

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Language is a means of communication particularly among human beings. In communicating ideas, feelings, likes and dislikes, wishes, desires, matter of displacement, etc., the use of language is necessary. According to Finocchiaro (1964:8 Cited in Brown 1994:4) "Language is a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact".

It is known as the reflection of social needs, civilization and means of socialization. Without its existence nobody can understand one another. As a result, human beings will not be different from other animals. So, to be known as a human being in this world, everyone has to learn a language. A language consists of a series of rules. When the processes of production, transmission and reception tend to co-operate with encoding and decoding of messages, the whole system of language will be able to reach its destination. Communication being its main product for transmitting message, we do not have to forget the necessity of senders and receivers. When both of the interlocutors understand each other with the help of means of communication, they can go on talking further. In general, a learner should have the knowledge of four language skills: listening, speaking, reading and writing. The former two skills are primary in nature to which even common people have to be familiar necessarily. The latter two skills are optional to which only learners have to be familiar to integrate all the skills together.

Learning language is a natural phenomenon. It is essential to all to move the life further. Without its perception everybody remains silent forever.

1.1.1 Language Teaching

Language teaching involves teaching of both the first and the second/foreign languages. Acquisition of the first language and learning of the second language involve different processes. In the world of language teaching new concerns have occupied in the minds of methodologists, and applied linguists. New techniques have been widely used. To get mastery over language everybody needs to have the ability in all skills and aspects of language.

1.1.2 Language Skills

There are four basic skills of a language. They are:

- i) Listening
- ii) Speaking
- iii) Reading
- iv) Writing

Among the four skills, listening and reading are receptive and speaking and writing are productive skills. In language acquisition, receptive skills precede the productive ones. It is impossible to develop productive skills and integrate them not only while teaching and learning but also while using these skills for various purposes. Reading skill plays a vital role in the field of academic life.

1.1.3 The Reading Skill

Reading, as defined in Encyclopedia Britannica (1975, Vol. 19:9), "is the mental process of securing and reacting to an author's message represented by written or printed symbols. To read, one must recognize

words, know the meaning of words, and understand the idea expressed by the authors, sense the mood and the tone of selection, evaluate the accuracy of the ideas and use or apply them".

Reading is one of the receptive skills of language teaching/learning. Since language is a means of communication, reading is also a process of communication. The writer communicates with the reader and the latter interacts with the former's assumptions, ideas, beliefs. The reader remains in constant interaction with the writer. Reading is decoding, understanding or interpreting and making sense of a given text. It involves reception of information from a text.

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out significance of these messages.

Regarding reading, Grellet (1992:8) points out "It is an active skill, it constantly involves guessing, predicting, checking and asking oneself questions." Reading involves different information processing mechanisms. Both top-down and bottom-up approaches can be used in reading. In top-down processing, the reader draws on his/her own intelligence and experience. We might compare this approach to an eagle's eye view of the landscape. In bottom-up processing the reader builds up a meaning from the black marks on the page, recognizing letters and words, working out sentence structures. It can be compared to the scientist examining an ecology with a magnifying glass. McDonough and Shaw (1993:89) point out "Reading as a skill is clearly one of the most important, in fact in many instances around the world. We may argue that reading is the most important foreign language skill particularly in cases

where students have to read English materials for their own specialist subject but may never have to speak the language; such cases are often referred to as English as a library language."

Reading does not exist alone because it is interwoven with other skills, for instance the written script is to be recognized while reading. In the early modes a good reading requires an implicit mastery of the grapheme- phoneme correspondence rules.

Reading serves as a foundation for learning. It is the basis of every academic subject. The learners need to improve their reading skills to study course materials, read things for survival, pleasure and general information and gain access to the world body of knowledge.

1.1.4 Importance of Reading

Among the four languages skills, reading is the third in order. It is regarded as the most important skill for gaining more knowledge. The more we read, the more we gain it. People can enjoy reading any text (of any book or magazine or newspaper) they like for getting pleasure and information. The more interesting texts the learners read, the more information they can get. So, the creation of interest depends totally upon the nature of the reading text.

Reading is regarded as the cheapest and the best way of getting information. It is basically and entirely necessary for increasing one's own professional knowledge and keeping oneself update with the things happen around him/her. That is why we hardly can minimize its importance. Besides, reading is not a mechanical exercise which interprets the written symbols into spoken words. We, undoubtedly, can throw light upon reading by saying that meaningful reading involves the

association of written words with meaning. Reading, actually broadens the horizon of knowledge and builds backgrounds to read any literary text. Reading provides entertainments by supplying information to the readers. Furthermore, it helps to develop moral and spiritual values and stimulates language development.

1.1.5 Reading Comprehension

Reading and reading comprehension are interchangeably used in the language teaching literature, however, the ability to decode the letters/ words in the text does not indicate proper understanding of the text material. Understanding the text results in a mental representation of the state of affairs the text describes.

Reading comprehension means reading and understanding reading materials. It involves the process of decoding, i.e. converting language into message. The reader constructs a message from graphic symbols. Efficient readers can predict what they are going to read. They presuppose what will happen thereafter. They can extract detailed information by reading a text. Reading helps the readers to deduce the meaning of unfamiliar words from contexts. Similarly, the readers recognize what functions are served and what discourse pattern is used and recognize the devices for cohesion. Finally, they can get general picture of a text by reading it.

Grellet (1992:3) points out that "A competent reader will quickly reject the irrelevant information and find what he is looking for." Reading comprehension involves making meaning of words, phrases, clauses, sentences and the text. The reader needs to interpret the total organization of the text to comprehend it.

1.1.6 Teaching Reading Skill

Teaching reading does not mean excluding speaking, listening and writing. It is a question of focus: some lessons concentrate on reading, others do not. The other skills are always needed to provide variety, to enable the students to learn effectively or to give feedback. So, we do not keep language skills in separate boxes. Activities that integrate them reflect our use of language in real life. The text will be used as a starting point for work on the other skills, just as it always has been. Reading is the focus of attention.

The major point to be noted when practising reading in the classroom is that it is a silent activity. Therefore, silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. Reading as such is an extremely difficult exercise. However, the way/type of reading depends upon the level of readers. For instance, the beginner can not read silently. Instead, he/she needs to verbalize the words.

While teaching reading comprehension in the classroom a teacher should borne in mind that a text is a succession of separate sentences thematically related and that it is necessary merely to deal with the structure and the meaning of the sentence. If reading is to be effective, structure of longer units such as the paragraph or the whole text must be understood. It is not good studying a text as though it is a series of independent units. For this, one should start with global understanding and more towards detailed understanding rather than working the other way round. That means, the task given to begin with should be of a global kind within the competence of the learners. Gradually as they read more

fluently and get the gist of a text more easily, a deeper and more detailed understanding of the text can be worked towards. If the activities are of global type, the students' confidence may be built up when faced with authentic texts and the students will not get completely lost. To develop the students' skills of inference, anticipation and deduction, we can start with longer texts accompanied by photographs, diagrams, and a number of paragraphs, etc.

1.1.7 Stages of Teaching Reading Comprehension

Teaching reading comprehension activities can be divided into three stages; pre-reading, while-reading and post-reading. The technique for pre-reading stage may not be suitable for other stages. But it does not mean that one technique is used for only one stage. The same technique may be used for other stages too.

a. Pre-reading stage

Before the students begin to read the text we can do quite a lot to make their task more explicit and their way of teaching it more effective. So, it is a warm-up and brain-storming stage. The principal goal of this stage is to arouse interest to read the text and to take the students in the right direction in the right mood and make them feel interested in reading the text. So, it creates interests and motivates the students.

It helps the students what would be in the texts. The students try to find out what the text is about. They can guess the text from the readings or the illustrations. Regarding this stage, Nuttall (1996:154) suggests the following activities:

- i. Providing a reason for reading

- ii. Introducing the text
- iii. Setting a top-down task
- iv. Breaking up the text
- v. Dealing with new language
- vi. Asking signpost questions

b. While-reading stage

This stage starts with silent reading. Students do actual reading in this stage. They get true information from the text. The teacher throws the questions and makes the students read and answer them. He allows the students to answer the questions individually or in the groups. The teacher helps them step-by-step. Different techniques like elicitation, discussion are also used to deal with different language items in the group or class mode. Each student works on his own for much of the time because reading process is in essence private. The group work can be done while reading because much of the guidance comes from fellow students. The students read silently and scan the specific information. They read to skim for the general ideas of the text. It is the stage of detailed work and global understanding.

c. Post-reading stage

It is the stage of evaluation and personal response and it relates the text to outside world. The teacher can use discussion techniques. Students are asked to discuss the topic or the text or questions related to the text. They are also asked to write reports, notes, summary, literary criticisms appreciation, and collect the essential information. The students discuss what is interesting/new in the text. They debate on the topic of the text if

it is controversial. They do the tasks on the language or structure of the text.

1.1.8 Importance of the English Language

There are several languages in the world through which people of different speech communities communicate with each other. Out of them, English is the most widely used language in the modern world. It has been the main language of trade, transport and communication, media, publication, sports commentaries and so on. Regarding the popularity of English language, Lederer (1990 in Sthapit et al., 1994:1) writes "English is the most widely used language in the history of our planet. One in every seven human beings can speak it. More than half of the world books and three quarters of international mails are in English. Of all languages English has the largest vocabulary- perhaps as many as two million words one of the noblest body of literature."

At present, English has been the language of vital importance because of its practical utility. Along with the development of science and technology, effective acquisition of English has been the primary prerequisite for the promotion of technical education and transmission of modern civilization.

The English language, the most widely used language in almost all the sectors, is equally important to a developing country like Nepal for the promotion of its present status in terms of economy, science and technology. It is undoubtedly of vital importance for accelerating the modernization process in Nepal. In this world of science and technology, Nepal cannot afford to remain isolated from wide contact and exposure. Diplomacy, tourism, foreign trade, foreign aid, trekking and higher

studies in abroad are some of the manifested forms of such interaction. Hence, English has almost solely been our medium of international contact, exposure and communication. Highlighting the importance of English in Nepal Malla (1977:7) writes "Nepal needs English to have access to the scientific and technical knowledge of the modern world and to establish effective channels of communication with other nations . . . the status of English as the language of science and technology and of international communication remains unassailable."

