

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

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CHAPTER -IV

ANALYSIS AND INTERPRETAION OF DATA

4.0.0 Introduction

In the present chapter the research design of the study is thoroughly discussed. Data obtained as result of conducting experiment was:

1. Performance of the students of E.G. after using multimedia packages in teaching of English poetry.
2. Performance of the students of C.G. after using only traditional method of teaching English poetry.
3. Comparison of two methods as above.

The data gathered by achievement test on each poem was analysed by using descriptive and inferential statistics in the light of objectives. The relevant objectives are stated here:

- 1] To analyse the poems from a course book in English for STD-IX
- 2] To prepare multi media packages for teaching poems.
- 3) To findout the effect of Multi Media on the students comprehension of English poetry.
- 4) To develop the performance test to measure students ability to comprehend English poetry.
- 5) To determine the effects of Multi Media packages on comprehension of English poetry.

Accordingly the present chapter is divided into four sections. The sections are as follows.

1. Preliminary Analysis
2. Analysis of Achievement Test.
3. Analysis of post test
4. Graphic Analysis of post test.
5. The conclusion summarized.

Section- I

4.1.1. Preliminary Analysis- Group formation

At the initial stage of experiment the sample of sixty students out of eighty students was randomly taken. Means seventy five per cent of the students from New English School Karanjkhop, Tal- Koregon, Dist- Satara was selected. And further divided into two groups randomly. The data on performance tests of E group and C groups was collected. The use of Multi Media Package for Experiment Group. And its effect on comprehension of English poetry on students of E Group. And the effect of Traditional method of teaching poetry on comprehension of English poetry on students of C Group was tested by giving post test of ten marks on each poem. The effect was compared.

The raw scores obtained by E. G. and C. G. were taken into consideration. The hypotheses thus to be tested were.

i. There was no significant difference between the mean performance of the students from E.G. and C.G. on achievement Test.

4.1.2. Analysis And Interpretation of Achievement Test E.G. and C. Group.

Analysis of Achievement Test.

The researcher prepared a test having fifty marks. It was on the syllabus of std. VIII English Text. It included prose, poetry, Grammar, composition and Translation. The format used was adopted form S.S.C Board Examination pattern.

The objectives of the test were determined and weightage was given as follows.

Table- 4.1.1.

Weightage to objectives

Sr. No	Objectives	Marks	Percentage
1	Knowledge	6	12
2	Understanding	6	12
3	Application	22	44
4	Skills	16	32
	Total	50	100

The Achievement Test was prepared to make the groups equal on their general ability of English language. Twelve per cent weightage was given to knowledge. Twelve per cent weightage was given to understanding. Forty four per cent weightage was given for Application and Skills.

In the test simple question, complex question, and broad questions were given.

Table- 4.1.2.

Weightage to sub Units (Achievement test)

Sr. No	Sub Units	Marks	Percentage
1	Prose (Section A)	10	20
2	Poetry (Section B)	10	20
3	Grammar (Section C)	10	20
4	Composition (Section D)	16	32
5	Translation (Section E)	04	08
	Total	50	100

In order to see the general performance of the student in English. The weightage according to those units and sub units is given in Table- 4.1.3.

Table-4.1.3
Weightage to type of question

Sr. No.	Type of question	Marks	Percentage
1	Essay	20	40
2	Short answer	12	24
3	Objective	18	36
	Total-	50	100

Table - 4.1.4
Blue print test on the Achievement test

Sr No	Objectives type of questions	Knowledge			Comprehension			Application			Expression			Skills			Total
		S	E	O	S	E	O	S	E	O	S	E	O	S	E	C	
1	Knowledge			4 (4)													4(4)
2	Comprehension				10 (5)												10(5)
3	Application							16 (4)	14 (11)								30(15)
4	Expression										2 (1)						2(1)
5	Skill													4 (1)			4(1)
	Total			4 (4)	10 (5)			16 (4)	14 (11)	2 (1)				4 (1)			50(26)

N.B 1] Figures out of bracket indicate marks

2] Figures in the brackets indicate number of questions

The in order to test the general performance two dimension chart was prepared and the effect was calculated.

As per the weightage given in the blue print the test items were selected and framed.

4.1.3. Analysis and Interpretation of Achievement test.

The test was given to all the subjects selected. Means, standard deviations, co-related 'r' and 'T' value of 'E' and 'C' groups on pupil's achievements in test.

4.1.4. Summary table of means SDS 'R' and 't' value on achieves ment test

Table 4.1.5

S.N	Groups	Means	SDS	'r'	t Value	Remark
1	E	22.0	6.9	0.4	0.21	NS
2	C	22.4	5.1			

4.1.5. Findings Interpretation and conclusion

Observation:

From table 'D' 't' value is $0.05=2.04$

$0.01=2.75$

and the calculated 't' value is 0.21 Hence it not significant at both the levels. It means there is no significant difference in the achievement of the student's performance in general intelligence.

Findings-

1. The mean of E.G is 22.0 and C.G is 22.4 The mean difference is less. Means the scores obtained by both the groups are equal.

2. The SD of EG is 6.9 and CG is 5.1 Distribution of the scores of the pupils are nearer to the mean performance. So the subjects in the group are homogenous.

3. As 't' 'D' 't' is not significant

Conclusion

1. The performance of group 'E' and 'C' is not significant. It means performance of the pupils from 'E' and 'C' group is the same, both the groups are equal
2. The SD of EG is 6.9 and CG is 5.1 Distribution of the scores of the pupils is near to mean performance. So the subjects in the group are homogenous

4.2.0. Post test Analysis of E And C groups

Introduction

Analysis and Interpretation of data on post-Test of 'E' and 'C' groups.

Thus, in order to evaluate the effect of experiences given with help of multi media packages, poem content and the effect was observed in form of concepts basically considering objectives. Six questions on each poem were framed and as per separate test. The effect of multi media package. Was observed by considering various aspects of poetry as concepts, terms, Atmosphere, situations, characters, poetic terms, theme, process, poetic deices, imagination.

The learning out comes related to cognitive domain, Knowledge, comprehension, interpretation, Application, and analysis appealing to intelligence.

1] **Figural**

2] **Signs**

3] **Semantic or verbal factors were observed.**

The affective domain according to Bloom includes interest, attitudes, and values and development of appreciation and adequate adjustment are important because poetry appeals emotion and affects behaviour patterns.

Graphical analysis of post-test is given.

4.2.1 Post-test analysis and interpretation of poem A Boy's Song Test No -1

Table - 4.2.1

Weightage to objectives related poem A Boy's Song

Sr. No	objectives	Marks	Percentage
1	Knowledge	2	20
2	Comprehension	2	20
3	Application	2	20
4	Expression	2	20
	1) Personal Response	2	20
	2) Interpretative		
	3) Inference		
	Total	10	100

In the hierarchical order of the objective comprehension was given twenty per cent weightage. Knowledge, Application, and personal expression was given twenty per cent weightage each.

The objective test was given simple performance test. So the weightage to test was given to objective questions short answer type questions, so simple factual complex factual personal response questions were asked on poem:

The content Dimension:

As regard the content, the terms, concepts, poetic devices, theme and imagination included in it. The weightage according to these units and sub units is given in table No 4.2.2

Table No-4.2.2**Weightage to sub-units in the poem 'A Boy's Song'**

Sr. No	Sub-unit	Marks	Percentage
1.	Content	-	-
2.	Concepts, facts, generalizations	2	20
3.	Terms	2	20
4.	Atmosphere	-	
5.	Situations	-	
6.	Characters	-	
7.	Poetic devices	2	20
8.	Theme/principles	2	20
9.	Process	-	-
10.	Imagination	2	20
Total-		10	100

In using multi media package there is basic need to see what effect is to be achieved by particular M.M.P. as the concepts and sub-units thus, the proportionate weightage was given to sub-units as above

The weightage according to these units and sub-units is given in table 4.2.3.

Table-4.2.3
Weightage to type of question

Sr. No.	Type of question	Marks	Percentage
1.	Essay	-	-
2.	Short answer	8	80
3.	Objective	2	20
Total		10	100

Blue print test on 'A Boy's song'

Table- 4.2.4

Sr No	Objectives type of questions	Knowledge			Comprehension			Application			Expression			Skills			Total	
		S	E	O	S	E	O	S	E	O	S	E	O	S	E	O		
1	Knowledge	2 (2)																2(2)
2	Comprehension				4 (2)													4(2)
3	Application							2 (1)										2(1)
4	Expression										2 (1)							2(1)
5	Skill																	
	Total	2 (2)			4 (2)			2 (1)			2 (1)							10(6)

Note: 1] Figures out of bracket indicate marks

2] Figures in to bracket indicate number of questions.

