CHAPTER TWO

A REVIEW OF RELATED LITERATURE

2.1 Introduction
As a next step the research should go through all the existing literature, relating to this research subject. It is essential to know whether the problem has already been investigated before. If so how and to what extent. Through the review, the researcher will get acquainted with the different areas covered by various studies.

The review related literature helps the researcher to decide the subject, preparation of tools, methodology, and presentation of report writing.

2.2 Need of Review
A review of the related literature is necessary for any researcher. Review of the related literature helps the researcher to find out the research methods. It helps to know effective technique as it helps to see whether there is any space for new research. It also gives proper direction to the Researcher and enables the researcher to work in new field area.

2.3 Objectives of Review of Related Literature
Following are the general objectives for reviewing the related literature.

1. In order to avoid repetition and to select proper research subject, a review of the related literature is essential.
2. To select proper technique and test for the selected research.
3. To form proper concept for assumptions.
4. To compare and contrast between objectives and conclusion
5. To select proper statistical techniques and (use them) imply them for the purpose of analysis of the data.
6. To improve our knowledge by studying various references.

2.4 Review of related literature Ph.D level

The Present reviews identify the general level of proficiency attained by students in the chosen aspects. Even its priorities the aspects in terms of their easiness difficulty and suggests suitable measures to improve learner’s language skills. As we have to mastery over the Language we need to go through the skills in deeply. Researcher has used experimental method for the research the student’s found listening comprehension to be the most difficult part in the test the oral communicative ability of student’s was found to be fairly good the student’s proficiency was not up to the expected level

2. Miss Rupa Sinha, (1999): “The effects of language of performance a study of factors affecting the learning transfer process in the study of English in standard VI and VII” Researcher has taken following points for his study as a review,

The Present study will be about to performance of the students of the experimental group and the control group. It is shown that the problems faced by the teachers during the teaching of English. Even over here they have studied attitudes of parents towards English teaching. We even get the attitudes of experts in Education towards English teaching. Children like to act how life is lived at the Ganesh festival and Vegetable market. Children were found to perform better in small groups. We can use audio visual aids for teaching English found effective in teaching field.


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

5. Vilas Ransure: - A study of the result of S.S.C examination of non granted secondary school of Pune district

Researcher has taken following objectives – to study the economical status of non granted teachers to study the S.S.C. result of non granted school to analysis the critical study of S.S.C. result of non granted school from March 1996 to March 2000 researcher has used survey method following findings have taken by the researcher in compare to rural and urban proportion of result of rural area is less than urban 54% average students are passing from rural area 61% average students are passing from urban area.


Researcher has taken following objectives – to compare the results of district level to find out reasons for less result to suggest remedies for imprudent of S.S.C. results the researcher has used survey method following are finding above research algebra and geometry are responsible less result at tehsil level the result of English is good the result of chemistry and physics are not satisfactory.

7. Pratap P G:-The contrastive study of grammatical structures of English And Marathi University of Pune the researcher has given following objectives to study the similarity between Marathi grammar and English grammar to find out the difference between the structure of Marathi and English grammar to find out structures of English language he has given following findings word formation is important features of English subject he has found similarity in sentence structure in English and Marathi he has used experimental method for his study.

8. GHOSH, (1977) ph.D. Edu. ,Kal. U A., Study of backwardness in English in the secondary schools of West Bengal. The researcher has taken following points as her review, The study was done to carry out a survey of the attainment of pupils in English and to diagnose the backwardness in specific areas of English. The researcher has got following
findings in this study that thirty two to thirty four percent of children of west Bengal schools were backward in English. Backwardness in different aspects of English taken in order of their intensity were, use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction. Causes of backwardness were unscientific curriculum, lack of attention at home, unsuitable teaching methods, poverty, maladjustment, bad company, want of necessary books and teaching aids, congestion at home, lack of proper place to study, poor health and substandard attainment in English at primary stage.

9. INDAPURKAR, C. D., ph.D. Linguistics, Poona U. (1968) A linguistic study of Errors in English middle school pupils of Chanrapur District of North East Maharashtra. This study was done by researcher to describe the various types of errors found in the spoken and written English of the middle school pupils, To classify the above errors suitably, To find out whether there are any common trends in these errors, To find out the probable causes of these errors with special reference to the inference of Marathi and to have a comparative study of some frequent errors in written and spoken English. The study concluded that the lexical errors were not frequent in any standards as ed in oral test. Regarding morphological errors, the analysis of annual examination answer scripts revealed that standards VI, VII< and VIII, the error of verbal inflection was very frequent. The errors of pronoun was very frequent as revealed in oral test, the oral test revealed that in standards V and VI, very frequent errors were found re-grading verbal phrase structure. The written test revealed that very frequent errors regarding prepositional phrase structure were found in standard VIII.

10. MITRA, K. R., PhD Edu. Del. U. (1974). Evolving a method of teaching English as a second language for higher secondary classes in Delhi schools. This study was an attempt to guide Delhi teachers through the perplexing problems of English Language teaching, To place at their disposal some positive resources, which could be used sensibly and constructively for reorganizing the teaching techniques of better results. The findings of the study were as follows: No steps were taken to help students to develop proper attitude towards English, By far the majority of teachers were found dissatisfied with the existing methodology of teaching English. There was a positive correlation between the student’s achievement in English and Hindi, Oral instruction was found to be essentially important and the teacher had to be the active model in English class and the results of the experiments also indicated the effectiveness and superiority of the evolved methodology.
The teaching of English as a second language in Bombay with special reference to structural approach at work. The purposes of the study were to ascertain the existing position of teaching English as a foreign language in the secondary schools in Bombay, to detect and locate the areas of students weaknesses with regard to their knowledge of certain structures and vocabulary at the secondary school level and to provide a basis for teaching English to the first year college students. The study concluded that the performance of the students on the vocabulary test had a significant correlation with their performance at the S.S.C. examination. The average vocabulary of a student was 1,800 assuming the first 1,300 untested words, the range of the vocabulary was from 1,000 to 2,000. Nearly a quarter of the tested vocabulary was known by sixty percent of the students, Over three quarters of the tested vocabulary was known by twenty percent of the students, Out of every hundred items answered, only sixty were correct, the frequency distribution curves for all sections separately and put together were skewed to the left and a closer analysis of several random scripts revealed a variety of errors which the students had committed.

12. **SUBRAMONIUM, V. I., NCERT FINANCED (1976)., Pilot project on Graded grammars.** The purpose of this investigation were, to prepare a graded grammar in which the family rules could be collected as the basic level grammar, sub-set rules as the second level grammar, language rule as the third level grammar, to find out the frequency of each rule and note them in order to ascertain whether frequency matches with F.R, S.R., and L.R. already identified, and to test whether in language acquisition of children the innate capacity for learning language is the internalization of the rules. The major findings were that the common phonemes in the whole family were mostly the phonemes of the family and a few of them had been introduced due to loan words from Sanskrit and English, No language phonemes were found, The distribution of allophones in one language may exactly resemble another or partially resemble another.

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

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

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

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


Researcher has taken following points for his study as a review; we find that mean achievement of controlled group is less than that of experimental group. It is clear that the effect audio – visual aid is better than traditional method of teaching. After t-test it is found that, in the post test the null hypothesis is rejected i.e. there is significant different between the mean. The researcher has used Experiment Method. It is found that achievement of two group one taught by traditional method and other by audio – visual aids. So we should use the effective methods of the teaching of English.

18. Visvesvaran H., (1975) Ph.D Level Learning of Teaching items in English in the Upper Primary Classes in Coimbatore District, Madras University. The objective of the study was to critically examine the learning of teaching items in English in the upper primary classes in Coimbatore district. Researcher has used Experimental method. The study revealed the following findings- the performance of the students who underwent the remedial work improved after the treatments. The achievement of the girls in standards VII and VIII was significantly superior to that of the boys. The achievement of the pupils studying in schools under private management was significantly superior to that of the pupils studying in schools under public Management. There was a significant correlation between test scores and the occupational status of their parents and test scores and the educational status of their parents. Among the four language skills, namely, listening, speaking, reading and writing, the students showed a strong liking to develop speaking Skill.
19. Ansuya A.R., (1970) Ph.D Level, the improvement of reading efficiency at the P.U. C level, Hyderabad University. Following are the objectives taken by the researcher for his research study they are as follows- To establish criteria for the improvement of reading efficiency of the pre-university students. The hypothesis was that the reading efficiency which consists of speed and comprehension is related to the student’s performance. The sample consisted of five groups of 400 students of class XII, higher secondary, pre-university and junior intermediate levels. The major findings are as follows. After having made a sharp increase in the reading rates, the students seemed to comprehend less for a short interval. However, with continued practice the comprehension skill was regained at a higher rate. At the end of the experiment it was found that the reading efficiency of all the groups has increased from 48 words to 270 words per minute. Concrete improvement can be achieved in the reading efficiency of students by adopting suitable methods. A spread over simultaneous training during the course of factual study was given to the class XII students. The improvement was very high in the case of bright students, considerable in the case of average and satisfactory in case of backward students. For building up successful reading programme and for organizing it, care should be taken that previous experiences of the students and level of their mental development are taken into account. Pupils should be allowed to pass through a series of stages of progress in becoming good readers.

20. Srivastava Singh,(1960) Ph.D. Level An attempt to find out common error in written English to develop effective remedial and preventive techniques foe spelling mistakes committed by pupils. Following are the objectives- to find out common spelling mistakes in written English, to find out possible causes for writing in English. Sample were taken from half yearly and annual Examination answer looks, class exercise books and dictation of 332 pupils of VIII class of Five boy’s higher Secondary School of Jaunpur. Researcher has used survey and experimental method. Tools are a list of 200 words suggested by the government central pedagogical Institute of Allahabad. Findings are the total number of wrong spelling collected was 15,856 but the actual number of miss-spelt words was 1,368. On an average, every word had 11.6 varieties of spellings.
21. Chattopadhyay S.K., (1971) Ph.D Level, The Language Development of nursery and primary School Children, Calcutta University. The objectives were to find out the developmental Problem relating to nine different aspects of Language skill of nursery and primary School children of west Bengal. Efforts were also made to know whether differences due to rural and urban areas and differences due to sex had any impact on the development of language Skill. The samples were consisted of 600 children, in the age range of four to ten years belonging to nursery and Primary school. The major findings were as follows- The nine aspects of language skill included in the study had a close relationship with grade levels as the scores on LDI increased consistently with increase in grade. It could be stated that language skill was directly related to age and hence to maturation. The language development in grade V was found much accelerated in comparison to grade IV. Urban children were in a better position than the rural ones so far as language development was concerned.

