

CHAPTER : IV

**DATA ANALYSIS
AND
INTERPRETATION**

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CHAPTER : IV**DATA ANALYSIS AND INTERPRETATION****4.1 INTRODUCTION**

This chapter presents the analysis and interpretation of the data. For a comprehensive understanding of the problem under investigation, the information collected with respect to each objectives have been analyzed and interpreted separately which finally have paved the way for a general discussion of the conclusion drawn from the each of the six objectives of the study under various captions. For the present study, data analysis was carried out by using computer.

4.2 CLARITY OF OBJECTIVES OF TEACHING GUJARATI

The clarity of objectives of teaching Gujarati on the part of teachers was studied in terms of the activities performed by the teachers in the classroom for the development of four linguistics skills, viz., listening, speaking, reading and writing. Frequency was computed and converted in to percentages for the sample of 326 teachers. The results have been presented in Table 4.1, 4.2, 4.3, 4.4. Details of each items have been given in the Appendix : II.

Table 4.1 represents the clarity of objectives of teaching Gujarati on the part of teachers.

TABLE 4.1

**CLARITY OF OBJECTIVES OF TEACHING GUJARATI ON THE PART OF
TEACHERS FOR STANDARD V,VI,VII.**

S.No.	ITEM NO	YES	NO
1	1	086 (26.38)	240 (73.61)
2	2	225 (69.02)	101 (30.98)
3	3 (a)	205 (62.88)	121 (37.11)
4	3 (b)	110 (33.74)	216 (66.25)
5	3 (c)	115 (35.27)	211 (64.72)
6	3 (d)	208 (63.80)	118 (36.19)
7	3 (e)	106 (32.51)	220 (67.48)
8	3 (f)	211 (64.72)	115 (35.27)

* **Figures in the brackets indicate percentages in Table and also in text**

With regard to item no. 1, it was observed that out of 326 teachers, 86 teachers (26.38) responded 'Yes', that they have read the objectives of teaching language and 240 teachers (73.61) marked 'No', that they have not read the objectives of teaching language. So it can be concluded that most of teachers have not read the objectives of teaching Gujarati language.

With regard to item no. 2, out of 326 teachers , 225, teacher (69.02) responded 'Yes' that objective do include all the information which is required to be expected from the students towards the completion of language teaching, while 101 teachers (39.98) responded 'No' that objectives did not include all the information which is required to be expected from the students towards the completion of language teaching. So it can be concluded that most of the teachers mentioned that objectives do include all the expected from the students to words the completion of language teaching.

With regard to item no. 3 (a), out of 326 teachers 205 teachers (62.88) responded 'Yes', indicating that objective do take into consideration the appreciation of literary piece and 121 teachers (37.11) responded 'No', indicating that objectives do not take into consideration the appreciation of literary piece. So it can be concluded that most of the

teachers agreed that objectives do take into consideration the appreciation of literary piece.

With regard to item no. 3 (b) , out of 326 teachers, 110 teachers (33.74) responded 'Yes', indicating that objectives do take into consideration the neatness in writing process and 216 teachers (66.25) responded 'No', indicating that the objectives do not take into consideration the neatness in writing process. So it can be concluded that most of teachers agreed that objective, do not take in to consideration the neatness in writing process.

With regard to item no. 3 (c) , out of 326 teachers, 115 teachers (35.27) responded 'Yes', indicating that objectives do take into consideration the independent assessment of any detail(koi vstume swatranrarite mulavava mate) and 211 teachers (64.72) responded 'No', indicating that the objectives do not take into consideration the independent assessment of any detail. So it can be concluded that most of teachers agreed that objective, do not take into consideration the independent assessment of any detail.

With regard to item no. 3 (d) , out of 326 teachers, 208 teachers (63.80) responded 'Yes', indicating that objectives do take into consideration to create rapport with narrator and 118 teachers (36.19) responded 'No', indicating that the objectives do not take into consideration to create rapport with narrator. So it can be concluded that most of teachers agreed that objective do not take into consideration to create rapport with narrator.

With regard to item no. 3 (e) , out of 326 teachers, 106 teachers (32.51) responded 'Yes', indicating that objectives do take into consideration to inspire the students for free and open discussion and 220 teachers (67.48) responded 'No', indicating that the objectives do not take into consideration to inspire the students for free and open discussion. So it can be concluded that most of teachers agreed that objective do not take into consideration to inspire the students for free and open discussion

With regard to item no. 3 (f) , out of 326 teachers, 211 teachers (64.72) responded 'Yes', indicating that objectives do take into consideration to motivate the students for

supplementary reading and 115 teachers (35.27) responded 'No', indicating that the objectives do not take into consideration to motivate the students for supplementary reading. So it can be concluded that most of teachers agreed that objective, do not take into consideration to motivate the students for supplementary reading.

Table 4.2 represents the different activities performed by the teachers in the classroom for the development of listening and speaking skills.

TABLE 4.2
ACTIVITIES PERFORMED BY TEACHERS OF STANDARD V,VI,VII IN THE
CLASSROOM FOR THE DEVELOPMENT OF LISTENING AND SPEAKING
SKILL.

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
04	58(17.39)	110(33.74)	82(25.15)	32(09.82)	44(13.50)
05	20(06.13)	46(14.10)	96(29.45)	104(31.40)	60(18.40)
06	25(07.67)	42(12.88)	108(33.13)	90(27.61)	61(18.71)
07	29(08.90)	28(08.59)	54(16.56)	129(39.57)	86(26.38)
08	94(28.63)	101(30.98)	62(19.02)	69(21.17)	-
09	-	-	-	-	318(97.55)
10	89(27.30)	121(37.12)	64(19.63)	30(09.20)	22(06.75)
11	-	41(12.58)	62(19.02)	42(12.88)	181(55.52)
12	-	110(33.74)	129(39.57)	59(18.10)	28(08.59)
13	45(13.80)	55(16.87)	129(39.57)	69(21.17)	28(08.59)
14	-	05(01.53)	152(46.63)	126(38.65)	43(13.19)
15	20(06.13)	28(08.59)	72(22.09)	86(26.38)	120(36.81)
16	28(08.59)	92(28.22)	138(42.33)	46(14.11)	22(06.75)
17	-	32(09.82)	28(08.59)	66(20.25)	200(61.35)
18	120(36.81)	92(28.22)	62(19.02)	32(09.82)	20(06.13)
19	82(25.15)	59(18.10)	82(25.15)	43(13.19)	60(18.40)
20	92(28.22)	84(25.77)	80(24.54)	34(10.43)	36(11.04)
21	120(36.81)	59(18.10)	62(19.02)	55(16.87)	30(09.20)

- * Figures in the brackets indicates percentages in Table and also in text
- * For item no. 9, 08 teachers (02.45) did not respond

With regard to item no. 4, out of 326 teachers, 110 teachers (33.74) often, 82 teachers (25.15) sometimes, 58 teachers (17.19) always, 44 teachers (13.50) never and 32 teachers (09.82) seldom gave opportunity to students for listening the content in the class.

So it can be concluded that almost one third of the teachers gave opportunity to the students for listening the content in the class for the development of listening and speaking skills.

With regard to item no. 5, out of 326 teachers, 104 teachers (31.90) seldom, 96 teachers (29.25) sometimes, 60 teachers (18.40) never, 46 teachers (14.10) often, and 20 teachers (06.13) always organized activities where students get opportunity to listen the dialogue in the class. So, it can be concluded that one third of teachers rarely organise the activities where students get opportunity to listen the dialogue in the class for the development of listening and speaking skills

With regard to item no. 6, out of 326 teachers, 108 teachers (33.13) sometimes, 90 teachers (27.61) seldom, 61 teachers (18.71) never, 42 teachers (12.88) often, and 25 teachers (07.67) always organized activities, where students narrate their own experiences and rest of the class listen to it. So it can be concluded that almost one third of lessons, teachers rarely organized the activities like one student narrates his own experience and rest of the class listen to it, for the development of listening and speaking skills.

With regard to item no. 7, out of 326 teachers, 129 teachers (39.57) seldom, 86 teachers (26.38) never, 54 teachers (16.54) sometimes, 29 teachers (08.90) always, 28 teachers (08.59) often did model reading of unknown prose lessons in the classroom. So it can be concluded that very less numbers of teachers were not able to do model reading of unknown prose lesson in the classroom for the development of listening and speaking skills.

With regard to item no. 8, out of 326 teachers, 101 teachers (30.98) often, 94 teachers (28.63) always, 69 teachers (21.17) seldom, 62 teachers (19.02) sometimes did recitation of poem in the class. So it can be concluded that there was not a single teachers

who could not do recitation of poem in the class for the development of listening and speaking skills.

With regard to item no. 9, out of 326 teachers, 318 teachers (97.55) never arranged the listening of radio talk related to language in the class and 8 teachers (02.45) not responded this item. So it can be concluded that almost all the teachers could not arrange the listening of radio talk in the class for the development of listening and speaking skills.

With regard to item no. 10, out of 326 teachers, 121 teachers (37.12) often, 89 teachers (27.30) always, 64 teachers (19.63) sometimes, 30 teachers (09.20) seldom, 22 teachers (06.75) never arranged activities like story telling to be carried out by students. So it can be concluded that most of the teachers could arrange activities like story telling to be carried out by the students for the development of listening and speaking skill.

With regard to item no. 11, out of 326 teachers, 181 teachers (55.52) never, 69 teachers (19.02) sometimes, 42 teachers (12.88) seldom, 41 teachers (12.58) often imparted knowledge about the award winning poet or author. So it can be concluded that almost half of the teachers could not impart knowledge about the award winning poet of author in the class for the development of listening and speaking skills.

With regard to item no. 12, out of 326 teachers, 129 teachers (39.57) sometimes, 110 teachers (33.74) often, 59 teachers (18.10) seldom, 28 teachers (08.59) never arranged activities like drama play in the class. So it can be concluded that almost half of the teachers rarely arranged activities like drama play in the class for the development of listening and speaking skills.

With regard to item no. 13, out of 326 teachers, 129 teachers (39.57) sometimes, 69 teachers (21.17) seldom, 55 teachers (16.89) often, 45 teachers (13.80) always and 28 teachers (08.59) never allowed students to crack jokes in the class. So it can be concluded

that only few teachers could not allow students to crack jokes in the class for the development of listening and speaking skills.

With regard to item no. 14, out of 326 teachers, 152 teachers (46.63) sometimes, 126 teachers (38.65) seldom, 43 teachers (13.19) never, and 05 teachers (01.53) often, arranged 'poet meet' (kavi samelana) in the school. So it can be concluded that almost half of the teachers could not frequently arranged the 'poet meet' in the school for the development of listening and speaking skills.

With regard to item no. 15, out of 326 teachers, 120 teachers (36.81) never, 86 teachers (26.38) seldom, 72 teachers (22.09) sometimes, 28 teachers (08.59) often, 20 teachers (06.13) always encouraged students to deliver speeches during celebration of national festivals So, it can be concluded that only few teachers could encourage students to deliver speeches during celebration of national festivals.

With regard to item no. 16, out of 326 teachers, 138 teachers (42.33) sometimes, 92 teachers (28.22) often, 46 teachers (14.11) seldom, 28 teachers (08.59) always, 22 teachers (06.75) never asked student to organize language antakshari. So it can be concluded that only few teachers could always organise language antakshari.

With regard to item no. 17, out of 326 teachers, 200 teachers (61.35) never, 66 teachers (20.25) seldom, 32 teachers (09.82) often and 28 teachers (08.59) sometimes arranged debate competition for students. So, it can be concluded that majority of teachers could not arrange debate competition for students.

With regard to item no. 18, out of 326 teachers, 120 teachers (36.81) always, 92 teachers (28.22) often, 62 teachers (19.02) sometimes, 32 teachers (09.82) seldom, and 20 teachers (06.13) never arranged activities of reading the thought of the day to be carried out by students in the assembly. So, it can be concluded that one third of teachers could arrange the activities like thought of the day to be carried out by students in the assembly for the development of listening and speaking skills.

With regard to item no. 19, out of 326 teachers, 82 teachers (25.15) always, 82 teachers (25.15) sometimes, 60 teachers (18.40) never, 59 teachers (18.10) often, 43 teachers (13.19) seldom made students to read the stories in the class. So it can be concluded that only one fourth percentage of teachers could made students to read the stories in the class for the development of listening and speaking skills.

With regard to item no. 20, out of 326 teachers, 92 teachers (28.22) always, 84 teachers (25.77) often, 80 teachers (24.54) sometimes, 36 teachers (11.04) never, and 34 teachers (10.43) seldom, made student to read audio plays. So, it can be concluded that only few percentages of teachers could rarely made students to read audio plays.

With regard to item no. 21, out of 326 teachers, 120 teachers (36.81) always, 62 teachers (19.02) sometimes, 59 teachers (18.10) often, 55 teachers (16.87) seldom, and 30 teachers (09.20) never, made students to sing a song in chorus. So, it can be concluded that only negligible amount of teachers could not make students to sing a song in chorus.

Table 4.3 represents the different activities performed by the teachers in the classroom for the development of reading skill.

TABLE 4.3

**ACTIVITIES PERFORMED BY TEACHERS OF STANDARD V, VI, VII IN THE
CLASSROOM FOR THE DEVELOPMENT OF READING SKILL**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
22	122(37.42)	63(19.33)	69(21.17)	52(15.95)	20(06.13)
23	62(19.02)	89(27.30)	129(39.57)	36(11.04)	10(03.07)
24	56(17.18)	70(21.47)	126(38.65)	32(09.82)	42(12.88)
25	82(25.15)	79(24.23)	89(27.30)	56(17.18)	20(06.13)
26	88(26.99)	42(12.82)	50(15.34)	80(24.54)	66(20.25)
27	-	-	22(06.75)	89(27.30)	198(60.74)
28	148(45.40)	129(39.57)	43(13.19)	06(01.84)	-
29	145(44.40)	132(40.49)	40(12.27)	09(02.76)	-
30	-	-	-	-	326(100)
31	42(12.88)	110(33.74)	79(24.23)	69(21.17)	26(07.98)
32	-	129(39.57)	40(12.27)	25(07.67)	132(40.49)
33	62(19.02)	142(43.56)	69(21.17)	43(13.19)	10(03.07)
34	72(22.09)	139(42.64)	71(21.78)	24(07.36)	20(06.13)
35	119(36.50)	120(36.81)	26(07.98)	20(06.13)	41(12.58)

- **Figures in the bracket indicate percentages in Table and also in text**
- **For item no. 27, 17 teachers (05.20) did not respond**

With regard to item no. 22, out of 326 teachers, 122 teachers (37.42) always, 69 teachers(21.17) sometimes, 63 teachers (19.33) often, 52 teachers (15.95) seldom, 20 teachers (06.13) never organized recitation of poem in the classroom. So it can be concluded almost one third of the teachers could organise recitation of poem in the classroom for the development of reading skill.

With regard to item no. 23, out of 326 teachers, 129 teachers (39.57) sometimes, 89 teachers (27.30) often, 62 teachers (19.02) always, 36 teachers (11.04) seldom 10 teachers (03.07) never asked students for oral reading in the class. So it can be concluded that almost one third of the teachers could ask students for oral reading for the development of reading skills.

With regard to item no. 24, out of 326 teachers, 126 teachers (38.65) sometimes, 70 teachers (21.47) often, 56 teachers (17.18) always, 42 teachers (12.88) never and 32 teachers (09.82) seldom asked students for silent reading in the class. So it can be

conducted that one third of teachers could ask students for silent reading in the class for the development of reading skill.

With regard to item no. 25, out of 326 teachers, 89 teachers (27.30) sometimes, 82 teachers (25.13) always, 79 teachers (24.23) often, 56 teachers (17.18) seldom, 20 teachers (06.13) never gave preference to free reading in the period of non-textual reading. So it can be concluded that only one fourth of teachers could not give preference to free reading in the period of non textual reading for the development of reading skills.

With regard to item no. 26, out of 326 teacher, 88 teachers (26.99) always, 80 teachers (24.54) seldom, 66 teachers (20.25) never, 50 teachers (15.34) sometimes and 42 teachers (12.82) often made students to read good essays in classroom. So it can be concluded that one fourth teachers have tried to make students to read good essays in classroom for the development of reading skills.

With regard to item no. 27, out of 326 teachers, 198 teachers (60.74) never, 89 teachers (27.30) seldom and 22 teachers (06.75) sometimes provided references to read for self study and 17 teachers (05.20) not responded to this item. So it can be conducted that majority of the teachers have not provided references to read for self study for the development of reading skills.

With regard to item no. 28, out of 326 teachers, 148 teachers (45.40) always, 129 teachers (39.57) often, 43 teachers (13.19) sometimes and 6 teachers (01.84) seldom wrote the pronunciation of difficult words in order to consolidate them into their mind. So it can be concluded that almost half of the teachers could write the pronunciation of difficult words in order to consolidate them into their minds for the development of reading skills.

With regard to item no. 29, out of 326 teachers 145 teachers (44.40) always, 132 teachers (40.49) often, 40 teachers (12.27) sometimes and 09 teachers (02.76) seldom made students to read national and international news headlines. So it can be concluded

that almost half of the teachers made students to read national and international news headlines for the development of reading skills.

With regard to item no. 30, out of 326 teachers, all the teachers i.e. 326(100) have never organized activities for student to listening of good recorded reading by four to five students in the class. So it can be concluded that cent percent of teachers could not organise activities for students to listening of good recorded reading for the development of reading skills.

With regard to item no. 31, out of 326 teachers, 110 teachers (33.79) often, 79 teachers (24.23) sometimes, 69 teachers (21.17) seldom, 42 teachers (12.88) always and 26 teachers (07.98) never agreed that in order to read, a students should be made to copy and consolidate it. So it can be concluded that one third of teachers have agreed that in order to read, students should be made to copy and consolidate it for the development of reading skills.

With regard to item no. 32, out of 326 teachers, 132 teachers (40.49) never 129 teachers (39.57) often, 40 teachers (12.27) sometimes and 25 teachers (07.67) seldom arranged activities like reading of good thoughts in the assembly. So it can be concluded that one third of teachers could arrange the activities like reading of good thoughts in the assembly for the development of reading skills.

With regard to item no. 33, out of 326 teachers, 142 teachers (43.56) often 69 teachers (21.17) sometimes, 62 teachers (19.02) always, 43 teachers (13.19) seldom and 10 teachers (03.07) never made provision to read the content and ask the questions based on main theme to the students. So it can be concluded that majority of the teachers have made provision to read the content and ask the questions based on main theme to the students for the development of reading skills.

With regard to item no. 34, out of 326 teachers, 139 teachers (42.64) often, 72 teachers (22.09) always, 71 teachers (21.78) always, 24 teachers (07.36) seldom and 20

teachers (06.13) never gave students to read the supplementary materials of the content. So it can be concluded that only few teachers were not able to give students to read the supplementary materials of the content for the development of reading skills.

With regard to item no. 35, out of 326 teachers, 120 teachers (36.81) often, 119 teachers (36.50) never, 26 teachers (07.98) sometimes arranged reading of non-textual lesson and ask students to justify the title orally. So it can be concluded that one third of teachers could arrange reading of non-textual lesson and ask students to justify the title orally for the development of reading skills.

Table 4.4 represents different activities performed by teachers in the classroom for the development of writing skill.

TABLE 4.4

ACTIVITIES PERFORMED BY TEACHERS OF STANDARD V, VI, VII IN THE CLASSROOM FOR THE DEVELOPMENT OF WRITING SKILL

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
36	126(38.58)	132(40.49)	42(12.88)	16(04.91)	10(03.07)
37	116(35.58)	106(32.52)	62(19.02)	42(12.88)	-
38	139(42.64)	140(42.94)	42(12.88)	05(01.53)	-
39	130(39.87)	152(46.63)	32(09.82)	12(03.68)	-
40	-	-	-	32(09.82)	169(51.84)
41	129(39.57)	146(44.65)	32(09.82)	19(05.83)	-
42	-	-	129(39.57)	172(52.76)	25(07.67)
43	73(22.09)	-	139(42.64)	71(21.78)	23(07.36)
44	-	-	-	-	326(100)
45	-	-	139(42.64)	47(14.41)	140(42.94)

- * Figures in the bracket indicate percentage in Table and also in text
- * For item no. 40, 125 teachers (38.34) did not respond

With regard to item no 36, out of 326 teachers, 132 teachers (40.49) always, 126 teachers (38.65) often, 42 teachers (12.88) sometimes, 16 teachers (04.09) seldom and 10 teachers (03.07) never spared time for essay writing in the classroom. So, it can be concluded that only a few of teachers could not spare the time for essay writing in the classroom, for the development of writing skills.

With regard to items no. 37, Out of 326 teachers, 116 teachers (35.58) always, 106 teachers (32.52) often, 62 teachers (19.20) sometimes, 42 teachers (12.88) seldom spared one period a week for copy writing. So, it can be concluded that almost one third of the teachers could spare one period a week for copy writing for the development of writing skills.

With regard to items no. 38, out of 326 teachers, 140 teachers (42.94) often, 139 teachers (42.64) always, 42 teachers (01.53) seldom spared one period a week for dictation. So it can be concluded that majority of the teachers could spare one period a week for dictation.

With regard to item no. 39, out of 326 teachers, 152 teachers (46.63) often, 32 teachers (39.87) always, 32 teachers (09.82) sometimes, 12 teachers (03.68) seldom did put before students, the example of good writing of the some of the students. So, it can be concluded that majority of the teachers were able to put before students, the example of good handwriting of the some of the students for the development of writing skills.

With regard to item no. 40, out of 326 teachers, 169 teachers (51.84) never and 32 teachers (09.82) seldom arranged activities like thought expansion, however, 125 teachers (38.64) not responded the item. So it can be concluded that majority of the teachers could not arrange activities like thought expansion for the development of writing skill.

With regard to item no. 41, out of 326 teachers, 146 teachers (44.65) often, 129 teachers (39.57) always, 32 teachers (09.82) sometimes and 19 teachers (05.83) seldom spared time for letter writing. So it can be concluded that majority of the students could spare the time for letter writing for the development of writing skill.

With regard to item no. 42, out of 326 teachers, 172 teachers (52.76) seldom 129 teachers (39.57) sometimes, and 25 teachers (07.67) never checked whether students maintain the chronological order during writings. So it can be concluded that only few teachers could not check whether students maintain the chronological order during writing.

With regard to item no. 43, out of 326 teachers, 139 teachers (42.64) sometimes, 73 teachers (22.09) always, 71 teachers (21.78) seldom and 23 teachers (07.36) never arranged writing of golden sentences or other writing on board to improve students writing. So, it can be concluded that majority of the teachers could arrange writing of golden sentences or other writing on board to improve students writing for the development of writing skill.

With regard to item no. 44, out of 326 teachers, all the teacher i.e. 326 (100) never encouraged students to prepare hand written periodicals and magazine.

With regard to item no 45, out of 326 teachers, 140 teachers (42.94) never, 139 teachers (42.64) sometimes, and 47 teachers (14.41) seldom gave guidance to students for independent writing. So, it can be concluded that nearly half of the teachers could not able to guide students for independent writing.

4.3 PROBLEMS FACED BY TEACHERS IN TEACHING GUJARATI

This section deals with the problems faced by teachers in teaching Gujarati. It focuses on the following main areas :

- Problems related to speech
- Difficulties in teaching prose, poetry and grammar lessons
- Facilities available in the school for teaching Gujarati subject
- Problems related to implementation of text books.

The Table 4.5 represents speech defects faced by teachers.

TABLE 4.5

SPEECH DEFECTS FACED BY TEACHERS OF STANDARD V, VI & VII

ITEMS No. : 1	YES	NO	N.R.
Regarding Pronunciation	-	310(95.09)	16(04.90)
Rhythm And Tonal Ups & Down	-	310(95.09)	16(04.90)
Any Other Defects Of Tongue	-	310(95.09)	16(04.90)

- Total number of respondents N = 326
- Figures inside the bracket show percentages in Table and text.
- N.R. = Not responded the items.

From the above Table 4.5 it can be seen that out of 326 teachers, 310(95.09) did not experience problems regarding pronunciation, Rhythm, tonal ups and down and any other defects of tongue during teaching of Gujarati; While 16(04.90) teachers did not respond the item. So it can be concluded that most of the teachers did not experience any speech defect, which hampers the teaching of Gujarati.

Table 4.6 represents mistakes committed by teachers of standard V, VI and VII during pronouncing words and letters.

TABLE 4.6

TEACHER DEFICIENT WHILE PRONOUNCING WORDS AND LETTERS

ITEM No. : 2	YES	NO	N.R.
Pronouncing Words	116(35.58)	80(24.53)	130(39.87)
Pronouncing Letters	215(65.95)	111(34.04)	-

Reasons for pronouncing letters :

Due to dialect	15(12.93)
Due to speech	19(16.37)
Due to family background	82(70.69)

Reasons for pronouncing words :

Due to dialect	135(62.79)
Due to family background	80(37.20)

From the above Table it can be seen that out of 326 teachers, 116(35.58) found difficulties in pronouncing words 80(24.53) teachers did not find difficulties in pronouncing words where as 130(39.87) did not respond to this item.

However, out of 326 teachers, 215(65.95) found difficulties in pronouncing letters, 111(34.04) did not find difficulty in pronouncing letters.

Further probing of item regarding pronouncing words, out of 116 teachers 15(04.60) found difficulties due to dialect, 19(05.82) due to speech and 82(25.15) found difficulties due to their family background. Where as item regarding pronouncing letters, out 215 teachers, 135(62.79) found difficulties due dialect and 80(37.20) found difficulties due to their family background.

So, it can be concluded that majority of the teachers found difficulties in pronouncing words and letters due to their family background and dialect.

Table 4.7 represents the different dialects used by teachers of standard V, VI and VII

TABLE 4.7
DIALECTS USED BY TEACHERS OF STANDARD V, VI & VII WHILE
SPEAKING

TYPE OF DIALECT	NUMBER OF TEACHERS
Surati	18(05.52)
Bharuchi	14(04.29)
Kathiawadi	56(17.17)
Zalawali	None
Charotari	36(11.04)
Gamathi	116(35.58)
Any others	86(26.38)

From the above Table it can be seen that out of 326 teachers, 18 (05.52) used surati, 14 (04.29) used, Bharuchi, 56 (17.17) used Kathiawadi, 36 (11.04) used charotari, 116 (35.58) used Gamathi and 86 (26.38) used some uncommon dialect. But, it can be seen

that not a single teachers used Zalawadi. So, it can be concluded that majority of the teachers used Gamathi dialect.

Table 4.8 represent the difficulties faced by teachers of standard V, VI and VII during expression (abhivyakti) during teaching learning process.

TABLE 4.8
DIFFICULTIES FACED BY TEACHERS IN EXPRESSION DURING TEACHING
PROCESS

ITEM NO	YES	NO	N.R.
While explanation	118(36.19)	208(63.80)	-
While Reading	-	306(93.86)	20(06.13)
Meaning of Words	-	292(89.57)	34(10.42)

From the above Table it can be seen that out of 326 teachers, 118(36.19) found difficulties during explanation and 208(63.80) did not find difficulties during explanation.

While out of 326 teachers, 306(93.86) did not find difficulties during reading and 34(10.42) not responded this item.

Whereas out of 326 teachers, 292(89.57) did not find difficulties in giving of words and 34(10.42) did not respond this item.

So it can be concluded that majority of the teachers did not find difficulties during reading and in giving meaning of words.

Table 4.9 represent the difficulties faced by teachers from the students side during classroom instruction.

TABLE 4.9

**DIFFICULTIES FACED BY TEACHERS FROM THE STUDENTS SIDE DURING
CLASS ROOM INSTRUCTION**

S. No	ITEMS	YES	NO	N.R.
1	For getting students co-operation	229(70.24)	97(29.75)	-
2	During question answer session	-	326(100)	-
3	During reading	286(87.73)	40(12.26)	-
4	During writing	326(100)	-	-
5	Due to dialect	227(69.93)	99(30.36)	-

From the above Table it can be seen that out of 229(70.24) found difficulties for getting students cooperation and 97(29.57) did not find difficulties for getting students cooperation. All the teachers found difficulties during question answer session, 286(87.73) found difficulties during reading and 40(12.26) did not find difficulties during reading done by students. All the teachers found difficulties during writing. 227(69.93) found difficulties due to dialect and 99(30.36) did not find difficulties due to the dialect used by students. So, it can be concluded that cent percent teachers found difficulties in teaching owing to the students problems in writing and majority of the teachers found difficulties in teaching due to the lack of cooperation by the students, during reading time and also due to dialect used by students.

Table 4.10 represents that difficulties faced by teachers in letter writing on the part of students.

TABLE 4.10

**STUDENTS DIFFICULTIES IN LETTER WRITING AS PERCEIVED BY THE
TEACHER**

S. No	ITEM NO : 6	YES	NO	N.R.
1	In writing correct spellings	289(88.65)	37(11.34)	-
2	Paragraphing	36(11.04)	290(88.95)	-
3	Punctuation marks	326(100)	-	-
4	Logical presentation of thoughts	326(100)	-	-
5	Address writing	188(57.66)	138(42.33)	-

From the above Table it can be seen that out of 326 teachers, 289(88.65) observed students difficulties in writing correct spellings, 36(11.04) observed difficulties in paragraphing. All the teachers observed punctuation marks and logical presentation of thoughts as major problems and 188(57.66) had observed students difficulties in address writing. All the teachers found difficulties in letter writing from the students during punctuation marks and logical presentation of thoughts as major problems and 188(57.66) had observed students difficulties in address writing. Thus it can be concluded that all the teachers found difficulties in punctuation mark and logical presentation of thoughts during letter writing on the part of students.

Table 4.11 represents different types of difficulties faced by teachers in essay writing from the students side.

TABLE 4.11
STUDENTS DIFFICULTIES IN ESSAY WRITING AS PERCEIVED BY THE
TEACHER

S. No	ITEM No : 7	YES	NO	N.R.
1	Logical presentation of ideas	326(100)	-	-
2	Original thinking in presenting the ideas	326(100)	-	-
3	correctness of spellings	298(91.48)	28(08.58)	-
4	Paragraphing	326(100)	-	-
5	Hand writing	326(100)	-	-
6	Punctuation Mark	326(100)	-	-

From the above Table it can be seen that out of 326 teachers, all the teachers observed students difficulties in logically presentation of ideas, Original thinking in presenting the ideas. Also all the teachers observed paragraphing, hand writing and Punctuation mark as a major problem. While 298(91.48) teachers observed difficulties in correctness of spelling and 28(08.58) did not find difficulties in correctness of spelling. So, it can be concluded that cent percent teachers observed students difficulties in logically

presentation of ideas, original thinking in presenting the ideas, paragraphing, handwriting and in punctuation mark during writing of essay on the part of students.

Table 4.12 represent different difficulties students faced by teachers during thought expansion.

TABLE 4.12
STUDENTS DIFFICULTIES IN THOUGHT EXPANSION AS PERCEIVED BY
THE TEACHER

S. No	ITEM No : 8	YES	NO
1	In Explanation	289(88.65)	37(11.34)
2	In citing examples	188(57.66)	138(42.33)
3	Significance of moral of story	28(08.58)	-
4	Application of General knowledge	326(100)	-
5	Linking with poems / sentences	326(100)	-
6	Spellings	326(100)	-
7	Punctuation marks	326(100)	-

* For item no. 03, 298 teachers (91.41) did not respond

From the above Table it can be seen that out of 326 teachers, 289(88.65) observed students difficulties in explanation. All the teachers observed application of general knowledge, linking with poems or sentences, spelling, and punctuation as major problems. 188 teachers (57.66) had observed students difficulties in citing examples. 28 teachers (08.58) had observed difficulties of students in significance of moral of the story. So, it can be concluded that very few teachers found difficulties of students in giving significance of moral of the story. Cent percent teachers found difficulties of students in linking with poem or sentences, writing spellings and punctuation marks.

Table 4.13 represents different difficulties faced by teachers during teaching of Grammar.

TABLE 4.13
DIFFICULTIES FACED BY TEACHERS IN TEACHING OF GRAMMAR FOR
STANDARD V, VI AND VII

ITEM NO: 9	NUMBER OF RESPONDENTS	PERCENTAGES
In Explaining Active Adjectives	145	(44.47)
In Explaining Gender of Adjectives	098	(30.06)
In Explaining Active Voice	058	(17.79)
In Explaining Passive Voice	068	(20.85)
In Explaining Conjunctions	158	(48.46)
In Explaining Rules of Punctuation Marks	235	(72.08)
In Explaining Sentences and Kinds of Sentences	126	(38.65)
In Explaining adjectives	034	(10.42)

* N = 326 teachers

REASONS FOR ABOVE DIFFICULTIES

In difference among the teachers during discussion of teaching of Grammar points	199 (61.04)
Entry behavior of students	144 (44.17)
Time limit	236 (72.39)

Table no 4.13 indicates that out of 326 teachers, 145 (44.47) found difficulties in explaining active adjectives, 98 (30.06) found difficulties in explaining gender of adjectives, 58 (17.79) found difficulties in explaining active voice, 68 (20.85) found difficulties in explaining passive voice, 158 (48.46) found difficulties in explaining conjunctions, 235 (38.64) found difficulties in explaining rules of punctuation marks, 126(38.64) found difficulties in explaining sentences as well as kinds of sentences, 34 (10.43) found difficulties in explaining adjectives during teaching of Grammar. To probe further teachers were also asked to give reasons. It was found that out of 326 teachers 199 (61.04) opined that there was a lack of cooperation among teachers, 144 (44.17) also opined that entry behaviour of students also effects during teaching of Grammar aspects, 236 (72.39) also opined that time limit also effects during teaching of Grammar. So it can be concluded that among the different dimensions of teaching Grammar majority of the

teachers found difficulties in explaining rules of punctuation marks. Very few teachers found difficulties in explaining adjectives and majority of the teachers gave reasons for difficulties was the time limit.

Table 4.14 represents the difficulties faced by teachers during teaching of prose lessons.

TABLE 4.14
DIFFICULTIES FACED BY TEACHERS OF STANDARD V, VI & VII DURING
PROSE TEACHING

ITEM 10	YES	NO	N.R.
Teaching of Prose	146 (44.78)	180 (55.21)	-

Identification of different dimensions. Where 146 teachers found difficulties in teaching of prose lessons.

During Reading	None / 146
During Writing	None / 146
During Black Board Work	None / 146
During Explanation	88 (60.27) / 146
Due to Expression of Language	None / 146
In Presentation of the Lesson	138 (94.52) / 146
Questioning	146 (100) / 146

Table 4.14 indicates that out of 326 teachers, 146 (44.78) teachers found difficulties during teaching of prose lessons and 180 (55.22) teachers did not find difficulties during teaching of prose lessons. To probe further teachers were ask identify different dimensions of prose where they found difficulties. Out of 146 teachers, none of the teachers found difficulties in reading, writing, blackboard work, and language aspects during prose teaching. Where as 88 (26.99); 138 (42.33) and 146 (100) teachers found difficulties in explanation in presentation of lessons , and questioning during prose teaching. So it can be concluded that majority of the teachers found difficulties in presentation of the lessons, cent percent teacher found difficulties during questioning, and

none of the teachers found difficulties during reading, writing, black board was and also language aspects in prose teaching.

Table 4.15 represents the difficulties faced by teachers while explaining language beauty of the content.

TABLE 4.15
DIFFICULTIES FACED BY TEACHERS OF STANDARD V, VI & VII DURING
EXPLAINING LINGUISTIC BEAUTY

ITEM No: 11	YES	NO
Difficulties in Explaining Linguistic Beauty (Bhasha Khubi)	128(39.26)	198(60.73)

OPINIONS OF TEACHERS REGARDING DIFFICULTIES EXPLAINING
DIFFERENT DIMENSIONS OF LINGUISTIC BEAUTY

DIMENSIONS	NUMBER OF TEACHERS
Witty and Appealing Style of Speech	62(19.01)
Intonation of Speech	84(25.76)
While Using Sentence Pattern	36(11.04)
Giving Proverbs	120(36.80)
Giving Idioms and Phrases	88(26.99)
Using Specific Words	119(36.50)

From the above Table it can be seen that out of 326 teachers, 128(39.26) found difficulties explaining linguistic beauty and 198(60.73) did not find difficulties in explaining beauty. Out of those who expressed difficulties, 62(19.01), 84(25.76), 36(11.04), 120(36.80), 88(26.99), 119(36.50) teachers found difficulties in witty and appealing style of speech, intonation of speech, in using sentence pattern, giving proverbs, giving idioms and phrases and using specific words respectively. So, it can be concluded that majority of the teachers found difficulties in giving proverbs and using specific words.