This shows that we can never take advantages of the rapid progress and innovation made in the field of science and technology, trade, industrial development, international relationship without the knowledge of English. Realizing the importance of English in Nepal, it has been prescribed in the curricula of schools and colleges as a compulsory course. In addition to the public colleges and schools, many English medium schools and colleges have been established in the private sectors in which the students are taught through English medium right from the nursery classes.

1.1.9 A Brief Account of ELT in Nepal

English language teaching entered Nepal with the establishment of Durbar High School in 1853 in Kathmandu. In the higher education it was started formally with the establishment of Tri-Chandra College in 1919. But at that time, education was limited to some privileged groups of people in Nepal. Majority of Nepali citizens were deprived of education and people had no right to speak against government activities.

Politically, the nation witnessed a drastic change in 1950. Democracy was introduced for the first time. After the advent of

democracy in 1951, an educational wave swept all over the country. A number of schools and colleges were established throughout the Kingdom but no considerations were made as to how the schools would run, what kind of education should be given and what type of textbooks would be prescribed. So, the government took steps to establish a system. Consequently, many commissions were constituted to formulate plans and execute them.

Nepal National Educational Planning Commission (NNEPC) 1954 was one of the attempts made by the government to develop the education system as per the demand of contemporary time and people. NNEPC studied the view of the people from various sectors such as laymen, teachers, education administrators and educationists, and submitted its reports suggesting improvement of the existing situations.

The commission is said to have played a very significant role to direct the whole education system in the right path although all the suggestions made by the commission were not implemented.

Similarly, All Round National Education Commission (ARNEC) was formed in 1962. This commission insisted the government on implementing the suggestions given by NNEPC (1954) with slight modifications. In addition, it had recommended to extend the secondary education upto grade eleven but it was not implemented.

National Education System Plan (NESP) was implemented in 1971-75 for the systematic development of education system of Nepal. It studied the whole education system and gave suggestions to revise the existing curricula. Curricula were prepared according to the suggestion of NESP, allocated 100 full marks, i.e. from grade four to ten. There was

also provision of optional English at secondary classes, i.e. in class eight nine and ten. Before the implementation of this new curriculums were developed in 1971. To execute this curriculum effectively new text books, improved teaching methods, teachers' training, efficient supervision system were introduced. In fact, NESP was the first attempt made to overhaul the total educational tradition. Its deals were underpinned by nationalistic feelings.

Then, with the view to overhauling the exiting education system, National Education Commission (NEC) was formed in 1989. It presented its report in 1991/92. This commission, studying whole education system of past and present, gave suggestions that were to be implemented. Accordingly school education system has undergone various changes. One of them is the replacement of the old NESP (1971, revised 1981) curricula by the new ones. The curricula and textbooks based on communicative approach were developed and implemented.

Gradually, Higher Secondary Education emerged in the scene. According to the recommendations of the council of Higher Secondary Education Act (HSEA, 1989) and the National Education Commission (1992), the government for the first time permitted 37 secondary schools to start Higher Secondary Education which includes grade XI and XII. In present there are 1545 higher secondary schools in Nepal.

1.1.10 Teaching English and the Role of Teaching Materials

Clear perception of English by classroom teaching faces different challenges. Only chalk and talk are not sufficient to serve this purpose. For this, the teacher needs support. These supports can be provided by the supplementary materials like teaching manual.

Teaching materials while teaching English as a foreign language can hardly be exaggerated. They help to make language used in classroom more realistic and alive, stimulate imagination, facilitate the understanding of the learners and even complement or supplement the teachers.

The importance of teaching aids and materials in the English language teaching is immense and their presence is indispensable. They give special emphasis on developing the confidence and enhance the skills of the participants in making various teaching materials and using them effectively in actual classroom teaching. Such a prominent and integral element of teaching English should not be ignored and its wide application is expected to increase the quality of our English education.

1.1.11 Teaching Manual (TM)

Teaching manual, one of the significant teaching materials, is a book published by Higher Secondary Education Board, curriculum and training directorate, Sanothimi, Bhaktapur. It is designed in order to help teachers in their classroom teaching to run the class effectively. It has created facilitation to the language teachers to apply the techniques and use other related materials that help to develop learners' communicative competence. Teaching manual is thought to be vital in bringing change in the traditional ways of teaching since it guides the teachers to explore and apply new techniques in practice.

The TM of grade eleven "The Magic of Words: Compulsory English" has incorporated detailed step by step procedures to teach all the language items included in the text book. Thus, TM facilities the English teachers to organize the classroom activities.

At the present, English is communicative in nature. Teachers are expected to present the language items creating meaningful situations and develop learners' communicative competence.

1.2 Review of Related Literature

Many research studies have been conducted to find out the effectiveness of the use of different teaching aids and materials, impact of teaching materials such as flash cards, flannel board etc. No research has been carried out on the effectiveness of teaching manual while teaching English at higher secondary level. Because of this, the present researcher has attempted to find out whether the use of teaching manual in higher secondary level is really advantageous in ELT or not. While studying, reviewing and analyzing the previous research works done in the department of English Education T.U., many researches have been carried out which are directly or indirectly related to this study. Some of them are as follows:

Shrestha (1991) carried out a study with the objective of finding out the efficacy of Nepali and English as the medium of instruction in teaching English at primary level. The finding showed that teaching in English medium was more effective for teaching listening, speaking, reading, writing, vocabulary and language functions whereas teaching grammar was more effective in Nepali medium.

Sitaula (1999) carried out a comparative study to find out which method inductive or deductive is more effective to teach the passivization. He selected the students of grade 10 for his study. It has found out that the inductive method was relatively more effective than the deductive method for teaching passivization.

Karki (1999) carried out a comparative study to find out which method inductive or deductive is more effective to teach subject-verb agreement for the students of grade 9. In that case, inductive method was found relatively more effective than the deductive method for teaching the subject-verb agreement in general.

Bhandari (2000) carried out a research to find out the effectiveness of medium of instruction on Teaching English Prepositions. The finding showed that Nepali medium of instruction was far better compared to English.

Timsina (2000) made an experimental study to find out the effectiveness of recorded materials over conventional techniques in teaching listening comprehension. The finding showed that the recorded materials were ineffective in teaching listening comprehension.

Chapagain (1999) carried out a research to find out the impact of teaching materials in English language teaching. It was found that the use of teaching materials helped for better learning.

Sharma (2000) carried out a study with the objective of finding out the effectiveness of inductive and deductive methods in teaching reported speech. The finding showed that inductive method was more effective.

Pandey (2004) carried out a research to find out the effectiveness of teachers' guide in teaching English at grade eight and found out that TG is very significant, helpful and effective if a teacher goes through it.

Joshi (2006) carried out a research to find out the effectiveness of sign post approach in teaching reading comprehension and found out that SPA is effective and fruitful approach in teaching reading comprehension.

Bohara (2007) carried out a research to find out the effectiveness of discovery technique in teaching the sentence structure, functions and found out that discovery technique is more effective in teaching the sentence structure and functions.

So, the research problem mentioned in this research was supposed to be worth studying since no research work in this problem has been done at higher secondary level so far.

1.3 Objectives of the Study

The objectives of this research were as follows:

- a) To find out the effectiveness of teaching manual in teaching compulsory English at grade eleven in terms of :
 - Holistic comparison.
 - Item wise comparison.
- b) To suggest some pedagogical implications on the basis of findings of study.

1.4 Significance of this Study

As the study provides information about the use and effectiveness of teaching manual in teaching compulsory English at grade eleven, teachers, guide designers, concerned students will be benefited since the study will provide information of effectiveness of teaching can modify their creations. Besides, the people interested in the field of ELT can also derive information from the study.

CHAPTER TWO

METHODOLOGY

To fulfil the specific objectives of the study, the researcher adopted the following methodology of research:

2.1 Sources of Data

Both primary and secondary sources were used in carrying out this study.

2.1.1 Primary Sources of Data

The primary sources of data were the grade eleven students of Shree Siddhanth Higher Secondary School, Jimuwa, Kanchanpur.

2.1.2 Secondary Sources of Data

Secondary sources of data such as related books, journals, articles, etc., were consulted in order to accomplish the research work. Some of the books that were mainly consulted for carrying out this research were the curriculum and textbook of compulsory English for grade eleven, Teaching Manual for this course, Holden, (Ed.) (1979), Coffey, (Ed.) (1982), Richards and Rodgers (1995), etc.

2.2 Population of the Study

The total population of this study consisted of all eleventh graders studying in Shree Siddhanath Higher Secondary School, Jimuwa, Kanchanpur.

2.3 Sampling Procedure

For the study, one of the higher secondary schools was sampled through judgmental non-random sampling procedure and the students of grade eleven of that very school were used as the population of the study.

Thirty-two students of grade eleven were divided into two groups (Experimental and Controlled) on the basis of the result of the pre-test.

2.4 Tools for Data Collection

The tool for the collection for data was the test that included two passages (one seen and one unseen), four short questions and five long questions.

Different types of test items carrying 100 marks were constructed from the selected units of the textbook to test the students' performance.

2.5 Process of Data Collection

The primary data of this research were collected by conducting a pre-test and a post-test to the students of grade eleven. For this purpose the researcher adopted the following steps:

- i. At first, the researcher went to the school that was selected through judgmental non-random sampling procedure and talked to the principal of that school to get permission.
- ii. After getting permission from the principal, he consulted the compulsory English teacher of the 11th grade and requested him to convince the students.
- iii. After sampling the school and population the test items that were to be used for pre and post-tests were developed and lesson plans of the concerned lessons were prepared.
- iv. Before administering the pre-test, the researcher explained to the subjects about the purpose and the importance of the study.
- v. Then, a pre-test was administrated to determine the level of language proficiency of the students.

