

APPENDICES

APPENDIX I: BLUE PRINTS FOR PREPARING QUESTION PAPERS IN ENGLISH

New Era School: Semester I

Chapters	Marks for	Understanding			Application			Analysis			Synthesis			Evaluation			Grammar	Total Marks
		OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ		
Grandfather and Toto	Overall Achi.	1										2.5						18.5
	CK,L,DT											CK-5 L-5 DT-5						
Adventures of Isabel	Overall Achi.	1							2.5									18.5
	CK,L,DT								CK-5 L-5 DT-5									
A Day's Wait	Overall Achi.	1													5			21
	CK,L,DT														CK-5 L-5 DT-5			
The Attic	Overall Achi.					5			2.5									37.5
	CK,L,DT					CK-5 L-5 DT-5			CK-5 L-5 DT-5									
My Date with Greybeard	Overall Achi.	1														10		26
	CK,L,DT															CK-5 L-5 DT-5		
Bird of Paradise	Overall Achi.	1										2.5						18.5
	CK,L,DT											CK-5 L-5 DT-5						
Free Text	Overall Achi.		5															10
	C		C-5															
Grammar																	10	10
Total Marks		15			20			35			35			45			10	160

Total Marks for Overall Achievement (Achi.): 50, Total Marks for Content Knowledge (CK): 35, Total Marks for Logic (L): 35, Total Marks for Divergent Thinking (DT): 35, Total Marks for Comprehension (C): 5 (OQ : Objective type question, SQ : Short answer type question, LQ: Long answer type question)

Ambe School: Semester I

Chapters	Marks for	Understanding			Application			Analysis			Synthesis			Evaluation			Grammar	Total Marks
		OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ		
After Twenty Years	Overall Achi.											2.5						17.5
	CK,L,DT											CK-5 L-5 DT-5						
The Listeners	Overall Achi.											2.5						17.5
	CK,L,DT											CK-5 L-5 DT-5						
Chasing the Rainbow	Overall Achi.	1							2.5									18.5
	CK,L,DT								CK-5 L-5 DT-5									
Geography Lesson	Overall Achi.	1													5			21
	CK,L,DT														CK-5 L-5 DT-5			
The Maths Teacher, Mr. Pink and Tipu	Overall Achi.	1														10		26
	CK,L,DT															CK-5 L-5 DT-5		
A Tiger in the School	Overall Achi.	1							2.5									18.5
	CK,L,DT								CK-5 L-5 DT-5									
The Village Schoolmaster	Overall Achi.	1				5												21
	CK,L,DT					CK-5 L-5 DT-5												
Free Text	Overall Achi.		5															10
	C		C-5															
Grammar																	10	10
Total Marks		15			20			35			35			45			10	160

Total Marks for Overall Achievement (Achi.): 50, Total Marks for Content Knowledge (CK): 35, Total Marks for Logic (L): 35, Total Marks for Divergent Thinking (DT): 35, Total Marks for Comprehension (C): 5
(OQ : Objective type question, SQ : Short answer type question, LQ: Long answer type question)

New Era School: Semester II

Chapters	Marks for	Understanding			Application			Analysis			Synthesis			Evaluation			Grammar	Total Marks
		OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ		
The Neighbour	Overall Achi.					2.5												17.5
	CK,L,DT					CK-5 L-5 DT-5												
The Gift of India	Overall Achi.	1										5			2.5			38.5
	CK,L,DT											CK-5 L-5 DT-5			CK-5 L-5 DT-5			
The Wolves of Cernogratz	Overall Achi.	1							5									21
	CK,L,DT								CK-5 L-5 DT-5									
The Fish are All Sick	Overall Achi.															10		25
	CK,L,DT															CK-5 L-5 DT-5		
The Gold Frame	Overall Achi.	1							2.5									18.5
	CK,L,DT								CK-5 L-5 DT-5									
Julius Caesar	Overall Achi.	2										2.5						19.5
	CK,L,DT											CK-5 L-5 DT-5						
Free Text	Overall Achi.		5															10
	C		C-5															
Grammar																	10	10
Total Marks		15			17.5			37.5			37.5			42.5			10	160