Table 4.16 represents difficulties faced by teachers the teaching of different prose forms of lessons.

TABLE 4.16

**DIFFICULTIES FACED BY TEACHERS OF STANDARD V, VI & VII DURING
TEACHING OF DIFFERENT FORMS OF PROSE**

ITEM No : 12	NUMBER OF TEACHERS
Biography	126(38.65)
Story	None
Dialogue	129(39.57)
Essay	216(66.25)
Novel	None
Drama	None

From the above Table it can be seen that out of 326 teachers, 126(38.65) found difficulties in teaching of Biography, 129(39.57) in teaching dialogue, and 216(66.25) in teaching essay forms of prose. Where as all the teachers did not find difficulties in teaching story, novel and drama forms of prose. So, it can be concluded that majority of the teachers found difficulties in essay from the prose. Not a single teacher found difficulties in teaching of story, novel and drama forms of prose.

Table 4.17 represent difficulties faced by teachers in explaining poetry lessons.

TABLE : 4.17

DIFFICULTIES FACED BY TEACHERS IN EXPLAINING POETRY LESSONS

ITEM NO : 13	YES	NO
Related to Explaining Poetry Lessons	88(26.99)	238(73.06)

**DIFFICULTIES OF TEACHERS IN EXPLAINING DIFFERENT DIMENSIONS OF
POETRY LESSONS**

DIMENSIONS	NUMBER OF TEACHERS
Rhyming	12(01.35)
Appreciation of Poem	52(15.95)
Language Style of Poem	24(02.72)

From the above it can be seen that out of 326 teachers, 88(26.99) found difficulties in explaining poetry lessons. While 238(73.06) did not find difficulties in explaining

poetry lessons. Further probing of this item revealed, out of 88 teachers, 12(01.35), 52(15.95), 24(02.72) found difficulties in different forms of poetry lessons viz., rhyming, appreciation of poem, language style of poem respectively. So, it can be concluded that majority of the teachers found difficulties in appreciation of poem.

Table 4.18 represent the difficulties faced by teacher during organizing literary activities

TABLE : 4.18

PROBLEM FACED BY TEACHERS DURING ORGANIZING LITERARY ACTIVITIES

S. No	ITEM NO : 14	YES	NO	N.R.
1	Literary Play	326(100)	-	-
2	Various Competition	232(71.16)	-	88(26.99)
3	Projects	326(100)	-	-
4	Collection of Literary Activities	-	326(100)	-
5	Speeches	-	326(100)	-
6	Poet Meeting (Kavi Samelana)	-	-	326(100)

OPINIONS OF TEACHERS FOR 'NOT' ORGANIZING LITERARY ACTIVITIES

ITEM NO : 14	NUMBER OF TEACHERS
Due to time bound	136(41.71)
Over load	138(42.33)

From the above Table it can be seen that out of 326 teachers, all the teachers found difficulties in organizing literary activities like literary play, projects. However all the teachers did not find difficulties in collection of literary articles and speeches.

When asked further the reasons of not organizing literary activities out of 326 teachers 136(41.71) found problems in organizing literary activities due to paucity of time and 138(42.33) found problems due to over load of work. So, it can be concluded that cent percent teachers found difficulties in organizing literary activities like literary play and project.

Table 4.19 represent the subject taught by teachers besides the subject of mothertongue.

TABLE : 4.19
SUBJECTS TAUGHT BY TEACHERS IN ADDITION TO THE TEACHING
GUJARATI AT STANDARD V, VI, VII

SUBJECTS	NUMBER OF TEACHERS
Social Studies	90(27.60)
Mathematics	142(43.55)
Science	139(42.63)
Hindi	120(36.80)
English	36(11.04)
Drawing	42(12.88)
Environmental Science	52(15.95)

TEACHER INTEREST TOWARDS ABOVE SUBJECTS

ITEM	YES	NO	N.R.
Interest of teachers	126(38.65)	-	200(61.34)

It can be seen from the above that out of 326 teachers, 90(27.60) were teaching Social Studies 142(43.55) were teaching Mathematics 139(42.63) were teaching Science 120(36.80) were teaching Hindi, 36(11.04) were teaching English 42(12.88) were teaching drawing and 52(15.95) were teaching environmental Science. Further probing of this item 126(38.65) were interested in teaching these subjects along with teaching Gujarati. So, it can be concluded that majority of the teachers were teaching mathematics, science and Hindi.

Table 4.20 represents teachers interest towards different form of Gujarati literature.

TABLE : 4.20

**TEACHERS INTEREST TOWARDS DIFFERENT FORMS OF GUJARATI
LITERATURE AT STANDARD V, VI, VII**

FORMS OF GUJARATI LITERATURE	NUMBER OF TEACHERS
Prose	158(48.46)
Poetry	214(65.64)
Grammar	34(10.42)
Writing	56(17.17)

From the above Table it can be seen that out of 326 teachers, 158(48.46) were interesting in prose form, 214(65.64) were interested in poetry form, 34(10.42) were interested in Grammar and 56(17.17) were interested in writing form of Gujarati literature. So, it can be concluded that majority of the teachers were interested in poetry form of Gujarati literature.

Table 4.21 represents the coherence of teaching points with the content of the textbook.

TABLE : 4.21

**COHERENCE BETWEEN CONTENT OF TEXTBOOK WITH SYLLABUS OF
STANDARD V, VI, VII**

STANDARD	YES	NO	N.R.
V	236(72.39)	-	90(27.60)
VI	214(65.64)	-	112(34.35)
VII	-	-	326(100)

From the above Table it can be seen that out of 326 teachers, 236(72.39) teachers teaching Standard V and 214(65.64) teachers teaching Standard VI found the syllabus was coherent with the content of textbook. 90(27.60) teachers of Standard V and 112(34.35) teachers in Standard VI and all the teachers did not respond to the item. So, it can be concluded that majority of the teachers of Standard V, VI, VII found that syllabus were coherent with the content of the textbook.

Table 4.22 represents comprehensibility of the textbook of Standard V, VI, VII.

TABLE 4.22

**REACTIONS OF THE TEACHERS REGARDING COMPREHENSIBILITY OF
THE CONTENT OF TEXT BOOK**

STANDARD	YES	NO	N.R.
V	326(100)	-	-
VI	326(100)	-	-
VII	326(100)	-	-

It can be seen from the above Table that all the teachers of Standard V, VI, VII responded that content of the textbook is easily comprehensible.

Table 4.23 represent the opinions of teachers regarding Gujarati textbook of Standard V, VI, VII.

TABLE 4.23

OPINIONS OF TEACHERS REGARDING GUJARATI TEXT BOOK

STANDARD	EXCELLENT	MEDIUM	OKAY
V	135(41.41)	35(10.73)	156(47.65)
VI	139(42.63)	58(17.79)	129(39.57)
VII	210(64.41)	38(11.65)	78(23.92)

From the above Table it can be seen that out of 326 teachers, 135(41.41), 35(10.73), 156(47.65) found that textbook of Standard V was excellent medium and okay respectively. Regarding Standard VI 139(42.63), 58(17.79), 129(39.57) found that textbook was excellent, medium and okay respectively. Similarly regarding Standard VII 210(64.41), 38(11.65), 78(23.92) found that textbook was excellent, medium and okay respectively. So, it can be concluded that majority of the teachers found textbook of Standard VII as an excellent.

Table 4.24 represent the opinions of teachers regarding the presentation of the content of textbook Standard V, VI, VII.

TABLE 4.24

OPINIONS OF TEACHERS TOWARDS PRESENTATION OF THE CONTENT OF TEXTBOOK FOR
STANDARD V, VI AND VII

S No.	CONTENT	STANDARD V			STANDARD VI			STANDARD VII		
		YES	NO	N.R.	YES	NO	N.R.	YES	NO	N.R.
1	Easiness of Language	132 (40.49)	-	194 (59.50)	326 (100)	-	-	326 (100)	-	-
2	Continuity in content presentation	326 (100)	-	-	326 (100)	-	-	326 (100)	-	-
3	Appropriateness of illustrations	092 (28.22)	-	234 (71.79)	326 (100)	-	-	326 (100)	-	-
4	Questions given in exercise takes consideration of language skills	326 (100)	-	-	326 (100)	-	-	326 (100)	-	-
5	Opportunity for self learning	326 (100)	-	-	326 (100)	-	-	326 (100)	-	-

* N = 326 Teachers

* N.R. = Not Responded

326 teachers (100) Not given information about the item regarding Answer 'No' as in all the standard teachers marked their response in 'Yes' and 'N.R.'

From the above Table it can be seen that out of 326 teachers, (40.49) teachers found easiness of language in the content of the text book 194(59.50) did not respond to the item at Standard V.

Regarding continuity in the content of the text, questions given in exercise takes consideration of language skills and opportunity self learning all the teachers of Standard V, VI, VII had unanimous opinion. However difference noticed with respect to 92(28.22) teachers found appropriateness of illustration and 234(71.79) not responded to the item of Standard V.

So, it can be concluded all the teachers of Standard V, VI & VII found continuity in the content, questions given in the exercise takes consideration of language skills and content also give opportunity for self learning.

Table 4.25 represents the opinions of teachers of Standard V, VI & VII regarding picture presents in the textbook.

TABLE 4.25

**OPINIONS OF TEACHERS OF STANDARD V, VI & VII ABOUT PICTURES
PRESENT IN THE TEXT**

STANDARD	BEST	GOOD	OKAY	N.R.
V	132(40.49)	56(17.17)	44(13.49)	94(28.83)
VI	120(36.80)	132(40.49)	-	74(22.69)
VII	140(42.94)	129(39.57)	51(15.64)	-

WHETHER PICTURES ADD CLARITY OF THE CONTENT OF THE THEME

ITEM	YES	NO	N.R.
Pictures add clarity	234(71.77)	-	92(28.22)

It can be seen from the Table that out of 326 teachers of Standard V, VI, VII 132(40.49), 120(36.80), 140(42.94) found that pictures presenting in the text was best

respectively, while 56(17.17), 132(40.49), 129(39.57) found that pictures presenting in the text was good respectively and 44(13.49), 51(15.64) teachers of standard V & VII found that pictures presenting in the text was okay 94(28.83), 74(22.69) teachers of standard V & VI not responded the item.

To probe further regarding pictures adds clarity, 234(71.77) were in favour of that pictures add clarity others had not responded the item.

So, it can be concluded that almost one third of teachers found that pictures presentation in the text was the best.

Table 4.26 represent salient features and limitations of current text books of Standard V, VI, VII.

TABLE 4.26

**TEACHERS OPINION REGARDING SALIENT FEATURES AND LIMITATION
OF CURRENT TEXT BOOK**

ITEMS	NUMBER OF TEACHERS	N.R.
Salient features of current textbooks	236(72.39)	90(27.61)
Limitations of current textbooks	236(72.39)	90(27.61)

From the above Table it can be seen that out of 326 teachers, 236(72.39) opined regarding the salient features of current textbooks that lesson of text were too lengthy and number of lessons are more in the text at standard V & VII. However, 236(73.39) teachers opined regarding limitations of current textbooks that poetry lessons were not recitable, prose and poetry lessons were not arise interest of students, exercise given in text were not language oriental.

Table 4.27 represents the usefulness of books in school library for Gujarati language curriculum of standard V, VI & VII.

TABLE 4.27

**OPINIONS OF TEACHERS REGARDING BOOKS AVAILABLE AT SCHOOL
LIBRARY**

ITEM	YES	NO	N.R.
Availability of Books	234(71.77)	92(28.23)	-

USE OF BOOKS BY STUDENTS

ITEM	ALWAYS	SELDOM	NEVER	N.R.
By students	-	-	235(72.08)	91(27.91)

It can be seen from the above Table that out of 326 teachers, 234(71.77) of the opined the availability of Gujarati literature books in the school library were useful in Gujarati language curriculum. Where as 92(28.23) teachers did not feel so.

To probe further when teachers were asked how far these book are used by students, it was found that 235(72.08) teachers opined that students were not using these books and others were not respond the item. So, it can be concluded that majority of the teachers viewed that library books were not use by students.

Item No : 24 presents the list of Gujarati magazines available in school library.

Regarding the information above the Gujarati magazines available in school library, it was found that out of 326 teachers, 80(24.53) teachers responded that Champak, Pagali, Gyanajyot, Bala Shikshan were available in the school.

Table 4.28 represents the facilities of A.V.Aids available for Gujarati language teaching of standard V, VI & VII.

TABLE 4.28
FACILITIES OF AUDIO VISUAL AID AVAILABLE FOR GUJARATI
LANGUAGE TEACHING

ITEMS	NUMBER OF TEACHERS	N.R.
Pictures	235(72.08)	91(27.91)
Charts	235(72.08)	91(27.91)
Maps	235(72.08)	91(27.91)
News papers	-	326(100)
Black board word	326(100)	-

Regarding the facilities of audio visual aid available in the schools, out of 326 teachers, 235(72.08) opined that picture, charts and maps were available for Gujarati language teaching and other were not respond the item. While all the teachers opined that black board were available in the school. All the teachers were not respond the item of news papers.

Table 4.29 represent the utilization of available resources.

TABLE 4.29
UTILIZATION OF RESOURCES BY THE TEACHERS OF
STANDARD V, VI AND VII

STANDARD	ALWAYS	SELDOM	NEVER
V	158(48.46)	58(17.79)	110(33.74)
VI	235(72.08)	68(20.85)	23(07.05)
VII	180(55.21)	146(44.78)	-

It can be seen from the Table that out of 326 teachers, 158(48.46), 235(72.08), 180(55.21) teachers of standard V, VI, VII always used resources respectively. While 58(17.79), 68(20.85), 146(44.78) teachers of standard V, VI & VII seldom used resources respectively. However 110(33.74), 23(07.05) teachers of standard V & VI never used resources respectively. So, it can be concluded that majority of the teachers used resources at standard V, VI and VII.

4.4 TEACHING PROCEDURE FOLLOWED BY THE TEACHERS

To study the teaching procedure followed by the teachers, twelve schools were selected for the observation. The following Table shows the total number of lessons observed by the investigator.

TABLE 4.30

TOTAL NUMBER OF LESSONS OBSERVED FOR STANDARD V, VI, AND VII

NATURE OF LESSON	STANDARD V	STANDARD VI	STANDARD VII
Prose	36	48	38
Poetry	46	36	39
Grammar	14	09	18
TOTAL	96	93	95

As mentioned earlier in the methodology information pertaining to objective-2 have been analyzed with respect to teaching poetry, prose and grammar lessons of Standard V, VI, and VII.

TABLE 4.31

POETRY LESSONS OF THE ASPECT OF INTRODUCTION FOR STANDARD :V

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	08 (17.39)	11(23.92)	12(26.08)	11(23.92)	04(08.69)
2	-	-	07(15.22)	13(28.26)	26(56.52)
3	-	-	16(34.80)	14(30.43)	16(34.80)
4	-	-	05(10.86)	05(10.86)	36(78.28)
5	35(16.08)	08(17.40)	03(06.52)	-	-
6	21(45.08)	14(30.44)	08(17.39)	03(06.52)	-
7	-	-	-	10(34.79)	30(65.21)
8	-	-	-	06(13.05)	40(86.95)
9	-	-	30(65.21)	14(30.44)	12(26.08)
10	-	-	18(39.14)	-	28(60.87)
11	36(78.27)	-	-	-	10(21.73)
12	03(06.52)	06(13.07)	09(19.56)	07(15.22)	23(45.66)
13	-	-	05(10.87)	13(28.26)	28(60.87)
14	-	-	-	-	46(100)
15	-	-	-	-	46(100)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * Total number of poetry lessons observed were 46.

With regard to item no.1, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 12 lessons (26.08) sometimes, in 11 lessons (23.92) often, in the same number of lessons i.e. 11 (23.92) seldom, in 8 lessons (17.39) always, and in 4 lessons (08.69) never gave introduction related to the content to be taught. So it can be concluded that very few teachers gave introduction related to the content to be taught.

With regard to item no.2, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 26 lessons (56.52) never, in 13 lessons (28.26) seldom, in 7 lessons (15.22) sometimes retained interest in the students during introduction. So it can be concluded that majority of the teachers could not retain interest in the students during introduction.

With regard to item no.3, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 16 lessons (34.80) never, in 14 lessons (30.43) seldom, in 16 lessons (34.80) sometimes related previous knowledge with presents knowledge during introduction. So it can be concluded that majority of the teachers could scarcely relate previous knowledge with presents knowledge during introduction.

With regard to item no.4, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 36 lessons (78.28) never, in 05 lessons (10.86) seldom and in 05 lessons (10.86) seldom initiated to teach students something new during introduction. So it can be concluded that majority of the teachers were taught by without incorporating new ideas.

With regard to item no.5, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 35 lessons (76.08) always, in 08 lessons (17.40) often, in 03 lessons (06.52) sometimes asked knowledge level question

during introduction. So it can be concluded that majority of the teachers could ask knowledge level questions during introduction.

With regard to item no.6, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 21 lessons (45.08) always, in 14 lessons (30.44) often, in 08 lessons (17.39) sometimes, in 03 lessons (06.52) seldom asked understanding level of question . So it can be concluded that majority of the teachers could ask understanding level questions during introduction.

With regard to item no.7, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 30 lessons (65.21) never, in 16 lessons (34.79) seldom asked application level of question during introduction. So it can be concluded that majority of the teachers could not ask to application level questions.

With regard to item no.8, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 40 lessons (86.95) never, in 06 lessons (13.05) teachers seldom expressed poet view to the students. So it can be concluded that majority of the teachers could not express poet views to the students.

With regard to item no.9, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 30 lessons (65.21) sometimes, in 14 lessons (30.44) teachers seldom, in 12 lesson (26.08) never did introduction with keeping in mind the mental level of students. So it can be concluded that most of the teachers rarely introduced with keeping in mind the mental level of students.

With regard to item no.10, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 28 lessons (60.87) never, in 18 lessons (39.14) sometimes did introduction by citing example. So it can be concluded that majority of the teachers did not introduce by citing example.

With regard to item no.11, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 36 lessons (78.27) always, in 10 lessons (21.73) never did introduction by explanation. So it can be concluded that majority of the teachers could introduce by explanation.

With regard to item no.12, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 21 lessons (45.66) never, in 09 lessons (19.56) sometimes, in 7 lessons (15.22) seldom, and in 3 lessons (06.52) always, did introduction through story telling. So it can be concluded that almost half of the teacher could not introduce through story telling.

With regard to item no.13, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 28 lessons (60.87) never, in 13 lessons (28.26) seldom, and in 5 lessons (10.87) sometimes, did introduction through drama presentation. So it can be concluded that majority of the teachers could not introduce through drama presentation.

With regard to item no.14, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 46 lessons (100) did not introduce through historical background.

With regard to item no.15, it can be seen from the Table 4.31 that out of 46 lessons of poetry for Standard V it was found that teachers in 46 lessons (100) teacher never used audio visual aids during introduction. So it can be concluded that all the lesson teachers could not use audio visual aid during introduction.

TABLE 4.32
POETRY LESSONS OF THE ASPECTS OF MODEL READING FOR
STANDARD V

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	16(34.78)	17(39.66)	13(28.26)
2	-	15(32.60)	17(36.96)	02(04.25)	12(26.08)
3	-	-	06(13.04)	21(45.65)	19(41.30)
4	-	04(08.70)	18(39.13)	15(39.13)	09(19.57)
5	-	-	04(08.70)	24(52.17)	18(39.13)
6	08(17.39)	07(19.44)	10(21.74)	-	21(45.66)

- * **Number within bracket indicates percentage in Table and also in text.**
- * **Number outside the bracket indicate number of lessons observed**
- * **Total number of poetry lessons observed were 46.**

With regard to item no. 1, it can be seen from the Table 4.32 that out of 46 lessons of poetry at Standard V, it was found that teachers in 17 lessons (39.66) seldom, in 16 lessons (34.78) sometimes, and in 13 lessons (26.26) never did recitation of poem with proper expression. So, it can be concluded almost half of the teachers could scarcely do recitation of poem with proper expression.

With regard to item no. 2, it can be seen from the Table 4.32 that out of 46 lessons of poetry at Standard V, it was found that teachers in 17 lessons (39.66) sometimes, in 15 lessons (32.60) often, in 12 lessons (26.08) and in 2 lessons (04.35) seldom used pauses at right time during recitation of poem. So, it can be concluded almost half of the teachers could not use pauses at right time during recitation of poem.

With regard to item no. 3, it can be seen from the Table 4.32 that out of 46 lessons of poetry at Standard V, it was found that teachers in 21 lessons (45.65) seldom, in 19 lessons (41.30) never, and in 6 lessons (13.04) sometimes finished recitation of poem at proper speed during model reading. So, it can be concluded that most of the teachers could scarcely finish recitation of poem at proper speed during model reading.

With regard to item no. 4, it can be seen from the Table 4.32 that out of 46 lessons of poetry at Standard V, it was found that teachers in 18 lessons (39.13) sometimes; in 15

With regard to item no. 4, it can be seen from the Table 4.32 that out of 46 lessons of poetry at Standard V, it was found that teachers in 18 lessons (39.13) sometimes; in 15 lessons (39.13) seldom; and in 9 lessons (19.57) never, did reading of poetry with proper intonation, variation of tone and clear pronunciation. So, it can be concluded that one third of the teachers did reading of poetry with proper intonation, variation of tone and clear pronunciation.

With regard to item no. 5, it can be seen from the Table 4.32 that out of 46 lessons of poetry at Standard V, it was found that teachers in 24 lessons (52.17) seldom; in 18 lessons (39.13) seldom; and in 4 lessons (08.70) sometimes maintained silence in the class during model reading. So, it can be concluded that most of the teachers rarely maintained silence in the class during model reading.

With regard to item no. 6, it can be seen from the Table 4.32 that out of 46 lessons of poetry at Standard V, it was found that teachers in 21 lessons (45.66) never; in 10 lessons (21.74) sometimes ; and in 8 lessons (17.39) always; and in 7 lessons (15.22) often kept an eye contact on students during model reading. So, it can be concluded that majority of the teachers could not keep an eye contact on students during model reading.

TABLE 4.33
POETRY LESSONS OF THE ASPECTS OF DISCUSSION FOR
STANDARD V

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	-	09(19.56)	37(80.44)
2	-	-	-	08(17.39)	38(82.61)
3	-	-	-	07(15.21)	39(84.79)
4	-	-	11(23.92)	09(19.56)	26(56.52)
5	42(91.31)	04(08.39)	-	-	-
6	-	-	-	07(15.21)	39(80.44)
7	-	04(08.39)	07(15.22)	06(13.04)	30(65.21)
8	-	-	19(41.30)	11(23.92)	16(34.78)
9	-	-	02(04.34)	03(06.52)	41(89.13)
10	11(23.91)	13(28.26)	16(37.48)	06(13.04)	-
11	-	-	02(04.34)	10(21.72)	34(73.91)
12	-	-	-	06(13.04)	40(86.96)
13	-	-	-	11(23.92)	35(76.08)
14	12(26.00)	16(37.48)	07(15.22)	03(06.52)	08(17.39)
15	-	14(30.43)	16(37.48)	05(10.87)	11(23.92)
16	-	-	-	08(17.39)	38(82.61)
17	-	-	04(08.70)	16(37.48)	26(56.52)
18	14(30.43)	05(10.87)	02(04.34)	15(32.61)	10(21.73)
19	-	07(15.22)	13(28.26)	12(26.09)	14(30.43)
20	-	-	11(23.92)	15(32.61)	20(43.47)
21	10(21.73)	08(17.39)	13(28.26)	03(06.52)	12(26.09)
22	06(13.04)	-	-	14(30.43)	26(56.52)
23	10(21.73)	08(17.39)	-	-	28(60.87)
24	-	-	15(32.61)	05(10.87)	26(56.52)
25	-	-	14(30.43)	09(19.57)	23(50.00)
26	10(21.73)	02(04.35)	08(17.39)	-	26(56.52)
27	-	18(39.13)	08(17.39)	04(08.70)	16(34.78)
28	-	09(19.57)	11(23.91)	14(30.43)	12(26.09)
29	-	12(26.09)	16(34.78)	08(17.39)	10(21.74)
30	-	-	20(43.48)	07(15.22)	19(41.30)
31	-	-	16(34.78)	02(04.35)	28(60.87)
32	-	-	10(21.74)	02(04.35)	34(73.91)
33	30(65.21)	-	06(13.04)	-	10(21.74)
34	-	-	-	08(17.39)	38(82.61)
35	-	-	-	18(39.13)	28(60.87)
36	-	-	18(39.13)	-	28(60.87)
37	-	-	-	-	46(100)
38	-	12(26.09)	16(34.78)	08(17.39)	10(21.74)
39	-	-	-	-	46(100)
40	-	-	-	-	46(100)
41	-	-	-	-	46(100)

* Number within bracket indicates percentage in Table and also in text.

- * **Number outside the bracket indicate number of lessons observed**
- * **Total number of poetry lessons observed were 46.**

With regard to item no. 1, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 37 lessons (80.44) never, and in 9 lessons (19.56) seldom; started discussions with the help of students. So, it can be concluded that majority of the teachers could not discuss with the help of students.

With regard to item no. 2, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 38 lessons (82.64) never, and in 8 lessons (17.39) seldom; initiated discussions by asking questions to students. So, it can be concluded that majority of the teachers could not initiate discussion by asking questions to the students.

With regard to item no. 3, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 39 lessons (84.79) never, and in 7 lessons (15.21) seldom; initiated discussions through explanation. So, it can be concluded that majority of the teachers could not initiate discussion through explanation.

With regard to item no. 4, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 26 lessons (56.53) never, and in 11 lessons (23.92) sometimes; in 9 lessons (19.56) seldom; cited examples during discussions. So, it can be concluded that half of the teachers could not cite examples during discussion.

With regard to item no. 5, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 42 lessons (91.31) always; and in 04 lessons (08.39) often did discussion by explaining each and every sentence of the poem. So, it can be concluded that majority of the teachers could do discussion by explaining each and every line of the poem.

With regard to item no. 6, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 39 lessons (80.44) never, and in 07 lessons (15.02) seldom tried to clarify theme of poem with the help of reference sentence. So, it can be concluded that majority of teachers could not clarify theme of the poem with the help of reference sentence.

With regard to item no. 7, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 30 lessons (65.21) never, in 07 lessons (15.22) sometimes, in 6 lessons (13.04) seldom, in 4 lessons (08.39) often created an atmosphere during discussion. So, it can be concluded that majority of the teachers could not create an atmosphere during discussion.

With regard to item no. 8, It can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 19 lessons (41.30) sometimes; in 16 lessons (34.78) never; and in 11 lessons (23.92) seldom, provided sweetness, knowledge and style of language during discussion. So, it can be concluded that almost half of the teachers provided sweetness, knowledge and style of language during discussion.

With regard to item no.9, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, in 41 lessons (89.13) never; in 03 lessons (06.52) seldom; and in 02 lessons (04.34) sometimes asked logically sequenced questions. So, it can be concluded that majority of the teachers could not ask logically sequenced questions.

With regard to item no.10, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 16 lessons (37.48) sometimes; in 13 lessons (28.26) often; in 11 lessons (23.91) always; and in 06 lessons (13.04) teachers seldom provided the knowledge about the structure of the poem. So, it can be concluded that one third of the teachers provided the knowledge about the structure of the poem.

With regard to item no.11, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 34 lessons (73.09) never; in 10 lessons

(21.72) seldom; in 02 lessons (04.34) sometime provided the knowledge about the style of the poem. So, it can be concluded that majority of the teachers could not provide the knowledge about the style of the poem.

With regard to item no.12, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 40 lessons (86.96) never, and in 06 lessons (13.04) seldom provided the knowledge about the change mood of poem to the students. So, it can be concluded that most of the teachers could not provide the knowledge about the change mood of the poem to the students.

With regard to item no.13, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, in 35 lessons (76.08) never, and in 11 lessons (23.92) seldom kept in mind the perfect indication of message of the poet during discussion, So, it can be concluded that most of the teachers could not keep in mind the perfect indication of message of poet during discussion.

With regard to item no.14, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 16 lessons (37.48) often; in 12 lessons (26.09) always; in 8 lessons (17.39) never; in 7 lesson (15.22) sometimes; and in 03 lessons (06.52) seldom discussed the important lines which supports the theme of the poem by recitation, So, it can be concluded that most of the teachers could discussed the important lines which support the theme of poem by recitation.

With regard to item no.15, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 16 lessons (37.48) sometimes, in 14 lessons (30.43) often; in 11 lessons (23.92) never, and in 5 lesson (10.87) seldom discussed humor presented in the content. So, it can be concluded that most of the teachers could present the humor presented in the content.

With regard to item no.16, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 38 lessons (82.61) never, and in 8

lessons (17.61) seldom discussed the satire presented in the content. So, it can be concluded that most of the teachers could not discuss the satire presented in the contents.

With regard to item no.17, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 26 lessons (56.52) never, in 16 lessons (37.48) seldom; and in 4 lessons (08.69) sometimes discussed major issues related to the society, nation or world presented in the content. So, it may be concluded that majority of the teachers could not discuss major issues related to the society, nation or world presented in the contents.

With regard to item no.18, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 15 lessons (32.61) seldom; in 14 lessons (30.43) always; in 10 lessons (21.73) never; in 5 lessons (10.87) often; and in 2 lessons (04.34) sometimes introduced the new words of the content. So, it can be concluded that majority of the teachers could scarcely introduce the new words of the content.

With regard to item no.19, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 14 lessons (30.43) never; in 13 lessons (28.26) sometimes; in 12 lessons (26.09) seldom and in 7 lessons (15.22) often used idioms at the time of discussion. So, it can be concluded that most of the teachers could not use idioms at the time of discussion.

With regard to item no.20, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 20 lessons (43.47) never, in 15 lessons (32.61) seldom; in 11 lessons (23.92) sometimes tried to develop listening skills among students through story telling and recitation of poem. So, it can be concluded that majority of the teachers could not develop listening skills among students through story telling and recitation of poem.

With regard to item no.21, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 13 lessons (28.26) sometimes; in 12 lessons (26.09) never; in 10 lessons (21.73) always; in 8 lessons (17.39) often; and in 3 lessons (06.52) seldom tried to develop listening skills by reminding oral information to students. So, it can be concluded that very few teachers could occasionally try to develop listening skills by reminding oral information for the students.

With regard to item no.22, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 26 lessons (56.22) never; in 14 lessons (30.43) seldom; and in 06 lessons (13.04) always used recognized language instead of local language. So, it can be concluded that most of the teachers use local language instead of recognised language.

With regard to item no.23, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 28 lessons (60.87) never; in 10 lessons (21.74) always; and in 08 lessons (17.39) often told students to speak perfect pronunciation instead of wrong use of language. So, it can be concluded that majority of the teachers could not tell students to speak perfect pronunciation instead of wrong use of language.

With regard to item no.24, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 26 lessons (56.52) never; in 15 lessons (32.61) sometimes; in 05 lessons (10.87) seldom encouraged students who have lack confidence during reading. So, it can be concluded that most of the teachers could not encourage students during reading.

With regard to item no.25, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 23 lessons (50.00) never; in 14 lessons (30.43) sometimes; and in 09 lessons (19.57) seldom motivated students to explain incident and condition for the development of speaking skill. So, it can be concluded that

half of the teachers could motivate students to explain incidents and condition for the development of speaking skills.

With regard to item no.26, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 26 lessons (56.52) never; in 10 lessons (21.74) always; in 08 lessons (17.39) sometimes; and in 02 lessons (04.35) often tried to lead students for model reading. So, it can be concluded that majority of the teachers could not lead students for model reading.

With regard to item no.27, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 18 lessons (39.13) often; in 16 lessons (34.78) never; in 8 lessons (17.39) sometimes, and in 4 lessons (08.70) seldom and in 04 lessons (08.70) seldom encouraged students to read sentences and pronounce the word perfectly. So, it can be concluded that almost half of the teachers frequently encouraged the students to read sentences and pronounce the word perfectly.

With regard to item no.28, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 14 lessons (30.43) seldom; in 12 lessons (26.09) never; in 11 lessons (23.91) sometimes; and in 09 lessons (19.57) often motivated students to write word with proper space. So, it can be concluded that very few teachers could motivate students to write word with proper space.

With regard to item no.29, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 16 lessons (34.78) sometimes; in 12 lessons (26.09) often; in 10 lessons (21.74) never; and in 08 lessons (17.39) seldom; gave proper attention when students write spelling. So, it may be concluded that most of the teachers could scarcely give proper attention when students write spellings.

With regard to item no.30, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 20 lessons (48.48) sometimes; in 19 lessons (41.30) never; and in 07 lessons (15.22) seldom motivated students to improve

their handwriting. So, it may be concluded that in very few lessons teachers could motivate students to improve their handwriting.

With regard to item no.31, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 28 lessons (60.87) never; in 16 lessons (34.78) sometimes; in 02 lessons (04.35) teachers seldom asked questions to the students and waited for response. So, it can be concluded that majority of the teachers could not ask questions and not waited for the students response.

With regard to item no.32, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 34 lessons (73.91) never; in 10 lessons (21.74) sometimes; and in 02 lessons (04.35) seldom reinforced response of students. So, it can be concluded that most of the teachers could not reinforce response of the students with encouraging words.

With regard to item no.33, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 30 lessons (65.21) always; in 10 lessons (21.74) never; and in 06 lessons (13.04) sometimes; developed negative reinforcement to the students. So, it can be concluded that majority of the teachers could developed negative reinforcement for the students.

With regard to item no.34, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 38 lessons (82.61) never; and in 08 lessons (17.39) seldom encouraged students to assess ones own responses. So, it can be concluded that majority of the teachers could not encourage students to assess ones own responses.

With regard to item no.35, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 28 lessons (60.87) teachers never; and in 18 lessons (39.13) seldom guided students to collect information and data from different

sources. So, it can be concluded that majority of the teachers could not guide students to collect information and data from different sources.

With regard to item no.36, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 28 lessons (60.87) never; and in 18 lessons (39.13) sometimes used charts for explanatory sketch related to the content. So, it can be concluded that majority of the teachers could not use charts for explanatory sketch related to the content.

With regard to item no.37, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 46 lessons (100) teachers never used charts for comparative study. So, it can be concluded that all the teachers could not use charts for comparative study.

With regard to item no.38, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 16 lessons (34.78) sometimes; in 12 lessons (26.09) often; in 10 lessons (21.74) never; and in 8 lessons (17.39) seldom used charts for teaching rules of spellings. So, it can be concluded that few teachers could use charts for teaching rules of spelling.

With regard to item no.39, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 46 lessons (100) never used flash cards for revision of grammar. So, it can be concluded that all the teachers could not use flash card for revision of grammar.

With regard to item no.40, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 46 lessons i.e. (100) never used film strips to orient students about the folk dances and folk songs when it is necessary. So, it can be concluded that all the teachers could not use film strips to orient students about the folk dances and folk songs when it is necessary.

With regard to item no.41, it can be seen from the Table 4.33 that out 46 lessons of poetry for Standard V, it was found that teachers in 46 lessons i.e. (100) never used models for introducing new words. So, it can be concluded that majority of the teachers could not use models for introducing new words.

TABLE 4.34
DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
EVALUATION AT FOR STANDARD V

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	08(17.39)	13(28.26)	09(19.57)	16(34.78)
2	-	-	-	-	46(100)
3	28(60.87)	18(39.13)	-	-	-

- Number within bracket indicates percentages in Table and also in text.
- Number outside the brackets indicate the number of lessons observed.
- N =46 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.34 that out 46 lessons of poetry in Standard V, it was found that teachers in 16 lessons (34.78) never, in 13 lessons (28.26) sometimes; in 09 lessons (19.50) seldom and in 08 lesson (17.39) often evaluated students by asking questions. So, it may be concluded that one third of teachers could not evaluate students by asking questions.

