

**A critical study of the implementation of
English reader std ix coursebook**

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In **Education** Subject

Under the Board of Education Studies

Submitted By

Mrs. Vaishali Sameer Kulkarni

Under the Guidance of

Dr. Umesh D. Pradhan

March 2017

DECLARATION

I hereby declare that the thesis entitled “**A Critical Study of the Implementation of English Reader Std. IX Coursebook**” completed and written by me has not previously been formed as the basis for the award of any Degree or other similar title upon me of this or any other Vidyapeeth or examining body.

Place: Pune

Date:

Research Student: Mrs. Vaishali Sameer Kulkarni

CERTIFICATE

This is to certify that the thesis entitled “**A Critical Study of the Implementation of English Reader Std. IX Coursebook**” which is being submitted herewith for the award of the Degree of Vidyavachaspati (Ph.D.) in **Education** of Tilak Maharashtra Vidyapeeth, Pune is the result of original research work completed by Mrs. Vaishali Sameer Kulkarni under my supervision and guidance. To the best of my knowledge and belief the work incorporated in this thesis has not formed the basis for the award of any Degree or similar title of this or any other University or examining body upon her.

Place: Pune

Date:

Research Guide: Dr. Umesh D. Pradhan

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CONTENTS

DESCRIPTION		Page No
❖	DECLARATION	II
❖	CERTIFICATE	III
❖	ACKNOWLEDGEMENT	IV
❖	CONTENTS	V
❖	LIST OF TABLES	XII
❖	LIST OF FIGURES	XII
❖	LIST OF ABBREVIATIONS	XV
DESCRIPTION		Page No
CHAPTER 1 - INTRODUCTION		
1.1	Development of Teaching and Learning of English in India	1
	1.1.1 The Teaching of English from Std. I	4
1.2	Importance of English Language in Education	5
	1.2.1 Why English Language is Important?	5
1.3	A Background of Learning in Secondary Education	7
1.4	Historical Development of Std. IX English Textbook in Maharashtra	9
1.5	Training of the Textbook at Secondary level	16
1.6	Need of the Study	17
1.7	Activity Based Teaching Learning and its Importance	19
1.8	Title	21
1.9	Statement of the Problem	21
	1.9.1 Conceptual Definitions	21
	1.9.2 Operational Definitions	21
1.10	Objectives of the Study	22
1.11	Assumptions	22
1.12	Research Questions	23
1.13	Hypothesis	23
1.14	Scope, Limitations and Delimitations	23
	1.14.1 Scope	23
	1.14.2 Limitations	24
	1.14.3 Delimitations	24
	1.14.4 Significance	24
1.15	Closure	25

DESCRIPTION			Page No	
CHAPTER 2 – REVIEW OF RELATED LITERATURE AND RESEARCH				
2.1	Introduction		26	
2.2	Purpose of the Review of Related Literature		26	
2.3	Sources of Information		27	
2.4	Theoretical Aspects		27	
	2.4.1	Books	28	
	2.4.2	Fifth Survey of Educational Research 1988-92 Abstract Vol II	32	
	2.4.3	Dissertation	34	
		A	Ph.D Research	34
		B	M. Phil	45
		C	Minor Research Projects	49
2.5	Journals		51	
2.6	Proceedings from the Conferences		53	
2.7	Online References		54	
2.8	Distinctiveness of the Present Research		56	
2.9	Review of Related Literature at a Glance		56	
2.10	Closure		60	
CHAPTER 3 – PLAN AND PROCEDURE OF RESEARCH				
3.1	Introduction		61	
3.2	Type of Research		61	
3.3	The Research Design		62	
	3.3.1	Multi Method Research	62	
	3.3.2	Mixed Method Procedure	62	
3.4	Research Plan at a Glance		63	
	3.4.1	Detail Plan and Procedure of Research Work	64	
3.5	Plan and Procedure According to the Objectives of the Study		64	
3.6	Objective 1: To Assess how ABTL is implemented in English (Third Language) for Std. IX		65	
	3.6.1	Research Method	65	
	3.6.2	Population and Sampling	65	
	3.6.3	Development of the Data Collection Tool for Questionnaire for Teachers	66	
		3.6.3.1	Objectives of the Questionnaire for Teachers	66
		3.6.3.2	Steps in Developing the Questionnaire for Teachers	66

DESCRIPTION			Page No
	3.6.3.3	Developing the First Draft of the Questionnaire for Teachers	66
	3.6.3.4	Expert Validation of the Questionnaire for Teachers	67
	3.6.3.5	Making Necessary Modifications in the Questionnaire for Teachers	68
	3.6.3.6	Pilot Study of the Questionnaire for Teachers	68
	3.6.3.7	Finalizing the Questionnaire for Teachers	69
	3.6.3.8	Execution of the Teachers Survey	69
	3.6.3.9	Statistical tools used for Data Analysis in Teachers Survey	69
	3.6.4	Development of the Data Collection Tool for Questionnaire for Students	70
	3.6.4.1	Objectives of the Questionnaire for Students	70
	3.6.4.2	Steps in Developing the Questionnaire for Students	70
	3.6.4.3	Developing the First Draft of the Questionnaire for Students	70
	3.6.4.4	Expert Validation of the Questionnaire for Students	71
	3.6.4.5	Making Necessary Modifications in the Questionnaire for Students	72
	3.6.4.6	Pilot Study of the Questionnaire for Students	72
	3.6.4.7	Finalizing the Questionnaire for Students	72
	3.6.4.8	Execution of the Students Survey	72
	3.6.4.9	Statistical tools used for Data Analysis in Students Survey	73
3.7	To Develop a Programme for the effective use of ABTL for English (Third Language) for Std. IX		73
	3.7.1	Research Method: Product Development Method	73
	3.7.2	Developing Lesson Plans	73
	3.7.3	Developing the First Draft of the Lesson Plans and the Post-Test	73
	3.7.4	Expert Validation for the Lesson Plans and Post-Test	75
	3.7.5	Making Necessary Modification in the Lesson Plans and Post-Test	75
	3.7.6	Finalization of the Lesson Plans and Post-Test	76
	3.7.7	Expert Validation for Feedback Sheet of Students and Teachers	76
	3.7.8	Making Necessary Modifications in Feedback Sheet of Students and Teachers	76
	3.7.9	Implementation of the Program	76

DESCRIPTION			Page No
	3.7.10	Correlation of Survey with Experiment	77
3.8	Objective 3: To find out the effectiveness of ABTL on the Language Acquisition of English (Third Language) for Std. IX		77
	3.8.1	Research Method – Experimental Method	77
	3.8.2	Research Design – True Experimental Method	77
	3.8.3	Variable Selected for the Study	77
	3.8.4	Experimental Validity (Internal Validity and External Validity)	78
		3.8.4.1 Internal Validity	78
		3.8.4.2 External Validity	79
	3.8.5	Population and Sampling	80
	3.8.6	Data Collection Tools	81
	3.8.7	Data Representation Tools	81
	3.8.8	Statistical Tools used for data analysis in Experiment	81
	3.8.9	Implementation of the Programme based on ABTL Method	82
	3.8.10	Selection of the Schools, Schedule and Execution of the Experiment	83
	3.8.11	Execution of the Experiment	84
	3.8.12	Administration of Post-Test	85
	3.8.13	Feedback Sheet from Students	85
	3.8.14	Feedback Sheet from Teachers	85
3.9	Research at a Glance		85
3.10	Closure		86
CHAPTER 4 – DATA ANALYSIS AND INTERPRETATIONS			
4.1	Introduction		87
4.2	External Aspects of the Coursebook		90
	4.2.1	Cover of the Coursebook	90
	4.2.2	Binding of the Coursebook	91
	4.2.3	Size of the Coursebook	92
	4.2.4	Price of the Coursebook	92
	4.2.5	Print Type used in the Coursebook	92
	4.2.6	Quality of paper	92
4.3	Internal Aspects of the Coursebook		92
	4.3.1	General Objectives of the Coursebook	92
	4.3.2	Specific Objectives of the Coursebook	93

DESCRIPTION		Page No
4.3.3	Textual Content	93
4.3.4	Pictures and Illustrations	95
4.3.5	Exercises and Activities	95
4.3.6	Glossary used in the Coursebook	96
4.3.7	Design of the Coursebook	96
4.3.8	Instructions given for the Teachers and Students	97
4.3.9	Coursebook for Rural and Urban Students	98
4.3.10	Poems given in the Coursebook	98
4.4	General Observations and Suggestions	98
4.4.1	General Impression of the Coursebook	98
4.4.2	Suggestions for the Coursebook	99
4.5	Quantitative Analysis of Teacher's Survey	100
4.6	Quantitative Analysis of Teacher's Survey	127
4.7	Quantitative Analysis of Student's Survey	134
4.8	Data Analysis: Teachers and Students Survey for Coursebook Effectiveness	157
4.9	Data Analysis: Teachers and Students Survey for ABTL Implementation	158
4.10	Data Analysis: Marathi and Non Marathi Medium Schools Students Comparison	161
4.11	Data Analysis: Post-Test Effective Measurement	163
4.12	Data Analysis: Students Feedback on conducted programme	166
4.12.1	Quantitative Analysis of Students Feedback (Control and Experimental Group)	166
4.12.2	Qualitative Analysis of Students Feedback Sheet (Control and Experimental Group)	170
4.13	Data Analysis: Teachers Feedback on conducted programme	172
4.13.1	Quantitative Analysis of Teachers Feedback (Control Group – TTM Method)	172
4.13.2	Qualitative Analysis of Teachers Feedback (Control Group – TTM Method)	173
4.13.3	Quantitative Analysis of Teachers Feedback (Experimental Group – ABTL Method)	174
4.13.4	Qualitative Analysis of Teachers Feedback (Experimental Group – ABTL Method)	174
CHAPTER 5 – SUMMARY AND CONCLUSION		
5.1	Introduction	175
5.2	Title	175

DESCRIPTION		Page No
5.3	Statement of Problem	175
5.4	Need of the Study	176
5.5	Definitions of Key Terms	178
	5.5.1 Conceptual Definitions	178
	5.5.2 Operational Definitions	178
5.6	Objectives of Study	179
5.7	Assumptions	179
5.8	Research Questions	179
5.9	Hypothesis	180
5.10	Scope, Limitations and Delimitations	180
	5.10.1 Scope	180
	5.10.2 Limitations	180
	5.10.3 Delimitations	181
5.11	Research Design	181
5.12	Variables	181
5.13	Detail Plan and Procedure of the Research Work	182
5.14	Sample Size	182
	5.14.1 Sample Size for Survey	182
	5.14.2 Sample Size for Experiment	183
5.15	Data Collection Tools	183
	5.15.1 Data Collection Tool for Survey	183
	5.15.2 Data Collection Tool for Experiment	183
5.16	Statistical Tools used for Data Analysis	184
	5.16.1 Statistical Tools used for Survey	184
	5.16.2 Statistical Tools used for Experiment	184
5.17	Major Findings and Conclusions	185
	5.17.1 Findings related to English Reader Coursebook of Std. IX and its implementation based on feedback gathered from Teachers and Students	185
	5.17.2 Findings related to Developing a programme for effective use of ABTL	193
	5.17.3 Findings related to Post-Test Effectiveness Measurement using the Experiment and the Control Group Scores	194
	5.17.4 Major Findings related to Students feedback on conducted programme	196
	5.17.5 Major Findings related to Teachers feedback on conducted	199

DESCRIPTION		Page No
	programme	
5.18	Contribution of the Present Research	202
5.19	Recommendations	202
5.20	Suggestions for further Research	203
BIBLIOGRAPHY		204
APPENDIX		
A	Permission Letter for Survey from TMV	207
B	List of School Surveyed	208
C	Questionnaire for the Students Survey	211
D	Questionnaire for the Teachers Survey	214
E	Unseen Passage selected for Programme and Post-Test	220
F	Activity Based Teaching Learning - Lesson Note	221
G	Traditional Teaching Method – Lesson Note	225
H	Name of the Experts for Teacher and Students Questionnaire Validation	229
I	Pre-Test Marks	230
J	Post-Test Question Paper	231
K	Post-Test Model Answer Paper	234
L	School Permission Letter for conducting Experiment – 2 Schools	237
M	Marks of Post-Test – 2 Schools (Control and Experimental Group)	239
N	Feedback Sheet – Teachers	241
O	Feedback Sheer - Students	243
P	Photos of Conducting Programme (Experiment)	245

LIST OF FIGURES

Figure 1: Research Plan at a Glance	63
Figure 2: Detail Plan and Procedure of Research Work	64
Figure 3: Steps in developing Questionnaire for Teachers	66
Figure 4: Steps in developing Questionnaire for Students.....	70
Figure 5: Experiment (Post Test + Feedback from Students and Teachers).....	81
Figure 6: Programme Implementation Based on ABTL Method	82
Figure 7: Front Cover Page of English Std. IX Coursebook	88
Figure 8: Back Cover Page of English Std. IX Coursebook.....	89

LIST OF TABLES

Table 1: Abbreviations.....	xv
Table 2: Recommendations of Commissions	1
Table 3: Review of Related Literature at a glance.....	56
Table 4: Suggestions by Experts on Teacher Questionnaire	67
Table 5: Suggestions by Experts on Student Questionnaire	71
Table 6: Two Equivalent Group Post – Test Design	83
Table 7: Schedule of Experiment in Schools.....	83
Table 8: Research at a Glance.....	85
Table 9: Examples and Analogies.....	101
Table 10: Pictures and Illustrations.....	101
Table 11: Interlinking of Arts, History, Geography and Science	102
Table 12: Textual Content	103
Table 13: Learning Experiences	104
Table 14: Language Acquisition.....	105
Table 15: Achieving LSRW Skills	105
Table 16: Relevance of front and back page.....	106
Table 17: Developing Practical Knowledge and Approach.....	107
Table 18: Making Students Better Users of English.....	108
Table 19: Using ABTL approach in Teaching.....	109
Table 20: Learning English Language through ABTL	110
Table 21: Facilitating Self Learning through ABTL	111
Table 22: Activities on Grammar topics.....	112
Table 23: Learning Experiences of Environment	113
Table 24: Pair and Group work.....	114
Table 25: Discussion, Debates and Conversations	115
Table 26: Opportunities to speak in English.....	116
Table 27: Type of Teaching.....	116
Table 28: Methods used in Classroom Teaching.....	117

Table 29: Inculcating Values	118
Table 30: Encouraging Students	118
Table 31: Learning language through activities.....	119
Table 32: Generating use of language	120
Table 33: Active participation of Students	120
Table 34: Use of mother tongue.....	121
Table 35: Time allocation for activities	122
Table 36: Reading Websites	123
Table 37: Learner Centered Approach in teaching.....	124
Table 38: Reading informative material in English.....	124
Table 39: Use of Internet in project work.....	125
Table 40: Internet Facility.....	126
Table 41: School Library	126
Table 42: Type of Teaching.....	134
Table 43: Understanding topics using activities	135
Table 44: Examples and Analogies.....	135
Table 45: Poems in the Coursebook	136
Table 46: Using Dictionary.....	137
Table 47: Using Internet in Project work.....	137
Table 48: Internet Facility.....	138
Table 49: Activities on Grammar topic	139
Table 50: Interlinking of Arts, History, Geography and Science	140
Table 51: Preparing Slogans, Projects	140
Table 52: School Bag.....	141
Table 53: Relating Activities to Topic.....	142
Table 54: Using ABTL for lessons	142
Table 55: Participation in activities	143
Table 56: Understanding spoken English	144
Table 57: Reading informative material	145
Table 58: Learning experiences of environment	146
Table 59: Motivation for self-learning.....	146
Table 60: Using Mother Tongue.....	147
Table 61: Time allotted for activities.....	148
Table 62: Inculcating Values	149
Table 63: Opportunities to speak in English.....	149
Table 64: Encouraging to speak in English	150
Table 65: Participation in discussions, debates and conversations.....	151
Table 66: Narrating events, stories and experiences.....	152
Table 67: Giving beyond experience	153
Table 68: Relevance of pictures.....	154

Table 69: Effectiveness of English Reader Coursebook.....	155
Table 70: Difficulty in Understanding.....	155
Table 71: Evaluating Coursebook.....	156
Table 72: Post-Test Control and Experimental group data.....	164
Table 73: Levene’s Test of Equality Data	165
Table 74: Students’ Feedback Rating Data.....	167
Table 75: Bartlett’s Test of Sphericity Data	167
Table 76: Pillai’s Trace Data	168
Table 77: Quantitative Analysis of Teachers Feedback on TTM Session.....	172
Table 78: Quantitative Analysis of Teachers Feedback in ABTL Session.....	174
Table 79: Qualitative Feedback by Students on TTM and ABTL Session.....	198
Table 80: Teachers’ Quantitative Feedback on TTM Session.....	199
Table 81: Teachers’ Quantitative Feedback on ABTL Session.....	200
Table 82: Teachers Qualitative Feedback on ABTL and TTM Session.....	201
Table 83: List of Schools Surveyed.....	208
Table 84: Pre – Test Marks.....	230
Table 85: Post – Test Marks Control Group.....	239
Table 86: Post – Test Marks Experimental Group.....	240

LIST OF ABBREVIATIONS

Table 1: Abbreviations

Abbreviation	Description
ABTL	Activity Based Teaching Learning
TTM	Traditional Teaching Method
Std. IX	Standard IX
SUPW	Socially Useful Productive Work
LSRW	Listening, Speaking, Reading and Writing
NCF	National Curriculum Framework
SCF	State Curriculum Framework
NPE	National Policy on Education
UNO	United Nations Organization

CHAPTER I

INTRODUCTION

1.1 Development of Teaching and Learning of English in India

Introduction

To facilitate understanding regarding the pedagogy and the material development of English language as it is visualized today it is essential to peep into the past and note important phases in development of various aspects of teaching and learning of English in India and with specific reference to Maharashtra. It is interesting to find out the gradual development and the changes that have taken place in the pedagogy and the material used.

In the educational history of India, Teaching and Learning of English has an extremely important place. English language was established in India with the British nearly 400 years back. Since then it has been one of the major vehicles of communication of modern world. As such now in Indian educational setup, we cannot deny its importance as it has become so much a part of our own language. Thereafter development of English in India has undergone through different phases. The most remarkable events which proved to be the landmark of gradual development of English in India are as follows:

Post –independence Period

To study the development and historical place of English in the educational history of India after independence period the researcher has studied different commissions that have shaped the policies regarding the position of English in free India. Below are the major recommendations significant to the research.

Table 1: Recommendations of Commissions

Name of the Commission	Year	Major recommendations on English subject at Secondary level.
The University Education Commission	1948	<ul style="list-style-type: none">• Education given in the schools should be 8+4=12 years.• At the secondary stage English should be compulsory subject.

Name of the Commission	Year	Major recommendations on English subject at Secondary level.
Secondary Education Commission	1952	<ul style="list-style-type: none"> • Child's mother tongue or regional language should be the medium of instruction. • For secondary level English subject should be compulsory to learn.
English Review Committee	1960	<ul style="list-style-type: none"> • At least for six years English should be taught at school level. • Grammar, basic skills and Vocabulary should be added in question paper.
Study Group on the "Study of English in India"	1964	<ul style="list-style-type: none"> • This study group focuses on the place of English at school level and programme of teaching learning of English in schools for Std. I to X classes.
Kothari Commission	1964 - 66	<ul style="list-style-type: none"> • The regional language should be the medium of instruction at the secondary level. • There should be provision of three to four textbooks for each subject for each class and teacher will choose the book best suited to the school. • Union ministry of education of government of India proposed the Three Language formula.
National Education Policy	1968	<ul style="list-style-type: none"> • It was decided that the state governments should adopt three language formula at secondary stage
National Education Policy	1986	<ul style="list-style-type: none"> • Main objective was to improve the quality of education in the country. • It emphasizes on the three language formula and its importance.

Name of the Commission	Year	Major recommendations on English subject at Secondary level.
Learning Without Burden: Yash Pal Committee	1993	<ul style="list-style-type: none"> • The writing of textbook should be consigned to school teachers. • In the textbook examples should be taken from rural areas also as majority of students are in rural areas.
National Curriculum Framework	2000	<ul style="list-style-type: none"> • It focuses on the need of learner-centered education. • Learner will be active participator and teacher will be a facilitator. • The curriculum focuses on functional, literary and cultural needs of the learner.
The National Curriculum Framework	2005	<ul style="list-style-type: none"> • To implement the three language formula a transformed attempt was made. • Listening, speaking, reading and writing skills should be used together. • Life skills should be inculcated in everyday life.
State Curriculum Framework	2010	<ul style="list-style-type: none"> • To improve the quality of education was the main objective. • The emphasis was given on reducing the burden on students and developing studying and learning skills of students.

The researcher considered this as benefitting to probe further into the effectiveness of this by conducting the research.

1.1.1 The Teaching of English from Std. I

Policy of Maharashtra Government regarding English Teaching

By introducing various policies government of Maharashtra has determined to improve English of school students by taking help of central government. The historical decision was taken in year 2000, to start the study of English language from Std. I.

❖ Need to start English subject from Std. I

- In Marathi and other medium schools English language subject was introduced late in secondary education from Std. V. So many students cannot gain expertise and remain poor in this language and fail in it at Secondary School Examination.
- Most of the parents want their children to attend English medium school compared to Marathi medium school so that their child masters the language from early age.
- English being an internationally acclaimed language, its demand has increased in society.
- Most of the content and information on internet is available in English.
- To get more knowledge of English language.
- Across India, English language is gaining equal weightage in education system compared to weightage given to Marathi and other regional languages.

Due to the above all reasons mentioned it was decided by government of Maharashtra to teach English language in primary education from standard 1st to 4th.

❖ SMART PT Training (Statewide Massive and Rigorous Training for Primary Teachers)

As per the last NCERT recommendations (1988) SMART PT programme was conducted. This programme has helped in the implementation of the policy of teaching English from Std. I. In May 1997 this programme came into existence. The focus of this programme was to encourage a new child-centered approach.

The programme emphasizes on preparing new textbooks as well as training all primary teachers throughout the state of Maharashtra. The new textbooks consist of pedagogical information and teaching objectives. Their contents have also been modified. For the training session primary teachers were called to their Taluka headquarters. To begin the school day special training of Yoga for 'Value Education' (Mulyashikshan) was given to all primary teachers.

So this shows that to promote child - centered approach modification in textbook was required at the primary level.

1.2 Importance of English Language in Education

It is said that English language is the medium of a great deal of the world's knowledge, especially in the areas like education, technology, science, economics and business.

Human beings are gifted with language as a powerful tool to express and communicate his thoughts and emotions. If one does not master a language, then he will not be able to communicate effectively with others. So special efforts are essential at school level on part of teacher and student for acquiring language skills. So a teacher should be aware about the needs of learners, objectives of the course and different ways of evaluating language. Teacher should be aware of the latest teaching methodology, approaches and techniques for teaching language excellently. The learning needs of the students should be fulfilled and for the same relevant tasks based on students' ability should be given to them. The researcher had informal discussion with the users of English, such as teachers, parents, students, principal, B.Ed. students which revealed the following aspects.

1.2.1 Why English Language is Important?

- **English as a Global Language**

The most prominently spoken language in world is English, tagging it as a global language. So to efficiently communicate with the world we need to learn and master English language. It is necessary for trade and cultural exchanges with other countries.

- **English as a Library language**

The Kothari Commission has rightly stressed that English would play a dynamic role in higher education as an important 'Library Language'. Most of the books are available only in English so learning this language means gaining more knowledge and experiencing broader view of the world.

- **English as a Link Language**

English language is our association with other countries of the world. It is a common language through which we establish political, economical, social, technological and legal relations with other countries of the world. Due to diversity different states have different languages. English associates them together.

- **English as an Associate Official Language**

After Independence English was made the associate official language. English has been given status of official language by The United Nations Organization (UNO). It is now accepted as an associate official language with Hindi as the official language. Almost all central government communications curtailing in Hindi are provided with English version. The state government orders are provided through English and regional language and is also used in high courts of law.

- **English in Media**

In the mass media English plays a significant role. Daily newer magazines, journals and newspapers are on a rise. Nowadays even English feature films are becoming famous. To get exposure to the children many cartoon programmes are broadcasted in English.

- **English in Education**

In many schools, colleges and universities English is the medium of instruction and is also a compulsory subject to learn. Due to three language formula given in Kothari Commission English should be taught compulsory at 10+2+3 level.

- **English as a major Window to the Modern World**

Pandit Jawaharlal Nehru described English as a ‘major window to the modern world’. Due to English language we can see the technological, scientific, agricultural, literary and commercial developments taking place in the world. The Radhakrishnan Commission observed as follows: “English is a language rich in literature abounded with humanistic, scientific and technical knowledge”. So for this one should have the knowledge of English language.

- **English as a Language of Opportunity**

For better job opportunities having knowledge of English language is must. It can offer job opportunities in India and abroad also. It offers opportunities in law, engineering, business, foreign services, commerce, medicine, teaching, etc.

- **English as a power of Expression**

Language plays an important role in expressing ones feelings, emotions, ideas effectively to others. To express in English, one is expected to have command on English language and should have enriched vocabulary and knowledge of grammar.

1.3 A background of Learning in Secondary Education

As per the recommendations given by the National Policy of Education 1986 Maharashtra State Board of Secondary and Higher Secondary Education has published syllabus for secondary standards. In Maharashtra state, English is being taught as the third language from Standard V. As a repercussion, therefore, by the time the pupil completes the Senior Primary Stage (VI to VIII Std.) and move in Standard IX, he/she should have sufficient foundation in English subject.

English Reader Coursebook in English Standard IX is based on the recommendations of National Curriculum Framework (NCF) 2005 and State Curriculum Framework 2010. The recommendations and the expectations as envisioned in the above documents are considered to the fullest extent.

Besides these considerations the syllabus in English (Third Language) for IX and X Standards will have to cater for varying needs of pupils, who broadly speaking, will fall into two groups.

1. Those who may terminate their studies after S.S.C. level (Std. X)
2. Those who may pursue higher studies in different faculties.

Those students who belong to first category need a working knowledge of English, which would succeed them to understand written or spoken English depending on the vocation they select. It is also implied that this ability will be limited to the range of their social- economic set up and their day to day needs.

In the case of second category, pupils would require a relatively greater degree of skill in both spoken as well as written English.

For secondary schools, an effort should lay a sound foundation of linguistic skills in English which would allow the pupils to develop additional and advanced linguistic skills so that they may be able to survive with the cultural life and socio- economic of the nation.

Exposure to students is very critical for language learning. So through this syllabus they can develop their conceptual understanding of the expression of English with the help of knowledge of grammatical items, functional vocabulary, basic sentence patterns and its usage.

Consolidating and extending the language abilities already acquired is the major objective of teaching of English at the secondary level. In the Coursebook of two years, students are expected

to develop a broad-based conceptual understanding (cognition) of the expression of English and to learn to make effective use of English in real life contexts (application).

❖ **General Objectives of teaching English at the Secondary Level:**

To enable the students to

1. Learn to use English suitably.
2. Understand spoken English, used in and outside the school.
3. Speak with confidence using appropriate vocabulary, grammatical forms and acceptable pronunciation.
4. Comprehend written texts in English (both textual and non-textual)
5. Write in simple and acceptable / reasonably correct English.
6. Gain skills necessary to communicate in English in their day to day social interaction.
7. Cultivate a broad, human and cultural outlook.
8. Facilitate self-learning

❖ **Specific Objectives of Teaching English at the Secondary level**

Specific objectives are given in detail with respect to **Listening Skill, Speaking Skill, Reading Skill, Writing Skill, Vocabulary and Grammar.**

It is said that secondary education is a link between primary education and higher education. Psychologically students of secondary education belong to adolescence period which is known as critical, complex and a period of storm. Due to physical, social, emotional, moral developments in adolescence his or her attitude towards life goes on changing. New skills are learned during this period. Infact this is the period where all developments can take place. So due to all these reasons getting secondary education is must for everyone.

The researcher intended to search in the field of English from the view of educationist. The researcher is teaching English language since last 11 years and has observed the changes in the materials, textbooks and its implementation. Therefore, the researcher considered that it would be rewarding to study critically the current material with varied angles. Present research focuses on the curriculum development in English language.

1.4 Historical Development of Std. IX English Textbook in Maharashtra

For the present study, the researcher felt the need to study the development of Std. IX English Textbooks in Maharashtra. For the same the researcher visited Maharashtra State Board of Secondary and Higher Secondary Education Library in Pune and did the study of English Textbooks from year 1972 till 2012. The education pattern has undergone the changes during June 1975 as Higher Secondary stage came into existence from this year. The uniform pattern of education, i.e. 10+2+3 came into existence. So in order to understand the changes in the textbook at secondary level the researcher decided to study the textbooks from 1972. To know the History and development of Std. IX English Textbook the researcher has studied following English Textbooks.

1. “A Text Book of English Prose and Poetry” Part I, Standard IX (1972)

This textbook was printed in year 1972 and was published by Modern Book Stores, Nagpur for and on behalf of the Maharashtra State Board of Secondary Education, Shivajinagar, Poona - 10. The Secondary and Higher Secondary School Certificate Examinations was conducted by The Nagpur Divisional Board on behalf of the Maharashtra State Board of Secondary Education. The features of this textbook are as follows

1. The size of the textbook was very small and has only 88 pages. The price of the textbook was only 85 Paise.
2. There were no images, pictures given in it and the textbook was full black and white in colour.
3. The type of print used in the textbook was not very attractive for students.
4. The lessons in this textbook were adopted from English Reader, Book IV (General Series) prepared by the Central Institute of English, Hyderabad.
5. In Contents 8 Lessons and 5 Poems were given separately. After each lesson exercises were given below it. An Errata was also given at the end of the textbook.
6. The emphasis of the textbook was on the teaching of language rather than content.
7. Detailed guidance for the teaching of the lessons in the readers was given in the Teachers guide (one combined book for standard IX and X).
8. It was mentioned in the preface of the textbook that much time need not be spent on explanation of the text. But a glossary of difficult words and its meaning should be given

to students in advance. They should be asked to read the lesson at home on their own with the help of glossary as needed and come well prepared to class to answer questions and do activities related to the topics. The glossary was given in the Teacher's Guide. Teacher should provide duplicate copies of glossary to students.

9. The more focus was given on oral work so the question- answer method should be followed to elicit oral responses from students.
10. In grammar exercises, the language work was included with guided composition.

2. "English Reader" Book III (Standard IX: Condensed Course) (1973)

This textbook was printed in year **1973** and was published by **Shri. D.R. Gogate. Secretary, Maharashtra State Board of Secondary and Higher Secondary Education, Pune.** The features of this textbook are as follows

1. As compared to 1972 textbook the size of this textbook was big and had 127 pages. The price of the textbook was Rs. 17.60.
2. There were no images, pictures given in it and the textbook was full black and white in colour.
3. It was mentioned in the preface that the language items introduced in the book were to be taught orally first and the Reader is to be used only as reinforcement.
4. In contents total 40 lessons and 8 poems were given separately. As compared to 1972 textbook content was more.
5. Exercises were given at the end of every lesson.
6. For grammar exercises substitution tables were used.
7. For language acquisition emphasis is given on Structural approach.
8. This textbook is accompanied by a Teacher's Handbook and a Workbook.

3. "English Reader" For Non-English Medium Schools, Standard IX (1975)

This textbook was printed in year **1975** and was published by **S. R. Bokil - Secretary, Maharashtra State Board of Secondary Education, Pune.** The features of this textbook are as follows

1. The textbook had only 92 pages so it was very small in size. The price of the textbook was Rs. 3.10.

2. For the first time some pictures and images were introduced in the textbook to clear the ideas given in the content. But these images were given in black and white colour.
3. In this textbook pupils four years (V to VIII) knowledge had been taken into account while preparing it.
4. This book contained three sections. The first section provides 5 Reading Passages for general reading, the second section includes 16 lessons and third section provides another set of 8 reading passages for consolidation. At the end of section III 7 poems were given separately.
5. This textbook emphasized on developing reading skill of students.
6. Some of the lessons in the textbook were adopted from Orient Longman Ltd, Delhi, India Book House Education Trust, Bombay, Maneckji Cooper Education Trust, Bombay.
7. After each lesson exercises were given for students to solve.

4. “English Reader” Standard IX (1983)

This textbook was printed in year **1983** and was published by **Shri. D. R. Gogate, Secretary, Maharashtra State Board of Secondary and Higher Secondary Education, Pune**. The features of this textbook are as follows

1. This book was reprinted in 1989 and 1992.
2. The size of the textbook was comparatively big as compare to previous textbooks. It had 118 pages. The price of the textbook was Rs 9.20.
3. There were more images and pictures given in the textbook which are black and white in colour.
4. There were two sections in the textbook. Prose Section having 18 lessons and Poetry Section having 6 poems. Some poems were adopted from Martin Secker and Warburg Ltd., London, Oxford University Press.
5. This textbook was designed with a view to catering for the needs of the pupils of Std. IX.
6. The teaching items had been set out at the beginning of each lesson.

7. The draft of this textbook was sent to experts and experienced teachers for their comments and suggestions. Then the prose and poetry lessons had been tried out in many schools in urban and rural areas of State. Their reactions also had been taken care of.
8. In the preface general plan for teaching these lessons was given. 1) Previous item revision, 2) New item presentation, 3) Pupils practice, 4) Silent reading followed by comprehension questions, and 5) Oral and Written Exercises.

5. “English Reader” A Coursebook In English Standard IX (1994)

This textbook was printed in year **1994** and was published by **Secretary, Maharashtra State Board of Secondary and Higher Secondary Education, Pune**. The features of this textbook were as follows

1. The Government of Maharashtra had revised the structure of School Education which came into effect from June 1994. In the revised pattern, only Std. IX and X were attached to Secondary level. Along with the revision of structure, the curriculums also have been revised. This curriculum was prepared by the State Board keeping in view the recommendations of the National Policy in Education, 1986. Also while preparing the syllabus and textbook for Std. IX what has been prescribed at Std. V- VIII had been taken into consideration.
2. Therefore the earlier **Structural Approach had been bended with the modern Communicative Approach** in “English Reader” A Coursebook In English Standard IX (1994).
3. For the first time textbook was named as A Coursebook in English instead of textbook.
4. This book was reprinted in year 2000.
5. The size of the textbook was bigger as compared to previous textbooks. It had 196 pages. The price of the textbook was Rs 15.20.
6. There were many more images and pictures given in the Coursebook.
7. The front page of the Coursebook depicts the role of the learner in the process of learning. It shows student- centered approach in teaching learning process.

8. An introduction to dictionary work was provided in the Coursebook in the form of actual entries for the student to work on.
9. The Coursebook contained seven topics based on units. The contents were designed to inculcate the essential spirit of national unity and integration.
10. For the first time content was divided into Units. Units were divided under different topics like Environment, Sports and Games, Science and Inventions, Birds, Health, People and Human Values. Also units were further classified as per its focus into Reading, Vocabulary, Grammar and Writing.
11. Expectations from students and teacher related to the topic are given.
12. This Coursebook emphasized on pair/group work for the students. Also the focus was on developing Reading and Writing skills of students.
13. The main objective of this Coursebook was on learning than spoon- feeding.
14. It was expected that the teacher and students should not use the mother tongue in the class very often.

Thus the features of this Coursebook were different from the earlier textbooks.

6. “English Reader” A Coursebook in English Standard IX (2006)

This textbook was printed in year **2006** and was published by **The Secretary, Maharashtra State Board of Secondary and Higher Secondary Education, Pune**. The features of this textbook were as follows

1. The size of the textbook was big as compare to previous textbooks. It had 227 pages. The price of the textbook was Rs 31.00.
2. For the first time titles of the lesson and units in the Coursebook were highlighted in Red Colour.
3. The back page of the Coursebook depicted the role of the learner in teaching and learning process.
4. In the beginning of every lesson instructions were given for students and teachers about what they were expected to do.

5. This Coursebook was learner centered, skill based, need based and value oriented.
6. This Coursebook had a topical or thematic design. The seven unit titles represented these themes / topics.
7. Total seven units were there. Each unit had three to four reading texts and at the end Rapid Reading Section was given having five lessons.
8. These units were further classified into Listening Focus, Reading Focus, Vocabulary Focus, Grammar Focus, Writing Focus and Communication Skills.
9. In writing Focus web diagrams were given and many activities are given to complete with the help of given pictures.
10. The Coursebook has many activities and emphasis is on Communicative Approach. Expecting the learners to work in pairs / groups, the Coursebook is made interactive.
11. Overall the Coursebook was very attractive and was more child - centered.

7. “English Reader” A Coursebook in English Standard IX (2012)

This textbook was printed in year **2012** and was published by Shahaji Dhekane, **The Secretary, Maharashtra State Board of Secondary and Higher Secondary Education, Pune**. The **researcher** contributed basically to the study of the Coursebook and its implementation. Even a cursory look at the book throws light on its features which are briefly as follows.

1. While reframing the syllabus of Std. IX efforts were made to study and compare the syllabi of English with CBSE, ICSE and some of the State Boards in India. This Coursebook is based on the recommendations of National Curriculum Framework (2005) and State Curriculum Framework (2010).
2. This Coursebook intends to make the learners better users of English. The lessons are presented in theme based units which consists of interesting reading passages and poems. Language learning opportunities are created through variety of activities.
3. The matter presented and the methodology used throughout the Coursebook is full of interactive mode, where pair and group work is going to be most helpful.
4. One of the special features of this Coursebook is its size. The Coursebook is in A4 size with big font and illustrations. The size makes it different from the traditional textbook.

5. The Coursebook is made colourful to create interest and make the book a fun for the students to handle. Also the cover page and back page is very meaningful and attractive.
6. In this Coursebook the numbers of lessons are reduced and more activities are introduced in each lesson.
7. The special features of this Coursebook are unit maps, web- sites and use of internet, unique presentation, Environment Education and integrated approach.

The researcher found the teaching of the book innovative and therefore decided to undertake a probe into the critical analysis of the Coursebook with a title **“A CRITICAL STUDY OF THE IMPLEMENTATION OF ENGLISH READER STD IX COURSEBOOK”**

The researcher has described the critical study of this Coursebook in detail in Chapter 4.

Closure

1. “A Text Book of English Prose and Poetry” Part I, Standard IX (1972) was a small book which consisted of anthology of prose and poetry with same exercises.
2. “English Reader” Book III (Standard IX: Condensed Course) (1973) was developed as a Condensed Course in nature.
3. In “English Reader” For Non-English Medium Schools, Standard IX (1975) for the first time some black and white pictures and images were hosted in the textbook to clear the ideas specified in the content.
4. “English Reader” Standard IX (1983) textbook was comparatively big having more pictures and images.
5. The earlier Structural Approach had been bended with the modern Communicative Approach in “English Reader” A Coursebook in English Standard IX (1994).
6. “English Reader” A Coursebook in English Standard IX (2006) was learner centered, skill based, need based and value oriented. Also lessons were divided into different units.
7. The matter presented and the methodology used in “English Reader” A Coursebook in English Standard IX (2012) is full of interactive mode, where pair and group work is going to be most helpful. One of the special features of this Coursebook is its size. The Coursebook is in A4 size with big font and illustrations. The size makes it different from the traditional textbook.

1.5 Training of the Textbook at Secondary Level

Whenever the textbooks in English subject for Standard IX were revised proper guidelines and training was given to school teachers. Teachers manual have played a vital role in disseminating the message of pedagogical changes and thus acted as a force in implementing the textbook. Below are the details of Workbooks and Handbooks prepared for Teachers and Students as a part of training and awareness programme.

1. “Workbook” for English Reader - Book III (Standard IX: Condensed Course) (1973)

This workbook was prepared by The State Institute of English, Bombay in 1972. The teachers are advised to teach the language items orally first and then make use of the exercises given in the workbook. They should follow the same procedure which they followed for Std. VIII. All the proper guidelines were given to teachers in this workbook.

2. “Remedial Exercises In English” for Standard IX (1975)

This book was prepared by The State Institute of English, Bombay in 1975. It is suggested that the teachers should guide the students in doing the exercises given in the textbook. The teachers should make it a point to get this work done under their supervision and avoid the temptation of setting it as home assignment. It was advised that after having some exercises done, common mistakes should be discussed with the students.

3. “Handbook For Teachers” English (Third Language) Standard IX (1983)

In year 1983 The Maharashtra State Board of Secondary and Higher Secondary Education with the help of the Federation of Maharashtra State Head Masters Associations prepared this handbook to help the teachers of English. The Board has also brought out pupils Workbook. Every new lesson contains some new teaching items (both structural and lexical). Under every lesson revision items are given, which aimed at revising the structures which the students have already learnt.

In the same way whenever syllabus of English Subject for Std. IX has been changed Handbooks for teachers and Workbook for Students has been prepared by The Maharashtra State Board of Secondary and Higher Secondary Education. Also the Board organizes proper training for school teachers where they are oriented by Subject Experts. In year 2012 when the syllabus was revised such types of trainings and workshops were organized by SSC Board and Zilla Parishad Pune, British Council Training Pune, Hujurpaga Girls School Laxmi Road Pune, Yashwantrao

Chavan Academy of Development Administration (YASHADA), District Institute of Education and Training (DIET) – Organized with help of British Council.

1.6 Need of the Study

English is taught as the third language in Marathi, Hindi, Urdu, Kannada and Gujarati Medium Schools. The researcher has taught English subject at the secondary school level from Std V to IX for both S.S.C and I.C.S.E Board School and she was greatly fascinated by the impact that the textbook makes on the teaching and learning. Since last 11 years the researcher is working as Assistant Professor in College of Education (B.Ed.) and is teaching “English Method” Subject and other subjects like “Childhood and Growing Up”, “School and Inclusive School”. The researcher got many opportunities to visit different Secondary Marathi Medium schools while conducting practice lessons and internship programmes included in B.Ed. syllabus. She came across various problems while observing the lessons conducted by B.Ed. students at various schools during Practice Lessons and Internship Programme. The rich experience has created interest in understanding the study of a textbook.

The researcher noticed different ways of looking at the teaching and learning of the textbook, and its handling in Secondary Marathi Medium Schools

1. In most of the Marathi medium schools grammar translation method is used where each and every word is translated into mother tongue of child i.e. Marathi language.
2. Rather than understanding the concept or content or developing basic language skills of the child, focus is given on rote learning.
3. In most of the schools the teaching learning process is more of a teacher centered.
4. Teaching is one way as there is less participation of students in classroom interaction.
5. In teaching learning process students are mere spectators and passive learners.
6. Focus is given on written work only. Listening skill i.e. oral aspect of child is neglected.
7. Students are not interested in learning English Language due to the fear factor as it is a foreign language for them.
8. In many schools teachers do not take efforts to use teaching aids for describing new terms.
9. Many times focus is on only question answer method.

10. The current need of education system is Activity Based Learning, which is observed very less in practice.
11. There is rare use of technological aids in teaching in classroom and most teachers stick to traditional teaching method and black board and chalk method.
12. The researcher also found in many schools that activities which are given in the Coursebook are not conducted as per the given guidelines e.g. Group Discussion, Pair Work etc.
13. There is less interaction between learner - learner, learner - learners and learner - teacher and learner - material.
14. It is also observed that students just obey the instructions given by the teacher.
15. The researcher also found that there is very less research done considering English as the third language.
16. Also the research work on activity based teaching learning is done at the primary level and not at the secondary level.

So the researcher felt to study more about how activity based teaching learning is implemented at various secondary schools where English is taught as the third language for Std. IX. Also the researcher was interested to know how activity based teaching learning activates the learner's interest and extends language ability already acquired at the primary level. As the objective of education is overall development of a child, so the researcher wanted to study whether this objective is fulfilled through the Coursebook of Std. IX. This Coursebook claims that it facilitates an effective process of learning and the illustrations used in the Coursebook make teaching and learning of English enjoyable. In order to crosscheck the above statement the researcher decided to conduct study for the same.

So due to above all reasons the researcher felt that it is essential to find out how far '**Learning by Doing**' is essential for better understanding of the learner. It is said that the child should be active learner in the process of learning. Even many other researchers have pointed that learning through activity facilitates language learning and self-learning. Therefore, it would be beneficial to find out whether the textbook on the anvil of the researcher, has been developed on these lines and to measure its effect on the teachers as well as the students.