- vi. The marks obtained by each student were added and the students were ranked from the first position to the last position on the basis of the merit list prepared after the result of the pre-test. The students were divided into two groups: experimental and controlled on the basis of odd and even ranking of the individual scores. Then group A was taught as experimental group and the group B was taught as controlled group. The ranking procedure and group division was as follows:

Pre-test Rank	Group A	Group B
1-8	Odd	Even
9-16	Even	Odd
17-24	Odd	Even
25-32	Even	Odd

- vii. The students divided into two groups were taught the same language items. However, group A was taught using the Teaching Manual and the group B was taught without using it. Both the groups were taught side by side. Each group was taught for six days a week, one period a day and each period lasted for forty-five minutes. Nineteen classes for each group were taken.
- viii. At the end of the experimental teaching, a post-test using the same set of test items as in the pre-test was administrated. Then, the results of the two tests were compared for determining the effectiveness of Teaching Manual in teaching compulsory English at grade eleven.

2.6 Limitations of the Study

The study had the following limitations:

- i. The research was limited to Kanchanpur district only.
- ii. It was limited to only one public school.
- iii. Only the students of grade eleven were taught for about three weeks.
- iv. It was limited to 'The Magic of Words'.
- v. It was limited to Reading comprehension only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of analysis and interpretation of the data. The obtained data from the students were analyzed on the basis of the following categories:

3.1 Holistic Comparison

The holistic comparison can be presented as follows:

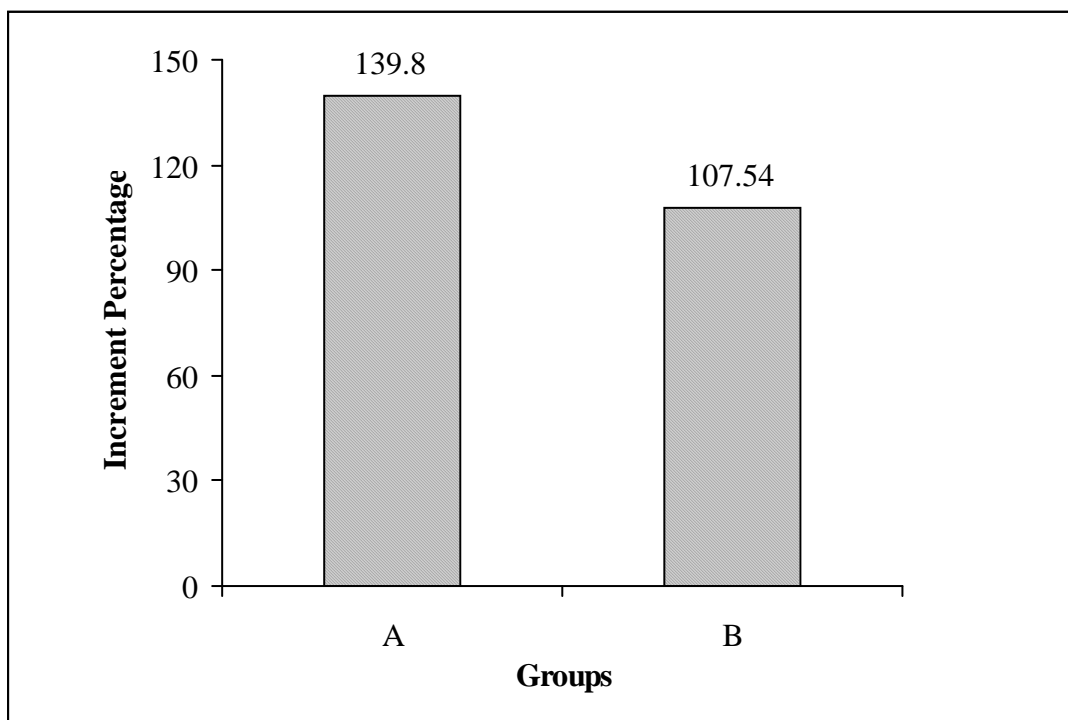
Table 1: Holistic Comparison of Both Groups

Group	Average Score in Pre-test	Average Score in Post-test	D	D%
A	23.09	55.37	32.28	139.80
B	22.93	47.59	24.66	107.51

The above table shows that the total average score of group 'A' (Experimental group) was 23.09 in the pre-test and 55.37 in the post-test. This group increased its average mark by 32.28 and its increment percentage was 139.80.

Group B has the total average score of 22.93 in the pre-test and 47.59 in the post-test. This group increased its score by 24.66 and its increment percentage was 107.54.

The difference in general is shown in the following figure:



The difference shows that Group 'A' made far better progress in learning in general as a whole. Therefore, it is concluded that the use of teaching manual to teach compulsory English in grade XI is more effective than teaching English without using it (TM).

3.2 Item based comparison

This category included all the test items and the marks obtained by the students one by one. The average scores obtained by experimental group and control group were compared in each testing item. The data were tabulated and analyzed on the basis of the marks obtained by the students in each item.

There were eleven test-items. They were of three categories. Item no. one and two were similar in the sense that both of them were passages carrying twenty full marks each. Similarly, item no three, four, five and six were similar in the sense that they were short answer questions carrying five full marks each. Likewise, items seven, eight, nine, ten and

eleven were similar in the sense that they were long answer questions carrying eight full marks each.

The individual scores on the items were analyzed by calculating average scores, difference (D) and difference in percentage (D%) in pre-test and post-test of both the groups, i.e. experimental and control group.

Table 2: Comparison in Item No. 1

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	6.90	12.46	5.56	137.71
B	6.81	10.84	4.06	96.04

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 6.90 and 12.46 respectively. The marks increased in the post-test by 5.56 and its increased percentage was 137.71. On the other hand, the average scores obtained by control group in the pre-test and post-test were 6.81 and 10.84 respectively. The marks increased by 4.06 and its percentage was 96.04.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt more effectively than the latter group.

Table 3: Comparison in Item No. 2

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	6.68	14.75	8.06	166.43
B	6.62	12.09	5.46	117.21

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 6.68 and 14.75

respectively. The marks increased in the post-test by 8.06 and its increased percentage was 166.43. On the other hand, the average scores obtained by control group in the pre-test and post-test were 6.62 and 12.09 respectively. The marks increased in the post-test by 5.46 and its increased percentage was 117.21.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt more effectively than the latter group.

Table 4: Comparison in Item No. 3

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.71	2.71	1.00	66.04
B	1.62	2.50	0.87	60.52

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.71 and 2.71 respectively. The marks increased in the post-test by 1.00 and its increased percentage was 66.04. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.62 and 2.50 respectively. The marks increased in the post-test by 0.87 and its percentage was 60.52.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 5: Comparison in Item No 4

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	2.81	1.81	181.00
B	1.00	1.96	0.96	96.87

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 2.81 respectively. The marks increased in the post-test by 1.81 and its increased percentage was 181. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 1.96 respectively. The marks increased in the post-test by 0.96 and its percentage was 96.87.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 6: Comparison in Item No 5

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	2.5	1.5	150
B	1.00	2.15	1.15	115

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 2.5 respectively. The marks increased in the post-test by 1.5 and its increased percentage was 150. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 2.15 respectively. The marks increased in the post-test by 1.15 and its percentage was 115.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 7: Comparison in Item No 6

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	2.96	1.96	196
B	1.00	2.53	1.53	153

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 2.96 respectively. The marks increased in the post-test by 1.96 and its increased percentage was 196. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 2.53 respectively. The marks increased in the post-test by 1.53 and its percentage was 153.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 8: Comparison in Item No 7

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	3.18	2.18	218
B	1.00	2.90	1.90	190

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 3.18 respectively. The marks increased in the post-test by 2.18 and its increased percentage was 218. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 2.90

respectively. The marks increased in the post-test by 1.90 and its percentage was 190.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 9: Comparison in Item No 8

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	3.43	2.43	243
B	1.00	3.18	2.18	218

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 3.43 respectively. The marks increased in the post-test by 2.43 and its increased percentage was 243. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 3.18 respectively. The marks increased in the post-test by 2.18 and its percentage was 218.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 10: Comparison in Item No 9

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	3.28	2.28	228
B	1.00	3.06	2.06	206

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 3.28 respectively. The marks increased in the post-test by 2.28 and its

increased percentage was 228. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 3.06 respectively. The marks increased in the post-test by 2.06 and its percentage was 206.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 11: Comparison in Item No 10

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	3.75	2.75	275
B	1.00	3.31	2.31	231

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 3.75 respectively. The marks increased in the post-test by 2.75 and its increased percentage was 275. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 3.31 respectively. The marks increased in the post-test by 2.31 and its percentage was 231.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

Table 12: Comparison in Item No 11

Group	Av. Scores in P ₁	Av. Scores in P ₂	D	D%
A	1.00	3.50	2.50	250
B	1.00	3.06	2.06	206

The above table shows that the average scores obtained by experimental group in the pre-test and post-test were 1.00 and 3.50 respectively. The marks increased in the post-test by 2.50 and its increased percentage was 250. On the other hand, the average scores obtained by control group in the pre-test and post-test were 1.00 and 3.06 respectively. The marks increased in the post-test by 2.06 and its percentage was 206.

The difference in percentage shows that the experimental group did better than control group. So, we can say that the former group learnt relatively more effectively than the latter group.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

The analysis and interpretation of the data obtained from the tests given to the two groups of the students have led the researcher to reach some conclusions. The findings of the study are stated as follows:

- A. The whole experiment showed that the use of Teaching Manual in teaching compulsory English in grade eleven is better and more effective. The study reveals that group A has total increment marks of 516 whereas group B has 404 which is very less than that of group A.
- B. In item wise comparison, the researcher has concluded the following findings:
 - (a) In item no. one, experimental group had 137.71 total increment percentage of marks whereas control group had only 96.04 increment percentage. Thus, it is clear that experimental group did far better than control group.
 - (b) In item no. two, experimental group had 166.43 total increment percentage of marks whereas control group had only 117.21 increment percentage. Thus, the difference in percentage shows that the experimental group did far better than control group.
 - (c) In item no. three, experimental group had 66.04 total increment percentage of marks whereas control group had only 60.52 increment percentage. Therefore, it is clear that experimental group did far better than control group.
 - (d) In item no. four, experimental group had 166.43 total increment percentage of marks whereas control group had only 117.21

increment percentage. Thus, the difference in percentage shows that the experimental group did far better than control group.

