CHAPTER-I
INTRODUCTION

Language is a capability to secure and use complex frameworks from claiming communication, especially the mankind's capability to do so, and a dialect will be whatever particular instance from claiming such an arrangement. The experimental study for dialect may be known as etymology. It may be an practical mode for correspondence. Four fundamental aptitudes of language would listening, speaking, reading and writing. Selecting the right words for communication empowered language skills and transform it in a sentences. Sentence is the basis unit of language and Verbs and tenses are the lungs of a sentence which communicate the correct expression of sender. Hence dominance on the right use from claiming tenses. Furthermore verbs to whatever dialect naturally route will powerful also right penalties. Bring about shortages about which thus prompt proficiency for dialect aptitudes. It signifies ideal utilization of an dialect i.e., Viable correspondence. Taking in for dialect will be exceptionally indigent on the way about displaying that topic in front of the understudies.

The extension about teaching-learning transform will be truly widened. Educators right away days utilizing innovative developments for example, advanced mobile classes, presentation, projectors, book-reader Furthermore machines What's more web as audio-visual helps same time displaying investigation material.

The efficiency of the computer as a teaching aid in class rooms need been great secured. “Influx of computers into all sectors of our society has changed the way we live and think. Computer technology inevitably affects our teaching strategies also.” At present particular case if must take a gander the viability from claiming workstations that could be another star included for the thing that we recognize to make powerful methodologies for educating. Notwithstanding days, it will be not think as of the polar wealthier sub urban
schools the individuals are utilizing technology; Be that little provincial area’s schools also enormous urban area’s schools additionally viably utilizing those innovation organization done their normal guidelines system. Starting with the most recent decade, instruction service composed number about workshops and in administration machine preparation to Govt. Class educators. Also amount of educators additionally provide for their vicinity. On expert improvement courses and workshops on a chance to be a updated utilization of computers and the web office over their educating support..

The one task to be specific ‘the XPITTE’ (X-elerated professional Development in the Integration of Technology in Teacher Education) need started by the national Council for Teacher Education (NCTE) should constantly on educator’s testament teachers the nation over to give acceptable expert advancement in innovation reconciliation. Related researches have been focused to improve preparing to instructors over provision of computers in such a manner that enhances the utilization of computers in regular classroom.

It is regarding those profits of innovation on training system, not eventually about the collection of PC’s put in the schools. The main perspective is, till what extent, computers to be an essential instructional material, or till to what degree can it help the cognitive theory, which may be useful for modification of behavior.

Educators might be utilizing self-learning technique in two ways while presenting teaching learning content. One process in which teacher is actively participate and she just uses worksheets as teaching aid. Second procedure of self-think about projects have additionally been made through PC framework given to the understudies in which understudies learn just with the help of PC. Along these lines it was seen vital to thorough examination of viability of the two self-learning strategies that is Programmed Learning and Computer Assisted Learning.

The investigation was directed to inspect the adequacy for self-learning systems and computers as well in showing taking in about a fundamental piece from claiming English sentence structure topics ‘Tenses’ and ‘Action Verbs’. The examiner
constructed two learning techniques for learning about dialect clinched alongside in which computer may be used to start of information in learning process. As those contemplate is initiated for the assistance for PC to dialect learning is termed as Programmed learning. And the particular investigation may be generally related with PCs in learning of language. The package is coined name likewise as CALL i.e. Computer Assisted Language Learning.

“In CALL the role of computer can broadly be divided into two main functions (a) as a tool (b) as a tutor”. And in case of Programme learning it plays a role of developer. By maintaining the profits of computer in learning of dialecte it was planned to made comparison between these II types of computer as self-understanding in English Language. Therefore the investigator constructed the both packages:

1. Programmed learning material with the help of computer – worksheets as Visual aid developed by the teacher/ as a tool and


In both techniques investigator using the information processing model of teaching which basically targets the continuous inquiry of the students. Investigator’s main purpose to generate inquiry among the students which works as motivation for further learning and transform their existing learning into permanent learning. Also provide the students a sense of achievement.

