

CHAPTER – IV

ANALYSIS,

INTERPRETATION OF

DATA AND RESULTS

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ANALYSIS, INTERPRETATION OF DATA AND RESULTS

Research is nothing but an application of scientific method of thinking to solve our problems. It is very important to analyze the collected data in proper statistical measurement. According to this analysis, researcher draws interpretations and results which give a scientific touch to research.

In this study the data collected from 9 schools was analyzed qualitatively. The objectives framed by NCF 2005 and Maharashtra State Bureau of Textbook Production and curriculum Research of teaching English was analyzed by using percentage. It helps to draw results regarding role of questions for knowledge construction among VIII standards students.

Researcher analyzed the data in two sections.

Section-A Quantitative Analysis

Section –B Qualitative Analysis

Section-A Quantitative Analysis

OBJECTIVE NO. 2

To find out the higher level objectives of teaching English as the first language for VIII standard according to the National Curriculum Framework, 2005.

Table No. 4.1
Percentage of the NCF, 2005 objectives according to Bloom's
Cognitive Taxonomy

| Sr. No. | Bloom's Taxonomy (Levels) | Total no. of objectives | Percentage |
|---------|------------------------------|----------------------------|------------|
| 1. | Remembering | - | - |
| 2. | Understanding | 4 | 13.33% |
| 3. | Applying | 6 | 20% |
| 4. | Analyzing | 1 | 3.33% |
| 5. | Evaluating | 3 | 10% |
| 6. | Creating | 14 | 46.67% |

Observation :

From the total objectives, 4 are of Understanding level, 6 are of Application level, 1 Objective for Analysis level, 3 are of Evaluation level and 14 are of Creation level. 13.33% is of Understanding level, 20% is of Application level, 3.33% is of Analyzing level and 10% Objectives are of Evaluation level and 46.67% objectives are of Creation level.

Interpretation :

Most of the objectives are of Creation level and remembering level is almost negligible. After creating level applying level objectives comes, then comes understanding level, and analyzing level and lastly creating level comes.

Finding:

- 1) NCF, 2005 gives stress on the development of creating power of students.
- 2) NCF, 2005 gives stress on framing higher level objectives.
- 3) NCF, 2005 gives stress on application of objectives than only remembering.

Table No. 4.2
Percentage of the NCF, 2005 objectives according to Krathwohl's Affective Taxonomy

| Sr. No. | Krathwohl's Taxonomy (Levels) | Total no. of objectives | Percentage |
|---------|-------------------------------|-------------------------|------------|
| 1. | Receiving | - | - |
| 2. | Responding | 1 | 3.33% |
| 3. | Valuing | - | - |
| 4. | Organization | 3 | 10% |
| 5. | Internalizing values | - | - |

Observation :

1. From the 30 objectives only 3 are of organizational level and the percentage is 10%.
2. 1 objective is of responding level and the percentage is 3.33%.

Interpretation :

- 1) Only 3 objectives are of organization level. These three objectives are also of first three levels.
- 2) In affective domain objectives of highest level also covers lowest levels.

Finding :

- 1) NCF, 2005 gives stress on organization level than on any other individual value.
- 2) NCF, 2005 gives stress on highest level objectives than lowest level.

Table No. 4.3
Percentage of the NCF, 2005 objectives according to Simpson's
Psychomotor Taxonomy

| Sr. No. | Simpson's Taxonomy (Levels) | Total no. of objectives | Percentage |
|---------|--------------------------------|----------------------------|------------|
| 1. | Perception | 2 | 6.67% |
| 2. | Set | 1 | 3.33% |
| 3. | Guided Response | 3 | 10% |
| 4. | Mechanism | 2 | 6.67% |
| 5. | Complex Overt Response | 4 | 13.33% |
| 6. | Adaptation | - | - |
| 7. | Originalizing | - | - |

Observation :

- 1) From the 30 objectives, 2 objectives are of perception and mechanism level and the percentage is 6.67%.
- 2) 1 objective is of set level and the percentage is 3.33%.
- 3) 3 objectives are of guided response level and the percentage 10%.
- 4) There are 4 objectives are of complex overt response level and the percentage is 13.33%.

Interpretation :

- 1) Most of the objectives are of complex overt response level and least are of set level.
- 2) There is no objective of adaptation and originalizing level.

Finding :

- 1) NCF, 2005 gives stress to develop the ability of students to give complex overt response.
- 2) There is not any objective reach up to adaptation and originalizing level.

OBJECTIVE NO. 3

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.

Table No. 4.4

Percentage of Objectives framed by Maharashtra State Bureau of Textbook Production and Curriculum Research of teaching English according to Bloom's Cognitive Taxonomy.

| Sr. No. | Bloom's Taxonomy (Levels) | Total no. of objectives | Percentage |
|---------|---------------------------|-------------------------|------------|
| 1. | Remembering | - | - |
| 2. | Understanding | 12 | 40% |
| 3. | Applying | 7 | 23.33% |
| 4. | Analyzing | 1 | 3.33% |
| 5. | Evaluating | 1 | 3.33% |
| 6. | Creating | 7 | 23.33% |

Observation :

From the total 30 objectives, 12 are of Understanding level, 7 are of Application level, 1 Objective for Analysis level, 1 is of Evaluation level and 7 are of Creation level. 40% is of Understanding level, 23.33% is of Application level, 3.33% is of Analyzing level and 3.33% Objectives are of Evaluation level and 23.33% objectives are of Creation level.

Interpretation :

- 1) From the Bloom's taxonomy no objective belong to the remembering level.
- 2) Objectives of understanding level are more in numbers and the remembering level is almost negligible.
- 3) The number of objectives for applying and creating level is same.

Finding:

- 1) Equal weightage is given for the development of applying and creating ability of students.
- 2) Equal weightage is given for the development of analyzing and evaluating ability of students.
- 3) Understanding ability of students are more developed than any other ability.

