CHAPTER II

REVIEW OF LITERATURE

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REVIEW OF RELEVANT LITERATURE

Introduction:

English is introduced as a compulsory subject in class-I in 18 states. In Orissa, English is introduced in class-II while in uttar Pradesh, uttarachand, Andra Pradesh, Kerala, Bihar, Assam and Goa English is introduced in class- III. The teaching and learning of English today is characterized by the diversity of schools, Classroom procedures and teaching of textbooks for the purpose of passing the examination English is also introduced as compulsory subject in class-I in Maharashtra state from-2002.

Science English has become a part and parcel of our school curriculum; there have been number of problems in teaching even at school level. The School level is the foundation of all higher education. Therefore, there has to be particular logics and techniques to teach English at school level.

1. Mahatma Gandhi Said Of all the superstitions India has none is so great as that knowledge of the English Language is necessary for imbibing Ideas of liberty and developing accuracy of though.

2. Pundit Jawaharlal Nehru observed that Indian languages have suffered psychologically and otherwise because of English yet they have gained a great deal the from contact with the wider world. However English can’t be in India anything a second language in future.

3. Rajagopalachari said “we in our anger against British people should to throw away the baby (English Language) with the bath water (English People).

Researcher has examined the primary English teacher and development Procedure utilized by them with reference to English Language teaching. As for as development procedure is concerned researcher student has used research references in corporate with conceru subject research references and review given below:

The book “English in Modern Times” by Beal, Joan C. is related to As with similar books in which the development of the English language is tied to socio-historical changes, Beal's text offers those of us disinterested in the emphasis on warmongering that makes many history courses difficult to bear a pleasant introduction to British history. As an educational resource, "English in Modern Times" would
work well as a textbook or with its chapters divided and used individually. Its value extends beyond courses on the history of the English language. Students, instructors, and scholars of phonology, syntax, semantics, lexicography, British literature, and British history would all find worthwhile supplementary material for their studies within this book. Mostly, I appreciated Beal's copious examples. At times, though, I found them distracting because I am unfamiliar with some of the literary references. This is not to say her examples detract from the text, but only to note that readers without a general background in British literature may not connect as readily with these passages. I feel the same ambivalence towards her use of figures and charts in Chapter 2. The numerical representations will be seen by some as an easy way to quantify lexical innovation in British English. But, to others, the discussions of the data may seem cumbersome. The redemption of these discussions, for me, is Beal's offer of her methodology and her appeal to readers to perform their own statistical calculations. Throughout the text, she weaves her methodology with theory and data, providing a richer text, and one that is suitable for pedagogical uses. Though the back cover asserts the book "is essential reading for undergraduates and graduate students," I think it is more suitable for graduate students (and perhaps advanced undergraduates), at least in the U.S, because of the narrow focus on British English. This is not a criticism of Beal's coverage. At numerous points, she acknowledges this focus, apologizing for her lack of treatment of other varieties. My only criticism is actually that she makes too much of this issue. Her careful and respectful attitude towards other varieties of English needs no apology, and by the time I read the last chapter, I did not feel I needed another justification for her dearth of attention to my native variety (American English).

The book "An Introduction to the Grammar of English (Revised Edition)" by Ellyvan Gelderen. is related to The text has numerous attributes that make it a good choice for Students who would like to improve their knowledge of the basic syntax of English. They would like to improve their knowledge of the basic syntax of English. The chapters can be easily covered in the course of a semester, and the book contains useful exercises after every topic. Although it targets an audience without prior knowledge of linguistics, it does not oversimplify grammatical concepts, as is done in some comparable texts, such as Altenberg and Vago (2010). The textbook is based on both generativist and traditional grammar approaches. Controversial syntactic analyses are avoided. For example, there is
no discussion of mixed category constructions such as the verbal gerund, deverbal nouns, or participles, which have verbal and adjectival properties. The book is restricted to a purely syntactic approach, with limited discussion of morphology and semantics. It does not consider insights gained from the study of phonology that inform some aspects of syntax, as discussed in Nelson and Greenbaum (2009), or the study of pragmatics, as discussed in Brinton & Brinton (2010). While the notion of context is mentioned, for example with regard to formal and informal uses of English, there is no explanation of how extra-linguistic contexts and co-text interact in language structure. For example, the term topicalization, introduced in chapter 11, is associated with syntactic movement of topic elements to the sentence-initial position. It is pointed out that topicalization can serve to front old information, but there is no introduction to the classification of old and new information or to information structure (e.g., Erteschik-Shir 2007); more content is needed on the pragmatic constraints that are responsible for movement of sentential constituents.

The book “Strategies in Learning and Using a Second Language” by Andrew D. Cohen This is a substantially revised second edition of the book, which preserves some existing material from the first edition and also introduces new, often innovative, perspectives on second language learner strategies. The book is intended to appeal to a diverse group of readers, ranging from second language (L2) researchers to language teachers and administrators of language programs.

The book's overriding theme is that language learning and language use strategies play a significant role in helping language learners achieve long-term success in languages beyond the first language (L1). The book begins with an introductory chapter that explains the rationale behind the second edition of the book. The author brings to light the difficulty he had in initially selecting the different themes to be included, and subsequently tying the themes together meaningfully within a logical framework. The introductory chapter concludes with a summary of the key concepts and themes to be discussed in the following chapters. The second chapter, "Coming to terms with second language learning and language use strategies", initially investigates some terminological issues with language learner strategies (Section 2.1). To assist the author in this regard, the views of 19
experts in the field of learner strategies contribute to the discussion. This is achieved by asking the group of experts to complete a questionnaire on language learner strategy terminology and various needs associated with strategy work. This data is subsequently presented throughout the chapter (Section 2.3). Some of the issues discussed include underlining the problem in reaching consensus as to what constitutes a strategy, and how strategies are best classified. This is often due to diverse conceptualizations regarding the level of consciousness required for a function to be considered strategic. The majority of the experts involved consider a learner's level of attention as being best viewed as a feature on a continuum, and as such, it can vary from the learner being fully focused on the strategy at one end, to the learner only paying minimal attention at the other end. A discussion is also provided about several features of strategies (Section 2.4), which includes the way strategies combine to effectively enhance learning, and their potential for leading to learning. Results of the survey also identified some of the reasons for using language learner strategies (Section 2.5). There was general consensus that they should be used to enhance learning, to perform specified tasks, to solve specific problems, and to make learning easier, faster, and more enjoyable. There was, however, some disagreement as to whether learner strategies compensate for a deficit in language proficiency. Regarding the use of specific terms related to learners' use of strategies (Section 2.7), there is a lack of clarity in the use of such terms by researchers. Although many experts stated using specific terminology, such as autonomous language learning, self-regulation, self-management, independent language learning, and individual language learning, they did so to a greater or lesser extent and there was often diversity in how the terms were applied. The final section of the chapter describes how the use of specific language learning and use strategies are often linked to a learner's learning style preference (Section 2.8). The author maintains that learners could benefit from attempting to alter their learning style, in order to benefit from using alternative learning approaches. It is also felt that teachers should assess learners' style preferences before deciding on a particular instructional approach for a class. The chapter concludes with an assessment of the importance of learner
motivation and context when using learner strategies (Section 2.9). In Chapter Three, "Methods for investigating language learning and language use strategies", several approaches that are used to gather data on language learner strategies are addressed (Section 3.2). Some of these methods were regularly used in the past, and continue to be used to gather strategy data (e.g. questionnaires, observation, verbal reports, and recollective studies); however, some new methods that utilize modern technology, including blogging and user tracking, are also discussed. A brief description of each approach is provided and the advantages and disadvantages are also highlighted. The author emphasizes a greater need for qualitative research, which can provide more accurate information regarding how learners actually use strategies. Verbal report data is seen by the author as being an effective way of obtaining self-revelation or retrospective data on the cognitive processes learners use to perform L2 tasks (Section 3.3). A full description of the three distinct types of verbal report methodology (i.e. self-revelation, self-observation, self-report) is provided.

In the final part of the chapter, the author stresses the need for researchers to be more systematic when undertaking verbal report studies (Section 3.3.2). This helps facilitate comparisons across studies and replication of studies. The chapter concludes by suggesting that researchers should not confine themselves to using a single research method, but rather seek to combine various methods in an effort to gather the most useful data possible for a particular study.

Chapter Four, "The practice of strategy instruction", begins with a brief discussion of the theoretical rationale behind strategy instruction and its ultimate goals. The suggestion is made that as L2 teaching has become more student-directed over the years, the relevance of explicitly showing learners how to use language learning and language use strategies has gained acceptance (Section 4.1). The argument is put forward that the role of classroom teachers in such an environment is radically different and that teachers should be seen as facilitators, coaches, or coordinators, rather than as instructors. Similarly, learners should be considered to be practitioners of learning rather than "targets of learning" (Allwright and Hanks, 2009: 2). In Section 4.2.2, three frameworks for explicit strategy instruction are described. They all focus on helping learners: a) become more aware of the types of strategies they use; b) stimulate increased use strategies; and c) encourage monitoring and evaluation of strategy use. This is followed in Section 4.2.3 by a
description of the means by which strategy instruction can be delivered to learners. This ranges from explicitly training learners in strategy use through special study-skills courses, to implicitly embedding strategies into tasks in textbooks. The point is made that strategy instruction should not be prescriptive, but rather aim to make the learners' own strategy repertoire more functional and supportive. In Section 4.2.5, some ideas are put forward about ways in which teachers can develop the necessary tools required to carry out strategy instruction. A strategy instruction course at the University of Minnesota (CARLA) is described in detail, and the point is stressed that strategy instruction must be adapted to the needs of the learners in order for it to be effective. In Section 4.2.6, readers are taken through a step-by-step approach to designing a strategy instruction program. The chapter concludes with an in-depth analysis of the roles of teachers in strategy instruction. Chapter Five, "Research on strategy instruction", begins with a review of some early studies on strategy instruction. Many of those studies place a lot of emphasis on the impact of strategy instruction on reported strategy use rather than actual strategy use (Gu, 1996). This is followed by a discussion of more recent studies of strategy instruction in all four skill areas, as well as vocabulary and grammar (Section 5.2.2). The remainder of Chapter Five reports on a study by Cohen, which investigates the effects of strategy instruction on learners attending L2 classes at the University of Minnesota. Fifty-five students took part in the study, with 32 participants comprising an experimental group and the remaining 23 participants serving as a comparison group. Finally, it is right to state here that the second edition of Andrew D. Cohen's book is a valuable contribution to the field of language learner strategies. Unlike most texts in the field of learner strategies, which generally focus on one or two specific areas, this text is beneficial due to its integration of numerous themes. Each topic is explored in detail, and there is a good balance between theoretical background information and the presentation and discussion of up-to-date research. The book is easily readable and the ubiquitous collection of discussion questions and activities at the end of each chapter encourages readers to actively test their knowledge of the information found in each chapter.
The book “The wobbling world of kingsley amis: A critical study” by Suresh Shukla. Kingsley Amis’s first novel Lucky Jim (1954) and John Osborne’s first play Look Back in Anger (1956) with their protagonists Jim and Jinny Porter broke startlingly new ground. Their irreverent manners and their radically new moral and political vision went a long way in ushering in the angry decade in English literature. A new literary avant grade noisily made its way soon to be joined by the likes of John Brains, Alan silli to e Muriel spark john wain Arnold wester and others. In the years following lucky aim a full following of the anti establishment anges of the 1950’s was witnessed. So was the emergence of the quintessential protolype of the modern antihero who laughed at contemporary English society to unrelenting ridicule and whose now found conscience and unsparing critical eye exposed cant and hypocrisy whenever it was noticed. Academics in India have avidly taken to the “Angry Generation” and a steady, continuing output of critical essays, book and dissertations is indicative of their interest in the subject Dr. Suresh shuklan study, the wobbling world of kingsley amis under review points to this trend.