22. Chadda A. U. (1971) Ph.D Level, Central Institute of English and Foreign Language Hyderabad University, an Investigation into vocabulary Resources of third-year Degree students. The main aim is to study vocabulary resources it aloś about evaluate scientifically the range of recognition vocabulary of the third year students. The study easy conducted on five constituent and five affiliated colleges- four women’s three men’s and three co educational. The important findings were the high test score on the test is 282 and lowest is 10, out of 300. The total average score is 52.2 percent. The average score of the arts students is 54.1 percent. The average score of the female students is slightly higher than that of the male students 53.1 percent for female and 50.7 percent for males. The total of mean score on all the three forms is 156.21. The reliability of the test is 90. The performances of the students at the pre- university examination correlated with the performances in the vocabulary test, indicating thereby that a good vocabulary is an index of general intelligence and knowledge. There is less number of grammar and construction errors of the students who scored high on the vocabulary test whereas those scoring low are unable to express them correctly or idiomatically.

2.5 Review of related literature M. Phil level.
1. Gore Prashant, (2008) M.Phil Level  A Study of Problem um Teaching-Learning Problem the Degree topic in std. 8th English, Pune University. Researcher has taken following points for his study as a review, through this we get identity the problems faced by the 8th std. English teachers while teaching the topic of Comparison of the Degree. Researcher has used Survey method is used in research. Overall it was observed that students studying & teachers teaching in 8th Std English Medium School in Pune city faces teaching – learning problem in the topic Degree.

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

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

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

6. **Khare, M.A.(1986).M.Phil level. Comparative study of traditional and structural approaches to teaching of English with reference to their learning outcomes.** The researcher has done this research to test the general aspects of English memory speaking and grammar and to emphasize on the structural approach of grammar. This research concludes
that the joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar.

2.6 Review of related literature M.Ed level

1. Kranti Kulkarni,( 2005 )M.Ed Level Pune University, To develop and find out the effectiveness of a programmed for improving the writing skills of the students of std VIII from Marathi medium school. Researcher has taken following points for his study as a review We can find develop a program for improving the writing skill of the students of standard VIII from Marathi medium school. It also help us to find out the effectiveness of the programmed. The researcher has used the Experimental method The programmed prepared for the functional use of tense and voice was effective and significant.
2. Patil Pawan, (2012), M.Ed level. A comparative study of achievement in English grammar of students of STD VIII by teaching inductive and deductive methods. The objectives of this research are to know the best teaching method of English Grammar and to compare the achievement of teaching through inductive and deductive methods of teaching English Grammar. While teaching students with Inductive thinking model it was found that, it increased the student’s ability to think. It developed their higher order cognitive skills like Analysis, Synthesis and application. Response was very much greater a compare to students which were thought by using traditional method. Students answered logically and with proper examples and by relating concept to their daily life and previous knowledge.

2.7 Review of the articles

1. Guessing meaning from context, Mohammed Rhalmi Confronted with texts, language learners may be stuck by shortage of vocabulary inventory and thus be unable to understand what texts are about. The first thing that a learner does to understand a difficult word is to look it up using the nearest dictionary. There is however techniques learners may use to get the meaning of such vocabulary items. One of these techniques is guessing meaning from context. No matter what level our students are in, they will often come across difficult words in texts they are exposed to. Inferring and guessing meanings of unfamiliar words is a strategy which is worth developing.

2. Jagtap S.S, (2010) Difficulties in imparting reading skills to Indian. Researcher has taken following points for his study as a review Reading is an important process in decoding information from a text form. It is related with the ability to read and understand words phrases and sentence and other symbols in text. The ability to read a given text critically is an
essential component of academic reading. It develops reading skills and get to read anything with comprehension to develop reading ability. We get it that for mastering over the language we have to know the skills.

3. Dhawan A., (2010) Intrusion of Hindi sound into English sounds, University News, Volume no 78. Researcher has taken following points for his study as a review, traditional grammars from Greco-Latinate times until 19th and even the early 20th century, the whole emphasis used to be on word formation and sentence construction. Grammar would discuss rules and their application in the form of translation and composition of stories, letters, essays and paragraphs and comprehension exercise. It also function as Phonetics: the articulation and perception of speech and sound in general. Phonology: the patterning of speech sound of the language under study. Morphology: the formation of words. Syntax: the formation of phrases and sentence. Semantics: the interpretation of words and sentence.

4. Zanke subhash, (2010) Challenges and opportunities in teaching of English, Research, Volume no 78, Researcher has taken following points for his study as a review, Even after so many years of teaching English in India, teachers of English face various challenges while teaching English as a foreign language. The digital age has brought drastic changes in almost every walk of life, including teaching of English. We get how to know about various challenges in teaching English. Even to know about various opportunities in teaching English. It should strengthen the teaching of English by adapting to the new technology.

5. Dandekar, W.N. (1998)9 of says that, “In the present day set up of the teaching-learning process the teacher talks, instructs, demonstrates, and then the students react in response to her. They listen when the teacher speaks, carry out the instructions given to them, observe things when the demonstrated and also draw inferences and conclusions when they are told to infer and conclude and are show how to do it. The teacher is the initiator of all activities.”

6. Joseph, K. S (1983). Evolving a strategy for teaching English Grammar at High school level. To evolve a validated multimedia strategy for teaching English grammar at high school level. To find out comparative effectiveness of the three forms of PML namely linear,
deviated linear and branching. To find out relation between pupils indulgences and their performance in comprehensive test. He has used Experimental method. More students expressed a highly positive reaction towards the multimedia instructional strategy. It is used in high school for effective English grammar teaching.

7. Khare, M. A (1986) Comparative study of traditional and structural approaches to teaching of English with reference to their learning outcomes. To test the general aspects of English memory speaking and grammar. To emphasis on the structural approach of grammar. There is no difference between the average achievement of the students taught through the structural approach and those taught through traditional method. The joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar.

8. Somnath N Borude:-The language of Indian writing in English:- The English language had been spread all over the world during the past one hundred years there are many reasons that English language become an international language at present the English language becomes the language of the world each and very country is in need of English language even china also promoted learning of English in their country due to the rule of British empire all over the world the English language spread in the world Indian writers also understand the value of English language as a language of literary expression that’s why they had desirability of using a foreign language as a medium for creative writing we know very well that Indian writing in English and Indian writing in translation flourished in the second half of the 20th century.

9. Sangita Sunil Dhimate: -Modern trends in business English as in business letters:- Language is an expression of human activity Dr Samuel Johnson said language is the dress of thought it means that language exists for the expression of thoughts or ideas the words and the way of speaking and writing are usually connected with a particular group of people English being the world language is used by various people in varied form business is one of the influential areas where we use of English especially for written communication the use of English in business known as business English is very vast area to explore I would like to throw light on the written aspect of BE with special reference to business letters in the restless world of business communication letter are business they are used for both internal
and external communication they enable one person to reach another person they convey messages and necessary information the letter maintains the personal touch serves as a record and as a means of keeping other parties informed by sending copies.

10. Shitalkumar G Gaikawad: - Use of English in English compulsory classroom at undergraduate level:- This paper is an attempt to find out the use of English by the teachers and students at the undergraduate level nowadays English has been widely used in India it also has got its own standards status and reputation so far English teaching-learning is concerned it has been made a compulsory subject to all the undergraduate students by almost all Indian universities this paper specifically tries to deal with use of English in theoretical and practical way as LSRW are considered as the four skills of language use of them effectively is expected by the teachers and students aim of introducing these skills at undergraduate level is to make student efficient in all the walks of life.

11. Narendra Trimbak Gawali: - Use of homophones and palindrome in English:- homophones are words that sound alike but are spelled differently they vary as per accent and region palindromes is the word which reads the same both ways there are many words phrases name of persons and place in nature

Key words: - Greek, accent, redivder, tattarrattat, james joyce

Aims and objectives:-
- To acquaint the learners with the meaning of homophones and palindromes
- To provoke interest in the learners about its use in daily communication
- To enhance learners linguistics ability
- To involve the learners more actively

12. Kangune Babasaheb R: - English for business communication some observations:- English is universally accepted as the major link languages in the world English is used in our day-to-day life for general purpose as well as specific multi-dimensional phenomenon in this phenomenon the focus is given on learners needs in ESP learners are at the centre and as per their needs programmers are formed English for business communication is one of the important parts of ESP today liberalization privatization and globalization have changed the horizons of business and entrepreneurship in 21st century and business spheres are widening
day by day in this rapidly changing world scenario English language and business communication go hand in hand English for business communication is one of the branches of ESP and here focus is given on entrepreneurs needs and prerequisites of English language is used for official correspondence in corporate sector English is used effectively in business sector to achieves the goals of the business or firm it helps to cope up with changing world scenario and also to maintain healthy atmosphere in and outside the organization effective business communication is the key to success in business environment special personnel are to be appointed to look after business correspondence and the effective communication in English get opportunity to utilize their skills the present paper will try to highlight some of the aspects of business communication.

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

14. Chandrakant R mandlik: - Use of English teaching and learning process with reference to the rural area:- England with supreme military power money and technology rooted her feet in India for about hundred and a half century India gave wealth and empire to England and of many things she received in return the most significant is English language after the achievement of independence English language flourished in India as perhaps never before with the growth of trade and commerce it has spread far outside England by the seventeenth century England became the mistress of the seas and he centre of world trade with the help of navy and English the industrial revolution and scientific progress helped in the process of its extension English one may underline is the window of the world because it embraces many branches of knowledge like science technology medicine law politics Europe
and most other advanced countries learning and teaching of English shall therefore be useful for us to establish contact with neighboring countries easily and quickly.

