

CHAPTER VIIIMPLEMENTING THE STRATEGY

In the last chapter the details of the treatment used in the experiment were discussed. This chapter discusses how the strategy was implemented, and how the experiment was conducted.

1. Contacting the Teachers

Having sought the permission of the Deputy Director of Education, Udaipur-Kota Range, and having sought the permission of the headmasters of the respective schools, the investigator called a meeting of the concerned teachers of the four schools. The investigator acquainted them with the purpose of the study. All the teachers realised the utility of the investigation.

A second meeting of the teachers was called after eight days. This time the investigator met the teachers of the experimental and the control groups of each school

separately along with the headmaster. The headmaster was in the chair. The following points were discussed:

(i) Our students are not good at English. Each one of us is keen to help them to improve their achievement.

(ii) It is not clearly known how the students can be helped. However, this investigator has thought out a plan to improve students' achievement.

(iii) The effectiveness of the plan or the teaching strategy is not known. Its effectiveness can only be known if it is empirically evaluated.

(iv) The Department of Education has been kind enough to permit this investigator to conduct the investigation in four schools. This school is one of those schools.

(v) The procedure to be followed in this investigation would be like this. One of the sections of Class VIII will be taught by what this investigator calls ~~the~~ the 'programmed teaching' method. Another section of Class VIII will be taught by the teacher concerned in the way he wants to teach.

(vi) No changes would be made in the school time table or teacher time table or in the placement of the students. The experiment will be conducted in the sections as they are.

(vii) The experiment ~~is~~ ⁱⁿ no way is going to assess the effectiveness of teachers. It is an empirical study designed

to evaluate the effectiveness of the programmed teaching method.

2. Specifying the Content to be taught

The teachers of the experimental and the control groups were given a list of content items to be covered during the experimental period.

- (i) Formation of questions
 - (a) Sentences having auxiliary verbs.
 - (b) Sentences having finite verbs in Simple Present and simple past tense.
- (ii) Formation of contraction.
- (iii) Use of apostrophe 'S' (s).
- (iv) Change of Direct into Indirect narration.
 - (a) When the reporting verb is ^{the} in present tense.
 - (b) When the reporting verb is ^{the} in past tense.

The teachers were told that the standard of these topics would be of the eighth class level. It was further told that no extra vocabulary load should be put on the students.

3. Specification of Teachers' Role

The teachers of the control and the experimental groups were told about their teaching assignments.

(i) Roles of the teachers of the Control Group

The teachers of the Control Group were requested to cover the specified content areas. They were also told to follow any method they like and teach to the best of their abilities. They were further told that they were free to give home assignment to students if they thought it necessary.

The following specific hints were given to the teachers:

- Consult grammar and composition books for the topics which you have been asked to teach.
- Teach to the best of your ability.
- Cover all the four areas that you have been asked to teach.
- After ten days there will be a test in the specified topics.
- See that your students secure very good scores.

(ii) Roles of the teachers of the Experimental Group

The teachers of the Experimental Group were requested to follow the line of approach and the teaching strategy as explained by the investigator from time to time. No details regarding the teaching strategy were given to them. It was impressed upon them that they should do what the investigator asked them to do. They were told that the

only role they had to perform was to read the 'package' very very carefully. They should do exactly what the package asked them to do.

4. Collection of the Pre-experimental Data

On 8.9.72 Jalota's Intelligence Test and Kuppaswami's Socio-Economic Status Blank were administered to the Control (N=80) and the Experimental (N=80) groups in all the four schools. Administration procedure, as given in the Intelligence Test, was strictly followed.

(i) Intelligence Test

Table No. 7.1 gives the Mean scores of I.Q. of both the groups.

TABLE No. 7.1

Table showing Mean and S.D. of I.Q. of the
Experimental and Control Group

Variable	Experimental Group (N = 80)		Control Group (N = 80)		T.
	Mean	S.D.	Mean	S.D.	
I. Q.	90.75	19.30	85.62	13.82	1.94

Discussion

- The I.Q. of both the groups is below 100.