Thus two-dimension chart was prepared prior to framing test and the effect was seen.

As per the weightage given in the blue print the test items were selected.

The hypotheses on the poem six and out were tested as follows.

1.11.0.2. Picture packages in teaching of poetry considerably increases student's comprehension.

1.11.0.6. The use of taped/recorded poems help the student to acquire language skills rhymes/ rhythm

1.11.0.9. Co-relation of poetic ideas with present day to day incidents will help increase students comprehension of poetry.

1.11.0.10. Comprehension of poetic devices can be improved by using multi media packages.

1.11.0.11 The use of multi media package in teaching poetry affects on student's behaviour. They collect poems parallel Marathi poems. They recite English poems.

Table -4.2.5.

4.2.2. The summary of means standard deviations and 't' value on the poem 'A Boy's song' (Test No. 1)

Sr. No.	Group	Means	SD	'T' value	't' calculated	Remark
1	E	6.9	2.84	05 '01 2.04 2.58	4.00	Significant at both the levels.
2	C	6.3	1.8	CR=00 1.96 2.58		

4.2.3. Findings Interpretation and conclusion

Observation:

- 1) Mean of 'E' group is 6.9
- 2) Mean of 'C' group is 6.3
- 3) Mean difference of 'E' and 'C' group is 0.6
- 4) SD of 'E' group is 2.84
- 5) SD of 'C' group is 1.8
- 6) As 'E' 'D' 'T' is significant at both the levels

Form table t value at 0.05- 2.04

0.01- 2.75

The calculated T is 4. It is greater than 't' value

Test No-1

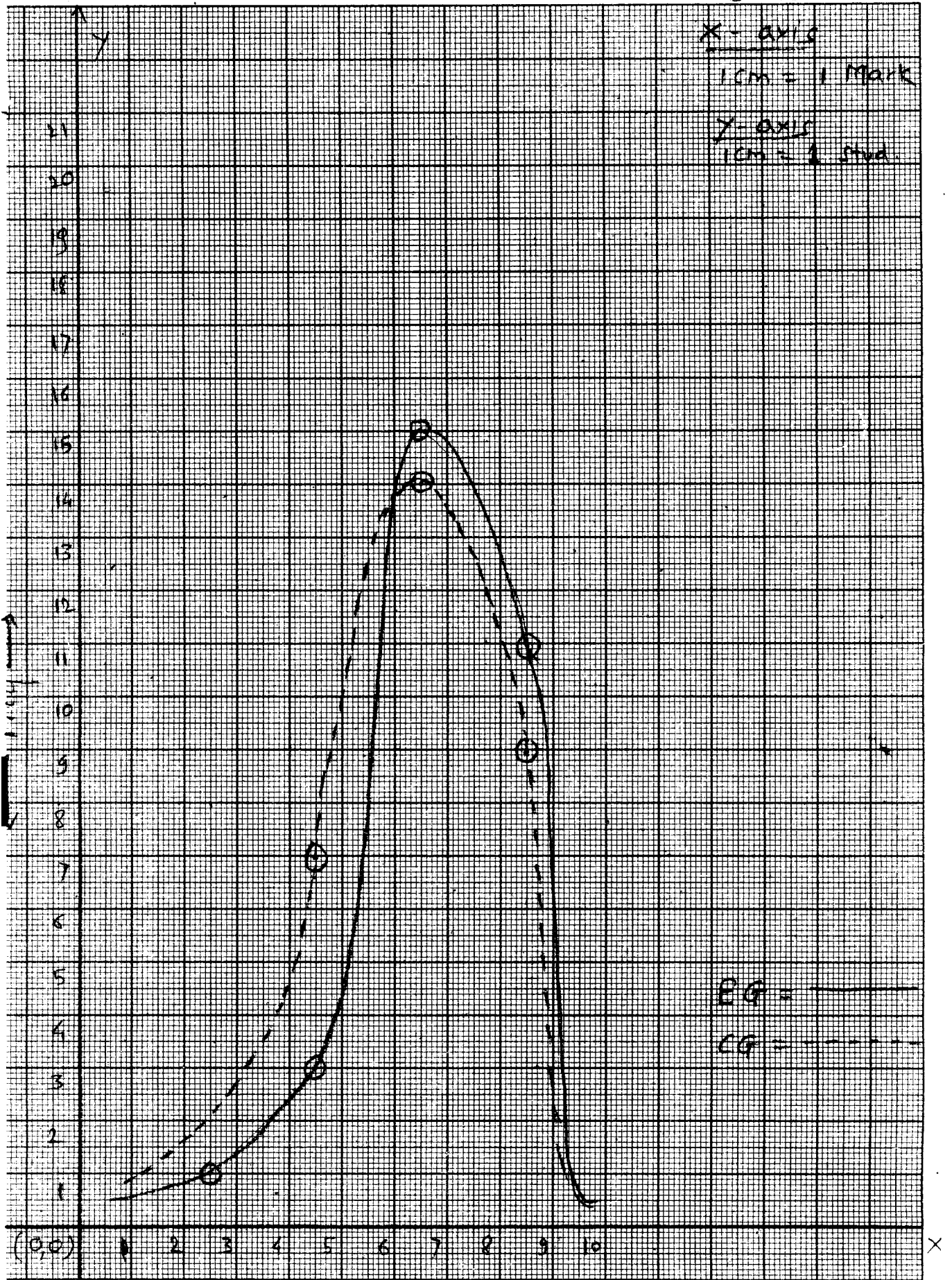
Scale on

X-AXIS

1CM = 1 Mark

Y-AXIS

1CM = 1 Stud



← Marks →

Fig No - 4.2.1

Conclusion:

The Mean difference is slight. But 't' value is significant. It means there is difference in the achievement of the student's performance of 'E' group. It indicates the effect of using M.M.P.

- 1) The mean difference is less
- 2) 'T' value is significant show the change in scores of the 'E' group. It shows the effect of multimedia package on student's comprehension of poetry.

4.2.4. Graphical analysis of Test No. 1

Achievement of the group 'E' and 'C' after test on the poem A Boys song Test No. 1

Observation

Frequency range 'E' group

- I] Frequency range of lower scores - 2
- ii] Frequency range of higher scores - 9
- iii] Frequency range difference is 7(35)
- iv] Frequency Midpoint is 6.9

Frequency range of 'C' group

- 1) Frequency range of lower scores. 4
- 2) Frequency range of higher scores 9
- 3) Frequency range difference 5(25)
- 4) Frequency mid point is 6.6
- 5] The range of group 'E' and 'C' is different (35-20)

Finding

The difference between 'E' and 'C' group is 10. The curve of 'E' group is positively skewed. The scores are crowded at the high end. The curve of 'C' group is slightly at the left side. The scores are distributed around the mean.

It means the use of photograph, direct objects, movable picture help to understand poetic ideas and concepts. The recorded poem affects students performance to know poetic diction's like rhyming, words and repeated lines.

4.2.5. Conclusions and Findings.

The findings of the use of Multi Media Package on poem 'A Boy's Song' (Test- 1) were as follows.

- i. The pictures and various photographs of Nature sights like the riverbank, forest, Meadow, singing back bird helped the students to understand poetic ideas in the poem like pools, lea, nestling chirp and flee, riverbank.
- ii. The object like fish bottle helped the student to know the poetic terms like gray trout.
- iii. Movable picture of two small children in a boat helped the students to understand the lines like "That's the way for Billy and me".
- iv. The direct object as thorny branch of a native plant and the term hawthorn bushes Similarity in thorns flowers and used for making fence around the field helps comprehend these poetic ideas.
- v. The picture of Indian former cutting grass and the poetic terms "The Mowers mow the cleanest" it helped the students to understand the poetic ideas.

vi. The recorded poem helped the students to know the rhyming words and repeated lines in the poem. Thus the used of MMP affect the performance of the students in E group.

4.3.0 Post Test on poem 'Six and Out. (Test No. 2)

Table 4.3.0

Weightage to objectives

Sr. No	objectives	Marks	Percentage
1	Knowledge	2	20
2	Comprehension	2	20
3	Application	2	20
4	Expression	2	20
	1) Personal Response	2	20
	2) Interpretative	-	-
	3) Inference	-	-
Total		10	100

In hierarchical order of the objectives knowledge comprehension, Application, were given twenty per cent weightage each. Expression was given weightage of forty per cent.

The objective Test was simple Test. The items used in the test were objective question, short answer question personal expression question and interpretative question. These types of questions were asked on poem Six and out.

The content:

As regard the content of the poem. The weightage according to these units and sub-units is given in Table No. 4.3.2.

