

IMPACT OF BLENDED LEARNING ON ENGLISH LANGUAGE SKILLS OF SCHEDULED TRIBE STUDENTS OF ALLURI SEETARAMARAJU DISTRICT, ANDHRA PRADESH

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Abstract

This paper presents a study of blended learning on English Language Skills among Scheduled Tribe Students of Alluri Seetaramaraju District in the State of Andhra Pradesh - Blended learning represents an educational environment for much of the world which includes technological as well as traditional issues to be considered in terms of day to day changes in the world of society – Variables like Sex, Locality, Sub-caste of Scheduled Tribes, Parental Social Status and Parental Educational Qualifications are studied – Blended Learning on English Language Skills tool administered among the selected subjects – Results are discussed and overall the study is disclosed by the Scheduled Tribe Students believed that English Language Skills can be achieved successfully through the process of Blended Learning.

Keywords: Blended Learning – English Language Skills – Sex, Locality, ST Sub-caste, Parental Social Status

And Parental Educational Qualifications

Introduction

The present research is done on the subject of proficiency in English language through blended learning among tribal students. First we need to know about 'blended learning'. Here 'blended learning' is means mixed learning. But its terminology is still not clearly defined in this modern world. However, researchers have defined 'blended learning' in a number of ways to make sense to the novice. According to Graham (2005), "blended learning systems" are defined as learning systems that "combine face-to-face instruction with computer-mediated instruction", whereas Poon (2013) reveals that the aim of both delivery methods is to complement each other. Friesen, (2012) went a step further and currently uses the term blended learning to describe the combination of Internet and digital media with established classroom forms, requiring the physical co-presence of teachers and students. Essentially a blended learning model including instructor-delivered content, e-learning, webinars, conference calls, live or online sessions with instructors, and other media and events. Therefore, this research was conducted to determine the extent to which blended learning in English is successful among tribal students.

Key Words : *Blended Learning, Language Learning, Schedule Tribe Students, Language adoptability*

Need for the Study

Launer (2010) stressed that "Language process is highly individual complex". In traditional class

teaching in "Alluri Sitaramaraju" district of the most backward tribal state of Andhra Pradesh, a teacher or team of teachers lectures content while students listen, take notes and participate in class activities. In addition, the tribal students of the region are passive and ready to accept whatever the teacher tells them, as if they were listening to "Kashi Majili" stories without questioning. If tribal boys do not have full understanding of 'English language study', especially due to lack of proper attention and concentration among the instructors, the second reason can be attributed to environment, lack of other skill equipment or defects. Alternatively classroom instruction may be limited but may not be sufficient for individual needs leading to the need for modern technology to meet the needs of all students. Even today, only a small percentage of tribal children come out of their traditional world into the modern world. Many researches show that the lack of proper understanding of English language learning is the reason why tribal boys and girls have feelings of fear, detachment, anxiety etc. Many researches show that the process of 'blended learning' is successful in learning English. This process is already implemented by NCERT in India. Subsequently, this experiment with tribal boys and girls i.e. the extent to which English teaching through blended learning has been successful and the perceptions of tribal students especially in the State of Andhra Pradesh, especially one of the most backward districts of Uttarandhra 'Alluru Seetaramaraju District' tribal students were selected for this research. This study is confined the level of understanding English through Blended Learning.

Previous Literature:

Adas & Bakir (2013); Ghazizadeh & Fatemipour (2017); Grugurovic (2011); Shih (2010) revealed that blended teaching can be used to develop various English language skills, whereas Banditvilai (2016); Liu (2013); Manan, Alias & Pandian (2012); Yoon & Lee (2010) suggested for improving the learning environment. Further Akbarov, Gonen & Aydogan (2018); Ja'ashan (2015); Zhang & Zhu (2018) stressed the need of enhancement of Students' engagement.

The blended learning approach is one of the innovative ways of integrating the advancement of technology into education. In fact simple it is to be understood that blended learning is a combination of self-study activities as well as classes lead by a teacher. This object includes watching, a video story, learning to pronounce new words, doing fun interactive quizzes and reviewing vocabulary and grammar in a digital workbook. Moreover lessons with teacher are based almost entirely on speaking activities and student receive the chance to confirm, produce and practice what he has learnt. Therefore, blended learning offers the student best of both worlds – the flexibility to study where and when he/she want, as well as the support and guidance of highly-qualified teachers, whereas traditional courses tend to follow the classical method in which teacher is the real leader and presents new language. On the other extreme, purely, self-study courses offer to the student only the chance to be presented with new language with lots of exercises, but no confirmation or support from a teacher afterwards. In the present research report four dimensions are taken as the main objectives as part of Blended Learning viz., Technical abilities, Language Access, Independent Learning and Blended Learning Classroom aspects are taken as part of the study.

