

CHAPTER - V

SUMMARY AND

CONCLUSIONS

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SUMMARY AND CONCLUSION

Education is the base of any development and it is a continuous process. Education is the agent of social change. Through education one can bring a drastic change in the society. Education helps one to be aware of the global changes. It awares human being to see the various things from various perspectives.

Education helps one to transform information into knowledge. In this era of knowledge education gives a chance to all to prove their knowledge with the help of various means. It means education also helps to construct knowledge.

Knowledge construction is a dynamic and continuous process which makes student active in the class. Language is the best medium of expression. Manifestation of knowledge within is possible only because of language. Present study is also related with the knowledge construction in first language means English.

Questioning is the key technique to explore knowledge, build up knowledge and manifestation of knowledge. In this study researcher had used this technique for knowledge construction of VIII standard students in first language English.

5.1 Statement of a problem.

Use of questions for knowledge construction among viii standard students with reference to the subject English – a critical study.

5.2 Definitions of the terms and phrases.

1. Use of questions

Operational Definition

“For the purpose of this study, ‘use of questions’ means ‘different types of questions’ asked by the teacher for construction of knowledge by students.”

2.Types of questions

Operational Definition

“Here types of questions means questions expected for knowledge construction and questions asked by teachers during classroom teaching of cognitive, affective, psychomotor domain and of lower and higher level.”

3.CONSTRUCTION OF KNOWLEDGE

Conceptual Definition

“Construction of knowledge is a individualized process which takes place in human brain, joins new knowledge to the previous experiences in the form of assimilation and accommodation continuously.”

Jean Piaget. (1973)

“Construction of knowledge is a charging process because individual experiences are influenced by one’s social and cultural background.”

Vygotsky.

Operational Definition

“Here, construction of knowledge means that knowledge which is based on higher level objectives,content,literary genres and generated by students of VIII standard in English language by questions asked during classroom teaching.”

4. VIII Standard

Nominal Definition

“VIII class of pupils in a school.”

International Dictionary of Education

Operational Definition

“Here, VIII standard means the class of higher primary stage in 5+3+2 course structure or pattern provide by NCERT.”

5. Student

Nominal Definition

“Person enrolled in a school or college or university to follow a particular course of studies.”

International Dictionary of Education

Operational Definition

“Here, student means person enrolled in a VIII class in a school.”

6. Subject English

Operational Definition

“Here, English is one of the subjects taught to the VIII standard in English medium schools.

5.3 Objectives of the study.

- 1) To find out the objectives of teaching English as the first language for VIII standard according to the National Curriculum Framework, 2005.
- 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.
- 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.
- 4) To find out the contents which fulfill the higher level objectives of teaching English as the first language for VIII standard.
- 5) To determine constructions of knowledge depending on the contents which fulfill the higher level objectives.
- 6) To determine the types of questions necessary for the creation of above construction of knowledge.
- 7) To find out the questions asked by teachers during classroom teaching with reference to the selected content.
- 8) To compare the questions asked by English teachers in classroom teaching and the expected questions for the construction of knowledge.
- 9) To make appropriate suggestions and recommendations for the creation of expected construction of knowledge in English language

5.4 Assumptions

- 1) There are various types of objectives in the curriculum of English as a first language.
- 2) To fulfill higher level objectives various questions are asked.
- 3) Various types of questions are necessary to construct knowledge.

5.5 Significance of the Study

A study of the use of questions for the construction of knowledge is very significant because the results of this research will be useful for the subject teachers, students, teacher – educators, student teachers. The suggestions and recommendations will be useful for the curriculum designers.

5.6 Scope of the study

Results of this study are applicable only to the VIII standard students of English medium schools in Kolhapur city, English teachers, curriculum designers, teacher educators, student teachers

5.7 Limitations of the study

1. Present study is limited only for the VIII standard students studying in English medium schools.
2. Present study is limited only for the English schools in Kolhapur city.
3. Present study is limited only for the subject English.
4. Present study is limited only for the English textbooks prepared by Maharashtra State Bureau of Textbook Production and Research.
5. Present study is limited only for the questioning technique used by concerned teachers during classroom teaching.
6. Present study is limited only for the teachers teaching subject English in English Medium Schools for VIII standard.

5.8 Review of related literature and research.

The reviews collected from the researchers are majorly related to the questions and knowledge construction. The researches are either of questions or knowledge construction. But the present study combined both questions and knowledge construction together.

Reviews related to the questions are of questioning, feedback, achievement of pupils, classroom behaviour, training in questioning, questioning pedagogy, questioning technique. But the present study is about role of questions for knowledge construction.

Reviews related to the knowledge construction are about historical background and methods, models of knowledge construction. In the present study researcher do the work in classroom questioning for knowledge construction which is a unique one.

5.9 Plan and Procedure

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

5.10 Conclusions

5.10.1 Objective No. 1

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

There are objectives of teaching English but in the scattered form in whole National Curriculum Framework, 2005. Researcher got all the objectives after the analysis of the National Curriculum Framework, 2005.

5.10.2 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.

- 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 originalising level.

5.10.3 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.

- 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.
- 5) In affective domain only responding and valuing ability is developed and others are not developed.
- 6) Students affective domain is not much developed from these objectives.
- 7) Most of the skills are of Guided response level.
- 8) Most of the skills encourage the complex behavior.

5.10.4 Objective No. 4

To find out the contents which fulfill the higher level objectives of teaching English as the first language for VIII standard.

After the lots of discussions with guide, co guide researcher found that more than one higher level objective fulfilled from each lesson. After taking experts opinion researcher made following table.

No.	Name of Lesson	Objectives
1.	A Tale of Two Kings	<p>1.1)To listen carefully and value the other person's point of view.</p> <p>1.3)To make the flexible hypotheses about the meaning of what is being said.</p> <p>7) To develop the activities that nurture the abilities to compare and contrast, to wonder and remember, to guess and challenge, to judge and evaluate</p> <p>14) To develop children's abilities to link various types of literature such as stories ,poems ,songs and dramas to their cultural heritage.</p> <p>18) To develop the ability of establishing commitment with values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p> <p>From the above objectives, objective No. 18) is more close to the lesson.</p>
2 .	The Three Rules	<p>1.6)To use writing to express or to convey one's ideas.</p> <p>1.7)To identify artistic and creative expression from the stories, poems, dramas and songs.</p> <p>8) To develop the new concepts and discuss them critically.</p> <p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and others and with natural, physical, social world.</p> <p>18) To develop the ability of establishing commitment with values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p> <p>From the above objectives, objective No. 18) is more close to the poem.</p>

3	Chandrayan – 1	<p>1.3)To make the flexible hypotheses about the meaning is being said</p> <p>7)To develop the activities that nurture the abilities to compare and contrast, to wonder and remember, to guess and challenge, to judge and evaluate.</p> <p>8) To develop the new concepts and discuss them critically</p> <p>11)To develop the ability of extrapolation, precise interpretation, stating relationship and logical thinking.</p> <p>From the above objectives, objective no. 11) is more close to the lesson.</p>
4	In the Bazaars of Hyderabad	<p>1.4)To enrich listening with the help of music which includes folk, classical and popular compositions.</p> <p>9) To develop interrelationship among concepts, individual things and outer world.</p> <p>14) To link children to their cultural heritage by various literature such as stories, poems, songs and dramas.</p> <p>From the above objectives, objective no. 14) is more close to the lesson.</p>
5	Owning Books	<p>1.5) To promote a culture of reading opportunities for individualized reading need to be built.</p> <p>1.6)To use writing to express or to convey one's ideas</p> <p>19) To develop the ability of self evaluation.</p> <p>Objective no. 19) is more close to the lesson.</p>
6	Daffodils	<p>1.4)To enrich listening with the help of music which includes folk, classical and popular compositions.</p> <p>6) To develop the ability of using language for the proper communication of emotions.</p> <p>16) To develop the aesthetic sense of pupils.</p>

		<p>17) To develop the ability of pupil's of appreciation of creativity and beauty.</p> <p>From the above objectives, objective no. 16) is more close to the poem.</p>
7.	Anne's confession	<p>1.1)To listen carefully and value the other person's point of view.</p> <p>13)To develop their abilities to understand their own experiences and to develop sensitivity to others.</p> <p>18) To develop the ability of establishing commitment with values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p> <p>From the above objectives, objective no. 13) is more close to the lesson.</p>
8	Abou Ben Adhem	<p>1.6)To use writing to express or to convey one's ideas.</p> <p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and others and with natural, physical, social world.</p> <p>21)To develop child by fantasy and mystery.</p> <p>From the above objectives, objective no. 15) is more close to the poem.</p>
9 .	Maya Sabha – The Hall Of illusion	<p>9) To develop interrelationship among concepts, individuals, things and outer world.</p> <p>14) To develop children's abilities to link various types of literature such as stories ,poems ,songs and dramas to their cultural heritage.</p> <p>16)To develop the aesthetic sense of pupils.</p> <p>17)To develop the ability of pupils of appreciation of creativity and beauty.</p> <p>21)To develop child by fantasy and mystery.</p> <p>From the above objectives, objective no. 14) is more close to this lesson.</p>

<p>10 Ask Here for Advice</p>	<p>1.1)To listen carefully and value the other person's point of view.</p> <p>5) TO develop the ability of exploring further the subject matter with the help of small group talk among friends</p> <p>13)To develop their abilities to understand their own experiences and to develop sensitivity to others</p> <p>9) To develop interrelationship among concerned individuals, things and outer world.</p> <p>19)To develop the ability of self evaluation.</p> <p>From the above objectives, objective no. 19) is more close to this lesson.</p>
<p>11 Parody</p>	<p>1.2)To stay in touch with the unfolding utterance.</p> <p>1.3)To make the flexible hypotheses about the meaning of what is being said.</p> <p>8) To develop the new concepts and discuss them critically.</p> <p>17) To develop the ability of pupils of appreciation of creativity and beauty.</p> <p>From the above objectives, objective no. 17) is more close to this poem</p>
<p>12 The Little Prince</p>	<p>1.2)To stay in touch with the unfolding utterance.</p> <p>1.3)To make the flexible hypotheses about the meaning of what is being said.</p> <p>21)To develop child by fantasy and mystery.</p> <p>From the above objectives, objective no. 21) is more close to this lesson.</p>
<p>13 Of Mails and Meals</p>	<p>1.1)To listen carefully and value the other person's point of view.</p> <p>1.6)To use writing to express or to convey one's ideas</p> <p>6) To develop the ability of using language for the proper purpose</p>

	<p>communication of emotions.</p> <p>19) To develop the ability of self evaluation.</p> <p>From the above objectives, objective no. 19) is more close to this lesson.</p>
14 The Race of Flowers	<p>1.3) To make the flexible hypotheses about the meaning of what is being said.</p> <p>3) To express and interpret the things by the language and develop comprehension and ability of adjusting with others.</p> <p>16) To develop the aesthetic sense of pupils</p> <p>17) To develop the ability of pupils of appreciation of creativity and beauty.</p> <p>From the above objectives, objective no. 16) is more close to this poem.</p>
15. The Story of Tea	<p>1.6) To use writing to express or to convey one's ideas.</p> <p>7) To develop the activities that nurture the abilities to compare and contrast, to wonder and remember, to guess and challenge, to judge and evaluate.</p> <p>8) To develop the new concepts and discuss them critically.</p> <p>9) To develop interrelationship among concepts, individuals, things and outer world.</p> <p>From the above objectives, objective no. 9) is more close to this lesson.</p>
16 Mark Twain	<p>1.2) To stay in touch with the unfolding utterance.</p> <p>1.3) To make the flexible hypotheses about the meaning of what is being said.</p> <p>1.5) To promote a culture of reading opportunities for individualized reading need</p> <p>To be built.</p>