There is always a cry that English is a difficult subject. It is a foreign language and is not effectively taught in the classes.

The textbook is interesting was a general comment therefore, the researcher was eager to find out what is it that makes the textbook interesting, whether activity based teaching effects on the performance of the students.

1.7 Activity Based Teaching Learning and Its Importance

‘English Reader’ Coursebook for Std. IX claims that the Coursebook is based on the principles of Activity Based Teaching Learning (ABTL). Therefore the researcher contemplates on the historical development of activity based teaching learning.

Activity Based Teaching Learning (ABTL) is a technique in which teacher uses interactive activities for students active participation. In this technique students bring their effective learning experiences. This is a method where students’ mental and physical involvement is important. The main focus in this method is “**Learning by Doing**”. The ideology of this method is based on doing activities and some hands-on experiments. In this method it is expected that students are active learners than passive recipients. Learning becomes more enjoyable and long-lasting when students are given an environment and opportunity to explore by their own. ABTL provides such environment and opportunities, where students involve themselves in different activities such as reading, writing, discussion etc thereby encouraging to evaluate subject content more effectively.

In this method, the curriculum is separated into small units, each group of Self-Learning Materials (SLM) including pleasingly designed study cards for different subjects like Science, Social Science, English, Hindi, Marathi, etc. When a student completes a group of cards, he completes one "milestone". Activities in each milestone comprise drawing, games, rhymes and songs to teach a letter or a word, form a sentence or comprehend a concept. The student takes up an Exam Card only after finishing all the milestones in a subject. If a student is absent one day, he/she continues from where he/she left unlike in the old system where the children had to learn on their own what they missed out on.

History of Activity Based Teaching Learning in India

Around World War II in 1944 a British – born educationist David Horsburgh came to India. He stressed on the concept of ABTL. David Horsburgh studied in England at the University of London. Then he returned to India to work as a teacher of English. For the same he worked as a teacher first in Mysore and then at Rishi Valley School. He similarly worked with the British

Council in India and the National Council of Educational Research and Training. He is well recognized for his great contributions to the area of educational restructuring and especially the introduction of Activity Based Teaching Learning Methodology. He opened his own school after his voluntary retirement at Neel Bagh in Kolar district near Bangalore. The school at Neel Bagh was based on groundbreaking ideas of David Horsburgh and known for its creative methods in teaching, well-planned learning materials. He developed a diverse curriculum, which comprised various activities beyond textbook learning like sewing, masonry, music, carpentry, gardening along with usual school subjects like Science, English and Mathematics etc. These pedagogic materials were systematically prearranged, with sketches and drawings and an occasional touch of humour. In India these initiatives of David Horsburgh are considered to be one of the pioneer and milestones in introduction and spread of ABTL.

Features and Benefits

1. It is useful for self-learning.
2. It allows students to study according to his / her aptitude and skill.
3. Learning happens through activities.
4. Learning becomes fun, an enjoyable process.
5. Learning is contextual, so easy to grasp and meaningful.
6. Classroom activities are more student-centric so knowledge retention is high.
7. Active participation benefits students to open up and motivate them to freely try out the concepts they learn.
8. Students are not restricted to their classroom but have free exchange of ideas, thoughts.
9. Classrooms become an energetic, stimulating place for the students and teachers.
10. Through discussions, pair-work and group-work students are exposed to a variety of viewpoints and perspectives.
11. The directed discovery approach indicates students to a clear understanding of concepts.

Considering the above findings and to find out how far these features are realized through the 'English Reader' Coursebook Std. IX the researcher has taken up this study.

1.8 Title

“A CRITICAL STUDY OF THE IMPLEMENTATION OF ENGLISH READER STD. IX COURSEBOOK”

1.9 Statement of the Problem

Study of the implementation of activity based teaching learning and its effectiveness at Std. IX with reference to ‘English Reader’ Coursebook for Marathi and Non Marathi Medium schools in Pune city.

Definitions of the Key Terms

1.9.1 Conceptual Definitions

- **Critical Study** - It is a careful examination and evaluation of a text, image or other work or performance from the varied aspects. (Oxford Advanced Learners Dictionary).
- **Implementation** – The process of moving an idea from concept to reality. (www.macmillan.com).
- **Activity Based Teaching Learning** - Activity based teaching learning method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child- centered approach.(Rajendra, M. 1992)
- **Effectiveness** - The ability to be successful and produce the intended results (www.dictionary.cambridge.org).
- **English Reader Coursebook** - A textbook prescribed for Std. IX of Marathi and Non Marathi Medium Schools having English as third language. (Maharashtra State Board of Secondary and Higher Secondary Education, Pune. First Edition 2012)

1.9.2 Operational Definitions

- **Critical Study** - A study which involved an implementation and analysis of the positive and negative aspects of English Reader Std. IX Coursebook.
- **Implementation** - Implementation refers to execution of a plan. How the activities given in English Reader Course Book are conducted at Std. IX level.

- **Activity Based Teaching Learning** - For the purpose of this research, it refers to a set of activities prepared by the researcher and are meant to expose the learner to various experiences outside the classroom situation.
- **Effectiveness** - In this study effectiveness refers to the effect of Activity Based Teaching Learning method on the students in terms of difference between the post test scores of experimental group and control group.
- **Std IX** - A school stage at secondary level consisting of class IX of Marathi, Hindi, Urdu, Kannada and Gujarati medium schools having English as the Third Language.
- **English Reader Coursebook** - It is one of the language and subject to learn in Std. IX. A book which is activity directed towards making or doing something. In this book work is assigned to and done by a student during a course of study.
- **Marathi Medium schools** – The schools having Marathi as the first language, Hindi/ Sanskrit as the second language and English as the third language.
- **Non Marathi Medium schools**- The schools having Hindi, Urdu, Kannada and Gujarati as a first language, Marathi/ Hindi/ Sanskrit/ Arabic as the second language and English as the third language.

1.10 Objectives of the Study

1. To assess how activity based teaching learning is implemented in English (Third Language) for Std. IX.
2. To develop a programme for the effective use of activity based teaching learning for English (Third Language) for Std. IX.
3. To find out the effectiveness of activity based teaching learning on the language acquisition of English (Third Language) for Std. IX.

1.11 Assumptions

1. English Reader Coursebook of Std. IX would help the students in Maharashtra to become better users of English. (Maharashtra State Board of Secondary and Higher Secondary Education, Pune. First Edition 2012)
2. Activity based teaching learning is effective for developing LSRW (Listening, Speaking, Reading, and Writing) skills of students. (Rajendra, M. 1992)

1.12 Research Questions

1. Is 'English Reader' Coursebook for Std. IX effective in making the students better users of English?
2. Does Activity Based Teaching Learning occur in day to day teaching of English language for Std. IX where English is taught as the third language?
3. Does Activity Based Teaching Learning implemented in same way in Marathi and Non Marathi medium schools?

1.13 Hypothesis

1. **H₀**: There is no significant difference between the Mean Scores of Experimental and Control group in the Post-Test.
H₁: There will be a significant difference between the Mean Scores of Experimental and Control group in the Post-Test.
2. **H₀**: There is no significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session.
H₁: There will be significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session.

1.14 Scope, Limitations and Delimitations

1.14.1 Scope

1. This study focuses on implementation of activity based teaching learning in English subject for Std. IX in randomly selected Marathi, Hindi, Urdu, Kannada and Gujarati medium schools in Pune city.
2. This study is related with randomly selected students of standard IX studying English subject as the third language in Pune City.
3. This study is concerned with the views of Std. IX teachers who teach English subject as the third language in randomly selected Marathi, Hindi, Urdu, Kannada and Gujarati medium schools in Pune City.
4. This study is concerned with comparative study of Activity Based Teaching Learning and Traditional Teaching Method for students of Std. IX in Marathi medium schools of Pune city.

5. From Pune City 61 Marathi, 1 Hindi, 1 Urdu, 1 Kannada and 1 Gujarati medium schools were selected for the survey.

1.14.2 Limitations

1. Due to the individual differences aspects like interest, motivation, gender, fatigue, attitude, attention, etc. of the students are beyond the control of the researcher.
2. Again due to the individual differences aspects like interest, motivation, gender, fatigue, attitude, attention, etc. of the teachers are beyond the control of the researcher.
3. The researcher had planned to select 80 schools from Marathi, Hindi, Urdu, Kannada and Gujarati Medium School for her survey but only 65 schools teachers and students responded to her questionnaire.
4. Also the researcher surveyed one school each of Hindi, Urdu, Kannada and Gujarati Medium.

1.14.3 Delimitations

1. The research study is restricted only to English Language (Third language) for Std. IX only.
2. The study is confined only to Pune city, Secondary Schools of S.S.C Board only.
3. The survey is based on the responses of only those teachers who teach English as the third language to the students of Std. IX in Secondary schools of S.S.C board only.
4. The survey is based on the responses of only those students who are studying English as the third language in Std. IX in Secondary schools, S.S.C Board only.
5. The present study is limited to English subject only.
6. The present study includes the responses of teachers and students of Std. IX from Marathi, Hindi, Urdu, Kannada and Gujarati Medium schools.

1.14.4 Significance

In the present research, the researcher has studied the implementation of activity based teaching learning and its effectiveness at Std. IX with reference to 'English Reader' Coursebook print 2012. This study is useful to know following things.

1. To know the importance of textbook in teaching learning process.
2. To know how activity based teaching learning is effective for making teaching learning enjoyable and interesting.

3. This study is useful to know whether activity based teaching learning is implemented in same in both Marathi and Non Marathi Medium Schools.

1.15 Closure

1. English is one of the richest languages of the world. It has become the language of science, commerce and trade.
2. This study focuses on implementation of activity based teaching learning in English subject for Std. IX in randomly selected Marathi, Hindi, Urdu, Kannada and Gujarati medium schools in Pune city. For this the researcher has used Survey and Experimental Method.
3. The research study is restricted only to English Language (Third language) for Std. IX only. The study is confined only to Pune city, Secondary Schools of S.S.C Board only.
4. Due to the individual differences aspects like interest, motivation, gender, fatigue, attitude, attention, etc. of the students and teachers are beyond the control of the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

2.1 Introduction

The researcher resolved to undertake review of all the related literature since, review of related literature is very important aspect to understand the research problem under investigation. Review means taking reference of similar literature of your present research and collecting maximum knowledge and information about your topic. The reviewer thought it essential as it is useful for the researcher to know what and which type of research work carried out in the concerned area and what is still unknown and untested. Because effective research is based on the past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. So the researcher planned to browse and study- books, research reports, minor research projects, journals, conference report, online references, etc.

2.2 Purpose of the review of Related Literature

The review of the literature is a comprehensive inclusion of everything known on a given research topic and its related topics or a short summary of the literature most pertinent to the specific topic under study. Which one to use depends on the requirements for the research report (Best and Kahn, 2009 p.40). Thus review of related literature enables the researcher to

- Define and delimit her problem.
- Find proper direction to the research and avoid unfruitful and useless problem areas.
- To help the researcher for conceptualization of her research.
- Avoid the repetition of present research.
- To understand the research methodology which refers to the way the study is to be conducted.
- To give proper guideline for the researcher in selecting tools for the research.
- To know the populations those were sampled.
- To identify and avoid the mistakes done previously.
- To formulate Hypothesis.

- Through review of related literature one can go through the recommendations given for further research.
- To know the extraneous variables that could affect the findings.
- To know the faults that could be avoided.
- To provide rationale for the study.
- To plan and conduct the study.
- To do qualitative and quantitative analysis of previous research in the relevant area.
- To justify the endeavor of the research related to her research.
- To forward the knowledge to others.
- Very important reason for reviewing is to know about the recommendations of previous researchers listed in their studies for further research.

Thus the review of related literature has given the researcher clear idea and direction about the research work done. It has become useful to avoid repetition of same topics in research field.

2.3 Sources of Information

The review of literature is the first step in the research process. This chapter is an attempt to give a brief sketch of the researches carried out in the field of Activity Based Teaching Learning in India and out of India. For the planned research, the researcher has collected the information from various sources like Books, Abstracts, Thesis, Dissertations (Ph.D., M.Phil.). Also the researcher has gathered information from Indian Journals, Magazines and websites.

To take the review of related literature the researcher has visited different libraries such as Savitribai Phule Pune University, Tilak Maharashtra University, Indian Institute of Education, S.N.D.T Women's College and Maharashtra State Board of Secondary and Higher Secondary Education Library in Pune city.

2.4 Theoretical Aspect

Under this theoretical aspect the researcher has read many books and collected information through it. Brief collection of the information sought from the various sources.

2.4.1 Books

1. Aggarwal, J.C. (2007). Development and Planning Of Modern Education

This book highlights on the history of various commissions and their policies for English subject at secondary school level where English subject is taught as the third language.

This book gave a clear thought on restructuring secondary education and secondary education commission. It also depicts the picture of how was the education system in India before independence and after independence. It also highlights the place of English in secondary school.

2. Ambekar, S.K. (2011). The Teaching of English Language

To write first chapter of research work this book was very useful. The researcher came to know about what is language, definition of language, characteristics of language and language as a means of communication.

3. Bapat, T. and Ludbe, M. (2006). English Third Language

This book overviews the need, importance, methods, techniques, principles and characteristics of English Language where it is used as the third language. This book gives the detail information about the various teaching methods which can be used by the teachers in the classroom. The activities given in the book are very interesting and useful. This will make teaching learning process more interesting.

This book guided the researcher to plan and implement various activities in the classroom.

4. Best, J. and Kahn, J. (2009). Research In Education

This book is really a back bone in the field of Education for the researchers. A researcher who thoroughly goes through this book, all the concepts and ideas about how a research is to be conducted will get clear. This book gives knowledge on why should you study research? The book highlights on concepts like hypothesis, assumption, population and sampling, research methodology, tools of research and data analysis for research.

This book gave a proper guideline for how to write references and report of research work.

5. Chaudhari, P. (2005). Teaching of English Content Cum Methodology (Communicative Approach)

To know in detail about secondary stage and its objectives this book was very useful. Also it focuses on the importance of English language, role of English in education and functions of language.

6. Cohen, L., Lawrence, M., and Keith, M. (2008). Research Methods in Education

This book was very useful for planning educational research and to know validity and reliability. It also explains methods like survey and Experimental. It gave the researcher guideline for preparing questionnaire for her survey.

While doing data analysis this book was very useful for the researcher.

7. Cresswell, J. (2011). Research Design

This book gave information of research designs, and latest methods in detail. This book is helpful to compare three approaches to researches- qualitative, quantitative and mix methods in single research method.

All the concepts in this book are elaborated with appropriate examples. The book mostly focuses on the mix methods and design which can be more useful for the researcher.

8. Kothari, C.R. (2006). Research Methodology Methods and Techniques

This book cleared the concepts of research methodology, research design, sampling design, measurement and scaling techniques, methods of collection, processing and analyzing of data.

This book has covered all the points which are very essential to know for the researcher while doing her research work.

9. Koul, L. (2012). Methodology of Educational Research

This book was a proper guideline for the researcher for how to take reviews for own research work. This book focuses on purpose of the review, identifying the related literature and organizing the related literature.

For a research work this book was very useful to know the difference between quantitative and qualitative research and detailed description of experimental Method. While writing the research report the researcher took all the guidelines from this book.

10. Naravane, M. (2005). Bharatatil Shaikshanik Aayog V Samitya

This book deals with the Pre-primary Education, Primary Education, Secondary Education, Higher Secondary Education and policies framed for them.

This book was very useful for the researcher to know more about the place of English language in school curriculum.

11. Panneerselvam, R. (2008). Research Methodology

For report writing and presentation this book was very useful for the researcher. It is used for data collection and its presentation. Also to know more about statistical measures to be used in study this book was helpful for the researcher.

It also explains design and analysis of experiment, sampling method and distributions and tests of hypothesis.

12. Qureshi, M. (2005) Educational Research

To know the History of Education this book was very useful for the researcher. It mostly focuses on different research methods, art of sampling, various designs, hypothesis, and designing method.

The book also focuses on various aspects and significant issues in education field.

13. Ramabhadracharyulu, G, Sarojini, B.B Rao, K.V. (2011). Methods of Teaching English

The above book was very useful to know information on English in India before independence, English after independence and the importance of learning English in India. This book also highlights on various commissions which are set for language development.

14. Sapsford, R. (2007). Survey Research

Survey Research is a book which is really a guideline for those who are using Survey as their research method. This book gives knowledge on what is a Survey? How to state a problem? developing ideas, the size of problem, sampling in the real world and reporting the results.

As the researchers research method is survey so this book was very useful for her.

15. Shaik, M., and Ghosh, R.N. (2004). Techniques of Teaching English

This book was really useful to know information of English in India before independence, English after independence and the importance of Learning English in India. This book has also focused on views of various commissions and committees which are given for language development.

16. Sharma, S.P. (2003). Teacher Education Principles, Theories and Practices

This book is very useful to know detailed information of different commissions like University Education Commission (1948-49), Secondary Education Commission (1952-53), National Policy on Teacher Education (1986). This book gives idea on how was the condition of education in India during Pre and Post-independence period.

17. Sindhu, S. K. (2004) School Organization and Administration

This book is a detailed study of various commissions related to education field. It focuses on different policies and recommendations given in each policy.

This book was helpful for the researcher as it focuses on the policies and recommendations given for languages.

18. Suryawanshi, G.H. (2005). Content cum Methodology- English

This book was helpful to know the place of English in the School Curriculum, importance of English language, roles of the English Language, objectives of English subject for std. IX and X.

19. Vallabi, J.E. (2012). Teaching of English Principles and Practices

This book was very useful for the researcher for writing up of first chapter of her research i.e. Introduction. The researcher referred this book to know more about topics like-- A Historic Overview: English travels to India, the three phases of the introduction of English in India in the nineteenth century, English in independent India, the place of English in the Indian educational context, three language formula and the present status of English in India.

20. Varghese, B.V. (2004). Creativity in English Language Teaching

To know the classroom pedagogy this book was really helpful for me. Various techniques of teaching were given in this book. Also it focuses on different points like teachers and the curriculum, pupils and the curriculum.

21. Waje, S.R, and Patil, M. (2008). Content Cum Methodology of English

To know the place of English as a subject in school curriculum this book helped as a proper guideline for the researcher. Also to know various commissions and three language formula in detail this book was very informative.

2.4.2 Fifth Survey of Educational Research 1988- 92 Abstract Volume II

1. Pradhan U.D. (1991). A critical study of the teaching of English at the +2 stage in Maharashtra - retrospect and prospect. Ph.D., Edu. Univ. of Poona

Problem - It attempts to survey teaching of English at the +2 stage in Maharashtra and to make an incidental comparison with Standard X and the senior college classes.

Objectives

1. To find out the gap between the SSC level English and the degree level English to see if the +2 stage bridged the gap.
2. To study the changes brought about in the place of English and suitability of its syllabus at all the three stages.
3. To study the prescription of textbooks in English at the +2 stage.
4. To study the examination pattern of English at the +2 stage.

Methodology

In the present study the researcher had collected data for survey from 146 teachers from Pune, Aurangabad, Nagpur and Bombay division's junior colleges. Also took sample of 383 students from the above divisions for his study. The data was collected through different tools like questionnaires, interview, participant observation and desk study. The collected data was analyzed by both quantitative and qualitative method.

Major Findings

1. Students found it difficult to answer in full sentences and write essay type questions.

2. It was found that students were committing mistakes in grammar part.
3. In the given answers students were lacking order and logic of their own thoughts.
4. There was an incredible gap in objectives, textbooks, teaching, evaluation procedure between English at the higher secondary and the senior college level.
5. Students preparation was more text oriented as 85 marks out of 100 were allocated for textual knowledge.
6. Due to the stipulated format of the question paper, students turned more and more towards readymade notes, guide and tuition.
7. 76.7% students did not make use of English to express themselves.
8. 51.4% teachers always made use of the translation method in teaching English.

The Importance to the Researcher

1. This study is useful for the researcher as it is based on the changes brought about in the place of English and suitability of its syllabus.
2. The research design used by both the researchers is Survey.
3. Both the researches are carried out on the S.S.C board students and teachers where English is taught as the third language.

2. **Rajendran, M.** (1992). Activity - centered teaching of English: An experimental study. M.Phil. Edu. Annamalai Univ.

Problem - It attempts to compare the effectiveness and advantages of the new activity –centered approach over the old structural method.

Objective

To study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity- centered approach to teaching of English.

Methodology

Through an achievement test sample taken was of 98 students in which 62 boys and 36 girls were together. The tools used were psychological tests and test of attainment or achievement. The collected data were treated using descriptive statistics and test of significance.

Major Findings

1. The activity- centered approach to teaching of English produced an improvement in reading and writing skills.
2. The conventional method of teaching English improved reading and writing skills.
3. There was no significant difference in achievement of reading and writing skills between the students taught under activity- centered approach and the conventional method.

The Importance to the Researcher

1. The present research is based on activity- centered approach and researchers study is also based on activity based teaching learning.
2. In both the researches achievement of students is checked after the implementation of activity based teaching learning.

2.4.3 Dissertation

A. Ph.D. Research

1. Vartak, L.R. (2001).

To study the Effectiveness of the “Activity – Based” Teaching Learning and Evaluation strategy for Development of English Language Competencies of Std. I. students of English Medium schools in Pune City. Submitted to Adarsha Comprehensive College of Education and Research, Karve Road, Pune.

The Objectives of the Research

1. To survey the existing Teaching- Learning and Evaluation situation in schools after the implementation of the competency -based curriculum in primary education.
2. To develop and measure the effectiveness of the “Activity-based” Teaching-Learning and Evaluation strategy for development of English language.
3. To study the development of English language competencies in the students.

Specific objectives

1. To prepare a questionnaire to assess the existing situation in schools regarding the competency based curriculum adopted in Primary Education.
2. To prepare competency- based pre-test and competency- based post-test to study the effectiveness of the strategy prepared by the researcher.

3. To prepare an 'orientation Programme' for the participating class teachers of Std. I.
4. To prepare a feedback sheet to find out the effectiveness and to get the opinions from the participating class teachers regarding the orientation programme.
5. To prepare a questionnaire to get feedback from the participating class teachers regarding the 'Activity- based' Teaching- learning and Evaluation strategy prepared by the researcher after its implementation in their respective classroom.
6. To prepare a questionnaire for gathering the information from the parents about the students background relevant to the research as well as their getting observations regarding the various Homework activities.
7. To prepare four competency-based tests to study the development of competencies in the students during the academic year.

The Research Method

1. A Survey
2. An Experiment

The Tools used for the Research

1. Questionnaire for Std. I teachers
2. Questionnaire for participating class teachers
3. Programme on ABTL
4. Feedback Sheet

Statistical Tools

1. Percentage
2. Opinion Score
3. 't' test
4. Graphical representation
5. Chi Square test

The Findings / Conclusions

Conclusions from the Experiment

1. The English language competencies can be developed in the students of Std. I through proper training.

2. The ‘Activity-Based’ teaching- learning and evaluation strategy prepared by the researcher was effective.

Conclusions from the survey

1. The teachers have a positive opinion of the competency based curriculum adopted in schools.
2. According to teachers the main hurdles in implementation of competency based curriculum are the number of students in classroom, the amount of clerical work involved and the available time at disposal.
3. The teacher has a major role and there is little scope for interaction among the students. The involvement of students is very less in the classroom.
4. There is still a great emphasis on the written work in the teaching learning and evaluation adapted in schools.
5. The teachers take no specific conscious efforts for language development of the students.

The Importance to the Researcher

1. This study and researchers study is based on activity based teaching learning and its effectiveness. Only the difference is that this study is conducted for Std. I students of English Medium schools and researcher has conducted her study on Std. IX students and teachers from Marathi Medium Schools.
2. Objective number 1 in both the research is similar.
3. The research design used by both the researchers is – Survey and Experiment
4. Tools like questionnaire and feedback sheets used by both researchers are same.
5. Conceptual and operational definitions given in the study are very useful for researcher’s work.

2. Kshirsagar, S.V. (2011).

The Development of Programmes to Improve English Writing Skill of Marathi Medium Students of Std. V Submitted to Department of Education Swami Ramanand Teerth Marathwada University, Nanded, Maharashtra.

The Objectives of the Research

1. To prepare a model (structure) for investigation collection and analysis of errors in English writing of Std. V students in Marathi Medium Schools.

2. To prepare standardized achievement tests for investigation and collection of errors in English writing of Std. V students in Marathi Medium Schools.
3. To develop remedial programme to improve English writing skill of the students of Std. V in Marathi Medium Schools.
4. To test the effectivity of developed remedial programmes by stating null hypothesis.

The Research Method

The research method of the researcher is the experimental method. The researcher took two groups of 30 students of 5th standard.

The Tools used for the Research

1. A model (structure)
2. Standardized tests

The Findings / Conclusions

The developed remedial programme will be implemented on any group of Std.V, there will be significantly effective for 95 times of 99 times out of 100 times.

The Importance to the Researcher

1. This research is important for the researcher because the method used in this research is Experimental and for her research, the researcher is also using Experimental method.
2. Both the researches are based on English subject where English is taught as the third language. Only standard of the researcher in this study is Std. V and standard used by the researcher for her present study is Std. IX.
3. One of the objectives of this study is “To test the effectivity of developed remedial programmes by stating null hypothesis”. In her study researchers objective is also
 - To develop a programme for the effective use of activity based teaching learning for English (Third language) for Std. IX.
 - To find out the effectiveness of activity based teaching learning on the language acquisition of English (Third language) for Std. IX.

3. Suryawanshi, G.H. (2000).

Construction and Standardization of Achievement Tests of English (Third Language) for Higher Primary School Stage of Marathi Medium Schools. Submitted to Department of Education and Extension, University of Pune.

The Objectives of the Research

1. To construct five achievement tests, viz, the language usage test, the punctuation and capitalization test, the spelling test, the reading comprehension test and the vocabulary test for evaluating the achievement of pupils in those respective aspects of the English language when the pupils have completed the learning of the language at higher primary stage in Marathi Medium Schools.
2. To standardize those five tests by establishing norms for Nashik district.

The Research Method

1. Experimental
2. Survey

The Tools used for the Research

1. Opinionnaire to teacher
2. Achievement test

The Findings / Conclusions

The achievement tests are suitable for the English language which is taught as the third language at higher primary stage.

The Importance to the Researcher

1. Research Method used in this research and by the researcher is same. Experimental and Survey Method is used by the researcher.
2. This study and researchers study is based on English language where it is taught as the third language in Marathi Medium schools. Only present study is conducted on Higher Primary School and the researchers own study is for secondary school level.

4. Dattatreya Tapkeer. (2006).

Preparation of training Package to develop Verbal Creativity in Std. IX English Medium students and study of its effectiveness against Gender Difference and Communication Skills. Submitted to Yashwantrao Chavan Maharashtra Open University, Nashik.

The Objectives of the Research

1. To prepare a training package to develop verbal creativity in English of Std. IX English medium students.
2. To test the effectiveness of training package on Std. IX English medium students.
3. To test the effectiveness of the training package against gender difference.
4. To test the effectiveness of the training package against communication skills.

The Research Method

A single group pre- test- post- test experimental design.

The Tools used for the Research

1. A test in verbal creativity (B. K. Passi test) or PTC.
2. Dialogues to evaluate oral communication skill.
3. Written expression to evaluate written communication skills.

Tools for Data Collection

Use of 't' test is made to examine the significance of the difference between means.

The Findings / Conclusion

1. As the difference between the pre- test scores and post- test scores is highly significant the effectiveness of the verbal package and the corresponding training has proved to be successful and satisfactory.
2. The verbal package proved effective in developing verbal creativity in both genders.
3. The improvement in communication skills is significant in case of both genders.

The Importance to the Researcher

1. This research is useful for the researcher to know how effectiveness of programme can be checked.

2. It helped the researcher to know more about 't' test.
3. Also the researcher came to know about how to interpret the results of the test.

5. Tidke, S.A. (2008).

A study of problems of Teaching English by Communicative Approach in Higher Primary schools of Nashik District. Submitted to Department of Education and Extension, University of Pune.

The Objectives of the Research

1. To study the background characteristics of teachers of English, their training views and opinions, qualifications and practices followed by them to teach English by Communicative Approach.
2. To identify the present status of teaching English by Communicative Approach through observation of teachers performance in the class.
3. To identify the practical difficulties of teachers and schools in teaching English by Communicative Approach.
4. To study strengths and weaknesses in teaching English by Communicative Approach.
5. To try out effectiveness of teaching English by Communicative Approach.
6. To suggest the remedial ways for improving teaching English by Communicative Approach.

The Research Method

Descriptive Survey Method and Experimental Method.

Sampling Design

Stratified random sampling 15% schools of each area of Nashik District. Viz - urban, rural and tribal

The Tools used for Data Collection

Questionnaire, Interview, Observation

The Findings / Conclusions

1. Conclusions drawn from the teacher's questionnaire.
2. Conclusions drawn from the lesson observation.

3. Conclusions drawn from the Experts Interview.
4. Conclusions drawn from the discussion with the head master.

The Importance to the Researcher

1. This reference was useful for the researcher to know about methodology used i.e. Survey and Experimental.
2. Also it was useful to know more about how to prepare questionnaire for teachers.
3. The researcher came to know about how sampling design can be used.
4. This research study was useful to know how effectiveness of programme can be checked.

6. Patil Shashikala. (1997).

To develop instructional programme for developing functional competencies in English for Std. IX. Submitted to Department of Education and Extension, University of Pune.

The Objectives of the Research

1. To develop instructional programme for developing functional competencies in English for std. IX.
2. To develop instructional material for implementing instructional programme.
3. To find out effectiveness of developed instructional programme in terms of pupils performance on 'Achievement Test'.
4. To compare the achievement performance of the pupils, the group taught through new instructional programme and the group taught through conventional teaching programme with respect to the following competencies.
 - a. Total achievement performance
 - b. Listening with comprehension
 - c. Reading (silent) with comprehension
 - d. Comprehending ideas through listening and reading

The Research Method

The Experimental Design - The pre-post experimental- control two groups design (experimental group and control group).

The Tools used for the Measurement

1. Academic performance tests
2. Ravens non-verbal I.Q. test.

The Tools used for the Final Experiment

1. Instructional programme in the subject English for IX Std. of Marathi Medium School.
2. Teacher made Achievement Test to study the effectiveness of instructional programme on the performance of the pupils of Std. IX.

The Findings / Conclusions

Achievement performance of pupils of experimental group was better than control group.

The Importance to the Researcher

1. This study was useful to know the implementation of The Experimental Design.
2. The researcher came to know about how to compare the achievement performance of control group and experimental group.
3. Also this study was useful for the researcher to know how the effectiveness of programme can be checked.

7. Mitra G. D. (2015)

Programme Based on Mind Maps for Teaching Science. Submitted to Adarsha Comprehensive College of Education and Research, Karve Road, Pune.

The Objectives of the Research

1. To assess the existing status regarding teaching of Science in SSC Board schools of Pune City.
2. To develop a programme based on Mind Maps to teach the selected Science Concepts.
3. To test the effectiveness of the programme based on Mind Maps.
4. To analyze the opinion of the participant students and teachers regarding the programme based on Mind Map.

The Research Method

1. A Survey- Mixed Method (Quan+ Qual)
2. Product Development; Mixed Method (Quan+ Qual)

3. Experimental Two Group Pre- test, Post- test Design

The Research Design

Multi Method Research

The Tools used for the Research

1. Questionnaire for teachers
2. Feedback Sheets for Students and Teachers

Statistical tools

1. Percentage
2. 't' test
3. P value
4. Friedman test

The Findings

1. Teachers and Students had a favorable opinion regarding using Mind Maps.
2. The responses given by the teachers and students show conformity with the theories of Constructivism, Brain Based Learning, Dual Coding Theory, Mind Mapping principles and Meaningful Learning Theory, which were the base of the programme developed.

The Importance to the Researcher

1. This research work was useful for the researcher to know the research method, research design, and statistical tool.
2. It was clear from this research work that how a qualitative and quantitative analysis can be done.
3. The present study was useful to know how the effectiveness of programme can be checked.
4. Also the researcher came to know about in detail information of mixed method and multi method.

8. Ludbe, M. C. (2002).

Impact of Creative Method on Teaching English to VII standard students from Marathi Medium Schools. Submitted to Adarsha Comprehensive College of Education and Research, Karve Road, Pune.

The Objectives of the Research

1. To identify the existing teaching learning strategies regarding the development of students learning skills.
2. To develop teaching learning activities based on creativity for the modification of existing strategies.
3. To measure the impact of the creative method regarding the development of fourfold skills.
4. To measure the impact of the creative method gender wise and socio- economic strata wise.

The Research Method

Survey and Experimental

The Tools used for the Research

1. Questionnaire for survey
2. Action plan for measuring the impact
3. Pre- test for equating the groups
4. Post- test for measuring the impact of Creative method.

Statistical tools

1. Percentage
2. Mean
3. Standard Deviation
4. T value
5. Graphs

The Findings

1. There is a positive gain in learning English by creative method.

2. The students from the Experimental group demonstrated a significant progress because of learning by the creative method.
3. The students of the Experimental group have shown significant improvement in the acquisition of fourfold skills of English language viz. Listening, Speaking, Reading and Writing.
4. It shows that application of language skills on a wider scale helps in academic language development. Use of audio- visual aids proved an asset to the Creative method.
5. The Creative method helps in improvement of the skills for both the genders.
6. The Creative method helps in improvement of the skills for all the socio economic strategies.

The Importance to the Researcher

1. This research was based on English subject and for Marathi Medium schools. Even researchers topic for study is English for class IX for Marathi medium schools.
2. This study was conducted by using Survey and Experimental Method. For the researcher it is useful because she is also using same methods for her study work.
3. The statistical tools and the tools used for the research were very useful for the research work.
4. This study was useful to know about how to prepare questionnaire for survey and to conduct various activities based on creativity in classroom.

B. M.Phil.

1. Fatemeh Behdarvand. (2010).

Development of Activity Based Programme on Creativity and Testing of its Effectiveness. Submitted to Department of Education and Extension, University of Pune.

The Objectives of the Research

1. To find out the existing level of students in creative thinking.
2. To develop an activity based programme on creativity for pupils of Std. VII
3. To see the effectiveness of the programme in developing creativity among pupils of Std. VII.

The Research Method

1. Experimental Design
2. A pre- test and post- test equivalent group design.

Sampling method

Purposive Sampling

The Tools used for the Research

Statistical Tool - mean, standard deviation, 't' value, graphs

Tools for Data Collection

Action plan, pre- test, post- test, non- verbal test (TCF)

The Findings / Conclusions

1. The programme developed by the researcher had a significant effect on creative thinking of students.
2. The mean in the post test of the experimental group was significantly higher than the mean in the post test of the control group.
3. The programme helped in improvement of the imagination and novelty of idea of students.
4. The students of experimental group have shown greater significant improvement.
5. The creativity increased as a result of treatment of activity based divergent thinking programme.

Conclusions

1. The programme prepared by the researcher was effective to developing creative thinking.
2. The effect of the programme was positive.
3. There is still a greater emphasis on the creative activity among the students and evaluation adopted in schools.
4. Majority of students had positive attitude for Activity Based Teaching Learning.

The Importance to the Researcher

1. This research work was very helpful for the researcher because it is also based on activity based programme.
2. Statistical tools and methodology used by the researcher is similar.
3. The researcher came to know about how activity based programme can be developed and implemented on students.
4. Also this research work was a proper guideline on how effectiveness of programme can be checked.

2. Samadhan Nikumbh. (2008).

Programme for developing English Language skills of Teacher Trainees and finding its effectiveness. Submitted to Department of Education and Extension, University of Pune.

The Objectives of the Research

1. To develop a programme for developing English language skills of the teacher trainees.
2. To find out the effectiveness of the programme.

The Research Method

Experimental Method

Research Design

1. Two group designs
2. 'Two Equivalent Group pre- test- post- test design'.

The Tools used for the Research

Pre- test, Programme, Post- test,

Statistical Tool

Mean, Standard Deviation, Standard Error of Mean, Correlation, Standard Error of Difference, 't' value, graphical presentation, Graph

The Findings

1. The programme developed by the researcher was effective for developing fourfold skill (LSRW) of English Language.
2. The teacher trainees of experimental group demonstrated a significant progress than the control group.
3. The teacher trainees of experimental group have shown greater improvement in the acquisition of all basic language skills.

Conclusions

1. The programme prepared by the researcher was effective to acquiring four basic skills of English Language.
2. The effect of the programme was positive.

The Importance to the Researcher

1. To know the research method, research design, statistical tool this research work was useful for the researcher.
2. It was clear from this research work that how a pilot study can be conducted.
3. The present study was useful to know how the effectiveness of programme can be checked.
4. Also the researcher came to know about in detail study of Three Language Formula from this research.

3. Jadhav, S. J. (2008).

A study of Implementation of Compulsory English at Lower Primary Stage in Marathi Medium Schools. Submitted to Department of Education and Extension, University of Pune.

The Objectives of the Research

1. To collect the information about Marathi schools in Miraj Taluka.
2. To observe the lessons of teachers while teaching English.
3. To know the difficulties faced by teachers, teaching English.
4. To identify his / her own problems while teaching English.

The research method

Survey Method

The Tools used for the Research

Questionnaire

Statistical Tool

Percentage

The Findings

1. An implementation programme is positively accepted by English language teachers.
2. Students enjoy learning from such lower level.
3. Teachers between age group 40- 60 found difficulty in teaching English.
4. Teachers having experiences from 5 to 15 years have appreciated this decision.
5. Problems regarding book, time and SMART- PT programme and teaching aids are considerable.

The Importance to the Researcher

1. This review was useful for the researcher to know about how English subject was implemented as a Compulsory English at Lower Primary Stage in Marathi Medium Schools.
2. Also the researcher came to know about different types of research, methods of research in detail.
3. The researcher came to know about what can be the problems and difficulties faced by the teachers in the implementation of this subject.

C. Minor Research Project -

1. Vartak, L.R. (2002).

A Critical Study of the Textbook My English Book One. Submitted to The Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. Conducted at Adarsha Comprehensive College of Education and Research, Karve Road, Pune.

The Objectives of the Research

1. To critically study the textbook- 'My English Book One' prescribed for students of Std.I of non- English medium schools in Maharashtra State w.r.t. the above mentioned aspects.
2. To find out how easily the teachers are able to actually use the textbook- "My English Book One" in the classroom.

Specific Objectives

1. To critically study the textbook herself using the format.
2. To prepare a questionnaire to get the opinion of the experts regarding the textbook.
3. To prepare a questionnaire to get the opinion of the school teachers regarding the textbook and the ease with which they are able to use it in the classroom.
4. To prepare a questionnaire to get the opinions of the parents regarding the textbook.

Research Design

Survey Method

The Tools used for the Research

Format, Questionnaire for Experts, Questionnaire for Teachers, Questionnaire for Parents, Interviews.

Statistical Tool

Opinion Score, Percentage, Graphical Representation

The Findings / Conclusions

1. The researcher, experts and teachers have a positive opinion regarding the physical features of the textbook. The only suggestion is given regarding the font size used in the textbook.
2. The design of textbook had appealed to all i.e. to researcher, experts and teachers.
3. Eight of the ten core elements enlisted as general objectives are reflected through the textbook.
4. Provision for the satisfaction of all specific objectives made in the textbook.
5. The textbook gives a variety of teaching and ideas for teaching English.

The Importance to the Researcher

1. This study was very useful for the researcher to know how a textbook can be evaluated as the researcher has also evaluated the Coursebook of Std. IX.
2. The researcher came to know about how a questionnaire can be prepared for teachers for evaluating English book.
3. The researcher also came to know about how analysis of the responses given by the teachers can be done.
4. It was useful to know about testing of objectives.
5. As the researcher is using mixed method for her data analysis this research was useful to know about how to do both quantitative and qualitative analysis for her data.

2.5 Journals

1. Edutrack Vol 13 , No 8, April 2014 (page 15)

“Study Involvement among Higher Secondary Students”— Joseph Catherine.

This article was useful for the researcher as it focuses following points.

1. The function of education is not merely to supply some amount of knowledge to the learner but to develop in him desirable habits, interests, attitudes and skills which help him to lead a full and worthwhile life.
2. Offering a student content curriculum can increase interest in study material. Such a curriculum will cater to the needs and interest of the students.
3. A relationship between involvement and need satisfaction has also been visualized.

2. Jeevan Shikshan - January 2014 (page 29)

“Activity Based Learning –Today’s need”.

This article focuses on following points

1. Education is the means of personality development.
2. Education helps to develop positive attitude in person.
3. There should be change in teaching learning process.
4. For this role of teacher is very important.

3. Shikshan Sankraman (October 2014) page 39

“Striking Irregularities in English Communication”—J. P. Bawikar, Retd Vice Principal. This article focuses attention on importance of Communication in English language. Also it highlights on various ways which can be used to develop the communication skill.

4. Edutrack vol 14 No 1 September 14

“Two Approaches to Teaching and Learning.” - Dr. T. S. Rao

This article is based on the importance of constructivism in learning process. The author says according to constructivism, learning has to be a continuous building and development of mental structures. These mental structures are developed through active involvement of the learner. Learning is an active process; information finds its own place. It undergoes transformation as when a concept map is built by the learner.

5. Shikshan Sankraman “Writing Skill Activities and Developing Writing Skill” - Dr. Umesh Pradhan.

In this article following activities are given.

1. Letter writing (to your friend who is not doing well in studies)
2. Dialogue writing (with friend for safe shopping)
3. Report writing on (Environment rally held)
4. Speech (being monitor speech on safety to be taken while using internet)

This article was useful for the researcher to know what type activities can be conducted to develop writing skills among students.

6. Edutrack vol 12 No 6 February 13

“Project Method: A Constructivist Method for Learning Language.” K. D. Rajput.

In this article, the author asserts that the project Method not only promotes manual activity instead of memorization but also encourages students’ active participation in the learning process and takes advantage of the facts relating to immediate reality as a source of learning.

The basic objective of teaching English is to enable the students to learn to use English language. Project method, which is one of the constructivist methods, may provide ample scope to the learner to use English language.

7. Jeevan Shikshan April 2015 Vol 1

“Communicative English Teaching”- Shridhar M. Nagargoje

This article is based on the importance of ABLT for English language.

The author says children learn in a variety of ways through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting and expressing oneself in speech.

8. Shikshan Sankraman –January 2016, page37

“Activities to Develop the basic- Language skills” - Dr. Umesh Pradhan.

This article is based on how to develop Listening and speaking skill by conducting various activities like

Activities to develop Listening Skill

Listen and repeat, listen and draw, listen and show, listen and write, listen and underline, listen and draw a circle, listen and do, solving riddles by listening, mime time, dictation, listen and act, listen and answer, complete sentence, table, listen to T.V or radio news, listen and complete the summary.

Activities to develop Speaking Skill

Picture reading, loud reading, look and say, echo dialogues, answer questions, just repeat, one word dialogue, describe a friend, describing a picture, tell what you did from the morning, describing a picture, delivering a speech, say a word to complete the sentences, just repeat, say what you are doing.

2.6 Proceedings from the conferences

“Activity-based Learning Experiences in Quantitative Research Methodology for (Time - Constrained) Young Scholars - Course Design and Effectiveness”-Dr. Martin Stoblein

This article describes following things.

1. The key principles for the ABL teaching approach.
2. Chief activities nurturing and fostering ABL experiences.
3. How ABL impacts the effectiveness of the course.

2.7 Online references

1. <https://www.gov.uk/.../uploads/.../ABL-revised-terms-reference.pdf>

This article was very useful for the researcher to know more about activity based teaching learning. In this article following points were discussed -

1. Key Pedagogic Features of Activity Based Teaching Learning.
2. The intended critical features of Activity Based Teaching Learning.
3. How are these features playing out in relation to classroom organization?
4. Measuring the impact of Activity Based Teaching Learning.
5. How are learning outcomes monitored and the results utilized in an Activity Based Teaching Learning classroom?
6. Do teachers' confirm children's learning levels?
7. Which of the key pedagogic features appear to most influence learning outcomes?

