects in the fields of education.

27. M. Chandrakant., (2013) Use of English in teaching and Learning at rural area, Vol No.1 Today English in India stands at the cross roads. English is used differently by different people. People from urban area especially from corporate sector are fascinated and obsessed to the use of English in their day to day life. In all the corners of schools, everybody keeps his eye on effective teaching of English. But it is the fact that all of us have to accept that students are weak particularly in the rural area in the learning English. Students in rural areas study English in classes, but find it difficult to converse fluently. Their study of English is confined to the vocabulary and grammar. Teachers have to play a very significant role in day today educational scenario. He is the catalytic agent for realizing the desired objectives and for translating the dreams into realities. The teacher should be proficient in the language. In the Indian way of thinking young generation is a positive asset and precious national resources which needs to be cherished and developed English language.

28. Shinde J. (2013) Use of ICT for Effective Teaching of English Language, For teachers ICT is a professional resource, a mode of classroom delivery, and a source of valid and valuable text types. For students, Through ICT teaching teacher can provide opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. ICT provides opportunities for students in the era of global competition needs to obtain adequate supplies. English language through using ICT helps us to know better in details. Teachers encounter ICT in many areas of their teaching and it is essential that it provides them with opportunities to explore the technology and encourage them to use it as a learning tool for students. Using of ICT in daily teaching is a rational way as compared to traditional teaching. LSRW are skills of teaching English. So whichever tool you will use as a teacher should be useful and more suitable which will enhance learning process.
29. D. Prasad. (2013) Legal English: Problems and Solutions, Vol No.1 A language may have varities like regional varities, class related varities or subject related varities etc. the English of business, English used for medical purposes, English of business, English used for medical purposes. English use in the all societies for its specific purpose students faces problems in drafting legal documents like notices; petition etc. weak grammatical competence is one cause of this difficulty. At the same time inadequate knowledge of the legal terminology is also a cause. The next difficulty is felt in actual pleading the cases. This legal English helps too know better to use it effectively. The syntax of legal sentences is very coplicated. The sentences are very long and Ihave various embedded clauses in them.

30. Shiva S., (2009) Public speaking course for university Students. Development of life skills can certainly transform youth and then alone they will be able to break all barriers that hamper their prograss’s create such youth who will bring glory to our mother land we have to train them in a right direction, we need life skills education by which character is formed, sense of mind is increased, the intellect is expanded and one can stand on stand on one’s own feet. We can bring the nation together by educating importance of life skills to our youth. Edution is only manifestation of perfection already within a persons it requires awaking. Studing the changing corporate environment and browsing through the syllabuses of various international universities a course named effective public speaking was introduced in 2003 in BITS pilani as an Elective and start with, we had only three students. It also helps us to making our professional presentation.

31. Yenadi raju (2009) Quality Education: The Hurdles, there has been volley of voices concerning the declining standards in the university education. But there has hardly been an occasion of a voice trying to strike at the root. This essay even at cost of a sure rise of quite many eyebrows focuses on the hard facts. The student unrest is often linked to the government policies of turn are linked to the hostel dues. In certain cases the rates of scholarships do not match the monthly bills of hostels. So the custodians of higher education have to take up this issue very seriously with the governments concerned and find a solution to the problem. Delay in releasing
the amounts of scholarships by the government often leads to student unrest and consequents boycotts and strikes. This morass details academic schedules. Medium of instruction has become another detracting problem. Every state government has its own agenda to promote its local language. Except the courses in language departments, all other courses dependes on references books in English, which are stacked in good numbers in university libraries. Some of those, who have been raring to go for professorship and even some otherwho, are already the professors. Thus if we follow such things in our routine then it can be possible to provise quality education.

32. Sabnis V. (2011) Referencing: Enhancing Quality Research referenceing or citing is the practice of acknowledge sources of information and ideas that you have used in an article, research paper.refering for the resesarch work is very much important for the researcher.there are many type of styles of referencing in use. These vary in the way sources are referred to in the text and listed in the referencing list at athe end of the task, project or work. The styles either refer to the source in the text by writing the author’s name and date of publication in parentheses or by writing a number. Author-date styles include: Harvard, APA, MLA etc. Numerical systems include: Chicago or turabian, vacourver, Endnote, footnote. That way each style necessary referencing elements about the sources you are citing.Listing all the necessary details in a separate section of the full details of the source as in a list of references or works ctied and almost all the details in bibliography. There are different styles and methods of referencing depending upon the discipline or stream. However the most common and usually followed one is in-text referencing style which covers the style like MLA, APA and so on. In order to make a research paper, dissertation original, complete andas the product of author’s wide reading and scholarship, referencing is always essential. It exhibits author’s wider reading and avoid being charged as plagiarist.

33. Salunkhe Jayashree, (2011) Importance of Qualitative Research. This article is based upon the how important the qualitative and quantititative natures. In qualitative research, information is collected in descriptive forms whereas in quatitative method information or data are obtained in numerical forms. Social research is a qualitative research. In –depth information is obtained by using various tools and techniques and is analyzed through comparative analysis
and pattern analysis methods. Very simple mathematical tools and techniques may also be applied. Research is a continuous scientific and systematic process and activity. Research always tries to discover new things. Research depends upon its objectives, nature and purpose. Some researcher may take objectives of impact analysis, thereby is regarded as a port of social science. It is directly related with legal reforms and aims to solves the problems. Qualitative research is the best method to study the social problem where the perfect conclusion can be drawn. We can make the scientific study of and problem by applying this method in my view and therefore the qualitative method is the need of time to understand the social problem.