- (e) In item no. five, experimental group had 150.00 total increment percentage of marks whereas control group had only 96.87 increment percentage. So, it is clear that experimental group did far better than control group.
- (f) In item no. six, experimental group had 196.00 total increment percentage of marks whereas control group had only 153.00 increment percentage. So, the difference in percentage shows that the experimental group did far better than control group.
- (g) In item no. seven, experimental group had 218.00 total increment percentage of marks whereas control group had only 190.00 increment percentage. So, it is clear that experimental group did far better than control group.
- (h) In item no. eight, experimental group had 243.00 total increment percentage of marks whereas control group had only 218.00 increment percentage. So, the difference in percentage shows that the experimental group did far better than control group.
- (i) In item no. nine, experimental group had 228.00 total increment percentage of marks whereas control group had only 206.00 increment percentage. So, it is clear that experimental group did far better than control group.
- (j) In item no. ten, experimental group had 275.00 total increment percentage of marks whereas control group had only 231 increment percentage. So, the difference in percentage shows that the experimental group did far better than control group.

- (k) In item no. eleven, experimental group had 250.00 total increment percentage of marks whereas control group had only 206.00 increment percentage. So, it is clear that experimental group did far better than control group.

Therefore, the use of Teaching Manual (TM) published by HSEB (Higher Secondary Education Board) is significantly helpful in teaching compulsory English (The Magic of Words) effectively.

4.2 Recommendations

The findings of this study helps the researcher to point out some significant recommendations that would be worthy enough for pedagogical implications in the academic institutions. They would be really useful for bringing changes in the ways of teaching on the part of the English teachers teaching especially in higher secondary classes. Besides, they would also be worthy enough for HSEB which is producing and distributing TMs. The recommendations made by the researcher are logically based on the findings of the study which were extracted by the analysis and interpretation of the data obtained from the primary sources, i.e. the tests administrated to the students studying in grade 11. The recommendations can be made as follows:

4.2.1 Recommendations for Pedagogical Implications

Based on the findings from the analysis of the test-items, and the researcher's own opinion, some recommendations for pedagogical implications have been made as follows:

1. Group A performed relatively better than group B. Therefore, the use of Teaching manual (TM) is found to be very effective here. This implies that teaching manual (TM) has to be essentially used,

i.e. the teaching techniques and procedures given in Teaching manual (TM) are to be followed by the English Teachers.

2. In each type of test item used to test reading comprehension, the use of teaching manual has been found to be very effective. So, it should be used for testing all types of reading comprehension.

4.2.2 Recommendations for Further Researches

Recommendations for further researches have been made as follows:

1. This research was limited only to thirty-two students of a public school. So, it cannot be claimed that the findings of this research are applicable everywhere. Further research can be carried out including more students and more schools of different types and different parts of the country.
2. This research includes only The Magic of Words. So, it is limited to a small part of the course (Compulsory English) but similar type of research covering the whole course of compulsory English can be carried out.

Finally, it is thought that this study has opened the door for the further investigation on effectiveness of Teaching manuals in teaching English at higher secondary level in Nepal. The researcher has just crossed the thresholds in terms of the investigation on the titles. To find out penetrating ideas on it, is left for the future endeavours in research.

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APPENDICES

Appendix-I

Test Items

F.M. 100

Time $2\frac{1}{2}$ hrs

Q.N.1: Read the following passage carefully and do the activities that follow: 20

So it's 1997, and it's raining, and you'll have to walk to work again. The subways are crowded, and any given train breaks down one morning out of five. The buses are gone, and on a day like today the bicycles slosh and slide. Besides, you have only a mile and half to go, and you have boots, rain coat and rain hat. And it's not a very cold rain, so why not?

Lucky you have a job in demolition too. It's steady work. Slow and dirty, but steady. The fading structures of a decaying city are the great mineral mines and hardware shops of the nation. Break them down and reuse the parts. Coal is too difficult to dig up and transport to give us energy in the amounts we need; nuclear fission is judged to be too dangerous; the technical breakthrough toward nuclear fusion that we hoped for never took place; the solar batteries are too expensive to maintain on the earth's surface in sufficient quantity.

Anyone older than ten can remember automobiles. They dwindled. At first the price of gasoline climbed-way up. Finally, only the well-to-do drove, and that was too clear an indication that they were filthy rich, so any automobile that dared show itself on a city street was overturned and burned. Rationing was introduced to 'equalize sacrifice,' but every three months the ration was reduced. The cars just vanished and became part of the metal resource.

A. Answer the following questions in brief:

- a. What is the best way of getting to work?
- b. Why is it difficult to take the train to work?
- c. Why are the following not good sources of fuel:

- i) Coal
- ii) nuclear fusion
- iii. solar batteries

d. Why have cars vanished?

B. Rewrite the following sentences indicating 'T' for true statement and 'F' for false ones:

- a. You have only a mile and a half to go, and you have boots, rain coat and rain hat. And it's a very cold rain, so why not?
- b. The fading structures of decaying city are the great mineral mines and hard work shops of the nation.
- c. Coal is too easy to dig up and transport to give us energy in the amounts we need.
- d. Anyone older than ten can remember automobiles.

C. Match the following words or phrases:

Column A

Column B

Subways	:	Splitting of an atom to produce energy
nuclear fission	:	becomes less
dwindle	:	underground railways
vanish	:	forecast
Prediction	:	disappear

D. Rewrite the following sentences selecting the correct answer.

- a. Solar batteries are not good sources of fuel because they are
 - i) too difficult to dig up
 - ii) too dangerous to use.
 - iii) too expensive to use.
- b. The cars of rich people on a city street were
 - i) kept in garage
 - ii) taken away with security
 - iii) overturned and burned

Q.No.2 Read the following passage and answer the questions that follow:

20

The number of people suffering from High Frequency Hearing Loss (HFHL) is on the rise as level of noise continues to go up in Kathmandu valley. While almost all major sites in the capital easily cross

the accepted noise level of 70 decibel (dB), the 'hazardous zones' of Kalanki, Koteshwor, Narayan Gopal Chowk, New Baneshwor and Tripureshwor have registered over 100 dB. Increasing number of vehicles is mainly to be blamed. It is noteworthy that, as of now, there is neither an act to regulate noise level in the valley nor one to check the emission of high pitched sound from the vehicles.

What is most alarming, is the fact that noise level in Kathmandu has been witnessing a steep rise since 1997, when the initial readings were made. Just in the six-years period between 1997 and 2003, the average noise level in Kathmandu increased by 12 dB. The upshot: more cases of hyper-tension, headache, nasal block, depression and cardiac arrest. Shrill noise is believed to retard the progress of people recovering from illness too, hence a special case for banning honking in Hospital areas. But not all blames can be heaped on the shoulders of uncaring drivers. Most of them are totally ignorant of the great harm they cause. Clearly, more awareness is needed in this front. An act to regulate the level of vehicular noise has also been long time in coming. Likewise, the old vehicles should not be allowed to ply on the city roads unless due attention is paid towards their maintenance and controlling of the noise they emit.

A. Answer the following questions:

- a. According to the passage, what is the cause of people's suffering in Kathmandu?
- b. What are the causes of noise pollution in Kathmandu?
- c. What diseases does noise create?
- d. Which sites are called 'hazardous zones' in the valley?
- e. What is accepted level of noise? What is the registered level of noise in the valley?

B. Rewrite the following sentences indicating 'T' for true statements and 'F' for false ones:

- a. The accepted noise level is less than 70 dB which can be find in Kathmandu valley. (.....)
- b. The cause of people's suffering in Kathmandu is rising level of high frequency hearing loss. (.....)

- c. Most of the drivers in Kathmandu are aware of noise pollution.
(.....)

C. Rewrite the following sentences selecting the best answer:

- a. The initial studies about noise pollution were done since
- | | |
|----------|-----------|
| i. 1998 | iii. 1997 |
| ii. 1987 | iv. 1998 |
- b. The main cause of increasing noise pollution in Kathmandu is
- | | |
|------------------------|---------------------------|
| i. engineers' weakness | iii. pilots' weakness |
| ii. doctors' weakness | iv. government's weakness |

Answer the following questions. (4×5+5×8=60)

Q.N.3 Why did Kim's body shake when she saw the little, old man at the door of the cottage? (The Recurring Dream)

Q.N.4 If Mr. Sakota had asked the woman why she came at midnight, what do you think she would have answered? (The Loving Mother)

Q.N.5 Does the essay speak in favour or against having many children? Give reasons in brief (Speaking of Children)

Q.N.6 What were the Brahmin's demanding for? (Malini)

Q.N.7 Explain the paradox in 'The Child is Father of the Man'. (My Heart Leaps up When I Behold)

Q.N.8 Summarize the main idea of the essay in one paragraph. (Speaking of Children)

Q.N.9 Summarize the poem in one paragraph (The Poplar Field)

Q.N.10 What kind of serious problems could a fuel shortage cause? You may base your answer on 'The Nightmare Life Without Fuel'. (The Nightmare Life Without Fuel)

Q.N.11 Draw a character sketch of Supriya and show how he was different from Kemankar. (Malini)

Appendix II

A List of Lesson Plans

**School: Shree Siddhanath Higher Secondary School, Jimuwa,
Kanchanpur**

Lesson Plan No. 1

Date: 2064-09-25

1. **Teaching Item:** The Recurring Dream (first 49 lines)
2. **Specific objectives:** On completion of the text, the students will be able to answer the questions based on the lesson correctly.

For example:

What is Kim's main problem?

3. **Teaching Materials:** Daily used teaching materials.
4. **Teaching Learning Activities:**

Group A

- i) **Pre-reading activities:** First of all, the teacher will motivate the students by asking a question about the text. For example: what may be given there in this story? Then the teacher will tell them something about the question.
- ii) **While- reading activities:** In this stage, the teacher will ask some students to read the text (some lines) loudly and the teacher will describe the text.