Total Marks for Overall Achievement (**Achi.**): 50, Total Marks for Content Knowledge (**CK**): 35, Total Marks for Logic (**L**): 35, Total Marks for Divergent Thinking (**DT**): 35, Total Marks for Comprehension (**C**): 5 (**OQ** : Objective type question, **SQ** : Short answer type question, **LQ**: Long answer type question)

Ambe School: Semester II

Chapters	Marks for	Understanding			Application			Analysis			Synthesis			Evaluation			Grammar	Total Marks
		OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ	OQ	SQ	LQ		
My elder Brother	Overall Achi.	1							2.5									18.5
	CK,L,DT								CK-5 L-5 DT-5									
Cricket for the Crocodile	Overall Achi.														2.5			17.5
	CK,L,DT														CK-5 L-5 DT-5			
The Louse and the Mosquito	Overall Achi.											2.5						17.5
	CK,L,DT											CK-5 L-5 DT-5						
Harry Pushed Her	Overall Achi.	1				2.5												18.5
	CK,L,DT					CK-5 L-5 DT-5												
The Little Prince	Overall Achi.	1										5						21
	CK,L,DT											CK-5 L-5 DT-5						
The Quality of Mercy	Overall Achi.	1														10		26
	CK,L,DT															CK-5 L-5 DT-5		
Woman Work	Overall Achi.	1							5									21
	CK,L,DT								CK-5 L-5 DT-5									
Free Text	Overall Achi.		5															10
	C		C-5															
Grammar																	10	10
Total Marks		15			17.5			37.5			37.5			42.5			10	160

Total Marks for Overall Achievement (Achi.): 50, Total Marks for Content Knowledge (CK): 35, Total Marks for Logic (L): 35, Total Marks for Divergent Thinking (DT): 35, Total Marks for Comprehension (C): 5
(OQ : Objective type question, SQ : Short answer type question, LQ: Long answer type question)

APPENDIX II
ACHIEVEMENT TESTS IN ENGLISH

NEW ERA HIGHER SECONDARY SCHOOL
SEMESTER I

STANDARD: VIII

TIME: $1\frac{1}{2}$ Hours

FULL MARKS: 50

Name: _____ Roll No: _____

1. Read the questions carefully and choose the best suitable answer given in the alternatives. $5 \times 1 = 5$ Marks

- a) Grandfather sold Toto to the tonga-driver because
- i) Grandmother did not like it ☐ ii) Grandfather did not like it ☐
- iii) It was not a pet ☐ iv) It's nuisance was increasing day by day ☐
- b) What made the writer to say '.... something made me hold my fire'.
- i) He was fascinated to see the Greybeard ☐
- ii) He was not ready ☐
- iii) Greybeard was in a distance ☐
- iv) He did not get enough time ☐
- c) 'Birds of Paradise' is the poem of a
- i) Imaginary birds ☐ ii) Really birds of paradise ☐
- iii) Birds of this earth ☐ iv) Birds of the other planet ☐
- d) The poem 'Adventure of Isabel' is about
- i) Imagination of Isabel ☐
- ii) Fearlessness of Isabel ☐
- iii) Cool mindedness of Isabel ☐
- iv) Courage of Isabel ☐
- e) In 'A Day's Wait' Schatz
- i) was very emotional ☐ ii) was very sensitive ☐
- iii) had a misconception ☐ iv) had a high fever ☐

2. Attempt any **four** questions out of five and give answer in two or three sentences.

$4 \times 2\frac{1}{2} = 10$ Marks

- a) Why the attic has always been a favourite with children?

- b) Describe, how Isabel was different from girls of her age.

- c) How author's grandmother was different from his grandfather in the story 'Grandfather and Toto'? Whom do you like most and why?

- d) Birds are the centers of attraction among many poets. What could be the reasons for it that you think?

- e) What was the moral of the story 'My Date with Greybeard'?

