CHAPTER – III

METHODOLOGY OF STUDY:

A PLAN AND PROCEDURE

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A PLAN AND PROCEDURE

"If you fail to plan, you plan to fail".

Planning is the most important process behind every successful attempt. After wondering the problem, to pursue the solution of the problem a researcher must have prepare his plan and procedure for directing the execution of study.

A plan and procedure gives the idea of how systematically researcher think, how researcher executes the study in present conditions. It provides detail of the study such as method, sample, tool, procedure for data collection and scheme for data analysis.

In the present study researcher discusses the types and methods of research, flow diagram of research, sample design, nature and size of sample, procedure of selecting the sample, tool for data collection, procedure for data collection and scheme for data analysis.

3.1   Research Design

A researcher design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The research design for the present study discuss the method of study, sample design, nature and size of sample, tool for data collection, procedure for data collection and scheme for data analysis.

3.2   Types and methods of research

Research can be divided in to two broad categories:

a.   Quantitative Research

b.   Qualitative Research

Quantitative research consist of research in which the data can be analysed in terms of numbers.

Qualitative research describe event and persons scientifically, without the use of numerical data.

Methods of manipulating research are:

1.   Historical research

2.   Descriptive research

3.   Experimental research

For the present study researcher had selected `survey method'and 'document analysis' .
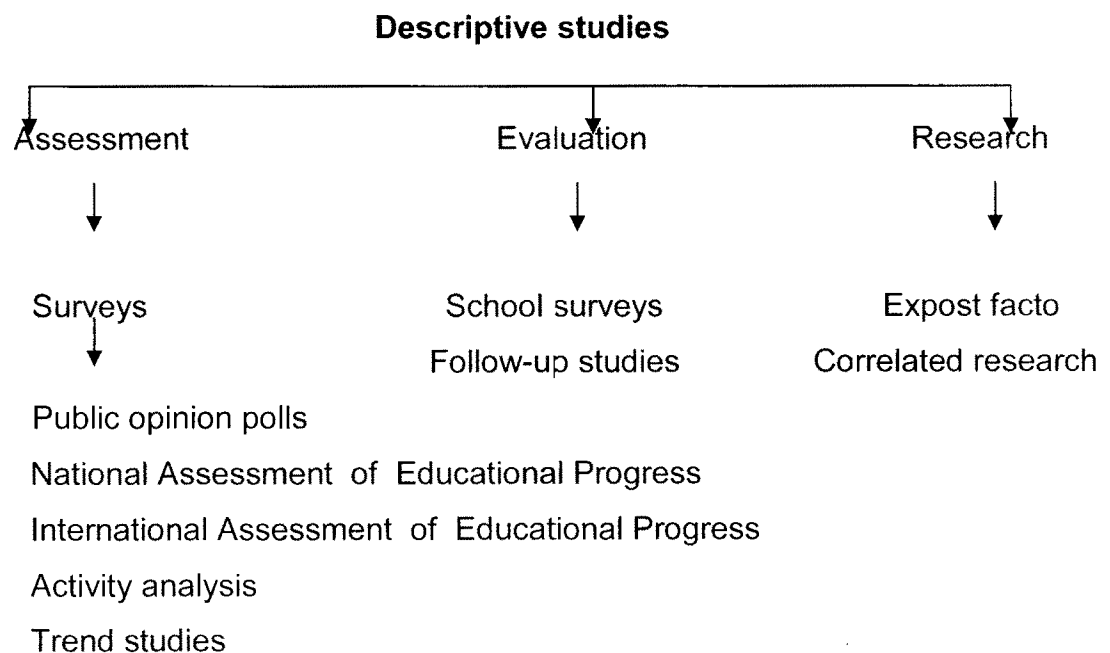
3.3 Descriptive Research

A descriptive research describes and interprets what is. It is concerned with conditions or relationship that exist, opinions that are held, processes that are going, effects that are evident or trends that are developing. It is primarily concerned with the present although it often considers past events and influences as they relate to current conditions.

The term descriptive study marks an important distinction, for not all descriptive studies fall into the category of research.

Descriptive research deals with the relationship between variables, the testing of hypotheses, and the development of generalizations, principles or theories that have universally valid.

Only descriptive research studies had go to generalizations beyond the given sample and situation.

Descriptive studies

Assessment	Evaluation	Research
↓	↓	↓
Surveys	School surveys	Expost facto
↓	Follow-up studies	Correlated research
Public opinion polls		
National Assessment of Educational Progress		
International Assessment of Educational Progress		
Activity analysis		
Trend studies		

Flow Chart No. 3.1

Categories of descriptive studies

3.4   Survey Method

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals. It is concerned

with the statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional.

In analyzing political, social or economic conditions, one of the first step is to get the facts about the situation or a picture of conditions that prevail or that are developing. These data may be gathered from surveys of the entire population. Others are inferred from a study of a sample group carefully selected from the total population. At times the survey may describe a limited population that is the only group under consideration.

The survey is an important type of study. It must not be confused with the mere clerical routine of gathering and tabulating figures. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings.

3.4.1 Advantages of Survey Method

The basic advantages of survey method are as follows:

1. Accumulation of information from individuals is possible at relatively low cost.

2. Generalization to larger population is mere legitimate.

3. Unlike experimentation, surveys are flexible, data is collected with use of a variety of data collection tools.

4. Surveys sensitize the researcher to potential problems that were originally a unanticipated or unknown.

5. Surveys may be used as good tools for verifying theories.

3.4.2 Limitations of Survey Method

1. The researcher has no control over individual response.

2. Statements about population from which sample are obtained are tentative if it will understood that any social study is a reflection of a society at a particular time.

Researcher selected survey method for the present study because one objective of this study is related to the compiling of the questions asked in the classroom teaching with reference to the subject English in English medium schools of Kolhapur city.

3.4.3 School Survey

What has traditionally been called a school survey is usually an assessment and evaluation study. Its purpose is to gather detailed information for judging the effectiveness of instructional facilities, curriculum teaching and supervisory personnel, and financial resources in terms of best practices and standards in education.

3.5 Document Analysis

Documents are an important source of data in many areas of investigation and the methods of analysis are similar to those used by historians. In document analysis the following may be used as sources of data: records , reports, letters, diaries, syllabi, books, themes or other academic works, pictures and films. When using documentary sources, one must bear in mind that data appearing in print are not necessarily trustworthy. Documents used in descriptive research must be subjected to the same careful types of criticism employed by the historian. So the data must be authentic and valid.