Group B

First of all, the teacher will announce the teaching item. Then he will read the text sentence by sentence and explain it. In this step, he will use lecture and explanation methods.

5. **Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to evaluate the students.

For example,

- i) In which country does this story take place?
 - ii) How old is Kim at this time?
 - iii) Who is Kim's roommate?
 - iv) What is Kim's problem?
6. **Homework:** Read the text (first 49 lines) at home and do the exercise given in the book.

Lesson Plan No. 2

Date: 2064-09-27

1. **Teaching Item:** The Recurring Dream (The rest part of the story)
2. **Specific objectives:** On completion of the text, the students will be able to answer the questions based on the story.

For example,

Where does Kim see the house like the one in her dream?

Why do you think the cottage is FOR SALE?

3. **Teaching Materials:** Usual classroom materials.
4. **Teaching Learning Activities:**

Group A

- i) **Pre-reading activities:** First of all, the teacher will motivate the students by asking question about the text. For example, Why does Janet want to take Kim to her parents' farm for a few days? Then, the teacher will tell them something about the question.
- ii) **While-reading activities:** In this stage, the teacher will ask some students to read the story (some lines) loudly and the teacher will describe the text.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the text and explain it in simple structure. In this step, he will use lecture and explanation method.

5. **Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to evaluate the students. For example:
 - a) Why do you think the cottage is for sale?
 - b) Why does the little old man close the door when he sees Kim?
 - c) Why does Kim's body shake when she sees the little old man at the door of the cottage?
 - d) What does Kim do when she sees the house?
6. **Homework:** Read the story at home and do the exercises given in the book.

Lesson Plan No. 3

Date: 2064-09-28

1. **Teaching Item:** The Loving Mother (First 59 lines)
2. **Specific objectives:** On completion of the text, the students will be able to answer the questions based on the text.

For example, i) Why was Mr. Sakota working late?

3. **Teaching Materials:** Usual classroom materials
4. **Teaching learning activities:**

Group A

- i) **Pre-reading activities:** First of all, the teacher will motivate the students by asking a question about the text.

For example, What may be given there in this story?

- ii) **While-reading activities:** In this stage, the teacher will ask some students to read the text (some lines) and he will describe the text.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the text and explain it. In this step, he will use lecture and explanation methods.

5. **Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to evaluate the students. For example,
- a) Why was Mr. Sakota working late?
 - b) Why didn't he go to the door when he heard the knock the first time?
 - c) Why didn't he want to open the door when he saw the woman through the window of the door?
 - d) Why did he finally let her in?
6. **Homework:** Read the story (first 51 lines) at home and answer the questions given in the book.

Lesson Plan No. 4

Date: 2064-10-02

- 1. **Teaching Item:** The Loving Mother (The rest part of the story)
- 2. **Specific objective:** On completion of the text, the students will be able to answer the questions based on the text.

For example, Why did Mr. Sakota Shake his head saying 'Am on a stick! . . .?'

- 3. **Teaching Materials:** Usual classroom materials
- 4. **Teaching Learning Activities:**

Group A

- i) **Pre-reading activities:** First of all, the teacher will motivate the students by asking a question about the story.

For example, Why didn't Mr. Sakota go to the door when he heard the knock the first time?

- ii) **While-reading activities:** In this stage, the teacher will ask some students to read the text (some lines) and he will explain the text.

Group B

First of all, the teacher will announce the teaching item. Then he will read the text and explain it. In this step, he will use lecture and explanation method.

5. **Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to evaluate the students. For example,
- a. Why did Mr. Sakota shake his head saying 'Am on a stick!'?
 - b. Why did Mr. Sakota ask a photographer friend of his to take pictures of her?
 - c. Was the woman really a ghost ? Give reasons.
6. **Homework:** Read the story at home and answer the questions given in the book.

Lesson Plan No. 5

Date: 2064-10-03

1. **Teaching Item:** My Heart Leaps Up When I Behold
2. **Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the poem.

For example,

- i) Explain the paradox in "The Child is Father of the Man".

3. Teaching materials: Usual classroom materials

4. Teaching Learning Activities:

Group A

Pre-reading activities: First of all, the teacher will introduce rhyme to the students. He will give some examples. Then, he will ask the students to write a poem if they are ready, otherwise he will give some more examples of rhyme.

After that he will tell one of the main themes of the poem is that man must appreciate the beauty of nature. Then, he will tell the students to make a list of the things they find beautiful. Then, he will ask them to divide man-made and nature-made things. After that, he will ask them how they feel when they see something beautiful.

While-reading activities: The teacher will ask the students to read the poem silently. Then, the teacher will read the poem slowly and clearly to the whole class. After that, he will ask some other students to read the poem.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the poem loudly. After that reading, he will teach the poem line by line. The teacher will teach some difficult vocabularies, if necessary. He will also introduce rhyme with examples.

5. Evaluation/Post-reading activities:

The teacher will ask the students to number the lines of the poem from 1 to 9 in their books. Then, he will ask the students some questions.

For example,

- i) Who is the author of the poem?
 - ii) What is the title of the poem?
 - iii) How many lines does the poem have?
 - iv) Which line rhymes with line 1?
 - v) What does the author mean by 'My heart Leaps Up'?
 - vi) Can you explain the line, 'The Child is Father of Man'?
 - vii) Is the rainbow natural or man-made?
- 6. Homework:** Read the poem carefully at home and answer the questions given in the book.

Lesson Plan No. 6

Date: 2064-10-04

- 1. Teaching Item:** Speaking of Children (first 56 lines).
- 2. Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

What are the advantages of having only one child?

- 3. Teaching materials:** Usual classroom materials
- 4. Teaching Learning Activities:**

Group A

i) Pre-reading activities:

First of all, the teacher will ask the students to read the title. Then, he will ask them some questions.

For example,

- a) What may be given in this essay?
- b) How many children are there in your family?, etc.

After that, the teacher will summarise the essay using simple structures and words.

ii) While-reading Activities:

In this stage, the teacher will choose students to read the utterances or play the roles of-

- a) the mother
- b) the father
- c) the child and
- d) the teacher himself will play the role of narrator.

The narrator will read all the parts which do not form part of a dialogue. The dialogue sections will be read by the selected students. Before beginning this activity, the teacher will mark which lines are said by which characters.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the text line by line and explain it. In this stage, he will use lecture and explanation methods.

5. Evaluation/Post-reading activities:

The teacher will ask some questions to evaluate the students.

For example,

- a. What are the advantages and disadvantages of having only one child?

- 6. Homework:** Read the essay (first 56 lines) at home and answer the questions given in the book (based on the first 56 lines).

Lesson Plan No. 7

Date: 2064-10-06

- 1. Teaching Item:** Speaking of Children (lines 57 to end).
- 2. Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

What are the advantages and disadvantages of having many children?

- 3. Teaching materials:** Usual classroom materials
- 4. Teaching Learning Activities:**

Group A

- i) Pre-reading activities:** First of all, the teacher will ask a question to the students, e.g.,

What are the advantages and disadvantages of having many children?

Then, he will tell them something about the question.

- ii) While-reading activities:** In this stage, the teacher will choose students to read the utterances or play the roles of mother, father and child. The teacher himself will play the role of the narrator. The narrator will read all the parts which do not form part of a dialogue. The dialogue sections will be read by the selected students. Before beginning this activity, the teacher will mark which lines are said by which characters.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the text and explain it. In this stage he will use lecture and explanation methods.

- 5. Evaluation/Post-reading activities:** The teacher will ask some questions to evaluate the students.

For example,

What are the advantages and disadvantages of having many children?, etc.

- 6. Homework:** Read the essay at home and answer the questions given in the book.

Lesson Plan No. 8

Date: 2064-10-08

- 1. Teaching Item:** The Poplar Field
- 2. Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the poem (lesson).

For example,

- 3. Teaching materials:** Usual classroom materials
- 4. Teaching Learning Activities:**

Group A

- i) Pre-reading activities:** In this stage, the teacher will ask the students if they can guess the theme of the poem from the title. Before asking them, he will explain 'poplar'.

- ii) **While-reading activities:** The teacher will read the poem aloud to the whole class, reading slowly and clearly. The teacher will give emphasis to certain words or ideas. Then, he will ask the students re-read the poem themselves silently. After that, he will ask the students whether there are any words they don't know. Then, the poem will be read again by the teacher or a student aloud to the whole class.

Group B

First of all, the teacher will announce the teaching item. After that, he will read the poem loudly line by line and explain it.

5. **Evaluation/Post-reading activities:** The teacher will ask some questions to the students. He will start from simple questions.

For example,

- a) How many verses (stanzas) does the poem have?
 - b) How many lines does each verse have?
 - c) Does the poem rhyme?
 - d) What is poplar?
 - e) What happened to the poplars?
 - f) Is the author happy or sad that the poplars have been felled down?
 - g) Which sounds are no longer heard in the field?
 - h) Explain the meaning behind the last two lines of the poem, etc.
6. **Homework:** Read the poem carefully at home and answer the questions given in the book.

Lesson Plan No. 9

Date: 2064-10-11

1. **Teaching Item:** The Nightmare Life Without Fuel (First 47 lines)
2. **Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

- i) According to the author what will be the advantages of the fuel crisis of 1997?

3. **Teaching materials:** Usual classroom materials
4. **Teaching Learning Activities:**

Group A

- i) **Pre-reading activities:** First of all, the teacher will ask students to guess what the essay is about from the title. Then, he will ask some questions.

For example,

What are the different types of fuel? Would life be better or worse without fuel?, etc.

- ii) **While-reading activities:** In this stage, the teacher will read the paragraphs one by one and ask the students to say the main idea of the paragraphs. Sometimes, the teacher will ask some guiding questions to help the students.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the text line by line and explain it.

- 5. Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to the students.

For example,

- a) What is the best way of getting to work? (Paragraph- 1)
 - b) Why are the sweaters popular? (Paragraph- 5)
 - c) According to the author what will be the advantages of the fuel crisis of 1997?, etc.
- 6. Homework:** Read the essay first 47 lines at home and answer the questions given in the book (based on the lesson).

