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Appendix -I

Centre of Advanced Study in Education (CASE)
Department of Education
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda, Vadodara-390002

Date:

Request Letter for Tool Validation

To

Dear

I, Manisha Vitthal Patil, the research scholar from the Department of Education, Faculty of Education and Psychology, Maharaja Sayajirao University of Baroda, Vadodara; currently working on my Ph D research entitled '**Enhancing English Grammar Skills of Tribal Students Through Music at The Secondary Level.**' A grammar achievement test which has two components i.e., written and oral as a tool will be used in the said research. In regard to this, the researcher would like your expertise to validate the attached self-made tool to qualify for implementation. Knowing your expertise in the field of education, I would like to request to ask for help in validating the said tests before administration to the participants of the study.

I have attached herewith the details of the study, the English Grammar Skills Achievement Test s i.e., the oral grammar achievement test, and the written grammar achievement test, and the rubric of the oral grammar achievement test for oral assessment. I will be glad to hear your suggestions and comments on the improvement of the tool.

Your kind consideration and contribution in this regard is highly appreciated.

Looking forward to your positive response.

Yours Sincerely,

Manisha Vitthal Patil

LIST OF EXPERTS FOR VALIDATION OF TOOLS

Sr. No.	Name of the expert	Designation & official address
1	Prof. Purushottam O. Chaudhary	Asst. Professor R. C. Patel College of Education, Shirpur, Dist. Dhule, Maharashtra.
2	Prof. Pradeep G. Sonawane	Head of Department of English Late M. D. Sisode Alias Bhausahab Arts, Commerce & Science college Nardana, Dist. Dhule, Maharashtra.
3	Ms. Vandana Talegaonkar	Asst. Professor (English) Navrachana University, Vadodara, Gujrat.
4	Dr. Sherly Jain	Asst Teacher (English) Basil School, Vadodara, Gujrat.
5	Mr. Nitin R. Thakare	Asst Teacher, (English) Late Annasaheb Rangarao Patil Madhyamik Vidyalaya, Walkheda, Dist. Dhule, Maharashtra.
6	Mr. Siddhant V. Shirsath	Asst Teacher (English), New Vision School Amalner, Dist. Jalgaon, Maharashtra.
7	Ms. Nalini S. Patil	Asst Teacher (English) Chavara English Medium School Dhule Maharashtra.

8	Mr. Jaypal V. Girase	Asst Teacher, (English) R.C. Patel Secondary Ashram School Shirpur, Dist. Dhule, Maharashtra.
9	Ms. Madhuri V. Patil	Asst Teacher (English), Yashwant Madhyamik and Uccha Madhyamika Adivasi Ashram Shala Pimpale BK, Amalner, Dist. Jalgaon, Maharashtra.



TITLE OF THE STUDY

ENHANCING ENGLISH GRAMMAR SKILLS OF TRIBAL STUDENTS THROUGH
MUSIC AT THE SECONDARY LEVEL

OBJECTIVES OF THE STUDY

The present study will be conducted with the following objectives

- To develop a Music-Based Program to enhance English grammar skills
- To implement the Music-Based Program to enhance English grammar skills
- To find out the effectiveness of the Music-Based Program in terms of achievement in English grammar skills.
- To measure the reaction of the students towards the Music-Based Program used in the teaching of English Grammar

Guide

Prof. Sujata Srivastava

Researcher

Manisha Vitthal Patil

DEPARTMENT OF EDUCATION [CASE, IASE & IUCTE]
FACULTY OF EDUCATION AND PSYCHOLOGY
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA
VADODARA- 390002

Request Letter for Intervention of Tool for the Data Collection
(School of Experimental Group)

To

The principal

Dear Sir,

I, Manisha Vitthal Patil, the Ph.D. research scholar from the Department of Education (CASE) Faculty of Education and Psychology, Maharaja Sayajirao University Baroda, seek permission to conduct a research-related intervention of the tool for the data collection in grade IX at your esteemed institution. The research project entitled 'Enhancing English Grammar Skills of Tribal Students Through Music at the Secondary Level' aimed to evaluate the effectiveness of the Music-Based Program in terms of the enhancement of the grammar skills of tribal students of Std IX. The study is being conducted under the able guideship of Prof., Sujata Srivastava from the Department of Education (CASE) Faculty of Education and Psychology, Maharaja Sayajirao University Baroda.

In regard to this, the researcher would like to teach English grammar units by using self-made Music-Based Program during the academic year 2021-22. The research tools and the program are duly validated by the experts' committee to qualify for the implementation in the study. The English grammar test comprised of the written grammar achievement test and oral grammar achievement test as a tool will be used in the said research.

I have attached herewith the details of the study. I would like to request your institution's help for the successful implementation of the experimental research project at your prestigious institution. I will be glad to hear your suggestions and comments for the implementation of the program.

Your kind consideration and contribution in this regard is highly appreciated.

Looking forward to your positive response.

Yours Sincerely,

Manisha Vitthal Patil

**Request Letter for Intervention of Tool for the Data Collection
(School of Control Group)**

To

The principal

Dear Sir,

I, Manisha Vitthal Patil, the Ph.D. research scholar from the Department of Education (CASE) Faculty of Education and Psychology, Maharaja Sayajirao University Baroda, seek permission to conduct a research-related intervention of tool for the data collection in grade IX at your esteemed institution. The research project entitled 'Enhancing English Grammar Skills of Tribal Students Through Music at The Secondary Level' aimed to evaluate the effectiveness of the Music-Based Program in terms of the enhancement of the grammar skills of tribal students of Std IX, under the able guideship of Prof., Sujata Srivastava from the Department of Education (CASE) Faculty of Education and Psychology, Maharaja Sayajirao University Baroda.

In regard to this, the researcher would like to implement the tool for data collection during the academic year 2021-22. The research tools are duly validated by the experts committee to qualify for the implementation. The English Grammar Skills Achivement Test s comprised of written Grammar achievement test and oral grammar achievement test as a tool will be used in the said research.

I have attached herewith the details of the study. I would like to request your institution's help for the successful implementation of the experimental research project at your prestigious institution. I will be glad to hear your suggestions and comments for the implementation of the program.

Your kind consideration and contribution in this regard is highly appreciated.

Looking forward to your positive response.

Yours Sincerely,

Manisha Vitthal Patil

Term -1 Written Grammar Skill Achievement Test**Sd-IX****Total Marks- 25****Students' Name** _____**Time -35 Minutes****Instructions:**

Read all the questions carefully.

All the questions carry equal Marks i.e., 1

**Q.1.a) Fill in the blanks with suitable article: a/an/the
05 Marks**

- 1) She is..... honour to the school.
- 2) Gold is.....precious metal.
- 3) Lakshadweep isisland.
- 4) Ganga islongest river in India.
- 5)Earth rotates around itself.

Q.1.b) Match the following**05 Marks****A Sentence****B Tense**

- | | |
|--------------------------------|-----------------------------|
| 1) The teacher will come soon. | a) Present Continuous Tense |
| 2) The Sun sets to the west. | b) Simple Past Tense |
| 3) He had left the village. | c) Simple future Tense |
| 4) They are singing a song. | d) Simple present Tense |
| 5) She didn't get the vets | e) Past Perfect Tense |

Q.2.a) Spot and correct the error in the following sentences and then rewrite the correct sentence. (Any 5)**05 Marks**

- 1) The children was stunned at the remarks.
- 2) She could found her book there.
- 3) We will going hand in hand.
- 4) It have been raining since yesterday.
- 5) I were thinking about you.
- 6) He drink milk in the morning.
- 7) Sunita get vaccine from the health centre.
- 8) Study hard until you gets success.

Q.2.b) Complete the sentence with appropriate verb forms as guided in the brackets.

(Any 5)

05 Marks

- 1) She.....(to sing) since last year.
- 2) The cackling of geese.....(to save) Rome.
- 3) I (to do) my duty to my master from tomorrow.
- 4) Renu (to celebrate) her 28th Birthday in Canada next year.
- 5) The baby (to cry) every morning.
- 6) You(to spoil) the lunch in hurry.
- 7) He(to reach) to the destination.
- 8) Nurses(to work) very hard during the pandemic situation.

Q.2.c) Name the parts of speech of each word in the following sentences. (Any 5)

05 Marks

- 1) Rehan goes to the market daily.
- 2) Are you there?
- 3) She looks beautiful.
- 4) Wow! He looks tall and handsome.
- 5) Jijabai fought bravely against the enemies.
- 6) Stay healthy and stay Safe.
- 7) Corona pandemic adversely affected the world.
- 8) Vaccination is the key to surviving against pandemic.

Term -1 Written Grammar Skill Achievement Test**Format****Sd-IX****Total Marks- 25****Students' Name****Time -35 Minutes**

Que. No	Type of Question	Grammar Category	No. Question	Marks allocated
1.a)	Fill in the blanks	Articles	5	5
Q.1.b)	Match the following	Tenses	5	5
Q.2.a)	Spot & and correct the error &rewrite the sentence	Verb Agreement	5	5
Q.2.b)	Complete the sentence	Verb forms	5	5
Q.2.c)	Name the grammar category	Parts of speech	5	5

Format:**Q.1.a) Fill in the blanks with suitable article: a/an/the****05 Marks****Q.1.b) Match the following: A- Sentence, B Tense****05 Marks****Q.2.a) Spot and correct the error in the following sentences. Then rewrite the correct sentence.****05 Marks****Q.2.b) Complete the sentence with the appropriate form of the tense verb as guided in the brackets.****05 Marks****Q.2.c) Name the parts of speech of each word in the following sentences.****05 Marks**❖ **Assessment Criteria:** Each correct answer will be given one mark.

Written Grammar Skills Achievement Test-2

Std-IX

Marks 25

Student's Name

Time- 35 Minutes

Instructions:

- 1) Read all the questions carefully.
- 2) All the questions carry equal marks i.e., 1 mark.

Q.1 a) Fill in the blanks with the appropriate question tag for each sentence.

(05 Marks)

- 1) Let's go to Picnic,?
- 2) The sisters quarrelled with each other,?
- 3) Open the gate,?
- 4) He speaks the truth,?
- 5) I am working hard,?

b) Change the Voice of the following (Any 5)

(05 Marks)

- 1) The annual gathering was inaugurated by the school principal.
- 2) He was watching you carefully.
- 3) Let's call the Police.
- 4) The ghost scares me at night.
- 5) The teacher teaches us English grammar.
- 6) Vaccination saves our lives from the corona disease.
- 7) Who gives the injection?

Q.2) Do as directed:

a) Change the Degree of comparison. (Any 3)

(03 Marks)

- 1) India is one of the greatest countries in the world.

- 2) He is the cleverest boy in the class.
- 3) Riya is as happy as Siya.
- 4) No other captain is as great as M.S. Dhoni in Indian cricket.
- 5) Very few viruses are as dangerous as Corona.

b) Identify the kinds of clauses in the following sentences.

(Any 3)

(03 Marks)

- 1) What he said seems the truth.
- 2) She is the girl who remains absent.
- 3) When it was raining the dog sheltered under the tree.
- 4) He is safe from corona because he took the vaccination.
- 5) My shirt, gifted by my mother, got torn today.

c) Change the following direct speech into indirect speech.

(Any 4)

(04 Marks)

- 1) Vijay said, "I am very tired today."
- 2) Seema said to Reema, "he can't hide this"
- 3) Mother said to her son, "Are you coming home tomorrow?"
- 4) The teacher said, "Show me the homework"
- 5) Jeevan says, "I study very hard during the pandemic."
- 6) Suman will say, "I missed the school during coronavirus pandemic."
- 7) Pratibha said, "The earth revolves around the sun."

d) Complete the following sentences in your own words with appropriate clause/clauses.

(Any 5)

(05 Marks)

- 1) She told the truth _____
- 2) When the sun rises in the east _____
- 3) I can't believe _____
- 4) Jayana and Jiyan are good friends but _____
- 5) Though he is poor _____
- 6) We remained absent _____
- 7) If you will not wear a mask _____
- 8) We are maintaining social distancing _____

Term-2 Written Grammar Skill Achievement Test**Format****Std-IX****Marks: 25****Student's Name****Time- 35 Minutes**

Que. No	Type of Question	Grammar Category	No. Question	Marks Allocated
1.a)	Fill in the blanks	Add a question Tag	5	5
Q.1.b)	Change the Voice	Active into passive voice	5	5
Q.2.a)	Do as directed: Change the degree	Degrees of Comparison	3	3
Q.2.b)	Identify the clause	Types of Clauses	3	3
Q.2.c)	Change direct to indirect	Direct Indirect Speech	4	4
Q.2 d)	Complete the sentence	Dependent and independent clause	5	5

Q.1 a) Fill in the blanks with the appropriate question tag for each sentence. (05 Marks)**b) Change the Voice of the following (05 Marks)****Q.2) Do as directed:****a) Change the Degree of comparison in the following sentences. (03 Marks)****b) Identify the kinds of clauses in the following sentences. (03 Marks)****c) Change the following direct speech into indirect speech. (04 Marks)****d) Complete the following sentences in your own words with appropriate clause/clauses. (05 Marks)****❖ Assessment Criteria:** Each correct answer will be given one mark.

Oral Grammar Skill Achievement Test-1

Std -IX**Marks 25****Q. 1 A) Answer the questions orally.****(05 Marks)**

i) Introduce Yourself. (Marks -1)

ii) Answer any 2 of the following questions orally. (Each Que.-02 Marks)

(Any 2 questions will be asked from the following list of questions)

1. Tell something about yourself.
2. Tell something about your family.
3. How did you manage your education during Lockdown?
4. What family occasions do you celebrate in your family and how?
5. Describe the area where you live?
6. Why did you choose to study in this school?
7. What do you like the most about your school?
8. Who is an ideal person in your life? Why??
9. What are some of the best memories of your school years?
10. What is your opinion about English Language?

Q.1 B) Answer the following grammar direct questions orally.**(Marks 05)****(Any 5 will be asked, each for 1 Marks)**

1. How many articles are there in English? Which are those?
2. How many vowels are there in English? Which are those?
3. Tell something about tenses in English?
4. What do you know about parts of speech in English?
5. How many types of sentences are there in English? which are those?
6. What are the verbs used in Continuous Tense?
7. What are the verbs used in Perfect Tense?
8. How many helping verbs are there? Which are those?
9. What are verbs of future tense?
10. Tell the verbs of tenses with its negative form.

Q.2 A) Observe the picture carefully and describe the pictures in your own words.**(Marks 05)****(Each student will be shown a picture for 2 Minutes. Student will be describing it for 1 minutes.)**



1



2



3



4



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10



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24



25

Q.2 B) Give a speech for one minute on any one topic from the following list. (05 Marks)

➤ **Speech Topics (Any one topic, Preparation Time: 3 Minutes)**

1. This Is How Were the Days During Lockdown...

2. The Funniest Thing That Ever Happened to Me This Month or Year...
3. When You Take a Walk in The Woods, You Can See More Than You Might Think ...
4. This Is What Makes Me Happy...
5. Places I Lived
6. I Am Good at ...
7. My Favourite Food for Breakfast/Lunch/Dinner
8. When I Grow Up
9. Who is My Hero?
10. How to Have Fun in the Rain
11. The Best App on My Phone
12. Best Song to Listen to When Feeling Happy/Sad
13. My favourite Subject in school
14. My opinion about English Subject
15. The First Days in This School
16. Life During Corona Pandemic
17. Family
18. Music
19. School
20. Education
21. Life of Tribals
22. Tribal Culture
23. Tribal Music

Q.2C) Debate in a Pair

Marks 05)

Select any one topic & debate in a pair for 2 minutes

Preparation Time 3 Minutes.

1. Failing Is a Blessing in Disguise
2. Fashion Isn't All That Important
3. Recess Time Must Be Extended.
4. Helping A Friend Is Always Good
5. Hard Work Is More Important Than Talent
6. Students Have No Interest in Government Matters
7. Maths Is an Interesting Subject
8. Students Have Too Much Workload
9. Weekend Jobs Make Students More Responsible
10. Driving Must Be Taught in High School
11. There Should Be More Focus on Sports in High Schools
12. Mobile phones Should Be Banned in Schools for Both Students and Teachers

Oral Grammar Skill Achievement Test-1

Format

Std -IX**Marks 25**

Que. No	Type of Question	No. Question	Marks Allocated
1.a)	Answer the questions orally.	3	5(1+2+2)
Q.1.b)	Answer the following grammar direct question	5	5
Q.2.a)	Picture Description	1	5
Q.2.b)	Speech	1	5
Q.2.c)	Pair Debate	1	5

Q. 1 A) Answer the questions orally. (05 Marks)

- i) Introduce Yourself (Marks -1)
- ii) Answer any 2 of the following questions orally. (Each Que.-02 Marks):
(Any 2 questions will be asked from the following list of 10 questions)

Q.1 B) Answer the following grammar direct questions orally. (05 Marks)

Any 5 questions will be asked from the list of 10 questions, each for 1 Mark

Q.2 A) Observe the picture carefully & describe the pictures in your own words. (05 Marks)

Each student will be shown a picture for 2 Minutes. Students will be describing it for 1 minute.

Q.2 B) Give a speech for one minute on any one topic from the following list. (05 Marks)

Speech Topics: Any one topic from the list of 23 Topics, Preparation Time: 3 Minutes

Q.2C) Debate in a Pair (05 Marks)

Select any one topic from the list of 12 topics & debate in a pair for 2 minutes
Preparation Time 3 Minutes.

Oral Grammar Skill Achievement Test-2

Std IX

Marks-25

**Q. 1 A) Answer the questions orally.
(05 Marks)**

- i) Tell something about yourself (Marks -1)
- ii) Answer any 2 of the following (Each Que.-02 Marks):
(Any 2 will be asked from the following list of questions)

1. What are the effects of the coronavirus pandemic on your education?
2. What do you like most about learning languages?
3. What sports are you interested in? Why?
4. What do you like doing in your free time?
5. Can you tell me about a film you have seen recently?
6. What are some of the things you would like to change about your school?
7. What are your favourite subjects at school and why?
8. Tell something about your favourite music?
9. What have been the best moments of your life so far?
10. Tell me about your best friend.

**Q.1 B) Answer the following grammar direct questions orally.
(Marks 05)**

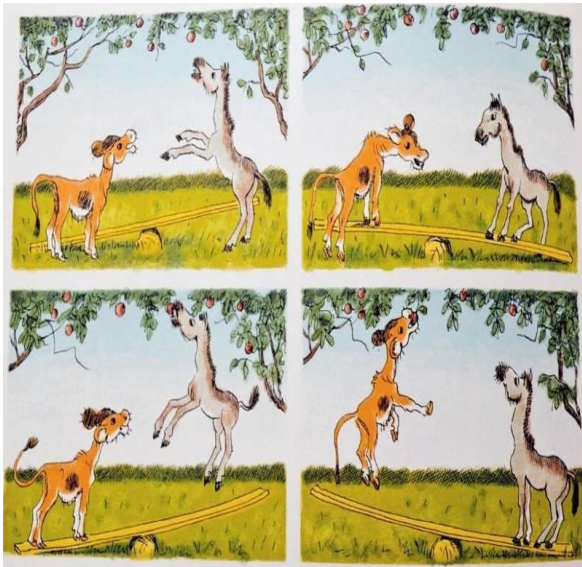
(Any 5 will be asked, each for 1 Marks)

1. What are the basic rules for moving active voice into passive voice?
2. How many kinds of sentences are there in English? which are those
3. What is a clause?
4. What is the difference between a clause & a phrase? Give one example.
5. What is the difference between the main clause & dependent clause? Give one example.
6. What changes will be made in direct to indirect change if the reporting verb is 'says'?
7. What changes will be made in direct to indirect change if the reporting verb is 'will say'?
8. What are the types of degree comparisons?
9. Give one example of changing Active Voice into Passive Voice.
10. Give one example of Degree change.

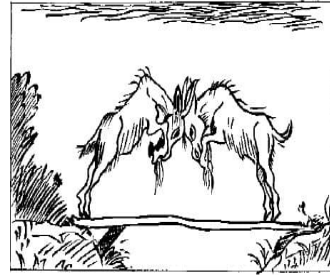
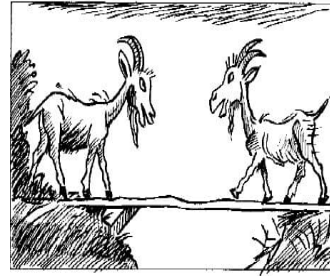
Q.2. A) Observe the set of pictures carefully & narrate a story out of it.

Marks -05

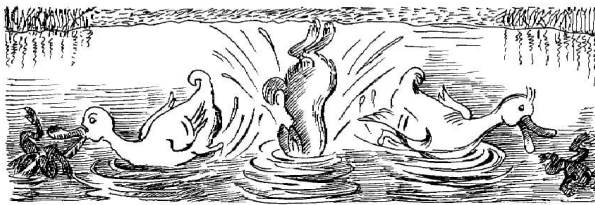
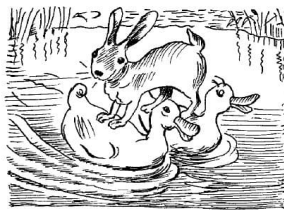
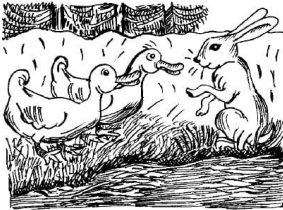
Preparation Time: 3 Minutes, Narration: One Minute



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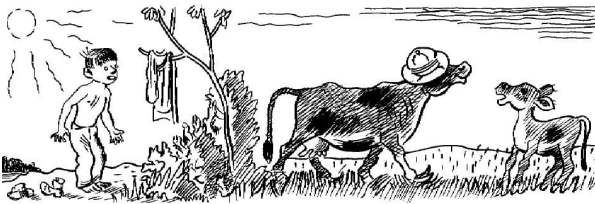
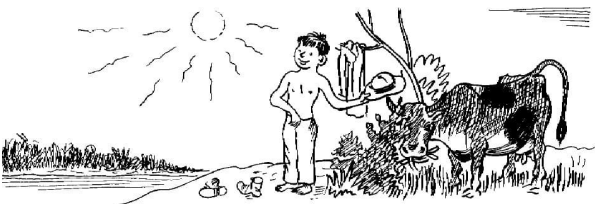


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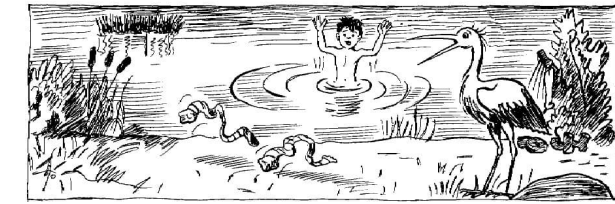


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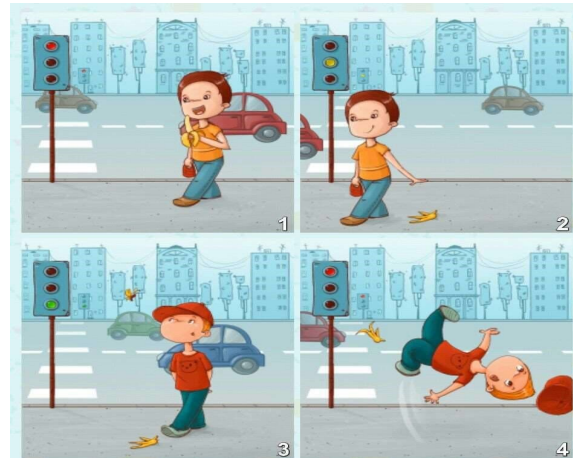
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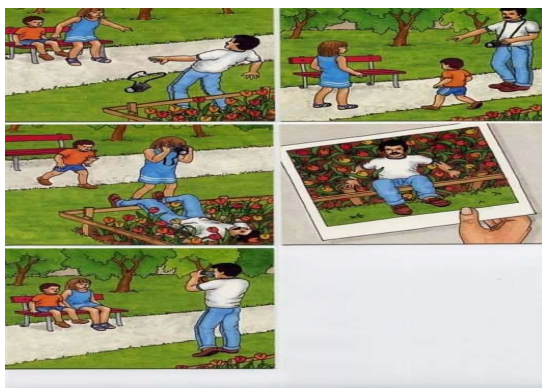
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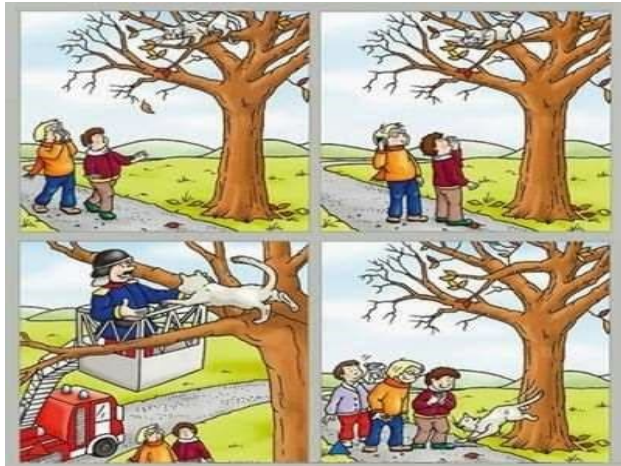
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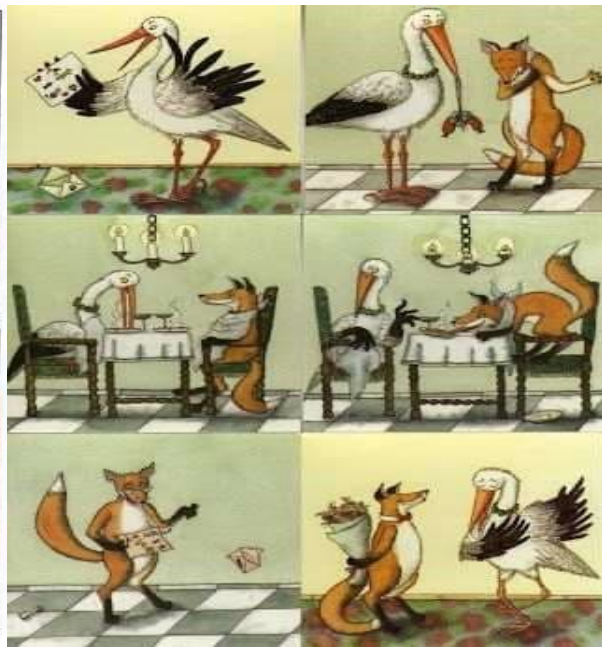
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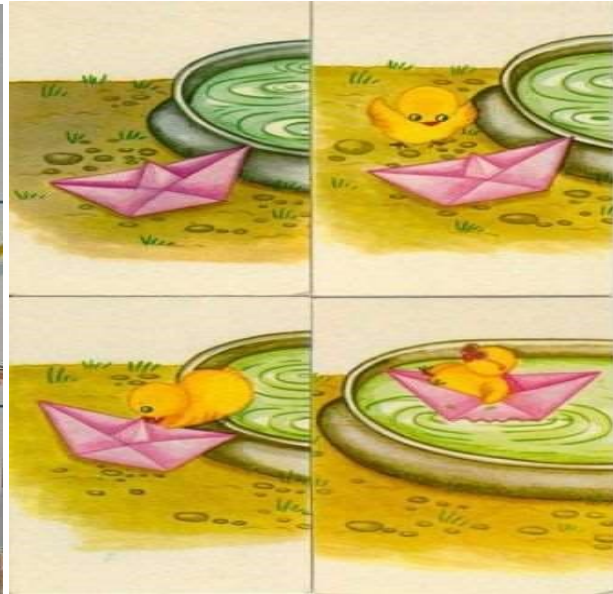
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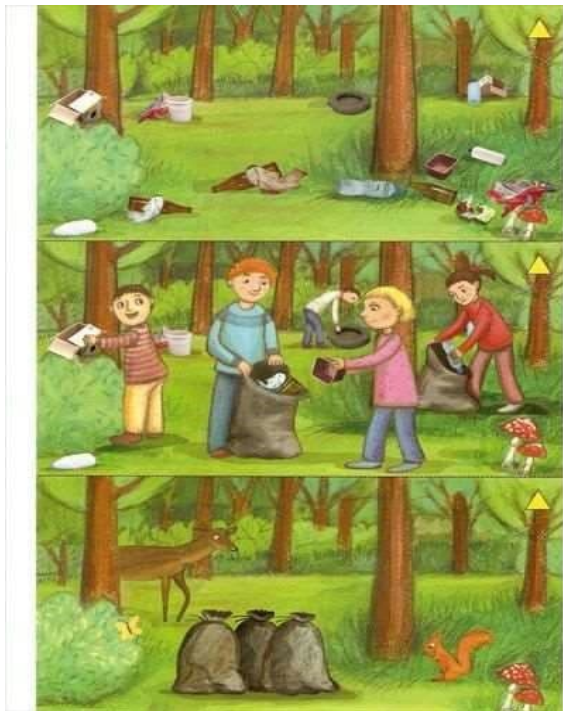
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18

Q.2 B) Give a speech for one minute on any one topic from the following list. (05 Marks)

➤ **Speech Topics**

1. Tribal Folk Art
2. Education & Tribals
3. The Hardest Thing I Ever Did the Biggest Lesson I Have Learned
4. I Want a New Law On ... What Would You Like to Change and Why?
5. What Are Your Community Activities?
6. Unusual Experiences in The Last Year.
7. Free Time Activities That You Can Recommend.
8. Celebrities, Actors, And Actresses.
9. The World Would Be a Better Place If ...
10. If I Were Born Hundred Years Ago, I Would Be ...
11. When I Am Grown Up, I Want to Become A / An ...
12. Last Year I Was at ...
13. Why Laughter Is the Best Medicine?
14. Personal Things You Should Always Keep to Yourself..
15. How To Make Fun Every Day in Life
16. A Time When You Were Glad
17. Things To Do
18. In a Traffic Jam
19. The Worst Holiday Ever
20. If You Would Have Ruled the World.
21. The Best Thing About Being Me
22. If I Had One Crore Rupees
23. Things Your Mom Would Never Say
24. This Is What Success Means to Me

Q.2C) Debate in a Pair

Marks 05)

Select any one topic & debate in a pair for 2 minutes

Preparation Time 3 Minutes.

➤ **Debate Topics**

1. Is Our Election Process Fair?
2. The Voting Age Should Be Lowered
3. Are Phones Essential?
4. Is Competition Good?
5. Is Homework Harmful or Helpful?
6. Does The English Language Need to Be Simpler?
7. What Should a Government Do for A Country to Become Successful?
8. The Rich Should Pay More Tax
9. Boys Gossip More Than Girls Do
10. Why Mondays Should Be Banned?
11. Is History a Critical Subject?
12. Should All Cars Be Electric?

Oral Grammar Skill Achievement Test-2

Format

Std IX

Marks-25

Que. No	Type of Question	No. Question	Marks Allocated
1.a)	Answer the questions orally.	3	5(1+2+2)
Q.1.b)	Answer the following grammar direct question	5	5
Q.2.a)	Narrate a picture story	1	5
Q.2.b)	Speech	1	5
Q.2.c)	Pair Debate	1	5

Q. 1 A) Answer the questions orally.**(Marks -05)**

i) Tell something about yourself (Marks -1)

ii) Answer any 2 of the following (Each Que.-02 Marks):

(Any 2 will be asked from the following list of questions)

Q.1 B) Answer the following grammar direct questions orally.**(Marks -05)**

Any 5 will be asked from the list of 10 questions, each for 1 Mark)

Q.2. A) Observe the set of pictures carefully & narrate a story out of it.**(Marks -05)**

Preparation Time: 3 Minutes, Narration: One Minute

Q.2 B) Give a speech for one minute on any one topic from the following list. (Marks -05)

Speech Topics: Any one topic from the list of 24 Topics, Preparation Time: 3 Minutes

Q.2C) Debate in a Pair**(Marks 05)**

Select any one topic from the list of 12 topics & debate in a pair for 2 minutes

Preparation Time 3 Minutes.

REACTION SCALE						
<p>Dear Students,</p> <p>This is a reaction scale for the English grammar teaching through music that you were taught . In this regard, few statements are given below. You must tick (✓) mark in an appropriate alternative column next to each statement.</p> <p>Mark the responses honestly as it will be kept confidential.</p> <p>Abbreviations used for reactions: SA - Strongly Agree, A - Agree, UD - Undecided, DA - Disagree, SD - Strongly Disagree.</p>						
No	Statements	SA	A	U D	DA	SD
1	All the grammar topics in the syllabus were covered while teaching through music					
2	Teaching through music enhanced the understanding of grammar topics.					
3	Teaching through music effectively met the grammar learning objectives.					
4	The grammar songs used were very useful for learning grammar topics easily.					
5	Learning grammar through music is a new way to learn grammar.					
6	Singing the grammar songs and activity songs during classes were joyful.					
7	All the tunes of grammar songs were easy to sing melodiously.					
8	Tribal music, known to us, was used in the teaching of grammar.					
9	Grammar songs were easy to remember due to their familiar tune.					
10	The songs came to my mind automatically, even after the classes.					
11	This was by far the most enjoyable experience in grammar learning.					
12	All the grammar topics taught were completed in the given time period.					

13	Adequate time was given to perform and present during the song-based activities.					
14	Music did not create a joyful atmosphere while learning grammar.					
15	The song-based activities were very engaging during grammar learning.					
16	The lyrics of the songs could be understood.					
17	The songs used in the activities were appropriate to suit the grammar topics					
18	The song-based activities were not interesting for me to learn grammar.					
19	The song-based activities did not motivate grammar learning.					
20	The music used in the lessons was distracting.					
21	There was no enhancement of grammar skills in my writing.					
22	There was no enhancement of grammar skills in my speaking.					
23	The overall teaching of grammar through music was liked.					
24	Grammar learning through music in the future should be continued.					
25	Music should be included in grammar teaching.					

Appendix –XV
SAMPLE LESSON PLAN-1

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar

Topic: Parts of Speech

Time: 70 Minutes

Date:9-8-21

Prerequisite	Students have basic skills in grammar Students know about the names of parts of speech
General Objectives	Students will be able to learn the definitions of parts of speech Students will be able to understand how to construct their own sentences with the use part of speech Students will be able to implement the knowledge of grammar in written and spoken skills in English. Students will be able to develop an interest in the English grammar study
Specific Objectives	Students will be able to identify parts of speech Students will be able to differentiate parts of speech Students will be able to demonstrate the correct uses of parts of speech in spoken and written English Students will be able to analyze the song on the basis of parts of speech
Method of Teaching	Inductive-Deductive Method
Teaching – Learning Recourses	<p>Songs Audio- Video, Gap Fill Activity Sheet, sound system, PPT</p> <p>Grammar song:</p> <p>❖ PARTS OF SPEECH</p> <p>Noun, Pronoun, Verb, Adverb, Adjective, Preposition, Conjunction and Interjection</p> <p>These are eight parts of speech</p> <p>There are eight parts of speech</p> <p>A word or name of a person, place, thing, bird animal, or any object is known as a noun. King, boy, Ganga, Rocky, Mahesh, book, girl These are a few examples.</p> <p>A word that stands for a noun, that is used instead of a noun is called a pronoun. I, He, It, We, They, You, them, My, Your, Her, Her, His, Him, Their, Myself, Themselves, Ourselves, Yourselves, These, Those, That, Who, Which, When, Where These are the pronoun's examples.</p> <p>A word that describes a noun or gives more information about a noun is called an adjective.</p>

	<p>Beautiful, Naughty, Dark and Clever These are a few examples.</p> <p>A word that denotes states or shows an action is called a Verb. To run, to play, and to write, to read These are a few examples.</p> <p>A word which gives more information about a verb is known as an adverb Quickly, fast, hard, nice, and sharply Here are a few examples.</p> <p>A word that shows a relationship between two nouns or pronouns is called a preposition. In, on, of, into, for, under, up, down, to, towards, at, by, with, without, nearby, outside, inside, along, behind, beneath, before, after, soon, at, by, though, between, within, up to, till, until, across These are a few examples.</p> <p>A word that joins two sentences, words, or clauses is called a conjunction. And, but, because, not only but also, either or neither nor, when, whose, which, who, whom, as well as, hardly when, also, no sooner than, as soon as. These are a few examples.</p> <p>A word that expresses sudden and strong feelings is called an interjection.</p> <p>hurray! alas! Bravo! oh! Wow! These are few examples</p>
Introduction Teacher	<p>Teacher: Students do you know how many Parts of speech are the are there in English grammar? Students: Yes Teacher: Make a list of the make the list of the parts of speech with a few examples that you know. Students: Students make the list and share it orally. Teacher: Right, so today we will learn more about parts of Speech. Now you will listen to a song. Students, while listening to the song kindly write the answer worksheet.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the 'Parts of Speech' song. • The students complete the 'Double Gap Fill' while listening to the song.

