1.0 Introduction.

Truth is not the monopoly of any one language. Truth can use any language, and the more universal, the better it is. Beauty is not the monopoly of any one nation. Beauty can use any form, any language as the medium and the more universal that medium is, the better it is, communication is not the prerogative of any one nation. It is the use of any medium, any language to express the ideas. The more universal the medium is, the better the communication. The nation must use the most universal language for her to be universal. And as long as English language is universal it will always remain Indian. English is not to be viewed as an unwanted legacy of our colonial past, but a passport that helps India to find a place in the international scene.

We, as Indians, truly Indians of the Indian psyche, will have the English language with us and amongst us, not as a guest or a friend but as one of our own.

1.1. Place of English

Quirk (1983) observes "India is estimated to have over eighteen million people using English as a necessary part of their working lives. This means that India vies with Canada as the country with the greatest number of English speakers after the USA and UK. And although eighteen million is only a small
fraction of India's vast population, it is of course a very important fraction, inevitably comprising the entire leadership of her economic, industrial, professional, political and social life".¹

This naturally leads to the question "Has the common man in India accepted English as his own, or does he view it as the language of the Babus, both white and brown, in England and in India"? The answer is too obvious. For some reason or the other English has remained the language of the elite, the language of the upper strata of society and the language of the cream of society.

1.2.1. Attitude towards the English language:—

Historical Perspective

A kind of 'tolerance' towards the English language became more marked when South Asian countries achieved freedom from direct political domination by Britain and the new independent governments in these countries decided to preserve English as a link language for national and international communication, Kachru (1983) observes, "There was a renewed enthusiasm for continuing English in three major countries in South Asia, i.e. Sri Lanka, India and Pakistan. Thus for the first time English had patronage from local governments".²
1.2.2. Scenario before independence:-

Before 1947 English had a precarious position in these countries, including India. On the one hand, it was considered a symbol of British power and politically superimposed language. On the other hand the English themselves though keen that the natives should learn English, were intolerant towards the regional varieties of English and considered them substandard. English had a strong hold over the leaders and the influential members of Indian subcontinent.

1.2.3. At the very beginning

It is customary to trace the roots of English on the Indian subcontinent to 31 December 1600, when Queen Elizabeth I granted a charter to a few merchants of the city of London giving them a monopoly of trade with India and the East.

There have been a number of surveys and studies conducted on the historical aspects of Indian education with special reference to the role of English in the context of Indian education. Many writers identify three distinct phases in the history of the English language taking root in India—

(a) the efforts of the missionaries who came to India essentially for spreading their religion.
(b) the efforts of a small group of Indians who were fascinated by the progress of the west and desired to use the English language as a vehicle for scientific and material progress.

(c) the political changes which firmly established the English language in India.

1.2.4. Influence of the missionaries

The efforts of the Christian missionaries started in 1614 and became more and more effective after 1659 when the missionaries were allowed to use the ships of the East India company.

In 1813, with the efforts of Charles Grant, William Wilberfore and the Foreign Secretary Lord Castlereagh, a resolution was passed in the House of Commons. It reads "It is the duty of this country (Britain) to promote the interests and happiness of the native inhabitants of the British dominions in India.........introduction of useful knowledge and of religious and moral improvement. In furtherance of the above objects sufficient facilities shall be afforded by law to persons desirous of going to or remaining in India".

This boosted up not only the missionary work but also the educational activities of the missionaries in India.
1.2.5. Indians helped introduction of English:-

Raja Rammohan Roy's letter addressed to Lord Amherst, dated 11 December, 1823 is an important documentary evidence that Indians wanted to study English. It might have been a very small group of Indians from Bengal who preferred English to Indian languages for academic, socio-economic and other international reasons.

Raja Rammohan Roy and Dwarka Nath Tagore and the eminent men from the growing urban Hindoo middle class, specially in Calcutta and Madras were eager to learn English, even opposed the study of Sanskrit. For them, the English language was the means "to find a way to the light of the clear and unsullied world of Western science and thought, away from the close and oppressive air of the Sanskrit learning of the day". 4

Some authors have stressed the fact that it is a biased politically based view to claim that English was totally forced on Indians.