EDUCATIONAL TECHNOLOGY

In this technological era, technology affected the field of education. The term ‘Educational Technology’ at the outset can be taken to mean two things-introducing technological innovations in the field of education or technologizing education to optimize learning endeavors. Hence, technology utilized in education is basically incredible to look into educators as well as learning situations. G.O leith specified Education technology as application of scientific knowledge and learning.

The concept of ‘Educational Technology’ has developed from last two or three decades. It is reputed area in the era of education like: Educational Philosophy,
Instructive Psychology, Educational estimation and assessment and so on. It is a practical examination of instructing learning process which finds the diverse parts that are working from the info stage to the yield arrange.

In 1984, National council of Educational Research and Training (NCERT) has established a ‘Central Institute of Educational Technology’ (CIET) to realize its importance in the field of education.

“The technological inventions have influenced every aspect of human life; even our home has been mechanized. So, our education process could not remain untouched by it. The computer and language laboratory are now being used frequently in our teaching process. Even these days, it is the essential part of school infrastructure. In all the phases of human knowledge these machines are employed for: preservation, transmission and advancement. An efficient teacher can benefits a mass of students sitting at distant places by using media, radio and television in the teaching process. So, mechanization of teaching process has emerged new field of educational technology in education.”

D. Unwin explained that : “Educational technology is concerned with the application of modern skills and techniques to requirements of education and training. This includes the facilitation of learning by manipulation of media and methods, and the control of environment in so far as this reflects on learning.”

The main phases that are involved in educational technology like Input, output and process phase. Different needs of students are identifying and analyzing with the help of educational technology. In evaluating the main class-room objectives and explain them by behavioral means. It analyzing the content of instruction and organizing them in main manner. It essentially distinguishing the way of interaction of the sub frameworks like students, teachers, teaching-learning material, material of instruction and different strategies.

Distinctive mechanical techniques, methodologies and ideas created in Psychology, Sociology, correspondences, phonetic and other related fields infers in instructive innovation. It endeavors to corporate the economy standards from claiming expense viability and the effective improvement of the accessible teaching-learning material
and resources.

PROGRAMMED LEARNING

A critical inventive instructional methodology in the educating learning process is Programmed learning. It is particularly sorted out, deliberately arranged and observationally settled, skillfully kept up and all the more adequately controlled self-instructional framework for giving individualized bearing or learning background to the student. The learning knowledge is self-restorative. The roots of programmed instruction is not from technology but from the Educational Psychology. It is a practicing of ‘Operant Conditioning’ learning theory by B. F. Skinner in 1954 to teaching learning situations. After the publication of “the science of learning and art of teaching” articles by him it has got a historical momentum.

By R.C Das, “This is a method of individualized instruction, where each individual learns by himself at his own rate. Programmed learning consist of elements of new knowledge called ‘steps’ which are arranged in a sequence in such a way that a student can easily learn by himself.”

TEACHING, INSTRUCTION AND PROGRAMMED INSTRUCTION

According to Edgar Dale, “‘Teaching’ is a broad, Vague term and ‘Instruction’ is a purposefully, orderly, controlled sequencing of experience to reach specified to goal. ‘Programmed Instruction’ is sub-head under instruction and represents a more rigorous attempt to develop a mastery, over specified goals to secure ‘insured’ learning.”
PROGRAMMED INSTRUCTION AND EDUCATION TECHNOLOGY

Programmed Instruction is a part and not the whole of Educational Technology. It is a strategy of teaching and learning and self-instructional texts or audio-tutor and may be dealt as ‘software’ approach for instructional technology. Software approach refers to application of teaching-learning principles to the deliberate and direct shaping of behaviour. Programme learning is different from teaching machine and devices unusually termed as hardware educational technology.

PRINCIPAL OF PROGRAMMED INSTRUCTION

1. Small steps
2. Dynamic responding
3. Immediate affirmation
4. Self-pacing
5. Under study testing

Small steps: When we divide the task to be learnt into very small steps, and ask the students to learn only one step at a time, then probably all the students will be able to
learn one small step at a time and sequentially learn all the steps.

**Dynamic responding:** A teaching machine text or a programmed text contains a large number of questions—one question at each small step and the students respond actively. The principle of active responding used for the programmes.