Although the Mean is below average, it compares fairly well with the I.Q. of science students of this area reported in Phatak's study (1972).

- The difference of Means of both the groups is not significant. As such the investigator did not take intelligence as one of the co-variables.

(2) Socio-economic Status Test

Table No. 7.2 gives the Mean Scores of the Socio-Economic Status of the students of the Experimental and Control groups.

TABLE NO. 7.2

Table showing Mean and S.D. of Socio-Economic Status of the Experimental and the Control Groups

Variable	Experimental Group (N = 80)		Control Group (N = 80)		T
	Mean	S.D.	Mean	S.D.	
S.E.S.	12.04	4.2	11.25	4.02	1.21

5. Launching the Experiment

The experiment started on 13th September 1971. It continued upto 25th September 1971. The pre-experiment test was administered on 13th September 1971. It was administered to both the groups, in all the four schools. The time allotted was one hour. The test, however, was completed in less than an hour. Table 7.3 gives students' mean score on the post-test.

TABLE - 7.3

Mean Scores of the Experimental and the Control Group on the Pre-test

Group	Mean Scores
Experimental Group.	16.20
Control Group.	14.51

A detail programme was chalked out for the Experimental group. The programme included assignments both for the teachers and students.

13.9.71

- To administer and assess pre-experimental test.
- To read Teacher's Guide content notes P.^T.Pack 1 A and 1 B.

14.9.71

- To give general instructions to the class.
- To initiate the topic as given in P.^T.Pack 1 A.

- To distribute programmed material (P. T. Pack 1C)
- To collect the programmed material after the period from those students who have completed it and to allow those students to take the material home who couldn't complete it.
- To help students on request.

15.9.71

- To collect the P. T. pack. 1C from the students.
- To assess the criteria frames.
- To give the remedial exercises to the slow learners.
- To help students on request.

16.9.71

- To read the teacher's guide and the content notes (P. T. Pack 2A & 2B)
- To initiate the topic.
- To distribute programmed material (P. T. Pack 2C)
- To collect the material after the period from those students who completed it in the period. To allow others to take it home.
- To help students on request.

17.9.71

- To collect the P. T. Pack 2C.
- To assess the criterion frame.
- To give remedial exercises to slow learners.
- To help students on request.

18.9.71

- To read the teacher's guides, and the content notes. P. T. Pack 3A and 3B.
-

- To initiate the topic as given in P.T. Pack 3A.
- To distribute the programmed material, ~~completed~~, and allow those students to take it home who failed
- To complete it in the classroom.
- To help students on request.

20.9.71

- To read the teacher's guide and content notes. P.T. Pack 4A and 4B.
- To initiate the topic as given 5.
- To distribute the programmed material (P.T. Pack 4C).
- To collect the completed material and allow those students to take it home who failed to complete it in the classroom.
- To help students on request.

21.9.71

- To read the teacher's guide and the content notes - P.T. Pack 5A and 5B.
- To initiate the topic.
- To distribute P.T. Pack 5C.
- To collect the completed material and allow those students to take it home who failed to complete it in the classroom.
- To help students on request.

22.9.71

- To collect the programmed material.
- To assess the criterion frame.
- To give remedial exercises to the slow learners.
- To help students on request.

23.9.71

- To read the teacher's guide and the content notes - P.T.Pack 6A and 6B.
- To initiate the topic.
- To distribute P.T.Pack 6C.
- To collect the completed material and to allow those students to take it home who failed to complete it in the classroom.
- To help students on request.

24.9.71

- To collect the P.T.Pack 6C.
- To assess the criterion frame.
- To give remedial exercises to slow learners.
- To help students on request.

25.9.71

- To administer the post test.

Table No. 7.4 gives students progress on the programmed material. The table also shows ^{that} number of students who took remedial exercises. In one school nearly all students insisted on taking remedial exercises. The request was accepted.