1.2.6 The English Language in India and the Government policy - Government support through Financial Aid

After 1765, the East India Company became a political power in India and the education of the Anglo Indian children became one of the concerns of the company. In the year 1787,
the court of Directors of the East India Company appreciated the efforts of Reverend Swartz to establish two schools for the children of soldiers, encouraging him with financial aid. This would have remained an isolated incidence, had the Government not become more and more directly involved in the educational policy and the financial support rendered.

1.3 Significant Milestone - Lord Macaulay's Minute

The highly controversial Minute was passed on 2 February, 1835. The minutes was not passed without debate and controversy. Even at that time H.T. Princep was against the use of English as a compulsory language and termed the Minute "hasty and indiscreet".

The supporters of English included Charles Grant, Lord Moira and Lord Macaulay, a powerful person with very strong views and aimed at "forming a class who may be interpreters between us (the British) and the millions whom we govern - a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect..... I have never found one amongst them (the native Indians) who could deny that a single shelf of a good European library was worth the whole native literature of India and Arabia".5
The Minutes received the seal of approval from Lord William Bentinck and on 7 March 1835, an official resolution endorsing Macaulay's policy was passed. This firmly established the process of producing English-knowing bilinguals in India.

1.3.1 Rise of English in the Academic Arena

Soon the need to learn English spread wider on the Indian subcontinent, specially in the educational field. In 1857, three universities were established in India due to the efforts of Sir Charles Wood and Lord Dalhousie, the then Governor-General of India. By the end of the century, two more universities were established. With the spread of colleges and the increase of universities, the importance of English was rising.

In the course of time, English was formally established as the official and academic language of India. English not only replaced Persian and the Indian languages, but also gained the distinction of being a prestigious language.

1.3.2 The Anti English feeling during Pre-independence movements

In the second decade of the twentieth century, the nationalist movements gained strength in various parts of the country. This proved to be a significant phase in the political
scenario, but the place that the English language occupied was not adversely affected. Strangely enough, the medium of the movement itself was English.

Majority of the people revolted against the English authority, boycotted the English goods, but not the English language.

1.3.3. Influence of English Publications

By 1928 a reasonably influential English press and a taste for English publications had been established. This was an added impetus that strengthened the hold of the English language in India.

After World War I there was a significant increase in educational institutions. Schools and colleges were built even in the remote areas of the country. Though all of them were not primarily English medium institutions, they helped in spreading the study of English directly or indirectly among the middle and lower classes of Indian society.

The fact remains that the British came to India with the English language and, in due course, the natives took over the language and the Englishmen took over the land. It was later realized that English had much deeper roots in India than the
raj had. The raj crumbled and became a part of history, a thing of the past, but the English language and the study of the language and literature have become a part of our culture; a thing of the present with the hope for the future.

1.4 Controversy regarding the introduction of English

Officially, the corner stone was laid for the introduction of English in India when Macaulay's resolution was passed. But it is still controversial whether the decision "to impose an alien language" on Indians was correct. There is not only disagreement among the Indian scholars in the past and the present, but also among Western scholars, who even take extreme positions. Firth (1930) blamed the introduction of English for all that had not worked out well in Indian education. He has remarked that the superficiality characteristic of Indian education is an inheritance from the superficial Lord Macaulay.

1.4.1 From the Indian angle

No other issue in Indian education has given rise to so much of discussions, debates, arguments and counter-arguments as the single issue of teaching English. Till today there are educationists, politicians and laymen alike being troubled by the issue. Many still consider English as the legacy of the colonial past that has done much harm to India and the National Integration.
Another section of society is of the opinion that the Britishers adopted the policy of "Divide and Rule" and now it is their language that divides as well as rules. English still remains the language of the decision-makers.

Though the fundamental aim of education is to bridge the gap between the have’s and the have-nots, an education that gives more importance to English, will only widen the gap between the have’s and the have-nots. This is the apprehension of another section and their fear is justifiable too.

Though the Indian Subcontinent itself is linguistically and culturally pluralistic, English is not just one more language to be added to those already existing in the country. In India, English is used and studied as the second language, at times even as the third language.

On the other hand, the Anglo-Indians, though a small minority group claim that English is their mother tongue and should be treated on a par with all other Indian languages, that are constitutionally recognized.