		<p>9) To develop interrelationship among concepts, individuals, things and outer world.</p> <p>11) To develop the ability of extrapolation, precise interpretation, stating relationship and logical thinking</p> <p>19) To develop the ability of self evaluation.</p> <p>6) To develop the ability of using language for the proper communication of emotions</p> <p>From the above objectives, objective no. 19) is more close to this lesson.</p>
17.	The Cloud	<p>1.2) To stay in touch with the unfolding utterance</p> <p>1.3) To make the flexible hypotheses about the meaning what is being said.</p> <p>6) To develop the ability of using language for the proper communication of emotions</p> <p>16) To develop the aesthetic sense of pupils.</p> <p>17) To develop the ability of pupils of appreciation of creativity and beauty.</p> <p>From the above objectives, objective no. 16) is more close to the poem.</p>
18.	A Play	<p>1.1) To listen carefully and value the other person's point of view</p> <p>1.7) To identify artistic and creative expression from stories, poems, dramas and songs.</p> <p>6) To develop the ability of using language for the proper communication of emotions.</p> <p>14) To develop children's abilities to link various types of literature such as stories, poems, songs and dramas to cultural heritage.</p> <p>From the above objectives, objective no. 14) is more close to the lesson.</p>

19.	The Quality of Mercy	<p>2) Develop the pupil's basic abilities which helps in the development of comprehension, values and skills.</p> <p>13 To develop their abilities to understand their own experiences and to develop sensitivity to others.)</p> <p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and others and with natural, physical, social world.</p> <p>18) To develop the ability of establishing commitment with values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p> <p>From the above objectives, objective No. 18) is more close to the poem.</p>
20.	A Debate - I	<p>1.1) To listen carefully and value the other person's point of view.</p> <p>1.3) To make the flexible hypotheses about the meaning of what is being said.</p> <p>1.6) To use writing to express or to convey one's ideas.</p> <p>5) TO develop the ability of exploring further the subject matter with the help of small group talk among friends</p> <p>8) To develop the new concepts and discuss them critically</p> <p>13) To develop their abilities to understand their own experiences and to develop sensitivity to others.</p> <p>19) To develop the ability of self evaluation</p> <p>From the above objectives, objective No. 19) is more close to the lesson.</p>
21.	A Debate – II	<p>1.1) To listen carefully and value the other person's point of view.</p> <p>1.3) To make the flexible hypotheses about the meaning of what is being said.</p> <p>1.6) To use writing to express or to convey one's ideas.</p> <p>5) TO develop the ability of exploring further the subject matter with the help of small group talk among friends</p>

		<p>8) To develop the new concepts and discuss them orally</p> <p>13) To develop their abilities to understand their own experiences and to develop sensitivity to others.</p> <p>19) To develop the ability of self evaluation</p> <p>From the above objectives, objective No. 19) is more the lesson.</p>
22.	The Eagle	<p>1.2) To stay in touch with the unfolding utterance.</p> <p>16) To develop the aesthetic sense of pupils</p> <p>17) To develop the ability of pupils of appreciation of activity and beauty</p> <p>From the above objectives, objective No. 16) is more the lesson.</p>
23.	Inspiring News	<p>1.6) To use writing to express or to convey one's idea</p> <p>18) To develop the ability of establishing commitment values from the knowledge and comprehension of welfare of others and sensitivity with other's emotions</p> <p>19) To develop the ability of self evaluation.</p> <p>From the above objectives, objective No. 19) is more the lesson.</p>
24.	Abhanga	<p>1.2) To stay in touch with the unfolding utterance</p> <p>1.3) To make the flexible hypotheses about the meaning what is being said.</p> <p>13) To develop their abilities to understand their own experiences and to develop sensitivity to others.</p> <p>14) To develop children's abilities to link various types of literature such as stories ,poems</p> <p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and other with natural, physical, social world.</p> <p>18) To develop the ability of establishing commitment values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p>

		From the above objectives, objective No. 14) is more close to the poem.
25.	Oliver Twist	<p>1.5) To promote a culture of reading opportunities for individualized reading need to be built.</p> <p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and others with natural, physical, social world.</p> <p>18) To develop the ability of establishing commitment with values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p> <p>From the above objectives, objective No. 18) is more close to the lesson.</p>
26.	I Saw	<p>1.7) To identify artistic and creative expression from the stories, poems, dramas</p> <p>16) To develop the aesthetic sense of pupils</p> <p>17) To develop the ability of pupils of appreciation of activity and beauty</p> <p>From the above objectives, objective No. 16) is more close to the poem.</p>
27.	The Gorgon's Head	<p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and others with natural, physical, social world.</p> <p>16) To develop the aesthetic sense of pupils</p> <p>17) To develop the ability of pupils of appreciation of activity and beauty</p> <p>21) To develop child by fantasy and mystery.</p> <p>From the above objectives, objective No. 21) is more close to the lesson.</p>
28.	The Gorgon's Head	<p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and others with natural, physical, social world.</p> <p>16) To develop the aesthetic sense of pupils</p> <p>17) To develop the ability of pupils of appreciation of</p>

		<p>ativity and beauty</p> <p>21) To develop child by fantasy and mystery.</p> <p>From the above objectives, objective No. 21) is more relevant to the lesson.</p>
29.	O Captain ! My Captain !	<p>1.2) To stay in touch with the unfolding utterance</p> <p>1.3) To make the flexible hypotheses about the meaning of what is being said.</p> <p>15) To develop the ability in pupils of establishing the sense of empathy the sense of empathy with self and others with natural, physical, social world.</p> <p>17) To develop the ability of pupils of appreciation of creativity and beauty</p> <p>From the above objectives, objective No. 15) is more relevant to the poem</p>
30.	Resignation (Part-I)	<p>1.1) To listen carefully and value the other person's point of view.</p> <p>6) To develop the ability of using language for the proper communication of emotions</p> <p>18) To develop the ability of establishing commitment values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p> <p>From the above objectives, objective No. 14) is more relevant to the lesson.</p>
31.	Resignation (Part – II)	<p>1.1) To listen carefully and value the other person's point of view.</p> <p>6) To develop the ability of using language for the proper communication of emotions</p> <p>14) To develop children's abilities to link various types of literature such as stories ,poems</p> <p>18) To develop the ability of establishing commitment values from the knowledge and comprehension of world, welfare of others and sensitivity with other's emotions.</p> <p>1.8) To place writing in the same domain as art</p>

		expression and to cease perceiving it as an office skill. From the above objectives, objective No. 14) is more close to the lesson
32.	A Prayer	1.2) To stay in touch with the unfolding utterance 6) To develop the ability of using language for the proper communication of emotions 1.8) To place writing in the same domain as artistic expression and to cease perceiving 17) To develop the ability of pupils of appreciation of activity and beauty. From the above objectives, objective No. 14) is more close to them.

5.10.5 Objective No. 5

To determine constructions of knowledge depending on the contents which fulfill the higher level objectives

Researcher determines constructions of knowledge depending on the contents which fulfill the higher level objectives after the lots of discussions with guide, co guide and concerned experts.

Sr. No	Name	Constructions of Knowledge
1.	A Tale of Two Kings	1) Commitment towards values and duty
		2) Importance of values in life
		3) Problem Solving
		4) Jatak and folk Tales
2.	The Three Rules	1) Identification of three rules
		2) Importance of three rules.
		3) Comparison of three rules
3.	Chandrayan – 1	1) Achievement of the science

		2) Preciseness of distance, time, speed.
		3) Relationship with others
		4) Making Extrapolations
4.	In the Bazaars of Hyderabad	1) People in the Bazar
		2) Variety of objects sold out at Bazaar
		3) Colours and sounds of Bazaar
		4) Culture of Hyderabad
		5) Comparison between old and modern bazaar
5.	Owning Books	1) Radio Broadcast
		2) Difference between borrowing things and owning things.
		3) Benefits of owning things
		4) Classic books and authors
		5) Superiority of books over living friends
6.	Daffodils	1) Loneliness of the cloud
		2) Host of daffodils as crowd. (Personification)
		3) Shining of daffodils
		4) Movement of daffodils. (Personification)
		5) Beauty of the daffodils

		6) Joyful company of daffodils in solitude. (Pleasure gained by daffodils)
7.	Anne's Confession	1) Sorrows of an orphan child
		2) Honesty
		3) False Confession
		4) Innocence
		5) Mental state of an orphan child
		7) Social awareness.
8.	Abou Ben Adhem	1) Angel
		2) Lord (God)
		3) Prayer
		4) Empathy
		5) Blessings
9.	Maya Sabha – The Hall of Illusions	1) Mahabharata-epic
		2) Greatness of Pandavas
		3) Beauty of Architecture
		4) Rich cultural heritage of India
		5) Enmity between Good and Bad
10.	Ask Here for Advice	1) Dilemma of stressful situation
		2) Importance of Consultation
		3) Sharing the problems
		4) Balancing Emotions
		5) Taking advice from others

11.	Parody	1) Parody
		2) Difference between original and parody
		3) Humour created by Parody
		4) Relations with family members
12.	The Little Prince	1) Traveling
		2) Honesty in Work
		3) Human Nature
		4) Work is Worship
13.	Of Mails and Meals	1) Communication
		2) Invitation Letter
		3) Cooperation
		4) Conveying humble denial
		5) E-mail Facility
		6) Problem Solving by discussing with others
14.	The Race of Flowers	1) Nature's Beauty
		2) Stress free development of Personality
		3) Interpersonal relations
		4) Personification
		5) Rhyme-Scheme
15.	The Story of Tea	1) Plantation of any crop
		2) Medicinal use of any crop
		3) Social and cultural references of any crop
16.	Mark Twain	1) Witty Talks

		2) Humour
		3) Anecdote
		4) Quotations
17.	The Cloud	1) Observation
		2) Change is the rule of nature.
		3) Symbolic Meaning
		4) Personification
18.	A Play	1) Humorous Plays
		2) Characterization
		3) Acting
		4) Humorous Dialogues
		5) Intellectual escape from a Problem
		6) True Justice
19.	The Quality of Mercy	1) Superiority of Mercy
20.	A Debate - I	1) Debate
		2) Express own views and opinions
		3) Listen patiently to one's views.
21.	A Debate – II	1) Summing up Debate
		2) All round thinking
22.	The Eagle	1) Beauty of Birds
		2) Bird Watching
		3) Rhyme Scheme

23.	Inspiring News	1) Bravery of girls
		2) Problem Solving Skill
		3) News-Item Writing
		4) Dialogue Writing
		5) Story Writing
		6) Poem Writing
		7) Play let Writing
		8) Effective Communication
24.	Abhanga	1) Human Values
		2) Varkari Tradition
		3) Summary Writing
		4) Gandhi as a Translator of Abhanga
25.	Oliver Twist	1) Social evil child labour
		2) Hypocrisy of the upper class
		3) Miserable condition of an orphan child
		4) Sarcastic Remark
		5) Literature of Charles Dickens
26.	I Saw	1) Poetic Structure
27.	The Gorgon's Head - I	1) Adventurous stories
		2) Fantasy
		3) Good with Good
		3) Mythical Characters
28.	The Gorgon's Head - II	1) Love for mother

		2) Bravery
29.	O Captain ! My Captain !	1) Sea Journey
		2) Shipping
		3) Adventurous Voyage
		4) Sad mood of narrator
		5) Love of people for leader
30.	Resignation (Part-I)	1) Blending of real life and idealism
		2) Human Nature
		3) Interrelationships in individuals
		4) Lower middle class life
		5) Miserable condition of Indians before Independence
31.	Resignation (Part – II)	1) Self Honour
		2) Anger against humiliation
		3) Indian wife's Psyche
		4) Sense of personal freedom
32.	A Prayer	1) Love for God
		2) Sense of gratitude towards God
		3) Strong faith in God
		4) Philosophy of Rabindranath Tagore
		5) Love for poor.
		6) Indian Culture
		7) God is great.