- 4) All objectives are of higher level.

Table No. 4.5
Percentage of Objectives framed by Maharashtra State Bureau of Textbook
Production and Curriculum Research of teaching English according to
Krathwohl’s Affective Taxonomy.

| Sr. No. | Krathwohl’s Taxonomy (Levels) | Total no. of objectives | Percentage |
|---------|----------------------------------|----------------------------|------------|
| 1. | Receiving | - | - |
| 2. | Responding | 2 | 6.67% |
| 3. | Valuing | 1 | 3.33% |
| 4. | Organization | - | - |
| 5. | Internalizing values | - | - |

Observation :

- 1. From the 30 objectives only 2 objectives are of Responding level and the percentage is 6.67%.
- 2. 1 objective is of valuing level and the percentage is 3.33%.

Interpretation :

- 1) No objective is of receiving, organizing and internalizing level.
- 2) In affective domain there are 3 objectives.

Finding :

- 1) In affective domain only responding and valuing ability is developed and others are not developed.
- 2) Students affective domain is not much developed from these objectives.

Table No. 4.6

**Percentage of Objectives framed by Maharashtra State Bureau of Textbook
Production and Curriculum Research of teaching English according to
Simpson's psychomotor Taxonomy.**

| Sr. No. | Simpson's Taxonomy (Levels) | Total no. of objectives | Percentage |
|----------------|--|------------------------------------|-------------------|
| 1. | Perception | - | - |
| 2. | Set | - | - |
| 3. | Guided Response | 6 | 20% |
| 4. | Mechanism | 1 | 3.33% |
| 5. | Complex Overt Response | 6 | 20% |
| 6. | Adaptation | - | - |
| 7. | Originalizing | - | - |

Observation :

- 1) From the 30 objectives, 6 objectives are of Guided response level and the percentage is 20%.
- 5) 1 objective is of mechanism level and the percentage is 3.33%.
- 6) 3 objectives are of guided response level and the percentage 10%.
- 7) There are 6 objectives are of complex overt response level and the percentage is 20%.

Interpretation :

- 1) Same weightage is given to the guided response level and complex overt response level because the number of objectives are same.
- 2) Only 1 objective is of mechanism level giving stress to complete the skill mechanically.

Finding: 1) Most of the skills are of Guided response level.

2) Most of the skills encourage the complex behaviour.

OBJECTIVES NO. 8

To compare the questions asked by English teachers in classroom teaching and the expected questions for the construction of knowledge.

Section –B Qualitative Analysis

Table No. 4.7

**Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in Lesson No.13**

| Lesson /Poem No. | Name of the Lesson/ Poem | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------------|-----------------------------|---------------------------|---|--|
| 13. | Of Mails and Meals | Cognitive Domain | T ₂ | |
| | | Remembering | | 1 |
| | | Understanding | | 2 |
| | | Applying | | 4 |
| | | Analyzing | | |
| | | Evaluating | | 1 |
| | | Creating | | 3 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | |
| | | Valuing | | 1 |
| | | Organizing | | |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | 2 |
| | | Guided Response | | |
| | | Mechanism | | |
| | | Complex Overt Response | | 6 |
| | | Adaptation | | |
| | | Origination | 2 | |

(Please see Appendix No.)

Observation :

For the Lesson no. 13 (Of Mails and Meals) T₂ asked only 2 questions of psychomotor domain belonging to the origination level. For the knowledge construction question of remembering level, 2 of understanding level, 4 of applying level, 1 of evaluating level, 3 of creating level, expected in cognitive domain. In affective domain, 1 question of valuing level is asked and in psychomotor domain 2 questions asked of set level 6 questions of complex overt response level.

Interpretation:

- 1) Teacher no. 2 for this lesson totally neglected the cognitive domain and affective domain.
- 2) For knowledge construction questions of all levels are necessary to ask.
- 3) Most of the questions expected for knowledge construction are of cognitive domain, then psychomotor domain and then comes affective domain.
- 4) This lesson develops a cognitive domain a lot and then psychomotor domain and then affective domain.
- 5) This lesson develops ability of students to give complex overt response a lot.

Finding:

- 1) T₂ has not thought over objectives of lesson.
- 2) This lesson gives stress on development of psychomotor domain because it is related to the skill of e-mail.
- 3) T₂ has not constructed knowledge into cognitive and affective domain.
- 4) T₂ asked very few questions in the class.

Table No. 4.8
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction In Poem No.14

| Poem / Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|-------------------|---------------------------|---------------------------|--|--|
| 14. | The Race of Flowers | Cognitive Domain | T2 | |
| | | Remembering | 3 | 6 |
| | | Understanding | 5 | 4 |
| | | Applying | | 1 |
| | | Analyzing | | 1 |
| | | Evaluating | | 2 |
| | | Creating | | 7 |
| | | Affective Domain | | |
| | | Receiving | | 2 |
| | | Responding | | |
| | | Valuing | | |
| | | Organizing | | |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided Response | | |
| | | Mechanism | 1 | 2 |
| | | Overt Response | | 4 |
| | | Adaptation | | |
| | | Origination | | |

(Please see Appendix No.)

Observation :

- 1) For the poem no. 14 (The Race of Flowers) T₂ has asked 3 questions of remembering level, 5 questions of understanding level, and 1 question of mechanism level.
- 2) For the knowledge construction, 6 questions are expected of remembering level, 4 questions of understanding level, 1 of applying level, 1 of analyzing level, 2 of evaluating level, 7 of creating level of cognitive domain are asked.
- 3) For the knowledge construction 2 questions of receiving level of affective domain are asked.
- 4) For the knowledge construction 2 questions of mechanism level, 4 of complex overt response level of psychomotor domain are asked.