Sukla starrn off by considering the now too familiar epithet the angry yang men as it was applied in varying degrees to novelists and play writers in the 1950 and with dimirishing relervance in the 1960s Now half century later the phenomenon is carefully studies in the context of the immediate post second world war years in portain. The harsh realities of life were such that Great Britain was slowly being transformed into little England with an intense awareness of the national anglish a diminished an dexhausted England at the and of the war with the far flung empire finally dissolving the British came down with a pervasive ennui an perhaps never before in their national conscience writers and among them those aited above repeted by creating the typical angry protagonists or the unheroic hero approprelly ambiguous for those uncertain times. The world of Aims creation as shukla has shown compreses any number of medicore misfit and cranny failures Lucky aim is sorely misplaced university lecturer granet Bowen is a frusfrated novelist.

As thematic analysis and a closer look at are novel at a lime is undertaken this student does well do concentrate on substance and not stray into theory as witnessed since the Derridean phenomenon the potency of which might in fact be well on the way out misted shukla writing in the indian context does well to dwell on Anis’s full range of npvelistic skills. If as an angry rebel Amis exploded with the rage and contempt for the established order of things he has also
displayed an intellectuals penchant for the underlying meaning once the range is spent he is moved to record the comedy and the humanity of it all –as does aim Dixon after his despair at being stuck in a car behind a slow moving lorry. Having witnessed lifes absurdity petty as well as profoundly philosophic tease aims accept the aches and argues that are legay of modern Nestern civilization. As recent scholarship seems finally willing to accept aim transended jis earlier Jimmy porter like fire and mellowed hike his own harry caldoote am is matured into a certain moral stature and wisdom over the years. If in his angry phase he looked out ward he has as an established literary figure looked in ward In this study shukla has carefully paind attention to all these aspects as he has looked at Amiss novels one by one. As reader and critic shukla establishes and that the novelist has acquitted imself with elan. So in the chronicle of modern English letters he has a well-dressed and distinguished place.

In these matters shuklas critical endearour is effective and useful. The world of amis in its sociopolitical ambience is introduced. The context of the critical reception given to the corpus of his writing along with attention to the cause he and his fellow angry writes were fightin is attended to whatever he has contended he has tried to substantiate with quotations from Amis and the available scholarship. Shukla would have done much better if the had concerned on a few select novels of aims tsted of over twenty novels as he has done now with no more than a review length discussion which no more than review length discussion which necessary limits the scope for conceptual as well as interpretative analysis second there is little attention paid to guidelines recommended by a style manual. The latest edition of the MLA Handbook should have followed by him. Third the production side of this book leaves as a great deal to be desired forth no studies from the 1980s and since are even listed on hopes that in his undertakings to come he will need these Comments.

The book “Gental Falls The Bakula” by Sudha Murthy. , Sudha Murthy is a well-known name in literary circles. Apart from being the wife of N.R. Narayan Murthy, the legendary software entrepreneur who founded Infosys, Murthy has created an identity of her own on a writer. The novel Gently falls tha Bakhla was writer more them three decades ago. In fact it was sudha murth’s first kannada novel at was translated and published in English by penguin in 2008.

The story is about a bright young man and a girl, who know each other from their school days. In fact, they are classmates and both have broken record in the Bangalore SSLC Board as
shrimati stands first and shrikant stands second. In the beginning shrikant is not happy and shrimati has proved herself better than him soon after the rejoicings of success they meet in the train going to their relations. During this journey they get a chance to know each other and promise to become friends. They decide to meet under the Bukla tree. Though they are neighbours their families are always in fued. After high-school shrikant takes and mission in sci.college. He graduates from IIT Bombay and joins a software firm shrimati who is extremly brilliant choose.

History which is uncommon for a bright student but achieves her best in it. Their friendship continuous and they fall in love. At the end of her masters shrimati drops her career interests and chooses to be a wife of a shrikant. Shrinkant’s mother who is greedy woman is in search of a rich bride, but shrikant is interested in Shrimati so they get married inspite of family true they come to Bombay.

In the beginning shrimati manages her house and leaves at home. After a year she feels bore and wants to purpose her studies but a letter from her mother- in- law spoils all her plans like a nillion of a following movie she writes to shrikant to return which she had taken as a loan for his studies. In fact it is a try to tease shrimati. Shrimati is faithful wife decides to work to pay the loan and thus shatters her plans stands. In spite of all this everything appers rosy to her in the beginning later she feeds like a bird in golder cage. When shrikant for his career interests ignores her and more so mocks at her skill in story as a useless knowledge. But she not endures but also encourages him in his career for a long time. After almost half a decade of marriage she relaise that her husband has become to focured on his career and has no place for family matters or to think about her. Eventually she takes a decision that leaves their family life shattered. One fine day decides to and her endurance and mores out to take care of her life and intersts.

Shrikant is so workaholic. He is not so much interested in giving the blessings of motherboard to shrimati. He does not want to adopt a child nor is the interested in taking any medical treatment. This mother leaves no chance to insult and torture her daughter in law. Shrimati is not feminist but she has not been able to make herself a machine like shrikant. Besides she is not over ambitions. She merges her identity with that of shrikant she easily manages his house and others affairs so he is touching the heights. Even his friend know that he is successful only because of shirmati. He does no understand the saerifice of shrimati and the emption in the life of shrimati. This is the picture of today world.
Nowadays over ambition has also become a cause of divorces so everybody should read this book. The title shows that shrimati’s decision is not an explosion, but a result of long meditation. Rooted in Indian soil it is a simple story and classic narration. Mrs. Murthy has an uncomplicated narration style.

The present novel is no exception. This book is about her life and her feelings. It is very well written book. It is quick and easy to read.

An article “Issue of quality In Higher Education of rural institution.” By Dr. Balasaheb Ladgaonkar. most of the people in rural environs are deprived of Higher Education and progress because of poverty and lack of educational milieu as well locality cavorts quality fixing of forthcoming generations and underpins learners emotional durability mental flourishing and overall personality. It also affects deeply at making them confident self reliant and enlightening for those metamorphosed youth the objectives of Higher Education policy are tempered with Besides it orients at the intellectual growth development of capabilities and adaptability of change in youth that may change them into fulfillment and people of good society.

Institution building relates to process of internal development and to promote its impact on society. It imparts with transforming the organization as an integrated and organic part in projecting new values and the societal change.

After this brief view an education quality higher education expectations requirements the researcher tries to invite an the actual issues of quality. For the quality in general for however and with noteworthy citations to rural institutes are to centralize upon. Genesis of power mandate retaliatory to creative regulator, distinctions of trends setter, Verdict composing through egalitarian and partaking advent network version cogitation progression conjecture to courses surmise manipulation through dossier network cycle. Do/say rerun in organization, impartially and congruence, comprehensive comprehensive to excellence manipulation, inhabitant to international standpoint.

In brief it is a root matter that the educational governance is expected to promote from academic point of view in terms of the physical, logical spatial, economic, social mobility and do in all aspirin expose in institutes.
Education means human good therefore educational institutions and its managers especially in rural hilly base higher educations are to apprehend the objectives of compatible education for society.

But a bold question arises how to develop that academic educational quality and view among from managers who are with socio-cultural, economic, political print? How to amend their reserved and individual attitude that affect overall quality of higher education in the rural areas? It is the genuine burden in rural institutes of all over the world. There are trainings, workshops, conferences etc in that regard but not yet got the fruitful result.

An article “An evaluation of counseling practices in selected school in Goa” by Kruttika Naik. focus an counseling in the globalizatizing world has a significant role to play in the lives of human beings, as the two major socialization process i.e. parenting and schooling. Technological changes have made a major impact upon people live and work industrialization has resulted in social and vocational mobility. It has affected child rearing practices also one of the important way in which man tried to cope with the rapidly changing world around him was to start the guidance movement the guidance movement later led to the growth of counseling psychology in the first decade of the twentieth century based an mans concern for his fellow men and their well being particularly they younger members of society.

The writer studied this subject by following objects objectives data collection sampling and sample , Tools for data collection major findings and suggestions of the study for students parents and teachers counselors suggestions social worker in school settings. There is need to conduct awareness programmes at linger level for parents and students to sensitized them about concept of school counseling there is need to organize effective programmes workshops seminars extra curricular activities which should include use of IEC material or creative medium while teaching for this capacity building of teachers should be done through training programmes which will ultimately help in overall development.

School mental health programme should be integrated to general health care teachers and parents should be given basic training in understanding the mental hygiene of their students as well as identifying children with behavioural who can then be dealt with by counselors which means the anus is an longer just an the teachers the parent teachers association should also be roped in for the programme with able to guidance from the appointed counselors parents, teachers and counselors should work together to solve students problems as well as to improve
the quality of school counseling. The school management must organize health campus on quarterly basis to provide basic health services. These health campus should also include psychiatrist to encounter psychological issue of the students.

Because social workers are trained to think of innovative solutions to complex problems their interventions often make a strong difference for young people at risk for academic failure. School social workers make an impact in many other arenas as well for instance they have designed successful violence prevention programs. They have created alternative programs for gay and lesbian youth who might otherwise leave school because of peer taunting and abuse and they are experts at intervening in crises such as teen suicides alcohol related death or school violence.

An article “Use of resources in Gulbarga University library Gulbarga” by Anita Surag and Dr. P. Kumbargoudar. focus on the resources of Gulbarga University.

Information is useful and effective if it is successfully communicated and disseminated and used properly of course there are many forms of information sources through which the information is published collected stored disseminated and used for libraries it has become essential to access the un ability of the information sources by the users and acquire the same. Hence present study is made to access the use of the information sources b faculty and students in Gulbarga university library Gulbarga. Total 300 library users were surveyed with questionaries’. It was found that even though there are large numbers of electronic resources subscribed in the library they are not used properly. The frequency of visits of users is also lower. Hence if has suggested to popularized the use of e-resources in the library and also it is suggested to the users to visit the library frequently to use the information sources in the library.

