1.1 INTRODUCTION

The introductory chapter enters into the basic important aspects of the research report. It includes the background and need of the research, significance, statement, objectives, assumptions, hypothesis, scope and limitations of the research. The chapter also throws light on the geographical features and educational scenario of Nashik District.

1.2 BACKGROUND

Language is indeed a wonderful phenomenon. It is human creature alone that has the capacity for speech. It is a great achievement by the human beings. Only he can speak various languages.

There are many tools for communication e.g. signs, symbols, gestures, expressions, dance and languages. Out of them language is the most developed, advanced and popular tool for communication. So, language has become an integral part of human Life. Without language we cannot think of anything. Language works everywhere, wherever man goes. In a way, language is a basic tool to all the range of human activity.

Most human knowledge and culture is stored and transmitted in Language. Without language, society as we know now would have been impossible. Language in fact is a great tool which has made human civilizations possible. It is also the most important tool for understanding, thinking, for development of knowledge, its pervasion, storage and improvement.
1.2.1 LANGUAGE AND ITS FEATURES

Language has been defined in different ways by the linguists.

According to Bolinger, language is “A system of vocal-auditory communication, interacting with the experiences of its users, employing conventional sings composed of arbitrary patterned sound units and assembled according to set rules.” (Pandit, Kute and Suryawanshi, 1999, p. 1)

Wardhaugh defines language as “A System of arbitrary vocal symbols used for human communication. (Pandit, Kute and Suryawanshi, 1999, p.2)

Bloch & Trager states that “Language is a set of arbitrary vocal symbols by means of which a social group communicates. (Bose, 2002, p.1)

Distinctive Features of Language

(A) Language as a system of communication

Language is primarily an instrument of communication among human beings in a community. Man conveys his ideas, thoughts, feelings, emotions, wishes, experiences, to the other man by performing certain actions. These actions create sound waves which travel through the air from one person to the other. Thus, language works as a means to express our communicative needs.

(B) Language as Arbitrary

The sound and the meaning bear an arbitrary relationship. It is a matter of convention. Between the sound and the sense the occasional matching is a
chance and not a rule. Hence, this arbitrariness in the relationship offers a wide field of uniqueness and variety. This property is helpful to the language user who enjoys an openness and freedom to use the language.

(C) Language as Vocal

The primary medium of language is sound. Sounds are called oral aural symbols of communication. It is basically related to the vocal sound system.

(D) Language is Human

A totally distinctive feature of language is that it is human. It is very different from that of animal communication. Human language uses the duality feature that is of concurrent system of sound and meaning. Language does not exist in the communication of any other species. So in the words of Dwight Bolinger, : "Language is species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another." (Bolinger, 1968, p.3)

(E) Language is Learnt

The child learns a language and he learns it over a long period of time. His language learning is started with various isolated sounds. Gradually he acquires the total sound system and grammatical rules.

(F) Language changes

Every Language is a living phenomenon. As per the speaker’s needs it constantly changes and develops. New words are borrowed and absorbed in a language from time to time.

In a way, human language is very significant and important. It is like a raw material to learn anything in our life.
The vital aspect or property of language is that language is ‘acquired’ and not ‘inherited’. In the focus of this property, language acquisition becomes very significant in the case of every human being.

1.2.2 ACQUISITION OF MOTHER TONGUE

Child’s language acquisition starts with his mother tongue. He first learns to listen to the mother and other persons. He utters certain sounds and gradually learns words. He speaks mother tongue spontaneously, naturally and unconsciously. He doesn’t think about the set rules of grammar. The child is very confident while using mother tongue.

As far as acquisition of mother tongue is concerned, the child follows the sequence of linguistic skills i.e. L-S-R-W (Listening-Speaking-Reading, Writing). But while learning a foreign language the sequence of skills is changed. It becomes as L-R-W-S (Listening, Reading, Writing and Speaking). So learner of foreign or second Language faces many problems.

Another aspect of language acquisition to be considered here is that the exposure for speaking or exposure for ‘oral work’. In case of mother tongue, child gets a lot of exposure for speaking mother tongue. Naturally, he learns mother tongue very fast and speaks fluently. But it is not the case in the acquisition of foreign or second Language.