Interpretation :

- 1) T₂ for this poem totally neglected the affective domain.
- 2) T₂ gives stress on the understanding level of cognitive domain.
- 3) Though it is a poem according to the T₂ it has no relation with the affective domain.
- 4) For the knowledge construction most of the questions are in cognitive domain, then psychomotor domain and then affective domain comes.

Finding :

- 1) For this poem questions asked of creativity level constructs more knowledge.
- 2) For this poem knowledge can be constructed on both levels lower (remembering level) and higher (creativity level) of cognitive domain.
- 3) T₂ has not constructed the knowledge in affective domain for this poem.
- 4) T₂ asked very few questions in the class.

Table No. 4.9
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in lesson No.15

| Lesson /Poem No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 15. | The Story of Tea | Cognitive Domain | T ₂ | |
| | | Remembering | 4 | |
| | | Understanding | 2 | 3 |
| | | Applying | | 2 |
| | | Analyzing | | |
| | | Evaluating | | |
| | | Creating | | 1 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | |
| | | Valuing | | |
| | | Organizing | | |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided Response | | |
| | | Mechanism | | 2 |
| | | Complex Overt Response | 1 | |
| | | Adaptation | | |
| | | Origination | | |

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 15 (The story of Tea) T₂ asked 4 questions of remembering, 2 of understanding level in cognitive domain.
- 2) For the lesson no. 15 (The story of Tea) T₂ asked 1 question of complex over response level in psychomotor domain.
- 3) For the knowledge construction 3 questions of understanding level, 2 of applying level, 1 of creating level in cognitive domain are asked.
- 4) For the knowledge construction 2 questions of mechanism level are asked in psychomotor domain.

Interpretation :

- 1) T₂ has not asked questions in affective domain.
- 2) T₂ asked questions of remembering level a lot.
- 3) For the knowledge construction questions at both remembering and evaluation level are asked.
- 4) For this lesson knowledge is not constructed in affective domain.

Finding :

- 1) This lesson is simple factual information.
- 2) There is no need to construct the knowledge in affective domain for this lesson.
- 3) This lesson develops psychomotor ability of students up to the complex overt response level.

Table No. 4.10
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in poem No.17

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | | | | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|----------------|----------------|----------------|--|
| 17. | The Cloud | Cognitive Domain | T ₁ | T ₃ | T ₆ | T ₉ | |
| | | Remembering | 6 | 3 | 10 | 5 | |
| | | Understanding | 1 | 2 | 7 | 2 | 4 |
| | | Applying | | | 1 | | |
| | | Analyzing | | | | | 5 |
| | | Evaluating | | | | | 2 |
| | | Creating | | | | | 2 |
| | | Affective Domain | | | | | |
| | | Receiving | | | | | |
| | | Responding | | | | | 1 |
| | | Valuing | | | | | |
| | | Organizing | | | | | |
| | | Internalizing | | | | | 1 |
| | | Psychomotor Domain | | | | | |
| | | Perception | | | | | |
| | | Set | | | | | |
| | | Guided response | | | | | 4 |
| | | Mechanism | 1 | | | 1 | |
| | | Complex overt response | 1 | | | | 2 |
| | | Adaptation | | | | | |
| | | Origination | | | | | |

(Please see Appendix No.)

Description :

For the Poem No.17 overall 4 teachers (T1, T3, T6, T9) asked questions in cognitive domain and in psychomotor domain.

(Please see Appendix No.)

Observation :

- 1) For the poem no. 17 (The Cloud) T₁ has asked 6 questions of remembering level, 1 of understanding level in cognitive domain.
- 2) T₃ has asked 3 questions of remembering level, 2 of understanding level in cognitive domain.
- 3) T₆ has asked 10 questions in remembering level, 7 of understanding level and 1 of application level in cognitive domain.
- 4) T₉ has asked 5 questions of remembering level, 2 of understanding level in cognitive domain.
- 5) T₁ has asked 1 question of mechanism level, 1 of complex overt response level in psychomotor domain.
- 6) T₉ has asked 1 question of mechanism level in psychomotor domain.
- 7) For the knowledge construction 4 questions of understanding level, 5 of analysis level, 2 of evaluation level, 2 of creative level in cognitive domain are asked.
- 8) For the knowledge construction 4 of guided response level, 2 of complex overt response level are asked in psychomotor domain.
- 9) For the knowledge construction 1 question of responding, 1 of Internalising level are asked in affective level.

Interpretation :

1. T₁ has asked most of the questions of remembering level in cognitive domain.
2. T₁ develops psychomotor domain by asking two questions.

3. T₃ asked very few questions and those are also of very low level in cognitive domain.
4. T₃ and T₆ neglected the affective domain and psychomotor domain though this is a very beautiful nature poem.
5. T₆ has asked most of the questions but they are of low level (remembering) in cognitive domain.
6. Only T₆ has asked the question of applying level in cognitive domain.
7. T₉ has also asked the questions of low level in cognitive and 1 higher level in psychomotor domain.
8. Though this is a poem no teacher has asked the question in affective domain.
9. The poem is about various forms of cloud which constructs knowledge of analyzing level and observation skill.

Finding :

- 1) No teacher tries to develop affective domain of students.
- 2) The poem mostly develops the analyzing ability of students.
- 3) The poem is mainly related to the observation skill (of natural beauty) so observation under guidance is necessary to develop so lot of knowledge is constructed in psychomotor domain.