Table 4.3.2
Weightage to Sub-units

Sr. No	Sub-unit	Marks	Percentage
1.	Content	2	20
2.	Concepts, facts, generalizations	1	10
3.	Terms	-	-
4.	Atmosphere	-	-
5.	Situations	2	20
6.	Characters	1	10
7.	Poetic devices	2	20
8.	Theme/principles	2	20
9.	Process	-	-
10.	Imagination	-	-
Total-		10	100

In using Multi Media Package there is basic need to see what effect is to be achieved by particular M.M.P. as the concepts, and sub-units. Thus, the proportionate weightage was given to sub units. The weightage according to these units and sub-units is given in Table No. 4.3.3.

Table 4.3.3.
Weightage to Type of question

Sr. no.	Type of question	Marks	Percentage
1.	Essay	-	-
2.	Short answer	6	60
3.	Objective	4	40
Total		10	100

Table 4.3.4
Blue print on Six and out (Test No.2)

Sr No	Objectives type of questions	Knowledge			Comprehension			Application			Expression			Skills			Total
		S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	
1	Knowledge			2 (2)													2(2)
2	Comprehension				2 (1)		2 (1)										4(2)
3	Application								2 (1)								2(1)
4	Expression											2 (1)					2(1)
5	Skill																
	Total			2 (2)	2 (1)		2 (1)		2 (1)			2 (1)					10(6)

- N.B. i. Figures out of bracket indicate marks
ii. Figures into bracket indicate number of questions.

Thus two dimension chart was prepared prior to framing Test. And the effect was seen. As per the weightage given in the blue print the test items were selected.

The hypotheses on the poem six and out were tested as follows.

- 1.11.0.2. Picture packages in teaching of poetry considerably increases students comprehension.
- 1.11.0.7. The use of Multi Media Packages helps the student to enrich vocabulary.
- 1.11.9. Correlation of poetic ideas with present day today life incidents will help students comprehension.
- 1.11.10 Thus use of M.M.P. in teaching poetry affect on students behaviour. They collect poems. They recite poems.

4.3.1. Summary table of Means standard deviations and 't' value on the poem Six And Out (Test No.2)

Table 4.3.5

Sr. No	Group	Means	SD	'T' value	't' calculated	Remark
1	E	8.4	4.80	05 '01 2.04 2.75	17.3	Significant at both the levels.
2	C	5.63	2.22	CR=00 1.96 2.58		

4.3.2. Findings Interpretation and conclusion

Observation:

- 1] Mean of 'E' group is 8.4
- 2] Mean of 'C' group is 5.63
- 3] Mean difference of 'E' and 'C' group is 2.7
- 4] SD of 'E' group is 4.80
- 5] SD of 'C' group is 2.22
- 6] As 'E' 'D' 'T' is significant at both the levels

Form table t value at 0.05- 2.04

0.01- 2.75

The calculated 't' -is 4. It is greater then 't' value

Conclusion:

- i. The Mean difference is considerable and 't' value is significant at both the levels.
- ii. The difference shows the change in scores of the 'E' group. It shows the effect of Multi Media Package on students comprehension of poetry.

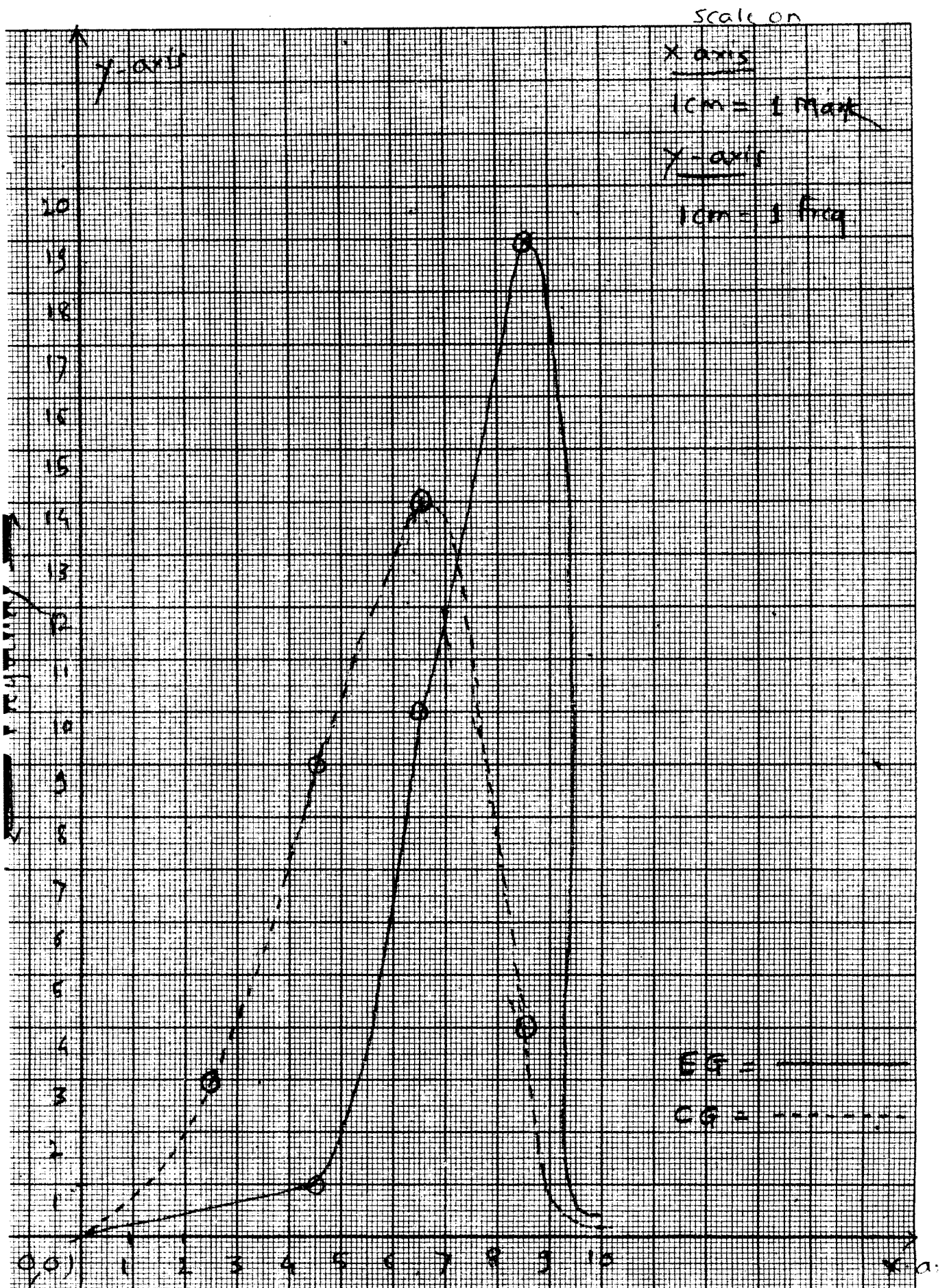


Fig No - 4.3.11

4.3.3. Graphical analysis of Test No. 2

Achievement of the group 'E' and 'C' after the post test on the poem six and out . Test No. 2

Observation-

Frequency range 'E' group

i] Frequency range of lower end scores-	4
ii] Frequency range of higher end scores-	9
iii] Frequency range difference is	5(25)
iv] Frequency Mid point is	8.4

Frequency range of 'C' group

1] Frequency range of lower end score	4
2] Frequency range of higher end scores	9
3] Frequency range difference	7(35)
4] Frequency mid point is	5.63
5] The range of group 'E' and 'C' is different	(25-35)

Findings-

The difference between 'E' and 'C' group is 10. The scores 'E' group are gathered at the high end. The scores 'C' group are gathered around the Mid point. He curve of 'E' group is normal. The curve of 'C' group is skewed at the left.

The difference between 'E' and 'C' curve showed the effect of given treatment on 'E' group pictures flash card use of dictionary movable pictures charts, and pictures of policeman influenced favourable student's performance.

4.4.4. Conclusions and findings.

The findings of the use of M.M.P. on poem six and out (Test No.2) were as follows.

i. The use of cassettes helped the students to comprehend the poetic diction.

ii. Movable picture helped students to understand the terms in the poem like motor vans and bakers carts. 'At time disturbed the peace' and the loud voice of an angry man ' The law's majestic tread'

iii. The picture of street play of the cricket lam post, post box farmer, it helped to know the term. The border wicket opposite. Was cleared at 6.00 p.m.

iv. The use of flash card helped to developed their vocabulary like short forms abbreviations M.C.C.

v. The comparison of parallel prose lesson in Std. VIII At your Best on cricket helped to understand cricket terms, like wicket pitch etc.

Thus the use of M.M.P. affect the performance of the students in 'E' group.