	<ul style="list-style-type: none"> • Then students sing the song along with the teacher. • The teacher plays the video songs. • https://www.youtube.com/watch?v=tOCtS3DMaYs • https://www.youtube.com/watch?v=_yYBRqt1xU0 • Students complete 'Double Gap Fill' after watching the video. • The teacher plays the song again. • The students analyze the grammar category: Parts of Speech. • The Teacher plays the video song • The students complete the Double Gap Fill. • The Teacher plays the song again students check the answers. Students discuss the parts of speech as per the learning through the songs. The teacher discusses & and underlines the key learnings of the use of parts of speech song. Their appropriate uses with in spoken and written English the examples from the songs. Students understand the key points of the uses of the Parts of Speech.
Evaluation	<p>Student's learning will be evaluated through the evaluation worksheet.</p> <p>i) How many parts of Speech are there in the English language?</p> <p>ii) Enlist all the Parts of Speech with their example.</p> <p>iii) Define all the parts of Speech and give one sentence example by using it.</p> <p>iv) Write about your experience of learning the Parts of Speech through songs by using appropriate articles in your sentences.</p>
Recapitulation	The teacher concludes the learning of Parts of Speech Song by emphasizing the main points from the song's examples.
Home Assignment	<p>Set the other tune of your own choice to the 'Parts of Speech' song.</p> <p>Write a set of sentences by using the appropriate helping verbs.</p>
Blackboard Summary	Main and subheading of the grammar topic

Appendix –XV
SAMPLE LESSON PLAN-2

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar

Topic: Helping Verbs

Time: 70 Minutes

Date:13-8-21

Prerequisite	Students have basic skills in grammar Students know the definition of the verb
General Objectives	Students will be able to understand the rules of the helping verbs. Students will be able to understand how to construct their own sentences with the use of helping verbs Students will be able to implement the knowledge of grammar in written and spoken skills in English. Students will be able to develop an interest in the English grammar study
Specific Objectives	Students will be able to identify the verbs and helping verbs Students will be able to differentiate verbs and helping verbs Students will be able to demonstrate the correct uses of helping verbs. Students will be able to analyze the song on the basis of helping verbs.
Method of Teaching	Inductive-Deductive Method
Teaching – Learning Recourses	Songs Audio- Video, Gap Fill Activity Sheet, sound system, PPT Grammar song: ❖ HELPING VERBS There are helping verb, helping verbs, helping verbs Twenty- three Am, is, are, was & were Being, been & be There are helping verb, helping verbs, helping verbs Twenty- three Have, has, had, do, does, did Shall, should, will & would There are helping verb, helping verbs, helping verbs Twenty- three There are five more helping verbs, helping verbs May, might, must & can, could There are helping verb, helping verbs, helping verbs Twenty- three
Introduction Teacher	Teacher: Students do you know the helping verbs? Students: Yes Teacher: Make a list of the helping verbs that you know. Students: Students make the list and share it orally.

	Teacher: Right, so today we will learn more about helping verbs. Now you will listen to a song. Students, while listening to the song kindly write the answer worksheet.
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the helping verb song. • The students complete the 'Gap Fill' while listening to the song. • Then students sing the song along with the teacher. • The teacher plays the video songs. • https://www.youtube.com/watch?v=Q28xRviQhWY • https://www.youtube.com/watch?v=AcNy8QV4MhE • Students complete 'Gap Fill' after watching the video. • The teacher plays the song again. • The students analyze the grammar category: helping verbs. • The Teacher plays the video song • The students complete the gap fills. • The Teacher plays the song again students check the answers. Students discuss the helping verbs as per the learning through the songs. The teacher discusses & and underlines the key learnings of the use of helping verbs, their negative forms, past forms, and their uses with the examples from the songs. Students understand the key points of the uses of the helping verbs.
Evaluation	<p>Student's learning will be evaluated through the evaluation worksheet.</p> <p>i) How many helping verbs are there in the English language?</p> <p>ii) Enlist all the helping verbs.</p> <p>iii) Prepare two sentences by using helping verbs.</p> <p>iv) Write about your experience of learning the helping verbs through songs by using appropriate articles in your sentences.</p>
Recapitulation	The teacher concludes the learning of helping verbs by emphasizing the main points from the song's examples.
Home Assignment	<p>Set the other tune of your own choice to the 'Helping Verbs' song</p> <p>Write a set of sentences by using the appropriate helping verbs.</p>
Blackboard Summary	Main and subheading of the grammar topic

SAMPLE LESSON PLAN-3

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar

Topic: Articles

Time: 70 Minutes

Date: 21-8-21

Prerequisite	Students have the basic skills of grammar Students know the basics of grammar topics: Vowels and Articles
General Objectives	Students will be able to understand the rules and uses of Articles Students will be able to implement the knowledge of articles in written and spoken skills in English.
Specific Objectives	Students will be able to identify vowels and consonant sound words. Students will be able to differentiate the use of definite and indefinite articles. Students will be able to demonstrate the appropriate use of articles in written and spoken English. Students will be able to analyze songs on the basis of uses of articles.
Method of Teaching	Inductive-Deductive Method
Teaching-Learning Resources	<p>Songs Audio- Video, Activity: Articles Art Sheets 'Articles' Songs, English songs</p> <p>❖ ARTICLES</p> <p>A, E, I, O, U A, E, I, O, U</p> <p>There are five vowels in English</p> <p>There are five vowels in English</p> <p>A, E, I, O, U A, E, I, O, U</p> <p>A, an, are indefinite articles</p> <p>It denotes a number arithmetic one</p> <p>It is used before a singular noun</p> <p>'An' used before vowel sound</p> <p>A, E, I, O, U</p> <p>When the word begins with a vowel, use the article 'an'</p> <p>When the word is pronounced with a vowel sound, use the article 'an'</p> <p>A, E, I, O, U.....</p> <p>When the word begins with a consonant then use the article 'a'</p> <p>When the words pronounced with consonant sounds then use the article 'a'</p> <p>A, E, I, O, U.....</p> <p>For definite /particular nouns, use the article 'the'</p> <p>When universally, only one thing exists then use the article 'the', before its noun</p> <p>A, An, The are three articles to be used as the above rules</p> <p>And to be used with noun & noun phrase</p>

	<p>A, E, I, O, U.....</p> <p>A, An for singular noun which means only one person/thing /object/idea</p> <p>Article 'the' can be singular & plural, depending on the word/phrase.</p> <p>A, E, I, O, U.....</p>
Introduction	<p>Teacher: Students do you how many articles are there in English?</p> <p>Students: Yes, Three</p> <p>Which are those?</p> <p>A, an, the</p> <p>Teacher: Do you know when to use a/an/the?</p> <p>Students: Students give answers orally.</p> <p>Teacher: Okay! So today we are going to learn more about articles and their uses. Now you will listen to a song. While listening to the song, students kindly write the answers on the song's worksheet.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the 'Article' song. • The students encircle the articles while listening to the song. • Then students sing the song along with the teacher. • The teacher Plays the video songs: song name- Numb • https://www.youtube.com/watch?v=K08o44cr3ww • Students complete the art of articles after watching the video. • The teacher plays the song again • The students analyze the grammar category. • The Teacher plays the video song and students circle the articles • The Teacher plays the song again students check the answers. <p>Students Discuss the articles as per the learning through the songs.</p> <p>The teacher discusses and underlines all the key points of uses of the articles such as definition, type, and rules to the uses in the English language with the use of examples from the song.</p> <p>Students understand the definitions, types, and rules of the types of articles in the English language</p> <p>Students understand the definite 'a', 'an', indefinite article 'the', and its uses and rules. students underline all the key points uses of articles with the use of examples from the song.</p>

Evaluation	<p>Students' learning will be evaluated through the evaluation worksheet. One Mark for each question's answer.</p> <p>i)How many types of articles are in English language?</p> <p>ii) What are the types of articles?</p> <p>iii)Fill in the blanks with the correct articles.</p> <p>iv)She ate orange and he ate ... Banana</p> <p>v)He rides.....elephant & keepseye on everyone.</p> <p>vi)Riya visited ...Himalaya Mountain & sailed throughGanga River.</p> <p>vii) Write about your experience of learning the articles through songs by using appropriate articles in your sentences.</p>
Recapitulation	The teacher concludes the learning of articles with an underling of the main points from the song's examples.
Home Assignment	Set the other tune of your own choice to the "Articles' song Write a set of sentences by using the appropriate articles.
Blackboard Summary	Main and subheading of the grammar topic

SAMPLE LESSON PLAN-4

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar

Topic: Tenses

Time: 70 Minutes

Date:28-08-21

Prerequisite	Students have the basic skills of grammar Students know the basics of grammar topic: Tenses
General Objectives	Students will be able to acquire knowledge about the tense rules and their uses in English language Students will be able to implement the tense knowledge in their written and spoken English language skills Students will be able to apply the analysis of the songs on the basis of the tense
Specific Objectives	Students will be able to identify tenses used in the sentence. Students will be able to differentiate tense structures in the sentences. Students will be able to categorizes the sentences on the basis of tense sub-kinds. Students will be able to demonstrate the appropriate tenses' use in communication
Method of Teaching	Inductive -Deductive Method
Teaching – Learning Recourses	Grammar Song, Songs Audio- Video, 'Sense the Tense' Activity Sheets, PPT, Grammar Song 'Tenses', English songs ❖ TENSES There are three tenses in English, Present tense, Past tense & Future Tense There are twelve sub-kinds of three tenses, four sub-kinds in each tense, There are four sub-kinds in each tense and twelve sun-kinds in three tenses Simple, Progressive, Perfect, and Perfect Progressive tense 1)Simple Present Tense 2)Present Progressive/Continuous Tense 3)Present Perfect Tense 4)Present Perfect Continuous Tense 5)Simple Past Tense 6)Past Progressive /Continuous Tense 7)Past Perfect Tense 8)Past Perfect Continuous Tense 9)Simple Future Tense

	<p>10)Future Progressive/Continuous Tense 11)Future Perfect Tense 12)Future Perfect Continuous Tense There are three tenses in English, Present tense, Past tense & Future Tense There are three tenses in English, Present tense, Past tense & Future Tense There are twelve sub-kinds of three tenses, four sub-kinds in each tense, There are four sub-kinds in each tense and twelve sun-kinds in three tenses Simple, Progressive, Perfect, and Perfect Progressive tense</p>
Introduction Teacher	<p>Teacher: Students do you know How many tenses are there in English? Students: Yes, Three Teacher: Make the list of the sub-kinds of tense. Students: Students make the list and share it orally. Teacher: Right, so today we are going to learn more about helping verbs. Now you will listen to a song. While listening to the song, students kindly write the answers on the worksheet as guided.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the tense song. • The students complete the 'tenses sense' activity while listening to the song. Then they sing the song along with the teacher. • The teacher Plays the video songs. Song : Try Everything • https://www.youtube.com/watch?v=jpqV3dzYOgk students complete 'sense tenses' after watching the video. • The teacher plays the song again • The students analyze the grammar category. • The Teacher plays the English song video & students complete the 'sense tenses' activity. • The Teacher plays the song again students check the answers. Students discuss the tenses to demonstrate the learning through the songs. The teacher discusses & underlines the key learning of tenses with reference to the songs.

Evaluation	<p>Students' learning will be evaluated through the evaluation worksheet of five short answer-based questions. One Mark for each correct answer.</p> <p>How many main tenses are there in English?</p> <p>List down all the sub-kinds.</p> <p>Write about your experience of learning tenses through music by comprising different tense sentences.</p>
Recapitulation	<p>The teacher sums up the learning of the tense by highlighting the key learning with reference to the songs.</p>
Home Assignment	<p>Set the other tune of your own choice to the 'Tenses' song.</p> <p>Write a set of sentences with all the sub-kinds of tenses.</p>
Blackboard Summary	<p>Main and sub-heading of the grammar topic</p>

SAMPLE LESSON PLAN-5

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar Topic: **Add a Question Tag**

Time: 70 Minutes

Date: 26-10-21

Prerequisite	Students have the basic skills of grammar Students know the basics of grammar topic yes/ no type of questions.
General Objectives	Students will be able to understand the rules and usage of adding a question tag Students will be able to implement the knowledge of adding a question tag in written and spoken skills in English.
Specific Objectives	Students will be able to identify the verbs and helping verbs for tag questions Students will be able to differentiate the yes/no type of tag questions. Students will be able to demonstrate the appropriate usages of adding a question tag form in their own sentences Students will be able to analyze the song on the basis of the grammar category, and add a question tag.
Method of Teaching	Inductive-Deductive Method
Teaching – Learning Recourses	Grammar Song, Songs Audio- Video, ‘Add a Tag?’ Activity Sheets, PPT ‘Add a Question Tag’ Songs, English songs ❖ ADD A QUESTION TAG Add a question Tag, Add a question Tag Let’s learn how to add a question tag First, write the sentence as it is & put a comma after that. If the sentence is assertive, the question tag is negative. If the sentence is negative, the question tag is assertive. Add a question Tag, Add a question Tag Let’s learn how to add a question tag If the sentence has a noun /pronoun as its subject, Then use appropriate pronouns to add a question tag. Use anomalous finite verb before pronoun and put a question mark at the end. Add a question Tag, Add a question Tag Let’s learn how to add a question tag. If the sentence has subject this, that, there, I, he, she, they Then in a question tag, it will be used as it is.

	<p>If the sentence is imperative, 'will you?' is always a question tag. Add a question Tag, Add a question Tag Let's learn how to add a question tag If the sentence begins with 'Let's, 'Shall we?' add a question tag For example, Let's do it. Let's do it, shall we? Is add question a tag. Add a question Tag, Add a question Tag Let's learn how to add a question tag If have, has, had verb show persuasion at that time, Don't, Doesn't, didn't will be used in a tag question. If the sentence has a 'will' helping verb, Will not (Won't) is added to a question tag Add a question Tag, Add a question Tag Let's learn how to add a question tag If the sentence begins with 'I am', 'Aren't I' is the add a question tag. For example, 'I am learning it', 'Aren't I?' add a question tag. They will learn it now, Won't they? is a question tag Add a question Tag, Add a question Tag Let's learn how to add a question tag</p>
Introduction Teacher	<p>Teacher: Students do you know about the short interrogative sentence forms? Students: Yes Teacher: What is that form called in English Grammar? Students: Yes/No type of questions. Teacher: Right, so today we will learn more about the shot question form i.e. Add a Question Tag. Now you will listen to a song. While listening to the song, students kindly write the answers on the worksheet.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the add a question tag song. • Students will complete the worksheet-guided task while listening to the song • The students complete the sentence by adding a question tag while listening to the song. • Then they sing the song along with the teacher. • Students will sing the 'Add a question Tag' song on the set tune • The teacher Plays the video songs. Waka Waka (It's Time for Africa) • https://www.youtube.com/watch?v=czWcyZRAMtk • students complete the 'add question tag' after watching the video. • The teacher plays the song again • The students analyze the grammar category.

	<ul style="list-style-type: none"> • Students will answer the questions based on the song. • The Teacher plays the English song video & students complete the adding of question tag activity. • The Teacher plays the song again students check the answers. <p>Students Perform the short group activity of adding a Question Tag: One group says the sentence & other group adds the question tag to it & vice-versa Teacher discusses & underlines key notes of adds a question tag with reference to the songs.</p>
Evaluation	<p>Student's learning will be evaluated through the evaluation worksheet of six questions for adding a question tag. One Mark for each correct answer. Add a question tag in the following statements. Let's go home. Our parents are always in our hearts. Shut your mouth. Meena can't perform on the stage. I am afraid of the ghost. Joy will be upset.</p> <p>Write about your experience of learning to add a question tag through music by adding a question tag form of sentences in it.</p>
Recapitulation	The teacher sums up the learning with key highlights of 'Add a question tag'.
Home Assignment	<p>Set the other tune of your own choice to the Add Question Tag'</p> <p>Write a set of dialogues on any theme of your choice by using appropriately adding the question tag sentences in the conversation</p>
Blackboard Summary	Main and subheading of the grammar topic

SAMPLE LESSON PLAN-6

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar Topic: **Change the Voice**

Time: 70 Minutes

Date 20-11-21

Prerequisite	Students have the basic skills of grammar Students have the basic knowledge of active voice and passive voice
General Objective	Students will be able to acquire the knowledge of Changing the Voice Students will be able to apply the grammar knowledge in the written and spoken English grammar skills
Specific Objectives	Students will be able to identify the voice of the sentences. Students will be able to differentiate between active and passive voice in the sentences. Students will be able to interchange the voice of the sentences from active to passive. Students will be able to demonstrate the use of active and passive voice in written and spoken English Students will be able to analyze the song on the basis of active-passive voice-based sentences
Method of Teaching	Inductive-Deductive Method
Teaching – Learning Recourses	<p>Grammar Song, English Songs Audio- Video, 'Change the voice' Activity Sheets, PPT</p> <p>❖ ACTIVE VOICE- PASSIVE VOICE</p> <p>Change the voice, Change the voice, when you change Active into Passive Voice</p> <p>When you change active to passive,</p> <p>You have to make the following changes.</p> <p>First of all, put the Object into the Subject place,</p> <p>And the Subject will go to the Object's place.</p> <p>If the sentence has first person pronoun as the subject, then it will change into second person pronoun.</p> <p>If the subject is a noun /noun phrase etc. then it will be used as it is.</p> <p>And before it, you have to use 'by' while changing the subject to an object place.</p> <p>Change the Voice, Change the Voice,</p> <p>when you change active into Passive voice</p> <p>Change the voice, Change the voice, when you change Active into Passive Voice</p> <p>When the sentence has the Subject 'I', then it will be changed into 'me'</p> <p>He, She, they, we, it, will be changed into him, her, them, us & it.</p>

	<p>When you make a passive sentence then use always the past participle of its verb from active. For example, 'I eat an apple,' will change into 'An apple is eaten by me.'</p> <p>Change the Voice, Change the Voice, when you change active to Passive voice Change the voice, Change the voice, when you change Active into Passive Voice</p>
Introduction Teacher	<p>Teacher: Students do you know the voice in English grammar? Students: Yes, Active & Passive Teacher: Give an example of an active into passive voice interchange. Students: Students try to give answers Teacher: Okay, so today we are going to learn more about changing the voice. Now you will listen to a song. While listening to the song, students kindly write the answers in the worksheet as guided.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings 'The Change the Voice' song. • The students complete the 'change the voice' activity while listening to the song. • Then they sing the song along with the teacher. • The teacher plays the video songs. I Did it • https://genius.com/Raja-kumari-i-did-it-lyrics students complete the 'change the voice' activity after watching the video. • The teacher plays the song again • Students analyze the grammar category and change the voice. • Students answer the questions based on the song. • The Teacher plays the English song video and students complete the 'Change the voice' activity after watching the video. • The Teacher plays the song again students check the answers. Students perform group activities of Active Voice and passive Voice sentences interchange to demonstrate the learning through the songs. One group gives five active sentences & other group changes them into passive & vice versa The teacher discusses and underlines the key learning of changing the voice of the sentences in written and spoken English. The teacher explains all the rules of interchange of the Voice change with the use of the grammar songs. The active voice to passive voice rules with regard to sentence types such as assertive, imperative, interrogative, etc. will be explained with the use of the grammar song for a detailed understanding of the topic for the student. Students learn the details in regards to the rules and uses of the change the voice in English language written and spoken sentences. The teacher will ask a few questions to change the voice

	Students will answer the questions about changing the voice of the sentences.
Evaluation	<p>Student's learning will be evaluated through the evaluation worksheet of five short answer-based questions.</p> <p>i) Who opened the file?</p> <p>ii) Let's complete the activity.</p> <p>iii) The doctor treated the patient.</p> <p>iv) She has been training the operators.</p> <p>Write about your experience of learning tenses through music by comprising active and passive voice sentences.</p>
Recapitulation	The teacher summarizes the learning of changing the voice by highlighting the key points with reference to the songs.
Home Assignment	<p>Set the other tune of your own choice to the 'Change the voice' song.</p> <p>Write a set of sentences to change the voice comprising all the sub-kinds of tenses.</p>
Blackboard Summary	Main and sub-heading of the grammar topic

SAMPLE LESSON PLAN-7

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar

Topic: Kinds of Sentences

Time: 70 Minutes

Date: 28-12-21

Prerequisite	Students have the basic skills of grammar Students know the names of the Kinds of Sentences
General Objective	Students will be able to learn the rules and uses of the kinds of sentences Students will be able to implement the knowledge of kinds of sentences in the written and oral grammar skills Students will be able to understand how to construct different kinds of sentences on their own
Specific Objectives	Students will be able to identify the type of sentence used in the sentences. Students will be able to differentiate sentence types in the sentences. Students will be able to categorize the sentence types on the basis of the clauses used in them. Students will be able to demonstrate the appropriate uses of sentence types in the written and spoken English language. Students will be able to analyze the kinds of sentences in the song.
Method of Teaching	Inductive-Deductive Method
Teaching – Learning Recourses	Grammar song, English Songs Audio- Video, ‘Double the Gap Fill’ Activity Sheets, PPT ❖ KINDS OF SENTENCES There are three kinds of sentences: Simple sentence, Compound Sentence, Complex sentence Classification of sentences can be done according to the number & kind of clauses in a sentence. A simple sentence is a sentence that has one main clause & no subordinate clause A simple sentence is a sentence that has only one subject & predicate or one finite verb. E.g., Birds fly The soldiers in uniform marched down the road. Her honest hard work won her the honour. A compound sentence is a sentence that is made of two or more main clauses and both clauses stand by itself. In a compound sentence the clauses are joined by coordinating conjunction but, and, either ---- or, neither --- nor, not only--- but also, as well as, also, or--- else, etc. Let us see an example analysis: The moon was bright and we could see our way.

	<p>i) The moon was bright is a main clause ii) and (coordinating conjunction) We could see our way second main clause Night came on and rain fell heavily and they all got very wet.</p> <p>i) Night came on- first main clause ii) and (coordinating conjunction) rain fell heavily- 2nd main clause iii) and (coordinating conjunction) and we got all very wet- 3rd main clause</p>
Introduction Teacher	<p>Teacher: Students do you know, how many types of sentences are there in English? Students: Yes, Three Teacher: Which are those? Students: Students share the sentence types orally. Teacher: Right, so today we are going to learn more about sentence types. Now you will listen to a song. While listening to the songs, students kindly write the answers on the worksheet as guided.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the 'sentence type' song. • The students complete the 'Double the Gap Fill' activity while listening to the song. • Then they sing the song along with the teacher. • The teacher Plays the video songs. • https://www.youtube.com/watch?v=i66p0_wZ9F0 students complete 'Double the Gap Fill' after watching the video. • The teacher plays the song again • The students analyze the grammar category: Types of Sentences. • The Teacher plays the English song video and students complete the 'Double the Gap Fill' activity. • The Teacher plays the song again students check the answers. Students discuss types of sentences to demonstrate the learning through the songs. All three types of sentences i.e., simple. complex and compound will be made understood by the students with the help of the grammar song. The teacher discusses and underlines the key learning of the types of sentences with reference to the songs. The teacher will ask the students to identify the type of sentences through an inter-questing activity. Students will frame their own sentences and identify the sentence type asked in a question.

Evaluation	<p>Students' learning will be evaluated through the evaluation worksheet of three questions of the types of sentences.</p> <p>The man is not corona-positive but he is hospitalized.</p> <p>Being late we will miss the flight.</p> <p>It was impossible to join the classes which were conducted online.</p> <p>Write about your experience of learning through music: the sentence types by comprising various types of sentences in it.</p>
Recapitulation	<p>The teacher summarizes the learning of the types of sentences by highlighting the key points with reference to the songs.</p>
Home Assignment	<p>Set the other tune of your own choice to the 'types of sentences' song.</p> <p>Write a set of sentences of all the types of sentences.</p>
Blackboard Summary	<p>Main and sub-heading of the grammar topic</p>

SAMPLE LESSON PLAN-8

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar

Topic: Clauses

Time:70

Minutes

Date:22-01-22

Prerequisite	Students have the basic skills of grammar Students know the kinds of sentences
General Objectives	Students will be able to acquire the knowledge of clauses in English. Students will be able to implement knowledge of the clauses in their written and spoken English Students will be able to understand how to construct their own sentences by using appropriate clauses
Specific Objectives	Students will be able to identify clauses used in the sentence. Students will be able to differentiate clause types in the sentences. Students will be able to categorize the sentence types on the basis of clauses. Students will be able to demonstrate the appropriate use of clauses in communication. Students will be able to analyze songs on the basis of the clauses used in it
Method of Teaching	Inductive-Deductive Method
Teaching – Learning Recourses	<p>‘Clause’ Song, English Songs, audio-video songs, ‘Song-Lyrics Strip-Connection’ Activity sheets, PPT</p> <p>❖ SONG: CLAUSES</p> <p>There are three clauses in English grammar Noun clause, Adjective Clause & Adverb Clause A group of words in a long sentence that has its own subject and predicate of its own is called a clause. Each part of such a group of words in a long sentence which has a subject & predicate of its own called a clause of the sentence. The clause that makes good sense to stand by itself & hence may stand as complete sense is called Main Clause /Principal Clause in the long sentence. The clause that cannot stand by itself but makes good sense & dependent on the main clause is a dependent clause/subordinate clause in the long sentence. A noun Clause is a group of words from a long sentence that has a subject & predicate of its own & does the work of a noun in the sentence.</p>

	<p>Adjective clause is a group of words from the long sentence, which has a subject and predicate of its own and it does the work of an adjective in the sentence.</p> <p>An adverb clause is a group of words from a long sentence, which has a subject and predicate of its own and it does the work of an adverb in the sentence.</p>
Introduction Teacher	<p>Teacher: Students do you know how many clauses are there in English?</p> <p>Students: Yes, Three</p> <p>Teacher: Make the list of the sub-kinds of clauses.</p> <p>Students: Students make the list of a few & share it orally.</p> <p>Teacher: Right, so today we are going to learn more about helping verbs. Now you will listen to a song. While listening to the song, students kindly write the answers in the worksheet as guided.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the clauses' song. • The students complete the 'Song-Lyrics Strip-Connection' activity while listening to the song. • Students complete the worksheet-guided task while listening to the song. • students sing the song along with the teacher. • The teacher Plays the video songs. https://www.youtube.com/watch?v=ox4tmEV6-QU students complete 'Song-Lyrics Strip-Connection' after watching the video. • The teacher plays the song again • The students analyze the grammar category clauses. • The Teacher plays the English song video & students complete 'Song-Lyrics Strip-Connection' activity. • The Teacher plays the song again students check the answers. <p>Students discuss about the clause types to demonstrate the learning through the songs.</p> <p>Teacher discusses & underlines the key learning of clauses with reference to the songs.</p>
Assessment	<p>Students' learning will be evaluated through the evaluation worksheet of three questions of clause analysis.</p> <p>The man who is admitted just now is corona positive.</p> <p>If you will not reach in time, we will miss the train.</p> <p>It was impossible to join the classes which were conducted online.</p> <p>Write about your experience of learning clauses through music by comprising few clauses-based sentences.</p>

Recapitulation	Teacher summarizes the learning of the clauses by highlighting the key points with reference to the songs.
Home Assignment	Set the other tune of your own choice to the 'clauses' song. Write a set of sentences of all the sub-kinds of tenses.
Blackboard Summary	Main and sub-heading of the grammar topic

SAMPLE LESSON PLAN-9

Name of the Teacher: Manisha Patil

Std -IX

Subject: English Grammar

Topic: Direct & Indirect Speech

Time:70 Minutes

Date:12-2-22

Prerequisite	Students have the basic skills of grammar Students have the basic knowledge of Direct and Indirect Speech sentences in English
General Objectives	Students will be able to gain knowledge of rules and uses of direct and indirect speech Students will implement the knowledge in their written and spoken English Students will be able to understand how to construct their own sentences of direct and indirect speech in spoken and written English
Specific Objectives	Students will be able to differentiate direct and indirect speech in the sentences. Students will be able to apply the rule of interchange from direct to indirect speech and vice versa. Students will be able to categorize the direct and indirect speech sentences. Students will be able to demonstrate the use of direct and indirect speech in communication.
Method of Teaching	Inductive-Deductive Method
Teaching – Learning Recourses	Grammar Songs, Songs Audio- Video, ‘Reorder It’ Activity Sheets PPT ❖ DIRECT & INDIRECT SPEECH Direct and indirect Speech are two ways of reporting speech We may report the words of the speaker, in two ways direct & indirect speech. 1)We may quote his actual words & this is called direct speech. The direct speech of the speaker is always written with double inverted commas & after reporting verb comma is always given. 2)We may report what the speaker said without quoting his actual words, this is called indirect speech & we report the exact speech’ Commas & double inverted commas will be removed in indirect speech. 3)After the reporting verb from the direct speech write ‘that’ instead of commas. 4)When the reporting verb is in present tense ‘says’, then in indirect speech of that sentence tense will not be changed but the pronoun will be changed. Direct-Reema says, “Rahul has entered.” Indirect -Reema says Rahul has entered.

	<p>Direct-Seema says, "I want my pen." Indirect-Seema says that she wanted her pen. 5)When the reporting verb is in future tense 'will say' then in indirect speech tense will not be changed but the pronoun will be changed. Direct-Meena will say, "I was ready." Indirect-Meena will say that she was ready. Direct- Ramola will say, "Manoj is clever" Indirect-Ramola will say that Manoj is clever.</p>
Introduction Teacher	<p>Teacher: Students do you know what are the types of reporting speech? Students: Yes, Direct Speech and indirect speech Teacher: Give an example of a direct speech into indirect speech interchange. Students: Students try to give answers Teacher: Okay, so today we will learn more about Direct and indirect speech. Now you will listen to a song. While listening to the song, students kindly write the answers in the worksheet as guided.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the direct and indirect speech song. • The students complete the 'Reorder It' activity while listening to the song. • Then they sing the song along with the teacher. • The teacher Plays the video songs. students complete the 'Reorder It' activity after watching the video. • The teacher plays the song again: Cheap Thrills https://www.youtube.com/watch?v=PonUS87Yeqw • The students analyze the grammar category of direct and indirect speech. • The Teacher plays the English song video and students complete the 'Reorder It' activity after watching the video. • The Teacher plays the song again students check the answers. Students perform group activity of Direct into Indirect Speech interchange to demonstrate the learning through the songs. One group gives five Direct Speech sentences and the other group changes them into Indirect Speech and vice-versa The teacher discusses and underlines the key points of Direct into Indirect Speech interchange with the help of the grammar song.

Evaluation	<p>Student's learning will be evaluated through the evaluation worksheet of five short answer-based questions.</p> <p>i) Riya said to Siya, "My brother bought a new house."</p> <p>ii) She said to him, "Is it raining today?"</p> <p>iii) Rehan says, "I am not coming home tomorrow."</p> <p>iv) Jiya will say, "Rehan is just my friend."</p> <p>Write about your experience of learning tenses through music by comprising different tense sentences.</p>
Recapitulation	<p>The teacher summarizes the learning of Direct and indirect Speech by highlighting the key points with reference to the songs.</p>
Home Assignment	<p>Set the other tune of your own choice to the 'Direct & Indirect' song.</p> <p>Write a set of sentences of Direct and indirect Speech of all the kinds that you learn in the grammar lesson.</p>
Blackboard Summary	<p>Main and sub-heading of the grammar topic</p>

SAMPLE LESSON PLAN-10

Name of the Teacher: Manisha Patil

Std -IX

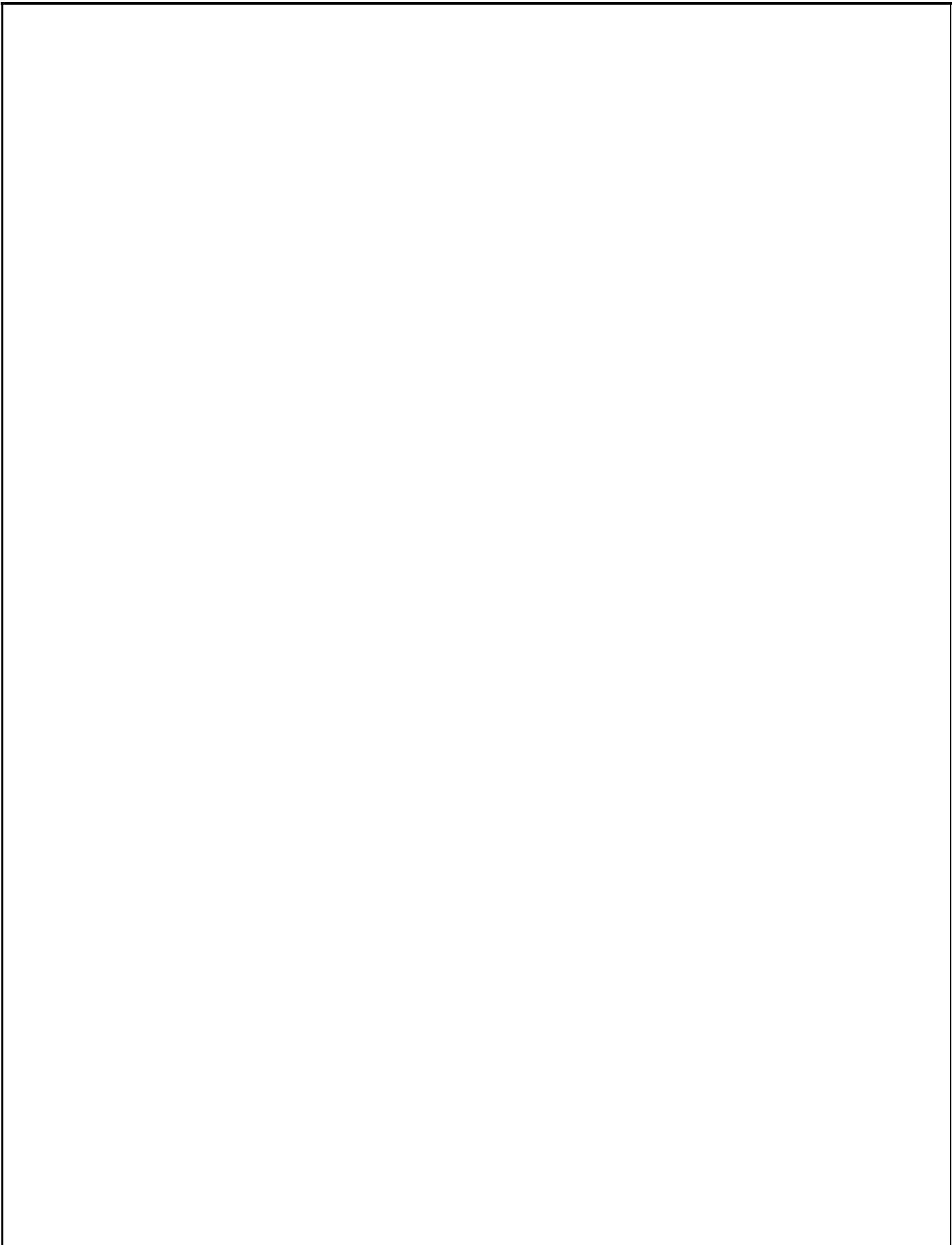
Subject: English Grammar **Topic: Degree of Comparison**

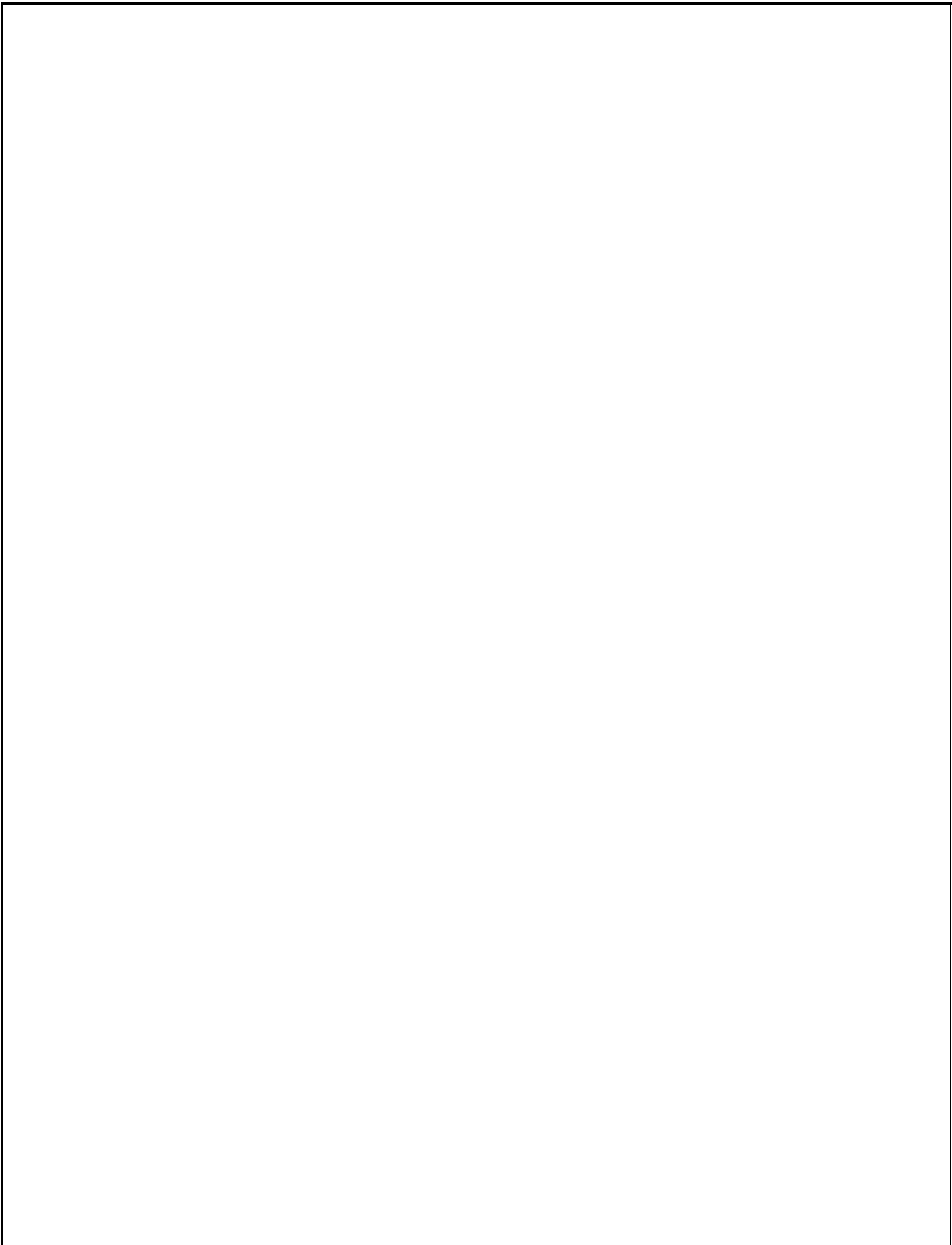
Time: 70 Minutes

Date: 15/03/22

Prerequisite	Students have the basic skills of grammar Students know the names of the Degrees of Comparison
General Objectives	Students will understand how to construct their own sentences of Degrees of Comparison in written and spoken English. Students will apply their oral and written grammar skills in the use of the English Language
Specific Objectives	Students will be able to identify the use of Degrees of Comparison in the sentences Students will be able to differentiate the types of Degrees used in the sentences Students will be able to apply the rule of Degree comparisons' interchanges. Students will be able to categorize Degree Comparison's sentences. Students will be able to demonstrate the use of Degree comparison-based sentences in communication.
Method of Teaching	Inductive-Deductive Method
Teaching Resources	Grammar Songs, Songs Audio- Video 'Degree Comparison' Song, English Songs, 'Disappearing the Text!' Activity song sheet ❖ DEGREE OF COMPARISON Positive Degree, Comparative Degree and Superlative Degree There are three kinds of Degrees- Positive, Comparative, and Superlative The descriptive adjective can be compared. Positive degree will occur to express a quality Comparative degree will occur for more of a quality Superlative degree will occur for most of a quality There are two ways of comparison first by adding 'er' or '-est' and second is by using more and most before adjective. Positive Degree of an adjective is a simplest form. It denotes/express the quality of what we speak about. It is used when we talk about two things/object or two qualities of same object/person. Comparative degree- of an adjective denotes a higher degree of quality than the Positive. It is used when two things or set of things are compared. Superlative degree- of an adjective of quality denotes the highest degree of quality. It is used when two or more or set of things are compared.
Introduction Teacher	Teacher: Students do you know how many are the types of Degrees of comparison? Students: Yes, Three

	<p>Teacher: Which are those types?</p> <p>Students: Students try to give answers: Positive, Comparative, and superlative.</p> <p>Teacher: Okay, so today we will learn more about the Degree of Comparisons. Now you will listen to a song. While listening to the song, students kindly write the answers on the worksheet as guided.</p>
Activity Procedure	<ul style="list-style-type: none"> • The teacher distributes the activity sheets. • The teacher sings the 'Disappearing the Text' song. • The students complete the 'Disappearing the Text' activity while listening to the song. • Then they sing the song along with the teacher. • The teacher Plays the video songs. students complete the 'Disappearing the Text!' activity after watching the video. • The teacher plays the song again • The students analyze the grammar category Degree of comparisons. • The Teacher plays the English song video : Tale as old as Time & students complete • https://www.youtube.com/watch?v=bNB2Sj-6GDI • 'Disappearing the Text! activity after watching the video. • The Teacher plays the song again students check the answers. Students perform group activity of sentences' degrees of comparison interchange to demonstrate the learning through the songs. One group gives five sentences of Degree comparison and another group changes its degree into other types and vice-versa. The teacher discusses and underlines the key points of Degrees of comparison interchange of the sentences.
Evaluation	<p>Student's learning will be evaluated through the evaluation worksheet of five short answer-based questions.</p> <p>i) Savita is as tall as Anita.</p> <p>ii)Virat Kohli is one of the best cricketers in the world.</p> <p>iii)Lata Mangeshkar is the best singer in India.</p> <p>iv)No other fruit is as sweet as Alphonso mango</p> <p>Write a paragraph on 'Learning Grammar through Music' by comparing it with the traditional method.</p>
Recapitulation	<p>The teacher summarizes the learning of Degrees of comparison by referring to the key highlights of the songs.</p>
Home Assignment	<p>Set the other tune of your own choice to the 'Degrees of Comparison' song.</p> <p>Write a set of sentences of all the kinds of Degrees Comparison that you learn in the grammar lesson.</p>
Blackboard Summary	<p>Main and sub-heading of the grammar topic</p>





GRAMMAR SONGS /VERSES
SCRIPTED & TUNED ON TRIBAL FOLK TUNE
By the Researcher: Manisha Vitthal Patil

❖ PARTS OF SPEECH

Noun, Pronoun, Verb, Adverb,
Adjective, Preposition,
Conjunction and Interjection
These are eight parts of speech
There are eight parts of speech

A word or name of a person, place, thing,
bird animal, or any object is known as a noun.
King, boy, Ganga, Rocky, Mahesh, book, girl
These are a few examples.

A word that stands for a noun,
that is used instead of a noun is called a pronoun.
I, He, It, We, They, You, them, My, Your, Her,
Her, His, Him, Their, Myself, Themselves, Ourselves,
Yourselves, These, Those, That, Who, Which, When, Where
These are the pronoun's examples.

A word that describes a noun or gives
more information about a noun is called an adjective.
Beautiful, Naughty, Dark and Clever

These are a few examples.

A word that denotes states or shows an action is called a Verb.

To run, to play, and to write, to read

These are a few examples.

A word which gives more information about a verb is known as an adverb

Quickly, fast, hard, nice, and sharply

Here are a few examples.

A word that shows a relationship between two nouns or pronouns is called a preposition.

In, on, of, into, for, under, up, down,
to, towards, at, by, with, without, nearby,
outside, inside, along, behind, beneath,
before, after, soon, at, by, though, between,
within, up to, till, until, across

These are a few examples.

A word that joins two sentences, words, or clauses is called a conjunction.

And, but, because, not only but also,
either or neither nor, when, whose, which,
who, whom, as well as, hardly when, also,
no sooner than, as soon as.

These are a few examples.

A word that expresses sudden and strong feelings is called an interjection.

hurray! alas! Bravo! oh! Wow!

These are few examples

❖ HELPING VERBS

There are helping verb, helping verbs,
helping verbs Twenty- three

Am, is, are, was & were

Being, been & be

There are helping verb, helping verbs,
helping verbs Twenty- three

Have, has, had, do, does, did

Shall, should, will & would

There are helping verb, helping verbs,
helping verbs Twenty- three

There are five more helping verbs, helping verbs

May, might, must & can, could

There are helping verb, helping verbs,
helping verbs Twenty- three

❖ ARTICLES

A, E, I, O, U A, E, I, O, U

There are five vowels in English

There are five vowels in English

A, E, I, O, U A, E, I, O, U

A, an, are indefinite articles

It denotes a number arithmetic one

It is used before a singular noun

‘An’ used before vowel sound

A, E, I, O, U

When the word begins with vowel, use article ‘an’

When the word pronounced with vowel sound, use article ‘an’

A, E, I, O, U.....

When the word begins with consonant then use article ‘a’

When the words pounced with consonant sounds then use article ‘a’

A, E, I, O, U.....

For definite /particular noun, use article ‘the’

When universally, only one thing exists then use article ‘the’,
before its noun

A, An, The are three articles to be used as above rules

And to be used with noun & noun phrase

A, E, I, O, U.....

A, An for singular noun which means only one person/thing /object/idea

Article the can be singular & plural, depends on the word/ phrase.

A, E, I, O, U.....

❖ ADD A QUESTION TAG

Add a question Tag, Add a question Tag

Let's learn how to add a question tag

First, write the sentence as it is & put a comma after that.

If the sentence is assertive, the question tag is negative.

If the sentence is negative, the question tag is assertive.

Add a question Tag, Add a question Tag

Let's learn how to add a question tag

If the sentence has a noun /pronoun as its subject,

Then use appropriate pronouns to add a question tag.

Use anomalous finite verb before pronoun and put a question mark at the end.

Add a question Tag, Add a question Tag

Let's learn how to add a question tag.

If the sentence has subject this, that, there, I, he, she, they

Then in a question tag, it will be used as it is.

If the sentence is imperative, 'will you?' is always a question tag.

Add a question Tag, Add a question Tag

Let's learn how to add a question tag

If the sentence begins with 'Let's, 'Shall we?' add a question tag

For example, Let's do it.

Let's do it, shall we? Is add question a tag.

Add a question Tag, Add a question Tag

Let's learn how to add a question tag

If have, has, had verb show persuasion at that time,

Don't, Doesn't, didn't will be used in a tag question.

If the sentence has a 'will' helping verb, Will not (Won't) is added to a question tag

Add a question Tag, Add a question Tag

Let's learn how to add a question tag

If the sentence begins with 'I am', 'Aren't I' is the add a question tag.

For example, 'I am learning it', 'Aren't I?' add a question tag.

They will learn it now, Won't they? is a question tag

Add a question Tag, Add a question Tag

Let's learn how to add a question tag

❖ DIRECT & INDIRECT SPEECH

Direct Speech and Indirect Speech

There are two ways of reporting speech

We may report the words of the speaker,
in two ways i.e., direct speech and indirect speech.

1) We may quote his actual words and this is called direct speech.

The direct speech of the speaker is always written with double inverted commas & after reporting verb comma is always given.

2) We may report what the speaker said without quoting his actual words, this is called indirect speech and we report the exact speech'

Commas and double inverted commas will be removed in indirect speech.

3) After the reporting verb from the direct speech, write 'that' instead of commas.

4) When the reporting verb is in the present tense – 'says', then in an indirect speech of that sentence, tense will not be changed but the pronoun will be changed.

Direct-Reema says, "Rahul has entered."

Indirect -Reema says Rahul has entered.

Direct-Seema says, "I want my pen."

Indirect-Seema says that she wanted her pen.

5) When the reporting verb is in future tense, 'will say', then in indirect speech tense will not be changed but the pronoun will be changed.

Direct-Meena will say, "I was ready."

Indirect-Meena will say that she was ready.

Direct- Ramola will say, "Manoj is clever"

Indirect-Ramola will say that Manoj is clever.

6) When the reporting verb is in the past tense- 'Said', then in indirect speech helping verbs will change into past form.

Am, Is, Are, Have, Has, And Will; will be changed into Was, Were, Had, Would

i) First person and second person pronouns as subject /object of the direct speech, we change third person according to gender, number, and case.

ii) The words/demonstrative pronoun of direct speech which shows nearness to location/place, tense/time, will be changed into such word/ pronouns that don't show nearness of location place, tense/time.

'This' will change as: 'that/the/it'

'These' changes as 'those/they/them'

'Here' will change into 'there', 'now' into 'then'

'Today' will be 'that day', 'Tonight' will be 'that night'

'Tomorrow' will be 'the next day/the following day'

'Yesterday' will be 'the day before/the day after the previous day'.

'Last night' will be changed into 'the night before /The previous Night'

'The next week' will change into 'the following week'

'Lately' will change into 'recently'

'Thus', will change into 'so', 'ago' will change into 'before'

'Come' will change into 'go' in indirect speech.

'The day before yesterday' will be 'two days before'

'The day after tomorrow' will be 'two days after'.

If 'this' is subject/object 'it' will be used &

'These' is subject then 'they' will be used

If 'these' is an object then 'them' will be used

If 'this', 'these' are adjective then, 'the' will be used

Direct-Mini Said, "I have bought this bag."

Indirect-Mini Said that she had bought the bag.

iii) Interrogative, exclamatory, Imperative sentence of direct speech will change into assertive sentence in the Indirect Speech.

iv) a) Simple Present Tense of direct will change into Simple Past Tense

b) Present Progressive Tense of direct will change into Past Progressive Tense

- c) Present Perfect Tense of direct will change into Past Perfect Tense
- d) Present Perfect Progressive Tense will be Past Perfect Progressive Tense
- e) Am, is/ are will change into was /were
- f) Do/ does, have/ has will change into did, had

Direct- A girl said, "I wish to sing a song."

Indirect- A girl said that she wished to sing a song.

Direct- "I have told you everything," said Satish

Indirect- Satish said that he had told everything.

7) When the reported speech is in past tense then following changes will occur.

- i) Simple Past Tense will change into Past Perfect Tense
- ii) Past Progressive Tense will change into Past Perfect Progressive Tense
- iii) Past Perfect Tense & Past Perfect progressive Tense remains as it is.
- iv) Was /were/ V2 will change into had been/ V3

Direct- "I drove the car," said Supriya

Indirect- Supriya said that she had driven the car.

Direct- Saurabh said, "I was present."

Indirect- Saurabh said that he had been present.

Direct- "I was playing the music," said a boy to his friend.

Indirect- A boy told his friend that he had been playing the music.

8) When the reported speech is in future tense then the future tense auxiliary verbs will change into its past form. eg. 'Will/shall' will change into 'should/would', 'Shall be/will be' into 'should be /would be', 'Shall have /will have' into 'should have/ would have,' 'Shall/will have been' into 'Should/would have been' will be respective change.

Direct- "We shall leave the palace," said the girl to the guide.

Indirect- The girl told the guide that they would leave the palace.

Direct- "I shall be visiting the office on Monday," said Gita to Raj

Indirect -Gita told Raj that she would be visiting the office on Monday.

9)i) If the reported speech has model auxiliaries, then for past reporting verb 'said' the model auxiliaries past form will be used in indirect speech.

'Shall/will/can/may/must' -have to will be changed into 'should /would/could/might/must-had to'

ii)If the model auxiliaries are in past form in reported speech, then it remains as it is.

Eg. 'should /would/could/might/must-had to' will remain as it is.

Direct- Vinay said, "I shall go to hospital"

Indirect – Vinay said that he should go to hospital.

Direct- "You couldn't play cricket", said a mother to her son.

Indirect- A mother told her son that he couldn't play cricket.

10)i) Interrogative sentence, direct question will change into indirect questions, i.e., the question mark will be removed and interrogative will change into assertive sentence.

ii)Tenses, pronoun, adjective, adverb place /time other rules are used as it is.

iii)Ask/ inquire/wanted to know such reporting verbs will be used for indirect.

iv)When the direct question begins with tenses to be verbs-am is are, do does, did, was were, then 'if /whether' is to be used as a conjunction while changing to indirect.

v)When the direct question begins with 'wh'-words: who, which, what when, whose, where, why, how, then same questioning word will be used as a conjunction while changing direct to indirect speech.

Direct- "Is it raining?", said teacher to Mona.

Indirect-Teacher asked Mona if it was raining.

Direct- "Does she want money?" said Trupti to Shruti

Indirect-Trupti asked Shruti whether she wanted money.

Direct- "What did the Babu says?" Said the Sahib

Indirect-The Sahib asked what the babu had said?

11)There is an exemption of the tense rule while changing to direct indirect speech.

Scientific truth, geographical truth, habitual facts of direct speech (Which is always in a simple present tense) doesn't change its tense in indirect speech. Though the reporting verb is 'said' the indirect speech tense will remain as it is.

Direct-The professor said, "Water finds its own level."

Indirect-The professor said that water finds its own level.

Direct- The teacher said, "The earth revolves around the sun."

Indirect- The teacher said that the earth revolves around the sun.

❖ TENSES

There are three tenses in English,

Present tense, Past tense & Future Tense

There are twelve sub-kinds of three tenses,

four sub-kinds in each tense,

There are four sub-kinds in each tense

and twelve sub-kinds in three tenses

Simple, Progressive, Perfect, and Perfect Progressive tense

1) Simple Present Tense

2) Present Progressive/Continuous Tense

3) Present Perfect Tense

4) Present Perfect Continuous Tense

5) Simple Past Tense

6) Past Progressive /Continuous Tense

7) Past Perfect Tense

8) Past Perfect Continuous Tense

9) Simple Future Tense

10) Future Progressive/Continuous Tense

11) Future Perfect Tense

12) Future Perfect Continuous Tense

There are three tenses in English,

Present tense, Past tense & Future Tense

There are twelve sub kinds of three tenses,

four sub-kinds in each tense,

Simple Present Tense assertive has following formula

S+ V1+O/C

I write a poem.

He writes a poem.

She writes a poem.

It writes a poem.

We write a poem.

You write a poem.

They write a poem.

Renu writes a poem.

Simple Past Tense Assertive Sentence has following formula

S+V2+O/C

I wrote a poem.

He wrote a poem.

She wrote a poem.

It wrote a poem.

We wrote a poem.

You wrote a poem.

They wrote a poem.

Renu wrote a poem.

Simple Future Tense Assertive Sentence has following formula

S+ Shall/will +V1 +O/C

I shall write a poem.

He will write a poem.

She will write a poem.

It will write a poem.

We shall write a poem.

You will write a poem.

They will write a poem.

Renu will write a poem.

Present Continuous Tense Assertive has the following formula

S+ am/is/are +V4(V1+ -ing) +O/C

I am eating an orange.

He is eating an orange.

She is eating an orange.

It is eating an orange.

We are eating an orange.

You are eating an orange.

They are eating an orange.

Renu is eating an orange.

Past Continuous Tense Assertive has the following formula

S+ was/were +V4(V1+ -ing) +O/C

I was eating an orange.

He was eating an orange.

She was eating an orange.

It was eating an orange.

We were eating an orange.

You were eating an orange.

They were eating an orange.

Renu was eating an orange.

Future Continuous Tense Assertive has the following formula

S+ shall be /will be +V4(V1+ -ing) +O/C

I shall be eating an orange.

He will be eating an orange.

She will be eating an orange.

It will be eating an orange.

We shall be eating an orange.

You will be eating an orange.

They will be eating an orange.

Renu will be eating an orange.

Present Perfect Tense Assertive has the following formula

S+ have/has +V3(Past Participle) +O/C

I have played cricket.

He has played cricket.

She has played cricket.

It has played cricket.

We have played cricket.

You have played cricket.

They have played cricket.

Students have played cricket.

Past Perfect Tense Assertive sentence has the following formula

S+ had +V3(Past Participle) +O/C

I had played cricket.

He had played cricket.

She had played cricket.

It had played cricket.

We had played cricket.

You had played cricket.

They had played cricket.

Students had played cricket.

Future Perfect Tense Assertive has the following formula

S+ shall/will have +V3(Past Participle) +O/C

I shall have played cricket.

He will have played cricket.

She will have played cricket.

It will have played cricket.

We shall have played cricket.

You will have played cricket.

They will have played cricket.

Students will have played cricket.

Present Perfect Continuous Tense Assertive has the following formula

S+ have been /has been +V4(V1+ing) +O/C

I have been singing songs.

He has been singing songs.

She has been singing songs.

It has been singing songs.

We have been singing songs.

You have been singing songs.

They have been singing songs.

Students have been singing songs.

Past Perfect continuous Tense Assertive has the following formula

S+ had been + V4+ ing Participle) +O/C

I had been singing songs.

He had been singing songs.

She had been singing songs.

It had been singing songs.

We had been singing songs.

You had been singing songs.

They had been singing songs.

Students had been singing songs.

Future Perfect Continuous Tense Assertive has the following formula

S+ shall/will have been /has been +V4(V1+ing) +O/C

I shall have been singing songs.

He will have been singing songs.

She will have been singing songs.

It will have been singing songs.

We shall have been singing songs.

You will have been singing songs.

They will have been singing songs.

Students will have been singing songs

❖ ACTIVE VOICE- PASSIVE VOICE

Change the Voice, Change the Voice,

When you change active to Passive voice

Change the voice, Change the voice, when you change Active into Passive Voice

When you change active to passive,

You have to make the following changes.

First of all, put the Object into the Subject place,

And the Subject will go to the Object's place.

If the sentence has first person pronoun as the subject, then it will change into second person pronoun.

If the subject is a noun /noun phrase etc. then it will be used as it is.

And before it, you have to use 'by' while changing the subject to an object place.

Change the Voice, Change the Voice,

when you change active into Passive voice

Change the voice, Change the voice, when you change Active into Passive Voice

When the sentence has the Subject 'I', then it will be changed into 'me'

He, She, they, we, it, will be changed into him, her, them, us & it.

When you make a passive sentence then use always the past participle of its verb from active.

For example, 'I eat an apple', will change into

'An apple is eaten by me.'

Change the Voice, Change the Voice,

when you change active to Passive voice

Change the voice, Change the voice, when you change Active into Passive Voice

As She ate an apple from simple past tense will be changed into

An apple was eaten by her.

'We are playing cricket' from the present continuous tense, will be

'Cricket is being played by us.'

We were playing the game will change into

The game was being played by us.

Let's arrange the picnic will change into

Let the picnic be arranged by us.

But when request Please, bring the file will be

You are requested to bring the file.

Change the Voice, Change the Voice,

When you change active to Passive voice

Change the voice, Change the voice, when you change Active into Passive Voice

When a sentence is an imperative sentence then the passive begins with 'let'

For example, 'Open the door' will be changed into

Let the door be opened.

Clean the blackboard will change into

Let the blackboard be cleaned.

If the active sentence begins with 'Let'/Let's then the passive begins with the same.

Let me try this, will be changed into

Let this be tried by me.

Let's join the online class, will change into,

Let the online class be joined by us.

Change the Voice, Change the Voice,

when you change active into Passive voice

Change the voice, Change the voice, when you change Active into Passive Voice

In an interrogative sentence active into passive, you have to do as follows.

First, use proper auxiliary verb for the object without changing its main tense.

As, do you need my book will change into passive as

Is my book needed by you?

Has he completed his homework? will change into,

Has his homework been completed by him?

Was she eating apples? will change into

Were apples being eaten by her?

Did they all play all the games? will change into

Were all the games played by them all?

I can do it, will change into

It can be done by me.

Change the Voice, Change the Voice,

when you change active into Passive voice

Change the voice, Change the voice, when you change Active into Passive Voice

When the sentence has a modal auxiliary verb then change into passive as follows

Modal auxiliary with 'be' & past participle of the verb with 'by'

You must write the answer. Will change into

The answer must be written by you.

'We could solve the problem' will change into

The problem could be solved by us.

Change the Voice, Change the Voice,

when you change active into Passive voice

Change the voice, Change the voice, when you change Active into Passive Voice

❖ CLAUSES

There are three clauses in English grammar

Noun clause, Adjective Clause and Adverb Clause

A group of the words in a long sentence which has own subject & Predicate of its own is called a clause.

Each part of such a group of words in a long sentence which has subject & predicate of its own called as clause of the sentence.

The clause that makes a good sense to stand by itself & hence may stand as complete sense is called Main Clause /Principal Clause in the long sentence.

The clause that cannot stand by itself but make good sense & dependent on the main clause is a dependent clause/subordinate clause in the long sentence.

Noun Clause is a group of words from the long sentence which has a subject & predicate of its own & does the work of a noun in the sentence.

Adjective clause is a group of words from the long sentence, which has a subject and predicate of its own and it does the work of an adjective in the sentence.

Adverb clause is a group of words from the long sentence, which has a subject and predicate of own and it does the work of an adverb in the sentence.

For example: I saw a boy who won the prize.

‘I saw a boy’ is the main clause.

‘Who’ won the prize is the dependent clause.

Let’s know about Noun Clause in the given sentence.

I want to see, what had happened.

‘I want see’ is the main clause.

“What had happened” is the subordinate noun clause.

Noun clause functions in 7 different ways in the sentence

- 1)The Noun clause as a subject of a verb
- 2) The Noun clause as an object of a verb
- 3) Noun clause: the object of the preposition

- 4) Noun clause: the object of an infinitive
- 5) Noun clause: in opposition to the noun or pronoun
- 6) Noun clause: the object of the participle
- 7) Noun clause as complement to a verb of incomplete prediction

Conjunctions such as what, that, who, how, why, whatever, whether, if are used to introduce noun clause.

Let's learn few examples of Noun clauses with various functions.

- 1) The Noun clause as a subject of a verb

e.g. What he told us has come true

- i) has come true is the main clause
- ii) what he told us subordinate clause

It has to be written in the following ways –

what he told us- noun clause, subject of a verb phrase 'has come true, in the main clause.

- 2) The Noun clause as an object of a verb

e.g. He says that he is right.

- i) He says- main clause
- ii) that he is write -subordinate clause

Noun clause as an object of a verb 'says' in the main clause.

- 3) Noun clause: object of the preposition

There is no truth in what she says.

- i) there is no truth- Main Clause
- ii) what she says -Subordinate clause

Noun clause as object of the preposition 'in' in the main clause.

- 4) Noun clause: the object of an infinitive

e.g., I was shocked to learn that he was a thief.

i) I was shocked to learn – Main clause

ii) that he was a thief-subordinate clause

Noun clause as the object of the infinitive 'to learn' in the main clause.

5) Noun clause: in opposition to the noun or pronoun

The fact that the poor girl was not a thief was finally accepted by him.

i) That fact was finally accepted by him-Main clause

ii) the poor girl was not a thief -subordinate clause

Noun clause in opposition to the noun 'fact' in the main clause.

6) Noun clause: the object of the participle

The students kept watching how the juggler had been juggling.

i) The students kept watching- Main clause

ii) how the juggler had been juggling- Subordinate clause

Noun clause object of the participle 'watching' in the main clause.

7) Noun clause as complement to a verb of incomplete prediction

i) I do believe (that she is alive)

ii) Life is (what we make out of it)

Let's learn now adjective clause with few examples & with the important note.

Adjective clause function as an adjective to qualify the noun & pronoun from the main clause.

Adjective clause is introduced with relative pronoun who, which, whom, whose, what /that. Or it is introduced with relative adverb how, why, when, where & it will be placed after the noun & pronoun it qualifies.

The girl who is standing at the gate is the princess of Ramgadh.

i) The girl is the princess of Ramgadh- main clause

ii) who is standing at the gate -Subordinate clause

Adjective clause, qualifying the noun 'girl' in the main clause.

The golden necklace which you gifted is lost.

i) The golden necklace is lost- Main clause

ii)which you gifted -Subordinate clause

Adjective clause qualifying the noun phrase 'the golden neckless' in the main clause.

Sometimes there is an omission of the relative pronoun& relative adverb.

The golden chain you gifted is stolen.

i)The golden chain is stolen-Main Clause

ii)(which)you gifted – subordinate clause

Adjective clause qualifying the noun phrase 'the golden chain' in the main clause.

The relative pronouns 'as' and 'but' is also sometime used in an adjective clause.

I gave him food as I had with me.

i)I gave him food -main clause

ii)as I had some with me is the subordinate clause.

An adjective clause modifying the noun 'food' in the main clause.

There was not a senior citizen but took the vaccination.

(There was not a senior citizen who did not take the vaccination.)

i)There was not a senior citizen- main clause

ii)but took the vaccination- subordinate clause.

An adjective clause modifying the noun phrase 'a senior citizen' in the main clause.

Let's learn now adverb clause that does work of an adverb to modify a verb, an adjective or another adverb in the long sentence.

Adverb clause is classified as Adverb clause of time, place, purpose, reason, result/effect, condition, concession /control, comparison of degree/manner

Let's learn adverb clause classification with its conjunctions & examples.

1)Adverb clause Time has conjunctions when, whenever, while, before after, until, since, till, as, now, as soon as.

e.g., Whenever he wins the prize money, he donates to the orphans.

i) Whenever he wins the prize money-main clause

ii) he donates to the orphans-Adverb clause of time modifying verb 'wins' in the main clause.

2) Adverb clause of place conjunctions where, wherever

e.g., Wherever he will go, she will follow him.

i) She will follow him- main clause

ii) wherever he will go – Adverb clause of place, modifying the verb 'follow' in the main clause.

3) Adverb clause of Purpose states about the action of the main verb, it has the conjunctions so, so that, in order that.

e.g., He went door to door in search of job so that he could earn some money to save her life.

i) He went door to door in search of job- main clause

ii) so that he could earn some money to save her life- Adverb clause of purpose modifying the verb 'went' in the main clause.

4) Adverb clause of cause /reason

Adverb clause states the cause/reason for what the action happened in the main clause. It has the conjunctions because, as, since, that.

e.g., They camped there because it was too dark for them to go on ahead.

i) They camped there-main clause

ii) because it was too dark for them to go on ahead. Adverb clause of the cause of the verb 'camped' in the main clause.

5) Adverb clause of result/effect

Adverb clause states the effect/result that occurred as a result of the action in the main clause. It has conjunction so that, so ...that, such...that

e.g., Her speech went so long that the pupil began to fall asleep.

i) Her speech went so long-Main Clause

ii) that the pupil began to fall asleep-adverb clause of effect the verbal 'went long' in the main clause.

6)Adverb clause of condition states the condition under which the action/ statement from the main clause will occur /come true. It has two common conjunctions if, whether, in case & unless

e.g., If it rains, we shall stay at home.

i) We shall stay home - main clause

ii) If it rains– Adverb clause of condition modifying the verb 'stay' in the main clause.

Mostly the adverb clause of condition 'if' is omitted and 'had', 'were', should verbs play the role of conjunction.

e.g., Had she been a little conscious, she would have been alive.

i) she would have been alive-Main Clause

ii) Had she been a little conscious- Adverb clause of condition modifying the verb 'would' in the main clause

7)Adverb clause of concession/contrast states the contrast the statement stated in the main clause but it also accepts the statement as true stated in the main clause. It has conjunctions though, although, even though, if however, as.

e.g., Though he is rich, he is not honest.

i) He is not honest-main clause

ii) Though he is rich-Adverb clause of concession /contrast modifying the verb phrase 'is not honest' in the main clause.

8)Adverb clause of comparison of degree states the answers the questions how many? how much? How little/more.it has mainly conjunctions as, as...as, so...as & than.

e.g., He is not so clever as you think.

i)He is not so clever – main clause

ii) as you think – adverb clause of comparison of degree modifying ‘so’ in the main clause.

9) Adverb clause of comparison of manner states the answer of the question how? It has the conjunctions as, as though, as though, in that.

e.g., It all ended as I expected.

i) It all ended – main clause

ii) I expected -adverb clause of comparison of manner modifying the verb ‘ended’ in the main clause.

There are three clauses in English grammar

Noun clause, Adjective Clause & Adverb Clause

❖ KINDS OF SENTENCES

There are three kinds of sentence

Simple sentence, Compound Sentence, Complex sentence

Classification of sentences can be done according to the number & kind of clauses in a sentence.

Simple sentence is a sentence which has one main clause & no subordinate clause

Simple sentence is a sentence which has only one subject & predicate or one finite verb.

E.g. Birds fly

The soldiers in uniform marched down the road.

Her honest hard work won her the honour.

Compound sentence is a sentence which is made of the two or more main clauses and both the clauses stand by itself.

In a compound sentences the clauses are join by coordinating conjunction but, and, either ---- or, neither ---nor, not only--- but also, as well as, also, or--- else etc.

Let us see example analysis:

The moon was bright and we could see our way.

i) The moon was bright is a main clause

ii) and (coordinating conjunction)

We could see our way second main clause

Night came on and rain fell heavily and they all got very wet.

i) Night came on- first main clause

ii) and (coordinating conjunction) rain fell heavily- 2nd main clause

iii) and (coordinating conjunction) and we got all very wet-3rd main clause

Complex sentence- is a sentence which has one main clause and one or more subordinate clauses.

Subordinating conjunction such as, who, what, when, where, how, why, because, that, since, though, although, as if etc. are used.

Because she was ill, she didn't go to school.

i) She didn't go to school- main clause.

ii) because (subordinate conjunction) I was ill- adverb clause of reason modifying the verb 'go' in the main clause.

When Jolly was young her father was a poor man.

i) her father was a poor man- main clause

ii) when (subordinate conjunction) Jolly was young adverb clause of time modifying the verb 'was' in the main clause.

Compound-complex sentence- is a sentence which has 2 or more clauses and one subordinate clause.

When Rima reached the home, mother cooked the food and father cleaned up the room.

i) mother cooked the food 1st main clause

ii) father cleaned the room 2nd main clause

iii) and (coordinating conjunction) when Rima reached the home subordinate clause of time, modifying the verb 'cook' and 'clean'.

A sentence can be converted into complex from simple and simple into compound and complex into compound.

Simple sentence- She was glad to know of her success.

Complex sentence- she was glad to know that she had succeeded.

Simple sentence- Although very difficult she attends the school regularly.

Compound sentence- It is very difficult but she attends her school regularly.

Compound- A doctor must come at once or the patient may die.

Complex- If the doctor does not come at once the patient may die.

Complex into compound- She is certain he has made a mistake.

Compound- He has made a mistake, and of this she is certain.

❖ DEGREE OF COMPARISON

Positive Degree, Comparative Degree and Superlative Degree

There are three kinds of Degrees- Positive, Comparative, and Superlative

The descriptive adjective can be compared.

Positive degree will occur to express a quality

Comparative degree will occur for more of a quality

Superlative degree will occur for most of a quality

There are two ways of comparison first by adding 'er' or 'est' and second is by using more and most before adjective.

Positive Degree of an adjective is a simplest form. It denotes/express the quality of what we speak about. It is used when we talk about two things/object or two qualities of same object/person.

Comparative degree- of an adjective denotes a higher degree of quality than the Positive. It is used when two things or set of things are compared.

Superlative degree- of an adjective of quality denotes the highest degree of quality. It is used when two or more or set of things are compared.

Most of one syllable or some of more than one for their comparative ad- 'er' and their superlative by adding '-est' to the positive.

Examples-

Positive	Comparative	Superlative
Bold	Bolder	Boldest
Clean	Cleaner	Cleanest
Clever	Cleverest	Cleverest

Irregular forms

Good	better	best
Bad	worse	worst
Many	more	most

Add more & most

Beautiful	more beautiful	most beautiful
Difficult	more difficult	most difficult
Foolish	more foolish	most foolish
Important	more important	most important
Intelligent	more intelligent	most intelligent
Learned	more learned	most learned
Proper	more proper	most proper
Useful	more useful	most useful

We can change the degree of comparison of adjectives from Positive to comparative to superlative or vi-a-vis in following three ways according the comparison made-

Formula 1-

Positive	Comparative	Superlative
as---as	---er---than	the---est
so—as	more---than	the most---

examples-

Positive- Seeta is as clever as Venu.

Comparative- Venu is not clever than Seeta.

Positive- I am not as rich as you are.

Comparative- You are richer than me.

Positive- He is more beautiful than me.

Comparative- I am not as beautiful as him.

Sometimes most is used before adjective without article 'the' in that case indefinite article 'a' or 'an' is used. In such case, there is no comparison made but a very high degree of an adjective is expressed.

E.g. They had the most memorable time in school days.

He had played a most impressive role.

Formula 2-

When a thing is compared with another all the things of its kind at that time comparative, positive, and superlative can occur in the following ways-

Positive- No other--- as---as

Comparative- ---er than any other---more---than any other.

Superlative- ---est of all---the most---of all.

Positive- No other land animal is as large as the Elephant

Comparative-The Elephant is larger than any other land animal.

Superlative- The Elephant is largest than any other land animal.

Formula 3-

Positive- Very few---so/as---as

Comparative- ---er than most other---more---than most other.

Superlative- ---on of the.

Examples-

Positive- Very few cities in India are as big as Mumbai.

Comparative- Mumbai is bigger than most other cities in India.

Superlative- Mumbai is one of the biggest cities in India.

Positive- Very few men are as generous as he is.

Comparative- He is more generous than most other men.

Superlative- He is one of the most generous men.

There is a very important note-

Certain adjectives cannot be compared as their meaning is Superlative. E.g. round, square, perfect, singular, dead, universal, unique, extreme, etc.

ENGLISH SONGS USED FOR ACTIVITIES IN THE MBP

Song- You Raise Me Up by Josh Groban

Lyrics

When I am down and, oh my soul, so weary
When troubles come and my heart burdened be
Then, I am still and wait here in the silence
Until You come and sit awhile with me.

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up to more than I can be

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up to more than I can be.

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up to more than I can be.

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up to more than I can be.

You raise me up to more than I can be.

Source: [Musixmatch](https://www.musixmatch.com/lyrics/josh-groban/you-raise-me-up)

Songwriters: Brendan Graham / Rolf Loevland

You Raise Me Up lyrics © Universal Music Publishing Ab, Peermusic Musikverlag
G.m.b.h., Peermusic, Peermusic (uk) Ltd

Song- Numb by Linkin Park

Lyrics

I'm tired of being what you want me to be
Feeling so faithless, lost under the surface
Don't know what you're expecting of me
Put under the pressure of walking in your shoes

Every step that I take is another mistake to you
(Caught in the undertow, just caught in the undertow)

I've become so numb
I can't feel you there
Become so tired
So much more aware
I'm becoming this
All I want to do
Is be more like me
And be less like you

Can't you see that you're smothering me
Holding too tightly, afraid to lose control?
'Cause everything that you thought I would be
Has fallen apart right in front of you

Every step that I take is another mistake to you
(Caught in the undertow, just caught in the undertow)
And every second I waste is more than I can take

I've become so numb
I can't feel you there
Become so tired
So much more aware
I'm becoming this
All I want to do
Is be more like me
And be less like you

And I know
I may end up failing too
But I know
You were just like me with someone disappointed in you

I've become so numb
I can't feel you there
Become so tired
So much more aware
I'm becoming this
All I want to do
Is be more like me
And be less like you

I've become so numb
I can't feel you there
(I'm tired of being what you want me to be)
I've become so numb
I can't feel you there
(I'm tired of being what you want me to be)

Source: [Musixmatch](https://www.youtube.com/watch?v=kXYiU_JCYtU)

Songwriters: Joseph Hahn / Brad Delson / Mike Shinoda / Robert G. Bourdon / Chester Charles Bennington / David Farrell

Numb lyrics © Universal Music - Mgb Songs, Universal Music - Z Songs, Chesterchaz Publishing, Nondisclosure Agreement Music, Big Bad Mr. Hahn Music, Pancakey Cakes Music, Rob Bourdon Music, Kenji Kobayashi Music, Big Bad Mr Hahn Music

https://www.youtube.com/watch?v=kXYiU_JCYtU

Song- I did it by Raja Kumari

Album: I Did It

Lyrics

I did it, i did it
I di-, i did it all by myself
I remember what they said, ah
Tried to tell me that it can't be done
Can't take it from me when it's self-made, ah

So raise a glass for the chosen one
And i been workin' on it all day
You see me risin' up just like the sun
I pay my dues so i won't fade out

I'm one in a billion
We are not the same
You might feel the pressure
But I'm diamond made

I did it, i did it
I di-, i did it all by myself
I did it, i did it
I d-, i d-, i don't need no help
Now, who did it? you didn't get it
No, nah, they don't disrespect me
You had your minute
Now let me get it

I did it, i did it
I di-, i did it all by myself
I did it, i did it

I d-, i d-, i don't need no help
Now, who did it? you didn't get it
No, nah, they don't disrespect me
You had your minute
Now let me get it

Yeah
Now let me get it
Get it
Get it

I got that juice, and i won't waste it
I hit the ground and i run, run, run
I'm superhuman but they keep chasin'
Everybody gunnin' for the champion
And you could say i took the long way
But at least i still know where i'm from
That mango juice with that bombay
Bombay, eh, yeah

I'm one in a billion
We are not the same
You might feel the pressure
But I'm diamond made

I did it, i did it
I di-, i did it all by myself
I did it, i did it
I d-, i d-, i don't need no help
Now, who did it? you didn't get it
No, nah, they don't disrespect me
You had your minute
Now let me get it

I did it, i did it
I di-, i did it all by myself
I did it, i did it
I d-, i d-, i don't need no help
Now, who did it? you didn't get it
No, nah, they don't disrespect me
You had your minute
Now let me get it

Now let me get it
Now let me get it
Now let me get it
Get it
Get it

Now let me get it
Now let me get it

Yeah
Now let me get it
Get it
Get it

Source: [Musixmatch](#)

Songwriters: Matthew Morales / Julio David Rodriguez / James Morales / Raja Kumari /
Sidnee Tipton

I Did It lyrics © Sony/atv Ballad, Sony/atv Allegro, Skyrocket Music, Mathias Music,
James Gabriel Publishing, These Are Pulse Songs, Bollyhood Music, Dividing Ridge
Music, Hipgnosis Sfh I Limited, Anthem Dividing Ridge Music

<https://genius.com/Raja-kumari-i-did-it-lyrics>

Song- Try Everything by Shakira

Lyrics

Oh, oh, oh, oh, oh
Oh, oh, oh, oh, oh
Oh, oh, oh, oh, oh
Oh, oh, oh, oh, oh

I messed up tonight, I lost another fight
Lost to myself, but I'll just start again
I keep falling down, I keep on hitting the ground
I always get up now, see what's next

Birds don't just fly, they fall down and get up
Nobody learns without gettin' it wrong

I won't give up, no, I won't give in
'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail

I won't give up, no, I won't give in
'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail

Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh

Look how far you've come, you filled your heart with love
Baby, you've done enough, take a deep breath

Don't beat yourself up, no need to run so fast
Sometimes we come last, but we did our best

I won't give up, no, I won't give in
'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail

I won't give up, no, I won't give in
'Til I reach the end, and then I'll start again
No, I won't leave, I wanna try everything
I wanna try even though I could fail

I'll keep on making those new mistakes
I'll keep on making them every day
Those new mistakes

Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything
Oh, oh, oh, oh, oh
Try everything

Source: [Musixmatch](#)

Songwriters: Tor Erik Hermansen / Mikkel Storleer Eriksen / Sia Kate I. Furler

Try Everything lyrics © Walt Disney Music Company

<https://genius.com/Shakira-try-everything-lyrics>

Song- Waka Waka (This Time for Africa) Song by Shakira

Lyrics

You're a good soldier
Choosing your battles
Pick yourself up and dust yourself off and back in the saddle
You're on the front line
Everyone's watching
You know it's serious we're getting closer, this isn't over
The pressure is on
You feel it
But you've got it all

Believe it
When you fall get up oh oh
And if you fall get up oh oh
Tsamina mina zangalewa
'Cause this is Africa
Tsamina mina eh eh
Waka waka eh eh
Tsamina mina zangalewa
This time for Africa
Listen to your God
This is our motto
Your time to shine don't wait in line y vamos por todo
People are raising
Their expectations
Go on and feed them this is your moment no hesitations
Today's your day
I feel it
You paved the way
Believe it
If you get down get up oh oh
When you get down get up eh eh
Tsamina mina zangalewa
This time for Africa
Tsamina mina eh eh
Waka waka eh eh
Tsamina mina zangalewa
Anawa aa
Tsamina mina eh eh
Waka waka eh eh
Tsamina mina zangalewa
This time for Africa

Ame la mejole biggi biggi mubbo wa A to Z
Asi tsu zala makyuni biggi biggi mubbo from East to West
Asi waga waga ma eh eh waga waga ma eh eh
Tendency suna tsibuye 'cause this is Africa (Africa, Africa Africa)

Tsamina mina,
Anawa a a
Tsamina mina
Tsamina mina,
Anawa a a
Tsamina mina, eh eh
Waka waka, eh eh
Tsamina mina zangalewa
Anawa a a
Tsamina mina, eh eh
Waka waka, eh eh
Tsamina mina zangalewa
Django eh eh
Django eh eh
Django eh eh
Tsamina mina zangalewa
Anawa a a
Django eh eh
Django eh eh
Tsamina mina zangalewa
Anawa a a
This time for Africa
This time for Africa
We're all Africa
We're all Africa

Source: [Musixmatch](#)

Songwriters: Shakira Mebarak / John Hill / Jorge Drexler / Eugene Victor Doo Belley /
Jean Ze Bella / Zolani Mahola / Emile Kojide

Waka Waka (This Time for Africa) lyrics © Emi April Music Inc., Sony/atv Melody,
Rodeoman Music, Freshly Ground, Emi Pop Music Publishing, Mympm Music, Sony
Music Publishing (germany) Gmbh

[https://www.lyrics.com/lyric/20987669/Shakira/Waka+Waka+\(This+Time+For+Africa\)+%5BEnglish+Version%5D+%5BVersion%5D](https://www.lyrics.com/lyric/20987669/Shakira/Waka+Waka+(This+Time+For+Africa)+%5BEnglish+Version%5D+%5BVersion%5D)

Song- Butterfly by Smile.dk

Lyrics

Ay, iyaiyai

Ay, iyaiyai

Ay, iyaiyai

Where's my samurai

I've been searching for a man

All across Japan

Just to find, to find my samurai

Someone who is strong

But still a little shy

Yes I need, I need my samurai

Ay, ay, ay

I'm your little butterfly

Green, black and blue

Make the colours in the sky

Ay, ay, ay, I'm your little butterfly

Green, black and blue

Make the colours in the sky

I've been searching in the woods

And high upon the hills

Just to find, to find my samurai

Someone who won't regret

To keep me in his net

Yes I need, I need my samurai

Ay, ay, ay

I'm your little butterfly
Green, black and blue
Make the colours in the sky
Ay, ay, ay, I'm your little butterfly
Green, black and blue
Make the colors in the sky
Ay, iyaiyai
Ay, iyaiyai
Ay, iyaiyai
Where's my samurai?
Ay, iyaiyai
Ay, iyaiyai
Ay, iyaiyai
Where's my samurai?
Ay, ay, ay
I'm your little butterfly
Green, black and blue
Make the colors in the sky
Ay, ay, ay
I'm your little butterfly
Green, black and blue
Make the colors in the sky
Ay, ay, ay
I'm your little butterfly
Green, black and blue
Make the colors in the sky
Ay, ay, ay
I'm your little butterfly
Green, black and blue
Make the colors in the sky
Ay, iyaiyai

Ay, iyaiyai
Ay, iyaiyai
Where's my samurai?
Ay, iyaiyai
Ay, iyaiyai
Ay, iyaiyai
Where's my samurai?
Ay, ay, ay I'm your little butterfly
Green, black and blue
Make the colors in the sky

Source: [LyricFind](https://lyrics.lyricfind.com/)

Songwriters: Rawi Asraoui / Robert Uhlmann

Butterfly lyrics © BMG Rights Management, Sony/ATV Music Publishing LLC

<https://lyrics.lyricfind.com/>

<https://www.youtube.com/watch?v=QzcvRDWgRIE>

Song- Ignite by K-391

Lyrics

Verse 1 – Julie Bergan]:

Fireflies

A million little pieces
Feeds the dying light
And breathes me back to life
In your eyes
I see something to believe in
Your hands are like a flame
It brings the sweetest pain (your palms, the sweetest pain)

[Chorus – Julie Bergan]:

Let the darkness lead us into the light
Let our dreams get lost, feel the temperature rise
Baby tell me one more beautiful lie
One touch and I ignite
Like a starship speeding into the night
You and I get lost in the infinite lights
Baby tell me one more beautiful lie
One touch and I ignite [x3]

[Verse 2 – Julie Bergan]:

So alive
Your touch is like the daylight

Burning on my skin
It turns me on again
You and I
Survivors of the same kind
And we're the only ones
Dancing on the sun
[Chorus – Julie Bergan]:
Let the darkness lead us into the light
Let our dreams get lost, feel the temperature rise
Baby tell me one more beautiful lie
One touch and I ignite
You're the demon in my mind
Like a fever, feels so right
Baby tell me one more beautiful lie
One touch and I ignite [x3]
[Bridge - Seungri]:
Diamonds are forever, but all we need is just tonight
We're monumental tremors that can freeze the speed of life
Just like particles that's falling from heaven all over the stars
Hear you calling for me
Hear you calling me on from afar
[Chorus – Julie Bergan]:
Let the darkness lead us into the light
Let our dreams get lost, feel the temperature rise
Baby tell me one more beautiful lie
One touch and I ignite
I feel the heat as we collide
Like a fever that feels so right
Baby tell me one more beautiful lie
One touch and I ignite

Source- [LyricFind](#)

Songwriters: Alan Olav Walker / Anders Froen / Fredrik Borch Olsen / Goran Axl /
Gunnar Greve / Jakob Gusten Emtestam / Kenneth Osberg Nilsen / Kristoffer Cezinando
Karlsen / Maria Jane Smith / Oeyvind Sauvik / Victor Thell

Ignite lyrics © Sony/ATV Music Publishing LLC

<https://genius.com/K-391-and-alan-walker-ignite-lyrics>

Song- Lily by Alan Walker, Emelie Hollow, and K-391

Lyrics

Lily was a little girl
Afraid of the big, wide world
She grew up within her castle walls
Now and then she tried to run
And then on the night with the setting sun

She went in the woods away
So afraid, all alone

They warned her, don't go there
There's creatures who are
Hiding in the dark
Then something came creeping
It told her

Don't you worry, just
Follow everywhere I go
Top over the mountains or valley low
Give you everything you've been dreaming of
Just let me in, ooh
Everything you wantin' gonna be the
Magic story you've been told
And you'll be safe under my control
Just let me in, ooh

Just let me in, ooh

She knew she was hypnotized
And walking on cold thin ice
Then it broke, and she awoke again

Then she ran faster than
Start screaming, "Is there someone out there?"
Please help me, come get me
Behind her, she can hear it say

Follow everywhere I go
Top over the mountains or valley low
Give you everything you've
Been dreaming of
Just let me in, ooh

Everything you wantin' gonna be the
Magic story you've been told
And you'll be safe under my control
Just let me in, ooh
Just let me in, ooh

Ooh

Everything you wantin' gonna be the
Magic story you've been told
And you'll be safe under my control
Just let me in, ooh

Follow everywhere I go
Top over the mountains or valley low
Give you everything you've been dreaming of
Just let me in, ooh

Then she ran faster than
Start screaming, is there someone out there?
Please help me
Just let me in, ooh

Source- [LyricFind](#)

Songwriters: Alan Olav Walker / Didrik Handlykken / Emelie Anne Hollow / Kenneth
Osberg Nilsen / Lars Kristian Rosness / Magnus Bertelsen / Oda Evjen Gjovag

Lily lyrics © Kassner Associated Publishers Ltd, Peermusic Publishing, Sony/ATV Music
Publishing LLC, Warner Chappell Music, Inc

<https://www.metrolyrics.com/lily-lyrics-alan-walker.html>

Song- Paper Hearts by Tori Kelly

Lyrics

Goodbye love, you flew right by, love
Remember the way you made me feel
such young love but
something in me knew that it was real
frozen in my head
pictures i'm living through for now
trying to remember all the good times
our life was cutting through so loud
memories are playing in my dull mind
i hate this part paper hearts
and i'll hold a piece of yours
don't think i would just forget about it
hoping that you won't forget about it
everything is gray under these skies
wet mascara
hiding every cloud under a smile
when there's cameras
and i just can't reach out to tell you
that i always wonder what you're up to
pictures i'm living through for now
trying to remember all the good times
our life was cutting through so loud
memories are playing in my dull mind
i hate this part paper hearts
and i'll hold a piece of yours
don't think i would just forget about it
hoping that you won't forget
i live through pictures as if
i was right there by your side
but you'll be good without me and
if i could just give it some time

i'll be alright
goodbye love you flew right by love
pictures i'm living through for now
trying to remember all the good times
our life was cutting through so loud
memories are playing in my dull mind
i hate this part paper hearts
and i'll hold a piece of yours
don't think i would just forget about it
hoping that you won't forget

Source- [Musixmatch](#)

Songwriters: Victoria Kelly

Paper Hearts lyrics © Sony/atv Allegro, Tori Kelly Publishing

https://www.smule.com/song/tori-kelly-paper-hearts-karaoke-lyrics/3946514_3946514/arrangement

Song- Faded by Alan Walker

Lyrics

You were the shadow to my light
Did you feel us? Another start, you fade away
Afraid our aim is out of sight
Wanna see us alive...
Where are you now? Where are you now?
Where are you now? Was it all in my fantasy?
Where are you now? Were you only imaginary?
Where are you now? Atlantis? Under the sea?
Under the sea - ea?
Where are you now? Another dream?
The monsters runnin' wild inside of me
I'm faded
I'm faded, so lost
I'm faded
I'm faded, so lost
I'm faded
These shallow waters never met what I needed

I'm letting go, a deeper dive
Eternal silence of the sea, I'm breathin'
Alive
Where are you now?
Where are you now?
Under the price, I pay the price, set my heart on fire
Where are you now?
Where are you now?
Where are you now? Atlantis? Under the sea?
Under the sea - ea?
Where are you now? Another dream?
The monsters runnin' wild inside of me
I'm faded
I'm faded, so lost
I'm faded
I'm faded, so lost
I'm faded...

Source- <https://www.lyrics.com/sublyric/4448/Alan+Walker/Faded>

Song- Happier by Marshmello

Lyrics

Lately, I've been, I've been thinking
I want you to be happier, I want you to be happier
When the morning comes
When we see what we've become
In the cold light of day we're a flame in the wind
Not the fire that we've begun
Every argument, every word we can't take back
'Cause with the all that has happened
I think that we both know the way that this story ends
Then only for a minute

I want to change my mind
'Cause this just don't feel right to me
I wanna raise your spirits
I want to see you smile but
Know that means I'll have to leave
Know that means I'll have to leave
Lately, I've been, I've been thinking
I want you to be happier, I want you to be happier
When the evening falls
And I'm left there with my thoughts
And the image of you being with someone else
Well, that's eating me up inside
But we run our course, we pretend that we're okay
Now if we jump together at least we can swim
Far away from the wreck we made
Then only for a minute
I want to change my mind
'Cause this just don't feel right to me
I wanna raise your spirits
I want to see you smile but
Know that means I'll have to leave
Know that means I'll have to leave
Lately, I've been, I've been thinking
I want you to be happier, I want you to be happier
So I'll go, I'll go
I will go, go, go
So I'll go, I'll go
I will go, go, go
Lately, I've been, I've been thinking
I want you to be happier, I want you to be happier
Even though I might not like this

I think that you'll be happier, I want you to be happier

Then only for a minute (only for a minute)

I want to change my mind

'Cause this just don't feel right to me

I wanna raise your spirits

I want to see you smile but

Know that means I'll have to leave

Know that means I'll have to leave

Lately, I've been, I've been thinking

I want you to be happier, I want you to be happier

So I'll go, I'll go

I will go, go, go

Source- [LyricFind](#)

Songwriters: Daniel Campbell Smith / Marshmello / Steve McCutcheon

Happier lyrics © Kobalt Music Publishing Ltd., Universal Music Publishing Group

<https://www.lyrics.com/lyric/35444380/Marshmello/Happier>

Song- Rain by Faime

Lyrics

There's been two weeks of rain

In the city of sun

There's been two weeks of sadness

I don't remember one

Been awake feelin' better

After coming undone

Let it rain, let it rain

Oooh

I feel the waves crashin' over me

Oooh

Take all of the worries and drift away

(Drift away)

There's been two weeks of rain in the city of sun

Memories we forget

All that we'd ever done

We're not afraid of what we could be

Runaways, runaways

Oooh

I feel the waves crashin' over me

Oooh
Take all of these days and drift away
(Drift away)
Drift away

Source- Musixmatch

Songwriters: Luke Alexander Shrestha / Simon Hyung-joo Jay / Yash Manish Chaudhary

<https://genius.com/Faime-rain-lyrics>

Song- Dynasty by MIIA

Lyrics

[Verse 1]

Some days, it's hard to see
If I was a fool or you a thief
Made it through the maze to find my one in a million
And now you're just a page torn from the story I'm living

[Chorus]

And all I gave you is gone
Tumbled like it was stone
Thought we built a dynasty that heaven couldn't shake
Thought we built a dynasty like nothing ever made
Thought we built a dynasty forever couldn't break up

[Verse 2]

The scar I can't reverse
And the more it heals, the worse it hurts
Gave you every piece of me, no wonder it's missing
Don't know how to be so close to someone so distant

[Chorus]

And all I gave you is gone
Tumbled like it was stone
Thought we built a dynasty that heaven couldn't shake
Thought we built a dynasty like nothing ever made
Thought we built a dynasty forever couldn't break up

[Bridge]

It all fell down, it all fell down
It all fell, it all fell down, it all fell down
It all fell, it all fell down, it all fell down, eh
It all fell down, it all fell down, it all fell down

[Chorus]

And all I gave you is gone
Tumbled like it was stone
Thought we built a dynasty that heaven couldn't shake
Thought we built a dynasty like nothing ever made
Thought we built a dynasty forever couldn't break up

[Outro]

It all fell, it all fell down, it all fell down, eh
It all fell down, it all fell down, it all fell down

(And all I gave you is gone)
It all fell, it all fell down, It all fell down, eh
Thought we built a dynasty forever couldn't break up

Source- [LyricFind](#)

Songwriters: Hillary Bernstein / Joachim Rygg

Dynasty lyrics © Downtown Music Publishing, Reach Music Publishin

<https://genius.com/Miia-dynasty-lyrics>

Song- The Fat Rat by Mayday (& laura Brehm)

Lyrics

Can you hear, can you hear, can you hear my voice?
Coming through, coming through, coming through the noise
I'm floating through outer space

I'm lost and I can't find a way
Oh, all the lights going dark and my hope's destroyed

Help me, is anybody there?
(Is anybody there? Is anybody there?)
Save me, I'm running out of air, ooh

Calling out mayday
Calling out mayday

It's so dark, it's so dark out here in space
And it's been so long, been so long since I've seen a face
My eyes are shut but I can see
The void between you and me, mm
And I feel and I feel like I'm going insane

Help me, is anybody there?
(Is anybody there? Is anybody there?)
Save me, I'm running out of air, ooh

Calling out mayday
Calling out mayday

Far from the sun
Beyond stars I hear their song
They're coming closer
Talking without sound
Calling me home

Calling out mayday
Calling out mayday

Save me, I'm running out of air
I'm running out of air
I'm running out of air

I'm running out of air
I'm running out of air

Source- [Musixmatch](#)

Songwriters: Christian Buettner / Kyle Kelso / John Dang / Cecelia Gault

MAYDAY lyrics © Songs Of Brill Building Bmi, Lunchroom Music

<https://www.karaoke-lyrics.net/lyrics/thefatrat/mayday-feat-laura-brehm-872416>

Song- Mind is a prison by Alec Benjamin

Lyrics

I don't live in California, I'll inform you, that's not where I reside
I'm just a tenant, paying rent inside this body and I
Got two windows and those windows, well I'll call them my eyes
I'm just going where the wind blows, I don't get to decide
Sometimes I think too much, yeah, I get so caught up
I'm always stuck in my head
I wish I could escape, I tried to yesterday
Took all the sheets off my bed
Then I tied up my linen with five strips of ribbon I found
Scaled the side of the building
I ran to the hills 'til they found me
And they put me back in my cell
All by myself, alone with my thoughts again
I guess my mind is a prison and I'm never gonna get out
So they tranquilized me, analyzed me, threw me back in my cage
Then they tied me to an IV, told me I was insane
I'm a prisoner, a visitor inside of my brain
And no matter what I do, they try to keep me in chains
Sometimes I think to much, yeah, I get so caught up
I'm always stuck in my head
I wish I could escape, I tried to yesterday
Took all the sheets off my bed
Then I tied up my linen with five strips of ribbon I found

Scaled the side of the building
I ran to the hills 'til they found me
And they put me back in my cell
All by myself, alone with my thoughts again
I guess my mind is a prison and I'm never gonna get out
Said even if it's true, no matter what I do
I'm never gonna escape
I won't give up on hope, secure another rope
And try for another day
Said even if it's true, no matter what I do
I'm never gonna escape
I won't give up on hope, secure another rope
And try for another day
Then I tied up my linen with five strips of ribbon I found
Scaled the side of the building
I ran to the hills 'til they found me
And they put me back in my cell
All by myself, alone with my thoughts again
I guess my mind is a prison and I'm never gonna get out

Source- [Musixmatch](#)

Songwriters: Alex Hope / Alec Benjamin

Mind Is A Prison lyrics © Sony/atv Music Publishing Allegro (aust) Pty, Alec Benjamin's Songs

<https://www.lyrics.com/lyric-1f/1637340/Alec+Benjamin/Mind+Is+A+Prison>

Song- Cheap Thrills by Sia

Lyrics

[Verse 1]

Come on, come on, turn the radio on
It's Friday night and I won't be long
Gotta do my hair, put my make up on
It's Friday night and I won't be long
[Pre-Chorus]
'Til I hit the dance floor, hit the dance floor
I got all I need
No, I ain't got cash, I ain't got cash

But I got you, baby
[Chorus]
Baby, I don't need dollar bills to have fun tonight
(I love cheap thrills)
Baby, I don't need dollar bills to have fun tonight
(I love cheap thrills)
But I don't need no money
As long as I can feel the beat
I don't need no money
As long as I keep dancing
[Verse 2]Negative sentences

Come on, come on, turn the radio on
It's Saturday and I won't be long
Gotta paint my nails, put my high heels on
It's Saturday and I won't be long
[Pre-Chorus]
'Til I hit the dance floor, hit the dance floor
I got all I need
No, I ain't got cash, I ain't got cash
But I got you, baby
[Chorus]

Baby, I don't need dollar bills to have fun tonight
(I love cheap thrills)
Baby, I don't need dollar bills to have fun tonight
(I love cheap thrills)
But I don't need no money
As long as I can feel the beat
I don't need no money
As long as I keep dancing
[Bridge]
(I love cheap thrills)
(I love cheap thrills)
I don't need no money
As long as I can feel the beat
I don't need no money
As long as I keep dancing
[Chorus]

Baby, I don't need dollar bills to have fun tonight
(I love cheap thrills)
Baby, I don't need dollar bills to have fun tonight
(I love cheap thrills)
I don't need no money
As long as I can feel the beat
I don't need no money
As long as I keep dancing

[Outro]
La, la, la, la, la, la
(I love cheap thrills)

La, la, la, la, la, la
(I love cheap thrills)
La, la, la, la, la, la
(I love cheap thrills)
La, la, la, la, la, la
(I love cheap thrills)

Source- [Musixmatch](#)

Songwriters: Greg Kurstin / Sia Furler

Cheap Thrills lyrics © Emi April Music Inc., Kurstin Music, Pineapple Lasagne

<https://genius.com/Sia-cheap-thrills-lyrics>

Song- Imagine Dragons by Alex da Kid

Lyrics

When the days are cold and the cards all fold
And the saints we see are all made of gold
When your dreams all fail and the ones we hail
Are the worst of all, and the blood's run stale

[Pre-Chorus]

I wanna hide the truth, I wanna shelter you
But with the beast inside, there's nowhere we can hide
No matter what we breed, we still are made of greed
This is my kingdom come, this is my kingdom come

[Chorus]

When you feel my heat, look into my eyes
It's where my demons hide, it's where my demons hide
Don't get too close; it's dark inside
It's where my demons hide, it's where my demons hide

[Verse 2]

At the curtain's call it's the last of all
When the lights fade out, all the sinners crawl
So they dug your grave and the masquerade
Will come calling out at the mess you've made

[Pre-Chorus]

Don't wanna let you down, but I am hell-bound
Though this is all for you, don't wanna hide the truth
No matter what we breed, we still are made of greed
This is my kingdom come, this is my kingdom come

[Chorus]

When you feel my heat, look into my eyes
It's where my demons hide, it's where my demons hide
Don't get too close; it's dark inside
It's where my demons hide, it's where my demons hide

[Bridge]

They say it's what you make, I say it's up to fate
It's woven in my soul, I need to let you go

Your eyes, they shine so bright, I wanna save that light
I can't escape this now, unless you show me how

[Chorus]

When you feel my heat, look into my eyes
It's where my demons hide, it's where my demons hide
Don't get too close; it's dark inside
It's where my demons hide, it's where my demons hide

Source-

<https://genius.com/Imagine-dragons-demons-lyrics>

Song- We Don't Talk Anymore by Charlie Puth

Lyrics

We don't talk anymore, we don't talk anymore
We don't talk anymore, like we used to do
We don't love anymore
What was all of it for?
Oh, we don't talk anymore, like we used to do
I just heard you found the one you've been looking
You've been looking for
I wish I would have known that wasn't me
'Cause even after all this time I still wonder
Why I can't move on
Just the way you did so easily
Don't wanna know
What kind of dress you're wearing tonight
If he's holding onto you so tight
The way I did before
I overdosed
Should've known your love was a game
Now I can't get you out of my brain
Oh, it's such a shame
That we don't talk anymore, we don't talk anymore
We don't talk anymore, like we used to do
We don't love anymore
What was all of it for?
Oh, we don't talk anymore, like we used to do
I just hope you're lying next to somebody
Who knows how to love you like me
There must be a good reason that you're gone
Every now and then I think you
Might want me to come show up at your door
But I'm just too afraid that I'll be wrong

Don't wanna know
If you're looking into her eyes
If she's holding onto you so tight the way I did before
I overdosed
Should've known your love was a game
Now I can't get you out of my brain
Oh, it's such a shame

That we don't talk anymore (We don't, we don't)
We don't talk anymore (We don't, we don't)
We don't talk anymore, like we used to do
We don't love anymore (We don't, we don't)
What was all of it for? (We don't, we don't)
Oh, we don't talk anymore, like we used to do

Like we used to do

Don't wanna know
What kind of dress you're wearing tonight
If he's giving it to you just right
The way I did before
I overdosed
Should've known your love was a game
Now I can't get you out of my brain
Oh, it's such a shame

That we don't talk anymore (We don't, we don't)
We don't talk anymore (We don't, we don't)
We don't talk anymore, like we used to do
We don't love anymore (We don't, we don't)
What was all of it for? (We don't, we don't)
Oh, we don't talk anymore, like we used to do

We don't talk anymore, oh, oh
(What kind of dress you're wearing tonight)
(If he's holding onto you so tight)
The way I did before
We don't talk anymore, oh, woah
(Should've known your love was a game)
(Now I can't get you out of my brain)
Ooh, it's such a shame
That we don't talk anymore

Source- [Musixmatch](#)

Songwriters: Alan Tarney

We Don't Talk Anymore lyrics © Universal Music Corp., Sony/atv Music Publishing (uk) Limited,
Smg Tunes

<https://www.billboard.com/articles/news/lyrics/8097280/charlie-puth-selena-gomez-we-dont-talk-anymore-lyrics>

Song- Diamonds by Sam Smith

Lyrics

Diamonds, diamonds, diamonds, diamonds

Diamonds, diamonds, diamonds, diamonds

Diamonds, diamonds, diamonds, diamonds

Diamonds, diamonds, diamonds, diamonds

Have it all

Rip our memories off the wall

All the special things I bought

They mean nothing to me anymore

But to you

They were everything we were

They meant more than every word

Now I know just what you love me for (mm)

Take all the money you want from me

Hope you become what you want to be

Show me how little you care

How little you care, how little you care

You dream of glitter and gold

My heart's already been sold

Show you how little I care

How little I care, how little I care

My diamonds leave with you (mm)

You're never gonna hear my heart break (mm)

Never gonna move in dark ways (mm)

Baby, you're so cruel

My diamonds leave with you (mm)

Material love won't fool me (mm)

When you're not here I can breathe (mm)

Think I always knew

My diamonds leave with you

(Diamonds, diamonds, diamonds, diamonds)

Shake it off

Shake the fear of feeling lost

Always me that pays the cost

I should never trust so easily

You lied to me

Lie, lied to me

Then left with my heart 'round your chest (mm)

Take all the money you want from me

Hope you become what you want to be

Show me how little you care

How little you care, how little you care

You dream of glitter and gold
 My heart's already been sold
 Show you how little I care
 How little I care, how little I care

 My diamonds leave with you (mm)
 You're never gonna hear my heart break (mm)
 Never gonna move in dark ways (mm)
 Baby, you're so cruel
 My diamonds leave with you (mm)
 Material love won't fool me (mm)
 When you're not here I can breathe (mm)
 Think I always knew
 My diamonds leave with you

 (Diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)
 Always knew
 My diamonds leave with you
 (Diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)
 Always knew (diamonds, diamonds, diamonds, diamonds)

 You're never gonna hear my heart break
 Never gonna move in dark ways
 Baby, you're so cruel
 My diamonds leave with you
 Material love won't fool me
 When you're not here I can breathe
 Think I always knew
 My diamonds leave with you

 You're never gonna hear my heart break (mm)
 Never gonna move in dark ways (oh)
 Baby, you're so cruel (so cruel)
 My diamonds leave with you (mm)
 Material love won't fool me (mm)
 When you're not here I can breathe (mm)
 Think I always knew
 My diamonds leave with you

 (Diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)
 Always knew
 My diamonds leave with you
 (Diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)
 Whoa, oh (diamonds, diamonds, diamonds, diamonds)

Always knew
My diamonds leave with you

Source- [Musixmatch](#)

Songwriters: Sam Smith / Shellback / Oscar Holter

Diamonds Lyrics © Naughty Words Limited, Stellar Songs Limited, Songs Of Wolf Cousins

<https://www.billboard.com/articles/news/lyrics/9481787/sam-smith-diamonds-lyrics/>

Song- Don't Matter by Akon

Lyrics

...Konvict, Konvict
... **Oh, oh, oh, oh-oh-oh, oh, oh**
Oh, oh, oh, oh-oh-oh, oh, oh

Nobody wanna see us together
But it don't matter no
Cause I got you babe
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Cause we gon' fight
Oh yes we gon' fight
Believe we gon' fight
We gon' fight
Fight for our right to love yeah
Nobody wanna see us together
But it don't matter no
Cause I got you
Nobody wanna see us together
Nobody thought we'd last forever
I feel I'm hopin' and prayin'
Things between us gon' get better
Men steady comin' after you
Women steady comin' after me
Seem like everybody wanna go for self
And don't wanna respect boundaries
Tellin' you all those lies
Just to get on your side
But I must admit there was a couple secrets
I held inside
But just know that I tried
To always apologize
And I'ma have you first always in my heart
To keep you satisfied
Nobody wanna see us together

But it don't matter no
Cause I got you babe
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Cause we gon' fight
Oh yes we gon' fight
Believe we gon' fight
We gon' fight
Fight for our right to love yeah
Nobody wanna see us together
But it don't matter no
Cause I got you
Got every right to wanna leave
Got every right to wanna go
Got every right to hit the road
And never talk to me no more
You don't even have to call
Even check for me at all
Because the way I been actin' lately
Has been off the wall
Especially toward you
Puttin' girls before you
And they watchin' everything I been doin'
Just to hurt you
Most of it just ain't you
Ain't true
And they won't show you
How much of a queen you are to me
And why I love you baby
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Cause we gon' fight
Oh yes we gon' fight
Believe we gon' fight
We gon' fight
Fight for our right to love yeah
Nobody wanna see us together
But it don't matter no
Cause I got you
Oh oh oh oh oh
Cause I got you
Cause I got you
Ooooh
Cause I got you babe

Cause I got you
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Cause we gon' fight
Oh yes we gon' fight
Believe we gon' fight
We gon' fight
Fight for our right to love yeah
Nobody wanna see us together
But it don't matter no
Cause I got you
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Nobody wanna see us together
But it don't matter no
Cause I got you babe
Cause we gon' fight
Oh yes we gon' fight
Believe we gon' fight
We gon' fight
Fight for our right to love yeah
Nobody wanna see us together
But it don't matter no
Cause I got you

Source- [Musixmatch](#)

Songwriters: Aliaune Thiam / Bob Marley / Tony Love

Don't Matter lyrics © Sony/atv Harmony, Odnil Music Ltd., Lawsongs, Byefall Productions Inc

http://www.absolutelyrics.com/lyrics/view/akon/don't_matter

Song- In the Army Now by Status Quo

Lyrics

A vacation in a foreign land
Uncle Sam does the best he can
You're in the army now
Oh, oh, you're in the army now
Now you remember what the draftman said
Nothing to do all day but stay in bed

You're in the army now
Oh, oh, you're in the army now
You'll be the hero of the neighbourhood
Nobody knows that you've left for good
You're in the army now
Oh, oh, you're in the army now
Smiling faces as you wait to land
But once you get there no one gives a damn
You're in the army now
Oh, oh, you're in the army now
Hand grenades flying over your head
Missiles flying over your head
If you want to survive, get out of bed
You're in the army now
Oh, oh, you're in the army now
Shots ring out in the dead of night
The sergeant calls (stand up and fight)
You're in the army now
Oh, oh, you're in the army now
You're in the army now
Oh, oh, you're in the army now
You've got your orders better shoot on sight
Your finger's on the trigger
But it don't seem right
You're in the army now
Oh, oh, you're in the army now
You're in the army now
Oh, oh, you're in the army now
Night is falling and you just can't see
Is this illusion or reality
You're in the army now

Oh, oh, you're in the army, in the army now
You're in the army now
Oh, oh, you're in the army now
You're in the army now
Oh, oh, you're in the army, in the army now
You're in the army now
Oh, oh, you're in the army now
Oh, oh, you're in the army, in the army now
Oh, oh, you're in the army, in the army now
Oh, oh, you're in the army, in the army now
Oh, oh, you're in the army, in the army now
Oh, oh, you're in the army, you're in the army now

Source- [Musixmatch](#)

Songwriters: Robert Folk

In the Army Now lyrics © Warner/chappell Music Holland B.v., Hollywood Pictures Music

<https://www.lyrics.com/lyric/33072469/Status+Quo/In+the+Army+Now>

Song- Listen to the Music by The Doobie Brothers

Lyrics

Don't you feel it growing, day by day
People getting ready for the news
Some are happy, some are sad
Whoa, gotta let the music play
Mhm
What the people need is a way to make 'em smile
It ain't so hard to do if you know how
Gotta get a message, get it on through
Oh, now momma don't you ask me why
Whoa, oh listen to the music
Whoa, oh listen to the music
Whoa, oh listen to the music

All the time
Well I know, you know baby, everything I say
Meet me in the country for a day
We'll be happy, and we'll dance
Oh, we're gonna dance our blues away
And if I'm feeling good to you and you're feeling good to me
There ain't nothing we can't do or say
Feeling good, feeling fine
Oh, baby, let the music play
Whoa, oh listen to the music
Whoa, oh listen to the music
Whoa, oh listen to the music
All the time
Like a lazy flowing river
Surrounding castles in the sky
And the crowd is growing bigger
Listening for the happy sounds
And I got to let them fly
Whoa, oh listen to the music
Whoa, oh listen to the music
Whoa, oh listen to the music
All the time
Whoa, oh listen to the music
Whoa, oh listen to the music
Whoa, oh listen to the music
All the time
Whoa, oh listen to the music
Whoa, oh listen to the music
Whoa, oh listen to the music
All the time

Source- [LyricFind](#)

Songwriters: Tom Johnston

Listen to the Music lyrics © Warner Chappell Music, Inc

<https://www.lyrics.com/lyric/24338879/The+Doobie+Brothers/Listen+to+the+Music>

Song- Mandolin Rain by Bruce Hornsby and the Range

Lyrics

The song came and went
Like the times that we spent
Hiding out from the rain under the carnival tent
I laughed and she'd smile
It would last for awhile
You don't know what you got till you lose it all again
Listen to the mandolin rain
Listen to the music on the lake
Listen to my heart break every time she runs away
Listen to the banjo wind
A sad song drifting low
Listen to the tears roll
Down my face as she turns to go
A cool evening dance
Listening to the bluegrass band takes the chill
From the air 'til they play the last song
I'll do my time
Keeping you off my mind but there's moments
That I find, I'm not feeling so strong
Listen to the mandolin rain
Listen to the music on the lake
Listen to my heart break every time she runs away
Listen to the banjo wind
A sad song drifting low
Listen to the tears roll

Down my face as she turns to go
Running down by the lake shore
She did love the sound of a summer storm
It played on the lake like a mandolin
Now it's washing her away again
Listen to the mandolin rain
Listen to the music on the lake
Listen to my heart break every time she runs away
Listen to the banjo wind
A sad song drifting low
Listen to the tears roll
Down my face as she turns to go
The boat's steaming in
I watch the side wheel spin and I
Think about her when I hear that whistle blow
I can't change my mind
I knew all the time that she'd go
But that's a choice I made long ago
Listen to the mandolin rain
Listen to the music on the lake
Listen to my heart break every time she runs away
Listen to the banjo wind
A sad song drifting low
Listen to the tears roll
Down my face as she turns to go

Source- [Musixmatch](#)

Songwriters: John Hornsby / Bruce Hornsby

Mandolin Rain lyrics © Basically Gasp Music, Zappo Music

<https://www.lyrics.com/lyric/196736/Bruce+Hornsby/Mandolin+Rain>

Song- Rivers of Babylon by Boney M.

Lyrics

By the rivers of Babylon, there we sat down
Yeah, we wept, when we remembered Zion
By the rivers of Babylon, there we sat down
Yeah, we wept, when we remembered Zion
When the wicked
Carried us away in captivity
Required from us a song
Now how shall we sing the Lord's song in a strange land?
There the wicked
Carried us away in captivity
Requiring of us a song
Now how shall we sing the Lord's song in a strange land?
Let the words of our mouth and the meditation of our heart
Be acceptable in thy sight here tonight
Let the words of our mouth and the meditation of our hearts
Be acceptable in thy sight here tonight
By the rivers of Babylon, there we sat down
Yeah, we wept, when we remembered Zion
By the rivers of Babylon, there we sat down
Yeah, we wept, when we remembered Zion

Source- [LyricFind](#)

Songwriters: Brent Gayford Dowe / Frank Farian / George Reyam / James Augustus McNaughton

Rivers of Babylon lyrics © Sony/ATV Music Publishing LLC, Universal Music Publishing Group

<https://www.lyrics.com/lyric/19930/Boney+M./Rivers+of+Babylon>

Song- Wild World by Cat Stevens

Lyrics

Now that I've lost everything to you
You say you wanna start something new

And it's breaking my heart you're leaving
Baby, I'm grieving
But if you want to leave, take good care
Hope you have a lot of nice things to wear
But then a lot of nice things turn bad out there
Ooh baby baby, it's a wild world
It's hard to get by just upon a smile
Ooh baby baby, it's a wild world
I'll always remember you like a child, girl
You know I've seen a lot of what the world can do
And it's breaking my heart in two
Because I never want to see you sad girl
Don't be a bad girl
But if you want to leave, take good care
Hope you make a lot of nice friends out there
But just remember there's a lot of bad and beware
Beware
Ooh baby baby, it's a wild world
It's hard to get by just upon a smile
Ooh baby baby, it's a wild world
And I'll always remember you like a child, girl
Baby, I love you
But if you want to leave, take good care
Hope you make a lot of nice friends out there
But just remember there's a lot of bad and beware
Beware
Ooh baby baby, it's a wild world
It's hard to get by just upon a smile
Ooh baby baby, it's a wild world
And I'll always remember you like a child, girl
Ooh baby baby, it's a wild world

And it's hard to get by just upon a smile
Ooh baby baby, it's a wild world
And I'll always remember you like a child, girl

Source- [LyricFind](#)

Songwriters: Islam Yusuf

Wild World lyrics © BMG Rights Management

<https://www.lyrics.com/lyric/3611722/Wild+World>

Song- Let it go by Idina Menzel

Lyrics

The snow glows white on the mountain tonight
Not a footprint to be seen
A kingdom of isolation
And it looks like I'm the queen

The wind is howling like this swirling storm inside
Couldn't keep it in, heaven knows I tried
Don't let them in, don't let them see
Be the good girl you always have to be
Conceal, don't feel, don't let them know
Well, now they know

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door
I don't care what they're going to say
Let the storm rage on
The cold never bothered me anyway

It's funny how some distance makes everything seem small
And the fears that once controlled me can't get to me at all
It's time to see what I can do
To test the limits and break through
No right, no wrong, no rules for me
I'm free

Let it go, let it go
I am one with the wind and sky
Let it go, let it go
You'll never see me cry
Here I stand and here I stay
Let the storm rage on

My power flurries through the air into the ground
My soul is spiraling in frozen fractals all around

And one thought crystallizes like an icy blast
I'm never going back, the past is in the past

Let it go, let it go
And I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone
Here I stand in the light of day
Let the storm rage on
The cold never bothered me anyway

Source: [LyricFind](#)

Songwriters: Kristen Jane Anderson-Lopez / Robert Joseph Lopez

Let It Go lyrics © Universal Music Publishing Group

Song- Roar by Katy Perry

Lyrics

I used to bite my tongue and hold my breath
Scared to rock the boat and make a mess
So I sat quietly, agreed politely
I guess that I forgot I had a choice
I let you push me past the breaking point
I stood for nothing, so I fell for everything

You held me down, but I got up (hey)
Already brushing off the dust
You hear my voice, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up (hey)
Get ready 'cause I've had enough
I see it all, I see it now

I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am the champion, and you're gonna hear me roar

Oh-oh-oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh-oh-oh
You're gonna hear me roar

Now I'm floating like a butterfly
Stinging like a bee, I earned my stripes
I went from zero, to my own hero

You held me down, but I got up (hey)
Already brushing off the dust

You hear my voice, you hear that sound
Like thunder, gonna shake the ground
You held me down, but I got up (got up)
Get ready 'cause I've had enough
I see it all, I see it now

I got the eye of the tiger, a fighter
Dancing through the fire
'Cause I am a champion, and you're gonna hear me roar
Louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar

Oh-oh-oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh-oh-oh
You're gonna hear me roar
Oh-oh-oh-oh-oh-oh (yeah)
Oh-oh-oh-oh-oh-oh (you'll hear me roar)
Oh-oh-oh-oh-oh-oh
You're gonna hear me roar
Roar, roar, roar, roar, roar

I got the eye of the tiger, a fighter
Dancing through the fire 'cause I am a champion
And you're gonna hear me roar, oh, louder, louder than a lion
'Cause I am a champion, and you're gonna hear me roar

Oh-oh-oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh-oh (yeah)
Oh-oh-oh-oh-oh-oh-oh
You're gonna hear me roar
Oh-oh-oh-oh-oh-oh-oh
Oh-oh-oh-oh-oh-oh (you'll hear me roar)
Oh-oh-oh-oh-oh-oh
You're gonna hear me roar

Source: [Musixmatch](#)

Songwriters: Katy Perry / Bonnie Mckee / Lukasz Gottwald / Henry Walter / Martin Max

Roar lyrics © Wb Music Corp., When I'm Rich You'll Be My Bitch, Prescription Songs,
Mxm Music Ab, Kasz Money Publishing, Where Da Kasz At, Songs Of Pulse Recording,
Kmr Music Royalties Ii Scsp, Hipgnosis Sfh I Limited

Song: How far I will Go by Auli'i Cravalho

Lyrics

I've been staring at the edge of the water
'Long as I can remember
Never really knowing why

I wish I could be the perfect daughter
But I come back to the water
No matter how hard I try
Every turn I take
Every trail I track
Every path I make
Every road leads back
To the place I know where I cannot go
Where I long to be
See the line where the sky meets the sea?
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me
One day I'll know
If I go, there's just no telling how far I'll go
I know everybody on this island
Seems so happy on this island
Everything is by design
I know everybody on this island
Has a role on this island
So maybe I can roll with mine
I can lead with pride
I can make us strong
I'll be satisfied if I play along
But the voice inside sings a different song
What is wrong with me?
See the light as it shines on the sea?
It's blinding
But no one knows
How deep it goes
And it seems like it's calling out to me
So come find me
And let me know
What's beyond that line?
Will I cross that line?
And the line where the sky meets the sea
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me
One day I'll know
How far I'll go

Source: [Musixmatch](https://www.musixmatch.com/lyrics/Lin-Manuel-Miranda/How-Far-I'll-Go)

Songwriters: Lin-manuel Miranda

How Far I'll Go lyrics © Walt Disney Music Company

Song- I Just Can't Wait to Be King by JD McCrary, John Oliver, and Shahadi Wright Joseph

Lyrics

[SIMBA]

I'm gonna be a mighty king, so enemies beware!

[ZAZU]

Well, I've never seen a king of beasts with quite so little hair

[SIMBA]

I'm gonna be the main event, like no king was before

I'm brushing up on looking down, I'm working on my roar!

[ZAZU]

Thus far, a rather... uninspiring thing

[SIMBA]

Oh, I just can't wait to be king!

[ZAZU]

You've rather a long way to go, young master, if you think...

[SIMBA]

No one saying do this

[ZAZU]

Now when I said that, I -

[NALA]

No one saying be there

[ZAZU]

What I meant was...

[SIMBA]

No one saying stop that

[ZAZU]

Look, what you don't realize...

[SIMBA & NALA]

No one saying see here

[ZAZU]

Now see here!

[SIMBA]

Free to run around all day

[ZAZU]

Well, that's definitely out

[SIMBA]

Free to do it all my way!

[ZAZU]

I think it's time that you and I arranged a heart to heart

You might also like

[SIMBA]

Kings don't need advice from little hornbills for a start

[ZAZU]

If this is where the monarchy is headed, count me out!

Out of service, out of Africa - I wouldn't hang about... aagh!

This child is getting wildly out of wing

[SIMBA]
Oh, I just can't wait to be king!
Everybody look left
Everybody look right
Everywhere you look I'm standing in the spotlight!
[ZAZU]
Not yet!
[ANIMALS]
Let every creature go for broke and sing
Let's hear it in the herd and on the wing
It's gonna be King Simba's finest fling
[ANIMALS & SIMBA]
Oh, I just can't wait to be king!
Oh, I just can't wait to be king!
Oh I just can't wait... to be king!
[ZAZU, MUFFLED]
I beg your pardon, madam, but...
GET OFF! Simba? Nala!

Source-

<https://genius.com/Walt-disney-records-i-just-cant-wait-to-be-king-lyrics>

Song- Heal the World by Michael Jackson
Lyrics

Think about um, the generations
And ah, say we want to make it a better place for our children
And our children's children so that they, they
They, they know it's a better world for them
And think if they can make it a better place
There's a place in your heart
And I know that it is love
And this place it was brighter than tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel there's no hurt or sorrow
There are ways to get there
If you care enough for the living
Make a little space
Make a better place
Heal the world
Make it a better place
For you and for me, and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me
If you want to know why
There's love that cannot lie
Love is strong

It only cares of joyful giving
 If we try we shall see
 In this bliss we cannot feel
 Fear of dread, we stop existing and start living
 Then it feels that always
 Love's enough for us growing
 Make a better world
 So make a better world
 Heal the world
 Make it a better place
 For you and for me, and the entire human race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me
 And the dream we were conceived in will reveal a joyful face
 And the world we once believed in will shine again in grace
 Then why do we keep strangling life
 Wound this earth, crucify its soul?
 Though it's plain to see, this world is heavenly
 Be god's glow
 We could fly so high
 Let our spirits never die
 In my heart I feel you are all my brothers
 Create a world with no fear
 Together we cry happy tears
 See the nations turn their swords into plowshares
 We could really get there
 If you cared enough for the living
 Make a little space
 To make a better place
 Heal the world
 Make it a better place
 For you and for me, and the entire human race
 There are people dying
 If you care enough for the living
 Make a better place for you and for me
 Heal the world

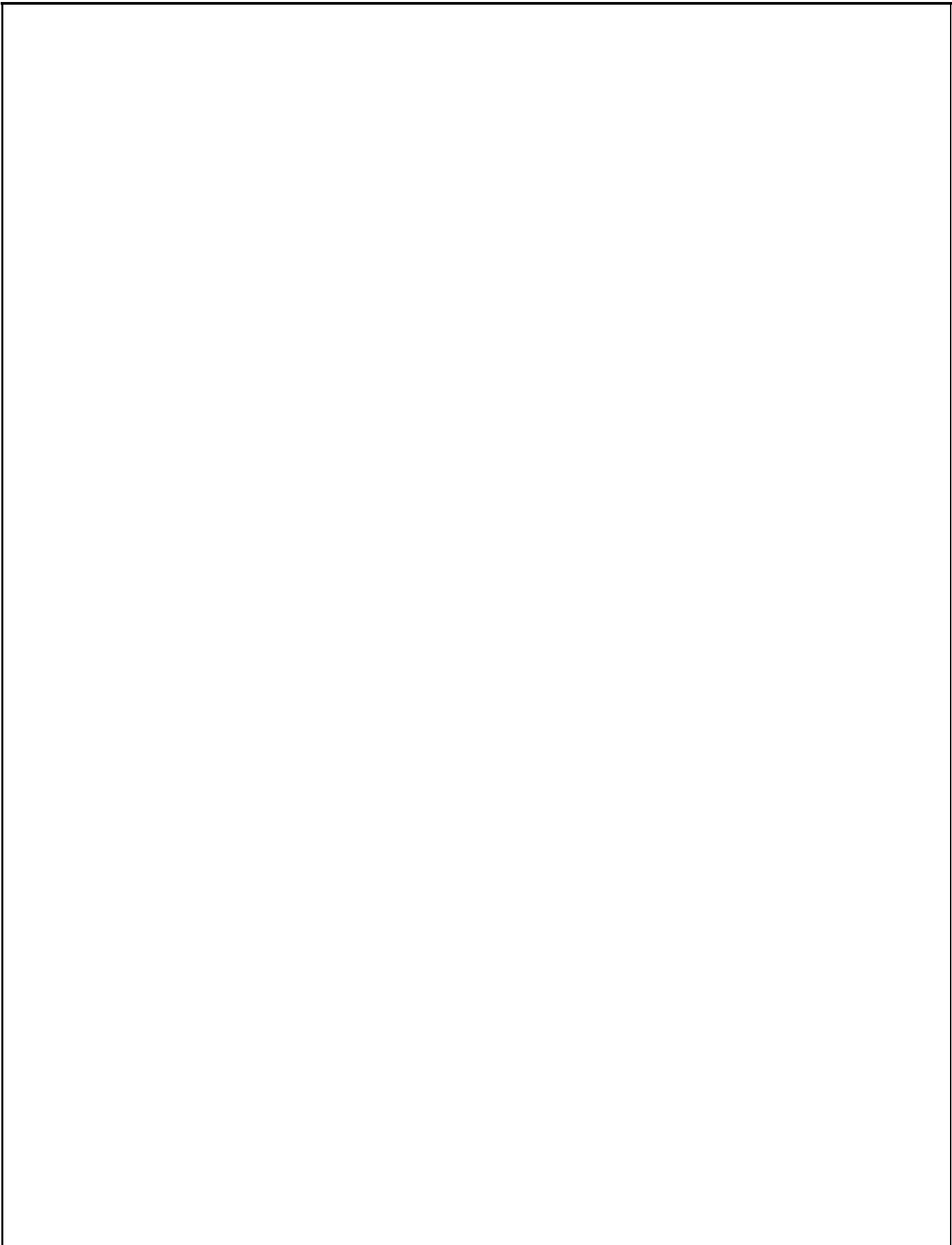
 If you care enough for the living
 Make a better place for you and for me
 You and for me (for a better place)

Source: [LyricFind](#)

Songwriters: Michael Joe Jackson

Heal the World lyrics © Sony/ATV Music Publishing LLC

<https://genius.com/Michael-jackson-heal-the-world-lyrics>





National Seminar

on

TRANSFORMING INDIA : ISSUES AND CHALLENGES OF TRIBAL DEVELOPMENT

Organised by

Isvar Saran Post Graduate College

(University of Allahabad)

Sponsored by

Indian Council of Historical Research, New Delhi

Certificate

This is to certify that Prof./Dr./Mr./Ms. Mamika Nishad Patel, Assistant Professor, Research
of Dept. of Education and Physical Education, Mahatma Jyotiba Phule University of Baroda has
 participated in the Two-Day National Seminar on **Transforming India : Issues and Challenges of**
Tribal Development and presented a paper entitled English Language Learning Issues
of Maharashtra's Khambeah Region Tribal Students
 during 11th-12th March 2022, organized by Isvar Saran Post Graduate College, Prayagraj, U.P.
 (India).

Vikash Kumar
(Dr. Vikash Kumar)
 Seminar Convener

Medhvi
(Dr. Manoj Kr. Dubey)
 Organizing Secretary

Anand Shanker Singh
(Prof. Anand Shanker Singh)
 Principal/Chairperson



Two Day International Conference on
**New Literary Trends and
Narratives in English Literature**

Organized by

Department of English

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Mrs. Kesharbai Sonajirao Kshirsagar Alias Kaku Arts,
Science & Commerce College, Beed (M.S.)

(Re-accredited by NAAC 'A' Grade (3.18 CGPA as per new RAI) & ISO 21001-2018 certified)

17th & 18th March 2023

CERTIFICATE

This is to certify that Prof./Dr./Mr./Ms. Mavisha Patil
of Parul University, Vadga

participated in the Two Day International Conference on New Literary Trends and Narratives in English
Literature held on 17th & 18th March 2023 He/She presented a paper entitled Indian Tribal
Literature: A Dimension in The Multiverse of Literature.

Dr. Shivam Kshirsagar
(Organizing Secretary)

Dr. Shivaji N. Shinde
(Convener)



One Day International Interdisciplinary Conference
on The Eve of 75th Anniversary of Indian Independence

Nation & Narrations : Inquiries into History, Politics, Society, Culture, Literature and Democracy

Organized by

The English Educators Society, Ambajogai (M.S.)

In association with

Loksavvad Foundation, Aurangabad (M.S.)

Milliya Arts, Science & Management Science College, Beed

Monday, 21st March, 2022

CERTIFICATE


This is to certify that **Prof./Dr./Mr./Ms. Manisha Viththal Pahl, Research Scholar** of **Maharaja Sayajirao University, Baroda, Gujarat** has participated in the One Day International Interdisciplinary Conference on **Nation & Narrations : Inquiries into History, Politics, Society, Culture, Literature and Democracy** held on **21 March 2022** at **Maulana Abul Kalam Azad Research Center, Aurangabad, Maharashtra (India)**. He/She has presented a paper entitled **Tribal's Education development in India During 75 Years of Independence: An Overview with special reference to Maharashtra state**

Dr. Ganesh Mohite
(Convenor)

Dr. Rajesh Karpe
(Convenor)

Dr. Abdul Anees
(Convenor)

Dr. Mahesh Waghmare
(Organizing Secretary)

	महाराष्ट्र शासन आदिवासी विकास विभाग आदर्श आश्रमशाळा पुरस्कार प्राप्त अनुदानित माध्यमिक व उच्च माध्यमिक (कला व विज्ञान) क. महा. आदिवासी आश्रमशाळा इंदवे, ता.साक्री जि. धुळे	
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Out.No.:- 131/2022-23

Date:- 16/04/2022

TO WHOM IT MAY CONCERN

This is to certify that *Ms. Manisha Vitthal Patil*, the PhD research scholar from CASE Department of The Maharaja Sayajirao University has successfully done the experimental research entitled '*Enhancing English Grammar Skills of Tribal Students Through Music at the Secondary Level*' in our school, with reference to the partial fulfilment of the requirements of the PhD degree study of M.S. University Baroda, Vadodara, Gujarat. She has done her work during the offline teaching periods in both the terms of academic year 2021-2022. During the period of her research work at the school she was found hardworking, inquisitive and was also regular in attendance.

We wish her all the very best for her future endeavours.



Shakory
16/04/22
Principal
Anudanit Sec. & Hig. Seco.
Jr. College Ashram School,
Indave, Tal. Sakri, Dist. Dhule.

<p>आदिवासी सुंदर शिक्षण संस्था संचालित</p> <p>माध्य.व उच्च माध्यमिक आश्रमशाळा,</p> <p>रेवाडी ता. शिंदखेडा जि.धुळे (महाराष्ट्र)</p> <p>माध्य. शाळा मान्यता क्रमांक- पो.बे.आ.सा.१०१६ प्र.क्र.३८/का०११ दि.३१-३-१९९८ उच्च माध्य. मान्यता क्रमांक- शासन निर्णय क्रमांक अभासा.२००८ प्र.क्र.१३२/का-११ मंत्रालय मुंबई-३२ दि.२९ ऑगस्ट २००९</p> <p>Udies- 27020309104 S.S.C Index No. 14.04.013 H.S.C Index No. 14.04.026</p>	
<p>जा.क्र.: 1632</p> <p>दि. 16 / 5 / 2022</p>	<p>TO WHOM IT MAY CONCERN</p> <p>This is to certify that <i>Ms. Manisha Vitthal Patil</i>, the PhD research scholar from CASE Department of The Maharaja Sayajirao University has successfully done the experimental research entitled '<i>Enhancing English Grammar Skills of Tribal Students Through Music at the Secondary Level</i>' in our school, with reference to the partial fulfilment of the requirements of the PhD degree study of M.S. University Baroda, Vadodara, Gujarat. She has done her work during the offline teaching periods in both the terms of academic year 2021-2022. During the period of her research work at the school she was found hardworking, inquisitive and was also regular in attendance.</p> <p>We wish her all the very best for her future endeavours.</p>
<p>✽ अध्यक्ष ✽</p> <p>श्रीमती ताईसो.</p> <p>दुंदबाई आर.मालचे</p>	<p>✽ उपाध्यक्ष ✽</p> <p>पि.आर.आर.मालचे</p>
<p>✽ सचिव ✽</p> <p>प्री.वी.आर.मालचे</p>	<p>मुख्याध्यापक</p> <p>माध्य. उच्चमाध्यमिक आश्रमशाळा</p> <p>रेवाडी ता. शिंदखेडा जि.धुळे</p>
<p>माध्य. मुख्याध्यापक प्राचार्य ✽</p> <p>श्री.व्ही.ए.पाटील</p>	<p>334</p>

**ENHANCING ENGLISH GRAMMAR SKILLS OF TRIBAL
STUDENTS THROUGH MUSIC AT THE SECONDARY
LEVEL**

A
SYNOPSIS SUBMITTED
To

The Maharaja Sayajirao University of Baroda
For the Award of the Degree of
Doctor of Philosophy
In
Education

Guide

Prof. Sujata Srivastava

Researcher

Manisha Vitthal Patil



Centre Of Advanced Study in Education (Case)
Department Of Education
Faculty Of Education and Psychology.
The Maharaja Sayajirao University of Baroda
Vadodara- 390 002 [Gujarat]
September-2023

1.1 INTRODUCTION

Language is a means of communication that is used all over the world. According to Venkateswaran (1995), 'It's a code that can do a lot of different things differently utilized to express our feelings, desires, and experiences to another individual and other tools, like gestures, signs, sketching, and sculpting, are useful, but they are insufficient to replace language.' Language is a product of human social requirements which is assimilated in a certain environment, and the method, in which those human uses, it is a product of that environment. Grammar is the foundation of learning any foreign language, and English is not an exception to it. The explicit knowledge of grammar makes to use of language tool worthwhile. Learning English is a difficult task and in non-English-speaking nations, it is very difficult for a variety of reasons, one of which is its grammar. (Ellis, 2006; Celce Murcia, 1991) For non-native English speakers, English grammar is difficult due to variety of reasons which results in low achievement in English. (Wille, 2006). Non-English students find English grammar as the most dreaded form of the English language. In the case of tribal learners, who have low achievement in English, the difficulties are multiplied in English grammar teaching and learning (Jha, 2013). In the case of tribal learners, who have low achievement in English, the difficulties are multiplied in English grammar teaching and learning. Therefore, various tools and techniques are used by various researchers and educationists to make teaching-learning of English language grammar effective and sustainable for learners. One such technique is the use of music and songs against classroom difficulties (Paquette & Rieg 2008). As English has been deep-rooted in India since historical times, grammar teaching has continued as an inseparable part of English language teaching in India. The various dimensions of the historical grammar of the English language, right from the beginning of formal English Language education, are found as an essential component of grammar teaching.

1.2.1 HISTORY OF GRAMMAR

According to Thomas Owen, 'English grammar has its roots in the Greek grammar of Dionysius Thrax (c.200 b. c.) and Apollonius Dyscolous (c.200 A D.); and in the most influential grammar book of the Roman period, in Latin grammar of Donatus (c.400 A.D.) and Priscian (c. 600 A.D.) The methodologies of these classical grammarians were adopted by the grammarians of the 18th century in England, most notably Joseph Priestly, Robert Loweth, George Campbell and Lindley Murray.

The grammarians rediscovered Panini's magnificent grammar of Sanskrit, the ancient literary dialect of India, which was probably written late in the fourth century B.C. Sanskrit bore a strong resemblance not only to Latin and Greek but also to German and English, even to Russian. This led to the conviction that most modern European languages, classical languages as well as Sanskrit, Latin & Greek are derived historically from some common source. The grammarians also noted one apparently universal linguistic fact that all languages change.

Then, in the late nineteenth century, the new known structuralists were led by Franz Boas. The most notable of the early descriptivists were Leonard Bloomfield (1933) and Edward Sapir. They describe English not as people think 'it should be' but as 'it actually is.' The views of Traditional grammar began to change by the intensive program-based publication by Franz Boas in his book 'Introduction to the Handbook of American Indian Languages' (1911) which led to the development of a new term for grammar i.e., Immediate Constituent Analysis (ICA), a term, that was so awkward, that in 1957, when Noam Chomsky, a professor of linguistics dubbed ICA as "Phrase-Structure Grammar", the name stuck to it. He explored the idea in a mimeographed paper entitled "The Logical Structures of Linguistic Theory" (1957) which formed the foundation for his first revolutionary grammar book 'Syntactic Structures'. The new popular grammar term 'Transformational Generative Grammar', was applied by many American linguistics, but it came into prominence in 1957 when the Massachusetts Institute of Technology, Published 'Syntactic Structure' of Noam Chomsky. This work had such an intellectual influence on psycholinguists and language philosophers that Noam Chomsky is characterized as an eminent modern thinker and ranks fourth among the modern intellectuals following, Marks, Lenin, and Freud. (Haris,1993).

Hence, there were two paradigm shifts in grammar, the first was the move from traditional grammar to phrase-structural grammar, and the second was the move from phrase-structure grammar to transformational-generative grammar. The first attempt at cognitive grammar was made by George Miller in 1960 and then several studies were followed by other psycholinguists, Baker Prideux, Derwing, Bever, Gerrett, Glucksburge & Dank etc., The cognitive grammar was based on the cognitive science by Rumelhart and McClelland. Hence, the various paradigm shifts elucidated the nature of English grammar.

1.2.2 NATURE OF ENGLISH GRAMMAR

'Grammar is not a series of strict rules,' writes O. Jespersen (1967) Since, there are no constraints around grammar, Hudson (1992) believes that 'grammar encompasses any kind of knowledge regarding 'words.'. Grammar isn't a legal system and not just a law giver; English isn't just a live language; it's a living language. Its application evolves as the people who speak it, as their mother tongue desires. That change is unstoppable and it's the truth about the nature of grammar that the grammar must change in order to keep up with changes in the language. That means as per nature of grammar, it is a servant of language and it is not master of it at all (Sweet et al. 1892). Grammar is a complex, productive and arbitrary by its nature. (Palmer 1971) Grammar is a language's "whole system," and it is through this whole system that the users of the language are able to communicate with one another. Language being an intricate system must be logical and grammar must be present in every sentence that is expressed or comprehended. Every language has its own grammar that differs from one to another. Linguists, on the other hand, believe that while all languages' grammars appear to be diverse, they are all the same at a deeper level.

According to Day (2013), who cites H. N. L Sastri's (1987) description about the nature of grammar as G1 & G2, states that G1: Relates to the native speaker's grammar knowledge of English language. 'G1,' the grammar of a language, is the knowledge intuitively. And the 'formal examination and description of the laws of the language' is what 'G2' grammar is all about. It is the explanation and description of the implicit / intuitive grammar that's made explicit in grammar books (G2). The 'G1' of a language may be known by an illiterate native speaker, but not the 'G2'. When the native language user starts to consider cautiously about options in language uses, he is consciously using 'G2' of his language. So, the distinguish between formal, G2 and informal grammar, G1 in short is, 'the grammar' (G2) i.e., 'formal grammar' demonstrates 'The facts about a language,' and 'the grammar'(G1), i.e.; functional grammar' demonstrates 'The correct usage of a language,' respectively.

1.2.3 ENGLISH GRAMMAR: MEANING AND CONCEPT

According to P. Gurrey (1961), 'Grammar is 'right or wrong English' to an ordinary citizen; it is 'an analytical and terminological examination of sentences' to a student; and to a linguist, it signifies 'the complete set of signs by which the meaning of a language is expressed'.

‘Grammar’ is the highly complex system of sentence constructions and this complex system differs from one language to another. (Palmer,1971),

Grammar, according to the Longman Dictionary of Contemporary English (2001), is ‘the set of rules by which words alter their meaning’. ‘There are various rules of combining the words, there are various rules to form the sentences by combining the various forms of words, phrases, and the study of that combined words phrases or the study of the application of these rules in language usage is grammar.’. ‘Grammar’, according to Cobbett (1984), is ‘establishing guidelines and principles that assist a person in using words, manipulating and combining words to achieve a goal to provide meaning in a specific way. It is concerned with the structure and form of words, as well as their meaning that sentences create with its words in the sentence with relationships to its sequential combination’. According to Huddleston. (1988), “‘Grammar’ as being made up of morphology and syntax; morphology is concerned with the formation of words, whereas syntax is concerned with the order, in which the words are arranged to produce sentences.” According to Dr. Sweet (1892), Grammar is the ‘practical examination of a language.’ It is also known as the "anatomy of language," however this does not imply that language is static. The definition states that the language isn't static, then neither can the grammar of it.

According to recent definitions of grammar, ‘it is a device that specifies the infinite set of well-formed sentences and assigns each of them one or more structural descriptions’ (Palmer 1971). Modifying with depth of meaning Owen Thomas redefines Chomsky’s Definition that “English Language is made up of infinite number of sentences, every individual sentence, however, is finite in length and every sentence is constructed from a relatively limited number of elements.” That means that grammar is the foundation, skeleton of English Language. Herbert E. Palmer (1930) defines that ‘Grammar is a branch of the science of words that chiefly deals with sentences ‘that elucidates the importance of grammar in English Language.

1.2.4 GRAMMAR IN ENGLISH LANGUAGE TEACHING: IMPORTANCE

Grammar aids in the consolidation of information of forms and structures that save time and effort when learning a language quickly. According to Lin (2008), grammar's job is to enable students in discovering the nature of language, as language is made up of predictable patterns which students intelligibly use while communicating in target language, no matter what he/she

speaks, read, hear, and write. According to linguists, the learning of a language is incomplete unless one has a fundamental understanding of the grammar. Leech et al. (1982) consider grammar to be an important tool for learning as the link between phonology and semantics, or sound and meaning, as a fundamental component of language learning. “Grammar is the heart of language, and it is a tool to aid learners' comprehension of the target language,” writes Lin (2010). Learners can generate their own sentences because grammar gives systematic principles for structure and word arrangement. Grammar is the foundation of any language. Language does not exist without its grammar. Prior to the introduction of communicative language education in the 1970s, grammar dominated English language teaching, with curricula built around it. Grammar was so influential in past that initially public schools were called ‘Grammar School’ (E. Palmer 1930).

1.2.4.1 GRAMMAR SKILL: MEANING AND CONCEPT

According to Jim Scrivener (2003) ‘Grammar is a crucial linguistic skill to have when studying a foreign language’ “Grammar is not merely a dry list of facts and rules,” writes Jim Scrivener (2003). “It's in our heads, and it's a living resource that allows us to transmit our thoughts and feelings through sentence expression and comprehend what others say or write to us.” According to Brown (Brown 2007). the abilities to utilize different words, phrases and sentences structures intelligibly in their spoken and written communication. If one makes the usage of words without appropriate grammatical structure, it's easy for the words to become meaningless, jumbled and unintelligible. Grammar is an inherent skill of language whether it is written or spoken language hence, the ability to implement grammar knowledge appropriately, fluently and competently in English language speaking and writing is the grammar skills. This integral grammar implementation ability for the non-native English speakers is considered to be an essential skill while using language in spoken or written form. As a result, grammar's skills importance in language abilities such as listening, speaking, reading, and writing cannot be overlooked and undermined. According to P. Gurrey (1961) Grammar skill is executed when grammar is used for three main components a) Appropriate Selection of Formal Patterns of Words to Convey Meaning, b) Appropriate Comprehensions of the Language Pattern Description, Analysis, and Formalization, c) Implementation of Linguistic Etiquette in communication. However, the last component is advised for advanced higher-level studies for pupils, while the previous two are utilized at high school level language studies. Hence, the ability to implement grammar knowledge appropriately, fluently and competently in English language communication is grammar skills.

1.2.4.2 GRAMMAR SKILL: IMPORTANCE

Teaching grammar as a skill fills “a kind of critical gap between a product and a process approach” (Batstone 1994:52). Its purpose is to lead the learners from the controlled use of grammar as a product, which puts emphasis on a grammatical form, to productive use of grammar as a process, which focuses on meaning and self-expression. Those three stages are probably familiar to every teacher, although the transition between the stages may not be clearly visible. Often situations look more as if all the three stages were introduced quickly one by one and then developed at the same time, but with the focus gradually being shifted from theory and repetition to communication. It is most probably because learners simply tend to forget some facts and need to be reminded about the rules, as well as due to the fact that in the classroom situation learners grasp the rules and process them at their own pace. So, the three stages are connected to each other and learners can't master the language without passing them. Learning grammar as a product starts by understanding the structures and the forms; then it is followed by learning it as a process which means practicing the structures of grammar in context and through communications. The last stage of learning grammar is learning it as a skill which contains both fluency and accuracy. (Brown 2007) Students gain the ability to utilize grammar knowledge rules, and structures appropriately and intelligibly in their spoken and written communication. Grammar skill is a language's systematized knowledge that aids in the development of a variety of mental skills including critical and analytical reasoning, thinking, observation, and focus. It clarifies how a language makes use of a variety of resources to accomplish its goals of conveying appropriate message and meaning by making the appropriate choices from a variety of sentence patterns and forms. Hence, grammar skill is a fundamental and inherent skill for effective communication skills. Sebastian (2014) highlights in the study that ‘grammar can assist pupils in putting their rules’ information in use, in their writing, speaking and comprehending.’ In short, grammar skill is an extremely important in the teaching and learning of second/third languages to exchange information. Grammar knowledge is vital for communicating clearly, effectively, and appropriately in both spoken and written forms of skills. Grammar elucidates the structure of a language and serves as a criterion for language usage assessing a language's grammatical accuracy. Hence, the honing grammar skills in English language teaching becomes crucial for non-native language learners to enhance their G1 & G2 skills. As Dash (2004) cited I.A. Gordon’s quotes, ‘Grammar is the machinery of language vehicle by which that vehicle is set in motion, and the explicit knowledge of grammar smoothens its function so that language as the vehicle of our thoughts, feelings and expression could express the ethos of our stories, whether real or not. ‘Grammar’ the machinery to run the

vehicle of the language itself is a skill that could be mastered, and the one who has the fuller knowledge of grammar, his (language user) machinery (grammar skills) has been trained to run smoothly and easily to express his thoughts; and the motive power (the steam, electricity,) of grammar is the mind and the speech sounds are the air and space through which the movement of the vehicle takes place' (Palmer,1930). Therefore, the importance of grammar as a skill in English language teaching and learning is emphasized. The teaching of grammar skills will enhance the ability to apply grammar knowledge appropriately fluently and competently in English language speaking and writing. 'As language is a living expression of the mind and spirit of a people, grammar skills enhancement is essential in English language skills. As has been the case with English language learning, it has been deeply ingrained in India since historical times, and grammar instruction has remained an integral aspect of language instruction. Therefore, English grammar objectives are set in India by the NCF principles (National Curriculum Framework,2005). To meet the set objectives the content of the English Grammar Curriculum is designed at the secondary school level of Education in each state of India.

1.2.6 ENGLISH GRAMMAR: CURRICULUM AT THE SECONDARY SCHOOLS OF MAHARASHTRA

Maharashtra government has adopted a language formula from std V to X. According to the Formula: In Maharashtra state the regional language Marathi is the medium of instruction and the first language for School Education. Up till the academic year 1999- 20, English and Hindi were compulsory languages along with Marathi, from class V to X. From the academic year 1999-2000, Maharashtra State Government made English a compulsory language to be studied with the first language along with Marathi from class I onwards in all the schools of Maharashtra, irrespective of any language used as a medium of instruction. Therefore, since the academic year 2000-01, English & Marathi languages become compulsory subjects from, class I, in primary education onwards. Hence, presently, Marathi; as the first language, English; as the second a language and Hindi; as the third language have been studied as compulsory languages from elementary to secondary school education as per the three-language formula adopted by Maharashtra state.

Generally, IX class English textbook of MSBSHSE (The Maharashtra State Board of Secondary & Higher Secondary Education) is issued by Bal Bharati. The textbook IX class English is entitled as 'Kumar Bharati'. According to the curriculum of English language

teaching, grammar teaching is emphasized as an important aspect of language instruction at the secondary level by keeping in mind that Std. IX is the foundation year for Std. X State Board Examinations. The textbook of English at the secondary level comprises prose, poetry, and the grammar categories that are included in the secondary curriculum. The ‘Pathyapustak Mandal’/ ‘Balbharati’ (Maharashtra State Textbook Production and Curriculum Research Board) has designed the class IX English textbook comprising all the above grammar categories alongside the poetry and prose. The teachers are expected to teach these grammar categories inclusively while teaching prose and poetry sections. Below all the prose and poetry sections of each unit, the particular grammar topic’s notes with explanations are provided in the textbook. The students are expected to be able to do some exercises to strengthen their usage of all of these topics. In the secondary section, two lectures (35 minutes each) for English Grammar are held per week, as the standard practice, so that more structured teaching on grammatical categories/components/topics including definitions, grammar rules, and applications can be done. Grammar is to be explained for linguistic uses in relation to the prose and poetry teaching but while teaching the prose and poetry, the flow, rhythm, and continuity of the lesson are preserved by simply referring to the grammatical category from the curriculum during classroom teaching. There is no such thing as ‘too much or too little grammar in this case.’ As Dash (2004) rightly mentions, “Grammar is like a vitamin, in the sense that it prevents ill effects,”. To teach grammar specifically, it is classified into various types.

1.2.7 ENGLISH GRAMMAR CLASSIFICATION

According to Leech et al. (1982), there are two types of grammar: i) prescriptive and ii) descriptive. Panthoi & Dash (2019) classify grammar into six categories i) Functional Grammar ii) formal grammar iii) scholarly and traditional grammar iv) structural grammar v) transformational generative grammar, vi) communicative

1.2.7.1 PRESCRIPTIVE GRAMMAR

This is the ancient traditional grammar that specifies norms for language usage and any deviation from these guidelines is strictly prohibited. Hence it is also known as Formal Grammar. ‘Formal’ is a term used to describe a type of grammar in a formal way.

1.2.7.2 DESCRIPTIVE GRAMMAR

It demonstrates the language's behaviour, or how native speakers use the language. The descriptive grammar takes note of the fact that language is always in a progressive order. Descriptive grammar also establishes rules, and so becomes prescriptive. The sole difference is the provision that says that the former prescriptive closes its doors for a change, whereas the latter descriptive allows for usage adjustments. 'Functional Grammar' is another term popularly used as a name for it.

1.2.7.3 FUNCTIONAL GRAMMAR

Observation and deduction are used to teach a learner functional grammar. During the process of learning the correct sentence patterns, correct pronunciations are taught. Functional Grammar is a type of grammar that focuses on the improper discourse, it is the grammar that functions. It enables you to speak and write correctly and precisely. It enables students, to be precise in language use.

1.2.7.4 FORMAL GRAMMAR

Theoretical and rule-giving parts of formal grammar are addressed in this type of grammar teaching. It is responsible for the words, definitions, rules, and formalization of grammar and linguistic patterns. It is a systematic classification of all the different types of language forms. It is studied by the learner in order to be able to describe the language. No one is able to succeed under this group, by abandoning grammar studies.

1.2.7.5 SCHOLARLY AND TRADITIONAL GRAMMAR

These university professors, who framed this school of thinking, used all of the methods of thorough consideration of a scholarship "bibliographic references, a critical evolution of their predecessors work, and a careful examination, documentation." Citations from English literature are used as evidence hence, the term 'Scholarly Traditional Grammar' was chosen. 'Scholarly traditional Grammar', unlike the scholarly past, the intellectual tradition was rich in diversity and produced a large number of solutions to many linguistic problems.

1.2.7.6 STRUCTURAL GRAMMAR

Fries (1952) an American writer, detailed his new system in his book "The Structure of English". Since his system, he has completely discarded traditional parts of speech and established a new terminology. Structural Grammar is a type of grammar that focuses on sentence structure. Even though the Structural Grammar is not a complete system of grammar. Despite being heavily influenced by descriptive linguistics, this system belongs to scholarly grammar.

1.2.7.7 TRANSFORMATIONAL GENERATIVE GRAMMAR

This sort of grammar believes that there are two types of sentences in any language:

a) Kernel sentences b) Transformed sentences. Every language has a core sentence or foundational set of sentences which is called Kernel sentences. They're considered basic since they can't be improved and transformed into various other sentences. All modified sentences are derived from the basic ones that is Kernel sentences. A systematic and syntactic exposition of English syntax has yet to be produced by transformation-generating grammar.

1.2.7.8 COMMUNICATIVE GRAMMAR

Communicative Grammar is a newer kind that is both functional and task-oriented. This school's grammarians are more concerned with meaning than with the appearance of expressions. They describe the communication worth and relevance of each utterance or action using a variety of scenarios. Randolph Quirk, Sidney Green Baum, and Geoffrey Smith are some of the proponents of this type of grammar. Widdowson, R.A. Close, and Leech are the most popular of those who choose language fluency over accuracy. They claim that once fluency is achieved from appropriateness then accuracy will automatically follow it.

Irrespective of grammar type, English grammar teaching is undoubtedly considered as the essential component of language teaching at the various stages of school education, hence, various methods of teaching grammar have been employed by the teachers.

1.2.8 METHODS OF TEACHING ENGLISH GRAMMAR

In the teaching of the English language, grammar is to be an aid in language learning and not an end. According to educationists, (Dash,2004) grammar should be taught indirectly from class VI to class VIII, using the structures or patterns of sentences, because English is taught

from class VI onwards in most Indian states. The use of grammatical rules and even the name 'grammar' should be avoided at this stage. For that there are three steps or stages are required in instructional patterns i.e., Presentation, Practice and Production or Application. Drills are also highly useful in allowing students to learn accurate sentence patterns and making them automatic habits.

Then, beginning in class IX, a formal grammar study is offered. There are various different sorts of teaching approaches for formal grammar instruction. According Dash (2004) there are various methods of teaching grammar in the teaching English as a second language: a) The Traditional Method, b) The informal Method, c) The Reference or Correlation Method, d) The Deductive Method and e) The Inductive Method, f) The Inducto -Deductive Method.

a) THE TRADITIONAL METHOD

Grammar is taught using this way with the use of a prescribed grammar book that includes definitions, rules, examples, and activities. The teacher's job is to use examples to help students understand the definitions and regulations. From definitions and rules, the teacher moves on to examples. Then he or she instructs students to perform some exercises and commit to memory the definitions and rules.

b) THE INFORMAL METHOD

This method emphasizes teaching grammar through usages rather than rules. Grammar can be taught by constant practice of using words, phrases, pattern sentences when speaking, reading, and writing. This strategy is particularly useful when students are being taught verbally at an early age. Surl and Bhardwaj claim that "The informal method will not be able to teach grammar with no grammatical rules, however correct usage is explained informally during correction work. This technique is used when students haven't grasped enough language and are still baffled by it, it's a must in the early stages."

c) THE REFERENCE OR CORRELATION METHOD

It's also known as 'the accidental technique' because grammar is taught by accident. Complex structures, grammatical rules, and their implications are explained while teaching the textbook, translating a piece, or doing writing. In this method, two works are running at the same time. Because grammar is taught through the use of analogies, it's known as the reference or correlation method since it applies to textbooks, translations, and composition. This method teaches students how to apply grammar rules in real-life situations.

d) DEDUCTIVE METHOD

The teacher introduces the rules of grammar to the students first in this manner. He then goes on to give a number of instances to further clarify the rules. Students are expected to memorise the rules in this manner. This strategy is simple, but it is also ineffective. The students' creativity is not utilized in this manner. The term "deductive" refers to the process of going from a law to an observation.

e) INDUCTIVE METHOD

The inductive method is the inverse of the deductive method. Various examples of the same type are provided to the students in the classroom using this strategy. The pupils are then instructed to deduce the rules from the examples provided. The intelligence of the students is used in this manner. There is no requirement for students to memorize rules in this classroom teaching method. To progress from observations to law, inductive reasoning is used. Grammar is learned naturally by the learners inductively through experiential learning from the various examples. As a result, this Grammar teaching method is also known as the experience-based direct way of teaching. This method is considered the best grammar teaching method in English language.

f) THE INDUCTIVE - DEDUCTIVE METHOD (COMBINED METHOD)

The inductive & deductive techniques of instruction were used to teach the grammar but when used solely inductive and deductive techniques of teaching grammar are both inadequate. So, the teachers combine these approaches to eliminate the incompleteness. Because it adheres to some educational concepts, this method is believed to be the best. This strategy is appropriate because grammar is the science of language. Grammar has been effectively taught using this method, choosing appropriate examples, arriving at generalizations, and finally setting the rules, patterns, and structures of grammar category for comprehension. Inducto-deductive is reasoning when you leave it up to the pupils to apply and illustrate the rules. This grammar-teaching technique, when compared to other methods, will make grammar instruction more valuable and effective. As a result, it is accurately called, 'Teachers teach and apply approach' i.e., "Teachers teach grammar inductively and apply it deductively," approach (Wren et al., 1997).

The advantages of this method have made it the most popular way of teaching grammar. It is suggested by the majority of academicians who believe that grammar should be taught informally at a young age. Apart from the aforementioned, there are several unique tools and strategies utilized in the teaching of English basic grammatical rules, the following is a list of them.

g) SENTENCE DIAGRAMMING

Diagramming sentences is an ancient method of teaching grammar that dates back to the nineteenth century. Visual mapping of the structures and correlation between distinct components of a sentence is used in this method. This strategy, which was especially beneficial for visual learners, has been absent from current teaching for at least 30 years. Many years ago, to illustrate sentences, various types of diagrams are utilized, ranging from the Reed-Kellogg System to dependency grammar, but they all organize a sentence's functions in a way that shows the grammatical structure, words and their relationships (A. and B. Kellogg, Reed, 1877).

h) LEARNING THROUGH WRITING

In the United States and Canada, this strategy is widely employed in schools. Students are encouraged to experiment with language through creative writing and reading while learning proper grammatical usage was also encouraged. If there were specific grammatical rules that need to be addressed, more structured instructions were given. The emphasis was being focused on language acquisition rather than language learning, as it was discovered that, learning is ineffective because memorization of grammar rules does not work effectively, and pupils are better equipped to recognize and understand what they are learning. As the teachings are more engaging, grammatical rules i.e., they have to apply these rules in their writing, repeated practice is also necessary and it can be accomplished easily through creative or personal writing exercises.

i) APPROPRIATE METHODS FOR INDIAN CLASSROOM

As in the case of the Indian setting, finding the right approach or technique for language learning is impossible. "There is no single appropriate approach to go about teaching language today," (V. Saraswathi, 2004) However, the use of meaningful language grammar, on the other hand, must be taught in order to communicate effectively. Before, we get into the process of

teaching English grammar, it's critical to establish the quantity of grammar that will be assigned to various levels. It is important to remember that neither too much nor too little grammar should be used. Dash rightly says (2004) It should be regarded as a guideline that grammar is a tool, not a goal. 'Not as a regular diet, but as medication.' Diane-Larsen-Freeman (1986) says it's evident that there's no one-size-fits-all solution to the problem that which method is appropriate for teaching English, and it is up to the teachers to figure out the best ways to do so.

1.2.9 ENGLISH GRAMMAR TEACHING AT THE SECONDARY LEVEL:

THE PRESENT SCENARIO

English Language teaching at the secondary level has the compulsory component 'English Grammar' teaching as indispensable part & portion of English syllabus & Textbook. Traditional techniques of teaching English are used more frequently in secondary schools & same is the case with grammar teaching techniques. In India, English Grammar has been taught using the conventional method from the beginning of formal English language education. A teacher uses the translation method to teach grammar content. Grammar is taught theoretically by the teacher, with little opportunity for students to participate in engaging active involvement. Grammar learning is an unnatural and unenjoyable experience for secondary-level students due to its boring, traditional, and rote methods (Sakhiya, 2006). The application of grammar knowledge is less emphasized and memorizing the grammar rule, structure, word forms, and sentence pattern is overemphasized that creates negative attitude toward grammar learning. (Songsiri, 2007). Teachers evaluate students' grammar skills achievement primarily by using a paper-based Written grammar Skill achievement test only through traditional techniques (Saengboon, 2006). This approach makes grammar teaching an exam-oriented, passing-oriented content than that of language skills enhancement for language learning & having mastery over it.

Though grammar teaching is an important portion of language teaching, many a time it is neglected by the teachers. Grammar learning is very difficult for the learners especially when the learners are academically low achievers from the deprived and depressed learners' communities like Tribals in India.

1.3.1 THE TRIBALS IN INDIA

India is enriched by nature with the multifaceted diversity in its ethnic, indigenous population. These heterogeneous groups, known as tribals 'Adivasi', are identical in their multi-layered culture, language & distinct way of living life. As per the 2011 census, there are 75 ethnic groups of Particularly Vulnerable Tribal Groups (PVTGs) whereas there are 735 Scheduled Tribes (ST) in India and talk/communicate more than 270 tribal vernacular languages/dialects. The ST population is scattered differently in different states of India and mainly concentrated in the following 11 states having different shared percentages of tribal population. India has the world's single largest tribal population (Mukherjee, 2009). The 2011 census of India, which is the 15th Census and 7th Census after the independence, shows that India has a total of 10,42,81,034 tribal population scattered in its different States and Union Territories. Madhya Pradesh with a total of 1,53,16,784 tribal population, out of the total tribal population, stands first in India having the highest share of tribal population and the State of Maharashtra stands second after that.

1.3.2 THE TRIBALS IN MAHARASHTRA

Among all the states of India, Maharashtra stands 2nd with a total of 1,05,10,213 tribal population. Maharashtra has a 10.1% share of the total tribal population of India, and, out of the total population of Maharashtra state, 9.35% population is tribal. (Census, 2011) As per the 2011 census, out of the total Schedule Tribe population in Maharashtra, Nandurbar District, with 69.3% of ST population, has the highest tribal population than any other district of Maharashtra, and Dhule has the third highest tribal population with 31.6%. Out of the 36 districts of Maharashtra state, the tribal population is largely concentrated in the 15 districts only. The main tribes are residing in the Kokan, Gondwana, Marathwada, Satpuda region of Dhule, Nandurbar, Nashik, Thane, Raigadh (presently Thane & Palghar); Jalgaon Chandrapur, Gadchiroli, Bhandara, Gondia; Nagpur, Amrawati, Yawatmal districts of Maharashtra. The three main tribes, i.e., from Yawatmal district Kolams; from Thane and Raigad districts the Katkaris; and from Gadchiroli district the Madiagonds have been notified as the Primitive Vulnerable Tribes by the government of India. Whereas, 47 tribes in Maharashtra state have been notified as the Scheduled Tribes (ST) by the government of India. The Warlis, Bhils, Pawaras, Kokanas, Thakars, Gonds, Madias, Korkus, and Mavchis are the few main tribes among the 47 scheduled tribes in Maharashtra.

1.3.3 TRIBAL EDUCATION DEVELOPMENT IN INDIA:

In the pre-independence era, Honest efforts and the actual roots of education for tribals were found in the works of some renowned social workers of the pre-independence era such as

Mahatma Gandhi, Rabindranath Tagore, and Vinoba Bhave. Shri Thakkar Bappa was one of the important leaders of tribals who is considered the Pioneer of Tribal Education in India and ‘Ashramshala’.

1.3.3 ASHRAMSHALAS:

Amritlal Vithaldas Thakkar popularly known as ‘Thakkar Bappa’ established the ‘Bhil Seva Mandal’ in 1922 in Maharashtra state for Bhil tribe upliftment. Actually, ‘Ashramshala’ is an ancient concept of formal education in ancient India. The idea of children (Shishya) leaving their homes and living with their teacher (Guru) has been a historical practice of formal education in ancient India. This type of schooling was established for the tribal groups for the first time at Mirakhedi of Maharashtra region (Presently in Gujarat) in 1922 for the children of Bhil tribe by the Gandhian follower Thakkar Bappa. Subsequently, with the support of Mahatma Gandhi, these schools were established in Odisha state in 1939 and were called ‘Ashramshala’. These ‘Ashramshala’ were established in tribal regions with the residential facility for children. The objective of these ‘Ashramshala’ was to encourage tribal children for the educational and social status upliftment. (Mishra & Dhir, 2005) Later the followers of Bhil Seva Mandal extended the work of the education, and development of schools, hostels, and kindergartens in other states of India such as Bihar, Orissa, Madhya Pradesh etc. for tribals. The Ashram Shala for disadvantaged groups of society was the concept used for education in remote and rural areas by the Seva Mandal.

1.3.4 ASHRAMSHALAS: DEVELOPMENT

Since Independence in 1947, the Government of India has initiated different programmes an important scheme that was developed was the ‘Ashramshala’, a residential school facility for tribal children between the age of 6 and 14 years. (Ministry of Tribal Affairs- GOI 2008: 2)’. During the post-Independence era, though the development though the first Five-Year Plan is considered as the official opening of Ashram schools in India; it gained momentum only in the third Five-Year Plan in 1962 when the Dhebar Committee suggested establishing ashram schools in sparsely populated remote tribal areas where schools were non-existent. The fourth Five-Year plan emphasized further on the need to develop a system of education in accordance with their culture to ensure economic and social development. The current scheme ‘Ashramshala’ was launched in the year 1990-91 by the Ministry of Tribal Affairs, Central Ministry of Government of India. As a result, from the Third Five year plan the number of ‘Ashramshala’ spread in states of Gujarat, Himachal Pradesh, Kerala, Maharashtra, Odisha,

Rajasthan, and Tamil Nadu. (CBPS, 2015). Simultaneously, NGOs were also encouraged to start nonformal education centers, establish and run 'Ashramshala' and offer academic assistance, and material production to make education innovation for tribal children (Nambissan,2000). Later, GOI also initiated the 'Eklavya Model Residential School' (EMRS) for tribal children as a pilot project in the year 2010. This initiative was completely funded by the Ministry of Tribal Affairs with the central focus on infrastructural support to 'Ashramshala' in Tribal Sub-Plan (TSP) areas (Ministry of Tribal Affairs,2018) From the perspective of policy makers, infrastructure was considered a key component of the scheme for the Tribal Education Development.

In the year 1953-54, a few ashram schools were started with the prime motive of providing quality education, food, residential facilities, and educational materials, free for the tribal communities. In 1972-73 the government took initiatives by starting its first 40 ashram schools across the country. Keeping in view of the vulnerability and deprivation of the remotest tribal communities, for 21 most remote tehsils from seven tribal districts, the government mandated a norm to provide one ashram school for every 2,000 to 3,000 population in the year 1982-83 (Government of Maharashtra 2005). The Ashram school scheme was originally a centrally sponsored scheme run by the state. It is from the year 1984-85, the ashram schools were brought under the Tribal Development Department. Governmental level, centrally, the Ministry of Tribal Affairs was set up in 1999 after the bifurcation of 'The Ministry of Social Justice and Empowerment' with the objective of providing a more focused approach to the integrated socio-economic development of the Scheduled Tribes (Samata, 2017). Each state has its own Ministry of Tribal Affairs or Tribal Development Department headed by the central ministry. Article 45 of the Indian constitution says that the state should endeavour to provide free and compulsory education for all children until they complete the age of 14 and Article 46 of the Indian constitution provides education for all the scheduled castes and scheduled tribes.

1.3.5 EDUCATION DEVELOPMENT OF TRIBALS IN MAHARASHTRA

In Maharashtra, Tribal Welfare Department was established in 1972, under the Social Welfare Department. An independent Tribal Commissionerate was established in 1973. Though an independent Tribal Development Department was established on 22nd April 1983, the department functioned independently in 1984 (<http://mahatribal.gov.in/1165/About-the-Department>) In order to strengthen the Tribal Development Department, Directorate was merged into Commissionerate in 1992. Thereafter, four Additional Commissioners of Tribal

Development (ATCs) and twenty-nine Integrated Tribal Development Project (ITDP) offices were established in the Maharashtra state to implement various tribal welfare schemes under the policies of state and central government. Integrated Tribal Development Project (ITDP) office has several sub-sections of which the school section is in charge of government and government-aided ashram schools. Another section, the branch of the Tribal Development Department is Tribal Research and Training (Tata Institute of Social Sciences, Mumbai) Institute of Pune. The Institute is responsible for conducting evaluation training, collecting data about tribes, conducting training programmes and verification of the tribal certificate.

Maharashtra also has its own state scheme of funding education usually known as 'Ashramshala.' The government of Maharashtra has invested in both, establishing its own Ashramshalas and Ashram school complexes, and a scheme that provides grant in aid to the non-governmental organization for the establishment and running of Ashram schools. Presently, there are 1107 'Ashramshala' in Maharashtra, 549 of which are supported by the state government and 558 are aided schools. (TDD, 2014). Recently, it has started a scheme of junior college attached to its Ashram school. And there are 123 Junior colleges attached to the ashram schools. There are 892 centrally-sanctioned ashram schools spread across the country. These provide boarding and lodging facilities to children in tribal areas until they complete their secondary education. Apart from these, the department has also started 197 Eklavya Model Residential Schools on the lines of KGBVs (Kasturba Gandhi Balika Vidyalaya) and Navodaya Vidyalaya.

The importance of education cannot be undermined when it comes to the universalization & and equalization of opportunities and the development of tribals. Hence, the best education imparting procedure is the necessity for teaching all the subjects at Ashram schools, and English is one of these subjects.

1.3.6 TEACHING OF ENGLISH IN TRIBAL ASHRAM SCHOOLS, MAHARASHTRA:

The teachers continue to use the standard Grammar Translation Method to teach English to these indigenous students. In the teaching of foreign languages, the mother tongue or the regional language of the particular state is employed as the medium of instruction by the teachers (Sen et al., 1992). To indigenous students, English sounds like a 'foreign' language. To teach English, the teacher translates English content, and text knowledge into a regional language; Marathi. The state of Maharashtra's schools mainly follow the teachers employed

standard approaches such as the Grammar Translation Method in teaching English grammar. (Xaxa,2011). Grammar study is made tedious by traditional rote approaches. The rote method, at the secondary level English language learning emphasizes learning by heart the grammatical definitions, rules, and uses and the pupils participating passively during the classroom teaching-learning process.

The rote methods, lack of new and engaging English language teaching techniques, as well as an inadequate syllabus and teaching styles develop a negative attitude amongst the learners toward learning. However, as Retallick (1993) points out, the most crucial criteria for efficient learning are the quality of the teacher and the quality of the instruction in English language learning. Several researches highlight a variety of obstacles and issues in English Language learning of tribal learners.

1.3.7 ENGLISH LANGUAGE TEACHING PROBLEMS OF TRIBAL LEARNERS:

Despite the fact that more students are enrolling in school at elementary level education, only a small percentage of them complete their education at secondary and higher secondary level. (Reddy & Sinha,2010). Learning difficulties during the English language teaching-learning process have emerged as one of the hurdles that tribal students confront in their formal education at schooling. The tribal people communicate in their own dialect which is distinct from state language /regional languages. Their learning is disadvantaged by the disparity between their mother tongue and the medium of language instruction. These language barriers have an adverse impact on academic performance, resulting in a negative attitude toward education among tribal students. (Apte, H. & Lama, R. 2008). The inability to communicate in English was noted as a severe problem of inferiority complex that turns into a significant impediment to tribal learners' poor educational status.

According to Shukla (1994), tribal students' achievements are lower than non-tribal students' due to a variety of factors, and socioeconomic factors is a major out of it. Their low achievement is due to the school atmosphere, curriculum, medium of instruction, and language adjustment issues which develop a sense of alienation. Marathi, English, and Hindi are expected to learn all three simultaneously at this stage of schooling hence it becomes a great three-layered language adjustment issue for them. Agnihotri (1991). In the traditional Grammar-Translation method of teaching, the tribal student focuses on regional language. (Singh,1996). The tribal for whom the State/regional language Marathi is also different and

difficult to learn as his own mother tongue/dialect is totally different from the language he studies formally at school.

In the case of the 'Khandesh' region of Maharashtra, districts Dhule Nandurbar Jalgaon and some parts of Nasik district the local dialect 'Ahirani' is the medium of communication; hence, Marathi language learning is also a non-speaking language learning. Therefore, when Marathi is used as a language of instruction for education in Maharashtra it provides a barrier to success in acquiring the English language. Hence tribal pupils confront a variety of challenges and issues when it comes to the learning of the English language (Singh & Nayak, 1997).

The tribal students face difficulty in being multilingual learners, learning three different languages Marathi, Hindi, and English, at once, when they live in a community where they have their own mother tongue. (Pradhan 2011). Khandeshi Tribals communicate in tribal dialects such as Mavachi, Pawari, Kokani, Dehawali, Nahali, Bundhali, Nachari, Barivati, Bhil, etc. and Ahirani is the dialect of communication in general in this region whereas the imparting of education is in the state vernacular language i.e., Marathi, which is not even the language of day-to-day communication in the Khandesh region. Hence Khandeshi Tribals who constitute the major portion of the Maharashtrian tribal population confront challenges and issues in learning Marathi, English, and Hindi in their academics. When it comes to the learning of English language, they face language adjustment issues with major constraints. The regional dialectical distinctions and the language adjustment are the main barriers in their English language teaching and learning that result in low educational advancement for higher education (Varghese & Nagaraj, 2013).

Hence, innovative pedagogical techniques must be designed to make language and grammar more enjoyable for both; the teacher to teach and the students to learn. Hence, one of such pedagogical tools could be teaching English grammar through music.

1.4.0 MUSIC: MEANING AND CONCEPT

Music is a very generic and universal term that has been used differently through times immemorial. Music is defined differently in different parts of the world; according to Webster's II, music does not have a single meaning as it may mean different things to different people. While scholars agree that music is defined by a few specific elements, there is no consensus on their precise definitions. Sharangdeva of the 13th century in his book of Musicology, 'Sabgeet-Natnakar' defines music in Sanskrit as "Geetam, Vadyam Tatha Nrutyam, Tryayam Sangeet Muchyayante" which means "Music is the blend of Singing, Percussion, and Dance." According to Pt. Vishnu Narayan Bhatkhande (1909), Music is the amalgamation of singing, percussion, and Dance performance music. The creation of music

is commonly divided into musical composition, musical improvisation, and musical performance unified through harmony, melody, rhythm as well as timbre. Music is referred to as the art of combining different sounds arranged in a manner that makes them produce something continuous, evocative, and unified through harmony, melody, rhythm as well as timbre. Concise Oxford Dictionary defines music as "the art of combining vocal or instrumental sounds (or both) to produce beauty of form, harmony, and expression of emotion. Pitch, rhythm, dynamics, and auditory characteristics including timbre and texture are common musical aspects. Tune, melody, rhythm, and lyrics are the most common musical manifestations. As is commonly believed, a song is a text written to be sung (Dave, 2013).

1.4.1 ENGLISH LANGUAGE TEACHING: IMPORTANCE OF MUSIC

Today, people are observed enjoying karaoke displays no matter wherever they go. They can simultaneously hear the music and read the lyrics, and there is a perceived connection between language and music. The evolution in teaching methods, approaches, techniques, and practices by teachers is made doable by implementing new techniques with the utilization of information and communication technology, multimedia, digitalization, social media, and mobile apps because of the internet, computer, and other electronic gadgets to improve English language instruction. The researchers have strongly claimed a significant link between humans, music, and means of expression and language (Pinker, 2002 & Silva, 2006). Storr (1992) rightly says, 'Since our forefathers painted cave paintings, depicting people dancing in the caverns, music dwells in human life since ancient times is proven. Furthermore, certain studies have found a fascinating truth regarding the human foetus; it understands acoustic impulses while in the womb and after birth, which is the first part of the language that babies learn is its music, which includes its intonation, pitch, and rhythm (Mora, 2000). Lecanuet et al., reported in Murphey (1990:98), discovered that the foetus, while still in the mother's womb, can detect melodies and their mother's intonation. Campbell's (2001) study is proof of music's importance in the development of a foetus. By citing "music as an outstanding tool" of language teaching and learning, T. Murphy et al. (1992, 1998) suggested that music may be utilized to animate and promote language learning. 'The objective behind employing music is to relax pupils' defenses and open up their minds to the language.' Similarly, music, language, and education are three of the most important aspects in Lazanov's Teaching Suggestopedia technique, in which music plays a key role in the classroom as well as in the learning process (Bolitho, 2003). The learner's potential for learning is increased through affective learning through music. The learning was broadened, and unanticipated results were generated as a result of effective learning. Hence, music use in language learning is suggested. According to Hill-Clarke and Robinson's (2003) classroom theories, music is extremely valuable for increasing vocabulary and comprehension skills. Music improves both receptive and productive skills, as well as language development. As per the above studies-based discussion, the music-implied techniques are proven to be

effective in language learning, and their utility in terms of grammar teaching and learning has to be underlined.

1.4.2 ENGLISH GRAMMAR TEACHING–LEARNING: MUSIC AS A PEDAGOGICAL TOOL

There have been numerous studies done abroad to prove that learning English grammar with music is linguistically sound. Engh (2012), Weinstein (2006), and Beth (2014) all used Rap and Pop music to express themselves to teach grammar and speech in the English language. 'Rapping' is a sample curriculum-based program designed by Beth Segal to teach English language speech and grammar in 2014. Rap/Hip-Hop music is used to teach vocabulary, grammar, discourse, and other skills in English language teaching. Carolyn Graham (1992) found Jazz Chants and created a program based on the Jazz Chants to use in the ESL classroom teaching as a music program for the teaching of English grammar. There have been no. of studies (Maley, 1997; Eken, 1996; Gaston, 1968; Geoff, 2003); conducted in other countries on the uses of songs as an authentic teaching resource in language teaching and learning, including grammar. According to Paquette and Rieg (2008), grammar, reading fluency, and writing fluency are all important aspects of language learning. Music can help students improve their writing skills, as well as other literacy skills including grammar skills. So, in a school setting, songs can be used to teach not only sounds, rhythm, and stress, but as well as polite formulae and sentence structures, vocabulary, and syntax (Richards, 1969). Hence, can be used in a variety of unique methods and techniques to teach English grammar in an engaging way, and, perhaps music is one of the techniques that may be used to teach grammar in a fun-learn way. (Sebastian, 2014) The use of Music is deep-rooted in the tribal life and culture. Music's importance as a useful tool for tribal students to improve their English language skills can be an innovative pedagogy.

1.4.3 IMPORTANCE OF MUSIC FOR TRIBALS

Music is the essence of indigenous, ethnic people's culture. The cultural traditions of the country's diverse tribal regions reflect the great range of India's regional tribal folk music. Each region has its own distinct aesthetic of music culture. Tribal, indigenous people's folk music is not taught in a structured manner, it's the soul of their living. Music and songs are daily activities that allow them to express their feelings about every moment and incident of their lives. Tribals can practice and hone their talents through these activities, festivals, and performances. Music is a must-have component of every moment in the tribal culture, weddings, engagements, and births, to name a few; there are several songs suitable for such

times and celebrations. There are a lot of songs about various rituals, and traditions in tribal culture. Tribal musical instruments are divided into four categories: Wind instruments, Rhythm instruments, Percussion instruments, Side rhythm instruments, and string instruments.

Music and songs are an integral part of the tribal culture. Music will undoubtedly be useful to these indigenous students in their formal education as well.

1.5 IMPLICATIONS OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY:

A total of 54 studies were reviewed from India and abroad. Out of these, 24 studies were related to developing strategies, designs for teaching English grammar, and factors affecting the teaching and learning of English language grammar, 13 studies were related to the use of music to teach the English language. 17 studies are related to the English language education of tribal students.

Out of the studies reviewed, the researcher did not come across any study in India that has been conducted for developing a program for enhancing tribal students' English Grammar skills through Music. Most of the studies reviewed by the researcher have been conducted in advanced countries; the researcher found that hardly any study related to music for English language study or music for grammar teaching-learning is there in India. Out of the reviewed studies, most of the tribal studies highlighted the poor educational status and educational problems of tribal students in India. Out of the studies reviewed, most of the studies highlighted the English language learning difficulties of tribal learners, but the researcher did not come across any study that has been conducted to enhance the English grammar skills or language skills of tribal students in India. Hence, the researcher feels that innovative techniques are an urgent need to solve the difficulties in English Language Learning of Tribal students. Therefore, the proposed study was conducted by the researcher to enhance the grammar skills of tribal students through music techniques.

1.6. RATIONALE

Today in India, knowledge of English is essential for better life opportunities. Life and music are inseparable, and we are exposed to inescapable music almost wherever we go and whatever we do at any time and in any corner of the world. Everyone enjoys the musical simulation

irrespective of language differences as well. And the languages of their choice for musical stimulation include both English and other Indian languages. (Weinstein, 2006) The research aims to study how music can be utilized in improving language learning, with a special focus on English language grammar learning for tribal learners through music.

Even after years of English teaching, the tribal students are lagging behind in English Language learning. They do not gain the confidence to use the language in and outside the class. The conventional English class hardly gives the students an opportunity to use language in this manner and develop fluency in it, and this is because students lack adequate exposure to spoken English in and outside the class. (V. Gautam, 2003) The lack of exposure to native speakers who can communicate with the students on authentic matters keeps them far away from learning the authentic source of English learning. (Kumar S. & Pradhan, 2011). The regular rote methods of teaching English are felt boring and monotonous and fail to generate any interest among the learners for their active involvement during the classroom teaching-learning process. When it comes to the grammar teaching and learning process, it becomes many a time, a monotonous task. The traditional methods can hardly make teaching grammar an engaging task that can generate joyful, sustainable learning for learners (Sebastian E. 2014). Teaching English as a second language by using music is educationally and linguistically proven sound by empirical research abroad, but since the evolution of English Education in India at the school level, there are no gates for music. Since music has entered every sphere of life, perhaps the best place for music is the language classroom to assist grammar learning. (Murphy, 1992) The song-based, Music-Based Program, through various activities in grammar teaching, is interactive, engaging, entertaining, and creative, which will convert classroom learning into sustainable learning for the learners (Harmer, 2001). Using English songs in classrooms can successfully bring about effective learning by providing a harmonious classroom atmosphere, reducing learners' anxiety, fostering their interests, and motivating them to learn the target language with ease and comfort. (Laznov, 1978) Hence, Students will regard English songs as a part of entertainment rather than a task and thus find learning English grammar through songs amusing and relaxed. As Brand (2007) rightly said, "May song as a regular feature in their grammar lessons and the students who find language learning really difficult task can utilize music to low-down the difficulty."

As music is something that entertains and refreshes the mind, the sense of drudgery and dread connected with English Grammar that the students like to avoid due to a lack of self-confidence or perceived difficulty in understanding can be made more palatable and easily digestible. The whole tone of the instructional process is changed from one that is threatening to one that is enjoyable, and this change of tone will maximize receptiveness in the students (Murphey, 1992).

Music is one of the most useful pedagogical tools that make learning natural, enjoyable, and sustainable learning. The rhythm in the songs can also beneficially affect the students' minds, making them more disciplined and concentrated. Singing has always had a refreshing, elevating, and pacifying effect on the minds of singers and learners. The song is repetitious in tune and rhythm. Music is, perhaps, the most effective way of "touching" another's heart. When set to music, English grammar will thus have a strong appeal to the learners, and it becomes an integral part of their being. As Confucius said, "Music produces a kind of pleasure which human nature cannot do without." Music provides the most pleasant, reliable, and effective access to the human heart (Ayotte 2004). Hence, the researcher proposes that the music techniques will bring joyfulness to the English grammar learning process for tribal learners, who have a misbelief that English grammar learning is one of the dreaded forms of English language learning. (Bawane,2012). Moreover, the erstwhile Gurukul system of education that prevailed in India from time immemorial (wherein students stayed with their master in his home until the end of their education) abundantly made use of verses to transfer knowledge by word of mouth from generation to generation. The lessons were taught in the form of verses so that it was easier for the students to learn them effectively. The versification of lessons helps students to retain knowledge and learn it easily due to its rhythmic tone. (Sebastian, 2014) Therefore, the researcher strongly feels that innovative music techniques will enhance the English grammar skills of tribal students. It will also bring a genre of music into the English language classroom teaching, which is recognized and advocated by eminent researchers from times immemorial.

The Researcher selected class IX for the proposed study by considering its significance at the secondary level of education. Class IX learning is considered the foundation learning for the Class X Secondary Board Exams at the secondary level, which lays the foundation for the path to Higher Secondary and Higher.

Education. English Grammar skill enhancement was significant in terms of achievement at the secondary level of tribal students.

1.7.1 RESEARCH QUESTION

The following research question was in the mind of the investigator that led the investigator to undertake the present study.

- How will English grammar skills of the students be enhanced by teaching through music?

1.7.2 STATEMENT OF THE PROBLEM

Enhancing English Grammar Skills of Tribal Students through Music at the Secondary Level.

1.7.3 OBJECTIVES OF THE STUDY

1. To develop a Music-Based Program to enhance English grammar skills.
2. To implement the Music-Based Program to enhance English grammar skills.
3. To find out the effectiveness of the Music-Based Program in terms of achievement in English grammar skills.
4. To measure the reaction of the students towards the Music-Based Program used in the teaching of English Grammar.

1.7.4 VARIABLES

Independent Variable – Music-Based Program.

Dependent Variable – Achievement of English Grammar skills.

1.7.5 HYPOTHESIS

The following null hypothesis was formulated to achieve the said objectives of the proposed study, and it was tested at a 0.01 level of significance.

"There is no significant difference between the mean post-test scores of students of the control and the experimental group of class IX in the achievement of spoken and written grammar skills in the English language."

1.7.6 EXPLANATION OF THE TERM

1.7.6.1 Grammar:

The whole system and structure of a language or languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

1.7.6.2 Grammar Skills: The ability to implement grammar knowledge appropriately, fluently, and competently in English language speaking and writing. As per the class IX curriculum, the prescribed English grammar comprises Parts of speech, Articles, Changing the Voice, adding a

question tag, synthesizing sentences, etc., which was taught through the Music-Based Program by the researcher to the experimental group.

1.7.6.3 Music:

Music is comprised of songs; vocal and instrumental music. In the present study, music is used as a pedagogical tool in terms of Music Music-Based Program.

1.7.6.4 Music-Based Program

Music was used as a pedagogical tool during the song-based, verses-based classroom teaching of English grammar by the researcher. Hence a Music-Based Program that comprised of verses on the prescribed grammar topics written and sung by the Researcher. The proposed study included vocal music based typically and especially on tribal music. Ahirani Folk, Hindi songs' Karaoke tunes were used to sing nearly all the grammar topics-based verses along. The grammar songs as a parody song with karaoke tunes were used for English grammar teaching, and along with that, the English Songs different genres such as Rock, Rap, Pop, Rhyme, Jazz Chant, etc., were used by the researcher for classroom activities for the teaching of respective grammar topics. English songs audio videos, lyrical video, and lyrics-worksheets were the elements of the song-based activities during the classroom teaching of grammar topics. The program comprises verses on the grammar topics written by the researcher, and some of them, e.g., are as follows. e.g., 1) Add s question tag (song tune based on Tribe folk Song) 2) When will you change the voice (song tune based on Tribe folk Song) 3) Direct – Indirect when you are changing (song tune based Tribe folk Song).

1.7.7. OPERATIONAL DEFINITION OF THE TERMS

- a) Effectiveness – the significant difference found in the achievement of the experimental and the control group of class IX in the achievement of the English Grammar Test.
- b) Achievement – the scores obtained by the students in the achievement of the English Grammar Test, which has oral and written components.

1.7.8 DELIMITATION OF THE STUDY

The proposed study was delimited to English Grammar of class IX students of Marathi Medium Tribal Ashram Schools affiliated to Maharashtra State Secondary and Higher Secondary Education Board.

1.8.0. PLAN AND PROCEDURE OF THE STUDY

The research was divided into two parts and divided into two segments. Segment I detail the steps taken to develop the Music-Based Program, which includes the Identification of the grammar content as per the prescribed syllabus, the Selection of instructional inputs, Lesson Plans, and the Preparation of Grammar Song for the teaching of grammar through Music. Finally, the outline of the Program for the teaching of Grammar through– based Program.

Segment II discusses the methodology of the research. It goes into detail on the population, the sampling technique, the method of data collection, and the techniques used to analyze the data.

1.8.1 SYSTEMATIZATION OF THE PROGRAMME

The Music-Based Program was developed for the secondary level tribal students to enhance their grammar skills through the use of songs and music. Hence the plan was developed in an organized system. The Music-Based Program was based on the enhancement of student's skills at the secondary level that can be honed by the students during the regular class duration of English Classes. The investigator has taken into consideration the intellectual level of the secondary-level tribal students. The lack of grammar achievement among the tribal students was recognized as the need for the enhancement of grammar skills. It paved the way for the development of a Music-Based Programme for grammar teaching wherein grammar could be taught with the use of songs and music. The sessions for each grammar topic were arranged by considering the textbook grammar content. By doing so, the Music-Based Program was developed with consideration of basic grammar topics taught in the previous grades. The time constraints of the grammar class hour, the environment of learning, and the socio-cultural constrain of the tribal students, etc., were taken into consideration at the time of program development. The grammar songs based on all syllabus-based grammar topics, song-based activity sheets, Grammar songs sheets, Audio-videos, and English songs were selected to teach the content of the grammar topics and sub-topics to the tribal students in the experimental group. The sessions' lessons were planned according to the topic and the subtopics. The activity songs and grammar songs' tunes were selected as per the suitability of tribal culture. The selection of activities was made to be simple and equally competitive to encourage tribal students' potential to upgrade their prerequisite knowledge and understanding of grammar to enhance their grammar skills in general.

1.8.2. Segment I

1.8.2.1 Development of a Music-Based Program

Segment I of the study includes different steps for developing the Music-Based Program developed by the investigator. While preparing the Music-Based Program for grammar teaching through songs and music, the investigator has considered the learning level, Socio-cultural background, learning environment, intellectual level, and age of the students, a prerequisite of grammar knowledge. 1) Identification of the grammar content as per the prescribed syllabus, 2) Preparation of Grammar Song, 3) Selection of instructional inputs: Activities, Activity Songs 4) Format of Lesson Plans Lesson.

Step I: Identification of Grammar Content

In this step, the analysis of grammar content was aimed as, based on it; the topics were to be finalized. Through textbook analysis, it was clear that the textbook of English at the secondary level comprises prose, poetry, and the grammar categories that are included in the secondary curriculum. All the grammar categories are explained thoroughly, along with the exercises below every prose and poetry section of each unit. The textbook comprises English grammar content covering the grammar topics; i. Parts of speech concerning their form and position in a sentence. ii. Words and word formation, prefixes and suffixes and compound words, different kinds of phrases, adjectival phrases, prepositional phrases, etc. iii. Clauses (noun, adjective, and adverb) and their identification in a sentence. iv. Sentences –different kinds-simple, complex, compound, Tenses finite and non-finite gerunds, and participles, modals. vi. Transformation of sentences from active into passive, simple into complex and into compound and vice-versa, reported speech, vii. Prepositions and conjunctions. viii. Punctuations.

Step II Preparation of Grammar Songs for teaching through MBP

Based on the grammar content analysis of the English textbook (3rd language) of class IX, the Music-Based Program was developed by the researcher. The researcher wrote the verses and set them to the tune to use them as a Music-Based Program in the form of grammar songs for teaching grammar. The verses comprise the grammar rules and their usage. grammar songs were prepared as a Music-Based Program for English grammar teaching. School grammar books such as 'Grammar Skills' (Scholastic Asia) and Oxford Primary English Grammar Skills series (Oxford University Press), etc., by renowned editions, as basic resources were referred to along with web links of grammar during the formation of grammar songs. The researcher not only developed the grammar songs/ verses on the grammar topics but also set it to the tribal tune as a parody song of some popular songs of the tribal music, etc.

Step III. Selection of Grammar Instructional Inputs: Activities

According to the suitability of the grammar topic, various English songs were selected for the Activities. Different Activities were planned to give a hand on practice for better learning of the grammar content. Through the analysis of the grammar songs and English songs activity, Students were given a clear understanding of the grammar topics. The researcher employed music and song-based activity techniques in the Music-Based Program to teach English grammar in the classroom. Music Activities which include Songs, Raps, Parodies, Rhymes, Chants, Folk Songs, etc., were utilized to teach English grammar in the Music-Based Program. A Total of 10 song-based activities were selected by the researcher to integrate into the lesson plan as per the different main topics from the selected grammar content.

Step IV: Lesson Plan Format

The researcher Prepared a detailed lesson plan comprising all the grammar topics and subtopics. A total of 64 sessions' Lesson plan was prepared to teach grammar through a Music-Based Program. Per week 2, sessions consecutively were separately arranged for the grammar sessions as per the classroom timetable. Grammar songs and activity songs were integrated into a formatted lesson plan for each topic. The topics that required more than two sessions were formatted into separate lesson plans as per the division of subtopics. General Formatting of Grammar Lesson plan was followed that comprises the objectives (General & Specific), Procedure, Evaluation, etc. The activity sheets were given instructions on it for the students' reference. Each session follows the format of starting from general objectives and then followed by learning outcomes. After the learning outcomes of the session, the instructional inputs included the use of songs and music to teach the topic, an Explanation with examples of the grammar category, drill, exercises/practice, and exercises with activity inputs for each grammar topic. The focus on practice and drill of the grammar exercise was intertwined through English Song-based activities. Pair, as well as group activities, were also interlinked into the Lesson Plan.

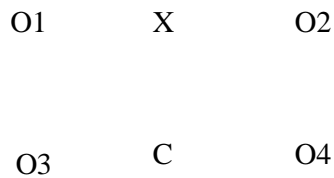
1.8.3. Segment II

1.8.3.1. METHODOLOGY

The proposed study was experimental in nature. The research design, population, sample, tool of data collection, and data analysis of the proposed study were as follows.

1.8.3.2. RESEARCH DESIGN

The proposed study was experimental in nature, wherein a quasi-experimental design was used. The pre-test and post-test non-equivalent control group design was followed in this research. The design of the study can be presented as follows.



Where, O1 and O3 are pre-test

O2 and O4 are post-test

X: stands for the experimental group

C: stands for the control group

1.8.3.2. POPULATION

All the IX standard students studying English in Grant in Aided Marathi Medium Schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) were the population of the study.

1.8.3.3. SAMPLE

The sample for the present study was selected using a convenient sampling technique. Two Grant in Aided Marathi Medium Tribal Ashram schools affiliated to Maharashtra State Secondary and Higher Secondary Education Board (Indave and Revadi Village) in the Dhule district of Maharashtra, having secondary sections, were selected. The students of standard IX of Indave Village Tribal Ashram School were the considered experimental group, and the students of standard IX of the other school at Revadi Tribal Ashram School were the considered control group. Based on their pretest achievement score in English grammar written test, the

experimental and control group was made equivalent. These equivalent groups were considered as the sample for the proposed study. These equivalent groups of 46 students from the experimental school and 46 students from Revadi Tribal Ashram School were considered as the final sample for the proposed study after the matching of the group.

1.9. TOOLS AND TECHNIQUES FOR DATA COLLECTION

The following tools were used by the investigator for data collection for the proposed study.

1.9.1 ENGLISH GRAMMAR SKILLS ACHIVEMENT TEST:

English grammar skills achievement test of 100 marks was prepared by the investigator comprising all grammar topics. The test comprised of written grammar skills achievement tests of 50 marks and oral grammar skills achievement tests of 50 marks in the English language. In each term a total of 25 marks oral grammar skill achievement test and 25 marks written grammar test was conducted to measure the achievement in grammar skills The test had an objective type of question that comprised questions such as matching the following, filling in the blanks, circling the word, finding the correct option, and subjective answer the following, doing as directed, etc.

1.9.2 REACTION SCALE:

To get the reaction of the students towards the music techniques used for teaching English grammar, a Likert-type five-point reaction scale consisted of 25 statements was constructed and administered to the experimental group of students.

1.10. DATA COLLECTION

The study was conducted in four phases.

a) Phase 1.

Development of Music Program for Grammar Teaching: Based on the grammar content analysis of the English textbook (3rd language) of class IX, the Music-Based Program was developed by the researcher. The researcher wrote the verses and set them to the tune to use them as the Music-Based Program for grammar teaching. The verses comprising the grammar rules and their usage were prepared as a Music-Based Program for English grammar teaching. School Grammar Books such as 'Grammar Skills' (Scholastic Asia), Oxford Primary English Grammar Skills series (Oxford University Press), Grammar by Wren and Martin, etc., by renowned editions as basic resources referred along with web links of grammar. Some examples of verses are as follows.

E.g., Song 1) Helping Verb: Helping Verb There are E.g., Song 2) Articles: A, E, I, O, U.....
E.g. Song 3) Change the Voice: Active Voice Passive Voice Similarly, all English grammar topics were taught by the researcher for an academic year.

b) Phase 2.

It is a Pre-Test Phase wherein a 100-mark Pre-Test of English Grammar Skills Achievement Test was administered to the control group and experimental group. The English Grammar Skills Achievement Test had written and oral components of 50 Marks for each component. The pre-test was prepared and administered to the control group and experimental group to make the group equivalent.

c) Phase 3.

It is an implementation phase of the study. Implementation of a Music-Based Program, developed by the investigator to teach grammar in class IX of tribal Ashram school students to enhance their grammar skills through music. The researcher implemented the Music-Based Program for grammar teaching to the experimental group of students for one academic year, i.e., from August 2021 to March 2022. The control group was conventionally taught English Grammar. The lesson plans were prepared by the researcher on all the prescribed grammar topics of class IX English subject, and the Music-Based Program was integrated into the lesson plans. During every topic teaching, the grammar songs written by the researcher were used as a main pedagogical tool. The researcher sang the verses during classroom teaching. The students followed the verses' singing in groups and individually. Along with the singing, the students followed the researcher's actions set on the song. A selected English karaoke song

comprising lyrics based on taught grammar topics was played in the class. The students completed the written task in the given handouts based on the song during the classroom activity. The Handouts comprised tasks such as filling in the blanks, matching with the correct option, encircling the phrase, and words, identifying and naming the grammar category, completing the sentence, doing sentence correction, Doing as directed as per the grammar topic, etc. The students were assigned the task of tuning the verses into a parody song which provided opportunities for their creativity.

d) Phase 4. Post-Test:

In the post-test phase of the study, the English Grammar Skills Achievement Test of 100 marks was administered to the experimental and the control group as a post-test. The Post-Test was administered to measure the achievement of English grammar skills of the experimental and the control group of class IX Tribal Students. The Post-test was comprised of 50 marks written grammar skill achievement test and 50 marks oral grammar skills achievement test. At the end of each term, a written grammar skill achievement test of 25 marks and an oral grammar skill achievement test of 25 marks was conducted. A Likert-type reaction scale, consisted of 25 statements, was also administered to the experimental group only to measure their reaction toward the teaching of English grammar through a Music-Based Program.

1.11 Data Analysis

The data collected was analyzed quantitatively using the Mean, Standard Deviation, and Mann-Whitney U-test. For the analysis of the reaction scale analysis, the Percentage and Intensity Index were used.

1.11.1 MAJOR FINDINGS OF THE STUDY

- The Music-Based Program was found to be effective in terms of achievement in grammar skills which constituted achievement in written and oral grammar skills.
- The achievement of grammar skills was significantly different in the students of the experimental and the control group of class IX. The grammar skills were found to be higher in the experimental group.
- The reaction of students was found to be favorable towards the Music-Based Program used in the teaching of grammar skills through music. 4.76 was the overall intensity index.

1.11.2 IMPLICATIONS OF THE PRESENT FINDINGS

- The findings of the study have implications for the curriculum developers. Different pedagogical tools like music for the teaching of grammar content can be included in the curriculum.
- The school teachers can utilize the Music-Based Programs for the English grammar content at the various levels of school education stages.
- The pedagogical tool of teaching through music has implications for policymakers who are responsible for developing teacher education curricula with a focus on pedagogy courses at all stages of education.
- Institutional Heads and Educational Administrators can design an in-service training programs for school teachers and stakeholders to implement music as a pedagogical tool for the teaching of English grammar.

1.11.3 SUGGESTIONS FOR FURTHER RESEARCH

- Studies with a Music-Based Program of teaching grammar through music can be carried out at various levels of education i.e., pre-primary, elementary, secondary, higher secondary school, or higher education level to teach English Grammar.
- Studies with a Music-Based Program of teaching grammar through music can be carried out at various levels of education i.e., pre-primary, elementary, secondary, higher secondary school, or higher education level to teach the grammar of different languages.

- A correlation study on the effect of music as a pedagogical tool and the achievement of English language skills can be conducted.

1.11.4 CONCLUSION

The Music-Based Program was found to be effective for the teaching of grammar at the secondary level. In the present study, the Music-Based Program was developed to enhance the grammar skills of secondary-level tribal students. The Music-Based Program was found to be effective in terms of achievement in grammar skills of the experimental group of students. It was found that there was a significant enhancement in the achievement of grammar skills in the students of the experimental group of class IX. The teaching of grammar through the Music-Based Program for the experimental group of tribal students was found to be effective in terms of the enhancement of written and oral grammar skills in the present study. The reaction of students was found to be favourable towards the Music-Based Program used in the teaching of grammar skills through music. There was a significant enhancement found in the achievement of grammar skills of the tribal students of the experimental group than that of the control group of class IX. The intervention of the Music-Based Program was found effective in bringing out the enhancement of grammar skills at the secondary level of tribal students. The observations made during various conducted activities revealed that the students found the grammar lessons engaging, entertaining, and interesting because of the use of the Music-Based Program as a pedagogical tool. The grammar songs were enjoyed and recited willingly with lots of excitement and happiness during classroom learning by the students. Students liked the grammar songs and found it very easy to comprehend the grammar skills content knowledge thoroughly and exhibited it in written and spoken English communication skills. The study found a significant difference in the enhancement of English grammar skills at the secondary level. The tribal learners found the pedagogical tool of teaching through the Music-Based Program as one of the best techniques for learning English grammar ever. The students also revealed that they never had such an entertaining and engaging experience of English grammar learning before this. The current study was an attempt to implement a pedagogical tool of teaching grammar through a Music-Based Program to the tribal students at the secondary level in Maharashtra state. The positive outcomes of such programs have paved the way for educators, higher authorities, and teachers in schools to make a conscious, deliberate, and systematic effort to enhance the English grammar skills of students with an innovative pedagogical tool of teaching through music. This can be done through the development of a

course for each year based on the student's educational stages and the medium of instruction and providing them with appropriate exposure to a variety of engaging and entertaining experiences with the implementation of such innovative pedagogical tools of teaching through the Music-Based Program for the sustainable learning at the student's end.

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TRIBAL'S EDUCATION DEVELOPMENT IN INDIA DURING 75 YEARS OF INDEPENDENCE: AN OVERVIEW WITH SPECIAL REFERENCE TO MAHARASHTRA STATE

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Abstract :

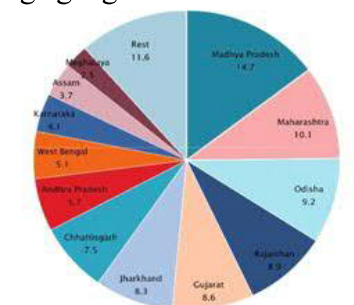
Education is the key of advancement in every field. Education is the foundation for every stratum in the society for its overall development and not to mention the indigenous population too. Educational development is the mirror image of the development of any nation and India is not an exception to it. India has its roots of educational development in pre-independence era and have been going through development phases during seventy-five years of independence and it will continue to achieve the new horizons of development in every field in future as well. Since independence, educational development was at the centre of government policies and five-year plans. Education of disadvantaged group is always an issue and challenge in front of the policy makers and government due to variety of reasons hence special efforts, concentrated measures have been timely taken to overcome the issues. Ashram schools and various educational schemes paved the ways for tribal education in India. As the nation is celebrating the seventy-five years of its independence, an attempt to present an overview of tribal education development in India during its 75 years of independence is made. The tribal education development was started first at Maharashtra during the independence period hence, the reference to Maharashtra state Tribal Education Development is also presented.

KEYWORDS : Tribal, Education, Development, Ashram school, Schemes, Five-Year Plan



INTRODUCTION :

India is enriched by nature with the multifaceted diversity in its ethnic, indigenous population. These heterogeneous groups, known as tribal 'Adivasi', are identical with their multi-layered culture, language & the district way of living life. According to Majumdar (1958), a tribe can be defined as "a community which has a name, endogamous in nature, lives in common territory, has a common traditional culture with an unwritten language, is structurally and culturally distinctive, relatively homogenous, largely self-governing, with no specialization of functions, pervasively self-sufficient, and has a shared consciousness of ethnic identity and of belonging together."



Shows the states' share of ST population out of India's ST population

Source :<https://lotusarise.com/tribal-areas-and-their-problems-in-india-upsc>

The 2011 census of India, which is the 15th Census & 7th Census after the independence, shows that India has 10,42,81,034 tribal population scattered in the different states and Union Territories. Madhya Pradesh with a total of 15,316,784 tribal population stands first in India with a 14.7 percent share of ST population out of India's ST population. Maharashtra stands 2nd with a total of 10,510,213 tribal population after Madhya Pradesh. Maharashtra state has 10.1 percent share of ST population out of India's ST Population. Orissa stands 3rd with a total of 9,590,756 tribal population and has 9.2 percent share of ST



population out of India's ST population.

The diverse and complex structures of communities pose some serious challenges to India's education system. Adivasis, known officially as Scheduled Tribes (STs), are one of the officially recognized 'educationally backward' population groups. Article 366 (25) of the Constitution of India refers to STs as those communities who are 'scheduled' in accordance with Article 342 of the Constitution. The article 45 of Indian constitution says that the state should endeavour to provide free and compulsory education for all children until they complete the age of 14 and the article 46 of the Indian constitution provides the education for scheduled caste and scheduled tribes. While the passage of the Right to Education Act, 2009 (RTE) has, at least in principle, sought to guarantee equal opportunity, the learning levels and outcomes continue to remain poor for several children, especially those from the most marginalized communities. According to Verma M.M. (1996) Prior to the constitution, the tribes were termed as Aborigines, Adivasis, Forest tribes, Hill tribes, Primitive tribes etc. Up to 1990 these groups were included into 'Depressed Classes'. Later the Indian Franchises Committee of 1990 have accorded a separate nomenclature for this group for census report and in 1931 they were recognized as 'Primitive Tribes'. It was in 1951, they were identified as Scheduled Tribes. As per 2011 census there are 75 ethnic groups of Particularly Vulnerable Tribal Groups (PVTGs) whereas there are 735 scheduled tribes in India and talk/communicate more than 270 tribal languages/dialects.

TRIBAL EDUCATION IN INDIA: THE HISTORICAL PERSPECTIVE :

In pre-independence era there were no education for tribals. It was with the advent of the British that establish livings in remote areas with Adivasis. The Christian missionaries played an important role in



the education of tribals, they not only lived with tribes but started education & health facilities for the tribals. But the actual roots of education of tribals found in the works of some renown social workers of pre independence era such as Mahatma Gandhi, Rabindranath Tagore and Vinoba Bhave. Shri Thakkar Bappa was one of the important leaders of tribals who established the Bhil Seva Mandal in 1992 in Maharashtra state for Bhil tribe upliftment. Later the followers of Bhil Seva Mandal extended the work of the Education, development, school, hostel, kindergarten in other states of India such as Bihar, Orissa, Madhya Pradesh etc. The Ashram Shala for disadvantaged group of society was the concept used for education in remote & rural areas.

ASHRAM SHALAS :

Since Independence in 1947, the Government of India has initiated different programmes and projects to improve the literacy levels of the tribal population through providing them with mainstream formal education. An important scheme that was developed was the 'Ashramshala', a residential school facility for tribal children between age of 6 and 14 years. The government emphasized the importance of providing "good ventilation and comfortable living space" and an establishment where the students could "feel proud" and be seen as "child- friendly" (Ministry of Tribal Affairs- GOI 2008: 2). The current scheme 'Ashramshala' was launched in the year 1990-91 by the Ministry of Tribal Affairs, central ministry of GOI.

'Ashramshala' is an ancient concept of formal education in ancient India. The idea of children (Shishya) leaving their homes and living with their teacher (Guru) has been a historical practice of formal education in India typically associated with the so-called higher castes in those ancient days such as the Brahmins and Kshatriyas. This type of schooling was established for the tribal groups for the first time in Mirakhedi of Maharashtra region (Presently in Gujarat) in 1922 for the



children of Bhil tribe by the Gandhian follower AmritlalVithaldas Thakkar popularly known as Thakkar Bappa. Subsequently with the support of Mahatma Gandhi these schools were established in Odisha state in 1939 and were called 'Ashramshala'. These 'Ashramshala' were established in tribal region with the residential facility for children. The objective of these 'Ashramshala' was to encourage tribal children for the educational and social status upliftment. (Mishra &Dhir, 2005)

In the year 1953-54, under the able guidance of dedicated and committed teachers, few ashram schools were started with a prime motive of providing quality education, food, residential facilities and educational materials free for the tribal communities for their educational upliftment. In 1962 (post-independence era), the Dhebar Commission of Tribals proposed the scheme of 'Adivasi Ashramshala' accessible for tribal children especially from hilly terrain and scattered hamlets and since then, 'Adivasi Ashramshala' has been introduced as a policy for tribal students' education. ST population has traditionally inherent from interior part of the country and close to forest with natural resources surrounded. The isolated and challenging geographical terrain separated them from mainstream Indian society (Sedwal and Kamat, 2008:3). In principle, these 'Ashramshalas' were meant to be inter-village schools, established in areas where regular schools did not exist. In the Post-Independence era development, though First Five-Year Plan considered opening of ashram schools, it gained momentum only in the Third Five-Year Plan in 1962 when Dhebar Committee suggested establishing ashram schools in sparsely populated remote tribal areas where schools are non-existent (ibid). The committee also suggested a comprehensive model of education tailor-made for tribal population. The Fourth Five-Year plan emphasised further on the need to develop a system of education in accordance with their culture to ensure economic and social development. These initiatives were then taken over by the government



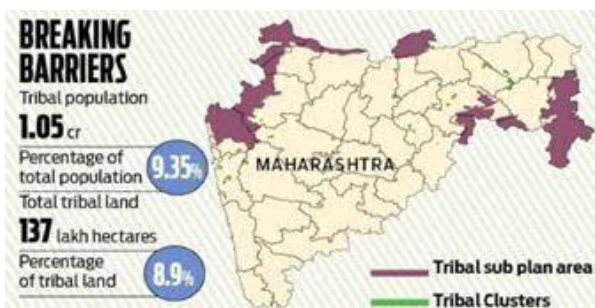
in the year 1972-73 by starting its first 40 ashram schools across the country. Keeping in view of the vulnerability and deprivation of the remotest tribal communities, for 21 most remote tehsils from seven tribal districts, the government mandated a norm to provide one ashram school for every 2,000 to 3,000 population in the year 1982-83 (Government of Maharashtra 2005). It is from the year 1984-85, the ashram schools were brought under the Tribal Development Department.

As a result, from the Third Five-year plan the number of 'Ashramshala' spread in states of Gujarat, Himachal Pradesh, Kerala, Maharashtra, Odisha, Rajasthan, and Tamilnadu etc. While experiments were undertaken over the decades, the Ministry of Tribal Affairs- Central Ministry of GOI formally launched the existing scheme of 'Ashramshala' across the country in 1990-91 run by the Ministry of Tribal Affairs. The broad objective of this scheme is to establish 'Ashramshala' complexes for the social, educational and economic development of the population in interior areas (TISS, 2015: 75-76). Simultaneously, NGOs were also encouraged to start nonformal education centres, establish and run 'Ashramshala' and offer academic assistance, material production to make education innovation for tribal children (Nambissan 2000: 210). The latter Government of India also initiated the 'Eklavya Model Residential School' (EMRS) for tribal children as a pilot project in 2010. This initiative was completely funded by the Ministry of Tribal Affairs with the central focus on infrastructural support to 'Ashramshala' in Tribal Sub-Plan (TSP) areas (Ministry of Tribal Affairs, 2018:3) From the perspective of policy makers, infrastructure was considered a key component of the scheme. Ashram school scheme was originally a centrally sponsored scheme run by the state. Hence, Maharashtra state Tribal education is overviewed to through light on the tribal education schemes and policies. So it becomes essential to understand the present



scenario of Maharashtra tribals.

THE PRESENT SCENARIO OF TRIBAL IN MAHARASHTRA :



Source: <https://www.dnaindia.com/india/report-remove-restrictions-open-up-tribal-land-panel-2202455>

As per 2011 census, out of total population 9.35 percent population is Schedule Tribe population in Maharashtra. Out of total population, Nandurbar District, with 69.3% of ST population, has the highest tribal population than any other district of Maharashtra, and Dhule has the third-highest tribal population with 31.6%. There are 36 districts in Maharashtra. The tribal population is largely concentrated in the western hilly regions of Sahyadri mountains, in the districts- Dhule, Nandurbar, Nashik, Raigadh, Thane, (at present Thane & Palghar) and Jalgaon (Satpuda Mountain Region), and the Eastern Gondwana region of forest area, in the districts -Chandrapur, Gadchiroli, Bhandara, Gondia, Nagpur, Amrawati, & Yawatmal. The three main tribes i.e., from Yawatmal district Kolams, from Thane and Raigad districts the Katkaris and from Gadchiroli district the Madiagonds have been notified as the primitive vulnerable tribes by the government of India. There are 47 scheduled tribes notified by the government of India in Maharashtra state. The main tribes of Maharashtra are the Bhils, the Gonds, the Mahadev Kolis, the Pavaras, the Thakur and the Varlis. The following are the details of tribals in Maharashtra State.

**Population of STs in Maharashtra (Census 2011)**

Name of the ST	Males	Females	Total
Andh	2,43,300	2,30,810	4,74,110
Baiga	195	138	333
Barda	628	619	1,247
Bavacha, Bamcha	186	159	345
Bhaina	148	122	270
BhariaBhumia, BhuinharBhumia, Pando	750	598	1,348
Bhattra	31	35	66
Bhil, Bhil Garasia, DholiBhil, Dungri Bhil, DungriGarasia, Mewasi Bhil, Rawal Bhil, TadviBhil, Bhagalia, Bhilala, Pawra, Vasava, Vasave	13,06,793	12,81,866	25,88,659
Bhunja	1,155	981	2,136
Binjhar	4,256	4,311	8,567
Birhul, Birhor	90	55	145
Dhanka, Tadvi, Tetaria, Valvi	17,969	17,135	35,104
Dhanwar	2,125	1,969	4,094
Dhodia	8,652	8,868	17,520
Dubla, Talavia, Halpati	9,204	9,493	18,697
Gamit, Gamta, Gavit, Mavchi, Padvi	33,911	33,885	67,796
Gond, Rajgond, Arakh, Arrakh, Agaria, Asur, Badi Maria , Bada Maria, Bhatola, Bhimma, Bhuta, Koilabhuta, Koilabhuti, Bhar, Bisonhorn Maria, Chota Maria, Dandami Maria, Dhuru, Dhurwa, Dhoba, Dhulia, Dorla, Gaiki, Gatta, Gatti, Gaita, Gond Gowari, Hill Maria, Kandra, Kalanga, Khatola, Koitar, Koya, Khirwar	8,18,955	7,99,135	16,18,090



Khirwara, Kucha Maria, Kuchaki Maria, Madia, Maria, Mana, Mannewar, Moghya, Mogia, Monghya, Mudia, Muria, Nagarchi, Naikpod, Nagwanshi, Ojha, Raj, SonjhariJhareka, Thatia, Thotya, Wade Maria, Vade Maria			
Halba, Halbi	1,32,245	1,28,766	2,61,011
Kamar	793	598	1,391
Kathodi, Katkari, DhorKathodi, DhorKathkari, Son Kathodi, SonKatkari	1,42,619	1,42,715	2,85,334
Kawar, Kanwar, Kaur, Cherwa, Rathia, Tanwar, Chattri	13,697	12,657	26,354
Khairwar	1,107	736	1,843
Kharia	370	375	745
Kokna, Kokni, Kukna	3,46,001	3,41,430	6,87,431
Kol	3,548	3,326	6,874
Kolam, Mannervarlu	98,319	96,352	1,94,671
KoliDhor, TokreKoli, Kolcha, Kolgha	1,12,666	1,07,408	2,20,074
Koli Mahadev, DongarKoli	7,42,439	7,17,126	14,59,565
KoliMalhar	1,41,698	1,41,170	2,82,868
Kondh, Khond, Kandh	272	243	515
Korku, Bopchi, Mouasi, Nihal, Nahul, Bondhi, Bondeya	1,34,931	1,29,561	2,64,492
Koya, BhineKoya, Rajkoya	209	179	388
Nagesia, Nagasia	75	58	133
Naikda, Nayaka, Cholivala Nayaka, Kapadia Nayaka, Mota Nayaka, Nana Nayaka	11,717	10,590	22,307
Oraon, Dhangad	22,943	20,117	43,060
Pardhan, Pathari, Saroti	73,575	71,556	1,45,131



Pardhi, Advichincher, Phans Pardhi, Phanse	1,13,380	1,10,147	2,23,527
Pardhi, LangoliPardhi, Bahelia, Bahellia, Chita Pardhi, Shikari, Takankar, Takia Parja	184	131	315
Patelia	1,372	1,202	2,574
Pomla	26	18	44
Rathawa	262	226	488
Sawar, Sawara	206	142	348
Thakur, Thakar, Ka Thakur, KaThakar, Ma Thakur, MaThakar	2,87,764	2,80,204	5,67,968
Varli	3,94,144	4,02,101	7,96,245
Vitolia, Kotwalia, Barodia	228	220	448
All STs	53,15,025	51,95,188	1,05,10,213

Source: <https://data.gov.in/catalog/state-and-district-wise-scheduled-caste-and-scheduletribepopulation-eachcaste-and-tribe>

Hence, it becomes essential to know how the tribal education in Maharashtra.

TRIBAL EDUCATION IN MAHARASHTRA: THE PRESENT SCENARIO :

The institution of Ashram school has completed several strides in the history of its evolution by Thakkar Bappa and developed into an established network of institutions with the focus on tribal development through education with a strong mandate of the government. Governmental level Centrally, the Ministry of Tribal Affairs was set up in 1999 after the bifurcation of Ministry of Social Justice and Empowerment with the objective of providing more focused approach on the integrated socio-economic development of the Scheduled Tribes (STs). Each state has its own Ministry of Tribal Affairs or Tribal



Development Department headed by the central ministry. In Maharashtra, Tribal Welfare Department was established in 1972, under the Social Welfare Department which implemented tribal welfare schemes. An independent Tribal Commissionerate was established in 1973. Though an independent Tribal Development Department was established on 22nd April 1983, the department functioned independently from 1984. (<http://mahatribal.gov.in/1165/About-the-Department>) In order to strengthen the Tribal Development Department, Directorate was merged into Commissionerate in 1992. Thereafter, four Additional Commissioner Tribal Development (ATCs) and twenty-nine Integrated Tribal Development Project (ITDP) offices were established in the state to implement various tribal welfare schemes under state and central government. Integrated Tribal Development Project (ITDP) office has several sub-sections of which school section is in-charge of government and government-aided ashram schools. Another branch of Tribal Development Department is Tribal Research and Training (Tata Institute of Social Sciences, Mumbai) Institute, Pune. The Institute is responsible for conducting evaluation training, collect data about tribes, conduct training programmes and verification of tribal certificate. The major role in ashram schools is played by Tribal Department while Tribal Research and Training Institute acts as a nodal agency for research and development of tribes and providing in service training to the teachers of these ashram schools. Along with the Ministry of Tribal Affairs, the Education Department and the Public Health Department are the two other departments which also play a vital role in functioning of ashram schools. The Education Department is responsible for recognition and registration of the schools, planning and implementation of syllabus and academic schedule for the schools. The Public Health Department conducts regular health check-ups in the schools, diagnose various health problems among the children, treat them during illness and follow up



with the health condition of the students if necessary.

Maharashtra also has its own scheme of funding education usually known as Ashramshala. Government of Maharashtra has invested in both establishing its own Ashramshalas and Ashram school complexes and scheme that provides grant in aid to non-governmental organization for the establishment and running of Ashram schools. There are 1107 'Ashramshala' in Maharashtra, 549 of which are supported by the state government and 558 are aided schools. (TDD, 2014). Recently TDD has started a scheme of junior college attached to its Ashram school. There are 123 Junior colleges attached to the ashram schools. There are 892 centrally-sanctioned ashram schools spread across the country. These provide boarding and lodging facilities to children in tribal areas until they complete their secondary education. Apart from these, the department has also started 197 Eklavya Model Residential Schools on the lines of KGBVs (Kasturba Gandhi Balika Vidyalaya) and Navodaya Vidyalaya. To support the continuous education of the tribal students, various schemes are launched to encourage education amongst the tribals. Following are the few prominent

Schemes in Maharashtra for the tribal education development.

The various schemes for STs in Maharashtra :

1. Navodaya Vidyalaya- Centre government funded scheme of residential school for children in rural areas.
2. Hostel for tribal students.
3. Scholarship/Allowance scheme by Tribal Development Department
 - a) Travel and maintenance allowance for physically challenged ST student Rs. 600/Month and Rs. 10/month/student.
 - b) Golden jubilee pre-matric scholarship for ST students Rs. 1,500 classes V to VII, Rs. 2,000 classes VIII to X.
 - c) Matric scholarship- Rs. 150 for IX and Rs. 350 for X and ad hoc grand Rs. 750/annum for IX and Rs. 1,000/annum for X.



- d) Post Matric scholarship - the ST student enrolled in post-secondary classes get the scholarship amount ranging from Rs 230 to 1,000/month based on the course they are perusing.
- e) Cash awards for meritorious ST students for class X to XII: the first 3 girls and boys at state level will be awarded Rs3,500, Rs25,000 & Rs15,000 respectively, beside Rs. 1,000 given per month to each.
4. Vocational training- a scholarship package of Rs 19,500 per student is given for the coaching cost incurred (30% shall be girls and 3% for disable students)
5. Top class education for ST student- introduced in 2007. Each student Rs 2,00,000, if studying private then Rs 3,72,000 per student per year for commercial pilot training (eligibility family income should be Rs 450000)
6. Rajiv Gandhi National fellowship- Rs 2,16,000 Junior fellowship and Rs 2,40,000 for Senior fellowship.
7. The Sarva Shiksha Abhiyan and the Rashtriya Shiksha Abhiyan- to achieve the universalization of elementary and secondary education under the right to education act 2009.
8. The Eklavya Model residential school and Eklavya Girls residential school, Kasturba Gandhi Balika Vidyalaya, Navodaya Vidyalaya

CONCLUSION :

The education development for tribal was initiated at the dawn of the independence. During the seventy-five years of independence several initiatives have been taken to equalize the education and opportunities for tribals. Considering the distinct needs of tribal education, special schemes and policies are getting implemented for their educational and socio-economical upliftment. The Indian government and policy makers are timely updating the efforts and measures for the tribal development. As India is going to complete the seventy-five years of its independence,



it is the need of the hour to study the development of Tribal Educational development for future goal setting and planning.

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Indian Tribal Literature: A Dimension in The Multiverse of Literature

Prof. Manisha V. Patil*, Prof. Sujata Srivastava**

ABSTRACT

India is enriched by nature with the multifaceted diversity in its ethnic, indigenous population. These heterogeneous groups, known as tribals 'Adivasi', are identical in their multi-layered culture, language, and distinct way of living life. According to Majumdar (1958), "A tribe can be defined as "a community which has a name, endogamous in nature, lives in the common territory, has a common traditional culture with an unwritten language, is structurally and culturally distinctive, relatively homogenous, largely selfgoverning, with no specialization of functions, pervasively self-sufficient, and has a shared consciousness of ethnic identity and of belonging together." The 2011 census of India, which is the 15th Census & 7th Census after the independence, shows that India has a total of 10,42,81,034 tribal populations scattered in its different States and Union Territories. There are 75 ethnic groups of Particularly Vulnerable Tribal Groups (PVTGs) whereas there are 735 scheduled tribes in India that talk/communicate more than 270 tribal languages/dialects. The folklore, stories, songs, and, poems of the tribal community comprise tribal literature. It is accessible in two formats: oral and contemporary written. They refer to their literature as "Orature," which is the oral tradition's literature, and the oral traditions that date back a thousand years have never ceased. Their oral heritage is created through the use of the melodious language of music, dance, folk stories, performances, etc. For tribals, it is unpredictable for literature to just be written. Hence, tribal literature includes sounds, letters, music, gestures, songs, paintings, typical dance styles, and so on in addition to the language. It encompasses the languages of everything that co-exist around and with them including animalsbirds, rivers-mountains, forests-settlements, planets, sun, moon, and the wind, etc. These all are the themes of tribal Literature. They express their life, joy, sorrows, pain, and every emotion through the indigenous form of tribal literature. And the present paper aims to discuss Indian tribal literature and its contribution to adding the ethnic dimension to the multiverse of English Literature.

Keywords: Tribal Literature, Dimension, Multiverse, Adivasi, Translation,

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Introduction:

The folklore, stories, and poems of the tribal community comprise tribal literature. Every nation has a thriving tribal literature scene, known in India as “Adivasi” literature. It is accessible in two formats: oral and contemporary written. This kind of this literature is referred to as “Orature,” which is the oral tradition’s literature. Their oral heritage is created through the various ways in which the Adivasis use this musical language, their oral tradition. (Raziya,2020) This is why the Adivasis refer to this collective history as orature and orature cannot be deemed to be “folk literature,” as it contains both the written modern literature of today and the oral literature of the ancestors. The melody of creation (the cosmos) was formed in harmony through language. Languages developed by every human community on the earth, but not just those of the Adivasi, who have drawn inspiration from their oral literature from natural settings, experiences, connections to the biosphere, daily activities, and art skills and methods. (Tete,2022)

Indian Tribal Literature: Meaning and Concept

According to Vandana Tete (2022), folk literature frequently ends up signifying an uneducated, rural population since non-Adivasi literature always views “folk literature” in isolation from “people/

folks,” whose culture falls behind that of city dwellers and who are unaccustomed to the language of script and grammar. But the cultures that are regarded as simple, because their languages lack idiom in the script, have more aesthetic forms of expression, unlike the non-tribal culture.

Tete (2022) says that the definition of Folk as a “people” isn’t the same among Adivasis. Folk here refers to the reality of life. Fantasy and the fantastical have no place in their world. Adivasis do not classify or preserve their work under the ‘folk literature’ umbrella for this reason. It is known as ‘Purkha Sahitya’ (literature of the ancestors). Their literary heritage, which encompasses both classic and contemporary works, is referred to as ‘Vachikta’ in Hindi and English, “Orature”. Hence, tribal literature includes sounds, letters, music, gestures, songs, paintings, typical dance styles, and so on in addition to the language. It encompasses the languages of everything that co-exist around and with them including animals-birds, rivers-mountains, forests-settlements, planets, sun, moon and the wind, and whatnot. And everything here is authentic, 100 percent true. Nothing in the universe of tribal literature is divine or supernatural. In the true sense, Adivasi “Folk” for all these aspects of the cosmos are interconnected with each of its times,

today also in the same way, as the same as it was before.

As discussed in the article (Outlook, 2023): Why Tribal Literature Cannot Be Divided Into 'Folk Literature' And 'Nobel Literature; Every one of their moments is interconnected with these cosmic components, which they experience every day. Because of this, Adivasi culture is creative, colourful, and multilingual. The philosophical tradition is transmitted through Adivasi literature for thousands of years. Non-tribal modernity with its glittering materialism has no place in the tribal world. According to Marathi Adivasi author Vahru Sonvane, "From the perspective of Adivasis, it is inconsistent for literature to just be written. Traditions that date back a thousand years have never ceased. These customs still play a crucial and inseparable role in Adivasi's life." "I am Adivasi, and geography and landscape, the myths and traditions of our forefathers," writes Mamang Dai, an Arunachali adivasi Akiwanji Dame, as mentioned by Canadian Aboriginal author and thinker, asserts that literature is a creative endeavor and their culture includes literature as a creative unit, and it is always express it in a variety of forms and media. All forms of expression—singing, speaking, or writing—are ultimately part of one's creativity. (Tete, 2022)

Adivasi oratorical art and literary practices are a collection of many art forms in which nature coexists with all other kinds of art in a significant and assured way.

"Adivasi culture is focused on the ideas of liberty, equality, and brotherhood from the very beginning," Sonawane remarked. The system of exploitation only emerged as a result of the development of the private property.

Translation of Indian Tribal Literature: Significance

Tribal literature is oral Literature in its original, indigenous form and translation is the key to unlocking the indigenous literary treasure. Translation becomes the voice of oral literature of indigenous languages to represent their rights, identity, uniqueness, and existence. In the case of tribal literature, the translation is the key to unlocking the gates of new space in the other cultural world other than the world and culture of the source text or content from where it has emerged. As far as time is concerned tribal literature dates back before the modern Indian Civilization. Before literature and the arts were popular in what is known as "mainstream civilization," they had already developed in tribal communities. Tribal literature, which carries a strong element of tribal awareness, is likewise vying for

recognition in the worlds of literature and criticism. But the tribal literature was primarily oral in nature. After being forced into the jungles, the tribal groups kept up their literary and creative endeavors. But, as this writing was in unsophisticated tribal languages and because the Tribals were remote from the centers of power, their literature, like, was largely overlooked. Several indigenous languages continue to generate tribal literature today, although the world still knows very little about them.

Translation through regional, vernacular languages, National languages, and Global Communicative /link languages, English eases the reach of the treasure to the masses. Today numerous tribal kinds of literature exist in English, Hindi, Bangla, Oria, Marathi, Gujarati, and other south Indian languages. The Santali literature is written in Santhali's Ol Chiki Script developed by Pandit Raghunath Murmu. The authors write about the tribal's social, political, and cultural life, their coexistence with nature, their sorrows, pain, and everything in such a way that the Pure indigenouness of the feeling of tribals is reached at the state, national and global levels.

Though the literature sounds monolithic it has multiple layers of diversity with a variety of dimensions of Indian diverse tribal culture in the

various parts of the states and union territories of India. It has its specific history of times, travels, and resettlement that affected the indigenouness by adding a variety of layers, flavours, and dimensions to its distinctness. Because there is a variety of tribal languages and local dialects that tribals of India speak and some of them are endangered to be lost soon, it becomes the earnest responsibility of the literate world to pen down it for preservation through documentation in a variety of possible ways. When asked why tribal literature is less well-known than that of other Indian languages, Devy responds, "The survival of the oral language became uncertain as print technology started touching Indian languages throughout the nineteenth century. The languages that remained outside of print technology had to deal with severe cultural neglect. When tribal literature is revealed in a, scripted, circulated, printed, and published form of a book, for the world of English Literature, it contributes the untouched, original Pure, a native indigenous, and distinct discourse to the literary universe. The creative energy, developed at the national level after 1991 to defend the tribal identity and existence in the face of increased exploitation brought on by economic liberalization is known as tribal literature. (Meena, 2016)

English Indian Tribal Literature: The Present Status

The recent decades of English Tribal Literature which is directly written in English by authors like Sowvendra Shekar Hasada or translated, created the tribal cultural product of the illustration of the voices that were ignored, neglected, unheard or unreached. And its emergence is very distinctly styled with original aesthetics and its indigenous flavours of modernity may not exist in the western style of the literary universe. To understand this level of modernity non-tribal should come out of the misbelief that tribal cultures mean uncivilized, primitive, and less educated folk culture. (Pramanik, 2020)

Today, the literary world is accepting the importance of tribal literature in the global literary world. The Universities are studying it as a part of the Curriculum and discourse. So, hence the time has come now that tribal literature has to be one of the courses of contemporary English literary studies and again not as an optional discourse. Now, it's time that the world reads this multidimensional Indian Tribal Literature: A Dimension in The Multiverse of Literature. Tribal Literature needs to be accommodated as an academic category at the global level. English is the equalizer of language content, and through English Translation, there is the scope to make it available to reach global readers.

The English translation of that, the great songs and folk stories that depict the Indian tribal heroes: Birsa Munda, Alluri Seetha Ram Raju, Sidhu Murmu & Kanhu Murmu, Tilka Majhi, Tantia Bhil, Tanha Bhagat/ Jatra Bhagat, Govind Guru, Tirot Singh, Telanga Kharia, Rani Gaidhinlilu, and Thakkar Bappa, Rajmohini Devi, so many unsung tribal inspirations, from tribal literature can be read by the global reader as the academic discourse. The tribal literature of the languages such as Santhali, Abujmaria, Garo, Aaria and Tsangla, Saurashtra Megam., Chisak, Atong, Paite, Thadou, Hmar, Tangkhul, Mavachi, Pawari, Kokani, Dehawali, Nahali, Bundhali, Nachari, Barivati, Bhilau/ Bhilil, so many others be the content and context of the English Literature.

The Measures for Tribal Literature:

Tribals fought strangers' attempts to meddle in their affairs whenever they did so. There have been numerous tribal uprisings throughout the last two centuries. Although primarily oral, this creative force was also produced by these revolutions. It was never able to gain awareness on a national level in India due to a lack of communication channels. This is primarily due to the oral form of tribal speech, which includes songs and folktales. Also, because the communities that make it are typically

located outside of established metropolitan areas, their creative output has largely gone unnoticed. Non-Tribal authors occasionally wrote about tribal culture and way of life. The background of current tribal literature can be viewed as this complete tradition of depicting tribal life through literature. It is clear that no literary movement ever starts on a specific day. Its emergence and development take time, are frequently imperceptible, and are impacted by several factors.

In general, it may be said that the modern Tribal conversation and publications started around 1991. Writing about challenges to tribal identity and existence, resistance, and historical and present forms of outsider exploitation are all characteristics of tribal literature. This is a change-oriented, positive intervention that is vehemently opposed to any form of prejudice against the offspring of India's original people. It promotes their right to self-determination, as well as their right to conserve their lands, forests, and water resources. Every literary trend begins and grows in part thanks to magazines. *Yuddhrat Aam Admi* (Hazaribagh, Delhi; editor: Ramnika Gupta), *Aravali Udgosh* (Udaipur; editor: B.P. Verma "Pathik"), *Jharkhandi Bhasha Sahitya*, *Sanskriti Akhda* (Ranchi; editor: Vandana Tete), and *Adivasi Satta* have all made significant contributions to the

discussion of tribal issues in literature (Durg, Chhattisgarh; editor: K.R. Shah). Moreover, Pushpa Tete through *Tarang Bharati*, Sunil Minj through *Deshaj Swar*, and Shishir Tudu through the nightly daily *Jharkhand News Line* are also fostering Tribal debate. Several mainstream publications have also published special tribal issues, fostering the growth of tribal conversation. *Samkaleen Janmat* (2003), *Kathakram* (2012), and *Ispatika* are a few of them (2012). Initially, the top Hindi publications exhibited little interest in tribal concerns, but as the dialogue gained more traction, tribal life is increasingly being covered in their articles. Tribal authors are given enough room in little periodicals. (Meena, 2016)

According to Basu M. (2009), Ramnika Gupta, a Jharkhand native, runs the Ramnika Foundation. She has been working for years to promote the writings of hundreds of Adivasi and Dalit authors from all over India. Not only were many of these writers previously unknown outside of their communities, but many have also gained widespread acclaim and even awards thanks to the Foundation's All India Tribal Literary Forum (AITLF). They have included writers like Yeshe Dorjee Thongchi from the Sherdukpen tribe in Arunachal Pradesh, Mangal Singh Hazowari, a well-known Bodo poet and writer, and Jadumani Besra, a Santhali author who uses the Oriya

alphabet. The National Academy of Letters of India has recently given each of these the prestigious Sahitya Akademi Award. Even, Adivaani, Oxford university press, Orient Black Swan, Katha, Navayan, Speaking Tiger, etc. are publishing Tribal and Dalit literature and have contributed to the literature enrichment. (Basu, 2009)

The Indian government as well as well-known individuals, such as politicians and social activists, have come up to support the preservation and translation of these unheard voices and to unlock their literary treasures to the world. The Project of Indian Literature in Tribal Languages and Oral Traditions was created by Sahitya Akademi, India's National Academy of Letters, to conserve and promote tribal literature. And the author G. N. Devy has been influential in translating different indigenous languages into English and Hindi. (Shankar, 2017) So, it is very clear that the Indian tribal literature has come from the miles and has to cross the miles to reach millions of readers.

Conclusion

Indian tribal literature has the potential to contribute a distinct dimension to the multiverse of English literature with its Indigenous modernity and aesthetics. English translation serves as the key to unlocking this abundance of the treasure of Indian tribal literature.

Indian tribal literature circulated through print and publication has to be accommodated in the academic category of literature as a curriculum and discourse of universities for the national and global level of English Literature Studies.

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English Language Learning Issues of Maharashtra's Khandesh Region Tribal Students

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Abstract:

India is enriched by the multifaceted diversity in its ethnic, indigenous population. These heterogeneous groups, known as tribals 'Adivasi', are identical with their multi-layered culture, language & the distinct way of living life. Among all the states of India, Maharashtra stands 2nd with a total of 9.35% share of the total tribal population of India. Tribal population wise districts from Khandesh Region of Maharashtra that includes Nandurbar, Dhule, Jalgaon and some part of Nashik District has the largest proportion of tribal population of Maharashtra. The Khandesh region of Maharashtra has its own language 'Ahirani' which is different from Marathi, the regional language. Ahirani language i.e., 'Khandeshi' language is the language of communication in the Khandesh region. Maharashtra State has adopted three language formulas in the educational structure of the formal education in independent India. The tribals are taught three different languages Marathi, English and Hindi at the initial stage of education. It's a huge linguistic burden for the tribal learners at the younger age which develops a negative attitude towards education. There are several studies that denote the poor educational status of the tribal learners. English have been regarded as the language of social, economic and global advancement. English is a global language that promises a better future to every individual. Hence, the need for English language acquisition is highly indispensable for the entire population of India, not to mention the indigenous population too. Hence, in the present paper the researcher discusses the English language learning issues with special reference to Khandesh region of Maharashtra.

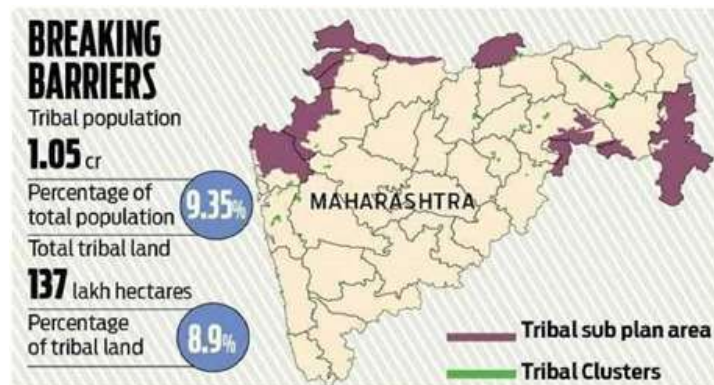
Keywords: Tribals, Maharashtra Khandesh Tribal, Ahirani, Khandeshi, English language learning issues

Introduction

India is enriched by the multifaceted diversity in its ethnic, indigenous population. These heterogeneous groups, known as tribals 'Adivasi', are identical with their multi-layered culture, language & the distinct way of living life. The article 45 of Indian constitution says that the state should endeavour to provide free and compulsory education for all children until they complete the age of 14 and the article 46 of the Indian constitution provides the education for scheduled caste and scheduled tribes. While the passage of the Right to Education Act, 2009 (RTE) has, at least in principle, sought to guarantee equal opportunity. It underlines that the learning levels and outcomes continued to remain poor for several children, especially those from the most marginalized communities. Prior to the constitution, the tribes were termed as Aborigines, Adivasis, Forest tribes, Hill tribes, Primitive tribes etc. Up to 1990 these groups were included into 'Depressed Classes'. Later the Indian Franchises Committee of 1990 have accorded a separate nomenclature for this group for census report and in 1931 they were recognized as 'Primitive Tribes'. It was in 1951, they were identified as Scheduled Tribes. As per 2011 census there are 75 ethnic groups of Particularly Vulnerable Tribal Groups (PVTGs) whereas there are 735 scheduled tribes in India and talk/communicate more than 270 tribal languages/dialects. India has world's single largest population. According to the 2011 census of India, which is the 15th Census and 7th Census after independence, India has 10,42,81,034 Tribal population scattered in the different states and union territories of India. Maharashtra is one of the states of India which has the major proportion of

tribal population. Hence, a review present status of Maharashtra tribal is presented as follows.

Present Scenario of Tribals in Maharashtra



Source: <https://www.dnaindia.com/india/report-remove-restrictions-openuptribal-land-panel-2202455>

In India, among all the states of India, Maharashtra is at second position in the share of the total tribal population of India. Maharashtra state stands 2nd with a total of 1,05,10,213 population after Madhya Pradesh and has a 9.35% share of the total tribal population of India. Tribal population wise districts from Khandesh Region of Maharashtra that includes Nandurbar, Dhule, Jalgaon and some part of Nashik District has the largest proportion of tribal population of Maharashtra. Out of total the scheduled tribe population in Maharashtra, Nandurbar District with 69.3 percent of ST population, has the highest tribal population, Gadchiroli is the second highest with 38.7 percent of ST Population and Dhule is third highest with 31.6 percent ST population; whereas, Nasik is the fourth with 25.6 percent of ST population. There are 36 districts in Maharashtra and the tribals are scattered in the hilly regions of Sahyadri mountains in the districts of Dhule, Nandurbar, Nashik, Thane, Palghar Raigadh; in the Satpuda mountain regions of the district - Jalgaon, and in the eastern Gondwana region of forest area, in the district of – Chandrapur, Gadchiroli, Bhandara, Gondia Nagpur, Amaravati, and

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Yavatmal. There are 47 scheduled tribes notified by the government of India in Maharashtra state. The main tribes of Maharashtra are the Bhils, the Gonds, the Mahadev Kolis, the Pavaras, the Thakur and the Varlis.

The Present Status of Khandeshi Tribals

Though population wise four districts from Khandesh Region of Maharashtra which includes Nandurbar, Dhule, Jalgaon and some part of Nashik District has the largest proportion of tribal population of Maharashtra, it is lacking in the literacy rate in Maharashtra.



By Govt. Photo ? graphic Office, Poona - Gazetteer of the Bombay Presidency; Bombay 1883; Vol. XII, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=12736205>

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As per the literacy rate of Maharashtra, Nandurbar with 64.4 percent is at the last place and Dhule with 72.8 percent is at the third last place, in the bottom five districts of Maharashtra. The Khandesh region of Maharashtra has its own language 'Ahirani' which is different from Marathi, the regional language. Ahirani language i.e., 'Khandeshi' language

is the language of communication in the Khandesh region. Ahirani, the 'Khandeshi' language, sounds like it has similarity in its vocabulary with Marathi and Gujarati language but has distinct features in its meaning and the language has no scripts. Ahirani is the language which tribes also use to communicate with non-tribals in their day today life in Khandesh region of Nandurbar, Dhule, Jalgaon and Some part of Nasik District. The several researchers have underlined the issues of language barriers in tribal's educational development.

Maharashtra State has adopted three languages formula in the educational structure of the formal education in independent India. Hence, the tribals are taught three different languages Marathi, English and Hindi at the initial stage of education. It's a huge linguistic burden for the tribal learners at the younger age which develops a negative attitude towards education. As the ST population statistics of Maharashtra denote that Khandesh region has the highest proportion of tribal population, the highest tribal population of Maharashtra is facing the language barrier issues in learning academic languages i.e., Marathi, Hindi, and English in their educational life due to tribal languages and Ahirani language. There are several studies that denote that poor educational status in English language learning of the tribal. English has been regarded as one of the important languages for the social, economic, educational development and global advancement. Hence, English language learning issues with special reference to the Khandesh region of Maharashtra have to be studied with serious concern.

Teaching English to Tribal Students in Maharashtra- The Present Scenario

Maharashtra government has adopted the three-language formula from std V to X. According to the modified formula:(L.i) mother tongue or regional language will be studied for 10 years (classes I – X), (L.ii) the official language Hindi, or the associate official language of the union will be

taught for minimum of six years (classes V- X),(L.iii) English /a Modern Indian or foreign language- not covered under (i) (ii) and not used as the medium of language (classes I-X) The choice of determining the second or third places for Hindi or English was left with the states . In Maharashtra state the regional language Marathi is the medium of instruction and first language for school education from primary to higher secondary school education. Hindi is the second language to be studied from V to X and English is the third language to be studied

compulsorily from I to X from the academic year 1999-2000(earlier it was compulsory from V class) As Maharashtra government made English as a compulsory subject from class I, English and Marathi Languages are compulsorily studied from class I right from the primary education. So, three languages Marathi, English, Hindi are taught right from elementary school education. Tribal students start his/her formal education with two languages English, Marathi and get added one more language Hindi from class V. This multilingual education creates an educational burden to the learners at a very early age. So, the multiple language learning issues specifically for tribal students have to be studied with serious concern and some innovative methods, pedagogies, techniques, tools and strategies have to be evolved to teach to tribal learners.

Need and Significance of English Language Learning for Tribals

In the techno-advanced age of 21st Century, English has been regarded as the language of social, economic and global advancement. English is a global language that promises a better future to every erudite individual. Hence, the need for English language acquisition is highly indispensable for the entire population of India, not to mention the indigenous population too, which makes up the significant portion of the Indian population. The tribal communities are the single entity

among the world tribal learners who face several issues in various areas of life. The Importance of education cannot be undermined when it comes to the universalization and equalization of the opportunities and developments of tribes. The tribal people are regarded as the weaker segment of the population (Annual report of the Minister of human resources development, 2011) India's indigenous population who is the sizable minority confronts mainly the language adjustment Issues in formal education. (Sharma K 1991). English is one of the required languages for tribal learners in educational development on which their socio-economic upliftment is dependent. Tribal learners suffer from a variety of issues and challenges in their educational life and one of such is language adjustment issues that they confront right from the initiation of formal education. (Nanduja, 2008) In case of the Khandeshi tribal students in Maharashtra, the language adjustment issue is a greater language barrier in education development due to dialectical and regional language differences. Khandeshi Tribals communicate in tribal dialects such as Mavachi, Pawari, Kokani, Dehawali, Nahali, Bundhali, Nachari, Barivati, Bhil etc. and Ahirani is the dialect of communication in general in this region whereas the imparting of education is in the state vernacular language i.e., Marathi, which is not even the language of day-to-day communication in the Khandesh region. Hence Khandeshi Tribals who are the major portion of Maharashtrian tribal population confront challenges and issues in learning Marathi, English and Hindi in their academics. When it comes to the of learning the English language, they face the language adjustment

issues as a major constraint. The regional dialectical distinctions are the main barrier in their English language learning and educational advancement for higher education.

Khandeshi Tribal Students' Issues in Learning English Language

Maharashtra state have adopted the three-language formula which is ironically an educational burden for the tribal learners. At the beginning of education, right from first standard they have to struggle to adopt the state regional language Marathi and English at once simultaneously which is heavily loaded education at the initiation of formal education for tribal learners. While they struggle with these two languages' adoption at primary level, they have to learn the third language Hindi from V class. So, at the primary education, a tribal student who communicates in his identical mother tongue/dialect has to study three distinct languages in his early academic years; and it is ironically an obstacle in the adoption of English Language for these learners. The teaching methods used by English teachers are less effective as English teachers continue to use grammar translation methods to teach English to the indigenous students. To teach English, the vernacular /state language is implemented as the medium of instruction by the teachers (Sen et.al;1992) Teacher translates English text, content into Marathi Language to teach English in Maharashtra; the explanation, vocabulary, grammar: rules, sentence patterns, structures, its application in communication etc is translated in Marathi on the name of English Language teaching. According to Agnihotri (1991), when it comes to tribal learner's learning, there are greater language adjustment issues for the tribal learners. As the teacher translates English in the regional language to teach English to the tribal learner, the learners concentrate on the vernacular language/ regional language in case of the tribals in Khandesh region of Maharashtra Marathi is also different from that of the local dialects. Khandesh region's people locally communicate in the local dialect 'Ahirani' which is very different from Marathi i.e., the state vernacular/ regional language. As the medium of Instruction is regional language, tribal students focus on the

learning of Marathi, the regional Language and English language learning lacks. The medium of instruction Marathi is helpful to learn the other subjects hence, the Khandeshi tribal learners focus on the learning Marathi, the regional language and English language learning is paid less attention. As English is taught only for 35 minutes a day for six days in a week, the exposure and experience to the language is for a very short period of time hence, the English Language learning time is comparatively less for the learners. Because of the monotonous, rote methods of English language teaching and lack of innovative pedagogy, and the passive attitude of an English teacher makes the learner a passive learner and develops a negative attitude towards English language. (Veerbhandraika. P et.al.2012). The traditional methods of teaching, socio-economic conditions, environmental factors and many other reasons adversely affect the English language learning of the tribal students. As, the grammar, sentence patterns, structures, constructions are similar in Marathi and Hindi, these languages learning becomes easy in comparison with English language for the tribal learners. Whereas, English, due its distinct grammar: sentence patterns, structures, remains difficult to learn for tribal learners. Even the English pronunciation mistakes are one of the biggest issues for tribal learners as their tribal dialectical utterances' influence the English utterances and they lack the confidence to communicate freely in English and hesitate for the acquisition of English language during their academic years which adversely affects their educational development. Khandeshi tribals who handle five languages a day i.e., tribal language, Ahirani, Marathi, Hindi and English simultaneously suffer multilingual barriers, issues, and challenges in their academics. Hence, they are lacking in the acquisition, competency and fluency of English Language than that of other tribals of Maharashtra. Centrally prescribed, urban and middle-class oriented conventional curriculum which is totally unrelated to tribal culture and experiences, fails to suit the learning levels

and needs of these tribals. (Nambissan 2000) According to Apte, H & Hema R. (2008), the language barriers have an adverse impact on academic performance, resulting in negative attitudes towards education among tribals. The inability to communicate in English was noted as severe problem of inferiority complex that turns into a sense of alienation and it creates significant impediment to tribal learners' educational status. (Singh et al,1996) Numerous efforts built up to uplift their educational standards but unfortunately more than seven decades time span have passed after independence without any significant achievement of the goal of socio- economical, educational development.

Despite the fact that the majority of tribal students are enrolling in school at elementary education, only a small percentage of them complete their education at secondary and higher secondary education. The rising no. of drop-outs, especially girl students, is a big issue prevalent in indigenous school areas (Reddy & Sinha 2010) According to Shukla (1994), tribal students' achievements are lower than non-tribal students due to the school atmosphere, curriculum, medium of instruction, language adjustment issues which develops the sense of alienation. Tribals are the learners who confront the major issue of language barriers in their academic life which is yet to be resolved to bring the sustainable language learning and sustainable educational development for their socioeconomical upliftment. There are several studies which demand gradual introductions to the language studies during academics and initially at primary level inclusion of tribal languages as medium of instruction. (Bagai and Nundy 2009)

Conclusion

English language acquisition, competency, and fluency is highly required for the tribals' educational advancement but due to the regional dialectical barriers and other many reasons the Khandeshi tribals, who comprise the majority portion in Maharashtra's tribal population are facing challenges and

issues in English language learning. Therefore, the issue has to be studied with serious concern. There is the necessity to adopt some constructive measures to resolve the issues of English language learning of tribals. There is also the need to study and evolve innovative pedagogies, techniques, tools, methods and approaches to teach English language to these indigenous Khandeshi tribal learners.

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