5.10.6 Objective No.6

To determine the types of questions necessary or the creation of above construction of knowledge.

Researcher determines the types of questions necessary for the creation of above constructions of knowledge after the lots of discussions with guide, coguide and concerned experts.

Sr. No.	Name	Constructions of Knowledge	Questions
1.	A Tale of Two Kings	1) Commitment towards values and duty	1) What different roles you have to perform? 2) List out the various duties of any particular role. 3) Have you ever cross check that you perform these duties well or not ? 4) How will you cross check that you perform your particular duty very well ? 5) List out your strengths, weaknesses, opportunities and threats. 6) What will you do to overcome your weaknesses ?
		2) Importance of values in life	1) Imagine that you are a king. Make a list of your duties. 2) How will you check whether your people are really happy or not 3) Suppose that one of your classmate is very rude to you. One day he meets with an accident and lying alone helplessly on the road, will you offer help to him ? 4) What is your opinion about being good with wicked also ? 5) Give the name of any such person who follow this virtue in whole life. How ?
		3) Problem Solving	1) What type of problems do you face in your daily life ? 2) How do you overcome these

			<p>problems?</p> <p>3) While solving the problem do you ever think about other's who have involved in that problem?</p> <p>4) Suppose that in your family your parents had brought one toy car but you are two brothers or sisters, what will you do then?</p>
		4)Jatak and folk Tales	<p>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.</p> <p>2)Narrate the story in front of the class.</p> <p>3)Enact the various roles of the characters of the story in your group and present in front of the class.</p> <p>4)Do you read folk tale of any other country in newspapers and comics ?</p> <p>5)Narrate the story to the class with gestures and actions wherever necessary.</p>
2.	The Three Rules	1) Identification of three rules	<p>1) Divide the class into 3 groups. List out the characteristics of a savage man, worldly man and righteous man.</p> <p>2) Have you ever come across this kind of people in your daily life?</p> <p>3) Suppose that you have an opportunity to use metals as an metaphors for the behaviour of savage man, worldly man</p>

			<p>and righteous man, how will you use them?</p> <p>4) Why rules are formed ?</p> <p>5) Give example of any behaviour due to any particular rule.</p>
		2) Importance of three rules.	<p>1) Write an imaginary story in short to illustrate the proverb 'tit for tat.'</p> <p>2) Write about your own feeling or experience related to the proverb 'one good turn deserves another'.</p> <p>3) 'To err is human to forgive divine' do you agree with this proverb? Support your answer with suitable example or situation.</p> <p>4) Which rule do you prefer to follow in your life? Support your answer with suitable reasons.</p>
		3) Comparison of three rules	<p>1) Discuss critically how righteous man is different than savage and worldly man ?</p> <p>2) Compare iron, silver and golden rules and share your points with your classmates.</p> <p>3) 'Golden rule is difficult to follow than others', what is your opinion to this statement, discuss with your friend.</p>
3.	Chandrayan – 1	1) Achievement of the science	<p>1) Suppose our school has given you the chance to go into the space, which planet will you prefer and why ?</p> <p>2) Imagine that your friend is going to the Moon, discuss in pairs about journey to the Moon.</p>

			3) Discuss the reasons behind a successful journey of India to the Moon.
		2) Preciseness of distance, time, speed.	1) Suppose you are traveling from Kolhapur to Sangli, how would you come to know about the exact distance covered ?
		3) Relationship with others	1) What do you think while offering help to your neighbours ? 2) Suppose you are going for a market and your neighbour has told you to purchase something, what will you do then ? 3) Prepare a questionnaire for an interview of your parents to know what to do to keep healthy relations ?
		4) Making Extrapolations	1) Once upon a time there lived two friends, Ram and Sham. Ram was very lazy fellow. Sham was very hardworking boy. Ram never did his homework but Sham, for the sake of their friendship completes Ram's work, too. Sham gave an advice to Ram to do the homework regularly but Ram refused him in a rude way. Now the time for examination comes Complete the story on your own. 2) Your parents save money from regular income into the banks or invest in a Life Insurance Policy. What is your opinion, is that good ? Discuss the reasons with the whole class.

4.	In the Bazaars of Hyderabad	1) People in the Bazaar	<p>1) You always go to the market with your parents. Which type of people you see there ?</p> <p>2) Narrate the scene in the Bazaar to your friends.</p>
		2) Variety of objects sold out at Bazaar	<p>1) Make a list of various things sold out at Bazaar and exchange the list with your friend.</p> <p>2) Write the things on the board.</p>
		3) Colours and sounds of Bazaar	<p>1) Arrange the classroom as a market place. Make the arrangement of benches as a stall and play the various roles of buyers and sellers of Bazaar.</p> <p>2) Which colours and sounds do you use while performing the roles Make a list.</p>
		4) Culture of Hyderabad	<p>1) What is your opinion, that ' Bazaar reflects the culture' ? Support your answer with suitable example.</p>
		5) Comparison between old and modern bazaar	<p>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.</p> <p>2) What do you feel about the expanding 'mall culture'?</p>

			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?
5.	Owning Books	1) Radio Broadcast	<p>1) Imagine that you got a free pass of a live programme of A.R. Rehman Concert and at the same time opportunity to listen radio broadcast of the same programme. What will you prefer ? Give reasons to support your answer.</p> <p>2) Explain to the class advantages and disadvantages of a radio broadcast.</p> <p>3) Make arrangements for a Tomato FM, Radio Mirchi into the classroom and ask questions related to that broadcast.</p>
		2) Difference between borrowing things and owning things.	<p>1) Suppose that you have lost your friend's pen, what will be your reaction?</p> <p>2) Suppose that you have lost your own pen, what will be your reaction?</p> <p>3) What is the difference between two reactions and why this difference comes?</p>
		3) Benefits of owning things	<p>1) Imagine that your aunt has given you a plant to take care for a month and your mother has given you a seed to sow in a garden.</p> <p>What will be your passion for both the plants? Why?</p> <p>2) Which plant is most beneficial for you? Why?</p>
		4) Classic books and authors	<p>1) Arrange your classroom as a library. Which books would you like to keep in</p>

			<p>your library?</p> <p>2) Make a list of well known authors and their classic books.</p> <p>3) Exchange the list with your friend's list and ask your friend, why do you like this book?</p>
		5) Superiority of books over living friends	<p>1) What is the difference between a book and a living friend ?</p> <p>2) Who is superior do you think and why?</p>
6.	Daffodils	1) Loneliness of the cloud	1) Imagine that you are a lonely cloud and wandering here and there. What will be your feeling at that time?
		2) Host of daffodils as crowd. (Personification)	<p>1) Select the various things from the nature and give them human qualities.</p> <p>2) Why do you select a particular human quality for a particular inhuman thing?</p>
		3) Shining of daffodils	<p>1) Which things shine in nature?</p> <p>2) What are your feelings to look at them?</p>
		4) Movement of daffodils. (Personification)	<p>1) Have you ever seen wind?</p> <p>2) Have you experienced the cool breeze of wind?</p> <p>3) How the wind causes for the movement of a flower?</p> <p>4) How do you feel about flowers moving with the wind?</p>
		5) Beauty of the daffodils	1) Imagine that you are in a beautiful garden of roses. How will you describe that scenery to the whole class?
		6) Joyful company of	1) On one Sunday, you have nothing to do and your friend has gone out of city.

		daffodils in solitude. (Pleasure gained by daffodils)	Where do you like to spend your holiday, wandering in nature or living in solitude? Why?
7.	Anne's Confession	1) Sorrows of an orphan child	<p>1) Have you ever visit an orphanage?</p> <p>2) If our school gives you a chance to visit an orphanage, would you like to visit? Why?</p> <p>3) Suppose that you have won the first prize in Essay Writing and at the ceremony of Prize Distribution, your parents were absent , how would you feel?</p> <p>4) When do you go to your home after school, whom do you like to see?</p> <p>5) Imagine that your mother is not there at home in the evening time and there is a lock at home and you didn't know where she has gone. What will be your reaction?</p> <p>6) Now think over an orphan child who has no parents. What do you say about child's sorrows?</p>
		2) Honesty	<p>1) Ramesh was very poor boy. After his school he went to a shop to work for 3 hours. Ramesh gets Rs.10/- per day for his work. One day Ramesh found Rs.500/- note on the counter in the absence of the shopkeeper. Ramesh</p> <p>2) How will you end the story?</p> <p>3) Why did Ramesh behave so?</p>

			4) 'Honesty is the best policy'. Do you agree with this proverb? Explain with example.
		3) False Confession	<p>1) Suppose that your younger sister has broken the glass. To save her from punishment from parents what will you do?</p> <p>2) What will you feel after the false confession?</p> <p>3) Do you think that your act is correct? Why?</p>
		4) Innocence	<p>1) Imagine that you are in the class of play-group. What observations of children will you record?</p> <p>2) Do they behave purposely or not?</p> <p>3) From your observations, how will you come to know about their innocence?</p>
		5) Mental state of an orphan child	<p>1) Suppose that you are walking on the road and you stumbled down because of a pitfall and your head hit on a big rock. Which words will you utter first?</p> <p>2) When you fall ill who takes you to the doctor?</p> <p>3) How do you feel if your parents were out of city and you fall ill?</p> <p>4) How will you describe the mental state of an orphan child?</p>
		7) Social awareness.	<p>1) You come across many children street beggars on traffic signals. What do you feel to see them?</p> <p>2) Suppose that your school is going to start a Literacy Campaign for orphans on street. Will you join the campaign? What</p>