1.4.2 English as the language of Higher Education.

Under the present circumstances it is almost impossible to replace English as the language of higher education and the language of science and technology.
With the exception of one or two universities and institutions of higher learning that have recently recognized and supported the regional languages as the medium of instruction, English is the language of higher education at the University level and research. It is taught as the second language in almost all the states. English is the state language of two States in Eastern India, Meghalaya and Nagaland.

Besides, English is used a medium for inter-state communication, the press and broadcasting, even after the independence.

1.5 English Language in the Press

The statistical profile of the role of English in the Indian press shows that the impact of English is not only continuing but also increasing. Out of the several newspapers in India, which have been in existence for over one hundred years, four are published in English.

Out of a total of 15,814 newspapers registered in India in 1978, those in English accounted for 19.5% (3085). The Hindi newspapers had the highest circulation (23.8%) followed by the English newspapers (22%). A comparative table of the total number of dailies, weeklies and other periodicals shows the relative position of English.
The English language press represented 19.5% of the Indian press in 1978. Even the central Government publications show the highest percentage (53%) in English while the publications in Hindi, though the second highest number account for only 16%.*

1.6 Place of English and Language Policies of India

After the independence, the role of English and the importance given to English varied from one State to another. Education and educational policy are controlled by the states, not by the Central Government; hence, there is no uniform policy regarding

(a) The number of years of teaching English in schools.
(b) Level of introducing English
(c) Weightage given to the study of English in the curriculum.
(d) Text Material
(e) Time allotted for English teaching
(f) Examination Pattern
(g) Training of Teachers to teach English.

*Source of statistical Data - Press in India 1975-79 Part I Ministry of Information and Broadcasting, Government of India
Though from time to time, committees and commissions have been set up to review, to assess and to reform the teaching of English, ultimately besides the government policies, other political motives, cultural and social considerations have also played a significant role in determining issues related to teaching-learning English at school and college levels.

1.6.1 The Official Language Commissions

This is a significant move on the part of independent India. The first Official Language Commission under the chairmanship of B.G. Kher was set up by the President and the Commission was expected to make recommendations regarding:

(a) the progressive use of the Hindi language for official purposes at the Centre.
(b) restrictions on the use of the English language at the Centre.
(c) the preparation of a time schedule according to which and the manner in which Hindi may gradually replace English as the official language of the Union and as a language for communication between the Union and State Governments and between one State Government and another.

This is a monumental report on India's language issue and the future of English in various roles.
1.6.2. The English language and the Indian Constitution

According to Article 343 (2) of the Indian Constitution the English language was to be used for all official purposes of the union until 26 January 1965. The constitution also specified that after this date Hindi was to be the official language. But due to the controversy and opposition (resulting in demonstrations and riots) in many parts of the country, the Official Language Amendment Act was passed in 1967.

1.6.3 Major Commissions and the future role of English

Several commissions have been appointed to study the functions of English in India and to reorganize the curriculum at the school and university levels.

University Education Commission (1950-51)

After an indepth study, the commission reports, "It is true that the English language has been one of the potent factors in the development of unity in the country. In fact, the concept of nationality and the sentiment of nationalism are largely the gifts of the English language and literature to India. English has become so much a part of our national habit that a plunge into an altogether different system seems attended with unusual risks. It appears to us, however, that the plunge is inevitable. English cannot continue to occupy the place of state language as in the past. The use of English as such divides the people into two nations, the few who govern
and the many who are governed, the one unable to talk the language of the other. This is a negation of democracy. 8

Regarding the future role of English, the recommendation is "English should be studied in High schools and in the universities in order that we may keep in touch with the living stream of ever-growing knowledge." 9

The Kunzru Committee:

The University Grants Commission appointed a committee under the Chairmanship of H.N. Kunzru in 1955. After an indepth study and deliberations for two years, the report was submitted in December, 1957.

The recommendations of the Kunzru Commission were presented before a conference of English teachers in 1958 at the Central Institute of English (The Central Institute of English and Foreign Languages, (Hyderabad). The recommendations of this conference were concerned with
1. teaching methods.
2. curriculum and
3. text books.

The English Review Committee:

In February 1960 the University Grants Commission appointed another committee of experts under the chairmanship of
G.C. Banerjee to examine and to review the different issues involved in the teaching of English. The commission was expected

(1) to define the objectives of teaching and learning English at the various levels of university education.