3. Read the passage carefully and answer the following questions.

5 × 1 = 5 Marks

Swami Vivekananda, once speaking in America, told of a young man who came to a religious teacher and said that he wanted to find God. The sage smiled and said nothing. The young man returned times after time, ever repeating his desire, his longing to find God. After many days the sage told him to accompany him as he went to the river to take his morning bath, and when both were in the river, the sage took hold of the young man struggled and struggled to shake off his hold. Finally the sage raised him out of the water, and asked him, "My son, what did you long for most when under water?" "A breath of air", gasped the youth. "Thus would the disciple long after God if he would find Him. If you have this longing after God, verily He shall be found by you," said the sage.

- a) What did the religious teacher do when the young man approached for the first time?

- b) What was he told after many days?

- c) What did the sage do when the young man obeyed him?

- d) What did the young man do when he was kept plunged in water?

- e) What was the lesson that was taught to the young man by the sage?

4. Do as directed.

2×5 = 10 Marks

- a) Write the **opposite** of the following words and make a sentence using those words.

care: _____

liberty: _____

- b) The thirsty earth soaks up the rain. (Identify which **Figure of Speech** used in this line and explain)

- c) Turn the following adjectives into **comparative adjectives**.

easy: _____

wise: _____

grey: _____

fat: _____

- d) Put the verbs in brackets into **correct forms**.

i) If he (come) _____, I (be) _____ happy.

ii) I _____ (tell) her that I _____ (see) her before.

- e) All must die. (**Turn into negative**)

Amal is not so tall as Bimal. (**Change the degree**)

5. Attempt any two out of three questions.

2 × 5 = 10 Marks

- a) Sasanka Sanyal preferred medal instead of money. What are the reasons you think?
- b) Do you think that 'A Day's Wait' is a story of fateful misunderstanding? Justify your answer.

6. Attempt any **one** out of the following two questions. $1 \times 10 = 10$ Marks

- a) Do you agree with the statement that ‘Toto was a pretty monkey’? Justify your answer.

Or

- b) What changes do you observe in the narrator's character at the end of the story 'My Date with Greybeard'? Describe him at the beginning and point out the changes in his personality.

Answer: [] _____

[illegible]

[illegible]

AMBE SCHOOL
ACHIEVEMENT TEST IN ENGLISH
SEMESTER I

STANDARD: VIII

TIME: $1\frac{1}{2}$ Hours

FULL MARKS: 50

Name: _____ Roll No: _____

1. Read the questions carefully and choose the best suitable answer given in the alternatives. $5 \times 1 = 5$ Marks

- a) 'Men on the earth found/causes to hate each other' because
- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| i) we have not enough love among us | <input type="checkbox"/> | ii) we are war mongers | <input type="checkbox"/> |
| iii) we want to be superior than others | <input type="checkbox"/> | iv) we are self centered | <input type="checkbox"/> |
- b) Tipu is a boy
- | | |
|---|--------------------------|
| i) who loves to read story all the times | <input type="checkbox"/> |
| ii) who day dreams | <input type="checkbox"/> |
| iii) who is very imaginative | <input type="checkbox"/> |
| iv) who had a fear in mathematics and science | <input type="checkbox"/> |
- c) The boy in the story 'Chasing the Rainbow'
- | | |
|---|--------------------------|
| i) always wants to play with Appu | <input type="checkbox"/> |
| ii) always wants to stay alone in his home | <input type="checkbox"/> |
| iii) always wants to be away from his study | <input type="checkbox"/> |
| iv) always wants to sit in the riverbank | <input type="checkbox"/> |
- d) The tiger in 'A Tiger in the School' is
- | | |
|---|--------------------------|
| i) a mere animal | <input type="checkbox"/> |
| ii) an animal but had sense | <input type="checkbox"/> |
| iii) an animal but destructive in nature | <input type="checkbox"/> |
| iv) an animal but present here symbolically | <input type="checkbox"/> |
- e) The School master in the poem 'The Village Schoolmaster' was
- | | | | |
|--|--------------------------|----------------------------|--------------------------|
| i) highly disciplined | <input type="checkbox"/> | ii) very angry | <input type="checkbox"/> |
| iii) a follower of idealistic philosophy | <input type="checkbox"/> | iv) soft hearted in nature | <input type="checkbox"/> |

2. Attempt any **four** questions out of five and give answer in two or three sentences. $4 \times 2\frac{1}{2} = 10$ Marks

a) Do you think that Jimmy's decision for arresting Bob was right? Give two reasons.

b) Was the traveller successful to convey his message in the poem 'The Listeners'?

c) Can you call the boy highly imaginative in 'Chasing the Rainbow'? Give two reasons.