The following purposes may be served through documentary analysis:

1. To describe prevailing practices or conditions.

2. To discover the level of difficulty of presentation in textbook or in other publications.

3. To evaluate bias, prejudice, or propaganda in textbook presentation.

Document analysis should serve useful purpose in yielding information helpful in evaluating or explaining social or educational practices.
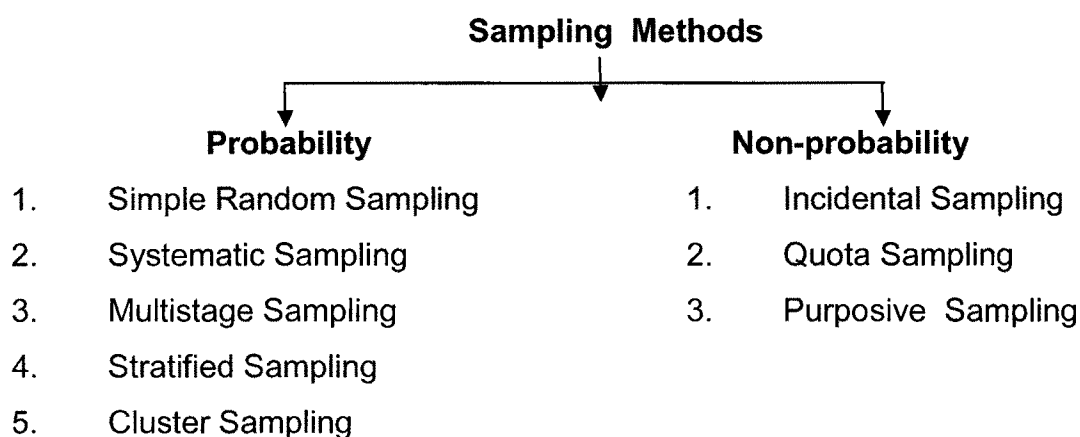
3.6 Sample Design

The primary purpose of research is to discover principles that have universal application, but to study a whole population to arrive at generalizations would be impracticable, if not impossible. Some populations are so large that their characteristics cannot be measured; before the measurement could be completed, the populations would have changed.

The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population.

A sample is a small proportion of a population selected for observation and analysis.

Samples are not selected haphazardly; they are chosen in a systematically random way so that chance or the operation of probability can be utilized.

Sampling Methods

Probability	**Non-probability**
1. Simple Random Sampling	1. Incidental Sampling
2. Systematic Sampling	2. Quota Sampling
3. Multistage Sampling	3. Purposive Sampling
4. Stratified Sampling	
5. Cluster Sampling	

Flow Chart No. 3.2

Sampling Methods

3.6.1 Selected Sample Size

The ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability and expense in both time and money.

For the present study, researcher had approached to all English medium schools in different areas in Kolhapur city, but at of 13, only 9 schools gave permission to collect the data.
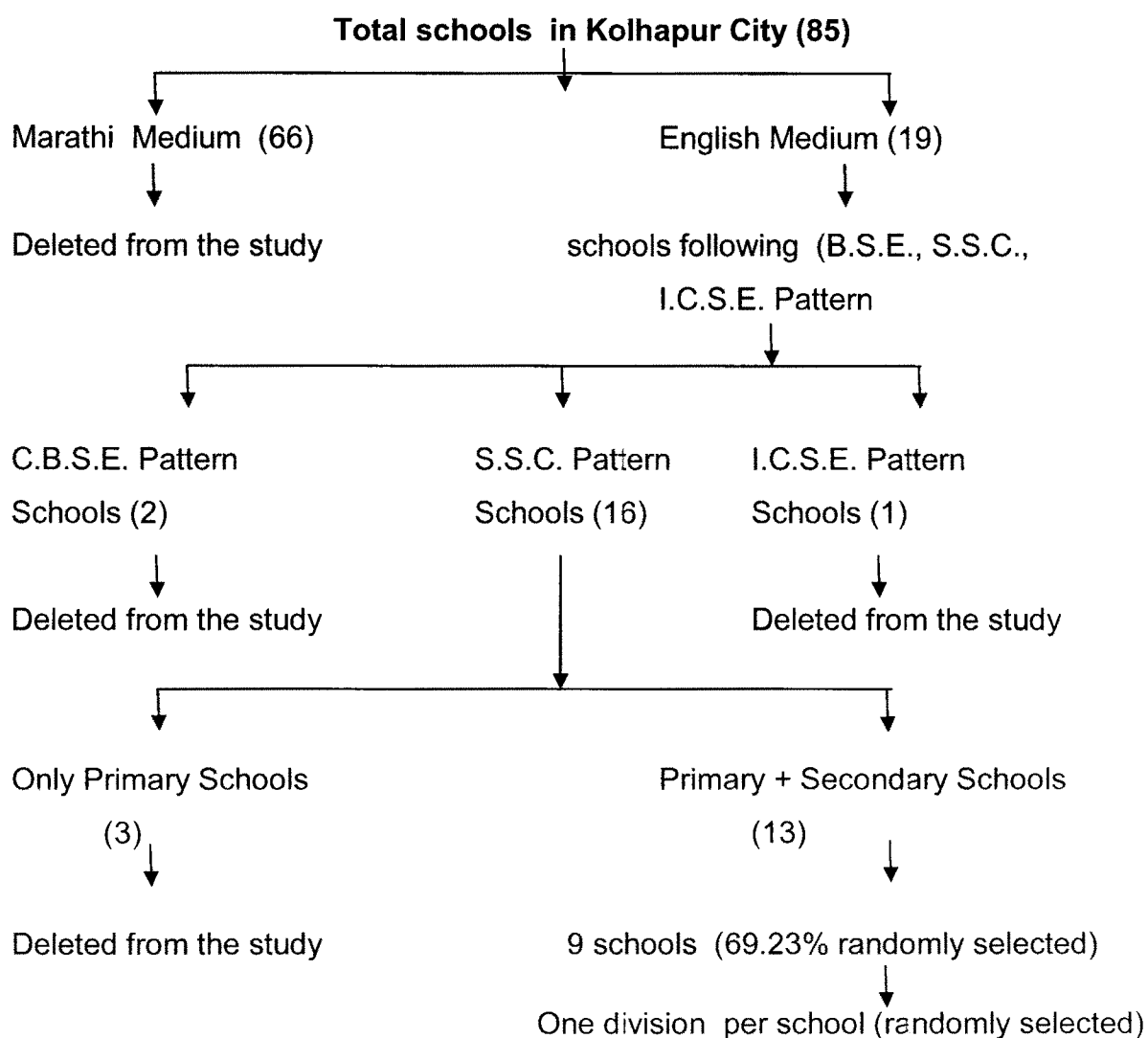
3.6.2 Nature of Sample

For the present study researcher had compiled the classroom questions asked by the English teachers (in VIII standard with reference to subject English) in concerned 9 schools.

