CHAPTER II
REVIEW OF THE RELATED LITERATURE

2.1. Introduction

Search for the related literature is one of the first steps in the research process. It is a valuable guide to define the problem, to recognize its significance, and to suggest promising data-gathering devices, appropriate study design, and source of data. According to C.V. Good (1959), "A survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretive purpose".

According to Best (1986), "A summary of the writing of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate and duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project and makes the reader aware of the status of the issue. Parading a long list of annotated studies relating to the problem is ineffective and inappropriate. Only those studies that are plainly relevant, competently executed and clearly reported should be included".

Thus, a review of related literature not only provides a conceptual frame of reference for the contemplated-research but
also suggests methods, procedures, sources of data and statistical techniques appropriate for the solution of the problem. The researcher is able to formulate hypotheses on the basis of review of related literature that presents the rationale for the study.

In the present study, the researcher has made use of related books, periodicals, abstracts, encyclopedias, dissertations, yearbooks and journals in order to understand the problem and prepare the research design. Of particular interest, however, is the review of school-targeted media house news in education specials to promote writing skills among students to make them communicative and creative in their learning.

The literature related to the various components of the present problem involved in the experiment, i.e. linguistic competence, communicative approach to language teaching, bilingualism and multilingualism has been surveyed.

The review of literature has been divided into two categories:

i. The research studies conducted abroad

ii. The research studies done in India

2.2 Research Studies Conducted Abroad

A set of just three foreign studies presented here reveals the importance of communicative learning of language and its supremacy over linguistic tradition of learning it.

Savingnon (1972) conducted an experimental study to: (i) develop tests of communicative competence suited to the beginning level of college French; (ii) evaluate the effectiveness of training in communicative acts as part of a beginning college French course in developing both linguistic and communicative competence; (iii) explore the correlation of various attitudinal and motivational
factors with achievement during the first semester of college French in a Midwestern unicultural community and (iv) assess the effectiveness of training in communicative acts as part of a beginning college French course as a means of influencing attitudinal and motivational factors.

Three groups of beginning college French students, two experimental and one control group, participated in the study which were run for 18 weeks and included a total of 42 students. Each group in the study corresponded to a class section in the multi-section beginning French programme at the University of Illinois at Urbana-Champaign. This programme used a modified unilingual approach to teaching French with emphasis on dialogue, memorization and oral drilling of linguistic patterns, particularly in the beginning stages. All the three groups met for four ‘50 minute periods’ a week for the same basic course of instruction in French.

In this interesting study, students, in the experimental communication skills programme (which consisted of one hour per week supplementing the regular audio-lingual type of course), were given the opportunity to speak French in a variety of communicative setting. These ranged from (1-2 minutes) exchanges between a student and a fluent speaker of French in a simulated situation to whole group discussions on topics of current interest. Emphasis was put on getting meaning across. Students were urged to use every means at their disposal to understand and, in turn, to make themselves understood. Grammar and pronunciation errors were expected and were always ignored where they did not interfere with meaning.

An attitude questionnaire and tests of achievement in linguistic and communicative competence were administered to all
students. No significant differences were found among groups on the independent variables recorded: language aptitude, verbal intelligence and high school class rank. A one-way analysis of variance (ANOVA) was then used to test for differences by teaching strategy on the measures of achievement.

The 'communicative skills group', E₁, performed significantly better than the control group', E₂ or the 'control group', 'C', on the test of communication skills. These findings were interpreted as evidence of the need to distinguish between communicative competences, on the one hand, and linguistic competence, on the other, noting that it is the latter, which is typically rewarded in the foreign language classroom.

Margo (1985) studied the role of communicative competence in the first and second language achievement as demonstrated in the measure of essential communication and concept achievement. The purpose of the study was to examine the communicative and the academic proficiencies of first and second language learners with the intent of improving current student assessment practices. The sample consisted of 304 intermediate grade level students in the third target school district of Illinois.

The data were analyzed by grade and across grades. Specific situation procedures, namely-analysis of variance, PPM correlation were used. The findings indicate that the development of entry and exit criteria for educational programmes should rest on both theoretical research and classroom practice.

Avalos (1987) studied and investigated the relationship between creativity and communicative competence strategies among bilinguals and bi-dialectual adolescents. The purpose of the study was to investigate creativity in relation to 'adaptivity'.
'Adaptivals' are defined as native language and cultural limits by speakers of English as an L2 or dialect in developing communicative competence in the target language.

The results are: (i) if oral language is used effectively in teaching writing, it can serve in the capacity of clarifying and checking language in the process of developing the written product a significant relationship was found between scores on oral and written tasks, and (ii) Acquisition of a second language correlates significantly with creative development.

2.3 Research Studies Done in India

Similarly, a set of four studies conducted in the country tended to reveal the significance of communicative learning of language, specially English as a language for day-to-day working.

Saraswati (1982) explored the nature of communicative competence in relation to learning a language for specific purposes; and on that basis, suggested guidelines for designing a course in English for official purpose (EOP) for undergraduate in Tamil Nadu, India. 30 business letters were revised and changes introduced in them and then analyzed. A questionnaire was administered to 125 business people at different levels of official hierarchy. A diagnostic test in written English was administered to 60 final year B.A./B.Sc. students and 40 final year B.Com. students of Madras University. An outline of the course was designed on the basis of the response gathered through the tools.

Singh (1984) studied linguistic and communicative abilities of higher school teachers of English in relation to their classroom functions. The sample consisted of 60 trained graduate teachers (TGTs) and Post-graduate teachers (PGTs). Four test measures were developed; (i) A test of Speaking ability; (ii) A test of Writing
ability; (iii) A test of sensitivity to pupil-errors; and (iv) A test of sentence complexity. Teachers’ competence was studied. There was a significant difference between the subject Speaking ability and their Writing ability. Their speaking ability was better than their Writing ability.

Soumini (1984) designed a course based on communicative approach to English language teaching in regional medium high schools. The course was designed for regional medium class IX and X students using science as the content. In the parallel group, experimental design was employed. The sample consisted of high school students. English proficiency test I, II, science pre-test, post-test, questionnaires were used for the study. In the case of science pre- and post-test gain, scores of the experimental group demonstrated a significant improvement due to communicative Approach. The educational implications of the study are: (i) English Language Teaching through the communicative approach will give the students some capacity both for receptive and productive knowledge; and (ii) Activity-oriented language learning has to be reshaped by designing suitable tasks as to facilitate the development of communicative skills.

Gupta (1988) conducted an experimental study to find out the efficacy of language laboratory exposure in developing language proficiency and communicative competence of tribal learners of English. The study was delimited to listening and speaking skills of classes VIII, IX and X tribal learners. The experimental pre-test post-test equal design was used for the study. A standardized test for listening comprehension and another test developed by the researcher were used. Exposure developed language proficiency of the tribal learner of English.
Language laboratory exposure developed the communicative competence of the learners in English more than the Audio-lingual method developed without laboratory exposure. It was also concluded that language proficiency in English helped to develop the communicative competence of tribal learners of English.

2.4 Outcomes of the Review of Related Literature

The following significant points emerge from the brief review of the related literature conducted in this chapter, which may suffice for the purpose of the study, specially in designing the work in hand.

- Research work in Communicative Approach, though scarce, is quite revealing.

- Although a lot of literature on methodology of teaching English as a second language is available as reported in the three Surveys of Research in Education (M.B. Buch) and some studies on comparative usefulness of two methods, Structural Approach and Direct Method have been undertaken both in India and aboard, yet not much work has been done in the process of developing communicative competence in learners of second language, particularly in the learning of English.

- A lot of work needs to be done in the communicative language teaching to enable it to gain full currency because it is still an emerging trend in the present world.

- Communicative Approach to teaching a second language, especially in teaching English in the Indian situation, is almost a very recent phenomenon. Evolving a strategy based on the approach assumes a venture of pioneering in the field of English Language Teaching (ELT) because very little has, so
far, been done in this field. Lot of research is needed to make any strategy functionally proficient.

The study of related literature suggests the need to do the following:

a) To go for a task-analysis as to what communicative competence means in behavioural terms.

b) To stratify a communicative approach in the teaching of writing (Written communication).

c) To frame out the communicative postulate in the teaching of writing.

d) To conduct classroom-based research in order to test different components of the communicative approach to language teaching.

e) To conduct pedagogical analysis of newspapers as input towards communicative learning.

2.5 Media Input for Communicative Schooling

Over the last two decades or so, various educational as well as media institutions in the country and abroad have been up and doing in examining the school master function of the media, on the one hand, and the communicator function of the school teacher, on the other, thus making quite a big room for school journalism as a potential area for boosting communicative learning of languages as well as other subjects. The evidence may not be far to seek.

2.5.1 Review of School Based Newspaper Tabloids

One of the outstanding contributions in the field of educational journalism in the country in the recent decades is the boom of School Journalism Tabloids being brought out by a host of Newspaper organizations at national, regional, state and even
district levels to promote the cause and quality of schooling in its various aspects. The most recent, however, is ‘HT SCHOOL TIMES’ brought out every week by the Hindustan Times, besides ‘YOUNG EXPRESOINS’ by the Indian Express and ‘NEWS IN EDUCATION’ by the Times of India every fortnight and month respectively, among others, at the national level. A review of some of these tabloids may be quite revealing.

2.5.1.1 Review of HT School Times

(a) Advertisements about PACE in Brief

The HT School Times is the latest input by the print mass media to boost the process of school education and to render it due pace to help it become comprehensive, lively and meaningful for development of language competence and life skills. It may be interesting to know the kind of posers that it put forth on behalf of the student community to make itself worthy of their aspirations and expectations. “Is there a newspaper that speaks my language? is one of the first premises posed by one Rishabh of class VIII (August 28, 1998) in the Hindustan Times, followed by “Finally, a newspaper we can call our own”, say Rishabh and Shreya of the same class (September 5 and 17, 1998 and again on October 29, 1999) while Shreya says (on November, 1998), “I have so much to tell”, inviting students to join the PACE programme through their respective schools.

PACE in its full form means “Partnerships for Action in Education” which in itself conveys the potentials that the fast emerging educational journalism has for school purposes. It states multi-pronged approach to improve school situation particularly in terms of students’ achievement, their communication skills and in making them pace-setters in tomorrow’s world through projects,
quizzes, workshop activities, school activities, etc. Describing the PACE perspective further, it is stated that HT School Times - the communication vehicle of the PACE - is designed to facilitate a dynamic and creative interaction between the members and partners of PACE, it is targeted at students in the age group 10-15 years. Its focus is multi-fold - 'Energizing the syllabus' being one of its most important components with express emphasis on the 'News that brings learning alive with information, Regular world-news round-up, and other features that generate excitement and make education more comprehensive and interesting'. It has also commitment towards carrying 'News of the young world' section comprising 'news from the world that is young and free. It's another section is devoted to 'INKSPOT' to provide opportunity for students to contribute their writings and bring forth their ideas and opinions'. Besides, 'to add to the excitement, the newspaper has a fun page containing stories, internet happenings, comics, teasers, art and a whole lot of interesting features that simulate young minds'. It still further goes on to say, 'with a great package for students, HT School Times is news, education, creative expression and much more'.

Among salient features of the HT School Times as per its proposed programmes include every week a special theme for its comprehensive coverage in as many dimensions and aspects as could well be conceived of. For instance, the issue raised (for August 31, 1998) pertained to teachers and the students' opinion about them, stating, 'want to know more about teacher? HT School Times talks to students about their teachers ... Books for teachers - some books that help teachers with their job and ... Life skills give pointers on how to deal with a disappointing report card ... students tell you what they would do if they were teachers ... and finally, ...
your favourite teachers’. To encourage reading habits amongst students as well as teachers at least two books are suggested every week which may offer fascinating reading for them. Besides, the profile of a school is proposed to be covered week after week to encourage experimentation, innovation and boosting the spirit of novelty in the school plant, the school process and the school climate for meaningful schooling. In fact, anything under the sun can make an input for educational purposes in the School times, with its principal focus on developing among the teaching-learning community creative and constructive expression. It may present country profiles, snippets on animals and creature, science experiments, home equipments and gadgets, sports quest and among others, the NEWS QUIZ to realize its motto – ‘ENCOURAGE CHILDREN TO READ A NEWSPAPER EVERYDAY TO GIVE THEM A HEADSTART IN LIFE. NEWSPAPEREDS EDUCATE AND INFORM LIKE NOTHING ELSE’. Thus, schools associated with the PACE are given extensive coverage to meet the aspirations of students like Shreya of Class VIII who says, ‘I HAVE SO MUCH TO TELL’.

(b) Review of a few ‘HT School Times’ Numbers

The Hindustan Times devoted nearly nine months (since September 1998) to try out its HT School Times perhaps on an experimental basis with its member schools and encouraged by its extremely rich potentials for positive contribution to school education, it threw open this platform for almost all schools all over the country, with its May 4, 1999 issue, with the request, “with this issue we welcome all you students to write in to us and tell us what you want to read. Together, we will make HT School Times the best students’ paper ever. And that’s a promise”. With this issue, the PACE pledged ‘GIVING A NEW MEANING TO EDUCATION’ stating,
'we will bring to you, week after week, news that will interest you, puzzles, teasers and quizzes you can wrack you brains on, and creative writings from students like you, apart from a host of other activities'. It acknowledges further, 'the involvement and enthusiasm of PACE student members has made HT School Times what it is today. At our end, we just put things together. It is your ideas, your suggestions and yes, even your criticism, on which we depend'. With this issue onwards, the Hindustan Schools Times' seek to give not only new meaning to education but also to boost the cause to School Journalism in the country in quite a big way. And with this issue, it seems, School Journalism not simply establishes deep roots for qualitative improvement in school education but also gives sound indications that School Journalism in the country is now coming of age, with HT School Times proving to be a Pace-setter in this direction.

Examining just these issues of May 4, 11 and 18, 1999 of this tabloid feature of the PACE would throw a great deal of light on its broad perspective and approach to the making of school journalism a powerful vehicle of schooling for the early adolescents belonging to the age-group 10-15. Opening with the 'NEWS FROM THE WORLD OF SCIENCE' on its front page, it presents 'SPEAK YOUR MIND' column as a permanent first page news-item where students give their opinion on 'HOLIDAYS VS HOMEWORK - They go together like oil and water'; 'HOW MANY HOURS A DAY DO YOU WATCH TV? HOW MUCH IMPORTANCE SHOULD BE GIVEN?'; and 'Do you want your parents at home during your holidays, or would that just cramp your style?' in these three issues respectively. The modus operandi of inviting students' opinion is through announcing the new topic in the form of a question, a statement and the like every week in advance. Thus, about half-a-dozen of the best opinions sent
in by the students every week are selected and printed, which not only encourages the students to think originally but also to express their frank and free opinion on the issues pertaining to the vast gamut of their creativity as students. An extremely laudable endeavour indeed on making school journalism a veritable input for quality school through this process, the process of original thinking and creative expression which tends to make the very hallmark of developing excellence in school education. An objective analysis of brief and crisp opinions offered by the juvenile generation on different issues every week would be really enchanting as well as ever-fresh.

Besides developing the habit of creative thinking and free expression, the HT School Times carries another regular column, on its fourth page though, to develop the habit of reading newspaper every day among the students through its PACE News Quiz which poses the challenge of ‘test your knowledge about current events. All answers can be found in recent issues of the Hindustan Times. The quiz is generally based on events covered during the preceding two weeks. Three prizes are conferred on the best and correct answers given by the students. Think of the enormous corpus of knowledge and events thus gathered at the rate of as many as six quiz items every week so much so that over a period of time it can quite well generate the habit of preparing the source book of such latest information by each student even on individual basis, to enrich one self in turn even for competitive examinations for the whole lot of avenues being thrown open in this fast emerging age of information technology. The quiz item was experimented upon for nearly thirty five weeks of the incubation period of this magazine as the open forum for this news item commenced on May 4, 1999 with the Quiz 36.
Quite interestingly, 'THE IDIOM BOX' also makes another important input at this page to enrich the students' grasp and hunger for deeper knowledge. One meaningful idiom is chosen and printed every week and pictorially explained with its meaning, the example of its usage in the common parlance of language and its origin. Learning an idiom or an idiomatic phrase even at this rate and in the style followed makes learning gradual, steady and lasting besides developing the habit of continuously and consistently updating one's learning which is verily the cornerstone of true learning. This page entitled 'WISE ANGLE' also regularly carries 'the laugh time' titbits purely educational in nature and specifically addressed to the juvenile age group, two comic series meant to explore and exploit the students' imagination for educational purposes, a permanent column on 'the natural world', a 'country profile', two book reviews, a 'treasure trove' place, and a host of puzzles – the number puzzle, the unscramble puzzle, pet stones puzzle, criss-cross puzzle, test your word power quiz, riddles, cyber tap and the like – which open the vast vistas of meaningful educational news for the children to help them build and woo the broadening of their mental and intellectual horizon in the best of the language that they can put on.

Similarly, page 3 of the tabloid makes its 'LIVE-WIRE' shine with outstanding contributions of these children in prose and poetic forms on a vast variety of problems and issues that tend to attract their attention for news coverage for the 'INKSPOT' ranging from messages for the dear and near ones, for the friend, teacher, mom, dad or anyone else to phonetics and sports, to palettes and competitions and to anything under the sun that matters to the students. Thus, for setting the PACE in tone and tune, it makes an open invitation in these words: 'Write in to us. Tell us more on what
you want and what you don’t want. Send us your opinion on
everything that matters to you. It’s your paper. Contribute towards
creating it and making it more interesting and useful’. It makes
further request on PACE Times page 2 thus: ‘Schools are requested
to send us information on forthcoming events in the school – events
such as fetes, tournaments, workshops, annual days, etc.’ under
the Newsmakers column. Inter-school events are also covered here
with prizes sponsored by various agencies and institutions. In fact,
the gamut of activities undertaken by PACE is not simply restricted
to news coverage; it is all comprehensive including its direct
participation in the whole lot of programmes organized individually
or collectively by various schools. These include organizing essay
competition, debates and declamations, painting and quiz on-the-
spot competitions, puzzles and crosswords and a whole lot of
educational activities in and outside the school.

Thus, a quick glance at the pages of the HT School Times
reveals that the content of its coverage is not only through and
through educational but is also based on what the schools do or
wish to aspire for. Its coverage is very broad-based and yet
extremely grounded into the school profile and programmes. It
carries News from the world of science such as the Revolutionary
Robo-worm, Sundial on the Mars, The world’s first tree, Vegetable
world, Animals world, Land and the countries, Hole in the Space,
Volcanoes and Quakes. The Wild Green World, The Hills and
Mountains, Weather and Climates, Birds and Beasts, Journey
around the world, Galactic mystery and Global warming, Green
House Effect, Diseases and cures, In the Deep Blue Sea, Super Bugs
and Cyber World, Environment Watch and The End of the World,
Interactive Grids and Amazing Beaches, Stars and Star World,
Feathers and Birds, New Elements and Mysteries in Stone, Sun and
Solstice, Pollution clouds and acid rains, Canyons and valleys, Fossils and Leaves, Walking on the Moon, Loveable and Pet Animals, Strange Facts and Science Fiction, Cloning, Eclipses and Whirlwinds, Snakes and Scorpions, Computer Bug and 2k phenomenon, Black hole and Ozone, Know your Brain and the microchips, ICY Zones and Underwater Wonder, Genes and Genetics, Rivers, Seas and Ocean, Hurricanes and Storms, Extinct and Endangered Animals, Plastic and Plants, and indeed quite much more from the domain of science, scientific discoveries and inventions to make the learning of science and scientific knowledge interesting as well as lasting for the growing child at the tender age of 10 to 15 which is verily the target group of the School Times.

Besides science and scientific knowledge addressed to this learning group, the HT School Times disseminates the content knowledge of humanities, social sciences and languages not only for consumption and content enrichment but also for assimilation and practice in the process of schooling and learning. It also provides for a meaningful forum for the target group for boosting their general knowledge to prepare them for the competitive world that they may have to face both within the school situation per se as well as in the open world outside the school. It also makes enough room for developing among the students the attitude and spirit of cooperative learning and living through a host of activities that it seeks to arrange and organize for the students and their schools. A few examples of all such elements would do. Summer camps for Creative Learning, Workshops for Creative Art, Workshops for Parents and Students, Seminars for Teachers and Principals, Centenary celebrations, Gala Day celebrations, celebrating Book Week, Health Week, School Fetes, fairs and festivals, Hobby camps, creative writing workshops, camping, organizing School Cabinets
and Parliaments, Nature Orientation Activities, Workshop on Performing Arts, Discovering lost civilizations, Discovering the last frontiers, Computer workshops, Environment contests, Newspaper reading workshops, Yoga camps, Interactive workshops on history, art, culture and heritage, Production-oriented theatre workshops, clay and paper games, workshops on cartooning and animation, Literacy and Green Drive Camps, Students’ Marching for a cause and Creativity Displays, Organizing Young Talents Festivals, Understanding school history and its contribution, Organizing Festival of Thoughts, Understanding role model camps, Deliberations on recommendations of educational committees and their implementation, school website, Cleanliness and community camps, understanding Elections and the democratic process, understanding students’ role in times of peace and war, participation in Teachers’ Day programmes, Internet and the role of Teachers and Schools, Philately for understanding history and heritage, international peace day march, Project Literacy, Exploring the heritage festivals, and a host of similar other projects and programmes undertaken by the PACE Forum besides a number of topic oriented debates, discussions, declamation contests, etc. throw a good deal of light on what and how PACE and the HT School Times tend and try to create a positive learning environment to enrich the students’ capacities and capabilities and to explore and exploit their talents for meaningful educational purposes, individually as well as collectively.

In nutshell, HT – PACE or Partnerships for Action in Education is an effort in bringing together the educational resources available in the community. The programme consists of three basic modules. The first is a newspaper pull-out HT School Times. The content of this pull-out is material that is of interest to students and all else
connected with the education process. The second module is the Partnership Linkage module, wherein partnerships are established with institutions that have a wealth of resources to offer to the students. The third module is the Curriculum Support Package that links the newspaper to the curriculum, to enhance classroom teaching. This multifold objective of PACE was described in an HT-Pace, The Hindustan Times Schools’ programme held in an interschool on the spot essay competition organized in association with the National Museum of Natural History (on 27th November, 1998) to commemorate the World Conservation Day where some 200 students from 40 schools across Delhi participated from classes VI to VIII students on the topics ‘Why Conserve Nature?’ and ‘Need for People’s Participation in Biodiversity Conservation; for junior and senior group students respectively. Each group carried eight categories of Best Essay Prizes. This establishes the fact that the HT School Times is venturing to make direct and positive contribution to the cause of quality schooling in the country in quite a big way, though this attempt is just a couple of years old.

2.5.1.2 Review of the NEWS IN EDUCATION Tabloid of the Times of India

(a) News in Education Programme

Unlike HT School Times which is just a couple of years old, NEWS IN EDUCATION of the Times of India is almost two decades old. In a letter addressed to the Principals of selected schools, the NIE suggested a curriculum to suit their needs, stating that the NIE programme was established in 1985 by the Times Group, ‘in order to inculcate a regular reading habit amongst children. It not only keeps them abreast of current issues but also helps evolve analytical skills and abilities’. It states that the NIE programme entails the following:
(a) *Specialized Workshops* – Workshops as a concept was evolved in order to ensure interactive and fruitful lessons with the students. Under this programme, a ‘gamut of workshops is provided to the NIE member students (all around the academic year) to enable easy and effective learning. These workshops are conducted by highly trained and qualified personnel, which are directed towards an overall development of the individual. These entail:

- Introductory
- Academic
- Extra Curricular
- Career Counselling
- Lecture Demonstrations
- Specialized Workshops

(b) *Special Students’ Issue – ‘The Times Offspring’* – The NIE programmes provides a unique facility to students with creative writing skills. The Times Offspring is a forum evolved especially for students who are keen to develop their writing skills. This in turn works towards creating a desire to read, informatively and creatively.

Each academic year has approximately 18 issues of the Times Offspring, wherein a minimum of 38 schools can participate and see their articles in print. These are in turn read by all the other 100 NIE member schools.

(c) *NIE’s Magic Box*

- NIE provides Yearly Planner to the students and the staff members. This in turn enables them to carve out an effective modus operandi for the academic year.
• A special discount coupon worth Rs.100/- is provided to the NIE member student via The Times Offspring. This coupon can be used by her/him to send a message of any kind, free of cost in the NIE Times Offspring column in the classified column of the Times of India on any day of the week.

• The students shall also be given other items in the form of badges, bookmarks, timetables, fun-filled and creative worksheets from time to time.

• Workbooks are made available to teachers as a tool to ensure easy and effective teaching.

• Interesting and informative material is provided to teachers on the utility and use of the newspaper in day-to-day functioning.

• The Times Offspring also carries various quiz items. The NIE member students can bag early bird prizes/ certificates for the same.

(d) Press Encounter

Along with all these facilities, a yearly press visit is arranged for the NIE students such that they can delve into the details of the entire process of Newspaper Printing, its cost-effectiveness and relevance.

(e) Yearly Highlights

The NIE department also organizes three major events for each academic year. These entail:

The Annual Inter-school Quiz – The 'Fundamental Quiz' of The Times is a much awaited event and is organized by NIE for its
member schools. It is a highly spectacular event conducted by the most talented and well-established quiz-masters in the country.

The Annual Inter-school Debate – the coveted “Rodin Trophy” is presented at the prestigious annual debate. The debate is judged by a panel of eminent personalities from diverse fields.

The Annual Teachers’ Seminar – This is an ‘interactive and intellectually stimulating session with the principals, teachers and the NIE personnel. This in turn facilitates wider thinking processes, innovative teaching practices and liberal exchange of ideas.

The gamut of above mentioned activities has proved to be an enriching experience for students over the years. We do hope sincerely that students in your school benefit and enjoy the facilities provided by the NIE programme.

Obviously, the NIE programme is primarily addressed to students as well as teachers and other school personnel to make education more meaningful and tangible to school purpose. This is, however, not all that the programme tends to do. It is also addressed to parents as well who can well be equal partners in the children’s education. In their leaflet ‘PARENTS AND THE NEWSPAPER’ it is stated thus:

“As an interested parent, most likely you have asked your child’s teacher what material you could use at home to reinforce his or her reading skills. No doubt, the teacher offered many good suggestions. And yet, there is one learning resource that might not have been mentioned – the Newspaper. It is full of information which appeals to every reading taste and interest, and you do not have to go searching for it because it is probably in your home already.
The Newspaper is inexpensive and educationally profitable for children. Its broad range makes it a powerful learning tool for all students. It contains news articles, sports, entertainment, special features and much more. The newspaper is worthwhile for children to read because it:

- Encourages reading for fun.
- Helps sharpen reading skills.
- Broadens the variety of reading material.
- Helps a child become aware of the daily events happening around him or her.
- Allows the child to widen his or her understanding of local, national and international events.

The use of newspaper, however, should not be confined to the classroom. It can also be used at home. But, before you begin, it is a good idea to first learn more about your child’s interests concerning the newspaper by listening carefully to the questions he or she asks. As a parent, it is important that you spend some time with your child in order to take full advantage of all that the newspaper offers. Here are some suggestions:

- Question your child regarding words and pictures he or she has clipped.
- Comment on pictures or articles.
- Divide your child’s time equally between the serious and entertaining news.
- Help your child to realize the necessity of knowing the facts before forming an opinion.
- Use short period of time with your child.
- Encourage your child to read the newspaper everyday and take time to do the NIE activities.
The leaflet further states:

"The Newspaper in Education Department at The Times of India has been working with educators offering instructional material and suggestions for using the newspaper as a teaching tool. We will also be participating with parents and teachers to further the many enjoyable activities that The Times of India can provide for educational development both in the home and the schools.

The benefits of this programme are various. Not only are the students receiving current information with the newspaper, they are also developing the necessary skills, imperative in their role as future decision-makers.

Now you and your child can sit down together, discuss, and participate in the excitement of events shaping the world".

And about "PARTNERS IN EDUCATION", another leaflet states thus:

"Newspapers are institutions with great public responsibilities, while schools are institutions with great responsibilities for private individuals, but they are alike in two immensely important ways.

First they are both very human institutions whose ultimate success rests wholly on the quality of human being who staff them.

And second, they are both engaged in the enterprise of educating human beings, adding to their store of knowledge and extending their horizons. Together, they are engaged in the monumental task of public enlightenment".

The NIE Times is not simply satisfied with propagating slogans and stating objectives of their school-cum-parents oriented Newspaper in Education programmes. They have also on hand
practical hand-outs on ‘HOW TO READ A NEWSPAPER INTELLIGENTLY’, which is equally useful for students, teachers and parents alike. For introducing students to the world of the daily newspaper, it states and suggests thus:

1. **Start from Scratch**: Not all students read the newspaper and still many more do not know how to read it intelligently.

2. **USSR or SSR**: That means do not give any directions when you first hand out the newspaper. Let the student have 10 or 15 minutes to browse through it. (USSR – Uninterrupted Silent Sustained Reading).

3. The newspaper, first and foremost, is a source of news. It is not just another kind of textbook. Teach students the paper’s own intrinsic value before using it as a ‘workbook’.

4. The newspaper is not written on one particular level (say 7th grade) but has many different levels. Some parts will be easier than others.

5. After a period of USSR, familiarize students with the paper’s format (front page, index, pagination, features, etc.).

6. Help student to be efficient readers through:
   Surveying
   Scanning
   Slowing down
   Summarizing

Help them to locate information quickly by using the index, by reading headlines, by knowing where regular features are.
Remember: As someone has said, "SOME PARTS OF THE PAPER ARE FOR TASTING, OTHERS FOR CHEWING AND STILL OTHERS FOR SWALLOWING AND DIGESTING".

7. Help build the newspaper reading habit by providing access to the newspaper and by encouraging regular reading. Continuity is the name of the game.

8. Encourage homework with the newspaper. Provide bulletin board space for clippings. Give extra credit for newspaper reading.

9. Discuss with students why newspaper reading is important. (It chronicles our life and times; it informs; it interprets; it analyzes; it entertains; it helps you cope with everyday life; it helps you to be a smart consumer; it is fun).

10. Now you are ready to use the newspaper as a teaching tool in any subject area, with any grade level.

However, the Times NIE programme does not seem to be satisfied merely with suggesting tips for reading the newspaper intelligently and goes further ahead in giving 'SOME GOOD EXAMPLES OF HOW A NEWSPAPER CAN BE OF USE' in another pamphlet thus:

"This is a scientific programme designed to introduce newspapers as a valuable teaching tool forming an integral part of the education process.

A 'Living Textbook'. Newspapers are the only medium which provide continuous, up-to-date, interesting and relevant body of a cross-section of news which can serve as a valuable and aid in motivating a unique form of study – at a price that is astonishingly cost-effective."
A dynamic teaching aid that informs, enlightens and educates, initiates good reading habits that sparks off thought and discussion and fosters far-reading civic and educational values, the NIE programme is offered to you for the first time in India by the Times of India publications…"

Besides, it also suggests nine points around which newspapers can be profitably exploited for educational purpose. These are:

1. Well-written features and editorials improve language, enhance communication skills.
2. Balanced in-depth reportage increase understanding of world affairs.
3. Topical coverage offers continuous knowledge of every day events.
4. Well-researched and thought-provoking material sharpens critical and analytical faculties.
5. A variety of news, views and reviews presents ‘complete’ reading.
7. On-the-spot stories bridge the gap between theory and reality.
8. Motivate thinking generating curiosity.
9. Develop potential decision-makers of tomorrow”.

Quite interestingly, the Times of India Newspaper in Education prefers to define a good newspaper in words full of in-depth thus:

“A good newspaper performs two functions. It is a mirror held up to its community, its nation and the world, and it is a critic of these images. But a good newspaper does not confuse these two
functions. It reflects in its news columns and its comments on its editorial page, and in its signed articles.

A good newspaper prints fully, accurately and clearly the important local, national and international news without bias or distortion. Inaccuracy is viewed as the greatest sin, and when a mistake is detected, it is promptly corrected. A good newspaper does not censor its news, and it is an abiding foe to those who do.

A good newspaper, after accuracy, strives for a fashionable presentation. It aims to get the best possible pictures and art work without sacrificing the unattractive but important news.

A good newspaper is opposed to all arbitrary action whether by government or by the mob. It works to uphold the rule of law and to change the regulations disliked by society.

A good newspaper must make enough money to stay in business. It therefore must have competent circulation, advertising and promotion departments.

A good newspaper is an educator, an entertainer, a critic, a crusader, a leader, a public conscience and occasionally a gossip.

And as to the importance of newspapers for developing writing skills yet another handout elaborates thus:

"The newspaper is full of various models of writing techniques. It contains news and features, reviews and editorials, comics and advertisements. It is a comprehensive manual illustrative of the diversity in which written language can be expressed.

A successful newspaper employs high standards for each of these styles by striving for concise, imaginative, simple, objective and intelligible written matter."
A newspaper is a unique play-ground providing the facilities needed to motivate children in learning difficult and important writing skills."

In still another hand-out, it is further stated, "The newspaper serves as a valuable aid in motivating a unique form of study because it is the most up-to-date textbook supplement available for teaching Language Arts and Skills, General Science, Social Studies, Mathematics and other subjects. While some textbooks become outdated immediately after publication, the newspaper updates itself daily, keeping abreast of the latest development, locally, nationally and internationally.

We believe that the newspaper should be used as one of the tools in achieving the enormous task of informing and educating our society to become responsible and conscientious citizens. Our first step would be with the young – after all, it is with them that our future lies."

Moreover, "The newspaper is the most widely and consistently read literature published. It is the most accessible current and vital print medium. It should, therefore, have a prominent place in the school curriculum."

And indeed, "NIE is an international programme to advance the use of the newspaper as an educational tool for the schools by over 800 newspapers worldwide."

It might, therefore, go without saying that "The Newspaper is a text particularly adaptable to the wide range of abilities because it is written for a broad audience. It has material for the student who loves sports and heads for the sports page first. It has material for students who can only read the headlines, or only the comics. And it has material for the advanced student who wants to be challenged
and finds that challenge in the editorial page. There is no set way to introduce the Newspaper. There should be as many as there are teachers and students."

With this background of the perspective that the NIE programme and the Newspaper in Education of the Times of India aims at, it may be interesting to review a few issues of ‘The Times Offspring.’

2.5.1.3 “THE TIMES OFFSPRING” of the Newspaper in Education

The Times Offspring, a bi-monthly feature of the Time of India took off in 1985 with the express purpose of inculcating regular reading habits among children and for keeping them abreast not only with the current issues and problems but also to help them evolve and harness their analysis skills and abilities. Being specially addressed to students, it provides unique facilities to them to develop their creating writing capabilities which in turn work towards creating a desire in them to read informatively and constructively. To give them the benefit of maximum opportunities, a host of joyful learning experiences, activities and programmes are regularly organized for them. Among these, student oriented specialized workshops are conducted by highly trained and well qualified personnel with active involvement and participation of students all round the year to ensure interactive and fruitful lessons to help them learn easily and effectively. The range of these workshops seeks to cover almost the whole gamut of school activities though their principal focus is on developing regular reading and writing habits among the students. Various types of quiz items, intellectually stimulating innovations are incorporated in the programme to provide them with enriching experiences directed towards overall development of their personality.
Though the Times Offspring is particularly addressed to the students, it also involves their teachers and school principals to make the learning-teaching experiences lasting and tangible. Besides providing them with workbooks as tool to ensure easy and effective teaching and interesting and informative material on the utility and use of the news in day-to-day functioning, an annual seminar of teachers is regularly organized with an interactive and intellectually stimulating session with the principals and the media-education personnel to facilitate wider thinking processes, innovative teaching practices and liberal exchange of ideas to promote optimal learning capabilities of school children. An interschool quiz conducted by the most talented quiz-masters and an inter-school debate are regularly organized annually for the member schools and along with these provisions, a yearly press visit is arranged for the students to acquaint them with the process of newspaper printing. An annual calendar of activities is also worked out to help the students and the staff to carve out an effective modus operandi for the academic year. All this goes towards preparing the students to actively participate in the preparation and bringing out the bi-monthly.

Interestingly, the 8th May 1995 issue, for instance, was specifically addressed to the topic INDIA while that of 23rd November 1995 to the topic INDIA IN THE 21st CENTURY, which in a way reveal not only the richness of the content presented but also the creative capabilities of the school children in putting their ideas across in an imaginative, interesting and lucid manner more in the style of a creative reporting than merely attempting routine essay type stories. As an example of excellent imaginative news writing, the front page top story ‘What do I write’ of the 8th May Times
Offspring opens as if the Pandora’s Box of topics that deserve attention, particularly in the present day context:

“So, the topic is India. How to begin? What do I have to write about India? What is there to write about anyway? Poverty, politicians, religion? Gandhi, Nehru, Freedom struggle, the Raj again? Hindi movies, (tut, tut, the unimaginative vulgarity!!), cricket, literature, wonderful scientists again? Unity in diversity again? How wonderfully ancient we are, Oh1 the terrific culture, the terrible Western influence again? No, no, no! I refuse to even think of all this. Or should I write about the status of Indian women, the girl child, the caste system (which vanishes for a short period, then rears it not so pretty head again and again). Or may be I should just stick to the goodness of Mother Earth, the beauty of the country and end up sounding like a tourist guide. Are you then telling me that there’s nothing about my country that I wish to write about? I am after all the 21st century teenager. Therefore, I demand to know why is it that my country offers me nothing exciting to write about?

“What is there in my life? House, school, home, school, the occasional outing. I remember when I was small I used to go to crèche but now my dadi is here. I come home from school. My parents are working. They reach home around 7 in the evening. And crash out. At least, I am lucky, my parents try to spend part of the evening with me. Of course, it becomes rather boring because it’s the same ritual everyday. ‘How was school, homework finished, did not trouble dadi’ and so on. But it is better than what some of my friends go through. For them, the family is together only in front of the TV. My dadi’s cute. She’s full of declarations of doom and stories of yesteryears. I personally feel she makes up half the
stories. Can you imagine, according to her, she grew up in a family of twenty four! Isn’t that sort of a crazy figure to live with day in and day out. Uncle, aunts, cousins, the works!! Ugh! When two of my cousins land up, it becomes a strain on all of us and this lady is talking in double figures, that too without any ill-feelings. And then she tells me about their gardens and tree climbing escapades.

Incredulous the stories my little old lady tells me. My life’s been spent in this city, in this flat. I like my home. Even if it is sort of caught between lots of other flats. Mummy’s put lots and lots of plants all over. When we go for holidays once a year, we usually go to nearby places like Jaipur and Gwalior, and beautiful places in Himachal Pradesh. But I have never seen the kind of place my dadi talks about. We never go to any place like that.· May be they don’t exist any more. So that’s my home life. Studies are a pain but the other activities in school are fun. I am in the rock-band but no one appreciates at home. My dadi anyway think I am running the family name. Grin! Grin! Wait till I start dating, lady! So this is it my life. My country doesn’t picture in it at all. It’s just a place I live in. I know the regular information, the languages and the festivals and the types of food and which part of India imparts what accent to the English tongue. And all the ‘knowledge’ about my motherland which explodes all around me. But what I am trying to say is that there’s nothing special in me that makes me feel “Indian’. Well, what is an Indian supposed to feel like anyway? We’re very regular, we’re so bad or so good as any other country.

“So what can I write about my India? It’s fine by me that I’m an Indian but I don’t think I’d be much different if I were say from Iceland or something. I mean it doesn’t really matter to me. I’ll end here because now I’m getting this funny feeling that I should ‘feel’
something about India and being Indian. So I think I'll just go and
do some serious thinking and get back to putting pen to paper with
more sense.”

In this flight of creative imagination expressed in the two to
three paragraphs above, almost the whole lot of the Indian scenario
in its socio-cultural perspective under the impact of information
technology vis-à-vis modernism has been well brought out
suggesting therein the imminent problems that we face today. The
other stories included in this tabloid are: paying a tribute to the
greatest poet and Nobel Laureate Rabindranath Tagore on his birth
anniversary on 9th May quoting from his great poem Geetanjali the
spiritual ideals with which he hopes his country would ‘awaken’; An
overview of Indian sports and Indian cricket; hundred years of
Indian cinema; looking at us Indians – an interesting account of a
student’s perceptions about the Indian way of life under the broad
captions like traditional family life, village life, city life, religion,
clothing, food, health, education, arts, architecture, painting and
sculpture, music and dance, literature; Home is where the heart is;
India of my dreams; India’s population; Indian quiz, etc. – all
contributed by the students of classes VIII, IX and XII or Mother
Teresa Public School which was given the responsibility of producing
this issue. It also carried school news of two other schools and a
few guest write-ups on Importance of Language by a class V
student of GNPS; Death bed – Ashes to ashes on the evil of
smoking by a class IX student of APS; and on What is happening to
this world by a class VIII student of NEPS – all of which make
outstanding reading of the creative expressions of these students.

Likewise, the November 23 issue of the Times Offspring
makes an interesting reading with lead articles on India in the 21st
century, contributed by two class X and one class VIII and VII students each, especially of JLDASV School, along with a message from Principal’s Pen. The 21st century is variously described by these contributors, though with a lucid flight of imagination nearly akin to scientific fiction. The youngest among them, a class VII student describes it as the Push Button Age while others call it to be “synonym of Robot, in which there will be no place for feelings of the heart … where man would become slave of machinery …. Everything would become computerized, including us, the humans. Even education would be imparted by Robots through computers where there will be no space for harmony, sympathy, love, truth, and values … Star wars would be a common phenomenon in which countries, instead of fighting face to face on land, would use space and spaceships to defeat each other. If 3rd world war would take place in the 21st century, then there won’t be any winner or loser but only few reminders of human civilization. The environment which supports life would itself become menace to life. Man’s encroachment on every bit of the environment would deteriorate its quality to the extent that the life of man, if not endangered by star wars, would be endangered by environment itself”. Thus expressed are the fears of the 21st century as perceived by a class X student.