**Immediate affirmation:** Every response even approximately correct must be reinforced immediately. Programme do the job more efficiently.

**Self-pacing:** The programmed instruction is based on the basic assumption that learning take place effectively if the learner is allowed to learn at his own pace. A learner moves from one frame to another according to his own speed of learning.

**Understudy testing:** Continuous evaluation of the student in the learning process leads to better teaching-learning. In programmed instruction, the learner has to leave the record of his responses because he is required to write a response for each frame on response sheet. This detailed record helps in revised the programme.

**TYPES OF PROGRAMMED INSTRUCTION**

I. Linear programming

II. Branching programming or Intrinsic programming

III. Mathetics

**LINEAR PROGRAMMING**

The inception of direct writing computer programs was given by of B.F. Skinner. It is otherwise called single track program. As expressed by Skinner, an animal, a winged creature or an individual can prompted fancied conduct by methods for a deliberately built program comprising of little strides driving consistently through the subject – matter from point to theme, concerned each progression is reinforced by some sort of positive experience or reward. The positive results in data which the student is required to ingest are pretty much nothing. The positive experience or reaction extends the event of a similar reaction to occur in future too. The technique of guaranteeing the correct
reaction to a jolt improves the normal response to give a reaction.

**BRANCING OR INTRINSIC PROGRAMMING**

Norman A. Crowder (1954) an American technician developed branching or intrinsic programming. As expressed by him, stretching or inherent program embraces the necessities of students without the medium of any extraneous gadget such P.c's. It is not controlled extraneously by the software engineer.

This program depends on instinct. This way to deal with its most extreme is useful in nature. This sort of program uses various decision responses. The student is required to choose one specific answer out of different reactions acquainted with them.

**MATHETICS**

Concept of mathetics is originated by Thomas P. Gilbert (1962). According to him “Mathetics is the systematic application of reinforcement theory to the analysis and construction of complex behaviour repertories usually know as subject – matter mastery, knowledge and skills. Mathetics, if applied diligently, produces materials that exceed the efficiency of lessons produced by any know method.”

The word ‘mathetics’ is derived from the Greek word ‘mathein’ which means to learn.

**TYPES OF FRAMES**

There are fourteen types of frames according to Dadhaniya (1999). Which she has mentioned in her dissertation. These frames are listed as below:

- Lead-in outline
- Augmenting casing
- Interlocking casing
- Review casing
• Rote Review outline
• Restarted Review outline
• Delayed Review outline
• Fading edge
• Generalizing edge
• Specifying edge
• Discrimination edge
• Skip edge
• Copy edge
• Key edge

PATTERNS OF PROGRAMMED LEARNING MATERIAL

A constructor of programme arranges the frames and answers in different patterns. Main patterns of arranging frames are as follows:

1. **Horizontal pattern**

   In this particular pattern, a learner has to turn the page to check the answer. After writing answer only the student will be allowed to turn the page.

2. **Vertical pattern**

   In this pattern, the arrangement of frames are done from top to bottom and a sequence was followed. Firstly, the learner is allowed to attempt first page only and after that next page. On the same page right answer of the frame is given. Answer is given to the left side or right side or on the top of the next frame.

3. **Pattern of transparent paper**

   For answers clear vision, in this pattern, the answers are printed in black letters on which red printing is done in such a way that a learner has to put red transparent paper on the answer.

4. **Programme book**
The content of the textbook is prepared in the form of frames, in this pattern. On one page one step will be covered. The answers will be written on separate response sheet.

**PRESENTATION DEVICES IN PROGRAMMED INSTRUCTION**

The learning outcomes may systematically affected by the different presentation devices. Customized guideline materials discharged the capacity of showing the substance of direction. By the usage of differing support modes and media, the substance is presented. A boost mode is the sort of jolt exhibited to the understudies. Thus, composed images speak to one mode, pictures another and talked words still another. By printed books or slides, movies or T.V the composed images and pictures might be displayed. Through Tapes talked words might be exhibited. In media i.e. Books, slides, movies, T.V. also, tapes are incorporated. In exhibit situation, PC can likewise be the piece of media. An introduction is the mixing of jolt mode and a medium.