(2) to examine the standards of teaching in English language and literature both at the undergraduate and postgraduate levels.

(3) to examine the methods of teaching English used in the universities and colleges to equip students with the minimum competence required in this regard in the shortest possible time.

(4) to consider measures for reorganising the M.A. Course in English to provide for an intensive study of the language as a tool of knowledge rather than of literature.

(5) to recommend the steps that may be taken to strengthen the teaching of English in the context of the medium of instruction in the universities.

The reports (Report of the English Review Committee, 1965) was severely criticised for lacking insight. However, it marks another major move towards streamlining and improving the teaching of English in India. The teaching of English at school level was overlooked and even at the M.A. level in English, the study of the language was viewed as a tool of knowledge rather than literature” (Objective 4).
Such views have directly or indirectly affected the teaching-learning of English literature, specially poetry at all levels. This may partially explain why even today some teachers of English look at poetry only as a tool of teaching the language skills. Apart from the above mentioned commissions, there had been various other attempts to study, to analyse, to redefine and to improve the different aspects of teaching of English in accordance with its role in India. They have discussed the place of English in Indian education and the problems in the teaching of English. The following are worth mentioning.

At this juncture, it is worthwhile recalling Kothari Commission's recommendation "As English will, for a long time to come, continue to be needed as a library language in the field of higher education, a strong foundation in the language will have to be laid at the school stage."\textsuperscript{10}

1.7 Present Position of English and English Teaching

The new role assigned to the language has created new problems. The three-language formula was proposed by the Government of India and desperate attempts were made to develop Hindi so that it can replace English in due course. All the States did not accept this formula.

Kachru (1971) sums up the present position of English in India as follows. "In India English is widely taught as the second language at practically all levels of education. All the Indian universities, graduate colleges and junior colleges have separate departments for the teaching of English. But unfortunately in these departments a majority of students get no serious exposure to English as a living language. Their appreciation of the classics of English - often taught to a dazed class - is very superficial. The teachers are not trained at all in the basic methodology of teaching languages
or in teaching the structure of English. This has created a serious pedagogical and educational problem. The text books and teaching techniques are outdated and often not relevant to the Indian context or appropriate to the future needs of the students".11

1.8 Origin of Special Institutions for Training and Research in teaching of English

Though a vast majority of the educationists were indifferent to this problem initially, a small group of scholars and a few policy makers had realised the seriousness of the problem. After such deliberation, a Central Institute of English was set up in Hyderabad in 1958 (later renamed the Central Institute of English and Foreign Languages).

The announcement of the Institute spells out the need to improve the teaching of English through training and research.

It says, ".........considering the falling standards of English in India, especially at the secondary stage of education, it is deemed necessary to take steps to improve the teaching of English, both through organisation of research in the teaching of this subject and the training of teachers in the most suitable techniques......".12

Some of the states have also started regional institutes of English which function in the same lines as the Central Institute of English and Foreign Languages.
1.8.1 Influence and Contribution of Specialized Institutions

These exclusive institutions, through their training programmes (preservice and inservice), publications, surveys, experiments, field work and research projects have contributed tremendously towards the course of teaching-learning of English in India.

1.9 Need for a New Indian approach to Teaching English

It is exaggeration to say that a new approach to the teaching of English, that is relevant to the needs of students at different levels in the Indian Educational system is the need of the hour. It has been realized long since that the training centres for the teaching of English in English-speaking countries are ill-equipped to understand the nature of the problems in the non-English speaking countries. Though we cannot categorically underestimate the relevance of their programme, there is a strong need to develop indigenous approach and insight into the issues of teaching of English language and literature.

This approach should be realistic and need based, not a mechanical imitation of the approaches that are successful in the West. If it is necessary

(a) To develop relevant teaching materials in English suitable to the Indian Educational system.
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(b) To train teachers of English at all levels in contemporary methods of language teaching.

(c) To inculcate awareness among teachers at all levels regarding the current trends and innovative approaches towards teaching of English literature.

(d) To review and reorganize the syllabus at all levels.

(e) To develop a realistic attitude towards teaching of English Literature in Indian schools and universities.