34. Bamane V. (2013) constructivist teaching Methods Inquiry-based instruction is a student-centered and guided instructional approach that engages students in investigating real world questions that they choose within a broad thematic framework. Inquiry-based instruction complements traditional instructional instruction by providing a vehicle for extending thematic framework. Students acquire and analyses information, develop and support propositions provide solutions and design technology and arts products that demonstrate their thinking and make their learning visible. A simple definition of enquiry-based leaning is to say that it is an approach characterized by learning through doing. The student takes an active role in learning by engaging with case studies or scenarious that call for sustained analysis and enquiry. The work is very student centred since participant in EBL direct their own lines of enquiry and identifies suitable methods and data. The process if enquiry encourages participants to draw on prior knowledge and experiences and since many of the exercise and since many of the exercise are drawn from real life, it enables students to relate EBL to the demands of their own contents and professional commitments. The benefit of Inquiry based instruction teaches problem-solving, critical thinking skills, and disciplinary content. Promotes the transfer of concepts to new problem questions. Teacher students how to learn and builds self-directed learning skills. Development students ownership of their inquiry and enhances student interest in the the subject matter.

35. Ingale Sachin., (2013) the way of C.C.E is new Evaluation method. Introduction of the this paper is about the nature of evaluation and its importance for the study. it is continuous process where in the the parts, process or outcomes of the programme are examined to see
whether they are satisfactory, particularly with reference to the programmes stated for excellence. There are two types of evaluation: formative and summative. Formative evaluation helps in strengthening and improving the object being evaluated by examining the delivery of the programme, the quality of its implementation and assessment of the context, procedures, and inputs, etc. Summative evaluation is conducted at the end of the academic year after completion of the entire curriculum. It evaluates the achievements of the education and is designed in such a way. As to determine the extent to which the behavioral modification takes place, achievement tests and annual examinations are the various types of tests used in summative evaluation. It is a later process that occurs at the end of the academic session to measure the achievement of the pupils. If we want to improve the quality of education, especially in the areas of evaluation, than we must try to implement CCE successfully for which all the teachers and the administrators should work hard to make it a success. The comprehensive and continuous evaluations provide accommodation for the individual differences and help the children to realize their potentialities. It provides periodical as well as continuous feedback to the child and teacher. It provides opportunities for the students and teacher to make suitable changes in their efforts and also helps the teacher to properly assess the child in bringing quality education and framing quality citizens.

36. Varade, G., (2011) Constructivism for strengthening Teacher education using Group Investigation Model. The present paper talks about the theoretical background of constructivism and also its implication. It is proved that passive education is extremely inefficient for its fails to engage the student within a given subject. The primary goal of constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning, it is the theory based observation and has the touch of scientific. Group investigation model falls under social family of modes of teaching. John Dewey’s idea has given rise to this broad and powerful model. Group investigation model was developed by Herbert. In it students are organized into democratic problem-solving groups that attack academic problems and are taught democratic procedures and scientific methods of inquiry as they proceed. In this students are organized into democratic problem-solving groups. They provide an experience-based learning situation. It requires teacher having a high level of interpersonal and instructional skills. It is rich array of instructional resources is necessary. As mentioned above constructivism has much
importance in this field. Constructivist learning theory states that all knowledge is constructed from a base of prior knowledge. Children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences. Many of the characteristics of constructivism are followed by teaching using group investigation model. The present study made the student-teachers think upon the usefulness of group investigation model. They realized the importance of active interaction during teaching. They also understood that using group investigation model is beneficial for better learning. Only the student-teachers were not able to make out that the whole portion of all the school subjects cannot be taught using group investigation model. As they had suggested many topics related to all the school subjects, it means can using group investigation model. Therefore we can conclude that group investigation model seems compatible with the constructivist paradigm in that it establishes a situation in which students interact with an information-rich environment while working collaboratively with others in a cooperative climate to investigate a problem. Plan and make presentations and evaluate their projects. This type of teaching training will definitely enable the student-teachers keep their students more active. Therefore we can conclude that constructivism strengthens the teacher Education using group investigation model.

37. Patil Sunil., Rating Scale as an Evaluation Technique, The goals of education can be achieved through evaluation. The process of education cannot be complete without evaluation. The rating scale is one of the important techniques of evaluation. Rating Scale is a device by which the opinion concerning a trait can be systematized. Rating scale is an important technique of evaluation. Rating is the assessments of a person by another person. This is one of the oldest methods of assessment. But it includes many new things. There are many approaches to assessment overall approach. Holistic approach., Projective test approach and trait approach. In this rating scales and inventories come under the trait approach. Rating scale is also useful for overall assessment. It is a set of categories designed to elicit information about quantitative or a qualitative attribute. In the social sciences, common examples are the likert scale and 1-10 rating scale in which a person selects the number which is considered to reflect the perceived quality of a product. There are numerical, descriptive, graphical, score cards, the rank order scale, method of paired comparisons and man to man scale all are important to out into essential part. In order to minimize the problem semantics and to make rating scales more useful, it is necessary to observe
certain established principles. Firstly the trait must be clearly defined. Secondly, the degree of his judgement. Thirdly, rater may be asked to quote instances in support of his judgement. Fourthly, the rater should be instructed not to record anything on the scale. Fifthly, the rater should be instructed to avoid halo effect and finally it is better to obtain rating of a particular person rater than from more than one judge.