2. <https://www.gov.uk/.../uploads/.../ABL-revised-terms-reference.pdf>

1. On this web site the researcher got the information about concept of Activity Based Teaching Learning.
2. What are the uses of Activity Based Teaching Learning?
3. How it can be implemented in the class room.

3. www.ssa.tn.nic.in/currActivities-A.htm

This article is based on following points.

1. ABL- An Innovative Approach.
2. Implementation of ABL approach.
3. Training of Classroom teachers and other staff.
4. Benefits of ABL approach.

4. <http://www.slideshare.net/VinothiniSylvia/activity-based-learning-active-learning-methodology>

This web site was useful to know the Activity Based Learning & Active Learning Methodology. How activities can be conducted in class is given in it.

1. 40 Children – 10 each from classes 1 to 4, Advantages of vertical grouping:

- Older children become guide and helper for younger ones.
 - Encourages cooperation rather than competition.
 - Solution for multi grade classroom.
2. Introduced in all the Upper primary classes in Tamilnadu.
 3. Teacher introduces the topic, children read the lesson on their own with sufficient time provided. Discuss among themselves in groups and ask clarifications, depict the concept in the form of mind map, each child able to understand, query and to explain a concept.
 4. Class works in small and large groups for discussions and teacher is the facilitator of learning than the conveyor of information.
 5. Set the context , watch over interactions , help students to internalize intentions of the academic programme, ensure effective teaching-learning process, find solutions to unusual events and problems
 6. Introducing the content, understanding the content, reading the content, constructing mind maps, summarizing, assessment, revisiting the content.
5. <http://eric.ed.gov/?id=ED144840>
1. In this report the research conducted in grades K-8 on activity-based teaching approaches, including studies on the use of manipulative materials, is reviewed and synthesized.
 2. On the basis of the synthesis, it was concluded that lessons using manipulative materials have a higher probability of producing greater mathematical achievement than do non-manipulative lessons. Use of both manipulative materials and pictorial representations is highly effective
 3. The use of materials appears to be effective with children at all achievement levels, ability levels, and socioeconomic levels.
 4. Activity-oriented programs and the use of mathematic laboratories can be expected to result in achievement at least as high as when activities are not emphasized.
6. UNICEF.in/Story/603/Activity-based-learning-A-change-in-primary-Education
It focuses on change in primary education due to Activity Based Teaching Learning.
7. www.ashanet.org/siliconvalley/asha20/pdfs/amukta-abl-tn.pdf

On this website the researcher got more information about Activity Based Teaching Learning.

8. www.educationinnovations.org>program

The researcher got innovative methods and programmes to conduct in classroom for effective teaching learning process.

9. unicef.in>Story>Activity-based-learning

This website was very helpful to know different stories on Activity Based Learning.

2.8 Distinctiveness of the Present Research

1. The present research is a critical study of English Reader Std. IX Coursebook and its effectiveness in making Std. IX students better users of English.
2. The research helps in finding how English Reader Std. IX Coursebook is implemented in Marathi and Non Marathi Medium Schools affiliated to S.S.C Board in Pune City.
3. It analyses whether Activity Based Teaching Learning is occurring in day to day teaching of English language for Std. IX where English is taught as the third language.
4. It helps in finding whether Activity Based Teaching Learning is implemented in same way in Marathi and Non Marathi medium schools in Pune City.
5. This research focuses on comparative study of Activity Based Teaching Learning Method and Traditional Teaching Method in Marathi Medium Schools.
6. It emphasizes on how Activity Based Teaching Learning Method is effective in language acquisition by students.

2.9 Review of Related Literature at a Glance

Table 3: Review of Related Literature at a glance

Sr. No	Name of the Researcher	Method	Source	Title of the Study
1	Pradhan U.D. (1991).	Survey	Fifth Survey of Educational Research	A critical study of the teaching of English at

Sr. No	Name of the Researcher	Method	Source	Title of the Study
			1988- 92 Abstract Volume II Ph.D., Edu. Univ. of Poona.	the +2 stage in Maharashtra - retrospect and prospect.
2	Rajendran, M. (1992).	Experimental	Fifth Survey of Educational Research 1988- 92 Abstract Volume II M.Phil. Edu. Annamalai Univ.	Activity - centered teaching of English: An experimental study.
3	Vartak, L.R (2001).	Survey and Experimental	Ph.D. Research (Education). Submitted to Adarsha Comprehensive College of Education and Research, Karve Road, Pune.	To study the Effectiveness of the “Activity – Based” Teaching Learning and Evaluation strategy for Development of English Language Competencies of Std. I. students of English Medium schools in Pune City.
4	Kshirsagar, S.V. (2011).	Experimental	Ph.D. Research (Education) Submitted to Department of Education Swami Ramanand Teerth Marathwada University, Nanded, Maharashtra.	The Development of Programmes to Improve English Writing Skill of Marathi Medium Students of Std.V.
5	Suryawanshi, G.H. (2000).	Survey and Experimental	Ph.D. Research (Education) Submitted to Department	Construction and Standardization of Achievement Tests of

Sr. No	Name of the Researcher	Method	Source	Title of the Study
			of Education and Extension, University of Pune.	English (Third Language) for Higher Primary School Stage of Marathi Medium Schools.
6	Dattatreya Tapkeer. (2006).	Experimental	Ph.D. Research (Education) Yashwantrao Chavan Maharashtra Open University, Nashik.	Preparation of training Package to develop Verbal Creativity in Std. IX English Medium students and study of its effectiveness against Gender Difference and Communication Skills.
7	Tidke, S.A. (2008).	Survey and Experimental	Ph.D. Research (Education) Submitted to Department of Education and Extension, University of Pune.	A study of problems of Teaching English by Communicative Approach in Higher Primary schools of Nashik District.
8	Patil Shashikala. (1997).	Experimental	Ph.D. Research (Education) Submitted to Department of Education and Extension, University of Pune.	To develop instructional programme for developing functional competencies in English for Std. IX.
9	Mitra G. D. (2015)	Multi Method Research 1. A Survey	Ph.D. Research (Education) Submitted to Adarsha	Programme Based on Mind Maps for Teaching Science.

Sr. No	Name of the Researcher	Method	Source	Title of the Study
		2. Product Development 3.Experimental	Comprehensive College of Education and Research, Karve Road, Pune.	
10	Ludbe, M. C. (2002)	Survey and Experimental	Ph.D. Research (Education) Submitted to Adarsha Comprehensive College of Education and Research, Karve Road, Pune.	Impact of Creative Method on Teaching English to VII standard students from Marathi Medium Schools.
11	Fatemeh Behdarvand. (2010).	Experimental	M.Phil. Research(Education) Submitted to Department of Education and Extension, University of Pune.	Development of Activity Based Programme on Creativity and Testing of its Effectiveness.
12	Samadhan Nikumbh. (2008).	Experimental	M.Phil. Research (Education) Submitted to Department of Education and Extension, University of Pune.	Programme for developing English Language skills of Teacher Trainees and finding its effectiveness.
13	Jadhav, S. J. (2008).	Survey	M.Phil. Research (Education) Submitted to Department of Education and Extension, University of Pune.	A study of Implementation of Compulsory English at Lower Primary Stage in Marathi Medium Schools.

Sr. No	Name of the Researcher	Method	Source	Title of the Study
14	Vartak, L.R. (2002).	Survey	Submitted to The Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. Conducted at Adarsha Comprehensive College of Education and Research, Karve Road, Pune.	A Critical Study of the Textbook My English Book One.

2.10 Closure

After browsing and studying the objectives, methods, findings and conclusions presented in different reference books, reviews of the research reports, articles in journals and related websites, the researcher developed complete idea about what needs to be done for her research. She also learnt about how the methodology is used by the researchers in this field. The researcher got to know that so far no research is being undertaken on **“A CRITICAL STUDY OF THE IMPLEMENTATION OF ENGLISH READER STD. IX COURSE BOOK”**. She learnt that the topic selected for her research is completely novel, untouched and felt a deep probe into the matter. The review has enriched her to study the topic with different dimensions.

CHAPTER III

PLAN AND PROCEDURE OF RESEARCH

3.1 Introduction

The researcher believed that the research is an academic activity and as such the term should be used in a technical sense. According to Kothari C. R (2006) research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making deduction and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.

The researcher considered that the research methodology is a way to systematically solve the research problem. It may be understood as a Science of studying how a research is done scientifically. We study various steps that are generally adopted by a researcher in studying his research problem and the logic behind it. Thus a research is the pursuit of truth with the help of study, observation, comparison and experiment. The researcher was interested in probing at the in depth study of the Coursebook with all these factors in attitude.

3.2 Type of Research

There are different types of research methods like Fundamental or Basic Research, Applied Research and Action Research. The researcher considered the nature of the research and selected the approach of Applied Research.

The researcher considered her research as an **Applied Research** because it is like fundamental research. It includes the use of sampling techniques and the subsequent inferences about the target population. So the researcher has selected Purposive Sampling Method for her research. The purpose of Applied Research is improving a product or a process, testing theoretical concepts in actual problem situations. So the researcher has decided to develop a product based on the Coursebook of English Reader Std. IX by herself and test its effectiveness. For the same the researcher has developed a lesson plan based on Activity Based Teaching Learning Method and Traditional Teaching Method. After the implementation of both the methods the researcher has decided to check which method is more effective in the classroom. Thus, she aimed to refine and improve the status of the Coursebook.

Most of the educational research is Applied Research as it attempts to develop generalizations about teaching- learning processes, instructional materials, the behavior of children and ways to modify it, and many more. Educational research is concerned with the development and testing of theories of how students and teachers behave in educational settings.

Through this study the researcher wanted to check the effectiveness of activity based teaching learning method and implementation of the Coursebook for Std. IX students. The researcher was also interested in finding out how the teachers apply the activities of the Coursebook in their classes. Application of the various techniques and methods was also the interest of the researcher.

3.3 The Research Design

In the present study the researcher has used the following Research Methods

- Multi Method (Survey + Product Development + Experiment Method)
- Mixed Method (Quantitative and Qualitative data analysis)

3.3.1 Multi Method Research

The researcher has used **Survey Method, Product Development and Experimental Method.**

According to the researcher Multi Method Research means the use of more than one method in one's research work. It is defined as "the systematic study of designing, developing and evaluating instructional programmes, process and products that must meet the criteria of internal consistency and effectiveness". So as per this definition the researcher has planned to conduct a survey based on the implementation of Std. IX Coursebook. Then the researcher has decided to do the analysis of survey, developing a Programme on Activity Based Teaching Learning, implementing the programme, conducting post- test, taking feedback sheets from teachers and students and finally reaching with findings and conclusions. So the researcher feels that as per the given definition of Multi Method Research she has studied this design systematically and followed a proper process expected for a research work.

3.3.2 Mixed Method Procedure

According to the researcher, Mixed Method is one in which the researcher collects, integrates and interprets the data in both quantitative (QUAN) and qualitative (QUAL) form.

Mixed method research is defined as, “The class of research where the researcher mixes or combines quantitative and qualitative research approaches, methods, techniques and data in a single study. It is an attempt to legitimate the use of multiple approaches in answering research questions. It offers the potential for deeper understanding of some education research questions that policy makers need to answer.” (Cresswell 2011)

So as per this definition, for survey the researcher has first designed the questionnaire for Std. IX students and teachers to collect the data. The questions asked in this questionnaire were of both objective type and descriptive type so that the researcher can collect both quantitative and qualitative type of data through it. Then the analysis and interpretation of data is done in both quantitative and qualitative form. The same procedure was followed by the researcher while conducting her Experiment. In Post- test, students feedback sheet and teachers feedback sheet both objective and descriptive type of questions were asked so that quantitative and qualitative data can be gathered for further part of analysis. Combination of methods was considered essential to make the study critical, comprehensive and goal oriented.

3.4 Research Plan at a Glance

The following figure depicts the plan for research work.

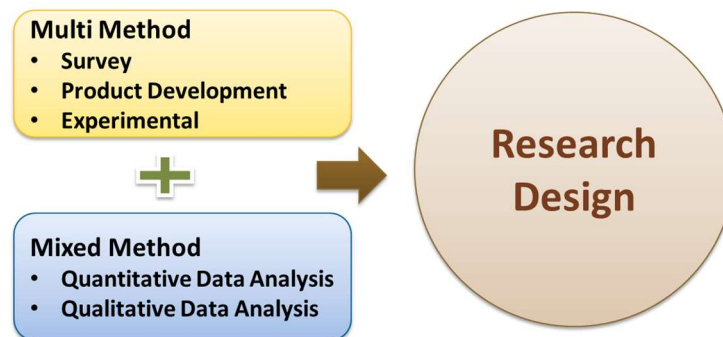


Figure 1: Research Plan at a Glance

3.4.1 Detail Plan and Procedure of Research Work

The flow chart depicts the procedure followed for this research study.

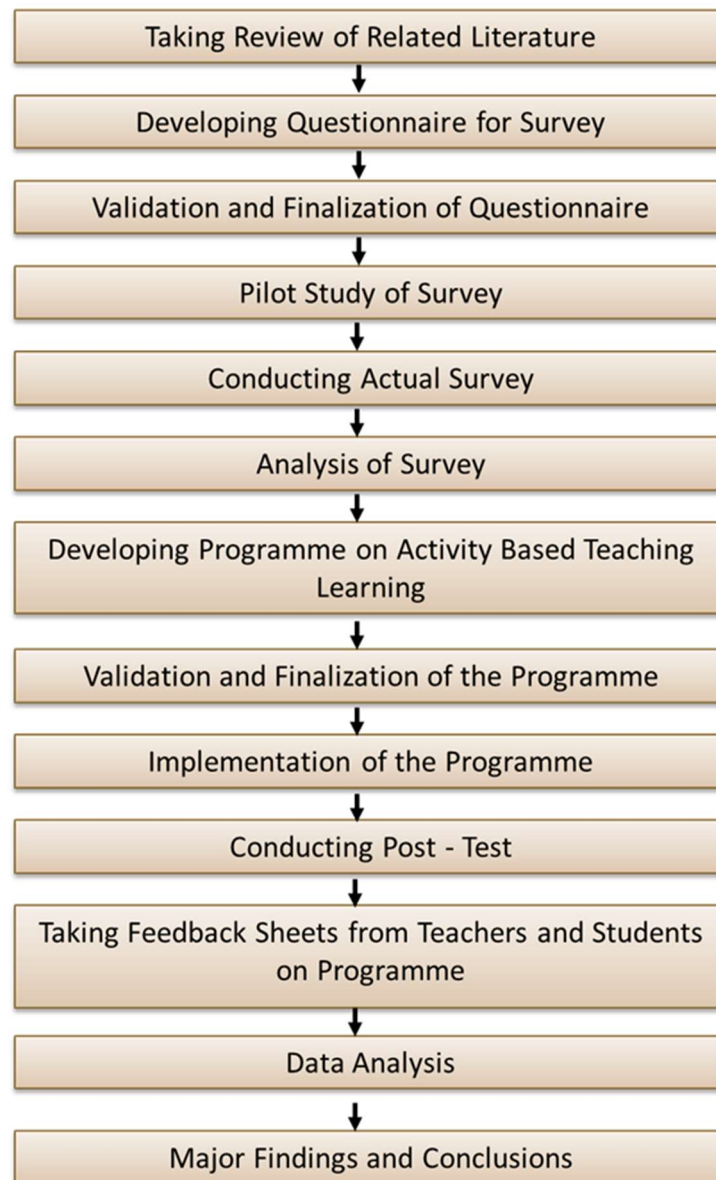


Figure 2: Detail Plan and Procedure of Research Work

3.5 Plan and Procedure According to the Objectives of the Study

The researcher has described in detail about the plan and procedure of her work according to the objectives used in the present study. For the first objective the plan and procedure used by the researcher was using survey method, deciding sample for it, developing data collection tool (questionnaire), expert validation, making necessary changes, pilot testing, and execution of

survey and data analysis. Like this the researcher has planned her work for objective no two and three which is further described in detail.

3.6 Objective 1: To assess how activity based teaching learning is implemented in English (Third Language) for Std. IX.

3.6.1 Research Method

Survey Method: It is used to collect the information from a selected sample required for research work in form of a questionnaire. This is an important type of study. It requires proper planning, accurate analysis and interpretation of collected data in the form of findings. The Survey method gathers data from a relatively large number of cases at a particular time. It is essentially cross-sectional. In Survey method researcher do not manipulate the variable or arrange for events to happen. Surveys are only concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing.

The researcher had conducted Survey in her first phase. The Survey was conducted to assess how activity based teaching learning is implemented in English (Third language) for Std. IX in Marathi and Non Marathi Medium Schools of S.S.C Board in Pune City. English subject is taught as the Third Language in all the schools selected by the researcher for her survey. This Survey was useful for the researcher to know what are the problems faced by the teachers in the implementation of activity based teaching learning w.r.t. English Reader Coursebook of Std. IX. Also the researcher wanted to know Std. IX students opinion on English Reader Coursebook and its implementation through activity based teaching learning in the classroom.

3.6.2 Population and Sampling

Population: Population for the present study was Marathi and Non Marathi Medium Schools of S.S.C Board in Pune city. In Pune city there are total 182 Marathi Medium Schools, 8 Hindi Medium Schools, 18 Urdu Medium Schools, 1 Kannada Medium school and 3 Gujarati Medium Schools.

Sampling: The researcher has selected a small and considerable proportion of the population which is selected for the observation and analysis.

Sampling Technique: Purposive Sampling technique was selected for the present research.

Sample Size

1. Sample size was 61 Marathi Medium Schools, 1 Hindi Medium School, 1 Urdu Medium School, 1 Kannada Medium School and 1 Gujarati Medium School.
2. Teachers sample (who teach English subject for Std. IX.) – 155 English Teachers
3. Students sample (who were studying Std. IX.) – 1021 Students

3.6.3 Development of the Data Collection Tool for Questionnaire for Teachers

For the present study the researcher has prepared a questionnaire for the Survey. These questions are based on the objectives of her study. The questionnaire was prepared for the teachers to collect their feedback on the implementation of the Coursebook and activity based teaching learning method for Std. IX in their respective schools. Proper guidelines were given on how to fill the questionnaire.

3.6.3.1 Objectives of the Questionnaire for Teachers

Major Objective (For Teachers): To assess how activity based teaching learning is implemented in English (Third Language) for Std. IX.

Sub Objective (For Teachers): The questionnaire was developed

1. To know teachers feedback on English Reader Coursebook. (implemented in June 2012)
2. To get the information from teachers about the implementation of activity based teaching learning in schools.

3.6.3.2 Steps in developing the Questionnaire for Teachers



Figure 3: Steps in developing Questionnaire for Teachers

3.6.3.3 Developing the first draft of the questionnaire for Teachers

The questionnaire made for the teachers was divided into four parts.

Part A- Personal Information of the Teacher

In this part to know detail information of teachers the following points were given.

Name of the teacher, Gender, Name of the school working in, Type of the school working in, Qualification of the teacher, Total Experience in Teaching Field, Email id and Contact no.

Part B- Questions based on the Coursebook

In this part total 10 questions were asked to know about the effectiveness of the Coursebook. Objective type questions were asked in this part.

Part C- Questions based on Activity Based Teaching Learning

In this part total 23 questions were asked to find out how activity based teaching learning is implemented in schools. Objective type questions were asked in this part.

Part D- Descriptive Question

This part was based on descriptive type questions. Total 7 questions were asked in this part. Questions were asked to know more about the suggestions and opinions of teachers about the Coursebook, problems faced by them in the classroom, new and different things observed in the Coursebook.

3.6.3.4 Expert Validation of the Questionnaire for Teachers

After completing the first draft of questions, questionnaire was given to experts for validation. The criterion of the selection of experts was decided on their experience in the field of education, research and also their mastery on English content.

The following suggestions were given by the experts:

Table 4: Suggestions by Experts on Teacher Questionnaire

Sr. No	Aspects	Suggestions Given by Experts
1	Sequence of Questions	<ul style="list-style-type: none"> • Should arrange the questions according to objectives of the questionnaire. • Arrange and make the group of questions according to rating scales of them.
2	Addition of few Questions	<ul style="list-style-type: none"> • Add descriptive questions based on Coursebook and Activity Based Teaching Learning. • Should gather both quantitative and qualitative data

Sr. No	Aspects	Suggestions Given by Experts
		for proper interpretation.
3	Exclusion of few Questions	<ul style="list-style-type: none"> • Question no 7 and 10 are same in interpretation. Change the question. • Question no 8 in descriptive question was repeated. Should remove it and keep question no 7 only.
4	General Suggestions	<ul style="list-style-type: none"> • Language used in questionnaire should be more clear and simple. • Instead of giving objective no to questions can write objective no in bracket after questions. • In part A- Personal Information in no 4 give option for Type of the school Working in (Aided/ Unaided)

3.6.3.5 Making Necessary Modifications in the Questionnaire for Teachers

According to the suggestions given by the experts, the researcher modified the questionnaire

3.6.3.6 Pilot Study of the Questionnaire for Teachers

Pilot study is a small scale preliminary study conducted in order to evaluate feasibility, time, cost, adverse events and effect size. It was conducted to test the validity of tools in the research study. This served as preliminary trial for the try out and modification of tools.

The researcher has carried out Pilot Study in two secondary Marathi Medium Schools

1. Shree Chakradhar Swami Madhyameek Vidyalaya.
2. Late Chandrakant Dangat Patil Madhyameek Vidyalaya.

At this pilot study questionnaire was given to English teachers who teach English subject for Std. IX. From the above two schools questionnaire was given to total 4 teachers 2 teachers from each school. It was found that there was no need to make any significant changes in teacher's questionnaire. So it remained the same. The observations reflected that the Survey part of the research was practicable.

3.6.3.7 Finalizing the Questionnaire for Teachers

The final Questionnaire consisted of total 40 questions (33 Quantitative + 7 Qualitative)

Part A- Personal Information of the Teacher

This part consisted of total 8 points which covered personal information of a teacher.

Part B- Questions based on the Coursebook

This part consisted of 10 questions which were based on the effectiveness of the Coursebook. Objective type questions were asked in this part.

Part C- Questions based on Activity Based Teaching Learning

This part consisted of total 23 questions which were based on activity based teaching learning and its implementation in schools. Objective type questions were asked in this part.

Part D- Descriptive Question

This part consisted of 7 questions which were of descriptive type. Questions were asked to know more about the suggestions and opinions of teachers about the Coursebook, new and different things observed in the Coursebook and problems faced by them in implementing activity based teaching method in the classroom.

3.6.3.8 Execution of the Teachers Survey

The Survey, Experiment and Analysis was carried out by the researcher for a period of one and half year. Total 65 schools were frequently visited by the researcher. Total 155 English teachers who teach English subject for Std. IX cooperated and responded by filling up the questionnaire.

In this Survey the researcher has collected questionnaires from Marathi as well as, Hindi, Urdu, Kannada and Gujarati Medium Schools.

3.6.3.9 Statistical Tools Used for Data Analysis in Teachers Survey

1. **Percentage:** It is used in analysis of data filled by teachers and students regarding their views on the Coursebook and Activity Based Teaching Learning Process (Mangal, 2005).
2. **Frequency:** It is used in analysis of data filled by teachers and students regarding their views on the Coursebook and Activity Based Teaching Learning Process (Mangal, 2005).

3. **Likert Scale:** It is used capture teachers and students response regarding their views on the Coursebook and Activity Based Teaching Learning Process (Best and Kahn, 2009).

3.6.4 Development of the Data Collection Tool for Questionnaire for Students

For the present study the researcher has prepared questionnaire for her survey. These questions are based on the objectives of her study. The questionnaire was prepared for Students to collect their feedback on the implementation of Coursebook and Activity Based Teaching Learning method for Std. IX in their respective schools. Proper guidelines were given on how to fill the questionnaire.

3.6.4.1 Objectives of the Questionnaire for Students

Major Objective (For Students): To assess how activity based teaching learning is implemented in English (Third language) for Std. IX.

Sub Objective (For Students):

The questionnaire was developed:

1. To know students feedback on English Reader Coursebook (implemented in June 2012).
2. To get the information from students about the implementation of activity based teaching learning in schools.

3.6.4.2 Steps in developing the Questionnaire for Students



Figure 4: Steps in developing Questionnaire for Students

3.6.4.3 Developing the first draft of the Questionnaire for Students

The questionnaire made for the students was divided into three parts.

Part A - Personal Information of the Student

Student's name, Schools name, Gender and medium of school were the points covered.

Part B - Questions based on the Coursebook

In this part questions were asked to know students feedback on the effectiveness of the Coursebook. Objective type questions were asked in this part.

Part C - Questions based on Activity Based Teaching Learning

In this part questions were asked to find out how Activity Based Teaching Learning is implemented in schools. Objective type questions were asked in this part.

3.6.4.4 Expert Validation of the Questionnaire for Students

After completing the first draft of questions, questionnaire was given to the experts for validation. The criterion of the selection of experts was decided on their experience in the field of education, research and also their mastery on English content.

The following suggestions were given by the experts.

Suggestions given by Experts

Table 5: Suggestions by Experts on Student Questionnaire

Sr. No	Aspects	Suggestions Given by Experts
1	Sequence of Questions	<ul style="list-style-type: none"> • Should not give all questions in Yes and No type. • Arrange and make the group of questions according to rating scales of them.
2	Addition of few Questions	<ul style="list-style-type: none"> • Should add more questions on how Activity Based Teaching Learning is implemented in schools.
3	Exclusion of few Questions	<ul style="list-style-type: none"> • Question no 22 and 23 are same in interpretation. Change the language of question.
4	General Suggestions	<ul style="list-style-type: none"> • Should use very simple language for better understanding of students. • Part A - In Personal Information of Student for better clarity should give option in bracket for Medium of School.

3.6.4.5 Making Necessary Modifications in the Questionnaire for Students

The researcher modified the questionnaire according to the suggestions given by the experts.

3.6.4.6 Pilot Study of the Questionnaire for Students

Pilot study was carried out in two secondary Marathi Medium Schools-

1. Shree Chakradhar Swami Madhyameek Vidyalaya.
2. Late Chandrakant Dangat Patil Madhyameek Vidyalaya.

In this pilot study, questionnaire was given to students studying in Std. IX. From the above two schools questionnaire was given to total 100 students with 50 students from each school. It was found that there was no need to make any significant changes in student's questionnaire. So it remained the same. The observations reflected that the Survey part of the research was practicable.

3.6.4.7 Finalizing the Questionnaire for Students

The final draft of Questionnaire consisted of total 30 questions was designed.

Part A- Personal Information of the Student

This part consisted of total 3 points which covered personal information of student.

Part B- Questions based on the Coursebook

This part consisted of questions which were based on the effectiveness of the Coursebook. Objective type questions were asked in this part.

Part C- Questions based on Activity Based Teaching Learning

This part consisted questions which were based on Activity Based Teaching Learning and its implementation in schools. Objective type questions were asked in this part.

3.6.4.8 Execution of the Students Survey

The Survey, Experiment and Analysis was carried out by the researcher for a period of one and half year. Total 65 schools were visited by the researcher. Total 1021 students studying in Std. IX responded and cooperated by filling up the questionnaire.

In this Survey the researcher has collected questionnaires from Marathi, Hindi, Urdu, Kannada and Gujarati Medium Schools.

3.6.4.9 Statistical Tools Used for Data Analysis in Students Survey

1. **Percentage:** It is used in analysis of data filled by teachers and students regarding their views on the Coursebook and Activity Based Teaching Learning Process (Mangal, 2005).
2. **Frequency:** It is used in analysis of data filled by teachers and students regarding their views on the Coursebook and Activity Based Teaching Learning Process (Mangal, 2005).
3. **Likert Scale:** It is used capture teachers and students response regarding their views on the Coursebook and Activity Based Teaching Learning Process (Best and Kahn, 2009).

3.7 Objective 2: To develop a programme for the effective use of ABTL for English (Third Language) for Std. IX.

3.7.1 Research Method: Product Development Method

Programme Based on Activity Based Teaching Learning

3.7.2 Developing Lesson Plans

For executing any activity, thorough advance planning is very important. Accordingly the researcher has planned and developed lesson notes for Activity Based Teaching Learning before its implementation in the classroom.

The researcher intended to compare Activity Based Teaching Learning Method with Traditional Teaching Method. So for this experiment the researcher had selected one unseen passage which was based on “**Symptoms of Swine Flu and Normal Flu**”. It was decided by the researcher to use Activity Based Teaching Learning Method for Experimental group and Traditional Teaching Method for Control group. For this the researcher decided to prepare lesson notes on topic “Symptoms of Swine Flu and Normal Flu” using both the methods, i.e. Activity Based Teaching Learning Method and Traditional Teaching Method.

3.7.3 Developing the first draft of the Lesson Plans and the Post- Test

The researcher prepared the first draft of the lesson plan for Activity Based Teaching Learning Method, Traditional Teaching Method and the Post- Test. For both Experimental Group and Control Group the researcher decided to teach the same unseen passage based on “Symptoms of Swine Flu and Normal Flu”. For Experimental Group the researcher decided to use Activity

Based Teaching Learning Method and for Control group Traditional Teaching Method. After this Post- test was conducted on both Experimental Group and Control Group.

Lesson Plan of Activity Based Teaching Learning Method

The lesson plan was designed in four columns. They were Content, Objectives, Teachers Activity and Students Activity. In this lesson plan the researcher had mentioned 5 different activities based on unseen passage for the students. The activities were- write true or false, complete the following Web Diagram, write the opposite words, complete the following sentences with the help of given options and answer the following question.

Lesson Plan of Traditional Teaching Method

This lesson plan contained four columns. They were Content, Objectives, Teachers Activity and Students Activity. The researcher had planned this lesson note according to Herbert's 5 steps model i.e. Introduction, Presentation, Recapitulation, Evaluation- Application and Home Work.

Post - Test

After conducting Experiment the researcher decided to conduct post-test to check the effectiveness of Activity Based Teaching Learning Method and Traditional Teaching Method for both experimental and the control group. For this the researcher formed two equivalent groups of Std. IX students. These groups were formed on the basis of their marks in English subject obtained in Unit Test- 1. This Unit Test was conducted by their school. The marks scored in Unit Test 1 were considered as scores of Pre- test. No separate Pre- test was designed to know the achievement level of students.

This Post- test was of 10 marks. Total 5 activities were given to solve. These activities were based on

1. A1- Factual Questions
2. A2 - Comprehension
3. A3 - Vocabulary
4. A4 - Language Study
5. A5 - Personal Responses

3.7.4 Expert Validation for the Lesson Plans and Post-Test

These two lesson plans were based on Activity Based Teaching Learning Method and Traditional Teaching Method. Lesson Plans and Post- Test were shown to the subject experts for their suggestions.

After a thorough reading of the test the experts gave the following suggestions to improve and to make the test more needs based. The suggestions were useful to make the test really useful to test the objective 3. After considering the suggestions the researcher gave a final shape to the plan.

The following suggestions were given by the experts.

1. Post Test should be of 10 marks instead of 20 marks as one passage carries 10 marks for activities.
2. Sequence of activities should be proper. (A1 to A5 as per paper pattern of Std. IX)
3. Ask personal response question in A5.
4. Should change the sequence of question paper according to S.S.C board pattern.
 - A1- Factual Questions
 - A2- Comprehension
 - A3- Vocabulary
 - A4- Language Study
 - A5- Personal Responses
5. Should write objectives and specifications properly in the lesson note.
6. Give proper format in grammar questions. (Identify...., Choose the correct alternative)
7. Instead of 8 symptoms ask only 4 symptoms of Swine Flu and Normal Flu in Web Diagram.

3.7.5 Making Necessary Modifications in the Lesson Plans and Post-Test

The researcher modified the Activity Based Teaching Learning Method Lesson plan, Traditional Teaching Method Lesson plan and Post- Test according to the suggestions given by the experts. After going through the suggestions the researcher modified the lesson notes and Post- test and made it full proof.

3.7.6 Finalization of the Lesson Plans and Post- Test

Modified lesson plans and the Post- test were again shown to the experts for its finalization. After the final approval the test papers were kept ready.

3.7.7 Expert Validation for Feedback Sheet of Students and Teachers

The researcher decided to get feedback sheet from Students and Teachers to know the impact of the activities. The feedback sheet was developed as a tool to note the implementation effect.

The researcher planned to give this Feedback Sheet to the students after conduction of Post- test in the classroom. Also the researcher planned to give Feedback Sheet to the teachers when they will observe researcher's lesson on Control and Experimental Group. This Feedback sheet was shown to the experts.

Suggestions given by the Experts

- Should give proper guidelines for filling the Feedback Sheet.
- Questions should be in statement form with expected student feedback in rating scale format as shown below

E.g.This Teaching Learning method was interactive.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

- Should ask Yes-No types and descriptive question in Teachers Feedback Sheet (w.r.t Teacher-Students interaction, Students active participation, students self-learning and learning material used)
- Should avoid repetition in questions of Teachers Feedback Sheet.

3.7.8 Making Necessary Modifications in Feedback Sheet of Students and Teachers

The researcher modified the Students and Teachers Feedback Sheet as per the suggestions given by the Experts.

3.7.9 Implementation of the Programme

After finalization of the lesson plans and the Post- test it was decided to implement the programme in two schools i.e. Shree Chakradhar Swami Madhyameek Vidyalaya and Late Chandrakant Dangat Patil Madhyameek Vidyalaya.

3.7.10 Correlation of the Survey with the Experiment

For the researcher the analysis of teachers and students questionnaire was very useful. As the researcher has done both quantitative and qualitative analysis of the teachers and students questionnaire it was important to know what are the views and suggestions of teachers and students in implementing ABTL and the problems teachers face in implementing activity based teaching in the class.

With the help of findings from teachers and students questionnaire the researcher decided to check the effectiveness of activity based teaching learning method in teaching learning process. This analysis was very helpful for the researcher in the planning and implementation of Activity Based Teaching Learning programme for her Experiment.

3.8 Objective 3: To find out the effectiveness of activity based teaching learning on the language acquisition of English (Third Language) for Std. IX.

3.8.1 Research Method - Experimental Method

3.8.2 Research Design - True Experimental Design

The Post-test only, Equivalent - Groups Design

3.8.3 Variables Selected for the Study

Variables are characteristics that the experimenter controls, manipulates or observes in an experimental study. The variables taken in the study are:

Independent Variable- Programme Based on Activity Based Teaching Learning

Dependent Variable- Marks obtained by the students in the Post- test

Extraneous Variable- Medium of Instruction, sex, topic, time duration, interest, attitude

Control of Extraneous Variable

- All the students were in the same range of the age group.
- Groups included both boys and girls.
- For both Experimental and Control group topic selected for students was same.
- Post- test given to both the groups was same.
- The medium of instruction in both the groups was English and Marathi.

3.8.4 Experimental Validity (Internal Validity and External Validity)

3.8.4.1 Internal Validity

Controlling the Threats to Internal Validity

An experiment has internal validity to the extent that the factors that have been manipulated (independent variables) actually have a genuine effect on the observed consequences (dependent variables) in the experimental setting. (Best and Kahn, 2009)

Threats to Internal Experimental Validity

- **Maturation** - During the course of the study many changes occur in the subjects i.e. participants in the experiment. For this the researcher used two group design to control the threat.
- **History** - Many stimulating or disturbing effects can be seen on the performance of students while conducting the experiment. But to avoid this, the researcher used the Post-test only, Equivalent- Groups Design. The schools Unit Test 1 marks were considered as marks of Pre- test. Comparison between the treatment and the control group reduces the threats.
- **Testing** - Testing presents a threat to internal validity that is common to pre –test, post - test experiments. This creates tensed atmosphere in the classroom. So to avoid this, the researcher distributed students in Control and Experiment Group according to their marks obtained in the Unit Test 1 which was conducted by their school. So the adverse effect was minimized.
- **Experimental Mortality** - Due to many sudden reasons students who are going to participate in experiment can get drop out. But to overcome this problem the researcher selected large group to minimize this threat. Those students who were present for the experiment were only included in the sample.
- **Selection Bias** - Selection bias is represented by the nonequivalence of experimental and control groups, and its most effective deterrent is the random assignment of subjects to treatments. In order to overcome on this threat the researcher divided the two groups in equivalence.

The researcher first collected the marks of Unit Test 1 in English subject from the schools subject teachers. Then according to their marks the researcher divided them equally into the group. For e.g. if there are 10 students who got 10 marks in Unit Test 1 so out of this 10 students 5 students were in Experimental Group and other 5 students in Control Group. So they were divided into equal groups. There was no impact or selection bias of the researcher in it.

3.8.4.2 External Validity

Threats to External Experimental Validity

Laboratory research has the characteristic of allowing the experimenter to carefully avoid threats to internal validity. Artificial atmosphere generally reduces the generalizability of the findings from such research. But many educational researches are concerned with the practical uses of their findings as they frequently conduct their studies in real classroom situations. Although these real life settings present opportunities for greater generalization, they do not automatically result in externally valid research.

External validity threats arise when experimenters draw incorrect inferences from the sample data to other persons, other settings and past or future situations (Cresswell, 2011). This threat compromises our confidence in stating whether the study's results are applicable to other groups (generalizability).

Campbell and Stanley (1966) discussed the factors that can reduce generalizability of research to other settings, persons and variables. The factors they discussed are –

- **Interference of Prior Treatment**

In many experiments learning produced by the first researcher and treatment given by him is not completely erased and its advantage or disadvantage may occur on second researcher and on his treatment.

But this did not happen with the researcher because it was the first treatment given by the researcher and there was no any other treatment given in the same classroom. The class was fresh and fit to conduct the experiment. So there was no influence on the class.

- **The Artificiality of the Experimental Setting**

Due to careful control on extraneous variables an artificial atmosphere can be introduced in the classroom. But for the present study the researcher always tried to create only natural atmosphere in the classroom, making the class informal and at ease.

- **Interaction Effect of Testing**

By conducting pre- test in the beginning students may realize the real motive of the experiment and artificial atmosphere can be developed in the classroom. So instead of taking pre- test to divide the students into Control and Experimental Group the researcher used the Scores of Unit Test 1 obtained by the students in English subject. This Unit Test was conducted by their School. So students were not aware of concealed purposes of the researcher which can serve as a stimulus to change.

- **The Extent of Treatment Verification**

Many researchers prefer to have research assistants or others who are not directly involved in the planning of research work. This may lead to threat to external validity. Questions can arise like, was the treatment administered as intended and described by the researcher? Here it is expected that the researcher should have proper verification procedure like recording, direct observation to make sure that treatment given was proper.

But in the present study the researcher did not take help of any research assistant so there was no fear of the external validity to experiment. Both the experiments were conducted by the researcher herself.

3.8.5 Population and Sampling

Population – Population for the present study was Marathi and Non Marathi Medium schools of S.S.C Board in Pune city.

Sampling: Purposive Sampling technique was selected for the present Research

Sample Size:

- Sampling for the present study was 02 Marathi Medium Schools of S.S.C Board from Pune City.

- Students' sample (who were studying in Std. IX.) –out of 198 students 99 students from each of the selected schools.

The following schools were selected to conduct the Experiment

- 1 Shree Chakradhar Swami Madhyameek Vidyalaya.
- 2 Late Chandrakant Dangat Patil Madhyameek Vidyalaya.

3.8.6 Data Collection Tools

- Post- test
- Feedback Sheet- Students
- Feedback Sheets- Teachers

3.8.7 Data Representation Tools

For clarity and understanding data was represented by using graphs, tables and flow charts.

3.8.8 Statistical Tools used for Data Analysis in Experiment

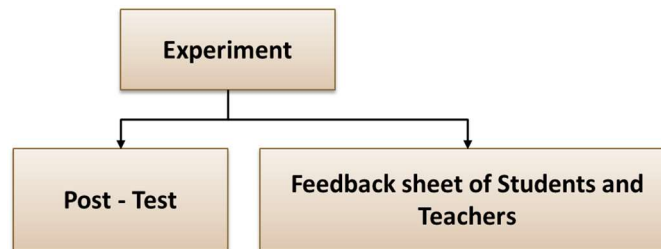


Figure 5: Experiment (Post Test + Feedback from Students and Teachers)

- **Mean:** It is used in analyzing scores of Experimental and Control group in the Post-Test and Student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session (Kothari, 2006).
- **T-Test:** The researcher has used this tool to compare mean scores of control and experimental group in Post-Test (Kothari, 2006).
- **Kurtosis:** It was used to test normality of Control (TTM) and Experimental (ABTL) group data during Post-Test (Mangal, 2005).
- **Skewness:** It was used to test normality of Control (TTM) and Experimental (ABTL) group data during Post-Test (Mangal, 2005).

- **Levene’s Test of Equality:** It was used to ascertain homogeneity of variance between Control group and Experimental group data in Post-Test (Hair, Black, 2009).
- **Multivariate Analysis Of Variance (MANOVA):** The researcher has used this tool to analyze whether any significant difference exists in Students feedback ratings regarding Activity Based Teaching Learning Method and Traditional Teaching Method session (Hair, Black, 2009).
- **Bartlett’s Test of Sphericity:** The researcher has used this tool to check if dependent variables used in feedback sheet have sufficient correlation among themselves (Hair, Black, 2009).
- **Pillai’s Trace:** The researcher has used this tool to check if results of the feedback sheet remain same even after conducting the experiment multiple times (Hair, Black, 2009).
- **Qualitative Analysis:** For Qualitative Analysis open ended questions were asked in the students and teachers feedback sheets (Best and Kahn, 2009).

3.8.9 Implementation of the programme based on Activity Based Teaching Learning Method

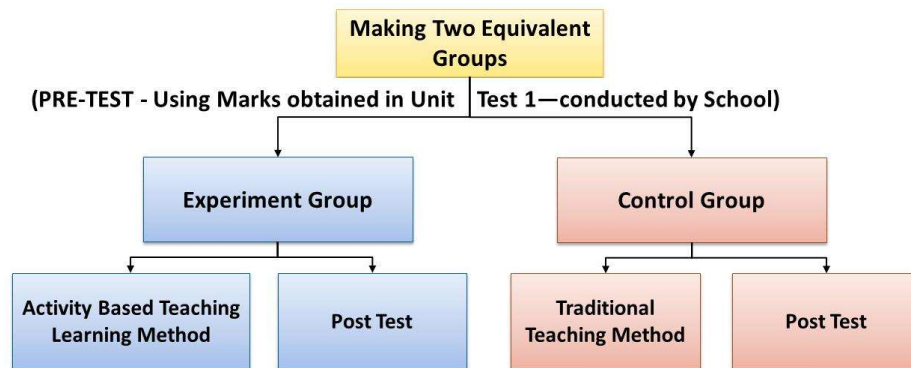


Figure 6: Programme Implementation Based on ABTL Method

The above diagram reveals that at first the researcher made two equivalent groups with the help of Unit Test 1 scores conducted by the School and the marks scored in Unit Test 1 were considered as scores of Pre- test. No separate Pre- test was designed to know the achievement level of the students. Accordingly the students were divided into Control Group and Experimental Group. In two schools Control Groups were taught by using Traditional Teaching Method. While in the same two schools Experimental Groups were taught by using Activity Based Teaching Learning Method.

This programme was conducted for two days in each school. On the first day the researcher conducted the class of Experimental Group and Control Group in Shree Chakradhar Swami Madhyameek Vidyalaya. On the second day Post- test was conducted on Experimental and Control Group. In the same way the programme was implemented in Late Chandrakant Dangat Patil Madhyameek Vidyalaya.

3.8.10 Selection of the Schools, Schedule and Execution of the Experiment

Two Equivalent Group Post- test Design

Table 6: Two Equivalent Group Post – Test Design

School Name	Group	Standard	Total number of students
Shree Chakradhar Swami Madhyameek Vidyalaya.	Control	IX B	45
	Experimental	IX A	45
Late Chandrakant Dangat Patil Madhyameek Vidyalaya.	Control	IX B	54
	Experimental	IX A	54

Schedule of the Experiment

The researcher has conducted total six periods in two schools, three periods in each school in first and second week of March 2016. First two periods were used to conduct lesson and third period was used to conduct Post- test. The following table reveals the detail information of it.