Another class VII student feels, “there will be a big revolution in 21st Century in the field of agriculture. Now a days, the green, white and blue revolution has increased production with regard to crops, milk and fish. The same will be superceded by the 21st century. Technology will help to boost the crop production. One kind of plant will give two types of benefits. There will be a plant called POMETO. The shoot of this plant will grow tomatoes and root will provide big potatoes simultaneously…” And about knowledge, a class VIII student writes thus: “small cassettes will accompany to
big volumes of books. Habit of reading among the people will dwindle. However, observation of things increases. Big calculation will be done. As a man visits the entire world, in his mind similarly pictures and cassettes of various types will be kept in an instrument and method as well as anode belonging to instrument will be placed in the mind of a man. The knowledge packed in the tape recorder will fill the brain. Computer will have big libraries. Libraries with the computers. As a result, switching on the computers will bring vast information on the computer screen. Consequently, man will know desired thing at switching button and pressing of a key. Reading and writing will be considered a sign of backwardness.

Besides what the students perceive the 21st century to be, they have also lot to say about contemporary issues and events in this Number of the Offspring. Among these are included their impressions and expression on Pollution, Green Watch Programme, Celestial Spectacle – Solar Eclipse, Jurassic Park – A pictorial display of Dinosaurs at various stages of Evolution, an Exhibition of art and craft work of students to understand the Folk Art of India, an inter-school Music Performance in Praise and Workshop of Indian Music and a host of poems and tit-bits etc. each of which provided opportunity for full and free expression by the students' flight of imagination and, therefore, provided a rich food for thought for every reader, more particularly for the student to develop their reading and writing skills.

A few quotes from these news stories would make an interesting reading. A class VII student observed the Celestial Spectacle thus: 'On 24th October, this year, the rare cosmic spectacle of the moon overshadowing the sun was witnessed over the Gangetic plains. It provided a spell binding climax to the eclipse
fever. Millions of people woke up after the Diwali celebrations and watched the breath-taking event when moon overshadowed the sun plunging a 40 km wide track from Rajasthan to West Bengal in total darkness. Partial solar eclipse was witnessed in India after a gap of 15 years. Diamond Harbor had its historic tryst with the 'Diamond Ring; seen twice, just before and after the total eclipse. Moments, before sun's rays peeked, through moon's valley giving it a reddish hue. The sun was reduced to a ring with a sprawling diamond, reddish in colour. The diamond reflected the full incandescent glory of the sun's corona. In scientific jargon, this stage is called the diamond ring and was clearly the most fascinating moment of this short-lived eclipse. Complete darkness followed. A few stars twinkled near the humiliated sun as if to pacify their bruised ego. This total darkness was over in a flash and sun's first rays peeped out. The first tip of the sun now emerged from moon's shadow. This ended a practical joke at sun's expense – Darkness At Day Light”.

Similarly, a class III student eagerly expressed the phenomenon thus: “For the crucial 59 seconds when moon finally overshadowed the sun, everything came to a standstill. As a blanket of darkness spread throughout, scared birds returned to their nests. As temperature dipped and cold winds beat against strong red stone walls the sun resembled a black hole surrounded by ring of fire in its pre-totality phase.” Even babies of the age group 4 to 6 years gave vent to the expression thus: “Sun was disappearing slowly. Diamond ring was shining fat. They corona. There was full night for 2 minutes.” “It was like the rainy season Aur Thand Lag Rahi Thi.” “Mummy said, ‘come, come, sit near the T.V.’ It was a holiday. I wanted to sleep, papa woke me up – ‘Watch TV’ – ‘Oh! Who was not allowed to get near T.V. was being forced to watch it”.

This panorama of expressions presented by a host of young kids, among
others, on the celestial spectacle provided them unique opportunity for creative expressions through the forum of this tabloid. Their writings are equally creative and meaningful on other issues covered in this volume of the Offspring.

Not being as though satisfied with their effort to provide reading and writing opportunities for the school kids, the Times Offspring added another dimension to their endeavours invoking the teacher of the month to relate his/her experience in terms of the input provided for encouraging creativity among the wards. Thus, under the caption Role of the Teacher, the following quotes are quite revealing: “Arun was a shy, timid eighth grader who could not speak a single word without stammering. Due to his speech defect, he was a laughing stock of the class. Even some of his teachers berated him for his strutting, stammering response. Though a child of good IQ, he started to withdraw into his cocoon and his academic work started sliding down. His class teacher found out that part of his problem was due to absence of recognition both at home and at school. Discovering his innate talent for dramatics, she encouraged him to write the script for a skit and direct it. That beautiful skit won the first prize for the class. His peers became more appreciative of him and his stammering started disappearing slowly. He took to public speaking and dramatics with gusto, and by the time he reached the tenth standard, he became the best orator in school. The teacher’s experiences with Arun describe the role of the teacher best. The teacher is builder of integrated personalities, moulder of characters, artist embellishing the minds and hearts of the young with the beauty of creation. They led their pupils towards the heights of truths, goodness and love. Besides teaching grammar, algebra, the structure of the cell, the teacher has to find out the peals of talent buried in the soil of physical, social and
mental disabilities. Pupils expect of us to be their intellectual companions, to share their worries and fears, clear their doubts and forebodings and provide them emotional support. Teaching is essentially a part of the socialization process by which society imparts to succeeding generations its values, behaviour patterns, knowledge and techniques. At the same time, the teacher should also initiate a process of de-schooling which helps students to seek solutions to new problems and challenged, critically examine divisive social paradigms and strike out for path-breaking innovations to enable civilization to progress. However, this noblest and oldest profession is not sufficiently professionalized to effectively meet the diverse role expectations...” The latter part of this write up refers to a number of proems relating to inadequate teacher training, drawbacks of curricula and other professional and social issues as also administrator’s dominated educational institutions/bodies at central and state levels where “the teacher, the backbone of the profession, remains as distant from those bodies as the Earth is from Pluto”.

A synoptic presentation of the students’ and the teachers; contributions made in just two sample issues of the Times of India ‘Offspring’ go a long way to explain how it has started to meaningfully address itself to the process of schooling over the years to fulfil its share of role and responsibilities in educational and social reconstruction of the school set up.

2.5.1.4 “YOUNG EXPRESSIONS” – The Newspaper for Schools – An Indian Express Publication

The Indian Express, another important newspaper also claims to address a full 16-20 page tabloid to schools with a fortnightly frequency. This school-oriented newspaper made its debut in 1994. The content of its two random issues would explain its nature,
purpose and scope. However, its presentation is prima facie different from that of the ‘School Times’ of the Hindustan Times and that of the Newspaper in Education ‘The Times Offspring’ of the Times of India, where contributions of articles, write-ups, creative expression are made by the students themselves. But the contributors of the Young Expressions in no way reveal their identity or the class or the school to which they belong. Rather than being addressed to a particular group of students of a particular school or class, the Young Expression has in focus the general rung of students and the general rung of problems of the school and the system of education in general. Though its regular columns highlight sports, entertainment, campus rap and cover, ‘in focus’ the profile of a particular school in respect of one or more than one activity, it is flexible enough to add additional columns or to delete a column as per need of the respective issue of the tabloid.

