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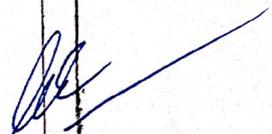
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Contents

S. No.	Particulars	Page No.
1.	Impact of Financial Management on Decision Making Dr Manju Dhingra, Dr. Kompal Wadhawan	1-6
2.	Indo- Bhutan Trade Relation With Special Reference To Hydroelectric Power BHIMSEN MAKAR, DR. KANWALJIT KAUR	7-14
3.	Measuring Student Satisfaction Index using Structural Equation Modeling Dr. T. Antony Alphonse Ligori, N. Suresh, Dr. Shad Ahmad Khan	15-24
4.	Demonetization-2016: Do Reasons Commensurate with Results? Dr. Preetam Sampatrao Gaikwad	25-32
5.	Role of Financial Literacy in Financial Inclusion: An Evidence from India Dr Seema Mahajan	33-39
6.	Bhutan's Commitment To Environmental Protection And It's Correlation To India Ms. Vatsala Sharma	40-47
7.	Demonetisation N.SUDHA	48-58
8.	Production and Marketing of Turmeric in Erode District, Tamil Nadu, India Dr.T.S.Agilla	59-67
9.	Impact of Financial Inclusion through SIIGs on Women Empowerment in Rural areas: Case Study of Barabanki District Dr Veena Singh	68-73
10.	An Evaluation of Work Life Balance of Women Personnel in Kerala- With Special Reference to Women Bank Personnel in Central Kerala Dr.Umesh U	74-80
11.	A Study Of Values Across Cultures With Reference To Geert HOFSTEDE'S Model Dr. Meeta Pathade	81-88

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12.	Impact of Entrepreneur's demographic variables on the performance of Enterprises: A case of Handicraft Industry in Manipur Dr. Elangbam Haridev Singh	89-98
13.	Foreign Direct Investment in India after 1991: The Economic Growth Deidamaphishisha Lyngdoh, Joshua.T. Khaute	99-110
14.	Cross Border Connectivity: Current Status and Key Challenges for Inclusive Growth of SAARC Nations with Special Reference to Bhutan Dr. Purna Prasad Sharma	111-123
15.	Financial Inclusion, Financial Literacy and Consumer Protection Subah Singh Yadav, Dr. Dinesh Kumar	124-137
16.	History and Film: A Case Study of History Classroom Dr. Ganpat V. Gatti	138-142
17.	Use of ICT Tools in English Classroom: A Case Study Dr. Nirmala S. Padmavat	143-149
18.	An Empirical Study on the effectiveness of work life balance in Educationist working at Pratapgarh District of Rajasthan Arti Jain, Dr. Mukesh K. Sharma	150-159
19.	Relationship Between Brand Equity And Customer Retention A Descriptive Study With Two-Wheeler Brands With Special Reference To Bangalore City Dr. HARSINI C S	160-169

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Use of ICT Tools in English Classroom: A Case Study

Dr. Nirmala S. Padmavat*

Abstract: The current paper aims to study the different teaching aids in the Indian classrooms. It give emphasis on the Use of ICT tools in the English Classroom and its result as an outcome. There are numerous soft-wares are available in the global market. The use of such soft-wares with help of LCD Projectors, laptop, mobiles and other modern tools. How they affect as an outcome to teaching-learning process, is studied in the current research work. The researcher has given some writing task and asked some questions after teaching a specific lesson to selected group of respondent oral and few task are given in written. Two methods are applied for the same group i.e. traditional and ICT tools. The result of both is given in the current research work. Therefore, the current work is an attempt to find the benefit of teaching English with using ICT in classrooms with the experiment and observation method.

Key words: Classroom, teaching-learning process, methods of teaching-learning, ICT tools etc.