Table 7: Schedule of Experiment in Schools

Name of the School	Month	Group	Method Used for Teaching	Teaching Period	Post- test Period
Shree Chakradhar Swami Madhyameek Vidyalaya.	First Week of March	Control	Traditional Teaching Method	2	1
	First Week of March	Experimental	Activity Based Teaching Learning	2	1
Late Chandrakant Dangat Patil	Second Week of March	Control	Traditional Teaching Method	2	1

Madhyameek Vidyalaya.	Second Week of March	Experimental	Activity Based Teaching Learning	2	1
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3.8.11 Execution of the Experiment

The researcher has planned a proper procedure to execute her experiment. This was planned to check the third objective of the research work i.e. **“To find out the effectiveness of activity based teaching learning on the language acquisition of English (Third Language) for Std. IX.”**

For this the researcher has given the steps followed by her. They are as below.

- At first the researcher corrected her lesson plans, post- test papers and feedback sheets from the subject experts. According to the experts suggestions modification was done.
- Then the researcher has decided to select two schools to conduct this programme. The two schools selected were Shree Chakradhar Swami Madhyameek Vidyalaya and Late Chandrakant Dangat Patil Madhyameek Vidyalaya. These schools were taken for survey also.
- The researcher has selected topic based on “Symptoms of Swine Flu and Normal Flu” to teach for Control and Experimental Group.
- It was decided to teach this topic by using Traditional Teaching Method to Control Group. In this the researcher’s role was more active than the students. For this the researcher used Herbert’s five steps Lesson Plan i.e. Introduction, Presentation, Recapitulation, Evaluation and Application, and Home Work.
- The same topic was taught by using Activity Based Teaching Learning Method to Experimental Group. For this firstly the researcher has provided unseen passage and learning material based on the same topic to the students. Then enough time was given to students to read the passage and to understand the learning material. Proper guidelines were given to them by the researcher. Here the researcher’s role was as a guide and facilitator for the students.
- For both Control and Experimental Group the researcher used 30 minutes two periods to teach the selected content. In this way the researcher has executed her experiment on Control and Experimental Group.

3.8.12 Administration of Post-Test

The Post - Test conducted was same for both Control Group and Experimental Group. It was marked out of 10.

3.8.13 Feedback Sheet from Students

After executing the experiment and post-test both Control Group and Experimental Group students were given feedback sheets to fill. Below are the questions which were asked in feedback sheet:

- 1 This Teaching Learning method was interactive.
- 2 This method of Teaching helped me in Self-Learning.
- 3 This method of Teaching helped me in recalling the lesson easily.
- 4 This method of Teaching helped me in reducing dependency on Teacher.
- 5 The Learning Material used in this Teaching session was helpful to me.

Also open ended questions were asked regarding Teacher-Students interaction, Students active participation, Students self-learning and learning material used.

3.8.14 Feedback Sheet from Teachers

When the researcher was conducting lesson on Control Group and Experimental Group two English subject teachers from each school i.e., total four teachers observed the researchers lesson. Feedback sheet was given to them for observation. Feedback sheet contained both close and open ended questions. The questions were based on teacher's observations from this teaching session w.r.t Teacher-Students interaction, Students active participation, students self-learning and learning material used in the session and their feedback on the session.

3.9 Research at a Glance

Table 8: Research at a Glance

Description	Objective 1	Objective 2	Objective 3
Research Method	Survey- Mixed Method (QUAN + qual)	Product Development Mixed Method (QUAN +	Experimental The Post-test- only, Equivalent- Groups

Description	Objective 1	Objective 2	Objective 3
		qual)	design
Population	All Marathi and Non Marathi Medium Schools of SSC Board in Pune City.	All Marathi and Non Marathi Medium Schools of SSC Board in Pune City.	All Marathi and Non Marathi Medium Schools of SSC Board in Pune City.
Sample	Purposive 65 - Schools(Marathi and Non Marathi) 155 - English Teachers 1021 - Students of Std IX	3 Experts for Teachers and Students Questionnaire , 3 Experts for Lesson Plan of ABTL, TTM and Post-test, 2 Experts for Teacher and Students Feedback Sheet.	Purposive 2 Schools- 198 Students, (99 in Experimental Group and 99 in Control Group)
Data Collection Tool	Questionnaire for Teachers and Students	Teachers and Students Questionnaire, Lesson Plan of ABTL and TTM, Post-test paper, Teachers and Students Feedback Sheet	Post-test
Data Analysis Tool	Percentage, Frequency, Likert Scale and Qualitative Analysis	Qualitative Analysis	T-test, MANOVA

3.10 Closure

- The researcher considered her research as an Applied Research.
- The researcher has used Multi Method i.e. Survey+ Product Development+ Experimental Method.
- Mixed method is used for data analysis.
- Described detail plan and the procedure of research work.
- Each objective is detailed with research method used, sampling size, data collection tools, statistical tools, expert validation and implementing programme.

CHAPTER IV

Data Analysis and Interpretations

4.1 Introduction

As per directive of Maharashtra State Board of Secondary and Higher Secondary Education, the new curriculum of English language for Secondary Level for Std. IX was implemented in June 2012. The English Reader Coursebook for Std. IX under review is based on the recommendations of National Curriculum Framework (NCF) 2005 and State Curriculum Framework 2010. The differentiation of the revised new English Reader Coursebook for Std. IX lies in its approach adopted for teaching compared to earlier editions of textbooks (towards making learners better users of English).

During the course of the research, the researcher studied various Std. IX textbooks of English which were implemented during the period 1972 to 2012. In the earlier editions of the textbook, focus was mainly on the content and on a set of typical **Wh** – questions. The content was mainly taught by grammar translation method and structural approach was used by the teachers. Also the textbooks were not colorful and interactive compared to current English Reader Coursebook. The researcher has detailed out features of earlier editions of English textbooks comprehensively in chapter 1.

The new ‘English Reader’ Coursebook introduced in June 2012 intends to make its learners better users of English by developing constructivist attitude among them. Therefore the researcher felt the need to undertake a survey to analyze the implementation of English Reader Std. IX Coursebook in Marathi and Non Marathi Medium Schools of S.S.C Board in Pune city.

For this the researcher had developed a questionnaire in which she asked questions relevant towards evaluation of the Coursebook. The questionnaire was filled up by students and teachers of Std. IX to know their views on the Coursebook. The analysis and findings from the responses collected from this survey is detailed out by the researcher in this chapter.

Apart from studying the Coursebook thoroughly herself, the researcher has additionally taken feedback from ten B.Ed. students about the new Coursebook. As part of their practical work in B.Ed. syllabus, they were given appropriate format by the researcher to record their observations

and suggestions about the Coursebook. Below is the snapshot of the Front and Back page of the English Reader Coursebook:

FRONT COVER PAGE OF COURSEBOOK

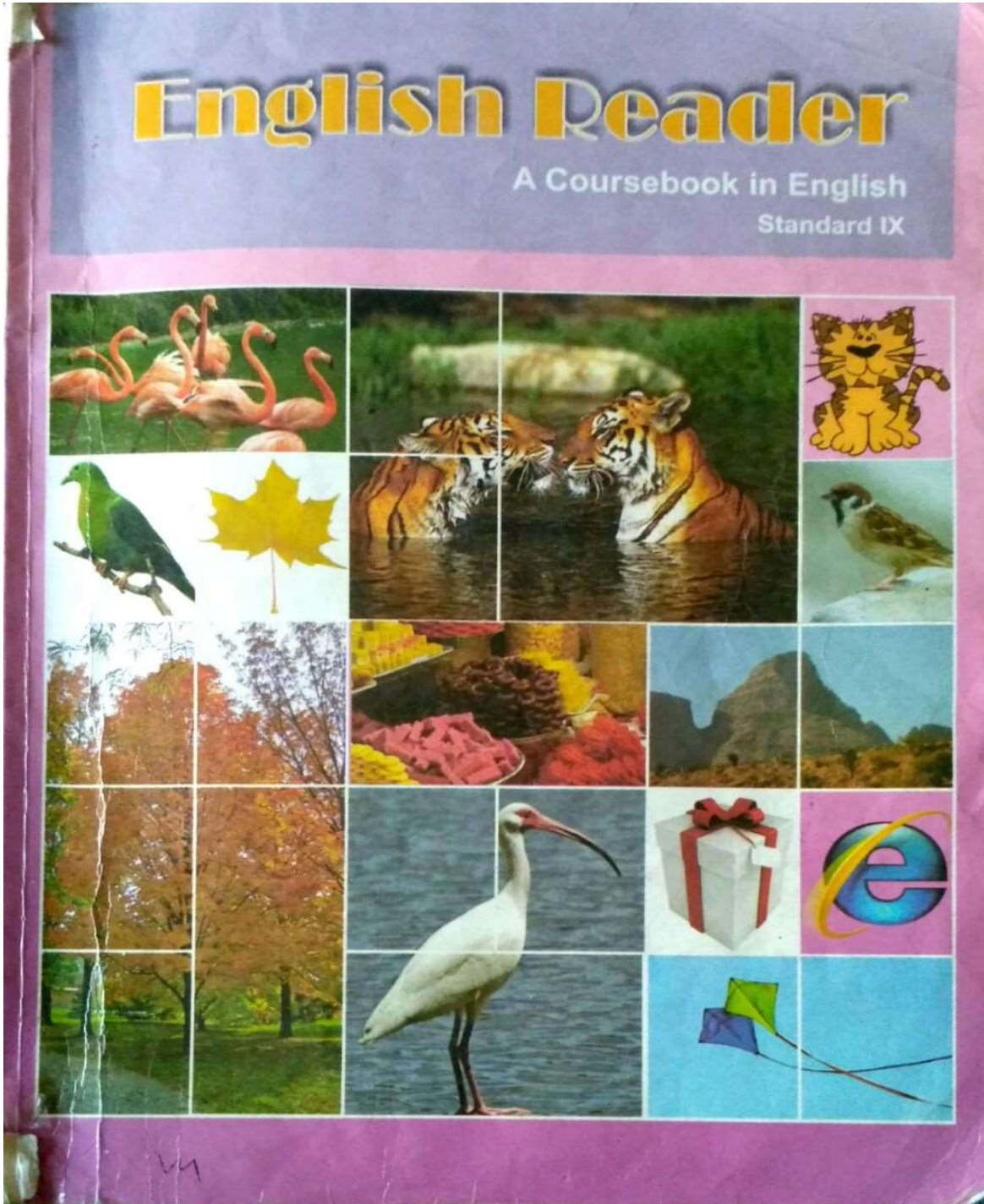


Figure 7: Front Cover Page of English Std. IX Coursebook

BACK COVER PAGE OF COURSEBOOK



Figure 8: Back Cover Page of English Std. IX Coursebook

The researcher further collated and summarized all the observations and suggestions, which are presented below in details -

4.2 External Aspects of the Coursebook

The researcher has studied the external aspects of the Coursebook in detail as follows

4.2.1 Cover of the Coursebook

Front Cover

The Coursebook is made colorful to create interest among students for learning it. The front page is with a purpose and not just a decorative piece.

The front page of the Coursebook is full of various pictures. It is made so as to create interest and to develop curiosity of the readers. Each picture indicates the different units which are given in the Coursebook. For example the picture of tigers, ducks and sparrow tells us about the beauty of nature and to develop this sense, lessons on this are given in Unit Six “**Birds and Animals**”. Trees and mountains are shown as a symbol of environment and lessons based on it are given in Unit Three “**Environment**”. Also the picture of sweetmeats and internet tells about the Unit Two based on “**Science and Technology**”. So the pictures given on Front Page are symbolical. They depict the reference of each unit given in the Coursebook.

Thus the front page of the Coursebook is very meaningful. Through this front page students get a glimpse of what they would learn throughout the year.

Back Cover

The back page throws light on the techniques and methodology that the teacher is expected to follow in a classroom for teaching. Also students will get an idea about how they have to participate in the teaching learning process.

Teaching is an art as well as science. Teacher should know various methods, maxims and techniques of teaching. The back page shows all these methods used in teaching and learning.

In the **first** picture students are observing a plant and after observation they are taking notes of it in their notebook. This is the best example of self-learning. Also the first hand information is given to students which is a natural method of teaching and learning.

In the **second** picture it is shown that a student is writing something in notebook. It shows that the focus of the Coursebook is to develop the writing skills of students and to make students enable to master the mechanics of writing including the use of punctuation marks, capital letters and spellings.

Third picture is about a girl who is thinking. This picture depicts that instead of spoon feeding, logical thinking and reasoning power of the students should be developed. This makes students to think and write on their own.

Fourth picture shows that students are doing some activities in pair. So pair work is useful to share our knowledge and exchange ideas between each other. Through this activity dependency of students on teachers can be reduced.

In **fifth** picture we can see that the teacher is explaining in the classroom and the whole class is paying attention. Through this picture we can observe that the pleasant atmosphere is created by the teacher in the classroom.

The **sixth** picture shows that not only listening and writing skills but also reading skill of the students can be developed among students.

The **seventh** picture shows that students are working in group and teacher is monitoring on them. So it shows that the role of the teacher is of a guide, facilitator, friend and philosopher. By using project method and group discussion students can develop the habit of co-operation, co-ordination among themselves.

The last and **Eighth** picture shows that students are performing a skit. This new method is useful to develop stage daring and confidence among students. Also their creative thinking level can be developed.

Thus the back page of the Coursebook is very meaningful and expresses what can be achieved through the pedagogical approach.

4.2.2 Binding of the Coursebook

The binding quality of this Coursebook is very good. The Coursebook can be used for longer period without wear and tear.

4.2.3 Size of the Coursebook

The Coursebook is of A4 size. It is easy to handle. Big font, pictures, illustrations are possible because of the size of the book. Considering 144 pages, A4 size is appropriate to avoid wear and tear. The size makes it different from the traditional sort of a textbook. It is also easy to carry in school bag and is like any other workbook.

4.2.4 Price of the Coursebook

The price of the Coursebook is ₹ 64.00 which is affordable for everyone. A total of 144 colour pages with pink glossy front and back cover make it reasonable and worth the price.

4.2.5 Print Type used in the Coursebook

The print type is clear and easily readable. Wherever it is essential words are shown in bold letters. Proper space between words, sentences and lines are given. The words which are very important are underlined and printed in different colours.

4.2.6 Quality Of Paper

The paper used for this Coursebook is of 70 gsm cream wove. The quality of the paper used is of good. The paper used is bit yellowish and front and back page is thin to handle.

4.3 Internal Aspects of the Coursebook

The researcher has studied the internal aspects of the Coursebook in detail. For this she has studied the general and specific objectives of the Coursebook. They are as follows-

4.3.1 General Objectives of the Coursebook

The major objective of teaching English at the Secondary level is to consolidate and extend the language abilities already acquired. The students are expected to develop a broad-based conceptual understanding (cognition) of the idiom of English and to learn to make effective use of English in real life contexts (application). The syllabus at this stage envisages the following general objectives of teaching and learning English as the second or third language.

To enable the student to

- 1) Learn to use English appropriately.
- 2) Understand spoken English used in and outside the school.

- 3) Speak with confidence using appropriate vocabulary, grammatical forms and acceptable pronunciation.
- 4) Comprehend written texts in English (both textual and non-textual)
- 5) Write in simple and acceptable and reasonably correct English.
- 6) Acquire the necessary communication skills required for their day to day social interaction.
- 7) Cultivate a broad, human and cultural outlook.
- 8) Facilitate self-learning.

4.3.2 Specific Objectives of the Coursebook

The researcher has studied the specific objectives of the Coursebook. They are based on the four basic skills of **Listening, Speaking, Reading and Writing (LSRW)**.

The researcher feels that to fulfill these skills variety of activities are given in the Coursebook. How far they are achieved is evaluated from teacher's responses given in the questionnaire.

4.3.3 Textual Content

There are total eight units in the Coursebook. Each unit consists of three lessons. These lessons are based on specific objectives of listening, speaking, reading and writing.

Unit One: Humour

The lessons given in this unit are based on to know the importance of humour in our life. To get relief from stress and tension is one of the objectives of this unit. This unit inculcates the values like sensitivity, love for nature, animals and birds. Also it focuses on humanitarian attitude. Total **42 activities** are given in this unit.

Unit Two: Science and Technology

The basic objective of this unit is to inculcate scientific attitude, health care awareness regarding food adulteration and computer literacy among students. To inculcate all these values total **44 activities** are given in this unit. Before each unit quotations, pictures related to title of units are given in attractive way.

Unit Three: Environment

This unit is based on love for nature, sensitivity, kindness, humanitarian attitude and love for animals. Total **49 activities** are given in this unit. In the poem ‘Growth of Tree’, website details are given for student to explore more information on the topic.

Unit Four: People

In this unit, role of the teachers and students is mentioned through lessons. Through this unit teacher has to inculcate various values like equality, humanistic approach, sacrifice, dedication, social commitment, hardworking, sincerity among students. To inculcate all the above values total **52 activities** are given in this unit.

Unit Five: Sports and Adventure

In this unit various lessons are given through which sportsmanship can be developed among students. Also values like sensitivity, brotherhood, equality, cooperation, respect for culture and determination can be developed. Total **51 activities** are given in the unit. Activities like complete the web diagram, arrange in order, label the diagram, etc. are given in this unit.

Unit Six: Birds and Animals

This unit is developed to give message of love for animals and nature, to protect our environment and develop humanitarian attitude. Activities given in these lesson are based on the theme of ‘save birds and animals’. Total **39 activities** are given for it.

Unit Seven: Human Value

Through this unit various values like love, affection, selflessness, simplicity, integrity, freedom, work is worship, humanitarian attitude and family values are highlighted. The activities given in this unit are based on reasoning, free thinking, imagination and judging and reasoning. Total **51 activities** are given in this unit.

Unit Eight: Maharashtra

This unit is based on love of nature (story of farmer), team spirit (picnicking sites in Maharashtra) and wild life protection (Melghat Sanctuary information). In this unit total **41 activities** are given such as matching words with their meanings, word formation, guessing the topic with words, etc.

Rapid Reading

To develop the habit of reading among students following lessons are mentioned in this unit.

Total **18 activities** are given in the Rapid Reading.

- The Thief
- The Hare in the Moon
- The Photograph
- Lady Luck and the Beggar

Thus the weightage given to prose, poetry, grammar and composition is appropriate in the Coursebook with **Total 387 activities** along with the Rapid Reading.

4.3.4 Pictures and Illustrations

There is proper relevance between the pictures and illustrations. The Coursebook is full of colourful images, pictures, photographs, etc. These pictures are not just to decorate the book but the purpose is that students can correlate the pictures with its illustrations. The colourful pictures make Coursebook more attractive and interesting and aid the learners in learning English.

4.3.5 Exercises and Activities

In this Coursebook **16 prose lessons, 8 poems and 4 lessons on rapid reading** are given. **Total 387 activities** along with the Rapid Reading are given in the Coursebook.

After every lesson variety of activities are given which are based on the theme of the lesson. Proper guidelines are given to complete these activities. The intention for giving these activities is to develop self-learning habit in students. The focus is given on logical thinking, reasoning ability, problem solving, etc. Even the grammar topics which are given in the syllabus are covered in each lesson. Many activities are based on grammar topics. Also various projects, letter writing, opposites, comparison, etc. topics are given after each lesson.

Due to these activities students' learning will be more enjoyable. Their learning will be more informal and constructive. Words included in the glossary are underlined in the text for the quick reference. Instead of more lessons the numbers of lessons are reduced and more activities are included in the Coursebook. Due to more interaction there would be more effective learning.

The learning experiences are provided through different lessons. There is an interlinking of Arts, History, Geography, Science, etc. for English to be used for learning them. Efforts are made to take learners beyond the textual experiences.

4.3.6 Glossary used in the Coursebook

In each and every lesson glossary is given at the end of lesson. The words used in the lessons are new and show relation with the content. They are related to day-to-day life of students; hence the researcher feels that glossary used in the Coursebook is appropriate and suitable for students.

4.3.7 Design of the Coursebook-

The following are the salient features of the design of the Coursebook

Some Features of the ‘English Reader’ Coursebook of Std. IX

1. **A4 size of the book** - The book size makes it easy to handle. Big font and illustrations are possible because of the size of the book. The size makes it different from the earlier traditional textbooks.
2. **The book is colourful** - The Coursebook is made colourful to create interest and make the book a fun for the students to learn. The back page throws light on the techniques and methodology that the teacher is expected to follow in a classroom. Cover page is also meaningful and not just a decorative piece.
3. **Unit Map** - Summary of the unit informs about the source of the material, values involved in the text, skill focused through different activities, language support (grammar items covered), writing skill involved in the activities, communication skill activities and the activities that can develop thinking skill of the students. The map clearly indicates the focus and the teachers can plan accordingly. The letter ‘A’ stands for activities and the number indicates its serial number within the text.
4. **Web sites and use of internet** - In the Coursebook web addresses or URL are given, so that the students may apply their reference skill and collect additional required information from internet. This will be helpful for doing project work.
5. **Unique lesson presentations** - The lessons are presented differently. Each box contains different activity and not just a set of typical wh- questions which develops a fear of testing all the while. Due to activities presented in the lesson children would make their

learning informal and constructive. Words included in the glossary are underlined in the text for the quick reference.

6. **Less number of lessons, more activities** - The number of lessons are reduced and instead activities are increased. Thus there would be more effective learning with more interaction while performing activities.
7. **Minimizing the gap between L1 and L3** - In Maharashtra students learn English as a compulsory subject right from Std. I. It is learnt at two levels: as the first language or second/third language. When they enter in Std. IX they learn it as a uni-level subject. The Coursebook has done thoughtful efforts to minimize the gap in these two courses.
8. **Integrated approaches** - The learning experiences provided through different lessons touch different subjects. There is interlinking of Arts, History, Geography, and Science, etc. for English to be used for learning them. One of the reasons, here, is to learn how to learn.
9. **Going beyond text** - Efforts are made to take learners beyond the textual experiences. Web-sites and libraries help the students to develop reference skills.
10. **Full of meaningful and purposeful illustrations** - The Coursebook is full of images, pictures, photographs, etc. These are not just for the decorative purpose but there are activities based on them and they intend to boost up language interaction.
11. **Environment Education** - Learning about environment through English is an enjoyable experience. So the topic of environment is infused throughout the Coursebook in a unique manner. Efforts are made not only to create awareness but activate the learners to pay attention to the environment.

4.3.8 Instructions given for the Teachers and the Students

The researcher feels that in this Coursebook proper guidelines are given for both teachers and students. The role of the teachers and students is described in detail before the index page. For the teachers before start of every unit, there is a unit map which provides guideline for teachers to know about values, skill focus and sub skills, vocabulary focus, language focus, language support, writing focus, communication skills and thinking skills given in each lesson.

For students also before every activity proper guidelines are given and according to that they are expected to perform those activities.

4.3.9 Coursebook for Rural and Urban Students

The researcher feels that the Coursebook is suitable for both rural and urban background students and appropriate care is taken while framing it considering the needs of both rural and urban students.

4.3.10 Poems given in the Coursebook

There are 8 poems given in the Coursebook. Each unit consists of one poem. **Total 100 activities are given in 8 poems.** The researcher feels that most of the poems are written by foreign authors so vocabulary used in it is quite challenging and the poems are also challenging to understand for students.

4.4 General Observations and Suggestions

After studying this Coursebook the researcher has made following observations. Below are the key observations and suggestions from the researcher about the Coursebook.

4.4.1 General Impression of the Coursebook

1. In year 1993 Yash Pal Committee has given recommendations on ‘Learning without Burden’. The concern regarding academic burden on students and unsatisfactory quality of learning has been voiced. The researcher feels that Std. IX English Reader Coursebook reflects and fulfills the objective of learning without burden.
2. The front page and back page of the Coursebook is very attractive and meaningful.
3. Before every unit, a unit map is given for teacher’s knowledge and guidance.
4. Activity oriented approach is used in the Coursebook and for this after each and every lesson various innovative activities are given.
5. Pictures and illustrations given in the Coursebook are relevant and attractive.
6. The important words in the lessons are given in bold font.
7. The Psychology of the students is considered while framing this Coursebook.
8. Proper guidelines are given for students and teachers before every activity.
9. The Coursebook is related to the daily life situations and experiences of the students.
10. Fulfillment of general and specific objectives.
11. Integrated approach with other subjects like Arts, History, Geography, Science, etc.
12. Focus is on all aspects of life through eight units and Rapid Reading.

4.4.2 Suggestions for the Coursebook

1. Some pictures in the Coursebook are unclear / blurred and should be printed clearly.
2. URL references to the Coursebook topics should be increased.
3. The pages in the Coursebook are bit yellowish. They can be fresh / whitish.
4. Total activities in the Coursebook are 387. This can be reduced as it is very time consuming and difficult to cover syllabus.
5. Some lengthy lessons can be converted into story form.
6. Unit 3 'Environment'– Rural students are unknown about foreign trees, so known Indian trees should be introduced.
7. Parts of speech should be given in front of the words in the glossary.
8. Should give more Prose lessons and Poems from Indian literature.
9. Should avoid repetition of same activities.

Overall it can be concluded that the Coursebook of Std. IX intends to make the learners better users of English by developing constructivist attitude among them.

4.5 Quantitative Analysis of Teachers Survey

The data for this research has been gathered from various Marathi and Non Marathi medium secondary schools of S.S.C Board from Pune city that have English as the Third language. The researcher has interviewed 155 teachers from 65 schools, prominently Marathi medium but has also collected data from few Hindi, Urdu, Kannada and Gujarati medium schools in Pune City.

This survey was conducted for Objective 1 which is as follows:

Objective 1: To assess how Activity Based Teaching Learning is implemented in English (Third language) for Std. IX.

Research Method: Survey Method

Population: Marathi and Non Marathi Medium Schools of S.S.C Board in Pune city. Marathi (182), Hindi (8), Urdu (18), Kannada (1) and Gujarati (3) medium schools from Pune City.

Sampling Technique: Purposive Sampling Technique

Sample Size:

- Marathi (61), Hindi (1), Urdu (1), Kannada (1) and Gujarati (1) medium SSC board schools from Pune City.
- Teachers (155) and Students (1021)

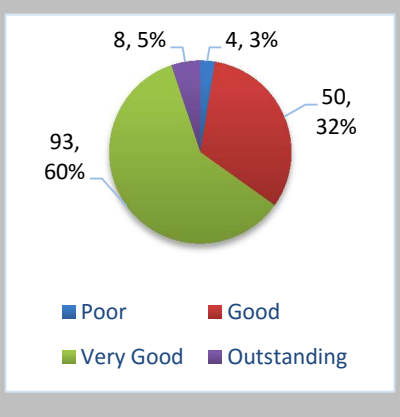
Q.1 Do you find the examples and analogies used in the Coursebook appropriate and interesting?

In the survey, 155 Secondary school teachers from 65 schools who teach English subject for Std. IX were asked through questionnaire survey method, to comment how they found examples and analogies used in the Coursebook using a 4 point scale (1=Poor, 2=Good, 3=Very Good, 4=Outstanding).

Compared to earlier traditional textbooks, this English Reader Coursebook has introduced a lot of relevant examples and analogies to raise interest of students in learning. This question was asked to teachers to ascertain how they found examples and analogies used in the Coursebook.

Table 9: Examples and Analogies

Variable	Response Options	Frequency	Percent
Do you find the examples and analogies used in the Coursebook appropriate and interesting?	Poor	04	02.6
	Good	50	32.3
	Very Good	93	60.0
	Outstanding	08	05.2
	Total	155	100.0



The above frequency table reveals that 60% (93/155) teachers felt that examples and analogies used in the Coursebook are Very Good. While another 32.3% (50/155) teachers felt they are Good. Only 5.2% teachers (08/155) felt it was Outstanding while only 2.6% teachers (04/155) felt that examples and analogies in the Coursebook are Poor.

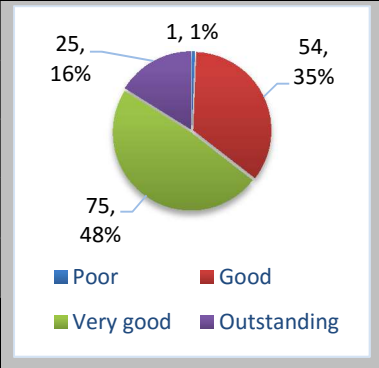
Interpretation: Majority of Teachers said that the Examples and Analogies used in the Coursebook are “**Very Good**”.

Q.2 Are pictures and illustrations relevant to the content in the Coursebook?

In the survey, 155 teachers from 65 schools who teach English to Std. IX were asked to comment how they rated the relevance of Pictures and Illustrations to content in the Coursebook using the same 4 point scale (1= Poor, 2=Good, 3= Very Good, 4=Outstanding).

Table 10: Pictures and Illustrations

Variable	Response Options	Frequency	Percent
Are pictures and illustrations relevant to the content in the Coursebook?	Poor	01	0.6
	Good	54	34.8
	Very good	75	48.4
	Outstanding	25	16.1
	Total	155	100.0



The above frequency table reveals that 48.4% (75/155) teachers felt that Pictures and Illustrations in the Coursebook are Very Good. While another 34.8% (54/155) teachers felt it was good. Only 16.1% teachers (25/155) felt it was outstanding while 0.6% teachers (01/155) felt that examples and analogies in the Coursebook were poor.

Interpretation: Majority of Teachers said that Pictures and Illustrations used in Coursebook are “**Very Good**” and relevant to the content of the Coursebook.

Q.3 Do you agree that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook?

In the survey, teachers were questioned on whether they agree that there is an interlinking of Arts, History, Geography and Science in this English Reader Coursebook using the following 4 point scale (1= No Opinion, 2=Disagree, 3= Agree, 4=Strongly Agree).

In the English Reader Coursebook for Std. IX, there are total eight units based on various themes like Arts, History, Geography and Science. The above question was asked to Teachers to ascertain their agreement on interlinking of said themes in the Coursebook.

Table 11: Interlinking of Arts, History, Geography and Science

Variable	Response Options	Frequency	Percent
Do you agree that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook?	No Opinion	0.0	0.0
	Disagree	05	03.2
	Agree	116	74.8
	Strongly Agree	34	21.9
	Total	155	100.0

The above frequency table reveals that 74.8% (116/155) teachers agreed that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook. While another 21.9% teachers strongly agreed (34/155) and 3.2% teachers disagreed (05/155) that there is any interlinking of Arts, History, Geography and Science in English Reader Coursebook.

Interpretation: Majority of Teachers “**Agreed**” that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook.

Q.4 Do you agree that the textual contents fulfill the needs of students?

In the survey, teachers were questioned on whether they agree that the textual contents in the Coursebook fulfills the needs of students, using the following 4 point scale (1= No Opinion, 2=Disagree, 3= Agree, 4=Strongly Agree).

One of the objectives of the Coursebook is to fulfill the needs of students. So to identify whether the needs of students are fulfilled through the textual content of the English Reader Coursebook the above question was asked to teachers.

Table 12: Textual Content

Variable	Response Options	Frequency	Percent
Do you agree that the textual contents fulfill the needs of students?	No Opinion	05	03.2
	Disagree	15	09.7
	Agree	120	77.4
	Strongly Agree	15	09.7
	Total	155	100.0

The above frequency table reveals that 77.4% (120/155) teachers agreed that the textual content in the Coursebook fulfills the needs of students. While 9.7% teachers (15/155) strongly agreed, 9.7% teachers disagreed (15/155) and 3.2% teachers (5/155) had no opinion that the textual content in the Coursebook fulfills the needs of students

Interpretation: Majority of Teachers “**Agreed**” that the textual content in the Coursebook fulfills the needs of students.

Q.5 Do you agree that the Coursebook provides the learning experiences beyond the book?

In the survey, teachers were questioned whether they agree that the Coursebook provides the learning experiences beyond the book, using the following 4 point scale (1=No Opinion, 2=Disagree, 3= Agree, 4=Strongly Agree).

One of the features of the Coursebook is to provide the learning experiences beyond the book. So the above question was asked to teachers to ascertain whether this Coursebook really provides the learning experiences beyond the book to the students.

Table 13: Learning Experiences

Variable	Response Options	Frequency	Percent
Do you agree that the Coursebook provides the learning experiences beyond the book?	No Opinion	5	3.2
	Disagree	6	3.9
	Agree	129	83.2
	Strongly Agree	15	9.7
	Total	155	100.0

The above frequency table reveals that 83.2% (129/155) teachers agreed that the Coursebook provides the learning experiences beyond the book. While another 9.7% teachers (15/155) strongly agreed, 3.9% teachers (06/155) disagreed and 3.2% (05/155) had no opinion that the Coursebook provides the learning experiences beyond the book.

Interpretation: Majority of Teachers **“Agreed”** that the Coursebook provides the learning experiences beyond the book.

Q.6 Do you agree that the Coursebook helps for language acquisition through Activity Based Teaching Learning?

Further in the survey, teachers were questioned on whether they agree that the Coursebook helps for language acquisition through Activity Based Teaching Learning, using the following 4 point scale (1= No Opinion, 2=Disagree, 3= Agree, 4=Strongly Agree).

The focus of this Coursebook is on the implementation of Activity Based Teaching Learning. So to know whether this Coursebook helps for language acquisition through Activity Based Teaching Learning the above question was asked.

Table 14: Language Acquisition

Variable	Response Options	Frequency	Percent
Do you agree that the Coursebook helps for language acquisition through Activity Based Teaching Learning?	No Opinion	0.0	0.0
	Disagree	09	05.8
	Agree	106	68.4
	Strongly Agree	40	25.8
	Total	155	100.0

The above frequency table reveals that 68.4% (106/155) teachers Agreed and 25.8 teachers (40/155) strongly agreed that the Coursebook helps for language acquisition through Activity Based Teaching Learning. While only 5.8% teachers (09/155) disagreed that the Coursebook helped for language acquisition through Activity Based Teaching Learning.

Interpretation: Majority of Teachers “**Agreed**” that the Coursebook helps in language acquisition through Activity Based Teaching Learning.

Q.7 Does ‘English Reader’ Coursebook fulfill specific objectives of achieving LSRW skills?

In the survey, teachers were questioned whether the ‘English Reader’ Coursebook fulfills the specific objectives of achieving LSRW skills, using the following 4 point scale (1= No Opinion, 2=Disagree, 3= Agree, 4=Strongly Agree). The basic aim of English Reader Coursebook is to fulfil the specific objectives of achieving LSRW skills. So this question was asked to identify whether this Coursebook fulfils the specific objectives of achieving LSRW skills.

Table 15: Achieving LSRW Skills

Variable	Response Options	Frequency	Percent
Does the ‘English Reader’ Coursebook fulfill the specific objectives of achieving LSRW skills?	No Opinion	02	01.3
	Disagree	12	07.7
	Agree	103	66.5
	Strongly Agree	38	24.5
	Total	155	100.0

The above frequency table reveals that 66.5% (103/155) teachers Agreed, 24.5% teachers (38/155) strongly agreed, 7.7% teachers (12/155) disagreed and 1.3% (02/155) had no opinion whether the ‘English Reader’ Coursebook fulfills specific objectives of achieving LSRW skills.

Interpretation: Majority of Teachers “**Agreed**” that the ‘English Reader’ Coursebook fulfills the specific objectives of achieving LSRW skills.

Q.8 How far is the front page and back page relevant with textual content?

In the survey, teachers were questioned on how far the front page and back page relevant with the textual content, using a 6 point scale (1= less than 60%, 2= 60%+, 3= 70%+, 4=80%+, 5=90%+ and 6=100%).

The front page and back page of the Coursebook is very meaningful and it explains the themes included in the Coursebook. So to know how far the front page and back page is relevant with textual content the above question was asked.

Table 16: Relevance of front and back page

Variable	Response Options	Frequency	Percent
How far is the front page and back page relevant with textual content?	Less than 60%	01	0.6
	60% plus	16	10.3
	70% plus	18	11.6
	80% plus	40	25.8
	90% plus	61	39.4
	100%	19	12.3
	Total	155	100.0

The above frequency table reveals that 39.4% (61/155) teachers felt that the front page and back page of Coursebook is 90% + relevant with textual content. While 25.8% teachers (40/155) felt it 80%+ relevant, 12.3% teachers (19/155) felt it is 100% relevant, 11.6% (18/155) felt it is 70%+, 10.3% (16/155) felt it is 60%+, while only 0.6% (1/155) felt that the front page and back page of Coursebook is less than 60% + relevant with textual content.

Interpretation: Majority of Teachers said that the front page and back page of Coursebook is “**80% Plus**” relevant with textual content.

Q.9 Does the Coursebook develop practical knowledge and approach of students?

In the survey, teachers were questioned whether the Coursebook helps to develop practical knowledge and approach of students, using a 6 point scale (1= less than 60%, 2= 60%+, 3= 70%+, 4=80%+, 5=90%+ and 6=100%).

This Coursebook asserts that it develops practical knowledge and approach of students. So in order to ascertain this the above question was asked to teachers.

Table 17: Developing Practical Knowledge and Approach

Variable	Response Options	Frequency	Percent
Does the Coursebook develop practical knowledge and approach of students?	Less than 60%	05	03.2
	60% plus	17	11.0
	70% plus	25	16.1
	80% plus	61	39.4
	90% plus	39	25.2
	100%	08	05.2
	Total	155	100.0

The above frequency table reveals that 39.4% (61/155) teachers felt that the Coursebook helps in developing students’ practical knowledge and approach by up to 80%+. Further 25.2% (39/155) felt it develops students’ practical knowledge and approach beyond 90%+. While 16.1% teachers (25/155) felt 70%+, 11% (17/155) felt 60%+ and 3.2% (05/155) felt less than 60% the Coursebook helps develop practical knowledge and approach of students. Only 05.2% teachers (08/155) felt this Coursebook develops practical knowledge and approach of students by 100%.

Interpretation: Majority of Teachers said that the Coursebook helps in developing practical knowledge and approach of students up to “**80% Plus**”.

Q.10 Is ‘English Reader’ Coursebook effective in making students better users of English?

In the survey, teachers were questioned if this ‘English Reader’ Coursebook was effective in making the students better users of English, using a 6 point scale (1= less than 60%, 2= 60%+, 3= 70%+, 4=80%+, 5=90%+ and 6=100%). To make the students better users of English is one of the objectives of Coursebook. So to validate this above question was asked.

Table 18: Making Students Better Users of English

Variable	Response Options	Frequency	Percent
Is 'English Reader' Coursebook effective in making students better users of English?	Less than 60%	04	02.6
	60% plus	20	12.9
	70% plus	20	12.9
	80% plus	46	29.7
	90% plus	48	31.0
	100%	17	11.0
	Total	155	100.0

The above table reveals that 31.0% (48/155) teachers felt that this Coursebook is effective in making students 90%+ better users of English. Another 29.7% teachers (46/155) felt it makes them 80%+ better users of English. While 12.9% teachers (20/155) felt it makes them 70%+ better users of English, another 12.9% (20/155) felt it makes them 60%+ better users of English. While 2.6 % teachers (04/155) felt it makes students less than 60% better users of English. Only 11% teachers (17/155) felt this Coursebook makes students 100% better users of English.

Interpretation: Majority of Teachers said this English Reader Coursebook makes students **80% plus** better users of English.

Q11. Do you think you use an 'Activity Based' approach in your teaching?

Further in the survey, teachers were questioned on whether they use an 'Activity Based' approach in teaching, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never). In order to identify whether teachers use an Activity Based approach in their teaching the above question was asked.

Table 19: Using ABTL approach in Teaching

Variable	Response Options	Frequency	Percent
Do you think you use an 'Activity Based' approach in your teaching?	Never	0	0
	Rarely	27	17.42
	Sometimes	36	23.23
	Often	16	10.32
	Most of the time	66	42.58
	Always	10	6.45
	Total	155	100.0

The above frequency table indicates that 42.58% Teachers (66/155) said 'Most of the time' and 23.23% Teachers (36/155) said 'Sometimes' they use an 'Activity Based' approach in their teaching. While 17.42% Teachers (27/155) said 'Rarely', 10.32% Teachers (16/155) said 'Often' and 6.45% Teachers (10/155) said 'Always' use an 'Activity Based' approach in their teaching.

Interpretation: Majority of Teachers said that they use Activity Based teaching learning approach in their teaching - '**Most of the time**'.

Q12. Do you think that 'Activity Based Teaching Learning' makes English language learning more exciting and interesting?

Further in the survey, teachers were questioned on whether they think that 'Activity Based Teaching Learning' makes English language learning more exciting and interesting, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

It is said that 'Activity Based Teaching Learning' makes English language learning more exciting and interesting. So to know the effectiveness of 'Activity Based Teaching Learning' in teaching learning process the above question was asked to the teachers.

Table 20: Learning English Language through ABTL

Variable	Response Options	Frequency	Percent
Do you think that 'Activity Based Teaching Learning' makes English language learning more exciting and interesting?	Never	0	0
	Rarely	3	1.9
	Sometimes	12	7.7
	Often	23	14.8
	Most of the time	65	41.9
	Always	52	33.5
	Total	155	100.0

The above frequency table indicates 41.9% Teachers (65/155) said 'Most of the time' and 33.5% Teachers (52/155) said 'Always' think 'Activity Based Teaching Learning' makes English language learning more exciting and interesting. While 14.8% Teachers (23/155) said 'Often', 7.7% Teachers (12/155) said 'Sometimes', 1.9% Teachers (3/155) said 'Rarely' think 'Activity Based Teaching Learning' makes English language learning more exciting and interesting.

Interpretation: Majority of Teachers said that 'Activity Based Teaching Learning' makes English language learning more exciting and interesting - **'Most of the time.**

Q13. Does 'Activity Based Teaching Learning' facilitate self-learning for students?

Further in the survey, teachers were questioned on whether 'Activity Based Teaching Learning' facilitate self-learning for students, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

One of the objectives of 'Activity Based Teaching Learning' is to facilitate self-learning for students. So to know whether it really facilitates self-learning this question was asked.

Table 21: Facilitating Self Learning through ABTL

Variable	Response Options	Frequency	Percent
Does 'Activity Based Teaching Learning' facilitate self-learning for students?	Never	0	0
	Rarely	2	1.3
	Sometimes	13	8.4
	Often	40	25.8
	Most of the time	61	39.4
	Always	39	25.2
	Total	155	100.0

The above frequency table indicates that 39.4% Teachers (61/155) said 'Most of the time' and 25.2% Teachers (39/155) said 'Always' that 'Activity Based Teaching Learning' facilitates self-learning for students. While 25.8% Teachers (40/155) said 'Often', 8.4% Teachers (13/155) said 'Sometimes', 1.3% Teachers (2/155) said 'Rarely' that 'Activity Based Teaching Learning' facilitates self-learning for students.

Interpretation: Majority of Teachers said that 'Activity Based Teaching Learning' facilitates self-learning for students - '**Most of the time**'.

Q14. Do you conduct activities based on 'Grammar' topics?

Further in the survey, teachers were questioned whether they conduct activities based on 'Grammar' topics, using the 6 point scale (6=Always, 5=Most of the time, 4=Often, 3=Sometimes, 2=Rarely, 1=Never).

To know the use of Grammar in learning any foreign language is very important. So to know whether teachers conduct activities based on Grammar topics in the classroom the above question was asked to them.

Table 22: Activities on Grammar topics

Variable	Response Options	Frequency	Percent
Do you conduct activities based on 'Grammar' topics?	Never	0	0
	Rarely	5	3.2
	Sometimes	32	20.6
	Often	32	20.6
	Most of the time	65	41.9
	Always	21	13.5
	Total	155	100.0

The above frequency table indicates that 41.9% Teachers (65/155) said 'Most of the time', 20.6% Teachers (32/155) said 'Often' and 20.6% Teachers (32/155) said 'Sometimes' that they conduct activities based on 'Grammar' topics. While 13.5% Teachers (21/155) said 'Always', 3.2% Teachers (5/155) said 'Rarely' they conduct activities based on 'Grammar' topics.