Lesson Plan No. 10

Date: 2064-10-12

- 1. Teaching Item:** The Nightmare Life Without Fuel
(From line No. 48 to 90)
- 2. Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

According to the author what are the disadvantages of the fuel crises of 1997?

- 3. Teaching materials:** Usual classroom materials
- 4. Teaching Learning Activities:**

Group A

Pre-reading activities: First of all, the teacher will ask a question to motivate the students.

For example,

What are the disadvantages of fuel crises of 1997?

Then, he will tell the students something about the question.

While-reading activities: In this stage, the teacher will read the paragraphs and ask them to guess/say the main idea of the paragraphs. Sometimes, the teacher will ask some guiding questions to help the students.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the text line by line and explain it.

5. Evaluation/Post-reading activities: In this stage, the teacher will ask some questions to the students.

For example,

- a) Where is it better to live in the city or in the suburbs?
(Paragraph- 6)
- b) Who are the first victims of starvation? (Paragraph- 8)
- c) According to the author what are the disadvantages of the fuel crises of 1997?, etc.

6. Homework: Read the essay at home and answer the questions given in the book based on the lesson.

Lesson Plan No. 11

Date: 2064-10-13

1. Teaching Item: The Nightmare Life Without Fuel (From line No. 91 to end)

2. **Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

Do you think we can prevent any of these problems if we act now?
If so, how?

3. **Teaching materials:** Usual classroom materials

4. **Teaching Learning Activities:**

Group A

- i) **Pre-reading activities:** First of all, the teacher will ask some questions to motivate the students.

For example,

Do you believe we can prevent any of these problems if we act now? If so, how?

Then, he will tell the students something about the questions.

- ii) **While-reading activities:** In this stage, the teacher will read the paragraphs and ask the students to say the main idea of the paragraphs. Sometimes, the teacher will ask some guiding questions to help the students.

Group B

First of all, the teacher will announce the teaching item. Then, he will read the text line by line and explain it.

5. **Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to the students to evaluate them.

For example,

- a) Why are many people brain-damaged? (Paragraph- 9)

- b) What has happened to the world's armies? (Paragraph- 10)
 - c) What are the three most important activities of 1997? (Paragraph- 11)
 - d) Do you believe we can prevent any of these problems if we act now? If so, how? etc.
6. **Homework:** Read the essay at home and answer the questions given in the book.

Lesson Plan No. 12

Date: 2064-10-16

- 1. **Teaching Item:** Malini (First 49 lines)
- 2. **Specific objectives:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

Why was the queen surprised in the starting of the drama?

- 3. **Teaching Materials:** Usual classroom materials
- 4. **Teaching Learning Activities:**

Group A

Pre-reading activities: In the beginning of this stage, the teacher will give a brief outline of the play using short summary. After that he will give a brief outline of the different characters.

While-reading activities: In this stage, the selected different students will read the play aloud taking different parts.

For example, Malini, the king, the queen and so on. The teacher will say to stop the students time to time and will explain what is happening.

Sometimes, the teacher will ask some questions to check students' comprehension.

Group B

First of all, the teacher will announce the teaching item and introduce the dramatist saying something given in the book.

After that, he will read the text line by line and explain it. The teacher will use lecture method and explanation methods.

5. Evaluation/Post-reading activities:

In this stage, the teacher will ask some questions to evaluate the students.

For example,

- 1) Say true if the statement is true and false if it is false.
 - a) Malini was born in Poverty.
 - b) Malini was a princess, etc.
- 2) Why was not Malini happy to stay in the king's palace?
- 3) Why did the king say 'storm clouds gathering over the king's house?', etc.
6. **Homework:** Read the play (first 49 lines) at home and answer the related questions given in the book.

Lesson Plan No. 13

Date: 2064-10-18

1. **Teaching Item:** Malini (From line No. 50 to 93)
2. **Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

Why did not king say to Malini "Child, I do not understand you"?

3. Teaching Materials: Usual classroom materials

4. Teaching Learning Activities:

Group A

Pre-reading activities: In this stage, the teacher will ask a question to the students. After getting response to the question, he will tell them something about the question.

For example,

a) Why do you think the king said to Malini "Child I do not understand you"?

While-reading activities: In this stage, the selected different students will read the play aloud taking different roles.

For example, Malini, the king, the queen and so on. The teacher will say to stop the students time to time and will explain what is happening. Sometimes the teacher will ask some questions to check the students' comprehension.

Group B

In this stage, the teacher will read the drama line by line and explain it after reading. The teacher will use lecture and explanation methods.

5. Evaluation/Post-reading activities: In this stage, the teacher will ask some questions to the students to evaluate them.

For example,

1) Why was the queen saying to the king "Heresy indeed? Are all truths confined only in their musty old books? Let them fling away their worm-eaten creeds....."?

- 2) Which words of Malini convinced the queen to follow her?
6. **Homework:** Read the play (from line No 50 to 93) at home and answer the related questions given in the book.

Lesson Plan No. 14

Date: 2064-10-19

1. **Teaching Item:** Malini (From line No. 94 to 132)
2. **Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example, Did Supriya say any words supporting Malini?

3. **Teaching Materials:** Usual classroom materials
4. **Teaching Learning Activities:**

Group A

Pre-reading activities: In this stage, the teacher will ask a question to the students. For example, After getting response from the students he will tell them something about the question.

For example,

Which words of Malini convinced the queen to follow her?

While-reading activities: In this stage, the selected different students will read the play aloud playing different roles.

For example,

Malini, king, queen, etc. The teacher will say to stop the students time to time and will explain what is happening. Sometimes to check the students' comprehension.

Group B

In this stage, the teacher will read the drama line by line and explain it. The teacher will use lecture and explanation methods.

- 5. Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to the students to evaluate them.

For example,

- 1) What was the slogan of the crowd of Brahmins in the street before the palace?
 - 2) Who addressed the crowd for the first time? Why?
 - 3) Why did Malini ask for her own banishment from the palace?, etc.
- 6. Homework:** Read the play (from line No. 94 to 132) at home and answer the related questions given in the book.

Lesson Plan No. 15

Date: 2064-10-20

- 1. Teaching Item:** Malini (From line No. 133 to 179)
- 2. Specific objective:** On completions of the lesson, the students will be able to answer the questions based on the lesson.

For example,

- 1) Why did Kemankar say to Supriya "No, I will not, I know you're firm in your action, only doubting when you debate....."?
- 3. Teaching Materials:** Usual classroom materials
- 4. Teaching Learning Activities:**

Group A

Pre-reading activities: In this stage, the teacher will ask a question to the students.

For example,

Why did Malini ask for her own banishment? After getting response from the students he will tell them something about the question.

While-reading activities: In this stage, the selected different students will read the play aloud playing different roles.

For example, Malini, king, and so on. The teacher will say to stop the students time to time and will explain what is happening. Sometimes the teacher will ask some questions to check the students' comprehension.

Group B

In this stage, the teacher will read the drama line by line and explain it. The teacher will use lecture and explanation methods.

5. Evaluation/Post-reading activities:

In this stage, the teacher will ask some question to evaluate them.

- 1) Why did Kemankar say to Supriya "No, I will not. I know you're firm in your action, only doubting when you debate"?
- 2) Why did Supriya say to Kemankar "I shall follow you, my friend as I have ever done in my life, and not argue"?
- 3) What did the Brahmins do except Kemankar and Supriya when they saw Malini?

6. Homework: Read the drama (from line No. 133 to 179) at home and answer the related questions given in the book.

Lesson Plan No. 16

Date: 2064-10-22

1. **Teaching Item:** Malini (From line No. 180 to 252)
2. **Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

Why did some of the Brahmins support Malini?

3. **Teaching Materials:** Usual classroom materials
4. **Teaching Learning Activities:**

Group A

Pre-reading activities: In this stage, the teacher will ask a question to the students.

For example,

What were the Brahmins demanding for? Why?

After getting response from the students, the teacher will tell them something about the question.

While-reading activities: In this stage, the selected different students will read the play aloud playing different roles. For example, Malini, King, Queen, etc. The teacher will say to stop the students time to time and will explain what is happening. Sometimes, the teacher will ask some questions to check the students' comprehension.

Group B

In this stage, the teacher will read the drama line by line and explain it. The teacher will use lecture and explanation methods.

- 5. Evaluation/Post-reading activities:** In this stage, the teacher will ask some questions to the students to evaluate them.
- 1) Why did some of the Brahmins support Malini?
 - 2) Why did Malini say "I will never desert you..... I woke up, amidst the wealth and pleasure of the King's house"?
 - 3) Why did Kemankar say to Supriya "Control yourself. Will you, too, fly into the fire with the rest of the blinded swarm"?
- 6. Homework:** Read the play (from line no. 180 to 252) at home and answer the related questions given in the book.

Lesson Plan No. 17

Date: 2064-10-23

- 1. Teaching Item:** Malini (From line No. 253 to 333)
- 2. Specific objective:** On completion of the lesson, the students will be able to answer the question based on the lesson.

For example, Why did Kemankar say "I must go from here"?

- 3. Teaching Materials:** Usual classroom materials:
- 4. Teaching Learning Activities:**

Group A

Pre-reading activities: In this stage, the teacher will ask a question to the students.

For example, Why did some of the Brahmins support Malini?

After getting response from the students, the teacher will tell them something about the question.

While-reading activities: In this stage, the selected students will read the play aloud playing different roles.

For example,

The teacher will say to stop the students time to time and will explain what is happening. Sometimes, the teacher will ask some questions to check the students' comprehension.

Group B

In this stage, the teacher will read the drama line by line and explain it. The teacher will use lecture and explanation method.

5. Evaluation/Post-reading activities: In this stage, the teacher will ask some questions to the students to evaluate them.

- 1) Why did Kemankar say 'I must go away from here'?
- 2) What was Supriya's idea about bringing foreign soldiers to fight against royal palace?
- 3) What was the prince's idea about the banishment of Malini?

6. Homework: Read the play (form line) at home and answer the related questions given in the book.

Lesson Plan No. 18

Date: 2064-10-24

- 1. Teaching Item:** Malini (From line No. 334 to 441)
- 2. Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

If the demand persisted, would the king banish his daughter? Give reasons.