With regard to item no.2, it can be seen from the Table 4.34 that out 46 lessons of poetry in Standard V, it was found that teachers in 46 lessons (100) never evaluated students by recitation of poem. So, it can be concluded that all the teachers could not evaluate students by recitation of poem.

With regard to item no.3, it can be seen from the Table 4.34 that out 46 lessons of poetry in Standard V, it was found that teachers in 28 lessons (60.87) teacher always, and in 18 lesson (38.13) often evaluated students to write moral of the story. So, it can be concluded that majority of the teachers could evaluate students to write moral of the story.

TABLE 4.35
DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
HOMEWORK FOR STANDARD V

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	06(13.04)	18(39.13)	12(26.09)	10(21.74)
2	-	07(15.22)	13(28.26)	10(21.74)	16(34.78)
3	46(100)	-	-	-	-
4	-	-	-	-	46(100)
5	-	-	-	-	46(100)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N =46 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.35 that out 46 lessons of poetry for Standard V, it was found that teachers in 18 lessons (39.13) sometimes, in 12 lessons (26.09) seldom, in 10 lessons (21.74) never, and in 06 lesson (13.04) often gave students to write character sketch during home work. So, it can be concluded that most of the teachers gave students to write character sketch during home work.

With regard to item no.2, it can be seen from the Table 4.35 that out 46 lessons of poetry for Standard V, it was found that teachers in 16 lessons (34.78) never, in 13 lessons (28.26) sometimes, in 10 lessons (21.74) seldom, and in 07 lesson (15.22) often gave students chapter based writing, So, it can be concluded that one third of the teachers could not give students chapter based writing.

With regard to item no.3, it can be seen from the Table 4.35 that out 46 lessons of poetry for Standard V, it was found that teachers in 46 lessons (100) always; gave students to write moral of the story. So, it can be concluded that all the teachers could give students write moral of the story.

With regard to item no.4, it can be seen from the Table 4.35 that out 46 lessons of poetry, in all the lessons i.e. 46 lessons (100) teachers never gave students comprehensive

writing. So, it can be concluded that in the teachers could not give students comprehensive writing.

With regard to item no.5, it can be seen from the Table 4.35 that out 46 lessons of poetry at Standard V, in all the lessons i.e. 46 lessons (100) teachers never gave students the task of extra reading. So, it can be concluded that all the teachers could not give students the task of extra reading.

TABLE 4.36

**DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
BLACK BOARD WORK FOR STANDARD V**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	02(04.35)	04(08.70)	08(39.13)	06(13.04)	16(34.78)
2	26(56.52)	14(30.44)	-	-	06(13.04)
3	-	08(17.39)	-	-	46(100)

- Number within bracket indicates percentages in Table and also in text.
- Number outside the brackets indicate the number of lessons observed.
- N =46 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.36 that out 46 lessons of poetry for Standard V, it was found that teachers in 18 lessons (39.13) sometimes; in 16 lessons (34.78) never; in 06 lessons (13.09) seldom, in 04 lesson (08.70) often, and in 02 lessons (04.35) always wrote with neat and legible hand writing on the black board. So, it can be concluded that almost half of the teachers could write with neat and legible hand writing on the black board.

With regard to item no.2, it can be seen from the Table 4.36 that out 46 lessons of poetry for Standard V, it was found that teachers in 26 lessons (56.52) always; 14 lessons (30.44) often; in 06 lessons (13.04) never made spelling mistakes on the black board. So, it can be concluded that majority of the teachers did spelling mistakes on the black board.

With regard to item no.3, it can be seen from the Table 4.36 that out 46 lessons of poetry for Standard V, it was found that teachers in all lessons 46 (100) teacher never used

black board for comparative study. So, it can be concluded that all the teachers could not use black board for comparative study.

TABLE 4.37
DISTRIBUTION OF NUMBER OF GRAMMAR LESSON FOR
STANDARD V

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	-	05(35.72)	09(64.28)
2	-	-	03(21.42)	01(07.14)	10(71.44)
3	-	-	07(50.00)	02(14.29)	05(35.71)
4	-	-	02(14.28)	03(21.43)	09(64.29)
5	-	07(50.00)	05(35.72)	02(14.28)	-
6	-	03(21.43)	08(57.14)	03(21.43)	-
7	-	-	08(57.14)	04(28.57)	02(14.28)
8	-	-	10(71.44)	-	04(28.57)
9	-	-	04(28.57)	-	10(71.44)
10	-	11(78.58)	03(21.43)	-	-
11	-	-	-	-	14(100)
12	-	-	-	-	14(100)
13	-	-	-	-	14(100)
14	-	-	-	-	14(100)
15	-	-	-	-	14(100)
16	14(100)	-	-	-	-

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N=14 Total number of grammar lessons observed.

With regard to item no. 1, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 09 lessons (64.29) never, and in 05 lessons (35.72) seldom used chapter sentences or paragraph during introduction of grammar point. So, it can be concluded that most of the teachers could not use sentences or paragraph from the chapters.

With regard to item no. 2, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 10 lessons (71.44) never, in 03 lessons (21.42) sometimes; and in a single lessons i.e. 01 (07.14) seldom related previous knowledge during introduction of grammar point. So, it can be concluded that most of the

teachers could relate previous knowledge with past knowledge during introduction of grammar point.

With regard to item no.3, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 07 lessons (50.00) sometimes, in 05 lessons (15.71) never, and in 02 lessons (14.29) seldom initiated discussion by asking questions related to previous knowledge of grammar. So, it can be concluded that half of the teachers could ask questions related to previous knowledge of grammar.

With regard to item no.4, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 09 lessons (64.29) never, in 03 lessons (21.43) seldom; and in 02 lessons (14.28) sometimes used illustration technique during teaching of grammar. So, it can be concluded that majority of the teachers could not use illustration technique during teaching of grammar.

With regard to item no.5, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 07 lessons (50.00) often; in 05 lessons (35.27) sometimes, and in 02 lessons (14.28) seldom used explanation technique during introduction of grammar point. So, it can be concluded that half of the teachers could frequently use explanation technique.

With regard to item no.6, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 08 lessons (57.14) sometimes; in 03 lessons (21.43) often; and in same number of lessons i.e. 3 (21.43) seldom used questioning technique during introduction of grammar point. So, it can be concluded that majority of the teachers could use questioning technique during introduction of grammar point.

With regard to item no.7, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 08 lessons (57.14) sometimes; in 04 lessons (28.57) seldom; in 02 lessons (14.28) never expressed learnt paragraph or

sentence from the text book for the teaching of new concept on the black board. So, it can be concluded that most of the teachers could express learnt paragraph or sentences from the text for teaching of new concept on black board.

With regard to item no.8, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 10 lessons (71.44) sometimes; and in 04 lessons (28.58) never used inductive approach for teaching of grammar. So, it can be concluded that most of the teachers could use inductive approach for teaching of grammar.

With regard to item no.9, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 10 lessons (71.44) never; and in 04 lessons (28.58) used deductive approach for teaching of grammar. So, it can be concluded that most of the time teachers could not use deductive approach for teaching of grammar.

With regard to item no.10, it can be seen from the Table 4.37 out of 14 lessons of grammar for Standard V, it was found that teachers in 11 lessons (78.58) often; and in 03 lessons (21.42) sometimes used charts for teaching of grammar. So, it can be concluded that most of the teachers frequently used charts for teaching of grammar.

With regard to item no.11, it can be seen from the Table 4.37 that out of 14 lessons for grammar in all the lessons teachers i.e. 14 (100) teachers never used flash cards for teaching of grammar. So, it can be concluded that all the teachers could not use flash cards for teaching of grammar.

With regard to item no.12, it can be seen from the Table 4.37 that out of 14 lessons for grammar in all the lessons teachers i.e. 14 (100) teachers never used recorder for teaching of grammar. So, it can be concluded that all the teachers could not use tape recorder for teaching of grammar.

With regard to item no.13, it can be seen from the Table 4.37 that out of 14 lessons for grammar in all the lessons teachers i.e. 14 (100) teachers never noted down paragraph or sentences from the text for repetition of concept on the black board. So, it can be

concluded that all the teachers could not note down paragraph of sentences from the text for repetition of concept on the black board.

With regard to item no.14, it can be seen from the Table 4.37 that out of 14 lessons of grammar for Standard V, it was found that teachers in all the lessons teachers i.e. 14 (100) teachers never made evaluation effective with the help of students. So, it can be concluded that all the teachers could not do evaluation effectively with the help of students.

With regard to item no.15, it can be seen from the Table 4.37 that out of 14 lessons of grammar for Standard V, it was found that teachers in all the lessons teachers i.e. 14 (100) never examined the sentences by giving examples of new points with such related points. So, it can be concluded that all the teachers could not examine the sentences by giving example of new point with such related point.

With regard to item no.16, it can be seen from the Table 4.37 that out of all the lessons i.e. 14 (100) teachers always gave home work based on topic covered. So, it can be concluded that all teachers gave home work based on topic covered.

TABLE 4.38

**DISTRIBUTION OF NUMBER OF PROSE LESSON OF THE ASPECTS OF
INTRODUCTION FOR STANDARD V**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	03(08.33)	06(16.68)	12(33.33)	12(33.33)	03(08.33)
2	-	02(05.55)	18(50.00)	10(27.77)	06(16.67)
3	02(05.55)	06(16.68)	02(05.55)	10(27.77)	16(44.46)
4	-	-	-	10(27.77)	26(63.88)
5	16(44.46)	08(22.23)	12(33.33)	-	-
6	-	-	09(25.00)	07(19.94)	20(55.56)
7	-	-	-	10(27.77)	26(72.23)
8	-	-	-	17(47.22)	19(52.78)
9	-	-	-	20(55.45)	16(44.45)
10	-	-	18(50.00)	03(08.33)	15(44.07)
11	15(41.67)	-	15(41.67)	06(16.67)	-
12	-	-	08(22.23)	09(25.00)	19(52.78)
13	-	-	02(05.55)	06(16.67)	28(77.47)
14	-	-	06(16.67)	04(11.11)	26(72.22)
15	-	13(36.11)	06(16.67)	05(13.89)	12(33.33)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N=36 Total number of prose lessons observed.

With regard to item no. 1, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 12 lessons (33.33) seldom, and in same number of lesson 12 (33.33) sometimes, in 6 lessons (16.88) often, in 03 lessons (08.33) teachers never, and in same number of lessons 3 (08.33) always gave introduction related to the content. So, it can be concluded that majority of the teachers gave introduction related to the content.

With regard to item no. 2, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 18 lessons (50.00) sometimes, in 10 lessons (27.77) seldom, in 06 lessons (16.67) never, and in 2 lessons (05.55) always retained interest in the students during introduction. So, it can be concluded that half of the teachers could not retain interest in the students during introduction.

With regard to item no. 3, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 16 lessons (44.46) never, in 10 lessons (27.77) seldom, in 06 lessons (16.67) often, in 2 lessons (05.55) sometimes and in same numbers of lessons i.e. in 2 lessons (05.55) always related previous knowledge with present knowledge during introduction. So, it can be concluded that almost half of the teachers could not relate previous knowledge with present knowledge during introduction.

With regard to item no.4, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 26 lessons (63.88) never, and in 10 lessons (27.77) seldom initiated to teach students something new during introduction. So, it can be concluded that majority of the teachers taught without incorporating new ideas in introduction part.

With regard to item no.5, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 16 lessons (44.46) always, in 12 lessons (33.33) sometimes, and in 08 lessons (22.23) often asked knowledge level questions during introductions. So, it can be concluded that most of the teachers taught with knowledge level questions in introduction.

With regard to item no.6, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 20 lessons (55.56) never, in 09 lessons (25.00) sometimes, in 07 lessons (19.94) seldom asked understanding level question during introduction. So, it can be concluded that majority of the teachers could not ask understanding level questions.

With regard to item no. 7, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 26 lessons (72.23) never, in 10 lessons (27.77) seldom asked application level questions during introduction. So, it can be concluded that most of the teachers could not ask application level questions.

With regard to item no. 8, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 19 lessons (52.78) never, and in 17 lessons (47.22) seldom expressed authors view to the students during introduction. So, it can be concluded that majority of the teachers could not express authors views to the students during introduction.

With regard to item no. 9, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 16 lessons (44.45) never, and in 20 lessons (55.45) seldom did introduction with keeping in mind mental level of students. So, it can be concluded that most of the teachers could not introduce the content with keeping in mind the mental level of students during introduction.

With regard to item no. 10, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 15 lessons (41.67) never, in 18 lessons (50.00) sometimes, and in 03 lessons (08.13) seldom did introduction by citing examples. So, it can be concluded that majority of the teachers could not introduce by citing examples.

With regard to item no. 11, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 15 lessons (41.67) always, in 15 lessons (41.67) sometimes, and in 06 lessons (16.67) seldom did introduction by explanation. So, it can be concluded that most of the teachers could introduce by explanation.

With regard to item no. 12, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 19 lessons (52.78) never, in 09 lessons (25.00) seldom, and in 08 lessons (22.23) sometimes did introduction through story telling. So, it can be concluded that majority of the teachers could not introduce through story telling.

With regard to item no. 13, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 28 lessons (77.77) never, in 06 lessons (16.67) seldom, and in 02 lessons (05.55) sometimes did introduction through drama presentation. So, it can be concluded that majority of the teachers could not introduce through drama presentation.

With regard to item no. 14, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 26 lessons (72.22) never, in 06 lessons (16.67) sometimes, and in 04 lessons (11.11) seldom did introduction through historical background and important events. So, it can be concluded that most of the teachers could not introduce through historical background and important events.

With regard to item no. 15, it can be seen from the Table 4.38 that out of 36 lessons of prose for Standard V, it was found that teachers in 13 lessons (36.11) often, in 12 lessons (33.33) never, and in 06 lessons (16.67) sometimes, and in 05 lessons (13.89) seldom used audio visual aids in the introduction. So, it can be concluded that majority of the teachers could use audio visual aids in the introduction.

TABLE 4.39

**DISTRIBUTION OF NUMBER OF PROSE LESSON ON THE ASPECTS OF
MODEL READING FOR STANDARD V**

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	-	08(22.23)	28(77.77)
2	-	07(19.45)	07(19.45)	10(27.77)	12(33.33)
3	-	-	-	16(44.45)	20(55.55)
4	-	-	26(72.23)	01(02.77)	09(25.00)
5	-	04(11.10)	16(44.45)	16(44.45)	-
6	-	20(55.56)	10(27.78)	-	06(16.66)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N =36 Total number of prose lessons observed.

With regard to item no. 1, it can be seen from the Table 4.39 that out of 36 lessons of prose for Standard V, it was found that teachers in 28 lessons (77.77) never, and in 08

lessons (22.23) seldom did reading of prose with proper expression and natural way during model reading. So, it can be concluded that majority of the lessons teachers could not do reading to prose with proper expression and in natural way.

With regard to item no. 2, it can be seen from the Table 4.39 that out of 36 lessons of prose for Standard V, it was found that teachers in 12 lessons (33.33) never, in 10 lessons (27.77) seldom, in 7 lessons (19.45) sometimes, and in 7 lessons (19.45) often used pauses at right during model reading. So, it can be concluded that one third of the lessons teachers could not do model reading with proper pause at right time.

With regard to item no. 3, it can be seen from the Table 4.39 that out of 36 lessons of prose for Standard V, it was found that teachers in 20 lessons (55.55) never, and in 16 lessons (44.55) seldom finished reading of prose at proper speed during model reading. So, it can be concluded that majority of the teachers could not finish reading of prose at proper speed during model reading.

With regard to item no. 4, it can be seen from the Table 4.39 that out of 36 lessons of prose for Standard V, it was found that teachers in 26 lessons (72.23) sometimes, in 09 lessons (25.00) never, and in 01 lessons (02.77) seldom did reading of prose with proper intonation, variation of tone and clear pronunciation. So, it can be concluded that majority of the teachers could scarcely do reading of prose with proper intonation variation of tone and clear pronunciation during model reading.

With regard to item no. 5, it can be seen from the Table 4.39 that out of 36 lessons of prose for Standard V, it was found that teachers in 16 lessons (44.55) seldom, in the same number of lessons i.e. 16 (44.55) sometimes, and only in 04 lessons (11.10) often maintained silence in the class. So, it can be concluded that in most of the teachers could scarcely maintain silence in the class.

With regard to item no. 6, it can be seen from the Table 4.39 that out of 36 lessons of prose for Standard V, it was found that teachers in 28 lessons (55.56) often, in 10

With regard to item no. 6, it can be seen from the Table 4.39 that out of 36 lessons of prose for Standard V, it was found that teachers in 28 lessons (55.56) often, in 10 lessons (27.78) sometimes, and in 06 lessons (16.66) never kept an eye contact on students during model reading. So, it can be concluded that most of the teachers could frequently keep an eye on the students during model reading.

TABLE 4.40
DISTRIBUTION OF NUMBER OF PROSE LESSONS ON THE ASPECTS OF
DISCUSSION FOR STANDARD V

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	-	08(22.23)	28(77.77)
2	-	-	07(19.44)	05(13.08)	24(66.67)
3	-	-	05(13.08)	04(11.12)	27(75.00)
4	-	-	07(19.44)	07(19.44)	22(61.12)
5	-	-	06(16.67)	06(16.67)	24(66.66)
6	-	-	-	11(30.55)	25(69.45)
7	19(52.78)	11(30.95)	06(16.67)	-	-
8	-	-	08(22.23)	26(72.22)	02(05.55)
9	-	-	-	07(19.44)	29(52.76)
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
13	-	-	-	-	-
14	-	-	-	-	-
15	-	-	-	08(22.23)	28(77.73)
16	-	04(11.11)	08(22.23)	09(25.00)	15(41.66)
17	-	-	07(19.44)	07(19.44)	22(61.12)
18	-	07(19.44)	08(22.23)	06(16.67)	15(41.66)
19	-	-	06(16.67)	06(16.67)	24(66.66)
20	09(25.00)	04(11.11)	08(22.23)	06(16.67)	09(25.00)
21	-	-	09(25.00)	03(08.33)	24(66.66)
22	-	06(16.67)	08(22.23)	10(27.77)	12(33.33)
23	04(11.11)	04(11.11)	02(05.56)	07(19.44)	19(52.78)
24	-	04(11.11)	10(27.87)	09(25.00)	13(36.12)
25	-	-	08(22.23)	08(22.23)	20(55.56)
26	-	-	07(19.44)	09(25.00)	20(55.56)
27	-	-	03(08.33)	17(47.22)	16(44.45)
28	-	-	-	16(44.45)	20(55.55)
29	-	-	21(58.34)	06(16.66)	09(25.00)
30	-	-	06(16.66)	09(25.00)	21(58.34)
31	17(47.22)	03(08.33)	03(08.33)	13(36.11)	-
32	-	10(27.87)	06(16.67)	04(11.10)	16(44.46)
33	-	06(16.66)	21(58.34)	09(25.00)	-
34	03(08.33)	-	18(50.00)	03(08.34)	12(33.33)
35	-	-	03(08.33)	04(11.10)	29(80.57)
36	-	-	06(16.67)	08(22.23)	22(61.10)
37	-	-	05(13.09)	04(11.10)	27(75.00)
38	-	-	06(16.67)	12(33.33)	18(50.00)
39	-	14(39.29)	06(16.67)	06(16.67)	10(27.77)
40	-	-	-	-	36(100)
41	-	-	-	-	36(100)

• Number within bracket indicates percentages in Table and text.

- * Number outside the brackets indicate number of lessons observed
- * N= 36 Total number of prose lessons observed
- * Item no.: 10 to 14 are related to poetry.

With regard to item no.1, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 28 lessons (77.77) never, and in 08 lessons (22.23) seldom started discussion with the help of students. So, it can be concluded that majority of the teachers could not start discussion with the help of students.

With regard to item no.2, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 24 lessons (66.67) never, in 07 lessons (19.44) sometimes, and in 05 lessons (13.08) seldom initiated discussion by asking questions to the students. So, it can be concluded that majority of the teachers could not initiate discussion by asking questions to the students.

With regard to item no.3, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 27 lessons (75.00) never, in 05 lessons (13.08) sometimes, and in 04 lessons (11.12) seldom initiated discussion through explanation to the students. So, it can be concluded that majority of the teachers could not initiate discussion through explanation to the students.

With regard to item no.4, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, in 22 lessons (61.22) never, in 07 lessons (19.44) seldom, and in same number of lesson i.e. 7 lessons (19.44) sometimes cited examples during discussion. So, it can be concluded that majority of the teachers could not cite examples during discussion.

With regard to item no.5, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 24 lessons (66.66) never, in 06 lessons (16.67) seldom, and in 6 lessons (16.67) sometimes did discussion by explaining each and every sentence of the prose. So, it can be concluded that majority of the lessons, teachers could not discuss by explaining each and every sentence of the prose.

With regard to item no.6, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 25 lessons (69.45) never, and in 11 lessons (30.55) seldom tried to clarify theme of the prose with the help of reference sentence during discussion. So, it can be concluded that majority of the teachers could not try to clarify the theme of the prose with the help of reference sentence during discussions.

With regard to item no.7, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 19 lessons (52.78) always, in 11 lessons (30.55) often, and in 6 lessons (16.67) sometimes created lively atmosphere during discussion. So, it can be concluded that majority of the teachers could create atmosphere during discussions.

With regard to item no.8, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 26 lessons (72.22) seldom, in 8 lesson (22.23) sometimes, in 02 lessons (05.55) never provided language sweetness and language style to the students. So, it can be concluded that majority of the teachers could provide language sweetness and language style to the students.

With regard to item no.9, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 29 lessons (52.76) never, and in 7 lessons (19.44) seldom asked logically sequenced questions. So, it can be concluded that majority of the teachers could not ask logically sequenced questions.

With regard to item no.15, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 28 lessons (77.73) never, and in 8 lessons (22.23) seldom discussed humor presented in the content. So, it can be concluded that teachers could not discuss humor presented in the content.

With regard to item no.16, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 15 lessons (41.66) never, in 9 lessons (25.00) seldom, in 8 lessons (22.23) sometimes, and in 4 lessons (11.11) often discussed

satire presented in the content. So, it can be concluded that almost half of the teachers could not discuss satire presented in the content.

With regard to item no.17, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 22 lessons (61.12) never, in 7 lessons (19.44) seldom, and in 7 lessons (19.44) sometimes discussed major issues related to the society, nation or world presented in the content. So, it can be concluded that most of the teachers could not discuss major issues related to the society, nation or world presented in the content.

With regard to item no.18, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 15 lessons (41.66) never, in 7 lessons (19.44) always, in 8 lesson (22.23) sometimes, and in 6 lessons (16.67) seldom introduced the new words of the content. So, it can be concluded that almost half of the lessons teachers could not introduce the new words of the content.

With regard to item no.19, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 24 lessons (66.66) never, in 6 lessons (16.67) seldom, and in 6 lessons (16.67) sometimes used idioms at the time of discussion. So, it can be concluded that majority of the teachers could not use idioms at the time of discussion.

With regard to item no.20, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 09 lessons (25.00) never, in 9 lessons (25.00) always, in 8 lessons (22.23) sometimes, in 6 lessons (16.67) seldom and in 4 lessons (11.11) often tried to develop listening skills among students through story telling. So, it can be concluded that very few teachers could not develop listening skills among students.

With regard to item no.21, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 24 lessons (66.66) never, in 9 lessons

(25.00) sometimes and in 3 lessons (08.33) seldom tried to develop listening skills by oral information. So, it can be concluded that majority of the teachers could not develop listening skills by reminding oral information.

With regard to item no.22, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 12 lessons (33.33) never, in 10 lessons (27.77) seldom, in 8 lessons (22.23) sometimes, and in 6 lessons (16.67) often used recognized language instead of local language. So, it can be concluded that one third of teachers could not use recognized language.

With regard to item no.23, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 19 lessons (52.78) never, in 07 lessons (19.44) sometimes, in 4 lessons (11.11) often, in 4 lessons (11.11) always, and in 02 lessons (05.56) sometimes told students to speak perfect pronunciation instead of wrong use of language. So, it can be concluded that almost half of the teachers could not tell students to speak perfect pronunciation instead of wrong use of it.

With regard to item no.24, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 13 lessons (36.12) never, in 10 lessons (27.77) sometimes, in 9 lessons (25.00) seldom, and in 04 lessons (11.11) often encouraged students who have lack confidence in reading. So, it can be concluded that one third of the teachers could not encourage students who have lack confidence in reading.

With regard to item no.25, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 20 lessons (55.56) never, in 08 lessons (22.23) seldom, and in 08 lessons (22.23) sometimes motivated students to explain incident and condition for the development of speaking skills. So, it can be concluded that most of the teachers could not motivate students to explain incidents and condition for the development of speaking skills.

With regard to item no.26, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 20 lessons (55.56) never, in 09 lessons (25.00) seldom, and in 07 lessons (19.44) sometimes tried to lead students for model reading for the development of reading skills. So, it can be concluded that most of the teachers could not try to lead students for model reading for the development of reading skills.

With regard to item no.27, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 17 lessons (44.28) seldom, in 16 lessons (44.45) never, and in 03 lessons (08.33) sometimes encouraged students read sentences and pronounce the words perfectly. So, it can be concluded that majority of the teachers could encourage students to read sentences and pronounce the words perfectly.

With regard to item no.28, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 20 lessons (55.55) never, and in 16 lessons (44.45) seldom motivated students to write words perfectly with proper space in the sentences. So, it can be concluded that majority of the teachers could not motivate students to write words perfectly with proper space in the sentences.

With regard to item no.29, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 21 lessons (58.34) sometimes; in 9 lessons (25.00) never, and in 06 lessons (16.66) seldom gave proper attention when students write spellings. So, it can be concluded that majority of the teachers could give proper attention when students write spelling.

With regard to item no.30, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 21 lessons (58.34) never, in 9 lessons (25.00) seldom, and in 06 lessons (16.66) sometimes motivated students to improve their handwriting. So, it can be concluded that majority of the teachers could not motivate students to improve their hand writing.

With regard to item no.31, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 17 lessons (47.22) always, in 13 lessons (36.11) seldom, in 03 lessons (08.33) sometimes, and 03 (08.33) often asked questions to the students and waited for response. So, it can be concluded that majority of the teachers could ask question to the students and waited for students response.

With regard to item no.32, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 16 lessons (44.46) never, in 10 lessons (27.77) often, and in 06 lessons (16.67) sometimes, and in 04 lessons (11.10) seldom reinforced response of students with encouraging words. So, it can be concluded that in most of the teachers could reinforce responses of students with encouraging words.

With regard to item no.33, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 21 lessons (58.34) sometimes, and in 09 lessons (25.00) seldom, and in 06 lessons (16.67) often developed negative reinforcement to the students. So, it can be concluded that majority of the teachers could develop negative reinforcement to the students.

With regard to item no.34, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 18 lessons (50.00) sometimes, in 12 lessons (33.33) never, 3 lessons (08.33) seldom and in 03 lessons (08.33) always encouraged students to assess ones own responses. So, it can be concluded most of the teachers could hardly encourage students to assess ones own responses.

With regard to item no.35, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 29 lessons (80.57) never, and in 4 lessons (11.10) seldom and in 3 lessons (08.33) sometimes guided students to collect information and data from different sources. So, it can be concluded almost most of the teachers could not guide students to collect information and data from different sources.

With regard to item no.36, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 22 lessons (61.10) never, in 8 lessons (22.23) seldom and in 6 lessons (16.67) sometimes used charts for explanatory sketch related to content. So, it can be concluded that majority of the teachers could not use charts for explanatory sketch related to the contents.

With regard to item no.37, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 27 lessons (75.00) never, in 5 lessons (13.09) sometimes and in 4 lessons (11.10) seldom used charts for comparative study. So, it can be concluded that majority of the teachers could not use charts for comparative study.

With regard to item no.38, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 18 lessons (50.00) never, in 12 lessons (33.33) seldom and in 6 lessons (16.67) sometimes used charts for teaching rules of spellings. So, it can be concluded that most of the teachers could not use charts for teaching rules of spellings.

With regard to item no.39, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 14 lessons (39.29) often, in 10 lessons (27.77) never, in 6 lessons (16.67) sometimes, and in 6 lessons (16.67) seldom used flash cards for revision of grammar. So, it can be concluded that most of the teachers could use flash cards for revision of grammar.

With regard to item no.40, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in all the lessons i.e. 36 (100) never used film strips to orient students about folk dances and folk songs. So, it can be concluded that all the teachers could not use film strips to orient students about folk dances and folk songs.

With regard to item no.41, it can be seen from, the Table 4.40 that out of 36 lessons of prose for Standard V, it was found that teachers in 36 lessons (100) never used models for introducing new words. So, it can be concluded that in all the lessons models was not at all used by teachers for introducing new words.

TABLE 4.41

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
EVALUATION FOR STANDARD V**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	08(22.23)	26(72.23)	02(05.55)
2	06(16.68)	16(44.46)	08(22.23)	06(16.67)	-
3	11(30.55)	08(22.23)	04(22.23)	10(27.77)	03(08.33)

- * **Number within bracket indicates percentage in Table and also in text.**
- * **Number outside the bracket indicate number of lessons observed**
- * **N = 36 Total number of prose lessons observed**

With regard to item no. 1, it can be seen from the Table 4.41 that out of 36 lessons of prose for Standard V, it was found that teachers in 26 lessons (72.23) seldom, in 8 lessons (22.23) sometimes, and in 2 lessons (05.55) never evaluated students by asking questions. So, it can be concluded that most of teachers could scarcely evaluate students by asking questions.

With regard to item no. 2, it can be seen from the Table 4.41 that out of 36 lessons of prose for Standard V, it was found that teachers in 16 lessons (44.46) often, in 8 lessons (22.23) sometimes, in 6 lessons (16.67) seldom, and in same number of lessons i.e. 6

(16.68) always evaluated students by reading of prose lessons. So, it can be concluded that majority of the teachers could evaluate students by reading of prose lessons.

With regard to item no. 3, it can be seen from the Table 4.41 that out of 36 lessons of prose for Standard V, it was found that teachers in 11 lessons (30.55) always, in 10 lessons (27.77) seldom, in 8 lessons (22.23) often, in 4 lessons (11.11) sometimes, and in 3 lessons (08.33) never gave students to write moral of the story. So, it can be concluded that very few teachers could not give students to write moral of the story.

TABLE 4.42

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
BLACK BOARD WORK FOR STANDARD V**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	11(30.55)	08(22.23)	06(16.67)	06(16.67)	05(13.09)
2	03(08.33)	06(16.67)	11(30.55)	08(22.23)	08(22.23)
3	02(05.56)	03(08.33)	15(41.66)	06(16.67)	10(27.77)

- * Number within bracket indicates percentage in Table and also in text.
- * Number outside the bracket indicate number of lessons observed
- * N = 36 Total number of prose lessons observed

With regard to item no. 1, it can be seen from the Table 4.42 that out of 36 lessons of prose for Standard V, it was found that teachers in 11 lessons (30.55) always, in 8 lessons (22.23) often, and in same number of lessons 6(16.67) sometimes, in 6 lessons (16.67) seldom, and in 5 lessons (13.09) never wrote neat and legible handwriting on the blackboards. So, it can be concluded that most of the teachers could write on the black board with neat and legible handwriting.

With regard to item no. 2, it can be seen from the Table 4.42 that out of 36 lessons of prose for Standard V, it was found that teachers in 11 lessons (30.55) sometimes, in 8 lessons (22.23) seldom, and in same number of lessons 8(22.23) never, in 6 lessons (16.67) often, and in 3 lessons (08.33) always made spelling mistakes on the black board.

So, it can be concluded that most of the lessons teachers could make spelling mistakes on the black board.

With regard to item no. 3, it can be seen from the Table 4.42 that out of 36 lessons of prose for Standard V, it was found that teachers in 15 lessons (41.66) sometimes, in 10 lessons (27.77) never, in 6 lessons (16.67) seldom, and in 3 lessons (08.33) often, and in 2 lessons (05.55) always used blackboard for comparative study. So, it can be concluded that majority of the teachers could use black board for comparative study.

TABLE : 4.43

DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF HOME WORK FOR STANDARD V

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	08(22.23)	12(33.33)	16(44.46)
2	11(30.55)	09(25.00)	08(22.23)	06(16.68)	02(05.55)
3	07(19.94)	05(13.89)	12(33.33)	09(25.00)	03(08.33)
4	-	06(16.67)	05(13.89)	11(30.55)	14(39.29)
5	-	-	-	09(25.00)	27(75.00)

- * Number within bracket indicates percentage in Table and also in text.
- * Number outside the bracket indicate number of lessons observed
- * N = 36 Total number of prose lessons observed

With regard to item no. 1. it can be seen from the Table 4.43 that out of 36 lessons of prose for Standard V, it was found that teachers in 16 lessons (44.46) never, in 12 lessons (33.33) seldom, and in 8 lessons (22.23) sometimes gave students to write character sketch in home work. So, it can be concluded that most of the teachers could not give students to write character sketch in home work.

With regard to item no. 2. it can be seen from the Table 4.43 that out of 36 lessons of prose for Standard V, it was found that teachers in 11 lessons (30.55) always, in 09 lessons (25.00) often, in 8 lessons (22.23) sometimes, in 06 lessons (16.68) seldom, and in 02 lesson (05.55) never gave students chapter based writing. So, it can be concluded that in most of the lessons teachers could give students chapter based writing in home work.

With regard to item no. 3. it can be seen from the Table 4.43 that out of 36 lessons of prose for Standard V, it was found that teachers in 12 lessons (33.33) sometimes, in 09 lessons (25.00) seldom, in 7 lessons (19.94) always, in 05 lessons (13.89) often, and in 03 lesson (08.33) never asked students to write moral of the story. So, it can be concluded that majority of the teachers could ask students to write moral of the story.

With regard to item no. 4. it can be seen from the Table 4.43 that out of 36 lessons of prose for Standard V, it was found that teachers in 14 lessons (39.29) never, 11 lessons (30.55) seldom, in 6 lessons (16.67) often, and in 05 lessons (13.89) sometimes gave students comprehensive writing. So, it can be concluded that majority of the teachers could not give students comprehensive writing.

With regard to item no. 5. it can be seen from the Table 4.43 that out of 36 lessons of prose for Standard V, it was found that teachers in 27 lessons (75.00) never, and in 09 lessons (25.00) seldom gave students the task of extra reading related to the content. So, it can be concluded that most of the teachers could not give students the task of extra reading related to the content.

TABLE 4.44

**DISTRIBUTION OF NUMBER OF POETRY LESSONS OF THE ASPECT OF
INTRODUCTION FOR STANDARD VI**

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	09(25.00)	10(27.77)	07(19.44)	04(11.12)	06(16.66)
2	07(19.44)	08(22.22)	04(11.12)	-	17(47.22)
3	10(27.77)	06(16.66)	08(22.22)	-	12(33.33)
4	-	-	10(27.77)	08(22.22)	18(50.00)
5	26(72.23)	10(27.77)	-	-	-
6	16(44.45)	12(33.33)	06(16.66)	02(.55)	-
7	-	12(33.33)	06(16.66)	-	18(50.00)
8	-	-	03(8.33)	10(27.77)	23(63.88)
9	08(22.22)	04(11.12)	03(8.33)	05(13.08)	16(44.45)
10	-	-	07(19.44)	09(25.00)	20(55.50)
11	04(11.12)	06(16.66)	07(19.44)	09(25.00)	10(27.77)
12	-	-	10(27.77)	08(22.22)	18(50.00)
13	-	-	-	08(22.22)	28(17.70)
14	05(13.08)	07(19.44)	04(11.12)	06(16.66)	04(11.11)
15	-	-	-	-	36(100)

- Number within bracket indicates percentages in Table and also in text.
- Number outside the brackets indicate the number of lessons observed.
- N = 36 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 10 lessons (27.77) often, in 09 lessons (25.00) always, in 7 lessons (19.44) sometimes, in 6 lessons (16.66) never, and in 4 lessons (11.12) seldom gave introduction related to the content to be taught. So it can be concluded that most of the teachers could not give introduction relate to the content to be taught.