4.4.0. Post Test on poem 'My Bird Sings' (Test No.3)

Blue print related to the poem My Bird sings.

Table 4.4.1.

Weightage to objectives.

Sr. No	objectives	Marks	Percentage
1	Knowledge	1	10
2	Comprehension	4	40
3	Application	-	-
4	Expression		
	1) Personal Response	1	10
	2) Interpretative	2	20
	3) Inference	2	20
Total		10	100

The hierarchical order of the objective knowledge was given weightage of Ten per cent. Comprehension was given weightage of forty per cent. And expression was given weightage of forty per cent.

The objective Test was simple Test. The items used in the test were objective question. Short answer question, personal response question, Interpretative question and Inference question. These types of questions were asked on poem 'My Bird Sings.'

As regard the content of the poem. The weightage according to these units and sub-units and sub units is given in Table No. 4.4.2.

Table 4.4.2
Weightage to sub-units

Sr. No	Sub-unit	Marks	Percentage
1.	Content	2	20
2.	Concepts, facts, generalizations	2	20
3.	Terms	2	20
4.	Atmosphere	-	-
5.	Situations	-	-
6.	Characters	-	-
7.	Poetic devices	-	-
8.	Theme/principles	2	20
9.	Process	-	-
10.	Imagination	2	20
Total-		10	100

In using Multi Media Package there is basic need to see what effect is to be achieved by particular M.M. P. as the concepts and sub units. Thus the proportionate weightage was given to sub-units. The weightage according to these units and sub units is given in Table No. 4.4.4.

Table 4.4.3
Weightage to type of questions

Sr. no.	Type of question	Marks	Percentage
1.	Essay	-	-
2.	Short answer	8	80
3.	Objective	2	20
Total		10	100

Table 4.4.4.

Blue print on Six And Out (Test No. 3)

Sr No	Objectives type of questions	Knowledge			Comprehension			Application			Expression			Skills			Total
		S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	
1	Knowledge			1 (1)													1(1)
2	Comprehension				4 (2)												4(2)
3	Application																
4	Expression			1 (1)							4 (2)						5(3)
5	Skill																
	Total			2 (2)	4 (2)						4 (2)						10(6)

N.B. i. Figures out of bracket indicate marks

ii. Figures into bracket indicate number of questions.

Thus two dimension chart was prepared prior to framing Test. And the effect was seen. As per the weightage given in the blue print the test items were selected.

The hypotheses on the poem six and out were tested as follows.

- 1.11.0.2 Picture packages in teaching of poetry considerably increases student's comprehension.
- 1.11.0.1. The use of cassette in teaching poetry improves students comprehension ability.
- 1.11.0.9. Co-relation of poetic ideas with present day today life incidents will help increase students comprehension.
- 1.11.0.10. The use of M.M.P. in teaching poetry affect on students behaviour. They collect poems from News papers. They recite poems.

4.4.1. Summary table of Means standard deviations and 't' value on the poem. 'My bird Sings'. (Test No. 3)

Table 4.4.5

Sr. No	Group	Means	SD	'T' value	't' calculated	Remark
1	E	6.5	1.00	05 '01 2.04 2.75	40.00	Significant at 0.01 levels.
2	C	4.5	0.88	CR=00 1.96 2.58		

4.3.2. Findings Interpretation and conclusion

Observation:

- 1) Mean of 'E' group is 6.5
- 2) Mean of 'C' group is 4.5
- 3) Mean difference of 'E' and 'C' group is 2.00
- 4) SD of 'E' group is 1.00
- 5) SD of 'C' group is 0.88
- 6) As 'E' 'D' 'T' is significant at 0.01 level

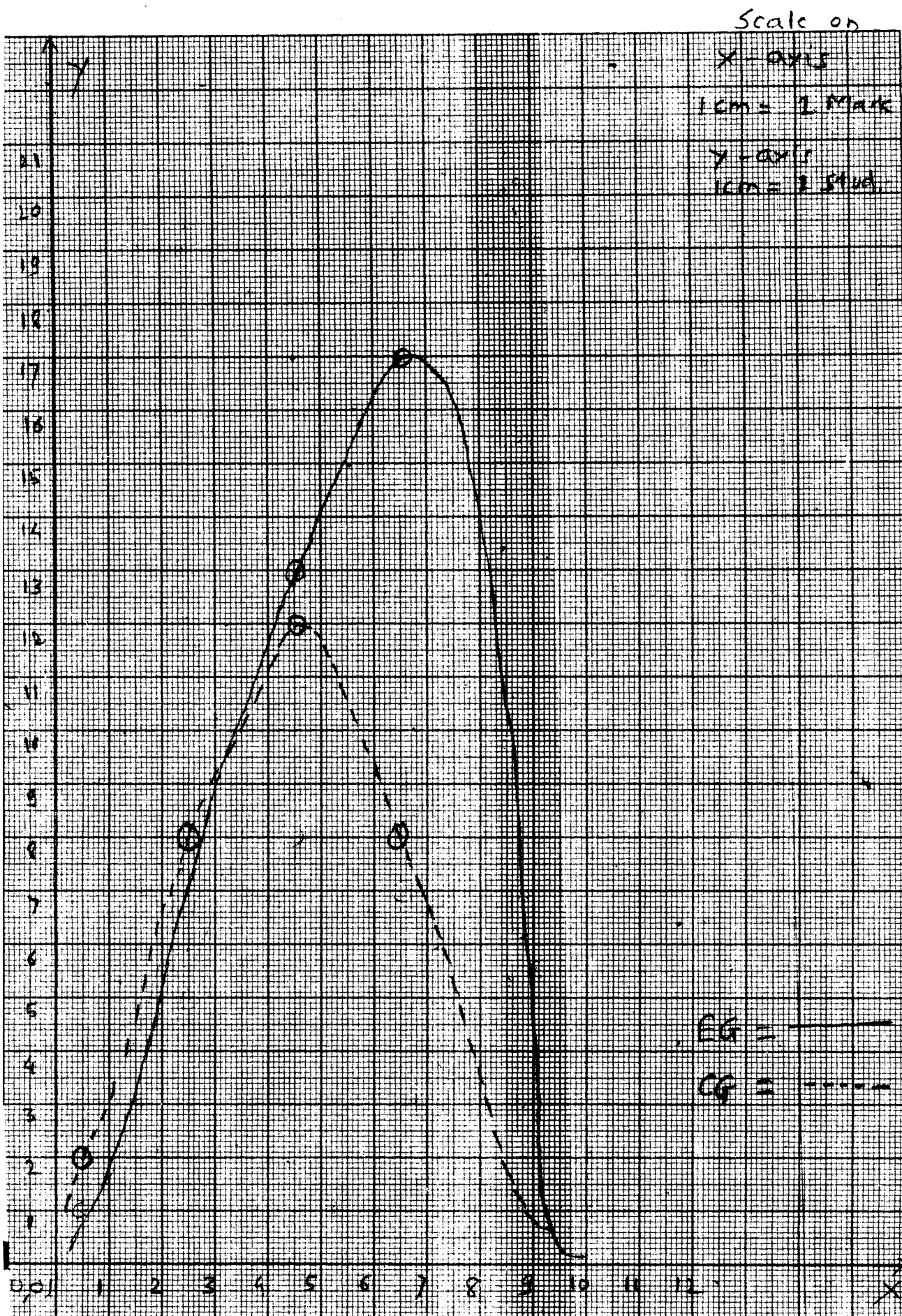
Form table t value at 0.05- 2.04

0.01- 2.75

The calculated 't' -is 40. It is greater then 't' value.

Findings:

The Mean difference between 'E' and 'C' group is considerable. The performance of 'E' group is superior. And 't' value is significant. It shows the effect of Multi Media Package on comprehension of poetry of group 'E'.



← MARKS →

Fig No. 4-4.11

4.4.3. Graphical Analysis of the Test-No.3

Achievement of the group 'E' and 'C' after the post test on the poem 'My Bird Sings' (Test No.3)

Observation

Frequency range 'E' group

i] Frequency range of lower end scores-	4
ii] Frequency range of higher end scores-	7
iii] Frequency range difference is	3(15)
iv] Frequency Midpoint is	6.5

Frequency range of 'C' group

1] Frequency range of lower end score	1
2] Frequency range of higher end scores	7
3] Frequency range difference	6(30)
4] Frequency mid point is	4.5
5] The range of group 'E' and 'C' is different	(15-30)

Findings-

The difference between 'E' and 'C' group is 15. The scores 'E' group are gathered at the high end. The scores 'E' group are gathered higher end. The scores of 'C' group are at lower end. The curve of 'E' group is positive. The curve of 'C' group is negatively skewed. All the scores are close to mid point.

The Curve difference between 'E' and 'C' showed the effect of given treatment on scores of "E' group.