15. Rao Sambhaji & Kumar Pavan: - Teaching and learning English language in technology driven environment This paper highlights the potentialities of information and communication technologies (ICT) as a powerful tool for learning of English language looking at the demand for usage of ICT tools for teaching English language it is not hypothetical to say that technology enabled teaching can change the expectation and deliverables of the curriculum.

16. Shinde Jyoti S: - Use of ICT for effective teaching of English language:- Information communicative technology is very important in teaching English language at secondary and higher secondary level. This research paper aims at use of ICT in teaching English language it deals with the effective use of new pedagogies in teaching an English language for effective learning to the students the author would like to throw light on the students with interest and even removing passiveness through effective use of ICT.

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

18. Dhumal Ashok Madhavrao: - Developing communication skills through audio-visual aids:- The present paper attempts to demonstrate how audio-visual aids can be used to enrich the effective communication skills the word communication comes from the Latin word
communicate which means to share it simply means that the exchange of information news ideas etc in short it is the process of conveying our ideas thoughts and feelings to others through verbal and non-verbal signals audio-visual aids also play a significant role to develop communication skills.

Key Words: - audio-visual aids communication information verbal and non-verbal signals

This tool audio-visual aids helps to communicate an idea using sight and sound the ability to use this tool is now an essential part of the communication in public whether in academic seminars as well as conference or business meetings and presentations therefore it is important to know about different kinds of audio-visual aids and to develop the skills to use them effectively.

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

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

21. Wagh Ganesh Chintaman: - an overview of business English:- In the present researcher has tried to discuss the concept if ESP with special focus on business English is emerging as an international language in the global scenario the study and learning of English is determined by the specific the study and learning of English is determined by the specific purpose it entails to or what is generally termed as English for specific purpose .

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

Shidore V. R.: Difficulties faced by the pupils, learning in Premleela Vitthaldas Kanyashala, Pune4, regarding their progress in studies and some measures to solve them.

The study was undertaken in order to locate the difficulties faced by the students and to suggest some measures to overcome them. A questionnaire consisting of 42 questions was administered to forty-six students studying in Std. IX at the Premleela Vitthaldas Kanyashala, Pune 4.

Approximately 90% of the students live in small houses consisting of one room or two rooms each. Most of the students have electric lights at home and according to them their houses are located in a healthy atmosphere. In the families of 67.27% students, there is only one person who earns money. There are only 4.34% pupils whose fathers have completed their S.S.C. examination successfully. Similarly the percentage of students whose mothers have passed the S.S.C. examination successfully is even less, i.e., 2.17% only.

As majority of the pupils do not have educated patents, they do not get proper guidance in their studies at home. Hence the teachers should devote more time to coach them. Coaching classes can be arranged by the school authorities by permitting their staff members to coach the students by charging nominal fees. As the students face extreme difficulty in understanding the subjects such as English, Mathematics and Science, the school provide more guidance in these subjects. In order to heighten the standard in English of the pupils, the school authorities may initiate the following activities:
• New vocabulary items should be written on the black boards and be kept on them at least for a week.
• The students should be encouraged to write the new vocabulary items on the blackboard.
• The teacher should devote special time for dictation.

22. Govilkar Vinasheela V.: Pronunciation, Spelling and Grammar Mistakes Committed by Marathi and Gujarati Student-Teachers, Offering Hindi as a Special Method.

While observing Hindi lessons given by Marathi and Gujarati student Teachers, it is often noticed that many mistakes are committed by them. These mistakes are in pronunciation, in spelling and in grammar. The same mistakes are repeated by their students. This needs improvement. However, before adapting some measures for improvement, it was obviously felt essential to find out the types of mistakes and the percentage of student-teachers committing such mistakes. With this object in view, a survey was undertaken, under the guidance of Smt. A. Dabholkar, Head of the Language Lab. Department of the P.V.D.T. college of Education, Bombay-400 020

The survey is confined to the Hindi text-books (lower level) prescribed for Std. V to Std. X, published by the Maharashtra Rajya Madhyamik Shikshan Mandal, Pune. Only those mistakes which occur frequently are taken into consideration.

To prepare a list of words in which mistakes are likely to be committed to a large extent. To prepare a list with the help of the above-mentioned list. To administer the test in Colleges of Education in Bombay and to find out the mistakes.

All the words in all the Hindi Text-Books from Std. V to Std. X were counted and were classified as nouns, pronouns, adjectives etc. frequency of all the words was found out. A list of the words which often was prepared. The list was finalized after the discussion with teachers and lecturers teaching Hindi.

The words from the above-mentioned list were divided into three categories-mistakes in pronunciation, mistakes in spelling and mistakes in grammar. The words in which common mistakes are committed were grouped together and the types of mistakes were determined on the basis of each such group. A test was prepared by selecting the words from the aforesaid classified groups.

Findings:
The Marathi-speaking Students-Teachers commit more mistakes in pronunciation of the letters c & k and in suffixing ‘ko’ to the nouns. Only Gujarati-speaking Student-Teachers commit the mistakes of pronouncing ‘S’ as ‘Sh’ and ‘Sh’ as ‘S’. Excepting the above-mentioned two types of mistakes, Marathi and Gujarati speaking student-teachers commit some common mistakes. Out of 50 student-teachers, only two student-teachers were found to have committed no mistakes of any types.

23. Mahajan Manik & Bhosale Vatsala: A critical survey of the problems met with in the implementation of work-experience.

For the Research-Project: A critical survey of the problems met with in the implementation of ‘work-experience’ in Secondary Schools, of Poona City with a view to suggesting some remedies to remove them, fifty High Schools were surveyed with tools as questionnaires for Headmasters and teachers concerned.

Major Problems: Disinterest of Subject teachers to teach work experience, lack of finance, equipment, time and place, no provision of workshops for technical subjects, insufficient interest on students’ part in agricultural subjects demanding manual work.

Remedies: To introduce work experience from Std. V, to have compulsory passing in the subject, inclusion of work experience at S.S.C. level, to seek help from factories and shops to get workshops for technical subjects, to establish school complex, to administer aptitude test, to change parents’ attitude and to instill in students the dignity of labor for bridging the gap between the world of work and the world of education.


Samuel Butler has stated that “a chicken is ready for all uses of life in three weeks, whereas it takes three and twenty years to make a curate”. The human offspring of the present era faces a large number of problems in the process of maturation due to the very fact that it is the recipient and enhancer of a very complex and rapidly changing civilization.

Many services have been developed as a result of the desire of the older generation to assist and facilitate the process of development of the young children, adolescents and the youth, one of this being the guidance services. These services cannot be effective and serve their purpose unless and until the concerned workers are aware of the rapidly changing needs of these young members of the society.
This makes it imperative for the guidance workers to remain alert to find out the needs of the persons whom they wish to serve.

**Objectives:**

The present study was undertaken with the following objectives in view:

To study the educational and vocational aspirations of the students of graduating and post-graduate classes of Arts and Home-Science colleges in Bombay of the S.N.D.T. Women’s University. To study the relationship between the educational and vocational aspirations of the students and their subjects of specialization. To study the guidance needs of students. To locate the needs of students in relation to their entry into the world of work. To study the experiences of students who have tried to seek employment and of those who have been employed. To know about the leisure time activities of the students. The final sample for this study comprised of 29.76% of the number of students in the graduation and post-graduate classes of six colleges of arts and one of home-Science.

25. **Samant Prema A.: A Critical Study of the professional, familial, social and economic conditions of women-teachers working in the Primary Schools of Municipal Corporation for Greater Bombay.**

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

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

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

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

26. Puhan Rasmi, Sharma Indu and Malla Laxmipriya: Effects of constructivist approach on developing composition skills in English at upper primary stage. 
   Researcher has taken points for study as their review. The modern teaching concept holds the view that it is more learner centered and learner driven. Education has understood a slow evolution from teacher centered system to a learner centered system, and this demands changes in the instructional process and materials used for making the process effective. Constructivism can transform thinking and practice beyond the conventional boundaries of our educational system in general and for upper primary students English composition skill particular. To prove it two research question formulated keeping relation with composition skill of class VII for this study sample comprised 64 students in class VII. The findings of the study disclosed that the strategies exerted positive compact on the learners in developing composition skill in particular and constructivism actually enables the children to invent ideas in general.

   Researcher has taken following points for his study as a review. Language is a social activate, it is also means of communication. We must note the fact that all human beings have language and only human beings have language. This article explains, we must always
remember that communication is willingness to listen, an honest attempt to put oneself in another’s place in an effort to understand him.

It is a habit of looking to the advantages, benefits and possible effects of proposals before arriving at judgments on their merits. It is also a deep interest in talking with people rather than at or to them. It is feeling for and an understanding of the dignity of each person as an individual and concern for his welfare, hence, a prime prerequisite to communicate between man and man is an emphasis on humanness. That emphasis is still very much alive among college students and hence our hope to work with man to solve his problems lies in communication.

28. Shetty Geeta(2013). A comparison of the effectiveness of the constructivist and the traditional approach in the teaching of English as perceived by student teachers. Researcher has studied the following points in this research. The purpose of language instruction is to develop in the learners the ability to use the language with ease and fluency. Language learning is a process that requires an active engagement of learners in knowledge building activities. Constructivism is a philosophy that believes in creating newer and better understanding through Dissonance and disequilibrium. Teacher education has responsibility to make student teachers challenge existing assumptions and beliefs. Traditional Indian classrooms are plagued with huge numbers making the practice of student centered approaches a very daunting task. Future teachers ought to be exposed to progressive approaches to teaching English and made to apply them in the classrooms to analyze the implications. The study has analyzed the perception of student teachers regarding the constructivist as well as traditional approaches. The student teachers were initiated to the constructivist approach and made to apply it in the teaching of English grammar and composition. The findings indicate that the student teachers perceived the constructivist approach more useful than the traditional approach in all the seven areas of comparison outlined for the study.