Sample

The present study is confined to study the level of Blended Learning aspects as mentioned above. The research is confined to 298 Tribal Students of Secondary Schools in Alluri Seetaramaraju District of Andhra Pradesh. Since the research study is proximal and time specific and it is not possible to cover all the Secondary Schools within a short while. Hence, the researcher has distributed the tool among the Tribal Students in and

around Paderu and some parts of Araku Valley. In this research variables like Sex (Male – 180; Female – 118), Locality (Tribal – 79; Rural – 155 and Urban – 64), Sub-caste (Bagata – 67; Gadaba – 69; Jatapu – 58; Konda Dora – 43 and Savara – 61), Parental Social Status (Exmployees – 112; Businessmen – 48; Agriculture – 68 and Labourer – 70) and Parental Educational Qualifications (Graduates – 104; Undergraduates – 63 and Illiterates – 131) are taken for the present study.

Tool

To evaluate the level of blended learning on English Language Skills among Scheduled Tribe Students, a large number of items are prepared and distributed to the Subject experts. After taking all the precautions only twenty items are taken for the study. The tool is also covered with four dimensions with (five statements covered in each dimension) viz., Technical Abilities, Language Access, Independent Learning and Blended Learning Classroom. The option to give opinion viz., SA (Strongly Agree), A (Agree), N (Neutral), DA (Disagree) and SDA (Strongly Disagree) is provided against each statement.

Objectives

- This study is confined to measure the level of Blended Learning on English Language Skills among Tribal Students of Alluri Seetaramaraju District.
- This study is confined to measure the level of relationship between the dimensions viz., Technical abilities, Language Access, Independent Learning and Blended Learning Classroom.
- This study is confined to evaluate the significance difference between the Tribal Students keeping the Sex, Locality, Sub-caste, Parental Social Status and Parental Educational Qualifications are taken into consideration.

Hypotheses

There will be no significance of relationship between the dimensions viz., Technical abilities, Language Access, Independent Learning and Blended Learning Classroom.

There will be no significance of relationship between Tribal Students when their sex is taken into consideration

There will be no significance of relationship between Tribal Students when their Locality is taken into consideration

There will be no significance of relationship between Tribal Students when their Sub-caste is taken into consideration

There will be no significance of relationship between Tribal Students when their Parental Social Status is taken into consideration

There will be no significance of relationship between Tribal Students when their Parental Educational Qualification is taken into consideration

Analysis

Paderu as well as Araku Valley are situated in Alluri Seetaramaraju District (Formerly in the district

of Visakhapatnam) is considered as very most backward areas in the North Coastal Districts of Andhra Pradesh State. The tool has administered among 350 subjects, but 298 subjects are returned with any defects (i.e., Tool covering with unfilled items, blanked or not returned). After processing the data the following are the results obtained.

The processed tool is tested the relationship between the selected dimensions in the following table.

Table 1

Correlation Matrix of Blended Learning on English Language Skills among Scheduled Tribe Students

Dimension	Technical Abilities	Language Access	Independent Learning	Blended Learning Classroom
Technical Abilities	0.1	0.47	0.39	0.28
Language Access		0.1	0.46	0.37
Independent Learning			0.1	0.48
Blended Learning Classroom				0.1

From the above table, it is concluded that all the Dimensions are statistically correlated each other. Further, it is observed that Moderate relationship is found between – Technical Abilities with Language Access, Language Access with Independent Learning and Independent Learning with Blended Learning Classroom. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected.

Further, the study is also examine the significance difference between the Tribal Students in their Blended Learning on English Language Skills taking the Sex, Locality Sub-caste, Parental Social Status and Parental Educational Qualifications as presented in the following tables.

Table 2

Significance difference between different Sexes of Tribal Students

Subject Category	S.D	N	Mean	't'	Remarks
Male Students	20.78	180	74.06	2.07	Significant at 0.05 level
Female Students	22.34	118	79.39		

The above table examines the significance difference between Male and Female Tribal Students in their Blended Learning on English Language Skills. The mean value obtained by Female Students is greater than Male Students. Since, the obtained value of 't' 2.07 is more than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected. Further, Blended learning on English Language Skills is more among Female Students than Male

Students.