With regard to item no.2, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 17 lessons (47.22) never, in 08 lessons (22.22) often, in 7 lessons (19.44) always. in 4 lessons (11.12) sometimes retained interest in the students during introduction. So it can be concluded that majority of the teachers could not retain interest in the students during introduction.

With regard to item no.3, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 12 lessons (33.33) never, in 10 lessons (27.77) always, in 08 lessons (22.22) sometimes, and in 6 lessons (16.66) often related previous knowledge with presents knowledge during introduction. So it can be concluded that one third of the teachers could not relate previous knowledge with presents knowledge during introduction time.

With regard to item no.4, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 18 lessons (50.00) never in 10 lessons (27.77) sometimes, in 08 lessons (22.22) seldom initiated students to teach something new during introduction. So it can be concluded that half of the teachers could not initiate students to teach something new during introduction.

With regard to item no.5, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 26 lessons (72.23) always; and in 10 lessons (27.77) often asked knowledge level question during introduction. So it can be concluded that majority of the teachers could ask knowledge level questions during introduction.

With regard to item no.6, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 16 lessons (44.45) always; in 12 lessons (33.33) often, in 06 lessons (16.66) sometimes and in 02 lessons (05.55) seldom asked understanding level of question during introduction. So it can be concluded that majority of the teachers could ask understanding level questions during introduction.

With regard to item no.7, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 18 lessons (50.00) never; in 12 lessons (33.33) often, in 6 lessons (16.66) sometimes asked application level of question during introduction. So it can be concluded that half of the teachers could not ask application level questions during introduction.

With regard to item no.8, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 23 lessons (63.88) never, in 10 lessons (27.77) seldom, and in 03 lessons (08.33) sometimes expressed poet views of the students. So it can be concluded that majority of the teachers could not express poet views to the students.

With regard to item no.9, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 16 lessons (44.45) never, in 8 lessons (22.22) always, in 5 lesson (13.08) seldom, in 04 lesson (08.33) often, and in 3 lessons (08.33) sometimes did introduction with keeping in mind the mental level of students. So it can be concluded that most of the teachers could not introduce with keeping in mind the mental level of students.

With regard to item no.10, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 20 lessons (55.50) never, in 09 lessons (25.00) seldom, and in 7 lessons (19.44) sometimes did introduction by citing example. So it can be concluded that majority of the teachers could not introduce by citing the example.

With regard to item no.11, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 10 lessons (27.77) never, in 09 lessons (25.00) seldom, in 7 lessons (19.44) sometimes, in 6 lesson (16.66) often, and in 4 lessons (11.12) teachers always did introduction by explanation. So it can be concluded that almost one third teachers could not introduce by explanation.

With regard to item no.12, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 18 lessons (50.00) never, in 10 lessons (27.77) sometimes, and in 8 lessons (22.22) seldom did introduction through story telling. So it can be concluded that half of the teacher could not introduce through story telling.

With regard to item no.13, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 28 lessons (77.70) never, and in 8 lessons (22.22) seldom did introduction through drama presentation. So it can be concluded that majority of the teacher could not introduce through drama presentation.

With regard to item no.14, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in 07 lessons (19.44) often, in 6 lessons (16.66) seldom, in 5 lesson (13.08) always, in 4 lessons (11.11) sometimes, in 4(11.11) never did introduction through historical background. So, it can be concluded that few teachers could introduce through historical background.

With regard to item no.15, it can be seen from the Table 4.44 that out of 36 lessons of poetry for Standard VI it was found that teachers in all the lesson i.e. 36 (100) never used audio visual aids during introduction. So it can be concluded that all teachers could not use audio visual aid during introduction.

TABLE 4.45

**DISTRIBUTION OF NUMBER OF POETRY LESSONS OF THE ASPECTS OF
MODEL READING FOR STANDARD VI**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	16(44.46)	10(27.77)	10(27.77)
2	-	18(50.00)	08(22.22)	04(11.11)	06(06.66)
3	-	-	08(22.22)	17(47.23)	11(30.55)
4	-	06(16.66)	05(13.08)	10(27.77)	15(41.66)
5	-	-	04(11.11)	15(41.66)	17(47.25)
6	03(08.33)	07(19.44)	10(20.77)	11(30.55)	05(13.08)

- * Number within bracket indicates percentage in Table and also in text.
- * Number outside the bracket indicate number of lessons observed
- * N = 36 Total number of poetry lessons observed

With regard to item no. 1, it can be seen from the Table 4.45 that out of 36 lessons of poetry at Standard VI, it was found that teachers in 16 lessons (44.46) sometimes, in 10 lessons (27.77) seldom, in same number of lesson 10(27.77) never did recitation of poem with proper expression. So, it can be concluded few number of teachers could not do recitation of poem with proper expression.

With regard to item no. 2, it can be seen from the Table 4.45 that out of 36 lessons of poetry at Standard VI, it was found that teachers in 18 lessons (50.00) often, in 08 lessons (22.22) sometimes, in 06 lessons (16.66) never, and in 4 lessons (11.11) seldom used pauses at right time during recitation of poem during model reading. So, it can be concluded half of the teachers could do recitation of poem with proper pauses during model reading.

With regard to item no. 3, it can be seen from the Table 4.45 that out of 36 lessons of poetry at Standard VI, it was found that teachers in 17 lessons (47.23) seldom, in 11 lessons (30.55) never, and in 8 lessons (22.22) sometimes finished recitation of poem at proper speed during model reading. So, it can be concluded that almost half of the teachers could rarely finish recitation of poem at proper speed during model reading.

With regard to item no. 4, it can be seen from the Table 4.45 that out of 36 lessons of poetry at Standard VI, it was found that teachers in 15 lessons (41.66) never, in 10 lessons (27.77) seldom; in 6 lessons (16.66) often, and in 5 lessons (13.08) sometime did reading of poetry with proper intonation, variation of tune and clear pronunciation. So, it can be concluded that almost half of the teachers could not do reading of poetry with proper intonation, variation of tune and clear pronunciation during of model reading.

With regard to item no. 5, it can be seen from the Table 4.45 that out of 36 lessons of poetry at Standard VI, it was found that teachers in 17 lessons (47.25) never, in 15 lessons (41.66) seldom; and in 4 lessons (11.11) sometimes maintained silence in the class

during model reading. So, it can be concluded that almost half of the teachers could not maintain silence in the class during model reading.

With regard to item no. 6, it can be seen from the Table 4.45 that out of 36 lessons of poetry at Standard VI, it was found that teachers in 11 lessons (30.55) seldom; in 10 lessons (27.77) sometimes ; in 7 lessons (19.44)often, in 5 lessons (13.08) never, and in 3 lessons (08.33) always kept an eye contact on students during model reading. So, it can be concluded that almost one third of the teachers could scarcely kept an eye contact on students during model reading.

TABLE 4.46

**DISTRIBUTION OF POETRY LESSONS OF THE ASPECTS OF DISCUSSION
FOR STANDARD VI.**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	06(16.66)	07(19.44)	23(63.88)
2	-	-	10(27.77)	06(16.66)	20(55.55)
3	-	04(11.11)	08(22.22)	10(27.77)	14(38.88)
4	-	06(16.66)	09(25.00)	-	21(58.33)
5	16(44.44)	08(22.22)	12(33.33)	-	-
6	-	-	-	12(33.33)	24(66.66)
7	-	-	08(22.22)	09(25.00)	19(52.77)
8	-	-	04(11.11)	-	32(88.88)
9	-	-	02(05.55)	04(11.11)	30(83.33)
10	-	-	06(16.66)	07(19.44)	23(63.88)
11	-	-	05(13.88)	05(13.88)	26(72.22)
12	-	-	06(16.66)	09(25.00)	21(58.33)
13	-	-	03(08.33)	14(44.44)	19(52.77)
14	04(11.11)	06(16.66)	03(08.33)	13(36.11)	10(27.77)
15	08(22.22)	14(38.88)	10(27.77)	-	04(11.11)
16	06(16.66)	16(44.44)	12(33.33)	-	02(05.55)
17	11(30.55)	13(36.11)	12(33.33)	-	-
18	10(27.77)	08(22.22)	16(44.44)	02(05.55)	-
19	17(19.44)	08(22.22)	11(30.55)	-	-
20	13(36.11)	10(27.77)	03(08.33)	10(27.77)	-
21	-	21(58.33)	08(22.22)	04(11.11)	03(08.33)
22	06(16.66)	04(11.11)	02(05.55)	10(27.77)	14(38.88)
23	-	10(27.77)	07(19.44)	06(16.66)	13(36.11)
24	-	07(19.44)	08(22.22)	16(44.44)	05(13.88)
25	-	08(22.22)	06(16.66)	09(25.00)	13(36.11)
26	-	05(13.88)	-	08(22.22)	23(63.88)
27	-	-	12(33.33)	03(08.33)	21(58.33)
28	-	04(11.11)	-	13(36.11)	19(52.77)
29	06(16.66)	13(36.11)	10(27.77)	04(11.11)	03(08.33)
30	10(27.77)	-	05(13.88)	05(13.88)	16(44.44)
31	-	04(11.11)	04(11.11)	09(25.00)	19(52.77)
32	-	-	14(38.88)	06(16.66)	16(44.44)
33	-	-	18(50.00)	03(08.33)	15(41.66)
34	-	05(13.88)	-	12(33.33)	19(52.77)
35	03(08.33)	-	14(38.88)	-	19(52.77)
36	-	-	03(08.33)	07(19.44)	26(72.22)
37	08(22.22)	-	10(27.77)	-	18(50.00)
38	-	-	-	08(22.22)	28(77.77)
39	-	-	12(33.33)	04(11.11)	20(55.55)
40	-	-	-	-	36(100)
41	-	-	-	-	36(100)

* Number within bracket indicates percentage in Table and also in text.

- * Number outside the bracket indicate number of lessons observed.
- * N = 36 Total number of poetry lessons observed.

With regard to item no. 1, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 23 lessons (63.88) never; in 7 lessons (19.44) seldom; and 6 lessons (16.66) sometimes started discussions with the help of students. So, it can be concluded that majority of the teachers could not do discuss with the help of students.

With regard to item no. 2, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 20 lessons (55.55) never; in 10 lessons (27.77) sometimes and in 6 lessons (16.66) seldom initiated discussion by asking questions. So, it can be concluded that majority of the teachers could not initiate discussion by asking questions.

With regard to item no. 3, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 14 lessons (38.88) never; in 10 lessons (27.77) seldom; in 8 lessons (22.22) sometimes, and in 4 lessons (11.11) often initiated discussions through explanation. So, it can be concluded that one third of teachers could not initiate discussion through explanation.

With regard to item no. 4, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 21 lessons (58.33) never; in 9 lessons (25.00) sometimes; in 6 lessons (16.66) often cited example during discussions. So, it can be concluded that majority of the teachers could not cite examples during discussion.

With regard to item no. 5, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 16 lessons (44.44) always; and in 12 lessons (33.33) sometimes, , and in 8 lessons (22.22) often did discussion by explaining

each and every sentence of the poem. So, it can be concluded that almost half of the teachers could do discussion by explaining each and every sentence of the poem.

With regard to item no. 6, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI, it was found that teachers in 24 lessons (66.66) never, and in 12 lessons (33.33) seldom tried to clarify theme of poem with the help of reference sentence during model reading. So, it can be concluded that majority of the teachers could not clarify theme of the poem with the help of reference sentence.

With regard to item no. 7, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI, it was found that teachers in 19 lessons (52.77) never, in 09 lessons (25.00) seldom, in 8 lessons (22.22) sometimes created an atmosphere during discussion. So, it can be concluded that majority of the teachers could not create an atmosphere during discussion.

With regard to item no. 8, It can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI, it was found that teachers in 32 lessons (88.88) never, and in 4 lessons (11.11) sometimes provided sweetness and knowledge and style of language during discussion. So, it can be concluded that majority of the teachers could not provide sweetness, knowledge and style of language during discussion.

With regard to item no.9, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI, it was found that teachers in 30 lessons (83.33) never, in 04 lessons (11.11) seldom, and in 02 lessons (11.11) sometimes asked logically sequenced questions. So, it can be concluded that majority of the teachers could not ask logically sequenced questions.

With regard to item no.10, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI, it was found that teachers in 23 lessons (63.88) never, in 07 lessons (19.44) seldom, and in 6 lessons (16.66) sometimes provided the knowledge

regarding the structure of the poem. So, it can be concluded that majority of the teachers could not provide the knowledge regarding the structure of the poem.

With regard to item no.11, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 26 lessons (72.22) never; in 05 lessons (13.88) seldom; in 05 lessons (13.88) sometime provided the knowledge about the style of the poem. So, it can be concluded that majority of the teachers could not provide the knowledge about the style of the poem.

With regard to item no.12, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 21 lessons (58.33) often; in 9 lessons (25.00) seldom and in 06 lessons (16.66) sometimes provided the knowledge about the change mood of poem to the students during discussion. So, it can be concluded that majority of the teachers could not provide the knowledge about the change mood of the poem to the students during discussion.

With regard to item no.13, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teacher in 19 lessons (52.77) never; in 14 lessons (44.44) seldom, and in 03 lessons (08.33) sometimes kept in mind the perfect indication of message of poet during discussion, So, it can be concluded in almost half of the teachers could not keep in mind the perfect indication of the message of the poet during discussion.

With regard to item no.14, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 13 lessons (36.11) seldom; in 10 lessons (27.77) never; in 6 lessons (16.66) often; in 4 lesson (11.11) always discussed the important lines which supports the theme of the poem by recitation, So, it can be concluded that few teachers could scarcely discuss the important lines which support the theme of poem by recitation.

With regard to item no.15, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 18 lessons (22.22) always, in 14 lessons (38.88) often; in 10 lessons (27.77) sometimes; and in 4 lesson (11.11) never discussed the humor presented in the content. So, it can be concluded that half of the teachers could discuss the homer presented in the content.

With regard to item no.16, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 16 lessons (44.44) often, in 12 lessons (33.33) sometimes, and in 6 lessons (16.66) always, and in 2 lessons (05.55) never discussed the satire presented in the content. So, it can be concluded that almost half of the teachers could discuss the satire presented in the contents.

With regard to item no.17, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 13 lessons (36.11) often, in 12 lessons (33.33) sometimes; and in 11 lessons (30.55) always discussed major issues related to the society, nation or world presented in the content. So, it can be concluded that most of the teachers could discuss major issues related to the society, nation or world presented in the contents.

With regard to item no.18, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard ; VI , it was found that teachers in 16 lessons (44.44) seldom; in 10 lessons (30.55) always; in 08 lessons (22.22) often; and in 2 lessons (05.55) seldom introduced the new words of the content. So, it can be concluded that the majority of the teachers could scarcely introduce the new words of the content.

With regard to item no.19, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 17 lessons (19.44) always; in 11 lessons (30.55) sometimes; in and in 8 lessons (22.22) often used idioms at the time of discussion. So, it can be concluded that most of the teachers could use idioms during discussion.

With regard to item no.20, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 13 lessons (36.11) always; in 10 lessons (27.77) often; in 10 lessons (27.77) seldom, and in 03 lessons (08.33) sometimes tried to develop listening skills among students through story telling and recitation of poem. So, it can be concluded that almost one third of the lessons teachers could try to develop listening skills among students through story telling and recitation of poem.

With regard to item no.21, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 21 lessons (58.33) often; in 08 lessons (22.22) sometimes; in 04 lessons (11.11) seldom; in 3 lessons (08.33) never tried to develop listening skills by reminding oral information to students. So, it can be concluded that majority of the teachers could try to develop listening skills by reminding oral information to the students.

With regard to item no.22, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 14 lessons (38.88) never; in 10 lessons (27.77) seldom; in 06 lessons (16.66) always, in 04 lessons (11.11) often, and in 02 lessons (05.55) sometimes used recognized language instead of local language. So, it can be concluded that majority of the teachers could use local language instead of recognised language.

With regard to item no.23, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 13 lessons (36.11) never; in 10 lessons (27.77) often, in 07 lessons (19.44) sometimes, and in 06 lessons (16.66) seldom told students to speak perfect pronunciation instead of wrong use of language. So, it can be concluded that some of the teachers could not tell students to speak perfect pronunciation instead of wrong use of language.

With regard to item no.24, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 16 lessons (44.44) seldom, in 08

lessons (08.22) sometimes; in 07 lessons (19.44) often, and in 05 lessons (13.88) never encouraged students who have lack confidence during reading. So, it can be concluded that majority of the teachers could scarcely encourage students who have lack of confidence during reading.

With regard to item no.25, it can be seen from the Table 4.46 that out 39 lessons of poetry for Standard ; VI , it was found that teachers in 13 lessons (36.11) never; in 09 lessons (25.00) seldom; in 08 lessons (22.22) often, and in 06 lessons (16.66) sometimes motivated students to explain incident and condition for the development of speaking skill. So, it can be concluded that one third of the teachers could not motivate students to explain incidents and condition for the development of speaking skills.

With regard to item no.26, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 23 lessons (63.88) never; in 08 lessons (22.22) seldom; and in 05 lessons (13.88) often tried to lead students for model reading. So, it can be concluded that majority of the teachers could not try to lead students for model reading.

With regard to item no.27, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 21 lessons (58.33) never, in 12 lessons (33.33) sometimes, and in 03 lessons (08.33) seldom encouraged students to read sentences and pronounce the word perfectly. So, it can be concluded that majority of the teachers could not encourage students to read sentences and pronounce the word perfectly.

With regard to item no.28, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 19 lessons (52.77) never, in 13 lessons (36.11) seldom, and in 04 lessons (11.11) often motivated students to write word perfectly with proper space in the sentences. So, it can be concluded that majority of the teachers could not motivate students to write word perfectly with proper space in the sentences.

With regard to item no.29, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 13 lessons (36.11) often, in 10 lessons (27.77) sometimes, in 06 lessons (16.66) always, in 04 lessons (11.11) seldom, and in 03 lessons (08.33) never gave proper attention when students write spellings. So, it can be concluded that few teachers could give proper attention when students write spellings.

With regard to item no.30, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 16 lessons (44.44) never, in 10 lessons (27.77) always, in 05 lessons (13.88) sometimes, and in 05 lessons (13.88) seldom motivated students to improve their handwriting. So, it can be concluded that almost half of the teachers could motivate students to improve their handwriting.

With regard to item no.31, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI, it was found that teachers in 19 lessons (52.77) never, in 09 lessons (25.00) seldom, in 04 lessons (11.11) often, and the same number of lessons i.e. 04 lessons (11.11) sometimes asked questions to the students and waited for responses. So, it can be concluded that majority of the teachers could not ask questions to the students and even not waited for response.

With regard to item no.32, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 16 lessons (44.44) never, in 14 lessons (38.88) sometimes, in 06 lessons (16.66) seldom, reinforced response of students with encouraging words. So, it can be concluded that almost half of the teachers could not reinforce students with encouraging words for their responses.

With regard to item no.33, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 18 lessons (50.00) sometimes, in 15 lessons (41.66) never, and in 03 lessons (08.33) seldom, developed negative

reinforcement to the students. So, it can be concluded that half of the teachers could scarcely develop negative reinforcement to the students.

With regard to item no.34, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 19 lessons (52.77) never, in 12 lessons (33.33) seldom, and in 05 lessons (13.88) often encouraged students to assess ones own responses. So, it can be concluded that majority of the teachers could not encourage students to assess ones own responses.

With regard to item no.35, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 19 lessons (52.77) never, in 14 lessons (38.88) sometimes, and in 03 lessons (08.33) always guided students to collect information and data from different sources. So, it can be concluded that majority of the teachers could not guide students to collect information and data from different sources.

With regard to item no.36, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 26 lessons (72.22) never, in 07 lessons (19.44) seldom, and in 03 lessons (08.33) sometimes used charts for explanatory sketch related to the content. So, it can be concluded that majority of the teachers could not use charts for explanatory sketch related to the content.

With regard to item no.37, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 18 lessons (50.00) never, in 10 lessons (27.77) sometimes, and in 08 lessons (22.22) always used charts for comparative study. So, it can be concluded that half of the teachers could not use charts for comparative study.

With regard to item no.38, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 28 lessons (77.77) never, and in 08 lessons (22.22) seldom, used charts for spellings. So, it can be concluded that in majority of teachers could use charts for rules of spellings.

With regard to item no.39, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in 20 lessons (55.55) never, in 10 lessons (33.33) sometimes, and in 04 lessons (11.11) seldom used flash cards for revision of grammar. So, it can be concluded that majority of the teachers could not use flash card for revision of grammar.

With regard to item no.40, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in all lessons i.e. 36 (100) never, used film strips to orient students about the folk dances and folk songs when it necessary. So, it can be concluded that in all lessons teachers could not use film strips to orient students about the folk dances and folk songs.

With regard to item no.41, it can be seen from the Table 4.46 that out 36 lessons of poetry for Standard VI , it was found that teachers in all the lessons i.e. 36 (100) never used models for introducing new words. So, it can be concluded that majority of the teachers could not use models for introducing new words.

TABLE 4.47

**DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
EVALUATION FOR STANDARD VI**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	-	10(27.77)	26(72.22)
2	-	-	-	06(16.66)	30(83.33)
3	32(88.88)	-	-	04(11.11)	-

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N=36 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.47 that out 36 lessons of poetry in Standard ; VI , it was found that teachers in 26 lessons (72.22) never, and in 10 lessons (24.77) seldom evaluated students by asking questions. So, it can be concluded that majority of the teachers could not evaluate students by asking questions.

With regard to item no.2, it can be seen from the Table 4.47 that out 36 lessons of poetry in Standard ; VI , it was found that teachers in 30 lessons (83.33) never, and in 06 lessons (16.66) seldom evaluated students by recitation of poem. So, it can be concluded that majority of the teachers could not evaluate students by recitation of poem.

With regard to item no.3, it can be seen from the Table 4.47 that out 36 lessons of poetry in Standard ; VI , it was found that teachers in 32 lessons (88.88) always, and in 04 lesson (11.11) seldom gave students to write moral of the story. So, it can be concluded that majority of the teachers could give students to write moral of the story.

TABLE 4.48
DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
BLACK BOARD WORK FOR STANDARD VI

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	14(44.44)	-	10(27.77)	-	12(33.33)
2	-	-	16(44.44)	-	20(55.55)
3	-	-	14(38.88)	03(08.33)	19(52.77)

- * **Number within bracket indicates percentages in Table and also in text.**
- * **Number outside the brackets indicate the number of lessons observed.**
- * **N =36 Total number of poetry lessons observed.**

With regard to item no.1, it can be seen from the Table 4.48 that out 36 lessons of poetry for Standard ; VI , it was found that teachers in 14 lessons (44.44) always, in 12 lessons (33.33) never, and in 10 lessons (27.77) sometimes, wrote with neat and legible handwriting on the black board. So, it can be concluded that half of the teachers could write with neat and legible handwriting.

With regard to item no.2, it can be seen from the Table 4.48 that out 36 lessons of poetry for Standard ; VI , it was found that teachers in 20 lessons (55.55) never, and in 16 lessons (44.44) sometimes, made spelling mistakes on the black board. So, it can be concluded that majority of the teachers could not make spelling mistakes on the black board.

With regard to item no.3, it can be seen from the Table 4.48 that out 36 lessons of poetry for Standard ; VI , it was found that teachers in 19 lessons (52.77) never, in 14 lessons (38.88) sometimes, and in 03 lessons (08.33) seldom used black board for comparative study. So, it can be concluded that majority of the teachers could use black board for comparative study.

TABLE 4.49
DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
HOME WORK FOR STANDARD VI

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-		17(47.22)	03(08.33)	16(44.22)
2	-	-	-	06(16.66)	30(83.33)
3	21(58.33)	-	09(25.00)	-	06(16.66)
4	-	-	10(27.77)	07(19.44)	19(52.77)
5	-	-	06(16.66)	-	30(83.33)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N =36 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.49 that out 36 lessons of poetry for Standard VI , it was found that teachers in 17 lessons (47.22) sometimes, in 16 lessons (44.42) never, and in 03 lessons (08.33) seldom, gave students to write character sketch. So, it can be concluded that half of the teachers could give students to write character sketch.

With regard to item no.2, it can be seen from the Table 4.49 that out 36 lessons of poetry for Standard VI , it was found that teachers in 30 lessons (83.33) never, and in 06 lessons (16.66) seldom, gave students chapter based writing. So, it can be concluded that most of the teachers could not give students chapter based writing.

With regard to item no.3, it can be seen from the Table 4.49 that out 36 lessons of poetry for Standard VI , it was found that teachers in 21 lessons (58.33) always, in 09 lessons (25.00) sometimes, and in 06 lessons (16.66) never asked students to write moral of the story. So, it can be concluded that majority of the teachers could ask students to write moral of the story.

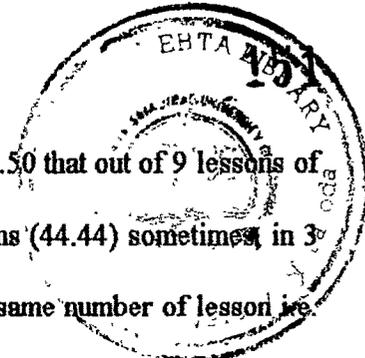
With regard to item no.4, it can be seen from the Table 4.49 that out 36 lessons of poetry for Standard VI , it was found that teachers in 19 lessons (52.77) never, in 10 lessons (27.77) sometimes, and in 07 lessons (19.44) seldom gave students comprehensive writing. So, it can be concluded that majority of the lessons teachers could not give comprehensive writing.

With regard to item no.5, it can be seen from the Table 4.49 that out 36 lessons of poetry for Standard VI , it was found that teachers in 30 lessons (83.33) never, and in 06 lessons (16.66) sometimes, gave students the task of extra reading. So, it can be concluded that majority of the teachers could not give students the task of extra reading related to the content.

TABLE 4.50
DISTRIBUTION OF NUMBER OF GRAMMAR LESSON FOR
STANDARD VI

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	01(11.11)	04(44.44)	03(33.33)	01(11.11)
2	-	-	-	03(33.33)	06(66.67)
3	-	07(77.78)	-	-	02(22.22)
4	-	02(22.22)	05(55.56)	-	02(22.22)
5	04(44.44)	02(22.22)	03(33.33)	-	-
6	-	-	-	03(33.33)	06(66.67)
7	05(55.56)	-	04(44.44)	-	-
8	-	-	-	-	09(100)
9	-	-	02(22.22)	04(44.44)	03(33.33)
10	-	-	-	-	09(100)
11	-	-	02(22.22)	-	07(77.78)
12	-	-	-	-	09(100)
13	-	-	03(33.33)	-	06(66.67)
14	04(44.44)	03(33.33)	02(22.22)	-	-
15	-	-	-	-	09(100)
16	09(100)	-	-	-	-

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N =09 Total number of grammar lessons observed.



With regard to item no. 1, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 04 lessons (44.44) sometimes, in 3 lessons (33.33) seldom, in 01 lessons (11.11) never, and in the same number of lesson i.e. 1 (11.11) often used chapter based sentences or paragraph during introduction of grammar point. So, it can be concluded that almost half of the teachers could use chapter based sentences or paragraph during introduction.

With regard to item no. 2, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 06 lessons (7.78) often; and in 02 lessons (22.22) never, initiated discussion by asking questions related to previous lesson. So, it can be concluded that most of the teachers could initiate discussion by asking questions related to previous knowledge of grammar.

With regard to item no. 3, it can be seen from the Table 4.50 that out of 9 lesson of grammar for Standard VI, it was found that teachers in 7 lessons (77.78) often, and in 2 lessons (22.22) never initiated discussion by asking questions related to previous knowledge of grammar. So, it can be concluded that majority of the teachers could frequently initiated discussion by asking questions related to previous knowledge of grammar.

With regard to item no.4, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 05 lessons (55.55) sometimes, in 02 lessons (22.22) often, and in 02 lessons (22.22) never used illustration technique during teaching of grammar. So, it can be concluded that most of the teachers could scarcely use illustration technique during teaching of grammar.

With regard to item no.5, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 04 lessons (44.44) always; in 03 lessons (33.33) sometimes; in 02 lessons (22.22) often used explanation technique during

introduction. So, it can be concluded that most of the teachers could use explanation technique during introduction.

With regard to item no.6, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 06 lessons (66.67) never; and in 03 lessons (33.33) seldom used questioning technique during introduction. So, it can be concluded that most of the teachers could not use questioning technique during introduction.

With regard to item no.7, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 05 lessons (55.56) always; and in 04 lessons (44.44) sometimes expressed learnt paragraph or sentence from the text book for the teaching of new concept on the black board. So, it can be concluded that most of the teachers could express learnt paragraph or sentences from the text for teaching of new concept on black board.

With regard to item no.8, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in all the lessons i.e. 9 (100) teachers used never inductive approach for teaching of grammar. So, it can be concluded that all the lessons teachers could not use inductive approach for teaching of grammar.

With regard to item no.9, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 04 lessons (44.44) seldom, in 3 lessons (33.33) never and in 02 lessons (22.22) sometimes used deductive approach for teaching of grammar. So, in half of the teachers could scarcely use deductive approach for teaching of grammar.

With regard to item no.10, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in all the lessons i.e. 09(100) never used charts for teaching of grammar. So, it can be concluded that in all the lessons teachers could not use charts for teaching of grammar.

With regard to item no.11, it can be seen from the Table 4.50 that out of 9 lessons for grammar it was found that teachers in 07 lessons (77.78) never, and in 02 lessons (22.22) sometimes used flash cards for teaching of grammar. So, it can be concluded that majority of the teachers could not use flash cards for teaching of grammar.

With regard to item no.12, it can be seen from the Table 4.50 that out of 9 lessons for grammar it was found that teachers in 09 lessons (100) never used recorder for teaching of grammar point. So, it can be concluded that in all the lessons tape recorder was not use by teachers during teaching of grammar.

With regard to item no.13, it can be seen from the Table 4.50 that out of 9 lessons for grammar for Standard VI. it was found that teachers in 06 lessons (66.67) never, and in 03 lessons (33.33) sometimes noted down paragraph or sentences from the text for repetition of concept on the black board. So, it can be concluded that majority of the teachers could not note down paragraph of sentences from the text for repetition of concept on the black board.

With regard to item no.14, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in 04 lessons (44.44) always, in 03 lessons (23.33) often, and in 02 lessons (22.22) sometimes made evaluation effective by introducing new point with the help of students. So, it can be concluded that most of the teachers could evaluate students effectively through introducing new point.

With regard to item no.15, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in all the lessons i.e. 09 (100) never examined the sentences by giving examples of new points with such related points. So, it can be concluded that all the teachers could not examine the sentences by giving example of new point with such related point.

With regard to item no.16, it can be seen from the Table 4.50 that out of 9 lessons of grammar for Standard VI, it was found that teachers in all the lessons i.e. 9 (100) always

gave home work based on topic concerned. So, it can be concluded all the teachers could give home work based on topic covered.

TABLE 4.51

**DISTRIBUTION OF NUMBER OF PROSE LESSON OF THE ASPECTS OF
INTRODUCTION FOR STANDARD VI**

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	06(12.50)	07(14.58)	21(43.75)	09(18.75)	05(10.42)
2	-	07(14.58)	18(37.50)	14(29.17)	09(18.75)
3	04(08.33)	08(16.66)	02(04.17)	11(22.91)	23(47.92)
4	-	-	10(20.83)	14(29.17)	24(66.66)
5	23(47.92)	15(31.25)	10(20.83)	-	-
6	-	-	10(20.83)	09(18.75)	29(60.41)
7	-	-	-	14(29.17)	34(70.83)
8	-	-	-	22(45.83)	26(54.17)
9	-	-	-	15(31.25)	33(68.75)
10	-	-	05(13.08)	20(41.67)	23(47.92)
11	-	08(16.66)	10(20.83)	10(20.83)	20(41.67)
12	-	-	09(18.75)	10(20.83)	29(60.41)
13	-	-	-	-	48(100)
14	-	-	-	18(37.50)	30(62.50)
15	-	-	17(35.42)	06(12.50)	25(52.08)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N = 48 Total number of prose lessons observed.

With regard to item no. 1, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI, it was found that teachers in 21 lessons (43.75) sometimes, in 9 lessons (18.15) seldom, in 07 lessons (14.58) often, and in 05 lessons (10.04) never gave introduction related to the content. So, it can be concluded that majority of the teachers could give introduction related to the content.

With regard to item no. 2, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) sometimes, in 14 lessons (29.16) seldom, in 09 lessons (18.75) never, and in 7 lessons (14.58) often retained interest in the students during introduction. So, it can be concluded that majority of the lessons teachers could retain interest in the students during introduction.

With regard to item no. 3, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 23 lessons (47.92) never, in 11 lessons (22.91) seldom, in 08 lessons (16.66) often, in 4 lessons (8.33) always, and in 2 lessons (04.17) sometimes related previous knowledge with present knowledge during introduction. So, it can be concluded that almost half of the lessons teachers could not relate previous knowledge with present knowledge during introduction.

With regard to item no.4, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 24 lessons (66.66) never, in 14 lessons (29.16) seldom, and in 10 lessons (20.83) sometimes initiated to teach students something new during introduction. So, it can be concluded that half of the teachers could initiate to teach something new during introduction..

With regard to item no.5, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 23 lessons (47.91) always, in 15 lessons (31.25) often, in 10 lessons (20.83) sometimes asked knowledge level questions during introductions. So, it can be concluded that almost half of the teachers could ask knowledge level questions during introduction.

With regard to item no.6, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 29 lessons (60.41) never, in 10 lessons (20.83) sometimes, in 09 lessons (18.75) seldom asked understanding level question during introduction. So, it can be concluded that majority of the teachers could not ask understanding level questions during introduction.

With regard to item no. 7, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 34 lessons (70.83) never, in 14 lessons (29.16) seldom asked application level questions during introduction. So, it can be concluded that majority of the teachers could not ask application level questions.

With regard to item no. 8, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 26 lessons (54.16) never, and in 22 lessons (45.83) seldom expressed authors view to the students during introduction. So, it can be concluded that majority of the teachers could not express authors views to the students during introduction.

With regard to item no. 9, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 33 lessons (68.75) never, in 15 lessons (31.25) seldom did introduction with keeping in mind mental level of students. So, it can be concluded that majority of the teachers could not introduce the content with keeping in mind the mental level of students during introduction.

With regard to item no. 10, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 23 lessons (47.91) never, in 20 lessons (41.66) seldom, and in 05 lessons (10.04) sometimes did introduction by citing examples. So, it can be concluded that half of the teachers could not introduce by citing examples.

With regard to item no. 11, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 20 lessons (41.66) always, in 10 lessons (20.83) seldom, and in same number of lessons i.e. 10 (20.83) sometimes, and in 08 lessons (16.66) often did introduction by explanation. So, it may be concluded that almost half of the lessons introduction was done by teachers through explanation.

With regard to item no. 12, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 29 lessons (60.41) never, in 10 lessons (20.83) seldom, and in 09 lessons (18.75) sometimes did introduction through story telling. So, it can be concluded that majority of the teachers could not introduce through story telling.

With regard to item no. 13, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in all the lessons i.e. 48(100) never did introduction through drama presentation. So, it can be concluded that all the teachers could not introduce through drama presentation.

With regard to item no. 14, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 30 lessons (60.50) never, and in 18 lessons (37.50) seldom did introduction through historical background and important events. So, it can be concluded that majority of the teachers could not introduce through historical background and important events.

With regard to item no. 15, it can be seen from the Table 4.51 that out of 48 lessons of prose for Standard VI , it was found that teachers in 25 lessons (52.08) never, in 17 lessons (35.42) sometimes, and in 06 lessons (12.50) seldom use audio visual aids in the introduction. So, it can be concluded that majority of the teachers could not use audio visual aids.

TABLE 4.52

**DISTRIBUTION OF NUMBER OF PROSE LESSON ON THE ASPECTS OF
MODEL READING FOR STANDARD VI**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	07(14.58)	18(37.50)	23(47.92)
2	-	03(06.25)	10(20.83)	16(33.33)	19(39.58)
3	-	-	15(31.25)	10(20.83)	23(47.92)
4	-	-	10(20.83)	18(37.50)	20(41.67)
5	-	-	18(37.50)	14(29.17)	16(33.33)
6	-	05(10.42)	07(14.58)	15(31.25)	20(41.67)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N=48 Total number of prose lessons observed.