How has this problem of foreign or second language occurred? And why has it become acute in these days?
1.2.3 HISTORICAL BACKGROUND OF TEACHING ENGLISH IN INDIA

Let us have a look at the historical background of teaching English in India.

Pre-Independence Era

The Britishers ruled India for 150 Years. They started English education in India. After 1920 and right up to the dawn of Independence many historical events took place in India. These events were National freedom movement, the round table conference, the economic dead look and the second world war. These were followed in quick succession. The overall effect of these events was that the government could not implement any changes regarding their policies of education and medium of instruction. However, English continued to dominate the curriculum of Indian schools, colleges and universities.

In this way, English became very important Language in Indian education system. As the ruler’s Language it got prime importance. Also, it was respected and so accepted. Hence, alight classes accepted and learnt English language. The Britishers ruled over may parts of the world, hence, English pervaded in many countries. Naturally it got international status.

Post Independence Era

After getting independence in 1947, the people of India began to feel their problems in more realistic way. They began to think keenly about politics, economics and even about education. They wanted complete independence in every field i.e. political, cultural, economic and educational fields.
Pandit Nehru has expressed his views in connection with the continuation of English. He said,

“Indian languages have suffered psychologically and otherwise because of English, yet they have gained a great deal to form contacts with the wider world..... however, English can not be in India, anything a second Language in future.” (Gurav, 2002, p. 4)

Gandhiji said,

“Of all the superstitions that India has, none is so great as that a knowledge of the English Language is necessary for imbibing ideas of liberty and developing accuracy of thought.” (Gurav, 2002, p. 4)

Rabindranath Tagore was a staunch supporter of education through mother tongue.

From these above expressions it is revealed that our national leaders, who were the product of English education, were supporters for English as a foreign or second Language.

However English continued to occupy an important place in Indian education system.

After independence various commissions and study groups have given their views about the study of English language in India e.g.

(i) The Radhakrishan Commission (1948) emphasized the need for the continuance of the study of English.

(ii) The University Education Commission (1949) emphasized that “English will continue to occupy an important place in India’s academic and intellectual life. English should be studied in High Schools and in Universities in order that we might keep ourselves
in touch with the living stream of ever-growing knowledge. " (Purkait, 1987. p. 320, 21)


(iv) The report of the Education Commission (1964), Ministry of education, government of India, has emphasized the study of English for practical purposes. (Yardi, 1987, p.34)

(v) Prof. Gokak said that study of English should be continued. (Yardi, 1987, p. 29)

From the above mentioned views it is clear that English is an important language and we cannot deny its importance. We have to continue with it.

1.2.4 IMPORTANCE OF ENGLISH

Language is like a raw material to have fine product of education. Hence the English Language has got prime importance in today’s education system.

English is important in many ways. It is the important Language for worldwide communication, Many countries like U.S.A. Australia, Canada, New Zeland, South Africa, United Kingdom use English as the first language.

Randolph Quirk points out that, There are now something like 250 million people for whom English is the mother tongue or first language and this of course means for the most part, their only language. If we add to this the number of people who have a working knowledge of English as a second or foreign Language (many Indians, Africans, Frenchmen and Russians and so on), we raise the total to about 350 million." (Quirk, 1972, p. 8)

In addition to this Many people from India, Africa, France, Russia, Malaysia, Nigeria use English as a second language.
It is important as a library language which plays vital role in higher education. It is a Language of trade and commerce, science and advanced technology, medicine, computer. In a way it is the world’s most important language. In Pandit Nehru’s words it is a “window to the world.” (Gurav. 2002, p. 7). It is a window through which one can watch the world and understand it.

English has become important language for national and international communication. It is the only language which is widely known as a link language. Hence, English is treated as a language of a global village. It is an important language for social cohesion.

F. G. French has rightly pointed out the importance of English. He says, “Because of rapid spread of industrial development, science and technology, international trade & commerce and the close interdependence of nations; English has become a world Language”. (Gurav, 2002, p. 8,9)

Due to such importance it seems that English communication is the most effective way to open various doors of opportunities in most of the fields.