Table 3

Significance difference between different Localities of Tribal Students

Category	Sum Squares	d.f	Mean Squares	'F' Value	'p' Value
Between Groups	1,556.553	2	778.276	2.043	0.131
Within Groups	112,382.274	295	380.957		
T o t a l	113,938.827	297			

The above table disclosed the significance level of Tribal Students of different Localities. It is observed that the obtained value of 'F' 2.043 is less than the Table value 19.50 (Henry, E.Garrette, 1961), where as the value of 'p' 0.131 not significant at any level. The following table is proved this contention in detail.

Subject Category	S.D	N	Mean	't'	Remarks
Tribal area Students	20.47	79	69.56	1.97	Significant at 0.05 level
Rural area Students	18.19	155	74.95		
Tribal area Students	20.47	79	69.56	1.26	Not Significant at any level
Urban area Students	21.36	64	73.98		
Rural area Students	18.19	155	74.95	0.32	Not Significant at any level
Urban area Students	21.36	64	73.98		

From the above table, it is concluded that there is significance of mean difference between Tribal and Rural area Tribal Students. Rural area Students possess higher mean than Tribal area Students. Since, the obtained value of 't' 1.97 is more than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, the null hypothesis is stands rejected. This indicates that the Blended Learning on English Language Skills among the Tribal Students residing in Rural areas is more than Tribal area Students.

Further, Tribal Students residing in Tribal areas and Urban areas as well as Rural areas and Urban areas do not differed significantly. Since, the obtained values of 't' 1.26 and 0.32 are not significant at any level. Hence, the null hypotheses formulated for the purpose of the present study are accepted. Further, it is concluded that the Blended Learning on English Language Skills among these category Tribal Students is one and the same.

Table 4

Significance difference between different Sub-castes of Tribal Students

Category	Sum Squares	d.f	Mean Squares	'F' Value	'p' Value
Between Groups	7,812.986	4	1,953.239	4.513	0.001

Within Groups	126,820.353	293	432.834		
T o t a l	134,633.309	297			

The above table disclosed the significance level of Tribal Students of different Sub-castes. It is observed that the obtained value of 'F' 4.513 is less than the Table value 5.63 (Henry, E.Garrette, 1961), where as the value of 'p' 0.001 is significant at 0.05 level. Hence, there needs to go further study. The following table is proved this contention in detail.

Subject Category	S.D	N	Mean	't'	Remarks
Bagata caste Students	19.82	67	69.86	2.6	Significant at 0.01levels
Gadaba caste Students	19.71	69	78.67		
Bagata caste Students	19.82	67	69.86	2.07	Significant at 0.05 level
Jatapu caste Students	21.63	58	77.59		
Bagata caste Students	19.82	67	69.86	1.05	Not Significant at any level
Konda Dora caste Students	21.89	43	65.52		
Bagata caste Students	19.82	67	69.86	0.45	Not Significant at any level
Savara caste Students	21.48	61	68.21		
Gadaba caste Students	19.71	69	78.67	0.29	Not Significant at any level
Jatapu caste Students	21.63	58	77.59		
Gadaba caste Students	19.71	69	78.67	3.18	Significant at 0.01 levels
Konda Dora caste Students	21.89	43	65.52		

Subject Category	S.D	N	Mean	't'	Remarks
Gadaba caste Students	19.71	69	78.67	2.88	Significant at 0.01 levels
Savara caste Students	21.48	61	68.21		
Jatapu caste Students	21.63	58	77.59	2.76	Significant at 0.1 levels
Konda Dora caste Students	21.89	43	65.52		

Jatapu caste Students	21.63	58	77.59	2.37	Significant at 0.05 level
Savara caste Students	21.48	61	68.21		
Konda Dora caste Students	21.89	43	65.52	0.62	Not Significant at any level
Savara caste Students	21.48	61	68.21		

The above table discloses the significance of mean difference between Tribal Students belonging to different Tribal Sub-castes in relation to Blended Learning on English Language Skills.

Bagata Caste students do differed significantly with Gadaba Caste students. The mean value obtained by Bagata Caste Students is less than the mean value obtained by Gadaba Caste Students. Since, the obtained value of 't' 2.6 is greater than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected. This indicates that Blended Learning on English Language Skills is more among Gadaba Caste Students than Bagata Caste Students.