(f) To initiate fresh thinking, debates and in-depth studies in the Indian context so that the Indian scholars and teachers themselves can provide some theoretical foundations to the teaching of English that will be significant to the linguistic, cultural and educational settings in India.

The present study is undertaken with this view and is a modest attempt in the direction of developing a need-based, realistic approach towards the teaching of English poetry in Indian Schools.

In this context, a word about the influence and contribution of literary journals and exclusive poetry journals published in India, and the issue of status of Indian English would not be out of place.

1.10 Literary journals and their influence

Though the language issue is still unsettled, Indian English Literature has been gaining momentum. Many Indian
poets and journalists writing in English have achieved wider recognition and several organizations devoted to the cause of Indian writing in English have made significant contribution. The Sahitya Academy awarded annual prizes to Indian English writers.

Journals like the Literary Criterion (Mysore), The Journals of Indian Association of Teachers of English (Madras), Journal of Indian Writing in English (Gulbarga), New Quest (Pune), Poet (Madras), Poesis (Bombay) and many more have also contributed not only in recognizing and strengthening Indian English literature but also indirectly influencing the role and teaching of English Literature in India.

1.11 Status of Indian English

In India the British manner of speech was considered prestigious and was normally the goal of a Western-educated Indian. Yet there were some linguists who were enthusiastic to standardize the Indian version of English and to give it a recognized status; the efforts are still going on.

Nevertheless according to the surveys conducted by Kachru (1976) (1982) it is proved that still the British model of English is preferred by educated Indians over the Indian or American models of English. An expert interviewed by the Investigator echoes the feelings of many - "The British English is genteel, but the Hollywood (American) and the Bombaya (Indian) English have no standing in the educated society".13
Such diverse forces at work and the controversy and confusion over the language issue from time to time affected the overall teaching of English and in turn had an adverse effect on teaching of English poetry. Even when the need for teaching-learning English was given due importance, poetry was either side-tracked or overlooked. The inclusion of poems in the next material at school and college level has become a routine practice with no specific insight and has not reflected the need to have a different approach and methodology to teach poetry at various levels. Gujarat has not been a happy exception to these.

1.12 The Scenario in Gujarat

The erstwhile state of Bombay had adopted the structural syllabus in the year 1956 with the objective.

"To enable the pupils to understand simple spoken and written English and to carry out simple conversation in English".\textsuperscript{14} with the emphasis on "the development of linguistic skills and oral expression"\textsuperscript{15} the structural approach has by and large neglected the teaching of poetry.

After the bifurcation of the state of Bombay and Gujarat attaining the status of a separate state, in 1960 Desai Commission was appointed to re-assess the teaching of English in Gujarat and to make suitable recommendations. Consequently Gujarat adopted "The New Syllabus"\textsuperscript{16} in 1961. This was in line
with the structural approach and in the general objectives laid down in the syllabus, there is no mention of teaching poetry.

The text materials do not include any poems for the intensive study. Some poems have been included for the supplementary reading. "The Committee is of the opinion that it would be difficult for an average Indian pupil to appreciate English poems ---- Hence it is suggested that simple narrative poems, with pronounced rhythm and simple imagery should be included in the supplementary reading material," states the report.

The section on the methodology includes the teaching of grammar, oral work, reading, vocabulary, translation exercises, writing, use of dictionaries etc. However no guideline has been provided for teaching poetry.

English medium schools present a different picture. Though poetry is part of the detailed study, there is no difference in the teaching of prose and poetry - students find the poetry section more difficult.

The first Handbook for English Teachers was published for teachers in Gujarat in 1962. It says "The enjoyment of the priceless gems of English poetry can be the privilege of the gifted few. An average Indian school child cannot appreciate English poetry. It is a pity that for more than 150 years,
difficult English poetry has been taught in our schools and colleges without real profit or pleasure ------- It is realised that in school and college courses for average Indian students English poetry should not be included for it serves no useful purpose and entails a high waste of time". 17

This is an absolutely biased view. If the choice of the poems is proper and poetry is taught for appreciation, English poetry will be enjoyed in Indian classrooms also.