Introduction: The language is main media of communication for both human being and animal. Animal uses the code of language which is natural and binary given by God. Human created lots of structure as per their need. Ancient to modern era worldwide languages are found various changes. British was the country which has ruled maximum part of the world. Therefore, English became an International language. It is taught to be first or second language as several part of universe. India, being a bilingual country, English is used as First or Second language in most of the educational institutions from primary to higher studies. There are changes in the method and pattern of teaching English from schooling to the higher studies in India. In Maharashtra, there were different reasons and different patterns of the Teaching English in India due to historical background. In India there was Bombay state before independent, latter it is converted into Maharashtra. But the most backward part of Maharashtra was Marathwada which was under the ruling of Nizam rulers. Therefore, in Marathwada Urdu was taught as First language, there was not much more importance to English during these times. Moreover, at Maharashtra level, after independent of India, English was shifted to eight standard from fifth standard, because the former education minister of Maharashtra for the said time stated that 'Throw the child with water.' On the other side at the National Level, the First Prime-Minister and the Great visionary Hon. Late, Pandit Jawaharlal called English as the Major window to the world. Therefore, again English was shifted at Fifth Standard as a second/third language in Maharashtra.

Since 2001, it is taught as from First standard with the same method as Mother-tongue is taught. This changing scenario created importance of learning English in India and Indian classrooms. Hence, researcher felt the need of current study in the use of modern technique of Teaching English in Indian classrooms.

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143

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Literature Review

- a. Krashen's work on second language study is notable. (2003): he defined four terms which are typically used in the literature to describe language learning strategies: Transfer, Interference, Overgeneralisation, and Simplification.
- b. Keefe and Ferrell (1990) has shown in their research that positive transfer occurs in second language learning when the existing knowledge gets benefits from the learning instructions/tasks. It is explained that the positive transfer can be measured as transfer, which is a general term that explains the carryover of previous insight or knowledge to successive learning. e.g.: L1: German, L2: English.
- c. Schmidt, (1990) expressed that the contrast, negative transfer occurs when the prior performance obstructs the practice on a second language task. The negative transfer can be measured to as interference, e.g.: L1: German, L2: English.
- d. Robinson, (2001) stated that Grammar-Translation method is an ancient, oldest and traditional method of which is exploited in teaching ancient Greek and Latin languages. The technique has been generalised to integrate modern languages. Classes are taking place in the pupil's native language, with little active utilisation of the language intended for learning.
- e. Schmidt (1994) discussed about this methodology that it was initially established as a response to the grammar-translation method, in an attempt to incorporate more utilisation of the second language in guidance/ syllabus instructions.
- f. Krashen, (2003) talked that Lessons in the English as a second language normally start with a conversation by using a modern informal expression in the language intended for acquisition.
- g. Robinson, (2001) defined that the Materials are initially discussed verbally and employ measures or pictures in the direct method of teaching English.

Objectives of the Study

1. To define the benefits of ICT tools in Learning English as a foreign language.
2. To analyse the outcome of Teaching-learning process based on ICT tool used in the English classrooms.
3. To compare traditional teaching aids and modern ICT teaching aids teaching method.

Hypotheses

1. The pupil can learn new thing earlier with the support of ICT tools.
2. The pupil of 21st century feel comfortable with modern technical equipment of teaching-learning process.

Methodology of the Study

The researcher used observation and experimental method for the current study. Ten students are selected from Nutan Mahavidyalaya, Selu as the respondent of the current study. They were taught the four dramas of Shakespeare in the classroom. The respondent were the student of Undergraduate level. The selected four dramas were the comedy of Error, Macbeth, Othello and Hamlet. The researcher selected these four dramas because in Hindi the movies are available for these four dramas-

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Figure No. 1

The respondent were taught these four dramas first in the Traditional classrooms with use the blackboard and chowk. Then after, they were given objective test based on these four dramas with 25 questions. The result of it is given in below comparative chart.

After a week, same group has been selected and they have been asked to watch Hindi movies listed above in the English language lab. One movie on a day. On the fifth day another 25 objective questions, they were given to solve and that is also with using the software super-campus for teachers and students. The result of it also given below:

Sources of Data Collection:
For the current study there were two types of sources are used as:

a. Primary Source:
In Primary source data is collected through experiments and observation done on the selected respondent.

b. Secondary Source:
The data which was available in printed form, on internet in nature of books, journals, thesis both published and unpublished, news, articles etc. are use as the secondary source of the study.


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145
146
147



The Result of the Study

Sr. no.	Name of Respondent	Result of Traditional Method	Result of ICT
01	AMBHORE PALLAVI CHATRAGHAN	60%	100%
02	KAMBLE NEETA MAROTI	65%	100%
03	KHEDEKAR ASHAMATI VASANTRAO	70%	100%
04	MORE SHRADHA KISHOR	55%	90%
05	SHAIKH NILOFAR RASHID	70%	100%
06	TAMBE LATA NAMDEV	60%	100%
07	CHAVAN POOJA SURESH	75%	100%
08	MORE HARI TATERAO	70%	90%
09	KANTULE ANKITA GANESHRAO	65%	100%
10	RODGE ALKA DATTATRAYA	70%	100%

Table no. 01 Comparative Result of the Current Study

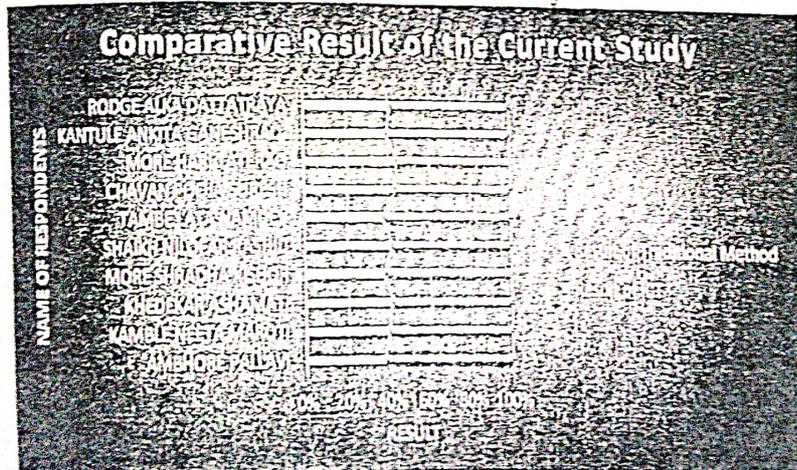


Image no.01 Comparative Analysis of Result Current

Table number 1.1 and fig. number 1.1, are showing the comparative analysis of the current result of the respondent. The result of Traditional method of teaching is not bad. It is also

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in between 50% to 75% of acquisition of English language teaching in the classroom. But the result of observation of movies for the same dramas in ICT class-room is outstanding. For both test multiple choice questions were given, but they captured it in a very well manners with the help of ICT Tools. The finding of current study are given below.

1. Acquisitions of New Knowledge is Easy on ICT Tools:

The survey shows that current generation is interested in the use of all kinds of ICT tools. Hence, they feel very easy to learn through ICT tools. Therefore, it is the first and foremost finding of the study that acquisition of new knowledge through ICT tool is easy for the students.

2. Mobile in the Classroom/ off Classroom:

The pupil of modern era are addicted with the mobiles. Most of students, we can say more than 95% students have their own Android Mobile. They are techno-savvy. Hence it is found that if they are permitted for using mobile in the classroom as supporting teaching aids, good result is there.

3. Movies are More effective tools of the Learning:

Learning through entertainment is the best method to get acquisition of any new knowledge. Specially, learning foreign language, it needs most time to give for listening skill with observation. Movies give a good chance for both, therefore, movies are most effective tools in learning English language as a Second language in India being a bilingual country.