29. Saxena Manojkumar and Rathour Bhawna(2013) A comparative study of effectiveness of online Learning and Traditional face to face learning at secondary level. The present study was undertaken to compare the effectiveness of technology in secondary. The sample of the study included total 80 students of class IX randomly selected from of D.A.V. Senior secondary school of Yamuna Nagar on the basis of locality, parental occupational background and parent income. Two group pretest posttest research design was
used to conduct this study. Results from the analysis of data revealed that students having rural background of both groups were not differ significantly in pre-test and it was also found that students having rural background of online group have scored higher mean than students of traditional group with respect to their post test.

30. **Vij Mona and Ralhan Ruchi** (2013) *A comparative study of study habit and academic achievement among first generation learners and non first generation learners in relation to demographic variables.* The researcher has taken following points as review of his research Education is the main agent and component of overall social, political and economical development of nation. The quality of education besides other factors depends upon academic characteristics of learners. In the present study first generation learners are categories according to their parent’s educational status. Non first generation learners parent’s are those who are highly qualified or to complete at least higher secondary education. So parents with more education seem to take more interest in the school activities of their children and are less permissive in regard to homework and academic performance. Thus the education of parents influences the study habit and academic achievement of children.

31. **Thorave R.L.** (Jan. 2013) *Higher education in Globalization. Shikshan Tarang.* The Researcher has taken following points. The first objective sees higher education as a transaction between teachers and students, which occurs at specific locations called colleges and universities, and in the course of which teachers impart and students receive a certain training, which enables them to improve their skills and get better placements in the job market. It is necessary to change the educational system of higher education in India.

32. **Nikam Ramesh and Deshmukh Narendra** (2013) *Effectiveness of recent trends in education on self-concept, Emotional intelligence and academic Achievement of secondary school students. Shikshan Tarang.* In this article researchers have discussed following points. Education is very important process of the development of the individual. It has three main components i.e. teaching, learning and evaluation. In this paper researcher has examined the role of recent trends of education i.e. continuous and comprehensive evaluation and its impact on various personality aspects of pupil. Applying apt research methodology he has selected sample group of 100 students from Nasik district in Maharashtra and belongs to
Marathi and English medium. Researcher has found that there is a significant correlation between continuous and comprehensive evaluation and self-concept, emotional intelligence and academic achievement of the secondary school going students.

33. Sharma Aprajitha and Unnisa Raees (Feb 2013) Preparing effective teachers of English language learners bridging diversity by bilingual methodology. Shikshan Tarang. Over the last few years we have been asking questions about the possibility of developing a coherent framework for thinking about language and pedagogy within the subjects of English and modern languages. These ideas about coherence in approaches to language education are also discussed by brimful. This paper demonstrates this process of questioning. It is structured around the three components which we have identified as central to the development of a coherent framework. These components are diversity, dialogue and reflection. One of the most dramatic change in the field of education has been the increase in the number of students whose first language is not English.

34. Waykule Prasad (2014) Role of computerization in development of English in Education. Shikshan Tarang. The process of computerizing a single university or an entire system of education involves changes in both technology and human social relations. Computerization, as the term is used here, is a process of acquisition, use and application of computer technology in educational institutes for efficient and effective teaching, learning research and most significantly, management and administration. The present article focuses on the role of computerization in the development process of English in Education and dome major areas of research. This study concludes that computerization in education sector is becoming increasingly must. However, trained and skilled manpower is still required for development of software required for academic improvement. As far as education is concerned, the S.S.C. and H.S.C. Board and the university grand commission have realized the need for encouraging the use of computer and for this purpose, a manpower development programmes have been started in various universities and educational institutes.

reliability and validity of research tools. There are some data gathering procedures which are discussed as follows: A nominal scale, An ordinal scale, and a ratio scale. Psychological and educational tests and inventories are also discussed. A psychological test is an instrument design to describe behavior of mankind. There are some types of tests and inventories that are Achievement test, Aptitude test, Interest inventories, personality inventories, Projective devices and observations.

36. Rajmanickam M. 2001 Statistical Methods in Psychological and Educational Research P.No. 21-28 First chapter of this book Discusses about Then role of statistics in Measurements. Statistics is defined as a branch of mathematical sciences which is concerned with the quantitative data themselves dealing with facts of state. One of the processes of study in a small group research is the interaction analysis which was developed by bales. This has been proved useful in studying interaction among the members, committees or other decision making groups. Next part of this chapter explains about the role of statistics in measurement. Statically methods are also used for accurate predictions. For example a group of men applied for some mechanical work and we do not know who can be proficient on the job. In such a situations the aptitude test scores may help us to predict the level of proficiency of the group of men on the job.

37. Asthana Bipin, and Srivastav Vijaya and Asthana Nidhi. Third edition 2012/13. Research Methodology. Eleventh chapter of this book discusses about survey method. Survey research is that branch of social scientific investigation. The aim of this study is not to find out the relationship of variables, but to study the present conditions. Types of surveys are also explained in this topic. That is as following. Interview and schedules, telephone surveys and mail questionnaire. It explains types of surveys according to aims. Descriptive survey, Evaluative survey and Comparative survey. The last part of this chapter contains Method of survey research. Survey research has significant contribution for research method in social science. The most important contribution is in the field of sampling. Such research helps in correct application of designs, vivid statement of problem and data analysis.
38. D. Kanunjna: Higher Education in India: Some Relevant Issues and Concerns

Higher Education, also referred to as further Education, is a cherished object to foster human intellect and is considered an effective tool to develop capability of action, coordination of thought and creativity of mind. It is an important human resource that a modern society is encouraged to promote to meet its objective ends.

Higher education is not yet a fundamental right in India. Nevertheless, as an ordinary right, its appeal to common man an individual goal is a *sine qua non* to our social progress. Concerns of successive Governments to target global competiveness in higher education are reassuring.

In, India Higher education as a sector usually starts with undergraduate programmes and moves laterally forward. Thus colleges which are mostly responsible for conduct of post secondary courses, remains the major stake holder in higher education. However, current trend in remodeling higher education seems to give more emphasis on University level programmes, at the cost of colleges to a large extent.

This attitude needs a relook-particularly with regard to public financing of institutions, infrastructure development, curriculum review, examination system and such other issues.

Higher education is all about establishing and expediting social mobility. Through education people get the chance to build a better life for them and their future family. For a pluralistic society as democracy established denial to provide means of social mobility waste of potential talent. Educational systems that do not take measures to increase the participation of understanding groups will become less competitive in every sense of the world.


Education is basic requirement to all to live in a humane way. It has been philosophized and visualized in the various policies and doctrines at national and international level. In other words, education for all in a common education set up what is termed as “inclusive education” has been prioritized in the whole world as per the human rights model of education campaign successful Is essential to mainstream the marginalized
section of society. Inclusive education is pre requisite conditions for realized the dream of inclusive society. Education and evaluation go together. Evaluation of the whole education system with respect to its very components is an essential act. Without effective mechanism of the evaluation, education process cannot attain its intended objectives. To educate diversified group of learners under one roof is not an easy task. That is why; inclusive education is considered to be very complex process. Inclusive education needs expert’s teachers to make the teaching – learning process effective that must have the understanding of the traits of diversified learners and teaching process in inclusive set up. They also must know the dynamics of evolution must be incorporated.

This paper discuss the connotation of inclusive evaluation, how inclusion in evaluation promotes inclusive education successful, the scope of inclusive evaluation, the steps of inclusive evaluation, and the adaption, modification and addition needed in existing evaluation system in India so as to make it more inclusive and comprehensive. This paper will also be helpful for the educators, pedagogues and educational administrators so as they could address the diversified needs of heterogeneous group of learners by evaluating their scholastics and co-scholastics abilities as a whole.

Inclusive education and evaluation both are buzz words in the field of education. To understand the very connotation of inclusive evaluation it is important to understand the meaning of inclusive education. Inclusive education means all learners, young people-with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational setting with appropriate network of support services. Inclusion means the process of educating children with special needs alongside their peers in mainstream schools. The feasibility of inclusion of such children’s in schools.

To make inclusive education campaign successful the restructuring of the whole education system is needed. The evaluation process is one of the basic components of education system whether it may be segregated or inclusive to attain its objectives. The adaption and modifications in existing evaluation system is the need of the time to pursuer inclusive education.

Inclusive evaluation refers to the evaluation for the inclusiveness of marginalized groups or have-nots. They might be children with special needs, women, disadvantages groups who are not having the privilege of better condition of life. So the inclusive evaluation is meant for promoting the inclusive evaluation to meet the diversified needs of the stakeholders. The
issue of delivering in evaluations is important for the inclusiveness of marginalized groups. Evaluations can use the inclusive evaluation model for access to diverse voices. In the inclusive education setup, there are diverse groups of students having difference in their mental, physical, economic, social and cultural traits. They have their special needs due to some types of impairments and disabilities. In inclusive education setup there might be normal, gifted, hearing-impaired, autistic, and orthopedically-handicapped students. At this crucial juncture, the assessment of all learners regarding their cognitive aspects of personality is the basic requirement to educate them all. The assessment and evaluation process must be for inclusion not for segregation. The weakness of them should be taken into consideration only for modification not for exclusion or categorization.

40. Chaugule S.S. (Sept. 2012) The communicative approach to language teaching. Shikhan Tarang. Any language skill can be acquired if one develops four basic skills in that language listening, speaking, reading and writing includes. Listening and writing are interactive processes that directly affect each other. Listening and speaking and also reading and writing were viewed as a separate subjects within the school curriculum and usually were taught as a number of discrete skills however now listening, speaking, reading and writing are considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class. Scholars and researchers viewed oral communication as the integration of listening and speaking in a variety of contexts has done little to construct a theoretical mode from which to study this communication.

41. Duthade Shivanand Sahadu (June 2012) Language as an Expression of Culture. Shikshan Tarang. Language today, plays an important role in human life everyone makes use of it. It also plays important role in the development of human civilization. It helps to know and develop the culture. We can understand others culture through language only. Language is present everywhere in our thought, and dreams, prayers and meditations, relations and communication, and sanskars and rituals. Language is the flesh, blood and soul of our culture. Without language most of the activities will stop and all teaching and learning will come to an end. This study concludes that the main function of teaching English in India is both communicative and the cultural transmission. It is transmitted from one generation to
another. Language as an expression of culture and therefore it is essential to learn one
another’s language in order to be able to communicate.