**OBJECTIVES - PROGRAMMED LEARNING**

The following are the objectives of Programmed Instructions:

- To motivate the students for learning by doing.
- To give the situations so that the learner learn at her own pace.
- To motivate students to learn in the absence of teachers.
- To exhibit the substance in a legitimately way and controlled.
- To contemplate by possess and evaluate claim execution by contrasting and the applicable answer.

**COMPUTER ASSISTED LEARNING (CAL)**

**COMPUTERS IN CLASSROOM**

The excessive verbalism in the conventional method of teaching has lost its efficacy and student’s interest in the subject. The present day understudies are being affected by various new media, for example, Radio, TV, Video, Computer, and so on. When contrasted with all other media, Computer has been acknowledged as an essential
media to open up the learning limit due to vast information and data. Through PC just powerful communication between the understudy and the instructional program is conceivable than some other media. By utilizing PCs, understudies need to take an interest effectively as opposed to only a uninvolved audience in classroom. A number of different medias i.e. - print, audio tapes, videos, slide projectors, overhead projectors, flashcards, etc. have been used by teachers to teach modern languages. Each has its own advantages as well as limitations.

"The ‘information age’ has clearly arrived," specifies by Kinnaman (1990), "and in the ’90s the educational use of computer technology will surely continue to grow.” And in the present scenario it seems to be correct. Huge numbers educators, parents, and researchers have expressed their worry about the educational effectiveness of computers in schools.

With innovative progression countless in India both from urban region or rustic region are being outfitted with PCs. Schools in India picked up force with the venture by government 'PC Literacy and Studies in Schools (CLASS)'. In this worry, NCERT (2001) has brought the educational modules guide and syllabus for data innovation as a subject in schools inside the general casing.

**RELATED ACRONYMS**

Here is a list of the more common terms have been used in Computer Assisted/Aided Instruction (CAI) related field over the years in education with everyone has little different meaning.

1. **Computer Based Instruction (CBI) and Computer Based Education (CBE) Instruction** In CBE written and visual information in presented in a logical sequence to the students by computers. The computer represents as an audio-visual aid. Learning of students takes place by reading the content or by observing the visual content and graphics. The essential advantage of computer over other audio-visual aids is the automatic interaction and feedback that a computer can provide, various ways through which course content can be taken, depending on the
individual student’s progress.

2. **Computer Based Training (CBT):** CAI With emphasis on its use as a training tool, usually in an industry environment. To stress the performance-oriented character of the learning, CBT is used i.e. the main emphasizes is on learner’s activities rather than the delivery of learning materials.

3. **Computer Managed Instruction (CMI)** can allude to utilization of PCs by school staff to sort out understudies' information and settle on instructional choices in which the PC assesses understudies' test execution, guides them to fitting instructional assets, and keeps record of their advance.

4. **Computer Enriched Instruction (CEI)** is characterized as learning exercises in which PCs (1) to show connections in models of social or physical reality create information at the understudies' demand, (2) execute programs created by the understudies, or (3) give general improvement in moderately unstructured activities intended to invigorate and propel understudies.

5. **Computer Assisted/Aided Learning (CAL):** The use of computers as educational aids, CAL is the interaction between a student and a computer system designed to help the students in learning. The CAL name is intended to emphasize “learning” rather than just “instruction”.

6. **Computer Aided/Assisted Language Learning (CALL).** Computer Aided/Assisted Language Learning (CALL) is a relatively new and rapidly evolving field of computer-delivered instruction. It explores the role of information and communication technologies in language learning and teaching, CALL activities exploit improved technology to produce highly interactive learning environments, providing effective support for the acquisition of listening, speaking, reading, and writing skills.

The CALL Program can be produced for various ranges of dialect learning, similar to sentence structure, appreciation, elocution, vocabulary, tuning in, perusing and
composing of any dialect.

