

CHAPTER III

PROCEDURE OF THE STUDY

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CHAPTER- III

PROCEDURE OF THE STUDY

3.0.0 Introduction

In the earlier chapter, the researcher has taken a review of the researches regarding the use of multimedia packages in teaching in general as well as in teaching English particular undertaken by some of the investigators. The researcher has shown how his present research is a different one from those researches.

The first step in any investigation would be to fix up the procedure of conducting research. The accuracy of results and validity of conclusions would depend upon the procedure followed for collecting data. So an investigation procedure of collecting data is a very important step. It requires careful consideration. According to the nature of the present study the method adopted in this study was the Experimental method.

The present chapter is divided into eight major sections they are as follows.

- i. The experimental method
- ii. Experimental designs and selection of the design.
- iii. Controls for validities of the design.
- iv. Independent and dependent variables.
- v. Preparation for the experiment
- vi. Sampling.
- vii. Description of the tools.
- viii. Implementation of programme.

The purpose of the study:

The purpose of the study was to find out the effect of Multi Media Packages on the comprehension English poetry in teaching learning process. Basically to ensure the functional relations in experimental method.

3.1.0. The Experimental Method:

The experimental method is generally regarded as the most sophisticated research method in education. Despite its scientific method in modern bio-logical experiments in laboratories.

In the word of W. S. Moriro and M. D. Engelhast-

"Experiments is the name of given the type of educational research in which a child or group of children is subjected during the period of inquiring and observes the resulting achievement"

J. W. Best describes if a experimental research is the description and analysis of "what will be? What will occur? Under carefully controlled conditions" Thus the key words in an experimental research are.

- 1] What will be?
- 2] What will occur?
- 3] Carefully controlled conditions

3.1.1 Essences of experimental Research:

"The essences of an experiment may be described as observing the effect on a dependent variable of the manipulation of an independent variable"

- Festinger

The main uses of experimentation in education are:

1] Determining and evaluating the adequacy and effectiveness of educational aims and objectives through the measurement of out come.

2] Serving as basis for the formulation, execution and modification of educational policies and programmes.

3] Ascertaining the effect of any change in the normal educational programmes and practices however, the researcher has to think of four essential characteristics of experimental research. They are-

i] Control

ii] Manipulation

iii] Observation

iv] Replication

In the present study, the efficacy of the present 'Multi Media' packages was to be measured in terms of teaching performance and pupils' for this achievement the researcher proposed to use the experimental method.

By constructing an efficient research design the investigator had to make an attempt to minimize the error variance in experimental research and the control of extraneous variables. In this present research 1] Physical controls 2] Selective controls. 3] And statistical controls are tried to control.

1] Physical controls:

The researcher selected two groups for E.G and C.G from rural, Marathi Medium school from STD IX by giving them a achievement test of 50 marks for equalization of the groups. This included both boys and girls of 14th 15-year age group.

ii. Selective control

The researcher used the Multi Media Packages for teaching of English poetry for E. Group, and for control group he used only traditional method of teaching English poetry for C group.

The post tests given to both the groups that was prepared considering the difficulty level of the students and teachers of other schools. Some corrections were done as the difficulty level of question, and some modifications were done according to the guidance of expert. In simple language questions were framed.

iii. Statistical Control:

The researcher used the statistical measures like mean, mean-difference, S.D. and 't' value of Tests given to the groups. The researcher converted Row Scores, into Derived scores and standard scores to analyse the data collected. By comparing means difference analyse and SD effects were observed.

3.1.2. Sampling Designs:

Sampling is the unique part of the strategy of research.

1. Randomization:

As it is very difficult to exercise complete control effects were made to assigns cases in experiment and control groups randomly.

The researcher selected two groups for experiment randomly. The two groups from two divisions of IX standard were selected. There were 40 student in each division. The achievement test was given to Eighty students. First researcher made an alphabetical order list of each division. Then he arranged the scores under 'A' and 'B' coloum as -e.g

A	B
40	39
38	37
36	35

Fig. No. 3.1

And made two groups. by tossing the researcher selected 'E' and 'C' groups. In each grow there were thirty students in this way 75 per cent students were selected randomly.

2. Replication

The researcher had conducted a number of sub-experiments while using 'Multimedia Packages'. Within the frame work of an over all experiment

3.2.0 Experimental Design

An experimental design provides the researcher an opportunity of comparisons required by the hypotheses of experiment it enables the researcher to make meaningful

interpretation of the results of the study with the help of statistical analysis of the data.

Experimental designs vary in complexity and adequacy. The selection of particular design depends up on such factors as the nature and purpose of the experiment the type the variables to be manipulated. The nature of data, the facilities or the conditions for carrying out the experiment and the competence of the experimenter. Research designs can be broadly classified as:

1. Pre experimental design.
2. True experimental design.
3. Factorial design.
4. Quasi-experimental design.
5. Time series design.

No design solves all the problems. The nature of problem determines which type of design is most appropriate and applicable how the design should be used to meet the requirements of the experiment. While the designs resemble one another from the point of view of purpose and their adherence to the principle of experimentation, they differ in the degree of accuracy with which they attack the problem or meet the essential criteria of control manipulation, observation and replication.

Experimental Designs:

There are four experimental designs-

- A) Two Groups, Randomized subjects, Post test only design.
- B) Two groups, Randomized Matched subjects, Post test only Design.
- C) Randomized Groups Pre-test-post-test-test Design.

1. The Randomized Solomon Three Groups Designs:

It is one of the simplest and most powerful experiment designs. The available subject are assigned to two groups through randomization which controls for subjects are assigned two, groups through randomization which controls for possible relevant extraneous variable no Pre-test is used and the random assignment of subjects assures that any initial differences between the groups are attributable only chance. The two random samples from designed population are obtained in two ways.

- i. Subjects may be drawn individually at random and assigned alternative to the groups or
- ii. Two different random samples may be selected first and the groups are assigned randomly to the experimental or control condition by the flip of a coin. The experiment group alone is exposed to the experimental treatment. After end of the experiment subjects of both the groups are measured on the dependent variable T. Z. the means of the two groups are compared with help of appropriate statistical test of significance.

Considering above merits of the post-test only control group design the researcher decided to select the same for his study.

3.2.1 Design:

Two Groups Randomized subjects post-test only Design.

In this design there were two groups, one experimental and the other control. The experimental group experimented treatment of multimedia packages in teaching English poetry and while the control group only traditional method of teaching English

poetry. Not us Multimedia Packages. The use of control groups takes care of history and Maturation. Group assignment was made on the random basis, which controlled selection and mortality. Achievement was given for equalization of groups posttests were administrated so the interactions between testing and treatment were controlled. Thus many threats to validity were controlled in this design.

X	O1		
R	O2		
Randomly assigned group	Independent variable		Post test
R			
EG	Teaching through multimedia Package		T.2
CG	Teaching through conventional Method		T.2

3.2.2 Group design internal and external validities.

Validity of the Design used:

In the present study the attempt had been made to obtain a balance between internal and external validity as-

- a. Statistical conclusion validity
- b. Internal validity
- c. Construct validity of cause and effect
- d. External validity

Careful attempt had been made in this study to control the sources of invalidity and using appropriate techniques. How this was done has been described below.

3.2.2. Controls for Internal Validity

The eight classes of extraneous variables identified by Campbell and Stetler, which function: as the sources of invalidity are

1. History
2. Maturation
3. Testing
4. Instrumentation
5. Regression
6. Selection
7. Mortality
8. Interaction of selection and Maturation.

3.2.2. I. History

History refers to events occurring in the environment at the same time the experimental variable is being tested specially. Materials conditions and procedure used as then the experimental expects of the variables manipulated must be identical. As a part of design selected control group was locked which took care of history.

3.2.2.II. Maturation

Maturation refers to the processes of changes within the experimental subjects are fatigue, hunger, loss of interest. The changes are biological and psychological from within and external sources as location, duration of experiment etc.