With regard to item no. 1, it can be seen from the Table 4.52 that out of 48 lessons of prose for Standard VI , it was found that teachers in 23 lessons (47.92) never, in 18 lessons (37.50) seldom, in 7 lessons (14.58) sometimes did reading of prose with proper expression and in natural way during model reading. So, it can be concluded that majority of the teachers could not do reading of prose lessons with proper expression and in natural way.

With regard to item no. 2, it can be seen from the Table 4.52 that out of 48 lessons of prose for Standard VI , it was found that teachers in 19 lessons (39.58) never, in 16 lessons (33.33) seldom , in 10 lessons (20.83) sometimes, and in 03 lessons (06.25) often used pauses at right time during model reading. So, it can be concluded that most of the teachers could not use pauses at right time during model reading.

With regard to item no. 3, it can be seen from the Table 4.52 that out of 48 lessons of prose for Standard VI , it was found that teachers in 23 lessons (47.92) never, in 15 lessons (31.25) sometimes, in 10 lessons (20.83) seldom finish reading of prose at proper speed during model reading. So, it can be concluded that almost half of the teachers could not finish reading of prose at proper speed during model reading.

With regard to item no. 4, it can be seen from the Table 4.52 that out of 48 lessons of prose for Standard VI , it was found that teachers in 20 lessons (41.67) never, in 18 lessons (37.50) seldom, in 10 lessons (20.83) sometimes did reading of prose with proper intonation, variation of tone and clear pronunciation. So, it can be concluded that most of the teachers could not do reading of prose with proper intonation variation of tone and clear pronunciation during model reading time.

With regard to item no. 5, it can be seen from the Table 4.52 that out of 48 lessons of prose for Standard VI , it was found that teachers in 18 lessons (37.50) sometimes, in 16 lessons (33.33) never, and in 14 lessons (29.17) seldom maintained silence in the class during model reading. So, it can be concluded that in few teachers could maintain silence in the class during model reading.

With regard to item no. 6, it can be seen from the Table 4.52 that out of 48 lessons of prose for Standard VI , it was found that teachers in 20 lessons (41.67) never, in 15 lessons (31.25) seldom, in 08 lessons (16.67) sometimes and in 05 lessons (10.42) often kept an eye contact the teachers during model reading. So, it can be concluded most of the teachers could never keep an eye contact on students during model reading.

TABLE 4.53

**DISTRIBUTION OF NUMBER OF PROSE LESSONS ON THE ASPECTS OF
DISCUSSION FOR STANDARD VI**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	03(06.25)	10(20.83)	08(16.67)	27(56.25)
2	10(20.83)	06(12.50)	02(04.17)	12(25.00)	18(37.50)
3	15(31.25)	08(16.67)	10(20.83)	09(18.75)	06(12.50)
4	-	02(04.17)	18(37.50)	10(20.83)	18(37.50)
5	13(27.08)	20(41.67)	05(10.42)	10(20.83)	-
6	-	07(14.58)	14(29.17)	17(35.42)	10(20.83)
7	16(33.33)	13(27.08)	14(29.17)	03(06.25)	02(04.17)
8	-	-	18(37.50)	17(35.42)	13(27.08)
9	-	-	16(33.33)	12(25.00)	20(41.67)
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
13	-	-	-	-	-
14	-	-	-	-	-
15	-	12(25.00)	10(20.83)	14(29.17)	12(25.00)
16	-	12(25.00)	08(16.67)	15(31.25)	13(27.08)
17	-	05(10.42)	08(16.67)	16(33.33)	19(39.58)
18	08(16.67)	08(16.67)	12(25.00)	10(20.83)	10(20.83)
19	-	12(25.00)	08(16.67)	13(27.08)	15(31.25)
20	06(12.50)	06(12.50)	08(16.67)	12(25.00)	16(33.33)
21	-	03(06.25)	10(20.83)	18(37.50)	17(35.42)
22	-	10(20.83)	08(16.67)	12(25.00)	18(37.50)
23	-	-	27(56.25)	13(27.08)	08(16.67)
24	-	10(20.83)	10(20.83)	16(33.33)	12(25.00)
25	-	-	15(31.25)	19(39.58)	14(29.17)
26	10(20.83)	10(20.83)	12(25.00)	10(20.83)	06(12.50)
27	13(27.08)	15(31.25)	08(16.67)	10(20.83)	02(04.17)
28	-	-	10(20.83)	23(47.92)	15(31.25)
29	-	03(06.25)	13(27.08)	15(31.25)	17(35.42)
30	-	-	14(29.17)	14(29.17)	20(41.67)
31	12(25.00)	14(29.17)	16(33.33)	06(12.50)	-
32	16(33.33)	14(29.17)	06(12.50)	02(04.17)	10(20.83)
33	14(29.17)	-	15(31.25)	09(18.75)	10(20.83)
34	-	-	08(16.67)	10(20.83)	30(61.05)
35	11(22.92)	18(50.00)	09(18.75)	10(20.83)	-
36	-	-	16(33.33)	10(20.83)	22(45.83)
37	-	10(20.83)	14(29.17)	16(33.33)	08(12.50)
38	-	10(20.83)	09(18.75)	15(31.25)	14(29.17)
39	-	-	-	-	48(100)
40	-	-	-	-	48(100)
41	-	-	-	-	48(100)

* Number within bracket indicates percentages in Table and text.

- Number outside the brackets indicate number of lessons observed.
- N=36 Total number of prose lessons observed.
- Items no.: 10 to 14 are related to poetry.

With regard to item no.1, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 27 lessons (56.25) never, in 10 lessons (20.83) sometimes, in 08 lessons (16.67) seldom, and in 03 lessons (06.25) often started discussion with the help of teachers. So, it can be concluded that majority of the teachers could not discuss with help of teachers.

With regard to item no.2, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) never, in 12 lessons (25.00) seldom, in 10 lessons (20.83) always, in 06 lessons (12.50) often and only in 02 lessons (04.17) sometimes initiated discussion by asking questions to the students. So it can be concluded that most of the teachers could not initiate discussion by asking questions to the students.

With regard to item no.3, it can be seen from the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 15 lessons (31.25) always, in 10 lessons (20.83) sometimes, in 09 lessons (18.75) seldom, and in 08 lessons (16.67) often and in 06 lessons (12.50) never initiated discussion through explanation. So, it can be concluded that most of teachers could initiate discussion through explanation.

With regard to item no.4, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) never, in 18 lessons (37.50) sometimes, and in 02 lessons (04.17) often cited examples during discussion. So, it can be concluded that most of the teachers could not cite examples during discussion.

With regard to item no.5, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 20 lessons (41.67) often, in 13 lessons (27.08) always, in 10 lessons (20.83) seldom, in 05 lessons (10.42) did discussion

by explaining each and every sentence of the prose. So, it can be concluded that most of the teachers could discuss by explanation of each and every sentence of the prose.

With regard to item no.6, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 17 lessons (35.42) seldom, in 14 lessons (29.17) sometimes, in 10 lessons (20.83) never, in 07 lessons (14.58) often tried to clarify theme of the poem with the help of reference sentence during discussion. So, it can be concluded that few teachers could not try to clarify the theme of the prose lesson with the help of reference sentence during discussions.

With regard to item no.7, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 16 lessons (33.33) always, in 14 lessons (29.17) sometimes, in 03 lessons (06.25) seldom, and in 13 lessons (27.08) often, and in 02 lessons (04.17) never created lively atmosphere during discussion. So, it can be concluded that one third of teachers could create lively atmosphere during discussions.

With regard to item no.8, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) sometimes, in 17 lesson (35.42)seldom, in 13 lessons (27.08) never provided language sweetness and language style to the students. So, it can be concluded that one third teachers could scarcely provide language sweetness and language style to the students during discussion.

With regard to item no.9, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 20 lessons (41.67) never, in 16 lessons (33.33) sometimes, and in 12 lessons (25.00) seldom ask logically sequenced questions. So, it can be concluded that majority of the teachers could not ask logically sequenced questions.

With regard to item no.15, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 14 lessons (29.17) seldom, in 12 lessons (25.00) never, in 12 lessons (25.00) often, and in 10 lessons (20.83) sometimes

discuss the humour presented in the content. So, it can be concluded that very few teachers could not discuss the humour presented in the content.

With regard to item no.16, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 15 lessons (31.25) seldom, in 13 lessons (27.08) never, in 12 lessons (25.00) always, in 8 lessons (16.67) sometimes, discuss satire presented in the content. So, it can be concluded that most of the teachers could not discuss satire presented in the content.

With regard to item no.17, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 19 lessons (39.58) never, in 16 lessons (33.33) seldom, in 8 lessons (16.67) sometimes, in 5 lessons (10.42) often, and in 13 lessons (27.08) teachers never provided language sweetness and language style to the students during discussion. So, it can be concluded that most of the teachers could discuss major issues related to the society, nation or world presented in the content.

With regard to item no.18, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 12 lessons (25.00) sometimes, in 10 lessons (20.87) seldom, in 8 lesson (16.67) often, and in 8 lessons (16.67) always introduced the new words of the content. So, it can be concluded that few number teachers could scarcely introduce the new words of the content.

With regard to item no.19, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 15 lessons (31.25) never, in 13 lessons (27.08) seldom, in 12 lessons (25.00) often, and in 8 lessons (16.67) often used idioms at the time of discussion. So, it can be concluded that most of the teachers could not use idioms at the time of discussion.

With regard to item no.20, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 16 lessons (33.33) never, in 12 lessons (25.00) seldom, in 8 lessons (16.67) sometimes, in 6 lessons (12.50) always and

in same number of lessons i.e. 6 lessons (12.50) often tried to develop listening skills among students. So, it can be concluded that majority of the teachers could not develop listening skills among students.

With regard to item no.21, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) seldom, in 17 lessons (35.42) never, in 13 lessons (27.08) often, and in 10 lessons (20.83) sometimes tried to develop listening skills by oral information to the students. So, it can be concluded that in one third lessons teachers could not try to develop listening skills by reminding oral information to the students.

With regard to item no.22, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) never, in 12 lessons (25.00) sometimes, in 10 lessons (20.83) often, and in 8 lessons (16.67) sometimes used recognized language instead of local language. So, it can be concluded that most of the teachers could not use recognised language during discussion.

With regard to item no.23, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 27 lessons (56.25) sometimes, in 13 lessons (27.08) seldom, in 8 lessons (16.67) never told students to speak perfect pronunciation instead of wrong use of language. So, it can be concluded that majority of the teachers could scarcely tell students to speak perfect pronunciation instead of wrong use of it.

With regard to item no.24, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 16 lessons (33.33) seldom, in 12 lessons (22.00) never, in 10 lessons (20.83) often, and in 10 lessons (20.83) seldom encouraged students who have lack confidence in reading. So, it can be concluded that one third of the teachers could scarcely encourage students who have lack confidence in reading.

With regard to item no.25, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 19 lessons (39.58) seldom, in 15 lessons (31.25) sometimes, and in 14 lessons (29.17) never motivated students to explain incident and condition for the development of speaking skills. So, it can be concluded that most of the teachers could hardly motivate students to explain incidents and condition for the development of speaking skills.

With regard to item no.26, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 12 lessons (25.00) sometimes, in 10 lessons (20.83) seldom, in 10 lessons (20.83) always, in same number of lessons i.e. 10 (20.83) often tried to lead students for model reading for the development of reading skills. So, it can be concluded that most of the teachers could not try to lead students for model reading for the development of reading skills.

With regard to item no. 27, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 15 lessons (31.25) often, in 13 lessons (27.08) always, in 10 lessons (20.83) seldom, in 08 lessons (16.67) sometimes, only in 2 lessons (04.17) never encouraged students read sentences and pronounce the words perfectly. So, it can be concluded that in almost one third of teachers could frequently encourage students to read sentences and pronounce the words perfectly.

With regard to item no.28, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 23 lessons (47.92) seldom, in 15 lessons (31.25) never, and in 10 lessons (20.83) sometimes motivated students to write words perfectly with proper space in the sentences. So, it can be concluded that very few teachers could motivate students to write words perfectly with proper space in the sentences.

With regard to item no.29, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 17 lessons (35.42) never, in 15

lessons (31.25) seldom, 13 lessons (27.08) sometimes, and in 03 lessons (06.25) always gave proper attention when students write spellings. So, it can be concluded that almost most of the teachers could not give proper attention when students write spelling.

With regard to item no.30, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 20 lessons (41.67) never, in 14 lessons (29.17) seldom, and in same number of lessons i.e. 14(29.17) sometimes motivated students to improve their handwriting. So, it can be concluded that most of the teachers could not motivate students to improve their hand writing.

With regard to item no.31, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 16 lessons (33.33) sometimes, in 14 lessons (29.77) often, in 12 lessons (25.00) always, and in 06 lessons (12.50) seldom ask questions to the students and waited for response. So, it can be concluded that one third of the teachers could scarcely ask question to the students and waited for students response.

With regard to item no.32, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 16 lessons (33.33) always, in 14 lessons (29.17) never, in 06 lessons (12.50) sometimes, and in 02 lessons (04.17) seldom reinforced response of students with encouraging words. So, it can be concluded most of the teachers could reinforce responses of students with encouraging words.

With regard to item no.33, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 15 lessons (31.25) sometimes, in 14 lessons (29.17) always, in 10 lessons (20.83) never, and in 09 lessons (18.75) seldom developed negative reinforcement to the students. So, it can be concluded that teachers could scarcely develop negative reinforcement to the students.

With regard to item no.34, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 30 lessons (61.51) never, in 10 lessons (20.83) seldom, in 8 lessons (16.67) sometimes encourage students to assess ones

own responses. So, it can be concluded that majority of the teachers could not encourage students to assess ones own responses.

With regard to item no.35, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) often, in 11 lessons (22.92) always, in 10 lesson (20.83) seldom and in 9 lessons (18.75) sometimes guided students to collect information and data from different sources. So, it can be concluded that majority of the teachers could guide students to collect information and data from different sources.

With regard to item no.36, it can be seen from, the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 22 lessons (45.83) never, in 16 lessons (33.33) sometimes and in 10 lessons (20.83) seldom used charts for explanatory sketch related to content. So, it can be concluded that teachers could not use charts for explanatory sketch related to the contents.

With regard to item no.37, it can be seen from the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 16 lessons (33.33) seldom, in 14 lessons (29.17) sometimes, in 10 lessons (20.83) often, and in 08 lessons (12.50) never used charts for comparative study. So, it can be concluded that one third of teachers could scarcely use charts for comparative study.

With regard to item no.38, it can be seen from the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in 15 lessons (31.25) seldom, in 14 lessons (29.17) never, in 10 lessons (20.83) often, and in 9 lessons (18.75) sometimes used charts for teaching rules of spellings. So, it can be concluded that most of the teachers could use charts for teaching rules of spellings.

With regard to item no.39, it can be seen from the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in all the lessons i.e. 48(100) teachers

never used flash cards for revision of grammar. So, it can be concluded that all the teachers could not use flash cards for revision of grammar.

With regard to item no.40, it can be seen from the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in all the lessons i.e. 48 (100) never used film strips to orient students about folk dances and folk songs. So, it can be concluded that all the teachers could never use film strips to orient students about folk dances and folk songs.

With regard to item no.41, it can be seen from the Table 4.53 that out of 48 lessons of prose for Standard VI, it was found that teachers in all the lessons i.e. 48(100) teachers never used models for introducing new words. So, it can be concluded that in all the lessons models could not use by teachers for introducing new words.

TABLE : 4.54

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
EVALUATION FOR STANDARD VI**

ITEM.No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	18(37.50)	16(33.33)	10(20.83)	04(08.38)	-
2	17(35.42)	10(20.83)	07(14.58)	04(08.38)	10(20.83)
3	13(27.08)	16(33.33)	09(18.75)	10(20.83)	-

- Number within bracket indicates percentage in Table and also in text.
- Number outside the bracket indicate number of lessons observed.
- N = 48 Total number of prose lessons observed.

With regard to item no. 1. it can be seen from the Table 4.54 that out of 48 lessons of prose for Standard VI , it was found that teachers in 18 lessons (37.50) always, in 16 lessons (33.33) often, in 10 lessons (20.83) sometimes, and in 4 lessons (08.33) teachers never evaluated students by asking questions. So, it can be concluded that most of teachers could evaluate students by asking questions.

With regard to item no. 2. it can be seen from the Table 4.54 that out of 48 lessons of prose for Standard VI , it was found that teachers in 17 lessons (35.42) always, in 10

lessons (20.83) often, in same number of lessons i.e. 10(20.83) never, in 7 lessons (14.58) sometime, and in 4 lessons (08.33) seldom evaluated students by reading of prose lessons. So, it can be concluded that most of the teachers could evaluate students by reading of prose lessons.

With regard to item no. 3. it can be seen from the Table 4.54 that out of 48 lessons of prose for Standard VI . it was found that teachers in 16 lessons (33.33) often, in 13 lessons (27.08) always, in 10 lessons (20.83) seldom, in 9 lessons (18.75) sometimes gave students to write moral of the story. So, it can be concluded that most of the teachers could give students to write moral of the story.

TABLE 4.55

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
BLACK BOARD WORK FOR STANDARD VI**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	13(27.08)	18(37.50)	10(20.83)	09(18.75)	08(16.67)
2	15(31.25)	16(33.33)	08(16.67)	16(33.33)	03(06.25)
3	10(20.83)	11(22.72)	12(25.00)	10(20.83)	08(16.67)

- Number within bracket indicates percentage in Table and also in text.
- Number outside the bracket indicate number of lessons observed.
- N = 48 Total number of prose lessons observed.

With regard to item no. 1. it can be seen from the Table 4.55 that out of 48 lessons of prose for Standard VI , it was found that teachers in 18 lessons (37.50) teachers often, in 13 lessons (27.08) always, and in 10 lessons (20.83) sometimes, in 9 lessons (18.75) seldom, and in 8 lessons (16.67) never wrote with neat and legible handwriting on the blackboards. So, it can be concluded that most of the teachers could write with neat and legible handwriting on the black board.

With regard to item no. 2. it can be seen from the Table 4.55 that out of 48 lessons of prose for Standard VI , it was found that teachers in 16 lessons (33.33) often, in same number of lessons 16(33.33) seldom, in 15 lessons (31.25) always, in 8 lessons (16.67)

sometimes, and in 3 lessons (06.25) never made spelling mistakes on the black board. So, it can be concluded that most of the teachers could frequently make spelling mistakes on the black board.

With regard to item no. 3. it can be seen from the Table 4.55 that out of 48 lessons of prose for Standard VI, it was found that teachers in 17 lessons (35.42) seldom, in 13 lessons (27.08) sometimes, in 10 lessons (20.83) often, and in 8 lessons (16.67) never used blackboard for comparative study. So, it can be concluded that most of the teachers could use black board for comparative study.

TABLE 4.56

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
HOME WORK FOR STANDARD VI**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	13(27.08)	15(31.25)	08(16.67)	16(33.33)	06(12.50)
2	18(37.50)	17(35.42)	05(10.42)	04(08.33)	04(08.33)
3	14(29.17)	13(27.08)	07(14.58)	04(08.33)	10(20.83)
4	-	06(12.50)	14(29.17)	18(37.50)	10(20.83)
5	-	18(37.50)	11(22.92)	09(18.75)	10(20.83)

- * Number within bracket indicates percentage in Table and also in text.
- * Number outside the bracket indicate number of lessons observed.
- * N = 48 Total number of prose lessons observed.

With regard to item no. 1. it can be seen from the Table 4.56 that out of 48 lessons of prose for Standard VI, it was found that teachers in 16 lessons (33.33) seldom, in 15 lessons (31.25) often 13 lessons (27.08) always, in 08 lessons (16.67) sometimes, and in 6 lessons (12.50) never gave students to write charter sketch in home work. So, it can be concluded that few teachers could not give students to write character sketch in home work.

With regard to item no. 2. it can be seen from the Table 4.56 that out of 48 lessons of prose for Standard VI, it was found that teachers in 18 lessons (37.50) always, in 17 lessons (35.42) often, in 5 lessons (10.42) sometimes, in 04 lessons (08.33) seldom, and in

same number of lessons i.e. 4(08.33) never gave students chapter based writing. So, it can be concluded that most of the teachers could give students chapter based writing in home work.

With regard to item no. 3. it can be seen from the Table 4.56 that out of 48 lessons of prose for Standard VI , it was found that teachers in 14 lessons (29.17) always, in 13 lessons (27.83) often, in 10 lessons (20.83) never, in 07 lessons (14.58) sometimes, and in 04 lesson (08.33) seldom asked students to write moral of the story. So, it can be concluded that most of the teachers could ask students to write moral of the story.

With regard to item no. 4. it can be seen from the Table 4.56 that out of 48 lessons of prose for Standard VI , it was found that teachers in 18 lessons (37.50) seldom, in 14 lessons (29.17) sometimes, in 10 lessons (20.83) never, and in 06 lessons (12.50) often gave students comprehensive writing. So, it can be concluded that most of the teachers could give students comprehensive writing.

With regard to item no. 5. it can be seen from the Table 4.56 that out of 48 lessons of prose for Standard VI , it was found that teachers in 18 lessons (37.50) often, in 11 lessons (22.92) sometimes, in 10 lessons (20.83) never, in 9 lessons (18.75) seldom gave students the task of extra reading related to the content. So, it can be concluded that most of the teachers could not give students the task of extra reading related to the content.

TABLE 4.57

**DISTRIBUTION OF NUMBER OF POETRY LESSONS OF THE ASPECT OF
INTRODUCTION FOR STANDARD VII**

ITEM NO.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	12(30.76)	10(25.64)	07(17.94)	03(07.69)	07(17.94)
2	08(20.51)	07(17.94)	04(10.25)	-	20(51.28)
3	11(28.20)	09(23.07)	04(10.25)	-	15(38.46)
4	-	-	13(33.33)	05(12.82)	21(53.84)
5	29(74.35)	-	09(23.07)	-	-
6	19(48.71)	08(20.51)	12(30.76)	-	-
7	-	14(35.89)	04(10.25)	-	21(53.84)
8	-	-	03(07.69)	10(25.64)	26(66.64)
9	09(23.07)	-	12(30.76)	-	18(46.31)
10	-	-	10(25.64)	06(15.38)	23(58.97)
11	08(20.51)	07(17.94)	08(20.51)	02(05.12)	14(35.89)
12	-	-	09(23.07)	09(23.07)	21(53.84)
13	-	-	-	-	39(100)
14	12(30.76)	10(25.64)	06(15.38)	02(05.12)	09(23.07)
15	-	-	-	-	39(100)

- Number within bracket indicates percentages in Table and also in text.
- Number outside the brackets indicate the number of lessons observed.
- N = 39 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 12 lessons (30.76) always, in 10 lessons (25.64) often, in 07 lessons (17.94) sometimes, in 07 lessons (17.94) never, and in 03 lessons (07.69) seldom gave introduction content to be taught. So it can be concluded that some of the teachers gave introduction related to the contents to be taught.

With regard to item no.2, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 20 lessons (51.28) never, in 08 lessons (20.51) always, in 07 lessons (17.94) often, and in 04 lessons (10.25) sometimes retained interest in the students. So, it can be concluded that majority of the teachers could not retain interest in the students during introduction.

With regard to item no.3, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 15 lessons (38.46) never in 11

lessons (28.20) always, in 09 lessons (23.07) often, in 04 lessons (10.25) sometimes related previous knowledge with presents knowledge during introduction. So, it can be concluded that most of the teachers could not relate previous knowledge with presents knowledge.

With regard to item no.4, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 21 lessons (53.84) never, in 13 lessons (33.33) sometimes, and in 05 lessons (12.84) seldom initiated to teach students something new during introduction. So, it can be concluded that majority of the teachers could not initiate students to teach something new during introduction.

With regard to item no.5, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 29 lessons (74.35) always, and in 09 lessons (23.07) sometimes asked knowledge level question during introduction. So, it can be concluded that majority of the teachers could ask knowledge level questions during introduction.

With regard to item no.6, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 19 lessons (48.71) always, in 12 lessons (30.76) sometimes, and in 08 lessons (20.51) often asked understanding level question during introduction. So, it can be concluded that most of the teachers could ask understanding level questions during introduction.

With regard to item no.7, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 21 lessons (53.84) never, in 14 lessons (35.89) often, and in 04 lessons (10.25) sometimes asked application level of question during introduction. So, it can be concluded that majority of the teachers could not ask application level questions.

With regard to item no.8, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 26 lessons (66.96) never, in 10

lessons (25.64) seldom, and 03 lessons (07.69) sometimes expressed poet views to the students. So it can be concluded most of the teachers could not express poet views to the students.

With regard to item no., it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 18 lessons (46.31) never, in 12 lessons (30.76) sometimes, and in 09 lessons (23.09) always did introduction with keeping in mind the mental level of students. So it can be concluded that most of the teachers could not introduce with keeping in mind the mental level of students.

With regard to item no.10, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 23 lessons (58.97) never, in 10 lessons (25.64) sometimes, and in 06 lessons (15.38) seldom did introduction by citing example. So it can be concluded that majority of the teachers could not introduce by citing example.

With regard to item no.11, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 14 lessons (35.89) never, in 08 lessons (20.51) always, and in same number of lessons in 8(20.51) sometimes, in 07 lessons (17.94) often, and in 02 lessons (05.12) seldom did introduction by explanation. So it can be concluded that most of the teachers could scarcely introduce by explanation.

With regard to item no.12, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 21 lessons (53.84) never, in 09 lessons (23.07) seldom, and in 9 lessons (23.07) sometimes did introduction through story telling. So it can be concluded that majority of the teacher could not introduce through story telling.

With regard to item no.13, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in all the lessons i.e. 39(100) never,

did introduction through drama presentation. So it can be concluded that all the teacher could not introduce through drama presentation.

With regard to item no.14, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in 12 lessons (30.76) always, in 10 lessons (35.64) often, in 09 lessons (23.07) never, in 06 lessons (15.38) sometimes, and in 02 lessons (05.12) seldom did introduction historical background, so, it can be concluded that most of the teachers could introduce through historical background.

With regard to item no.15, it can be seen from the Table 4.57 that out of 39 lessons of poetry for Standard VII it was found that teachers in all the lessons i.e. 39(100) never used audio visual aids in introduction. So it can be concluded that all the lesson teachers could not use audio visual aid during introduction time.

TABLE 4.58

**DISTRIBUTION OF NUMBER OF POETRY LESSONS ON THE ASPECTS OF
MODEL READING FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	09(23.07)	-	19(48.71)	-	11(28.20)
2	-	21(53.84)	06(15.38)	07(17.94)	05(12.82)
3	-	09(23.07)	18(46.31)	-	12(30.76)
4	-	08(20.51)	08(20.51)	05(12.82)	18(46.31)
5	-	-	12(30.76)	06(15.38)	21(53.84)
6	14(35.89)	09(23.07)	15(38.46)	-	-

- * Number within bracket indicates percentage in Table and also in text.
- * Number outside the bracket indicate number of lessons observed.
- * N = 39 Total number of poetry lessons observed.

With regard to item no. 1, it can be seen from the Table 4.58 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) sometimes, in 11 lessons (28.20) never, and in 09 lessons (23.07) always did recitation of poem with proper expression and in natural way during model reading time. So, it can be concluded that most of the teachers could do did recitation of poem with proper expression and in natural way during model reading time.

With regard to item no. 2, it can be seen from the Table 4.58 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 21 lessons (53.84) often, in 07 lessons (17.94) seldom, in 06 lessons (15.38) sometimes, and in 05 lessons (12.82) never used pauses at right time while recitation of poem during model reading. So, it can be concluded that in majority of the teachers could do recitation of poem done at right time with the proper use pauses by the teachers.

With regard to item no. 3, it can be seen from the Table 4.58 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 18 lessons (46.31) sometimes, in 12 lessons (30.76) never, and in 9 lessons (23.07) often finished recitation of poem at proper speed during model reading. So, it can be concluded that most of the teachers could finish recitation of poem at proper speed during model reading.

With regard to item no. 4, it can be seen from the Table 4.58 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 18 lessons (46.31) never, in 08 lessons (20.51) often, and in 8 lessons (20.51) sometimes; and in 05 lessons (12.82) seldom did reading of poetry with proper intonation, variation of tune and clear pronunciation during model reading. So, it can be concluded that majority of the teachers could not do model reading through proper intonation, variation of tune and clear pronunciation.

With regard to item no. 5, it can be seen from the Table 4.58 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 21 lessons (53.84) never, in 12 lessons (30.76) sometimes; and in 06 lessons (15.38) seldom maintained silence in the class during model reading. So, it can be concluded that majority of the teachers could not maintain silence in the class during model reading.

With regard to item no. 6, it can be seen from the Table 4.58 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 15 lessons (38.46) sometimes; in 14 lessons (35.89) always; and in 9 lessons (23.07) often kept an eye contact on students

during model reading. So, it can be concluded that most of the teachers kept an eye contact on students during model reading.

TABLE 4.59

**DISTRIBUTION OF NUMBER OF POETRY LESSONS OF THE ASPECTS OF
DISCUSSION READING FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	10(25.64)	03(07.69)	26(66.66)
2	-	-	11(28.20)	05(12.82)	23(58.97)
3	-	06(15.38)	07(17.94)	09(23.07)	17(43.58)
4	-	05(12.82)	10(25.64)	-	24(21.12)
5	19(48.71)	07(17.94)	13(33.33)	-	-
6	-	-	-	12(30.76)	27(69.02)
7	-	-	09(23.07)	07(17.94)	23(58.97)
8	-	-	05(12.82)	-	34(80.71)
9	-	-	03(07.69)	-	36(92.70)
10	-	-	04(10.25)	08(20.51)	27(69.22)
11	-	-	06(15.38)	04(10.25)	29(74.35)
12	-	-	08(20.51)	07(17.94)	24(61.12)
13	-	-	09(23.07)	08(20.51)	22(43.51)
14	06(15.38)	04(10.25)	13(33.33)	-	16(41.02)
15	13(33.33)	12(30.76)	07(17.94)	-	07(17.94)
16	15(38.46)	08(20.51)	10(25.64)	-	06(13.38)
17	16(41.02)	12(30.76)	07(17.94)	-	04(10.25)
18	12(30.76)	08(20.51)	19(48.71)	-	-
19	19(48.71)	07(17.94)	13(33.33)	-	-
20	20(51.28)	07(17.94)	12(30.76)	-	-
21	-	24(61.12)	07(17.94)	04(10.25)	04(10.25)
22	07(17.94)	04(10.25)	07(17.94)	03(07.69)	18(46.31)
23	05(12.82)	04(10.25)	08(20.51)	05(12.82)	17(43.58)
24	-	06(15.38)	10(25.64)	19(48.71)	04(10.25)
25	-	08(20.51)	04(10.25)	10(25.64)	17(43.58)
26	09(23.07)	03(07.69)	17(43.58)	-	10(25.64)
27	02(05.12)	06(15.38)	18(46.31)	-	13(33.33)
28	07(17.92)	06(15.38)	10(25.64)	-	16(41.02)
29	04(10.25)	07(17.94)	13(33.33)	-	15(38.46)
30	-	07(17.94)	13(33.33)	04(10.25)	15(38.46)
31	11(28.20)	-	08(20.51)	-	20(51.28)
32	-	-	13(33.33)	10(25.64)	16(41.02)
33	07(17.94)	08(20.51)	20(51.28)	-	04(10.25)
34	05(12.82)	08(20.51)	03(07.69)	02(05.12)	21(53.84)
35	08(20.51)	-	08(20.51)	-	23(58.97)
36	05(12.82)	-	15(38.46)	-	19(48.71)
37	08(20.51)	-	08(20.51)	-	23(58.97)
38	-	-	09(23.07)	04(10.25)	26(66.66)
39	-	-	12(30.76)	08(20.51)	19(48.71)
40	-	-	-	-	39(100)
41	-	-	-	-	39(100)

* Number within bracket indicates percentage in Table and also in text.

- **Number outside the bracket indicate number of lessons observed.**
- **N = 39 Total number of poetry lessons observed.**

With regard to item no. 1, It can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 26 lessons (66.66) never, in 10 lessons (25.64) sometimes, and in 3 lessons (07.69) seldom started discussions with the help of students. So, it can be concluded that majority of the lessons teachers could not discuss with the help of students.

With regard to item no. 2, It can be seen from the Table 4.59 that out 36 lessons of poetry for Standard VII, it was found that teachers in 23 lessons (58.97) never, in 11 lessons (28.20) teacher sometimes; and in 5 lessons (12.82) seldom; initiated discussions by asking questions to the students. So, it can be concluded that majority of the teachers could not initiate discussion by asking questions.

With regard to item no. 3, It can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 17 lessons (43.58) never; and in 09 lessons (23.07) seldom, in 07 lessons (17.94) sometimes, in 06 lessons (15.38) often initiated discussion through explanation. So, it can be concluded that most of the teachers could not initiate discussion through explanation.

With regard to item no. 4, It can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 24 lessons (61.54) never, in 10 lessons (25.64) sometimes, and in 05 lessons (12.82) often cited examples during discussion. So, it can be concluded that in majority of the lessons teachers could not cite examples during discussion.

With regard to item no. 5, It can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) always, in 13 lessons (33.33) sometimes, and in 07 lessons (17.94) often did discussion by explaining

each and every sentence of the poem. So, it can be concluded that half of the teachers did discussion by explaining each and every sentence of poem.

With regard to item no. 6, It can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 27 lessons (69.20) never, and in 12 lessons (30.76) seldom tried to clarify theme of poem with the help of reference sentence. So, it can be concluded that majority of teachers could not clarify theme of the poem with the help of reference sentence.

With regard to item no. 7, It can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 23 lessons (58.97) never, in 09 lessons (23.07) sometimes, and in 07 lessons (17.94) seldom created an atmosphere during discussion. So, it can be concluded that most of the teachers could not create an atmosphere during discussion.

With regard to item no. 8, It can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 34 lessons (80.71) never, and in 05 lessons (12.82) sometimes, provided language sweetness and language style to the students. So, it can be concluded that majority of the teachers could provide language sweetness and language style to the students during discussion.

With regard to item no.9 , it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 36 lessons (92.70) never, and in 03 lessons (07.69) sometimes asked logically sequenced questions. So, it can be concluded that most of the teachers could not ask logically sequenced questions.

With regard to item no.10, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 27 lessons (69.22) never, in 08 lessons (20.51) seldom, and in 04 lessons (10.25) sometimes provided knowledge regarding structure of poem during discussion. So, it can be concluded that majority of the teachers could not provide the knowledge regarding the structure of poem.

With regard to item no.11, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 29 lessons (74.35) never, in 06 lessons (15.38) sometimes, in 04 lessons (10.25) teachers seldom provided the knowledge about the style of the poem to the students. So, it can be concluded that majority of the teachers could not provide the knowledge about the style of the poem.

With regard to item no.12, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 24 lessons (61.21) never, in 08 lessons (20.51) sometimes, and in 07 lessons (17.94) seldom provided the knowledge about the change modes of poem to the students. So, it can be concluded that majority of the teachers could not provide the knowledge about the change mood of poem to the students during discussion.

With regard to item no.13, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 22 lessons (43.51) never, in 09 lessons (23.07) sometimes, and in 08 lessons (20.51) seldom kept in mind the perfect indication of message of the poet. So, it can be concluded that most of the teachers could not keep in mind the perfect indication of message of poet during discussion.

With regard to item no.14, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 16 lessons (41.02) never, in 13 lessons (33.33) sometimes, in 06 lessons (15.38) always, in 04 lesson (10.25) teachers often discussed the important lines which supports the theme by recitation. So, it can be concluded that half of the teachers could not discuss the important lines which supports the theme of the poem by recitation.

With regard to item no.15, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 13 lessons (33.33) always, in 12 lessons (30.76) often, in 07 lessons (17.94) sometimes, and in 07 lessons (17.94) never

discussed the humour presented in the content. So, it can be concluded that one third of the teachers could discuss the humour presented in the content.