Interpretation: Majority of the Teachers said that they conduct activities based on 'Grammar' topics - '**Most of the time**'.

Q15. Do you provide learning experiences about environment through English subject?

Further in the survey, teachers were questioned on whether do they provide learning experiences about environment through English subject, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In this Coursebook Unit Three is "Environment", which has three lessons on the subject of environment. So to find out whether teachers provide learning experiences about environment through English subject, the above question was asked to them.

Table 23: Learning Experiences of Environment

Variable	Response Options	Frequency	Percent
Do you provide learning experiences about environment through English subject?	Never	0	0
	Rarely	0	0
	Sometimes	31	20.0
	Often	43	27.7
	Most of the time	58	37.4
	Always	23	14.8
	Total	155	100.0

The above frequency table indicates that 37.4% Teachers (58/155) said ‘Most of the time’ and 27.7% Teachers (43/155) said ‘Often’ they provide learning experiences about environment through English subject. While 20.0% Teachers (31/155) said ‘Sometimes’, 14.8% Teachers (23) said ‘Always’ they provide learning experiences about environment through English subject.

Interpretation: Majority of Teachers said that they ‘**Often**’ provide learning experiences about environment through English subject.

Q16. Do you arrange for pair / group work?

Further in the survey, teachers were questioned on whether do they arrange for pair/ group work, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In the Coursebook many activities are given of pair work / group work. So to know whether the teachers arrange for these the above question was asked to them.

Table 24: Pair and Group work

Variable	Response Options	Frequency	Percent
Do you arrange for pair/ group work?	Never	4	2.58
	Rarely	22	14.19
	Sometimes	35	22.58
	Often	26	16.77
	Most of the time	59	38.06
	Always	9	5.81
	Total	155	100.0

The above table indicates that 38.06% Teachers (59/155) said ‘Most of the time’ and 22.58% Teachers (35/155) said ‘Sometimes’ that they arrange for pair / group work. While 16.77% Teachers (26/155) said ‘Often’, 14.19% Teachers (22/155) said ‘Rarely’, 5.81% Teachers (9/155) said ‘Always’ and 2.58% Teachers (4/155) said ‘Never’ arrange for pair / group work.

Interpretation: Majority of Teachers said that they ‘**Often**’ arrange for pair / group work.

Q17. Do you conduct discussions, debates and conversations in the class?

Further in the survey, teachers were questioned on whether do they conduct discussions, debates and conversations in the class, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

Discussions, debates and conversations are some of the activities that teachers should conduct in the classroom. So to know the present status of this above question was asked to them.

Table 25: Discussion, Debates and Conversations

Variable	Response Options	Frequency	Percent
Do you conduct discussions, debates and conversations in the class?	Never	1	0.6
	Rarely	6	3.9
	Sometimes	44	28.4
	Often	36	23.2
	Most of the time	56	36.1
	Always	12	7.7
	Total	155	100.0

The above frequency table indicates that 36.1% Teachers (56/155) said ‘Most of the time’ and 28.4% Teachers (44/155) said ‘Sometimes’ that they conduct discussion, debates and conversation in the class. While 23.2% Teachers (36/155) said ‘Often’, 7.7% Teachers (12/155) said ‘Always’, 3.9% Teachers (6/155) said ‘Rarely’ and 0.6% Teachers (1/155) said that they ‘Never’ conduct discussion, debates and conversations in the class.

Interpretation: Majority of Teachers said that they ‘**Often**’ conduct discussions, debates and conversations in the class.

Q18. Do you provide opportunities for your students to speak in English?

Further in the survey, teachers were questioned on whether do they provide opportunities for their students to speak in English, using the 6 point scale (6=Always, 5=Most of the time, 4=Often, 3=Sometimes, 2=Rarely, 1=Never).

One of the objectives of this Coursebook is to develop speaking skill of students. So to know what opportunities does teacher provide for students this question was asked to them.

Table 26: Opportunities to speak in English

Variable	Response Options	Frequency	Percent
Do you provide opportunities for your students to speak in English?	Never	0	0
	Rarely	1	0.6
	Sometimes	11	7.10
	Often	38	24.50
	Most of the time	71	45.80
	Always	34	21.90
	Total	155	100.0

The above table indicates that 45.80% Teachers (71/155) said ‘Most of the time’ and 24.50% Teachers (38/155) said ‘often’ that they provide opportunities for students to speak in English. While 21.90% Teachers (34/155) said ‘Always’, 7.10% Teachers (11/155) said ‘Sometimes’ and 0.6% Teachers (1) said that they ‘Rarely’ provide opportunities for students to speak in English.

Interpretation: Majority of Teachers said that they provide opportunities for students to speak in English - ‘**Most of the time**’.

Q.19 Which type of teaching is more interesting for you?

Further in the survey, teachers were questioned on which type of teaching is more interesting for you, using the 2 point scale (2=Activity Based Teaching, 1= Traditional Teaching Method). Both Traditional Teaching Method and Activity Based Teaching Method are used by school teachers. So to know which method of teaching is more interesting this question was asked to the teachers.

Table 27: Type of Teaching

Variable	Response Options	Frequency	Percent
Which type of teaching is more interesting for you?	Traditional Teaching Method	03	01.9
	Activity Based Teaching	152	98.1
	Total	155	100.0

The above frequency table reveals that 98.1% (152/155) teachers felt that “Activity Based Teaching” is more interesting to them. While only 1.9% (03/155) teachers felt that Traditional Teaching Method is interesting.

Interpretation: Majority of Teachers said that “**Activity Based Teaching**” is more interesting compared to Traditional Teaching Method.

Q.20 Which method do you use in Classroom Teaching?

Further in the survey, teachers were questioned on which method do they use in Classroom Teaching, using the 3 point scale (3= Direct Method, 2=Grammar translation method, 1= Dr. West Method). There are mainly three methods used in the classroom teaching. They are Direct Method, Grammar Translation Method and Dr. West Method. To know which method teachers use in the classroom teaching the above question was asked to them.

Table 28: Methods used in Classroom Teaching

Variable	Response Options	Frequency	Percent
Which method do you use in Classroom Teaching?	Dr. Wests' Method	6	3.9
	Grammar translation method	69	44.5
	Direct method	80	51.6
	Total	155	100.0

The pie chart visualizes the data from Table 28. It shows three segments: a large green segment for 'Direct method' (80, 52%), a red segment for 'Grammar translation method' (69, 44%), and a small blue segment for 'Dr. Wests' Method' (6, 4%). A legend below the chart identifies the colors: blue for Dr. Wests' Method, red for Grammar translation method, and green for Direct method.

The above frequency table reveals that 51.6% (80/155) teachers use the “Direct Method” of teaching in the class. While another 44.5% (69/155) teachers use Grammar Translation method and 3.9% (6/155) use Dr. West’s method.

Interpretation: Majority of Teachers said that they use “**Direct Method**” in classroom training closely followed by Grammar Translation method.

Q21. Do you inculcate the values mentioned in the lessons through your teaching?

Further in the survey, teachers were questioned on whether they inculcate the values mentioned in the lessons through their teaching, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In this Coursebook in every lesson some values are given for its inculcation through teacher. So to know whether teachers inculcate these values through their teaching the above question was asked to them.

Table 29: Inculcating Values

Variable	Response Options	Frequency	Percent
Do you inculcate the values mentioned in the lessons through your teaching?	Never	0	0
	Rarely	1	0.60
	Sometimes	32	20.60
	Often	122	78.70
	Total	155	100.0

The above table reveals that 78.70% (122/155) teachers “Often” inculcate the values mentioned in the lessons through their teaching. While 20.60% (32/155) teachers “Sometimes” and 0.60% (1/155) teachers “Rarely” inculcate the values mentioned in the lessons through their teaching.

Interpretation: Majority of Teachers said that they “**Often**” inculcate the values mentioned in the lessons through their teaching.

Q22. Do you encourage your students to speak in English?

Further in the survey, teachers were questioned on whether do they encourage their students to speak in English, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never). To know whether teachers encourage their students to speak in English this question was asked.

Table 30: Encouraging Students

Variable	Response Options	Frequency	Percent
Do you encourage your students to speak in English?	Never	0	0
	Rarely	0	0
	Sometimes	16	10.3
	Often	139	89.7
	Total	155	100.0

The above frequency table reveals that 89.70% (139/155) teachers “Often”, while 10.30% (16/155) “Sometimes” encourage their students to speak in English.

Interpretation: Majority of Teachers said they “**Often**” encourage students to speak in English.

Q23. Do you find that the students learn more language through activities?

Further in the survey, teachers were questioned whether do they find that students learn more language through activities, using 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

It is said in the Coursebook that students learn more language through activities. So to know the opinion of teachers on this the above question was asked.

Table 31: Learning language through activities

Variable	Response Options	Frequency	Percent
Do you find that the students learn more language through activities?	Never	4	2.6
	Rarely	5	3.2
	Sometimes	65	41.9
	Often	81	52.3
	Total	155	100.0

The above frequency table indicates that 52.3% Teachers (81/155) said ‘Often’ and 41.9% Teachers (65/155) said ‘Sometimes’ that they find students learn more language through activities. While 3.2% Teachers (5/155) said ‘Rarely’ and 2.6% Teachers (4/155) said ‘Never’ they find that the students learn more language through activities.

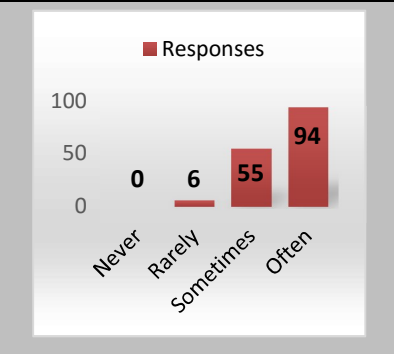
Interpretation: Majority of Teachers said students ‘**Often**’ learn more language through activities.

Q24. Do you believe that activities generate more use of language in a class?

Further in the survey, teachers were questioned on whether they believe that activities generate more use of language in a class, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never). To know whether the activities generate more use of language in a class the above question was asked to the teachers.

Table 32: Generating use of language

Variable	Response Options	Frequency	Percent
Do you believe that activities generate more use of language in a class?	Never	0	0
	Rarely	6	3.9
	Sometimes	55	35.5
	Often	94	60.6
	Total	155	100.0



The above frequency table reveals that 60.60% (94/155) teachers “Often” felt that activities generate more use of language in the class. While 35.50% (55/155) teachers felt “Sometimes” and 3.90% (6/155) teachers felt rarely that activities generate more use of language in a class.

Interpretation: Majority of Teachers said that they “**Often**” believe that activities generate more use of language in a class.

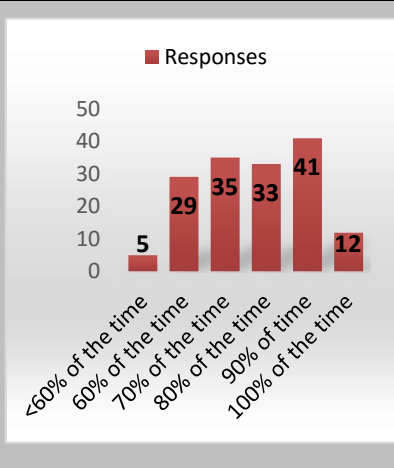
Q.25 Do your students actively participate in classroom activities?

Further in the survey, teachers were questioned whether their students actively participate in classroom activities, using a 6 point scale (1= less than 60% of time, 2= 60% of time, 3= 70% of time, 4=80% of time, 5=90% of time and 6=100% of time).

To know whether the students actively participate in classroom activities the above question was asked to the teachers.

Table 33: Active participation of Students

Variable	Response Options	Frequency	Percent
Do your students actively participate in classroom activities?	< 60% of the time	5	3.2
	60% of the time	29	18.7
	70% of the time	35	22.6
	80% of the time	33	21.3
	90% of time	41	26.5
	100% of the time	12	7.7
	Total	155	100.0



The above frequency table reveals that 26.5% (41/155) teachers felt that 90% of the time students participate actively in classroom activities. While 22.6% (35/155) teacher's felt that 70% of the time students participate actively in classroom activities. While 21.3% (33/155) teachers felt 80% of the time and another 18.7% (29/155) felt 60% of time students actively participate in classroom activities. Only 3.2% (5/155) teachers felt students actively participate less than 60% of their time in classroom activities. Only 7.7% (12/155) teachers felt students actively participate in classroom activities 100% of their time.

Interpretation: Majority of Teachers said that **80-90% of the time** students actively participate in all classroom activities.

Q.26 How much mother tongue do you use while conducting Activity Based Teaching Learning?

Further in the survey, teachers were questioned on how much mother tongue they use while conducting Activity Based Teaching Learning, using a 6 point scale (6= less than 60% of time, 5= 60% of time, 4= 70% of time, 3=80% of time, 2=90% of time and 1=100% of time).

In most of the Marathi medium schools mother tongue is used for teaching English subject. To ascertain the extent of mother tongue used in the classroom, above question was asked.

Table 34: Use of mother tongue

Variable	Response Options	Frequency	Percent
How much mother tongue do you use while conducting Activity Based Teaching Learning?	< 60% of the time	91	58.7
	60% of the time	22	14.2
	70% of the time	23	14.8
	80% of the time	11	07.1
	90% of time	6	03.9
	100% of the time	2	01.3
	Total	155	100.0

The above frequency table and Bar chart reveals that 58.7% (91/155) teachers use their mother tongue less than 60% of the time while conducting Activity Based Teaching Learning. While 14.8% (23/155) use 70% of time and 14.2% (22/155) use 60% of time their mother tongue while

conducting Activity Based Teaching Learning. Another 7.1% (11/155) teachers use their mother tongue 80% of time, 3.9% (6/155) use 90% of their time and 1.3% (2/155) use 100% of their time, their mother tongue while conducting Activity Based Teaching Learning.

Interpretation: Majority of Teachers said that they use their mother tongue **less than 60%** of the time while conducting Activity Based Teaching Learning.

Q.27 Is the allotted time sufficient for conducting the Activities and cover the syllabus?

Further in the survey, teachers were questioned on whether the allotted time is sufficient for conducting the Activities and cover the syllabus, using the 2 point scale (2=Yes, 1=No).

The Coursebook focuses on Activity Based Teaching Learning. So to know whether the time allotted is sufficient for conducting activities and cover the syllabus, this question was asked.

Table 35: Time allocation for activities

Variable	Response Options	Frequency	Percent
Is the allotted time sufficient for conducting the Activities and cover the syllabus?	No	126	81.3
	Yes	29	18.7
	Total	155	100.0

The above frequency table reveals that 81.3% (126/155) teachers felt that allotted time is NOT sufficient for conducting the Activities and cover the syllabus, 18.7% (29/155) agreed that allotted time is sufficient for conducting the Activities and cover the syllabus.

Interpretation: Majority of Teachers said that the allotted time is **not sufficient** for conducting the Activities and cover the syllabus.

Q.28 Do you encourage students to read the websites mentioned in the Coursebook?

Further in the survey, teachers were questioned on whether they encourage students to read the websites mentioned in the Coursebook using the 2 point scale (2=Yes, 1=No).

To develop the reference skill of students at several places web addresses or URL are given. So to know do the teachers encourage students to read the websites mentioned in the Coursebook the above question was asked to them.

Table 36: Reading Websites

Variable	Response Options	Frequency	Percent
Do you encourage students to read the websites mentioned in the Coursebook?	No	8	5.20
	Yes	147	94.80
	Total	155	100.0

The above frequency table reveals that 94.80% (147/155) teachers encourage students to read the websites mentioned in the Coursebook while 5.20% (8/155) do not encourage students to read the websites mentioned in the Coursebook.

Interpretation: Majority of Teachers said that ‘Yes’ they encourage students to read the websites mentioned in the Coursebook.

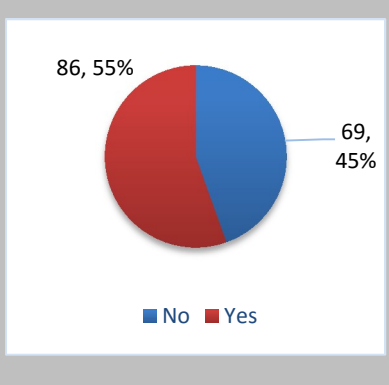
Q.29 Do you think that you are currently using a “Learner Centered Approach” in your teaching?

Further in the survey, teachers were questioned on whether they were currently using a “Learner Centered Approach” in their teaching, using the 2 point scale (2=Yes, 1=No).

To know whether the school teachers really use Learner Centered Approach in their teaching the above question was asked to them.

Table 37: Learner Centered Approach in teaching

Variable	Response Options	Frequency	Percent
Do you think that you are currently using a “Learner Centered Approach” in your teaching?	No	69	44.51
	Yes	86	55.49
	Total	155	100.0



The above frequency table reveals that 55.49% (86/155) teachers expressed that they use ‘Learner Centered Approach’ in their teaching, while 44.51% (69/155) felt they do not use ‘Learner Centered Approach’ in their teaching.

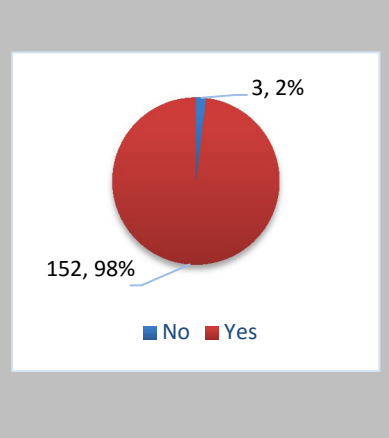
Interpretation: Majority Teachers said ‘Yes’ they use a ‘Learner Centered Approach’ in teaching

Q.30 Do you insist your students to read informative material such as notices, advertisements road signs and news headlines written in English?

Further in the survey, teachers were questioned on whether they insist on their students to read informative material such as notices, advertisements road signs and news headlines written in English, using the 2 point scale (2=Yes, 1=No). One of the objectives of this Coursebook is to develop reading skill of students. So to know whether the school teachers take any extra efforts for this the above question was asked to them.

Table 38: Reading informative material in English

Variable	Response Options	Frequency	Percent
Do you insist your students to read informative material such as notices, advertisements road signs and news headlines written in English?	No	3	1.90
	Yes	152	98.10
	Total	155	100.0



The above frequency table reveals that 98.10% Teachers (152/155) expressed ‘Yes’ and 01.90% Teachers (03/155) ‘No’, they do not insist their students to read informative material such as notices, advertisements road signs and news headlines written in English.

Interpretation: Majority of Teachers said ‘Yes’, they insist their students to read informative material such as notices, advertisements road signs and news headlines written in English.

Q.31 Do you insist your students to use internet to complete their project work?

Further in the survey, teachers were questioned on whether they insist on their students to use internet to complete their project work, using the 2 point scale (2=Yes, 1=No).

This Coursebook intends to use internet and websites as a reference skill for students. So through this question it can be checked out that whether teachers insist students to use internet to complete their project work or not.

Table 39: Use of Internet in project work

Variable	Response Options	Frequency	Percent
Do you insist your students to use internet to complete their project work?	No	11	7.1
	Yes	144	92.9
	Total	155	100.0

A pie chart illustrating the data from Table 39. The chart is divided into two segments: a large red segment representing 'Yes' (144, 93%) and a small blue segment representing 'No' (11, 7%). A legend below the chart identifies the colors: blue for 'No' and red for 'Yes'.

The above frequency table reveals that 92.9% (144/155) teachers felt they insist their students to use internet to complete their project work, while 07.1% (11/155) teachers felt they do not insist their students to use internet to complete their project work.

Interpretation: Majority of Teachers insist their students to **Use Internet** to complete their project work.

Q.32 Does your school provide internet facility to your students?

Further in the survey, teachers were questioned on whether their school provides internet facility to their students, using the 2 point scale (2=Yes, 1=No).

To know whether the school provides internet facility to students to complete their project work the above question was asked to them.

Table 40: Internet Facility

Variable	Response Options	Frequency	Percent
Does your school provide internet facility to your students?	No	77	49.7
	Yes	78	50.3
	Total	155	100.0

The above frequency table reveals that 50.3% (78/155) teachers said YES their school provides internet facility to their students, while 49.7% (77/155) teachers said their school does NOT provide internet facility to their students.

Interpretation: Majority of Teachers said ‘Yes’ their school provides internet facility to their students.

Q.33 Do you take the students to the school library to develop their reference skills?

Further in the survey, teachers were questioned on whether they take their students to the school library to develop their reference skills, using 2 point scale (2=Yes, 1=No). One of the objectives of the Coursebook is to develop the reference skills of the students. So to know whether the school teachers take the students to the school library the above question was asked to them.

Table 41: School Library

Variable	Response Options	Frequency	Percent
Do you take the students to the school library to develop their reference skills?	No	46	29.7
	Yes	109	70.3
	Total	155	100.0

The above frequency table reveals that 70.3% (109/155) teachers said YES they take their students to the school library to develop their reference skills, while only 29.7% (46/155) teachers said they do NOT take their students to school library to develop their reference skills.

Interpretation: Majority of Teachers said ‘Yes’ they take their students to the school library to develop their reference skills.

4.6 Qualitative Analysis of Teachers Survey

In this survey, the researcher has interviewed 155 teachers from around 65 schools, prominently Marathi medium but has also collected data from few Hindi, Urdu, Kannada and Gujarati medium schools in Pune City. The data collected during this survey is QUALITATIVE in nature. The details of the survey are as follows:

Q.1 Have you attended any workshop related to syllabus of ‘English Reader’ Coursebook for Std. IX? If yes give details.

Majority of Senior Teachers have attended workshop, but many fresh teachers have not attended the workshop related to syllabus of ‘English Reader’ Coursebook for Std. IX.

Below is a summary of workshops attended by surveyed teachers in and around Pune city area

1. Hujurpaga Girls School, Laxmi Road, Pune.
2. In 2007 at Pirangut, organized by SSC Board and Zilla Parishad Pune.
3. Attended British Council Training, Pune.
4. Late L. R. Shinde High School Pune.
5. Organized by Shikshan Prasarak Mandali’s Pune.
6. Zilla Parishad Workshop at Wagholi.
7. Tilak College of Education, Pune.
8. Yashwantrao Chavan Academy For Development Administration .(YASHADA)
9. Sevasadan High School.
10. Sadhana Vidyalaya, Hadapsar .(‘How to teach English in class’)
11. Workshop organized by Maharashtra Education Society, Pune.
12. Rayat Shikshan Sanstha’s workshop on ‘Programme for Teachers’.
13. District Institute of Education and Training (DIET) – Organized with help of British Council.

14. RMSA and British Council training in Pune for 5 days.

Q.2 Do you read magazines like ‘Shikshan Sankraman’ or any other as a reference material?

Most of the Teachers read magazines like ‘Shikshan Sankraman’ and other reference material.

Below is a summary of reference material teachers read

1. Teachers handbook of Old Syllabus
2. Times of India
3. Authentic websites related to Education
4. Oxford Dictionary
5. Jeevan Shikshan Magazine
6. Reference books from School Library
7. Readers Digest
8. News Papers
9. Shikshan Sphoorti Magazine
10. ‘Shikshan Vivek’ Magazine published by Deccan Education Society, It explains views on education of Parents, Teachers, Students and other field people.
11. Google – Information available on Internet.

Q.3 Write the new and different things which you have observed in this Coursebook and were not present in previous textbook.

Below is a summary of new and different things observed in this English Reader Coursebook which were not present in earlier English text book

1. Though the size of Coursebook is A4 it is easy to handle.
2. Colourful content creating interest in reading. Overall design of book is colourful and is learner centric.
3. Attractive and Meaningful cover page, explains the themes included in the Coursebook.

4. Units and Lessons are presented differently, Unit maps are given as a guideline for teachers and Glossary is in new format.
5. Facilitates active participation of Students with teachers playing role of facilitator.
6. Unlike earlier textbooks, lessons are not lengthy but are divided in 2-3 parts.
7. In previous textbooks, questions were descriptive while in this Coursebook they are based on activities and are of short type, easy to write.
8. There is correlation between Art, History, Geography, Science, Sports, technology and Environment.
9. The Coursebook is helpful in developing LSRW skills. Relevant pictures, puzzles, lesson based and grammar based activities are given with many examples.
10. Flow charts, tables, web diagrams, values, Wh-questions are used which shows constructivist approach of the Coursebook.
11. It gives an interactive learning experience. It also provides website details which can be read for additional information and to improve General Knowledge of students.
12. Font size is big, easy to read. Pictures and charts make book interesting.
13. Activity based questions and personal response questions are given separately. Simple factual questions are also given in the form of headlines.
14. Lessons have Pre and Post teaching activities. The stress is given on pair work, group work, experimentation and M.C.Q type questions.
15. There is scope for writing skills in many activities which was missing in earlier text book.
16. It has fewer lessons and more activities compared to earlier text books.
17. Direct method of teaching is more impressive and easy English language is used.

Q.4 Write your suggestions and opinions about the Coursebook.

Below is a summary suggestions and opinions about the Coursebook

1. It is interesting, full of images, pictures, photographs and focuses on different parts of life. So it is comprehensive.

2. Number of activities should be less as it is very time consuming and difficult to cover syllabus. For this number of lessons can be reduced.
3. Thinking level of students can be developed through this Coursebook.
4. More topics can be attended for writing skills and more focus should be given on Grammar topics.
5. Should begin activities from Std. VIII, so students can be habitual of using it in Std. IX.
6. Some lessons are lengthy so they should be converted into story form.
7. Comprehensive and variety of material to enhance the knowledge of chapters.
8. Interesting activities have been included but simple language for better understanding of students should be used.
9. The Coursebook gives ample opportunities to the students to be better users of English through participating in activities and it also gives opportunities for teachers to conduct the lessons with interactive approach.
10. There should be mythological stories as well as scientific stories.
11. Stories mentioned in the lessons should be more pictorial.
12. Should include activities which will help students for English conversations, spellings and tenses.
13. While designing the Coursebook students' socio-economic background should be considered.
14. Needs training for teachers on how to conduct activities.
15. Poems should be more interesting, meaningful and rhythmic.
16. Unit 3 – rural area students are unknown about foreign trees, so known Indian trees should be introduced.
17. Some pictures are blurred, they should be clearer and more words should be given in glossary.
18. Students can share their ideas; they can develop their leadership qualities and can build up confidence.

19. Parts of speech should be given in front of words in the glossary.
20. Coursebook is very ideal but practically it is time consuming also size of it is heavy and large.
21. All the aspects like Prose, Poetry, Grammar and Composition are covered in the Coursebook under various units.
22. Some topics are beyond the imagination of students, example – “One Inch Tall”
23. The Coursebook text font should be large and should use bold letters.
24. Conducting activities in the class can make classrooms live.
25. Activities are skills based and are useful for self-learning.
26. The cover page throws light on units introduced in the Coursebook and back page on techniques and methods to be used by teachers in teaching.
27. Should give more lessons from Indian literature.
28. Lessons are good to teach ethics and values given in unit maps.
29. To complete the activities, students are unable and poor in writing skills. So more topics should be added on writing skills.
30. Duration of class period should be of 45 minutes rather than 30 minutes.
31. Clever as well as average students can take interest in the Coursebook.
32. Topics discussed in the Coursebook having higher level, so sometimes students do not get proper depth of topics.
33. In rapid reading should include some activities and pictures related to topics.
34. Should avoid the repetition of same activities.

Q.5 What are the problems in arranging and conducting activities in the classroom?

1. Less time to conduct so many activities. So teachers cannot pay individual attention towards each student.
2. Classes are overcrowded and classroom size is small so it is difficult to arrange activities and control the classroom.

3. As there are many lessons along with activities so it is difficult to cover the syllabus. Also it takes so much time to explain all these activities.
4. Slow learners, shy students do not participate and interact in activities as they do not understand the meaning of questions.
5. Sometimes Direct Method does not work properly so teachers use Grammar Translation Method for better understanding of the students.
6. In many schools technological facilities are not available so teachers and students cannot take support of it.
7. It is very difficult to conduct activities due to individual differences in the classroom.
8. Other co- curricular activities of school interrupt the teaching and learning process.
9. Some activities given in the Coursebook are not realistic as they are based on imagination of students. So it is difficult to conduct such activities.
10. Some topics given in the Coursebook for group discussion are difficult to understand for students.
11. Students neglect the grammatical views and its importance in communication.

Q.6 How do you evaluate the performance of students in activities conducted in the classroom?

1. By asking application based questions, group discussion, conversation, storytelling, etc.
2. Through active participation and involvement of students in activities. How they present themselves is observed.
3. By observing whether students complete their work within given time, do they take initiative?
4. By conducting test, surprise test and discussing with them.
5. Evaluation of the students' performance as per their group presentation.
6. By testing the vocabulary of students.
7. Evaluation based on students listening and speaking ability.
8. Through knowing learning experience of students.
9. By arranging students in group and giving them opportunity to develop their basic skills.
10. By following evaluation criteria given in the Coursebook.
11. By giving projects and checking the previous knowledge of students.
12. Through various exams like written, oral, M.C.Q, etc.

13. By giving each activity to each row and taking competition between boys and girls.
14. By observing the gestures, ways of expressing their thoughts, opinions and pronunciation.

Q.7 What are the advantages of arranging activities?

1. Students can acquire language effectively, scope to express and develop LSRW skills.
2. As compared to traditional teaching, learning is enjoyable and interesting in students.
3. Students understand content easily through this play way method and even weak students also participate in the class.
4. Students are more innovative and active. It helps for self-learning and useful to build up confidence.
5. Students interact with each other and share their ideas, views and thoughts. Due to this team spirit is developed.
6. Students become true users of English language and it is helpful to develop communication skill of students.
7. It is useful to develop constructivist approach among students.
8. Through this method values can be inculcated among students.
9. Students think with their innovative ideas and brainstorming method can be used.
10. Students are able to co-relate their ideas with day today life.
11. Interaction between teacher - students increases and friendly relationship is developed.
12. Teaching is not monotonous as it is two way teaching learning process; activities help to engage large classes.
13. Activities are designed to take the students beyond the Coursebook to the real world outside the classroom. It would help students to become better users of English.
14. Students get to know different flavors of the language.
15. Students can develop knowledge of grammar through the different activities given in the Coursebook.
16. Activities create free atmosphere in the classroom. Students can recall and apply their knowledge in day today life.
17. Students can collect information for their project from books, websites, magazines etc.
18. As there is interlinking between English and different subjects like Arts, History, Geography, Science, etc. students can get all information at a time.

4.7 Quantitative Analysis of Students Survey

The data for this research has been gathered from Marathi, Hindi, Urdu, Kannada and Gujarati medium secondary schools of S.S.C Board that have English as the third language. The researcher surveyed 1021 Students from 65 schools, prominently Marathi medium but has also collected data from few Hindi, Urdu, Kannada and Gujarati medium schools from Pune city.

Q1. Which type of teaching is more interesting for you?

In the survey, 1021 students from around 65 schools were asked through questionnaire survey method, to express / comment on which type of teaching is more interesting for you, using 2 point scale (2=Activity Based Teaching Learning, 1=Traditional Teaching Method).

With changing dynamics in Teaching-Learning process, the teacher – student engagement has become extremely critical. So this question was asked to students to understand which type of teaching methodology – Traditional Teaching Method or Activity Based Teaching Learning Method is more interesting to them.

Table 42: Type of Teaching

Variable	Response Options	Frequency	Percent
Which type of teaching is more interesting for you?	Traditional Teaching Method	321	31.4
	Activity Based Teaching	700	68.6
	Total	1021	100.0

The above Table and Pie Chart reveal that 68.60% (700/1021) students expressed that they like Activity Based Teaching while 31.4% (321/1021) students like Traditional Teaching Method.

Interpretation: Majority of students find “Activity Based Teaching Learning” method more interesting.

Q2. Do you understand topics better due to the activities involved during teaching lessons?

In the survey, 1021 students from around 65 schools were asked if they understood topics better due to the activities involved during teaching lessons, using 2 point scale (2=Yes, 1=No).

This question was asked to students to know whether they understand topics better when lessons are taught by using various activities.

Table 43: Understanding topics using activities

Variable	Response Options	Frequency	Percent
Do you understand topics better due to the activities involved during teaching lessons?	No	37	3.6
	Yes	984	96.4
	Total	1021	100.0

The above Frequency Table reveals that 96.40% students (984/1021) expressed that they understood topics better due to the activities involved during teaching lessons while only 3.6% students (37/1021) disagreed on this.

Interpretation: Majority of students said ‘Yes’ they understood topics better due to activities involved during the teaching lessons.

Q3. Do you find examples and analogies used in Coursebook appropriate and interesting?

In the survey, Students were asked if they found examples and analogies used in the Coursebook appropriate and interesting, using 2 point scale (2=Yes, 1=No). In this Coursebook many examples and analogies are given in various lessons. To know whether these examples and analogies used in Coursebook are appropriate and interesting this question was asked to students.

Table 44: Examples and Analogies

Variable	Response Options	Frequency	Percent
Do you find the examples and analogies used in the Coursebook appropriate and interesting?	No	138	13.50
	Yes	883	86.50
	Total	1021	100.0

The above Frequency Table reveals that 86.50% students (883/1021) expressed that they found the examples and analogies used in the Coursebook appropriate and interesting while only 13.50% students (138/1021) disagreed on this.

Interpretation: Majority of students said ‘Yes’ they found examples and analogies used in the Coursebook appropriate and interesting.

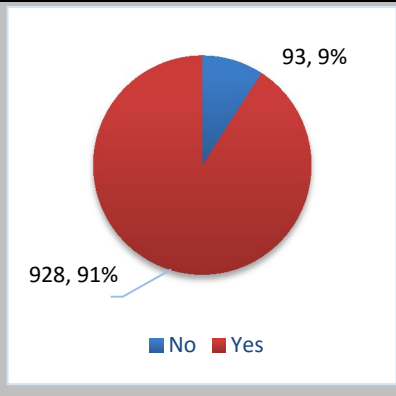
Q4. Do you enjoy and appreciate various types of ‘Poems’ given in the Coursebook?

In the survey, Students were asked if they enjoy and appreciate various types of ‘Poems’ given in the Coursebook using 2 point scale (2=Yes, 1=No).

In this Coursebook many poems are given on different themes. So to find out whether students really enjoy and appreciate these poems this question was asked.

Table 45: Poems in the Coursebook

Variable	Response Options	Frequency	Percent
Do you enjoy and appreciate various types of ‘Poems’ given in the Coursebook?	No	93	09.10
	Yes	928	90.90
	Total	1021	100.0



The above Frequency Table reveals that 90.90% students (928/1021) expressed they enjoy and appreciate various types of ‘Poems’ given in the Coursebook while only 9.10% students (93/1021) disagreed on this.

Interpretation: Majority of students said ‘Yes’ they enjoy and appreciate various types of ‘Poems’ given in the Coursebook.

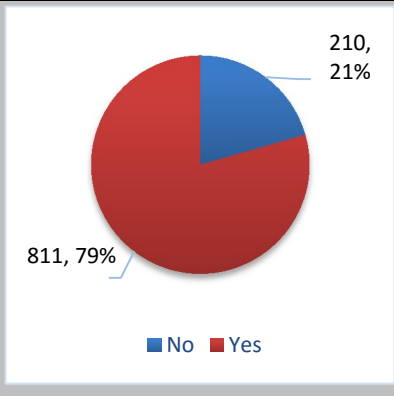
Q5. Do you know how to use dictionary and other reference material?

In the survey, Students were asked if they knew how to use dictionary and other reference material, using 2 point scale (2=Yes, 1=No).

One of the objectives of Coursebook is to develop self-learning in students. It is expected that they use reference material to gain more knowledge. To know this the above question was asked.

Table 46: Using Dictionary

Variable	Response Options	Frequency	Percent
Do you know how to use dictionary and other reference material?	No	210	20.6
	Yes	811	79.4
	Total	1021	100.0



The above Frequency Table reveals that 79.4% students (811/1021) expressed that they knew how to use dictionary and other reference material while only 20.60% students (210/1021) were not aware on how to use dictionary and other reference material.

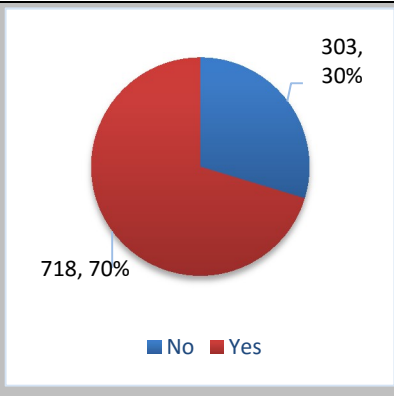
Interpretation: Majority of students said ‘Yes’ they knew how to use dictionary and other reference material.

Q6. Do you use Internet to complete your project work?

In the survey, Students were asked if they use Internet to complete project work, using 2 point scale (2=Yes, 1=No). In Activity Based Teaching Learning many project works are assigned to students for which they need to take support of internet. So in order to know whether students really use internet to complete their project work the above question was asked to them.

Table 47: Using Internet in Project work

Variable	Response Options	Frequency	Percent
Do you use Internet to complete your project work?	No	303	29.7
	Yes	718	70.3
	Total	1021	100.0



The above Frequency Table reveals 70.30% students (718/1021) expressed that they use Internet to complete their project work while 29.70% students (303/1021) did not use Internet to complete their project work.

Interpretation: Majority of students said ‘Yes’ they use Internet to complete their project work.

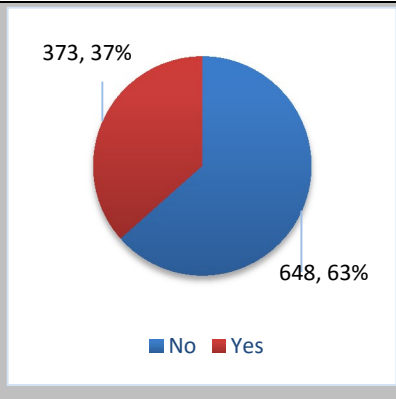
Q7. Does your school provide you facility of internet?

Further in the survey, Students were asked if their school provides them Internet facility, using 2 point scale (2=Yes, 1=No).

This question was asked to students to know whether their school provide internet facility to them to complete their project work in the school.

Table 48: Internet Facility

Variable	Response Options	Frequency	Percent
Does your school provide you facility of internet?	No	648	63.5
	Yes	373	36.5
	Total	1021	100.0



The above Frequency Table reveals that 36.50% students (373/1021) expressed that their school provides them Internet facility while 63.5 % students (648/1021) said their school does not provide them Internet facility.

Interpretation: Majority of students said their school **DOES NOT** provide Internet facility to them.

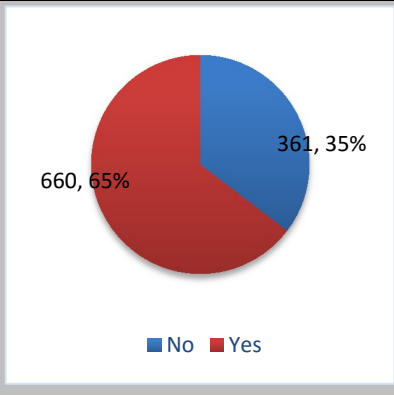
Q8. Does your teacher conduct activities based on grammar topic?

Further in the survey, Students were asked if their teachers conduct activities based on grammar topic, using 2 point scale (2=Yes, 1=No).

One of the objectives of Coursebook is to make students aware about the importance of grammar in communication skill. So to know if the teachers conduct activities based on grammar topic the above question was asked.

Table 49: Activities on Grammar topic

Variable	Response Options	Frequency	Percent
Does your teacher conduct activities based on grammar topic?	No	361	35.36
	Yes	660	64.64
	Total	1021	100.0



The above table reveals that out of 1021 Students surveyed, 64.64 % Students (660/1021) expressed that their teachers conduct activities based on grammar topic while only 35.36 % Students (361/1021) said their teachers did not conduct activities based on grammar topic.

Interpretation: Majority of students said ‘Yes’ their teachers conduct activities based on grammar topic.

Q9. Do you think that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook?

Further in the survey, Students were asked if there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook using 2 point scale (2=Yes, 1=No).

There are total eight units in the Coursebook. These units are based on various themes like Arts, History, Geography and Science. To know whether there is any interlinking with all these subjects the above question was asked to students.

Table 50: Interlinking of Arts, History, Geography and Science

Variable	Response Options	Frequency	Percent
Do you think that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook?	No	104	10.2
	Yes	917	89.8
	Total	1021	100.0

The above Frequency Table reveals 89.80% students (917/1021) expressed that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook while only 10.2 % students (104/1021) said that there is no interlinking of Arts, History, Geography and Science in English Reader Coursebook.

Interpretation: Majority of students said ‘Yes’ there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook.

Q10. Do you prepare slogans, projects, etc. in the classroom?

Further in the survey, Students were asked if they prepare slogans, projects, etc. in the classroom, using 2 point scale (2=Yes, 1=No).

To know whether students prepare slogans, projects, etc. in the classroom as a part of activities the above question was asked to them.

Table 51: Preparing Slogans, Projects

Variable	Response Options	Frequency	Percent
Do you prepare slogans, projects, etc. in the classroom?	No	309	30.26
	Yes	712	69.74
	Total	1021	100.0

The above Frequency Table reveals that 69.74% students (712/1021) expressed that they prepared slogans, projects, etc. in the classroom while 30.26 % students (309/1021) said they did not prepare slogans, projects, etc. in the classroom.

Interpretation: Majority of students said ‘Yes’ they prepare slogans, projects, etc. in the classroom.

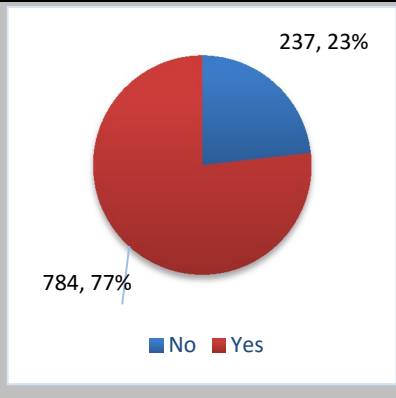
Q11. Is your school bag heavy due to the size of the Coursebook?

Further in the survey, Students were asked whether school bag is heavy due to the size of Coursebook using 2 point scale (1=Yes, 2=No).

The Coursebook is of A4 size. To know the views of students whether the size of the Coursebook makes their school bag heavy the above question was asked.

Table 52: School Bag

Variable	Response Options	Frequency	Percent
Is your school bag heavy due to the size of the Coursebook?	Yes	784	76.8
	No	237	23.2
	Total	1021	100.0



The above Frequency Table reveals that 76.80% students (784/1021) expressed that their school bag is heavy due to the size of the Coursebook while 23.2 % students (237/1021) said school bag is not heavy due to the size of the Coursebook.

Interpretation: Majority of students said ‘Yes’ their school bag is becoming heavy due to the size of Coursebook.

Q12. Can you relate the ‘Activities’ to the ‘Topic’ taught in the class room?

In the survey, Students were questioned whether they could relate the ‘Activities’ to the ‘Topic’ taught in the class room, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In the classroom teacher conducts different activities based on different topics. The above question was asked to ascertain if these activities relate to the topic taught in the classroom.

Table 53: Relating Activities to Topic

Variable	Response Options	Frequency	Percent
Can you relate the 'Activities' to the 'Topic' taught in the class room?	Never	18	01.76
	Rarely	85	08.33
	Sometimes	642	62.88
	Often	276	27.03
	Total	1021	100.0

The above Frequency Table and Bar Chart indicates that 62.88% students (642/1021) expressed that they 'Sometimes' relate 'Activities' to the 'Topic' taught in the class room. While 27.03 % students (276/1021) said 'Often', 8.33% Students (85/1021) said 'Rarely', and 1.76% Students (18/1021) said 'Never' could relate the 'Activities' to 'Topic' taught in class room.

Interpretation: Majority of students said that they can '**Sometimes**' relate the 'Activities' to the 'Topic' taught in the class room.

Q13. Do you find lessons interesting when teacher uses 'Activity Based Teaching' in classroom?