3.6.3 Procedure of Selecting the Sample

For the present study researcher had approached to all 13 English Medium schools of Kolhapur city (but out of 13, only 9 schools gave permission to collect the data). These schools are following S.S.C. pattern and having primary and secondary both levels together. Researcher had selected randomly by lottery method technique one division per school of VIII standard.
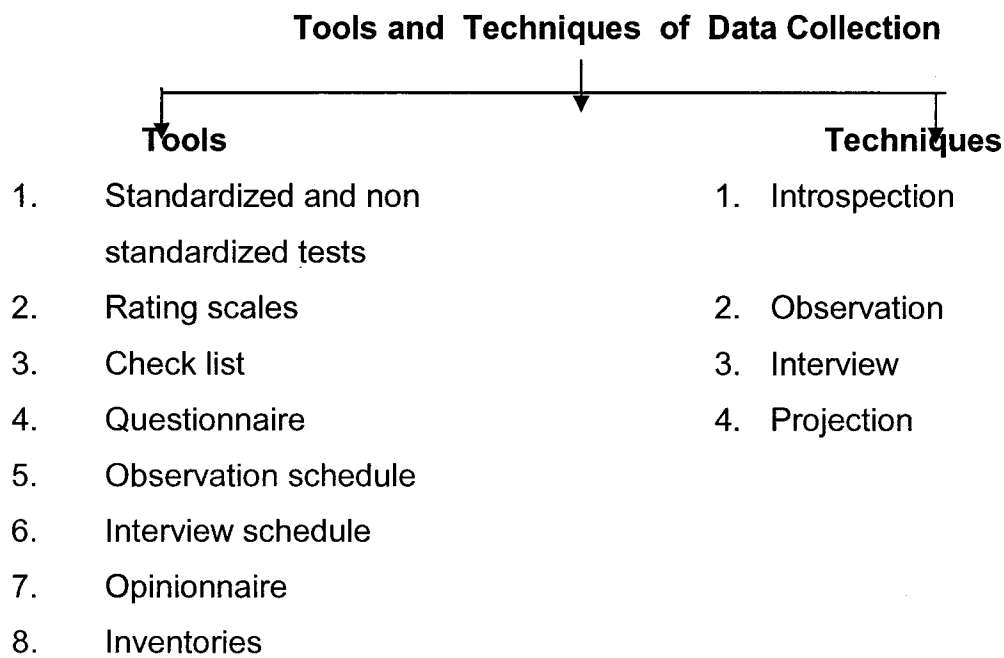
(Please see appendices No.2)

Total schools in Kolhapur City (85)

Marathi Medium (66)　　　　　　　　English Medium (19)

Deleted from the study　　　　　　schools following (B.S.E., S.S.C.,

　　　　　　　　　　　　　　　　　　I.C.S.E. Pattern

C.B.S.E. Pattern　　　　　S.S.C. Pattern　　　I.C.S.E. Pattern

Schools (2)　　　　　　　Schools (16)　　　　Schools (1)

Deleted from the study　　　　　　　　　　　Deleted from the study

Only Primary Schools　　　　　　　Primary + Secondary Schools

(3)　　　　　　　　　　　　　　　　(13)

Deleted from the study　　　　　9 schools (69.23% randomly selected)

　　　　　　　　　　　One division per school (randomly selected)

Flow Chart No. 3.3 Sample Selection.

3.7 Tools for Data Collection

Many different methods and procedures have been developed to aid in the acquisition of data. These tools employ distinctive ways of describing and quantifying data. Each is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used.

There are different tools and techniques for data collection as follows:

Tools and Techniques of Data Collection

Tools	Techniques
1. Standardized and non standardized tests	1. Introspection
2. Rating scales	2. Observation
3. Check list	3. Interview
4. Questionnaire	4. Projection
5. Observation schedule	
6. Interview schedule	
7. Opinionnaire	
8. Inventories	

Flow Chart No. 3.4

Tools and Techniques of Data Collection

For the present study, researcher had used check list,rating scale, opinionnnaire and observation technique to collect the data as per the different purposes of researches.

Table No.3.1) Different tasks of researcher and tools used –

S.No.	Different tasks of the researcher	Tools
1.	To find out the higher level objectives of teaching English as the first language for VIII standard according to the National Curriculum Framework, 2005.	Checklist
2.	To find out the higher level objectives framed by Maharashtra State Bureau of Textbook Production and Curriculum Research of Teaching English as the first language for VIII standard.	Checklist
3.	To find out the contents which fulfill the higher level objectives of teaching English as the first language for VIII standard according to the NCF, 2005.	Checklist
4.	To find out which NCF, 2005 objectives up to which extend fulfilled from each content.	Rating Scale
5.	To find out the opinions over constructions of knowledge and questions necessary for the creation of those constructions of knowledge given by experts.	Opinionnaire
6.	To find out the questions asked by teachers during classroom teaching with reference to the selected content.	Observation Schedule

How researcher had developed these tools and why he selected these particular tools is necessary to mention here. So researcher gives here explanation of the steps or process of the development of particular tool for the fulfillment of particular purpose of the research.

3.7.2) **Checklist-**

The checklist, the simplest of the devices, is a prepared list of behaviors or items. The presence or absence of the behavior may be indicated by checking yes or no, the type or number of items may be indicated by inserting the appropriate word or number, or a mark may be made each time a behavior is observed in the space. For that behavior (these marks are counted later for the total number of times each behavior occurred).

Task No.1)To find out the higher level objectives of teaching English as the first language for VIII standard according to the NCF, 2005

1.1)Researcher decides to find out the higher level objectives because the further work of research is largely depend on this.

1.2) Researcher decides to use checklist because the exact purpose of research Is to check the level of each objective according to Bloom's and Krathwohl's taxonomy.

1.3)Researcher decides to apply Bloom's taxonomy to the 21 objectives and find out the higher level objectives among them.

1.4)Researcher develops the final checklist after the discussions with guide, coguide,coresearchers and experts as follows.

(Please see appendices No.3)

Objectives	Bloom's Taxonomy					
1	Knowledge	Under.	Application	Analysis	Evaluation	Creation

1.5)While applying this taxonomy researcher come to know that some of the objectives are directly related to the affective domain, too.

1.6)So researcher decides to apply Krathwohl's and Simpson's taxonomy too to the 21 objectives and the final check list take shape as follows.

S. No.	Objectives	Blooms Taxonomy						Krathwohl's Taxonomy					Simpson's Taxonomy						
		R	U	A	A	E	C	R	R	V	O	I	P	S	G	M	C	A	O

(Please see Appendices No.4)

Bloom's Taxonomy-	Krathwohl's Taxonomy-	Simpson's Taxonomy-
R- Remembering.	R-Receiving.	P-Perception
U-Understanding.	R-Responding.	S-Set
A-Applying.	V-Valuing.	G-Guided Response
A-Analysing.	O-Organising.	M-Mechanism
E-Evaluating.	I-Internalising.	C-Complex overt response
C-Creating.		A-Adaptation
		O-Originalising

Task No.2)To find out the higher level objectives framed by Maharashtra State Bureau of Textbook Production and Curriculum Research of Teaching English as the first language for VIII standard.

2.1 Researcher finds that all the 30 objectives are related to the cognitive, affective and psychomotor domain too.

2.2 Researcher decides to apply Bloom's taxonomy for cognitive domain, Krathwohl's taxonomy for affective domain and Simpson's taxonomy for psychomotor domain.

2.3 The checklist is the best tool to check the exact level of each objective so researcher decides after lots of discussions with guides, co-guides and co-researchers to prepare the check list.

2.4 With the lots of discussions with guides co-guide and co-researches the final checklist takes shape as follows:

S. No	Objectives	Blooms Taxonomy						Krathwohl's Taxonomy					Simpson's Taxonomy					
		R	U	A	A	E	C	R	R	V	O	I	P	S	G	M	C	A	O

(Please see Appendices No.   5   )

Task No.3   To find out the contents which fulfill the higher level objectives of teaching English as the first language for VIII standard.