Use of parallel poem, chart difference of the cage bird and the bird out side, flash card. Transparencies helped the students to understand the poetic concept.

4.4.4. Conclusions and findings.

The findings of the use of M.M.P. on poem My Bird Sings (Test No.3) were as follows.

- i. The Transparencies of parallel poem Two Linnets and Sketch of wounded bird helped the students to understand terms like crippled thing, Sorrowful things.
- ii. Flash card of bird in cage and a free bird on a branch affect students performance.
- iii. The chart showing differences and comparison of two birds, helped the students to understand the poetic terms and ideas, like my bird, your bird, freedom and slavery.
- iv. The recorded poem helped the students to understand poetic devices like rhyming word in the poem.
- v. The flash cards of cage bird and the bird in the sky, helped the students to understand the terms like to build and thrive wheel and soar with the sunshine on his wings. bird that flies etc. Thus the use of M.M.P. affect the performance of the students in 'E' group.

4.5.0. Post Test on poem 'Gypsies' (Test No. 4)

Blue print related to the poem Gypsies Test No. 4

Table 5.5.1

Weightage to objectives

Sr. No	objectives	Marks	Percentage
1	Knowledge	1	10
2	Comprehension	3	30
3	Application	4	40
4	Expression		
	1) Personal Response	2	20
	2) Interpretative		
	3) Inference		
Total		10	100

In hierarchical order of the objective knowledge, was given weightage of ten per cent. Comprehension was given weightage of thirty per cent. Application was given weightage of forty percent. And an expression was given weightage of twenty per cent.

The objective Test was simple Test. The items used in the test were objective question. Short answer question and personal response question. These types of questions were asked on poem 'Gypsies'.

As regard the content of the poem. The weightage according to these units and sub-units is given in Table NO. 5.5.2.

Table 5.5.2.
Weightage to sub-units

Sr. No	Sub-unit	Marks	Percentage
1.	Content	1	10
2.	Concepts, facts, generalizations	1	10
3.	Terms		
4.	Atmosphere		-
5.	Situations		-
6.	Characters		-
7.	Poetic devices	4	40
8.	Theme/principles	2	20
9.	Process		-
10.	Imagination	2	20
Total-		10	100

In using M.M.P. there is basic need to see what effect is to be achieved by particular M.M.P. as the concepts and sub units. Thus, the proportionate weightage was given to sub-units.

Thus weightage according to these units and sub units is given in the Table No. 4.5.4.

Table 5.5.3.

Weightage to type of questions

Sr. no.	Type of question	Marks	Percentage
1.	Essay	-	-
2.	Short answer	8	80
3.	Objective	2	20
Total		10	100

Table 5.5.4.

Blue Print Test on Gypsies'

Sr. No	Objectives type of questions	Knowledge			Comprehension			Application			Expression			Skills			Total		
		S	E	O	S	E	O	S	E	O	S	E	O	S	E	O			
1	Knowledge			1 (1)														1(1)	
2	Comprehension				2 (1)		1 (1)												3(2)
3	Application							4 (2)											4(2)
4	Expression										2 (1)								2(1)
5	Skill																		
	Total			1 (1)	2 (1)		1 (1)	4 (2)			2 (1)								10(6)

N.B. i. Figures out of bracket indicate marks

ii. Figures into bracket indicate number of questions.

Thus two-dimension chart was prepared prior to framing Test.

And the effect was seen.

The hypotheses on the poem six and out were tested as follows.

- 1.11.0.3. Comprehension of poetry can be improved by using Educational objects or different Teaching Aids.
- 1.11.0.4. The use of Models in teaching poetry increases students understanding.
- 1.11.0.5. The use of direct/original objects in teaching poetry increases student's ability to express ideas.
- 1.11.0.9. Co-relation of poetic ideas with present day today life incidents will help increase students comprehension of poetry.
- 1.11.0.11. Thus, use of M.M.P. in teaching poetry affect on students behaviour. They collect English poems, parallel Marathi poems. They recite poems.

4.5.1. Summary Table of Means, Standard deviation and 't' value on the poem 'Gypsies' (Test No. 4)

Table - 5.5.5.

Sr. no	Group	Means	SD	'T' value	't' calculated	Remark
1	E	7.1	3.06	05 '01 2.04 2.75	5.38	Significant at both levels.
2	C	6.4	0.93	CR=00 1.96 2.58		

4.5.2. Findings Interpretation and conclusion

Observation:

- 1) Mean of 'E' group is 7.1
- 2) Mean of 'C' group is 6.4
- 3) Mean difference of 'E' and 'C' group is 0.07
- 4) SD of 'E' group is 3.06
- 5) SD of 'C' group is 0.93

Test 4

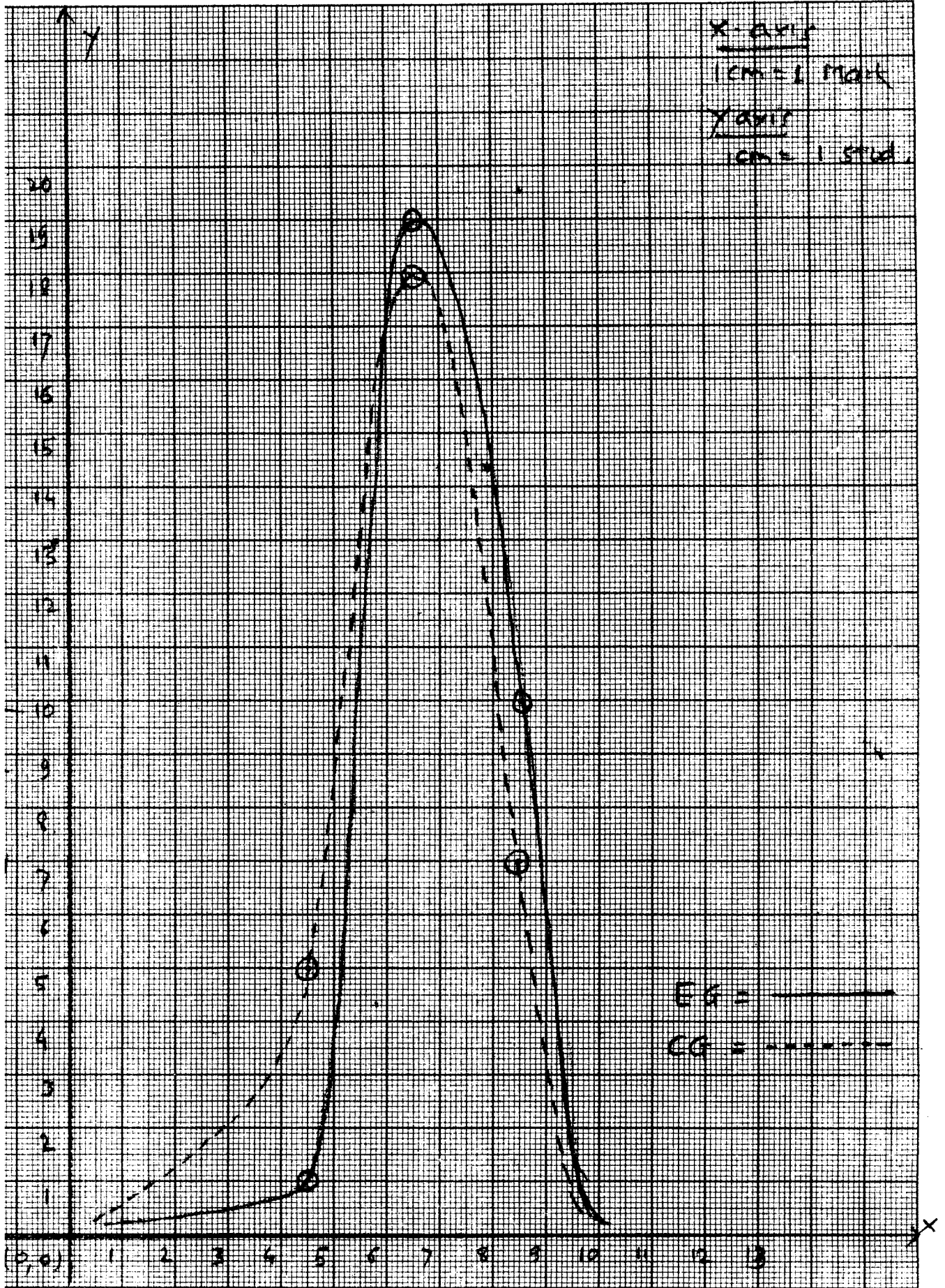
Scale on

X-AXIS

1cm = 1 Mark

Y-AXIS

1cm = 1 Stud.



← Marks →

Fig. No - 4.5.1

6] As 'E' 'D' 'T' is significant at both levels.