Further in the survey, Students were questioned whether they found lessons interesting when teacher uses 'Activity Based Teaching' in classroom, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never). To know whether students enjoy and get interest when teacher uses 'Activity Based Teaching' in classroom the above question was asked to students.

Table 54: Using ABTL for lessons

Variable	Response	Frequency	Percent
Do you find lessons interesting when teacher uses 'Activity Based Teaching' in classroom?	Never	27	02.64
	Rarely	122	11.95
	Sometimes	441	43.19
	Often	431	42.21
	Total	1021	100.0

The above Frequency Table and Bar Chart indicates that 43.19% students (441/1021) said ‘Sometimes’ and 42.21 % Students (431/1021) said ‘Often’ they found lessons interesting when teacher uses ‘Activity Based Teaching’ in classroom. While 11.95% students (122/1021) said ‘Rarely’ and 2.64% Students (27/1021) said ‘Never’, found lessons interesting when teacher uses ‘Activity Based Teaching’ in classroom.

Interpretation: Equal number of students reacted that they “**Sometimes**” found lessons interesting when teacher uses ‘Activity Based Teaching’ in classroom.

Q14. How far do you participate in different activities?

Further in the survey, Students were questioned on how far do they participate in different activities, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

To know the involvement of students in different activities and to know about their participation in it the above question was asked to students.

Table 55: Participation in activities

Variable	Response Options	Frequency	Percent
How far do you participate in different activities?	Never	41	04.01
	Rarely	150	14.69
	Sometimes	512	50.15
	Often	318	31.15
	Total	1021	100.0

The above Frequency Table and Bar Chart indicates that out of 1021 Students surveyed, 50.15% students (512/1021) said ‘Sometimes’ and 31.15% Students (318/1021) said ‘Often’ they participate in different activities. While 14.69% students (150/1021) said ‘Rarely’ and 4.01 % Students (41/1021) said they ‘Never’ participate in different activities.

Interpretation: Majority of students said they “**Sometimes**” participate in different activities.

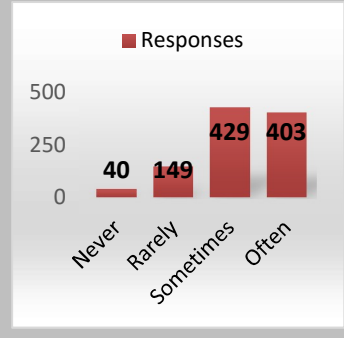
Q15. Do you understand spoken English, used in and outside the school?

Further in the survey, Students were questioned whether they understood spoken English, used in and outside the school, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

It is expected that students should understand English when it is spoken in as well as outside the school. So to know this the above question was asked to students.

Table 56: Understanding spoken English

Variable	Response Options	Frequency	Percent
Do you understand spoken English, used in and outside the school?	Never	40	03.91
	Rarely	149	14.59
	Sometimes	429	42.02
	Often	403	39.47
	Total	1021	100.0



The above Frequency Table and Bar Chart indicates that 42.02 % students (429/1021) said ‘Sometimes’ and 39.47% Students (403) said ‘Often’ they understood spoken English, used in and outside the school. While 14.59 % students (149/1021) said ‘Rarely’ and 3.91 % Students (40/1021) said ‘Never’ understand spoken English, used in and outside the school.

Interpretation: Almost equal number of students said that they “**Sometimes**” understood spoken English, used in and outside the school.

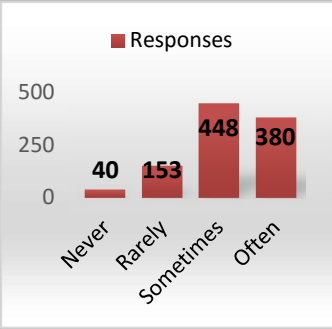
Q16. Do you read informative material such as notices, advertisements, road signs and news headlines written in English?

Further in the survey, Students were questioned whether they read informative material such as notices, advertisements, road signs and news headlines written in English, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

One of the objectives of Coursebook is to develop reading skill of students. So to know whether students read informative material such as notices, advertisement, road signs and news headlines written in English the above question was asked to students.

Table 57: Reading informative material

Variable	Response Options	Frequency	Percent
Do you read informative material such as notices, advertisements, road signs and news headlines written in English?	Never	40	03.91
	Rarely	153	14.99
	Sometimes	448	43.88
	Often	380	37.22
	Total	1021	100.0



The above Frequency Table and Bar Chart indicates that 43.88 % students (448/1021) said ‘Sometimes’ and 37.22 % Students (380/1021) said ‘Often’ they read informative material such as notices, advertisements, road signs and news headlines written in English. While 14.99 % students (153/1021) said ‘Rarely’ and 3.91 % Students (40/1021) said ‘Never’ read informative material such as notices, advertisements, road signs and news headlines written in English.

Interpretation: With marginal difference students said that they ‘**Sometimes**’ read informative material such as notices, advertisements, road signs and news headlines written in English.

Q17. How often your English teacher provides you learning experiences about environment through English subject?

Further in the survey, Students were questioned on how often their English teacher provides them learning experiences about environment through English subject, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In this Coursebook total eight units are given out of which one unit is based on Environment. It is expected that English subject teacher should provide learning experiences about environment through English subject. So to know whether English teacher really provides these experiences the above question was asked.

Table 58: Learning experiences of environment

Variable	Response Options	Frequency	Percent
How often your English teacher provides you learning experiences about environment through English subject?	Never	40	03.91
	Rarely	156	15.28
	Sometimes	401	39.28
	Often	424	41.53
	Total	1021	100.0

The above Frequency Table and Bar Chart indicates that 41.53 % students (424/1021) said ‘Often’ and 39.28 % Students (401/1021) said ‘Sometimes’ their English teacher provides them learning experiences about environment through English subject. While 15.28 % students (156/1021) said ‘Rarely’ and 3.91% Students (40/1021) said ‘Never’ that their English teacher provides them learning experiences about environment through English subject.

Interpretation: With marginal difference students said that their English teacher “**Sometimes / Often**” provided them the learning experiences about environment through English subject.

Q18. Does your English teacher motivate you for self-learning?

Further in the survey, Students were questioned on whether their English teacher motivates them for self-learning, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

Teacher is always motivator for students. So English teacher should motivate students for self-learning. To know this the above question was asked.

Table 59: Motivation for self-learning

Variable	Response	Frequency	Percent
Does your English teacher motivate you for self-learning?	Never	49	04.79
	Rarely	122	11.95
	Sometimes	304	29.77
	Often	546	53.48
	Total	1021	100.0

The above Frequency Table and Bar Chart indicates that 53.48 % students (546/1021) said ‘Often’ and 29.77 % Students (304/1021) said ‘Sometimes’ their English teacher motivates them for self-learning. While 11.95 % students (122/1021) said ‘Rarely’ and 4.79 % Students (49/1021) said ‘Never’ their English teacher motivates them for self-learning.

Interpretation: Majority of students said their teacher “**Often**” motivates them for self-learning.

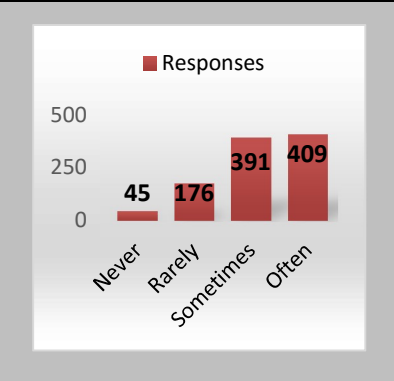
Q19. How often your English teacher uses mother tongue to teach the lesson?

Further in the survey, Students were questioned on how often their English teacher uses mother tongue to teach the lesson, using the 4 point scale (1= Often, 2=Sometimes, 3=Rarely, 4=Never).

In most of the Marathi and Non Marathi medium schools Grammar Translation Method is used for teaching English subject where teacher teaches content with the help of mother tongue of students. So to ascertain this fact the above question was asked to them.

Table 60: Using Mother Tongue

Variable	Response Options	Frequency	Percent
How often your English teacher uses mother tongue to teach the lesson?	Never	45	40.06
	Rarely	176	38.30
	Sometimes	391	17.24
	Often	409	04.40
	Total	1021	100.0



The above Frequency Table and Bar Chart indicates that 40.06 % students (409/1021) said ‘Often’ and 38.30 % Students (391/1021) said ‘Sometimes’ their English teacher uses mother tongue to teach the lesson. While 17.24 % students (176/1021) said ‘Rarely’ and 4.40 % Students (45/1021) said ‘Never’ their English teacher uses mother tongue to teach the lesson.

Interpretation: Almost equal number of students said that their English teachers “**Often - Sometimes**” use mother tongue to teach lesson.

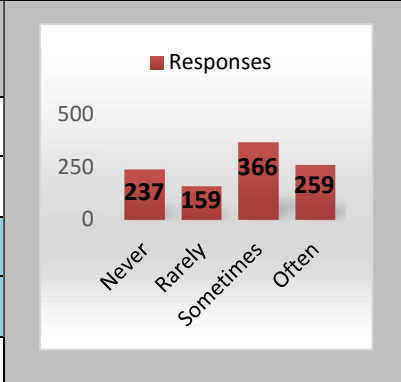
Q20. Do you think that time allotted by your teacher for conducting activities is sufficient?

Further in the survey, Students were questioned whether do they think that time allotted by their teacher for conducting activities is sufficient, using the 4 point scale (4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In Activity Based Teaching Learning for planning and implementing various activities in the classroom teacher requires enough time. So to know if this time is sufficient for students the above question was asked to them.

Table 61: Time allotted for activities

Variable	Response Options	Frequency	Percent
Do you think that time allotted by your teacher for conducting activities is sufficient?	Never	237	23.20
	Rarely	159	15.60
	Sometimes	366	35.80
	Often	259	25.40
	Total	1021	100.0



The above Frequency Table and Bar Chart indicates that 35.80% students (366/1021) said ‘Sometimes’ and 25.40 % Students (259/1021) said ‘Often’ they think that time allotted by their teacher for conducting activities is sufficient. While 23.20 % students (237/1021) said ‘Never’ and 15.60 % Students (159/1021) said ‘Rarely’ they think that time allotted by their teacher for conducting activities is sufficient.

Interpretation: Near about the same number of students said that they think ‘**Sometimes - Often**’ that the time allotted by their teacher for conducting activities is sufficient.

Q21. Does your teacher inculcate different values mentioned in the lesson?

Further in the survey, Students were questioned whether does their teacher inculcate different values mentioned in the lesson, using 4 point scale (4=Often, 3=Sometimes, 2=Rarely, 1=Never).

One of the important objectives of Coursebook is to inculcate values among students. So to know if teacher inculcates different values mentioned in the lesson the above question was asked.

Table 62: Inculcating Values

Variable	Response	Frequency	Percent
Does your teacher inculcate different values mentioned in the lesson?	Never	36	03.52
	Rarely	98	09.59
	Sometimes	370	36.24
	Often	517	50.64
	Total	1021	100.0

The above Frequency Table and Bar Chart indicates that 50.64 % students (517/1021) said ‘Often’ and 36.24 % Students (370/1021) said ‘Sometimes’ their teacher inculcates different values mentioned in the lesson. While 9.59 % students (98/1021) said ‘Rarely’ and 3.52 % Students (36/1021) said ‘Never’ their teacher inculcates different values mentioned in the lesson.

Interpretation: Majority of students said that their teacher ‘Often’ inculcates different values mentioned in the lesson.

Q22. Does your teacher provide opportunities to speak with your classmates in English?

Further in the survey, students were asked if their teacher provide opportunities for them to speak with their classmates in English, using the 6 point scale (6=Always, 5=Most of the time, 4=Often, 3=Sometimes, 2=Rarely, 1=Never). It is expected that teachers should conduct different classroom activities like pair work, group discussion, etc. to develop speaking skill of students. So to know whether teacher provides such opportunities to students above question asked.

Table 63: Opportunities to speak in English

Variable	Response Options	Frequency	Percent
Does your teacher provide opportunities for you to speak with your classmates in English?	Never	139	13.60
	Rarely	77	07.50
	Sometimes	254	24.90
	Often	78	07.60
	Most of the time	167	16.40
	Always	306	30.00
	Total	1021	100.0

The above frequency distribution table indicates 30.00% students (306/1021) said ‘Always’ and 24.90 % Students (254/1021) said ‘Sometimes’ their teacher provides opportunities for them to speak with their classmates in English. While 16.40 % students (167/1021) said ‘Most of the time’ 13.60 % Students (139/1021) said ‘Never’ their teacher provides opportunities to speak with their classmates in English. Also 7.50% students (77/1021) said ‘Rarely’ and 7.60% students (78/1021) said ‘Often’ their teachers provide them opportunities to speak with their classmates in English

Interpretation: Majority of students said that their teachers, ‘Sometimes’ provide opportunities for them to speak with their classmates in English.

Q23. Does your teacher encourage you to speak in English only?

Further in the survey, students were asked whether did their teacher encourage them to speak in English only, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In teaching learning process Direct Method is ideal method to be used in the classroom where interaction mode is in only English language. For this teacher should encourage students to speak in English only. So to know this the above question was asked.

Table 64: Encouraging to speak in English

Variable	Response Options	Frequency	Percent
Does your teacher encourage you to speak in English only?	Never	246	24.10
	Rarely	87	08.50
	Sometimes	211	20.70
	Often	99	09.70
	Most of the time	149	14.60
	Always	229	22.40
	Total	1021	100.0

The above frequency distribution table indicates 24.10% students (246/1021) said ‘Never’ and 20.70% students (211/1021) said ‘Sometimes’. While 22.40% Students (229/1021) said ‘Always’, 14.60% Students (149/1021) said ‘Most of the time’ their teacher encourages them to

speak in English only. Also 8.50% students (87/1021) said ‘Rarely’ and 9.70% students (99/1021) said ‘Often’ their teacher encourages them to speak in English only.

Interpretation: Almost equal number of students said that their teachers ‘Never-Sometimes’ encourage students to speak in English only.

Q24. Do you participate in discussions, debates and conversations in the class?

Further in the survey, students were asked whether do they participate in discussions, debates and conversations in the class, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

In Activity Based Teaching Learning students are more active and teacher’s role is of facilitator and guide. Teacher has to organize different activities like discussion, debate and conversation in the class. So to know about this the above question was asked to them.

Table 65: Participation in discussions, debates and conversations

Variable	Response Options	Frequency	Percent
Do you participate in discussions, debates and conversations in the class?	Never	76	7.4
	Rarely	101	9.9
	Sometimes	323	31.6
	Often	130	12.7
	Most of the time	165	16.2
	Always	226	22.1
	Total	1021	100.0

The above frequency distribution table indicates 31.6 % students (323/1021) said ‘Sometimes’ and 22.1% Students (226/1021) said they ‘Always’ participate in discussions, debates and conversations in the class. While 16.2% students (165/1021) said ‘Most of the time’ and 12.7% Students (130/1021) said ‘often’ they participate in discussions, debates and conversations in the class. Also 9.9% students (101/1021) said ‘Rarely’ and 7.4% students (76/1021) said ‘Never’ they participate in discussions, debates and conversations in the class.

Interpretation: Majority of students said they ‘Sometimes’ participate in discussions, debates and conversations in the class.

Q25. Does your teacher insist you to narrate events, stories and experiences in your class?

Further in the survey, students were asked whether does your teacher insist you to narrate events, stories and experiences in your class, using the 6 point scale (6=Always, 5=Most of the time, 4=Often, 3=Sometimes, 2=Rarely, 1=Never).

To develop speaking skill of students real and live experiences should be given to students. For this teacher should insist students to narrate any type of events, stories and experiences in their own words in the class. This will develop their speaking skill as well as confidence level. So to know about this the above question was asked to them.

Table 66: Narrating events, stories and experiences

Variable	Response Options	Frequency	Percent
Does your teacher insist you to narrate events, stories and experiences in your class?	Never	180	17.6
	Rarely	109	10.7
	Sometimes	277	27.1
	Often	139	13.6
	Most of the time	170	16.7
	Always	146	14.3
	Total	1021	100.0

The above frequency distribution table indicates that 27.1% students (277/1021) said ‘Sometimes’ and 17.6 % Students (180/1021) said ‘Never’ their teacher insists them to narrate events, stories and experiences in their class. While 16.7% students (170/1021) said ‘Most of the time’ and 14.3% Students (146/1021) said ‘Always’ their teacher insists them to narrate events, stories and experiences in their class. Also 13.6% students (139/1021) said ‘Often’ and 10.7% students (109/1021) said ‘rarely’ their teacher insists them to narrate events, stories and experiences in their class.

Interpretation: Majority of students said their teacher ‘**Sometimes**’ insists them to narrate events, stories and experiences in your class.

Q26. Does your teacher give you beyond the experience of teaching?

Further in the survey, students were asked whether their teacher give them beyond the experience of teaching, using the 6 point scale (6=Always, 5=Most of the time, 4= Often, 3=Sometimes, 2=Rarely, 1=Never).

It is not expected to teach the content given in the Coursebook only but it is expected that teacher has to give beyond the experiences of teaching like discussing on current issues, arranging quiz competition to check students general knowledge, etc. So to know from students whether their teacher gives information beyond the experience of teaching the above question was asked.

Table 67: Giving beyond experience

Variable	Response Options	Frequency	Percent
Does your teacher give you beyond the experience of teaching?	Never	80	7.8
	Rarely	73	7.1
	Sometimes	198	19.4
	Often	163	16.0
	Most of the time	160	15.7
	Always	347	34.0
	Total	1021	100.0

The above frequency distribution table indicates that 34.0 % students (347/1021) said ‘Always’ and 19.4 % Students (198/1021) said ‘Sometimes’ their teacher give them beyond the experience of teaching. While 16.0 % students (163) said ‘often’ and 15.7 % Students (160/1021) said ‘Most of the time’ their teacher gives them beyond the experience of teaching. Also 7.8 % students (80/1021) said ‘Never’ and 7.1% students (73/1021) said ‘rarely’ their teacher give them beyond the experience of teaching.

Interpretation: Majority of students said their teacher ‘Always’ gave them beyond the experience of teaching.

Q.27 Do you feel that pictures given in the Coursebook are relevant to the lessons?

Further in the survey, Students were asked whether they felt that pictures given in the Coursebook are relevant to the lessons, using the following 4 point scale (1= No Opinion, 2=Disagree, 3= Agree, 4=Strongly Agree).

One feature of Coursebook is the different pictures given in lessons. So to know the opinion of students about relevance of these pictures with lessons the above question was asked to them.

Table 68: Relevance of pictures

Variable	Response Options	Frequency	Percent
Do you feel that pictures given in the Coursebook are relevant to the lessons?	No opinion	53	5.2
	Disagree	48	4.7
	Agree	523	51.2
	Strongly agree	397	38.9
	Total	1021	100.0

The pie chart visualizes the data from the frequency table. The segments are: No Opinion (5.2%, 53 students), Disagree (4.7%, 48 students), Agree (51.2%, 523 students), and Strongly Agree (38.9%, 397 students). The 'Agree' segment is the largest, representing over half of the total responses.

The above Frequency Table and Bar Chart reveals that 51.2% Students (523/1021) ‘Agreed’ and 38.9% Students (397/1021) ‘Strongly Agreed’ that the pictures given in the Coursebook are relevant to the lessons. While only 5.2 % Students (53/1021) had ‘No Opinion’ and 4.7% Students (48/1021) ‘Disagreed’ that the pictures given in the Coursebook are relevant to the lessons.

Interpretation: Majority of students “Agreed” that pictures given in the Coursebook are relevant to the lessons.

Q.28 Do you think that ‘English Reader’ Coursebook is effective in making you better users of English?

Further in the survey, Students were asked whether they felt that ‘English Reader’ Coursebook is effective in making you better users of English, using the following 4 point scale (1= No Opinion, 2=Disagree, 3= Agree, 4=Strongly Agree).

One of the special features of the Coursebook is “It is effective in making students better users of English”. So to know the views of students on this the above question was asked to them.

Table 69: Effectiveness of English Reader Coursebook

Variable	Response Options	Frequency	Percent
Do you think that 'English Reader' Coursebook is effective in making you better users of English?	No opinion	65	6.4
	Disagree	55	5.4
	Agree	472	46.2
	Strongly Agree	429	42.0
	Total	1021	100.0

The above Table reveals that 46.2% Students (472/1021) 'Agreed' and 42.0% Students (429) 'Strongly Agreed' that 'English Reader' Coursebook is effective in making them better users of English. Only 6.4 % Students (65) had 'No Opinion' and 5.4% Students (55) 'Disagreed' that the 'English Reader' coursebook is effective in making them better users of English.

Interpretation: Majority of students “**Agreed**” that English Reader Coursebook is effective in making them better users of English.

Q.29 What do you do in case of difficulty in understanding?

Further in the survey, Students were asked what they do in case of difficulty in understanding, using the following 4 point scale (3=Meet the teacher, 2= Ask the friend, 1=Contact the expert). Many times students face difficulty in understanding of English lessons. So to know what do they do in such case the above question was asked to them.

Table 70: Difficulty in Understanding

Variable	Response Options	Frequency	Percent
What do you do in case of difficulty in understanding?	Contact the expert	66	6.5
	Ask the friend	337	33.0
	Meet the teacher	618	60.5
	Total	1021	100.0

The above Frequency Table and Pie Chart reveals that 60.5 % Students (618/1021) ‘Meet the teacher’ and 33.0% Students (337/1021) ‘Ask the friend’ in case of difficulty in understanding. While only 6.5% Students (66/1021) had ‘Contact the expert’ in case of difficulty in understanding.

Interpretation: Majority of students, in case of difficulty in understanding - “**Meet the teacher**”.

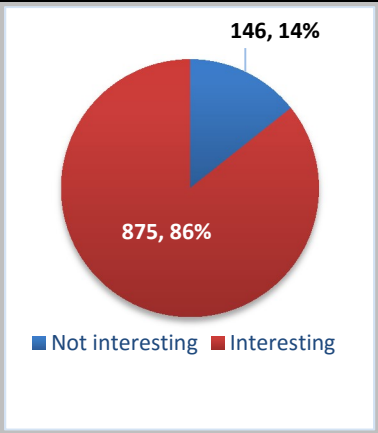
Q30. How would they evaluate the Coursebook?

Further in the survey, Students were asked how would they evaluate the Coursebook using 2 point scale (2=Interesting, 1=Not Interesting).

This Coursebook emphasizes on effectiveness of Activity Based Teaching Learning. So to understand student’s perspective on this Coursebook the above question was asked to them.

Table 71: Evaluating Coursebook

Variable	Response Options	Frequency	Percent
How would they evaluate the Coursebook?	Not interesting	146	14.3
	Interesting	875	85.7
	Total	1021	100.0



The pie chart displays the distribution of responses for the question 'How would they evaluate the Coursebook?'. The 'Interesting' category is represented by a large red slice, accounting for 875 students (86%). The 'Not interesting' category is represented by a smaller blue slice, accounting for 146 students (14%). A legend below the chart identifies the colors: blue for 'Not interesting' and red for 'Interesting'.

The above Frequency Table reveals that 85.7% (875/1021) students expressed that they found the Coursebook interesting, while only 14.3 % students (146/1021) did not find the Coursebook interesting.

Interpretation: Majority of students find the English Reader Coursebook “**Interesting**”.

4.8 Data Analysis: Teachers and Students Survey for Coursebook Effectiveness

The below data analysis is done with reference to Objective 1 (Research Question 1):

Objective 1: To assess how activity based teaching learning is implemented in English (Third language) for Std. IX.

Research Question 1: Is Std. IX ‘English Reader’ Coursebook effective in making students better users of English?

The Researcher has designed the Questionnaire in such a way that it had specific questions related to the feedback of ‘English Reader’ Coursebook. The Teacher Questionnaire had 10 questions and Student questionnaire had 7 questions in Student Questionnaire related to feedback on English Reader Coursebook.

In Teachers Questionnaire, questions 1 to 10 were asked regarding English Reader Coursebook feedback (Appendix D). Below is Teachers feedback -

WHAT TEACHERS SAID

1. 60% Teachers (93 of 155) said that the examples and analogies used in the Coursebook are **‘Very Good’** (Table no 9).
2. 48% Teachers (75 of 155) said that Pictures and Illustrations used in the Coursebook are **‘Very Good’** and relevant to the content of the Coursebook (Table no 10).
3. 74% Teachers (116 of 155) **‘Agreed’** that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook (Table no 11).
4. 77% Teachers (120 of 155) **‘Agreed’** that the textual content in the Coursebook fulfills the needs of students (Table no 12).
5. 83% Teachers (129 of 155) **‘Agreed’** that the Coursebook provides the learning experiences beyond the book (Table no 13).
6. 68% Teachers (106 of 155) **‘Agreed’** that the Coursebook helps in language acquisition through Activity Based Teaching Learning (Table no 14).
7. 66% Teachers (103 of 155) **‘Agreed’** that the ‘English Reader’ Coursebook fulfills the specific objectives of achieving LSRW skills (Table no 15).
8. 77% Teachers (120 of 155) said that the front page and back page of the Coursebook is **‘80% Plus’** relevant with textual content (Table no 16).

9. 70% Teachers (108 of 155) said that the Coursebook helps in developing practical knowledge and approach of student's up to '**80% Plus**' (Table no 17).
10. 71% Teachers (111 of 155) said this Coursebook makes students '**80% Plus**' better users of English (Table no 18).

In Students Questionnaire, questions 3, 4, 9, 11, 27, 28, 30 were asked regarding English Reader Coursebook feedback (Appendix C). Below is Students feedback -

WHAT STUDENTS SAID

1. 86% Students (883 of 1021) said '**Yes**' they found examples and analogies used in the Coursebook appropriate and interesting (Table no 44).
2. 90% Students (928 of 1021) said '**Yes**' they enjoy and appreciate various types of 'Poems' given in the Coursebook (Table no 45).
3. 89% Students (917 of 1021) said '**Yes**' that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook (Table no 50).
4. 76% Students (784 of 1021) said '**Yes**' that school bag is becoming heavy due to the size of Coursebook (Table no 52).
5. 90% Students (920 of 1021) '**Agreed**' that pictures given in the Coursebook are relevant to the lessons (Table no 68).
6. 88% Students (901 of 1021) '**Agreed**' that English Reader Coursebook is effective in making them better users of English (Table no 69).
7. 85% Students (875 of 1021) found the English Reader Coursebook '**Interesting**' (Table no 71).

4.9 Data Analysis: Teachers and Students Survey for ABTL Implementation

The below data analysis is done with reference to Objective 1 (Research Question 2):

Objective 1: To assess how activity based teaching learning is implemented in English (Third language) for Std. IX.

Research Question 2: Does Activity Based Teaching Learning occur in day-to-day teaching of English language for Std. IX where English is taught as a third language?

In Teachers Questionnaire, questions 11, 14, 16, 17, 25, 28, 29, 33 were asked regarding ABTL implementation at school for teaching English (Appendix D). Below is Teachers feedback -

WHAT TEACHERS SAID

1. 48% Teachers (76 of 155) said they use an ‘Activity Based’ approach in teaching ‘**Most of the time**’ (Table no 19).
2. 55% Teachers (86 of 155) said that they conduct activities based on Grammar topics in the classroom ‘**Most of the time**’ (Table no 22).
3. 55% Teachers (85 of 155) said they ‘**Often**’ arrange for pair / group work in classroom (Table no 24).
4. 59% Teachers (92 of 155) said they ‘**Often**’ conduct discussions, debates and conversations in the class (Table no 25).
5. 48% Teachers (74 of 155) said that ‘**80-90%**’ of the time students actively participate in all classroom activities (Table no 33).
6. 94% Teachers (147 of 155) said ‘**Yes**’ they encourage students to read the websites mentioned in the Coursebook (Table no 36).
7. 55% Teachers (86 of 155) said ‘**Yes**’ they use ‘Learner Centered Approach’ in their teaching arrange for pair / group work in classroom (Table no 37).
8. 69% Teachers (109 of 155) said ‘**Yes**’ they take their students to the school library to develop their reference skills (Table no 41).

In Students Questionnaire, questions 2, 5, 6, 8, 10, 12, 14, 16, 22, 24, 25 were asked regarding ABTL implementation at school (Appendix C). Below is Students feedback -

WHAT STUDENTS SAID

1. 96% Students (984 of 1021) said ‘**Yes**’ they understood topics better due to activities involved during the teaching lessons (Table no 43).
2. 79% Students (811 of 1021) said ‘**Yes**’ they knew how to use dictionary and other reference material (Table no 46).
3. 70% Students (718 of 1021) said ‘**Yes**’ they use Internet to complete their project work (Table no 47).
4. 64% Students (660 of 1021) said ‘**Yes**’ that their teachers conduct activities based on grammar topics (Table no 49).
5. 69% Students (712 of 1021) said ‘**Yes**’ that they prepare slogan, projects, etc. in the classroom (Table no 51).

6. 62% Students (642 of 1021) said that they '**Sometimes**' relate Activities to the Topic taught in the classroom (Table no 53).
7. 50% Students (512 of 1021) said they '**Sometimes**' participate in different activities (Table no 55).
8. 80% Students (828 of 1021) said they '**Sometimes-Often**' read informative material such as notices, road-signs and news headlines written in English (Table no 57).
9. 46% Students (473 of 1021) said that their teachers provide opportunities for them to speak with their classmates in English - '**Most of the times**' (Table no 63).
10. 43% Students (453 of 1021) said they '**Sometimes**' participate in discussions, debates and conversations in the class (Table no 65).
11. 40% Students (416 of 1021) said that their teacher '**Sometimes**' insists them to narrate events, stories, and experiences in the class (Table no 66).

4.10 Data Analysis: Marathi and NON Marathi Medium School Students Comparison

The below data analysis is done with reference to Objective 1 (Research Question 3):

Objective 1: To assess how activity based teaching learning is implemented in English (Third language) for Std. IX.

Research Question 3: Is Activity Based Teaching Learning implemented in same way in both Marathi and Non Marathi Schools?

After doing the overall survey of implementation of Activity Based Teaching Learning at Std. IX with reference to English Reader Coursebook for Marathi and Non Marathi medium schools of S.S.C Board in Pune city having English as the Third language, the researcher felt need to cross check whether ABTL is being implemented **Same or Differently** in Marathi and Non Marathi medium schools. Based on data collected from Students the researcher bifurcated the data according to Marathi Medium (915 Students from 61 Schools) and Non Marathi Medium Schools (106 Students from 1 School each of Hindi, Urdu, Kannada and Gujarati medium).

Data Analysis was done based on 7 questions asked in Questionnaire as below:

Question 1. Can you relate the ‘Activities’ to the ‘Topic’ taught in the class room? (table 53)

89% Students (820/915) from Marathi Medium and 92% Students (98/106) from Non Marathi Medium Schools said they can relate ‘Activities’ to ‘Topic’ taught in class. So the feedback on ABTL implementation from Marathi (89%) and Non Marathi (92%) Schools is almost SAME.

Question 2. Do you find lessons interesting when teacher uses ‘Activity Based Teaching’ in classroom? (table 54)

85% Students (469/915) from Marathi Medium Schools and 91% Students (97/106) from Non Marathi Medium Schools said they find lessons interesting when teacher uses ‘Activity Based Teaching’ in classroom. So the feedback on ABTL implementation from Marathi (85%) and Non Marathi (91%) Schools is almost SAME.

Question 3. How far do you participate in different activities? (table 55)

81% Students (742/915) from Marathi Medium Schools and 83% Students (88/106) from Non Marathi Medium Schools said they participate in different activities in class. So the feedback on ABTL implementation from Marathi (81%) and Non Marathi (83%) Schools is almost SAME.

Question 4. Do you think that time allotted by your teacher for conducting activities is sufficient? (table 61)

58% Students (538/915) from Marathi Medium Schools and 82% Students (87/106) from Non Marathi Medium Schools said that the time allotted by their teacher for conducting activities is sufficient. So the feedback on ABTL implementation from Marathi (58%) and Non Marathi (82%) Schools is ‘Significantly Different’. This difference is observed due to overcrowded classes in most of the Marathi medium schools than Non Marathi medium schools.

Question 5. Do you participate in discussions, debates and conversations in the class? (table 65)

51% Students (469/915) from Marathi Medium Schools and 47% Students (50/106) from Non Marathi Medium Schools said they participate in discussions, debates and conversations in the class. So the feedback on ABTL implementation from Marathi (51%) and Non Marathi (47%) Schools is almost SAME.

Question 6. Does your teacher conduct activities based on grammar topic? (table 49)

65% Students (594/915) from Marathi Medium and 62% Students (66/106) from Non Marathi Medium Schools said their teacher conducts activities based on grammar topics. So feedback on ABTL implementation from Marathi (65%) and Non Marathi (62%) Schools is almost SAME.

Question 7. Do you prepare slogans, projects, etc. in the classroom? (table 51)

70% Students (642/915) from Marathi Medium and 64% Students (68/106) from Non Marathi Medium Schools said their teacher conducts activities based on grammar topics. So feedback on ABTL implementation from Marathi (70%) and Non Marathi (64%) Schools is almost SAME.

Interpretations:

The above data clearly reveals that that both Marathi Medium and Non Marathi Medium School Students voice similar opinion about implementation of ‘Activity Based Teaching Learning’ Method. Hence it can be concluded that **Implementation of Activity Based Teaching Learning Method is SAME in both Marathi and Non Marathi Medium Schools.** Only the difference was observed regarding time allotted by teacher for conducting activities which is felt less by Marathi medium students.

4.11 Data Analysis: Post Test Effectiveness Measurement

After doing the survey of implementation of Activity Based Teaching Learning at Std. IX with reference to English Reader Coursebook for Marathi and Non Marathi medium schools in Pune city having English as the Third language, the researcher felt need to check the effectiveness of ABTL on the achievement scores of students – So the researcher decided to conduct an Experiment for the same in 02 Marathi Medium Schools. Based on Schools Unit test marks of English subject, equivalent groups of students of class IX A and B were formed by balancing the actual scores. The researcher gathered data of **198 Students** from the conducted experiment.

Group 1 was named as **Control Group where Traditional Teaching Method** was used by the researcher. The researcher selected one unseen passage based on “**Symptoms of Normal Flu and Swine Flu**” and used traditional teaching method. In this method teacher’s active participation was more compared to students. After this session Post-test was conducted by the researcher on this Control group and the related data was collected for further analysis and interpretation. Also feedback on the Teaching methodology was collected through students by filling feedback sheets for the session.

Group 2 was named as **Experiment Group where Activity Based teaching Learning Method** was used by the researcher. Here also the researcher selected same unseen passage based on “**Symptoms of Normal Flu and Swine Flu**”. Here the researcher divided students into group of 4-5 students each. Then the reading and learning material was provided to students. Enough time was given to them to think and discuss on it in the group. Then Post- test was conducted by the researcher on this Experimental group and the related data was collected for further analysis and interpretation. Also feedback on the Teaching methodology was collected through students by filling feedback sheets for the session.

Below is the analysis and interpretation of the data collected –

Test of Normality: Normality was tested using the criteria suggested by Darren George and Paul Mallery. According to them, variables who’s Skewness and Kurtosis values fall between ± 1 indicate Normality.

Group: Students were divided equally in 2 groups

- Control Group (Traditional Teaching Method)
- Experimental Group (Activity Based Teaching Learning Method)

Table 72: Post-Test Control and Experimental group data

		Descriptive Statistics						
		N	Min	Max	Mean	Std. Deviation	Skewness	Kurtosis
Control Group (TTM)	Marks	99	4.00	8.00	5.65	1.06	0.049	-0.917
Experimental Group (ABTL)	Marks	99	6.00	9.00	8.33	0.74	-0.781	-0.212

From the above statistics table it can be seen that both Control Group (Traditional Teaching Method) and Experimental Group (Activity Based Teaching Learning Method) have Skewness and Kurtosis value between ± 1 . **Hence we can conclude Normality is supported.**

Hypothesis:

H₀: There is no significant difference between the Mean Scores of Experimental and Control group in the Post-Test.

H₁: There will be a significant difference between the Mean Scores of Experimental and Control group in the Post-Test.

Statistical Test: Independent Sample T-test.

Variable and Measurements:

- **Independent variable:** Programme Based on Activity Based Teaching Learning
- **Dependent variable:** Marks achieved by students in the Post-Test.

Level of Significance α : 0.05

Levene's Test of Equality:

Table 73: Levene's Test of Equality Data

Group Statistics			
		Levene's Test for Equality of Variances	
		F	Sig.
Marks	Equal Variances Assumed	17.085	0.000
	Equal Variances NOT Assumed	-	-

As can be observed from above table, **F=17.085 and P=0.000**

Since the Levene's Test is significant the assumption of Homogeneity of Variance is broken.

Interpretation: Since p value (0.000) is less than the level of significance (0.05) the Null Hypothesis is rejected and Research Hypothesis is accepted.

Conclusion: Based on derived **Mean values (Control Group mean value = 5.65 and Experimental Group Mean Value = 8.33)**, it is concluded that Activity Based Teaching Learning Method is more effective compared to Traditional Teaching Method, hence the null hypothesis is rejected and the **research hypothesis "There will be a significant difference between the Mean Scores of Experimental and Control group in the Post-Test"** is accepted.

4.12 Data Analysis : Students Feedback on conducted Programme

After conducting Post-test, the Researcher felt the need to analyse Students feedback on the session which was conducted on Activity Based Teaching Learning and Traditional Teaching Method. The feedback was collected from students by filling feedback sheets for these sessions. Based on this feedback data, the researcher has further done analysis to find out whether Activity Based Teaching Learning Method and Traditional Teaching Method differ or not with respect to students feedback ratings (2 groups of 99 students each).

4.12.1 Quantitative Analysis of Students Feedback (Control and Experimental Group)

Statistical Test: MANOVA (Multivariate analysis of variance)

Variables and Measurements:

- Independent Variable: Teaching Methodology (1=Traditional Teaching Method and 2=Activity Based Teaching Learning method).
- Dependent Variable: Feedback questions asked to Students (Appendix O)
 1. This Teaching Learning method was interactive.
 2. This method of Teaching helped me in Self-Learning.
 3. This method of Teaching helped me in recalling the lesson easily.
 4. This method of Teaching helped me in reducing dependency on teacher.
 5. The Learning Material used in this Teaching session was helpful to me.

Hypothesis:

H₀: There is no significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session.

H₁: There will be significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session.

Level of Significance α : 0.05

Below is the statistical data of students feedback ratings based on 5 point scale (5=Strongly Agree, 4 Agree, 3=Neutral, 2= Disagree, 1=Strongly Disagree)

MANOVA was conducted on above 5 Dependent Variables (Questions).

Table 74: Students' Feedback Rating Data

Sr. No	Variables (Questions)	Teaching learning method	Mean	Std. Deviation	N
1	This teaching learning method was interactive	Traditional Teaching Method	1.82	1.05	99
		Activity Based Teaching Learning Method	4.34	1.22	99
2	This Method of teaching helped me in Self-Learning	Traditional Teaching Method	1.82	1.05	99
		Activity Based Teaching Learning Method	4.38	1.12	99
3	This method of teaching helped me in recalling the lesson easily	Traditional Teaching Method	1.93	1.15	99
		Activity Based Teaching Learning	4.36	1.13	99
4	This method of teaching helped me in reducing dependency on teacher	Traditional Teaching Method	1.74	0.96	99
		Activity Based Teaching Learning	4.48	0.98	99
5	The learning material used in this teaching session was helpful to me	Traditional Teaching Method	1.97	1.22	99
		Activity Based Teaching Learning	4.52	0.92	99

But before proceeding with MANOVA, it was necessary to check if dependent variables had sufficient correlation among themselves. Hence Bartlett's Test of Sphericity was conducted and results were as follows:

Table 75: Bartlett's Test of Sphericity Data

Bartlett's Test of Sphericity			
Likelihood Ratio	Approx. Chi-Square	df	Sig.
0.000	76.064	14	0.000

The **Bartlett's Test of Sphericity** is statistically significant since **p value is less than 0.001** indicating sufficient correlation between dependent variables to proceed with the analysis.

Pillai's Trace was employed to evaluate all multivariate effects.

Table 76: Pillai's Trace Data

Multivariate Tests				
Effect		F	Sig	Observed Power
Teaching Learning Method	Pillai's Trace	162.18	0.00	1.00
	Wilks' Lambda	162.18	0.00	1.00
	Hotelling's Trace	162.18	0.00	1.00
	Roy's Largest Root	162.18	0.00	1.00

Above table reveals that p value = 0.00 which is less than 0.05 indicating that null hypothesis is rejected and research hypothesis is accepted. Also since Observed Power = 1 indicates that if the experiment is conducted 100 times, then all the times the effect observed will be same.

Interpretations:

Question 1: This Teaching Learning method was interactive –

From table 74 we observe the MEAN scores of student's feedback ratings on above question

- Mean of Traditional Teaching Method = **1.82** while,
- Mean of Activity Based Method of Teaching = **4.34**

Hence it can be concluded that class IX students found Activity Based Teaching learning **more interactive** comparable to Traditional Method of Teaching Learning.

Variable 2: This method of Teaching helped me in Self Learning –

From table 74 we observe the MEAN scores of student's feedback ratings on above question

- Mean of Traditional Teaching Method = **1.82** while,
- Mean of Activity Based Method of Teaching = **4.38**

Hence it can be concluded that class IX students found Activity Based Teaching Learning **more helpful in Self Learning** compared to Traditional Method of Teaching Learning.

Variable 3: This method of Teaching helped me in recalling the lesson easily.–

From table 74 we observe the MEAN scores of student's feedback ratings on above question

- Mean of Traditional Teaching Method = **1.93 while,**
- Mean of Activity Based Method of Teaching = **4.36**

Hence it can be concluded that class IX students found Activity Based Teaching learning **more helpful in recalling the lesson easily** compared to Traditional Teaching Method.

Variable 4: This method of Teaching helped me in reducing dependency on Teacher.

From table 74 we observe the MEAN scores of student's feedback ratings on above question

- Mean of Traditional Teaching Method = **1.74 while,**
- Mean of Activity Based Method of Teaching = **4.48**

Hence it can be concluded that class IX students found Activity Based Teaching Learning **more helpful in reducing dependency on teacher** compared to Traditional Teaching Method.

Variable 5: The Learning Material used in this Teaching session was helpful to me.

From table 74 we observe the MEAN scores of student's feedback ratings on above question

- Mean of Traditional Teaching Method = **1.97 while,**
- Mean of Activity Based Teaching Learning Method = **4.52**

Interpretation: Hence it is observed that class IX students found **Learning Material used in Activity Based Teaching Learning more helpful** compared to Traditional Teaching Method.

Conclusion:

For all the above five variables the observed mean value of ABTL is more than TTM, hence the Null Hypothesis is rejected and **Research Hypothesis "There will be significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session"** is Accepted.

4.12.2 Qualitative Analysis of Students Feedback (Control and Experimental Group)

After conducting experiment on control and experimental group the researcher decided to know students feedback on her session. So for the same the researcher took feedback sheets from both control and experimental group. In control Group 99 students were there and in Experimental Group 99 students were there. Following are the views of students on this session.

1. Control Group

For Control Group the researcher used traditional teaching method. In this method the researcher has used Herbert's 5 steps i.e. Introduction, Presentation, Recapitulation, Evaluation-Application and Home work. The topic selected was "Symptoms of Swine Flu and Normal Flu".

Control Group Students Views w.r.t following points

Teacher - Students interaction

- Teacher students' interaction was less.
- Student- student interaction was less.
- Most of the time teaching was one way.

Students' active participation

- Students' verbal participation was more than active participation.
- Teacher was more active than students.
- Students were passive as involvement was very less.

Students self-learning

- Very little scope for students self-learning.
- More dependency on teacher.
- It is spoon feeding method.

Learning material used

- Very less learning material used by the teacher.
- More focus on explanation than using learning material.
- Less scope for recalling.

2. Experimental Group

For Experimental Group the researcher used activity based teaching learning method. In this method the researcher had given different five activities to do for the students. The topic selected was “Symptoms of Swine Flu and Normal Flu”.