Table No. 4.11
Comparison of Teacher’s Questions and Expected Questions for the
Knowledge Construction in Lesson No.18

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | | | | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|----------------|----------------|----------------|--|
| 18. | A Play | Cognitive Domain | T ₁ | T ₃ | T ₇ | T ₉ | |
| | | Remembering | 3 | 1 | 3 | 2 | |
| | | Understanding | 2 | 1 | 6 | 7 | 3 |
| | | Applying | | 1 | | | |
| | | Analyzing | 1 | | | | 3 |
| | | Evaluating | 1 | | | | 4 |
| | | Creating | | | | | 7 |
| | | Affective Domain | | | | | |
| | | Receiving | 1 | 1 | | | |
| | | Responding | | | | | |
| | | Valuing | | | | | |
| | | Organizing | | | | | |
| | | Internalizing | | | | | |
| | | Psychomotor Domain | | | | | |
| | | Perception | | | | | |
| | | Set | | | | | |
| | | Guided response. | | | | | |
| | | Mechanism | | | | 1 | |
| | | Complex overt response | 1 | | | | 3 |
| | | Adaptation | | | | | |
| | | Origination | | | | | |

(Please see Appendix No.)

Description:

For the lesson No.18 overall 4 teachers(T1,T3,T7,T 9) asked questions in cognitive ,affective and psychomotor domain.

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 18 (A Play) T₁ has asked 3 questions of remembering level, 2 of understanding level, 1 of analysis and 1 of evaluation level in cognitive domain.
- 2) T₁ has asked 1 question of receiving level in affective domain.
- 3) T₁ has asked 1 question of complex overt response in psychomotor domain.
- 4) T₃ has asked 1 question of remembering level, 1 of understanding level, 1 of applying level in cognitive domain.
- 5) T₃ has asked 1 question of receiving level in cognitive domain.
- 6) T₇ has asked 3 questions of remembering level, 6 of understanding level in cognitive domain.
- 7) T₉ has asked 2 questions of remembering level, 7 of understanding level and 1 of mechanism level in cognitive and in psychomotor domain.
- 8) For knowledge construction 3 questions of remembering level, 3 of analysis level, 4 of evaluation, 7 of creativity level in cognitive domain.
- 9) For knowledge construction 3 questions are asked of complex overt response in psychomotor domain.

Interpretation :

- 1) For this lesson T₁ asks questions in each domain.
- 2) T₁ asks most of the questions in cognitive domain and least in affective and psychomotor domain.
- 3) T₃ asked very few questions in the class and almost none for psychomotor development.

- 4) T₇ & T₉ gives stress on understanding level than others in cognitive domain.
- 5) For the knowledge construction most of the knowledge is in creativity level.
- 6) This humorous play develops complex overt response of students.

Findings :

- 1) T₁ tries to construct the knowledge in each domain.
- 2) T₃ tries asked very few questions compare to others.
- 3) T₃ and T₇ not tries to construct knowledge in psychomotor domain.
- 4) T₇ and T₉ not tries to construct knowledge in affective domain.
- 5) Creativity for knowledge construction is most important for this lesson.
- 6) This lesson do not construct knowledge in affective domain.
- 7) This play has theme, characters, dialogues which is related to different skills and helps a lot to develop complex overt response of students.

Table No. 4.12

**Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction In Poem No.19**

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|----------------|--|
| 19. | The Quality of Mercy | Cognitive Domain | T ₁ | T ₃ | |
| | | Remembering | 1 | 3 | |
| | | Understanding | 2 | 8 | |
| | | Applying | | | |
| | | Analyzing | | | 1 |
| | | Evaluating | | | 1 |
| | | Creating | | | 2 |
| | | Affective Domain | | | |
| | | Receiving | 1 | | |
| | | Responding | 1 | 1 | |
| | | Valuing | | | |
| | | Organizing | | | |
| | | Internalizing | | | 3 |
| | | Psychomotor Domain | | | |
| | | Perception | | | |
| | | Set | | | |
| | | Guided response. | | | |
| | | Mechanism | 3 | 1 | |
| | | Complex overt response | | | 2 |
| | | Adaptation | | | |
| | | Origination | | | |

(Please see Appendix No.)

Observation :

- 1) For the poem no. 19 (The Quality of Mercy) T₁ has asked 1 question of remembering level, 2 of understanding level in cognitive domain.
- 2) For the poem no. 19 (The Quality of Mercy) T₃ has asked 3 questions for remembering level, 8 of understanding level in cognitive domain.
- 3) T₁ has asked 1 question for receiving 1 question for responding level in affective domain.
- 4) T₁ has asked 3 questions for mechanism level in psychomotor domain.
- 5) T₃ has asked 1 question of responding level in affective domain.
- 6) T₃ has asked 1 question of mechanism level in psychomotor domain.
- 7) For the knowledge construction 1 question of analyzing level, 1 of evaluating level and 2 of creating level in cognitive domain are asked.
- 8) For the knowledge construction in affective domain 3 questions of internalizing level are asked.
- 9) For the knowledge construction in psychomotor domain 2 questions of complex overt response level are asked.

Interpretation :

- 1) T₁ has asked the questions in each domain.
- 2) T₁ gives stress to develop mechanism level skill in psychomotor domain.
- 3) T₃ gives stress to develop understanding ability of students.
- 4) For the knowledge construction from this poem questions of high level are necessary to ask.

Finding :

- 1) For this poem, higher level questions are necessary to ask for the knowledge construction because this is a Shakespearean's poem with high moral values and figurative language.
- 2) According to the objectives behind teaching this poem, T₁ and T₃ has asked lot of questions but of very low level in each domain.

Table No. 4.13
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in Poem No.22

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 22. | The Eagle | Cognitive Domain | T ₆ | |
| | | Remembering | 6 | 1 |
| | | Understanding | 1 | 1 |
| | | Applying | 2 | |
| | | Analyzing | 2 | 1 |
| | | Evaluating | | 3 |
| | | Creating | | 4 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | |
| | | Valuing | | |
| | | Organizing | | |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | 1 | 1 |
| | | Guided response. | | 1 |
| | | Mechanism | | 1 |
| | | Complex overt response | | 1 |
| | | Adaptation | | |
| | | Origination | | |

(Please see Appendix No.)