With regard to item no.16, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 15 lessons (38.46) always, in 10 lessons (25.64) sometimes, in 08 lessons (20.51) often, in 06 lessons (15.38) never discussed the satire presented in the content. So, it can be concluded that one third of the teachers could discuss satire presented in the content.

With regard to item no.17, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 16 lessons (41.02) always, in 12 lessons (30.76) often, in 07 lessons (17.94) seldom, and in 04 lessons (10.25) never discussed major issues related to the society, nation or world presented in the content. So, it can be concluded that almost one third of teachers could discuss major issues related to the society, nation or world presented in the content.

With regard to item no.18, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) sometimes, in 12 lessons (30.76) always, in 08 lessons (20.51) often introduced new words of the content. So, it can be concluded that half of the teachers could not introduce new words of the contents.

With regard to item no.19, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) always, in 13 lessons (33.33) sometimes, in 07 lessons (17.94) often used idioms at the time of discussion. So, it can be concluded that most of the teachers could use idioms at the time of discussion.

With regard to item no.20, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 20 lessons (51.28) always, in 12 lessons (30.76) sometimes, in 07 lessons (17.94) often tried to develop listening skills

among students. So, it can be concluded that majority of the teachers could try to develop listening skills among students through story telling.

With regard to item no.21, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 24 lessons (61.12) often, in 07 lessons (17.94) sometimes, in 04 lessons (10.25) seldom, and in 04 lessons (10.25) never tried to develop listening skills by reminding oral information to the students. So, it can be concluded that most of the teachers could try to develop listening skills by reminding oral information of the students.

With regard to item no.22, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 18 lessons (46.31) never, in 07 lessons (17.94) sometimes, in same number of lessons i.e. 07 (17.94) always, in 04 lessons (10.25) often, in 03 lessons (07.69) seldom used recognized language instead of local language. So, it can be concluded that majority of the teachers could use local language instead of recognised language.

With regard to item no.23, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 17 lessons (43.58) never, in 04 lessons (10.25) often, in 08 lessons (20.51) sometimes, in 05 lessons (12.82) always, and in 05 lessons (12.82) seldom told students to speak perfect pronunciation instead of wrong use of language. So, it can be concluded that most of the teachers could not tell students to speak perfect pronunciation instead of wrong use of language.

With regard to item no.24, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) seldom, in 10 lessons (25.64) sometimes, in 06 lessons (15.38) often, and in 04 lessons (10.25) never, encouraged students who have lack confidence during reading. So, it can be concluded that half of the teachers rarely could encourage students who lack in confidence in reading.

With regard to item no.25, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 17 lessons (43.58) never, in 10 lessons (25.64) seldom; in 08 lessons (20.51) often, and in 04 lessons (10.25) sometimes motivated students to explain incident and condition for the development of speaking skill. So, it can be concluded that most of the teachers could not motivate students to explain incidents and condition for the development of speaking skills.

With regard to item no.26, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 17 lessons (43.58) sometimes; in 10 lessons (25.64) seldom; in 09 lessons (23.07) always; and in 03 lessons (07.69) often tried to lead students for model reading, for the development of reading skills. So, it can be concluded that most of the teachers could rarely try to lead students for model reading.

With regard to item no. 27, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 18 lessons (46.31) sometimes; in 13 lessons (33.33) teachers never; in 06 lessons (15.38) often, and in 02 lessons (05.12) always encouraged students to read sentences and pronounce the word perfectly. So, it can be concluded that almost half of the teachers could rarely encourage students to read sentences and pronounce the word perfectly.

With regard to item no.28, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 16 lessons (41.02) never; in 10 lessons (25.64) sometimes, in 07 lessons (17.94) always; and in 06 lessons (15.38) often motivated students to write words perfectly with proper space in the sentences. So, it can be concluded that one third of the teachers could not motivate students to write word perfectly.

With regard to item no.29, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 15 lessons (38.46) never; in 13 lessons (33.33) sometimes; in 07 lessons (17.94) often; and in 04 lessons (10.25) always

gave proper attention when students write spelling. So, it can be concluded that most of the teachers could not give proper attention when students write spellings.

With regard to item no.30, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 15 lessons (38.46) never; in 13 lessons (33.33) sometimes; in 07 lessons (17.94) teachers often; and in 04 lessons (10.25) seldom motivated students to improve their handwriting. So, it can be concluded that most of the teachers could not motivate students to improve their handwriting.

With regard to item no.31, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 20 lessons (51.28) never; in 11 lessons (28.20) always; in 08 lessons (20.51) sometimes asked questions to the students and waited for response. So, it can be concluded that majority of the teachers could not ask questions to the students and not waited for response.

With regard to item no.32, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 16 lessons (41.02) never; in 13 lessons (33.33) sometimes; and in 10 lessons (25.64) seldom reinforced responses of students with encouraging words. So, it can be concluded that almost one third of the teachers could not reinforce responses of the students with encouraging words.

With regard to item no.33, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 20 lessons (51.28) sometimes; in 08 lessons (20.51) often; in 07 lessons (17.94) always; and in 04 lessons (10.25) never developed negative reinforcement to the students. So, it can be concluded that most of the teachers could rarely develop negative reinforcement to the students.

With regard to item no.34, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 21 lessons (53.84) never; in 08 lessons (20.51) often; in 05 lessons (12.82) always; and in 03 lessons (07.69) sometimes; in 02 lessons (05.12) seldom encouraged students to assess ones own responses. So, it can

be concluded that majority of the teachers could encourage students to assess ones own responses.

With regard to item no.35, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 23 lessons (58.97) never, in 08 lessons (20.51) sometimes; and in 08 lessons (20.51) always guided students to collect information and data from different sources. So, it can be concluded that majority of the teachers could not guide students to collect information and data from different sources.

With regard to item no.36, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) never, in 15 lessons (38.46) sometimes; and in 05 lessons (12.82) always used charts for explanatory sketch related to the content. So, it can be concluded that most of the teachers could not use charts for explanatory sketch related to the content.

With regard to item no.37, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 23 lessons (58.97) never, in 08 lessons (20.51) sometimes; and in 08 lessons (20.51) always used charts for comparative study. So, it can be concluded that most of the teachers could not use charts for comparative study.

With regard to item no.38, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 26 lessons (66.66) never, in 09 lessons (23.07) sometimes; and in 4 lessons (10.25) seldom used charts for teaching rules of spellings. So, it can be concluded that majority of the teachers could not use charts for teaching rules of spellings.

With regard to item no.39, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) never, in 12 lessons (30.76) sometimes; and in 08 lessons (20.51) seldom used flash cards for revision

of grammar. So, it can be concluded that half of the teachers could not use flash cards for revision of grammar.

With regard to item no.40, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in all the lessons i.e. 39(100) never used film strips to orient students about the folk dances and folk songs when it was necessary. So, it can be concluded that all the teachers could not use film strips to orient students about folk dances and folk songs when it was necessary.

With regard to item no.41, it can be seen from the Table 4.59 that out of 39 lessons of poetry for Standard VII, it was found that teachers in all lessons i.e. 39(100) never used models for introducing new words. So, it can be concluded that all the teachers could not use models for introducing new words.

TABLE 4.60

**DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
EVALUATION FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	06(15.38)	03(07.69)	11(28.20)	03(07.69)	16(41.02)
2	15(38.46)	02(05.12)	07(17.94)	02(05.12)	13(33.33)
3	17(43.58)	02(05.12)	08(20.51)	04(10.25)	08(20.51)

- **Number within bracket indicates percentages in Table and also in text.**
- **Number outside the brackets indicate the number of lessons observed.**
- **N =39 Total number of poetry lessons observed.**

With regard to item no.1, it can be seen from the Table 4.60 that out 39 lessons of poetry in Standard VII, it was found that teachers in 16 lessons (41.02) never, in 11 lessons (28.20) sometimes, in 06 lessons (15.38) always, in 03 lessons (07.69) often, in 03 lessons (07.69) seldom evaluated students by asking question. So, it can be concluded that most of the teachers could not evaluate students by asking questions.

With regard to item no.2, it can be seen from the Table 4.60 that out 39 lessons of poetry in Standard VII, it was found that teachers in 15 lessons (38.46)always, in 13 lessons (33.33) never, in 07 lessons (17.94) sometimes, in 02 lessons (05.12) often evaluated students by recitation of poetry. So, it can be concluded that most of the teachers could evaluate students by recitation of poem.

With regard to item no.3, it can be seen from the Table 4.60 that out 39 lessons of poetry in Standard VII, it was found that teachers in 17 lessons (43.58) always, in 08 lessons (20.51) sometimes, 8 (20.51) never, 04 lessons (10.25) seldom, and in 02 lessons (05.12) often gave students to write moral of the story. So, it can be concluded that in most of the teachers could give students to write moral of the story.

TABLE 4.61
DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
BLACK BOARD WORK FOR STANDARD VII

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	17(43.58)	-	10(25.64)	-	12(30.76)
2	10(25.64)	04(10.25)	12(30.76)	-	13(33.33)
3	10(25.64)	-	03(07.69)	07(17.94)	19(48.71)

- Number within bracket indicates percentages in Table and also in text.
- Number outside the brackets indicate the number of lessons observed.
- N=39 Total number of poetry lessons observed.

With regard to item no.1, it can be seen from the Table 4.61 that out 39 lessons of poetry for Standard VII, it was found that teachers in 17 lessons (43.58) always; in 12 lessons (30.76) never; in 10 lessons (25.64) sometimes wrote neat and legible hand writing on the black board. So, it can be concluded that most of the teachers could write with neat and legible hand writing on the black board.

With regard to item no.2, it can be seen from the Table 4.61 that out 39 lessons of poetry for Standard VII, it was found that teachers in 13 lessons (33.33) never; in 12 lessons (30.76) sometimes; in 10 lessons (25.64) always; in 04 lessons (10.25) often made spelling mistakes on the black board. So, it can be concluded that one third teachers made spelling mistakes on the black board.

With regard to item no.3, it can be seen from the Table 4.61 that out 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (33.33) never; in 10 lessons (25.64) always; in 07 lessons (17.94) seldom; and in 03 lessons (07.69) sometimes use black board for comparative study. So, it can be concluded that half of lessons could not use black board for comparative study.

TABLE 4.62
DISTRIBUTION OF NUMBER OF POETRY LESSON ON THE ASPECTS OF
HOMEWORK FOR STANDARD VII

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	06(15.38)	05(12.82)	20(51.28)	-	08(20.51)
2	19(48.71)	04(10.25)	11(28.20)	05(12.82)	-
3	21(53.84)	03(07.69)	05(12.82)	-	10(25.64)
4	14(35.89)	02(05.12)	07(17.94)	03(07.69)	13(33.33)
5	08(20.51)	04(10.25)	04(10.25)	-	25(58.97)

- **Number within bracket indicates percentages in Table and also in text.**
- **Number outside the brackets indicate the number of lessons observed.**
- **N=39 Total number of poetry lessons observed.**

With regard to item no.1, it can be seen from the Table 4.62 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 20 lessons (51.28) sometimes, in 08 lessons (20.51) never, in 06 lessons (15.18) always; and in 05 lessons (12.82) often gave students to write character sketch, So, it can be concluded that most of the teachers could rarely give students to write character sketch in home work.

With regard to item no.2, it can be seen from the Table 4.62 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 19 lessons (48.71) always; in 11 lessons (28.20) sometimes; in 05 lessons (12.82) seldom; in 04 lessons (10.25) often gave students chapter based writing, So, it can be concluded that almost half of the teachers could give students chapter based writing in the home work.

With regard to item no.3, it can be seen from the Table 4.62 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 21 lessons (53.84) always; in 10 lessons (25.64) never; in 05 lessons (12.82) sometimes; and in 03 lessons (07.69) often asked students to write moral of the story. So, it can be concluded that majority of the teachers could ask students write moral of the story.

With regard to item no.4, it can be seen from the Table 4.62 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 14 lessons (35.64) always; in 13 lessons (33.33) never; in 07 lessons (17.94) sometimes; in 03 lessons (07.69) seldom; and in 02 lessons (05.12) often gave students comprehensive writing. So, it can be concluded that one third of teachers could not give students comprehensive writing.

With regard to item no.5, it can be seen from the Table 4.62 that out of 39 lessons of poetry for Standard VII, it was found that teachers in 23 lessons (58.97) never; in 08 lessons (20.57) always; in 04 lessons (10.25) often; and in same number of lessons, i.e. 04(10.25) sometimes gave students the task of extra reading. So, it can be concluded that most of the teachers could not give the task of extra reading related to the content.

TABLE 4.63
DISTRIBUTION OF NUMBER OF GRAMMAR LESSON FOR
STANDARD VII

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	02(11.11)	11(61.11)	-	05(27.77)
2	-	-	-	05(27.77)	13(72.22)
3	08(44.44)	06(33.33)	04(22.22)	-	-
4	-	-	-	03(16.66)	15(83.33)
5	-	-	10(55.55)	-	08(44.44)
6	-	03(16.66)	08(44.44)	-	07(38.88)
7	09(50.00)	03(16.66)	06(33.33)	-	-
8	-	-	-	02(11.11)	16(88.88)
9	09(50.00)	-	04(44.44)	05(27.77)	-
10	-	-	-	-	18(100)
11	-	-	-	-	18(100)
12	-	-	-	-	18(100)
13	-	-	07(38.88)	-	11(61.11)
14	-	03(16.66)	06(33.33)	09(50.00)	-
15	-	-	05(27.77)	-	13(72.22)
16	12(66.66)	03(16.66)	03(16.66)	-	-

- Number within bracket indicates percentages in Table and also in text.
- Number outside the brackets indicate the number of lessons observed.
- N =18 Total number of grammar lessons observed.

With regard to item no. 1, it can be seen from the Table 4.63 that out of 18 lessons of grammar at Standard VII, it was found that teachers in 11 lessons (61.11) sometimes; in

05 lessons (27.77) never, and in 02 lessons (11.11) often used chapter sentences or paragraph during introduction of grammar point. So, it can be concluded that majority of the teachers could rarely use chapter sentences or paragraph during introduction of grammar point.

With regard to item no. 2, it can be seen from the Table 4.63 that out of 18 lessons of grammar at Standard VII, it was found that teachers in 13 lessons (72.22) never, in 05 lessons (27.77) seldom taught new aspects of grammar with questions related to past knowledge. So, it can be concluded that majority of the teachers could teach new aspect of grammar with questions related to past knowledge of grammar.

With regard to item no.3, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 08 lessons (44.44) always; in 06 lessons (33.33) often; and in 04 lessons (22.22) sometimes initiated discussion by asking questions related to previous knowledge of grammar. So, it can be concluded that majority of the teachers could initiate discussion by asking questions related to previous knowledge of grammar.

With regard to item no.4, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 15 lessons (83.33) never, and in 03 lessons (16.66) seldom initiated illustration technique during introduction. So, it can be concluded that majority of the teachers could not introduce through illustration technique.

With regard to item no.5, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 10 lessons (55.55) sometimes; and in 08 lessons (44.44) never used explanation technique during introduction. So, it can be concluded that majority of the teachers could rarely use explanation technique during introduction.

With regard to item no.6, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 08 lessons (44.44) sometimes; in

07 lessons (38.88) never, and in 03 lessons (16.66) often used questioning technique during introduction. So, it can be concluded that almost half of the teachers could use questioning technique during introduction.

With regard to item no.7, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 09 lessons (50.00) always; in 06 lessons (33.33) sometimes; and in 03 lessons (16.66) often expressed learnt paragraph or sentence from the text book for the teaching of new concept on the black board. So, it can be concluded that half of the teachers could express learnt paragraph or sentences from the text for teaching of new concept on black board.

With regard to item no.8, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 16 lessons (88.88) never, and in 02 lessons (11.11) seldom used inductive approach for the teaching of grammar. So, it can be concluded that majority of the teachers could not teach grammar through inductive approach.

With regard to item no.9 , it can be seen from the Table 4.63 that out of 18 lessons of grammar at Standard VII, it was found that teachers in 09 lessons (50.00) always; in 05 lessons (27.77) seldom; and in 04 lessons (22.22) sometimes used deductive approach for teaching of grammar. So, it can be concluded that half of the teachers could use deductive approach for teaching of grammar.

With regard to item no.10, it can be seen from the Table 4.63 that out of 18 lessons of grammar at Standard VII, it was found that teachers in all the lessons i.e. 18 (100) never used charts for teaching of grammar. So, it can be concluded that all the teachers could use charts for teaching of grammar.

With regard to item no.11, it can be seen from the Table 4.63 that out of 18 lessons for grammar for Standard VII, it was found that teachers in all the lessons i.e. 18 (100)

never used flash cards for teaching of grammar. So, it can be concluded that all the teachers could not teach grammar through flash cards.

With regard to item no.12, it can be seen from the Table 4.63 that out of 18 lessons for grammar for Standard VII, it was found that teachers in all the lessons i.e. 184 (100) never used recorder for teaching of grammar. So, it can be concluded that all the teachers could not use tape recorder for teaching of grammar.

With regard to item no.13, it can be seen from the Table 4.63 that out of 18 lessons for grammar for Standard VII, it was found that teachers in 11 lessons (61.11) never, and in 07 lessons (38.88) sometimes noted down paragraph or sentences from the text for repetition of concept on the black board. So, it can be concluded that majority of the teachers could not note down paragraph of sentences from the text for repetition of concept on the black board.

With regard to item no.14, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 09 lessons (50.00) seldom, in 06 lessons (33.33) sometimes, and 03 lessons (16.66) often made evaluation effective by introducing new point with the help of students. So, it can be concluded that half of the teachers could make evaluation effectively by introducing new points.

With regard to item no.15, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 13 lessons (72.22) never, and in 05 lessons (27.77) sometimes examined the sentences by giving examples of new points. So, it can be concluded that majority of the teachers could not examine the sentences by giving example of new point.

With regard to item no.16, it can be seen from the Table 4.63 that out of 18 lessons of grammar for Standard VII, it was found that teachers in 12 lessons (66.66) always, in 03 lessons (16.66) often, gave homework based on topic covered. So, it can be concluded that in majority of the teachers could give homework based on topic covered.

TABLE 4.64

**DISTRIBUTION OF NUMBER OF PROSE LESSON ON THE ASPECTS OF
INTRODUCTION FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	07(18.42)	06(15.78)	08(21.05)	05(13.15)	12(31.60)
2	-	06(15.78)	12(31.57)	07(18.42)	13(34.23)
3	04(10.52)	07(18.42)	04(10.57)	08(21.05)	15(39.49)
4	09(23.68)	-	06(15.78)	02(05.26)	21(55.26)
5	19(50.00)	13(34.20)	06(15.78)	-	-
6	21(55.26)	-	12(31.57)	-	05(13.15)
7	-	-	08(21.05)	04(10.52)	26(68.42)
8	16(42.10)	05(13.15)	10(26.31)	-	07(18.42)
9	10(26.31)	-	08(21.05)	-	20(52.63)
10	11(28.94)	06(15.78)	11(28.94)	-	10(26.31)
11	12(31.57)	08(21.05)	10(26.31)	08(21.05)	-
12	-	13(34.20)	14(36.94)	-	11(28.94)
13	-	-	-	16(42.10)	22(57.89)
14	-	-	-	12(31.57)	26(68.42)
15	13(34.20)	06(15.78)	10(26.31)	-	09(23.68)

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N=38 Total number of prose lessons observed.

With regard to item no. 1, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 12 lessons (31.68) never, in 08 lessons (21.05) sometimes, in 07 lessons (18.42) always, in 06 lessons (15.78) often, in 05 lessons (13.15) teachers seldom gave introduction related to the content. So, it can be concluded that almost one third of the teachers could not give introduction related to the content.

With regard to item no. 2, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.23) never, in 12 lessons (31.57) sometimes, in 07 lessons (18.42) seldom, in 06 lessons (15.78) often retained interest the students. So, it can be concluded that one third of teachers could not retain interest in the students during introduction.

With regard to item no. 3, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 15 lessons (39.49) never, in 08 lessons (21.05) seldom, in 07 lessons (18.42) often, in 04 lessons (10.52) always, of 04 lessons (10.52) sometimes related previous knowledge with present knowledge during introduction. So, it can be concluded that one third of teachers could relate previous knowledge with present knowledge during introduction.

With regard to item no.4, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 21 lessons (55.26) never, in 09 lessons (23.68) always, in 06 lessons (15.78) sometimes, and in 02 lessons (05.26) seldom initiated to teach students something new during introduction. So, it can be concluded that majority of the teachers could not initiate students to teach something new during introduction.

With regard to item no.5, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 19 lessons (50.00) always, in 13 lessons (34.28) often asked knowledge level questions during introductions. So, it can be concluded that half of the teachers could ask knowledge level questions during introduction.

With regard to item no.6, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 21 lessons (55.56) always, in 12 lessons (31.57) sometimes, and in 05 lessons (13.15) never asked understanding level question during introduction. So, it can be concluded that majority of the teachers could ask understanding level questions.

With regard to item no. 7, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 26 lessons (68.42) never, in 08 lessons (21.05) sometimes, in 04 lessons (10.52) seldom asked application level

questions. So, it can be concluded that in majority of the teachers could not ask application level questions.

With regard to item no. 8, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) always, in 10 lessons (26.31) sometimes, in 07 lessons (18.42) never, in 05 lessons (13.15) teachers often expressed authors views to students during introduction. So, it can be concluded that one third of teachers could express authors views to the students during introduction.

With regard to item no. 9, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 20 lessons (52.63) never, in 10 lessons (26.31) always, of in 08 lessons (21.05) sometimes did introduction with keeping in mind mental level of students. So, it can be concluded that one third of the teachers could do introduction with keeping in mind mental level of students.

With regard to item no. 10, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 11 lessons (28.94) always, in the same number of lessons i.e. 11 (28.94) sometimes did introduction by citing examples. While in 10 lessons (26.31) often introduction citing examples. So, it can be concluded that most of the teachers could do introduction by citing examples.

With regard to item no. 11, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 12 lessons (31.57) always, in 10 lessons (26.31) sometimes, in 08 lessons (21.05) often, and in same number of lessons 08 (21.05) teachers seldom did introduction by explanation. So, it can be concluded that almost one third of teachers could introduce by explanation.

With regard to item no. 12, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 14 lessons (36.84) sometimes, in 13 lessons (34.20) often, in 11 lessons (28.94) never. So, it can be concluded that in few teachers could not introduce through story telling.

With regard to item no. 13, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 22 lessons (57.89) never, and in 16 lessons (42.10) seldom did introduction through drama presentation. So, it can be concluded that most of the teachers could not introduce through drama presentation.

With regard to item no. 14, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 26 lessons (68.42) never, in 12 lessons (31.57) seldom did introduction through historical background and important events. So, it can be concluded that majority of the teachers could not do introduction through historical background and important events.

With regard to item no. 15, it can be seen from the Table 4.64 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.20) always, in 10 lessons (26.31) sometimes, in 09 lessons (23.68) never, in 06 lessons (15.78) often used audio visual aids in the introduction. So, it can be concluded that one third of the teachers could use audio visual aids in the introduction.

TABLE 4.65

**DISTRIBUTION OF NUMBER OF PROSE LESSON ON THE ASPECTS OF
MODEL READING FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	-	16(42.10)	13(34.20)	09(23.68)
2	-	13(34.20)	06(15.78)	09(23.68)	10(26.31)
3	04(10.52)	14(36.84)	08(21.05)	06(15.78)	06(15.78)
4	10(26.31)	-	17(44.73)	04(10.57)	07(18.42)
5	-	06(15.78)	11(28.94)	12(31.57)	09(23.68)
6	13(34.20)	05(13.15)	08(21.05)	12(31.57)	-

- * Number within bracket indicates percentages in Table and also in text.
- * Number outside the brackets indicate the number of lessons observed.
- * N=38 Total number of prose lessons observed.

With regard to item no. 1, it can be seen from the Table 4.65 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) sometimes, in 13 lessons (34.20) seldom, and in 09 lessons (23.68) never did reading of prose with proper expression and natural way during model reading. So, it can be concluded that one third of the teachers could do reading to prose with proper expression and in natural way during model reading.

With regard to item no. 2, it can be seen from the Table 4.65 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.20) often, in 10 lessons (26.31) never, in 9 lessons (23.68) seldom, and in 6 lessons (15.78) sometimes used pauses at right during model reading of prose. So, it can be concluded that one third of the teachers could use pauses at right time during model reading of prose.

With regard to item no. 3, it can be seen from the Table 4.65 that out of 38 lessons of prose for Standard VII, it was found that teachers in 14 lessons (36.84) often, and in 08 lessons (21.05) sometimes; in the same number of lessons i.e. 06 (15.78) never; and in 04 lessons (10.52) always finished reading of prose at proper speed during model reading. So, it can be concluded that one third of the teachers could finish reading of prose at proper speed during model reading.

With regard to item no. 4, it can be seen from the Table 4.65 that out of 38 lessons of prose for Standard VII, it was found that teachers in 17 lessons (44.73) sometimes, in 10 lessons (26.31) always, in 07 lessons (18.42) never, and in 04 lessons (10.52) seldom did reading of prose with proper intonation, variation of tune and clear pronunciation. So, it can be concluded that in one third of teachers could do reading of prose with proper intonation variation of tune and clear pronunciation.

With regard to item no. 5, it can be seen from the Table 4.65 that out of 38 lessons of prose for Standard VII, it was found that teachers in 12 lessons (31.57) seldom, in 11 lessons (28.94) sometimes, in 09 lessons (23.68) never, and in 06 lessons (15.78) teachers often maintained silence in the class during model reading. So, it can be concluded that in very few the teachers could not maintain silence in the class during model reading.

With regard to item no. 6, it can be seen from the Table 4.65 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.28) always, in 12 lessons (31.57) seldom, in 08 lessons (21.57) sometimes, and in 05 lessons (13.15) often kept an eye contact on students during model reading. So, it can be concluded that one third of teachers could keep an eye contact of students during model reading.

TABLE 4.66

**DISTRIBUTION OF NUMBER OF PROSE LESSONS ON THE ASPECTS OF
DISCUSSION FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	-	06(15.78)	10(26.31)	05(13.15)	17(44.73)
2	08(21.05)	07(18.42)	03(07.89)	07(18.42)	13(34.20)
3	11(28.94)	06(15.78)	08(21.05)	04(10.52)	09(23.68)
4	-	-	14(36.84)	09(23.68)	15(39.49)
5	12(31.57)	16(42.10)	03(17.89)	07(18.42)	-
6	-	03(07.89)	11(28.94)	16(42.10)	08(21.05)
7	14(36.84)	10(26.31)	08(21.05)	06(15.78)	-
8	-	-	09(23.68)	20(52.63)	09(23.68)
9	-	-	13(34.20)	14(36.84)	11(28.94)
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
13	-	-	-	-	-
14	-	-	-	-	-
15	-	10(26.31)	11(28.94)	09(23.68)	08(21.05)
16	-	04(10.52)	05(13.15)	12(31.57)	17(44.73)
17	-	10(26.31)	03(07.89)	06(15.78)	19(50.00)
18	06(15.78)	07(18.42)	09(23.68)	06(15.78)	10(26.31)
19	-	11(28.94)	08(21.05)	12(31.57)	07(18.42)
20	-	06(15.78)	10(26.31)	08(21.05)	14(36.84)
21	-	07(18.42)	11(28.94)	06(15.78)	14(36.84)
22	-	03(07.89)	08(21.05)	11(28.94)	16(42.10)
23	-	-	10(26.31)	13(34.20)	15(39.49)
24	-	04(10.52)	12(31.57)	06(15.78)	16(42.10)
25	-	-	06(15.78)	18(47.36)	14(36.84)
26	06(15.78)	08(21.50)	11(28.94)	06(15.78)	07(18.42)
27	16(42.10)	04(10.52)	09(23.68)	03(07.89)	06(15.78)
28	-	-	13(34.20)	14(36.84)	11(28.94)
29	-	08(21.05)	09(23.68)	10(26.31)	11(28.94)
30	-	-	16(42.10)	14(36.84)	08(21.05)
31	04(10.52)	05(13.15)	11(28.94)	18(47.36)	-
32	-	-	13(34.20)	16(42.10)	09(23.68)
33	-	13(34.20)	12(31.57)	07(18.42)	06(15.78)
34	-	-	08(21.05)	12(31.57)	18(47.36)
35	07(18.42)	04(10.52)	09(23.68)	06(15.78)	12(31.57)
36	-	-	13(34.20)	15(39.47)	10(26.31)
37	-	-	14(36.84)	06(15.78)	18(47.36)
38	-	13(34.20)	10(26.31)	05(13.15)	10(26.31)
39	06(15.78)	09(23.68)	-	08(21.05)	15(39.47)
40	-	-	-	-	38(100)
41	-	-	-	-	38(100)

• Number within bracket indicates percentages in Table and text.

- * Number outside the brackets indicate number of lessons observed
- * N=39 Total number of prose lessons observed
- * Items no.: 10 to 14 are related to poetry.

With regard to item no.1, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 17 lessons (44.73) never, in 10 lessons (26.31) sometimes, in 06 lessons (15.78) often, and in 05 lessons (13.15) teachers seldom started discussion with the help of students. So, it can be concluded that one third of teachers could not start discussion with the help of students.

With regard to item no.2, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.20) never, in 07 lessons (18.42) seldom, in same number of lessons i.e. 07 (18.42) often, in 08 lessons (21.05) always, and in 03 lessons (07.89) sometimes initiated discussion by asking questions to the students. So, it can be concluded that one third of teachers could not initiate discussion by asking questions to the students.

With regard to item no.3, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 11 lessons (28.94) always, in 09 lessons (23.68) never, in 08 lessons (21.05) sometimes, in 06 lessons (15.48) often, and in 04 lessons (10.52) seldom initiated discussion through explanation. So, it can be concluded that one third of teachers could not initiate discussion through explanation.

With regard to item no.4, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 15 lessons (39.49) never, in 14 lessons (36.84) sometimes, and in 09 lessons (23.68) seldom cited examples during discussion. So, it can be concluded that one third of teachers could not cite examples during discussion.

With regard to item no.5, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) often, in 10 lessons (31.57) always, in 07 lessons (18.42) seldom, and in 03 lessons (17.89) sometimes

did discussion by explaining each and every sentence of the prose. So, it can be concluded that majority of the teachers could discuss each and every sentence of the prose.

With regard to item no.6, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) seldom, in 11 lessons (28.94) sometimes, in 08 lessons (21.05) never, and in 03 lessons (07.89) often tried to clarify theme of the poem with the help of reference sentence during discussion. So, it can be concluded that only few teachers could not try to clarify theme of the poem with the help of reference sentence during discussions.

With regard to item no.7, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 14 lessons (36.84) always, in 08 lessons (26.31) often, in 08 lessons (26.31) sometimes, and in 6 lessons (15.87) seldom created an atmosphere during discussion. So, it can be concluded that one third of teachers could create an atmosphere during discussions.

With regard to item no.8, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 20 lessons (52.63) seldom, in 9 lessons (23.68) never, and in same number of lessons i.e. 09 (23.68) sometimes provided language sweetness and language style to the students. So, it can be concluded that majority of the teachers could rarely provide language sweetness and language style to the students during discussions.

With regard to item no.9, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 14 lessons (36.84) seldom, in 13 lessons (34.20) sometimes, and in 11 lessons (28.94) never asked logically sequenced questions. So, it can be concluded that almost one third of teachers could not ask logically sequenced questions.

With regard to item no.15, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 11 lessons (28.94) sometimes, in 10

lessons (26.31) often, in 09 lessons seldom, in 08 lessons (21.05) never discussed humour presented in the content. So, it can be concluded that few teachers could not express humour presented in the content.

With regard to item no.16, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 17 lessons (44.73) never, in 12 lessons (31.57) seldom discussed, in 5 lessons (13.15) sometimes, and in 4 lessons (10.52) always discussed satire presented in the content. So, it can be concluded that majority of the teachers could not express satire presented in the content.

With regard to item no.17, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 19 lessons (50.00) never, in 10 lessons (26.31) often, in 06 lessons (15.78) seldom, and in 3 lessons (07.87) sometimes discussed major issues related to society, nation or world presented in the content. So, it can be concluded that half of the teachers could not discuss major issues related to society, nation or world presented in the content.

With regard to item no.18, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 10 lessons (26.31) never, in 9 lessons (23.68) sometimes, in 07 lessons (18.42) often, in 6 lessons (15.78) always, i.e. 6 lessons (15.78) seldom introduced news words of the content. So, it can be concluded that very few teachers could not introduce the new words of the content.

With regard to item no.19, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 12 lessons (31.57) teachers seldom, in 11 lessons (28.94) often, in 08 lessons (21.05) sometimes, and in 07 lessons (18.42) never used idioms at the time of discussion. So, it can be concluded that very few number of teachers could not use idioms at the time of discussion.

With regard to item no.20, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 14 lessons (36.84) never, in 10

lessons (26.31) sometimes, in 8 lessons (21.05) seldom and in 6 lessons (15.78) often tried to develop listening skills among students through story telling and recitation of poem. So, it can be concluded that one third of teachers could not develop listening skills among students through story telling and reading of prose.

With regard to item no.21, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 14 lessons (36.84) never, in 11 lessons (28.94) sometimes, in 07 lessons (18.42) often, and in 06 lessons (15.78) seldom tried to develop listening skills by reminding oral information to the students. So, it can be concluded that one third of teachers could not develop listen skills among students.

With regard to item no.22, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) never, in 11 lessons (28.94) seldom, in 8 lessons (21.05) sometimes, and in 3 lessons (07.89) often used recognized language. So, it can be concluded that one third of teachers could not use recognized language instead of local language.

With regard to item no.23, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 15 lessons (39.49) never, in 13 lessons (34.20) seldom, and in 10 lessons (26.31) sometimes told students to speak perfect pronunciation instead of wrong use of language. So, it can be concluded that one third of the lessons teachers could not tell students to speak perfect pronunciation instead of wrong use of language.

With regard to item no.24, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) never, in 12 lessons (31.57) sometimes, in 6 lessons (15.78) seldom, and in 04 lessons (10.52) often encouraged students who has lack confidence in reading. So, it can be concluded that one third of the teachers could not encourage students who have lack confidence in reading.

With regard to item no.25, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 18 lessons (47.36) seldom, in 06 lessons (15.78) sometime, and in 14 lessons (36.42) never motivated students to explain incident and condition for the development of speaking skills. So, it can be concluded that almost one third of the teachers could not motivate students to explain incidents and condition for the development of speaking skills.

With regard to item no.26, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 11 lessons (28.94) sometimes, in 08 lessons (21.05) often, in 07 lessons (18.42) seldom same number of lessons i.e. 06 (15.78) always tried to lead students for model reading for the development of reading skills. So, it can be concluded that in few lessons teachers could not try to lead students for the development of reading skills through model reading.

With regard to item no. 27, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) always, in 09 lessons (23.68) sometimes, in 06 lessons (15.78) never, in 04 lessons (10.52) often, in 03 lessons (07.86) seldom encouraged students read sentences and pronounce the words perfectly. So, it can be concluded that one third of the teachers could not encourage students to read sentences and pronounce the words perfectly.

With regard to item no.28, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 14 lessons (36.84) seldom, in 13 lessons (34.20) sometimes, in 11 lessons (28.94) never, motivated students to write words perfectly with proper space in the sentences. So, it can be concluded that one third of the teachers could not motivate students to write words perfectly with proper space in the sentences.

With regard to item no.29, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 11 lessons (28.94) never, in 10

lessons (26.31) seldom, in 09 lessons (23.68) sometimes, and in 08 lessons (21.05) often, gave proper attention when students write spellings. So, it can be concluded that teachers could not give proper attention when students write spellings.

With regard to item no.30, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) sometimes, in 14 lessons (36.84) seldom, and in 08 lessons (21.05) never, motivated students to improve their handwriting. So, it can be concluded that in few the teachers could not motivate students to improve their hand writing.

With regard to item no.31, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 18 lessons (47.36) seldom, in 11 lessons (28.94) sometimes, in 05 lessons (13.15) often, and 04 lessons (10.52) always asked students and waited for students response. So, it can be concluded that half of the teachers could ask question to the students and waited for response.