Form table t value at 0.05- 2.04

0.01- 2.75

The calculated 't' is 5.38. It is greater than 't' value.

Findings:

The Mean difference is slight. But the 't' value is significant. The performance of 'E' group is superior only because of the Multi Media Package it affects the performance of 'E' group.

4.5.3. Graphical Analysis of Test No. 4

Achievement of the group 'E' and 'C' after the post tests on the poem. Gypsies' (Test No. 4)

Observation of E Group

Frequency range 'E' group

i] Frequency range of lower end scores-	4
ii] Frequency range of higher end scores-	9
iii] Frequency range difference is	5(25)
iv] Frequency Midpoint is	7.1

Frequency range of 'C' group

1] Frequency range of lower end score	4
2] Frequency range of higher end scores	9
3] Frequency range difference of E & C group	5(25)
4] Frequency mid point is	6.4
5] The range of group 'E' and 'C' is different	(25-25)

Findings-

The difference between 'E' and 'C' group is zero but the curve of 'E' group is positive. The scores are gathered at higher end.

The curve of 'C' group is skewed at left. But the height of the curve is less than 'E' curve. The scores are close to mid point. It showed the difference in achievement. It showed the effect of the Models, objects, flannel board. Flash card and recorded poem affect the performance of the students in 'E' group.

4.5.4. Conclusion and Findings.

The findings of the use of the M.M.P. on poem 'Gypsies' (Test No. 4) were as follows.

- i. The parallel poem in std. VIII. The Princess and Gypsies and Marathi prose lesson Kasarat helped to understand more about wandering life of Gypsies.
- ii. The models of the Gypsies dolls helped the students to know the terms in the poem like dancing girl, black eyed girl, old folk, handkerchief round their throats and silver loops in their ears.
- iii. The flash card of Gypsy dog. Gypsy child, helped to know more about their appearance and condition. 'The term tattered children and dogs that braked.
- iv. The use of flannel board helped to understand the students the poetic terms and idea like as the flames leaped high and higher and where danced that band so wild.
- v. The direct objects like half burnt wood, dry leaves, a branch without leaves and helped the student to know about poetic terms like. Only a burnt out gypsy fire, Maple branches bare

Thus the M.M.P. helped the students to understand poetic terms , ideas, and imagination and diction.

4.6.0 Post test on poem " A nations strength" Test No-5

Weightage to objectives related to the poem A Nation Strength Test No-5

Table- 4.6.1
Weightage to objectives

Sr. No	objectives	Marks	Percentage
1	Knowledge	2	20
2	Comprehension	4	40
3	Application	4	40
4	Expression	-	-
	1) Personal Response	-	-
	2) Interpretative	-	-
	3) Inference	-	-
Total		10	100

In the hierarchical order the objectives knowledge was given weightage of twenty per cent. Comprehension was given weightage of forty per cent and application was given weightage of forty per cent.

The objective test was simple test the test items used in Test were objective questions, short answer questions were asked on the poem "A Nation's Strength"

As regard the content of the poem. The weightage according to these units and sub-units given in Table No-4.6.2

Table-4.6.2

Weightage to sub-units related to the poem 'A Nation's Strength'

sr. no	Sub-unit	Marks	Percentage
1.	Content	2	20
2.	Concepts, facts, generalizations	-	
3.	Terms	3	30
4.	Atmosphere	-	-
5.	Situations	-	-
6.	Characters	2	20
7.	Poetic devices	2	20
8.	Theme/principles	-	-
9.	Process	-	-
10.	Imagination	1	10
Total-		10	100

In using multi-media package there is basic need to see what effect is to be achieved by particular M.M.P as content and sub-units. Hence thus the proportionate weightage was given to sub-units.

The weightage according to those units and sub-units is given table no 4.6.4.

Table 4.6.3

Weightage to type of questions

Sr. No.	Type of question	Marks	Percentage
1.	Essay	-	-
2.	Short answer	6	60
3.	Objective	4	40
Total		10	100

Table 4.6.4

Blue print test on 'A Nation's Strength' Test No- 5

Sr. No	Objectives type of questions	Knowledge			Comprehension			Application			Expression			Skills			Total
		S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	
1	Knowledge			2 (2)													2(2)
2	Comprehension				4 (2)												4(2)
3	Application							2 (1)		2 (1)							4(2)
4	Expression																
5	Skill																
	Total			2 (2)	4 (2)			2 (1)		2 (1)							10(6)

Note: 1) Figures out of bracket indicate marks

2) Figures into bracket indicate number of marks

Thus two-dimension chart was prepared prior to framing test and the effect was observed.

The hypotheses on the poem 'A Nations strength' were tested as follows-

- 1.11.02 Picture packages in teaching of poetry considerably increases student's comprehension.
- 1.11.03 Comprehension of poetry can be improved by using educational object or different teaching aids.
- 1.11.07 The use of multi media help the students to enrich vocabulary
- 1.11.01 The use of M.M.P in teaching poetry affect on student behaviour they collect English poems, parallel Marathi pomes. They recite poems.

Test-5

Scale on

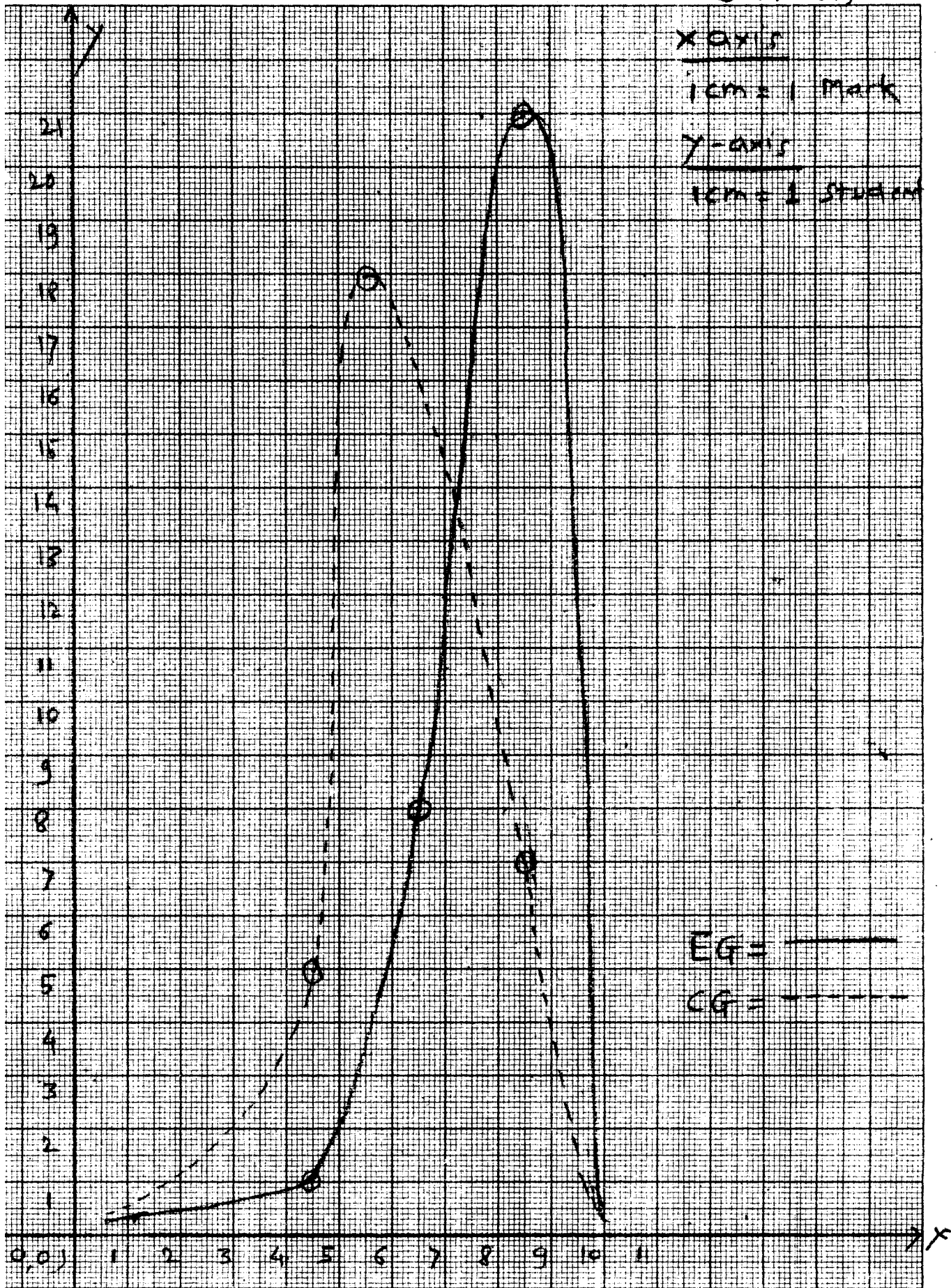


Fig. No - 4.6.1

Table 4.6.5

4.6.1 Summary table of means, standard deviations and 't' value on the poem " A Nation's Strength" (Test No-5)

Sr. No.	Group	Means	SD	'T' value	't' calculated	Remark
1	E	7.8	1.62	05 0'01 2.04 2.75	6.4	Significant at 0.01 levels.
2	C	4.6	0.02	CR=00 1.96 2.58		

4.6.2 Finding Interpretation and conclusion

Observation

- 1] Mean of 'E' group is 7.8
- 2] Mean of 'C' group is 4.6
- 3] Means difference of 'E' and 'C' group is 3.2
- 4] Sd of 'E' group is 1.62
- 5] SD of 'C' group is 0.02
- 6] As 't' 'd' 't' is significant at 0.01 level. From table 't' value at
0.05 2.04
0.01 2.75

The calculated 't' is 6.4. It is greater than 't' value.