42. Tiwari Gopal S. and Sadawarte Ujjwala K. (March 2012) Problems faced by a
Teacher to develop students English Communication skills. Shikshan Tarang.
Communication is learned skill most of the people are born with ability to talk, but we must
learn to speak well and communicate effectively, speaking, listening and our ability to
understand verbal and non verbal meaning are the skills that we have to develop in various
ways. Students learn basic communication skills by observing other people and modeling
their behavior based on what they see. Teachers also teach some communication skill directly
through education and practicing those skills and having them evaluated. The issues faced by
teachers are as following; Most of the students are very depurative and appeared apathetic
towards English as a Foreign language. They never use physical movements, gestures and
expressions. They don’t have cross culture awareness. They have lack of confidence. They
cant express exactly. Teacher needs to understand student’s interest and learning capacity and
he should introduce some interesting methods and techniques which student can acquire and
accumulate to improve their interest and some basic knowledge which will help them to
move one step ahead to co-operate teacher.

43. Sadaf Hashmi (2001) A new concept of learning and teaching. centum volume No.2,
Researcher has taken following points for his study as a review, A virtual classroom is a live
teacher instruction and online feedback that Enables a real –time voice interaction,
whiteboard sharing and breakout sessions to enables a student’s learning experience. Virtual
education also known as E-learning Provides learning of different subjects across varied
curriculums through the use of course Management application, multimedia resources, the
internet and video-conferencing. It refers to instruction in an environment where the teacher
and the student are separated by Time or distance, or both. Virtual learning environment
systems are gaining popularity especially for distance learning programs in India and abroad.
It helps to analyze the effectiveness of virtual classrooms in terms of the technology used for
the learning programs for higher education, and it compares the mechanism of student teacher
interaction through doubt solving, discussion of problems, review questions, case studies
between asynchronous (virtual classrooms) and synchronous (live classrooms).
44. Matthews, Kenneth. M. (1988) conducted a research on the relation between student-teacher relationship and student motivation. They conducted 50 case studies where a programme was designed for teachers to assist develop student motivation. They used the Student Motivation Diagnostic Questionnaire (Matthews and Brown, 1988.). They found significant rise in student motivation after the teacher were imparted training in conducive patterns.

45. Hall, J.K. and Halsh, M (2003): The study reviewed type of teacher-student interaction in a language class and its effect on learning with respect to mother tongue and foreign language too. It puts forth Initiation, Response and Follow-up as necessary elements of the interaction. Research has suggested the sequence and frequency at which these elements should be introduced in the class.

46. Chaudhari M.M: Educational Technology: Educational technology has become a buzz word everywhere. When education and technology are as old as the existence of man himself, the buzz surrounding the team arises out of the ignorance of its meaning and application. Educational technology is not only application of modern machine in education; rather it is the careful planning of each step in the entire process of education resources, man, machine and time that is primary. It is method, planning, execution, and delivery to carry out of the process of education for best results of learning and understanding and hence, educational technology as such will not be threatened by the growing device of information technology.

    An example of technology that is product and process related could be seen in the manufacturing of steel. It consists of iron ore, limestone and coal as the raw material that go through various stages of processing shown is the raw material quality important but each and every process in the entire system is critical towards getting the finest grad of steel.

    When you put the two words education and technology together it does not mean giving education through machines only. It could be educational through a machine or any non-machine device devise but more than that, what is important in ET is going through a method, a process or a system to make education fascinating and meaningful.
The essence of educational technology obviously is not simply machines but much more than that. It is a way of organizing thinking and planning about materials, men, organization, pattern man-machine systems. It applied test of economic feasibilities to the problem. And it is fundamentally concerned with the interaction of science, art and human values.

**47. Sharma Santosh: Alternate Assessment Procedures:** Assessment technique of the students. Knowledge is important. A flawed technique may have serious repercussion on the child’s psyche and his overall development. A common examination system had been the conversation mode of pupil assessment since long and is still being practiced given today. However, new assessment techniques have been developed on the line of the recommendations of the various educational commissions. The present paper analysis some of the alternate procedures developed for pupil assessment.

In Ancient India, the teacher had the freedom to select and design in the assessment procedure suited to teaching-learning strategy. Teacher also had the authority to decide as to when a child can be promoted to the next higher class. Teacher certification was considered authentic. Pupil assessment was made individually where teacher used to identify and nature the specific ability of the learners. This way teacher had some freedom to decide the content of method of teaching. Teacher’s stature was determined by the kind of student he produced teaching and learning was the main bond between teachers and student.

In the 19th century provision of the mass education and associated need to provide work opportunity to masses in developing economy led to the need to find mechanisms to identify and select best candidate in a fair and socially acceptable manner. The assessment technique the appeared to be fair and objectives where norms referenced public examinations. The boards of examinations where then created to conduct public examination at the school living stage. Selection to a number of jobs and also admission to institutes of higher learning was made on the basis of marks secured in the board examination. Slowly examination becomes the most important component of entire examination system because these decided career and life opportunity for people. Examination became acceptable technique to assessed pupil learning achievement. Examinations influence teaching learning in such away that acquisition and memorization of information to examinations became the most important objective of schooling.
Researcher conducted in the area of pupil assessment during past century mainly in examination.

48. Thoke Asha B. - Teacher’s Accountability:- The researcher has taken followings points from this article. In the ancient time teaching was considered as holy profession. Teacher and teaching profession had lot of importance. It was like a social service because people were aware that it was only profession which makes life of the student better. Nowadays there is a quantities change occurs in teaching profession. We can find lot of training colleges have started and they produced teachers in large scale, that’s why the quality is suspected in numbers of teachers. People have changed their views about teaching and teachers; they think that it is one of the way to get income nothing else. But as in the past the future life of student was totally teachers responsibility, nowadays it remains same, only because of the increasing quantity the main concern is to develop the quality of student teachers. It is the need of today’s generation to shape them as qualitatative teacher. Teacher is responsible for students progress and their failure, he should take responsibility of their which achievements and their failure. So nowadays teacher’s responsibility becomes accountability of teachers which is related to the progress of the student.

49. More and Bhilegaonkar Accountability concept was emerged in 16th century in America. Teacher education- “Accountability means the state of being accountable, liable or answerable for someone or some activity”. (Random house Webster’s Dictionary)

Characteristics of Accountability:-

- Accountability follows progressive development.
- Accountability is multidimensional concept.
- Accountability is goal oriented activity.
- Accountability is always depends on conclusion.
- Evaluation is the major component of Accountability.
• Junior is always supposed to give answer to senior person in Accountability.
• Accountability cannot be forcefully trusted on other person.

Areas of Accountability:-

• Needs of Learner.
• Failure of learner.
• Goal oriented Action for learner.
• Development of learner.
• Development of slow learner.

Teacher’s Accountability for the students.

• Teacher should play the role of parents of the students. As the parents fulfill their all the needs of life likewise teacher should fulfill their all the needs related to learning and education.

• Accountability is a goal oriented action, so teacher should first know what are the goals of education and their personal goals also. According to that teacher should use strategy which will lead to achieve that both goals.

• Accountability leads towards the progress and development of the student, so teacher should develop the ability of the student in all the aspects, such as their social skills, Physical skills, and mental skills. Moral skills, Motor skills, and Cognitive skills. With the help of syllabus and curriculum teacher can develop the all the skills.

• Teacher should continuously make aware about the progress report of the students to the schools Headmaster and Management. Teacher should discuss with them about the progress of every student.

• Teacher should perform his responsibility willingly and devotedly, because accountability cannot be given forcefully. If the teacher is interested to take students responsibility then only he can prepare them for tomorrow.

• Accountability is not only to accept the responsibility of those students who are good in studies, but teacher should be more accountable for those students who are lacking behind in studies.
• Teacher is accountable for the success and failure of the students. He cannot deny his responsibility for the failure also. In case of failure he should find out the reasons of failure and then he should use strategy to overcome on weaknesses. He should use remedial solution for failure continuously until the failure converts in to the success.

50. Sapkale Arati P.: Statistical techniques for research: The first aim of this paper is to give researchers sufficient grounding in statistical principles and methods to enable them to read and understand research report in the social sciences. Second aim is to present researchers with a variety of statistical techniques relevant to their own research and to help them select statistical tests appropriate to the solutions of their problem. Statistical techniques can assist the researcher, describe data, design experiments and test hypothesis about relationships among the things or events in which he is interested.

Statistics in Research:- The role of statistics in research is to function as a tool in designing research, analyzing its data and draw conclusions.

The researchers’ intention in using various types of data collection instruments is to collect information of sort, like abilities, attitudes, interest etc. that will enable them to draw some conclusion about the sample of individuals they are studying.

Collected information can be reported in only two ways. Through words or numbers. In certain types of research such as interviews, ethnographic studies, or case studies researches often try to describe their findings through a narrative description of some sort. But much of the information reported in educational research consist of numbers of some sort –test scores, percentage, or grade points, average, rating frequencies etc. The reason is an obvious one –numbers are useful way to simplify information. Numerical information usually referred to as data can be classified into categorical data and quantization data.

After instruments have been administered, and data have been scored and tabulated. The first step in data analysis is to describe it in a summary fashion using one or more descriptive statistics. There are two types of statistics used in research.

• Descriptive Statistics:- This statistics are used to organize, summarize and describe measures of a sample. No predictions or inferences are made regarding the population
mode, median, range, standard deviation, kurtosis, skewness variance, standard error, 
minimum scores, Pearson’s r etc..

* Pearson’s r – when the data for both variables are expressed in terms of quantitative 
scores the r is the appropriate correlation coefficient to calculate. It is a measure of the 
relationship between two variables.

• Inferential statistics: - According to Webster, the verb” to infer” means to drive as a 
consequence, conclusion or probability. This statistics are used to infer or to predict 
population parameters from sample measures. This is done by a process of inductive 
reasoning base on the mathematical theory of probability. This statistics include 
hypothesis testing, correlations, regression and multiple regression, different tests 
such as t-test, ANOVA, actor analysis etc.