4. Combination of Various Student centric Method are useful in the English Classroom:

Teaching-learning process must be student centric method. Not only, single method will give good result, combination of different method will give good result. Following image will show the methods used by researcher being a teaching faculty of undergraduate level for teaching English in the Classroom:

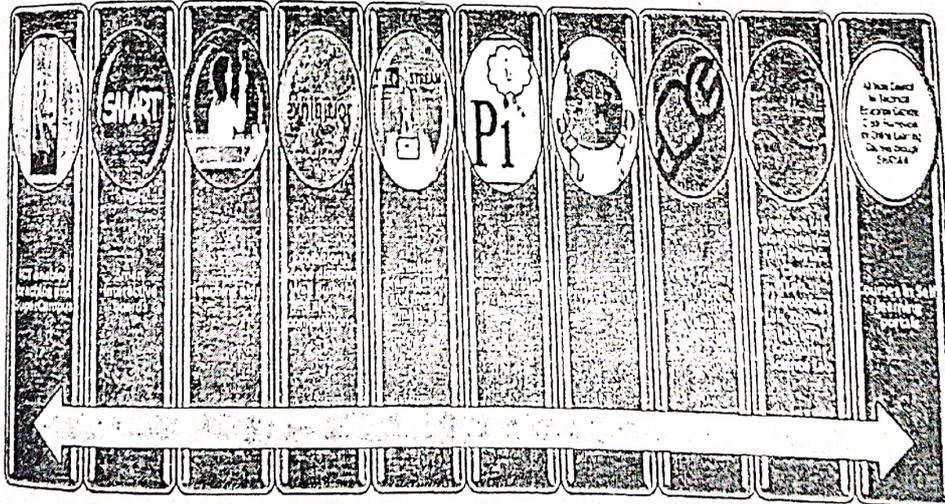


Image No. 02: Student Centric Teaching-learning Methods of NMS
Suggestions of the Study

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1. Considering the need of current era, technical era, the use of modern technical tool must be more in the English Classrooms.
2. Mobile should be allowed in the classroom to use the students' software like super campus by MKCL Maharashtra in the English Classrooms to acquire the knowledge of English Language in bi-lingual countries as India. The image of practical experiment done for the current study is given in fig no. 03:

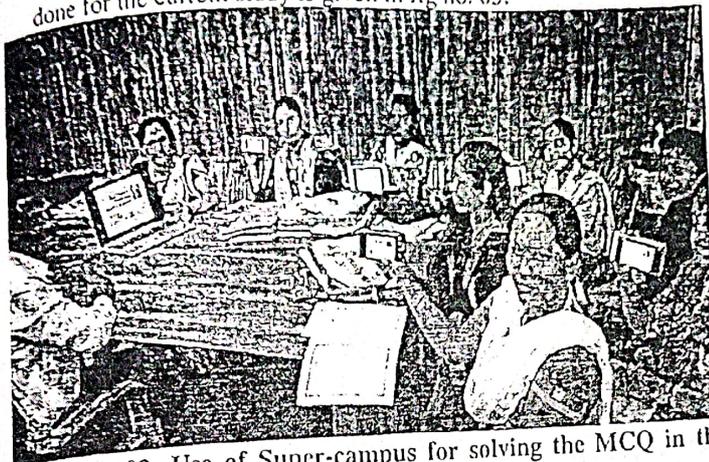


Image no. 03- Use of Super-campus for solving the MCQ in the current research work for Result (of the selected respondent)

3. Teachers of English must be aware of exciting soft-wares of English in India.
4. Movies related to teaching text are available on you-tube or other internet sources, they all should be used as a teaching aid in the English classrooms.
5. Hi-tech English language lab must be developed with the support of Government of India.
6. There are various schemes of Government of India which will help for the funding of ICT under Digital India.

Conclusion

Thus, Digital India, the concept of Indian Prime Minister Hon Modiji, will help for the Digital Classrooms and ICT based teaching-learning in Indian classrooms. Mobiles are commonly used ICT tool by the students. Though you restrict them, they use it in the classroom, then it is better to allow them to use it in the classrooms. They will use it happily and with enjoyment, they will acquire English in a proper way and will get good result of the classroom teaching as found in the English classrooms of Nutan Mahavidyalaya, Selu.

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