An article “A comparative study of fund management of selected Grantable and non-grantable schools In Kolhapur district” by Defale Nirmala Lahu. focus on the fund management in the schools because the backbone of my country are cultivated and shaped in schools hence for over all development of the school the students should be provided with all basic resources and the necessary needs. To provide with all basic resources and the necessary needs. To provide all these required resources it is possible only by providing the financial aids or funds. The provision of all the facilities is possible in only grantable schools because these institutions are recognized and they are getting grants from government. However there are no of non-grantable schools. They all are deprived of the financial assistance so to meet the
requirements they have to depend upon the fees collected or the donations therefore the administrative mechanisms of the schools have to face problems regarding the funds. Due to lack of government aids the schools are found unable to provide sufficient salaries to the employees and can’t maintain their schooling requirements and even the basic needs are also not provided to the students. The present paper highlight on that.

So they selected that chapter for study which is comparative between grantable and non–grantable. They studies this subject using following aspects like: Objects of study, hypothesis, Research methodology significance of the study testing hypothesis. They used some table to enhance the information tables like percentage result total student in the school types of grant benefits of grant to the institute lack of grant how the fund are missed

An article ‘Practice Teaching In Teacher Education’ by Dr. A. H. Joshi. say about teaching practice.

Education may be formal; informal is an essential part of human existence. In starts from the time of conception of the child in mother’s womb and continue till the person departs its body.

Sir Aurobindo in 1973 said the chief aim of education is to help the growing soul to draw out that in itself which is best and make it perfect for the Nobel use”.

Formal education operates through teachers who play the vital role in providing quality education affective valuables are interest, attitudes, values, and personality characteristics and psycho meter variables are abilities in handwriting typing using different types of instruments etc. Many of these variables are also found in more than one domain many researchers have studied the effectiveness of teachers. These studies are broadly put into three categories presage process and product.

Present study deals with teachers characteristics process deals with teacher behavior and pupil behavior in context of pupil characteristics. Teachers are not born but made and good teachers resulting in better education of school student. In service education is meant for qualified teachers who for fresh students as well as qualified teachers pre service education of teachers is concerned with handling over to the would be teachers a set of skills and knowledge assumed to be a useful for them and also building a spirit of self-learning and experimentation.

Varieties of programmers are origin due to various types of perceptions regarding different aspects of objectives of student teaching for that B.Ed. Programme where in theory is
tested. It would mean verification of all the techniques and methods advocated in individual subject and the process of the classrooms and school management advocated by the teachers colleges and the evaluation procedures discussed their etc.

The secondary education commission emphasized the same thing. It is a process through which a student teacher secures guided experience as a preparation for teaching practice be acquainted with the teaching situations studying the learners planning for teaching using effective methods utilizing instructional resources managing the class rooms, discipline, extra class activity, guidance, evaluation all these aspects are important for the student teaching.

Objectives are essential for planning implementation and evaluation of any programs to be carried out and role of various members of the student teaching trade any student teaching programme of the college should have been listed by may researchers.

Thus various aspects of students-teaching programme are pre-practice teaching preparation practice teaching programme supervision guidance and feedback procedures evaluation for award of grades school college co-operation resources and organizational pattern details of these aspects are given.

An article “Teaching Communication skill to Rural students” by Shashikala Patil. by the view of communication. Learning of student depend upon the level of teaching of the teacher there are different levels of teaching like memory level understanding level reflective level. There level of teaching depend upon mental and academic level of students. In biggest challenge before a teacher in the presentation of lesson. If biggest challenge before a teacher in the presentation of a lesson. If this presentation is effective students can reach the goals of life by the acquisition of knowledge and if the teacher is impossible to reach the educational objective there terminologies are used with reference to the problem of how to teach. Rural students are educationally backward, They are curious to learn English communication but teachers are not trained, they are not active and also not innovative to students for this teacher most active he must follow easy to difficult know to unknown logic way follow while teaching.

Teaching is such social process which aims at maximizing learning. According to HC Morrison “teaching is an intimate contact between more mature personality and a less mature one which is designed to future the education of the later. Skill is a part of presenting the lesson with the use of body language blackboard motivation style explanation using different examples.
Teaching communication skill will make it clear that no one single method is suitable or effective in importing communication improve when its real purpose into instill a sense of confidence among the trainees. Change their attitude of dependence upon the trainer and form the habit of thinking positively.

Communication should be mainly based on learning by doing and not only learning by listening. It will be advisable to remember the well known Chinese proverb.

I hear and I forget
I see and I remember
I do and I understand

Most of teacher teaching is based on lecture method called chalk and talk methods because this is the easiest and most handy method. This does not mean that lecture method is redundant. It has its own place and importance. A matter of fact it is partially used in all methods of teaching including group discussion observation buzz session etc. for developing communication teacher must follow the discussion method assigning task method simulation method etc

These methods help student to learn new language and start communication in that language. By this teacher may active the aim and objective of education.

Good teaching is more them more communication The child should recognize the word rather then just repeating it. In the classroom there must be reaction and interaction with constant feedback communication can occur only when the teacher of student share common meanings of experiences.

The teacher has to manage with students coming from different background with different abilities interests added to it’s the vast subject matter in the curriculum.

The Article ‘Enhancing The Quality And Efficiency Teaching And Learning Through Ict’ by Mr. Bure and Mr. Nandkumar. based on the information and communication technology (ICT) according to them it can be enhance the quality and efficiency in the teaching and learning English language.

Education is the driving force of economic and social development in any country through improving skills and knowledge considering this it is necessary to find ways to make education of good quality accessible and affordable by using latest technology available to all Indian higher education system is one of the longest system in the world as a result of the old
structures of management established in pre independent India is working in that way but in the 20th century it required to undergo drastic changes because there are new challenges before the Indian Education System.

Countries having human resources with higher and better level of skills can adjust more effectively to the challenges and opportunities in global world. They can grab the advantages of globalization under the globalization era information and communication technology has vital role in enhancement of quality and efficiency in education.

ICT adds value to the process of learning and in the organization management of learning. The internet is a driving force for much development and innovation in both developed and developing countries. ICT increase critical thinking and decision making generalist competencies handling of dynamic situations communicating effectively.

This article focuses on the use of the internet in the higher education because today academicians do not need to spend much time in the library with huge books and taking notes because internet has come to be recognized as an essential study tool in all higher education. It played major role in streamlining administrative procedures. After that e-education which is also important in the higher education e-learning allows greater participation and greater introduction. The components include eportfolios, cyber infrastructures digital libraries and online learning object repositories. All the above components create a digital identity of the student and connect all the stakeholders in the education most Indian universities make little use of the internet in improving administrative efficiency e-learning is not only expensive but also convenient investment in production of ICT is a more effective tool for development of the whole society. It also proved that ICT is most effective to take problems like expanding number of student in each class.

According to article it ICT education which is most important for the student 4 in increasing access learning centered approach combination of work and the education flexibility of content and delivery.

It is also important for employee as high quality cost effective professional development in the workplace upgrading of employee skills increased productivity Development of a new learning culture, sharing of costs and of training time with the employees. Increased portability of training. Important for Government in increase the capacity and cost effectiveness of education and training systems to reach target groups with limited access to Government
education and training to support and enhance the quality and relevance of existing educational structures and to promote innovation and opportunities for lifelong learning.

An article “virtual class’s spirit of the time” by Dr. Garima Yadav. Focus on the virtual classes which are important in teaching. Use of the Internet and web are leading to significant changes in educational models effective exploitation of these changes require adequate attention to understanding the technology the educational process and issues students characteristics etc. As this use of Internet is increasing the traditional classroom had shifted to E-learning. Thus E-Learning can be defined an approach to facilitate and enhance learning by means of personal computers CD-ROMS and the internet. It may be as simple as that teacher may simply post their material on internet student can read it online or can download it for further access. The interaction between the professor and the student will happen via email, discussion board. Forums etc since the class doesn’t meet in a physical space at a scheduled time the student will have to learn independently virtual classroom aims to stimulate the experience of attending a class over the web. So everyone is able to see other participant virtually.

Traditionally the school has been the place where teachers and pupils meet each other. It has been the setting where the institutional teaching learning process takes place. However various forms of computer medicated communication are adding new dimensions to regulate school learning. Use of the internet and web are leading to significant of these changes requires adequate attention to understand the technology the educational processes and issues students characteristics etc As this use of internet is increasing a traditional classroom has shifted e learning our society is changing A new paradigm of education is developing one that integrates the technology of computers and the internet in education are that integrates the technology of computers and the internet in education. We do not only learn from books. We have many technological tools available to us. The use of the computers, and especially the internet, opens a new world of potential with the use of technology education can surpass the physical boundaries of classroom and provide students to interact online synchronously the best advantage of synchronous online instruction are the faculty and students can talk to each other using text audio and video and express emotion sing emotions. The features available in the synchronous virtual classroom play an important role in maintaining interaction the use of the internet in education is a topic that has received extensive attention. There are some obvious advantages when compared to traditional in class education. The teacher is the person who will
be in charge of teaching the class the teacher will send old materials, email etc. instructing the students of what they need to be doing with some good advantages is has some limitations like students and teachers need to become familiar with tools there will time dependency for live session infrastructure for the participants pc needs to be prepared as well as there are some technical limitations.

Teachers need to adapt themselves to a changing technological society to prepare productive citizens. Traditional methods of teaching are no longer valid for the next century. New times demand new ways of learning.

An article “E-learning- A way to future learning” by Dr. Vidyagouri Joshi. put a light on the e-learning and theirs different ways which are important for future learning. To define or describe e learning it is best to first define learning. Learning is the act of developing skills or obtaining knowledge. So learning just means developing skills and obtaining knowledge.

So e-learning just means developing skills and obtaining knowledge using electronic means hence the ‘e’ in learning. Terms such as distance learning, distance education, online learning or a variety of other terms are used to describe methods of learning outside the traditional-based methods. Generally speaking, distance learning follows one of two models the correspondence course or the online course.

Correspondence course students receive and submit their class materials physical through postal delivery online students receive their materials electronically, via the internet online learning has become the most common and popular delivery methods of degrees use email, the internet, and related technologies etc. to facilitate the learning process communicate with students promote the accessibility of educational programs and provide and distribute information using multimedia the amount of time students are required to be on internet differs from course to course some instructors provide information and course materials using only email other instructors require students to go to a designated web page or web site to log into a virtual classroom environment.

E-learning may also describe course work which uses a computer network as part of a class, whether guided by an instructor or utilizing an independent method of learning.