An important section of this tabloid is ‘In Focus’ that carries the profile of particular schools, viz. Mehta Vidyalaya with three articles namely, Integrated Approach towards Teaching, Catch Them Young, and Green Brigade Fights Pollution contributed by Principal of the Vidyalaya and one each by Head, Social Work Department of the Vidyalaya and Sonia Dhiraj Kaur under the caption Social Work at the Bhawan and Let Noble Thoughts Bloom respectively. While the article on Social Work deals with Counselling, Vocational Guidance, Field Work and Special Education dimensions of Social Work as an integral part of this school’s activities, the other four articles, are addressed to inculcating values and character development of its students as excerpts from these articles would corroborate. Being at Bhawan means ‘being part of a large family intricately woven by the unbreakable thread of love which develops in its members positive attitude and moral values
rather than giving only information and statistics'. 'True to the expectations of its founder, late Dr. K.M. Munshi, it has come to be recognized as a symbol of intellectual, literacy, educational, ethical, cultural and spiritual life of India flowing through the centuries. Spread all over India and abroad with 65 branches, Bhawan makes all its members realize the smallness of human beings and the truth of eternity, making us believe in the roots of our origin. It makes us feel Indian and appreciate the concept of WE'. 'In the efforts to reintegrate the ancient values along with incorporating the best of the West without being swept off one's feet, it requires all the noblest thoughts'. 'With its focus on Indian Culture, Fine Arts, and Community Service and its emphasis on cultural education, it has helped children to take care of those vital aspects of human personality which in a highly competitive society often get neglected'. 'Child is the father of man', said Wordsworth and Tagore went a little further when he said, 'Every child comes with a message from God that he has not lost faith in human beings and here at Bhawan we try to inculcate cultural and moral values right from the primary classes'. Even some of the outstanding achievements of the students of the primary section are enumerated with due emphasis on the need of character building in the students.

Similarly, under the Campus Rap column two items are Debating Parenthood and Playing MPs which provided rich insight to the students through organizing youth parliament and inter-school competition on the functioning of treasury benches versus the opposition and on Parent know best versus its opposite respectively.

There are then two full pages under the column 'My Page' which are addressed to Learning FM's Language, Languages are a
Little Crazy, The Joys of Kite Flying, A Kaleidoscopic Nation, Land of the Peaceful Dragon, etc. which in a way describe the school and college students’ impressions, flights of creative imagination, daydreaming and real-life experiences, etc. in the best of their language and style. A few excerpts would corroborate. "Kites have their own tales to say in the azure blue sky. Whenever you see a kite struggling through a group that wants to cut it adrift, you can make out a picture of a car trying to make its way on the road at peak traffic times; Kites are such a riot of colours, shapes and sizes. They tell us of adventures up in the skies, tales about how they got their names and where they came from ... Kites in the past have been used for many practical purposes, in war and for scientific research. They have been used to lift up men to observe, from above, enemy troops. Kites have carried instruments to record and collect meteorological data... Kite flying at night over a house was believed to keep away evil spirits. Musical kites were also flown to scare away evil spirits. For the people of China, Japan, Malaysia and Korea, kite flying has been a traditional sport and national past time.... Kites continue to be a part of the tradition of many countries”.

As to languages, “If the truth be told, all languages are a little crazy. They contradict themselves, because language is invented, not discovered, by men and women and not computers. As such, it reflects the creativity and fearful asymmetry of the human race, which is not really a race at all...” And to illustrate, for example, the vagaries and paradoxes of English language, “we find hot dogs can be cold, dark rooms can be lit, home work can be done in school hours – especially happy hours and rush hours – can last longer than sixty minutes, boxing rings are square, silverware can be made of plastics and tablecloths of paper and most telephones are
dialed by being punched”. Further, “Why is it that a woman can
man a station, while a man cannot woman one, that a man can
father a movement by a woman cannot mother one, and that a king
rules a kingdom, but a queen does not rule a queendom.
Sometimes, you have to admit, that all English speakers should be
committed to an asylum for the verbally insane .... I wind my watch,
I start it, but when I wind up this essay, I shall end it”....

While a student describes Bhutan as “A country drenched in
religion” and “indeed the last Shangri-La – that is – Heaven on
Earth”, another writes, “The most apt way of describing India is to
call it ’Kaleidoscopic’ .... The quintessence of Indian unity is a firm
belief in the intrinsically positive attributes in the Indian diversity.
To talk of this unity as a bold and beautiful ribbon keeping a
colourful bunch of flowers tied into a pleasing bouquet would be a
good way to describing this unity”.

Another important page of this tabloid is STAY FIT which
presents a variety of items such as a Medi-Crossword, a yogasan, a
first aid advice, a couple of common myths, a skin care item,
managing a disease like asthma, etc. The names of contributors to
this page are not mentioned and thus obviously these may not be
students’ contributions. This page, however, provides very useful
information for the students as well as for the general readers. Then
there is a Sorts Page and an independent FUN ‘N’ GAMES Page
which are also of equal interest to the students and the lay readers.
These pages present profiles of players and athletes, cartoon, sports
quiz and like to entertain and inform the readers about the latest in
sports and games. Nonetheless, one page each is also specially
devoted to entertainment, covering information about The World of
Music and Classic, video collections and albums, films and movies,
Jokes and comics. Two more pages are PEN PADS and YE GREETINGS which too are very informative, containing quite interesting messages and hobbies. Some extracts may be enough. “Friendship is a gift of god, which I need most”. “There is only one ship that cannot sink and that is friendship. Friendship is a gift of god, makes as much use of it as much as you can”. “The real friend is just like a Noble Gas.”

“A friend is the one who shares and cares for what he feels about”. “Friends have only one relationship between them – that’s love”. “One who fills life of his friend with joy and best wishes is a true friend”. And among YE GREETINGS some are like these” “Worrying was never worthwhile, so pack up your troubles in an old kit-bag and smile”. “Luck is yours, wishes are minds, may your future always shine”. “May you get success at every step of your life”. “Be good and do good to cherish ones life”. “Life is like an ice cream, so eat it before it melts”. “Life is short. Live it up”. “Be No. 1 in life. Be No. 1 in studies”. “Life is like arithmetic. When friends are added, enemies are subtracted and sorrows are divided”. “Friendship is like a glass. Handle it with care, which once broken cannot be joined again”. Similarly, items like BRAIN TEASERS, Riddles, comic strips, cartoons, etc. not only make the reading of the tabloid interesting but also add variety, colour and even surprise to the news items to make them look afresh and readable.

2.5.1.5 Daily Newspapers and their Magazines

Besides, in addition to the school-specific tabloids brought out by newspapers for developing reading, writing and other school skills among students and teachers of the member schools, the world of newspapers also addresses itself to education and allied issues in a vast variety of ways to reinforce the purposes of schooling through
their special educational weekly magazines as part of the daily newspapers as also through educational news items covered daily to discharge their school master function in general. All these present a rich mosaic of contribution to the process of education at all levels and subjects, including at best inculcating the habit of reading and writing in interactive as well as communicate life skills.

2.5.1.6 The School Magazine

The school magazine provides yet another tool to boost life skills in interactive and communicative learning and almost every school of repute exploits this medium for inculcating life skills as well as language learning skills in their students.

2.6 Overview

The research studies conducted so far, though conclusive regarding the development of communicative competence in learners, there is still lot of scope for research studies on communicative competence in written language. Thus, this brief overview of the studies, by and large, reveals that in recent years, attention of educationists, media persons and researchers has been directed more and more towards the communicative Approach to language teaching. Therefore, there seems to be a great need to conduct a study on the communicative language teaching. Therefore, there seems to be a great need to conduct a study on the communicative language teaching. Hence, the present study, though delimited to written communication in English only in its social context.