Experimental Group Students Views w.r.t following points

Teacher- Students interaction

- Very good interaction between Teacher- students and student- student.
- Teacher guided on different activities and solved queries.

Student’s active participation

- Students’ active participation was more than verbal participation.
- Students were very active than teacher.
- Work was done systematically in the peer group.

Students self-learning

- More scope for self-learning as teacher’s role was of guide and facilitator.
- Activities were completed in pair work and group work so less dependency on teacher.

Learning material used

- More learning material was used by the teacher.
- Focus was on involving students in activities.
- Recalling was very easy as learning material was provided.

4.13 Data Analysis : Teachers Feedback on conducted Programme

When researcher conducted experiment in two schools i.e. Shree Chakradhar Swami Madhyameek Vidyalaya and Late Chandrakant Dangat Patil Madhyameek Vidyalaya on Std. IX she gave feedback sheets to total 4 English teachers for her lesson observation.

English teachers observed the lessons conducted by the researcher on Control and Experimental Group. Following is the feedback given by English Teachers.

4.13.1 Quantitative Analysis of Teachers Feedback (Control Group – TTM Method)

The below table shows the views of 4 English Teachers on Traditional Teaching Method

Table 77: Quantitative Analysis of Teachers Feedback on TTM Session

Question	Tr.1	Tr.2	Tr.3	Tr. 4
1) How was students' involvement during this session?	Passive	Passive	Passive	Passive
So it is concluded that students were passive during this session.				
2) Is this method of teaching useful for developing self-learning of students?	No	No	No	No
This method of teaching is not useful for developing self-learning of students.				
3) Was teacher - students and student- student interaction more during this session?	No	No	No	No
There was no interaction between teacher - student, student- student during the session.				
4) Is this teaching method useful in developing reading skill in students?	No	No	No	No
This teaching method was not so useful in developing reading skill in students.				
5) Was the Learning Material used in this Teaching session effective?	No	No	No	No
Learning Material used in this Teaching session was not so effective.				

4.13.2 Qualitative Analysis of Teachers Feedback (Control Group – TTM Method)

- 1) What are your observations from this teaching session w.r.t Teacher-Students interaction, Students active participation, students self-learning and learning material used?
 - Observed very less interaction between Teacher and Students.
 - Student's involvement and active participation was very less. They were just passive listeners.
 - This method is not so useful to develop basic LSRW skills.
 - Less emphasis on providing learning material to students as teacher was more active in this method.
 - Very less opportunities for students self-learning.
 - No interaction between student- student is observed
- 2) Any additional feedback about this session.
 - This method is not useful to develop self-learning of students as teacher is more active in this.
 - This method is good to learn content but teaching learning method is one sided.

4.13.3 Quantitative Analysis of Teachers Feedback (Experimental Group-ABTL Method)

The below table shows the views of 4 English Teachers on ABTL Method:

Table 78: Quantitative Analysis of Teachers Feedback in ABTL Session

Question	Tr.1	Tr.2	Tr.3	Tr. 4
1) How was student's involvement during this session?	Active	Active	Active	Active
Students were very active during this session.				
2) Is this method of teaching useful for developing self-learning of students?	Yes	Yes	Yes	Yes
This method was very useful for developing self-learning of students.				
3) Was teacher - students and student- student interaction more during this session?	Yes	Yes	Yes	Yes
During this session teacher - students and student- student interaction was seen more.				
4) Is this teaching method useful in developing reading skill in students?	Yes	Yes	Yes	Yes
This teaching method was very useful in developing reading skill in students.				
5) Was the Learning Material used in this Teaching session effective?	Yes	Yes	Yes	Yes
Learning Material used in this Teaching session was very effective.				

4.13.4 Qualitative Analysis of Teachers Feedback (Experimental Group-ABTL Method)

- 1) What are your observations from this teaching session w.r.t Teacher-Students interaction, Students active participation, students self-learning and learning material used?
 - This method is useful for self- learning.
 - Students' active participation was seen more.
 - Teacher - Students' interaction was very good.
 - Students were enjoying the learning.
 - In every step of lesson students participation was seen.
- 2) Any additional feedback about this session.
 - Students learn something new.
 - Student's involvement is seen and can gain knowledge on their own.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Introduction

Maharashtra state board introduced Activity Based Coursebook of English in the year 2012. The researcher observed it as a paradigm shift from the traditional approach. The ‘Book should not look like the textbook’ was a striking change.

The researcher decided to study about how activity based teaching learning is implemented at Marathi, Hindi, Urdu, Kannada and Gujarati medium schools where English is taught as the third language for Std. IX. For this the researcher prepared a questionnaire for teachers and students. The questions were based on the implementation of activity based teaching learning in the classroom and their views on the English Reader Coursebook. The data for this research had been gathered from various 65 schools. They were 61 Marathi, 1 Hindi, 1 Urdu, 1 Kannada and 1 Gujarati medium secondary schools from Pune city where English is taught as the Third Language. The researcher had collected opinions through a questionnaire from 155 teachers who teach English subject for Std. IX and 1021 students who study in Std. IX.

After analysing the responses of the questionnaire the researcher developed a programme based on activity based teaching learning. The experiment was conducted in two Marathi medium schools i.e. Shree Chakradhar Swami Madhyameek Vidyalaya and Late Chandrakant Dangat Patil Madhyameek Vidyalaya on 198 students, 99 students from each school. This experiment was conducted to find out the effectiveness of activity based teaching learning on the language acquisition of English (Third language) for Std. IX.

5.2 Title: A CRITICAL STUDY OF THE IMPLEMENTATION OF ENGLISH READER STD. IX COURSEBOOK

5.3 Statement of Problem

Study of the implementation of activity based teaching learning and its effectiveness at Std. IX with reference to ‘**English Reader**’ Coursebook for Marathi and Non Marathi Medium schools in Pune city.

5.4 Need of the Study

English is taught as the third language in Marathi, Hindi, Urdu, Kannada and Gujarati Medium Schools. The researcher has taught English subject at the secondary school level from Std V to IX for both S.S.C and I.C.S.E Board School and she was greatly fascinated by the impact that the textbook makes on the teaching and learning. Since last 11 years the researcher is working as Assistant Professor in College of Education (B.Ed.) and is teaching “English Method” Subject and other subjects like “Childhood and Growing Up”, “School and Inclusive School”. The researcher got many opportunities to visit different Secondary Marathi Medium schools while conducting practice lessons and internship programmes included in B.Ed. syllabus. She came across various problems while observing the lessons conducted by B.Ed. students at various schools during Practice Lessons and Internship Programme. The rich experience has created interest in understanding the study of a textbook.

The researcher noticed different ways of looking at the teaching and learning of the textbook, and its handling in Secondary Marathi Medium Schools

1. In most of the Marathi medium schools grammar translation method is used where each and every word is translated into mother tongue of child i.e. Marathi language.
2. Rather than understanding the concept or content or developing basic language skills of the child, focus is given on rote learning.
3. In most of the schools the teaching learning process is more of a teacher centered.
4. Teaching is one way as there is less participation of students in classroom interaction.
5. In teaching learning process students are mere spectators and passive learners.
6. Focus is given on written work only. Listening skill i.e. oral aspect of child is neglected.
7. Students are not interested in learning English Language due to the fear factor as it is a foreign language for them.
8. In many schools teachers do not take efforts to use teaching aids for describing new terms.
9. Many times focus is on only question answer method.
10. The current need of educations system is Activity Based Learning, which is observed very less in practice.

11. There is rare use of technological aids in teaching in classroom and most teachers stick to traditional teaching method and black board and chalk method.
12. The researcher also found in many schools that activities which are given in the Coursebook are not conducted as per the given guidelines e.g. Group Discussion, Pair Work etc.
13. There is less interaction between learner - learner, learner - learners and learner - teacher and learner - material.
14. It is also observed that students just obey the instructions given by the teacher.
15. The researcher also found that there is very less research done considering English as the third language.
16. Also the research work on activity based teaching learning is done at the primary level and not at the secondary level.

So the researcher felt to study more about how activity based teaching learning is implemented at various secondary schools where English is taught as the third language for Std. IX. Also the researcher was interested to know how activity based teaching learning activates the learner's interest and extends language ability already acquired at the primary level. As the objective of education is overall development of a child, so the researcher wanted to study whether this objective is fulfilled through the Coursebook of Std. IX. This Coursebook claims that it facilitates an effective process of learning and the illustrations used in the Coursebook make teaching and learning of English enjoyable. In order to crosscheck the above statement the researcher decided to conduct study for the same.

So due to above all reasons the researcher felt that it is essential to find out how far '**Learning by Doing**' is essential for better understanding of the learner. It is said that the child should be active learner in the process of learning. Even many other researchers have pointed that learning through activity facilitates language learning and self-learning. Therefore, it would be beneficial to find out whether the textbook on the anvil of the researcher, has been developed on these lines and to measure its effect on the teachers as well as the students.

There is always a cry that English is a difficult subject. It is a foreign language and is not effectively taught in the classes.

The textbook is interesting was a general comment therefore, the researcher was eager to find out what is it that makes the textbook interesting, whether activity based teaching effects on the performance of the students.

5.5 Definitions of Key Terms

5.5.1 Conceptual Definitions

- **Critical Study** - It is a careful examination and evaluation of a text, image or other work or performance from the varied aspects (Oxford Advanced Learners Dictionary).
- **Implementation** – The process of moving an idea from concept to reality. (www.macmillan.com).
- **Activity Based Teaching Learning** - Activity based teaching learning method is a technique adopted by a teacher to emphasize his or her method of teaching through activities in which the students participate rigorously and bring about efficient learning experiences (Rajendra, M. 1992).
- **Effectiveness** - The ability to be successful and produce the intended results (www.dictionary.cambridge.org).
- **English Reader Coursebook** - A textbook prescribed for Std. IX of Marathi and Non Marathi Medium Schools having English as third language. (Maharashtra State Board of Secondary and Higher Secondary Education, Pune. First Edition 2012).

5.5.2 Operational Definitions

- **Critical Study** - A study which involved an implementation and analysis of the positive and negative aspects of English Reader Std. IX Coursebook.
- **Implementation** - For the purpose of this research, how the activities given in English Reader Course Book are conducted at Std. IX level.
- **Activity Based Teaching Learning** - For the purpose of this research, it refers to a set of activities prepared by the researcher and are meant to expose the learner to various experiences outside the classroom situation.
- **Effectiveness** - For the purpose of this research, it refers to the effect of Activity Based Teaching Learning method on the students in terms of difference between the post test scores of experimental group and control group.

- **Std IX** - A school stage at secondary level consisting of class IX of Marathi, Hindi, Urdu, Kannada and Gujarati medium schools having English as the Third Language.
- **English Reader Coursebook** - It is one of the language and subject to learn in Std. IX. A book which is activity directed towards making or doing something. In this book work is assigned to and done by a student during a course of study.
- **Marathi Medium schools** – The schools having Marathi as the first language, Hindi/ Sanskrit as the second language and English as the third language.
- **Non Marathi Medium schools**- The schools having Hindi, Urdu, Kannada and Gujarati as a first language, Marathi/ Hindi/ Sanskrit/ Arabic as the second language and English as the third language.

5.6 Objectives of Study

1. To assess how activity based teaching learning is implemented in English (Third Language) for Std. IX.
2. To develop a programme for the effective use of activity based teaching learning for English (Third Language) for Std. IX.
3. To find out the effectiveness of activity based teaching learning on the language acquisition of English (Third Language) for Std. IX.

5.7 Assumptions

1. English Reader Coursebook of Std. IX would help the students in Maharashtra to become better users of English. (Maharashtra State Board of Secondary and Higher Secondary Education, Pune. First Edition 2012)
2. Activity based teaching learning is effective for developing LSRW (Listening, Speaking, Reading, and Writing) skills of students. (Rajendra, M. 1992).

5.8 Research Questions

1. Is 'English Reader' Coursebook for Std. IX effective in making the students better users of English?
2. Does Activity Based Teaching Learning occur in day to day teaching of English language for Std. IX where English is taught as the third language?

3. Is Activity Based Teaching Learning implemented in same way in Marathi and Non Marathi medium schools?

5.9 Hypothesis

1. **H₀:** There is no significant difference between the Mean Scores of Experimental and Control group in the Post-Test.
H₁: There will be a significant difference between the Mean Scores of Experimental and Control group in the Post-Test.
2. **H₀:** There is no significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session.
H₁: There will be significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session.

5.10 Scope, Limitations and Delimitations

5.10.1 Scope

1. This study focuses on implementation of activity based teaching learning in English subject for Std. IX in randomly selected Marathi, Hindi, Urdu, Kannada and Gujarati medium schools in Pune city.
2. This study is related with randomly selected students of standard IX studying English subject as the third language in Pune City.
3. This study is concerned with the views of Std. IX teachers who teach English subject as the third language in randomly selected Marathi, Hindi, Urdu, Kannada and Gujarati medium schools in Pune City.
4. This study is concerned with comparative study of Activity Based Teaching Learning and Traditional Teaching Method for students of Std. IX in Marathi medium schools of Pune city.
5. From Pune City 61 Marathi, 1 Hindi, 1 Urdu, 1 Kannada and 1 Gujarati medium schools were selected for the survey.

5.10.2 Limitations

1. Due to the individual differences aspects like interest, motivation, gender, fatigue, attitude, attention, etc. of the students are beyond the control of the researcher.

2. Again due to the individual differences aspects like interest, motivation, gender, fatigue, attitude, attention, etc. of the teachers are beyond the control of the researcher.
3. The researcher had planned to select 80 schools from Marathi, Hindi, Urdu, Kannada and Gujarati Medium School for her survey but only 65 schools teachers and students responded to her questionnaire.
4. Also the researcher surveyed one school each of Hindi, Urdu, Kannada and Gujarati Medium.

5.10.3 Delimitation

1. The research study is restricted only to English Language (Third language) for Std. IX only.
2. The study is confined only to Pune city, Secondary Schools of S.S.C Board only.
3. The survey is based on the responses of only those teachers who teach English as the third language to the students of Std. IX in Secondary schools of S.S.C board only.
4. The survey is based on the responses of only those students who are studying English as the third language in Std. IX in Secondary schools, S.S.C Board only.
5. The present study is limited to English subject only.
6. The present study includes the responses of teachers and students of Std. IX from Marathi, Hindi, Urdu, Kannada and Gujarati Medium schools.

5.11 Research Design

In the present study the researcher has used the following Research Methods

- Multi Method (Survey + Product Development + Experiment Method)
- Mixed Method (Qualitative and Quantitative data analysis)

5.12 Variables

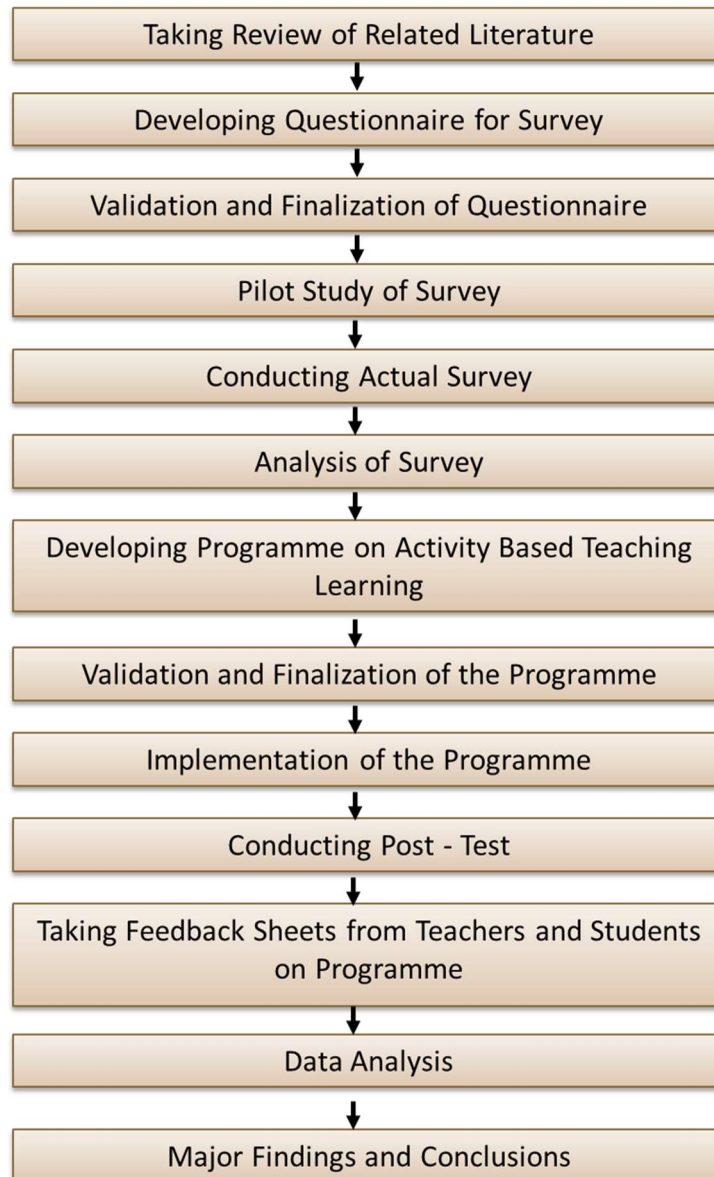
The variables taken in the study are:

Independent Variable - Programme Based on Activity Based Teaching Learning

Dependent Variable – Scores obtained by the students in the Post- test

Extraneous Variable - Medium of Instruction, sex, topic, time duration, interest, attitude

5.13 Detail Plan and Procedure of the Research Work



5.14 Sample Size

5.14.1 Sample Size for Survey

Population: Population for the present study was Marathi and Non Marathi Medium schools of S.S.C board in Pune city. In Pune city there are total 182 Marathi Medium Schools, 8 Hindi Medium Schools, 18 Urdu Medium Schools, 1 Kannada Medium school and 3 Gujarati Medium Schools.

Sampling Technique: Purposive Sampling technique was used for the present research.

Sample Size:

- Sample size was 61 Marathi Medium Schools, 1 Hindi Medium School, 1 Urdu Medium School, 1 Kannada Medium School and 1 Gujarati Medium School.
- Teachers sample (who teach English subject for Std. IX.) – 155 English Teachers
- Students sample (who were studying Std. IX) – 1021 Students

5.14.2 Sample Size for Experiment

Population – Population for the present study was Marathi and Non Marathi Medium schools of S.S.C board in Pune city.

Sampling: Purposive Sampling technique was selected for the present Research

Sample Size:

- Sampling for the present study was 02 Marathi Medium Schools of S.S.C Board from Pune City.
- Students sample (who were studying in Std. IX) –Total 198 Students 99 students from each of the selected school.
- The following schools were selected to conduct the Experiment
 1. Shree Chakradhar Swami Madhyameek Vidyalaya.
 2. Late Chandrakant Dangat Patil Madhyameek Vidyalaya.

5.15 Data Collection Tools

5.15.1 Data Collection Tool for Survey

- Questionnaire for Teachers
- Questionnaire for Students

5.15.2 Data Collection Tool for Experiment

- Post- test
- Feedback Sheet- Students
- Feedback Sheet- Teachers

5.16 Statistical Tools used for Data Analysis

5.16.1 Statistical Tools used for Survey

1. **Percentage:** It is used in analysis of data filled by teachers and students regarding their views on the Coursebook and Activity Based Teaching Learning Process.
2. **Frequency:** It is used in analysis of data filled by teachers and students regarding their views on the Coursebook and Activity Based Teaching Learning Process.
3. **Likert Scale:** It is used capture teachers and students response regarding their views on the Coursebook and Activity Based Teaching Learning Process.

5.16.2 Statistical Tools used for Experiment

After the survey of Teacher and Students, the Researcher conducted an experiment on Control and Experiment group for analyzing the Effectiveness of Activity Based Teaching Learning on the achievement of students (Post-Test). The researcher has used below tools for further analysis of the data gathered upon performing the Experiment and student feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session conducted:

1. **Mean:** It is used in analyzing scores of Experimental and Control group in the Post-Test and Student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session.
2. **T-Test:** The researcher has used this tool to compare mean scores of control and experimental group in Post-Test.
3. **Kurtosis:** It was used to test normality of Control (Traditional Teaching) and Experimental (Activity Based Teaching Learning) group data during Post-Test.
4. **Skewness:** It was used to test normality of Control (Traditional Teaching) and Experimental (Activity Based Teaching Learning) group data during Post-Test.
5. **Levene's Test of Equality:** It was used to ascertain homogeneity of variance between Control group and Experimental group data in Post-Test.
6. **Multivariate Analysis Of Variance (MANOVA):** The researcher has used this tool to analyze whether any significant difference exists in Students feedback ratings regarding Activity Based Teaching Learning Method and Traditional Teaching Method session.
7. **Bartlett's Test of Sphericity:** The researcher has used this tool to check if dependent variables used in feedback sheet have sufficient correlation among themselves.

8. **Pillai's Trace:** The researcher has used this tool to check if the results of the feedback sheet remain same even after conducting the experiment multiple times.
9. **Qualitative Analysis:** For Qualitative Analysis open ended questions were asked in the students and teachers feedback sheets

5.17 Major Findings and Conclusions

The researcher collected data for this research from 61 Marathi Medium and 1 each of Hindi, Urdu, Kannada, and Gujarati medium schools of Pune city to understand their feedback on implementation of activity based teaching learning and its effectiveness at Std. IX, with specific reference to 'English Reader' Coursebook.

The researcher used Questionnaire, Post-test and Feedback sheet as tools for collection of data. Analysis of data was done using Statistical tools like Percentage, Frequency, Likert Scale, Mean and Standard Deviation.

Based on analysis of data and its interpretation, following were the conclusions drawn:

5.17.1 Findings related to English Reader Coursebook of Std. IX and its implementation based on feedback gathered from Teachers and Students

Major Findings related to feedback on English Reader Coursebook are as follows

The below data analysis is done with reference to Objective 1 (Research Question 1):

Objective 1: To assess how activity based teaching learning is implemented in English (Third language) for Std. IX.

Research Question 1: Is Std. IX 'English Reader' Coursebook effective in making students better users of English?

WHAT TEACHERS SAID

1. 60% Teachers (93 of 155) said that the examples and analogies used in the Coursebook are 'Very Good' (Table no 9).
2. 48% Teachers (75 of 155) said that Pictures and Illustrations used in the Coursebook are 'Very Good' and relevant to the content of the Coursebook (Table no 10).
3. 74% Teachers (116 of 155) 'Agreed' that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook (Table no 11).

4. 77% Teachers (120 of 155) ‘Agreed’ that the textual content in the Coursebook fulfills the needs of students (Table no 12).
5. 83% Teachers (129 of 155) ‘Agreed’ that the Coursebook provides the learning experiences beyond the book (Table no 13).
6. 68% Teachers (106 of 155) ‘Agreed’ that the Coursebook helps in language acquisition through Activity Based Teaching Learning (Table no 14).
7. 66% Teachers (103 of 155) ‘Agreed’ that the ‘English Reader’ Coursebook fulfills the specific objectives of achieving LSRW skills (Table no 15).
8. 77% Teachers (120 of 155) said that the front page and back page of the Coursebook is ‘80% Plus’ relevant with textual content (Table no 16).
9. 70% Teachers (108 of 155) said that the Coursebook helps in developing practical knowledge and approach of student’s up to ‘80% Plus’ (Table no 17).
10. 71% Teachers (111 of 155) said this Coursebook makes students ‘80% Plus’ better users of English (Table no 18).

WHAT STUDENTS SAID

1. 86% Students (883 of 1021) said ‘Yes’ they found examples and analogies used in the Coursebook appropriate and interesting (Table no 44).
2. 90% Students (928 of 1021) said ‘Yes’ they enjoy and appreciate various types of ‘Poems’ given in the Coursebook (Table no 45).
3. 89% Students (917 of 1021) said ‘Yes’ that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook (Table no 50).
4. 76% Students (784 of 1021) said ‘Yes’ that school bag is becoming heavy due to the size of Coursebook (Table no 52).
5. 90% Students (920 of 1021) ‘Agreed’ that pictures given in the Coursebook are relevant to the lessons (Table no 68).
6. 88% Students (901 of 1021) ‘Agreed’ that English Reader Coursebook is effective in making them better users of English (Table no 69).
7. 85% Students (875 of 1021) found the English Reader Coursebook ‘Interesting’ (Table no 71).

Major Findings related to Implementation of Activity Based Teaching Learning in schools are as follows

The below data analysis is done with reference to Objective 1 (Research Question 2):

Objective 1: To assess how activity based teaching learning is implemented in English (Third language) for Std. IX.

Research Question 2: Does Activity Based Teaching Learning occur in day-to-day teaching of English language for Std. IX where English is taught as a third language?

WHATS TEACHERS SAID

1. 48% Teachers (76 of 155) said they use an ‘Activity Based’ approach in teaching ‘Most of the time’ (Table no 19).
2. 55% Teachers (86 of 155) said that they conduct activities based on Grammar topics in the classroom ‘Most of the time’ (Table no 22).
3. 55% Teachers (85 of 155) said they ‘Often’ arrange for pair / group work in classroom (Table no 24).
4. 59% Teachers (92 of 155) said they ‘Often’ conduct discussions, debates and conversations in the class (Table no 25).
5. 48% Teachers (74 of 155) said that ‘80-90%’ of the time students actively participate in all classroom activities (Table no 33).
6. 94% Teachers (147 of 155) said ‘Yes’ they encourage students to read the websites mentioned in the Coursebook (Table no 36).
7. 55% Teachers (86 of 155) said ‘Yes’ they use ‘Learner Centered Approach’ in their teaching arrange for pair / group work in classroom (Table no 37).
8. 69% Teachers (109 of 155) said ‘Yes’ they take their students to the school library to develop their reference skills (Table no 41).

WHATS STUDENTS SAID

1. 96% Students (984 of 1021) said ‘Yes’ they understood topics better due to activities involved during the teaching lessons (Table no 43).
2. 79% Students (811 of 1021) said ‘Yes’ they knew how to use dictionary and other reference material (Table no 46).

3. 70% Students (718 of 1021) said ‘Yes’ they use Internet to complete their project work (Table no 47).
4. 64% Students (660 of 1021) said ‘Yes’ that their teachers conduct activities based on grammar topics (Table no 49).
5. 69% Students (712 of 1021) said ‘Yes’ that they prepare slogan, projects, etc. in the classroom (Table no 51).
6. 62% Students (642 of 1021) said that they ‘Sometimes’ relate Activities to the Topic taught in the classroom (Table no 53).
7. 50% Students (512 of 1021) said they ‘Sometimes’ participate in different activities (Table no 55).
8. 80% Students (828 of 1021) said they ‘Sometimes-Often’ read informative material such as notices, road-signs and news headlines written in English (Table no 57).
9. 46% Students (473 of 1021) said that their teachers provide opportunities for them to speak with their classmates in English - ‘Most of the times’ (Table no 63).
10. 43% Students (453 of 1021) said they ‘Sometimes’ participate in discussions, debates and conversations in the class (Table no 65).
11. 40% Students (416 of 1021) said that their teacher ‘Sometimes’ insists them to narrate events, stories, and experiences in the class (Table no 66).

Qualitative feedback from Teachers on English Reader Coursebook and its implementation are as follows

1. Majority of Senior Teachers have attended workshop, but many fresh teachers have not attended the workshop related to syllabus of ‘English Reader’ Coursebook for Std. IX.
2. Most of the Teachers read magazines like ‘Shikshan Sankraman’ and other reference material.
3. Teachers have found following things which are new and different in the Coursebook.
 - a) One of the special features of the Coursebook is having A4 size, colourful content and attractive and meaningful cover and back page.
 - b) This Coursebook is learner- centered and facilitates active participation of the students.
 - c) The Coursebook is helpful in developing LSRW skills, and to develop these skills relevant activities, pictures and grammar based activities are given.

4. Teachers were asked about their suggestions and opinions about the Coursebook. The following points were given by the teachers.
 - a) Number of activities should be reduced as it is very time consuming and difficult to cover the syllabus. For this number of lessons can be reduced.
 - b) Should give more lessons from Indian literature.
 - c) Parts of speech should be given in front of words in the glossary so that students will understand the word.
 - d) Some pictures in the Coursebook are blurred. They should be clearer and more words should be given in the glossary.
5. Teachers face following major problems in arranging and conducting activities in the classroom.
 - a) As classroom period is of 30- 35 minutes it is difficult to conduct so many activities in this short time. Due to this teachers cannot pay individual attention towards each student.
 - b) Classes are overcrowded and classroom size is small so it is difficult to arrange activities and control the classroom.
 - c) In many schools technological facilities are not available so teachers and students cannot take support of it.
 - d) So many co- curricular activities of school interrupt the teaching learning process.
6. Teachers evaluate the performance of the students in following ways.
 - a) When students participate in activities teachers observe their active involvement, gestures and ways of expressing their thoughts and command on the language.
 - b) By conducting tests like unit test, oral, surprise test, M.C.Q, etc.
 - c) By asking application based questions, group discussion, conversation, storytelling, project work, etc.
 - d) By following evaluation criteria given in the Coursebook.
7. Teachers were asked about the advantages of arranging activities. They opined.
 - a) This method helps for self- learning and useful to build up students' confidence. It also develops constructivist approach among students.
 - b) Activities create free atmosphere in the classroom. Students can recall and apply their knowledge in day today life.

- c) By arranging activities students can acquire language effectively and there is scope to express and develop LSRW skills of students.
- d) Students interact with each other and share their ideas, views and thoughts. Due to this team spirit, feeling of co- operation is developed.

Major Findings with reference to Marathi and Non Marathi School Students Feedback

The below data analysis is done with reference to Objective 1 (Research Question 3):

Objective 1: To assess how activity based teaching learning is implemented in English (Third language) for Std. IX.

Research Question 3: Is Activity Based Teaching Learning implemented in same way in both Marathi and Non Marathi Schools?

After doing the overall survey of implementation of Activity Based Teaching Learning at Std. IX with reference to English Reader Coursebook for Marathi and Non Marathi medium schools in Pune city having English as the Third language, the researcher felt need to cross check whether ABTL is being implemented **Same or Differently** in Marathi and Non Marathi medium schools. Based on the data collected from Students the researcher bifurcated the data according to Marathi Medium School Students (915 Students from 61 Schools) and Non Marathi Medium Schools (106 Students from 1 school each of Hindi, Urdu, Kannada and Gujarati medium).

Data Analysis was done based on 7 questions asked in Questionnaire as below:

Question 1. Can you relate the ‘Activities’ to ‘Topic’ taught in the class room? (Table no 53)

89% Students (820/915) from Marathi Medium and 92% Students (98/106) from Non Marathi Medium Schools said they can relate ‘Activities’ to ‘Topic’ taught in class. So the feedback on ABTL implementation from Marathi (89%) and Non Marathi (92%) Schools is almost SAME.

Question 2. Do you find lessons interesting when teacher uses ‘Activity Based Teaching’ in classroom? (Table no 54)

85% Students (469/915) from Marathi Medium Schools and 91% Students (97/106) from Non Marathi Medium Schools said they find lessons interesting when teacher uses ‘Activity Based Teaching’ in classroom. So the feedback on ABTL implementation from Marathi (85%) and Non Marathi (91%) Schools is almost SAME.

Question 3. How far do you participate in different activities? (Table no 55)

81% Students (742/915) from Marathi Medium Schools and 83% Students (88/106) from Non Marathi Medium Schools said they participate in different activities in class. So the feedback on ABTL implementation from Marathi (81%) and Non Marathi (83%) Schools is almost SAME.

Question 4. Do you think that time allotted by your teacher for conducting activities is sufficient? (Table no 61)

58% Students (538/915) from Marathi Medium Schools and 82% Students (87/106) from Non Marathi Medium Schools said that the time allotted by their teacher for conducting activities is sufficient. So the feedback on ABTL implementation from Marathi (58%) and Non Marathi (82%) Schools is 'Significantly Different'. This difference is observed due to overcrowded classes in most of the Marathi medium schools than Non Marathi medium schools.

Question 5. Do you participate in discussions, debates and conversations in the class? (Table no 65)

51% Students (469/915) from Marathi Medium Schools and 47% Students (50/106) from Non Marathi Medium Schools said they participate in discussions, debates and conversations in the class. So the feedback on ABTL implementation from Marathi (51%) and Non Marathi (47%) Schools is almost SAME.

Question 6. Does your teacher conduct activities based on grammar topic? (Table no 49)

65% Students (594/915) from Marathi Medium and 62% Students (66/106) from Non Marathi Medium Schools said their teacher conducts activities based on grammar topics. So feedback on ABTL implementation from Marathi (65%) and Non Marathi (62%) Schools is almost SAME.

Question 7. Do you prepare slogans, projects, etc. in the classroom? (Table no 51)

70% Students (642/915) from Marathi Medium and 64% Students (68/106) from Non Marathi Medium Schools said their teacher conducts activities based on grammar topics. So feedback on ABTL implementation from Marathi (70%) and Non Marathi (64%) Schools is almost SAME.

Interpretations:

The above data clearly reveals that that both Marathi Medium and Non Marathi Medium School Students voice similar opinion about implementation of ‘Activity Based Teaching Learning’ Method. Hence it can be concluded that **Implementation of Activity Based Teaching Learning Method is SAME in both Marathi and Non Marathi Medium Schools.** Only the difference was observed regarding time allotted by teacher for conducting activities which is felt less by Marathi medium students.

5.17.2 Findings related to developing a Programme for effective use of Activity Based Teaching Learning

Findings related to this aspect were drawn keeping in mind objective 2.

Objective 2: To develop a programme for the effective use of activity based teaching learning for English (Third Language) for Std. IX.

The researcher intended to compare Activity Based Teaching Learning Method with Traditional Teaching Method. For this researcher decided to develop a programme and selected one unseen passage which was based on “Symptoms of Swine Flu and Normal Flu”. It was decided by the researcher to use Activity Based Teaching Learning Method for Experimental group and Traditional Teaching Method for Control group. Now for executing any programme, thorough planning and validation is very important to ensure success in its implementation. Accordingly researcher carried out following activities in developing this programme -

Developing Lesson Plans for Activity Based and Traditional Teaching Method:



Developing Post-Test Question Paper and Model Answer Paper:



Developing Feedback Sheet for Teachers and Students:



Findings: The School Teachers teaching English in Std. IX found that the developed Lesson plans for Activity Based Teaching Learning and Traditional Teaching Method, Post-Test are suitable to be implemented in Std. IX class.

5.17.3 Findings related to Post-Test Effectiveness Measurement using the Experiment and the Control Group Scores.

Findings related to this aspect were drawn keeping in mind objective 3.

Objective 3: To find out the effectiveness of activity based teaching learning on the language acquisition of English (Third Language) for Std. IX

Hypothesis:

H₀: There is no significant difference between the Mean Scores of Experimental and Control group in the Post-Test.

H₁: There will be a significant difference between the Mean Scores of Experimental and Control group in the Post-Test.

After doing survey of Students and Teachers for ABTL and Coursebook implementation, the Researcher felt need to check the effectiveness of ABTL on the achievement scores of students by conducting actual experiment at 2 schools. Based on Schools Unit test marks of English subject, equivalent groups of students of class IX A and B were formed by balancing the actual scores. The researcher gathered data of **198 Students** from the conducted experiment.

Group 1 was named as **Control Group** where **Traditional Teaching Method** was used by the researcher. The researcher selected one unseen passage based on “**Symptoms of Normal Flu and Swine Flu**” and used traditional teaching method. In this method teacher’s active participation was more compared to students. After this session **Post-Test** was conducted by the researcher on this Control group and the related data was collected for further analysis and interpretation. Also feedback on the Teaching methodology was collected through students by filling feedback sheets for the session.

Group 2 was named as **Experiment Group** where **Activity Based teaching Learning Method** was used by the researcher. Here also the researcher selected same unseen passage based on “**Symptoms of Normal Flu and Swine Flu**”. Here the researcher divided students into group of 4-5 students each. Then the reading and learning material was provided to students. Enough time was given to them to think and discuss on it in the group. Then **Post-Test** was conducted by the researcher on this Experimental group and the related data was collected for further analysis and

interpretation. Also feedback on the Teaching methodology was collected through students by filling feedback sheets for the session.

Below is the analysis and interpretation of the data collected by Researcher after Post-Test:

Group: Students were divided equally in 2 groups

- Control Group (Traditional Teaching Method)
- Experimental Group (Activity Based Teaching Learning Method)

Statistical Test: T-test.

Variable and Measurements:

- **Independent variable:** Activity Based teaching Learning Method, Traditional Teaching Method
- **Dependent variable:** Marks achieved by students in the Post-Test.

Mean Value of Control Group observed was 5.65

Mean Value of Experimental group observed was 8.33

Skewness and Kurtosis values of Control Group and Experimental Group were between ± 1 .
Hence Normality is supported.

Level of Significance α : 0.05

Levene's Test of Equality was used to ascertain homogeneity of variance between Control group and Experimental group data. The test result (p value = 0.000) indicated significance of Levene's Test and the assumption of homogeneity of variance is broken i.e. mean of Control group and Experimental group is not equal.

Interpretation: Since p value (0.000) is less than the level of significance (0.05) the Null Hypothesis is rejected and Research Hypothesis is accepted.

Conclusion: Based on derived **Mean values (Control Group mean value = 5.65 and Experimental Group Mean Value = 8.33)**, it is concluded that Activity Based Teaching Learning Method is more effective compared to Traditional Teaching Method, hence the Null Hypothesis is rejected and the **Research Hypothesis "There will be a significant difference between the Mean Scores of Experimental and Control group in the Post-Test"** is accepted.

5.17.4 Major Findings related to Students Feedback on conducted Programme.

After conducting Post-test, the Researcher felt the need to analyze Students feedback on the session which was conducted on Activity Based Teaching Learning and Traditional Teaching Method. The feedback was collected from students by filling feedback sheets for these sessions. Based on this feedback data, the researcher has further done analysis to find out whether Activity Based Teaching Learning Method and Traditional Teaching Method differ or not with respect to students feedback ratings. Below was Hypothesis to be tested:

Hypothesis:

H₀: There is **No Significant Difference** in Students **feedback ratings** regarding Activity Based Teaching Learning Method and Traditional Teaching Method session.

H₁: There will be a **Significant Difference** in Students **feedback ratings** regarding Activity Based Teaching Learning Method and Traditional Teaching Method session.

Major Findings related to Quantitative Feedback Ratings by Students:

The researcher used statistical tool MANOVA to analyze the feedback of students from 2 Groups i.e. Experimental Group where Activity Based Teaching Learning method was used and Control Group where Traditional Teaching Method was used (2 groups of 99 students each).

Statistical Test: MANOVA

Variables and Measurements:

- Independent Variable: Teaching Methodology (1=Traditional Teaching Method and 2=Activity Based Teaching Learning method).
- Dependent Variable: Feedback questions asked to Students (Appendix O)
 1. This Teaching Learning method was interactive.
 2. This method of Teaching helped me in Self-Learning.
 3. This method of Teaching helped me in recalling the lesson easily.
 4. This method of Teaching helped me in reducing dependency on teacher.
 5. The Learning Material used in this Teaching session was helpful to me.

The **Bartlett's Test of Sphericity** was used to check correlation between dependent variables. Since **p value is less than 0.001** it indicated sufficient correlation between dependent variables to proceed with the analysis.

Pillai's Trace was employed to evaluate all multivariate effects. Since p value was 0.00 which is less than 0.05 it indicated **that null hypothesis is rejected and research hypothesis is accepted**. Also since Observed Power = 1 indicated that if the experiment is conducted even 100 times, then all the times the effect observed will be same.

Below are the findings:

1. Students found Activity Based Teaching learning method more interactive as compared to Traditional Teaching Method (**Mean score of ABTL was 4.34 compared to that of TTM was 1.82**).
2. Students found Activity Based Teaching learning method more helpful in Self-Learning as compared to Traditional Teaching Method (**Mean score of ABTL was 4.38 compared to that of TTM was 1.82**).
3. Students found Activity Based Teaching Learning method more helpful in recalling the lesson easily as compared to Traditional Teaching Method (**Mean score of ABTL was 4.36 compared to that of TTM was 1.93**).
4. Students found Activity Based Teaching Learning method more helpful in reducing dependency on a teacher as compared to Traditional Teaching Method (**Mean score of ABTL was 4.48 compared to that of TTM was 1.74**).
5. Students found Learning Material used in Activity Based Teaching learning method more helpful as compared to Traditional Teaching Method (**Mean score of ABTL was 4.52 compared to that of TTM was 1.97**).

Conclusion:

For all the above five variables the observed mean value of ABTL is more than TTM, hence the Null Hypothesis is rejected and **Research Hypothesis "There will be significant difference in student's feedback rating regarding Activity Based Teaching Learning and Traditional Teaching Method session"** is Accepted.

Major Findings related to Qualitative Feedback by Students:

Below is Students qualitative feedback on the programme conducted by the Researcher:

Table 79: Qualitative Feedback by Students on TTM and ABTL Session

Description	Control	Experiment
Teacher - Students interaction	<ul style="list-style-type: none"> • Teacher students' interaction was less. • Student- student interaction was less. • Most of the time teaching was one way. 	<ul style="list-style-type: none"> • Very good interaction between Teacher- students and student-student. • Teacher guided on different activities and solved queries.
Students' active participation	<ul style="list-style-type: none"> • Students' verbal participation was more than active participation. • Teacher was more active than students. • Students were passive as involvement was very less. 	<ul style="list-style-type: none"> • Students' active participation was more than verbal participation. • Students were very active than teacher. • Work was done systematically in the peer group
Students self-learning	<ul style="list-style-type: none"> • Very little scope for students self-learning. • More dependency on teacher. • It is spoon feeding method. 	<ul style="list-style-type: none"> • More scope for self-learning as teacher's role was of guide and facilitator. • Activities were completed in pair work and group work so less dependency on teacher
Learning material used	<ul style="list-style-type: none"> • Very less learning material used by the teacher. • More focus on explanation than using learning material. • Less scope for recalling. 	<ul style="list-style-type: none"> • More learning material was used by the teacher. • Focus was on involving students in activities. • Recalling was very easy as learning material was provided

5.17.5 Major Findings related to Teachers Feedback on conducted Programme

The researcher conducted experiment in two schools i.e. Shree Chakradhar Swami Madhyameek Vidyalaya and Late Chandrakant Dangat Patil Madhyameek Vidyalaya on Std. IX. Two English teachers each of the respective schools observed the lessons conducted by the researcher on Control group and Experimental group. Further they (total 4 teachers) also gave their valuable feedback in the feedback sheet provided by the researcher.

Teachers Quantitative Feedback on conducted Programme (Control Group - TTM) –

Table 80: Teachers’ Quantitative Feedback on TTM Session

Question	Tr.1	Tr.2	Tr.3	Tr. 4
1) How was students’ involvement during this session?	Passive	Passive	Passive	Passive
So it is concluded that students were passive during this session.				
2) Is this method of teaching useful for developing self-learning of students?	No	No	No	No
This method of teaching is not useful for developing self-learning of students.				
3) Was teacher - students and student- student interaction more during this session?	No	No	No	No
There was no interaction between teacher - student, student- student during the session.				
4) Is this teaching method useful in developing reading skill in students?	No	No	No	No
This teaching method was not so useful in developing reading skill in students.				
5) Was the Learning Material used in this Teaching session effective?	No	No	No	No
Learning Material used in this Teaching session was not so effective.				

Teachers Quantitative Feedback on conducted Programme (Experimental Group - ABTL)

Table 81: Teachers' Quantitative Feedback on ABTL Session

Question	Tr.1	Tr.2	Tr.3	Tr. 4
1) How was student's involvement during this session?	Active	Active	Active	Active
Students were very active during this session.				
2) Is this method of teaching useful for developing self-learning of students?	Yes	Yes	Yes	Yes
This method was very useful for developing self-learning of students.				
3) Was teacher - students and student- student interaction more during this session?	Yes	Yes	Yes	Yes
During this session teacher - students and student- student interaction was seen more.				
4) Is this teaching method useful in developing reading skill in students?	Yes	Yes	Yes	Yes
This teaching method was very useful in developing reading skill in students.				
5) Was the Learning Material used in this Teaching session effective?	Yes	Yes	Yes	Yes
Learning Material used in this Teaching session was very effective.				

Teachers Qualitative Feedback on conducted Programme –

Table 82: Teachers Qualitative Feedback on ABTL and TTM Session

Description	Control Group	Experiment Group
<p>What are your observations from this teaching session w.r.t Teacher-Students interaction, Students active participation, students self-learning and learning material used?</p>	<ul style="list-style-type: none"> • Observed very less interaction between Teacher and Students. • Student’s involvement and active participation was very less. They were just passive listeners. • This method is not so useful to develop basic LSRW skills. • Less emphasis on providing learning material to students as teacher was more active in this method. • Very less opportunities for students self-learning. • No interaction between student- student is observed 	<ul style="list-style-type: none"> • This method is useful for self- learning. • Students’ active participation was seen more. • Teacher - Students’ interaction was very good. • Students were enjoying the learning. • In every step of lesson students participation was seen.
<p>Any additional feedback about this session.</p>	<ul style="list-style-type: none"> • This method is not useful to develop self-learning of students as teacher is more active in this. • This method is good to learn content but teaching learning method is one sided. 	<ul style="list-style-type: none"> • Students learn something new. • Student’s involvement is seen and can gain knowledge on their own.

5.18 Contribution of the Present Research

In the present research the researcher attempted to Study the implementation of activity based teaching learning and its effectiveness at Std. IX with reference to ‘**English Reader**’ Coursebook for Marathi, Hindi, Urdu, Kannada and Gujarati Medium schools in Pune city. This research work will be useful for the teachers of English subject teaching for Std. IX, teacher educators, principals of school, Coursebook designers, policy makers and research workers for the following reasons

1. To know how Activity Based Teaching Learning Method can be implemented effectively through Coursebook of English subject in different mediums of schools.
2. The present research will be useful for teachers to determine the needs of their students.
3. The study will bring awareness of the importance of regular in-service teacher training programmes.
4. This research will be useful to know teachers problems in the implementation of ABTL in the classroom.
5. The study shows that the lack of learning materials like library, audio visual aids, technology, etc. hamper the learning of students.
6. This study will be useful to know the importance of textbook in teaching learning process.
7. The study will provide guidance in the classroom procedure to be followed.

5.19 Recommendations

Following are the recommendations for the Coursebook designers and policy makers.

1. Number of activities should be reduced as it is very time consuming and difficult to cover the syllabus. For this number of lessons can be reduced.
2. Parts of speech should be given in front of the words in the glossary so that students will understand the type of word.
3. More lessons from Indian literature should be introduced.
4. Time limit of each period should be increased so as to give full justice to the activities.
5. Classes are overcrowded and classroom size is small, so it is difficult to arrange activities and control the classroom, so the total strength of students from each class should be fixed and size of classroom should be according to the strength of students.

6. In many schools Audio –Visual aids (technological facilities) are not available to teachers and students. So they cannot take support of it. So it should be made available in each and every school.
7. In every new academic year training on how to conduct and evaluate Activity Based Teaching Learning should be organized for school teachers. As there are many fresh teachers who have not attended the training given at the initial stage.
8. In-service teacher trainings or programmes should be held at least twice a year and the attendance to these programmes should be made compulsory for the teachers.
9. To develop reading habit among students, the library period should be made compulsory in the school timetable.
10. Libraries should be well-equipped with English books, Newspapers, Periodicals and Journals.
11. There should be a separate computer section wherein the teachers and students should have easy access to refer to the supporting material through the internet source.
12. There should be innovative teaching aids to facilitate teaching of English.
13. Like Science laboratory provision of Language Laboratory should be made available in each school.
14. Experts and school principal's inspection should be made compulsory to inspect the English teaching situation and status in secondary schools.
15. More internet references should be given so that students can benefit more.
16. Schools should encourage teachers to use Activity Based Teaching Learning Method instead of Grammar Translation Method.
17. The future textbook should use Activity Based Teaching Learning as the major approach for designing the textbook.

5.20 Suggestions for further Research

1. A Comparative study of different Teaching Methodologies used at Higher Secondary Level for English Subject.
2. A Comparative study of teaching Grammar through Functional and Formal Teaching Methodology at Secondary Level.
3. A Critical study of the Evaluation Methods used at Secondary level for English subject.

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APPENDIX

Appendix A - PERMISSION LETTER FOR SURVEY FROM TMV

	<p>टिळक महाराष्ट्र विद्यापीठ Tilak Maharashtra Vidyapeeth (Declared as Deemed University under section 3 of UGC Act 1956 vide Notification No.F-9-19/85-U-3 dated 24 April 1987 by the Government of India). Vidyapeeth Bhavan, Mukundnagar, Gultekdi, Pune-411037.</p>
Tel: 91-020-24261856, 24403000 E-mail : registrar@tmv.edu.in	Fax: 91-020-24266068, 24403100 Website: www.tmv.edu.in

To Whomsoever It May Concern


Mrs. Kulkarni Vaishali Sameer, PR. No. 19512006025, is a Bonafide student of Ph.D. course in Education. Her research topic entitled "A Critical Study of the Implementation of English Reader Std. IX Course Book"


With your prior permission/appointment, as a part of the fulfillment of her Thesis she will approach you with a request for data collection & Interview of her research work.

Kindly do the needful to complete her work. It is assured that the information collected from you will be used only for the research purpose and the same will be acknowledged in her Ph.D. Thesis.

This certificate is issued on the written request made by above said student.

Thanking you for your kind co-operation.


Mrs. Pournima Wate
Head, Ph.D. Section



Ref. No.: Ph.D./2014/498
Date - 07/04/2014

Appendix B - List of Schools Surveyed

Table 83: List of Schools Surveyed

Sr. No	School Name
1	Hujurpaga High School, Katraj
2	Abhinav Vidyalaya High School, Katraj
3	Mahatma Phule Vidyalaya
4	Pirangut English School
5	Shri Chakradhar Swami Madhyameek Vidyalaya, Dattanagar
6	Late Chandrakant Dangat Patil High School, Vadgaon Budruk
7	New English School, Hadapsar
8	Abhijat High School, Karve Nagar
9	R.C.M Gujarati High School, Pune
10	Vidyapeeth High School, Ganeshkhind
11	Raosaheb Patwardhan Vidyalaya, Parvati
12	Late Bandoji Khandojii Chavan High School, Dhayari
13	N.M.V Girls High School Pune, Tilak Road
14	M.E.S Bhave School, Tilak Road
15	T.G. Gosavi Vidyalaya, Vitthalwadi
16	Sau. Sunderdevi Rathi High School, Seva Sadan, Laxmi Road
17	New English School, Tilak Road
18	Madhav Sadashiv Golwalkar Guruji Vidyalaya, Tilak Road
19	S.N.D.T Kanya Shala, Karve Road
20	H.S.C.P High School Hujurpapa, Laxmi Road
21	Chandrakant Darode Madhyameek Vidyalaya, Law College Road
22	Premlila Vitthaldas Kanya Shala, Karve Road
23	P. Jog School, Manik baug
24	Narayan Rao Sanas High School, Dhayari
25	S.M.Joshi Hindi High School, Golibar Madian
26	Sau.Vimlabai Garware High School, Deccan
27	Hutatma Rajguru Vidyalaya, Pandav Nagar

Sr. No	School Name
28	Ramchandra Rathi Marathi Madhyameek Vidyalaya, SB Road
29	Anglo Urdu Girls High School, Camp
30	Dr. Babasaheb Ambedkar Vidyalaya, Kothrud
31	Prerna Secondary High School Dhankawadi
32	Smt. R.M.P. Vidyalaya, Kothrud
33	Bankar Madhyameek Vidyalaya, Katraj
34	Dr Shamrao Kalmadi High School Kannada Medium, Prabhat Road
35	Maharashtra Vidyalaya, Tilak Road
36	Shree Gopal High School, Tilak Road
37	New English School, Ramanbaug, Laxmi Road
38	Karmaveer Bhaurao Patil Vidya Mandir, Dhankawadi
39	Bharati Vidyapeeth Kanya Prashala, Dhankawadi
40	Yashwantrao Chavan Vidyalaya, Bibvewadi
41	Mahesh Vidyalaya, Kothrud
42	Vanaj Parivar Vidya Mandir, Kothrud
43	Ashok Vidyalaya, Tilak Road
44	Shankarrao More Vidyalaya, Erandwane
45	Seva Sadan Vidyalaya, Laxmi Road
46	Shivaji Vidyalaya, Datta Nagar
47	NMV Boys High School, Laxmi Road
48	Advocate Nagarkar Prashala, Karve Road
49	Dnyan Prasarak Vidyalaya, Dhankawadi
50	Gagangiri Madhyameek Vidyalaya, Katraj
51	Bhekrai Mata Madhyameek Vidyalaya, Hadapsar
52	Dr. N.K. Gharpure Prashala, Tilak Road
53	Raja Shree Shivrai Madhyameek Vidyalaya, Kothrud
54	Mahilashram High School, Karve Nagar
55	Aranyeshwar Madhyamik Vidyalaya, Sahakar Nagar
56	Sarathi Madhyameek Vidyalaya, Viman Nagar

Sr. No	School Name
57	Nav Bharat Vidyalaya, Shivane
58	Madhyamik Vidyalaya, Uttam Nagar
59	Pune Cambridge Public School, Dhankawadi
60	Samaj Bhushan Baburao Phule High School, Parvati
61	Sadhana Vidyalaya, Hadapsar
62	Yashwant Vidyalaya, Khadakwasala
63	Late L.R. Shinde High School, Sahakar Nagar
64	Vidya Vikas Vidyalaya, Sahakar Nagar
65	Late Capt Shivaram Pant Damle Prashala, Swargate

Appendix C - Questionnaire for the Students Survey

Ph.D. Course in Education

“A Critical Study of the Implementation of English Reader Std. IX Coursebook”

Name of the Student -

Name of the School -

Gender - Girl Boy

Medium of School- Marathi Hindi Urdu Kannada Gujarati

Guidelines for filling the questionnaire

- Put only one tick mark for the answer you feel appropriate.
- Avoid over writing.

1 Which type of teaching is more interesting for you?

Activity Based Teaching Traditional Teaching Method

2 Do you understand topics better due to the activities involved during teaching lessons?

Yes No

3 Do you find the examples and analogies used in the Coursebook appropriate and interesting?

Yes No

4 Do you enjoy and appreciate various types of ‘Poems’ given in the Coursebook?

Yes No

5 Do you know how to use dictionary and other reference material?

Yes No

6 Do you use Internet to complete your project work?

Yes No

7 Does your school provide you facility of internet?

Yes No

8 Does your teacher conduct activities based on grammar topic?

Yes No

9 Do you think that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook?

Yes No

10 Do you prepare slogans, projects etc. in the classroom?

Yes No

11 Is your school bag heavy due to the size of Coursebook?

Yes No

12 Can you relate the 'Activities' to the 'Topic' taught in the class room?

Often Sometimes Rarely Never

13 Do you find lessons interesting when teacher uses 'Activity Based Teaching' in classroom?

Often Sometimes Rarely Never

14 How far do you participate in different activities?

Often Sometimes Rarely Never

15 Do you understand spoken English, used in and outside the school?

Often Sometimes Rarely Never

16 Do you read informative material such as notices, advertisements, road signs and news headlines written in English?

Often Sometimes Rarely Never

17 How often your English teacher provides you learning experiences about environment through English subject?

Often Sometimes Rarely Never

18 Does your English teacher motivate you for self-learning?

Often Sometimes Rarely Never

19 How often your English teacher uses mother tongue to teach the lesson?

Often Sometimes Rarely Never

20 Do you think that time allotted by your teacher for conducting activities is sufficient?

Often Sometimes Rarely Never

21 Does your teacher inculcate different values mentioned in the lesson?

Often Sometimes Rarely Never

22 Does your teacher provide opportunities for you to speak with your classmates in English?

Always Most of the time Often Sometimes Rarely Never

23 Does your teacher encourage you to speak in English only?

Always Most of the time Often Sometimes Rarely Never

24 Do you participate in discussions, debates and conversations in the class?

Always Most of the time Often Sometimes Rarely Never

25 Does your teacher insist you to narrate events, stories and experiences in your class?

Always Most of the time Often Sometimes Rarely Never

26 Does your teacher give you beyond the experience of teaching?

Always Most of the time Often Sometimes Rarely Never

27 Do you feel that pictures given in the Coursebook are relevant to the lessons?

Strongly Agree Agree Disagree No Opinion

28 Do you think that 'English Reader' Coursebook is effective in making you better users of English?

Strongly Agree Agree Disagree No Opinion

29 What do you do in case of difficulty in understanding?

Meet the Teacher Ask the Friend Contact the expert

30 How would you evaluate the Coursebook?

Interesting Not Interesting

Yours Sincerely,

Mrs. Vaishali Sameer Kulkarni

Appendix D - Questionnaire for the Teachers Survey

Ph.D. Course in Education

“A Critical Study of the Implementation of English Reader std IX Coursebook”

Dear Sir / Madam,

I am Mrs. Vaishali Sameer Kulkarni, PR No 19512006025, a student of Ph.D. course in Education. My research topic is “A Critical Study of the Implementation of English Reader Std. IX Coursebook” under the guidance of **Dr. Umesh Pradhan**.

With your prior permission / appointment, as a part of the fulfillment of my thesis I will approach you with a request for data collection for my research work. This research work will bring expected changes in upcoming Std. IX English Reader Coursebook.

Kindly do the needful to complete my work in the form of filling the given questionnaire. It is assured that the information collected from you will be used only for the research purpose and the same will be acknowledged in my Ph.D. thesis.

Thanking you for your kind co-operation.

Yours Sincerely,

Mrs. Vaishali Sameer Kulkarni.

Guidelines for filling the questionnaire

- Put only one tick mark for the answer you feel appropriate.
- Avoid over writing.
- Write the descriptive answers in the given space only.

Personal Information

1. Name of the teacher:
2. Gender: Male Female:
3. Name of the school working in:
4. Type of the school working in:
5. Qualification of the teacher:

6. Total Experience in Teaching Field:
7. Email id:
8. Contact no:

(Questions based on the Coursebook)

1. Do you find the examples and analogies used in the Coursebook appropriate and interesting?

Outstanding Very Good Good Poor

2. Are pictures and illustrations relevant to the content in the Coursebook?

Outstanding Very Good Good Poor

3. Do you agree that there is an interlinking of Arts, History, Geography and Science in English Reader Coursebook?

Strongly Agree Agree Disagree No Opinion

4. Do you agree that the textual contents fulfill the needs of students?

Strongly Agree Agree Disagree No Opinion

5. Do you agree that the Coursebook provides the learning experiences beyond the book?

Strongly Agree Agree Disagree No Opinion

6. Do you agree that the Coursebook helps for language acquisition through Activity Based Teaching Learning?

Strongly Agree Agree Disagree No Opinion

7. Does the 'English Reader' Coursebook fulfill the specific objectives of achieving LSRW skills?

Strongly Agree Agree Disagree No Opinion

8. How far is the front page and back page relevant with textual content?

100% 90%+ 80%+ 70%+ 60%+ Less than 60%

9 Does the Coursebook develop practical knowledge and approach of students?

100% 90%+ 80%+ 70%+ 60%+ Less than 60%

10 Is 'English Reader' Coursebook effective in making the students better users of English?

100% 90%+ 80%+ 70%+ 60%+ Less than 60%

(Questions based on Activity Based Teaching Learning)

11 Do you think you use an 'Activity Based' approach in your teaching?

Always Most of the time Often Sometimes Rarely Never

12 Do you think that 'Activity Based Teaching Learning' makes English language learning more exciting and interesting?

Always Most of the time Often Sometimes Rarely Never

13 Does 'Activity Based Teaching Learning' facilitate self-learning for students?

Always Most of the time Often Sometimes Rarely Never

14 Do you conduct activities based on 'Grammar' topics?

Always Most of the time Often Sometimes Rarely Never

15 Do you provide learning experiences about environment through English subject?

Always Most of the time Often Sometimes Rarely Never

16 Do you arrange for pair/ group work?

Always Most of the time Often Sometimes Rarely Never

17 Do you conduct discussions, debates and conversations in the class?

Always Most of the time Often Sometimes Rarely Never

18 Do you provide opportunities for your students to speak in English?

Always Most of the time Often Sometimes Rarely Never

19 Which type of teaching is more interesting for you?

Activity Based Teaching Traditional Teaching Method

20 Which method do you use in Classroom Teaching?

Direct Method Grammar Translation Method Dr. West's Method

21 Do you inculcate the values mentioned in the lessons through your teaching?

Often Sometimes Rarely Never

22 Do you encourage your students to speak in English?

Often Sometimes Rarely Never

23 Do you find that the students learn more language through activities?

Often Sometimes Rarely Never

24 Do you believe that activities generate more use of language in a class?

Often Sometimes Rarely Never

25 Do your students actively participate in classroom activities?

100% of the time 90% of the time 80% of the time
70% of the time 60% of the time Less than 60% of the time

26 How much mother tongue do you use while conducting Activity Based Teaching Learning?

100% of the time 90% of the time 80% of the time
70% of the time 60% of the time Less than 60% of the time

27 Is the allotted time sufficient for conducting the Activities and cover the syllabus?

Yes No

28 Do you encourage students to read the websites mentioned in the Coursebook?

Yes No

29 Do you think that you are currently using a “Learner Centered Approach” in your teaching?

Yes No

30 Do you insist your students to read informative material such as notices, advertisements road signs and news headlines written in English?

Yes No

31 Do you insist your students to use internet to complete their project work?

Yes No

32 Does your school provide internet facility to your students?

Yes No

33 Do you take the students to the school library to develop their reference skills?

Yes No

Descriptive Question

1 Have you attended any workshop related to syllabus of ‘English Reader’ Coursebook for Std. IX? If yes give details.

2 Do you read magazines like ‘Shikshan Sankraman’ or any other as a reference material?

3 Write the new and different things which you have observed in this Coursebook and were not present in previous textbook.

Appendix E - Unseen Passage Selected for Programme and Post test

Defense mechanism of human body is always stronger to fight against virus or bacteria. Though swine flu has become a terror, it is a mild disease. Therefore, people should not be afraid of it and should not create panic. There is hardly any difference between the symptoms of normal flu and swine flu. Cough, cold, headache, body ache, throat ache, vomiting, sneezing, loose motions are the symptoms of normal flu as well as swine flu. Normal flu vanishes within three to four days while that of swine flu persists or increases even after seven to eight days.

Resistance power of children is weak as compared to elders. Hence, children become victims of swine flu comparatively. It is not necessary to remain absent from schools but children should wash hands regularly for two seconds with either detergent or soaps. They should apply mask or handkerchief while coughing or sneezing.

Teachers should also take a note of students who have cough, cold and fever. Liquid diet and full rest are the precautions suggested by the doctors.

Appendix F - Activity Based Teaching Learning Lesson Note

Content	Objectives	Teachers Activity	Students Activity
<p>Defence mechanism of human body is always stronger to fight against virus or bacteria. Though swine flu has become a terror, it is a mild disease. Therefore, people should not be afraid of it and should not create panic. There is hardly any difference between the symptoms of normal flu and swine flu. Cough, cold, headache, body ache, throat ache, vomiting, sneezing, loose motions are the symptoms of normal flu as well as</p>	<p><u>Knowledge-</u> The student tells the name of different diseases with the help of previous knowledge.</p> <p><u>Skill –</u> The students read the passage silently.</p> <p><u>Application -</u> The students write true or false in front of given sentences.</p>	<p><u>Introduction –</u></p> <p>Teacher introduces about the importance of physical fitness in our life. Teacher gives information of various diseases to students.</p> <p>Teacher asks question to students <u>Que:</u> Which diseases do you know?</p> <p>Teacher states that today we are going to learn one topic i.e. ‘Swine Flu’ by using Activity Based Teaching Learning method.</p> <p><u>Presentation -</u></p> <p>Teacher distributes the unseen passage in the class. Teacher explains about Activity 1 to students and asks them to read the passage silently to find the answers of Activity 1.</p> <p>A1 Write true or false:</p> <p>1) People should be afraid of swine flu.</p>	<p>Students listen carefully.</p> <p>Students answer the question.</p> <p>Students listen instructions carefully. They read the passage silently.</p> <p>Students write the answer of A1 on test paper. 1) false</p>

Content	Objectives	Teachers Activity	Students Activity
<p>Swine flu. Normal flu vanishes within three to four days while that of swine flu persists or increases even after seven to eight days.</p> <p>Resistance power of children is weak as compared to elders. Hence, children become victims of swine flu easily. If having cough, cold or fever, it is not necessary to remain absent from school. Children should wash hands regularly for two seconds with either detergent or soaps. They should apply mask or handkerchief while coughing or sneezing.</p>	<p><u>Application –</u> The students complete the given web diagram.</p>	<p>2) Children become victims of swine flu.</p> <p>3) Students should remain absent from school.</p> <p>4) We should apply mask or handkerchief while coughing or sneezing.</p> <p>Teacher again asks students to read the passage silently and complete the A2</p> <p>Teacher observes students work</p> <p><u>A2 Complete the following Web Diagram:</u></p> <p>Teacher asks students to read the symptoms of normal flu and swine flu. Teacher gives A2 to students. “The Symptoms of Normal Flu and Swine Flu”</p>	<p>2) true</p> <p>3) false</p> <p>4) true</p> <p>Students read the passage silently and find out the answer of A2</p> <p>Students read the symptom of normal flu and swine flu and complete the given web diagram.</p>

Content	Objectives	Teachers Activity	Students Activity
<p>Teachers should also take a note of students who have cough, cold and fever. Liquid diet and full rest are the precautions suggested by the doctors.</p>	<p><u>Skill –</u> The student reads the passage and writes the opposite words properly.</p>	<div data-bbox="1094 233 1514 623" data-label="Diagram"> </div> <p>A3 Write the opposite words:</p> <p>1) never x</p> <p>2) abnormal x</p> <p>3) decrease x</p> <p>4) strong x</p> <p>Teacher further motivates students to read the passage silently and solve A4</p> <p>A4 Complete the following sentences with the help of given options</p> <p>1) Children should apply mask or handkerchief while <u>coughing</u> or <u>sneezing</u>. (The underlined words</p>	<div data-bbox="1587 233 2018 623" data-label="Diagram"> </div> <p>Students write the opposite for given words.</p> <p>1) never x always</p> <p>2) abnormal x normal</p> <p>3) decrease x increase</p> <p>4) strong x weak</p> <p>Answer</p> <p>Verb</p>

Content	Objectives	Teachers Activity	Students Activity
	<p><u>Comprehension</u> – Student answers in his own words.</p>	<p>in the above sentence are used as a)</p> <ol style="list-style-type: none"> i. Noun ii. Adjective iii. Adverb iv. Verb <p>2) There is hardly any difference between normal flu and swine flu. (The type of tense given in this sentence is)</p> <ol style="list-style-type: none"> i. Present Tense ii. Past Tense iii. Future Tense <p>A5 Read the passage and answer the following question after discussing them with your partner:</p> <p>1) What do you do if you are feeling unwell?</p> <p>Thus teacher completes the 5 activities by students.</p>	<p>Present Tense</p> <p>Students discuss the questions with their partner and write the answer.</p>

Name of the Principal/ Teacher:

Signature:

Content	Objectives	Teachers Activity	Students Activity
<p>swine flu has become a terror, it is a mild disease. Therefore, people should not be afraid of it and should not create panic.</p> <p>There is hardly any difference between the symptoms of normal flu and swine flu. Cough, cold, headache, body ache, throat ache, vomiting, sneezing, loose motions are the symptoms of normal flu as well as Swine flu.</p> <p>Normal flu vanishes within three to four days while swine flu persists or increases even after seven to eight days. Resistance power of children is weak as compared to elders. Hence, children become victims of swine flu comparatively.</p>	<p><u>Knowledge –</u> The student tells what he/ she do when they fall sick.</p> <p><u>Comprehension-</u> The student differentiates the symptoms of swine flu and normal flu.</p> <p><u>Comprehension –</u> The student describes the causes of why children become victims of swine flu.</p>	<p>Teacher asks students <u>Que:</u> What do you do when you fall sick?</p> <p>Teacher explains the symptoms of normal flu and swine flu.</p> <p>Teacher asks a question <u>Que:</u> Is there any difference between the symptoms of swine flu and normal flu?</p> <p>Teacher further explains about how normal flu and swine flu vanishes and why children become victims of swine flu.</p> <p>Teacher asks a question <u>Que:</u> Why do the children become victims of any disease?</p>	<p>Student answers in own words.</p> <p>Students listen carefully.</p> <p>Student gives answer.</p> <p>Students pay attention.</p> <p>Student answers the question.</p>

Content	Objectives	Teachers Activity	Students Activity
<p>When having cold, cough or fever, it is not necessary to remain absent from school. But children should wash hands regularly for two seconds with either detergent or soaps. They should apply mask or handkerchief while coughing or sneezing.</p> <p>Teachers should also take a note of students who have cough, cold and fever. Liquid diet and full rest are the precautions suggested by the doctors.</p>	<p><u>Skill-</u> The student listens carefully.</p> <p><u>Comprehension –</u> The student answers in own words.</p>	<p>Teacher explains the precautionary measures to be taken by children to protect themselves from swine flu.</p> <p>Further teacher describes the role of teacher for those students who are ill in the classroom and also explains the precautions suggested by the doctors.</p> <p>Recapitulation :</p> <p>Teacher summarizes the main points of the lesson.</p> <ul style="list-style-type: none"> ❖ Why people should not be afraid of swine flu. ❖ Symptoms of normal flu and swine flu. ❖ Reason why children become victims of swine flu. ❖ Precautionary measures to be taken by children. ❖ Role of teacher in classroom. ❖ Precautions suggested by the doctor. <p>Evaluation :</p> <p>Teacher asks questions.</p> <ol style="list-style-type: none"> 1) What precautions do you take when you fall sick? 2) Why should people not create panic of swine flu? 	<p>Students listen carefully.</p> <p>Students listen carefully.</p> <p>Student answers the question</p>

Content	Objectives	Teachers Activity	Students Activity
	<p><u>Application-</u> The student writes the opposite words for given words.</p> <p><u>Skill-</u> The student writes the Home Work.</p>	<p>3) How much time does swine flu take to recover?</p> <p>Application :</p> <p><u>Write the opposite words:</u></p> <p>1) different x</p> <p>2) elder x</p> <p>3) absent x</p> <p>4) panic x</p> <p>Home Work:</p> <p>Write 7 to 8 lines on ‘Swine Flu- A mild disease’.</p>	<p>Answer</p> <p>1) different x similar</p> <p>2) elder x younger</p> <p>3) absent x present</p> <p>4) panic x calm</p> <p>Students note down the Home Work in their notebook.</p>

Name of the Principal/ Teacher:

Signature:

Appendix H - Name of the Experts for Teachers and Students Questionnaire Validation

Experts to review the Teachers and Students questionnaire

1. Dr. Kanchan R. Choudhari (Principal, Abhinav Education Society's College of Education, Ambegaon, Pune)
2. Mr. Ankush Gholap (Principal, Shree Chakradhar Madhyameek Vidyalaya, Dattanagar, Pune)
3. Mr. Chole Dhanraj (English Teacher, Late Chandrakant Dangat Patil Madhyameek Vidyalaya, Vadgaon Bk.)

Experts Validation (Lesson Plan of ABTL and Traditional Teaching Method, Post- test)

The following subject experts were given the first draft of the Lesson Plans and Post- Test

1. Mr. Bankat Ghumbare (Sadhana Vidyalaya, Hadapsar, Pune)
2. Mrs. Ranjana Patil (Yashwant Vidyalaya, Khadakwasala, Pune)
3. Mr. Dilip Kshirsagar (Sanas Vidyalaya, Dhayari, Pune)

Expert Validation for Feedback Sheet of Students and Teachers

This Feedback sheet was shown to following Experts.

1. Dr. Roshan Kazi. (H.O.D Management College, Azam Campus, Pune)
2. Mrs. Rupali Dhamal (Shree Chakradhar Madhyameek Vidyalaya, Dattanagar, Pune)

Appendix I - Pre-Test marks (Unit test conducted by 2 schools)

Table 84: Pre – Test Marks

Sr. No	Marks	Sr. No	Marks	Sr. No	Marks	Sr. No	Marks	Sr. No	Marks
1	7	41	12	81	11	121	14	161	3
2	9	42	7	82	9	122	10	162	3
3	11	43	10	83	10	123	6	163	4
4	12	44	9	84	16	124	4	164	3
5	10	45	7	85	10	125	4	165	10
6	3	46	7	86	9	126	4	166	7
7	10	47	7	87	12	127	5	167	2
8	2	48	7	88	8	128	8	168	4
9	7	49	13	89	15	129	1	169	5
10	9	50	7	90	5	130	5	170	4
11	6	51	7	91	11	131	6	171	4
12	9	52	9	92	10	132	8	172	1
13	14	53	9	93	4	133	8	173	6
14	8	54	10	94	10	134	9	174	14
15	8	55	12	95	12	135	8	175	6
16	15	56	8	96	5	136	8	176	1
17	Ab	57	11	97	11	137	4	177	Ab
18	15	58	Ab	98	10	138	7	178	9
19	10	59	8	99	5	139	7	179	10
20	16	60	7	100	5	140	7	180	11
21	9	61	7	101	7	141	6	181	3
22	7	62	9	102	7	142	4	182	11
23	13	63	10	103	5	143	5	183	Ab
24	8	64	10	104	8	144	5	184	10
25	10	65	12	105	8	145	6	185	7
26	11	66	7	106	10	146	4	186	9
27	14	67	9	107	5	147	8	187	5
28	15	68	10	108	6	148	2	188	9
29	7	69	2	109	4	149	1	189	7
30	13	70	11	110	8	150	5	190	8
31	8	71	9	111	5	151	13	191	7
32	7	72	9	112	7	152	9	192	7
33	7	73	11	113	9	153	8	193	5
34	10	74	8	114	9	154	3	194	7
35	12	75	11	115	5	155	3	195	14
36	11	76	8	116	5	156	4	196	15
37	7	77	13	117	7	157	4	197	4
38	9	78	15	118	7	158	7	198	13
39	9	79	12	119	9	159	5		
40	15	80	8	120	9	160	7		

Appendix J - Post-Test Question Paper

Ph.D. Course in Education

“A Critical Study of the Implementation of English Reader Std. IX Coursebook”

QUESTION PAPER FOR EXPERIMENTAL AND CONTROL GROUP

Name of the Student-

Name of the School-

Gender - Girl Boy

Medium of School- Marathi Hindi Urdu Kannada Gujarati

Guidelines for Question paper

- All activities are compulsory.
- Number to right indicates marks.

Marks – 10

Time – 30 min

A1 Write true or false:

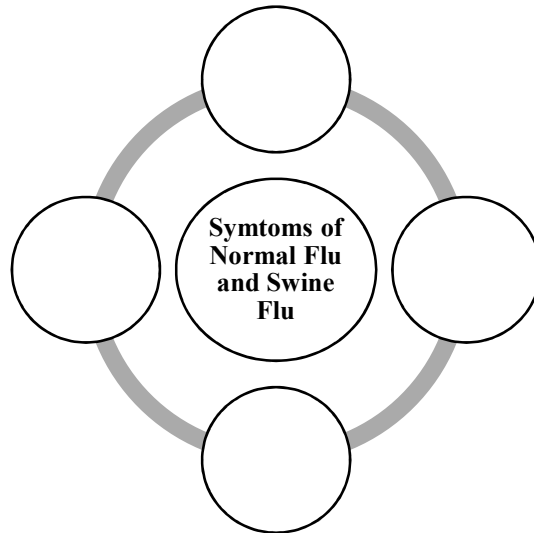
(2 Marks)

- 1) People should be afraid of swine flu. _____
- 2) Children become victims of swine flu. _____
- 3) Students should remain absent from school. _____
- 4) We should apply mask or handkerchief while coughing or sneezing. _____

A2 Complete the following Web Diagram:

(2Marks)

“The Symptoms of Normal Flu and Swine Flu”



A3 Write the opposite words:

(2 Marks)

- 1) never x _____
- 2) abnormal x _____
- 3) decrease x _____
- 4) strong x _____

A4 Complete the following sentences with the help of given options

(2 Marks)

- 1) Children should apply mask or handkerchief while coughing or sneezing.
(The underlined words in the above sentence are used as a _____)
 - i. Noun
 - ii. Adjective
 - iii. Adverb
 - iv. Verb

- 2) There is hardly any difference between normal flu and swine flu.
(The tense in the given sentence is _____)
 - i. Present Tense
 - ii. Past Tense
 - iii. Future Tense

A5 Answer the following question

(2 Marks)

- 1) What do you do if you are feeling unwell?

If I am feeling unwell

Appendix K - Post-Test Model Answer Paper

Model Answer of Post- test

Name of the Student -

Name of the School -

Gender - Girl Boy

Medium of School - Marathi Hindi Urdu Kannada Gujarati

Guidelines for Question paper

- All activities are compulsory.
- Number to right indicates marks.

Marks – 10

Time – 30 min

(2 Marks)

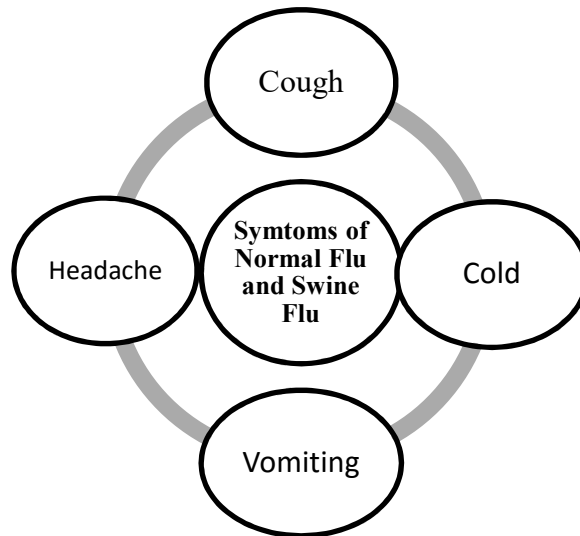
A1 Write true or false:

1. People should be afraid of swine flu. - false
2. Children become victims of swine flu. - true
3. Students should remain absent from school. - false
4. We should apply mask or handkerchief while coughing or sneezing. - true

A2 Complete the following Web Diagram:

(2Marks)

“The Symptoms of Normal Flu and Swine Flu”



A3 Write the opposite words:

(2 Marks)

- 1) never x always
- 2) abnormal x normal
- 3) decrease x increase
- 4) strong x weak

A4 Complete the following sentences with the help of given options

(2 Marks)

- 3) Children should apply mask or handkerchief while coughing or sneezing.
(The underlined words in the above sentence are used as a - Verb)
 - i. Noun
 - ii. Adjective
 - iii. Adverb
 - iv. Verb

- 4) There is hardly any difference between normal flu and swine flu.
(The tense in the given sentence is - Present Tense)
 - i. Present Tense
 - ii. Past Tense
 - iii. Future Tense

A5 Answer the following question

(2 Marks)



2) What do you do if you are feeling unwell?

If I am feeling unwell

I will go to the doctor and take medicines. Also I will take enough rest to get well soon.

I will take light diet.

Appendix L - School Permission Letter for Conducting Experiment - 2 Schools

स्थापना : १९९५	॥ श्री कृष्णं शरणम् ॥ ॥ न हि ज्ञानेन सदृश पवित्रमिह विद्यते ॥ श्रीचक्रधर परमानंद शिक्षण संस्था संचलित	घोषा. : ९७६३१७३५३७ ९७६६६९३२८७
	श्रीचक्रधर स्वामी माध्यमिक विद्यालय व ज्यु. कॉलेज स.नं. ४४/१ ब, दत्तनगर, आंबेगाव बु. ॥, जांभुळवाडी रोड, पुणे ४११ ०४६ संस्थापक : श्री. संजय सिताराम कोंढरे	S.S.C. Code No :- 11.11.111 H.S.C. Code No :- 11.05.023 Pay Unit No. : 788
शा.प.क नमाशा १००१/(२०१/२००१)/माशि - १ दि. ०४/०४/०१ शा.प.क. एच.एस.सी. १७०३ - / (२५७/०३)/उमाशि - १ दि. ३०/०६/०३	अध्यक्ष श्री. महेंद्रदादा सं. कोंढरे M.A.M.Ed	मुख्याध्यापक/प्राचार्य श्री. अंकुश रा. घोलप M.A.B.Ed.
		कार्याध्यक्षा सौ. मेघाताई सं. कोंढरे
		दिनांक : ०२-३-२०१६
<p>To, The Head – Ph.D. Section Tilak Maharashtra Vidyapeeth, Pune. Subject: Conducting experiment on Activity Based Teaching and Traditional Teaching Method at our school for std IX class.</p> <p>Respected Sir / Madam, This is w.r.t the research work carried out by Mrs. Vaishali S. Kulkarni on “A Critical Study of Implementation of English Reader std IX Coursebook” under the guidance of Dr. Umesh Pradhan. We herewith certify that she has conducted the experiment on std IX class at our school for her research work. We wish her all the best in her ongoing research work. Warm Regards,</p> <p style="text-align: right;"> मुख्याध्यापक श्रीचक्रधर स्वामी माध्यमिक विद्यालय व ज्यु. कॉलेज, दत्तनगर, पुणे-४६</p>		

''बल, बुद्धी आणि सद्‌विचारामाटी शिक्षण''

- प्राचार्य डॉ. सुधाकरराव जाधवर

चंद्रकांत वरावंत दांगट पाटील शिक्षण व क्रीडा मंडळ वडगाव बु. ११, पुणे ४१ संयोजित



**कै. चंद्रकांत दांगट पाटील माध्यमिक विद्यालय व
शिव छत्रपती कला, वाणिज्य कनिष्ठ महाविद्यालय**

सर्वे नं. ४६, विद्यानगर, वडगाव बु., पुणे - ४११ ०४१ फोन : २४३५०५३०

रजि.नं. : नमाशा / ६९८/१९/माशि - १ दि. ८.६.१९

S.S.C. Code No.: 11.11.109

H.S.C Code No. 11.11.055



कर्मण्ये वाधिकार्ये
मा फलेषु कदाचन

कार्याध्यक्ष	उपाध्यक्ष	सचिव	प्राचार्य
मा.श्री. विकास दांगट पाटील नगरसेवक, म.न.पा. पुणे	मा.श्री. काकासाहेब चव्हाण मा. नगरसेवक व रथ्यायी समिती सदस्य म.न.पा. पुणे	प्राचार्य. डॉ. सुधाकर जाधवर M.Com.,M.A.,L.L.M.,M.P.M.,D.T.L., D.L.L.&L.W.,G.D.C.&A.,Ph.D.	मा.श्री. मोहन तांबडे B.Sc.,M.A.B.Ed.,D.S.M.

जावक क्र. : सम/2016-17

दिनांक : ०८-०३-२०१६

To,

The Head – Ph.D. Section

Tilak Maharashtra Vidyapeeth, Pune.

Subject: Conducting experiment on Activity Based Teaching and Traditional Teaching Method at our school for std IX class.

Respected Sir / Madam,

This is w.r.t the research work carried out by Mrs. Vaishali S. Kulkarni on "A Critical Study of Implementation of English Reader std IX Coursebook" under the guidance of Dr. Umesh Pradhan.

We herewith certify that she has conducted the experiment on std IX class at our school for her research work.

We wish her all the best in her ongoing research work.

Warm Regards,

मुख्याध्यापक

कै. चंद्रकांत दांगट पाटील माध्यमिक विद्यालय
वडगाव बु.११, पुणे-४१

Appendix M - Marks of Post – Test - 2 Schools (Control and Experimental Group)

Table 85: Post – Test Marks Control Group

Sr. No	Marks	Sr. No	Marks	Sr. No	Marks
1	5	41	7	81	6
2	7	42	7	82	5
3	5	43	6	83	5
4	5	44	6	84	6
5	4	45	5	85	5
6	6	46	7	86	7
7	4	47	6	87	7
8	4	48	7	88	6
9	7	49	6	89	7
10	4	50	6	90	5
11	6	51	6	91	5
12	6	52	5	92	6
13	6	53	5	93	5
14	5	54	7	94	6
15	4	55	5	95	4
16	7	56	5	96	5
17	4	57	6	97	6
18	4	58	5	98	6
19	8	59	6	99	5
20	7	60	4		
21	8	61	6		
22	5	62	6		
23	7	63	4		
24	5	64	5		
25	6	65	4		
26	4	66	5		
27	5	67	5		
28	7	68	7		
29	6	69	6		
30	4	70	6		
31	5	71	7		
32	5	72	5		
33	5	73	5		
34	4	74	5		
35	6	75	7		
36	7	76	7		
37	7	77	6		
38	6	78	7		
39	4	79	5		
40	7	80	7		

Table 86: Post – Test Marks Experimental Group

Sr. No	Marks	Sr. No	Marks	Sr. No	Marks
1	9	41	8	81	7
2	9	42	8	82	9
3	8	43	9	83	8
4	8	44	8	84	9
5	8	45	9	85	9
6	8	46	9	86	9
7	9	47	8	87	8
8	7	48	8	88	9
9	8	49	8	89	9
10	8	50	7	90	7
11	9	51	6	91	9
12	8	52	8	92	9
13	8	53	9	93	9
14	8	54	7	94	9
15	9	55	7	95	9
16	7	56	7	96	9
17	8	57	8	97	9
18	8	58	7	98	9
19	9	59	7	99	9
20	9	60	8		
21	8	61	9		
22	8	62	8		
23	9	63	7		
24	9	64	9		
25	8	65	9		
26	8	66	8		
27	9	67	9		
28	8	68	9		
29	7	69	7		
30	8	70	8		
31	9	71	9		
32	9	72	9		
33	8	73	8		
34	8	74	9		
35	8	75	9		
36	8	76	9		
37	8	77	9		
38	9	78	9		
39	9	79	9		
40	9	80	9		

Appendix N – Feedback Sheet - Teachers

Ph.D. Course in Education

“A Critical Study of the Implementation of English Reader Std. IX Coursebook”

Teacher’s Feedback Sheet (Control Group / Experimental Group)

1. Name of the teacher:
2. Gender: Male Female:
3. Name of the school working in :
4. Qualification of the teacher:
5. Total Experience in Teaching Field:
6. Email id:
7. Contact no:

1. How was students’ involvement during this session?
Active Passive
2. Is this method of teaching useful for developing self-learning of students?
Yes No
3. Was teacher - students and student- student interaction more during this session?
Yes No
4. Is this teaching method useful in developing reading skill in students?
Yes No
5. Was the Learning Material used in this Teaching session effective?
Yes No

Descriptive Question

1. What are your observations from this teaching session w.r.t Teacher-Students interaction, Students active participation, students self-learning and learning material used?

2. Any additional feedback about this session.

Name of the Principal / Teacher:

Signature:

Appendix O - Feedback Sheet - Students

Ph.D. Course in Education

“A Critical Study of the Implementation of English Reader Std. IX Coursebook”

Students Feedback Sheet (Control Group / Experimental Group)

Name of the Student -

Name of the School -

Gender - Girl Boy

Medium of School - Marathi Hindi Urdu Kannada Gujarati

Guidelines for filling the questionnaire

- Please tell us to what extent you agree on 5 point scale.
- Put only one tick mark for the answer you feel appropriate.
- Avoid over writing.

Sr. No	Statement	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	This Teaching Learning method was interactive.					
2	This method of Teaching helped me in Self-Learning.					
3	This method of Teaching helped me in recalling the lesson easily.					
4	This method of Teaching helped me in reducing dependency on Teacher.					
5	The Learning Material used in this Teaching session was helpful to me.					

Descriptive Questions

- 1) What things did you like the most in this teaching session? (W.r.t Teacher-Students interaction, Students active participation, students self-learning and learning material used)

- 2) Any other suggestions and opinion on this session.

Appendix P - Photos of Conducting Programme (Experiment)