Bagata Caste students do differed significantly with Jatapu Caste students. The mean value obtained by Bagata Caste Students is less than the mean value obtained by Jatapu Caste Students. Since, the obtained value of 't' 2.07 is greater than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected. This indicates that Blended Learning on English Language Skills is more among Jatapu Caste Students than Bagata Caste Students.

Bagata Caste students and Konda Dora Caste Students do not differ significantly. Since, the obtained value of 't' 1.05 is not statistically corroborated. Hence, the null hypothesis is accepted. Further, it is concluded that the Blended Learning on English Language Skills among these category students is one and the same.

Bagata Caste students and Savara Caste Students do not differ significantly. Since, the obtained value of 't' 0.45 is not statistically corroborated. Hence, the null hypothesis is accepted. Further, it is concluded that the Blended Learning on English Language Skills among these category students is one and the same.

Gadaba Caste students and Jatapu Caste Students do not differ significantly. Since, the obtained value of 't' 0.29 is not statistically significant. Hence, the null hypothesis is accepted. Further, it is concluded that the Blended Learning on English Language Skills among these category students is one and the same.

Gadaba Caste students and Konda Dora Caste students do differed significantly. Since, the obtained value of 't' 3.18 is greater than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypothesis is stands rejected. Further, it is concluded that Blended Learning on English Language Skills is more among Gadaba Caste students than Konda Dora Caste Students.

Gadaba Caste students and Savara Caste students do differed significantly. Since, the obtained value of 't' 2.88 is greater than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypothesis is stands rejected. Further, it is concluded that Blended Learning on English Language Skills is more among Gadaba Caste students than Savara Caste Students.

Jatapu Caste students and Konda Dora Caste students do differed significantly. Since, the obtained

value of 't' 2.76 is greater than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypothesis is stands rejected. Further, it is concluded that Blended Learning on English Language Skills is more among Jatapu Caste students than Konda Dora Caste Students.

Jatapu Caste students and Savara Caste students do differed significantly. Since, the obtained value of 't' 2.37 is greater than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, the null hypothesis is stands rejected. Further, it is concluded that Blended Learning on English Language Skills is more among Jatapu Caste students than Savara Caste Students.

Konda Dora Caste students and Savara Caste students do not differed significantly. Since, the obtained value of 't' 0.62 is not significant at any level. Hence, the null hypothesis formulated for the purpose of present study is accepted. Further, it is concluded that Blended Learning on English Language Skills among these category students is one and the same.

Table 5

Significance difference between Tribal Students whose parents possessing different Educational Qualifications

Category	Sum Squares	d.f	Mean Squares	'F' Value	'p' Value
Between Groups	3,089.356	3	1,029.785	2.656	0.049
Within Groups	113,997.754	294	387.747		
T o t a l	117,087.110	297			

The above table disclosed the significance level of Tribal Students whose parents possessing different educational qualifications. It is observed that the obtained value of 'F' 2.656 is less than the Table value 8.53 (Henry, E.Garrette, 1961), where as the value of 'p' 0.049 is significant at 0.05 level. Hence, there needs to go further study. The following table is proved this contention in detail.

Subject Category	S.D	N	Mean	't'	Remarks
Employee Parents	16.95	112	74.96	2.22	Significant at 0.05 level
Businessmen Parents	22.49	48	66.93		
Employee Parents	16.95	112	74.96	1.79	Not Significant at any level
Agriculture Parents	21.36	68	69.52		
Employee Parents	16.95	112	74.96	0.006	Not Significant at any level
Labourer Parents	20.06	70	74.98		
Businessmen Parents	22.49	48	66.93	0.62	Not Significant at any level
Agriculture Parents	21.36	68	69.52		
Businessmen Parents	22.49	48	66.93	1.99	Significant at 0.05 level

Labourer Parents	20.06	70	74.98		
Agriculture Parents	22.49	68	69.52	1.55	Not Significant at any level
Labourer Parents	20.06	70	74.98		

The above table examining the significance of mean difference between Scheduled Tribe Students keeping their Parental Social Status is taken into consideration.

There is significance of mean difference between Scheduled Tribe Students whose Parents are Employees and Businessmen. Since, the obtained value of 't' 2.22 is more than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected. This indicates that Scheduled Tribe Students whose Parents are Employees possess higher mean than Scheduled Tribe Students whose parents are Businessmen. This indicates that English Language Skills through Blended Learning is more among Employee Parents than Businessmen Parents.