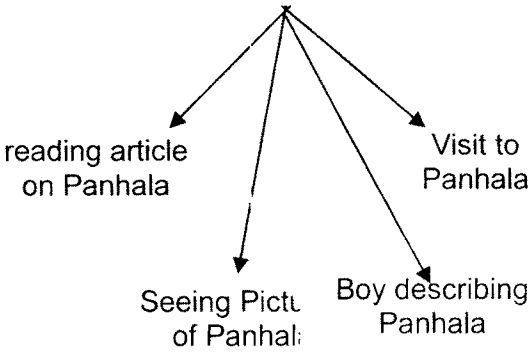
			<p>will be your contribution to the campaign?</p> <p>3)) Suppose that you find one puppy dog on road. How will you treat him and why?</p>
8.	Abou Ben Adhem	1) Angel	<p>1) Have you seen 'Bhootnath' movie?</p> <p>2) Who plays the role of an angel?</p> <p>3) What do you think angel is good or bad? Why?</p> <p>4) From where does angel come?</p> <p>5) Do you believe in angels? Why?</p> <p>6) What do you think are there angels really exist? Why?</p> <p>7) Why does God send them on earth?</p>
		2) Lord (God)	<p>1) Do you believe in God? Why?</p> <p>2) Why do we worship God?</p> <p>3) Have you ever seen God?</p> <p>4) Imagine that you lost your purse in the bus.</p> <p>After a period of hour one boy returns your purse safely.</p> <p>What similarity you find in the God and that boy?</p>
		3) Prayer	<p>1) Why do you pray for the God's blessings everyday at home?</p> <p>2) What is your school's prayer? Are the words motivates you?</p> <p>3) Do you like the prayer? Why?</p> <p>4) What do you think is there any strength in prayer? Why?</p> <p>5) Is school prayer beneficial or just a waste of time? Why do you think so?</p>
		4) Empathy	<p>1) Have you ever seen any child working</p>

			<p>to earn money?</p> <p>2) What do you feel seeing that child?</p> <p>3) Suppose that you are at the place of that child and want to go to school. But because of poverty you are helpless.</p> <p>What will you do in this kind of situation?</p>
		5) Blessings	<p>1) Why do you pray?</p> <p>2) What do you think blessings of elder persons are necessary to go before any important task?</p> <p>3) What is the place of blessings in our culture?</p>
9.	Maya Sabha – The Hall of Illusions	1) Mahabharata-epic	<p>1) What do you like most, prose or poem?</p> <p>2) How much is the general length of a poem?</p> <p>3) Is there any difference between a poem and an epic?</p> <p>What is that difference?</p> <p>4) What the epic is?</p> <p>5) What is the difference between a textbook poem and Mahabharat?</p> <p>6) In which epic you find Ravana?</p> <p>7) Which are the characters of Mahabharat?</p>
		2) Greatness of Pandavas	<p>1) What is the special quality of Arjuna?</p> <p>2) What is the skill of Bhima?</p> <p>3) Yudhishtira was famous for which reason?</p> <p>4) Why do Pandavas always win?</p> <p>5) Why does Lord Krishna take the side</p>

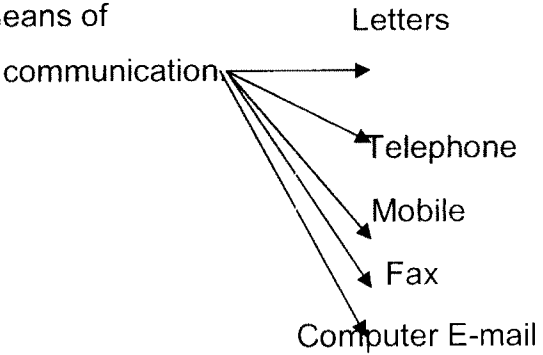
			of Pandava? 6) Are Pandavas really great? Why?
		3) Beauty of Architecture	1) Do you like traveling? 2) Which historical places and temples you have visited? 3) What do you observe related to architect in your visit? 4) Do you know the story behind building of Mahalaxmi Temple? If you know, narrate the story to whole class. 5) Have you visited New Palace? 6) Describe in short architecture of a new palace.
		4) Rich cultural heritage of India	1) According to you What is culture ? 2) 'Our India has a rich culture.' Do you agree with this opinion? Why? 3) How does the poems, epics, stories reflect culture?
		5) Enmity between Good and Bad	1) In Mahabharat, who is at the side of good and who is at the bad? 2) Who wins at last , good or bad? Why? 3) Is the knowledge of Mahabharata is worthwhile in real life? 4) Prepare a short story showing struggle between good and bad.
10.	Ask Here for Advice	1) Dilemma of stressful situation	1) Suppose your aunt is coming to meet your family after a long days and your parents want to receive her with you on the railway station. But you want to complete your studies before her arrival and don't want to go anywhere. What do you call for this kind of

			<p>situation?</p> <p>2) What is the dilemma here?</p> <p>3) How will you solve the dilemma?</p>
		2) Importance of Consultation	<p>1) Suppose you want to join a hobby class. But you are very much confused regarding your hobbies. Because you like both dance and drawing. You can't go for two.</p> <p>With whom do you consult this situation?</p> <p>2)What do you think who will give you the best advice friends, teachers or parents?</p> <p>3) Is consultation really helpful? Why?</p>
		3) Sharing the problems	<p>1) Imagine that you face a problem in classroom teaching. You cannot concentrate for long time. With whom will you share the problem? Friends, teachers, parents?</p> <p>2) Suppose you discuss the problem with your friends. Think your mental status before sharing the problem and after sharing the problem?</p> <p>3) What difference do you observe?</p>
		4) Balancing Emotions	<p>1) Make a list of various emotions.</p> <p>2) Choose any two emotions from that list.</p> <p>3) How will you create an imaginary situation for rising those emotions at the very same time ?</p> <p>4) How will you balance these emotions?</p> <p>5) Would you like to share your emotions with others?</p> <p>6) What do you think that balancing</p>

			emotions is the way of coming out of stress?
		5) Taking advice from others	<p>1) In the dilemma do you like to take an advice or you believe in taking decisions on your own?</p> <p>2) What is correct, taking advice in dilemma or taking decisions on one's own? Why?</p> <p>3) Is taking advice help to take right and quick decision?</p> <p>4) Do you ever experience any kind of dilemma? Do you take anyone's advice at that time?</p>
11.	Parody	1) Parody	<p>1) Do you like to copy anyone's speech, writing, action or any performance in a amusing way?</p> <p>2) Is parody really creates humour?</p> <p>3) What is parody do you think, a just copy to create humour or a intellectual task?</p> <p>4) 'Parody is very bad.' What is your opinion?</p> <p>Give an example to support your answer.</p>
		2) Difference between original and parody	<p>1) What do you think parody is just a copy of original or a different work?</p> <p>2) Is there any difference between the meaning of a original work and parody of that work?</p>
		3) Humour created by Parody	<p>1) Does parody creates any humour?</p> <p>2) Does humour creates laughter or reflects any deeper thinking? How?</p>

		4) Relations with family members	<p>1) What is healthy relationship in a family? Give any example.</p> <p>2) There are various shades of relations with your family members. Sometimes mother scolds you but next moment she loves you.</p> <p>What is your experience of family relations?</p>
12.	The Little Prince	1) Traveling	<p>1) Suppose your school has given you the chance to arrange a trip. Write in short how you will arrange the trip?</p> <p>2) Give various options to your student.</p> <div><pre>graph TD; A(()) --> B[reading article on Panhala]; A --> C[Seeing Pict. of Panhala]; A --> D[Boy describing Panhala]; A --> E[Visit to Panhala];</pre></div> <p>Which option will you select?</p> <p>3) "Visit to Panhala is the most enjoying way to know Panhala.' Do you agree with this statement? Give reasons to your answer.</p>
		2) Honesty in Work	<p>1) Salim is a poor boy. He helps his mother to earn money after his school. He works at a shop. He is unable to pay the examination fee. He badly needed money. One day a rich customer forgets his purse on counter. Salim gets the purse. After an hour the rich man comes</p>

			<p>and asks for purse. Salim.....</p> <p>What do you think Salim should do?</p> <p>How will you complete the story?</p> <p>How will you predict about nature of Salim?</p>
		3) Human Nature	<p>1) When you don't do your homework, who scolds you and who persuades you to do the work?</p> <p>2) Why this difference in behaviour happens?</p> <p>3) Suppose you lost your football. What will be the reaction of your elder brother/sister, mother and father?</p>
		4) Work is Worship	<p>1) Prepare a dialogue between a farmer and you about his work.</p> <p>2) Should a farmer go on holiday? Why not?</p> <p>3) Why do you worship God?</p> <p>4) If farmer only worships God and refuse to go to farm what will happen?</p>
13.	Of Mails and Meals	1) Communication	<p>1) Prepare a dialogue between a teacher and a latecomer.</p> <p>2) Suppose your friend is going to come to your home. But mother has told you to attend the society function with her.</p> <p>How will you send your messege to your friend?</p> <p>3) Make group of five students each and discuss the issue of pollution at local level.</p>
		2) Invitation Letter	<p>1) You want to call your aunt for your birthday party next week. But your</p>

			telephone is dead and you have not a mobile or computer with internet. What will you do?
		3) Cooperation	1) Neeta and Mrudula, both are very good friends. One day Neeta falls ill and is unable to come to school. Mrudula went to meet Neeta. Mrudula explained the problem which the teacher has taught them in the class and told her to be ready for test after two days. Because of Mrudula, Neeta got good marks in test. - Which title will you suggest for this story? - Which virtue of Mrudula helped Neeta? - Narrate your own experience when you help your friend in need.
		4) Conveying humble denial	1) Suppose your aunt has invited you for a small family get together after two days. You are going to face a unit test after two days. What will you do?
		5) E-mail Facility	1) In school during computer class, with the help of computer invite your friend to your home for party. 2) Make a graph on board of the various means of communication.  <pre>graph LR; A[communication] --> B[Letters]; A --> C[Telephone]; A --> D[Mobile]; A --> E[Fax]; A --> F[Computer E-mail]</pre>

			Which is the faster means of communication?
		6) Problem Solving by discussing with others	<p>1) Sheetal and Meenal both are average students in the class. One day both of them failed to solve one maths problems. Sheetal is very shy girl and does not like to talk much with anyone. But Meenal is very bold one and likes to talk much with anyone. Sonal was a very clever girl in the class.</p> <p>- Who will ask Sonal for help to solve the problem?</p> <p>- Prepare a dialogue between three friends Sheetal, Meenal and Sonal in above situation.</p> <p>- Compare Sheetal's nature and Meenal's nature.</p>
14.	The Race of Flowers	1) Nature's Beauty	<p>1) Draw nature drawing.</p> <p>2) Describe the painting by using following points.</p> <ol style="list-style-type: none"> 1) Tree 2) Colours 3) Flowers 4) Sun 5) River 6) Houses 7) People 8) Objects 9) Mountains 10) Birds <p>3) Exchange the painting with your friend.</p> <p>4) Evaluate your friend's painting.</p>