3.1 Researcher decides to use checklist after lots of discussions with guide, co-guide and co-researchers because each lesson or poem fulfilled more than one higher level objective and only checklist gives clear idea of which objective is exactly fulfilled by that particular lesson or poem.

3,2 Researcher thinks that it is not feasible to write each fulfilled objective so researcher gives number of each objective in the checklist and the checklist taken shape as follows.

S. No.	Name of the lesson or poem	No. of cbjective numbers

(Please see Appendices No. 6   )

Rating Scale –

The Rating scale involves qualitative description of a limited number of aspects of a thing or of traits of a person.The classification may be set up in five to seven categories in such terms as –

1.	Superior	Above average	Average	Fair	Inferior
2.	Excellent	Good	Average	Below average	Poor
3.	Always	Frequently	Occasionally	Rarely	Never

Another procedure establishes positions in terms of behavioral or situational descriptions. These statement may be much more specific and may enable the judge to identify more clearly the characteristic to be rated. The characteristics to be rated should be minimum in number.

Task No.4

4.1) Researcher for this task with lots of discussions with guide,coguide and Coresearchers because only this tool gives clear idea of which objective upto which extend fulfilled from each lesson or poem.

4.2)Researcher comes to know that some objectives are completely fulfilled, some are partially fulfilled and some are not fulfilled.

4.3) Researcher decides to give a three point rating scale as completely fulfilled, partially fulfilled and not fulfilled to the five experts, (Please see the names of experts in Appendices No. 3) for their opinion and the final draft of rating scale is as follows:

Sr. No.	Name of the lesson or poem	Fulfilled Objectives Nos.	Completely fulfilled	Partially fulfilled	Not fulfilled

Table No.3.4)Changes related to the objectives suggested by the experts and acceptance and not acceptance of it

Lesson / Poem No.	Name of the Lesson / Poem	Changes suggested by experts related to objectives	Accepted	Not accepted
4.	In the Bazaars of Hyderabad	Objective no. 4 and objective no. 10 is also completely fulfilled from the lesson no. 4		✓
5.	Owning Books	Objective no. 1.8 is also completely fulfilled from the lesson no. 5.		✓
5.	Owning Books	Objective no. 1.9 is not fulfilled from the lesson no. 5		✓
10.	Ask Here for Advice	Objective no. 9 is also completely fulfilled from the lesson no. 10	✓	
16.	Mark Twain	Objective no. 6 is also completely fulfilled from the lesson no. 16.	✓	
17.	The cloud	Objective no. 16 is not fulfilled from the lesson no. 17.		✓
30.	Resignation-I	Objective no. 14 is not fulfilled from the lesson no. 30.	✓	
30.	Resignation-I	Objective no. 1.8 is also completely	✓	

		fulfilled from the lesson no. 30		
31.	Resignation-II	Objective no. 14 is not fulfilled from the lesson no. 31.	✓	
31.	Resignation-II	Objective no. 1.8 is also completely fulfilled from the lesson no. 31.	✓	

Table No. 3.5)Changes related to the objectives suggested by the experts but not accepted by the researchers.

Lesson No.	Changes suggested by experts	Reasoning for non-acceptance
4.	Objective no. 4 and Objective no. 10 is also completely fulfilled from the lesson no. 4.	Both of these objectives are about the use of multilingualism and only two words in whole poem are from national language, Hindi so it is very minor objective compare to others.
5.	Objective no. 1.8 is also completely fulfilled from the lesson no. 5.	Objective no. 1.8 is related to writing skill and the lesson is radio broadcast giving stress on speaking skill.
5.	Objective no. 1.9 is not fulfilled from the lesson no. 5.	Objective no. 1.9 is related to the training of speech which is the specific aim of the lesson no. 5 related to the radio broadcast.
17.	Objective no. 16 is not fulfilled from the lesson no. 17	Objective no. 16 is related to the aesthetic sense and the poem is particular of nature's beauty.

Table No.3.6 Changes related to the objectives suggested by experts and improvements done by researcher.

Lesson No.	Changes suggested by experts	Improvements done by researcher
16.	Objective No. 6 is also completely fulfilled from the lesson no. 16.	Addition of one more objective in the (O. no.-6)in the total list of fulfilled objectives from the lesson no. 16.
10.	Objective No. 9 is also completely fulfilled from the lesson no. 10	Addition of one more objective in the (O. no.-9) in the total list of fulfilled objectives from the lesson no. 10.
30.	Objective No. 14 is not fulfilled from the lesson no. 30	Omission of the objective no. 14 from the total list of fulfilled objectives from the lesson no. 30.
30.	Objective No. 1.8 is also completely fulfilled from the lesson no. 30.	Addition of one more objective (Objective no. 1.8) in the total list of fulfilled objectives from the lesson no. 30.
31.	Objective No. 14 is not fulfilled from the lesson no. 31.	Omission of the objective no. 14 from the total list of fulfilled objectives from the lesson no. 31.
31.	Objective No. 1.8 is also completely fulfilled from the lesson no. 31.	Addition of one more objective (Objective no. 1.8) in the total list of fulfilled objectives from the lesson no. 31.

3)   Opinionnaire –

An information form that attempts to measure the attituce or belief of an individual is known as an opinionnaire.

Researcher must depend on what people say are their beliefs and feelings. Through the use of questions, or by getting people's expressed reaction to statements, a sample of their opinions is obtained. From this statement of opinion, one may infer or estimate their attitude what they really believe.

Following are the several methods of taking opinion:

3.1   Asking people directly how they feel about a subject. This technique may employ a schedule or questionnaire of the open or closed form. It may employ the interview process in which the respondents express their opinions orally.

3.2   Asking people to check on a list at the statements with which they agree.

3.3   Asking people to indicate their degree of agreement or disagreement with a series of statements about a controversial subject.

3.4   Inferring their attitudes from reactions to projective devices through which they may reveal attitudes unconsciously.

        Researcher has been used the first method to take opinion of experts.

5. Task 5) To find out the opinions over constructions of knowledge and questions necessary for the creation of those constructions of knowledge given by experts.

5.1)   Researcher selects the opinionnaire because through that only researcher can get the exact opinion about all constructions of knowledge and questions overall 32 lessons and poems.

5.2) It is necessary to take opinion of the experts over the constructions of knowledge and questions. So researcher made the table as follows.

Sr. No.	Content	Construction of Knowledge	Creation	No Creation	Other Opinion

        But researcher thought that there is no possibility of 'No Creation' of construction of knowledge, so researcher omitted that column.

5.4)   After the thorough discussions with experts researcher thought that each content had 3 to 7 construction of knowledge and total number of lesson and poem is 32. So it is not feasible for experts to give their detailed opinion about construction of knowledge due to their busy schedule. So researcher, instead of table format, decided to give one close and one open question for each lesson. These questions were as follows.

i)   Do you think that there is the possibility of other construction of knowledge?

ii)   If yes, which are the other constructions of knowledge?

Researcher left the ample space for answer.