There is no significance of mean difference between Scheduled Tribe Students whose Parents are Employees and Agriculture. Since, the obtained value of 't' 1.79 is not statistically corroborated. Hence, the null hypothesis formulated for the purpose of the present study is accepted. This indicates that the Blended Learning on English Language Skills among these categories of Scheduled Tribe Students is one and the same.

There is no significance of mean difference between Scheduled Tribe Students whose Parents are Employees and Labourer. Since, the obtained value of 't' 0.006 is not statistically significant. Hence, the null hypothesis formulated for the purpose of the present study is accepted. This indicates that the Blended Learning on English Language Skills among these categories of Scheduled Tribe Students is one and the same.

There is no significance of mean difference between Scheduled Tribe Students whose Parents are Businessmen and Agriculture. Since, the obtained value of 't' 0.62 is statistically insignificant. Hence, the null hypothesis formulated for the purpose of the present study is accepted. This indicates that the Blended Learning on English Language Skills among these categories of Scheduled Tribe Students is one and the same.

There is significance of mean difference between Scheduled Tribe Students whose Parents are Businessmen and Labourer. Since, the obtained value of 't' 1.99 is more than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected. This indicates that Scheduled Tribe Students whose Parents are Businessmen possess less mean than Scheduled Tribe Students whose parents are Labourer. This indicates that English Language Skills through Blended Learning is more among Labourer Parents than Businessmen Parents.

There is no significance of mean difference between Scheduled Tribe Students whose Parents are Agriculture and Labourer. Since, the obtained value of 't' 1.55 is not statistically corroborated. Hence, the null hypothesis formulated for the purpose of the present study is accepted. This indicates that the Blended Learning on English Language Skills among these categories of Scheduled Tribe Students is one and the same.

Significance difference between Tribal Students whose parents possessing different Educational Qualifications

Category	Sum Squares	d.f	Mean Squares	'F' Value	'p' Value
Between Groups	2,498.581	2	1,249.290	3.279	0.039
Within Groups	112,397.447	295	381.008		
T o t a l	114,896.028	297			

The above table disclosed the significance level of Tribal Students whose parents possessing different educational qualifications. It is observed that the obtained value of 'F' 3.279 is less than the Table value 19.50 (Henry, E.Garrette, 1961), where as the value of 'p' 0.039 is significant at 0.05 level. Hence, there needs to go further study. The following table is proved this contention in detail.

Subject Category	S.D	N	Mean	't'	Remarks
Graduate Parents	19.64	104	73.54	1.31	Not Significant at any level
Under-graduate Parents	21.39	63	69.19		
Graduate Parents	19.64	104	73.54	1.3	Not Significant at any level
Illiterate Parents	18.46	131	76.79		
Under-graduate Parents	21.39	63	69.19	2.42	Significant at 0.05 level
Illiterate Parents	18.46	131	76.79		

The above table clearly indicates that Graduate Parents and Under-graduate Parents of S.T. Students do not differed significantly. Since, the obtained value of 't' 1.31 is statistically insignificant. Hence, the null hypothesis formulated for the purpose of the present study is accepted. Further, it is also concluded that Blended Learning on English Language Skills among these category students is one and the same.

Verification of Scheduled Tribe Students is that Graduate Parents and Illiterate Parents of S.T. Students do not differed significantly. Since, the obtained value of 't' 1.3 is not statistically corroborated. Hence, the null hypothesis formulated for the purpose of the present study is accepted. Further, it is also concluded that Blended Learning on English Language Skills among these category students is one and the same.

Verification of Scheduled Tribe Students in respect of Under-graduate Parents and Illiterate Parents do differed significantly. Since, the obtained value of 't' 2.42 is greater than 1.96 but less than 2.58, which is significant at 0.05 level. Hence, the null hypothesis formulated for the purpose of the present study is stands rejected. It is interesting to note that Blended Learning on English Language Skills is more among Scheduled Tribe Students whose parents are Illiterates than Scheduled Tribe Students whose parents are Under-graduates.

Discussion and Conclusions

Blended learning is specifically aimed at developing the English language Skills, and product. But in

general it is constantly developing, refining, filling. Accordingly useful fresh ingredients Students' evaluation of the course affects its content and organization greatly. The observations presented in the article are not an exhaustive list of issues. But there is much more to be discovered. Proficiency in English not only depends on the psychological concepts of the students but also the skill ability of the teachers in the classroom and other factors should be considered. In the present study the following the results are arrived at.

There is positive and significant relationship between the Dimensions viz., Technical abilities, Language Access, Independent Learning and Blended Learning Classroom.

There is significant difference between different Sexes of Tribal Students. Female Students possess better in their Blended Learning on English Language Skills than Male Students.

The results of the study keeping the Locality of Tribal Students are taken into consideration. (a) Scheduled Tribe Students residing in Rural Areas possess better in their Blended Learning on English Language Skills than Tribal area Students. (b) Scheduled Tribe Students residing in Scheduled Tribe areas and Urban areas in their Blended Learning on English Language Skills is one and the same. (c) Scheduled Tribe Students residing in Rural areas and Urban areas in their Blended Learning on English Language Skills is one and the same.

Regarding verification of results in respect of Sub-castes of Scheduled Tribe Students is presented. (a) There is significance of mean difference between Bagata and Gadaba Caste students. Bagata Caste students possessed less mean value than Gadaba Caste students. (b) There is significance of mean difference between Bagata and Jatapu Caste students. Bagata Caste students possessed less mean value than Jatapu Caste students. (c) There is no significance of mean difference between Bagata and Konda Dora Castes. This indicates that Blended Learning on English Language Skills among these category students is one and the same. (d) There is no significance of mean difference between Bagata and Savara Castes. This indicates that Blended Learning on English Language Skills among these category students is one and the same. (e) There is no significance of mean difference between Gadaba and Jatapu Castes. This indicates that Blended Learning on English Language Skills among these category students is one and the same. (f) There is significance of mean difference between Gadaba and Konda Dora Caste students. Gadaba Caste students possessed higher mean value than Konda Dora Caste students. (g) There is significance of mean difference between Gadaba and Savara Caste students. Gadaba Caste students possessed higher mean value than Savara Caste students. (h) There is significance of mean difference between Jatapu and Konda Dora Caste students. Jatapu Caste students possessed higher mean value than Konda Dora Caste students. (i) There is significance of mean difference between Jatapu and Savara Caste students. Jatapu Caste students possessed higher mean value than Savara Caste students. (j) There is no significance of mean difference between Konda Dora and Savara Castes. This indicates that Blended Learning on English Language Skills among these category students is one and the same.

Regarding verification of results in respect of Parental Social Status of Scheduled Tribe Students is presented. (a) Scheduled Tribe Students whose parents are Employees and Businessmen do differed significantly. The mean value obtained by Employees children is better than Businessmen children. (b) Scheduled Tribe Students whose parents are Employees and Agriculturists do not differ significantly. This shows the Blended Learning on English Language Skills among these category students is one and the same. (c) Scheduled Tribe Students whose parents are Employees and Labourers do not differ significantly. This

shows the Blended Learning on English Language Skills among these category students is one and the same. (d) Scheduled Tribe Students whose parents are Businessmen and Agriculturists do not differ significantly. This shows the Blended Learning on English Language Skills among these category students is one and the same. (e) Scheduled Tribe Students whose parents are Businessmen and Labourers do differed significantly. The mean value obtained by children of Labourers is greater than children of Businessmen. (f) Scheduled Tribe Students whose parents are Agriculturists and Labourers do not differ significantly. This shows the Blended Learning on English Language Skills among these category students is one and the same.

Regarding verification of results in respect of Parental Educational Qualification of Scheduled Tribe Students is presented. (a) Graduate Parents and Under-graduate Parents of Scheduled Tribe Students do not differed significantly. This shows the Blended Learning on English Language Skills among these category students is one and the same. (b) Graduate Parents and Illiterate Parents of Scheduled Tribe Students do not differed significantly. This shows the Blended Learning on English Language Skills among these category students is one and the same. (c) There is significance of mean difference between Under-graduate Parents and Illiterate Parents. It is interesting to note that children of Illiterate Parents possess is better in their English Language Skills through Blended Learning process than children of Under-graduate parents.

The overall conclusion is that Scheduled Tribe Students in respect of Female, Residing in Rural Areas, Gadaba and Jatapu Sub-castes, Children of Labourer and Employees and Illiterate Parents possess better in their English Language Skills through Blended Learning activities.

Blended learning allows students to practice all four language skills: reading, writing, listening, and speaking. One big challenge of teaching English online is that although students can practice speaking and listening, it's more difficult to provide them with reading and writing practice. In the recent times Blended Learning indicates spreads number of ways viz., Unboxing Videos, Product reviews, Children's Book introduction, Karaoke party, Cooking Class Project. Blended Learning activity is especially suitable for not only for working professionals but also very useful to the Learners.

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