As the duration of experiment was just seventeenth days. There was less possibility of change in short period in dependent variables.

Every day the researcher gave experiment of one hour hence these was no problem of fatigue or loss of interest. Besides during the time of experiment teaching aids were used so attention of the students were less diverted.

The control group set also had the same maturational and developmental experiences. Thus maturation was controlled.

3.2.2. III. Testing :

Testing refers to the effect of taking a pretest on post test performance of individuals if the test are identical.

The researcher used post test, which were carefully made on each poetry. There was no pretest.

3.2.2.IV Instrumentation.

Instrumentation refers to changes that occur in the measurement or observation procedures during on experimental change may occur because of testing condition.

The same testing tool was used to control it.

3.2.2. V. Regression.

When groups are chosen on the basis of extreme scores on a particular variable, problems of statically regression occur. The lack of perfect correlation it due of the unreliability of tests.

The groups of extreme scores were not selected. The sample was not purposive. it was random, as well as 'T' test was given to sample, hence there was no problem of regression.

3.2.2.VI. Selection-

Differential selection of subjects group, variables and treatment.

3.2.2.VII. Mortality

It is related to the loss of subjects during an experiment and also the condition of the experiment.

In order to check morality personal appeal was made to the student in the both the groups. There was no question of neglecting learning, as it was part of their study. It was pointed out to them that the work done for the experiment would be continuous as a part of their text poetry learning. This helped maintain his motivation level in all the two groups till its end.

3.2.2.VIII Interaction of selection and Maturation.

Interaction effects are attributable to selection and maturation of affect internal validity. The sources of invalidity might be a selection, maturation interaction.

The duration of the experiment was very short. 17 days of each group most of the combined sources of invalidity of selection and maturation was controlled.

To summarize this sample was unbiased. The duration was less as stated earlier and the experimental conditions were not leading to the lack of interest and fatigue. The use of control group ensured that there would not be interaction effect. Thus the interaction effect due to age, intelligence, sex and time were eliminated. Accountability was also considered.

3.2.2.IX Controls for external validity.

The researcher observed external validity by considering four factors related to external validity as

A. Interaction of testing and treatment.

Pre test may have effects confused. With treatment effects and can engender attitudes and intellectual skills. Which would remain latent without the occurrence of post test.

In this present study the achievement test was given to equalization of groups. Pre test was not used only same post test was given so effects of interaction of testing and treatment were out of questions.

B. Interaction of selection and Treatment:

This is one of the threats to external validity, which should be sources of concern to the researcher hence. He took special care of control this threat. The two factors.

- a. A question about representatives of the sample and
- b. A possibility of interaction between treatment and subjects, setting and times, as well as used packages. These factors may affect.

3.2.2.X Variables:

Variables considered in this study were of three types.

- i. independent variables
- ii. dependent variables
- iii. moderator variables.

They were observed as below.

3.2.2.XI Independent variables.

Independent variables were inputs. They were measured, manipulated to determine the relationship and they could affect other variables in the present study were.

1. Teaching of poetry using Multimedia packages to EG

2. Teaching of poetry with traditional method to CG
3. Teaching strategy.

The researcher had planned to use Multimedia packages he had analyzed six poems. He has care fully made MMP on each poem according to poetic concept.

3.2.2.XII-A Dependent variables:

It was a response variable or output it was measured to determine the effect of the independent variables were as:

- i. Teaching performance
- ii. Pupils achievement
- iii. Students reactions.

Teaching performance in stimulated condition and teaching performance in real class situation and pupils Achievement, as the scores achieved on achievement Test were observed.

However, the selected sample representative and had been ensured through use of appropriate sampling procedure. Thus the interaction effects of selection and treatment were eliminated.

3.2.2.XII-B Reacting Arrangements:

The arrangement of the experiment or the experience of participating in it may create sufficient artificiality. But the question is whether it is possible in practice to obtain permission to assign subjects randomly. In field setting the task is much more difficult because of environment of interest and the subjects themselves.

Moreover, superior achievement of experimental group may be attribution to the novelty of method of instruction and motivation.

To avoid the effect of these extraneous factors care was taken that experimental group as well as C group was accommodated in a similar situation. Above all a random sampling and assigning groups to treatments randomly can be the remedy for all such threats.

3.2.2.XII-C. Multiple Treatment Interference:

It is more difficult to avoid differences in the desirability of different treatment in study. To avoid the effect of like wise unnecessary, burden, inconvenience, and frustration for subjects these were all avoided, special care was taken while providing treatment.

3.2.2.13. Moderator variable:

The moderator variables like, intelligence abilities sex, Age, classroom situation controlled by intelligence test and score.

After finagling the variables the preparation for the experiment was made, it is described in the next pages of this chapter.

3.3.0 Preparation for the Experiment:

After the determination of the variables necessary preparation required for the conduct of the experiment was made. It included the following.

- 1] Consent of the authorities concerned
- 2] Support material needed

- 4] Try out
- 5] Determination of the suitable period for the experiment
- 6] Orientation- Taste of the functions inters observer reliability.
- 7] The time schedule of the experiment

All these factors were involved at the preparatory stages. They are further described in details.

3.3.1 Consent of the authorities concerned:

For the real class room teaching, students from IX standard were needed. Hence the Head master of the Karanjkhop was requested to kindly make available the students of IX Standard for the course of time. He kindly accepted request and co-operated me.

3.3.2. Support Material Needed.

Achievement Test, Multi media packages on six poems and post test on six poems. It was neatly written and cyclo-typed copies were kept ready. As well as Tape recorder, taped-poems. HPO and faunal board were kept ready. The ready-made cassettes made by secondary Education Board Pune were made available.

Testing Material - Tools

Testing Materials including content check up a achievement Test was kept ready. It was of 50 marks. On each poem 10 marks test was also kept ready.

The researcher made a checklist in order to know the student's opinions about the use of Multi Media Package.

3.3.3. Description of the tools.

- A) Achievement Test
- B) Post Test
- C) Check list
- D) The nullhypothesis

A) Achievement Test-

The achievement Test of 50 marks was made by the researcher according to the objectives, knowledge, understanding, application, and skills to test the general ability of the students. Blue print was first prepared.

B) Post Test

In order to measure the effect of Multi Media Package on each poem the researcher had made 10 Marks Test on each poem. Blue print was first prepared. It has two dimensions objective dimension and content dimension.

The objectives of the tests were determined and weightage was given as in table no. 3.3.3.(i)

Table- 3.3.3 (i)

Weightage to objectives on each poem test

Sr No	Objectives	Marks	percentage
1	Knowledge	2	20
2	Understanding /Comprehension	4	40
3	Application	4	40
	Total	10	100

In the hierarchical order of the objectives understanding and application was given more weightage. It was 40 percent each. 20 per cent weightage was given to knowledge.

The objectives were tested with simple factual questions, complex factual questions and self expression (response questions)

To avoid the subjectivity in assessment the objectivity of answers were considered.

The questions in the each test was selected considering poetic concepts, poetic ideas, theme, poetic imagination and poetic diction like rhyme, repetition etc.

Blue print of each poem test is given in chapter IV in detail.

2. Check list.

The researcher had made a check list to know students opinions about the use of Multi Media Package in experiment.

Whether the Multi Media Packages helped the students in comprehension of poetry ? with the help of the check list students opinions were collected.

Table 3.3.2.(ii)

Check List

Is Multi Media Package helpful for comprehension of English poem ? Give your opinion. Yes/No.

(Make or x Marks

Sr. No	Name of the Student	Option	
		Yes	No
1	X Y Z		
2			

(Note- A scale to Test students willingness is given in appendix NO. 8)

D. The Null hypothesis

Experimenters have found the null hypothesis as useful tool in testing the significance of different. In its simplest form

this hypothesis asserts that is no true difference between two population means and that the difference found between sample means is therefore, accidental and unimportant. The null hypothesis is a kin to the legal principle that a man is innocent until he is proved guilty. It constitutes a challenge and the function of an experiment is to give the facts a chance to refute (or fail to refute) this challenge.