1.13 Need for Different Techniques for teaching English poetry

Different poems need different techniques. Brumfit(1983) observes that "there is no method of teaching poetry. Each class, each poem and each teacher will find a different procedure". 18 The techniques are determined not only on the basis of the poem but they should also take into consideration the age and mental make-up of the students and the feasibility in the prevailing educational set up. After a very long experience of teaching in American schools, Johnson and Johnson (1991) have identified three ways of structuring learning situations in classrooms, they are

(a) co-operative

(c) competitive and

(c) individualistic
The authors observed that "the language of business, politics and even education is filled with "win-lose" terms. The creed of competition as a virtue is woven deeply into our social fabric. In a society that stresses winning, it is no wonder that competition often gets out of hand and even in classrooms students compete inappropriately".  

The authors pose two thought-provoking questions viz.

Do we need to educate students to work with others under the discipline imposed by a common task and purpose?

Is striving toward common goals the most important and pervasive activity of education?

1.13.1 Individualistic Efforts

Human beings do not always interact with others. There are times when individuals act independently without any other dependence existing among the members.

1.13.2 Instructional Advantage of Student-Student Interaction

Parker (1972) emphasizes that students would fully develop their capacities only if shared learning was encouraged and competition was minimized as the main motive in school tasks. He says:

(a) If children were motivated by hope of reward and by fear of punishment, they would only develop into selfish people, never satisfied and bent on using others for their own advancement.
(b) Children with inborn limitations, who failed under competition to equal their more gifted rivals, would feel inferior and despair.

In the learning situations, the interaction is of three patterns.

(a) student \(\to\) material
(b) teacher \(\to\) student
(c) student \(\to\) student

The instructional activities predominantly used in our classrooms make use of the first two types of interactions, while the third type i.e. student-student interaction is discouraged or allowed only to the minimum possible.

"Primitive Interaction occurs when individuals encourage and facilitate each other's efforts"\(^20\) says Johnson & Johnson (1991). This develops mutual acceptance, respect for other's views, empathy, linking, sharing opinions, exchange of information etc. among students.

1.13.3 Mutual Learning and Self-Learning

Shelat (1994) emphasizes that the activities in any language class can be broadly classified into three categories, namely

(a) Teacher - directed/dictated
(b) Mutual learning
(c) Self-learning or individualized learning, independent leaning.
A diagrammatic presentation of the learning outcomes is as follows:

Moreover the attention and concentration are maximum in independent learning and involvement of learners is maximum in mutual learning.

Teacher dictated activities are more suitable for beginners. In the advanced level of language learning, there should be teacher-initiated activities that should result in mutual learning and self-learning. This is applicable to teaching-learning literature, specially poetry.

1.14 Need for the Study: Theoretical implications

Shastri (1969) strongly advocates "a course in literature should provide opportunities to pupils to make first hand responses to literary work". The investigator also strongly believes that students should be allowed the freedom to interact with the words of the poet directly, with little or no interference from the teacher. Poetry lessons are primarily meant to stimulate and enhance the appreciation of students.
If the students are forced to be passive recipients of the interpretations of the teachers without any active participation, no poem can be enjoyed by the pupils because enjoyment is a personal, individual experience. Hence an imaginative English teacher should create such a situation wherein the learning experience becomes personal and individualized as far as possible. Appreciation of a poem cannot be an isolated activity but forms an integral part of responding to the poem without the fear of coming out with a wrong answer or scoring less in the tests of examinations.

Appreciation too cannot be taught like grammar nor by mechanically quoting what a critic or a teacher has to say about a poem. A poem is not a news item passing on information to the reader. It is the expression of emotions captured in words with imagination and beauty and a reader is expected to 'relive' the emotions of the poet. Jones (1990) observes "The meaning of a poem is not one element that can be separate from the rest - what it says is not separable from how it says it .... certainly it means that no account or interpretation can be an equivalent for the poem itself". He further talks about exploring a poem as "a process" - a process of attending to the poem as a whole and to its parts, for the whole can be understood only as a result of understanding the parts, each of which can be understood only in the context of the whole". It is providing such an experience, that in the strict sense of the term can be considered as teaching of poetry.
The present study is an endeavour in this direction in a small way. Certain techniques have been evolved keeping the above norms in mind, and pupils have been "exposed" to the poem directly. The average classroom conditions and the administrative set-up in Higher Secondary Classes in English medium schools have been kept in mind while preparing these techniques. Certain psychological needs of the adolescents are also given due consideration. The study is an experiment to try out these techniques for teaching English poetry in Higher Secondary classes in Gujarat.