38. Gulvani Megha. (2013) Social Maturity Enrichment Programme for professional development of teacher Educators this article is about to indentify the measurable factors of social maturity among student teachers. It also develops social maturity scale. The present study is needed because the ultimate aim of social development is the attainment of social maturity. In the 21st century there are many problems which emerging in the field of education and to face them the student teacher should have social maturity. Social mature individuals are many intrinsically part of a society.in today’s era the crucial are the agents for bringing out the desirable changes in the society. Therefore teachers have the fundamental concern and moral responsibilities to gear all the activities of the school in the positive direction and today’s teacher should be able to demonstrate good, intellectual, moral, emotional and social development and be able to promote the same among students. To creat social intrest is one of the basic factors in the preparation of teaching of the teacher. In addition to this, a teacher has to be able to know how to work with entire community and he also must a dynamic educational agent. He has to perform not only the task of preparing and executing the teaching function. But also he has to be an innovator, researcher, counselor, social enginner. So teacher is placed as the central axis of the educational and socialization process.

39. Geeta R.M., (2013) Enhancing Teacher and Teaching Competencies: Challenges in 21st century. The significances of teacher competencies have highlighted by the educational commission who observed of all the different factors which influence its quality of education and its contribution to national development the quality, competence and character of teachers are undoubtedly the most significant. The National policy of education while viewing teaching profession with esteem stated norms of norms of accountable will be lay down with incentive for good performance and distinctive for non-performance. Teachers will continue to play a crucial
role in the formulation and implementation of educational programmes. Most important is the change of mindest and attitude of the teaching community towards the profession. A good teacher needs to be a student all throughout his life. Learning climate in various aspects as per present situation needs to be created in the colleges. Therefore college teacher must be aware of his profession and improve his qualitative standard. You can do without the ministry you can do without the civil service. But if there were no skilled teachers the world would be back in barbarism in two generations. One of the major inputs for enhancing the quality of teacher education would be the extent to which research and field experiments conducted at organization, institution and individual level and outcomes are utilized for further improvement. Majority of teachers-educators at primary and secondary stages do not involve them in research work. The factors responsible are low level of motivation among the faculty for doing research lack of expertise non availability of dissemination mechanism like journals publication of findings in different forms little academic and technological support and limited interaction with elementary schools and functionaries. Firstly teacher educators at different levels should be encouraged to undertake action, doctoral and post doctoral research to provide direct input for the enhancement of the quality of teacher education programme. Secondly fellowships should be provided from MHRD and NGOs and the government should make provision for the study leave. Thirdly, regular discourses and discussions should be made on thrust areas be research or information bulletin should be sent to respective institutes.

40. Zanke Subhash, (2010) Challenges and opportunities in teaching of English, Research, Volume no78, Researcher has taken following points for his study as a review, Even after so many years of teaching English in India, teachers of English face various challenges while teaching English as a foreign language. The digital age has brought drastic changes in almost every walk of life, including teaching of English. We get how to know about various challenges in teaching English. Even to know about various opportunities in teaching English. It should strengthen the teaching of English of English by adapting to the new technology.

41. Changdev Kharat, English for specific purpose, Language is used by human as a means of communication and self-expression Ferdinand de Saussure said that it is a set of abstract rules and conventions that are impersonal it is arbitrary vocal one-instinctive conventional symbolic
systematic human open-ended extendable modifiable multilayered and structurally complex it performs functions such as informative expressive directive phobic and aesthetic English is a language which holds a place of a lot of importance it certainly shares all the above mentioned characteristics and also performs all the functions that are necessary it is the most practiced language in the world it is the mother-tongue of more than 320 million people in the world it is also true that in almost every country of the world it is used for specific purposes in India also it is used in some states as well in some union territories such as Nagaland Meghalaya Arunachal Pradesh Mizoram Sikkim etc.

42. Thange Vijay: - The use of English for information and communication technologies:- English is an international language but in our country it is the language of science and technology and information and communication technologies it is therefore imperative that our young graduates in information and communication technology and command of the English language both written and spoken this basic language is certainly nota different language altogether from that of everyday life but it has a special vocabulary of information and communication technology superimposed on the language common to all disciplines in India in the early 1970s under the umbrella term English for special purposes (EST) some courses with communicative approaches were introduced across universities and colleges in India those courses were English for science and technology (EST) English for academic purpose (EAP) English for practical purposes English for occupational/official purposes (EOP).

43. Zankar Rajesh Dattatray Effective use of English language in print advertisement:- The present paper is an attempt to study how print advertisements use English effectively language is the key tool of thought and perhaps the most important single factor of many which differ man from apes 21st century is devoted to communication we cannot survive our self without communication language has so many purposes to serve as well as it associated with the sound shape and sense to understand the language one must be known to it now the whole world becomes a global and we are using English language as the medium of communication today we are choosing our product as per the advertisement people decide which product to buy it is very interesting to see how the words word phrases word restructure in the print advertisement at the
same time its functions and how it contributes to its effectiveness to know how to read an advertisement with understanding to learn the use of catchy words frequently used in print advertisement and to look at some of the important features of the English language used in print advertisement.