Let’s see what place does the English language have in the school curriculum.

1.2.5 PLACE OF ENGLISH IN INDIA

As we know, the Britishers entered India in 17th century. The English education system was started by them in 1835. At that time English played an important role in school curriculum. It was taught as a compulsory subject. The situation was same up to 1947.

After independence, the position of English has undergone a great change.
However, its importance as a national and international link language, as a language of trade, as a library language and as an official language of administration is fully accepted in India.

However, as far as the language planning in India up to 1960's is concerned, the relative status of English, Hindi and other regional languages was not clear to the people in India. Hence, the thinkers gave it a thought and as a result the three language formula was introduced.

Kothari Commission (1964-66) has suggested the three language formula in which English has been placed as a second or third language. The three language formula is as follows:

<table>
<thead>
<tr>
<th>Regional Medium Schools</th>
<th>English Medium Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>L₁ Marathi (Mother tongue)</td>
<td>English (International language)</td>
</tr>
<tr>
<td>L₂ Hindi (National language)</td>
<td>Hindi (National language)</td>
</tr>
<tr>
<td>L₃ English (International language and 2nd language)</td>
<td>Mother tongue (Marathi as Mother tongue in Maharashtra)</td>
</tr>
</tbody>
</table>

**English as a second language**

English has been used as a second language in India and not a foreign language. It has been used as an official language, a medium for higher education, the national and international link language, interpersonal and inter-institutional communication, a language of business, a language of competitive examinations and a language of professionals.
1.2.6 METHODS AND APPROACHES USED FOR TEACHING ENGLISH

Before 1960s, English was taught for literary purpose. The syllabus consisted different stories, poems, anthologies etc. Main focus was teaching English for literary purpose and not for functional one.

Let us see the approaches and methods of teaching English.

**Fig No. 1.1 : Approaches and Methods to Teach English**

The Structural - Oral - Situational Approach (S-O-S Approach)

The Structural Approach was developed at the University of Michigan and other Universities. It came as an alternative to the direct method of teaching English as a second language. It had its roots in Army Training Programmes during world war second. The prominent linguists of this approach were charles Fries, Harold Palmer and A. S. Hornby. We find its advent in India in 1952.
The S-O-S (Structural-Oral-Situational) Approach is the presentation and practice of carefully selected and graded structures and basic sentence patterns in English. These sentence patterns are useful for the mastery of the language.

**The Grammar - Translation Method**

The Grammar Translation Method is an outcome of the formal teaching of classical languages i.e. Greek and Latin. As it is originated in Prussia it is also called Prussian Method in America.

The main features of this method were (i) the teaching of the second language grammar and (ii) the practice technique was from and into the target language. This method aimed at teaching English with the help of grammar and translation.

**The Direct Method**

This method is also called as reform method, natural method, psychological method, phonetic or oral method. It is evolved as a reaction to Grammar Translation method, in Europe.

It is a method in which English is taught directly without translation or grammatical analysis. So, it seeks direct association between experience and expression, between words, phrases and sentences and their meanings.

**The Reading Method**

This method is developed by Dr. Michael West for pragmatic reasons. So, it is also called the new method or Dr. West’s New method.
Reading Method is based on the principle of purposeful silent reading, separate provision for special Readers with select and well graded vocabulary and a judicious use of mother tongue. Reading skill has been emphasized by this method.

**Audio-lingual Method**

The audio-lingual Method is the result of the increased attention towards foreign language teaching in the United States towards the end of 1960s. It was basically emerged to protect Americans from becoming isolated from scientific advances made in other countries.

The main focus of this method is an oral work. Quick and accurate responses are expected of the learners in speech situations.

In spite of having the above reviewed approaches and methods (except Communicative Approach) to teach English, the learners have to face so many problems in the acquisition of English as far as communicative ability is concerned.

Up to the advent of Communicative Approach, some linguists argue that, much emphasis was given on the structures and lexical items which did not yield desirable results.