			5) Summarise the description of painting into 2 or 3 lines.
		2) Stress free development of Personality	<p>1) What are the expectations of your parents from you?</p> <p>2) Compile the various reasons for those expectations.</p> <p>3) Do you feel burden of those expectations on you? If yes,</p> <ul style="list-style-type: none"> - Analyse the reasons behind your burden. - Compare the development in a tree and a human being. - Compare plant in a earthen pot growing with the plant in the forest. - Which plant will grow with its fuller strength?
		3) Interpersonal relations	<p>1) Make a graph on the paper keeping yourself at the center.</p> <p>2) Mention all the relations you have to perform.</p> <p>3) Illustrate how you will develop any two relations with suitable real experiences.</p> <p>4) Make a list of various virtues to make you a popular personality in class.</p>
		4) Personification	<p>1) Make a list of various human qualities.</p> <p>2) Use these qualities to a tree and write one short paragraph.</p> <p>3) Create a short poem of 4 lines where you will show a tree same as to a human being.</p>
		5) Rhyme-Scheme	<p>1) Write the words ending with -t.</p> <p>2) Compose a poem where each line</p>

			ends with '-t' letter. 3) Compose 4 line poem where first and third, second and fourth line ends with same sounding words.
15.	The Story of Tea	1) Plantation of any crop	1) Prepare a questionnaire of an interview with a farmer regarding his plantation of any crop.
		2) Medicinal use of any crop	1) Make chart of plant and its medicinal use with the help of your friend.
		3) Social and cultural references of any crop	1) Make a list of Indian festivals and a particular food item being made on that day. 2) Discuss the various reasons behind so much rice food in South India. 3) Illustrate how in Konkan people celebrate 'Narali Pournima festival'?
16.	Mark Twain	1) Witty Talks	1) Identify who is naughty but clever boy in the class? 2) Analyse his talk when it creates laughter in the class. 3) Who is very prompt to give answers in the class? 4) Sometimes in the class any naughty boy passes a the comment. Though its true we refuse to take it because it doesn't suit to the social manners. But it creates laughter in the class. 5) What is your opinion, does that boy use his wit to talk? 6) At the time of election, our political

			<p>leaders give us a list of promises and in the newspaper critics, criticize their behaviour.</p> <p>7) Analyse the talk of that critic.</p> <p>8) Discuss the unique style of language of that critic.</p>
		2) Humour	<p>1) Ask 4 to 5 students to tell about humour to whole class.</p> <p>2) Analyse whose humour creates huge laughter? Why?</p> <p>3) Do you watch laughter programmes on your T.V. Channel?</p> <p>4) Which programme is the best one?</p> <p>5) Discuss why that programme is the best one with whole class.</p>
		3) Anecdote	<p>1) Make a list of humorous writers.</p> <p>2) Separate those writers who have written autobiographies.</p> <p>3) Bring those autobiographies from the library and that some of the situations in the class.</p> <p>4) How does the writer succeed in creating humour in the stressful situation also?</p> <p>5) Enact any occasion from a well known humourist's life reflecting his intellect and creating humour out of it.</p>
		4) Quotations	<p>1) 'Truth is mightier than the sword'. Friendship is a rainbow between two hearts.</p> <p>Discuss above quotations in 5-8 sentences.</p>

			2) Make a collection of quotations from Mahatma Gandhi and elaborate his philosophy.
17.	The Cloud	1) Observation	<p>1) Divide the class into 2 groups.</p> <p>2) One group will observe the classroom and another group will observe the scene outside the window of a classroom.</p> <p>3) Note down your observations.</p> <p>4) Present your observations into 8 to 9 lines.</p> <p>5) Critically discuss the observation.</p> <p>6) Write a short essay depending on your observations and give a suitable title to it.</p>
		2) Change is the rule of nature.	<p>1) Visit your garden and note down your observations. After 15 days visit your garden again and note down your observations</p> <p>2) What difference will you identify in your observations? Why ?</p> <p>3) What are the physical and emotional changes you find in yourself from your first day at school till now?</p> <p>4) Why does this change in you take place?</p>
		3) Symbolic Meaning	<p>1) Make a list of various colours.</p> <p>2) Which colour is symbol of which human quality?</p> <p>3) Which animals are used symbolically to show some human qualities?</p>
		4) Personification	<p>1) Write a short essay on "I am Rankala speaking....."</p> <p>2) Discuss in pairs, one object and giving</p>

			one human quality to that object and note down your examples.
18.	A Play	1) Humorous Plays	<p>1) Make a list of well known dramatists?</p> <p>2) Illustrate any one example of humorous play and explain how it creates humour.</p>
		2) Characterization	<p>1) Which is your favourite serial now a days?</p> <p>2) What are the characters in that serial?</p> <p>3) Is there any particular character which is fit exactly to that particular person only?</p> <p>4) Why can't we imagine any other person in that role?</p> <p>5) Write one line character sketch of any character from any serial.</p>
		3) Acting	<p>1) Which movie have you watched recently?</p> <p>2) Which role did you like the most? Why?</p> <p>3) Enact that role for 3 to 4 minutes in front of the class.</p>
		4) Humorous Dialogues	<p>1) Which comedy serials are you watching on T.V. channels?</p> <p>2) Present some of the humorous dialogues in front of the class with the help of your friend.</p> <p>3) Prepare one imaginary humorous dialogue between two friends.</p>
		5) Intellectual escape from a Problem	<p>1) Imagine that you are alone at home and suddenly two robbers come in the house from broken window. How will you</p>

			<p>escape yourself?</p> <p>2) Suppose one Saturday afternoon you are coming back from the school, suddenly you watch four men forcibly taking away your friend in a car. What you will do to save your friend?</p>
		6) True Justice	<p>1) Write a short story on given points.</p> <ul style="list-style-type: none"> - Kailash and Vishwas are two brothers. - Kailash was shrewd and cunning but Vishwas was faithful and kind. - Kailash deceived Vishwas by saying that his hen ate all his grain and he has to pay for this. - Kailash says that he had seen his hen eating all grain. - Vishwas refused the matter. - Brothers go to Birbal. - Birbal gave justice to Vishwas. <p>2) How did Birbal give justice to Vishwas?</p>
19.	The Quality of Mercy	1) Superiority of Mercy	<p>1) "To err is human to forgive is divine". Prepare a short dialogue on above proverb between a beggar boy who has stolen a biscuit and a shopkeeper.</p> <p>2) Imagine that you are Jesus Christ. People have taken away you to the cross and you are talking to God to show mercy to the people. How will you perform the role?</p> <p>3) Discuss how mercy is superior to all virtues, support your answer with your own experience, if any.</p>

20.	A Debate - I	1) Debate	<p>1) "Written examinations should be abolished". Do you agree with this opinion? Support your answer with suitable points.</p> <p>2) "Written examinations should be compulsory". Do you agree with this opinion? Support your answer with suitable points.</p> <p>3) 'Each coin has two sides'. Illustrate this with suitable example.</p> <p>4) 'Written examination Vs Oral examination' Who will be at which side?</p>
		2) Express own views and opinions	<p>1) 'Ganesh Chaturthi' festival increases sound pollution. Do you agree with this? Support your opinion with suitable examples.</p>
		3) Listen patiently to one's views.	<p>1) Discuss in pairs about advantages and disadvantages of television.</p> <p>1) Present your friend's views to the class.</p>
21.	A Debate – II	1) Summing up Debate	<p>1) Imagine that you are the chairperson of the debate. Prepare a short speech of thanks giving to all.</p> <p>2) Sum up all the points and write a short essay based on particular subject.</p> <p>3) Draw a diagram of debaters and their points.</p> <p>4) Use all the formal expressions and write a dialogue between two persons in another situation.</p>
		2) All round thinking	<p>1) 'Debate gives chance for all round thinking'. Critically discuss this statement.</p>

22.	The Eagle	1) Beauty of Birds	<p>1) Close your eyes and think of your favourite bird.</p> <p>2) Describe the beauty of that bird.</p> <p>3) 'Birds are superior to all creatures.' Do you agree with this statement? Why?</p>
		2) Bird Watching	<p>1) Prepare a chart of various birds describing their colour, size, eyes, beak, tail, legs.</p> <p>2) Write a short summary of that chart in to 5 to 7 lines.</p> <p>3) Discuss in pairs what are the requirements to get detailed information of any bird.</p> <p>4) What is the difference between calmly sitting bird, bird ready to take flight and a flying bird?</p>
		3) Rhyme Scheme	<p>1) Prepare a short four line poem, each line ending with same sound.</p>
23.	Inspiring News	1) Bravery of girls	<p>1) 'Boys are brave than girls'. Critically evaluate this statement.</p>
		2) Problem Solving Skill	<p>1) Imagine that you are going to visit your aunt. Mother has given you the address of aunt's house. But you forgot to take it. Suddenly you found yourself lost. What will you do?</p> <p>2) Your cousin is learning in the remote village. Your uncle is going to stop your cousin's further education because of lack of facility in village.</p> <p>- Do you agree with your uncle's decision? Support your answer with</p>

			<p>suitable examples.</p> <p>- Think about the different ways to convince your uncle for cousin's further education and discuss with your friend.</p>
		3) News-Item Writing	<p>1) Suppose your school has celebrated the English Day Function. Make a news item for local newspaper of that function.</p> <p>2) Discuss the minute details of any new item with your friend and prepare a short news item of World Environment Day function you have celebrated in your colony by plantation of various trees.</p>
		4) Dialogue Writing	<p>1) Imagine that you are lost on the way to your aunt's house. Prepare a dialogue between a stranger and you to search your aunt's house.</p> <p>2) Prepare a dialogue between a latecomer and a teacher.</p>
		5) Story Writing	<p>1) "Avarice is the root of all evils." Write a short story for this proverb.</p> <p>2) 'Practice makes man perfect.' Write a short story suitable to this title.</p> <p>3) Tell one story to the class. Write the same story with different ending.</p>
		6) Poem Writing	<p>1) Write a short poem in honour of your school.</p> <p>2) Write a short poem by using the names of the objects you easily find in your classroom.</p> <p>3) Write a short poem in praise of your friend who has got first prize in state level drawing competition.</p>
		7) Play let	<p>1) Your parents and you are convincing</p>

		Writing	<p>your friend's parents to send their daughter for a social service camp. They are not ready to send their daughter because she is a girl and it will not be safe to send a girl in a remote village for a camp.</p> <p>- What are the various characters in this scene?</p> <p>- Imagine their speeches and write.</p> <p>- Prepare a short play let based on above situation.</p>
		8) Effective Communication	<p>1) Make a list of various means of communication.</p> <p>2) You want to communicate your annual gathering function. Which means of communication will you use ? Why ?</p> <p>3) Which means of communication is the most effective one? Support your answer with suitable reasons.</p>
24.	Abhanga	1) Human Values	<p>1) Make a list of various human values.</p> <p>2) Write any one experience of your own when you behaved according to a particular human value.</p> <p>3) What do you think that behaving according to the human values is not an easy task?</p> <p>4) Roshni is a 9 years old girl. She is very poor. She works whole day with her mother in nearby houses. She can't go to school even. Suppose you are Roshni.</p> <p>- How will you manage for your school?</p> <p>- Make a list of various plaes where you easily find child labourer.</p>

			<ul style="list-style-type: none"> - What do you feel on seeing them? - Discuss with your friends various ways to stop the child labour?
		2) Varkari Tradition	<p>1) 'A 74 years old lady walked for three days for Lord Vithala darshan.' Imagine that you are going to take an interview of that old lady. Prepare a questionnaire for interview.</p> <p>2) Prepare a dialogue between a grandfather who is belonging to a varkari tradition and a grandson about Pandharpur (XXXXXXXX) vari.</p> <p>3) Make a chart of various great sants and their birthplace.</p>
		3) Summary Writing	<p>1) Write any one short story related to any one sant of Maharashtra. Read about the story in the class.</p> <p>2) With the help of these stories write the summary of teachings of sants of Maharashtra in short using simple words.</p> <p>3) Prepare a speech on 'My Favourite Player' about 20 lines.</p> <p>4) Write a short summary of 5 lines of your speech.</p>
		4) Gandhi as a Translator of Abhanga	<p>1) Discuss the various reasons behind so much influence of Sant Tukaram on Gandhi.</p> <p>2) Compare the teachings of Sant Tukaram and lifestyle of Mahatma Gandhi.</p> <p>3) Make a paragraph on your own on your favourite subject by using old forms</p>