In expression of Levy (1997) "PC Assisted Language Learning (CALL) might be characterized as 'the look for and investigation of uses of the PC in dialect instructing and learning'.” As expressed by him, “The part of the PC in CALL can comprehensively be separated into two fundamental capacities an) as an apparatus b) as a mentor.” In the present research the specialist created and analyzed two methodologies of Self-learning strategy specifically Program realizing which utilizes PC as device and Computer Assisted Language Learning (CALL) Package. In Computer Assisted English Language Learning PC itself encourage learning of understudies by learning English dialect. While, Program Learning is a strategy for learning English dialect to encourage learning of understudies in which PC is utilized by the instructor.

**HISTORICAL ROOTS OF CAL**

With the beginning of the microcomputer’s generalization during 1970’s Computer Assisted Learning (CAL) developed parallelly. The application was quickly diverted towards the CAL programme. A new approach emerged with the generalization of the PC (personal Computer) and the arrival of **CD-ROM** technology, based on:

- The use of controllable computer simulation situations;
- In a graphical interface design; development of instructional material.
- With the help of small systems included in the programme, the capacity of the system to evaluate and control the learner’s knowledge assimilation.

With the expanding transforming speed, memory competencies and data capacities of PC together with the development of more versatile authoring software and the utilization of different kinds of media, computer are becoming even more attractive for teaching and learning to different types of academic subjects. CAL applications are becoming more general and seem to be connected with the definition as follows:

“A computer application is composed of different modules (packages of
various programmes) that present specific educational contents to the student
and also making the learner’s progress to be personalized and retained”

In Computer Aided Learning (CAL) an endeavor was made to rectify the
negative parts of CAL, which speaks to the following stage in the utilization of
PC in training. The weaknesses of CAI were reprimanding by teachers as right
on time as in late 60’s. Ted Nelson was first pundits who authored the term
hypertext in the 60’s to indicate the thought of connecting bits of content from
various articles. The understudies were additionally cautioned by him, who
utilize CAI overwhelmed with certainties that fit the inquiries answer mode
and along these lines keep them from investigating the more extensive setting of the
subject themselves.

The reason of utilizing CAI would be just to test of aptitudes and learning and
much of the time understudy would be the ones to start the instructive
procedure and PC as an apparatus. A hypertext framework named "Xanadu"
was produced by Nelson that will enable clients to investigate online libraries
where they to can make connects and clarify other's work. Clients could get to
the material (content and picture about the picked point) in a non-straight
design in this framework.

In CAL the focal part of a discourse is from "instructor (i.e. PCs) asks and
understudy answers" is supplanted by an exchange in which the understudy
settles on choices by investigating additional data, taking care of issues, in
critical thinking reproductions and in playing amusements on encourage
bearing of the correspondence.

Further Warschauer (1999) said that we have no ‘BALL’ (Book Assisted Language
Learning), no ‘PALL’ (Pen Assisted Language Learning), and no ‘LALL’ (Library
Assisted Language Learning) when we have ‘CALL’. Hence it can be said that the
place of BALL, PALL and LALL have been replaced by computers as a natural and
powerful part of the language learning process.
In early 1960s, computers were used in language learning although it was confined in those days mainly to universities with prestigious computer science departments.

**PSYCHOLOGICAL ASPECTS**

- From mental perspective there are three primary parts of computer-assisted learning (CAL), named as beneath:
  - Instructional programs outline
  - The programming devices required for their acknowledgment
  - The digestion of CAL inside the classroom

To investigate the knowledge-based framework getting from a subjective perspective of brain research, affected by Skinnerian standards of learning, improvement of CAL under this system is talked about by taking note of the extension from task-based programs. Student activities will be underlined for creating and arranging their own insight structures by applying this last approach. At last, the systems of learning portrayal rising up out of counterfeit consciousness and their incentive for understudy demonstrating and for outlining more insightful CAL programs, are examined. The suggestion is done on the premise that a more noteworthy association of analysts in the work of CAL program.

- As detailed by Connor et al. (1999): CAI ought to be founded on instructive hypothesis, generally the learning is left to risk. For adapting no distinct limits are available between the diverse instructive brain research projects, for the most part it is partitioned into four fundamental Parts:
  - **The Behavioral psychology** discounts mental activities and focuses only on objectively observable behaviour (Skinner, 1968).
The subjective model clarifies that information is built and is not just a scholarly reaction. In this model dynamic mental preparing happens and the setting (individual, gathering and condition) while achieving learning (Merrill, 1991).

The constructivist approach considers the idea of information, the mental exercises of students and how learning creates in learning,. Learner utilizes their instincts to interface past understanding and new information, which can be procured by new encounters and communication with the physical world in this model (Jonassen, 1991).

The humanist brain science is intricate and in view of identity. It depends on by and large acknowledged standards of human instinct (Merriam and Caffarella, 1991) and contends that learning happens because of characteristic inspiration and reflection on individual experience (Maslow, 1954 and Rogers, 1969).

For bring down level learning exercises, for example, repetition taking in, the behavioral mental model fits well while for more mind boggling learning undertakings, at the higher end of the range, the humanist model works better. Larger part of the accessible CAL applications concentrate on the lower-level learning exercises and fall into the behavioral model. Out of support for a long time the behavioral model has fallen on the grounds that its suspicions are considered to be excessively oversimplified. Be that as it may, as more experience is picked up with CAI and better innovation winds up noticeably accessible, more progressed instructive brain sciences have been produced in light of CAI applications.

In learning process the computer and learner factors that are involved are as follows:
<table>
<thead>
<tr>
<th>Computer Factors</th>
<th>Learner Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>oblige with the subject</td>
<td>General elements (stretch administration state of mind, inspiration and foundation information)</td>
</tr>
<tr>
<td>oblige with the objective client gathering</td>
<td>suit with learning style</td>
</tr>
<tr>
<td>arrangement of introduction</td>
<td>Knowledge and utilization of fitting learning approaches</td>
</tr>
<tr>
<td>Locus of control</td>
<td>Adaptability to the PC condition</td>
</tr>
<tr>
<td>Accessible and dependable innovation</td>
<td>Appropriate PC proficiency</td>
</tr>
</tbody>
</table>

JUSTIFICATION OF THE PROBLEM

In 1998, the then Prime minister, while inaugurating the CII Annual Session said “IT is one area where India can quickly establish global dominance. India can be fully competitive in this area with tremendous pay-offs in terms of wealth creation and generation of high quality employment.”

The end of the 20th century and beginning of the 21st century has witnessed very exciting changes, one of them being in the field of information and communication technology. Education is the most powerful tool for change and hence it must train the minds of those being educate to cope with the change. Though India has made tremendous progress in the field of information and communication technology, the same technology is not properly used in teaching learning process. For instance, although many schools are provided with computer facility, they remain unutilized or underutilized. ICT does not wait for the schools to adopt it and it has entered in the society through different modes. The ever growing cyber cafes and internet usage in
every corner of the society shows the acceptance of ICT by the masses.

This is to be expected from schools to properly educate students with computers during their school life. “Today’s environments must incorporate strategies and tools that prepare students for their future.” Thus, the NCFFSE (2005) stated that, “the new technology has a tremendous potential to revolutionize education and transform school dramatically. It is not merely integrated into an existing curriculum—it becomes, instead, and integral part of the schooling process resulting in universal computer literacy, computer aided learning and finally, computer based learning throughout the country. ”

CBL only means that the students learn at their own pace, also it does not mean that replacing teacher with computers. The following for teaching–learning process is used for learning:

1. Software’s related to content
2. Open ended packages
3. Information applications and communication system

It seems clear that the secondary level education aimed at developing skills – LSRW. It was assumed by Ministry that all pupils in school would have studied English for the three to four years by the end of Class X. The Period between Class- X and “the beginning of the first-year degree course should be used to prepare the student for his work at the university and help him acquire the necessary command over English.” It is clear that Ministry laid great stress on the secondary level education. It was assumed that by that time a student will have acquired some command over the structure of English. The Ministry also recommended the development of vocabulary of 1000 words (500 for active use and another 500 for passive use).

The Teaching of grammar is very important in teaching of English as a language to the student as grammar is the basis of every language. It not only assists in the learning of a particular language, but also helps the speak/write (user) to commit least number of mistake.

In the current investigation the Programmed Learning and the CALL refer to the open
ended packages. OEP is the combination of software in teaching learning process like MS Word, PPT’s and Visual Basic Package.

The importance of using MS Word, MS PowerPoint, XP version and Visual Basic in the current Programmed learning and CALL Package is as follows:

- The presented of learning material was done sophisticated manner.
- The content to be presented in different types of learners.
- To build up complex ideas animations are produced.
- Hyperlinks and other programmes are built in.
- For elaboration and better understanding photographs and various other visual content are included in the presentation.

Programming of global market don't fit in the way of life of our nation. A couple of instant easy to understand programming programs for showing school subjects are accessible in the market. Be that as it may, these easy to use programming can't fulfill the every last requests of general classroom of each school. Therefore, one should need to develop tailor-made software. "Like other teaching aids, computer and the internet are effective only when they are used to meet specific learning needs and when they enhance the learning experiences for the students.” “Learning a language is to a very large degree learning how to operate the verbal forms of that language”. A large portion of the English instructors feel that dialect is hard to learn on the grounds that understudies confer botches in utilizing right verb shapes.

The researcher tried to use information technology in the current scenario in form of Worksheets and PPT package in the field of education the core part of dialect i.e. action verb forms in the given setting.

Children always respond to colors, sounds and motions, it is their inborn nature. The CALL Packages for teaching Tenses and Active Passive Voice presented by the researcher has all features. For arouses their curiosity and draws their attention teaching devices with these features specially design to attract them. So learning is aroused. Here, ‘law of readiness’ to learn is prompted. The penetrating systems utilized as a part of both of the Materials give 'law of activity' in their learning. With
every last right reaction in Programmed Learning and the criticism put in the CALL Package and furthermore the inspiration by the instructors improving for taking in, the kids have a fantastic 'law of impact' of learning. In this way, the majority of getting the hang of happening by these material happens from mental perspective. The essential laws of learning are as per the following:

- Law of readiness
- Law of exercise
- Law of effect

As CALL Package are set up in a CD Rom the projects may me flaunted and on and as and when required. Anytime one may stop, proceed as indicated by the solicitations of the classroom or individual.

While showing tenses and dynamic inactive voice, these CALL Packages might be utilized for any phase of educating i.e. for presentation, introduction, penetrating, assessment, task or correction. The CALL Packages are useful for teaching bolster tenses at upper essential or secondary school classes of any school partnered to any instructive board.

The Packages benefit an educator too. The educator spares time and vitality in showing activity verbs. The Packages additionally help with perceiving the idea of verbs by and large and of activity verbs. Additionally helping instructors in the school, in the meantime the Packages would likewise help 'would be educators' in their formal lesson arranging.

In the event that the instructors in their field are roused and started to make such Packages in the diverse zones of their educating the dialect, these Packages will have particular essentialness.

The fundamental basic goal of the scientist was to look at two procedures as the Packages for showing English dialect. The specialist created Programmed Learning (PL), which was used as a device on the gathering of the understudies and she created Computer Assisted English Language Learning Package (CALL Package), which has been regulated as mentor on the other gathering of understudies.
With the use of PL, learners would take seat and do their task with concentration. The Package would aid learning with animated examples and colored presentation of teaching points with drilling activities. In short this strategy of PL is teacher-centered.

In CALL bundle every student would sit with one PC and all learning would act naturally coordinated. Thus, the PC is considered to assume a part of a mentor. Like modified taking in, the grouping of introduction have been pre-dicted by the instructor who made the program. The instructor's essence in the classroom is taken to screen and to give time to time help when guideline is accepting through CALL Package. The assistance is required when questions emerges. In short in this system auto guideline happens and is understudy focused.

For the two understudies and instructors to be more inventive, to look for more extensive applications and speculations, to investigate the substance all the more generally auto-direction will be free. "Since our general public absolutely relies upon ICT in all parts of work and individual life, it will anticipate that our schools will acquaint understudies with PCs and their applications amid their tutoring. For their future learning condition must consolidate systems and methodologies that plan understudies in the present situation. As numbess of perusing, composing and number juggling made individuals uneducated, same with obliviousness about Information and Communication Technology (ICT) will render individuals practically ignorant. Particularly in dialect learning understudies are confronting numerous waverings while adapting, so self-learning methods are giving self pacing and characteristic inspiration to them. As English dialect is WINDOW OF THE WORLD and understudies must capable in it. In this setting specialist research on this wander.