5.6)   Researcher had decided to attach these two questions after each lesson but the set looked bulky and difficult to write on paper so after the 32 contents table over researcher attached 32 pages of these questions and give Lesson or Poem No. for each page.

5.7)   It was easy to write on a single page a detailed opinion for construction of knowledge.

5.8)   Simultaneously, researcher thought over the questions and made the table open as follows for the expert's opinion.

Sr. No	Content Name	Construction of Knowledge	Questions	Appropriate Structure		Complexity of Language		Ambiguity in meaning	
				Yes	No	Yes	No	Yes	No

5.9)   This table seemed some limitations. It had no scope for the suggestions regarding the change in question.

5.10)   Researcher after the detailed discussions with the experts decided to provide a list of five questions which will give scope for individual free response of each concerned expert.

5.11)   Then researcher decided to give all the questions (2 questions for construction of knowledge and 5 questions for types of questions necessary for the creation of the construction of knowledge) together on one single page.

5.12)   Researcher attached 32 copies of 7 questions to the set given to the concerned experts to analyse.

3.6.7.3) Sample Framework :

                    (Please see appendices no. 7   )

3.6.7.4)According to the oppinionnaire experts gives their opinion.

Table No.3.7) Changes related to the constructions of knowledge and acceptance and non -acceptance

Lesson / Poem No.	Name of the Lesson / Poem	Changes suggested to constructions of knowledge suggested by experts.	Accepted	Not accepted
1.	A Tale of Two Kings	`Jatak and folk tales' this construction of knowledge is also created from the lesson no. 1.	✓	
3.	Chandrayan-I	`Fantasy' this construction of knowledge is also created from the lesson no. 3.		✓
4.	In the Bazaars of Hyderabad	`Comparison between old and modern bazaars'. This construction of knowledge is also created from the lesson no. 4	✓	
7.	Anne's Confession	`Social awareness'. This construction of knowledge is also created from the lesson no. 7.	✓	
7.	Anne's Confession	`Importance of sacrifice'. This construction of		✓

		knowledge is also created from the lesson no. 7.		

Table No.3.8)Changes related to the questions and acceptance and non - acceptance

Lesson / Poem No.	Name of the Lesson / Poem	Changes related to the questions suggested by experts.	Accepted	Not accepted
1.	A Tale of Two Kings	Into the fourth question for the third construction of knowledge `had bring' should be replaced by `had brought'.	✓	
		Into the second question for the second construction of knowledge `what' should be replaced by `how will you check – `.	✓	
		Omission of fourth question for third construction of knowledge.		✓
2.	The Three Rules	Omission of second question for second construction of knowledge.		✓
3.	Chandrayan-1	`that' should be omitted from `suppose that......'		✓
		`about' should be used instead of		✓

		'while'		
4.	In the Bazaar of Hyderabad	Use 'to' instead of 'for'.		✓
		Use of 'do' in 'which colours and sounds....' this question.		✓
5.	Owning Books	Give example of 'A.R. Rehman' instead of 'Lata Mangeshkar'.		✓
		Use 'towards FM', 'Radio Mirchi' these words for radio broadcast.		✓
6.	Daffodils	One more question for the first construction of knowledge 'Imagine that you are all alone at home. What will be your feeling at that time?'	✓	
		Use of 'do' in second question for second construction of knowledge.	✓	
		Use of 'the' in second question for fourth construction of knowledge.	✓	
7.	Anne's Confession	Use 'to' instead of 'at' in fourth	✓	

		question for first construction of knowledge.		
		Use `did' in third question for second construction of knowledge.	✓	
		Use `takes' instead of take in second question for fifth construction of knowledge.	✓	
	ı	Add one more question for the first construction of knowledge as – `If you see a single puppy on street without her mother, what will you feel for him?'	✓	
8.	Abou Ben Adhem	Addition of one question for first construction of knowledge "Do you believe in Santa Clauz? Why?"	✓	
8.		Use of `do' instead of `does' in second question for second construction of knowledge.	✓	

		Add one question for fifth construction of knowledge – To whom you bow?		✓
9.	Maya Sabha- The Hall of illusion	Use of 'do' instead of 'does' in fourth question for second construction of knowledge.	✓	
11.	Parody	Use of 'does' instead of 'is that' in two questions for third construction of knowledge.	✓	
12.	The Little Prince	One question is added for second construction of knowledge. 'How will you complete the story?'	✓	
		Use of 'should' instead of 'is' in second question of fourth construction of knowledge.	✓	
13.	Of Mails and Meals	'is' used for the first question for third construction of knowledge.	✓	
		Use 'helped' instead of 'helps' in second question for third construction of	✓	

		knowledge.		
		Use 'during' instead of 'in your' for the first question for fifth construction of knowledge.	✓	
		Add two more means of communication in the list in second question for fifth construction of knowledge.	✓	
		Omission of 'the', 'are', 'much' from first question for sixth construction of knowledge.	✓	
		Use of 'doesnot' instead of 'donot' in first question for sixth construction of knowledge.	✓	
14.	The Race of Flowers	Use of 'the' , 'will' in second and third questions asked for third construction of knowledge.	✓	
		Use 'diagram' instead of 'graph' word in first question for third construction of	✓	

		knowledge.		
		Use 'compose' and 'ends' instead of 'make' and 'ending' in second question for fifth construction of knowledge.	✓	
16.	Mark Twain	Use of 'a' instead of 'the' in fourth question for first construction of knowledge.	✓	
		Omit is from 'gives' and 'uses' in fifth and sixth question asked for first construction of knowledge.	✓	
		Use 'about' in first question for the second construction of knowledge.	✓	
		Add two questions for first construction of knowledge. "Do you hear cassettes of witty talks?"		
		"Discuss some quotations with your friends and present them in front of the class.	✓	

		Use of `does', `the' in fourth question of third construction of knowledge.	✓	
17.	The Cloud	Use of `does' in fourth question for second construction of knowledge.	✓	
		Addition of one question for fourth construction of knowledge. `Enact the role of Rankala telling his condition'.	✓	
		Use of `I am' instead of `myself' in first question for fourth construction of knowledge.	✓	
18.	A Play	Use of `we' at proper place in fourth question of third construction of knowledge.	✓	
		Use of `have' instead of `now a days' and use recently in the first question of third construction of knowledge.	✓	
		Use of `did' and `the' in second	✓	

		question for third construction of knowledge.		
		Addition of one question for forth construction of knowledge. "Make a list of humorous dialogues you know."	✓	
		Use of `one' and `taking' instead of `in the' and `taken' in second question for fifth construction of knowledge.	✓	
19.	The Quality of Mercy	Use `have' instead of `are' in second question for first construction of knowledge.	✓	
20.	A Debate - I	Add one question for first construction of knowledge. "Arrange a show of actual debate on VCD and give chance to students to observe. What do you observe I this debate?	✓	
23.	Inspiring News	Add one question for fourth	✓	

		construction of knowledge. Perform a dialogue in front of the class by enacting certain roles.		
24.	Abhanga	Add one question for first construction of knowledge. — How human values are reflected from Abhanga?	✓	
25.	Oliver Twist	Omit `is' from first question of first construction of knowledge.	✓	
		Use `which' instead of `who' in third question of third construction of knowledge.	✓	
		Use `does' in first question for fourth construction of knowledge.	✓	
27.	The Gorgon's Head - I	Add one question for first construction of knowledge. `Tell the story in front of the class.'	✓	
28.	The Gorgon's Head - II	Omit question no. 3 for second construction of	✓	