With regard to item no.32, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) seldom, in 13 lessons (34.20) sometimes, and in 09 lessons (23.68) never, reinforced response of students with encouraging words. So, it can be concluded that one third of teachers could rarely reinforce response of students with encouraging words.

With regard to item no.33, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.20) often, in 12 lessons (31.57) sometimes, in 07 lessons (18.42) seldom, and in 06 lessons (15.78) never developed negative reinforcement to the students. So, it can be concluded that one third of the teachers could develop negative reinforcement to the students.

With regard to item no.34, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 18 lessons (47.36) never, in 12

lessons (31.57) seldom, and in 08 lessons (21.05) sometimes, So, it can be concluded that almost half of the teachers could not encourage students to assess their responses.

With regard to item no.35, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 12 lessons (31.05) never, in 9 lessons (23.68) sometimes, in 07 lessons (18.42) always, in 06 lessons (15.78) often guided students to collect information and data from different sources. So, it can be concluded that one third of the teachers rarely guide students to collect information and data from different sources.

With regard to item no.36, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 15 lessons (39.47) seldom, in 13 lessons (34.20) sometimes, and in 10 lessons (26.31) never used charts for explanatory sketch related to the content. So, it can be concluded that one third of teachers could use charts for explanatory purpose.

With regard to item no.37, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 18 lessons (47.36) never, in 14 lessons (36.84) sometimes and in 6 lessons (15.78) seldom used charts for comparative study. So, it can be concluded that half of the teachers could not use charts for comparative study.

With regard to item no.38, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.20) often, in 10 lessons (26.31) sometimes, and in same number of lessons i.e. 10(26.31) never, in 5 lessons (13.15) seldom used charts for teaching rules of spellings. So, it can be concluded that in one third teachers could use charts for teaching rules of spellings.

With regard to item no.39, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 15 lessons (39.47) never, in 09 lessons (23.68) often, in 8 lessons (21.05) seldom, and in 6 lessons (15.75) teachers

always used flash cards for revision of grammar. So, it can be concluded that in one third of the teachers could not use flash cards for teaching grammar during revision.

With regard to item no.40, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in all the lessons i.e. 38 (100) never used film strips to orient students about folk dances and folk songs when it was necessary. So, it can be concluded that all the teachers could not use film strips to orient students about folk dances and folk songs.

With regard to item no.41, it can be seen from, the Table 4.66 that out of 38 lessons of prose for Standard VII, it was found that teachers in 38 lessons (100) never used models for introducing new words. So, it can be concluded that in all the lessons, teachers could not use models to orient students about new words of the content.

TABLE 4.67

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
EVALUATION FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	14(36.84)	06(15.78)	15(39.49)	03(07.89)	-
2	16(42.10)	08(21.05)	02(05.26)	-	12(31.57)
3	11(28.94)	07(18.42)	16(42.10)	04(10.52)	-

- Number within bracket indicates percentage in Table and also in text.
- Number outside the bracket indicate number of lessons observed.
- N = 38 Total number of prose lessons observed.

With regard to item no. 1. it can be seen from the Table 4.67 that out of 38 lessons of prose for Standard VII, it was found that teachers in 15 lessons (39.49) sometimes, in 14 lessons (36.84) always, in 06 lessons (15.78) often, and in 03 lessons (07.89) seldom evaluated students by asking questions. So, it can be concluded that one third of the teachers could evaluated students by asking questions.

With regard to item no. 2. it can be seen from the Table 4.67 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) always, in 12 lessons (21.57) never, in 08 lessons (21.05) often, and in 02 lessons (05.26) sometimes evaluated students by reading of prose lessons. So, it can be concluded that one third of the teachers could evaluate students by reading of prose lessons.

With regard to item no. 3. it can be seen from the Table 4.67 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) sometimes, in 14 lessons (36.84) seldom, in 11 lessons (28.94) always, and in 07 lessons (18.42) often gave students to write moral of the story in the evaluation. So, it can be concluded that one third of the teachers could rarely give students to write moral of the story in the evaluation.

TABLE : 4.68

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
BLACK BOARD WORK FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	12(31.57)	13(34.20)	06(15.78)	07(18.42)	-
2	14(36.84)	16(42.10)	-	-	08(21.05)
3	-	02(05.26)	09(23.68)	08(21.05)	19(50.00)

- * Number within bracket indicates percentage in Table and also in text.
- * Number outside the bracket indicate number of lessons observed.
- * N = 38 Total number of prose lessons observed.

With regard to item no. 1. it can be seen from the Table 4.68 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.20) often, in 12 lessons (31.57) always, in 07 lessons (18.42) seldom, and in 06 lessons (15.78) sometimes wrote neat and legible handwriting on the blackboards. So, it can be concluded that most of the teachers could write with neat and legible handwriting.

With regard to item no. 2. it can be seen from the Table 4.68 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) often, in 14 lessons (36.48) always, and in 08 lessons (21.05) never made spelling mistakes on the black board. So, it can be concluded that one third of the teachers made spelling mistakes on the black board.

With regard to item no. 3. it can be seen from the Table 4.68 that out of 38 lessons of prose for Standard VII, it was found that teachers in 19 lessons (50.00) teachers never used black board for comparative study and in 09 lessons (27.68) teachers sometimes used blackboard for comparative study and in 08 lessons (21.05) teachers seldom used blackboard for comparative study and in 02 lessons (05.26) often used blackboard for comparative study. So, it can be concluded that half of the teachers could not use black board for comparative study.

TABLE : 4.69

**DISTRIBUTION OF NUMBER OF PROSE LESSONS OF THE ASPECTS OF
HOME WORK FOR STANDARD VII**

ITEM No.	ALWAYS	OFTEN	SOMETIMES	SELDOM	NEVER
1	11(28.94)	13(34.20)	06(15.78)	-	08(21.05)
2	15(39.49)	16(42.10)	07(18.42)	-	-
3	12(31.57)	15(39.49)	11(28.94)	-	-
4	-	07(18.42)	12(31.57)	19(50.00)	-
5	-	08(21.42)	13(34.20)	17(44.73)	-

- * Number within bracket indicates percentage in Table and also in text.
- * Number outside the bracket indicate number of lessons observed.
- * N = 38 Total number of prose lessons observed.

With regard to item no. 1. it can be seen from the Table 4.69 that out of 38 lessons of prose for Standard VII, it was found that teachers in 13 lessons (34.20) often, in 11 lessons (28.94) always, in 08 lessons (21.05) never, and in 06 lessons (15.78) sometimes gave students to write character sketch in home work. So, it can be concluded that most of the teachers could give students to write character sketch in home work.

With regard to item no. 2. it can be seen from the Table 4.69 that out of 38 lessons of prose for Standard VII, it was found that teachers in 16 lessons (42.10) often, in 15 lessons (39.49) always, and in 07 lessons (18.42) sometimes gave students chapter based writing. So, it can be concluded that one third of the teachers could give students chapter based writing in home work.

With regard to item no. 3. it can be seen from the Table 4.69 that out of 38 lessons of prose for Standard VII, it was found that teachers in 15 lessons (19.49) often, in 12 lessons (31.57) always, and in 11 lessons (28.94) sometimes asked students to write moral of the story in the homework. So, it can be concluded that one third of the teachers could ask students to write moral of the story in the homework.

With regard to item no. 4. it can be seen from the Table 4.69 that out of 38 lessons of prose for Standard VII, it was found that teachers in 19 lessons (50.00) seldom, in 12 lessons (31.57) sometimes, in 07 lessons (18.42) often gave students comprehensive writing. So, it can be concluded that half of the teachers could give students comprehensive writing.

With regard to item no. 5. it can be seen from the Table 4.69 that out of 38 lessons of prose for Standard VII, it was found that teachers in 17 lessons (44.73) seldom, in 13 lessons (34.20) sometimes, in 08 lessons (21.05) teachers often gave students the task of extra reading related to the content. So, it can be concluded that most of the teachers could give students the task of extra reading related to the content.

4.5 ACHIEVEMENT OF STUDENTS IN THE SUBJECT OF GUJARATI FOR STANDARD V

To study the achievement of students of Standard V in the subject of Gujarati ; Mean, Standard Deviation, Skewness and Kurtosis were computed. The same has been presented in Table : 4.70

TABLE 4.70
MEAN, STANDARD DEVIATION, SKEWNESS, KURTOSIS OF
ACHIEVEMENT OF STUDENTS OF STANDARD V

	The Entire Sample	Boys	Girls	SC Students	ST Students	SEBC Students	General Category Of Students
N	419	215	204	091	127	112	089
Mean	54.47	55.20	53.71	54.81	53.60	56.40	52.94
SD	15.12	15.15	15.11	15.35	14.54	15.01	15.85
Skewness	0.132	0.159	0.104	0.004	0.240	0.207	0.081
Kurtosis	-0.618	-0.678	-0.556	-0.482	-0.722	-0.833	-0.421

It can be seen from the Table that average achievement in the subject of Gujarati of entire sample of Standard V was 54.47. In order to know the nature of the distribution, coefficient of Skewness was computed. Coefficient of Skewness was 0.132. This means that distribution of achievement of Gujarati is positively skewed. The Kurtosis value is -0.618. Which is less than 0.263. This means that distribution is leptokurtic in nature. From Table: 4.70, it is observed that mean achievement of boys is more than girls. Distribution of boys and girls is positively skewed. The value of kurtosis of the distribution boys is -0.678 and girls is -0.556 which is less than 0.263. So distribution is leptokurtic in nature.

With respect to SC, ST, SEBC and General category of students, it can be observed their mean achievement is 54.81, 53.60, 56.40, 52.94 respectively. This means that average achievement of SEBC students is more than the entire sample. The mean achievement of General categories of students is less than that of entire sample. Distribution of achievement of SC, ST, SEBC and positively skewed. The kurtosis value of SC, ST, SEBC

and General category of students are -0.482, -0.722, -0.833, -0.421 respectively. which is less than 0.263. So distribution is leptokurtic in nature.

For the present study the Analysis of variance (ANOVA) was used to study the achievement of students of Standard V, ANOVA was applied to study the main effects as well as interaction effect of sex and caste category.

4.5.1 MAIN EFFECT AND INTERACTION EFFECTS OF ACHIEVEMENT OF STUDENTS FOR STANDARD V IN THE SUBJECT OF GUJARATI

To study the main effect and two way interaction effects on achievement with respect to sex and caste categories, following null hypotheses were formulated.

- Ho. 1 There will be no significant difference in mean achievement of boys and girls in the subject of Gujarati for Standard V.
- Ho. 2 There will be no significant difference in mean achievement of SC, ST, SEBC, General Categories of students in the subject of Gujarati for Standard V.
- Ho. 3 There will be no interaction between caste category and sex in the achievement of Gujarati for Standard V.

In order to test above hypotheses following primary data in the form of cell mean were computed. Same has been presented in Table 4.71

TABLE 4.71
CELL MEANS FOR ACHIEVEMENT OF STUDENTS STANDARD V WITH
RESPECT TO SEX AND CASTE

SEX	MEAN
BOYS	215 (55.2)
GIRLS	204 (53.7)
CASTE	
SC	91(54.8)
ST	127(53.6)
SEBC	112(56.4)
GENERAL	89(52.9)

On the basis of these data, analysis of Variance technique was applied and F ratios were computed. Same has been presented in Table : 4.72

TABLE 4.72

SUMMARY OF ANALYSIS OF VARIANCE FOR ACHIEVEMENT OF SUBJECT OF GUJARATI WITH RESPECT TO SEX AND CASTE FOR STANDARD V

Source of variation	Sum of square	df	Mean Square	F	Significant of F
Main Effect					
Sex(boys & girls)	205.520	1	205.520	0.904	0.342(N.S.)
Caste(SC, ST, SEBC and General)	688.071	3	229.357	1.009	0.389(N.S.)
Two way interactions					
Sex-Caste	1357.483	3	452.494	1.991	0.115(N.S.)
S.S. Between	2273.297	7	334.757		
S.S. Within	93405.139	411	227.263		
TOTAL	95678.439	418	228.896		

- **With 411 df (for sex) 0.05 level 0.386 and 0.01 level 6.70**
- **df for sex and caste 0.05 level 2.63 and 0.01 level 3.83**

It can be seen from the Table 4.72 that in case of main effects, F ratio 0.904 for Boys and Girls is not significant even at .05 level. So, Ho. 1 is accepted. It indicates that mean achievement of boys and girls students do not differ significantly in the subject of Gujarati. It means that boys and girls are equal in their achievement of Gujarati.

It can be seen from that above Table that in case of main effects, F ratio 1.009 for SC, ST, SEBC and General categories of students is not significant even at .05 level. So, Ho. 2 is accepted. It indicates that mean achievement of SC, ST, SEBC and General categories of students do not differ significantly in the subject of Gujarati. It means that they are equal in their achievement of Gujarati subject.

It can be seen from the above Table that in case of two way interaction, 'F' ratio 1.991 is not significant even at 0.05 level. So, Ho. 3 is accepted. It indicates that sex and caste jointly do not affect the mean achievement in the subject of Gujarati.

4.6 ACHIEVEMENT OF STUDENTS IN THE SUBJECT OF GUJARATI FOR STANDARD VI

To study the achievement of students of Standard VI in the subject of Gujarati, Mean, Standard: Deviation, Skewness, and Kurtosis were computed. Same has been presented in the Table : 4.73

TABLE 4.73

MEAN, STANDARD: DEVIATION, SKEWNESS, KURTOSIS OF ACHIEVEMENT OF STUDENTS FOR STANDARD VI

	The Entire student	Boys	Girls	SC student	ST student	SEBC student	General student
N	399	202	197	123	112	098	066
Mean	51.88	50.30	53.50	51.72	52.19	52.22	51.13
S.D.	14.53	13.82	15.10	15.00	14.04	14.83	14.17
Skew ness	0.254	0.329	0.150	0.331	0.022	0.360	0.305
Kurtosis	-0.712	-0.352	-0.978	-0.595	-0.679	-0.970	-0.483

It can be seen from the Table 4.73 that average achievement of entire sample of Standard VI was 51.88. In order to know the nature of the distribution, coefficient of Skewness was computed. The coefficient of Skewness was 0.254. This means that distribution of achievement of Gujarati is positively skewed. The mean of Kurtosis value is -0.712. This means that distribution is leptokurtic in nature.

From the Table 4.73 , it is observed that average achievement of girls is more than boys. Achievement of boys and girls is positively skewed. The value of Kurtosis of the distribution of boys is -0.352 and girls is -0.978, which is less than 0.263. So the distribution is leptokurtic is nature.

With respect to SC, ST, SEBC and General Category of students, it can be observed that their mean achievement is 51.72, 52.19, 52.22, 51.13 respectively. This means that average achievement of SEBC students is more than the average achievement of

the entire sample and the average achievement General Category students is less than that of entire sample. Distributions of Achievement SC, ST, SEBC and General Category is positively skewed. The value of Kurtosis of SC, ST, SEBC and General Category of students are -0.595, -0.679, -0.970, -0.483 respectively. So the distribution is leptokurtic in nature.

ANOVA was applied to study the main effect as well as interaction effect of sex and caste category of Standard VI.

4.6.1 MAIN EFFECTS AND INTERACTION EFFECT ACHIEVEMENT OF STUDENTS FOR STANDARD VI IN THE SUBJECT OF GUJARATI

To study the main effect and two way interaction effects on achievement with respect to sex and caste categories, following null hypotheses were formulated.

Ho 4 There will be no significant different in mean achievement of boys and girls in the subject of Gujarati for Standard VI.

Ho 5 There will be no significant different in mean achievement of SC, ST, SEBC, General Categories of students in the subject of Gujarati for Standard VI.

Ho 6 There will be no interaction between caste category and sex in the achievement of Gujarati for Standard VI.

In order to test above hypotheses following primary data in the form of cell mean were computed. Same has been presented in Table 4.74.

TABLE 4.74
CELL MEANS FOR ACHIEVEMENT OF STUDENTS OF STANDARD VI WITH
RESPECT TO SEX AND CASTE

SEX	MEAN
BOYS	202(50.03)
GIRLS	197(53.05)
CASTE	
SC	123(51.07)
ST	112(52.02)
SEBC	98(52.02)
GENERAL	66(51.01)

On the basis of these data, analysis of variance technique was applied and F ratio were computed. Same has been presented in Table 4.75

TABLE 4.75
SUMMARY OF ANALYSIS OF VARIANCES FOR ACHIEVEMENT OF SUBJECT
OF GUJARATI WITH RESPECT OF SEX AND CASTE CATEGORY FOR
STANDARD VI

Source of variation	Sum of square	DF	Mean Square	F	Significant of F
Main Effect					
Sex(boys & girls)	1037.780	1	1037.780	4.978	0.26(S)
Caste(SC, ST, SEBC and General)	103.938	3	34.646	0.166	0.919(N.S.)
Two way interactions					
Sex-Caste	1424.282	3	474.761	2.227	0.079(N.S.)
S.S. Between	2524.411	7	360.630	1.730	-
S.S. Within	81521.053	391	208.494	-	-
TOTAL	84045.464	398	211.170	-	-

- With 391 df (for sex) 0.05 level 3.86 and 0.01 level 6.70
- df (for caste and sex) 0.05 level 2.63 and 0.01 level 3.83

It can be seen from the Table 4.75 that in case of main effects, F ratio is 4.978 for boys and girls is significant at 0.05 level. So, Ho. 4 is rejected. It indicates that boys and girls differ significantly in their achievement. It can be seen from the above Table that

mean of boys is 50.3 and mean of girls is 53.5. It means that girls are better than boys in their achievement of Gujarati subject at Standard VI.

It can be seen from the above Table 4.75 that in case of main effects, F ratio is 0.166 for SC, ST, SEBC and General Categories of students is not significant even at 0.05 level. So, Ho. 5 is accepted. It indicates that mean achievement of SC, ST, SEBC and General Categories of students do not differ significantly in the subject of Gujarati. It means that they are equal in their mean achievement of Gujarati subject.

It can be seen from the above Table 4.75 that in the case of two way interaction, 'F' ratio is 0.079 is not significant even at 0.05 level. So, Ho. 6 is accepted. It means that Sex and Caste jointly do not affect the achievement of Gujarati subject.

4.7 ACHIEVEMENT OF STUDENTS IN THE SUBJECT OF GUJARATI FOR STANDARD VII

To study the mean achievement of Standard VII in the subject of Gujarati; Mean, Standard Deviation, Skewness and Kurtosis were computed. Same has been presented in the Table 4.76.

TABLE : 4.76
MEAN, STANDARD: DEVIATION, SKEWNESS, KURTOSIS OF STUDENTS
ACHIEVEMENT OF STANDARD VII

	Entire student	Boys	Girls	SC student	ST student	SEBC student	General student
N	400	203	197	97	107	125	71
Mean	53.01	52.62	53.41	52.05	52.85	55.36	53.49
S.D.	13.32	13.55	13.09	12.32	12.09	14.75	13.33
Skewness	0.409	0.472	0.348	0.535	0.421	0.095	0.685
Kurtosis	-0.642	-0.564	-0.706	-0.678	-0.643	-0.812	-0.381

It can be seen from the Table 4.76 that average achievement in the subject of Gujarati of entire sample of Standard VII was 53.01. In order to know the nature of the

distribution, coefficient of Skewness was computed. The coefficient was 0.409. This means that distribution of achievement is positively skewed. The mean of Kurtosis value is -0.642. This mean that distribution is leptokurtic in nature.

From the Table 4.76 it is observed that mean achievement girls is more than boys. The distribution of boys and girls is positively skewed. The value of Kurtosis of the distribution of boys is -0.564 and girls is -0.706, which is less than 0.263 . So the distribution is leptokurtic in nature.

With respect to SC, ST, SEBC and General Category of students, it can be observed that their mean achievement is 52.05, 52.85, 55.36, 53.49 respectively. This means that mean achievement of SEBC students is more than the average achievement of the entire sample and the mean achievement of SC students is less than that of entire sample. Distribution of SC, ST, SEBC and General Categories of students is positively skewed. The Kurtosis value of SC, ST, SEBC, and General Category of students are -0.678, -0.643, -0.812, -0.381 respectively. So distribution is leptokurtic in nature.

For the present study the Analysis of variance (ANOVA) was used to study the achievement of students of Standard VII. ANOVA is to study the main effects as well as interaction effect of sex and caste category.

4.7.1 MAIN EFFECTS AND INTERACTION EFFECT OF ACHIEVEMENT OF STUDENTS FOR STANDARD VII IN THE SUBJECT OF GUJARATI

To study the main effect and two way interaction effects on achievement with respect to Sex and Caste Categories, following null hypotheses were formulated

Ho. 7 There will be no significant difference in mean achievement of boys and girls in the subject of Gujarati for Standard VII

Ho. 8 There will be no significant difference in mean achievement of SC, ST, SEBC, General Categories of students in the subject of Gujarati for Standard VII

Ho. 9 There will be no interaction between caste category and sex in the achievement of Gujarati for Standard VII

In order to test above hypotheses following primary data in the form of cell mean were computed. Same has been presented in Table :4.77

TABLE 4.77

CELL MEAN FOR ACHIEVEMENT OF STUDENTS OF STANDARD VII WITH RESPECT TO SEX AND CASTE

SEX	MEAN
BOYS	203(52.01)
GIRLS	197(53.04)
CASTE	
SC	97(52.01)
ST	107(50.08)
SEBC	125(55.04)
GENERAL	71(53.05)

On the basis of these data, analysis of variance technique was applied and F ratio were computed. Same has been presented in Table 4.78

TABLE 4.78

SUMMARY OF ANALYSIS OF VARIANCE FOR ACHIEVEMENT OF GUJARATI SUBJECT WITH RESPECT SEX AND CASTE OF STANDARD VII

Source of variation	Sum of square	DF	Mean Square	F	Significant of F
Main Effect					
Sex(boys & girls)	87.760	1	87.760	0.499	0.480(N.S.)
Caste(SC, ST, SEBC and General)	1334.087	3	446.696	2.527	0.057(N.S.)
Two way interactions					
Sex-Caste	428.431	3	142.810	0.812	0.488(N.S.)
S.S. Between	1824.214	7	260.602	-	-
S.S. Within	68984.723	393	175.981	-	-
TOTAL	70808.838	400	177.466	-	-

- * With 393 df (for sex) at 0.05 level 3.86 and at 0.01 level 6.70
- * df (for sex and caste) at 0.05 level 2.63 and at 0.01 level 3.83

It can be seen from the Table 4.78 that in case of main effects, F ratio 0.499 for boys and girls is not significant even at 0.05 level. So, Ho. 7 is accepted. It indicates that mean achievement of boys and girls students do not differ significantly in the subject of Gujarati. It means that boys and girls are equal in their mean achievement of Gujarati subject.

It can be seen for the above Table 4.78 that in case of main effects, F ratio 2.527 for SC, ST, SEBC, General Categories of students is not significant even at 0.05 level. So, Ho. 8 is accepted. It indicates that they are equal in their mean achievement of Gujarati subject.

It can be seen for the above Table 4.78 that in case of two way interaction, 'F' ratio 0.812 is not significant even at 0.05 level. So, Ho. 9 is accepted. It indicates that Sex and Caste jointly do not affect the mean achievement of Gujarati subject.

4.8 WEAKNESS SCORE OF STUDENTS IN THE SUBJECT OF GUJARATI FOR STANDARD V

To study the weakness score of students of Standard V in the subject of Gujarati Mean, Standard: Deviation, Skewness, Kurtosis were computed. Same has been presented in the Table 4.79

TABLE 4.79
MEAN, STANDARD DEVIATION, SKEWNESS, KURTOSIS OF WEAKNESS
SCORE OF STANDARD V

	The Entire student	Boys	Girls	SC student	ST student	SEBC student	General student
N	419	215	204	91	127	112	89
Mean	17.12	16.36	17.71	15.84	16.81	18.58	17.03
S.D.	06.37	06.65	05.78	06.82	06.35	06.44	05.52
Skewness	0.119	0.170	0.154	0.304	0.77	-0.069	0.345
Kurtosis	0.568	-0.575	-0.715	-0.914	-0.279	-0.545	-0.282

It can be seen from the Table 4.79 that mean weakness score in the subject of Gujarati of entire sample was 17.12. In order to know the nature of the distribution, coefficient of Skewness was computed. The coefficient of Skewness is 0.119. This means that distribution of weakness of Gujarati is positively skewed. The value of Kurtosis is 0.568, which is greater than 0.263. So the distribution is platykurtic in nature. Which is flatter than normal.

From the Table 4.79 it is observed that mean weakness score of girls higher than boys. Weakness score of boys and girls is positively skewed. The value of Kurtosis the distribution for boys is -0.575 and for girls is -0.715, which is less than 0.263. So the distribution is leptokurtic in nature.

With respect to SC, ST, SEBC and General Category of students, it can be observed that their average is 15.84, 16.81, 18.58, 17.03 respectively. This means that mean weakness score of SEBC students is more than the mean weakness score of entire sample. Distribution of mean weakness score SC students is less than entire sample. Distribution of weakness score of SC, ST, SEBC, and GENERAL category of students is positively skewed. The Kurtosis value of SC, ST, SEBC and General Categories of students are -0.914, -0.279, -0.545, -0.282 respectively. So distribution is leptokurtic in nature.

For the present study the analysis of variance (ANOVA) was used to study the weakness score of students at Standard V. ANOVA is to study the main effects and interaction effect of Sex and Caste category.

4.8.1 MAIN EFFECTS AND INTERACTION EFFECT OF WEAKNESS SCORE STUDENTS FOR STANDARD V IN THE WRITING OF GUJARATI

To study the main effect and two way interaction effects on weakness with respect to Sex and Caste Categories, following null hypotheses were formulated.

Ho. 10 There will be no significant difference in mean weakness score of boys and girls in the subject of Gujarati for Standard V.

Ho. 11 There will be no significant difference in mean weakness score of SC, ST, SEBC and General Category of students in the subject of Gujarati for Standard V.

Ho. 12 There will be no interaction between caste category and sex in the weakness score in the subject of Gujarati for Standard V.

In order to test above hypotheses, the following primary data in the form of cell means were computed and the same has been presented in the Table 4.80

TABLE 4.80

CELL MEANS FOR WEAKNESS SCORE OF STUDENTS OF STANDARD V WITH RESPECT TO SEX AND CASTE

SEX	MEAN
BOYS	215(16.60)
GIRLS	204(17.70)
CASTE	
SC	91(15.80)
ST	127(16.80)
SEBC	112(17.00)
GENERAL	89(17.01)

On the basis of these data, analysis of variance technique was applied and F ratio were computed. Same has been presented in Table 4.81

TABLE 4.81

**SUMMARY OF ANALYSIS OF VARIANCE FOR WEAKNESS SCORE OF
SUBJECT OF GUJARATI WITH RESPECT TO SEX AND CASTE FOR
STANDARD V**

Source of variation	Sum of square	DF	Mean Square	F	Significant of F
Main Effect					
Sex	131.731	1	131.731	3.389	0.05 N.S.
Caste	393.583	3	131.194	3.376	0.05 S.
Two way interactions					
Sex-Caste	475.392	3	158.464	4.077	S.0.01 level
S.S. Between	1005.613	7	143.688	3.697	-
S.S. Within	15973.734	411	38.866	-	-
TOTAL	16979.547	418	40.621	-	-

- * With 411 df (for sex) at 0.05 level is 3.86 and at 0.01 level 6.70
- * df (for sex and caste) at 0.05 level 2.63 and at 0.01 level 3.83

TABLE 4.82

NUMBER AND MEAN WEAKNESS SCORE OF CASTE FOR STANDARD V

VARIABLE	N	M	S.D.
SC	91	15.80(a)	6.82
ST	127	16.80(b)	6.36
SEBC	112	18.80(c)	6.44
GENERAL	89	17.00(d)	5.53

S Ed = 1.22 with df 411 (for caste) 't' at 0.05 level = $1.97 \times 1.22 = 2.40$ and at 0.01 level = $2.59 \times 1.22 = 3.15$

TABLE 4.83

THE MEAN DIFFERENCES AND THEIR SIGNIFICANT FOR STANDARD V

MEAN

15.08(a)	a-b	15.80 - 16.80 = 01.00 = N.S.
16.08(b)	a-c	15.80 - 18.60 = 02.80 = S at 00.05 level
18.06(c)	a-d	15.80 - 17.00 = 01.20 = N.S.
17.00(d)	b-c	16.80 - 18.60 = 01.80 = N.S.
-	b-d	16.80 - 17.00 = 00.20 = N.S.
-	c-d	18.60 - 17.00 = 01.60 = N.S.

TABLE 4.84
NUMBER AND MEAN WEAKNESS SCORE OF SEX AND CASTE
(Two Way Interaction) FOR STANDARD V

		SC	ST	SEBC	General
Boys	N	49.00	68.00	58.00	40.00
	M	13.50(a)	16.50(b)	18.70(c)	17.30(d)
	SD	06.04	07.27	07.18	05.24
Girls	N	42.00	59.00	54.00	49.00
	M	18.60(e)	17.10(f)	18.50(g)	16.80(h)
	SD	06.72	05.15	05.61	05.79

S Ed = 2.46 with df 411 (for caste and sex) at 0.05 level = $1.97 \times 2.46 = 4.84$ and at

0.01 level = $2.59 \times 2.46 = 6.37$

TABLE 4.85

THE MEAN DIFFERENCES AND THEIR SIGNIFICANT FOR STANDARD V

Mean		Mean differences and their significance
a = 13.5	a-b	13.5 - 16.5 = 3.00 = N.S.
b = 16.5	a-c	13.5 - 18.7 = 5.20 = 0.05 level
c = 18.7	a-d	13.5 - 17.3 = 3.80 = N.S.
d = 17.3	a-e	13.5 - 18.6 = 5.10 = 0.05 level
e = 18.6	a-f	13.5 - 17.1 = 3.60 = N.S.
f = 17.1	a-g	13.5 - 18.5 = 5.00 = 0.05 level
g = 18.5	a-h	13.5 - 16.8 = 3.00 = N.S.
h = 16.8	b-c	16.5 - 18.7 = 2.10 = N.S.
	b-d	16.5 - 17.3 = 0.80 = N.S.
	b-e	16.5 - 18.6 = 0.10 = N.S.
	b-f	16.5 - 17.1 = 0.60 = N.S.
	b-g	16.5 - 18.5 = 0.20 = N.S.
	b-h	16.5 - 16.8 = 0.30 = N.S.
	c-d	18.7 - 17.3 = 1.40 = N.S.
	c-e	18.7 - 18.6 = 0.10 = N.S.
	c-f	18.7 - 17.1 = 1.60 = N.S.
	c-g	18.7 - 18.5 = 0.20 = N.S.
	c-h	18.7 - 16.8 = 1.90 = N.S.
	d-e	17.3 - 18.6 = 1.30 = N.S.
	d-f	17.3 - 17.1 = 0.20 = N.S.
	d-g	17.3 - 18.5 = 1.20 = N.S.
	d-h	17.3 - 16.8 = 0.50 = N.S.
	e-f	18.6 - 17.1 = 1.50 = N.S.
	e-g	18.6 - 18.5 = 0.10 = N.S.
	e-h	18.6 - 16.8 = 1.80 = N.S.
	f-g	17.1 - 18.5 = 1.40 = N.S.
	f-h	17.1 - 16.5 = 0.30 = N.S.
	g-h	18.5 - 16.8 = 1.70 = N.S.

It can be seen from Table 4.81 that in case of main effect, F ratio is 3.389 for boys and girls is not significant at 0.05 level. So H_0 is accepted. It indicates that weakness score of boys and girls do not differ significantly in the subject of Gujarati. It means that they are equal in their weakness score.

It can be seen from the above Table 4.81 that in case of main effect, F ratio of 3.376 for SC, ST, SEBC and General Categories of students is significant of 0.05 level. So

Ho. 11 is rejected. It indicates that SC, ST, SEBC and General Categories of Students differ significantly.

It can be seen from Table 4.83 that mean of score of SC and ST do not differ significantly. So, SC and ST do not differ are equal in their weakness score.

It can be seen from the Table 4.83 that mean of SC and SEBC students differ jointly which is significant at 0.05 level. The result indicates that SC and SEBC students are higher in their weakness score than SC and ST, SC and General, ST and SEBC, ST and General, SEBC and General.

It can be seen from the Table 4.81 that in case of two way interaction, F ratio is 4.077 is significant at 0.01 level. Ho. 12 is rejected. It indicates that Sex and Caste jointly differ on weakness score in the subject of Gujarati. This interaction effect shown in Table 4.83.

From the above mentioned Tables it can be observed that there is no significant difference between SC boys and ST boys. It means that they are equal in their weakness score. SC boys and SEBC boys differ significantly at 0.05 level. Mean of SC boys is 13.5 and mean of SEBC boys 18.7, So there is a difference of 5.20, significant at 0.05 level. It means that SEBC have higher weakness score than SC.

There is no significant difference between SC boys and General boys. It means that they are equal in their weakness score in the subject of Gujarati.

Mean of weakness score of boys is 13.5 and that SC girls is 18.6. So, there is a difference of 5.10. It indicates that SC girls have high weakness score than SC boys in the subject of Gujarati. There is no significant difference in SC boys with ST girls. It means that they are equal in their weakness score.

Mean weakness score of SC boys is 13.5 and that of SEBC girls is 18.5. So, there is a difference of 5.00. It indicates that SEBC girls have high weakness score than SC boys.

There is no significant difference between SC boys with General girls. It means that they are equal in weakness score.

There is no significant difference between ST boys and SEBC boys. It means they are equal in their weakness score.

There is no significant difference between ST boys and General boys. It means that they are equal in their weakness score.

There is no significant difference between ST boys and SC girls. It means that they are equal in their weakness score.

There is no significant difference between ST boys and ST girls. It means that they are equal in their weakness score.

There is no significant difference between ST boys and SEBC girls. It means that they are equal in their weakness score.

There is no significant difference between ST boys and General girls. It means that they are equal in their weakness score.

There is no significant difference between SEBC boys with General boys. It means that they are equal in their weakness score.

There is no significant difference between SEBC boys with SC girls. It means that they are equal in their weakness score.

There is no significant difference between SEBC boys with SEBC girls. It means that they are equal in their weakness score.

There is no significant difference between SEBC boys with General girls. It means that they are equal in their weakness score.

There is no significant difference between General boys with SC girls. It means that they are equal in their weakness score.

There is no significant difference between General boys with ST girls. It means that they are equal in their weakness score.

There is no significant difference between General boys with SEBC girls. It means that they are equal in their weakness score.

There is no significant difference between General boys with General girls. It means that they are equal in their weakness score.

There is no significant difference between SC girls with ST girls. It means that they are equal in their weakness score.

There is no significant difference between SC girls with SEBC girls. It means that they are equal in their weakness score.

There is no significant difference between SC girls with General girls. It means that they are equal in their weakness score.

There is no significant difference between ST girls with SEBC girls. It means that they are equal in their weakness score.

There is no significant difference between ST girls with General girls. It means that they are equal in their weakness score.

There is no significant difference between SEBC girls with General girls. It means that they are equal in their weakness score.

4.9 WEAKNESS SCORE OF STUDENTS IN THE SUBJECT OF GUJARATI FOR STANDARD VI

To study the weakness score of students of Standard VI in the subject of Gujarati; Mean, Standard: Deviation, Skewness and Kurtosis were computed. Same has been presented in the Table 4.86.

TABLE 4.86
MEAN, STANDARD: DEVIATION, SKEWNESS, KURTOSIS OF STUDENTS
WEAKNESS FOR STANDARD VI

	The Entire student	Boys	Girls	SC student	ST student	SEBC student	General student
N	399	202	197	123	112	098	066
Mean	19.43	18.72	20.11	19.62	19.40	19.44	19.12
S.D.	06.78	06.65	06.85	07.52	06.56	06.56	06.09
Skew ness	0.390	0.334	0.440	0.206	0.434	0.472	0.715
Kurtosis	-0.812	-0.715	-1.006	-0.986	-0.777	-0.940	-0.281

It can be seen from the Table 4.86 that average weakness score in the subject of Gujarati of entire sample is 19.43. In order to know the nature of the distribution of weakness score of the sample, co efficient of Skewness was computed. The coefficient is 0.390. This means that distribution of weakness score is positively skewed. The value of Kurtosis distribution is -0.812, Which is less than 0.263. The Kurtosis is leptokurtic in nature.