TABLE 7.4
Students Progress on Programmed materials

School	Date	Package	No. of students who completed the PLM in the class.	Number of students who took PLM home.	No. of students who secured 60% on C.F.s	No. of students who were given Remedial exercises
1 (N=13)	Sept. 73	P. T. Back 1	4	9	7	6
	14th & 15th.	"	4	9	7	7
	16th & 17th	"	8	5	8	8
	18th.	"	6	7	7	7
	20th.	"	6	7	6	7
	21-22	"	6	7	6	7
2 (N=14)	Sept. 73	"	5	9	5	9
	14-15	"	4	10	4	10
	16-17	"	5	9	5	9
	18	"	5	9	5	9
	20.	"	4	10	4	10
	21-22	"	4	10	4	10
3 (N=32)	Sept. 73	"	4	28	4	30
	14-15	"	3	29	4	31
	16-17	"	4	28	5	31
	18	"	4	28	4	32
	20	"	3	29	4	32
	21-22	"	3	29	4	32
4 (N=21)	Sept. 73	"	5	16	6	16
	14-15	"	5	16	5	17
	16-17	"	6	15	6	16
	18	"	5	16	6	17
	20	"	5	16	5	16
	21-22	"	5	16	5	16

The experiment started on 13th September 1971 and continued upto 25th September. Actual teaching was done for 10 days (from 14th September to 24th September, 1971 - Sunday excluded). The post test was administered on the 25th September 1971.

Table 7.5 gives students' scores on the post test.

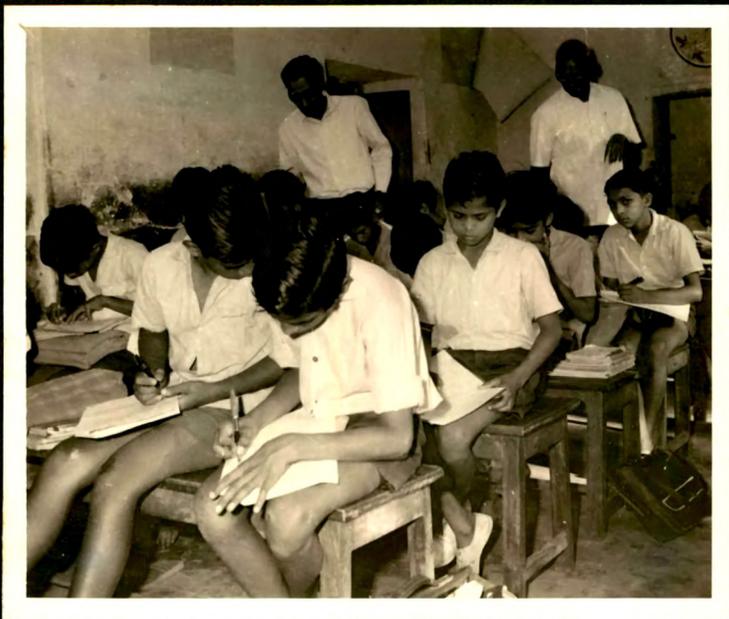
TABLE 7.5
SCORES ON POST TEST

Post test.	Experimental group		Control group	
	Total score.	Mean	Total scores.	Mean
School 1.	755	53.92	313	22.35
School 2.	752	57.84	268	20.61
School 3.	1223	38.21	342	10.68
School 4.	845	40.23	373	17.71