51. Chaudhari Shobha M.:- Data Analysis in Qualitative Research : In qualitative 
studies, data collection and analysis go hand to promote the emergence of substantive theory 
grounded in empirical data. Glaser and strauss (1967) and Vidich (1969) expand on this 
process. The researcher is guided by initial concepts and guiding hypotheses, but shifts or 
discards them as the data are collected and analyzed schatzaman and Strauss (1973) 
succinctly portray the process of qualitative data collection and analysis.

Analytic Procedures:- Analytic procedures fall into five modes: Organizing the data; 
generation categories; themes, and patterns, testing the emergent hypotheses against the data. 
Searching for alternative explanation of the data. And writing the report. Each phase of data 
analysis entails data reduction as the researcher brings meaning and insight to the words and 
acts of the participants in the study.

Organizing the Data: - Reading, reading and once more reading through the data 
forces the researcher to become familiar with those data in intimate ways. During the reading 
process, the researcher can list on note cards the data available, perform the minor editing 
necessary to make field notes retrievable, and generally “clean up” (Pearsoll, 1985) what 
seems overwhelming and unmanageable.

Generating categories, themes and patterns:- This phase of data analysis is the most 
difficult, complex, ambiguous, creative, and fun. The analytic process demands a heightened
– awareness of the data, a focused attention to those data, and an openness to the subtle, tacit undercurrents of social life. Identifying salient themes, recurring ideas or language, and patterns of belief that link people and settings together is the most intellectually challenging phase of data analysis and one that can integrate the entire endeavor.

Testing Emergent Hypotheses: As categories and patterns them become apparent in the data, the researcher begins the process of evaluation the plausibility of these developing hypothesis and testing them against the data. This entails a search through the data, challenging the hypotheses, searching for negative instances of the patterns, and incorporating these into larger contracts, if necessary.

Searching for Alternative Explanations: Alternative explanations always exist, the researcher must search for, identify, and describe them and then demonstrate how the explanation offered is the most plausible of all.

The proposal as an argument that builds a logical interrelationship among supported assertions, documents conclusions, and presents a summation of how conclusions relate to previous and future research.

52. Argade Kishor R.: - Use of SPSS in Research: There are various software packages, such as Biomedical Package (BMDP), SPLUS (Statistical Programming Language,) statistical Analysis system (SAS), and statistical package for the Social Sciences (SPSS) that help a researcher in performing different statistical operation in an efficient manner. These software packages are used in every stage of research, including collection, storing, recording and analyzing data. Therefore, as researcher, you should be well-acquainted with the usage of different software packages to make the research a fruitful and useful experience.

SPSS Software:

Developed by Norman H. Nie and C. Hadlai Hull, Statistial Package for Social Sciences (SPSS) is software used for data analysis. Earlier, Predictive Analytics Software (PASW) used to provide this software. However, in 2009, the right of selling government bodies and educational institutions for different types of researches, including market
researchers and health care researchers. In statistics, the most commonly used tools for analyses are descriptive statistics, bivariate statistics and regression analysis.

Descriptive Analysis

Descriptive analysis refers to a type of analysis in which we calculate different parameters, such as mean, standard deviation, skewness, and kurtosis, of samples. In descriptive analysis, we do not create a frequency distribution table to analyze the data.

Crosstabs Analysis:

Crosstabs analysis refers to the type of analysis that helps in determining the relationship between the different variables present in a table. Let us understand the concept of crosstabs with the help of an example. Suppose, you want to compare the scores of technical subjects (Math’s and Science) and Language subjects (English and Hindi) in this case, we would show the Maths and Science subjects in columns and English and Hindi subjects in rows. However, you can interchange this arrangement and show English and Hindi subjects in columns of the crosstabs analysis.

Regression Analysis :

Regression analysis is used to estimate the corresponding value of dependent variable with the help of independent variable by using the regression model equation (mentioned in chapter7, Data processing and Analysis). Linear regression, also known as simple regression, analyzes the cause and effect relationship between two variables. Let us understand the concept of linear regression with the help of an example. Suppose, we want to find out the cause and effect relationship between the rate of employment opportunities and immigration in a state. In the present case, we are assuming employment opportunities as independent variable and immigration as a dependent variable because of the fact that people migrate from their hometown to other cities in search of better employment opportunities. Therefore, migration depends on employment opportunities.

53. More Sanjay:- Use of SPSS in Research: SPSS stands for the “Statistical package for the Social Science”. SPSS was released in its first version in 1968 after being developed by
Norman H. Nie and Haldai Hull. SPSS is among most widely used programs for statistical analysis in social science. It used by market researchers, health researcher, survey companies, government, education researchers, marketing organizations and others.

Statistics included in base software:

- Descriptive Statistics: Cross tabulation, Frequencies, Descriptive, Explore, Descriptive radio statistics.
- Multivariate Statistics: Means, t-test, ANOVA, Correlation (bivariate, partial, distances), non parametric tests.
- Prediction for numerical outcomes: Linear regression.
- Prediction for identifying groups: Factor analysis, cluster analysis, cluster analysis (two step, K-Means, hierarchical), Discriminant.

What can SPSS do?

SPSS is a computer package design to cater for every statistical need. It carries out analyses that take hour by hand in a matter of seconds.

SPSS will

- Do complex statistical analysis in a few seconds.
- Produce graphs.
- Do anything statistical that are been asked.

Statistics Available in Crosstabs

1 Chi square, 2 Phi or Cramer’s V, depending on the number of variables, 3 contingency coefficient, 4 Lambda, 5 Uncertainty coefficient, 6 Kendall’s Tau-b, 7 Kendall’s Tau-c, 9 Somers’ d, 10 Eta, 11 Person’s r

The SPSS contains information about these more complex procedures. In general, these should be attempted only by individuals very knowledgeable about the particular procedures since quite meaningless results can be generated and misinterpreted by an inexperienced user.

54. **Pimple Abhay :- New Trends in Reaserch:** Research derives product investing and product invention derives sales. For that reason many of beverage, food and dairy manufacture depends on the latest science and technology to help their product in the market place. The product resort program provides the latest development in the product and ingredients research along with technical resource for product development to meet your
need. To increase resort and development opportunity, DMI, Partners with resort centers, university and government agencies.

Marketer sees product resort as the first stage in product life cycle management. Product research is business and engineering term which described the complete process of ringing a new product to market. Product development must have some points for success. This includes definition of target market, determination of product category. Product research serves several goals which gives product design and market validation research.

• Qualitative exploration
  Identify target audience and establish product category after that qualitative research is first steps purpose of this steps is develop in depth understanding of the target consumer here motivation, perceptions, fears and preferences. Qualitative exploration serves to establish new product possibility as well as refine the target market for those possibilities.

• Innovation services
  Building on the foundation of the understanding provide by the qualitative research. This is an analyst uses system panel for exceptional creativity for individual to help generate new product ideas.

• Concept testing
  It can identify potential of success for new product so that you can focus on limited research.

• Brand new research
  Setting a name for new product is an impotent step in new product development.

55. Khairnar Sangita B.: Statistical techniques for research: In general sense ‘statistics’ is a branch of knowledge which is defined as one of the subjects of study that helps us in the of numerical facts. The methods facts. The methods by which statistical data are analyzed are caked statistical methods which are applicable to various fields such as economics, sociology, psychology, medicine, etc.

• Importance of Statistics:

• They permit the most exact kind of description. The statistical methods help in description of phenomena, in complete and accurate ways so that it becomes useful to the person who can understand it.

• They force us to be definite and exact in our procedures and also in our thinking.
• They enable us to summarize our results in a meaningful and convenient form
• They enable us to draw general conclusions by statistical method we can know about reliability of certain conclusions.
• They enable us to predict- they tell us what will happen in what conditions and how much it will happen in what circumstances for example we can predict about a student’s success in engineering college on the basis of his performance in numerical ability test.
• They enable us to explore the causes behind a specific event or behavior. In general, statistical methods are useful to conclude about specific facts.

Statistics have become a common part of our everyday life. The importance of the statistics is that.

• It given description of the phenomena in complete and accurate way
• Summaries our results in a meaningful and convenient form to draw general conclusion, for prediction.
• Explorer, the course behind a specific event or behavior.

56. Kadepurkar H.R.:- The New Curriculum of English at the +2 Level and The New Course book in English: The Maharashtra State Board of Secondary and Higher Secondary Education has revised the curriculum of English at the +2 level and the new course book in English for class XI has been prescribed for all the Higher Secondary Schools/ Junior Colleges in Maharashtra.

The curriculum is learner-centered. The role of the teacher is that of a facilitator of learning. The role of the student is that of an active participant in the process of learning. The focus is on the process of learning. The major trust of the new curriculum is on the development of communication skills. Along with the basic language skills of Listening, Speaking, Reading and Writing, the skills such as Narrating, Describing, Reporting, Summarizing, Note-making, Note-taking, etc. have been focused. The new curriculum also makes a conscious effort to help the learner to sharpen his-her literary sensibility, by offering him/her opportunities to read and discuss a variety of literary texts.

To enable the student: to develop his/her language skills to a fair degree of proficiency; to acquire communication skills in English useful in real life situations; to enrich his/her vocabulary; to use English with appropriate grammatical forms; to develop reference
skills and inculcate self-study habits; to use English not only as a library language but also as an important language of communication; to cultivate a broad, human and cultured outlook.

The new course book has a topical / thematic design. The eight Unit titles represent these themes. Each unit consists of about four reading texts. The reading texts have been selected mainly from contemporary writings of Indian as well as British/ American writers. The texts also represent a variety of literary and non-literary (informative writing) Along with literary write – ups such as poems, stories, essays etc. non-literary write such as news reports speeches, letters have been selected. An effort has been made to select interesting as well as useful and relevant reading texts, considering the present and future needs of the learner.

The student at the Higher Secondary level is about 16 years old. It is an important and delicate stage in his/her life: the stage of adolescence. Both physically and mentally, the student is undergoing a change. It is at this stage of transition that the student needs, on one hand, to build some confidence to face the challenges of life, and on the other hand, to understand the need of becoming humble / modest in relation to the world and universe.

Multiple Roles of an English Teacher:

The teacher of English should not consider himself / herself as just one subject teacher, normally the teacher’s job is to ‘teach’. That is to show the students how to do something so that they will be able to do it themselves. This is what a dictionary explains about the meaning of the word ‘teach’. Teaching is also supposed to make somebody feel or think in a different way.