Technologies used with distance learning in it uses a wide variety of technologies and different type of media most distance learning is web-based and takes place through an ‘online campus’ website. In this course management system some technologies are used like blackboard,
e-colleges or model, word processing documents, PDF files, streaming audio, video and podcasts textbooks and printed literature. E-learning is totally different from traditional on campus course like a textbook an instructor class discussion written assignments, quizzes and exams. E learning / distance learning is not simply a contemporary trend that will fade away. It is important to look at many of the trends related to learning to be already influencing current trends and planning.

Colleges’ universities and schools of the future will utilize technologies for more advanced than those of today. Learning to use the new technology will be essential to navigating modern life and advancing professionally.

An article “Teaching within and without classroom using the technology as a mode of learning” by Dr. Deepak Borgave. Teaching and learning a language involves complex psychological and intellectual, emotional processes. It is a complicated journey of an individual. It has nothing to do with literary or schooling of a person about more than 35 percent of Indian population is literate by competent enough to use one or the more language and express the most subtle things within and without classroom is discussed using technologies and apparatuses like mobile, facebook site, internet and ppt’s. The approach assumes that classroom learning situations are partial because the learning processes extend outside the classroom though they are initiated from the classroom paper. The approach teaching within and without classroom paper. The approach teaching within and without classroom implies teaching in classroom extended significantly outside classrooms.

The technology could provide teacher an effective language learning tool through chaotically spread and leading to culture shocks and culture alarms the technology can be used cautiously with a definite purposive direction in a language learning programme mobile using is also an effective tool of learning language technology has become the mantra today. It has been acceptance in the academic about its productive use and effective results. In large classes it comes to help of a teacher In the pre-technological traditional classroom the blackboard technology was the only prime technology available apart from the laboratory apparatuses and charts maps as visual manifestation. A good teacher demand started his subject by effective use of the BT he draw charts maps figures to facilitate a learning experience. Mobile as a learning tool it is true large no of college students are found using mobile. The mobile thus can valid of several opportunities of speech mode facebook as a social networking is more popular sight it is
a medium one can use for educational purpose such experiments have already been attempted for instance a site far photography has been developed on the facebook and it has achieved an enormous success using website using language lab using PPT improve learning.

Learning is done outside the classroom using the technology and apparatuses like mobile, facebook site internet and PPT,s classroom situations are considered partial because learning processes extend largely outside the classroom though they are initiated from classroom proper. The approach teaching within and without classroom implies teaching classroom must get more prominence. It is arguable that in real sense more learning is achieved outside classroom using speech more on mobile, reading sms and responding them in writing, reading newspapers, listening to Tv or Radio bulletins practising language in the lab in available these language activities can empower a learner expand linguistic competencies All learning may be understood as part of good habit formation process. Using speech mode.

An article “Role of computer in enhancing the conceptual understanding of mathematics needed to comprehend physics concepts” by Prakash Londge, Pravin Joshi, & Rajendra Vandre. A common teaching method that has been prevailing in India is characteristics by teachers instructing knowledge and student listening patiently to their teachers and then practising certain skills. The learning approach outcome in this methods depends highly not only the teacher’s competence of delivering the knowledge but also on certain characteristics of learner such as his / her learning style learning pace etc. Teacher skills particularly the communication skills play a vital role in making the learning process effective. Today’s affordable PCs object oriented programming it to language and other software development tools permit the development of new interactive graphical visualization environments which can be used to home creation skills in the learner. Thus in this regard the term ICT is often where the letter C stands for communication when we consider the computer as part of information technology we expect its effective use to enhance communication so as to bring about the effective learning in some students of physics, mathematics has a reputation for being difficult some of the difficult students experience is the direct consequences from their teachers for having put the mathematical ideas into algebraic and highly symbolic form. In the colleges the mathematics subject is taught by a teacher of mathematics who always gives an emphasis on the mathematics who always gives an emphasis on the procedural aspect of mathematics rather than the conceptual part. Students also fail to understand certain
mathematical techniques is a prerequisite for the learning of advanced concepts in physics. The symbolic manipulation involved in mathematical operation comes in the way of getting a feel of the phenomenon of physics under study with the help of computer simulation program as a learning tool.

When student being physics instruction in a classroom they appear to hold many misconceptions about physics concepts the some is the case with any science subject in general misconceptions fundamentally effect student understanding of science and must be overcome for students to achieve expert understanding our investigational approach gave us an opportunity to attempt to probe and eliminate some of the common misconceptions regarding the se of mathematics needed to acquire the mastery over physics concepts. The result indicate that the interactive computer stimulation module we consciously prepared helped the students to overcome. Some of their misconceptions and ensue to build the concepts in more coherent and structured way. Thus purpose of their paper aims to bring together the various aspects of ICT in relation to the effective learning arising out of the use of computer simulation animation program modules.

An article “E-Learning through virtual classroom” by Dr. Narendra Kadu and Smt. Anita Shelke, point the virtual classroom in e-learning.

E-learning has been described as the use of electronic technology to deliver support and enhance teaching and learning. E-learning includes numerous types of media that deliver text audio images animation streaming video and includes technology. Application and processes such as video tape, satellite TV and also through e-book, email, e-learning can occur in or out of the classroom. It can be self paced asynchronous learning or may be instructor led synchronous learning. It can also be used well in face to face teaching in which case the term blended learning is commonly used thus e-learning can be imparted in two ways i.e. synchronous learning which involve the exchange of ideas and information with one or more participant during the same period of time. A face to face discussion in an example of synchronous communication In E-learning environment communication includes online real time live teacher instructions and feedback where everyone is online and working collaboratively at the same time.

Asynchronous learning is beneficial for those students who have various problems to leaving the home to attend lectures is difficult. They have opportunity to complete their work in
a low stress environment and within more flexible timeframe teachers and students are logged into the virtual learning environment at the same time for the virtual classrooms some technical are required. Like computer with internet connection headphone and webcam, speakers and any internet browser with latest flash player.

Instructor-led-virtual classrooms can also be more interactive providing for more effective experience can make use of online chat live class discussions, Q & A sessions, white board and electronic flip charts, live lectures. Virtual classroom’s implementations are as follow link web sources for assignments, provide tutorials to students to chat interact with participants to topic and problems modeling for students can be demonstrated give any time access to curriculum work can be submitted and reviewed quickly as well as there are some advantages of the e-learning are save time and money, recordings can be made chatting facility, focus on content, confidentiality, practice, adaptability, individual attention to participant needs, learning from other participants, building personal relationship there are some limitations. As there are many features like audio input, chat session, whit board, PPT etc. It might be difficult for the teacher to handle the class in an effective manner.

E-Learning is need of 21st century it is necessary for education and teacher training institute. Thus virtual classroom enhance students centered learning. We should accept all the technologies in our day to day life make proper use of technologies to increase knowledge. Then only teacher and teacher trainer will give justice to their profession.

An article “Role of ICT and digitized technology in Teaching English for Tribal Learners” by Rajendra Gholap. ICT and digitized technology have become usual in many aspects of our lives to which education is no exception computer, internet mobile gadgets television, interactive, multimedia, electronic books, web based learning, weblogs, e-mail, iPods etc are being used extensively in education especially in teaching English language globally. As an outcome of the appropriate use of cyber technologies both teaching and learning are facilitated. The access to ICT and digitized technology makes learner’s learning easier and faster as well as creates and sustains their interest to learn English Language.

In spite of the immerse use of ICT in English language learning, there are certain problems and limitations for the effective implementation of ICT tools in language education. The commonly observed problem in tribal area is the unreliability of electricity phone lines and internet facilities. Another crucial fact regarding the rural colleges in that the video recorders
and other ICT tools are locked in storage closets because only few teachers know how to operate and incorporate them into their daily teaching. Learning environment the scarcity of the trained teachers to make effective use of ICT tools is a matter of great misery. Poor maintenance of the existing ICT tools is a distressing factor against the use of ICT in English language learning.

An article “Modern classrooms and the Usage of Technology” by Pramod Dhumale, focuses on the modern classrooms. In today’s post-modern era of globalization we specifically see the impact of technology in all the fields such as industries business marketing commerce engineering science etc and of course education is not for away from its impressions. Today’s learners of both general and special education studying with modern equipments available in the market rather than old traditional methods of teaching-learning in the restricted classrooms. As “change is the law of life” recent education system need to be developed with the help of new updated technologies for the best results.

Technology is the ultimate carrot for students and teacher. Its something they want to master. Learning to use it enhances their self-esteem and makes them excited about coming to school. Some modern tools are used in teaching-learning process first is a projector today in most of the classrooms the place of blackboard is taken by the projector. Projectors release teachers from being bound to chalk and dry erase board to present information to their students without any about the place or importance of blackboard can not be ignored but still we have to put a step forward for excellent result.

Slide Show :-

Slide show is an on-screen presentation of information presented on slides. A slide show enforces the ideas, comments, solutions or suggestions presented in the ideas, comments, solutions or suggestions presented in the slide. It helps to organize teaching poing and audio-visual effect for topic understanding.

Optical Discs/pen Drive/Floppy Discs :-

It plays vital role in audio-visual learning but it is costly as compare to other devices but it also works as optical discs and pen drive.

It also includes use of internet or Wi-Fi by e-books, group chatting educational websites, online videos, social networking sites audio visual conferences, audio players electronic white board use of DTH. When learners are using technology as a tool or a support for communication
with others. They are in an active role rather than the passive role in recipient of information transmitted by a teacher or textbook. This paper is an attempt to focus on the modern usage of technology in the field of teaching, specially in the classroom teaching-learning process and the role of teacher for the betterment of fruitful result the use of technology and modern education can not be separated as they are intermingled with each other. They are just like two sides of the same coin, secondly it is not justice to look at one side only as there are advantages there may be some disadvantages also but by taking some precautions we certainly will overcome such precautions we certainly will overcome such obstacles without doubt the use of technology is going to be helpful to achieve the targeted goals in teaching learning process. It will give new insights and exposures to both teachers as well as learners.

An article “Using computer in Teaching”. By Patil Naresh. focus on the uses of the computer in teaching. Computer have made a triumphal entry into education in the past decade. It is helpful to think of the computer as having the main role in the classroom.

Computer which plays many roles in the teaching as a Teacher with the help of the CD-ROMS DVDs, using world wide web where student can get instructions and practice in language skills such as reading listening and writing.

Computer plays a role of tester which is very good ar what is known as drill and practice it will tirelessly present the learner with questions and announce if the answer is right or wrong. In its primitive manifestations in this particular role in language teaching.

Computer plays a role of tool it is in this area that think computer has been an unequivocal success in language teaching. Spreadsheets, databases, presentation side generators, concordances and web page producers all have their place in the language classroom, particularly in an where the main curricular focus is task based or project work. It is also used as writing tool.

Computer plays as data source on the World Wide Web there are already more information out there than an individual could process in hundred lifetimes and the amount is growing by the second. This huge source of information is an indispensable resource for much project work.