Let us see the problems faced by the learners who have received several years formal English teaching. After discussion with many teachers teaching English and the graduates with English the actual problems faced by them are as follows.

1. The learners cannot use English in normal spoken or written communication.
They have got the ability to compose sentences but can’t use them to perform various acts of social nature.

They lack the ability to use sentences to ask questions, to make request, to seek permission, to place order, to seek and impart information, to describe, record and classify.

The ‘structurally competent’ but ‘communicatively incompetent’ learners know the grammar but lack the ability to be appropriate as well as fluent.

They do not know how to say in English a particular thing at a particular time.

After completing school education, the students cannot converse in day-to-day situations using appropriate English.

They cannot express likes, dislikes, inquiries, agreements, disagreements, feelings, ideas, thoughts and about personal information in English.

They fail to communicate, not because they lack ideas, thoughts but because they have not been taught so far how and when these communicative tasks and acts to be performed.

The students get very less exposure of listening, speaking and interacting English.

Many graduates can write well but cannot speak English or cannot communicate effectively.

They are taught the English language for literary purpose and not for communicative purpose.
Many a times, second leangage learners think in their mother tongue and translate sentences into second language. So, naturally it takes time to communicate properly.

Students are not motivated to develop habit of thinking in English.

1.2.7 THE COMMUNICATIVE APPROACH AND THE PROBLEM

It was realized that the available methods could not develop the communication skill in the learners. To solve this problem the council of cultural co-operation developed functional syllabus. It was also called functional notional syllabus. Communicative Approach is a natural extension of this functional notional syllabus. The movement regarding this approach took places in 1970s.

In the last decade, this Communicative Approach to teach English was introduced in India. An approach tells us what is to be taught. So, this approach tells us that the main focus is on teaching communication to the students. It indicates that the English teachers should make the students able to use different communicative skills effectively. viz. listening, speaking, reading and writing.

Hence, this approach was adopted for teaching English from June 1993. It should be also noticed that, as per the government rule no. 3, English has been made compulsory from std. First.

As per the circular of Maharashtra State Secondary and Higher Secondary Education Commision, Pune, 20 marks are allotted to oral examination for English subject of IX and X std from June 2006. It indicates the importance of Communicative Approach for teaching. Naturally the
teachers are expected to concentrate on teaching English as a language of communication and not as a language of literature. Thus, it is clear that, it is the need of the time to teach English communication. If a student of English, doesn’t know Tennyson or Wordsworth, will do; but he must know how to speak English in various situations occurring in his day to day life. Hence, the present curriculum of English subject has been designed according to Communicative Approach.

While using the Communicative Approach for teaching English, the teachers face many difficulties. The concept of Communicative Approach was not clear to the teachers. Hence, there were so many problems in teaching English by Communicative Approach. The researcher has tried to study these problems in the present research.

(The details of Communicative Approach are further discussed in Chapter no.3)

1.2.8 COMMUNICATIVE APPROACH AT HIGHER PRIMARY LEVEL

Language acquisition takes place at a high speed at higher primary level i.e. from std. 6th to 8th. Naturally it is advisable to teach English using functional, skill based - communicative syllabus.

Learning a language is acquiring 5 skills - listening, speaking, reading, writing and interacting. In order to inculcate these skills, the syllabus for higher primary schools was prepared as per the recommendations of National Policy of 1986 on Education.

The textbooks of English language were prepared by Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. These
textbooks were based on skill based approach, Communicative Approach. The books were published from the academic year 1993.

It is realized that the problems of teaching English (according to the expectations of Textbook Bureau) are faced by the teachers. Hence, the investigator selected the problem for the research study.

1.3 NEED OF THE STUDY

The researcher is a teacher educator and basically interested in the field of teaching English and research work. The researcher has to teach English language and methodology of English.

As 'need is called the mother of research', it becomes the key word in the research. Need leads to the desired work. Hence, the researcher has also found it necessary to have her contribution to the field of communicative language teaching by conducting research.

The researcher is always in contact with the students, teachers, administrators and the people studying English language as well as the persons working in this field.