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		knowledge.		
		Add one question for first construction of knowledge 'What you had done for your mother?'	✓	
29.	O Captain) My Captain)	Use 'you' at proper place in third question of first construction of knowledge.	✓	
		Use of 'should you' instead of 'you have to' in fifth question of first construction of knowledge.	✓	
		Use 'do' in seventh question for first construction of knowledge.	✓	
		Add one question for first construction of knowledge. 'What do you like most in Titanic movie about sea journey? Why?'	✓	
30.	Resignation- I	Omit 'that' and use 'and' to that place in third question of first construction of knowledge.	✓	

		Use 'is' and 'from' at proper place in fourth question of second construction of knowledge.	✓	
		Use 'consider' instead of 'take' in first question of third construction of knowledge.	✓	
		Use of 'does' at proper place in third question for third construction of knowledge.	✓	
31.	Resignation -II	Use 'compared' instead of 'compare' in first question for second construction of knowledge.	✓	
		Use of 'will' at proper place in third question for third construction of knowledge.	✓	
		Use 'their' at proper place in second question for fourth construction of knowledge.	✓	
32.	A Prayer	Use of 'of' instead of 'for' in fifth	✓	

		question for first construction of knowledge.		
		Use of `have' instead of `are-having' in second question for third construction of knowledge.	✓	
		Change the structure of fourth question for seventh construction of knowledge as "How will you make the people aware of superstitions regarding god?"	✓	
		Add one question for sixth construction of knowledge `Do you a book by Rabindranath Tagore? Share the core of the book with your friends in the class.	✓	

Table No.3.9)Changes related to the constructions of knowledge suggested by the experts but not accepted by the researchers.

Lesson No.	Changes suggested by experts	Reasoning for non-acceptance
3.	`Fantasy' . This construction of knowledge is also created from the lesson no. 3.	Fantasy is all depend on imagination and not always true and the lesson is completely a scientific one stating facts only about Chandrayan.
7.	`Importance of Sacrifice'. This construction of knowledge is also created from the lesson no.7	This is the story of an orphan child living as a maid servant. She confessed the guilt what she has not done. After knowing truth her lady master offer her picnic. There is no question of sacrifice as such in whole story.

Table No.3.10)Changes related to the questions suggested by the experts but not accepted by the researcher.

Lesson No.	Changes suggested by experts	Reasoning for non-acceptance.
1.	Omit fourth question for third construction of knowledge.	One regular family problem is given in the question to check the problem solving capacity of a student and the construction of knowledge is problem solving.
2.	Omit second question for second construction of knowledge.	Construction of knowledge is about three rules and second question is about second rule motivating students to tell their own experience.
8.	Add one question for fifth construction of knowledge. – To whom you bow?	Construction of knowledge is blessings and the question to whom you bow?' is not exactly related to the construction of knowledge. It is not important to whom you bow but blessings are important.

Table No.3.11)Changes related to the constructions of knowledge suggested by experts and improvement done by the researcher.

Lesson No.	Changes suggested by experts	Improvements done by researcher.
1.	`Jatak and folk Tales'. This construction of knowledge is also created from the lesson no. 1.	Addition of one more construction of knowledge and following questions for the fulfillment of that construction of knowledge.
		1.1) Make groups of 4 to 5 students each and give them one book of Jatak and folk tales. Give them time to read one story of their interest.
		- Narrate the story in front of the class.
		- Enact the various roles of the characters of the story in your group and present in front of the class.
		1.2) Do you read folk tale of any other country in newspapers and comics ?
		1.3) Narrate the story to the class with gestures and actions wherever necessary.
4.	`Comparison between old and modern bazaars'. This construction of knowledge is also created from the lesson no. 4.	Addition of one more construction of knowledge and following questions for the fulfillment of that construction of knowledge.
		4.1) Make pairs and share your thoughts with your friend about the typical changes in the bazaars you noticed from your childhood upto this age. Present your thoughts in front of the class.

		4.2) What do you feel about the expanding `mall culture'?
		4.3) Suppose that your mother has asked you to bring 2 kg. wheat from the bazaar. Where do you prefer to go in mall or in open market? Why?
7.	`Social awareness'. This construction of knowledge is also created from the lesson no. 7.	Addition of one more construction of knowledge and following questions for the fulfillment of that construction of knowledge.
		2.1) You come across many children street beggars on traffic signals. What do you feel to see them?
		2.2) Suppose that your school is going to start a Literacy Campaign for orphans on street. Will you join the campaign? What will be your contribution to the campaign?
		7.3) Suppose that you find one puppy dog on road. How will you treat him and why?

Table No.3.12)Changes related to the questions suggested by the experts and improvement done by the experts. .

Lesson No.	Changes suggested by experts	Improvement done by researcher.
1.	Into the 4th question for the creation of third construction of knowledge `had bring' should be replaced by `had brought'.	`had bring' replaced by `had brought'.
	Into the second question for the creation of second construction of knowledge `what' should be replaced by `how will you check ...'	`What replaced by' how will you check....'
3.	`that' should be omitted from `suppose that........'	`that' omitted from `suppose that ....'
4.	Use `to' instead of `for'	Use of `to' instead of `for'
	Use of `do' in `which colours and sounds......' this question.	Use of `do' at appropriate place.
5.	Give example of `A.R. Rehman' instead of `Lata Mangeshkar'.	Example of `A.R. Rehman' instead of `Lata Mangeshkar'.
	Use `Tomato FM', `Radio Mirchi' these words for radio broadcast.	Use `Tomato FM', `Radio Mirchi' these words in third question for first construction of knowledge.
6.	One more question for the first construction of knowledge. `Imagine that you are all alone at home. What will be your feeling at that time?	Addition f one question. `Imagine that you are all alone at nome. What will be your feeling at that time?
	Use of `do' in second question for second construction of knowledge.	Uses `do' in the question at proper position.
	Use of `the' in second question for fourth construction of	Uses `the' at proper place.

	knowledge.	
7.	Use 'to' instead of 'at' in fourth question for first construction of knowledge.	Uses 'to' instead of 'at'
	Use 'did' in third question for second construction of knowledge.	Uses 'did' at proper place.
	Use 'takes' instead of take in second question for fifth construction of knowledge.	Uses 'takes' instead of 'take'.
	Add one more question for the first construction of knowledge as 'If you see a single puppy on street without her mother, what will you feel for him?'	Addition of one question 'If you see a single puppy on street without her mother, what will you feel for him?'
8.	Addition of one question for first construction of knowledge. "Do you believe in Santa Clauz? Why?"	Addition of one question "Do you believe in Santa Clauz? Why?"
	Use of 'do' instead of 'does' in fourth question for second construction of knowledge.	Uses 'do' instead of 'does'.
9.	Use of 'do' instead of 'does' in fourth question for second construction of knowledge	Uses 'do' instead of 'does'.
11.	Use of 'does' instead of 'is that' in two questions for third construction of knowledge.	Uses 'does' instead of 'is that'.
12.	One question is added for second construction of knowledge "How will you complete the story?"	Addition of one question "How will you complete the story?"
	Use of 'should' instead of 'is' in	Uses of 'should' instead of 'is'.