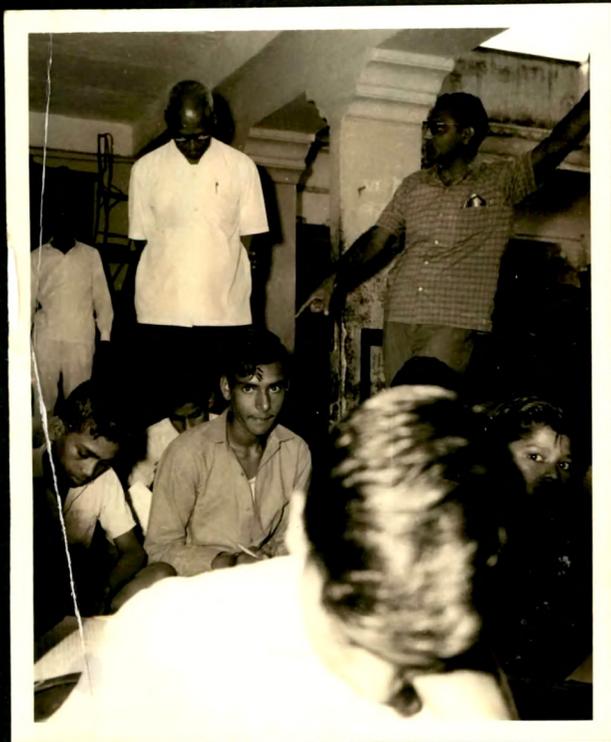
6. Periodic Verification

The researcher visited the schools daily. Besides him, the headmaster also visited the control and the experimental groups to see that things were going on smoothly. The investigator also requested some senior officers of the State Education Department to visit these schools.

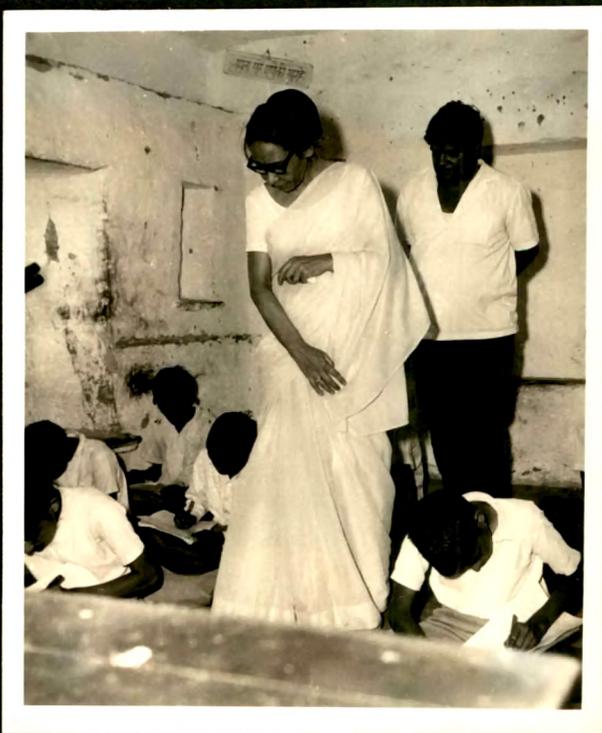
Snap 1 and 2 show the senior Dy. Director of the State Institute of Education, Udaipur observing the students on programmed materials.



1



2



3



4

In the beginning of the experiment students were observed to peep into others' notebooks. This tendency gradually declined. In snap 1 a student can be seen peeping into his neighbour's papers.

In snap 3 the Director of the SIE is seen observing students working on the remedial exercises. In snap 4 the teacher having distributed the PLM is seen helping individual students. A difficulty pointed out by a student is being attended to by the Director herself.

7. Incidental Observations

The following points were incidentally observed.

1. Many students liked programmed material and remedial exercises. This feeling was noted in informal chats.
2. Teachers felt that the teacher's guide and remedial exercises were very helpful to them.
3. Incidents of copying (peeping into the neighbour's papers) were at its peak in the beginning. It gradually declined. At the end it reduced to a very great extent.
4. Most of the students desired to have remedial exercises also.

8. Programmed Teaching and School Administration

When the programmed teaching was going on, the investigator discussed the feasibility of programmed teaching with the school administrators. All the four headmasters pointed out that they would gladly accept this teaching strategy



provided ready made packages were given to them. It was also observed that the programmed teaching didn't demand any change in the organisation of the classes. During ten-day experiment it was seen that the programmed teaching can fit into the present educational structure.

During the implementation phase, the investigator didn't come across any organisational difficulty. The results of the experiment and an over-all evaluation of the study is being reported in the next chapter.