**STATEMENT OF THE PROBLEM**

The title of the present research was as follows:

**EFFECTIVENESS OF PROGRAMMED LEARNING AND COMPUTER ASSISTED INSTRUCTION AS SELF LEARNING TECHNIQUES IN TEACHING OF ENGLISH GRAMMAR AT SECONDARY LEVEL.**

In the present examination the scientist attempted to utilize two parts of PC conveyed
direction in the field of educating the center piece of the English dialect i.e. activity verb shapes in the given setting. Activity verbs and tenses which may be utilized as a part of the normal exercises of the understudies of standard IX, were chosen. Showing learning material was produced as casings and Package using MS Word of MS Office XP and executable records of Adobe Flash Player variant.

By employing 'Three equivalent groups only posttest design', the effectiveness of the Programmed Learning and the CALL Package were tested. Researcher selected three groups from grade IX of English medium schools:

(1) Experimental group I (Programmed learning group),
(2) Experimental group II (CALL Package group) and
(3) Control group (Traditional Lecture Method group).

By administering unit achievement test and an opinionnaire as tools data was collected. Statistical analysis was done by applying ANOVA, Post hoc Turkey Test and Chi-square technique.

OPERATIONAL DEFINITIONS OF KEY TERMS

The operational definitions of the terms used in the present study are as follows:

Programmed Instruction

Modified Instruction is the introduction of material in a well ordered strategy with learning of results and the likelihood of various course through guideline. It is one type of self-learning strategy. The topic is organized in type of little strides are called outlines in this strategy. Each casing presents some data and has a few spaces or inquiries. The responses for the spaces or inquiries are given on the highest point of the following casing. Every understudy has a reaction sheet, which gives space to answers of the edge. For checking of his answers the understudies need to turn the page. In the event that his answer is correct, he chips away at the following edge. If not, he peruses a similar casing and revises his answer. Thusly, the understudy finishes the program. A program acknowledges the obligation of administration of learning circumstance.
Computer Assisted Learning (CAI)

Self-consider programs have likewise been made accessible to the understudies wherein understudies learn just with the help of PC.

Computer Assisted Language Learning (CALL)

PC Assisted Language Learning (CALL) is a procedure of learning English dialect in which PC itself encourage learning by the understudies.

Packages

Tailor-made PC programming, as instructive program, of computerized self-coordinated arrangement in a CD ROM. The bundle incorporates client manual, client test and answer key.

Lecture method

Lecture method is a traditional method in which teacher teaches through verbal skills and black board work is done generally. Hence, this method can also called the chalk and talk method.

Self-learning technique

In self-learning strategy the student examines autonomously without the assistance of others. Understudies learn at their own particular speed and ways. Without instructors, this technique can be exceptionally valuable. In the present investigation, the CALL and the Programmed learning were considered as the self-learning techniques for educating.

Experimental group I

Gathering of understudies have gotten direction through (learning by) the Programmed learning strategy amid the test and redundancy organize was Experimental gathering I.

Experimental group II

Group of students have received instruction through (learning by) the Computer
Assisted English Language Learning (CALL) Package during the experiment and repetition stage was Experimental group II.

**Control**

A group received instruction through traditional Lecture method at all during the experiment and repetition stages was Control group.

**Effectiveness**

When significant difference between the mean scores obtained from the post test of the experiment group I and experiment group II, experimental group I and control group, and experimental group II and control group at 0.05/0.01 level, The effectiveness of Programme Learning or CALL Package were accepted.

**DELIMITATIONS OF STUDY**

The delimitations of the study while interpreting the results are as follow:

1. The present research has been done on students of grade IX of four schools of Delhi and Haryana state.
2. Schools for experiment and repetition stages were selected purposively.
3. The study was confined to English medium schools only.
4. Instructions based Programme learning and Computer Assisted language learning for students of IX standard only.
5. The study has delimited to the effect of Programme learning and Computer Assisted Language learning on achievement scores.
6. The study was designed as only posttest design.
7. The post test is a teacher made achievement test and is not the standardized test.