	second question of fourth construction of knowledge.	
13.	`is' used for the first question for third construction of knowledge.	Uses `is' at proper place.
	Use `helped' instead of `helps' in second question for third construction of knowledge.	Uses `helped' instead of `helps'.
	Use `during' instead of `in your' for the first question for fifth construction of knowledge.	Uses `during' instead of `in your'.
	Add 2 more means of communication in the list in second question for fifth construction of knowledge.	Add 2 more means of communication, tele conferencing and video conferencing.
	Omission of `the', `are', `much' from first question for sixth construction of knowledge.	Omission of `the', `are', `much'.
	Use of `doesnot' instead of `donot' in first question for sixth construction of knowledge.	Use `doesnot' instead of `donot'.
14.	Use of `the', `will' in second and third questions asked for third construction of knowledge.	Uses `the' and `will' at proper place.
	Use `diagram' instead of `graph' word in first question for third construction of knowledge.	Uses `diagram' instead of `graph' word.
	Use `compose' and `ends' instead of `make' and `ending' in second question for fifth construction of knowledge.	Uses `compose' and `ends' instead of `make' and `ending'.
16.	Use of `a' instead of `the' in fourth question for first construction of knowledge.	Uses `a' instead of `the'.

	Omission of 's' from 'gives' and 'uses' in fifth and sixth question asked for first construction of knowledge.	Omitted 's' from 'gives' and 'uses'.
	Use 'about' in first question for the second construction of knowledge.	Uses 'about' at proper place.
	Addition two questions for first construction of knowledge.	Addition two questions for first construction of knowledge.
	"Do you hear cassettes of witty talks?"	"Do you hear cassettes of witty talks?"
	'Discuss some quotations with your friends and present them in front of the class'.	'Discuss some quotations with your friends and present them in front of the class'.
	Use of 'does the' in fourth question of third construction of knowledge.	Uses 'does the' at proper place.
17.	Use of 'does' in fourth question for second construction of knowledge.	Uses 'does' at proper place.
	Addition of one question for fourth construction of knowledge. 'Enact the role of Rankala telling his condition'.	Addition of one question for fourth construction of knowledge. 'Enact the role of Rankala telling his condition'.
	Use of 'I am' instead of 'myself' in first question for fourth construction of knowledge.	Uses 'I am' instead of 'myself' in first question for fourth construction of knowledge.
	Use of 'we' at proper place in fourth question of third construction of knowledge.	Uses 'we' at proper place in fourth question of third construction of knowledge.
	Use of 'have' instead of 'now a days' and use recently in the first question of third construction	Uses 'have' instead of 'now a days' and use recently.

	of knowledge.	
	Use of 'did' and 'the' in second question for third construction of knowledge.	Uses 'did' and 'the' in second question for third construction of knowledge.
	Addition of one question for fourth construction of knowledge.	Addition of one question for fourth construction of knowledge.
	"Make a list of humorous dialogues you know".	"Make a list of humorous dialogues you know".
	Use of 'one' and 'taking' instead of 'in the' and 'taken' in second question for fifth construction of knowledge.	Uses 'one' and 'taking' instead of 'in the' and 'taken'.
19.	Use 'have' instead of 'are' in second question for first construction of knowledge.	Uses 'have' instead of 'are'.
20.	Addition of one question for first construction of knowledge.	Addition of one question for first construction of knowledge.
	'Arrange a show of actual debate on VCD and give chance to students to observe.'	'Arrange a show of actual debate on VCD and give chance to students to observe.'
	What do you observe in this debate?	What do you observe in this debate?
23.	Add one question for fourth construction of knowledge.	Add one question for fourth construction of knowledge.
	- Perform a dialogue in front of the class by enacting certain roles.	- Perform a dialogue in front of the class by enacting certain roles.
24.	Add one question for first construction of knowledge.	Add one question for first construction of knowledge.
	-How human values are reflected from Abhanga?	-How human values are reflected from Abhanga?
26.	Omit 'is' from first question of first construction of knowledge.	Omission of 'is' from first question of first construction of knowledge.

	Use 'which' instead of 'who' in third question of third construction of knowledge.	Uses 'which' instead of 'who' in third question of third construction of knowledge.
	Use 'does' in first question for fourth construction of knowledge.	Uses 'does' in first question for fourth construction of knowledge.
27.	Add one question for first construction of knowledge.	Addition of one question for first construction of knowledge.
	'Tell the story in front of the class'.	'Tell the story in front of the class'.
28.	Add one question for first construction of knowledge.	Add one question for first construction of knowledge.
	'What you had done for your mother?'	Add one question for first construction of knowledge.
	Omit question no. 3 for second construction of knowledge.	Omission of question no. 3 for second construction of knowledge.
29.	Use 'you' at proper place in third question of first construction of knowledge.	Uses 'you' at proper place.
	Use of 'should you' instead of 'you have to' in fifth of question of first construction of knowledge.	Uses 'should you' instead of 'you have to'.
	Use 'do' in seventh question for first construction of knowledge.	Uses 'do' at proper place.
	Add one question for first construction of knowledge. 'What do you like most in Titanic movie about sea journey? Why?'	Addition of one question for first construction of knowledge. 'What do you like most in Titanic movie about sea journey? Why?'
30.	Omit 'that' and use 'and' to that place in third question of first construction of knowledge.	Omits 'that' and use 'and' at proper place.
	Use 'is' and 'from' at proper	Uses 'is' and 'from' at proper place.

	place in fourth question of second construction of knowledge.	
	Use 'consider' instead of 'take' in first question of third construction of knowledge.	Uses 'consider' instead of 'take'
	Use of 'does' at proper place in third question for third construction of knowledge.	Uses 'does' at proper place.
31.	Use 'compared' instead of 'compare' in first question for second construction of knowledge.	Uses 'compared' instead of 'compare'.
	Use of 'will' at proper place in second question for third construction of knowledge.	Uses 'will' at proper place.
	Use 'does' at proper place in third question for third construction of knowledge.	Uses 'does' at proper place.
	Use 'their' at proper place in second question for fourth construction of knowledge.	Uses 'their' at proper place.
32.	Use of 'of' instead of 'for' in fifth question for first construction of knowledge.	Uses 'of' instead of 'for'
	Use of 'have' instead of 'are having' in second question for third construction of knowledge.	Uses 'have' instead of 'are having'
	Change the structure of fourth question for seventh construction of knowledge as 'How will you make the people aware of superstitions regarding god?'	Changes the structure of fourth question for seventh construction of knowledge as 'How will you make the people aware of superstitions regarding god?'

	Add one question for sixth construction of knowledge `Do you read book by Rabindranath Tagore? Share the core of the book with your friends in the class.	Addition of one question for sixth construction of knowledge `Do you read book by Rabindranath Tagore? Share the core of the book with your friends in the class.