Observation :

- 1) For the poem no. 22 (The Eagle) T₆ has asked 6 questions of remembering level, 1 of understanding level, 2 of applying and analyzing levels each in cognitive domain.
- 2) For the poem no. 22 (The Eagle) T₆ has asked 1 question of set level in psychomotor domain.
- 3) For knowledge construction 1 question each for remembering understanding and analyzing level, 3 for evaluating level, 4 for creating level has asked in cognitive domain.
- 4) For knowledge construction, in psychomotor domain 1 question has asked for set, guided response, mechanism, each and of complex overt response.

Interpretation :

- 1) T₆ has asked a lot of questions in cognitive domain.
- 2) T₆ has asked most of the questions of lower level and very few of higher level.
- 3) For knowledge construction one has to ask few lower level and lot of higher level questions.
- 4) T₆ has not tried to develop affective domain of students.

Finding :

- 1) Higher level questions helps to construct knowledge.
- 2) For the knowledge constructions questions of each level are necessary to ask.
- 3) The poem is about beauty of bird and giving stress to the skill of bird watching so there are lot of questions asked to develop bird watching in psychomotor domain.
- 4) This poem do not construct knowledge in affective domain.

Table No. 4.14
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in Lesson No.23

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 23. | Inspiring News | Cognitive Domain | T ₄ | |
| | | Remembering | 5 | |
| | | Understanding | | 1 |
| | | Applying | | 1 |
| | | Analyzing | | 1 |
| | | Evaluating | | 4 |
| | | Creating | | 14 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | 1 |
| | | Valuing | | 1 |
| | | Organizing | | 2 |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided response. | | |
| | | Mechanism | | |
| | | Complex overt response | | 13 |
| | | Adaptation | | |
| | | Origination | | |

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 23 (Inspiring News) T₄ has asked in cognitive domain 5 questions of remembering level.
- 2) For the knowledge construction in cognitive domain 1 question each of understanding analyzing, applying level, 4 of evaluating level, 14 of creating level in cognitive domain are asked.
- 3) For the knowledge construction in psychomotor domain 12 questions are asked of complex overt response level.
- 4) For the knowledge construction in affective domain 1 question each of remembering, responding level and 2 of organizing level are asked.

Interpretation:

- 1) T₉ for this lesson asks only 5 questions of remembering level, so he has not construct the knowledge related to the lesson.
- 2) T₉ has not think about the objectives behind the lesson.
- 3) For the knowledge construction questions of each level are necessary to task.
- 4) Higher level questions help to construct knowledge.

Findings :

- 1) This lesson helps to develop creativity of students.
- 2) This lesson is about the bravery award winning new systems so according to the objectives various skills are developed from the higher level questions asked in psychomotor domain.
- 3) This lesson is meant for the all domain's knowledge construction through higher level questions.

Table No. 4.15

**Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in Poem No.24**

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | | Level of questions expected for knowledge construction |
|------------------------|---------------------------------|---------------------------------|--|----------------|--|
| 24. | Abhanga | Cognitive Domain | T ₄ | T ₇ | |
| | | Remembering | 3 | 8 | |
| | | Understanding | 2 | 3 | 5 |
| | | Applying | | 2 | |
| | | Analyzing | | | 6 |
| | | Evaluating | | | 4 |
| | | Creating | | | 9 |
| | | Affective Domain | | | |
| | | Receiving | | | 1 |
| | | Responding | 1 | | 2 |
| | | Valuing | | | 1 |
| | | Organizing | | | |
| | | Internalizing | | | |
| | | Psychological Domain | | | |
| | | Perception | | | |
| | | Set | | | |
| | | Guided response. | | | |
| | | Mechanism | | | 4 |
| | | Complex overt response | 1 | | 6 |
| | | Adaptation | | | |
| | | Origination | | | |

(Please see Appendix No.)

Observation :

- 1) For the poem no. 24 (Abhanga) T₄ has asked 3 questions of remembering level, 2 of understanding level in cognitive domain.
- 2) T₄ has asked 1 question in affective domain of responding level.
- 3) T₄ has asked 1 question in psychomotor domain of complex overt response level.
- 4) T₇ has asked 8 questions of remembering level, 3 of understanding level, 2 of applying level in cognitive domain.
- 5) For the knowledge construction in cognitive domain 5 questions of understanding level, 6 of analyzing level, 4 of evaluating level, 9 of creating level has asked.
- 6) For the knowledge construction in affective domain 1 question of receiving level, 2 of responding level and 1 of valuing level has asked.
- 7) For the knowledge construction in psychomotor domain, 4 questions of mechanism level, 6 of complex overt response level are asked.

Interpretation :

- 1) T₄ has asked the questions in each domain.
- 2) T₄ has asked 1 question of higher level in psychomotor domain.
- 3) T₇ has asked most of the questions of remembering level and 2 questions of analyzing level.
- 4) T₇ has not asked the questions in affective and psychomotor domain.
- 5) For knowledge construction most of the questions asked in cognitive domain then comes psychomotor and then affective domain.

Finding :

- 1) Question asked of creativity level constructs a lot of knowledge.
- 2) This poem contains abhangas of Sant Tukaram translated in English by Mahatma Gandhi, so it is related to the old forms of words, summary, Varkari traditions, values which gives stress on the writing, speaking English.
- 3) This poem develops the ability of complex overt response.

- 4) This poem develops creativity ability of students by asking lot of the questions of creating level in cognitive domain.
- 5) T₄ and T₇ has not asked very high level questions but for the knowledge construction question of each level are necessary to ask.