Findings-

The mean difference is considerable and the 't' value is significant. The performance of 'E' group is considerable. It shows the effect on multi media package on comprehension of poetry of 'E' group.

4.6.3 Graphical analysis of Test No 5

Achievement of the group 'E' and 'C' after the post test on the poem A Nation's Strength (Teat no 5)

Observation-**Frequency range of 'E' group**

Frequency range of lower and scores.	4
Frequency ranges higher and scores	9
Frequency range difference	5(25)
Frequency mind point	7.8

Frequency range of 'C' group

Frequency range of lower and scores.	4
Frequency ranges higher and scores	9
Frequency range difference	5(25)
Frequency mind point	4.6
The range difference of group 'E' and 'C'	25-25

Findings

The difference between 'E' and 'C' group scores is zero. The curve of 'E' group is positive. The scores are gathered at higher end. The curve is peaked. The curve of 'C' group is positively skewed. All the scores are closed to the midpoint. It showed the difference between 'E' and 'C' group scores.

It showed the effect of treatment of M.M.P like pictures of great persons, cassettes and flash cards.

Conclusion and findings

The effect of M.M.P on poem 'A Nation's Strength' Test No 5 was observed as follows-

- 1) Persons photograph with their great deeds.
- i) Mathama Gandhiji, Indira Gandhi, Dr Ambedkar helped students to understand the terms like not gold but only men can make a people great and strong and the term stand fast and suffer long etc.

ii) The recorded poem helped to understand poetic diction.
Thus M.M.P helped the performance of the students in 'E' group

4.7.0 Post test on poem True Men (Test No. 6)

Blue print related to the poem True Men Test No-6

Table-7.4.1

Weightage to objectives

Sr. No	objectives	Marks	Percentage
1	Knowledge	2	20
2	Comprehension	4	40
3	Application	2	20
4	Expression		
	1) Personal Response	2	20
	2) Interpretative	-	-
	3) Inference	-	-
Total		10	100

In hierarchical order of the objectives knowledge was given weightage of twenty per cent. Comprehension was given weightage of forty per cent. Application and expression was given weightage of twenty per cent each.

The objective test was simple test. The items used in the test were objective question short answer question and personal response question. These types of questions were asked on poem 'True Men'

As regard the content of the poem the weightage according to those units and sub-units is given in table No 4.7.2

Table-4.7.2
Weightage To Sub-units

Sr. No	Sub-unit	Marks	Percentage
1.	Content	2	20
2.	Concepts, facts, generalizations	-	
3.	Terms	2	20
4.	Atmosphere	-	-
5.	Situations	-	-
6.	Characters	4	40
7.	Poetic devices	2	2
8.	Theme/principles	-	-
9.	Process	-	-
10.	Imagination	-	-
Total-		10	100

In using M.M.P there is basic need to see what effect is to be achieved by particular M.M.P as the concepts and sub units.

Thus the proportionate weightage was given to sub-units

The weightage according to these units and sub-units is given in Table No. 4.7.4

Table 4.7.3
Weightage to type of questions

Sr. no.	Type of question	Marks	Percentage
1.	Essay	-	-
2.	Short answer	8	80
3.	Objective	2	20
Total		10	100

Table 4.7.4

Blue print test on 'True Men' Test No- 6

Sr. No	Objectives type of questions	Knowledge			Comprehension			Application			Expression			Skills			Total
		S	E	O	S	E	O	S	E	O	S	E	O	S	E	O	
1	Knowledge			2 (2)													2(2)
2	Comprehension				4 (2)												4(2)
3	Application							2 (1)									2 (1)
4	Expression										2 (1)						2 (1)
5	Skill																
	Total			2 (2)	4 (2)			2 (1)			2 (1)						10(6)

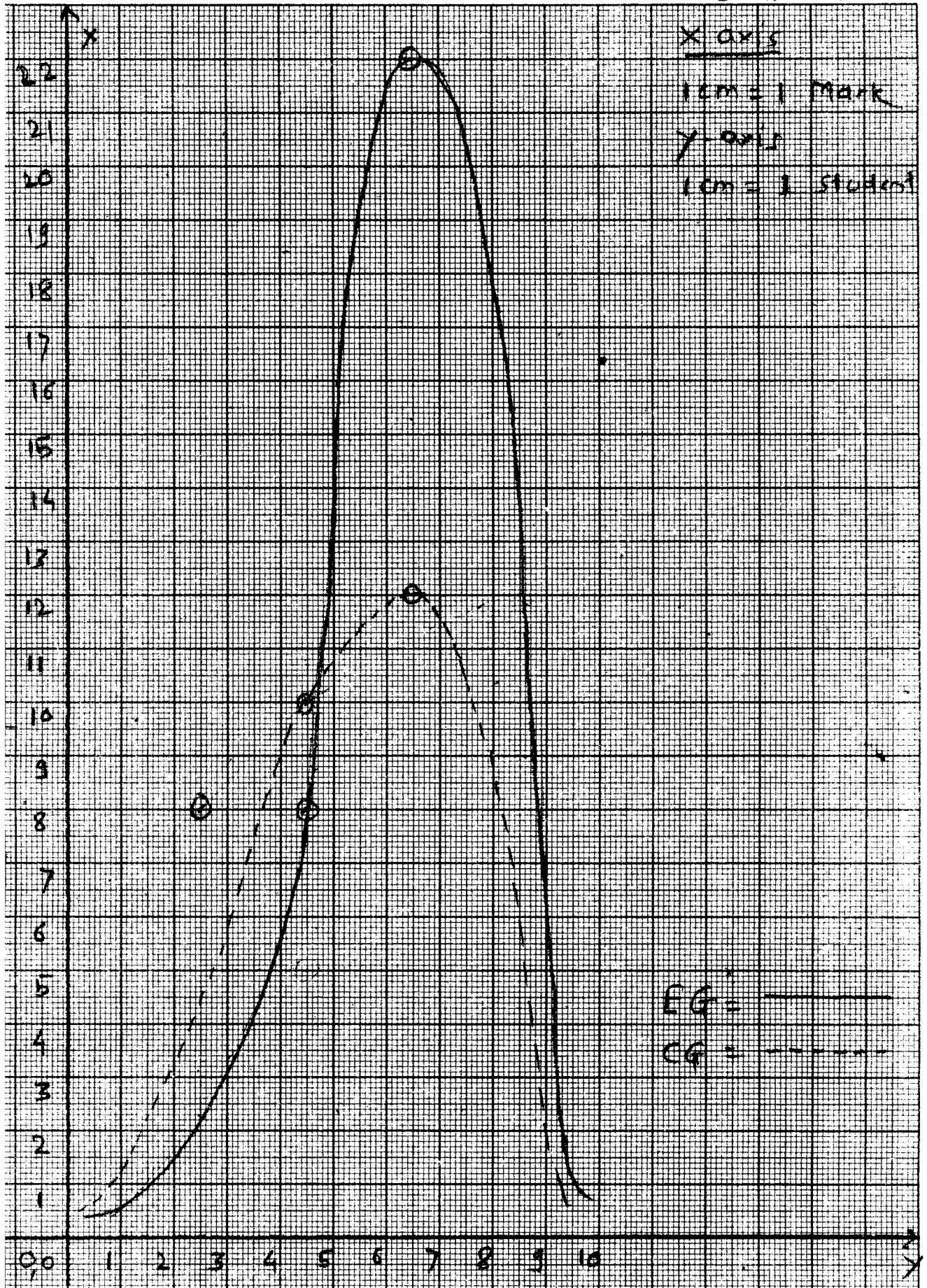
N.B.1] Figures out of bracket indicate marks

2] Figures into bracket indicate number questions thus two dimension chart was prepared prior to framing test. And the effect was seen. The hypotheses on the poem "True Men" were tested as follows-

- 1.11.0.2. Picture packages in teaching of poetry considerably increases student's comprehension
- 1.11.0.7 Correlation of poetic-ideas with present day today life incidents will help increase students comprehension of poetry.
- 1.11.0.10 Comprehension of poetic devices can be improved by using M.M.P
- 1.11.0.11 The use of M.M.P package in teaching poetry affect on student's behaviour. They collect English poems, parallel Marathi poems. They recite poems.