From the Table 4.86 it is observed that average weakness score of girls is higher than boys. The weakness score of boys and girls is positively skewed. The value of Kurtosis of the distribution for boys is 0.715 and for girls is -1.006, which is less than 2.63. The Kurtosis is leptokurtic in nature.

With respect to SC, ST, SEBC and General Category of students, it can be observed that their mean weakness score is 19.62, 19.40, 19.44, 19.12 respectively. This means that mean weakness score of SC students is more than the average weakness score

of the entire sample and average weakness score of General Category students is less than that of entire sample.

Distribution of weakness score of SC, ST, SEBC and General Categories of students is positively skewed. The Kurtosis of SC, ST, SEBC and General Category of students are -0.986, -0.777, -0.940, -0.281 respectively, which is less than 0.263. So distribution is leptokurtic in nature.

For the present study the Analysis of variance (ANOVA) was used to study of the weakness score of students at Standard VI. ANOVA is used to study the main effect and interaction effect of Sex and Caste Category.

4.9.1 MAIN EFFECTS AND INTERACTION EFFECT OF WEAKNESS SCORE OF STUDENTS FOR STANDARD VI IN THE WRITING OF GUJARATI

To study the main effect and two way interaction effects on weakness with respect to Sex and Caste Categories, following null hypotheses were formulated

Ho. 13 There will be no significant difference in mean weakness score of boys and girls in the subject of Gujarati for Standard VI

Ho. 14 There will be no significant difference in mean weakness score of SC, ST, SEBC and General Category of students in the subject of Gujarati for Standard VI

Ho. 15 There will be not interaction between caste category and sex in the weakness in the subject of Gujarati for Standard VI.

In order to test above hypotheses the following primary data on the form of cell mean were computed and same has been presented Table 4.87.

TABLE 4.87

**CELL MEANS FOR WEAKNESS OF STUDENTS OF STANDARD VI WITH
RESPECT TO SEX AND CASTE**

SEX	MEAN
BOYS	203(17.08)
GIRLS	197(10.00)
CASTE	
SC	97(18.40)
ST	107(17.70)
SEBC	125(17.80)
GENERAL	71(17.70)

On the basis of these data, analysis of variance technique was applied and F ratio were computed. Same has been presented in Table 4.88

TABLE 4.88

**SUMMARY OF ANALYSIS OF VARIANCE FOR WEAKNESS SCORE OF
SUBJECT OF GUJARATI WITH RESPECT TO SEX AND CASTE FOR
STANDARD VI**

Source of variation	Sum of square	DF	Mean Square	F	Significant of F
Main Effect					
Sex	211.556	01	211.556	04.613	S.
Caste	017.391	03	005.979	00.126	N.S.
Two way interactions					
Sex-Caste	151.623	003	50.541	01.102	N.S.
S.S. Between	374.308	007	53.473	01.166	
S.S. Within	17929.812	391	45.856		
TOTAL	18304.020	398	45.990		

- With 391 df (for sex) at 0.05 level 3.86 and at 0.01 level 6.70
- df (for sex and caste) at 0.05 level 2.63 and at 0.01 level 6.70

It can be seen from Table 4.88 that in case of main effects, F ratio is 04.613 for boys and girls is significant at 0.05 level, so H_0 is rejected. It indicates that boys and girls differ significant in their weakness. It can be seen from Table 4.86 that mean of boys

is 17.08 and mean of girls is 18.0. It means that girls were higher in weakness score than boys in the subject of Gujarati at Standard VI.

It can be seen from the above Table 4.88 that in case of main effects F ratio is 0.126 for SC, ST, SEBC and General Categories of students, is not significant even at 0.05 level, So Ho. 14 is accepted. It indicates that mean weakness score of SC, ST, SEBC and General Categories of students do not differ significant in the subject of Gujarati. It mean that they are equal in their weakness score of Gujarati Subject.

It can be seen from the above Table 4.88 that in case of two way interaction, F ratio 1.102 is not significant even at 0.05 level. So Ho. 15 is accepted. It indicates that Sex and Caste jointly do not affect the mean weakness score subject.

4.10 WEAKNESS SCORE OF STUDENTS IN THE SUBJECT OF GUJARATI FOR STANDARD VII

To study the weakness score students of Standard VII in the subject of Gujarati; Mean, Standard: Deviation, Skewness, Kurtosis were computed. Which is given in the Table 4.89

TABLE 4.89
MEAN, STANDARD DEVIATION, SKEWNESS, KURTOSIS OF WEAKNESS SCORE OF STANDARD VII

	Entire student	Boys	Girls	SC student	ST student	SEBC student	General student
N	400	203	197	97	107	125	71
Mean	17.89	17.76	18.02	18.38	17.70	17.76	17.73
S.D.	5.46	5.06	5.86	5.29	5.42	5.59	5.61
Skew ness	0.797	0.979	0.656	0.647	0.783	0.952	0.809
Kurtosis	0.020	0.498	-0.333	0.015	0.096	0.280	0.195

It can be seen from the Table 4.89 that mean weakness score in the subject of Gujarati of entire sample was 17.89. In order to know the nature of distribution of

weakness score of sample, coefficient of Skewness was computed. The coefficient of Skewness is 0.797. This means of distribution of weakness of Gujarati is positively skewed. The Kurtosis of distribution is 0.020, which is less than 0.263. So the distribution is leptokurtic in nature.

From the Table 4.89 it is observed that mean weakness score of girls is higher than boys. Weakness score of boys and girls is positively skewed. The value of Kurtosis of the distribution for boys is 0.498 and for girls is -0.333, which is greater than 0.263. So the distribution is leptokurtic in nature.

With respect to SC, ST, SEBC and General Category of students, it can be observed that mean is 18.38, 17.70, 17.76, 17.73 respectively. This means that mean weakness score of SC students is more than the entire sample and mean weakness score of ST students is less than entire sample. Weakness score of SC, ST, SEBC and General Category is positively skewed. The Kurtosis of SC, ST, SEBC and General Category of students are -0.015, 0.096, 0.280, 0.195 respectively. So distribution is leptokurtic in nature.

For the present study the Analysis of variance (ANOVA) was used to study the weakness score of students at Standard VII. ANOVA is used to study the main effects and interaction effect of Sex and Caste Category.

4.10.1 MAIN EFFECTS AND INTERACTION EFFECT OF WEAKNESS SCORE OF STUDENTS FOR STANDARD VII IN WRITING OF GUJARATI

To study the main effect and two way interaction effects on weakness with respect to Sex and Caste Categories following null hypotheses were formulated.

Ho. 16 There will be no significant difference in the mean weakness score of boys and girls in the subject of Gujarati for Standard VII.

Ho. 17 There will be no significant difference in the mean weakness score of SC, ST, SEBC and General Category of students in the subject of Gujarati for Standard VII.

Ho. 18 There will be no interaction between Caste Category and Sex in the subject of Gujarati for Standard VII.

In order to test above hypotheses, the following primary data were computed and the same has been presented in Table 4.90

TABLE 4.90

CELL MEANS FOR WEAKNESS SCORE OF STUDENTS OF STANDARD VII WITH RESPECT TO SEX AND CASTE

SEX	MEAN
BOYS	203(17.8)
GIRLS	197(18.0)
CASTE	
SC	97 (18.4)
ST	107 (17.7)
SEBC	125 (17.8)
GENERAL	71 (17.7)

On the basis of these data, analysis of variance technique was applied and F ratio were computed. Same has been presented in Table 4.91

TABLE 4.91

SUMMARY OF ANALYSIS OF VARIANCE FOR WEAKNESS SCORE OF GUJARATI SUBJECT WITH RESPECT SEX AND CASTE FOR STANDARD VII

Source of variation	Sum of square	DF	Mean Square	F	Significant of F
Main Effect					
Sex	5.732	1	5.732	0.189	N.S.
Caste	30.265	3	10.088	0.33	N.S.
Two way interactions					
Sex-Caste	11.304	3	3.768	0.124	N.S.
S.S. Between	47.909	007	6.844	0.226	-
S.S. Within	11866.468	392	30.323	-	-
TOTAL	11934.378	399	23.911	-	-

It can be seen from the Table 4.91 that in case of main effects, F ratio 0.189 for boys and girls is both significant even at 0.05 level. So, Ho. 16 accepted. It indicates that mean weakness score of boys and girls students do not differ significantly in the subject of Gujarati. It means that boys and girls are equal in their weakness score of Gujarati subject.

It can be seen from the above Table 4.91 that in case of main effects, F ratio is 0.333 for SC, ST, SEBC, General Categories of students is not significant even at 0.05 level. So Ho. 17 is accepted. It indicates that they are equal in their weakness score of Gujarati subject.

It can be seen from the above Table 4.91 that in case of two interaction, F ratio is 0.124 is not significant even at 0.05 level. So, Ho. 18 is accepted. It indicates that Sex and Caste jointly do not affect the weakness score of Gujarati subject. It means that they are equal in their weakness score of Gujarati subject of Standard VII.

4.11 RELATIONSHIP BETWEEN ACHIEVEMENT SCORE AND WEAKNESS SCORE FOR STANDARD V, VI AND VII

To study the relationship between achievement score and weakness score of the students in the subject of Gujarati, the following null hypotheses have been formulated.

Ho. 19 There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard V.

Ho. 20 There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard VI.

Ho. 21 There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard VII.

To test these hypotheses Product Moment Correlation Co-efficient was computed and the same has been presented in Table 4.92, Table 4.93, and Table 4.94 respectively.

TABLE 4.92
CORRELATION OF ACHIEVEMENT SCORE AND WEAKNESS SCORE
FOR STANDARD V

N	CORRELATION CO-EFFICIENT (r)	LEVEL OF SIGNIFICANCE
419	- 0.5048	> 0.01 level

It can be seen from above Table 4.92 that the correlation between students achievement score and weakness score is found to be - 0.5048. The relation being negative, it indicates that when achievement score of students increases, weakness score of students decreases.

The value of 'r' is found to be significant at 0.01 level. So null hypothesis Ho. 19 is rejected, indicating that there is a relationship between achievement score and weakness score of students in the subject of Gujarati for Standard V.

TABLE 4.93
CORRELATION OF ACHIEVEMENT SCORE AND WEAKNESS SCORE FOR
STANDARD VI

N	CORRELATION CO-EFFICIENT (r)	LEVEL OF SIGNIFICANCE
319	- 0.3691	> 0.01 level

It can be seen from above Table 4.93 that the correlation's between students achievement score and weakness score is found to be - 0.3691. The relation being negative, it indicates that when achievement score of students increases, weakness score of students decreases.

The value of 'r' is found to be significant at 0.01 level. So null hypothesis Ho. 20 is rejected, indicating that there is a relationship between achievement score and weakness score of students in the subject of Gujarati for Standard VI.

TABLE 4.94
CORRELATION OF ACHIEVEMENT SCORE AND WEAKNESS SCORE FOR
STANDARD VII

N	CORRELATION CO-EFFICIENT (r)	LEVEL OF SIGNIFICANCE
419	- 0.3895	> 0.01 level

It can be seen from above Table 4.94 that the correlation between students achievement score and weakness score is found to be - 0.3895. The relation being negative, it indicates that when achievement score of students increases, weakness score of students decreases.

The value of 'r' is found to be significant at 0.01 level. So null hypothesis Ho. 21 is rejected, indicating that there is a relationship between achievement score and weakness score of students in the subject of Gujarati for Standard VII.

4.12 ERRORS COMMITTED BY STUDENTS IN WRITING GUJARATI

In order to find out the errors committed by the students while writing Gujarati subject, a test was developed for standard V, VI, VII. A test consisted of five questions. Examining the answer it was found that students had committed errors like full stop, comma, spellings, punctuation mark, interrogative mark, effect of dialect on writing, in to inverted comma (Avataran chinha), title of the story, logical sequence of thoughts in essay, story and letter writing. Test papers of standard V, VI, VII given in Appendices : XI - XIII. Table 4.95 represents type of errors committed by students in writing of Gujarati for Standard V.

TABLE 4.95

TYPE OF ERRORS IN WRITING GUJARATI FOR STANDARD V

QUE. NO.	TYPE OF ERRORS	SC CATEGORY			ST CATEGORY			SEBC CATEGORY			GENERAL CATEGORY			GRAND TOTAL		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	Into inverted comma	33(66)	32(76)	65(71)	47(88)	37(62)	83(62)	38(65)	41(69)	79(67)	25(61)	19(62)	43(61)	14(66)	128(67)	269(66)
1,2,4,5	Full stop	37(75)	33(79)	70(77)	45(87)	44(75)	39(70)	43(75)	40(68)	83(71)	28(70)	18(60)	46(66)	133(71)	135(71)	289(71)
1	Exclamation	30(60)	32(76)	61(67)	40(58)	37(62)	76(60)	34(59)	36(61)	70(60)	21(52)	16(52)	36(52)	124(58)	135(71)	289(71)
1	Commas	35(72)	34(81)	69(76)	35(31)	34(38)	69(85)	35(60)	33(36)	68(58)	27(68)	22(73)	49(70)	132(61)	124(65)	256(63)
1,2,4,5	Spelling	37(76)	34(81)	71(78)	51(75)	50(85)	101(80)	47(80)	45(76)	91(78)	27(68)	19(63)	46(66)	162(75)	148(78)	310(77)
2,4,5	Introduction of thoughts	39(79)	37(67)	75(83)	57(84)	54(92)	111(88)	49(84)	48(82)	97(83)	28(71)	19(64)	48(68)	173(81)	158(85)	332(82)
2,4,5	Logical sequence of thoughts	43(88)	38(90)	81(89)	58(86)	54(92)	112(88)	52(89)	46(77)	97(83)	28(70)	16(53)	44(63)	181(84)	153(81)	332(83)
2,4,5	Syntax	37(76)	36(85)	73(80)	58(86)	49(82)	107(84)	49(84)	50(84)	98(84)	26(65)	20(68)	46(66)	170(79)	154(81)	324(80)
1,2,3,4,5	Nasal Sound	42(86)	33(79)	75(83)	53(78)	46(79)	99(78)	50(86)	46(78)	96(82)	30(74)	20(65)	40(70)	175(81)	145(76)	320(79)
2,4,5	Dialects	41(83)	34(81)	75(82)	57(84)	49(84)	107(84)	53(91)	46(78)	99(85)	30(75)	18(59)	48(68)	181(84)	147(77)	328(81)
4	Title	32(65)	40(95)	72(79)	50(74)	43(73)	93(73)	50(86)	43(73)	93(79)	30(75)	21(70)	51(73)	162(75)	147(77)	309(76)
3	Spelling	41(84)	35(83)	76(83)	54(79)	45(82)	103(81)	51(88)	48(81)	99(85)	29(71)	18(60)	47(66)	175(81)	149(79)	324(80)
	TOTAL	49	42	91	68	59	127	58	59	117	40	30	70	215	190	405

* NOTE: All percentages and average of numbers rounded off to nearest whole numbers.

* Figure in the bracket indicates percentages

* Figure out side bracket indicates number of students.

From the Table 4.95 it was found that SC girls (76 per cent) committed more errors in marking of Avataran chinha in the sentences as compared to rest of the students while General category of boys (61 per cent) and General category of girls (62 per cent) committed less errors. It was also found that on an average 66 per cent of the students committed errors with regard to Avataran chinha.

From the Table 4.95 it was found that SC girls (79 per cent) committed more errors in marking of full stop in the sentences as compared to rest of the students while General category of girls (60 per cent) committed less errors. It was also found that on an average 71 per cent of the students committed errors with regard to full stop.

From the Table 4.95 it was found that SC girls (76 per cent) committed more errors in exclamatory mark in the sentences as compared to rest of the students. General category of boys (52 per cent) committed less errors. It was also found that on an average 60 per cent of the students committed errors with regard to exclamatory marks on the part of students.

From the Table 4.95 it was found that SC girls (81 per cent) committed more errors in marking of comma in the sentences as compared to rest of the students. While General category of boys (52 per cent) and ST boys (51 per cent) committed less errors. It was also found that on an average 63 per cent of the students committed errors with regard to marking of comma in the sentences.

From the Table 4.95 it was found that ST girls (85 per cent) and SC girls (81 per cent) committed more errors in writing spelling in syntax as compared to rest of the students. While General category of boys (68 per cent) committed and general girls (63 per cent) committed less errors. It was also found that on an average 77 per cent of the students committed errors with regard to writing spellings in syntax.

From the Table 4.95 it was found that ST girls (92 per cent) committed more errors in introduction of thoughts in essay, story and letter writing as compared to rest of the students while General Category of girls (64 per cent) committed less error in the same. It was found that on an average 82 per cent of the students committed errors with regard to above mentioned item.

From the Table 4.95 it was found that ST boys (92 per cent) and SC girls (90 per cent) committed more errors in logical sequencing of thoughts as compared to rest of the students. While general category of girls (53 per cent) committed less errors. It was also found that on an average 83 per cent of the students of standard V committed errors with regard to logical sequencing of thoughts.

From the Table 4.95 it was found that ST boys (86 per cent) and SC girls (85 per cent) committed more errors in syntax as compared to rest of the students while SC boys (76 per cent) committed less errors. It was also found that on an average 80 per cent of the students of standard V committed errors with regard to syntax.

From the Table 4.95 it was found that SC boys and SEBC boys (86 per cent) committed more errors in Nasal sound (Anushwara) as compared to rest of the students. While general category of girls 65 per cent committed less errors. It was also found that on an average 76 per cent of the students of standard V committed errors with regard to nasal sound.

From the Table 4.95 it was found that SEBC boys (91 per cent) committed errors in effect of dialect on essay, story and letter writing as compared to rest of the students. While General girls (59 per cent) committed less errors. It was also found that on an average 81 per cent of the students committed errors with regard to effect of dialect on essay, story and letter writing of

From the Table 4.95 it was found that SC girls (95 per cent) committed errors of writing title of the story as compared to rest of the students. While SC boys (65 per cent)

committed less errors. It was also found that on an average 76 per cent of the students committed errors with regard to writing title of the story.

From the Table 4.95 it was found that SEBC boys (85 per cent) committed errors in the item of spelling as compared to rest of the students. While SC girls (60 per cent) committed less errors. It was also found that 80 per cent of the students committed errors with regard to item of the spellings.

Table 4.96 represent the type of errors committal by student in writing Gujarati of standard VI

TABLE 4.96

ERRORS COMMITTED BY STUDENTS IN WRITING GUJARATI FOR STANDARD VI

QUE No.	TYPE OF ERRORS	SC CATEGORY			ST CATEGORY			SEBC CATEGORY			GENERAL CATEGORY			GRAND TOTAL		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	IN TO INVERTED COMMA	42(66)	37(61)	79(64)	41(67)	35(70)	76(68)	35(72)	32(65)	67(69)	21(74)	23(61)	44(67)	139(69)	127(64)	266(67)
1,2,4,5	FULL STOP	45(70)	43(71)	87(70)	43(69)	41(82)	84(75)	38(77)	37(75)	75(78)	19(68)	25(66)	44(67)	144(71)	146(74)	290(72)
1	INTERROGATION MARK	43(67)	32(53)	75(60)	41(65)	38(76)	79(70)	31(62)	39(80)	70(71)	21(75)	27(71)	48(73)	135(67)	136(69)	271(68)
1	EXCLAMATORY MARK	40(65)	24(40)	64(52)	39(63)	34(68)	73(65)	24(53)	33(67)	59(60)	24(66)	20(53)	44(67)	129(64)	111(56)	240(60)
1,2,3,4,5	NASAL SOUND	46(71)	42(70)	88(71)	49(80)	46(93)	96(85)	37(76)	35(72)	72(74)	23(81)	28(72)	50(76)	155(76)	151(77)	306(76)
1	COMMA	41(64)	36(61)	77(62)	40(64)	41(82)	81(72)	34(69)	32(65)	66(67)	22(79)	21(54)	43(65)	136(67)	130(60)	266(67)
1,2,3,4,5	SPELLING	48(74)	47(79)	95(76)	49(79)	46(92)	95(85)	42(85)	39(80)	81(82)	19(69)	28(75)	48(72)	158(78)	160(81)	318(80)
2,4,5	INTRODUCTION OF ESSAY	52(82)	48(80)	100(81)	53(85)	45(91)	98(68)	36(73)	40(82)	76(78)	22(79)	29(76)	51(77)	163(80)	163(80)	326(82)
2,4,5	LOGICAL SEQUENCES OF THOUGHTS	50(79)	47(78)	97(78)	52(84)	49(97)	101(90)	42(85)	36(74)	78(80)	21(76)	31(82)	52(79)	165(81)	163(83)	328(82)
2,4,5	SYNTAX	53(83)	51(86)	104(84)	48(78)	42(85)	91(81)	42(85)	37(76)	79(81)	19(68)	29(76)	48(73)	162(80)	161(81)	322(81)
2,4,5	DIALECT	46(72)	46(76)	92(74)	49(80)	46(92)	95(85)	39(79)	39(80)	78(79)	24(87)	27(70)	51(77)	159(78)	157(80)	316(79)
4	TITLE OF THE STORY	57(89)	46(77)	103(83)	43(69)	40(80)	83(74)	44(90)	45(92)	89(91)	23(82)	34(89)	57(86)	167(82)	165(84)	332(83)
	TOTAL	64	60	124	62	50	112	49	49	98	26	38	66	203	197	400

* NOTE : All percentages and average of numbers rounded off to nearest whole numbers.

* Figure in the bracket indicates percentages.

* Figure out side bracket indicates number of students.

From the Table 4.96 it was found that General boys (74 per cent) committed more errors of marking Avataran chinha in the sentences as compared to rest of the students. While SC girls and General category of girls (61 per cent) committed less errors. It was also found that on an average 67 per cent of the students committed errors with regard to Avataran chinha.

From the Table 4.96 it was found that ST girls (82 per cent) committed errors of marking full stop in the sentences as compared to rest of the students while General girls (66 per cent) committed less errors. It was also found that on an average 72 per cent of the students committed errors with regard to full stop.

From the Table 4.96 it was found that SEBC girls (80 per cent) committed more errors in interrogation mark in the sentences as compared to rest of the students. While SC girls (53 per cent) committed less errors. It was also found that on an average 68 per cent of the students committed errors with regard to making of Full stop in the sentences.

From the Table 4.96 it was found that General Category of boys (86 per cent) committed errors of exclamatory mark in writing sentences as compared to rest of the students. While SC girls (40 per cent) committed less errors. It was also found that on an average 60 per cent of the students committed errors with regard to marking of exclamatory in the sentences.

From the Table 4.96 it was found that ST girls (93 per cent) committed errors of nasal sound (Anushwara) in the sentences as compared to rest of the students. While SC girls (70 per cent) committed less errors. It was also found that on an average 76 per cent of students committed errors of nasal sound.

From the Table 4.96 it was found that ST girls (82 per cent) committed errors Of Comma in the sentences as compared to rest of the students while General girls (54 per cent) committed less error. It was also found that on as average 67 per cent of the students committed errors with regard to Comma in the sentences.

From the Table 4.96 it was found that ST girls (92 per cent) committed more errors of spellings as compared to rest of the students. While General Category of boys (64 per cent) committed less errors. It was also found that on an average 80 per cent of the students committed errors with regard to spelling.

From the Table 4.96 it was found that ST girls (91 per cent) committed more errors of introduction of Essay, story and letter writing as compared to rest of the students while SEBC boys (73 per cent) committed less errors. It was also found that on an average 82 per cent of the students committed errors with regard to introduction of essay, story and letter writing.

From the Table 4.96 it was found that ST girls (97 per cent) committed more errors of logical sequence of thoughts in essay, story and letter writing as compared to rest of the students. While SEBC girls (74 per cent) committed less errors. It was also found that on an average 82 per cent of the students committed errors with regard to logical sequence of thoughts in essay, story and letter writing.

From the Table 4.96 it was found that SC girls (86 per cent) committed more errors in Syntax as compared to rest of the students. While SEBC girls and general category of girls (76 per cent) committed less errors. It was also found that on an average 81 per cent of students committed errors with regard to syntax.

From the Table 4.96 it was found that ST girls (92 per cent) committed errors in effect of dialect on essay, story and letter writing as compared to rest of the students. While General Category of girls (70 per cent) committed less errors. It was also found that on an average 79 per cent of the students committed errors with regard to effect of dialect an essay, story and letter writing.

From the Table 4.96 it was found that SEBC girls (92 per cent) committed errors on writing title of the story as compared to rest of the students. While ST boys (69 per cent) committed less errors. It was also found that 83 per cent of students committed errors with regard to writing title of the story.

Table 4.97 represent the type of errors committal by student in writing Gujarati of standard VII.

TABLE 4.97

ERRORS COMMITTED BY STUDENTS IN WRITING GUJARATI FOR STANDARD VII

QUE NO	TYPE OF ERRORS	SC CATEGORY			ST CATEGORY			SEBC CATEGORY			GENERAL CATEGORY			GRAND TOTAL		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1,2,3,4, 5	NASAL SOUND	35(75)	39(69)	75(72)	39(77)	39(78)	79(74)	45(70)	47(78)	92(74)	28(70)	22(70)	49(70)	148(75)	147(72)	295(72)
1	IN TO INVERTED COMMA	35(74)	32(56)	67(64)	21(41)	26(46)	47(44)	39(60)	36(60)	75(60)	32(80)	26(84)	58(82)	127(65)	120(59)	247(61)
1	EXCLAMATORY MARK	34(71)	36(62)	69(66)	36(70)	32(57)	68(63)	36(55)	37(61)	72(58)	22(55)	23(74)	45(63)	127(62)	127(62)	254(62)
1,2,3,4, 5	FULL STOP	34(71)	38(66)	71(68)	32(62)	38(68)	70(65)	41(63)	39(65)	80(64)	29(73)	24(77)	53(75)	135(67)	139(68)	274(67)
1,2,3,4, 5	SPELLING	37(78)	38(66)	75(72)	42(83)	45(80)	87(82)	43(66)	45(74)	87(70)	32(80)	23(74)	55(74)	154(76)	150(70)	304(75)
1	COMMA	30(63)	33(57)	62(60)	27(53)	31(54)	58(54)	37(57)	36(60)	73(58)	30(75)	23(73)	53(74)	124(61)	122(60)	245(60)
1	INTRODUCTION MARK	30(64)	34(60)	64(62)	26(51)	30(54)	56(52)	37(57)	36(60)	73(80)	34(85)	25(81)	59(83)	127(63)	125(61)	252(62)
2,4,5	INTRODUCTION OF ESSAY	37(79)	43(75)	80(77)	45(88)	48(86)	93(87)	51(79)	45(76)	97(77)	32(80)	24(76)	56(78)	166(82)	160(78)	326(80)
2,4,5	LOGICAL SEQUENCES OF THOUGHTS	40(84)	40(70)	80(77)	46(91)	49(88)	96(89)	50(77)	49(81)	99(79)	31(78)	22(72)	53(75)	167(82)	160(79)	328(81)
2,4,5 4	SYNTAX	42(89)	40(71)	82(79)	42(83)	43(77)	84(80)	43(67)	52(86)	95(76)	31(78)	21(69)	52(74)	158(78)	157(77)	315(77)
2,4,5 4	TITLE	42(89)	46(81)	88(85)	43(84)	50(89)	93(87)	42(65)	49(82)	91(73)	18(45)	21(68)	39(55)	145(71)	166(81)	311(78)
2,4,5	DIALECT	35(74)	44(77)	78(75)	40(78)	44(79)	84(79)	48(74)	46(77)	94(75)	23(73)	17(56)	47(66)	152(74)	152(74)	303(75)
	TOTAL NUMBER OF STUDENTS	47	57	104	51	56	107	65	60	125	40	31	71	203	204	407

* NOTE : All percentages and average of numbers rounded off to nearest whole numbers.

* Figure in the bracket indicates percentages.

* Figure outside the bracket indicates the number of students.

From the Table 4.97 it was found that ST girls (78 per cent) and SEBC girls (78 per cent) committed more errors of marking of nasal sound (Anushwara) as compared to rest of the students. While SC girls (69 per cent) committed less errors. It was also found that on an average 72 per cent of the students committed errors with regard to making of nasal sound.

From the Table 4.97 it was found that General Category of girls (84 per cent) committed errors of marking Avataran chinha as compared to rest of the students while ST girls (44 per cent) committed less errors. It was also found that on an average 61 per cent of the students committed errors with regard to making of Avataran chinha.

From the Table 4.97 it was found that General Category of girls (74 per cent) committed more errors of marking exclamatory as compared to rest of the students. While SEBC boys and General Category of girls (55 per cent) committed less errors. It was also found that on an average 62 per cent of the students committed errors with regard to marking of explanatory.

From the Table 4.97 it was found that General Category of girls (77 per cent) committed more errors of making full stop as compared to rest of the students. While ST boys (62 per cent) committed less errors. It was also found that on an average 67 per cent of the students committed errors with regard to marking of full stop.

From the Table 4.97 it was found that ST boys (83 per cent) committed more errors of spelling as compared to rest of the students. While SC girls, SEBC boys (66 per cent) committed less errors. It was also found that on an average 75 per cent of students committed less errors with regard to spelling.



From the Table 4.97 it was found that General Category of boys (75 per cent) committed more errors of Comma as compared to rest of the students while ST boys (53 per cent) committed less error. It was also found that on an average 60 per cent of the students committed errors with regard to Comma.

From the Table 4.97 it was found that General Category of boys (85 per cent) committed errors of interrogation mark in the sentences as compared to rest of the students. While ST boys (51 per cent) committed less errors. It was also found that on an average 62 per cent of the students committed errors of interrogation mark in the sentences.

From the Table 4.97 it was found that ST boys (88 per cent) committed more errors of introducing of Essay, story and letter writing. While SC girls (75 per cent) committed less errors. It was also found that on an average 80 per cent of the students committed errors with regard to introducing essay, story and letter writing.

From the Table 4.97 it was found that ST girls (88 per cent) committed more errors of logical sequence of thoughts in essay, story and letter writing. While SC girls (70 per cent) committed less errors. It was also found that on an average 81 per cent of the students committed errors with regard to arranging logical sequence of thoughts in essay, story and letter writing.

From the Table 4.97 it was found that SC boys (89 per cent) committed more errors in Syntax. While SC girls (71 per cent) committed less errors. It was also found that on an average 77 per cent of students committed errors with regard to item syntax.

From the Table 4.97 it was found that SC boys (89 per cent) and ST girls (89 per cent) committed errors of writing title of the story. While General Category of boys (45 per cent) committed less errors. It was also found that on an average 76 per cent of the students committed errors with regard to writing of the title of the story.

From the Table 4.97 it was found that ST girls (79 per cent) committed errors in effect of dialect on story, letter and essay writing. While General Category of girls (56 per cent) committed less errors. It was also found that 75 per cent of students committed errors with regard to effect of dialect an essay, story and letter writing.

4.13 OPINION OF EXPERTS REGARDING TEACHING OF GUJARATI LANGUAGE

In order to study the opinions of teachers regarding the teaching of Gujarati language an interview schedule was constructed by the investigator. In all, opinion of twenty teachers and experts were collected. The schedule consisted of nine close ended items focusing on the following five areas:

1. Language skills
2. In-service training
3. Pre-service training
4. Improving standards of Gujarati teaching
5. Modes of evaluating language skills.

Analysis of the responses have been presented below.

Regarding the item “ One can not find perfection among students about Gujarati language.” Do you agree with this statement? 20 respondents (100 per cent) opined that students did not have perfection about Gujarati language.

Items related to the “Suggestion regarding the improvements in the standard of Gujarati language among students “, out of 20, 04(20.00) respondents opined that textbook should provide complete information of teaching Grammar more clearly, effectively and simpler manner to the students which can improve the standard of Gujarati language, 07(35.00) respondents opined that the students should be given moral education which inculcates the values like love, politeness, friendship for motherland. The respondents

further opined that students should get such education which focuses for all development of the child. Pupils should be constantly encouraged and inspired for the development of their mother tongue. However, there was a great variation in the opinions of remaining respondents, 09(45.00) respondents opined that to improve the level of language teaching, the child should be made to understand the words and meaning.

Further, they opined that activities related to development of reading skills and also development of interest of reading skills should be included. Activities which motivate students for language proficiency should be enhanced by the teachers in the classroom.

With regard to item, "Activity suggested by interviewers regarding raising standard of language teaching," Out of 20, 15(75.00) respondents suggested activities like identification of alphabets, competition in writing, action song competition, charts for correcting spellings should be taken in to consideration for raising the standard of language teaching. However, 05(25.00) respondents suggested activities like alphabetical puzzles, debate competition, games which are based on oral words, charts for synonymous words, dialogue based drama word game to be played in a group for raising standard of language teaching.

With regard to item, "Four basic skills of language are interlinked. Despite this fact pupils coming at secondary level are found lacking in them. Give suggestions for improving the present shortcoming in the above skills."

Out of 20, 06(30.00) respondents opined that students can develop listening skills by listening various programmes on radio, television. While 14 (70.00) respondent opined that apart from listening various programmes on radio, TV by the students teachers should help the students in developing their listening skills, through storytelling, recitation of poem, good thoughts of the day in class.

For the development of speaking skills, 07(35.00) respondents opined that teachers should organized various activities like debate, drama, story telling competition, While

13(65.00) responded opined that teachers should organize action song competition, News reading, Antakshari, talk of the day.

For the development of reading skills, 11(55.00) respondents opined that teachers should give students to read paragraph from the books, news papers, essay reading in the class, thought of the day. While 9(45.00) responded opined that teachers and parents should give more importance to what they speak.

For the development of writing skills, all the responded i.e. 20(100) opined that more and more writing exercise related to short sentences, copy writing and dictation should be given of primary level.

With regard to item, "evaluation of language skills in primary level" all the respondent 20(100) respondent suggested that evaluation should be continuous and comprehensive process skills should be evaluated by daily progress of the child at primary level. Language of question papers should be taken to ensure error free questions.

With regard to item, "pre-service training given to language teachers," out of 20, 17(85.00) respondent opined that agenda for pre-service training programmes have been carried out in traditional manner, there is no innovative approach adopted for training pre-service provided to teachers is just wastage of time, money and energy. While 3(15.00) respondent opined that practical approach should be emphasized during pre-service training programme. It should be time bound and comprehensive, so that teachers can complete requirement without considering this programme burdensome.

With regard to item, "Views of respondent about in-service training given to language teachers," Out of 20, 18(90.00) respondents opined that instead of calling experts for delivering lectures, it is good if the training is given by experienced school teachers of the field. Further they had stated that in-service training programme is not at all a practical, more emphasis should be given to difficulties faced by teachers in teaching learning process for better understanding of teaching methodology. While 2(10.00) respondent

opined that though teaching programme is essential, it could not satisfy the present format. Which according to them was monotonous and repetitive. Instead they suggested that programme should be modified so that it becomes interesting.

With regard to item, "adequacy of audio visual aids". All the respondents opined that government should provide adequate equipment, and technical know how of audio visual equipment. Teachers should be motivated and directed to prepare low cost teaching aids.

With regard to item, "Views of respondents regarding improvement of present primary syllabi of Gujarati subject". Out of 20, 16(80.00 per cent) opined that along with teaching of language, grammar should be taught. The respondent stressed that syllabus should include Indian cultural values at all levels, and 04(20.00 per cent) respondents viewed that syllabus should be simple the selection of content should be such which includes moral values in current syllabus is designed with keeping in mind the urban students only. Examples should be given from urban as well as rural backward also. The selection of prose, poetry, stories should be life oriented, scientific outlook should be developed through language lessons and should avoid lessons which propagates superstitions beliefs. Emphasis should be given to quality rather than quantity.

In this chapter, investigator has attempted to analysis the available data with the help of frequency and percentage and analysis of variance (ANOVA) and arrived at certain conclusions. The next chapter deals with summary, findings, conclusions, discussion, implication of the study and suggestions.