- 3. Teaching materials:** Usual classroom materials
- 4. Teaching Learning Activities:**

Group A

Pre-reading activities: In this stage, the teacher will ask a question to the students.

For example, Was Supriya really against Malini's activities?

After getting response from the students, the teacher will tell them something about the question.

While-reading activities: In this stage, the selected students will read the play aloud playing different roles.

For example,

The teacher will say to stop the students time to time and will explain what is happening. Sometimes, the teacher will ask some questions to check the students' comprehension.

Group B

In this stage, the teacher will read the drama line by line and explain it. The teacher will use lecture and explanation methods.

5. Evaluation/Post-reading activities: In this stage, the teacher will ask some questions to the students to evaluate them.

- 1) If the demand persisted, would the king banish his daughter? Give reasons.
- 2) Why did Supriya say to Malini "I am learned only among the fools of learning. I have left..... Lead me, princess, and I shall follow you, as the shadow follows the lamp?"
- 3) What do you understand by these words of Supriya to Malini ".....but however strong a ship may be, if it harbors a small hole in its bottom, it must sink....."? etc.

- 6. Homework:** Read the drama (from line no. 334 to 441) at home and answer the related questions given in the book.

Lesson Plan No. 19

Date: 2064-10-25

- 1. Teaching Item:** Malini (From line No. 442 to 577)
- 2. Specific objective:** On completion of the lesson, the students will be able to answer the questions based on the lesson.

For example,

Would you call Supriya a betrayer? Give reasons.

- 3. Teaching Materials:** Usual classroom materials
- 4. Teaching Learning Activities:**

Group A

Pre-reading activities: In this stage, the teacher will ask a question to the students.

For example,

- 1) If the demand persisted, would the king banish his daughter? give reasons.

After getting response from the students, the teacher will tell them something about the question.

While-reading activities: In this stage, the selected students will play the roles of different characters. In another words, the selected students will read the play aloud playing different roles.

For example, Malini, King, Queen, Kemankar and so on. the teacher will say to stop the students time to time and will explain what is happening.

Sometimes the teacher will ask some questions to check the students comprehension.

Group B

In this stage, the teacher will read the drama line by line and explain it. The teacher will use lecture and explanation methods.

- 5. Evaluation/Post-reading activities:** In this stage the teacher will ask some questions to the students to evaluate them.
 - 1) Draw a character sketch of Supriya and show how he was different from Kemankar.
 - 2) what was the revolt against? Against Malini? Against the King? Against Buddhism?
 - 3) Would you call Supriya a betrayer? Give reasons. etc.
- 6. Homework:** Read the drama at home and answer the related questions given in the book.

Appendix III

Group-based tables of pre and Post Test results

1. Rank of the Students according to the Pre Test (P_1).

RN (Rank)	Name	Marks Obtained
1.	Meenakshi Bist	37
2.	Tirth Raj Dhanuk	33.5
3.	Pushpa Saud	32
4.	Neelam Bist	31.5
5.	Mnmati Ku. Joshi	30
6.	Janaki Joshi	29
7.	Birendra Nath	28.5
8.	Janaki Bist	28
9.	Laxmi Ku. Dhami	27.5
10.	Manju Joshi	27
11.	Kamala Kumari Joshi	26.5
12.	Madhav Prasad Bhatt	26
13.	Gita Saud	25.5
14.	Kalawati Karki	25
15.	Rajmati Ku. Bist	24.5

16.	Shova Saud	24
17.	Sarita Acharya	22.5
18.	Chandra Dhama	22
19.	Bishnu Nath	21.5
20.	Uma Ku. Rawal	20
21.	Durga Ku. Bist	19.5
22.	Saniya Ku. Saud	19
23.	Pushpa Ku. Bhatt	18.5
24.	Sita Ku. Joshi	18
25.	Buddhi Balav Joshi	17.5
26.	Keshav Datta Joshi	17
27.	Nirmala Ku. Joshi	16
28.	Ku. Gangotri Bhadari	15
29.	Pashupati Bist	14.5
30.	Sunita Ku. Dhama	14
31.	Anita Ku. Bist	13
32.	Kedar Bhatt	12

2. Pre-Test (P1) Result of Group A (Experimental Group)

RN (Rank)	Name	Marks Obtained
1	Meenakshi Bist	37
3	Pushpa Saud	32
5	Mnmati Ku. Joshi	30
7	Birendra Nath	28.5
10	Manju Joshi	27
12	Madhav Prasad Bhatt	26
14	Kalawati Karki	25
16	Shova Saud	24
17	Sarita Acharya	22.5
19	Bishnu Nath	21.5
21	Durga Ku. Bist	19.5
23	Pushpa Ku. Bhatt	18.5
26	Keshav Datta Joshi	17
28	Ku. Gangotri Bhadari	15
30	Sunita Ku. Dhani	14
32	Kedar Bhatt	12
Total		269.5
Average		23.09

3. Pre-Test Result of Group B (Control Group)

RN (Rank)	Name	Marks Obtained
2	Tirth Raj Dhanuk	33.5
4	Neelam Bist	31.5
6	Janaki Joshi	29
8	Janaki Bist	28
9	Laxmi Ku. Dhami	27.5
11	Kamala Kumari Joshi	26.5
13	Gita Saud	25.5
15	Rajmati Ku. Bist	24.5
18	Chandra Dhami	22
20	Uma Ku. Rawal	20
22	Saniya Ku. Saud	19
24	Sita Ku. Joshi	18
25	Buddhi Balav Joshi	17.5
27	Nirmala Ku. Joshi	16
29	Pashupati Bist	14.5
31	Anita Ku. Bist	13
Total		267
Average		22.93

4. Post-test Result of Group A (Experimental Group)

RN (Rank)	Name	Marks Obtained
1	Meenakshi Bist	76.5
3	Pushpa Saud	72
5	Mnmati Ku. Joshi	67.5
7	Birendra Nath	69
10	Manju Joshi	60
12	Madhav Prasad Bhatt	63
14	Kalawati Karki	56.5
16	Shova Saud	54
17	Sarita Acharya	57.5
19	Bishnu Nath	45
21	Durga Ku. Bist	50
23	Pushpa Ku. Bhatt	46.5
26	Keshav Datta Joshi	43.5
28	Ku. Gangotri Bhadari	46
30	Sunita Ku. Dhama	40.5
32	Kedar Bhatt	38.5
Total		886
Average		55.37

5. Post-test Result of Group B (Control Group)

RN (Rank)	Name	Marks Obtained
2	Tirth Raj Dhanuk	68.5
4	Neelam Bist	61
6	Janaki Joshi	58
8	Janaki Bist	59.5
9	Laxmi Ku. Dhami	52
11	Kamala Kumari Joshi	51
13	Gita Saud	50
15	Rajmati Ku. Bist	42
18	Chandra Dhami	49
20	Uma Ku. Rawal	42
22	Saniya Ku. Saud	38.5
24	Sita Ku. Joshi	40
25	Buddhi Balav Joshi	38
27	Nirmala Ku. Joshi	34.5
29	Pashupati Bist	38.5
31	Anita Ku. Bist	39
Total		761.5
Average		47.59

Appendix IV

Individual Scores in the Items

Individual Scores in Item No. 1

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	12	17.5	5.5	45.83
3	9.5	17	7.5	78.94
5	10	15	5	50
7	8.5	16	7.5	88.23
10	9	14	5	55.55
12	8	16	8	100
14	9	12	3	33.33
16	8	10	2	25
17	6.5	13	6.5	100
19	8	9	1	12.5
21	6	12	6	100
23	5.5	13	7.5	136.36
26	4.5	8	3.5	77.77
28	2	10	8	400
30	3	9	6	200
32	1	8	7	700
Total	110.5	199.5	89	2203.51
Average	6.90	12.46	5.56	137.71

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	10	16	6	60
4	9	14	5	55.55
6	8	13	4	44.44
8	9.5	15	7	87.50
9	8.5	11	1.5	15.78
11	9.5	13	4.5	52.94
13	8.5	14	4.5	47.35
15	8.5	8.5	0	00
18	6.5	11	2.5	29.41
20	6	10.5	4	61.53
22	5	9	3	33.33
24	4.5	7	2	40
25	3	10	5.5	122.22
27	2.5	8	5	166.66
29	1	8	5.5	220
31	109	6	5	500
Total	6.81	173.5	65	1536.72
Average		10.84	4.06	96.04

(Table: B)

Individual Scores in Item No. 2

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	14	18.5	4.5	32.14
3	12	18	6	50.00
5	10	16	6	60.00
7	10	18	8	80.00
10	8	16	7	77.77
12	8	17	9	112.50
14	6	15.5	8.5	121.42
16	6	14	8	133.33
17	6	17	11	183.33
19	4	13.5	9.5	237.50
21	4	14	10	250.00
23	4	10.5	6.5	162.50
26	3.5	13	9	225.00
28	4	12.5	8.5	212.50
30	2	12	9	300.00
32	2	10.5	8.5	425.00
Total	107	236	129	2662.99
Average	6.68	14.75	8.06	166.43

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	13	16	3	23.07
4	12	14.5	1.5	11.53
6	10	14	4	40.00
8	10	15	5	50.00
9	8	12.5	4.5	56.25
11	8	12.5	4.5	56.25
13	6	10	4	66.66
15	6	11.5	5.5	91.66
18	5	13.5	8.5	170.00
20	4	10.5	5.5	110.00
22	4	9	5	125.00
24	4	11	7	175.00
25	4	9.5	5.5	137.50
27	4	8.5	4.5	112.50
29	3	12	9	300.00
31	3	13.5	10.5	350.00
Total	106	193.5	87.5	1875.42
Average	6.62	12.09	5.46	117.21

(Table : B)