Table No. 4.16
Comparison of Teacher’s Questions and Expected Questions for the
Knowledge Construction in Lesson No.27

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 27. | The Gorgon’s Head | Cognitive Domain | T ₅ | |
| | | Remembering | 5 | 1 |
| | | Understanding | 2 | 1 |
| | | Applying | | |
| | | Analyzing | | 1 |
| | | Evaluating | | 4 |
| | | Creating | | 8 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | |
| | | Valuing | | |
| | | Organizing | | |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided response. | | |
| | | Mechanism | | |
| | | Complex overt response | | 6 |
| | | Adaptation | | |
| | | Origination | | |

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 27 (The Gorgon's Head) T₅ has asked 5 questions of remembering level and 2 of understanding level in cognitive domain.
- 2) For the knowledge construction 1 question each of remembering, understanding and analyzing level, 8 of creating level, 4 of evaluation level are asked in cognitive domain.
- 3) For the knowledge construction in psychomotor domain 6 questions are asked of complex overt response level.

Interpretation :

- 1) T₅ has asked low level questions in cognitive domain only.
- 2) T₅ has not asked a single question in affective and psychomotor domain.
- 3) For the knowledge construction questions of each level are necessary to ask.
- 4) Higher level questions help to construct knowledge.

Finding:

- 1) T₅ has not thought, so lots of questions are of creativity level which gives chance to go over the objectives behind the lesson.
- 2) This lesson is a fantasy for students to think in a novel and creative way.
- 3) This lesson also develops story telling, enacting narration skills, so the questions in psychomotor domain help students to give complex overt response.
- 4) This lesson does not construct knowledge in affective domain.

Table No. 4.17
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in Lesson No.28

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 28. | The Gorgon's | Cognitive Domain | T ₅ | |
| | Head | Remembering | 3 | |
| | | Understanding | 2 | 1 |
| | | Applying | 2 | |
| | | Analyzing | | 2 |
| | | Evaluating | | 4 |
| | | Creating | | 3 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | 2 |
| | | Valuing | 1 | |
| | | Organizing | | 1 |
| | | Internalizing | | 1 |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided response. | | |
| | | Mechanism | | 1 |
| | | Complex overt response | | 2 |
| | | Adaptation | | |
| | | Origination | | 1 |

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 28 (The Gorgon's Head) T₅ has asked 3 questions of remembering level, 2 of understanding level, 2 of applying level in cognitive domain.
- 2) T₅ has asked 1 question of valuing level in affective domain.
- 3) For the knowledge construction, in cognitive domain, 1 question is asked of understanding level, 2 of analyzing level, 4 of evaluating level, 3 of creating level are asked.
- 4) For the knowledge construction in affective domain, 2 questions of responding level, 1 each of organizing and internalizing level are asked.
- 5) For the knowledge construction in psychomotor domain 1 is of mechanism level, 2 of complex overt response, 1 of orientation level are asked.

Interpretation :

- 1) T₅ has asked questions in cognitive and affective domain of both higher and lower level.
- 2) These questions asked by T₅ are not sufficient for knowledge construction.
- 3) For knowledge construction question of all levels are necessary to ask.

Finding :

- 1) This lesson gives struggle between good and bad powers, which gives chance to the students to evaluate various things.
- 2) This lesson helps to construct knowledge in each domain.
- 3) This lesson develops skills like narrating, enacting, writing.
- 4) This lesson develops bravery, love these values in affective domain.
- 5) Higher level questions construct knowledge in students according to the particular objectives.

Table No. 4.18
Comparison of Teacher’s Questions and Expected Questions for the
Knowledge Construction in Poem No.29

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | | Level of questions expected for knowledge construction |
|------------------------|---------------------------------|---------------------------------|---|----------------|--|
| 29. | O Captain! | Cognitive Domain | T ₈ | T ₅ | |
| | My Captain | Rembering | 4 | 2 | 6 |
| | | Understanding | 8 | 2 | |
| | | Applying | | 1 | |
| | | Analyzing | | | 8 |
| | | Evaluating | | | 6 |
| | | Creating | | | 4 |
| | | Affective Domain | | | |
| | | Receiving | | | 1 |
| | | Responding | | | 3 |
| | | Valuing | | | 3 |
| | | Organizing | | | 1 |
| | | Internalizing | | | |
| | | Psychological Domain | | | |
| | | Perception | | | |
| | | Set | | | 2 |
| | | Guided response. | | | |
| | | Mechanism | 1 | | 1 |
| | | Complex overt response | | | 3 |
| | | Adaptation | | | |
| | | Origination | | | |

(Please see Appendix No.)

Observation :

- 1) For the poem no. 29 (O Captain! My Captain!) T₈ has asked 4 questions of remembering level, 8 of understanding level in cognitive domain.
- 2) T₈ has asked 1 question of mechanism level in psychomotor domain.
- 3) T₅ has asked 2 questions each for remembering and understanding level and 1 of applying leveling cognitive domain.
- 4) For the knowledge construction in cognitive domain 6 questions asked of remembering level, 8 of analyzing level, 6 of evaluating level, 4 of creating level are asked.
- 5) For the knowledge construction in affective domain 1 question of receiving level, 3 of responding level, 3 of valuing level and 1 of organizing level are asked.
- 6) For the knowledge construction in psychomotor domain 2 questions are asked of set level, 1 of mechanism level and 3 of complex overt response level are asked.

Interpretation :

- 1) T₈ has asked most of the questions of lower level and in cognitive domain only.
- 2) T₅ has and T₈ has not asked the questions in affective domain.
- 3) T₅ has not asked the questions in psychomotor domain.
- 4) For the knowledge construction questions of all levels are necessary to ask.

Finding :

- 1) According to the objectives, this lesson develops all 3 domains.
- 2) This poem gives stress on adventure, beauty, happiness, love this values, so lot of construction of knowledge in affective domain.
- 3) This poem develops each domain completely.
- 4) T₅ has not think over the objectives behind the poem.
- 5) Questions asked by T₅ & T₈ are not sufficient for the knowledge construction.