Test - 6

Scale on



← Marks →

Fig. No. 4.7.1

Table-4.7.6

4.7.1 Summary table of means stand deviations and 't' value on the poem. " True men" Test No-6

Sr. No	Group	Means	SD	'T' value	't' calculated	Remark
1	E	6.3	1.20	0.05 0'01 2.04 2.75	30.0	Significant at 0.01 levels.
2	C	4.8	0.44	CR=00 1.96 2.58		

4.27 Findings Interpretation and conclusion

Observation

- 1) Mean of 'E' groups is 6.3
- 2) Mean of 'C' group is 4.8
- 3) Mean difference of 'E' and 'C' group is 1.5
- 4) SD of 'E' group is 1.20
- 5) SD of 'C' group is 0.44
- 6) As 't' 'd' 't' is significant at 0.01 level.

From table 't' value at 0.05 2.04

0.01 2.75

The calculated 't' is 30. It is greater than 't' value.

The mean difference is considerable and 't' value is significant. The performance of 'E' group is superior. It shows the effect of multimedia package on performance of 'E' group.

Graphical Analysis of Test No-6

Achievement of the group 'E' and 'C' after the post test on the poem "True Men" Test No-6

Observation:

Frequency range of 'E' group

Frequency ranges of lower end scores	4
Frequency ranges of higher end scores	7
Frequency difference	3(15)
Frequency mid-point	6.3

Frequency range of 'C' group

Frequency ranges of lower end scores	2
Frequency ranges of higher end scores	7
Frequency range difference	5(25)
Frequency mid-point	4.8
The range difference of group 'E' and 'C'	(15-25)

Finding

The difference between 'E' and 'C' group score is 10
The curve of 'E' group is positively skewed. The scores are gathered at higher point.

The curve of 'C' group is somewhat flat. Most of the scores gathered at mid-point. The height of the 'C' curve is less than 'E'

The height difference of 'E' group showed the effect of given treatment of M.M.P

Picture of great Indian leaders, recorded poem, affect the performance of the students in 'E' group

4.7.4 Conclusions and findings:

The findings of the of multimedia package on poem True Men (Test No 6) was observed as follows

1] Recorded poems helped to know the poetic diction like rhyming words.

2] Persons- Gandhiji, Shivaji, Tilak Pandit Nehru Queen of zanshi, Indira Gandhi- These great people of India and the qualities of True Man in the poem strong mind, great heart, true faith, ready hand, hard working, which poet has mentioned, correlation of qualities and persons helped student's to understand the poetic ideas, and terms used in the poem.

3] The persons like Daoud Ibrahim and their current life helped to understand the poetic term treacherous flatteries that live above the fog 'demagogue'

Thus, the picture packages on good and bad people in India, affects the performance of the 'E' group.

4.8.0. The Conclusions summarized:

The study was aimed at answering the questions.

i. Whether the traditional method of teaching poetry is effective? Or whether new method with using Multi Media Package is affective?

ii. Which teaching strategy is effective?

Considering the objectives, hypotheses and sub-units the major finding of the study which are the answers to these questions have been summarized below.

The conclusions were summarized as the sub-units, content, concepts, terms, atmosphere, situations, characters, poetic devices, theme, process and imagination.

1. The conclusions related to content.

1. The use of pictures of the country side and the city, picture of hawthorn bushes, an Indian farmer, a mower mowing of post man near a post box, the police man and persons picture helped the students understood given content in the poems to a greater extent.

2. The coloured pictures of brown bird, post box lamp post, a gray colour fish, yellow colored cage picture helped student understood content in poems easily.

The ninety per cent students in E group understood the content where as only sixty per cent students in C group understood it.

2. The conclusions related to concepts.

1. The use of direct objects as a fish in bottle, native thorney bush branch, a branch of tree without leaves, dried leaves, hold half burnt log (wood) ash, ground nuts, dates; it was easy for the student to comprehend concepts as a gray trout, hawthorn, hazelnuts, Maple branches bare, half burnt out gypsy fire.

The eighty per cent students in E group understood the concepts but only fifty per cent students in C group understood concepts in the poems.

3. Conclusions related to Terms.

1. The use of flash cards related to terms the mower mow the cleanest. Flying bird and wounded bird, Tattered children barking dog, helped students understood the ideas in poems.
2. The flash cards of objectives and abbreviations helped understood terms as M.C.C. It also helped understood degree forms e.g. high, higher highest. The use of dictionary helped understood terms and applied meaning.

4. Conclusions related to Atmosphere.

1. The use of coloured posters of Nature helped student to understand Natural beautiful places as riverbank, meadow hillside, forest, birds, It helped understood about Environment aspects. Environmental aspects.

The seventy per cent student understood the atmosphere in the poem where as sixty five per cent students from C group understood it.

5. Conclusions related to situations.

1. The use of moveable picture of street policeman river boat with two children in it helped student understood situations in poem Six and Out, Boy's Song.
2. The use of chart helped understood the life of two birds under various situations as well as the imagination of slavery and freedom.

Seventy per cent students from 'E' group understood situations but only fifty per cent student from 'C' group understood it.

6. Conclusions related to characters.

1. The use of photographs of the great, as well as bad people helped student to understand qualities of true men as truth, honour, and faith, hard working and opposite qualities sleep, fly flattery. It helped under stood the human values mentioned in poem, nation strength and true men

The use of gypsy model helped understood the characters and seventy per cent students from 'C' group understood it.

7. Conclusions related to devices.

1. The use of recorded poem helped to under stood the poetic device as rhyming words, rhythm, and repetition, as-

1] Up the river and over the lea
That's the way for Billy and me"
As my bird sings.

2] Where the pools are bright and deep
Where the Grey trout lied asleep.

Ninety per cent students under stood the devices in 'E' group and seventy per cent students in 'C' group understood devises.

8. Conclusions related to theme

1. We should be aware of Environment
2. We should not play any game in street, it is harmful. We deprive the children from their joy and happiness. We should not keep animals. Let them enjoy free like in nature. Here the bird is symbol of freeman and slave.
3. We should think of poor people and their welfare hard working, honest, truthful and brave people are real strength of the nation.

A cording to J.G. Holland "Noble-hearted loyal and firm minded people rule the country.

4. Use of picture examples of great person as well as bad people, examples in bay to day life helped to understand the above themes in the poems.

Sixty per cent of the students from 'E' group understood the themes only thirty per cent students in 'C' group understood it.

9. Conclusions related to process

1. The use of parallel poem in std VIII "The princess and Gypsies" Marathi lession summary of Kasarat helped student more about the life process in wandering life of Gypsy as culture dress manners
2. The use of picture "of street cricket play of boys " helped student to know more about how they were playing cricket in harsh circumstance.

3. The use of parallel poem 'Two linnets' helped students to comprehend the poem ' My bird sings'.

Fifty per cent of the students in 'E' group understood process in poems where as only thirty per cent students in 'C' group understood it.

10. Conclusions related to imagination.

1. The imagination like 'A trout lies asleep' 'little sweet maidens' 'the broader wicket cleared at 6 p.m.' 'Kept up a fire of talk' 'a busy chalk' 'sorrowful wings' 'half alive' 'pipes of sorrowful things', 'a true wood note', 'a crippled things', 'Ragged and red like maple leaves', 'When frost comes in the fall', 'a nations pillars', 'True men', 'a demagogue', 'treacherous, flatteries', 'freedom weeps'.

2. The use of pictures verbal situations, examples in day today life and its correlation, parallel example in past and present happenings incidents helped students to know more about the imaginations in poems.

Fifty percent of the students in E group understood imagination in poems where as only thirty percent students in C group understood it.

Summary

Only the use of traditional method has no effect on achievement of the students.

Focused regarding new method plus Multimedia package created significant difference in performance of E group.

Multi Media Package helped students on their comprehension of English poetry.

The students from E and C group had almost similar experiments and similar achievement Test but except use of M.M.P. So different effect was observed negative effect was observed on C group and favourable effect was on E group.

All the students were willing to learn with new method. The students expressed favorable attitude about use of Multi Media Packages.