3.6.7.8) Final framework of necessary series of questions for knowledge construction according to the content :

(Please see appendices no. ১)

Observation Schedule :

Observation is one way to gain the knowledge . observation means analyzing and recording behavior of a person or a group of persons. To study overt behavior observation is the effective technique. Observation should be free from prejudices: It must be objective.

Types of observation are as follows:

1) Introspection and Overt observation

2) Participatory and not participatory observation

3) Controlled and uncontrolled observation

4) Dramatization and role playing.

Along to this for observation critical incident technique and interaction analysis is also used.

Task No.

6)To find out the questions asked by teachers during classroom teaching with reference to the selected content.

6.1)Researcher has chosen uncontrolled observation type because it is flexible and done by simple records of classroom questioning by observer.

6.2)Researcher at first go through the time table of schools and mark the exact timing of English subject periods of each school.

Sr.No.	Name of the school	Period timing
1.	Irwin Christian High School	8.30 to 9.00 p.m.
2.	New English Medium School	1.00 to 1.30 p.m.
3.	Radhabai Shinde English Medium School	12.00 to 12.30 p.m.
4.	New Model English Medium School	10.15 to 10.45 a.m.

5.	Mahavir English Medium School	10.45 to 11.15 a.m.
6.	St. Xaviers English Medium School	8.30 to 9.00 a.m.
7.	Shripatrao Bondre English Medium School	9.30 to 10.00 a.m.
8.	Dr. D.Y. Patil English Medium School	8.00 to 8.30 a.m.
9.	Adv. P. R. Mundargi English Medium School	10.15to 10.45 a.m.

6.3)As per the above time schedule it seems very difficult to observe each lesson personality and compile the questions.

6.4)Researcher discusses this problem with co-guide and guide and decides to take help of school teachers and students to compile the questions.

6.5)Researcher first of all make a request to charge the time schedule of English periods which researcher himself is going to observe for the sake of feasibility.

6.6)Researcher decides to observe following school's English lessons on his own and charge the time schedule wherever necessary as per the headmaster's permission.

Sr.No.	Name of the school	Period timing1
1.	New English Medium School	12.00 to 12.30 p.m.
2.	Mahavir English Medium School	10.45 to 11.15 a.m. (Not changed)
3.	Shripatrao Bondre English Medium School	9.30 to 10.00 a.m. (Not changed)
4.	Dr. D. Y. Patil English Medium School	8.00 to 8.30 a.m. (Not changed)

6.7)For the remaining five schools researcher decides to take help of school teachers (for 2 schools) and students (for 3 schools) to compile the questions.

6.8)Researcher prepares the observation schedule as follows :

Name of the School : _____

Name of the teacher being observed _____ Std. _____

Name of the Observer : _____

Name of the lesson / poem : _____

     Total number of the questions asked : _____

Questions _____

6.9) As per the above observation schedule researcher and other assistants of researcher compile the classroom questions.

3.7 Procedure for Data Collection

After the selection of the tool and nature of sampling researcher took the appointments from headmasters of nine selected schools.

With the permission of headmasters, researcher had collected the data. For the convenience, researcher had taken help of some tachers and students to compile the questions.

Table No. 3.13

Data collection from School No. 1.

S. No.	Name of the school	Questions	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	Irwin Christian High School	Student	१७.	A Cloud	Dec. 2010	Mrs. Kavita Rukadikar
			१८.	A Play		
			१९.	The Quality of Mercy	Dec. 2010 Jan. 2010	

Table No. 3.14

Data Collection from School No. 2

Sr. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	New English Medium School	Researcher	१३.	Of Mails and Meals	Dec. 2010	Dr. Gurav S.K.
			१४.	The Race of Flowers	Dec. 2010	
			१५.	The Story of Tea	Jan. 2010	

Table No. 3.15

Data Collection from School No.3

Sr. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	Radhabai Shinde English Medium School	Assistant	१७.	A Cloud	Dec. 2010	Mrs. Radhika Hiraskar
			१८.	A Play	Jan. 2010	
			१९.	The Quality of Mercy	Jan. 2010	

Table No. 3.14

Data Collection from School No.4

Sr. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	New Model English Medium School	Student	17. 22.	A Cloud Eagle	Dec. 2010 Jan. 2010	Mrs. Deshpande

Table No. 3.15

Data Collection from School No.5

S. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	Mahavir English Medium School	Researcher	25. 18.	Abhanga A Play	Dec. 2010 Jan. 2010	Mrs. Urmila Shinde

Table No. 3.16

Data Collection from School No.6

Sr. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	St. Xaviers English Medium School	Assistant	23.	O Captain ! My Captain	Dec. 2010	Mrs. Lekha Minchekar
			30.	Resignation Part-I	Jan. 2010	
			31.	Resignation Part – II	Jan. 2010	

Table No. 3.17

Data Collection from School No.7

Sr. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	Shripatrao Bondre English Medium School	Researcher	23 .	Inspiring News	Dec. 2010	Mrs. Kesarkar V.M.
			24.	Abhanga	Jan. 2010	

Table No. 3.18

Data Collection from School No.8

Sr. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	Dr. D. Y. Patil English Medium School	Researcher	27.	The Gorgon's Head Part – I	Dec. 2010	Mrs. Korade M.S.
			28.	Part – II	Dec. 2010	
			29.	O Captain ! My Captain	Jan. 2010	

Table No. 3.19

Data Collection from School No.9

Sr. No.	Name of the school	Questions compiler (Observer)	Lesson / Poem No.	Name of the Lesson / Poem	Month	Name of the teacher (being observed by)
1.	Adv. P. R. Mundargi English Medium School	Student	17.	A Cloud	Dec. 2010	Mr. Kumbar S.V.
			18.	A Play	Jan. 2010	
			32.	A Prayer	Jan. 2010	

Procedure of the research

1st stage - Finding Objectives

1)   Researcher finds out the higher level objectives of teaching English as the first language for the VIII standard according to the National Curriculum Framework, 2005.

2)   Researcher finds out the higher level objectives   (of teaching English) framed by Maharashtra State   Bureau   of   Textbook Production and Curriculum Research of Teaching English as the first language for VIII standard.

2nd stage - Determining constructions of knowledge and questions.

   1)   Researcher takes opinion of five experts over constructions of knowledge and questions drawn by researcher.

   2)   Researcher makes changes as per the instructions of experts wherever necessary and gives reasoning for non acceptance. M

   3)   Researcher   determines   the   final   constructions   of   knowledge   and questions.

3rd stage - Compile Questions.

1)   Researcher   takes appointments of concerned school's headmasters.

2)   Researcher prepares a timetable for each school.

3)   Researcher takes help of some assistants to collect the data.

4)   Researcher thus compiles the classroom questions from concerned schools

3.8 Scheme for Data Analysis :

      Researcher analyzed the data qualitatively and quantitatively. Researcher used percentage for quantitative analysis and levels of taxonomies of Bloom,Krathwohl and Simpson.

      The researcher prepared tabulations to analyse and interprete the data collected in next chapter.'Analysis and Interpretation of the data.