Table No. 4.19
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in Lesson No.30

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 30. | Resignation | Cognitive Domain | T ₈ | |
| | I | Remembering | 8 | 2 |
| | | Understanding | 2 | 4 |
| | | Applying | | |
| | | Analyzing | | 10 |
| | | Evaluating | | |
| | | Creating | | 1 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | 1 |
| | | Valuing | | 1 |
| | | Organizing | | 1 |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided response. | | |
| | | Mechanism | | 2 |
| | | Complex overt response | | |
| | | Adaptation | | |
| | | Origination | | |

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 30 (Resignation –I), T₈ has asked 8 questions of remembering level, 2 of understanding level are asked.
- 2) For the knowledge construction in cognitive domain, 2 questions of remembering level, 4 of understanding level, 10 of analyzing level, 1 of creating level are asked.
- 3) For the knowledge construction. in affective domain, 1 question each of responding, valuing and organizing level are asked.
- 4) For the knowledge construction in psychomotor domain, 2 questions of mechanism level are asked.

Interpretation :

- 1) T₈ has not think over the objectives behind the poem.
- 2) This lesson gives information about the condition of educated Indians before independence so most of knowledge is constructed in cognitive domain.
- 3) T₈ has not constructed the knowledge in affective and psychomotor domain.
- 4) The lesson gives stress on ideal values so knowledge is constructed by the questions asked in affective domain.

Finding :

- 1) In this lesson, student's analyzing power is developed by asking questions.
- 2) This lesson gives stress on various relationships and human nature, so the drawing , interrelationship development skills through charts and diagrams of mechanism level in psychomotor .
- 3) Questions asked by T₈ are not sufficient to construct the knowledge.

Table No. 4.20
Comparison of Teacher’s Questions and Expected Questions for the
Knowledge Construction in Lesson No.31

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 31. | Resignation | Cognitive Domain | T ₈ | |
| | II | Remembering | 5 | |
| | | Understanding | 5 | 2 |
| | | Applying | 1 | 3 |
| | | Analyzing | | |
| | | Evaluating | | 2 |
| | | Creating | | 2 |
| | | Affective Domain | | |
| | | Receiving | | |
| | | Responding | | 4 |
| | | Valuing | | 2 |
| | | Organizing | | |
| | | Internalizing | | |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided response. | | |
| | | Mechanism | | |
| | | Complex overt response | | |
| | | Adaptation | | |
| | | Origination | | |

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 31 (Resignation-II) T₈ has asked 5 questions of remembering level, 5 of understanding level and 1 of applying level.
- 2) For the knowledge construction in cognitive domain 2 questions are asked of understanding level, 3 of applying level, 2 of evaluation level and 2 of creating level are asked.
- 3) For the knowledge construction in affective domain, 4 questions are asked of responding level and 2 of valuing level.

Interpretation :

- 1) T₈ has asked very few questions in cognitive domain only.
- 2) The lesson is about the happy, anger, personal freedom, self respect so the affective domain development is necessary.
- 3) T₈ has not thought over the objectives behind the lesson.

Finding :

- 1) This lesson doesn't develop the psychomotor domain of students.
- 2) This lesson develops the ability of responding various values.
- 3) The questions to construct knowledge asked by T₈ are not sufficient.
- 4) Higher level questions constructs knowledge a lot.

Table No. 4.21
Comparison of Teacher's Questions and Expected Questions for the
Knowledge Construction in Poem No.32

| Poem /Lesson No. | Name of the Poem / Lesson | Level of objectives | Level of questions asked by teachers during classroom teaching | Level of questions expected for knowledge construction |
|------------------|---------------------------|---------------------------|--|--|
| 32. | Resignation (Part-I) | Cognitive Domain | T ₉ | |
| | | Remembering | 8 | 4 |
| | | Understanding | 2 | 8 |
| | | Applying | | |
| | | Analyzing | | 7 |
| | | Evaluating | | 1 |
| | | Creating | | 8 |
| | | Affective Domain | | |
| | | Receiving | | 2 |
| | | Responding | | 6 |
| | | Valuing | | 1 |
| | | Organizing | | 4 |
| | | Internalizing | | 4 |
| | | Psychomotor Domain | | |
| | | Perception | | |
| | | Set | | |
| | | Guided response. | | |
| | | Mechanism | 1 | 1 |
| | | Complex overt response | | 8 |
| | | Adaptation | | |
| | | Origination | | 1 |

(Please see Appendix No.)

Observation :

- 1) For the lesson no. 32 (A Prayer) T₉ has asked 8 questions of remembering level, 2 of understanding level in cognitive domain.
- 2) T₉ has asked 1 question of mechanism level in psychomotor domain.
- 3) For knowledge construction, in cognitive domain 4 questions of remembering level, 8 of understanding level, 7 of analyzing level, 1 of evaluation level, 8 of creating level are asked.
- 4) For knowledge construction, in affective domain 2 questions of receiving level, 6 of responding level, 1 of valuing level and each four of organizing and internalizing level are asked.
- 5) For knowledge construction in psychomotor domain 1 question is of mechanism level and 8 questions of complex overt response level are asked.

Interpretation:

- 1) T₉ has asked lot of questions but of low level in cognitive domain only.
- 2) T₉ has not asked a single question in affective domain.
- 3) This poem contains lots of values, Rabindranath Tagore, Indian Culture, so it is necessary to construct knowledge in each domain by asking more and more higher level questions.
- 4) Objectives behind this poem gives stress on narration, poem or essay writing, elocution skill development in students so lot of questions asked to develop complex overt response in psychomotor domain.

Finding :

- 1) T₉ has not think over the objectives behind the poem.
- 2) Questions asked by T₉ are not sufficient to construct knowledge.
- 3) For knowledge construction questions of all levels are necessary to ask.
- 4) This poem develops each domain in students.
- 5) T₉ has not constructed knowledge in affective domain.