Reghunathan (1994) points out "Contemporary research emphasizes Emotional Quotient (EQ)* is an essential part of Intelligence Quotient (IQ)...... At every step emotional skills have to be strengthened. He adds "High levels of anxiety during the years of learning, the pressure to perform and the lack of warm and supportive parents or teachers are the causes of the falling emotional quotient."

1.14.1 Psychological Implications

Being accepted by the peer group is related to willingness to engage in social interaction and providing positive social rewards for peers. The investigator is of the

*Emotional Quotient (EQ) may not be totally new as a concept, but it is a new measure popularised by Harvard University professor Daniel Goldman and can be loosely defined as the ability of the individual to deal with himself/herself emotionally.
opinion that in order to promote constructive peer influences, teachers must ensure that students interact with each other and that the interaction takes place within a co-operative context with a set goal-oriented activity.

The teacher teaching poetry to adolescents should take these psychological considerations, while structuring the teaching-learning activities in the class.

1.14.2 Neglected Area of Research:-

Raina (1991) quotes the analysis of Bhaskara (1987) in his Trend Report on Research in Creative Functions. He observes, while analyzing the 24 studies included in the two Surveys of Research in Education (1972-1978) and (1978-1983) "The last decade has seen a sharp increase in the volume of research on creativity and creative thinking with a major emphasis on constructing the tests of creativity and correlational studies of creativity with self-concept, personality etc. Unfortunately, there has been little research on the general problem of nurturing and promoting creative thinking, especially in the classroom setting". 24

Further Ambabile (1983) is critical of the fact, "There has been a concentration on the creative person to the neglect of the creative situations that is circumstances conducive to
creativity. There has been a narrow focus on interpersonal determinants and within studies of interpersonal determinants there has been an implicit concern with "genetic" factors to the neglect of contributions from learning and the social environment".  

He emphasizes the need "to broaden current conceptions of creativity" and suggests "Rather than focusing solely on the characteristic personality traits of outstanding creative individuals, researchers might more profitably view creativity as a process (evidenced by products) that can be influenced by both internal and external factors".  

Based on the ideas, views and suggestions enumerated here, the investigator has developed a set of techniques and tried them on an experimental basis in an attempt to find answers to the following questions:  

1. Can poetry in English be taught at the Higher Secondary level by a set of techniques different from the traditional paraphrasing or explanation methods?  
2. Can English poetry be taught with the teacher talking less and the students being motivated to explore and to appreciate the poem themselves?  
3. What would be the learning outcome, if the pupil's direct contact with the poem is enhanced with the help of the unconventional techniques and the teachers' interpretation and explanation are minimized?
4. Will such techniques enhance understanding and appreciation?
5. Will it be feasible to use these techniques in the classroom situations in Gujarat?
6. Will these techniques enhance interest of the students, satisfy the psychological needs of the adolescent learners and help them appreciate poetry in a non-competitive democratic atmosphere?
7. Are the three techniques that were tried out comparable in their effectiveness?

1.15 Title of the Study

The title of the study is PREPARATION AND TRY OUT OF A SET OF TECHNIQUES FOR TEACHING POETRY IN ENGLISH AT THE HIGHER SECONDARY LEVEL (ENGLISH MEDIUM) IN GUJARAT STATE.

1.16 Definitions of the Terms

"Preparation" means "something manufactured or compounded; something made or created with a purpose. In the present study preparation of techniques refers to evolving a technique or adapting a technique with a view to adhere to certain criteria. In other words, it is structuring of teaching-learning activities in the learning situations."
Technique has been defined by various educationists in different ways. According to Hubbard (1983) "A technique is the narrowest term, meaning one single procedure". Glasser (1986) views technique in the educational set-up as "a combination of activities engineered to achieve a specific goal".

According to the Advanced Learner's Dictionary of Current English, "A technique is a method of doing something expertly". A technique in the present study stands for "a method of performance, a way of accomplishing, a technical skill or ability to apply procedures or methods so as to effect a desired result" as defined in the Random House Dictionary.