44. Bagwan Naflsa A: - Role of English language in ict:- Man is a social being and hence needs a language to communicate with each other one can share ideas thoughts feelings and expressions through it English language plays a vital role as it widely spoken language in the world English is considered to be the lingua franca of the scientific community it is the language of international aviation international maritime activities the language in which international scientific and technological reports are written language helping to dollop career hence parliament has also recognized it as an official language in addition to Hindi English language plays a crucial role in globalization the 21st century has brought before us the information age computer and internet have radically transformed our lives and opened up new avenue of knowledge information employment business entertainment and communication since 1980’s the ICT phrase has been used by the academic researchers today it refers to the convergence of audio-video and telephonic network with computer networks English language is used for all higher studies we come across the advanced technologies in every field such as medicine science banking civil engineering mechanical car manufacturing textiles etc.

45. N.N.Prahallada: School Managers - Men or Women?: The present paper explores the gender role in leadership style and their efficiency. The general perception is that ment and women have their own functioning styles which suit them in certain work situation while rendering them ineffective in other conditions. However, a study conducted about the leadership styles and their efficiency as head of the secondary schools in two cities of different countries nullifies this common perception. it is not the gender but rather the needs of the environment which defines the leadership style.

one of the leadership themes of continuing interest deals with the question of whether gender influences leadership styles and / or effectiveness. Controversy over whether men and women have different leadership styles continues. Although several researchers and observers argue that women have certain acquired traits and behaviours that suit them for relation-oriented leadership and frequently exhibit a cooperative, empowering style that includes
nurturing team members and men are inclined toward a command and control, militaristic leadership style, the existing discrepancies do not prove so significant to discriminate the styles which both lead. In the present study conducted to scrutinize whether gender affects the leadership style, the researcher administered the LBDQ to 60 secondary school heads in India (Mysore City) and Iran (Bojnord City). The leadership style which the researcher focused on in her study was based on Hersey and Blanchard Situational Leadership style including telling, selling, participating and delegating styles with a population of secondary school heads in India and Iran. The results indicate that there is no significant relationship between secondary school principals' leadership style and gender. Any leadership style may be used by heads' of secondary school depending on the situation in which it is used. Hersey and Blanchard state that the difference between leadership styles is not the behaviour of the leader but the appropriateness of the behaviour to the environment in which it is used. There is no best leadership style, but rather leaders modify their behaviour to meet the needs of their followers and their particular environment.

46. M.M. Chaudhri (2008): Educational Technology, Its Meaning and Applications: The teachers often say, "We have poor facilities for educational technology in school". In the state education departments most of the times we heard "we educational technology is essential in our education system". Do we understand what they mean? Or do they have different meanings? Ever since the two words, education and technology were put together in the seventies of the last century, their meaning, and interpretation and therefore, application has been varied, misrepresented and distorted. At the beginning it was fashionable to use it for mass media, satellite TV, DVD and video. Later on, some began including the terminology for computers and multimedia as well. An example of technology that is product and process related could be seen in the manufacturing of steel. It consists of iron ore, limestone and coal as the raw material that go through various stages of processing shown in fig. 1. Not only is the raw material quality important but each and every process in the entire system is crucial towards getting the finest grade of steel.

When you put the two words Education and Technology together (ET) it does not mean giving education through machines only. It could be education through a machine or any non-
machine devise (blackboard, map, chart, an experiment or a tour) but more than that, what is important in ET is going through a method, a process or a system to make education fascinating and meaningful. The essence of educational technology obviously is not simply machines but much more than that. It is a way of organising a way of thinking and planning about materials, men, organisation, patterns, man-machine systems. It applies tests of economic feasibility to the problem. And it is fundamentally concerned with the interaction of science, art and human values. Educational Technology was applied in the preparation of materials. "Education Technology" is not a product. In educational technology, technology comes into play when it serves to facilitate the educational process just as in "Communication Technology" it is technology or the engineering and products related to communication (near, far and global). Similarly, technology as applied to information (knowledge about news, findings, reports, facts, data, notices, rules, instructions, etc.) constitutes "Information Technology". Here are a few examples to show how the total system and software is more important than the technology.

47. **Samant Prema, A Critical Study of the professional, familial, social and economic conditions of women-teachers working in the Primary Schools of Municipal Corporation for Grater Bombay.** The educationists in all countries generally admit that women are better suited to be primary teachers. Nearly 62% to teachers working in primary schools run by Greater Bombay Municipal Corporation are women. A woman teacher has to play a double role in her everyday life, as a house-wife and as a teacher. This adversely affects her duties as a teacher. This in turn hinders the progress of primary education which should be quite sound, being the base of secondary education.

   The women teachers’ cannot prepare properly for their teaching due to want of time. They do not get sufficient guidance from the head teachers because they have no time for it. Moreover majority of Head Teachers are unaware of the modern educational thought and the modern teaching methods and hence they guide the teachers with traditional methods only.

   More time than necessary is spent in the preparation of co-curricular activities. These are not planned properly. Opportunities for getting the in-service training are not the same for every teacher. Though the teachers are aware of the importance of in-service training, they are not enthusiastic to acquire it because the school the class in the school of the teacher deputed for
training, and hence the class in the school of the teachers training is neglected during this training period. In this training more stress is laid on theoretical aspects and not on the day to day difficulties of the teachers and hence this training is not useful in actual teaching.

Annual inspection falls short of doing the correct evaluation of teachers’ efforts during and academic year. The teachers do not get sufficient co-operation from the parents. This creates many difficulties in children’s progress. There is no provision of pre-primary classes in municipal schools. So the children cannot be prepared for reading and writing. They cannot learn good habits. Teachers are not satisfied as there are no definite rules for the transfer of teachers. The women-teachers generally take more leave than expected. Post-maternity leave is insufficient for the child’s care. While playing the double role as a housewife and as a teacher, women teachers suffer. Though they get co-operation of their relatives in domestic work, they themselves have to shoulder more responsibilities. Proper care can’t be taken of the women teachers’ children especially in unitary families. They don’t keep social contacts according to their profession. They are not involved in social work as they have neither time nor desire. Women teachers have no intensive financial problems but they require more money to raise their status.

48. Waykule Prasad (2014) Role of computerization in development of English in Education. Shikshan Tarang. The process of computerizing a single university or an entire system of education involves changes in both technology and human social relations. Computerization, as the term is used here, is a process of acquisition, use and application of computer technology in educational institutes for efficient and effective teaching, learning research and most significantly, management and administration. The present article focuses on the role of computerization in the development process of English in Education and dome major areas of research. This study concludes that computerization in education sector is becoming increasingly must. However, trained and skilled manpower is still required for development of software required for academic improvement. As far as education is concerned, the S.S.C. and H.S.C. Board and the university grand commission have realized the need for encouraging the use of computer and for this purpose, a manpower development programmes have been started in various universities and educational institutes.
49. Wagh Ganesh Chintaman, an overview of business English  In the present researcher has tried to discuss the concept if ESP with special focus on business English is emerging as an international language in the global scenario the study and learning of English is determined by the specific the study and learning of English is determined by the specific purpose it entails to or what is generally termed as English for specific purpose.

ESP business English international language learner centered approach foreign or second language

50. Shidore.V., Difficulties faced by the pupils, learning in Premleela Vitthaldas Kanyashala, Pune, Regarding their progress in studies and some measures to solve them. The study was undertaken in order to locate the difficulties faced by the students and to suggest some measures to overcome them. A questionnaire consisting of 42 questions was administered to forty-six students studying in Std. IX at the Premleela Vitthaldas Kanyashala, Pune 4.

Approximately 90% of the students live in small houses consisting of one room or two rooms each. Most of the students have electric lights at home and according to them their houses are located in a healthy atmosphere. In the families of 67.27% students, there is only one person who earns money. There are only 4.34% pupils whose fathers have completed their S.S.C. examination successfully. Similarly the percentage of students whose mothers have passed the S.S.C. examination is even less, i.e., 2.17% only. As majority of the pupils do not have educated patents, they do not get proper guidance in their studies at home. Hence the teachers should devote more time to coach them. Coaching classes can be arranged by the school authorities by permitting their staff members to coach the students by charging nominal fees. As the students face extreme difficulty in understanding the subjects such as English, Mathematics and Science, the school provide more guidance in these subjects. In order to heighten the standard in English of the pupils, the school authorities may initiate the following activities:

• New vocabulary items should be written on the black boards and be kept on them at least for a week.

• The students should be encouraged to write the new vocabulary items on the blackboard.

• The teacher should devote special time for dictation.
2.4.2. Published Book

1. Lokesh Koul 4th Edition, (2009) Methodology of Educational Research, in the above research book writer has mentioned few points which are as follow- Experimental Research. It is discusses the four essential characteristic of experimental research, control, manipulation, observation, and replication. The second chapter is about the value of experimental research in education. And also third one is dealing with Types of experimental Designs. What are its details and their use for it? Fourth section is dealing with nature of the steps and their nature to use it. The fifth section deals with different types are there and factorial design. From above book researcher has adopted steps of experimental research and their implementation. In it researcher has generalized accessible population to the target population. Even their validity of the designs is very useful for the study of the research.

2. Rao Bhaskara D., (2006) Techniques of teaching English, P. No 53 to 65 In above book the writer has mentioned what are the techniques of effective speech. A distinction can be made among three stages in the development of vocal communication. In the first and most antique stage the meanings of the vocal utterances are inherent in the sound and sounds are produced by instinct. The vocal communication if this type is simple, elemental, and wholly instinctive, the production of sounds and the responses are determined by the inherent properties of the organism. The meanings of the utterances are inherent in the sounds, which mean that they are inherent in the organisms themselves. Man is able to use symbols, no other creature possess this ability. A symbol is a thing whose meaning is conditioned by those who use it as a means of communication. Through this book as researcher understood the importance of the speech and its effectiveness in our day to day life.

3. Yogesh Kumar Singh, ruchika Nath, (2011) Research Methodology. No 13 to 64. In the above research book writer has mentioned few points which are as follows, survey method, this chapter has discussed the meaning and definition of methods like theoretical problem, factual
problem and application problem. It has discussed survey method as a scientific method. In the second section of this chapter, types of research methods are given. It has also discussed way of classifications of methods like ‘Longitudinal Approach and Cross- sectional Approach’ fourth section of chapter includes characteristics of the survey method. Fifth section has included types like Descriptive studies. It includes survey testing, the questionnaire, Interview and Survey testing; Last section of this book has also discussed the parts which are important for school surveys, documentary frequencies studies, survey appraisal studies, and follow up studies. From this book researcher has adopted characteristics and types of survey research. In it researcher has generalized all types of tests deals with survey method. It’s advantages and disadvantages

4. Gautam G.S., (2002) Teaching of English in India, P. No. 77 to 135. It is well known fact that English is the most widely used language and the chief vehicle of international communication in the world today and it is becoming more and more so, the people who speak English, that are driven by necessity to use it for some practical purpose is administrative professional or educational. At the time when Shakespeare was a young man and English was not in global use, but only of small rematch, it stretched no further than this land of ours. During this period English was known almost exclusively to native speakers and these were perhaps as few as seven million. It was about the making an extraordinary contrast with the position of English four hundred years for not easy task. For over 200 years Indian intellectuals have been studying English. Today English has entered the fabric of India’s culture.

5. Sharma Praveen, (2008) Teaching of English Language, P. No 107 to 137 Through above book learning to read and write is a process of experiencing language. Children learn to talk in a language of participating in communicative interactions. Once a child has begun to communicate orally in a language, writing can be introduced. Writing is the physical expression of what you think. The close relationship between writing and thinking makes writing valuable. Thus, writing is closely related to the inner processes within a child’s mind, i.e. the internal manipulation of external experiences, in addition to this, writing reinforces the grammatical structures, idioms and vocabulary that we have been teaching our children, writing skill makes the language items learnt firmly fixed in the mind of the learner. It means organizing the thought and giving it
precision. It also an instrumental value in schools. He further says it means of preserving the knowledge which the pupil has gained or the judgment he has formed. It serves as a check on his forgetting useful items of knowledge and ideas.

**6. Mujibul Hasan Siddiqui, (2011) Research Methodology, P. No 108 to 125** this is concerned with research designs where in the goals are to compare competing educational treatments. Although the emphasis is on randomized experimental research where the researcher actively manipulates the treatments, it also addresses a special class of non experimental research in which a naturally occurring ‘treatment’ has already occurred. Not addressed are research studies that explore casual relationships between variables that cannot be manipulated, such as between variable that cannot be manipulated, such as between socioeconomic status and education attainment.

**7. Debashis chkaraborty., (2009) Research Methodology, P.No.118** In above research book, writer has discussed about qualitative and quantitative research methods. First section of this book deals with the goals of qualitative research and how is quantitative research followed in research. Second section of this book deals with statistics in quantitative research. In this chapter fundamental principle do quantitative research is too discussed. Third section of this book discusses a measurement and how it plays an important role in quantitative research. Fourth part of this book deals with actual quantitative method. It is abed on how it is useful into the research. It is used to collect required data for statistical, and preachy are often to show the result of these things. Fifth section of this book discussed qualitative research. It has discussed about four methods for getting g information like participation in setting direct observation.

**8. Sangolkar Arun C. (2009) English Education, P. No. 1 to 16.** From this above book the researcher has taken the status of English language in today’s world and their techniques of improving English many other techniques are we can use to improve the effectiveness of English. We can use the passage writing for improving English. We can conduct tests and Examination. We can conduct different activities which include essay writing, Letter writing
story etc. there is one new technique where we can give more emphasis on the picture composition. Even fast writing can leads towards the effectiveness of improving English. Use of essential techniques helps the man to improve their Writing Skill and its use in day to day life.

9. Shefali R. Pandya., (2011) Educational research, P. No. 367 to 394, from above book researcher has taken following points. That constructing tolls of data collection and their application based use. In general, there are four major types of tools which are as follow- A test of maximum performance, how he does for e.g. a personality tool or attitudes scale. The response sets for such tools includes A. Social desirability B. Acquiescence C. deviation (giving unusual or uncommon responses) there are few steps for developing tools. There are some scientific procedures of constructing a tool for which you want to develop the tool. Even you have to decide what type of tool you want to develop whether a rating scales, Attitude scale, inventory and checklist. Questionnaire, interview, schedule, observation schedule, achievement test aptitude test opinionnaire etc. keeping in mind the operational definition of the concept/construct and the type of tool you want to develop, prepare a pool of items. Prepare a large number of items. Even you have to prepare a large number of items. So that you are left with adequate number of items after removing some items on the basis of pre pilot and pilot studies, i.e. after ascertaining the content and face validities and difficulty index.

10. Singaravelu G. (2012) Teaching of English, P No. 27 to 55, from above book the researcher has taken very important points based on writing skill. Among the four skills of language, writing comes in the end. The source of all knowledge is found out from the written form of a language. It is therefore of the maximum importance and is to be taught and learnt properly. Students neglect in handwriting. Some of the students have illegible handwriting. They think writing is an uphill task. They fail to work hard to cultivate a legible handwriting. They are careless in their composition work. Some of the students do not like legible handwriting. Bad model handwriting of the teachers affects handwriting of the students. Students’ loss their interest in studies without fascination: they become dull. They realize that two papers are not necessary for the language of English. Remedial teaching discourages gifted students. They have no proper attitude towards English language. Very few of them have the skill in creativity. Some
intelligent urban students present poems, jokes and plays in their own words. Free composition is recommended at higher secondary level. It can be improved via rapid reading habits. Poor economical status of rural students cannot allow them to purchase audio and video cassettes, observe T.V. news, newspapers and dictionary. Their parents fail to advise them to read newspapers. But they are encouraged by their parents to involve them in their domestic work.

11. Ravi Parkash, (2004) Problems of Educational Research and analysis of the Problem, P.No.189 to 256, this chapter is briefly reviewed the steps in the scientific method of solving a problem. The two chapters will present a more detailed consideration of the processes involved in 1. Discovering and defining a problem, and 2. Constructing and testing hypothesis. Again, it is important to emphasize that the various steps in problem solving are not necessarily well delineated one from another or taken in successive order, the research worker moves back and forth from one step to another- changing, searching, altering and clarifying. He tackles a problem like an artist who works constantly on his whole composition rather than first perfecting an eye, then a nose and then a mouth. No two scientific investigators proceed in exactly the same manner, but they do become involved in the closely related and overlapping steps during the course of their investigations. Their work is creative and individualistic rather than mechanical, but it is not a completely haphazard undertaking. Liking any art, it entails necessary disciplines and procedures. By abstracting some of them for analysis the following chapter may be give you a deeper insight into research work.

12. Y.K.Singh and Bajpai (2010) Research Methodology Data presentation, P. No 61 to 76 the purpose of this chapter is to show how computers can be used in analyzing data. It helps to see how much research work is needed for study. Although computers, as we know them today, have been in existences only for approximately 40 years, they affect all of our daily lives. The microphone has made possible small computers that are within the finical reach of many Americans. As the price of these small computers comes down and their capabilities increase, more homes and small businesses will have computers. Three of the computer programme. Presented later preceding chapter are run using a large university main frame computer.
However, comparable programs are already available for microcomputers, and we have included an example using one.

13. Target Francesca Target, (2005) Working in English Language Teaching 2nd Edition, P. No 24 to 26 In this above book the writer has given more focus on teaching of English in schools. If you want to work as an English Language Teacher in schools on Britain, you must have a degree and qualified teacher status. You can also become a teacher via the registered or graduate teacher programme, which means you can work in a school as an unqualified teacher and be trained on the job while you are getting paid. The students come from all over the world and will already have studied English in their own countries so you will not be working with beginners. They will have a high standard of education and be highly motivated and hard – working as they and their families will be paying very large sums of money for them to study in all over the world.

14. Siddiqui Mujibul Hasan, (2004) Research in Teaching of Literature. P. No. 31 to 55 from above book researcher has taken very important points of writing and knowing more about vocabulary, in most situations a large vocabulary load in the early stages of learning is usually a hindrance. It is more important to ensure the learning of the grammatical system. The criteria by which the vocabulary content of learning is selected are not strictly speaking linguistic. They relate to the eventual usefulness of lexical items to the learner or their value to the teacher and his techniques. Every language interprets the physical world in its own way and intralinguistic relations vary from language too. So complex is the semantic structure of a language that it can be acquired only through wide exposure and this in turn can probably only be provided by extensive reading.

15. Morey Lata Subhash., (2008) Methods and Techniques of English Teaching, P. No. 44 to 52 writing is one of the important skills in English. According to Bacon, “Reading maketh a full man and writing an emphasized the importance of writing by saying “Fair and legible hand writing makes a man perfect in all walks of life.” According to Bell, “writing is a difficult art, it
requires complete control of the muscles of hand and wrist and this control a small physical
disability learn to comprehend and speak their native language. But without teaching they are
unable to write. White puts writing is not a natural activity. All physically and mentally normal
people learn to speak a language. Yet all people have to be taught how to write. This is a crucial
difference between the spoken and written forms of language. There are other differences as
well. Writing is the complex activity and it is represented by Anne Raimes. The traditional
approach to the teaching of writing is both illogical and not based on psychological.

16. Hunda Nurul, (2005) Teaching English to Indian Pupils P. No 90 to 113 in the above
book the general method of introducing the pupil to English in Indian has till now been first to
teach them the letters and then drill them in writing. After that it is practice them in reading and
writing both as a joint and co-ordinate venture. All these methods are seen for teaching English.
It is said that with some children writing comes first and many seem to learn their letters better
by trying to form them for themselves on paper. In countries with phonetic languages it is
common for the basic elements of reading to be acquired in about a year and the whole process
to be complete in not less than three years. Those children who begin to write before to write
before they read their childish scribbling and drawings certainly contain odd letters, usually
capitals.

17. Prakash Ravi, (2004) Problem of educational Research, P. No 57 to 105 From above
book researcher has taken out the important points based on Experimental Design. The
experimental is a powerful research method. Unlike the correlation and causal- Comparative
methods, it can be used to establish cause and affect relationship between two or more variables.
Experiments are not easy to conduct, however. This chapter describes the major problems that
arise in conducting experimental research, and methods for solving them. Commonly used
experimental designs are introduced here, with additional designs presented. Critically evaluate
possible threats to the internal validity of an experiment.Although correlation and causal-
comparative designs can uncover relationship between variables, the experiment is needed to
determine whether the relationship is one of cause and effect. It helps researcher to go through
with his research study in detail.
When the data are arranged and tabulated, the researcher proceeds to analysis the data. There are various methods of analysis of data. Analysis of the data is the most skilled task of all the stages of the research. It is a task calling for the researcher’s own judgment and skill. It should be done by researcher himself and should not be entrusted to any other person. Proper analysis requires a familiarity with the background of the survey and with all its stages. The analysis doesn’t necessarily be statistical one. Both quantitative and non-quantitative methods can be used. The aim of analysis to provide proper feedback to it.

Writing is often regarded as the visual representation of speech. Speech and writing are used in different situations and hence they serve different social functions. There are not many situations where we have a free choice between speech and writing in most cases we are obliged to use one of these two modes of communication. It happens only when learner is not paying attention and writing has certain specific features to meet the exigencies of this situation. It helps the person to know how he can attend the communication and speaking style, etc. there are some ways to analysis of the writing skill that write the letters of the alphabet at reasonable speed. Spell the words correctly. Recall appropriate words and put them in sentences.

Every researcher becomes very anxious whether the measuring instrument he has chosen or developed measures what it is supposed to measure. This anxiety of the researcher focused on the measure. The measure of effectiveness of test and its impact. It is to see whether the test actually measures what we intend to measure. For example- a tape is used to measure the length of glass pane and its measurement should decide that the glass pane may fit in between the frames of the window in the room. Measurements, but in psychological measurement it is very difficult to establish the validity of a scale. It is a serious problem for every psychologist while constructing a measuring instrument that is valid and reliable.
Sometimes, it may not measure for which it was constructed. Therefore its validity and reliability has to be seen.

21. Latha Pushpa D., (1995) Achievement in English, P. No. 150 to 166 Achievement in an educational institute may be taken to mean any desirable learning that is observed in the student. Since the word desirable implies a value judgment, it is obvious that a particular learning may be referred to as achievement or otherwise depending on whether it is considered desirable or not. Understood in this way, any behaviour that is learned may come within the scope of achievement. Achievement, according to smith (1969) and Spencer and helmrich (1963) is universally accepted that the acquisition of factual data is not an end in itself, but an individual who has received education should show evidence of having understood them. But for obvious reasons the examinations are largely confined to the measurement of the amount of information which the students have acquired. it helps to know certain objectives and their specific way to know it in detail.

23. Chobhe Ravindra, (2011) English Education, P. No. 136 to 153. Through this book researcher came to know many different trends in teaching and learning of English. As we know its world’s most popular language. So there are many new trends which introduced many important factors of this technique. ICT is a study of using technology to communicate information. For development of it English is useful because it is international and mostly used language. There are many other Medias like TV, Blogs, Radio, Wikis, News Groups, internet forums. These items are helpful for learning English. The English teacher should use these items creatively. At the time of English teaching, questioning, loud reading, drilling, using teaching aids, self learning language games. Communicative approach, narration, storytelling and writing, dramatization these items are useful.

24. Pandey S.K., (2005) Teaching Communication, P. No. 121 to 144. Through this book researcher has taken very important points known as origin of writing. No one knows for certain when the alphabet began, so there are many theories all argued with varying degrees of cogency.
Account s of the origin of writing fall into two categories. The magical, and rational, one Chinese legend gives the credit to sacred turtle. In early India, the Middle East and Europe various divinities were said to have invented writing. Among these were Brahma, Nebo, Isis and Hermes. Perhaps the most often quoted is the god Thoth. Plato tells the story of the ancient Egyptian god Thoth who invented various arts. One of these included writing and when Thoth sought the approval of the King of Egypt and when Thoth sought the approval of the king of Egypt for his invention, the king was most displeased. However, like most inventors. Thoth pressed his argument. Through this we have taken the origin of the writing. How it started.

25. Arora G.L. (2009) Right of the child implication the classroom environment. Vol No 1. Every country has its own right and their utilization is based upon the persons how he is using it. Everuone has right to education. Education shall be free at least in the basic part of child. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merits. Education shall be directed to the full development of human personality and to strengthening of respect of human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among the nations. It shall promotr understanding, group work, team work and all. Parents have a pripor right to choose the kind of education that shall be given to their children

26. MShaik (2009) Teching English. P.No.27 to 37, From above book one thing which certainly helps children to learn a language is their ability to listen to all the sounds and utterances which go on around them right from their infancy. They seem to be training their ears to listen to everything that pertains to them and slowly acquire the power of speaking. The second most important principle of language learning is speaking. It is integral to the definition of language. It is cosely related to listening as we saw earlier. It is index of a person’s language mastery at a particular level. In Language skill subject unlike history or physics which are content subjects. But even a language like English is taught as content subject by many teachers, as a body of information and a number of rules and definitions.writing English is practiced in gradual stages starting from the the script print and cursive then translated, dictation through
graded and controlled writing of paragraphs then on to independent writing of letters and application.

2.5 Significance of the Study

The above review done by the researcher brings out the following important points

1. Many of the researches have done on the reading skills, communication skill, activity centered approach, use of technology for teaching English, the difficulties in teaching and learning English, and competency in English.

2. But there is no any specific research done focusing on Development of Writing skill and preparing its package which is important for the Marathi medium students of secondary level.

3. Present research focuses on development of writing Skill package and will become useful to fulfill the gaps of students while writing in English.

4. This Present research not only develops writing skill but also develops their interest with comprehension.

5. This Present research rely the utility of the package of activity used to improve writing skills in English.
2.6 Conclusion:

In this chapter, the review helps to decide the subject, preparation of tools, methodology, and presentation of report writing. Through it, the researcher understood about the use of it. It gives direction about taking main points for research present research work. It tells significance of the present topic and its use in research area. The next chapter is related to methodology.
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