RESULTS :

- 1) NCF, 2005 gives stress on the development of creating power of students.
- 2) NCF 2005 gives stress on framing higher level objectives.
- 3) NCF, 2005 gives stress on application of objectives than only remembering.
- 4) NCF, 2005 gives stress on internalizing values than on any other individual value.
- 5) NCF, 2005 gives stress on highest level objectives than lowest level.
- 6) NCF, 2005 gives stress to develop the ability of students to give complex overt response.
- 7) There is not any objective reach up to adaptation and originalizing level.
- 8) Equal weightage is given for the development of applying and creating ability of students.
- 9) Equal weightage is given for the development of analyzing and evaluating ability of students.
- 10) Understanding ability of students are more developed than any other ability.
- 11) All objectives are of higher level.
- 12) In affective domain only responding and valuing ability is developed and others are not developed.
- 13) Students affective domain is not much developed from these objectives.
- 14) Most of the skills are of Guided response level.
- 15) Most of the skills encourage the complex behaviour.
- 16) T₂ has not thought over objectives of lesson.
- 17) This lesson gives stress on development of psychomotor domain because it is related to the skill of e-mail.
- 18) T₂ has not constructed knowledge into cognitive and affective domain.
- 19) T₂ asked very few questions in the class.
- 20) For this poem questions asked of creativity level constructs more knowledge.
- 21) For this poem knowledge can be constructed on both levels lower (remembering level) and higher (creativity level) of cognitive domain.
- 22) T₂ has not constructed the knowledge in affective domain for this poem.
- 23) T₂ asked very few questions in the class.
- 24) This lesson is simple factual information.

- 25) There is no need to construct the knowledge in affective domain for this lesson.
- 26) This lesson develops psychomotor ability of students up to the complex overt response level.
- 27) No teacher tries to develop affective domain of students.
- 28) The poem mostly develops the analyzing ability of students.
- 29) The poem is mainly related to the observation skill (of natural beauty) so observation under guidance is necessary to develop so lot of knowledge is constructed in psychomotor domain.
- 30) T₁ tries to construct the knowledge in each domain.
- 31) T₃ tries asked very few questions compare to others.
- 32) T₃ and T₇ not tries to construct knowledge in psychomotor domain.
- 33) T₇ and T₉ not tries to construct knowledge in affective domain.
- 34) Creativity for knowledge construction is most important for this lesson.
- 35) This lesson do not construct knowledge in affective domain.
- 36) This play has theme, characters, dialogues which is related to different skills and helps a lot to develop complex overt response of students.
- 37) For this poem, higher level questions are necessary to ask for the knowledge construction because this is a Shakespearean's poem with high moral values and figurative language.
- 38) According to the objectives behind teaching this poem, T₁ and T₃ has asked lot of questions but of very low level in each domain.
- 39) Higher level questions helps to construct knowledge.
- 40) For the knowledge constructions questions of each level are necessary to ask.
- 41) The poem is about beauty of bird and giving stress to the skill of bird watching so there are lot of questions asked to develop bird watching in psychomotor domain.
- 42) This poem do not construct knowledge in affective domain.
- 43) This lesson helps to develop creativity of students.
- 44) This lesson is about the bravery award winning new systems so according to the objectives various skills are developed from the higher level questions asked in psychomotor domain.

- 45) This lesson is meant for the all domain's knowledge construction through higher level questions.
- 46) Question asked of creativity level constructs a lot of knowledge.
- 47) This poem contains abhangas of Sant Tukaram translated in English by Mahatma Gandhi, so it is related to the old forms of words, summary, Varkari traditions, values which gives stress on the writing, speaking English.
- 48) This poem develops the ability of complex overt response.
- 49) This poem develops creativity ability of students by asking lot of the questions of creating level in cognitive domain.
- 50) T_4 and T_7 has not asked very high level questions but for the knowledge construction question of each level are necessary to ask.
- 43) T_5 has not think, so lots of questions are of creativity level which gives chance to the over the objectives behind the lesson.
- 44) This lesson is a fantasy students to think in a novel and creative way.
- 45) This lesson also develops story telling, enacting narration skills, so the questions in psychomotor domain helps students to give complex overt response.
- 46) This lesson does not construct knowledge in affective domain
- 47) This lesson gives struggle between good and bad powers, which gives chance to the students to evaluate various things.
- 48) This lesson helps to construct knowledge in each domain.
- 49) This lesson develops skills like narrating, enacting, writing.
- 50) This lesson develops bravery, love these values in affective domain.
- 51) Higher level questions construct knowledge in students according to the particular objectives.
- 52) According to the objectives, this lesson develops all 3 domains.
- 53) This poem gives stress on adventure, beauty, happiness, love this values, so lot of construction of knowledge in affective domain.
- 54) This poem develops each domain completely.
- 55) T_5 has not think over the objectives behind the poem.
- 56) Questions asked by T_5 & T_8 are not sufficient for the knowledge construction.
- 57) In this lesson, student's analyzing power is developed by asking questions.
- 58) This lesson gives stress on various relationships and human nature, so the

drawing , interrelationship development skills through charts and diagrams of mechanism level in psychomotor .

- 59) Questions asked by T₈ are not sufficient to construct the knowledge.
- 60) This lesson doesn't develop the psychomotor domain of students.
- 61) This lesson develops the ability of responding various values.
- 62) The questions to construct knowledge asked by T₈ are not sufficient.
Higher level questions constructs knowledge a lot
- 63) T₉ has not think over the objectives behind the poem.
- 64) Questions asked by T₉ are not sufficient to construct knowledge.
- 65) For knowledge construction questions of all levels are necessary to ask.
- 66) This poem develops each domain in students.
- 67) T₉ has not constructed knowledge in affective domain.