Individual Scores in Item No. 3

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	3	3.5	5	16.67
3	2.5	3.5	1	40.00
5	2	3	1	50.00
7	2	4	2	100.00
10	2	3	1	50.00
12	2	3	1	50.00
14	2	3	1	50.00
16	2	3	1	50.00
17	2	3	1	50.00
19	1.5	2	5	33.33
21	1.5	2.5	1	66.66
23	1	2	1	100.00
26	1	2	1	100.00
28	1	2	1	100.00
30	1	2.5	1.5	150.00
32	1	1.5	5	50.00
Total	27.50	43.50	16.00	1056.66
Average	1.71	2.71	1.00	66.04

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	2.5	3.5	1	40.00
4	2.5	3	5	20.00
6	2	3.5	1.5	75.00
8	2	3	1	50.00
9	2	3	1	50.00
11	2	3	1	50.00
13	2	2.5	.5	25.00
15	2	2.5	.5	25.00
18	1.5	3	1.5	100.00
20	1.5	2	.5	33.33
22	1	2	1	100.00
24	1	2	1	100.00
25	1	2	1	100.00
27	1	1.5	.5	50.00
29	1	1.5	.5	50.00
31	1	2	1	100.00
Total	26.00	40.00	14.00	968.33
Average	1.62	2.50	0.87	60.52

(Table : B)

Individual Scores in Item No. 4

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	3.5	2.5	250
3	1	3	2	200
5	1	4	3	300
7	1	3.5	2.5	250
10	1	3	2	200
12	1	3	2	200
14	1	3	2	200
16	1	3	2	200
17	1	2	1	100
19	1	2	1	100
21	1	3.5	2.5	250
23	1	3	2	200
26	1	2	1	100
28	1	2.5	1.5	150
30	1	2	1	100
32	1	2	1	100
Total	16	45.00	29	2900
Average	1.00	2.81	1.81	181

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	3	2	200
4	1	2.5	1.5	150
6	1	2	1	100
8	1	3	2	200
9	1	2.5	1.5	150
11	1	2	1	100
13	1	2	1	100
15	1	2	1	100
18	1	2	1	100
20	1	2.5	1.5	150
22	1	1.5	0.5	50
24	1	1	0	0
25	1	1	0	0
27	1	1.5	0.5	50
29	1	2	1	100
31	1	1	0	0
Total	16	31.50	15.5	1550
Average	1.00	1.96	0.96	96.87

(Table : B)

Individual Scores in Item No. 5

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	3.5	2.5	250
3	1	3.5	2.5	250
5	1	3	2	200
7	1	3.5	2.5	250
10	1	2	1	100
12	1	2.5	1.5	150
14	1	2	1	100
16	1	3	2	200
17	1	2	1	100
19	1	2.5	1.5	150
21	1	2	1	100
23	1	2	1	100
26	1	2.5	1.5	150
28	1	2	1	100
30	1	2	1	100
32	1	2	1	100
Total	16	40	24	2400
Average	1.00	2.5	1.5	150

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	3.5	2.5	250
4	1	3	2	200
6	1	2.5	1.5	150
8	1	2.5	1.5	150
9	1	2.5	1.5	150
11	1	2.5	1.5	150
13	1	2	1	100
15	1	2	1	100
18	1	1.5	0.5	50
20	1	1.5	0.5	50
22	1	2	1	100
24	1	2	1	100
25	1	2.5	1.5	150
27	1	1.5	0.5	50
29	1	1	0	0
31	1	2	1	100
Total	16	34.5	18.5	1850
Average	1.00	2.15	1.15	115

(Table : B)

Individual Scores in Item No. 6

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	3.5	2.5	250
3	1	3.5	2.5	250
5	1	4	3	300
7	1	3.5	2.5	250
10	1	3.5	2.5	250
12	1	3	2	200
14	1	3	2	200
16	1	3	2	200
17	1	3	2	200
19	1	3	2	200
21	1	3	2	200
23	1	3	2	200
26	1	2.5	1.5	150
28	1	2	1	100
30	1	2	1	100
32	1	2	1	100
Total	16	47.5	31.5	3150
Average	1.00	2.96	1.96	196

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	3	2	200
4	1	3.5	2.5	250
6	1	3	2	200
8	1	3	2	200
9	1	3	2	200
11	1	3	2	200
13	1	2.5	1.5	150
15	1	2.5	1.5	150
18	1	2	1	100
20	1	2	1	100
22	1	2	1	100
24	1	2	1	100
25	1	2	1	100
27	1	2.5	1.5	150
29	1	2.5	1.5	150
31	1	2	1	100
Total	16	40.5	24.5	2450
Average	1.00	2.53	1.53	153

(Table : B)

Individual Scores in Item No. 7

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	5	4	400
3	1	4	3	300
5	1	4.5	3.5	350
7	1	3	2	200
10	1	3.5	2.5	250
12	1	3.5	2.5	250
14	1	3.5	2.5	250
16	1	3.5	2.5	250
17	1	3	2	200
19	1	2.5	1.5	150
21	1	2.5	1.5	150
23	1	2	1	100
26	1	3	2	200
28	1	3	2	200
30	1	2.5	1.5	150
32	1	2	1	100
Total	16	51.00	35	3500
Average	1.00	3.18	2.18	218

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	4	3	300
4	1	4	3	300
6	1	3	2	200
8	1	3	2	200
9	1	3.5	2.5	250
11	1	3	2	200
13	1	3.5	2.5	250
15	1	2.5	1.5	150
18	1	2.5	1.5	150
20	1	2.5	1.5	150
22	1	3	2	200
24	1	3	2	200
25	1	2	1	100
27	1	2	1	100
29	1	2	1	100
31	1	3	2	200
Total	16	46.5	30.5	3050
Average	1.00	2.90	1.90	190

(Table : B)

Individual Scores in Item No. 8

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	5.5	4.5	450
3	1	5	4	400
5	1	4.5	3.5	350
7	1	4	3	300
10	1	4	3	300
12	1	4	3	300
14	1	3	2	200
16	1	3.5	2.5	250
17	1	4	3	300
19	1	3	2	200
21	1	2	1	100
23	1	2.5	1.5	150
26	1	2	1	100
28	1	3	2	200
30	1	2	1	100
32	1	3	2	200
Total	16	55.00	39	3900
Average	1.00	3.43	2.43	243

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	5	4	400
4	1	4.5	3.5	350
6	1	4	3	300
8	1	4	3	300
9	1	4	3	300
11	1	3	2	200
13	1	3.5	2.5	250
15	1	3.5	2.5	250
18	1	3	2	200
20	1	2.5	1.5	150
22	1	2	1	100
24	1	3	2	200
25	1	2	1	100
27	1	1.5	0.5	50
29	1	2.5	1.5	150
31	1	3	2	200
Total	16	51.00	35	3500
Average	1.00	3.18	2.18	218

(Table : B)

Individual Scores in Item No. 9

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	5	4	400
3	1	4.5	3.5	350
5	1	4	3	300
7	1	3.5	2.5	250
10	1	3.5	2.5	250
12	1	3.5	2.5	250
14	1	3	2	200
16	1	3.5	2.5	250
17	1	4	3	300
19	1	3	2	200
21	1	2.5	1.5	150
23	1	2.5	1.5	150
26	1	2.5	1.5	150
28	1	3	2	200
30	1	2.5	1.5	150
32	1	2	1	100
Total	16	52.5	36.5	3650
Average	1.00	3.28	2.28	228

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	4.5	3.5	350
4	1	4	3	300
6	1	4	3	300
8	1	3.5	2.5	250
9	1	3	2	200
11	1	3.5	2.5	250
13	1	4	3	300
15	1	2.5	1.5	150
18	1	3.5	2.5	250
20	1	2	1	100
22	1	2.5	1.5	150
24	1	3	2	200
25	1	2	1	100
27	1	2.5	1.5	150
29	1	3	2	200
31	1	2	1	100
Total	16	49.00	33.5	3350
Average	1.00	3.06	2.06	206

(Table : B)

Individual Scores in Item No. 10

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	6	5	500
3	1	5.5	4.5	450
5	1	5	4	400
7	1	5	4	400
10	1	4	3	300
12	1	4.5	3.5	350
14	1	4.5	3.5	350
16	1	4.5	3.5	350
17	1	3	2	200
19	1	2	1	100
21	1	2.5	1.5	150
23	1	3	2	200
26	1	3	2	200
28	1	3	2	200
30	1	2	1	100
32	1	2.5	1.5	150
Total	16	60.00	44	4400
Average	1.00	3.75	2.75	275

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	5	4	400
4	1	4	3	300
6	1	4.5	3.5	350
8	1	3	2	200
9	1	4	3	300
11	1	2.5	1.5	150
13	1	3	2	200
15	1	2	1	100
18	1	3.5	2.5	250
20	1	2.5	1.5	150
22	1	3	2	200
24	1	4	3	300
25	1	3.5	2.5	250
27	1	3	2	200
29	1	2.5	1.5	150
31	1	3	2	200
Total	16	53.00	37	3700
Average	1.00	3.31	2.31	231

(Table : B)

Individual Scores in Item No. 11

Group A (Experimental Group)

R.N.	P ₁	P ₂	D	D%
1	1	5.5	4.5	450
3	1	4	3	300
5	1	4.5	3.5	350
7	1	5	4	400
10	1	3.5	2.5	250
12	1	3	2	200
14	1	4	3	300
16	1	3	2	200
17	1	3.5	2.5	250
19	1	2.5	1.5	150
21	1	3.5	2.5	250
23	1	3	2	200
26	1	3	2	200
28	1	3	2	200
30	1	2	1	100
32	1	3	2	200
Total	16	56.00	40	4000
Average	1.00	3.50	2.5	250

(Table : A)

Group B (Control Group)

R.N.	P ₁	P ₂	D	D%
2	1	5	4	400
4	1	4	3	300
6	1	4.5	3.5	350
8	1	4.5	3.5	350
9	1	3	2	200
11	1	3	2	200
13	1	3	2	200
15	1	3	2	200
18	1	3.5	2.5	250
20	1	3.5	2.5	250
22	1	2.5	1.5	150
24	1	2	1	100
25	1	2	1	100
27	1	2	1	100
29	1	1.5	0.5	50
31	1	2	1	100
Total	16	49.00	33	3300
Average	1.00	3.06	2.06	206

(Table : B)