Considering the communicative classroom and the learner centered class the teacher’s role is changed and demands the teacher to act in the various roles. If a teacher of English understands his / her role in a class and outside the class then possible he / she can aim at what the service demands. The old dictum is that a good teacher teaches, the better teacher explains and the best teacher inspires. In order to be a true inspiring agent, a teacher has to be aware of all the inner potentials that would make him / her the best teacher.

Some times the students need a direct help from the teacher, sometimes they just want a hint or a clue and a guiding line, sometimes the learner needs to know where he /she has gone wrong, sometimes the learner needs to know more bout the topic in hand. If a teacher just goes on giving readymade answers providing everything just right hand without instigating the curiosity factor the student will lose his /her interest in learning or perhaps
would consider learning as equal to mugging / cramming and nothing more. This would result into just preparing for examination and the true essence of education that is ‘to become free from’ will lose its meaning. Look at the various roles a teacher of English will have to play. Are you ready to play such roles?

Role as a facilitator, as an administrator, as a planner, as a diagnostician, as and evaluator, as a friend, as a provider, as a manager, as a creator, as a learner, as a predictor.

The teacher as facilitator:

A teacher of English has to be a facilitator in his /her class. What do we mean by this? To facilitate means ‘to make an action or a process possible or easier’. The dictionary helps us to understand the term and plan our action as a teacher in an effective manner. Being a facilitator the teacher has to help students to solve the problem by discussing, giving advice, suggesting the different ways of looking at the problem, possible way and means if tackling the problems.

The teacher has to work on how possibly he/she might help or guide the learners in understanding the task as well as to complete in task set. Many times we find the student going for the readymade answers or directly relying on the teacher for the meaning of new words the students want to get ready meaning, they ask the teacher or look into a dictionary. Neither of these is possible in the day to day life. We cannot rush to a teacher or refer to dictionary all the while. Therefore, finding the technique of getting the meaning is very sensational. In this case, a teacher will have to facilitate the students’ understanding by providing cues or clues and should help the learner to reach to the answer.

57. Gazanfar Husain Muzaffar Husain:- The Formula for Success Teaching: The Twenty-first Century has brought before us the information Age. Computer and internet have radically transformed our lives and opened up new a venue of knowledge information work, employment, and business.

The teacher should acquire refined knowledge about strategies of teaching. This will help him to make his teaching effective. The teacher should remember that the teaching skills can not be in born. Success for sure is not a matter of luck. For genius success depends on adequate preparation and indomitable as well as lasting determination continuous efforts of
itself. Great achievement often requires long tortuous and bitter experience including perhaps some sacrifices.

Planning plays a very vital role. 99% of planning and 1% of execution makes teaching a successful affair in the first place. Due to systematic planning there is no waste of time and energy. Secondly the efforts are not wasted. Therefore teacher should consider planning of lesson to be conducted as an essential step in his profession.

There are given some definite clues to succeed in effective teaching process.

Firstly: - Prepare your mind and orient yourself toward the needs and achieving success. Every teacher should enter the class well prepared. He must think before entering the class above the minimum levels of learning experience, don’t neglect even the lowest learner in the class.

Secondly: - Make use of teaching aids to make your teaching meaningful. A vita and key role is performed by selective materials. Tools of a doctor, tools of an engineer, tools of a wood-cutter and the tools of a teacher are different. A teacher moulds human organism into personality with his tools.

Thirdly: - Be patient. Patience is the key to success but keep on the hard work. All children could learn anything if they are given an opportunity. Give them full opportunity to bloom.

Fourthly: - Do labour. Without hard work, no success is possible. Education is an active process. Both teacher and students should remain active through the education process.

Fifthly: - Choose option according to paragraph question and teaching method. Language games help the learner to learn language. It is useful technique for removing boredom.

Lastly: - Evaluation is a continuous process. It helps the teacher to plan his remedial teaching activity. It is said that an excellent teacher inspires learning. The teacher has to make the teaching learning process meaningful active and interesting. This is the key of his success.

The teacher is regarded as a gardener. He grows beautiful children in his garden.

58. Pradhan Umesh D.: Multiple Roles of an English Teacher. The Teacher as an Administrator. A teacher is an administrator of his / her class. Being an administrator he/she has to ‘organize many things’. Administration involves planning and organizing and running a particular action.
In order to make the teaching and learning process a success, the teacher has to struggle hard. It is not just a one way affair; it involves so many factors which would make his/her efforts a success. Basically by being an administrator he/she will have to visualize what will happen in conduction the class. Imagining about all the stages and steps of the classroom situation the teacher can play the role of an administrator.

For example, if I am conducting my lesson in developing a writing skill then I will have to consider what my students can do, their previous knowledge, their interest and ability. Considering all these I can plan my action in order to develop the skill of any exercise in writing skill. As a teacher I will have to consider how I am going to ask the questions, how I am going to elicit the responses and keep a record of it. How am I going to direct the students regarding the presentation of the matter? How am I going to present any aid which would assist the students in understanding the matter? I will have to consider all the factors such as how I am going to ask the students to respond. What will be the wrong? How can I assess their performance and give a feedback to them regarding their problems? All these issues concern the teacher as an administrator. The composition of a class also should bother the teacher and rearrange the class as per the pairs or groups so that a teacher like ‘a king’ of his/her class can bring about a desired change in the students. A true administrator thus looks at the whole thing from different angels and gets the things done rather than doing the things for himself or herself.

59. Takwale Ram: Quality School Education For All :- Education, if given appropriately, becomes an equalizer in society. After independence in 1947, India followed policies and programs of giving Education for All (EFA) and made Primary Education compulsory up to the age of 14 years for every child. The school education has now grown quite well and many states in India have registered 100% enrolment in Primary Education. In Maharashtra alone there are 89000 schools giving education to 173.17 lakh students with the help of management, private tutors, parents, village education committee of schools are involved in school education making this a big social system with involvement of nearly 20% population in Maharashtra.

Since quality education is considered as a passport to better socioeconomic position in society and way to good family life, giving (Quality Education For All) is essential for equality and justice. The school education is now divided into four types international
schools, private schools, well managed public school and Municipal and ZP schools, creating divisions based on quality and cost of education. The lowest in this ladder are Municipality and Zilla Parishad schools, which are meant for the ‘public’ and poor or poor public. Further, offering quality education through private schools has now good money and social prestige. This is promoting wrong values in society, which are against equality and justice for all promised by the Indian Constitution.

The Twentieth Century models and institutional structures of education do not help in offering Quality Education for all. However, alternative ways are now appearing in twenty-first century with the development of technology mediated education or e-education. It uses the Information Technology (IT) processes of virtualization, digitization and personalization/customization not found earlier. The task before IT experts and educationists is to develop a system of education that would solve quality-quantity-equity pooling the best and making it available to every child in every school-rural or urban.

Facilities and deficiencies in existing school system: Many school reforms have been carried out during the last four decades. They have introduced competency based curricula, work related programs like SUPW, joyful learning and now in the recent NCERT framework, and project based discovery learning. The major failure is in implementations due to the rigidity of the system and mind-set of people. In twentieth century models there are no alternatives except the schools with good facilities and small group learning now offered by private schools that charge high and unaffordable fees.

The major deficiencies of the school system are:

- Emphasis on content teaching with rote memorization.
- Emphasis on passing written end-exams than learning and exploring with innovation, creativity and entrepreneurship.
- Emphasis of teaching and evaluating for selection the best students and not for the best in each student.
- Lack of community participation in improving quality and standard of schools.
- Lack of culture of working together and cooperative learning.
• Disparities in educational facilities, resources and their standards due to rural and urban
and poor and rich people’s schools.

The challenge of Quality Education For All is to create or supplement school system
through real and virtual resources of education and make them accessible to all at the
affordable cost, by eliminating the deficiencies mentioned above. Such a system needs for its
creation a social movement for ensuring participation of communities and for developing
cooperative teaching with family and community participation. This is possible by the use of
IT for virtualization and Wi-Fi-education facilitation for mass participation in development.

Education for the best in every student: Development of such an education system is
quite a complex task and needs participation from private, public and community in its
development and deployment, with a new type of organization that would enable to pool the
best resources and expertise from each partner institution and organization.

To develop the system, the approaches are to: Develop open education resources of
high quality content, tools and techniques for teaching, learning and evaluation and a
distributed training system for all ‘teachers’ including private tutors and parents for quality
guidance. Create Deployment platform (Technology Mediated Open and Distance Education)
that will give access to every ‘teacher’ to give to or get for his/her learners best learning
resources from anywhere anytime. This would need creating network with personalization
customization technologies. The platform and resources should be complementary or
alternative to the existing local school facilities and resources to offer best teaching and
learning and developing.

Develop system of small group tutoring to promote small group teaching, learning
and developing cooperatively with follow-up system for supporting individual and collective
learning with development paths. This should enable multi-level, multi-purpose and multi-
resource system of education with following levels of achievements.

• Three levels of performance: Foundational (Sambodh), Skill (Pravinya) and Talent
(Ptadnya) levels.

• Four stages of schools; Primary, Upper Primary, High School and Higher Secondary
states.

• Multi-skill teaching with application situations in the world of work and life.
Create mobilization and training system with distributed education for forming learning and developing groups with area specific interests and their communities by enabling them to have horizontal and vertical interactivities. Learning groups should be established for all functionaries in school education.

60. *renal of Indian Education* (2007): *Systemic Reforms for Curriculum Change*: As an apex national agency of educational reform, NCERT is expected to review the school curriculum as a regular activity, ensuring the highest standards of rigor and deliberative openness in the process. Consequently, in 2004, the NCERT initiated the review of national Curriculum Framework of School Education-2000. In the context of this exercise, a National Steering Committee chaired by Prof. Yash Pal and 21 National Focus groups were set up. These focus groups were created to generate ideas and to reflect upon curricular areas, national concerns and systemic reforms. Each Focus Group through discussions and intensive deliberations produced a research-bassed position paper providing a comprehensive view of existing knowledge in the area and future direction. The position paper prepared by the NFGs provided inputs to the National Curriculum Framework-2005. All these position papers are available in print from and also on NCERT's website. For the readers of the Journal of Indian Education we present here the summary of a position paper "Systemic Reforms for Curriculum change”.