Computer plays a role of communication facilitator. The internet is the principal medium by which students can communicate with others at a distance.
An article “Integrating Grammar Instruction into the LSRW” by Dr. Ravindra Mhasade, focus on the grammar integration into LSRW.

The teaching of grammar in schools and colleges has been a debatable issue for ages. Some people think that there is no correlation between the teaching of grammar and the learner’s improvement in acquiring the language. They consider that language is learnt not by learning its rules out by using it to prove their point further they light the analogy of learning swimming or riding a bicycle as these two skills are learnt by not mastering the rule of the art but actually practicing them. Learners are exposed to isolated sentence structures and rules of the language. Learners find this kind of exposure dull, monotonous and threatening the learns. After many ears well perform in exams but fail to apply the grammatical rules learnt in the classroom in the real life situation. So there are need activity based learning skills integration in grammar teaching activity based teaching and its classroom applications.

Activity based teaching shows how poems, stories, songs and other activities can be used to integrate the grammar teaching of grammar can be supported effectively by using such resources. As per the needs analysis of classroom, several techniques can be integrated with such resources. These resources assist a teacher to make the teaching of grammar as a non threatening activity and motivate students to learn grammar in a relaxed environment moreover these activities make the teaching process learner centred and interesting as students get a chance to use the language however teaching grammar through activity based contextual perspective does not mean avoiding teaching grammar rules but allowing students to discover how the new grammar structure is farmed how it works and how it is used applying the discovery technique through listening. Speaking reading and writing helps students a listening or reading text and asking them to discover how the language works. It is a technique where the teacher gets the students to do most of the work thus if the students to do most of the work. Thus if the students are allowed to discover the language themselves by integrating the grammar instruction into the LSRW they will enjoy the process of learning and will learn something meaningful.

An article by “Use of visuals as a stimulant to activate mental faculties and enable the process of cognitive and communicative development in learners” by Shyaonti Talwar. focus on visual aids. It is a well known and well established fact that we are not catering to only one kind of learner today. In fact it has been known for quite some time through research and analyses that the ideal learner is a myth in fact there is no ideal learner. No such thing exists.
What exists is a variety of learner types with a predisposition or an inclination to learn and absorb knowledge concepts and information in a certain manner.

Everyday a vast amount of energy and effort is incessantly put identifying and innovating newer methods and techniques in imparting knowledge in highly competitive era of postmodern ideologies and information technology. Despite all the remarkable revolution and breakthroughs in penology the basic means of assimilating knowledge and information to this day remain primarily through perception or visuals. Research suggest that of the eight categories of intelligence visual spatial learning is the most predominant. The mind tends to label whatever the eyes see and this object-word signifier signified relationship is the entire premise of the theory of structural linguistics. However the poing I am trying to lay emphasis on over here is the importance and the indispensability of visual in acquiring language and knowledge. In this paper intend to show the extent to which visuals can be effectively used in various ways to serve various objectives leading to the desired outcome which at times is difficult to achieve if the teacher relies only

On the auditory intelligence of learners and prove how immensely instrumental they can be in the process of eliciting information, conveying and checking meaning, setting up activities, teaching meta language and so on. Visuals appeal to the finer senses of the human mind. They are also the primary sources of knowledge and information for the mind language at a subconscious level seeks to invoke visuals all the time concept metaphors like ‘she won the argument evoke the visual of a war whereas dead metaphors. The use of visuals as potential enables to make the classroom less teachers centered and displaces the teacher from being an active provider of all knowledge and information to a passive agent and facilitator who enables access to knowledge and information. It engages and works as a team reflect as individual offer feedback fill in information gaps by offering multiple interpretations and also sharpens their analyzing, observing and informing skill. Visuals and diagram can present data in nutshell and prove to be of profound significance in the process of recall. Visuals are the best and most cost effective teaching sources we have at our disposal today in the age of the internet and information technology. They make the classroom interesting and a replica of the real world thus moving the element of artifice and stained learning and endowing and equipping it in a way that goes on to make the process of the learning a better and a richer experience.
An article “Innovative learner-central approaches to teaching phonology.” By Menon Ramesh. on the teaching phonology in the present era of globalization and technology the importance of English has become many folds. A great deal of international business and administrator is conducted where the medium of communication is English but the people involved have difference first this in an enormous way the sings are to be seen everywhere especially the numbers of spoken English Classes or the advertisements on television where claims of teaching pronunciation are made, are anything to go by. A student is exposed to English right from their childhood yet when it comes to speaking or listening to a native speaker of English or even respective regional language. The undergraduate syllabus covers topics like consonants, vowels and consonant clusters.

There are numerous strategies which may be used while dealing with phonology, like making use of drills, cassettes, CDs, Computers, online dictionaries, power point presentation, handout, Software etc. teacher may very well use a record player or make use of drills or handouts or role-playing.

With the help of the some practice this is easily mastered. Difference between and aspirated may be highlighted, stress and intonation are the two areas specially the practical implementation part which they find challenging. Now a day’s most of the standard dictionaries are provided with CDs on pronunciation. They may be shown on PPT which may be accompanied by repetition. In some languages the some sounds said with different tones may make different words.

For intonation the teacher may initially acquaint the students with the tones. The teacher may introduce tones by giving the example of that you. How it can be said in two different ways. In the first one the voice starts with a high tone and ends with a low tone and this shows gratitude. In the second instance it starts with a low tone and ends in a high tone which shows a rather casual acknowledgement. The model is global English aspect is that they are exposed to internationally, accepted English. In the case of Role playing, allotment of time has to be taken into account, Drills are to be taken moderately to avoid boredom. Learning phonology helps students to have more confidence while speaking in English. It also helps in developing their personality and communicative skills. It definitely helps them in their careers.

An article “Innovative approaches in Teaching a subject.” By prof. Pachare N.V., Rohini Pachare. Education is a light that shows the making the right direction to surgeon. The
purpose of education is not just making a student literate but adds rationale thinking, knowledge ability and self-sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

The researchers recommend that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any methods using computers on modifying the existing conventional chalk-talk methods are innovative if they ultimately serve the attainment of core object of teaching. Teaching depends upon successful mode of communication and innovation though we mean the changes that changes we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

An article “Innovative approaches in teaching a subject” by Yogini Deshmukh. focus on the effective teaching.

The more the stimulation the learners get from their environment the more they will be at a superior level of learning. Here in the article are a few ways that can helps in bringing about innovation in teaching and thus enhancing the language of the learners. These activities can take only five to ten minutes of the entire lecture. We can do this also in our class. They are as follows…

i. The word for the week.
ii. Tongue Twisters.
iii. Forming picture by expressing ideas
iv. Describing the objects.
v. Repetition of the text.
vi. Exposure of higher order conversation.

An article “Enhancing compulsory English classroom. Using appropriate methodology with workouts.” By Tejesh Bildar. Teaching of English as a compulsory subject at the university level has undergone considerable changes in India. The focal point has shifted
from the teacher – centric classes to learner-oriented teaching. A course in compulsory English is designed to enable the average student to understand, Speak read and write skillfully and effectively. All the same there remains an area of tribulations which may be due to the constraints of either the pedagogic set up or the non-academic factors that block the student’s way to achieve the set goals. This paper discusses the possible constraints in the light of compulsory courses in English for undergraduates and makes an attempt to outline effective methodology and support system. In the form of workouts within the limitations of the academic freedom so as to enhance the compulsory English language classroom teaching.

The syllabus, textbook, examination pattern and objectives are set by the board of studies keeping the majority in the mind and teacher and learner can not control over such factors. The role of the teacher remains restricted to following the set pattern. Teacher’s understanding of students and innovative techniques can help to build a support system within the constraints of a set course. Workouts are language learning using activities which enhance the learner’s overall acquisition process an engaging and rewarding. This paper first discusses the problems faced in compulsory English classroom and subsequently these problems but also temperate the process of learning.

An article “Task of Building a tower of learning,” By Dr. Anjali Gautam. Who focus on the English teachers? Usually English teachers in colleges take it for granted that students can understand almost everything they say and the tendency to over teach become stronger. This tendency need to be avoided that they must take advantage of students ability to work with each other in English. By thinking themselves as construction builders they are able to visualize their role in the classroom as facilitators’ sources of advice and providers of feedback. Thus they are able to assist the student in their building of a tower of learning and can be proud of knowing that they provide the design as well as motivation to build it.

Typically we imagine teachers doing sometimes to the students that are either helping of forcing them to learn but in successful teaching situation, the teacher and the students must do something together. This leads to propose the image of a teacher as a construction builder, working on a construction project. Teachers in language classes should not be different than these. They should make sure that everyone is contributing to the project which is improving the students confidence and mastery of the language or learning a skill through the medium of English As ain Construction project a teacher like a construction builder need to plan the
following steps and go ahead for completion of the project building the tower of learning by students. Planning a project, laying the foundation, cementing the goals, placing the first brick, overseeing the work, raising the walls, laying the roof, giving final touch completed project.

An article “Cyber psychology in Teaching and learning process – An overview” by Dr. Kavita Ghughuskar. Earlier the sources of learning were very limited. Students used to get the information from books, library and teachers. But in the 21st century due to advancement of the technology, every person starts with using technology i.e., a person starts his day from water geysers then for person starts his day from water geysers then nic gadgets 24 x 7 od day. In this century, person can not imagine his life without using technology thus how the educational system could be aloof from it. In the ever fast changing scenario of education and technology, there are tremendous types of faculties are developing at the same time today’s information is getting outdated tomorrow. In education field, now there are various modes of information i.e., teachers, book, internet, e-books, etc. Now in many places, teaching modes have also been changing i.e., classroom teaching, technological assisted teaching, teaching through video conferencing, teaching through study groups on facebook, twitter, and other social networking sites. This use of technology also made some psychological change as psychology is the science of behavior it made changes in the human being with respect to technology within the human being and also his social behavior and social etiquettes has been drastically changed in today’s society. Cyber psychology is the study of human mind and the behavior in the context of human technology interaction. Cyber psychology focuses mainly on the effects of internet and cyberspace on the psychology of the individuals and groups. Technology has become part and parcel of everyone’s life. As technology made our life very easy but it made us very dependent on technology has also made many changes on the personality of the people, especially students. It is moral responsibility of the teacher to know his students psychology and accordingly teach them. As the teachers role is changing from teacher to mentor and mentor should also guide the students to learn properly. So it is necessary for the teachers to know the factors which affect the students life and technology also affects students life which are as follows:

1. Reduced sensation
2. Texting
3. Identity perceptions
4. Altered perceptions
5. Equalized status
6. Transcended space
7. Temporal flexibility
8. Record ability
9. Social multiplicity

It is true that Technology made life easy and time saving but it should be used in the moderate manner so that it should not enter within human being and control their mind and personality we should use technology in such a manner that we should empower technology not technology should empower us. Thus cyber psychology clearly tells the psychology of human.

An article “choice based credit system: An opportunity to implement innovative Teaching Technique” by Dr. Vidyullata Hande. Presents that since liberalization the socio-political-economic scenario is changing very fast. There is a significant transformation in term educational expectation and aspiration of the learner The education system also is witnessing many changes and challenges due to technological growth and changes in the Government Policies. Education is no longer a concern of students but it has become a matter of social and economic importance. The changes at the global level has influence the educational system, structure and expectation of the users.

University education needs to make environment professional streams have to be properly upgraded to accommodate challenges to change expectation of employer’s and to offer global opportunities to the learners. From this point of view university of Pune has introduced choice Based Credit system for Post Graduate Courses.

This paper is an attempt to study choice based credit system and to study innovative teaching techniques, useful in credit system, challenges of credit system. CBCS is a system which is flexible user-friendly, Opportunity to the learner to exhibit his talent, acquired skills and enhance has personality. Under this system student has to prepare a research project in fourth semester. For this various techniques are used. Seminar/workshops, fieldworks, Data Collection, presentation, report writing, projects, test oral, assignments are the innovative teaching techniques. In this role of teacher is very important they can use various techniques and students to accept future challenges this techniques enhance logical thinking, communication and analytical skill of students.
An article “Ways of enhancing teacher motivation and effectiveness” by Sailee Asanare. This paper tried to enlighten what motivation is and its effect on performance. I have tried to explain sources of motivational and several techniques that can be used at various levels in educational system to encourage teacher.

The concept of motivation holds a very important place in the field of psychology and management. In fact it is an essential element of human behavior and organizational behavior, motivation is considered to be a very powerful weapon which drives you to success. The behavior of employees in organization can be changed through motivation. It eventually helps to get the best out of the person that is expected from him. All human beings need motivation at each and every step of life. It is considered to be a never ending process. As attitude and perception of every individual varies from person to person so does motivation. Each person requires being motivated in different way. In any field only knowledge about the subject and the ability is not sufficient for a great performance along with these two factors one more factor contributes to an effective performance and that is motivation. Motivation makes teacher

1. To find new ways of teaching
2. Ensure quality performance
3. Feel Responsible
4. More productive
5. Try to learn
6. Don’t stick only on curriculum

An article “Student Centered Teaching - A Way Of Effective Learning.” By Mahesh Auti. Teaching and learning processes are interlinked to each other an effective leaning of the students depends upon the application of innovative teaching methods for the development of various skills like conceptual, analytical, communication, application of knowledge, team work, human relation creativity, linguistic skills- listing speaking, writing and reading among the students through their active participation in academic activities this paper related to the innovative methods of the student centered teaching in commerce education for making the students learning more effective.

The higher education in commerce is a golden opportunity for the students to get acquainted with today’s dynamic business world. The student centered teaching method are very unique and interactive in nature which prepare the student to face the practical challenges
successfully by increasing their employability and developing skills and competencies among themselves.

An article “Teacher as a friend” by Dr. Kavita Salunke. The real purpose of education is not enabling the students only to earn but more than that in Vedic period Guru is no a scholar or a physical being but a vibrant divine energy. He is true friend, philosopher and guide Teacher may be scholar. In their subject but not necessary good in the art of disseminating the content to their people skill development is san art which required continuous training, feedback and self introspection Good teaching inspires, motivates and guides for self learning so first teacher should understand the content and then need to lean how to transform. Teacher have to be professional, devoted, Sincere and knowledgeable. He should believe that the student is a bank where the teacher can safely deposit his treasure of knowledge and get and national pride. Teacher plays a role of friend because all the quality of friends are in teacher like.

1) Friend never judge you
2) Leave you alone
3) Always listen you
4) Encourage you
5) Trust you
6) Real friend.

In 21st century the role of teacher is changed every student having e- sources for study so teacher should sensitize then for proper use of such accessories. Today only teaching is not sufficient because of changing world and the responsibilities. Teacher role is going to be changing so with all these qualities teacher to be friendly for the great success of both.

An article “Role of the Teacher in the New Technological world” by Miss Vandana Shewale. The primary role of any good teacher is to inculcate good habits in his students so that in future they become good citizens. In the past parents and teachers both used to make the best of their efforts to provide good atmosphere for the development of higher virtues and morals in their children. But from last five decades due to large scale urbanization nithless competition for financial gains have changed the social life of people a lot and moreover this idea is gaining ground among all the education is not meant to built up better human beings but only to get better job. It is the major responsibility of each and every teacher to make student realize that education is not on earns to get a good job and respectable place in the society. But to help to
cultivate the responsibilities to be a good citizen. It can be said that ICTs are excellent tools for information processing and the new generation need to become competent in their use should acquire the necessary skills and therefore must access to computers and networks. Teacher should acquire all teaching skills required for importing knowledge to students for increasing the quality of education. Every involvement and step of the students should be observed so that they are not caught wrong footed.

The Teacher should update and use appropriate technologies and methodologies as per the requirements of learning styles and need of the learners.

An article “Higher Education and Human Values” by Dr. S.V. Shinde. Higher education in Indian has evolved in distinct and divergent streams with each stream monitored by an apex body. Higher education provides considerable values to individuals to the economics where educated live and work and society in general. Higher education is not only a means to generate larger personal and social wealth it is also means to intellectual, Cultural and aesthetic development. Thus universities are sources of key research and development, innovations that simultaneously can be beneficial society and conducive to economic growth. Some benefits related to higher educations are follows

1) Benefits to individuals of enhanced education attainment
2) Societal benefits of enhanced education attainment.
3) Workforce with more education and skills.
4) Education and Benefits to students.
5) Economic Values of higher Education.

The higher education system in India has grown in remarkable way. Particularly in the post independence period to become one of the largest system of its kind in the world However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country as it is now engaged in the use of higher education as a powerful tool to build a knowledge based information society of the 21st century. Indian higher education system has undergone massive expansion in post independent India with a national resolve to establish. Several universities, Technical Institutes societal benefits of a workforce with greater educational attainment and
skills can be traced to the enhanced worker productivity associated with greater educational attainment. These productivity gains translate into higher output and incomes for the economy. Non-monetary societal benefits in regions with high proportions of college graduates includes lower crime rates greater and more informed civic participation and improve performance across a host of socioeconomic measures. Intergenerational social benefits may be very large as degree attainment today translates into higher probabilities of degree attainment in future generations.

Empirical work in econometrics suggests that after controlling for difference in amenities and individual wages, a 1 percentage point increase in the share of college graduates in labor force leads to significant increases in wages for all workers.

An article “Responsibility of Teacher” by Dr. A.H. Saudagar. Education is a life long process. It goes on continuously and we get education by two ways i.e. formal and informal. The former provided by schools, colleges, universities and later informer from families, friends, colleagues at work and every body who come into with us. The formal education. Prepare students to stand on their own feet whereas informal prepare them to be an ideal member in the society for the development of human being both are must. They should go hand in hand.

During post globalization era the nature of education especially of formal education has totally changed. Now there is technical, professional and research oriented education. For facing challenges in nation development they should have a dynamic and research oriented education system and tit should be comprehensive and capable for being adjusted itself with the changing global educational scenario.

Teacher is an important element of formal education. It makes education system dynamic and research oriented. The real success of education system depends on the teacher because he born in society, lives, work in society and he bear responsibility towards students, colleagues, authorizes, non-teaching staff, guardians and society. Every person has a responsibilities but teachers are somewhat different and so here we are mainly concerned with the obligations of teacher in general.

Here are some obligations which are as follows

A. Teacher and Students
B. Teacher and colleagues
C. Teacher and authorities
D. Teacher and non-teaching staff
E. Teacher and Guardians

F. Teacher Society

In conclusion, to enable teachers to bear more responsibilities they must be motivated via conference/seminars/short term training & development programmes, by honoring an ideal teachers bearing more responsibilities along with their routine job of teaching by the central/state/local self-government/ management of concerned institute and by providing teacher’s manual which describes duties and responsibilities of teachers.

Similarly, Teachers themselves should take lead in discharging responsibilities towards all elements related with teaching learning process.

An article “Teacher: Mother of Education” by Dr. Santosh Mulawkar. Education is student centered process. Everything every person in education is meant for all-round development of student. The teacher is the nearest person to student. Our Indian culture, Indian tradition and Indian the education call teacher as Gurumauli

Teacher is not only the mother of student but also the mother of school entire process of education. The teacher gives birth to education, rares it, nourishes and develop it by teaching searching and researching. Now days the student is the center of all curricular, co-curricular, extra-curricular, formal, no formal, traditional, innovative and extra – curricular formal non-formal traditional innovative and extra ordinary activities of education. The circumference of all these educational activities depends upon the physical, mental intellectual emotional social democratic constitutional national global and universal needs of the student. Everything in education is meant for achieving all-around development of student. Parents non –teaching person administrators person from society politics management etc. are related to all around development of student means they are realties of the student. Teacher is the nearer relative of student who has to play active, progressive positive constructive creative motherly role for student.

Teacher is Gurumauli because it is intermingled with no. of great values like affection love devotion dedication sacrifice passion intimacy equality impartiality nonviolence sensitivity tolerance integrity, unity, oneness, sympathy, passion layout, economy, truth, justice, respect, faith, belief, hospitality, service, help cooperation, self-containment, humanity and all motherly values as well as Gurumauli overflows with natural relationship of blood inartificial relationship of rears and unding relationship of sweat mother is mother like teacher is teacher he can’t
replace by anything because he is unending person and process our process of Education is undering due to this unending teacher ‘Gurumauli’.

An article “Higher Education In India : Some Issues” by Dr. B. H. Damji. Higher Education plays very important role in the development of a country. Elementary and secondary education caters to the needs of a common man, while higher education leads man ahead of others in the competitive world. The government of India has been trying its best to ensure progress in the growth of higher education. The present research paper intends to focus on various important issues in higher education in India.

Progress of Nation is depends education in India and enterprising citizens they help to achieve progress in various field. Education is regarded to be most important tool to create such type of citizen’s primary and higher education both play vital role in the development. Thus the growth of higher education is significant in the process of overall development. Issues are as follows-

1. Educationally Backward Districts

UGC itself identified that 374 districts are educationally backward in India. There are 650 districts in India that near about 60% districts are backward. This problem is even after the completion of 65 years to independence. It reflects true status of higher Education in India.

2. Financial Problems

UGC is trying to enable to universities and colleges to receives grants from it for generating their own revenues to a creation level. UGC is attempting to reduce the annual budget of universities to a big extent. Though university receive funding for research projects it is hardly enough to meet the revenue requirement of university.

3. Inadequate Human Resources

Higher education system is lacking trained and qualified human resources in teaching. It is believed by the experts, that this problem should be solved with top priority. In some universes several posts remain vacant due to non-receipt of applications from qualified and experienced people. It indicate that the higher education system has not been successful in creating a class of good teachers who shapes the destiny of millions.

4. Poor Governance

The rural under graduate level colleges are largely non by the state government such colleges are affiliated to state regional universities. Near about 96 percent colleges are either
constituted or affiliated. In recent period the state governments have established more universities hence the university college ratio is getting lowered.

5. Privatisation of Higher Education

Over 85% affiliated colleges are operated and owned by private sector. The no. of private Universities established through state legislative cution is not large enough perhaps the state government do not want to be seen the elements of private sector. In order to protect the interest of the students against deceptive practices the government should ensure quality fairness and transparency in the functioning of higher education.

In order to move the higher education ahead we must seriously rethink the strategy of its management. If we failed to attend the ills of the system of higher education, if may spark of a major national disaster.

Higher education should become an instrument of producing trained competence with sharpened problem-solving capability so there is on urgent need to strengthen the management and governance system in higher education.

An article “Challenges in Higher Education” by Prof. Swami M. S., Prof. Desai M.

B. Education is not only a vehicle of growth but it is also an effective and reliable instrument to ensure social justice. Education acts as a liberating force to fight against poverty and hindrances to growth. Progress of country is possible only when its citizens are dynamic. Enterprising and responsible without such citizen country cannot achieve progress in any field. The development of nation mostly depends upon growth of education in society.

India is the 3rd higher education system in the world after us and china. In India at present 243 state universities, 42 central universities, 130 deemed 33 institutions of national importance and there are 25,951 colleges including 2565 women colleges which offer undergraduates, postgraduates and research programmes in almost in all the discipline. Indian higher education system is one of the largest systems in the world near over 14 million students over half a million teachers, while working towards this end the country has been facing number of challenges and there are various issues that stands before the system of higher education in the context of present phase of globalization, privatization, liberalization, resource crunch and low gross enrolment ratio compared to the developed countries.

There are some main challenges are in higher education and these are as follows:

1. Expansion in higher education.
2. Promotion of inclusive education.
3. Promotion of quality education.
4. Promotion of relevant education.
5. Empowerment of youth with appropriate skills.
6. Academic and Governors reforms.
7. Shortage of funds.

The higher education system of the 21st century should accept the challenges of change and motivate their faculty and the society to do the same. The institutions of higher education learning preparing to enter the new era will have to accept the fact that the system of today are demanding competitive and accountable. The higher education system in the country is now being put to test. University should undertake intensive introspection and reorient them to respond adequately to the emerging challenges to the changed economic scenario in the country.

Now it is the time to bring a qualitative change in the scenario of higher education in India. India has a demographic advantage in the form of a huge number of young people to make the best these young minds need to be provided opportunities for accessing quality higher education.

Only quality human recourse will ensure emerge of a true knowledge society which will ultimately enhance the country’s competitiveness in the global economy.

An article “Use of ICT in Higher Education” by Prashant Mothe. This paper has sought to explore the role of ICT in education as we progress into the 21st century. The present high-tech and competitive society will only survive through the knowledge of ICT. It has influenced all aspects of human life. It provides the capacity to store, retrieve and process e-content both fast as well as accurate. Integration ICT into education can help to bring quality education to everyone.

According to UNESCO (2002) ICT is a scientific technological and engineering discipline and management technique used in handling information, its application and association with social, economical and cultural matters.

Anytime anywhere: Use of the technology, however, has extended the scope of this activity and whereas previously off-campus delivery was an option for students who were unable to attend campuses. ICTs make possible asynchronous learning it provide opportunities for many learners. The freedom of choice provided by programmes that can be accessed at any place.
Access to remote learning resources: With the internet and the world wide web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at anytime of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries and even some in developed library resources.

Enhancing teacher training: A regional online teacher resource base has been developed and implemented and network of teacher training institutions has been established so that teachers can share their education courseware and innovative practices. ICTs have also been used to improve access to and the quality of teacher training like Cyber Teacher Training Center (CTTC) in South Korea. China constructed large scale radio and television based teacher education has for many years. 910 primary school teachers and facilitators from 20 district training institutes in Karnataka state.

Teacher interacted with remote lecturers by telephone and fax.

Teleconferencing: There are 4 types of teleconferencing these are as follows:

1. Audio conferencing.
2. Audio-graphic conferencing

Student-centered learning: Technology has the capacity to promote and encourage the transformation of education from a very teacher directed to one which supports more student-centered models. Advances in information and communication technologies are bringing about many changes in our world like challenging the way we think and altering the ways we socialize and communicate. ICT have also inspired innovations in every spectrum of life and are revolutionizing various sectors of society, including education. ICT is more than just another subject for students to study. ICT has the potential to be a valuable tool in enhancing the quality of teaching and learning in higher education.

An article “English as National Foreign Language” by Sudhir D. Mungle. India has two national languages for central administrative purposes. They are Hindi and English. Hindi is the national and main link language of India. English is an associate language. The Indian constitution also officially approves twenty two regional languages for official purpose.
Science the early 1600s the English has had a longer exposure to English than any other country which uses it as a second language and its distinctive words, idioms, grammar and rhetoric spreading gradually. In India, English serves two purposes first it provides a linguistic tool for the administrative cohesiveness of the country. Second it serves as a language of wider communication, including a large variety of different people covering a vast area. It is a second language for many who speak more than one language. The English language is a tie that helps bind the many segment of our society together also it is linguistic bridge between the major countries of the world and India.

The importance of the ability to speak or write English has recently increased. Significantly because English has become the de facto standard. Learning English language has become popular for business, commerce and cultural reasons and specially for internet communications throughout the world.

Creating a national language is intended to help all Indians understand and work together in peaceful existence speaking one language enhances the ability of groups of all backgrounds to communicate with one another. English is a language which could broadly provide the fundamental elements, the important qualities and features of life.

Today, India has taken over that status. In 1997 when the population of India was 97 crores as India today survey suggested that about a third of the population of India that is around 32 crores had the ability to carry on a conversation in English and it increase in 1997.

English as a national language is essential to the integration of people into India society. There would appear to be virtually no disagreement in the community about the importance of English language skills. Using English thereby you will almost be the worldwide citizen naturally. English plays a dominant role in the media.

India is without a doubt, committed to English as a national language.

The impact of English is not only continuing but increasing.

An article “Census of India and The Grim Realities In Education Field” by Prof. Ghansham Baviskar. Today census in India is definitely a way to look at the country’s multiculturalism and map the social, economic and educational progress of the underprivileged section in the society.

In India from ancient period there is a so called holy Hindu religion constitution promote scientific education and scientific temperament but politician coming from different orthodox
religious groups and so called secular government are not serious about endorsing scientific education and vision in the people to change the age old temperament of the orthodox society in an era of science and technology. This research paper is an attempt to study the census of India in order to highlight the grain realities in the education field that affect the underprivileged masses who are suppressed, oppressed and doubly colonized in the religious hegemony of the upper caste Hindu in India.

Education system in India and Mythology to be believed as science: Education system in India was in the hands of the Brahmin classes but now in orthodox group which is totally depends on mythology. Teacher teaches science in schools and colleges but they can’t create a scientific vision in student because they own believe in superstations. They follow and practice it all their life.

Educational institutes: Head Quarters of Religious Hegemony: We know that Savitribai Phule is the Goddess of education. She gave opportunities to women for education but in many schools and colleges on different occasions the management people perform a ritual worshiping of Saraswati means educational institutes are head quarter of religious hegemony.

Literacy in India and its reality: Literate men and women know how to read and write but educated people go beyond this. In 2011 census it indicate that literacy rate is increasing but it is necessary to check the educated rate means to check the scientific vision in that literate people. Government providing technical and professional knowledge without scientific vision so institutes create a class of doctors, lawyers, teachers, scientists, brokers, managers, secretaries, politicians who are carrying traditions, conventions, age old ethics and superstitious nations and result all myths today have become a blockade in the progress of the nation.

Electronic media and scientific education: Electronic media is the product of science and it help to spread scientific education but unfortunately it has become a religious medium they are running behind TRP and today they follows orthodox religious ideology and promotes superstitions.

Need for Anti superstitions law at the National and State level: Our government is not serious about it. India has a great history of myths believed to be science but they are not believing and some Bhondu Baba earns property and their supporters are the political peoples and so it is need to follow anti-superstitions law.
Education to the underprivileged: a priority

Education is the fundamental right in the Indian constitution and it is need to provide in the poorest poor of the country. There is need of institute of scientific vision but education too is not free from corruption. So for poor 25% reservation was declared and this would definitely bring revolutionary change in lives of poor and society and in our India.

All the pillars of democracy and the followers of the fundamental principles of democracy should have to think rationally about education system in India and must have to come out with different education schemes and policies in tune with the different constitution provisions and statutes for the welfare of all the underprivileged classes in order to empower them socially, economically, politically and even scientifically.

An article “How to teach vocabulary” by Prof. Prashantkumar Kamble. The teaching of vocabulary is an important as the teaching of structures. A through familiarity with syntax of English and an ability to use the basic structures of the language are a prerequisite but equally important is a command of words. This is because language is meant for communication and it is in words that concepts and ideas are enshrined. Without the use of meaningful words no communication is possible.

Words used in language constitute its vocabulary there are two classifications of words function and content words. Function words are interrogative, prepositions, auxiliaries etc. and content words are those words of particular grammatical classes but that are meaningful. Content words can be divided into two one is common care vocabulary generally known to the member of a language community. Other is specialized vocabularies. Vocabulary also divided into recognition and production vocabulary. The meaning of words is not always the dictionary meaning what the word comments in a particular context is more important than it denotation and is sometimes the only meaning warranted by the context in which it is used. Connotation is the implication of something more than the accepted or primary meaning and refers to the qualities attributes and characteristics suggested by the word.

We cannot teach them vocabulary direct because it is not always possible to identify the meaning of word determined by the other words in the contexts, that is by collocation. We have to bear in the mind is that vocabulary has to be taught from textbooks in which the use of words is contextualized. In recent years words have been graded listed and taught on the basis of frequency. We have thus some of the word frequency lists prepared by experts right from early
twenties. These frequency lists are useful in that when textbooks for students are prepared, emphasis can be laid on the study of the commonest 2000 words in the language in a properly graded manner. The lists establish the fact that the minimum productive vocabulary for the student to write to speak frequently and comfortably on non-specialized subjects is to be somewhere in the 1500-2000 words range. The teaching of this vocabulary with the help of specially prepared textbooks that can be achieve mastery on language by students.

It is important to teach students to use words meaningfully in their own sentences. They should have a great deal of practice so as to have fluency in using them in speech and writing as well as an ability to understand them when they listen to others using them. Vocabulary both will improve if we actually train the students in the use of words, meaning should be explained to him in simple English.

One of the main tasks of the teacher is to encourage the students at all to learn new words and their use. A good dictionary can be recommended in the class and should also be given special training in the use of a dictionary. The student should be made to realize that besides spelling, pronunciation, stress and meaning dictionary give as grammatical information and illustrative sentences.

While teaching vocabulary the teacher should pay special attention on the grammatical category to which a word belongs in the context and should make use of this as a starting point for teaching the uses of the word in other contexts in different levels of meaning.

First language of his students helps them acquire a good vocabulary. Though this may be largely a passive vocabulary as first by ear and not always too accurately retained yet eventually it becomes part of their vocabulary without their realizing it.

An article “Techniques for Vocabulary, Building in Esp” by Vibhati Kulkarni. In the related research paper there is a focus on the Esp means English for specific purpose which is important approach used in English language teaching. The professional students of management, technology, medical, commerce, law, politics, science, education need the English for own purpose that means they require Esp.

According to Dudley-Evans define ESP in terms of characteristic that ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. From the definition ESP should be seen simple as an ‘approach’ to teaching, as on ‘attitude of mind’. ESP is an approach to language teaching in which all
decisions as to content and method are based on the learner’s reason for learning. For the higher education and research they need tremendous vocabulary and to improve the vocabulary some study skills and techniques are suggested with the experience and knowledge like

1. Reading which introduce vocabulary words.
2. Improve your context skills.
3. Practice – after learning a new word start using it.
4. Make up as many as associations and connections as possible.
5. Use mnemonics
6. Some games are also helpful in the learning these are as follows:
   a. Hangman.
   b. Add your word – useful in checking memory
   c. Making meaningful
   d. Picture story
   e. Mock role play
7. Use vocabulary list
8. Take vocabulary test
9. Get excited about word
10. Underline the words you look in to the dictionary.
11. Use purposefully some words to impress the listener.
12. Use of mind map techniques.

All these are some important games and some very useful techniques which are very useful in the improving and expanding vocabulary and which is very useful for the professional student for their studies can keep vocabulary updated by practicing the above techniques for vocabulary building.

An article “Communication in Retail” by Vibhati Kulkarni. Retail means selling the product or service to the end users or consumers for direct consumption. General store, super market, specialty store, mall, doctor’s clinic and beauty parlor etc. in these places effective communication required to attract customer and to increase the sale. Communication means transfer of ideas, emotions and thoughts from person to person to get expected responses.

Communication skills important in retail job in all selling and buying are as follows:
1. Effective listening.
2. Team communication.
3. Oral communication.
4. Handling difficult customer.
5. Assertiveness skills.
6. Feedback skills.
7. Use of nonverbal in retail:
   a. Facial expressions.
   b. Eye contacts.
   c. Haptics.
   d. Proxemics.
   e. Artefacts.
   f. Vocalics.
   g. Physical appearance.

Like these factors skin colour, texture, muscle tone, hair style, eyes have terrific impact on how a person is perceived and received or avoided by others.

Second important aspect in retail business is powerful dressing.

Due to modernization and globalization communication in retail is facing following challenges:

1. Analyse and priorities product information and relate it to customer.
2. Knowledge of high-tech communication capabilities.
3. Ability to understand and appreciate customer sensitiveness.
4. Skills to analyse and handle difficult sale situation.
5. Ability to handle difficult customer reaction.
6. Intercultural communication competence.

As well as for additional product knowledge and sales efficiency effective communication with customer result in:

1. Increase sales.
2. Better customer relationship.
3. Steadier work flow to improve gain ability.
4. To add value in numerous ways.
5. Faster work teams.
7. Positive attitude.
8. Motivation.

So, by knowing various retail communication forms, importance and challenges in retail communication retailer can manage his business easily.

An article “Developing Communication Skills Through Drama Techniques” by Prof. Sandip J. Nikam. Even after years of teaching of English in India, the students do not gain the confidence of using the language in and outside the class. The conventional English class hardly gives the students an opportunity to use language in day to day life. One of the alternatives is teaching language through drama techniques. The present paper focuses on how drama techniques gives a context for listening and meaningful language production.

This paper will also highlight on the ways of introducing drama activities in the English class-room. The use of drama techniques in the class will prepare learners to face their immediate world better as competent user of the English language. So it can be an innovative method in language teaching. The learner is now seen as an active participant in the process of language learning.

Drama concerned with the world of ‘let’s pretend’ it provides an opportunity for a person to express himself through verbal expressions and gestures using his imagination. Drama techniques cover a wide range of techniques which incorporate interactions, movements, vocal actions and mental concentration, therefore employ the use of Drama Games, role play, improvisation, script writing, devising and reflecting. In the class some drama techniques can be used in the classroom to facilitate the teaching and learning of English.

Likes:
1. A warm-up games.
   Role plays.
   Simulation.
   Language games.
   Vocabulary games.
   Hot seating.
2. Encouraging narration.
Language exchange.

3. Conversational situation / Telephonic conversations.
   - Interviews.
   - Information gap.
   - Surveys.
   - Pair work.
   - Questioning.

Playing word and vocabulary games is a valuable part of learning English. There are thousands of vocabulary words which we need to practice and used with students of any level expect for absolute beginners. Card games, matching cards used in the classroom to facilitate learning of English.

In recent years language researchers and ELT practitioners have shifted their focus from traditional way of teaching to cooperative teaching. This new ‘post method era’ focuses on communicative competence that leads language teachers to seek-task-oriented activities that engage their students in creative language. Purpose of drama techniques is to prepare learners to face their immediate world better as competent users of the English language can be fulfilled by using these pedagogical alternatives in the teaching and learning of English.

So it is clear that using drama technique to teach English, the monotony of conventional English class can be broken. Another suggestion is that the syllabus must be transformed into one which prepares students to face their immediate world better as competent users of the English language by adapting content of drama techniques in the syllabi at UG level because such kind of syllabi can give an opportunity to the student’s community to use the language in day to day life.

An article “Problems in teaching English phonology to Under Graduate students from rural Maharashtra with a special reference to Shivaji University” by Prof. Uttam Patil. Nowadays, English has grown very important in the everyday affairs of the modern world. It is extensively used in the fields like trade and commerce, travel and tourism, naming, administration, aviation, law, marketing, education and almost all. In India English has been playing a role of a library, link, foreign and a third language and in Maharashtra most of student considered that English is meant for just written examination. Actually English has recently
international language so who wishes to be the part of it must know English and must communicate in English.

As far as linguistic communication speech come first and writing later. The linguistic life of person begins with speech without any formal education in case of mother tongue. The child acquire language through continuous exposure. But in Maharashtra speak Marathi and rare Hindi. This realize that most of students can write English but can’t read well and can’t speak well because in Shivaji University introduces students English phonology in the last year of degree course. After studying English for 10 years there is lack of speaking and communication. So it is must to focus on the problems in teaching phonology in Maharashtra student.

Communication between people from different countries in English has increase phenomenally in recent past. In many organizations tele and video conferences are becoming increasingly common. This means it is must to have ability to speak English in a globally intelligible accent. Hence teaching phonology becomes very necessary.

According to S. K. Verma and N. Krishnaswamy phonology is the study of speech into syllabus and other larger units, description of systems and pattern of sounds. It covers the study of English speech sounds, the places at which they are articulated. But there are some problems in it as follows :

The mother tongue influence poses a big problem in teaching English. The undergraduate students are mature both physically as well as psychologically and so they easily not adjust with English speech sounds. In the students misconceive English consonant sounds due to fricative consonant sounds. Due to the jumbling between consonant sounds so it is important to point out the similarities and differences in the sounds. As well as the lack of time give to teaching phonology and exposure and so student fail to perceive the differences in English and Marathi systems.

The next problem is the neglection towards speaking and listening skills. In Shivaji University has focused on the reading and writing skills for long time. But it proved that speaking skills developed through listening and it is lack.

Teachers also responsible for deterioration phonology. There is lack of trained teacher. Teacher is the ideal model for the students to follow.

Next is that the students can not in contact with native speaker of English. They have no exposure to English spoken by the native speakers. But it can be solved with the help of modern
technology. The under-graduate colleges have well equipped language laboratories. So with the help of software programmes, information communication technology, aided classrooms, internet and CDs, DVDs of English movies teachers as well as student can develop their speaking. This can be of great help to the learners to understand the right pronunciation of English words and practice it.

The researcher knows that it would be an illusion that every student should be turned into an RP speaker. This is almost impossible to happen. Still sufficient motivation and persistent efforts should be put to facilitate students acquire certain essential features of RP, so that the efficiency of their speech and listening ability can be considerably improved.

An article “Problems of the English language learner” by Prashantkumar B. Kamble. In this article the writer focuses on the English language learning problem. Due to which Indian can not familiar with the English language and with their different aspects.

Here indicate the main problem that we are not native speaker of English as well as we learn it as a foreign language means second language and writer familiar us with other aspects which are responsible in the poor English language learning.

The first reason is the language acquisition in the child. From the moment of birth the child response the sound of his language. He is thus in contact with these sounds constantly for most of his walking hours and most of the sounds he hears is directed at him by others and due to this natural process of language acquisition he very easily familiar with his own language but it can’t be done with second language so the English language acquisition is poor in child.

Second is the exposure of language. Child of adult can learn any language if he when exposed to them. Due to the expouser of the language only one can easily response and can learn the language but in India it is a second language so there is a lack of expouser as well as the another important aspect of the expouser is that the duration of expouser. In India we know that English taught as a second language for 5 to 6 hours in a week. Perhaps the duration is hardly adequate and this make different as to create a sustained interest and inculcate a sense of progress.

After that the conditions of the classrooms in India. With classrooms the strength of it, teaching materials, audio-video aids these are also important and effective during teaching. Audio-video aids which are very effective. But there is lack as well as the strength of classrooms. Near about 50-60 students are present in one class so teacher can not give attention
on each student. Another factor is the background and motivation of student. It also create several different problems.

As Robert Lobo says, “The language teacher must be educated at least to the level of his peer. He must know the target language well enough to be limited by his students.” Teacher language is the principle for student. So his skill and personality are instrumental in creating the necessary conditions for learning. His knowledge of and expertise in methods and techniques of language teaching should be of a reasonably high standard.

Wilkins observe, “It should be unrealistic to expect a teacher to set objectives which be himself is not capable of reading. A teacher who himself has difficulty in speaking language the teachers is not going to succeed in giving his publish a command of spoken language.”

Like at these there are some other factor which can make us difficult to learn English language there are like motivation of student, some drawback in teacher and materials and teaching linguistics, teaching time limitation, lengthy courses, short exposure and the lack of language communication.

2.3 References
35. Dr. Vidyallata Hande; ‘Choice based credit system’; E-Journal, Role of Teachers, Nashik Road, Vol I, Issue I, 2013.