The SE of the difference between two independent means.

To discover whether two groups differ sufficiently in mean performance to enable us to say with confidence that there is a difference between the means of the populations from which the samples were drawn, we need to know the standard error of the difference between the two sample means. Two situations arise with respect to difference between means.

- a. Those in which the means are uncorrected. And
- b. Those in which the means are correlated. Means is uncorrected or independent when computed from different samples or from uncorrected tests administered to the same sample.

1. The SE of the Difference (σ_D) when means are uncorrelated and samples are larger

The formula for the SE of the difference between uncorrelated or independent means is

$$\sigma_D = \sigma(M_1 - M_2) = \sqrt{\sigma_1^2 M_1 + \sigma_2^2 M_2}$$

$$\sigma_D = \sqrt{\frac{\sigma_1^2 + \sigma_2^2}{N_1 + N_2}}$$

(Standard error of the difference between uncorrelated means)
in which.

σ_{M1} = the SE of the mean of the first sample

σ_{M2} = the SE of the mean of the second sample

σ_D = the SE of the difference between the two sample means

N_1 and N_2 = sizes of the two samples.

Formula (56a)

1) $SE_M = \text{or } \sigma_M / SD =$

$$SD = \sqrt{\frac{\sigma_1^2}{N^2} + \frac{\sigma_2^2}{N^2}}$$

Formula :

$$t = \frac{MD}{SEMD}$$

MD = mean difference

SEMD = Standard Error of Mean difference

$$= \frac{S_{Dd}}{\sqrt{N}}$$

Levels of significance

Whether of difference is to be taken as statistically significant or not depends upon the probability that the given difference could have arisen "by chance" It also depends upon the purposes of experiment. Usually a difference is marked ' Significant' when the gap between two sample means point to or

significance a real difference between the parameters of the population from which our samples were drawn.

Before a judgment of significant or non-significant is made some critical point or points must be designated along the probability scale, which will serve to separate these two judgment categories. After same time, it must be stressed that judgments concerning difference are near about, but on the contrary range a scale of probability confidence increasing as the chances, of wrong judgement decrease.

Experimenters and research workers have for convenience chosen several arbitrary standards- called levels of significance of which the .05 and .01 levels are most often used. The confidence with which an experimenter rejects or rejects or retains a null hypothesis depends up on the level of significance adopted. From table A we read that ± 1.96 mark of points along the base line of a normal. distribution to the left and right of which lie 5%(2 1/2 % at each end of the curve) of the cases. When a CR is ± 1.96 or more, we may reject a null hypothesis at the .05 level of significance on the grounds that not more than once in 20% repetitions of the same experiment would a difference as large as or larger than that found arise- if the true difference were zero. The CR of 1.17 in our problem falls short of ± 1.96 (does not meet the .05 level) and accordingly the null hypothesis is retained. Generally speaking the level of significance which he will accept is set by an experimenter before he collects his data. It is not good practice to shift from a higher to a lower standard after the data are in the .01 level of significance is more exacting than the .05 level. From table A we know the ± 2.586 mark off points to the left and right of which

lie 1% of the cases in a normal distribution. If the CR: is 2.58 or higher than we reject at the null hypothesis at .01 level on the grounds that not more than once in 100 trials would a difference of this size arise if the true difference were zero.

(i. e if $M_{pop1} - M_{pop2} = 0.00$)

The significance of a difference may also be evaluated setting up confidence intervals for the population difference as was done for the m_{pop} . The limits specified by $D \pm 1.966 D$ define the .95 confidence interval for the population difference, and $D \pm 2.586 D$ define the .99 confidence interval for the true difference. This is a fairly wide range and fact that it extends from minus to plus through zero shows clearly that the true D could well be zero. Acceptance of a null hypothesis always means that zero lies within the confidence interval with which we are working.

Errors in making inferences:

In testing hypothesis two type of wrong inference can be drawn and must be reckoned with by the research worker what are called type-I and type-II errors may be described as follows.

Type-I errors are made when we reject a null hypothesis by marking a difference significant. Although no true difference exists

Type-2 errors are made when we accept a null hypothesis by marking a difference not significant, when a true difference actually exists the distinction between these two kinds of error can perhaps be made clear in the following way suppose that the difference between two population means is actually zero. If our test of significance in population means is significant we

make a Type-I error on the other hand suppose there is a true difference between two population means. Now if our test of significance leads to the judgement "not significant" we commit a Type-II error

3.4.0 The conduct of the Experiment

i) Try out

After the preparation two groups were in scuttled by the researcher about the procedure of the experiment and its out line

ii) Determination of the suitable period for the experiment

It was determined to conduct the experiment in the academic year-2001-2002. As it was part of IX English syllabus. In the mean while Achievement test, post-test on each poem multi media packages and analysis of poem in Std. IX was done

For the success of the experiment, the experiment was conducted as the, Annual planning and month wise planning of syllabus. It took seventeenth days to complete the experiment. The detailed description of every day activities i.e. the (researcher task) teacher's activities, student's activities support material data colled are given in this section.

It was a great satisfaction to the researcher that all the student in E.G and C.G gave active participant in experiment

The programme was continuously worked out as per given schedule with no discontinuity of any sort. Entire programme is given in chart.

3.4.1 Daywise programme: For Experimental group

I The researcher's tasks:

Day-1 since it was the first say of the programme the researcher's task was manifold. It included the following major items.

- i) Introduction of the course in general
- ii) Common instruction to the students in both the groups
- iii) Preparation of experiment for successive days
- iv) Make proper use of multimedia packages in teaching of E.G.

1] Introduction of the course in general

The researcher prepared a synopsis of the topics to be discussed with the students.

The researcher gave a comprehensive talk on the purpose method, student's task, and the experiment subject.

ii] Common instructions to the student/participant

The second vital problem before the researcher was to get/seek heartily co-operation and active-involvement of the student in the experiment hence, they were appealed and given instructions in respect of the following-

- 1] Need of regularity on the part of the student their presence in the classroom, sincerity and devotion in learning.
- 2] Participation in classroom activities.
- 3] Completion of assignment in form of achievement tests

Thus with these common hints, all the prejudices were removed and a favorable atmosphere for the conduct of the experiment was prepared.

2] Programme of Action.

The researcher gave a brief outline of daywise timetable of experiment unit duration, and nature of the tests. In short the role of student in the conduct of experiment

'E' group

Day-2

Teacher's Activities

1] Motivated the students by asking questions on before you read section on the poem 'A Boys' song ' He organised the pair work and group discussion on-

- 1] A place of natural beauty
- 2] A crowded city with heavy traffic

2] He showed the package like movable, pictures, of country side, flash card of 'gray trout' picture of nesting and direct object a fish in bottle.

3] Read the poem once or twice or played the taped poem.

4] He asked a key question based on the poem A boy's song

5] With help of picture (package) explained the poem in short on the student enquiry.

6] He explained the terms, concepts, images and new words when asked

7] He gave silent reading

8] Tested student's comprehension by using different questions.

9] Gave assignment based on the poem

Student's Activities.

1] Participated in pair work and group work

2] Observed the package and understood it

3] Listened to the poem carefully

4] Answered the questions

5] Asked explanation of the concept and central idea of the poem.

6] Read the poem with understanding

7] Answered the questions

8] Did the assignments.

Support material:

- 1] Movable picture of "the country side, river, a boat, two children in boat.
- 2] Flash card of gray trout
- 3] Direct object fish in bottle
- 4] Native thorney bush
- 5] Picture of nestling chirping

Data collected -

Day- 3**Teacher's Activities**

1. He asked questions based on taught stanzas
2. He read the remaining stanzas twice.
3. He asked a key question
4. With help of picture of a mover and direct object explained the poem in short on the students enquiry.
5. He explained the terms, concepts, and images, when asked.
6. He gave silent reading
7. Tested students comprehension by using different questions.
8. Gave assignments based on the poem.