			<p>of words.</p> <p>4) Prepare a chart of old forms of words and their meanings.</p> <p>5) Write one short story of any Sant's life in Marathi. Translate the story into English by using old forms of some words.</p>
25.	Oliver Twist	1) Social evil child labour	<p>1) Where do you find any boy working instead of going to school ?</p> <p>2) Discuss the various reasons behind his working.</p> <p>3) 'Child labour is evil for society.' Do you agree with this statement? Why?</p>
		2) Hypocrisy of the upper class	<p>1) Before Independence, how was the Indian society?</p> <p>2) Discuss critically the behaviour of upper class people with lower class people. Give suitable examples.</p>
		3) Miserable condition of an orphan child	<p>1) When you fall ill and your parents are out of station. How would you feel?</p> <p>2) Do you have any such example of any boy or girl who is after his or her parent's death work hard to get success?</p> <p>3) Do you know any such institution which works for orphans? Which is that?</p> <p>4) Would you like to visit an orphanage and share their feelings for some time?</p>
		4) Sarcastic Remark	<p>1) Suppose one boy always comes late for school and teacher know very well that he is a lazy boy and never completes his work. When he comes teacher says, "A very punctual fellow here comes."</p>

			<p>Why does teacher says so?</p> <p>2) Discuss about the various situations whenever you or anyone else gives sarcastic remarks.</p> <p>3) 'Sarcastic remarks help to destroy negative behaviour'. Do you agree with this? Why?</p>
		5) Literature of Charles Dickens	<p>1) Make a list of Charles Dickens' novels.</p> <p>2) Prepare a chart of Dicken's novels and their theme.</p> <p>3) Make a short summary of 8 to 10 lines of any novel of Dickens.</p>
26.	I Saw	1) Poetic Structure	<p>1) A s you see, B ag of school, C arrying books, D aily and daily, E asy and heavy, F astly and fastly, G oing down the steps of H ome sweet home.</p> <p>In above poem, each line of the poem starts with a next series of alphabet. Can you write a short verse like this?</p> <p>2) Write any one poem with your own unique structure.</p>
27.	The Gorgon's Head	1) Adventurous stories	<p>1) Discuss your favourite adventurous story with your friend and make a short oral preservation on it in the classroom.</p> <p>2) Narrate the story of any adventurous movie in the class.</p> <p>3) Prepare a short adventurous story in</p>

			which hero is sent on the dangerous enterprise, where he suffers a lot but finally wins over the wicked things.
		2) Fantasy	<p>1) Make a list of fanciful ideas of your own.</p> <p>2) Exchange your ideas with your friends.</p> <p>3) Critically discuss what will be happen if these ideas come in reality?</p> <p>4) Give one word to your students and ask them to write a number of fanciful ideas related to that word.</p> <p>5) "Fantasy helps to develop imaginative power". Do you agree with this statement ? Why?</p>
		3) Good with Good	<p>1) Imagine, in your classroom your two classmates are eager as a candidate for the class monitor election. Candidate 'A' is a very helping, kind, clever and hardworking boy. Candidate 'B' is handsome but egoistic, self centered and selfish boy. Whom will you vote for? Why?</p> <p>2) Discuss your own experience when you realize that good happens with good and bad with bad.</p>
		3) Mythical Characters	<p>1) Narrate any one mythical story in short. Make a list of all characters from the story.</p> <p>2) Write a short character sketch of any one character.</p> <p>3) Enact any one role of your favourite mythical character.</p>

28.	The Gorgon's Head	1) Love for mother	<p>1) Describe your own experience when you miss your mother a lot?</p> <p>2) How will you wish your mother on Mother's Day?</p> <p>3) Write a short poem on your mother.</p> <p>4) 'Mother is your best and close friend.' Illustrate this with your own experience.</p>
		2) Bravery	<p>1) Who is your favourite brave hero? Why ?</p> <p>2) Do you watch the bravery shows on television? Why?</p> <p>3) Divide the class into two groups. One group will be Brave group and second group will be Coward group. Make a list of various situations and discuss how brave and coward group will react in those situations.</p> <p>4) Evaluate the various responses and make a judgment for the best response in that situation.</p> <p>5) Discuss in detail about National Bravery Award Scheme and winners of the scheme.</p> <p>6) Prepare a chart of year and winners of National Bravery Award Scheme and their acts.</p>
29.	O Captain ! My Captain !	1) Sea Journey	<p>1) Make a list of various types of journey.</p> <p>2) Which is the most comfortable journey you think ? Why?</p> <p>3) Which sea-fort have you visited? Draw a picture on paper of the route from land to that fort.</p> <p>4) Describe your sea journey to that fort.</p>

			<p>5) What precaution should you take before going for a sea journey?</p> <p>6) Make a list of various movies where you find sea journey.</p> <p>7) How do these scenes of sea journey give you delight?</p> <p>8) Describe the atmosphere, nature and beauty of sea journey.</p>
		2) Shipping	<p>1) 'Shipping is the best for trade' do you agree with this? Why?</p> <p>2) Write a short passage on shipping and beauty of Kashmir.</p> <p>3) Draw a picture of various ships and people loading luggage on ships.</p>
		3) Adventurous Voyage	<p>1) Do you watch any show on adventurous voyages on your television?</p> <p>2) Describe any adventurous voyage in your class.</p> <p>3) Imagine that you have a chance to go for adventurous voyage. Which precaution will you take?</p> <p>4) Is there any difference between voyage in river and in a sea? Do you experience that difference?</p>
		4) Sad mood of narrator	<p>1) Imagine that you have lost your favourite thing. How will you react to this?</p> <p>2) Suppose your father's job has been transferred to another city. You are going elsewhere leaving your friends, school and home. What will be your mood?</p>
		5) Love of people for leader	<p>1) Make a list of various freedom fighters.</p>

			<p>2) Make a list of various qualities of a good leader.</p> <p>3) Discuss in pairs any one freedom fighter and his qualities to attract people.</p> <p>4) Illustrate with example, love of people for leader in now-a-days.</p>
			<p>5) Now-a-days people are very much impressed by their leader only at the time of election but before independence the picture was totally different. Evaluate this difference critically.</p>
30.	Resignation (Part-I)	1) Blending of real life and idealism	<p>1) Do you ever try to reflect ideal values in real life ?</p> <p>2) Is it difficult to follow idealism in real life? Explain with suitable example.</p> <p>3) Give example of any great person and how he blends real life and idealism.</p>
		2) Human Nature	<p>1) Make a list of various types of human nature.</p> <p>2) Illustrate the various situations and how they reflect particular human nature.</p> <p>3) Make a chart of people around you and their nature.</p> <p>4) How is one person different from another by nature?</p>
		3) Interrelationships in individuals	<p>1) Consider any person who is very close to you.</p> <p>2) Make a diagram of various relationships of that person with others including yourself.</p> <p>3) How does that person develop these relationships?</p> <p>4) Is it possible to live in isolation without</p>

			anyone's company? Why?
		4) Lower middle class life	<p>1) What are the different characteristics of lower middle class life?</p> <p>2) "Lower middle class person afraid of taking risks."</p> <p>Do you agree with this statement? Why?</p> <p>3) "Lower middle class person always having low aim." Is this true? Support your answer with suitable example.</p>
		5) Miserable condition of Indians before Independence	<p>1) Discuss the various situations before independence, when British exploited Indians.</p> <p>2) Make a list of various movies depended on Indian freedom struggle.</p> <p>3) Discuss how these movies reflect condition of Indians before Independence.</p>
31.	Resignation (Part – II)	1) Self Honour	<p>1) Imagine that some of the senior students of your school tease you because you are junior, what will be your reaction?</p> <p>2) Suppose that you are newcomer to your school hostel and become victim of raging. How will you oppose to your seniors?</p> <p>3) 'Living without self-honour is lifeless living.' Do you agree with this statement? Why?</p>
		2) Anger against humiliation	<p>1) Suppose your neighbour humiliates you because you are very weak compared to their son. What will be your reaction?</p>

		3) Indian wife's Psyche	<p>1) Imagine that your father has told about office work to your mother. What was her reaction?</p> <p>2) Suppose your father spends one Sunday in doing office work. How will your mother react to this?</p> <p>3) Imagine if your father comes late from the office one day than this regular time, how does mother react?</p>
		4) Sense of personal freedom	<p>1) Imagine that your parents gives you total freedom to spend 2 days holidays as you like, how does will you react?</p> <p>2) Suppose if your parents imposed all their decisions on you, would you like that ? Why ?</p>
32.	A Prayer	1) Love for God	<p>1) Do you pray to the God? When and why?</p> <p>2) Make a list of various Indian festivals.</p> <p>3) Do you know there is one God or Goddess behind each festival?</p> <p>4) Narrate any one story of God related to any one festival.</p> <p>5) Write a short poem in praise of God.</p>
		2) Sense of gratitude towards God	<p>1) Write a short poem in the honour of God.</p> <p>2) What are the various ways to express gratitude towards God? Which one will you select?</p> <p>3) What did we get from God and what did we return to Him?</p>
		3) Strong faith in God	<p>1) Who is the creator of this world?</p> <p>2) 'Indians have strong faith in God' do you agree with this statement? Why?</p>

			3) Ask your grandparents about the favour of God and their own experience. Discuss these experiences with your friends in the classroom.
		4) Philosophy of Rabindranath Tagore	<p>1) Make a speech over Rabindranath Tagore and present it in the classroom.</p> <p>2) What are the other famous poems of Tagore?</p> <p>3) Make a chart of Tagore and his institutions, establishment year.</p> <p>4) 'Tagore is the self-disciplined, free-minded, naturalistic poet' elaborate this statement using your own knowledge.</p>
		5) Love for poor.	<p>1) On the way to your school you find everyday poor people, what is your reaction?</p> <p>2) Make a list of various great persons who spend their life for upliftment of poor people.</p> <p>3) Summarize the work of any one person who works for poor and present in your classroom.</p> <p>4) Imagine that your parents will give you an opportunity to work for the poor, what will you do for them?</p>
		6) Indian Culture	<p>1) What do you like most in our Indian Culture?</p> <p>2) Write a short essay of 10 to 12 lines on Indian cultural heritage.</p> <p>3) Make a short summary of 5 to 6 lines of your essay and present it in the classroom.</p> <p>4) Make a list of various T.V.</p>

			<p>programmes depicting Indian culture. Discuss how Indian culture reflects from those programmes.</p> <p>5) Give the names of various types of literature reflecting Indian culture. Evaluate those types in detail and tell what is the best type of literature to reflect Indian culture? Why?</p> <p>6) What are the various things you will include in the term Indian culture?</p> <p>7) 'Indian culture depicts unity in diversity.' Elaborate this statement using your own knowledge.</p>
		7) God is great.	<p>1) What are the various things God gives us.</p> <p>2) Write a short note of 8 to 10 lines stressing the greatness of God.</p> <p>3) Write a short poem on greatness of God and present it into the classroom.</p> <p>4) How will you make aware the people of superstitions regarding God?</p> <p>5) 'Service to Man is Service to God' elaborate this statement with suitable examples.</p> <p>6) Illustrate the teachings of each religion regarding God.</p> <p>7) 'The names are different but God is one.' Do you agree with this statement? Why?</p> <p>8) How is God from your own knowledge?</p> <p>9) What are the various good things of God which motivates human beings to</p>

		become like Him?
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5.10.7 Objective No. 7

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

Researcher found the questions asked by teachers during classroom teaching with reference to the selected content.

(Source: Interview with Teachers)

Lesson No./Question No./ Teacher No.	Name of school /Lesson Question
T1	Irwin Christian High School
17.	The Cloud
1.	Who brings rainshower for a thirsting flowers?
2.	Name the speaker in this extract.
3.	Name the mother of the sweet buds.
4.	Which line tells us that the leaves are sleeping?
5.	What is the rhyme scheme?
6.	Write words in a line that have the same vowel sound from the extract.
7.	Name the parents of the cloud.
18.	A Play
1.	What was the first guard hoping for?
2.	List the characters in this extract.
3.	Write a one line character sketch of the disciple based on the extract.
4.	What kind of job would you like - the one that is interesting or the one where not much happens? Give reasons for your answer.

5.	Who was the ruler of the land?
6.	Which proverb is used in this extract?
7.	Why did bricklayer beg for mercy?
8.	Enact the play.
19.	The Quality of Mercy
1.	What is mercy?
2.	Why is mercy called twice blessed?
3.	Write the modern English equivalents for the following droppeth, blesseth, doth.
4.	When do earthly powers resemble God?
5.	Read aloud the poem,
6.	Recite the poem.
T2	New English Medium School
13.	Of Mails and Meals
1.	Write a note to invite your friend for a party.
2.	Write a note of apology declining the invitation given by your friend.
14.	The Race of Flowers
1.	Who all are running the race?
2.	What are the trees in the poem?
3.	How is this race different from human race?
4.	Why did one shout to other?
5.	What is the meaning of 'the spring is late'?
6.	Give the pairs rhyming words.
7.	In what way is this race unique?
8.	How the trees are like players of music?

15.	The Story of Tea
1.	Do you like to drink tea?
2.	Where is the origin of tree?
3.	What is the botanical name of tea?
4.	What climatic factors help in the growth of tea?
5.	Name the three distinct regions.
6.	Tell in your own words the amusing story about tea.
7.	What will happen if tea is totally cut off from life?
T3	Radhabai Shinde English Medium School
17.	The Cloud
1.	What do we see in the sky in rainy season?
2.	How are they in colour?
3.	Where does the clouds collect water from?
4.	What do you feel after rain?
5.	Poet writes 'I am daughter of Earth and Water'. What does it mean?
18.	A Play
1.	How many characters are there in a Play?
2.	How do you see at the lesson?
3.	How important is it to you to be happy?
19.	The Quality of Mercy
1.	What do you mean by mercy?
2.	Whom does the mercy bless?
3.	What is mercy compared with?
4.	Name the poet of the poem?

5.	What message do we get from the poem?
6.	How mercy is twice blessed?
T6	New Model English Medium School
17.	The Cloud
1.	How is the atmosphere in the rain? Or after the rain?
2.	Where the clouds come from?
3.	How we get the rain?
4.	What change you find on the earth?
5.	Who is the speaker in the poem?
6.	Who brings rain?
7.	Who lie dreaming in the sun?
8.	From where are the fresh showers bought?
9.	How does the cloud control the hail?
10.	Who are the parents of cloud?
11.	What is the pavilion of heaven?
12.	Where does the cloud passed?
13.	What is bare after rain?
14.	Give the pair of rhyming words.
15.	Pick out any two examples of metaphor, personification.
16.	Give the examples of adjective and noun combination.
17.	What is the central idea of the poem?
18.	Expand the idea.
	The Eagle
1.	Name the various birds which you see in surroundings.

2.	Which birds fly so high in the sky?
3.	How does the eagle clasp the crag ?
4.	Where does the eagle live?
5.	What crawls beneath the eagle?
6.	From where does the eagle watch?
7.	What makes the eagle dive down like a thunderbolt?
8.	How the birds are related to our epics?
9.	How the birds indicate omen ?
10.	What precaution will you take for bird watching?
11.	What is religious importance of birds?
T7	Mahaveer English Medium School
	Abhanga
1.	What are the evils in the society?
2.	Do you agree with this?
3.	What you will do in such circumstances humanity related?
4.	Who are these Sant?
5.	Do you know any such kind of story related to any Sant?
6.	Where the God reside?
7.	Who has write national anthem?
8.	What does he talk about Tagore?
9.	Is there anywhere written about the caste or religion by God?
10.	Why there is caste?
11.	Give any such examples that who has devoted their life selflessly ?
12.	Find out the works of other such Saints.

13.	What is their contribution?
	The Play
1.	Self activity - Find out the meaning of new words.
2.	Central Idea
3.	Why would there be no complications in the market?
4.	Describe the amazing features of the kingdom.
5.	Why does the thief described his friend and himself as hardworking and honest?
6.	What were the each of summoned men doing before the court?
7.	What do you think of King's sense of justice?
8.	What do you think of wisdom of old man?
9.	What did the king do at the end?
T8	St. Xaviers English Medium School
	O Captain! My Captain!
1.	Who is the narrator of this poem?
2.	On what situation the poem was written?
3.	Who lies on the deck of the ship?
4.	What does the poet want to do?
5.	Where is the captain? In what state he is?
6.	What is the poet telling his captain to do?
7.	Why is the poet wondering?
8.	Why does the captain not answer?
9.	What is the rhyme scheme of the poem?
10.	What do you understand from the poem?
11.	Why is the narrator sad?

	Resignation Part-I
1.	Do you know Prem Chand?
2.	Have you read any other novel of Prem Chand in any language?
3.	What do you mean by resignation?
4.	What is the office clerk called as?
5.	What is the name of the office clerk?
6.	Describe Fateh Chand in your own words.
7.	How many characters are mentioned in the story?
8.	What was Fateh Chand's daily routine?
9.	What derogatory term did the Sahib use for Fateh Chand?
10.	How did English men treat Fateh Chand?
11.	Describe the Englishmen in your own words.
	Resignation Part-II
1.	In which period the drama is written?
2.	How do you come to know about it?
3.	Which are the words that are used from Hindi?
4.	What can you tell about the chaprasi?
5.	What do you learn about Fateh Chand's psychological feelings?
6.	What questions did Fateh Chand ask himself?
7.	What was Sharda's reaction?
8.	What was Sahib's reaction on seeing Fateh Chand in his dining room?
9.	How did Fateh Chand begin the encounter with the Sahib?
10.	Why did the Englishmen not want to dismiss Fateh Chand?
11.	Why did Fateh Chand feel happy in the end?

T4	Shripatrao Bondre English Medium School
	Inspiring News
1.	All of you read the newspaper, yes or no?
2.	Which types of news do you read?
3.	Tell the name of some awards.
4.	Do you see the award distribution program on television ?
5.	By reading some news do you get inspiration?
	Abhanga
1.	Name the saints do you know.
2.	Which types of work they do for society?
3.	Why we impressed by teachings of saint philosophy?
4.	What is the main purpose of these saint teachings?
5.	Which saint do you like?
6.	Tell any story related to this saint.
T5	Dr. D. Y. Patil English Medium School
27.	The Gorgan's Head – Part – I
1.	Did you hear any story regarding monsters?
2.	Did you like that story?
3.	How did you feel after hearing that story?
4.	Did you think that you will also do the courageous act just like the hero of that story?
5.	To face the evil things which qualities the person should have.
6.	Which character from that story did you like most? Why?
28.	The Gorgan's Head – Part – II
1.	Did you hear any story regarding monster?

2.	Did you like that story?
3.	How did you feel after hearing that story?
4.	Did you think that you will also do the courageous act just like the hero of that story?
5.	To face the evil things which qualities the person should have.
6.	Which characters from the story did you like most? Why?
29.	O Captain! My Captain !
1.	Did you go on sea voyage?
2.	How did you feel at that time?
3.	Do you know in how many parts our defense service is parted?
4.	What do you want to become in your life?
5.	Why do you want to become that?
T9	Adv. P. R. Mundargi English Medium School
17.	The Cloud
1.	Do you like to see clouds?
2.	Who is the speaker in this stanza?
3.	Name the mother of the sweet buds?
4.	Write the rhyme scheme of the poem?
5.	Name the parents of the cloud?
6.	Which are the words related to nature?
7.	Tell in your own words how clouds change their shapes?
	A Play
1.	Which are the different characters of the play?
2.	Who was the stranger?
3.	How did the second guard consider life?

4.	What is the difference between two guards?
5.	What distracted the potter?
6.	What do you think of King's sense of justice?
7.	What do you think of the King's order to hang the disciple?
8.	List the proverbs and sayings in the play.
9.	Describe the King's character.
	A Prayer
1.	Why do you pray?
2.	Do you believe in God and idol worship?
3.	Who was Rabindranath Tagore?
4.	Which awards did he win?
5.	What does the poet want God to stick at?
6.	What did he say about his attitude towards the poor?
7.	What is Rabindranath Tagore asking For
8.	Above what does the poet wish to raise his mind?
9.	What is the final prayer of the poet?
10.	What is the rhyme scheme of the poem?
11.	What is this poem known as?

5.10.8 Objective No. 8

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

Researcher compared the questions asked by English teachers during classroom teaching and the expected questions for the construction of knowledge on the basis of levels of taxonomies by Bloom, Krathwohl and Simpson.

- 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.
- 5) For this poem questions asked of creativity level constructs more knowledge.
- 6) For this poem knowledge can be constructed on both levels lower (remembering level) and higher (creativity level) of cognitive domain.
- 7) T₂ has not constructed the knowledge in affective domain for this poem.
- 8) T₂ asked very few questions in the class.
- 9) This lesson is simple factual information.
- 10) There is no need to construct the knowledge in affective domain for this lesson.
- 11) This lesson develops psychomotor ability of students up to the complex overt response level.
- 12) No teacher tries to develop affective domain of students.
- 13) The poem mostly develops the analyzing ability of students.
- 14) 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.
- 15) T₁ tries to construct the knowledge in each domain.
- 16) T₃ tries asked very few questions compare to others.
- 17) T₃ and T₇ not tries to construct knowledge in psychomotor domain.
- 18) T₇ and T₉ not tries to construct knowledge in affective domain.
- 19) Creativity for knowledge construction is most important for this lesson.
- 20) This lesson do not construct knowledge in affective domain.
- 21) This play has theme, characters, dialogues which is related to different skills and helps a lot to develop complex overt response of students.
- 22) 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.
- 23) According to the objectives behind teaching this poem, T₁ and T₃ has asked lot of questions but of very low level in each domain.

- 24) Higher level questions helps to construct knowledge.
- 25) For the knowledge constructions questions of each level are necessary to ask.
- 26) 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.
- 27) This poem do not construct knowledge in affective domain.
- 28) This lesson helps to develop creativity of students.
- 29) 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.
- 30) This lesson is meant for the all domain's knowledge construction through higher level questions.
- 31) Question asked of creativity level constructs a lot of knowledge.
- 32) 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.
- 33) This poem develops the ability of complex overt response.
- 34) This poem develops creativity ability of students by asking lot of the questions of creating level in cognitive domain.
- 35) T₄ and T₇ has not asked very high level questions but for the knowledge construction question of each level are necessary to ask.
- 43) T₅ 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 these values, so
lot of construction of knowledge in affective domain.
- 54) This poem develops each domain completely.
- 55) T₅ has not think over the objectives behind the poem.
- 56) Questions asked by T₅ & T₈ 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.

5.10.9 Objective No. 9

To make appropriate suggestions and recommendations for the creation of expected construction of knowledge in English language.

Researcher made appropriate suggestions and recommendations for the creation of expected construction of knowledge in English language.

Suggestions and Recommendations :**A) For teachers -**

1. Teachers should ask a lot of questions during classroom teaching.
2. Teachers should ask most of the questions of higher level.
3. Teachers should think of objectives behind each lesson or poem.
4. Teachers should construct the questions on situation based.
5. Teachers should construct the questions properly and not ambiguous in meaning.
6. Teachers should encourage the student to give answers.
7. Teachers should provide a time to think over question.
8. Teachers should determine construction of knowledge before going to the classroom.
9. Teachers should follow the various techniques of knowledge construction in the classroom.
10. Teachers should ask the questions in each domain for overall development of student.
11. Teachers should take effort to make his student more and more active in the classroom.

B) For student-teacher :

1. Student-teachers should increase the number of questions in his lesson plan.
2. Student-teachers should increase the number of higher level questions in his lesson plan.
3. Student-teachers should think seriously over the questioning technique for knowledge construction.
4. Student-teacher should draw the questions according to the objectives.
5. Student-teachers should determine the construction of knowledge before going to the class.

C) For teacher-educators :

1. Teacher educator should give more stress on analyzing the content for constructions of knowledge.
2. Teacher-educator should give a proper training to frame a higher level question to the student teachers.

3. Teacher-educator should arrange a workshop for student teachers on various teaching strategies in knowledge constructions.
4. Teacher-educator should give ample opportunity to student teachers to make the class interactive.
5. Teacher-educator should give the proper training to student teachers to change the classroom environment appropriate for knowledge construction.

D) For students :

1. Students should carefully think over the question asked by teachers.
2. Students should analyse the content for knowledge construction.
3. Students should take effort on expanding the field of experiences of their own.

E) For Schools,

1. Schools should arrange various kinds of workshops to develop questioning technique.
2. Schools should arrange the secret prize for the teacher who ask lots of higher level questions and promote thinking in student's mind.
3. Schools should arrange for a question wall, question box activities in the school to develop the questioning technique.
4. Schools should arrange the workshops, seminars, symposiums of well-known experts for teachers to make them aware of new experiments in constructivism.
5. Schools should arrange 'reading activity' for all, to make all aware of new trends, experiments in education field.
6. Schools should motivate teachers for action research to apply constructivist method.

5.11 Discussions :

Shaيدا, A.K.(1976) in her research Teaching patterns :

Questioning and feedback – and pupil attainment researcher found that the teaching pattern of narrow questions with feedback produced significantly higher mean for the development of knowledge and broad questions with feedback produced significantly higher mean for application.

In the present study researcher found that higher level questions are necessary for the fulfillment of higher level objectives framed by NCF,2005. But researcher found that teachers gives stress on asking lower level questions more during classroom teaching.

Roy, S. (1972) in his research “Classroom questioning and pupil achievement : An inquiry into teaching style” researcher found that lecturing significantly differed from question response feedback sequence to develop comprehension ability.

In the present study researcher also decided to study role of various types of questions to construct knowledge and what is the present condition in schools about questioning technique during classroom teaching.

Jangira, N.K. and Dhoundiyal, N. C.(1981) in their study “Structural characteristics of classroom questions, pupils responses and pupil response management behaviour of social studies teachers”, researchers found that in 29 questions not even one question is higher than memory level asked in social studies class.

In the present study the same results researcher found that teachers ask a lot of questions during classroom teaching but all of memory level and not higher than memory level.

Kumar, S. (1982) in his study,” An investigation into the questioning patterns of social studies and science teachers in the English medium”, researcher found that very few time teachers spent in questioning and if the use of questioning increased the student’s response and initiation also increased.

In the present study researcher had also chosen the questioning technique to construct knowledge in the class but researcher found that teachers ask very few questions and those are also of low level during classroom teaching.

Arockiam A. J. (1990) in his study revealed that primary school teachers improved their questioning skill after the training on questioning strategy.

In the present study researcher had developed a set of various levels questions but he had not studied the effects of that set. Researcher has suggested the topic to test the effectiveness of that set of higher level questions to construct knowledge for further researchers.

Ghugare, S.V. (1993) in her research, "A study of an effect of training in questioning for feedback upon interactive decision making of teacher trainees", researcher found that training in questioning for feedback is effective in bringing about significant changes in several teaching competency and other teaching skills.

In the present study, researcher found that teachers ask very few questions and those are also of lower level during classroom teaching. So he suggested the further topic for research that training to prepare higher level questions is necessary for student- teachers.

Patil, M.S. (2004) in her study, "Developing a pedagogy based on questioning among student-teachers for creating communities of thinking in primary school students". Researcher found that TPQ found useful as student teachers were able to frame higher order fertile questions in their science lesson plan and before TPQ student teachers asked very few higher order questions during classroom teaching.

In the present study researcher also found the same that very few questions asked by teachers and those are also of very lower level during classroom teaching.

Rasenshine (1971) in his study found that large amount of student-teacher reactors promotes student achievement.

In the present study, researcher also suggested indirectly to increase student-teacher interaction by using higher level questions for knowledge construction during classroom teaching.

Morgan and Saxton (1991) found in his study how questioning technique is useful during classroom teaching for various reasons.

In the present study for all above reasons, researcher decided to choose questioning technique for knowledge construction during classroom teaching.

Chuska (1995) found in his study that vague trick and abstract questions hinder the creation of a supportive classroom environment.

In the present study researcher also took care that questions of higher order are also must be simple, clear and not very vague or ambiguous.

Guthrie et.al. (2004) in his study found that concept oriented reading instruction, one constructivist technique resulted in better student reading comprehension, cognitive strategies and motivation.

In the present study researcher had used the questioning technique to construct knowledge at different levels:

Jong Suk Kim (2005) in his study found that constructivist teaching methods proves better than traditional teaching methods.

In the present study researcher also used questioning technique which is a traditional one but in a new form (according to the higher level objectives, constructions of knowledge) to construct knowledge during classroom teaching.

Dogm, Kalender (2007) compared traditional teacher centered approaches to the constructivist approaches and found that student-centered constructivist approaches showed better retention of knowledge than those who learned through traditional methods.

In the present study researcher had chosen the questioning technique which is totally student-centered but how it is manipulated in today's classroom teaching and how it should be according to the constructivist approach.

5.12)Recommendations :

A) For teachers -

12. Teachers should ask a lot of questions during classroom teaching.
13. Teachers should ask most of the questions of higher level.
14. Teachers should think of objectives behind each lesson or poem.
15. Teachers should construct the questions on situation based.
16. Teachers should construct the questions properly and not ambiguous in meaning.
17. Teachers should encourage the student to give answers.
18. Teachers should provide a time to think over question.
19. Teachers should determine construction of knowledge before going to the classroom.
20. Teachers should follow the various techniques of knowledge construction in the classroom.
21. Teachers should ask the questions in each domain for overall development of student.

22. Teachers should take effort to make his student more and more active in the classroom.

B) For student-teacher :

6. Student-teachers should increase the number of questions in his lesson plan.
7. Student-teachers should increase the number of higher level questions in his lesson plan.
8. Student-teachers should think seriously over the questioning technique for knowledge construction.
9. Student-teacher should draw the questions according to the objectives.
10. Student-teachers should determine the construction of knowledge before going to the class.

C) For teacher-educators :

6. Teacher educator should give more stress on analyzing the content for constructions of knowledge.
7. Teacher-educator should give a proper training to frame a higher level question to the student teachers.
8. Teacher-educator should arrange a workshop for student teachers on various teaching strategies in knowledge constructions.
9. Teacher-educator should give ample opportunity to student teachers to make the class interactive.
10. Teacher-educator should give the proper training to student teachers to change the classroom environment appropriate for knowledge construction.

D) For students :

4. Students should carefully think over the question asked by teachers.
5. Students should analyse the content for knowledge construction.
6. Students should take effort on expanding the field of experiences of their own.

E) For Schools,

7. Schools should arrange various kinds of workshops to develop questioning technique.
8. Schools should arrange the secret prize for the teacher who ask lots of higher level questions and promote thinking in student's mind.

9. Schools should arrange for a question wall, question box activities in the school to develop the questioning technique.
10. Schools should arrange the workshops, seminars, symposiums of well-known experts for teachers to make them aware of new experiments in constructivism.
11. Schools should arrange 'reading activity' for all, to make all aware of new trends, experiments in education field.
12. Schools should motivate teachers for action research to apply constructivist method.

5.13) Educational Implications :

Knowledge is the essence of life. Every field of human being life is related to the knowledge where do you find this knowledge? Within yourself, our ancient Indian philosophy tells us that upliftment of a human being is just because of a human being. Person constructs his knowledge on his own. Human being itself is knowledge builder.

Knowledge construction is one of the new trends in education now a days. No one can teach anyone but it is the one who learns himself on the stock of previous experiences, beliefs etc.

There are various techniques for knowledge construction. Questioning is one among them. Teachers generally ask various types of questions during classroom teaching. But are all the questions related to the knowledge construction? Of course not when researcher found that in many classrooms (remembering level) questions asked only of lower level and related to the content only.

Present study manipulate the questioning technique for knowledge construction. Researcher keeping questions at the center think of the higher level objectives, content, literary genres, constructions of knowledge in this present study.

Mind of student is not a tabula rasa (blank slate) so the time has come to change teaching strategies. Student today is not going to accept silently whatever you will give him. So researcher in the present study worked in this area. Questioning for knowledge construction is very important technique and anyone can be used it without much trouble. For this reason researcher decided to work in his area.

5.14)Topics for further researchers :

As mentioned in the limitations of the study, such limitations have restricted the research work due to the some technical problems. Also some facts are found out during the research work which can be undertaken for further elaborate research.

1. The study can be conducted on any other standard.
2. The study can be conducted on larger scale of sample.
3. The study can be conducted on second language learning in Marathi medium schools.
4. The study can be conducted on any other technique of knowledge construction.
5. The study can be conducted to check the effectiveness of traditional methods and methods of constructivism.
6. The study can be conducted an developing some model or package to train teachers for questioning technique for knowledge construction.
7. The study can be conducted to check the effectiveness of the set of questions during classroom teaching.
8. The study can be conducted to check the difference between male and female teachers using questioning technique.