Rogers (1969) condemns teaching as "a relatively unimportant and vastly overvalued activity". He ridicules the popular dictionary meanings of teaching. To teach in popular sense is to instruct, to impart knowledge or skill, or to show, guide, direct. In the present study teaching has a deeper meaning. Teaching is facilitating learning. The process or the sum total of the activities that facilitate learning is teaching.

1.7 Objectives of the Study

The objectives of the present study are

1. To study the objectives of teaching English language in India in a historical perspective.
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1.7 Objectives of the Study

The objectives of the present study are

1. To study the objectives of teaching English language in India in a historical perspective.
2. To analyze the significance and place of poetry in ELT with special reference to Higher Secondary Classes in English Medium Schools of Gujarat State.

3. To survey the interests, views and attitudes of the Higher Secondary Students regarding teaching-learning English Poetry.

4. To survey the practices and methods of teaching poetry in the Higher Secondary Classes.

5. To study the methods and techniques of teaching English poetry in the light of the recent trends and innovations.

6. To prepare a set of techniques to teach English poetry in the Higher Secondary classes in English medium schools in Gujarat.

7. To work out a suitable experimental design and try out the new techniques in the Higher Secondary classes of English medium schools in Gujarat.

1.8 Limitations of the study

1. The experiment involved only three groups of students of standard XI (Science Stream) from English medium schools in Baroda.

2. The poems that were included in the present study were selected by the investigator. It may not be possible to teach all the poems included int the prescribed textbook through these techniques.
3. Due to constraints of time and other administrative considerations, long poems and poems with mythological or Biblical reference were not included in the experiment.

1.19 Scheme of chapterization

The report is divided into six chapters, given in the following sequence.

Chapter I - Introduction
Chapter II - Teaching of Poetry - A Perspective
Chapter III - Review of Related Literature
Chapter IV - Design of the study, Procedure and Data Collection
Chapter V - Analysis of the Data and Interpretation
Chapter VI - Observations, Findings and Suggestions for further studies.

Chapter I includes a brief review of the status and significance of the English language in India from the historical perspective. The importance of the study of the language and literature with special reference to the state of Gujarat and the place of poetry in the present curriculum of ELT at the Higher Secondary level are analyzed. The implication and need for the present study are enumerated.

The title of the study is stated and the terms are defined. The objectives of the study are stated and the limitations of the study are also mentioned.
The chapter also includes a brief account of the scheme of chapterisation of the entire report.

Chapter II - Teaching of Poetry - a Perspective, is a comprehensive review of the theoretical base of teaching of English poetry in the schools with special reference to India. It also analyses several issues that are related to the teaching of poetry - like the significance of choice of poems, selection of poems included in the textbook, place of poetry in the Higher Secondary classes, questions in the poetry section, misconceptions regarding teaching-learning poetry, meaning or words used in the poems, importance of loud reading, role of teachers in poetry classes, scope of pupil participation during poetry lessons etc.

Chapter III, namely, Review of Related Literature forms the foundation for the study. The review includes

(a) the critical study of conceptual literature that includes books, articles, papers presented at conferences, reviews, reports of workshops, seminars etc.

(b) an analytical study of the research work done in related areas.

These materials were reviewed with a view

(i) to clarify certain concepts and assumptions

(ii) to consolidate certain views and theoretical perceptions.
(iii) to critically analyse the ideas, findings and perceptions presented by different authors and researchers.

The review is not limited to work on teaching of poetry. The books and research work on the teaching of English as the second language provided the broad framework of the present study. Literature from other related areas like creative writing, creative thinking, modern trends in teaching, innovations in the field of ELT, analysis of the text material, curriculum implementation, survey of the attitude of students, teachers etc. were also reviewed.

Chapter IV, namely Design of the study, Procedure and Data Collection is the detailed blueprint of the study and the various phases included in the study. It also includes a step-by-step description of the techniques involved in the study.

The procedure for the implementation of the experiment and the data collection are described in detail.

Chapter V deals with the Analysis of the Data and their interpretation. This Chapter can be considered as the kernel of the experiment.

Chapter VI, under the heading "Observations, Findings, and Suggestions for further studies" enumerates not only the inferences from the data but also includes a section on the
observations, views and remarks of the teachers and students who participated in the experiment. This may throw some light on certain aspects that are not directly covered under this study. Based on them, suggestions for further studies are given.
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CHAPTER I INTRODUCTION

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