Student's Activities

1. Answered the given questions.
2. Listened to the poem carefully
3. Answered the key question
4. Asked explanation the concepts and terms, in the poem.
5. Read the poem with understanding
6. completed the assignments.

Support Material

1. Picture of a mower over and An Indian farmer
2. Picture of An Indian farmer cutting grass
3. Picture of hazel bush
4. Direct objects as ground nuts, Dates and Badam

Data collected ___

Day - 4**Teacher's Activities**

1. Gave a post test on the poem A Boy's song.

Students Activities-

1. Wrote answers carefully.

Support Materials

1. Post Test on the poem A Boy's Song

Data Collected

The scores of experiment group on the post test on the poem A Boys Song.

Day-2**Control group.****Teacher's Activities-**

- 1] He organized the pair work and group discussion on. The countryside and the city motivated the students by asking question
- 2] He read the poem A boys song once
- 3] He asked a key question based on the poem A boys song
- 4] He explained the terms consepts images and new words in the poem on his own

- 5] He gave silent reading
- 6] Tested students comprehension by using different questions
- 7] Gave assignments based on the poem

Student's Activities:

- 1] Participated in pair work and group work on the country side
- 2] Listened to the poem carefully.
- 3] Answered the key question
- 4] Gave new example of concepts
- 5] Read the poem with understanding
- 6] Answered the question
- 7] Did the assignments

Data Collected-

Day-3

Teacher's Activities

- 1] He asked the question on taught three stanzas
- 2] He read the remaining poem
- 3] He asked a key question
- 4] He explained the vocabulary, terms, concepts and images in the poem
- 5] He gave silent reading
- 6] Tested student's comprehension by using different questions
- 7] Gave assignments based on the poem

Student's Activities

- 1] Answered the question based on taught stanzas.
- 2] Listened to the poem
- 3] Answered the key question
- 4] Gave the attributes of concepts
- 5] Read the poem silently
- 6] Did the assignment

Data collected

Day- 4

Teacher's Activities

- i. Gave a post test on the poem A boys song

Students activities

- i. He wrote answers carefully

Support Material

A post Test on the poem Boys song

Data Collected

Scores of 'C' group on the post-test A Boys song

Day- 5 (E.G.)

Teacher's Activities

1. Motivated the students by asking questions on before you read section on the poem 'Six and Out'. He organised the pair and group discussion on - playing game on street.
2. He showed movable picture, of street cricket picture of post box and flash card of abbreviation (MCC)
3. Played the recording of the poem twice or thrice.
4. Asked a key question based on street cricket.
5. With help of picture flash card explained the poem in short on the students enquiry.
6. He explained the terms, concept, images and new words
7. He gave silent reading
8. Tested students comprehension by using different questions.
9. Gave assignments based on the poem.

Student's Activities.

1. Participated in pair work and group work
2. Observed picture and understood it.
3. Listened the poem carefully.
4. Answered the key question.
5. Asked explanation of the concepts or central idea of the poem.
6. Read the poem with understanding.
7. Did the assignments

Support Material

1. Movable picture of cricket play in road/street-
 - a) Vans b) bakers cart c) the lamp post d) post box
2. Dictionary
3. Flash card
4. picture of post man near the post box.

Data collected ---**Day- 6 (E Group)****Teacher's Activities**

1. Asked question based on taught stanzas.
2. He read the remaining poem twice or played recording of poem.
3. He asked a key question
4. With help of the picture of street cricket, postman and flash card explained remaining stanzas in short on enquiry.
5. He explained the terms concepts, images, when asked
6. He gave silent reading
7. Tested students comprehension by using different questions.
8. Gave assignments, based on the poem.

Student's Activities

1. Answered the given questions
2. Listen the poem carefully
3. Answered the key question
4. Defined concepts considering the attributes.
5. Read the poem with understanding.
6. Did the assignments.

Day- 7 (E. Group)**Student's Activities**

- i. Gave a post Test on the poem 'Six and Out'

Student's Activities

- i. Wrote answers carefully

Support Material

A post test on poem six and out

Data collected

Scores of 'E' group on the post test on the poem Six and Out.

Day- 5 (C.G.)**Teacher's Activities**

1. He organized the pair work and group discussion on the street game cricket: Motivated the students by asking questions.
2. He read the poem 'Six And Out once'
3. He asked a key question based on the poem six and out.
4. He explained the terms concepts, images and New words in the poem on his own.
5. He gave silent reading
6. Tested students comprehension by using different questions.
7. Gave assignments based on the content of poem.

Student's Activities

1. Participated in pair work and group work.
2. Listened to the poem carefully.
3. Answered the key questions.
4. Gave new examples of concepts.
5. Read the poem with understanding.
6. Did the assignments.

Support Materials -----**Day- 6****Teacher's Activities**

1. Asked question on first three taught stanzas.
2. Read the remaining poem Six and out.
3. Asked a key question
4. Explained the vocabulary terms, concepts and images in the poem on his own.
5. Gave silent reading
6. Tested students comprehension by using different questions.
7. Gave assignments

Student's Activities

1. Answered the question on based on poem 'Six and Out'.
2. Listened to the poem
3. Answered the key question
4. Gave new examples of concepts.
5. Read the poem silently, with understanding
6. Did the Assignments

Data Collected.-----

Day-7 (C.G)

Teacher's Activities.

Gave a post-test on the poem six And out student's Activities.

Student's Activities

Wrote answers carefully

Support Materials.

A post test on the poem "six and out"

Data Collected

Scores of the 'c' group on the post test 'six and out'

Day-8 (E.G)

Teacher's Activities

1] Motivated the students by asking question on before you read section on the poem 'My Bird sings' He organised the pair work and group discussion on-

1] A bird out side a cage

2] A bird in a cage

2. He showed the pictures of cage bird and out side bird.

3. He read parallel poem The two lines and Marathi poem A parrot in a cage.

4. Played the recorded poem twice

5. Asked a key question based on the poem 'My bird sings'

6. With help of picture, chart, and flash card explained the poem in short

7. He explained the term's concept images and new words when he asked

8. Gave silent reading

9. Tested student's comprehension by using different questions

10. Gave assignments based in the poem

Student's Activities

1) Participated in pair work and group work

2) Observed picture of birds

- 3) Listen to the parallel poem carefully
- 4) Listen to the text poem 'My bird sings'
- 5) Answered the key question
- 5) Defined concepts considering attributes
- 6) Read the poem with understanding
- 7) Did the Assignments.

Day-8 (E.C)

Support Material-

1. Parallel poem the time two linnets 'A parrot in the cage'
1. Yellow Coloured cage
2. Brown coloured bird
3. Feathers scattered bird

Data collected- ----

Day-9

Teacher's Activities

- 1] Asked questions on first two stanzas on the poem 'My birds sings'
- 2] Played recorded poem twice
- 3] Asked a key question
- 4] With help of pictures of two bird and a chart explained the poem in short on student's enquiry
- 5] Explained the terms, concepts and images when he asked
- 6] Gave silent reading
- 7] Tested students comprehension by using different questions
- 8] Gave assignments based on the poem

Student's Activities

1. Answered the given questions
2. Listened the poem carefully
3. Answered the key question
4. Read the poem with understanding

5. used images in his writing

6. Did the assignments

Support Materials

1] Chart on difference between two birds

2] Picture of cage bird

3] Picture of flying bird

Data collected- -----

Day-10 (E.G)

Teacher's Activities

1) Gave a post-test on the poem " My bird sings"

Student's Activities-

Wrote answers fare fully

Support Material-

A post test on the poem "My Bird sing "

Data collected-

Scores of 'E' group on the post test on the poem 'A' Boys song '

Day-8 for C.G.

Teacher's Activities

1] He organised the pair work and group discussion on before you read section on the poem 'My bird sings'. He motivated the students by asking question on-

a] A bird out side a cage

b] A bird in a cage

2] He read the poem 'My bird sings' once

3] He asked a key question based on the content of the poem

4] He explained the terms concept images, and new words in the poem on his own

5] He gave silent reading

6] Tested student's comprehension by using different questions

7] Gave assignments based on the poem

Student's Activities

1] Participated in pair work and group work/discussion

2] Listened to poem carefully

3] Answered the key question

4] Used images in his writing

5] Read the poem with understanding

6] Did the assignments

Support Materials-----

Data Collected- -----

Day-9 (C.G)

Teacher's Activities

1] Asked questions on taught stanzas of the poem 'My bird sings'

2] Read the remaining poem

3] Asked a key question

4] Explained the vocabulary terms concepts on images in the poem on his own

5] Gave silent reading

6] Tested student's comprehension by using different questions

7] Gave Assignments

Student's Activities

1] Answered the questions based

2] Listened the poem

3] Answered the key question

4] Gave the attributes of concepts

5] Read poem with understanding

6] Did the assignments

Support Materials- -----

Data collected -----

Day-10 (C.G)**Teacher's Activities**

- 1] He gave a post-test on the poem My bird sings

Student's Activities

- 1] Wrote answers carefully

Support Material-

A post-test on the poem 'My bird sings'

Data Collected

Scores of 'E' group on the post-test on the poem 'My bird sings'

Day-11 (E.G)**Teacher's Activities-**

- 1] Motivated the students by asking question on be fore yon read section on the poem 'Gypsies' He organized the pair work and group discussion on given picture of Gypsy family in the text.
- 2] Read the parallel poem "The princess and Gypsies. And summary of Marathi lesson 'Kasarat' on Dombari tribe's life
- 3] He showed flannel-board picture of Gypsy-family
- 4] Played the recording of the poem "Gypsies" twice
- 5] Asked a key question based on diction
- 6] With help of flannel-board and picture and Gypsy models explained the poem in short on the student enquiry.
- 7] He gave silent reading
- 8] Tested student's comprehension by using different questions
- 9] Gave assignment based on the poem

Student's Activities

- 1] Participated in pair work and group work
- 2] Listened to the parallel poem

- 3] Observed the flannel board picture and understood it
- 4] Listened to the poem carefully
- 5] Answered the key question
- 6] Used images in his writing
- 7] Read the poem with understanding
- 8] Did the assignments

Support Materials-

- 1] Flannel-board picture of Gypsy family.
- 2] Parallel poem-a] The princess and Gypsy.
- 3] Summary of parallel Marathi lesson 'Kasarat'
- 4] Picture of dog.
- 5] Model of gypsy girl. (doll)

Data collected -----

Day-12 (E.G)

Teacher's Activities

- 1) Motivated the student's by asking question on first two stanzas poem.
- 2] Read the remaining poem twice or played recording of the poem
- 3] Asked a key question
- 4] Explained the words, terms, concepts, and images in the poem on the student's enduring.
- 5] Gave silent reading
- 6] Tested student's comprehension by using different questions
- 7] Gave assignments

Student's Activities-

- 1] Answered the questions

- 2] Listened to the poem carefully
- 3] Answered the key question
- 4] Gave new examples of concepts
- 5] Read the poem with understanding
- 6] Did the assignments.

Support Material-

- 1] Gypsy dolls of man and girl
- 2] Direct object earrings
- 3] Object half-brut wood (log) ash
- 4] Picture of tree without leaves
- 5] A branch of tree without leaves
- 6] Dried leaves of any tree

Data collected -----

Day-13 (E.G)

Teacher's Activities-

Gave a post test on the poem 'Gypsy'

Student's Activities

Wrote answers carefully

Data Collected

Scores of 'E' group on the post test " Gypsy"

Data-11 (C.G)

Teacher's Activities

- 1] Motivated the students by asking questions on be for you read section on the poem 'Gypsy' family as questions given
- 2] He read the poem 'Gypsy' once
- 3] Asked a key question on the content of poem
- 4] He explained the terms concept, and images in the poem on his own

- 5] He gave silent reading
- 6] Tested student's comprehension by using different questions
- 7] Gave assignments

Student's Activities

- 1] Participated in pair work and group work
- 2] Listened to the poem
- 3] Answered the key question
- 4] Used images in his writing
- 5] Read the poem with understanding
- 6] Did the assignments.

Support Materials- -----

Data collected-----

Day-12 (C.G)

Teacher's Activities

- 1] Asked questions on content of first two stanzas
- 2] Read the remaining poem 'Gypsy' once
- 3] Asked a key questions
- 4] Explained the words, terms, concepts, and images on his own
- 5] Gave silent reading
- 6] Tested students comprehension by using different questions.
- 7] Gave assignments.

Student's Activities

- 1] Answered the question based on the poem Gypsy.
- 2] Listened the poem.
- 3] Answered the key question
- 4] Gave new examples of concepts.

- 5) Read the poem silently with understanding
- 6) Did the Assignments

Day- 13 (CG)

Teacher's Activities

- i. Gave a post test on the poem Gypsy

Students Activities

- i. Wrote answers carefully

Support Material

A post Test on the poem Gypsy

Data Collected

Scores of the 'C' group on the post-Test 'Six and Out'.

Day- 14 (EG)

Teacher's Activities

- 1] Motivated the students by asking questions on before you read section on the poem. "A nations strength" He organised the pair work and group discussion on countries and their specialty e. g Japan- hard work as given text
- 2] He showed picture of great person in India
- 3] Played the recording of the poem twice or thrice
- 4] Asked a key question based on the content
- 5] With help of pictures of M.Gandhiji, Dr. Ambedkar, Shivaji Maharaja and Zanshi-Ke-Rani, explained the poems in short, on student's enquiry
- 6] He explained the terms, concepts, images and new words
- 7] He gave silent reading
- 8] Tested student's comprehension by using different questions

9] Gave assignments based on the poem

Student's Activities

- 1] Participated in pair work and group discussion.
- 2] Observed pictures and understood
- 3] Listened the poem carefully
- 4] Answered the key question
- 5] Used images in his writing
- 6] Read the poem with understanding
- 7] Did the assignments

Support Material

1) Picture of -

- 1] Mathama Gandhiji
- 2] Dr. Badasaheb Ambedkar
- 3] Pandit Nehru
- 4] Zanshi-ke-Rani
- 5] Shivaji Maharaja
- 6] Doud Ibrahim
- 7] Dictionery

Data Collected -----

Day-15 (E.G)

Teacher's Activities

- 1] He gave a post-test on the poem 'A Nation's strength'

Student's Activities

- 2] Wrote answers carefully

Data Collected

- 1] Scores of 'E' group on a post-test on the poem 'A Nation's strength'

Day-14 (C.G)

Teacher's Activities

- 1] He organised the pair and group work on the given topic nations and their specialty e.g. Japan hard work as before you read section in the text.
- 2] He read the poem 'A nations strength once
- 3] Asked a key question based on the content of poem
- 4] He explained the term's concepts, ideas, and imagination in the poem
- 5] He gave silent reading
- 6] Tested student's comprehension by using different questions
- 7] Gave assignment based on the poem

Student's activities

- 1] Participated in pair and group discussion
- 2] Listened the poem care fully
- 3] Answered the key question
- 4] Gave new examples of concepts
- 5] Read the poem with under standing
- 6] Answered the questions
- 7] Did the assignments

Day-15 (C.G)

Teacher's Activities

- 1] Gave a post-test on the poem 'A Nation's strength'

Student's Activities

- 1] Wrote answers carefully

Support materials

A post-test on the poem 'A nations strength.

Data colled-

Scores of 'C' group on post-test on the poem 'Nations strength'

Day-16 (E.G)**Teacher's Activities**

- 1] Motivated the students by asking question on be fore you read section on the poem 'True men' He organised the pair work and group discussion on- prayer/ purposes behind prayer
- 2] He showed picture of great persons in India. M.Gandhiji, Shivaji Maharaja, Y. B. Chavan, etc
- 3] Played the recording of the poem twice or thrice
- 4] Asked a key question based on the poem
- 5] With help of pictures explained the poem in short, on student's enquiry
- 6] He explained the terms, concept images and new words
- 7] He gave silent reading
- 8] Tested students comprehension by using different questions
- 9] Gave assignments based on the poem

Student's Activities

- 1] Participated in pair work and group work
- 2] Observed pictures and understood
- 3] Listened the poem carefully
- 4] Answered the key question
- 5] Gives new example of concepts
- 6] Read the poem with understanding
- 7] Did the assignments

Support Material

Photographs of person's -1. M.Gandhiji

2. Dr. Ambedkar

3. Tanaji Malusare

4. Zanshi-Ke-Rani

5. Example of Bajirabhu

Data Collected -----**Day- 17 (EG)****Teacher's Activities**

- i. Gave a post Test on the poem 'True Men.'

Student's Activities

- i. Wrote answers carefully

Data Collected

Scores of 'E' groups on a post test on the Poem True Men.

Day- 16 (CG)**Teacher's Activities**

1. He organised the pair work and group discussion on the purpose of the prayers as before you read section in the text.
2. He read the poem once.
3. Asked a key question based on the poem.
4. He explained the terms, concepts ideas and images in the poem.
5. He gave silent reading
6. Tested students comprehension by using different questions.
7. Gave assignments based on the poem.

Student's Activities

1. Participated in pair and group work
2. Listened the poem carefully
3. Answered the key question
4. Gave the attributes of concepts.
5. Read the poem with understanding
6. Did the assignments

Day- 17 (CG)**Teacher's Activities**

- i. Gave a post test on the poem True Men

Student's Activities

- i. Wrote answers carefully.

Support Materials

A post test on the poem True Men

Data Collected

Scores of 'C' group on the post test on the poem True Men.

Summary

Experimental study is the best method of educational research to ensure valid casual references and verified functional relationships. Among the true experimental designs post test only control group design controls almost all thetas to internal and external validity hence, it was selected for the present study.

The independent variables in the study were use of Multimedia packages in teaching of English poetry and traditional teaching of English poetry. The dependent variables achievement comprehension of poetry.

The first section of this chapter deals with the preparatory stages of the experiment, which encompasses, consent of authorities, material needed, testing materiel tryout determination of the period, and the time schedule of the experiment. The second section pertain to sampling procedure, sampling. The next section gives in formation about the data processing tools employed in the study.

And the last section of this chapter is concerned with schematic presentation of the programme and the detailed description of the day wise programme.

3.5 A) Analysis of the poems

B) Content in the poem and means and devices used in the packages

1.A Boys Song (Environment)

By- James Hogg.

1. Title

The title of the poem A Boys Song suggests it is mainly for children and lyrical in term. It is both descriptive and instructional.

2. Introduction

The poet has described and illustrated natural beautiful places. The country side is full of tress surrounding by hills. There is a river and birds are singing happily. There is a lot of

open space. There are many trees with flowers and fruits. The poet likes to visit these places.

3. Theme

How can one become aware of Environment. The poem has moral tone.

4. Central idea

The poem is about the description of natural beauty surrounding of the countryside. There are many environment problems in the city.

i. A letter from mother Earth

ii. How could we live without your

iii. Vanishing forests, these prose lessons described the environment problem in the world. Boys Song this poem will help the children to arouse interest of the children about Environment.

5. Summary

James Hogg had described the places full of enchanting natural beauty. The boy in the poem and his friend Billy love the calm and quiet places of nature.

In the first stanza the boy and his friend Billy like to visit places full of deep and bright pools.

They like to move up the river and over the grassland.

In the second stanza the boy and his friend Billy love to visit the countryside where the Black bird sings. The hawthorns blooms the nestling chirp and flee in their nests.

In the third stanza the boy and Billy love to visit meadow. The meadow is covered with green grass. They like to run after bees.

In the fourth stanza both of them love to go to the river side. The hazel bushes grow there. The river bank is steepest and with full of hazel bushes. They like to test the nuts of it.

In the last stanza the boy and Billy couldnot understand three things.

- i. Why do the boys drive away the sweet maidens from the play ?
 - ii. Why do the boys love to tease the girls ?
 - iii. Why do the boys like to fight with them ?
- They like to play through meadows and on the river bank.

6. Images

- i. Bright pools- Shines on the sunny day
- ii. Grey trout- gray coloured sweetwater fish
- iii. Black bird- as singing bird
- iv. Little sweet maidens- small girls

7. Striking or often repeated lines

- i. That's the way for Billy and me.
- ii. That's the thing I never cowl tell.

8. Poetic devices

- i. Rhyming words-

deep asleep, lea me, latest sweetest, flee me,
cleanest greenest, bee me, steepest deepest, three me, away
play, well tell, play hay, lea me.

- ii. Repetition of lines

That's the way for Billy and me.

- iii. Repetitions of sounds

Where Where, up up , That's That's

9. Teaching situations

- i. Before you read pictorial vocabulary six pictures.
- ii. Degree of superlative e. g. latest

Boy's Song

B	Concept of the poem	Means and devices used in the packages
1.	A picture of country side river a. movable picture of boat b. Billy and Me	Concept of atmosphere, nature, or environment. concept of process, situation, character/poetic terms
2	flash card gray trout	Characterization,
3	Direct object A fish in bottle	concept of colour
4	Picture of cuckoo	concept of singing bird
5	Hawthorn bush. Object native thorny bush.	Difference between common bush
6	A nestling	concept a bird
7	A picture of an Indian farmer . Picture of mowing	concept of process, cutting grass,
8	A hazel bank, clustering nuts,	concept of fruits
9	Little sweet maidens, classroom situation	imagination
10	Taped poem, repeating line That's the way Billy and me.	poetic device
11	Rhyming words - deep-asleep, latest- sweets. use of flash cards.	poetic device

2.A Six and out

By- G.D. Martineau

Title

In this poem the poet is describing an incident of a game of cricket played on the busy street of the city. The title of the poem "Six and Out" itself brings out the undesirable effect of a sixes. The game ends after sixes it is apt to poem.

Introduction

All the boys like to play games. They play games in the street because of the lack of playground. Here is a poem about the cricket game. Generally boys in the city and village play game in the busy streets. It has undesirable's effect some times. It is dangerous to play on the roads.

Theme of the poem

We should not play any game in the street. It is against the rules. It affects the rules. It affects the individual as well as social life. It disturbs traffic.

Central idea

The unit sports and games insist the games must be played according to the rules of games. The students should learn the value of sportsman through games. So where and how to play games is very important. The poem suggests us that we should not play on the busy streets. They were not playing according to the rules of M.C.C so they had to end their game after sixes.

Summary

The boys are playing cricket on the City Street. They were using 'street' as a pitch they were using postbox and lam-post as wickets, a near by window as a screen. They were playing the game according to the clues made by themselves the scorer was very important person in their game. Because he was playing the roles of umpire and commentator also

One of the players hits the ball as a six and it crushed the glass of a window. They heard loud sound of it. They also heard angry police-man's foot steps and ran away in fear. The game ended with sixes.

Images

- 1] Pitch was only 'smooth in parts' mean the tar-road not like green soft pitch.
- 2] It sank at other crease. It has slope
- 3] The lam post's slender stem wicket used as a electricity pole which is always slender.
- 4] The border wicket opposite was cleared at 6 p.m. here post box as wicket post man comes every day at 6 p.m. and takes the letters from the post-box.
- 5] Crown and all the scorer works as umpire, and commentator
- 6] The laws majestic tread-Here police man and sound of his foot.

Poetic devices

Rhyming words

Parts carts, crease peace, hit opposite, stem p.m. wall all, talk chalk, pass glass ran man.

Six and out

B	Content in the poem	Means and devices used in the packages
1	M.C.C.	Concept of sentence or writing use of English dictionary
2	Six and out	poetic-term, concept play
3	The pitch sooth in parts	Poetic idea, concept of ground
4	At the time disturbed the peace	Situation, people, professions
5	Hard to hit the lamp post slender stem	Terms in cricket, poetic idea
6	The border wicket opposite was cleared at 6 p.m.	Concept of people, procedure term
7	It was a keen determined school	rule of selection in cricket
8	Harsh circumstance oft made the rule and not M.C.C.	rules, situation
9	He was both umpires, crown and all	poetic concept, characters
10	How well he drove it to the screen	poetic idea, process
11	They ran, they fled an angry man	terms, imagination terms and characteristic
12	The laws majestic trade	people and poetic idea

3 A]

My Bird sings [Birds]

by- Throe Stowell

Analysis

1. Title-

The title of the poem is 'My bird sings'. It is about singing bird like the cuckoo. The title of unit is 'Birds'. The object of this unit is to learn to love and protect birds/animal. We should show mercy on them.

2-Introduction

'My Bird sings' this poem is written by Throe Stowell. Two birds are described here a cage bird. This poem praises every bird that is free. It enjoys the fruits of freedom. It is also the bird of a poetess.

3-Theme and Tone.

Birds and animals are parts on and parcel of nature they add beauty of the nature. It is part of environment. We should not keep birds. We should not hurt them. Keeping bird is injustice to their natural free life it is like slavery, let them enjoy free life in nature. Here the bird is symbol of freeman and slave.

4- Central ideas

In this poem the life of free bird and the life of a cage bird is compared. A free bird is small, brown and shy. It can enjoy life of free man. But the cage bird cant enjoy the free natural life it is not free. Here poetess symbolically expresses idea of freedom and slavery.

5- Summary.

There is comparison of poet's bird poet's bird and a cage bird. Poets bird can sing but a cage bird never sings. Yet it is pretty and in gilded cage. It can not fly in the sky happily and sings. It flutters its sorrowful wings" Means only flutters wings in cage.

In second stanza poet describes his bird, at is little brown and wild and shy. He is free to fly in the sky. But cage bird is behind the bars. It is a poor bit. It is half-alive or as if half dead.

In third stanza poet says the song of my bird is like a true the wood-not [real song] and the song of cage bird is like a sorrowful thing song or sorrowful song. The cage bird can never learn song like free bird.

In the fourth stanza the poet says my bird can "Wheel and the soar" in the sky, flying in sunshine. Poet's bird can't enjoy flying in the sky, daytime. Poet's bird can enjoy singing while flying.

In fifth stanza poetess says every bird in free nature is mine, which sings. Cage bird can never sing like free birds.

Images

Stanza No. 1

- i. gilded cage - yellow coloured cage.
- ii. Sorrowful wings- wings that cant use

Stanza No. 2

- i. Wild an shy - bird in nature
- ii. Free to build and threw - free to build nest and fly

iii. Is only half alive - can't move freely.

Stanza NO. 3

i. A true wood note - real song of bird

ii. Pipes of sorrowful tings - sad song

Stanza No. 4

i. Wheel and soar - fly in the sky

ii. A crippled thing - can't use wings to fly.

Stanza No. 5

i. Striking lines - "Is only half alive !"

Poetic devices

Rhyming words

wings sings, threw alive, things sings,

In this poem alternate line, last word rhymes

Teaching situations

i. Before you read - picture reading

ii. Difference between two bird- table.

iii. Vocabulary

Cage bird, wood, wood note

3 B. My Bird Sings

B	Concept of the poem	Means and devices used in the packages
1.	a cage bird	concept and poetic idea
2	a bird out side the cage	Theme of the poem
3	My Bird Sing	poetic idea
4	Your pretty bird in gilded cage	Situation, poetic idea
5	Flutters its sorrowful wings	poetic terms, imagination
6	Your poor bit thing behind its bar	concept of freedom and slavery
7	Is only half alive	poetic term
8	Wheel an soar	concept of flying
9	sunshine on his wings a cage bird is a crippled things	poetic idea and concept
10	Comparison of two birds chart different	concept freedom and slavery
11	Parallel poem in Marathi, and English (Two Linnets)	Concept birds life

4 A. Gypsies (A people)

By- Rachel Field

Analysis-

The title of the unit is people. This poem Gypsies described the Gypsies people in England and their wandering life.

Introduction-

Hundreds of years ago people were wandering from place to place in search of their living. Even today we see some tribes wandering from place to place. The Gypsies belong to the wandering category of people in England. There are some wandering tribes in India also they are like Dombari, Garudi and Gopal etc.

Theme of the poem

There are some people like Gypsies they are poor their life is wandering. No body in England cares about them. Just like we don't care about the poor people. About they're living. We should take care of them. We should think of their welfare.

Central idea

The Gypsies belong to the wandering category of people in England. The poet is describing their wandering life and how they make merry themselves. They put their tents where ever they go, earn their live hood and to go other place. Other people don't care about their life.

Summary

The Gypsies came last night and stayed there for a night and went away in the morning. They camped between the trees where the road was swamp. The poet saw them. He is describing activities during a stay of a night.

They were gathered around fire. Their children were in torn clothes, the dogs were barking. They were shaggy. There were old people with wrinkles on their face. The people had

silver loops in their ears. They wrapped the handkerchief round their necks. The girls covered with scarlet shadows.

The whole group of gypsies danced round their fire for the whole night and went away in the morning. They left some of signs there. They elf away the black dogs of the gypsy fire. But no body knows and cared their arrival and departure.

Images

Stanza No. 2

- i. Old swamp road very wet ground.
- ii. Children in torn clothes

Stanza No. 3

- i. Old folk wrinkled with years- small fold in the face of old man.
- ii. Silver loops - ear ring
- iii. Ragged and read like maple leaves - dressed in dirty clothes
- iv. Black eyed girls
- v. When frost comes in the fall- very cold weather which makes land white with snow/ice.

Stanza No. 4

- i. Only a burnt out gypsy fire- half burnt logs of wood.
- ii. Where danced that bend so wild - a group of gypsies.

Stanza No. 5

- i. Only the wind that sweeps.
- ii. Maple branches bare- In winter, Maple
- iii. Trees are without leaves

Poetic devices

Rhyming words in the poem

Where care, road barked, fire higher, years ears,
Throats leaves, fall all, where bare.

Poetic Images-

"when frost comes in the fall"

Winter as last season

Fall- autumn

Last season and beginning of new life

Life of man and Nature is compare in this poem. It has deep hidden meaning of life cycle.

Tattered children- children in torn clothes

Shaggy bog- a bog having rough hair

Gypsy fire- fire/half burnt wood

Maple branches bare- a kind of tree, in winter no leaves.

Teaching Situations

Before you read 'Picture reading'

Vocabulary

Parallel poem in English and Marathi std. VIII, The Princes and The Gypsies.

Same example is present situation in India

Gypsies-

B	Concept of the poem	Means and devices used in the packages
1	Gypsies	people and characteristic
2	the old swamp road	concept of Nature
3	And no body seems to care	poetic sentence theme in life
4	round the fire	situation, atmosphere, Concept of season.
5	Tattered children and Dog that bark	concept of people, family poetic idea
6	black eyed girl	people, feature
7	old folk, wrinkled year	concept of people and poetic term winter as last season- old age, theme, term.
8	Sliver loops	term
9	Shaggy gypsy dog	poetic idea- concept
10	a brunt out gypsy fire	poetic idea
11	Maple branches bare	concept winter, nature
12	where they are gone to nobody knows and nobody seems to care	poetic idea
13	Where danced that band so wild	poetic idea, imagination about people
14	Rhyming word- where care, road barked etc.	poetic device

5. A NATION'S STRENGTH

-BY Ralph Waldo Emerson

Analysis-

Title- The title of the poem is A Nations Strength. This is a patriotic poem. The title suggests us the secret of nations

building. 'What is real Nation's strength?' It is people live in, not gold/wealth.

Introduction

The major task of education is the improvement of character. Character depends on the human values that we keep. Honesty, sincerity, love for truth, love for nation, selflessness, humanity, sympathy etc. are called human values. If student are physically strong intelligent but weak in morality then it will of no use. In same way if people are not good. What is use of wealth to theme as well as for Nation ?

Theme of poem

Hard working honest, fruitful and brave and people are the real strength of the nation .

Central idea.

The poet tells us the secret of nation's building. A nation's real strength is the people live in it. They must be honest, truthful hard working and brave. The gold or wealth of nation is not real strength but people.

Summary

According to the poet true and brave men make a nation strong. Any amount of gold or wealth can't make a nation great but here honest, truthful and hard working people make it great. Brave and hard working people make tireless efforts and face many difficulties for the glory of nation. They build a nation pillars deep. Only they can lift these pillars to the sky. Idle people can't do anything for a nation.

Poetic devices

Figurative meaning

- i. A people - a Nation
dare- be brave enough (to do something)
- ii. Wealth - here people
- iii. be firm and not change - people of strong mind
- iv. be lazy and not work - lazy people
- v. run away out of fear - coward people
- vi. put up strong foundations - here foundation of nation
- vii. fly - ran away

Rhyming words

make sake, strong long, sleep deep, fly sky

Teaching situations

Before you read exercise- strongest qualities of nations in the word e.g. Japan - hard working

Vocabulary

for the sake of , for one's sake

A Nations Strength

B	Concept of the poem	Means and devices used in the packages
1	Not gold but only man	theme, idea
2	A people great and strong	poetic idea
3	Men who for truth and honors shake	people good/ bad
4	Stand fast and suffer long	poetic idea
5	Brave men who work while others sleep	characteristic
6	They build a nations pillars deep	idea, poetic term
7	Left them for the sky	poetic term

Examples of great in India like Mahatma Gandhiji, Lokmanyar Tilak, Zanshi ki Rani, and Daut Ibrahim.

6. A. True Men

Analysis

Title

The title of the poem is 'True Men' It suggests to people. It is prayer type poem. The building of the Nation is base on the character of the people. The poet is unhappy to see the present condition of the country. There is a rule of dishonest and corrupt people. In order to enjoy the real happiness of freedom and ruling nation so the poet is praying God to send 'True Men' in this country. It is apt to the content of the poem.

Introduction

This is a prayer to the God by the poet J. G. Holland. The poet prays the god to give true men to build his nation and enjoy the freedom in the present condition of nation is not

proper so he demands God to give him. 'True Men' in need of time.

Theme

The poet J. G. Holland is praying God to send true men to rule his country. He prays to send true men who are loyal, noble hearted and firm minded to rule the country.

Summary

We want true men in this country. Who are loyal, faithful noble hearted and firm minded. We want people who are always ready to work for the nation. He is praying more over to send the people who have great heart, the man who do not care for position and power. Send us fearless people opposing the selfish leaders. Such people are honored by all. They are noble and away from flattery.

But there are some false leader in the society they are tradition bound selfish and fighting against each other for the power when they are engrossed in these immoral things freedom is lost justice is no done and nation is ruled by these false leader.

Poetic devices -

It is a prosaic poem.

Poetic images -

Stanza no 1-

The lust of office doesn't kill - desire of money

The spoils of office cannot by - bird/gains

Who can stand be fore a damaging - leader of
common people

Stanza no 2

Treacherous flatteries without win ling - disloyal
Sun crowed - honored with glory
Who live above the fog - away from bribe
Well worn creeds - belief customs
Free dom. weeps - freedom is in danger
Wrong rules the land - Power of bad people
Waiting justice sleeps can't get justice on time

Rhyming Words:

Demands, hands, buy lie, wrinkling, thinking, creed
deeds, Weeps, sleeps etc.

Teaching situations:

Be fore yon read, purpose of praying when do we pray lie,
and why?

Vocabulary

Lied, lying to tell a lie some example of India's freedom
with good and bad exercise with concern the present and past
situation and example of presents past heroes and leaders.

True men

B	Concept of the poem	Means and devices used in the packages
1	True Men.	poetic idea, term
2	A time like the demand.	poetic idea, situation
3	Strong mind, great hearts, truthful, and ready hand.	characteristic
4	Men whom the lust of office does not kill.	poetic idea, characteristic of people
5	Men whom the spoils of office can't buy.	Characteristic, poetic idea
6	Men who possess opinion and a will.	quality of people
7	Men who have honour and who will not lie.	poetic idea about true people, characteristic
8	Men who can stand before demagogue.	Characteristic of man, poetic idea,
9	Tall men sun crowned who live above the fog.	poetic term, idea, theme, imagination.

Example of great leader, life Shivaji Maharaj, Gandhiji, Dr. Ambedkar, Zanshi ki Rani, Doud Ibrahim etc. (with pictures)

Programme of Conducting Experiment

Day	Date	Period		Unit-EG		Unit-CG		Time	
		EG	CG	Sub-Unit	Test	Sub-Unit	Test	EG	CE
1	23/07/2001	1	1	General information about experiment	I	General information about experiment	I	11.30 to 12.15	12.15 to 1.00
2	24/07/2001	1	1	A Boys Song - unit-I	I	A Boys Song - unit-I	I	11.30 to 12.15	12.15 to 1.00
3	26/07/2001	1	1	A Boys Song - unit-II	II	A Boys Song - unit-II	II	11.30 to 12.15	12.15 to 1.00
4	27/07/2001	1	1	Post test on poem Boys song	I	Post test on poem Boys song	I	11.30 to 11.50	12.15 to 12.45
5	27/08/2001	1	1	Six and Out Unit- 2	I	Six and Out Unit- 2	I	11.30 to 12.15	12.15 to 1.00
6	28/08/2001	1	1	Six and Out Unit - 3	II	Six and Out Unit - 3	II	11.30 to 12.15	12.15 to 1.00
7	29/08/2001	1	1	Post test on poem Six and Out	II	Post test on poem Six and Out	II	11.30 to 11.50	12.15 to 12.45
8	25/09/2001	1	1	My Bird Sings Unit- 3	I	My Bird Sings Unit- 3	I	11.30 to 12.15	12.15 to 1.00
9	26/09/2001	1	1	My Bird Sings Unit- 3	II	My Bird Sings Unit- 3	II	11.30 to 12.15	12.15 to 1.00
10	27/09/2001	1	1	Post test My Bird Sings	III	Post test My Bird Sings	III	11.30 to 11.50	12.15 to 12.45
11	03/12/2001	1	1	Gypsics Unit- 4	I	Gypsics Unit- 4	I	11.30 to 12.15	12.15 to 1.00
12	04/12/2001	1	1	Gypsics Unit- 4	II	Gypsics Unit- 4	II	11.30 to 12.15	12.15 to 1.00
13	05/12/2001	1	1	Post test on Poem Gypsics	IV	Post test on Poem Gypsics	IV	11.30 to 11.50	12.15 to 12.45
14	01/01/2002	1	1	A Nations Strength Unit-5	V	A Nations Strength Unit-5	V	11.30 to 12.15	12.15 to 1.00
15	02/01/2002	1	1	Post test on Poem True Men	VI	Post test on Poem True Men	VI	11.30 to 11.50	12.15 to 12.45
16	07/01/2002	1	1	True Men Unit-6	VI	True Men Unit-6	VI	11.30 to 12.15	12.15 to 1.00
17	08/01/2002	1	1	Post test on poem True Men	VI	Post test on poem True Men	VI	11.30 to 11.50	12.15 to 12.45