The researcher has discussed the difficulties faced by the persons related to English teaching and realized the main problems of communicative language teaching.

As Communicative Language teaching is a new trend in the teaching of English language, the English teachers face many problems while teaching English. Before 1993, English was taught using structural approach and after that the focus of teaching English is on communication. So, the teachers face problems while teaching English in the classroom.
There are different reasons of the problems faced by the teachers. They are as follows -

1. Inadequate training.
2. A sudden change in the teaching method and approach.
3. Teachers - habituated to teach English in a traditional way by using Grammar Translation method and Structural Approach.
4. Problems in pre-service training.
5. Problems in in-service training.
6. Lack of innovative and broad outlook towards this approach.

Considering all these problems the researcher has found it necessary to study their problems when they teach English in the actual classroom situation.

The textbooks were prepared on the basis of Communicative Approach with the aim of developing a communicative competence among the students. But, in reality, these aims are not fulfilled. so, the investigator feels that there is a gap between the textbooks and actual class teaching.

Hence, the researcher had the following objective questions in her mind before starting the present research work.

1. Does the schools (Marathi medium higher primary schools) have trained teachers for teaching English?
2. Do the teachers use English with Communicative Approach?
3. Is the teachers' concept of Communicative Approach clear enough?
4. Do they have sufficient knowledge about approach and method?
5. Do they know proper classroom techniques to implement Communicative Approach in the class?
(6) Do the teachers get adequate and frequent in service training as well as proper pre-service training?

(7) Do they refer handbooks, dictionaries and other reference books for teaching English with Communicative Approach?

(8) Does the school have proper facilities for English language teaching?

(9) What type of teaching aids does the school provide to the teachers?

(10) Do the teachers use realia for classroom teaching?

(11) Which communicative activities do the teachers undertake in the class?

(12) Are their English lessons observed by the Headmasters as per the norms of Communicative Approach?

(13) Does the school provide them with library facility to get reference materials to teach English?

(14) Does the school have audio-visual aids like tape-recorder, T.V. video to present English CDS and cassettes?

(15) Does the school have video shooting facility to record and observe teachers' performance?

(16) What could be the other problems faced by the teachers while teaching English with Communicative Approach?

(17) What efforts should be taken to improve teachers' confidence and ability to teach English?

Considering the above questions is her mind, the investigators started her work. Moreover, the researcher is a teacher educator and she has to train her pupil teachers to teach English by Communicative Approach. She has also to consider the problems faced by the teachers of English. Hence, the researcher has selected this problem for the research.
Language is an effective tool to communicate. Hence, the main objective of teaching and learning the language is to prepare a person to communicate properly in society. It is found that students are scoring good marks in English but they are unable to communicate in English. This problem is observed everywhere in Marathi medium schools. Hence, it is the most acute problem. Therefore, the investigator has selected this problem for the study.

1.4 SIGNIFICANCE OF THE RESEARCH

The present research is helpful from the following points of view -
(a) This research is helpful to locate the difficulties faced by the teachers using Communicative Approach for teaching English at ‘higher primary level’.
(b) It is helpful for defining the difficulties faced by the teachers.
(c) This research is necessarily helpful for the teachers to understand the problems faced by them while using Communicative Approach for teaching English.
(d) It is useful for the teachers to overcome the problems faced by them while teaching English by Communicative Approach.
(e) It is helpful for the teacher educators as a guideline in pre-service training.
(f) It is of the help to the educational department for arranging in-service training programmes for the English teachers.
(g) The present research is helpful for the teacher educators to find out the drawbacks in the textbooks of higher primary level and make suggestions/recommendations for improvement.

( 19 )
The study is helpful to make some suggestions to Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

The study is significant through the point of view that, even if the textbooks are changed periodically, the underlying approach is the same i.e. Communicative Approach.

1.5 STATEMENT OF THE RESEARCH

A STUDY OF PROBLEMS OF TEACHING ENGLISH BY COMMUNICATIVE APPROACH IN HIGHER PRIMARY SCHOOLS OF NASHIK DISTRICT.