Flexible norms need to be put in place to define what may be referred to as a school in policy documents and in the discourse on education. These norms have to be based on educational principles and on principles of equity and justice for children. They must be formulated with a view to actualize a functioning school that provides learning to all children.

61. Dash Anita., (2009) *Impact of reginal language Sounds into English Sound, Volume no.IX*. The whole emphasis used to be on word formation and sentences construction. However, in the beginning of the 20th century, educators and linguists began to realize that language is primary spoken and only secondarily written. In the early years of the last century that is 20th prominent linguists in France, Germany, England and America realized the impotances of the spoken language to such a degree that they put phonology-the study of sound system of a language over and above morphology and systax. Man is the tool using animal, the social animal, the animal to feel shame, the only mammal that can laugh at jokes and tell lies. But what truly sets man apart form the rest of the animal is the use of language.
62. More Lata., (2009), Construction operational Definition of Variables, Volume No. 4. Research is a systematic attempt to provide answer to questions. In research the researcher used different concepts. Whenever he or she use a specific word he or she must know the meaning of such word. In research it has great importance because the same word or phrase can have different meanings for different persons. The researcher has the solution of it. That is operational Definitions. Research is a communication process. Although it is not always thought of as such. The researcher employs certain techniques to find out something about the world and then attempts to communicate these findings to others, and this communication requires a preciseness of language far more exacting than demanded of the novelist, poet of everyday conversationalist. To specify the word operational definitions can be framed.

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

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

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

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

2.8 Review of Published Book

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

2. Singh Yogesh Kumar and Nath Ruchika: Research Methodology, 2011, In the above research book writer has mentioned few points which are as follows, survey method, this chapter has discussed the meaning and definition of methods like theoretical problem, factual
problem and application problem. It has discussed survey method as a scientific method. In the second section of this chapter, types of research methods are given. It has also discussed way of classifications of methods like ‘Longitudinal Approach and Cross-sectional Approach’ fourth section off chapter includes characteristics of the survey method. Fifth section has included types like Descriptive studies. Last section of this book has also discussed the parts which are important for school surveys, documentary frequencies studies, survey appraisal studies, and follow up studies. From this book researcher has adopted characteristics and types of survey research. In it researcher has generalized all types of tests deals with survey method. Its advantages and disadvantages.

3. Mishra R.C: Exploring Educational Research, 2009. In the above research book writer has mentioned what is design experiment and why it is conducted. It has discussed about the designs and how it is conducted in different types. Second section of this book deals with crosscutting features of design experiments.

4. Siddiqui Mujibul Hasan 2011: Research Methodology. This is concerned with Research design treatments. Although the emphasis is on randomized experimental research where the researcher actively manipulates the treatments, it also addresses a special class of non experimental research in which a naturally occurring ‘treatment’ has already occurred. Not addressed are research studies that explore causal relationships between variables that cannot be manipulated, such as between variable that cannot be manipulated, such as between socioeconomic status and education attainment.

5. Chkaraborty Debashis 2009: Research Methodology, In above research book, writer has discussed about qualitative and quantitative research methods. First section of this book deals with the goals of qualitative research and how is quantitative research followed in research. In this chapter fundamental principle do quantitative research is too discussed. Third section of this book discusses a measurement and how it plays an important role in quantitative research. Fourth part of this book deals with actual quantitative method. How it is useful in research. Fifth section of this book discussed qualitative research. It has discussed about four methods for getting information like participation in setting direct observation.

6. Singh Yogesh kumar and Nath Ruchika, 2011: Research methodology, in the above research book writer has mentionable few points which are as follows:- survey method this chapter has discussed the meaning and definition of methods like, theoretical problem factual problem and
application problem it has discussed survey method as a scientific method in the second section of this chapter, types of research methods are given it has also discussed way of classifications of methods like Longitudinal approach and cross-sectional approach fourth section of chapter includes characteristics of the survey method fifth section has included types like descriptive studies. Questionnaire survey the school surveys documentary frequency studies, survey appraisal studies follow-up studies from this book researcher has adopted characteristics and types of survey research in it researcher has generalized all types of tests deals with survey method its advantages and disadvantages.

7. Yuvakbharati:-12th Text book:- This course book in English for class XII/12th is based on the new curriculum of English at the higher secondary level teachers students parents and all other stakeholders, therefore need to understand the basic philosophy behind curriculum it has been prepared bearing in mind the curriculum of English for the classes 1st to 10th in Maharashtra the national curriculum of English language in the other major states of India current thinking in curriculum development and curriculum implementation and views expressed by teachers on the existing curriculum framework

It is used English with appropriate grammatical forms it develop reference skills and inculcate self-study habits it uses English not only as a library language but also as an important language of communication it cultivate a broad human and cultured outlook teachers students and parents need to understood this and need to deal with the course book in an interactive way it is through the interaction between the students between the teacher and teacher students between the students and the course book that the student is likely to develop some confidence in the use of English

The text has arranged in preparation listen to text glossary and notes Aids to comprehension language study Vocabulary grammar and extension.

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

9. Ravi Parkash, 2004: Problems of Educational Research, analysis of the Problem, P.No.189 to 256, this chapter is briefly reviewed the steps in the scientific method of solving a problem. The two chapters will present a more detailed consideration of the processes involved in 1. Discovering and defining a problem, and 2. Constructing and testing hypothesis. Again, it is important to emphasize that the various steps in problem solving are not necessarily well delineated one from another nor taken in successive order, the research worker moves back and forth from one step to another-changing, searching, altering and clarifying. He tackles a problem like an artist who works constantly on his whole composition rather than first perfecting an eye, then a nose and then a mouth. No two scientific investigators proceed in exactly the same manner, but they do become involved in the closely related and overlapping steps during the course of their investigations. Their work is creative and individualistic rather than mechanical, but it is not a completely haphazard undertaking. Liking any art, it entails necessary disciplines and procedures. By abstracting some of them for analysis the following chapter may be give you a deeper insight into research work.

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

11. Khan Mohd Sharif, 2004: Educational Research, P. No 18 to 22 there are many concepts in which certain events are described but they are not useful for any explanation or
prediction. Such concepts are not scientific and are of no use to a scientist. For an educational researcher those concepts are of particular interests which have some systematic relationship which have some systematic relationship in making explanation as well as predication. Any concept can be expressed in quantitative value or qualitative value is called variables. In our example of chapter2 the concept of intelligence can be expressed form low to high. Thus intelligences can be concepts which serve a particular purpose in educational in educational research. If are seeing the relationship on intelligence and scores in any school subject both I.Q and scores are variables.

12. Gautam G S - Teaching of English in India first edition 2002 classical publishing company page no-15 to 33 in above book writer has discussed about objectives problems and dikingualism in first section of this book deals with the importance of English language in communication second section of book discuses about different problems of TESL in india in it writer has discussed suggestions for development of English communication skill third section deals with causes.

13. Sharma Bharti 2004 Methodology of educational Research:

This chapter of this book explains about Different methods of research. First writer has written about an experimental method. Characteristics of an experimental research are given here. It is as following. Dependant variables, independent variables, control and observation.. Control consists some methods like Randomization, Randomized matching, Same subjects, Analysis of Covariance, Controlling situational differences and manipulation. This chapter discuss about experimental designs, that are Single group design, The parallel group design, the rotation group design and Analysis of variance designs.

14. Sharma Bharti 2004 Methodology of Educational Research P.No. 110-125. This book shows its sources and origin of the hypothesis. It tells about the Types of hypothesis,that are as following, Explanatory or descriptive hypothesis, Tentative hypothesis and representative fictions. Characteristics of valid hypothesis are given here. That are as following: It must be specific, conceptually clear, Relevant to available technique, simplicity, capable of Empirical test and it should be in continuation to available theory. The importance of hypothesis lies in its indispensability for any research. It gives point to enquiry, It helps in
deciding the direction of research, it enables the researchers to draw specific conclusions and it helps in selecting required facts. Lastly it discusses about hypothesis testing.

15. Manoharan P.K. 2010 Research Methodology P.No. 19- 28. This book explains about the sampling techniques. Sampling is indispensible to the researcher. Sampling comes to the researcher’s aid by enabling him to study a portion of the population rather than the entire population. It discusses about probability sampling. It is a one in which the probability of selection of each element in the population is known prior to sample selection.

2.9 Conclusion

Use of the above researches with the present research
The Present review has helped the researcher to get clear idea about his topic. It has helped him to go on particular path for his research work. He realized the importance of his topic with compares to another review in the research work. The researcher has also searched anyone who has done such research on his topic. He has got lot of help from internet and various books.
References


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9. Jaya S, (1989) At M.Phil Level” Identification of the difficulties in teaching learning English as a second language among the high school students. – University of Alagappa


12. Kulkarni Kranti, (2005) M.Ed Level Pune University, to develop and find out the effectiveness of a programmed for improving the writing skills of the students of std VIII from Marathi medium school.


15. Singh Yogesh Kumar, Nath Ruchika, (2011) Research Methodology

17. Dr. Debasis Chakraborty (2009) Research Methodology
18. Yuvakbharati:-12th Text book: This course book in English for class XII/12th is
23. Rajendra Kumar, (2010) Research Methodology, P.No. 56 to 112
32. Subramonium, V. I., Pilot project on Graded grammars NCERT FINANCED (1976)
33. Puhan Rasmi, Sharma Indu and Malla Laxmipriya: Effects of constructivist approach on developing composition skills in English at upper primary stage. Researcher has taken points for study as their review.

38. D. Kanunjna: Higher Education in India: Some Relevant Issues and Concerns


40. Singh Rajani Rajan: Redefining Education: Inclusion in Evaluation

41. SharmaBharti 2004 Methodology of educational Research P.No. 110- 125.


44. Best John and Kahn James.2011 Research Education Tenth edition P. No. 288-300


47. Ansari M Hamid: To rebuild the status of teachers

48. Chaudhari M.M: Educational Technology:

49. Sharma Santosh: Alternate Assessment Procedures: