

## LIST OF CONTENTS

---

Sr. No.	Particular	Page no.
1	DECLARATION	I
2	CERTIFICATE	II
3	ACKNOWLEDGEMENT	III
4	DEDICATED TO	IV
5	LIST OF CONTENTS	VI
6	LIST OF ANNEXURES	XI
7	LIST OF ABBREVIATIONS	XIII

Sr. No.	Contents	Page No.
<b>CHAPTER-I CONCEPTUAL FRAMEWORK</b>		
1.1	INTRODUCTION	1
1.2.0	HISTORY OF GRAMMAR	2
1.2.1	ENGLISH GRAMMAR: MEANING AND CONCEPT	3
1.2.2	GRAMMAR SKILL: MEANING AND CONCEPT	5
1.2.3	NATURE OF ENGLISH GRAMMAR	5
1.2.4.1	GRAMMAR IN ENGLISH LANGUAGE TEACHING: IMPORTANCE	7
1.2.4.2	TEACHING GRAMMAR SKILL: IMPORTANCE	8
1.2.5	ENGLISH GRAMMAR CLASSIFICATION	9
1.2.5.1	PRESCRIPTIVE GRAMMAR	10
1.2.5.2	DESCRIPTIVE GRAMMAR	10
1.2.5.3	FUNCTIONAL GRAMMAR	10
1.2.5.4	FORMAL GRAMMAR	10
1.2.5.5	SCHOLARLY AND TRADITIONAL GRAMMAR	11
1.2.5.6	STRUCTURAL GRAMMAR	11
1.2.5.7	TRANSFORMATIONAL GENERATIVE GRAMMAR	11
1.2.5.8	COMMUNICATIVE GRAMMAR	11
1.2.6.1	METHODS OF TEACHING ENGLISH GRAMMAR	12
1.2.6.1	a) THE TRADITIONAL METHOD	12
1.2.6.1	b) THE INFORMAL METHOD	12
1.2.6.1	c) THE REFERENCE OR CORRELATION METHOD	13
1.2.6.1	d) DEDUCTIVE METHOD	13
1.2.6.1	e) INDUCTIVE METHOD	13
1.2.6.1	f) THE INDUCTIVE - DEDUCTIVE METHOD (COMBINED METHOD)	13
1.2.6.1	g) SENTENCE DIAGRAMMING	14
1.2.6.1	h) LEARNING THROUGH WRITING	15
1.6.2	APPROPRIATE METHODS FOR INDIAN CLASSROOM	15
1.2.6.3	OBJECTIVES OF TEACHING ENGLISH GRAMMAR:	16
1.2.7	ENGLISH GRAMMAR: CURRICULUM OF THE SECONDARY SCHOOLS OF MAHARASHTRA	16
1.2.8	ENGLISH GRAMMAR TEACHING AT THE SECONDARY LEVEL: THE PRESENT SCENARIO	18
1.3.1	THE TRIBALS IN INDIA	19
1.3.2	THE TRIBALS IN MAHARASHTRA	20
1.3.3	TRIBAL EDUCATION DEVELOPMENT IN INDIA:	21
1.3.4	ASHRAMSHALAS: DEVELOPMENT	21
1.3.5	ASHRAMSHALAS: STATUS	22
1.3.6	DEVELOPMENT OF TRIBAL EDUCATION IN MAHARASHTRA	23

1.3.7	TEACHING OF ENGLISH IN TRIBAL ASHRAM SCHOOLS: MAHARASHTRA	24
1.3.8	TEACHING-LEARNING OF ENGLISH: TRIBAL LEARNERS	25
1.4.1	MUSIC: MEANING AND CONCEPT	28
1.4.2	ENGLISH LANGUAGE TEACHING: IMPORTANCE OF MUSIC	29
1.4.3	ENGLISH GRAMMAR TEACHING – LEARNING: MUSIC AS A PEDAGOGICAL TOOL	31
1.4.4	IMPORTANCE OF MUSIC FOR TRIBALS	32
1.5	MUSIC-BASED PROGRAM IN THE PRESENT STUDY	33
1.6	RATIONALE	34
1.7	RESEARCH QUESTION	36
1.8	STATEMENT OF THE PROBLEM	36
1.9	OBJECTIVES OF THE STUDY	36
1.1	VARIABLES	36
1.11	HYPOTHESIS	36
1.12	EXPLANATION OF THE TERMS	37
1.13	OPERATIONAL DEFINITION OF THE TERMS:	38
1.14	DELIMITATION OF THE STUDY	38
1.15	SCHEME OF CHAPTERISATION	38
1.15.1	CHAPTER I	38
1.15.2	CHAPTER II	38
1.15.3	CHAPTER III	38
1.15.4	CHAPTER IV	39
1.15.5	CHAPTER V	39
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>		
2.1.	INTRODUCTION	41
2.2	STUDIES RELATED TO DEVELOPING STRATEGIES, DESIGNS, AND FACTORS AFFECTING GRAMMAR TEACHING AND LEARNING OF THE ENGLISH LANGUAGE	42
2.3	STUDIES RELATED TO THE USE OF MUSIC IN THE TEACHING OF ENGLISH LANGUAGE	53
2.4	STUDIES RELATED TO TRIBAL EDUCATION IN INDIA	59
2.5	IMPLICATIONS FOR THE PRESENT STUDY	69
<b>CHAPTER-III PLAN AND PROCEDURE OF STUDY</b>		
3.1	INTRODUCTION	72
3.2.0	SYSTEMATIZATION OF THE (MBP) MUSIC-BASED PROGRAM	72
3.2.1	SEGMENT I	73
3.2.1.1	DEVELOPMENT OF MUSIC-BASED PROGRAM (MBP)	73
3.2.1.1.1	STEP I: IDENTIFICATION OF GRAMMAR TOPICS	74
3.2.1.1.2	STEP II: PREPARATION OF GRAMMAR SONGS	76

3.2.1.1.3	STEP III: SELECTION OF GRAMMAR INSTRUCTIONAL INPUTS: MUSIC-BASED ACTIVITIES	81
3.2.1.1.3	Sequence: Title of the Activity -- Details of the Activity -Photo	82
3.2.1.1.3	Activity 1: The Double Gap Fill	82
3.2.1.1.3	Details With a Photograph	83
3.2.1.1.3	Activity 2: 'Re-order It'	83
3.2.1.1.3	Details With a Photograph	83
3.2.1.1.3	Activity 3: Changing the Text	84
3.2.1.1.3	Details With a Photograph	84
3.2.1.1.3	Activity 4: Song-lyric Strip Connections	84
3.2.1.1.3	Details With a Photograph	84
3.2.1.1.3	Activity 5: Let's Sing It!	85
3.2.1.1.3	Details With a Photograph	85
3.2.1.1.3	Activity 6: Sing - Song –Sing–"disappearing texts"	86
3.2.1.1.3	Details With a Photograph	86
3.2.1.1.3	Activity 7: Song- Grammar Analysis	86
3.2.1.1.3	Details With a Photograph	86
3.2.1.1.3	Activity 8: Song- Based Inter-questioning	87
3.2.1.1.3	Details With a Photograph	87
3.2.1.1.3	Activity 9: Song- Freeze to quiz	88
3.2.1.1.3	Details With a Photograph	88
3.2.1.1.3	Activity: 10 Grammar Song Mishap	88
3.2.1.1.3	Details With a Photograph	88
3.2.1.1.4	STEP IV: LESSON PLAN FORMAT	89
3.2.2	SEGMENT II	99
3.2.2.1	RESEARCH METHODOLOGY	99
3.2.2.2	POPULATION	99
3.2.2.3	SAMPLE	100
3.2.2.4.	TOOLS FOR DATA COLLECTION	100
3.2.2.4.1a	WRITTEN GRAMMAR SKILL ACHIEVEMENT TEST	101
3.2.2.4.1b	MARKING SCHEME: WRITTEN GRAMMAR SKILL ACHIEVEMENT TEST	101
3.2.2.4.1c	ORAL GRAMMAR SKILL ACHIEVEMENT TEST	103
3.2.2.4.1d	MARKING SCHEME: ORAL GRAMMAR SKILL ACHIEVEMENT TEST	103
3.2.2.4.2	VALIDITY OF THE TOOL	104
3.2.2.4.3	RUBRIC	105
3.2.2.4.4.	REACTION SCALE	106
3.2.2.4.4a	MARKING SCHEME	107
3.2.2.5	DATA COLLECTION PROCEDURE	107
3.2.2.5.1	PHASE-1: DEVELOPMENT OF THE MUSIC-BASED PROGRAM	108
3.2.2.5.2	PHASE-2: PRE-TEST PHASE	108

3.2.2.5.3	PHASE-3: IMPLEMENTATION OF THE MBP PROGRAM	109
3.2.2.5.4	PHASE 4: POST-TEST	114
3.2.2.6	DATA ANALYSIS	115
3.2.2.7	CONCLUSION	115
<b>CHAPTER-IV DATA ANALYSIS &amp; INTERPRETATION</b>		
4.1	INTRODUCTION	117
4.2	DATA ANALYSIS AND INTERPRETATION	118
4.2.1	DATA ANALYSIS OF OBJECTIVE-1	118
4.2.2	DATA ANALYSIS OF OBJECTIVE- 2	118
4.2.3	DATA ANALYSIS OF OBJECTIVE- 3	119
4.2.4	DATA ANALYSIS OF OBJECTIVE- 4	121
4.5	DATA INTERPRETATION OF THE REACTION SCALE	127
<b>CHAPTER-V SUMMARY, FINDINGS &amp; CONCLUSION</b>		
5.1	INTRODUCTION	133
5.2.1	HISTORY OF GRAMMAR	134
5.2.1	ENGLISH GRAMMAR: MEANING AND CONCEPT	134
5.2.2	GRAMMAR SKILL: MEANING & CONCEPT	135
5.2.3	NATURE OF ENGLISH GRAMMAR	135
5.2.4.1	GRAMMAR IN ENGLISH LANGUAGE TEACHING: IMPORTANCE	136
5.2.4.2	TEACHING GRAMMAR SKILL: IMPORTANCE	136
5.2.5	ENGLISH GRAMMAR CLASSIFICATION	137
5.2.5.1	PRESCRIPTIVE GRAMMAR	137
5.2.5.2	DESCRIPTIVE GRAMMAR	137
5.2.5.3	FUNCTIONAL GRAMMAR	137
5.2.5.4	FORMAL GRAMMAR	138
5.2.5.5	SCHOLARLY AND TRADITIONAL GRAMMAR	138
5.2.5.6	STRUCTURAL GRAMMAR	138
5.2.5.7	TRANSFORMATIONAL GENERATIVE GRAMMAR	138
5.2.5.8	COMMUNICATIVE GRAMMAR	139
5.2.6	METHODS OF TEACHING ENGLISH GRAMMAR	139
5.2.6	a) THE TRADITIONAL METHOD	139
5.2.6	b) THE INFORMAL METHOD	139
5.2.6	c) THE REFERENCE OR CORRELATION METHOD	139
5.2.6	d) DEDUCTIVE METHOD	140
5.2.6	e) INDUCTIVE METHOD	140
5.2.6	f) THE INDUCTIVE - DEDUCTIVE METHOD (COMBINED METHOD)	140
5.2.6	g) SENTENCE DIAGRAMMING	141
5.2.6	h) LEARNING THROUGH WRITING	141
5.2.6.1.	APPROPRIATE METHODS FOR INDIAN CLASSROOM	141
5.2.7	ENGLISH GRAMMAR: CURRICULUM OF THE SECONDARY SCHOOLS OF MAHARASHTRA	141

5.2.8	ENGLISH GRAMMAR TEACHING AT THE SECONDARY LEVEL: THE PRESENT SCENARIO	142
5.3.0	THE TRIBALS IN INDIA	143
5.3.1	THE TRIBALS IN MAHARASHTRA	143
5.3.2	TRIBAL EDUCATION DEVELOPMENT IN INDIA	143
5.3.3	ASHRAMSHALAS: DEVELOPMENT	143
5.3.4	ASHRAMSHALAS: STATUS	144
5.3.5	DEVELOPMENT OF TRIBALS EDUCATION IN MAHARASHTRA	144
5.3.6	TEACHING OF ENGLISH IN TRIBAL ASHRAM SCHOOLS: MAHARASHTRA	144
5.3.7	TEACHING -LEARNING OF ENGLISH: TRIBAL LEARNERS	145
5.4.1	MUSIC: MEANING AND CONCEPT	146
5.4.2	ENGLISH LANGUAGE TEACHING: IMPORTANCE OF MUSIC	147
5.4.3	ENGLISH GRAMMAR TEACHING-LEARNING: MUSIC AS A PEDAGOGICAL TOOL	147
5.4.4	IMPORTANCE OF MUSIC FOR TRIBALS	148
5.5	IMPLICATIONS OF REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY	148
5.6.	RATIONALE	149
5.7.1	RESEARCH QUESTION	151
5.7.2	STATEMENT OF THE PROBLEM	151
5.7.3	OBJECTIVES OF THE STUDY	151
5.7.4	VARIABLES	151
5.7.5	HYPOTHESIS	151
5.7.6	EXPLANATION OF THE TERM	152
5.7.6.1	GRAMMAR	152
5.7.6.2	GRAMMAR SKILLS	152
5.7.6.3	MUSIC	152
5.7.6.4	MUSIC-BASED PROGRAM	152
5.7.7.	OPERATIONAL DEFINITION OF THE TERMS	153
5.7.8	DELIMITATION OF THE STUDY	153
5.8.1.	PLAN AND PROCEDURE OF THE STUDY	153
5.8.2	THE MUSIC-BASED PROGRAM: SYSTEMATIZATION	153
5.8.3.	SEGMENT I	154
5.8.4.	DEVELOPMENT OF THE MUSIC-BASED PROGRAM	154
5.8.4	A) STEP I: IDENTIFICATION OF GRAMMAR CONTENT	154
5.8.4	B) STEP II PREPARATION OF GRAMMAR SONGS FOR TEACHING THROUGH MBP	155
5.8.4	C) STEP III. SELECTION OF GRAMMAR INSTRUCTIONAL INPUTS: ACTIVITIES	155
5.8.4	D) STEP IV: LESSON PLAN FORMAT	156
5.9.0	SEGMENT II	156

5.9.1	METHODOLOGY	156
5.9.2	RESEARCH DESIGN	156
5.9.3	POPULATION	157
5.9.4	SAMPLE	157
5.9.5	TOOLS AND TECHNIQUES FOR DATA COLLECTION	157
5.9.5. 1	ENGLISH GRAMMAR SKILLS ACHIEVEMENT TEST:	158
5.9.5.2	REACTION SCALE	158
5.10	DATA COLLECTION	158
5.10	A) PHASE 1. DEVELOPMENT OF THE (MBP) MUSIC-BASED PROGRAM	158
5.10	B) PHASE 2: PRE-TEST	159
5.10	C) PHASE 3: IMPLEMENTATION OF THE (MBP) MUSIC-BASED PROGRAM	159
5.10	D) PHASE 4: POST-TEST	160
5.11	DATA ANALYSIS	160
5.11.1	MAJOR FINDINGS OF THE STUDY	160
5.11.2	DISCUSSION	161
5.11.3	IMPLICATIONS OF THE PRESENT FINDINGS	165
5.11.4	SUGGESTIONS FOR FURTHER RESEARCH	165
5.11.5	CONCLUSION	166
BIBLIOGRAPHY		169
WEBLIOGRAPHY		189
<b>ANNEXURE</b>		
Appendix-I	Request Letter for Tool Validation	193
Appendix-II	List of Experts	194
Appendix-III	Title of the Study	196
Appendix-IV	Request Letter for Intervention of Tool for the Data Collection (School of Experimental Group)	198
Appendix-V	Request Letter for Intervention of Tool for the Data Collection (School of Control Group)	199
Appendix-VI	Term -1 Written Grammar Skill Achievement Test-1	200
Appendix-VII	Term -1 Written Grammar Skill Achievement Test Format	202
Appendix-VIII	Term-2 Written Grammar Skills Achievement Test-2	203
Appendix-IX	Term-2 Written Grammar Skill Achievement Test Format	205
Appendix-X	Oral Grammar Skill Achievement Test-1	206
Appendix-XI	Oral Grammar Skill Achievement Test-1 Format	212
Appendix-XII	Oral Grammar Skill Achievement Test-2	213
Appendix-XIII	Oral Grammar Skill Achievement Test-2 Format	219
Appendix-XIV	REACTION SCALE	220
Appendix-XV	SAMPLE LESSON PLANS	222
Appendix-XVI	GRAMMAR SONG/VERSES SCRIPTED AND TUNED ON TRIBAL FOLK TUNE	252
Appendix-XVII	ENGLISH SONGS USED FOR ACTIVITIES IN THE MBP	284

Appendix-XVIII	CERTIFICATE 1	329
Appendix-XIX	CERTIFICATE 2	330
Appendix-XX	CERTIFICATE 3	331
Appendix-XXI	CERTIFICATE 4	332
Appendix-XXII	CERTIFICATE 5	333
Appendix-XXIII	SYNOPSIS	335
Appendix-XXIV	PUBLISHED PAPERS	358
Appendix-XXV	PH.D. EXECUTIVE SUMMARY	
Appendix-XXVI	ABSTRACT	



## LIST OF ABBREVIATIONS

©	Abbreviation	Description
1	A D	Anno Domini
2	A	Agree
3	ANOVA	Analysis of Variance
4	AVAI	Achievement Values Anxiety Inventory
5	B. C.	Before Christ
6	C.	Century
7	CAI	Computer Assisted Instruction
8	CBSE	Central Board of Secondary Education
9	D	Disagree
10	ELT	English Language Teaching
11	ESL	English as a Second Language
12	et al	et alia
13	G1	Grammar 1
14	G2	Grammar 2
15	GRADES	Grammar Diagnostic Expert System
16	ICA	Immediate Constituent Analysis ICA
17	ICT	Information and Communications Technology
18	IT	Information Technology
19	ITDP	Integrated Tribal Development Project
20	KGBV	Kasturba Gandhi Balika Vidyalaya
21	LSRW	Listening, Speaking, Reading, and Writing
22	MBP	Music Based Program MBP
23	MSBSHSE	The Maharashtra State Board of Secondary and Higher Secondary Education
24	NCF	National Curriculum Framework
25	PLM	Programmed Learning Method
26	PVTGs	Particularly Vulnerable Tribal Groups
27	RTE	Right to Education Act
29	S.A.I.	School Adjustment Inventory
30	SD	Standard Deviation
31	SD	Strongly Disagree
32	SIP	Self-Instructional Package
33	STAD	Student teams-achievement divisions
34	STs	Scheduled Tribes
35	SVA	Subject Verb Adjunct
36	TISS	Tata Institute of Social Sciences
37	UD	Undecided
38	UG	Under Graduate
39	US	United States of America