1.5.1 OPERATIONAL DEFINITIONS

(1) Communicative Approach

Communicative Approach apparently means teaching English with the help of different communicative activities. Those activities are related to different communicative skills and language abilities. Listening, speaking, reading, writing are the skills whereas language abilities include application of acquisition of the skills in various situations in our life. This brings us to the new approach the skills based approach - the Communicative Approach.

(2) Higher Primary Level

According to the educational policy of 1986, there are three phases of primary education.

(a) Pre-primary level - It includes education before Std I.
(b) Primary level - It includes standards from I to V.
(c) Higher primary level - It includes std VI to VIII.
The present research is going to consider the above mentioned higher primary level.

1.5.2 EXPLANATION OF THE PROBLEM

The researcher has studied the problems faced by the teachers, teaching English by Communicative Approach in higher primary schools of Nashik District. Teachers of English face the problems regarding clarification of concept of Communicative Approach, textbooks, classroom situations, teaching aids, pupils' participation in communicative activities and class control. These problems are studied in this research work.

1.6 OBJECTIVES OF THE RESEARCH

The following objectives were framed for the present research.

(1) To study background characteristics of teachers of English, their views and opinions about training, qualifications and practices followed by them to teach English by Communicative Approach.

(2) To identify the present status of teaching English by Communicative Approach through observations of teachers' performance in the class.

(3) To identify the practical difficulties of teachers and schools in teaching English by Communicative Approach.

(4) To study strengths and weaknesses in teaching English by Communicative Approach.

(5) To try out effectiveness of teaching English by Communicative Approach.

(6) To suggest the remedial ways for improving teaching English by Communicative Approach.
1.7 ASSUMPTIONS

With the experiences and observations in this field, the researcher has made following assumptions -

(1) Most of the teachers teaching English at higher primary schools of Nashik District are not applying Communicative Approach to teach their classes.

(2) Textbook bureau of Maharashtra has prepared textbooks of English according to Communicative Approach.

(3) The teachers teaching English at higher primary level in Nashik District are well qualified.

(4) The teachers are not given proper in service training for teaching English by Communicative Approach.

(5) The teachers are facing a lot of problems while implementing this Communicative Approach.

(6) Teaching aids which are required to teach English by Communicative Approach are not available in higher primary schools.

(7) The teachers' attitude towards adopting Communicative Approach seems to be rigid.

(8) The teachers are not referring handbooks and curriculum book prepared by the textbook bureau.

1.8 HYPOTHESIS

A well designed programme arranged to teach English by Communicative Approach makes significant difference in teachers’ performance.
1.9 SCOPE AND LIMITATIONS

1.9.1 THE SCOPE OF THE RESEARCH

(1) The scope of the research was limited to the Nashik District only.
(2) The scope of the present study was related to the higher primary level Marathi medium schools only.
(3) The research work was related to the areas viz. urban, rural and tribal.

1.9.2 LIMITATIONS OF THE RESEARCH

(1) The study was limited to the higher primary level classes attached to secondary schools.
(2) The study was limited to the lower English taught in the primary classes in 2004 to 2006.
(3) The study was limited to the data gathered in the period from 2004 to 2006.
(4) The present study was not the study of the textbooks but the approach on the basis of which the textbooks are prepared.

1.10 NASHIK DISTRICT

Nashik district is situated on the banks of sacred river Godavari.

Location

Nashik district lies in the north-west part of Maharashtra State. It lies between 19° 35’ and 20°52’ North latitude and 74°56’ East longitude. The area of Nashik district is 15,582 sq kms.
**Boundaries**

Jalgaon and Aurangabad districts lie to the east of Nashik District. To its south lies Ahmednagar district. To its west are Thane district and a part of Gujarat State. Dhule district and a part of Gujarat lies to its north.

**Population**

The total population as per the census of 2001 is 49,87,923 millions.

**Other features**

There are two cities i.e. Nashik and Malegaon, 18 towns, 15 talukas and 1,632 villages. The district is rhombidal in the shape with the longer diagonal of about 170 kms from South-west to North-East, and an extreme breadth of about 170 kms from North to south.

**Origin of Nashik**

The district derives its name from its headquarter city of Nashik. For the origin of Nashik, the name, two interpretations are given in the Nashik district Gazetteer.

1. The Town is sited on the nine peaks or ‘Navashikhara,’ (Nav means nine and Shikhara means peaks of hills.)

   Hence, the name Nashik was given to the town.

2. The other is related to the incident from the Ramayana. At this place Lakshmana is said to have cut off the nose (Nasika) of Shurpanakha.

   The district is divided into 15 talukas. Out of them Peth, Surgana, Igatpuri and Deola are wholly tribal talukas and Satana, Kalwan, Dindori, Nashik and Trimbakeshwar are partly tribal. (Nasik District Gazetteer, 1975, p. 1)
Table No. 1.1: Number of Students in Higher Primary Schools Attached to Secondary Schools.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Std VI</th>
<th>Std VII</th>
<th>Std VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of secondary schools students in Nashik District</td>
<td>57,217</td>
<td>55,210</td>
<td>76,720</td>
</tr>
</tbody>
</table>

Table No. 1.2: Number of Higher Primary Schools Attached to Secondary School in Nashik District

<table>
<thead>
<tr>
<th>Schools Granted Marathi Medium Secondary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of secondary schools in Nashik District</td>
</tr>
<tr>
<td>612</td>
</tr>
</tbody>
</table>

1.11 EDUCATIONAL SCENARIO OF NASHIK DISTRICT

HISTORICAL BACKGROUND

Early Times

In early times, there was religious impact on educational system in Nashik. There were two educational systems in Nashik viz. Hindu’s education system and Mohammedian’s education system.
**Medieval Times**

This time is related to the time before 1861. But no specific information is available about education of ancient / medieval time. There were a few learning centres in 'Panchavati' (the east part of Nashik city.) and at Trimbakeshwar i.e. Vedshala and Sanskrit Adhyayan Pathshala. Sanskrit Literature and vedas were taught in these institutes.

**British Times**

The British came in India in 17th century. But they started education after 1850 in Nashik. The very first school was opened by the government of Bombay in 1861 i.e. ‘Superior Anglo Vernacular School. This school was transformed into Nashik High School in 1871, which was also the first secondary school in Nashik. In 1883-84, the Church Mission started another school in the district at Sharanpur. The Church Mission also started st.George High School in 1913-14. After that the Institutes like Nashik Education Society, Nashik District Maratha Vidya Prasarak Samaj (1914), Nashik Shikshan Prasarak Mandal took a lot of efforts to start many high schools in the district.

**1.12 DESIGN OF THE RESEARCH REPORT**

The design of the Research report is as follows -

The very first chapter entitled as 'Introduction' includes the background, need of the study, significance of the study, statement of the research, objectives, assumptions and hypothesis of the research, scope and limitations of the study, geographical and educational information of Nashik district and the design of the present research report.
The chapter second i.e. ‘The Review of Related Literature’ deals with the objectives of the review, English language teaching, the research studies in the field of CLT conducted abroad and in India.

The third chapter captioned as ‘The Methodology of the Research’ puts forth the methods and procedure used for the research, the sampling design, CLT package for the teachers, training programme for the teachers and flowchart of the research.

The fourth chapter entitled as ‘Data Analysis and Interpretation’ is concerned with presentation of the data, statistical analysis and interpretation of the data, teachers', headmasters' and renowned persons' views about Communicative Language Teaching (CLT).

In the last chapter the focus of the study moves to the conclusions and recommendations. This chapter is entitled as ‘Conclusions and Recommendations’. It also draws attention to the suggestions for further research.

For preparing the present research report, the book i.e. Research in Education (2004), by John W. Best and Kahn, has been used as a standard. References are given alphabetically in the end of every chapter.

Bibliography is given as per APA (American Psychological Association) system.

1.13 SUMMARY

This chapter has dealt with the background, need, significance, objectives, hypothesis and assumptions of the research. Necessary information of Nashik District as well as the design of the research report have been given in this chapter.
1.14 REFERENCES