- d) 'Narahari Babu said he didn't mind your reading fairy tales any more'. Why did he change his decision at last?

- e) What is the main purpose of R. K. Narayan for presenting such a concept in 'A Tiger in the School'?

3. Read the passage carefully and answer the following questions.

5 × 1 = 5 Marks

Swami Vivekananda, once speaking in America, told of a young man who came to a religious teacher and said that he wanted to find God. The sage smiled and said nothing. The young man returned times after time, ever repeating his desire, his longing to find God. After many days the sage told him to accompany him as he went to the river to take his morning bath, and when both were in the river, the sage took hold of the young man struggled and struggled to shake off his hold. Finally the sage raised him out of the water, and asked him, "My son, what did you long for most when under water?" "A breath of air", gasped the youth. "Thus would the disciple long after God if he would find Him. If you have this longing after God, verily He shall be found by you," said the sage.

- a) What did the religious teacher do when the young man approached for the first time?

- b) What was he told after many days?

- c) What did the sage do when the young man obeyed him?

- d) What did the young man do when he was kept plunged in water?

- e) What was the lesson that was taught to the young man by the sage?

4. Do as directed.

2×5 = 10 Marks

- a) Write the **opposite** of the following words and make a sentence using those words.

care: _____

liberty: _____

- b) The thirsty earth soaks up the rain. (Identify which **Figure of Speech** used in this line and explain)

- c) Turn the following adjectives into **comparative adjectives**.

easy: _____

wise: _____

grey: _____

fat: _____

- d) Put the verbs in brackets into **correct forms**.

iv) If he (come) _____, I (be) _____ happy.

v) I _____ (tell) her that I _____ (see) her before.

- e) All must die. (**Turn into negative**)

Amal is not so tall as Bimal. (**Change the degree**)

5. Attempt any two out of three questions.

2 × 5 = 10 Marks

- a) What is the poet trying to bring out about human nature in the poem 'Geography Lesson'?
- b) What are the similarities and differences between the present school masters and the one described in the poem 'The Village Schoolmaster'?

6. Attempt any one out of the following two questions. $1 \times 10 = 10$ Marks

a) Is the poem 'The Listeners' a supernatural poem? Justify your answer.

Or

b) Which character do you like most in the story 'The Maths Teacher, Mr. Pink and Tipu' and why? Justify your answer.

Answer: [] _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

NEW ERA HIGHER SECONDARY SCHOOL
ACHIEVEMENT TEST IN ENGLISH
SEMESTER II

STANDARD: VIII

TIME: 1 $\frac{1}{2}$ Hours

FULL MARKS: 50

Name: _____ Roll No: _____

1. Read the questions carefully and choose the best suitable answer given in the alternatives. 5 × 1= 5 Marks

a) The dogs and wolves gathered and howled round the castle when _____ died.

i) baron

☐

ii) anybody

☐

iii) nobody

☐

vi) member of Cernogratz

☐

b) In the poem 'The Gift of India' the poet

i) expressed her love for Mother India

☐

ii) expressed sufferings of mother India

☐

iii) expressed her gratitude

☐

iv) expressed her pain

☐

c) Brutus believed Caesar's assassination was necessary because Brutus

i) wanted to rule Rome himself

☐

ii) thought it would be best for the citizens of Rome

☐

iii) was afraid of Caesar's wrath

☐

iv) wanted Cassius to rule Rome

☐

d) What did Antony say to the people in his funeral speech for Caesar?

i) He accuses the conspirator of treason and demands that they be put to death for Caesar's murder.

☐

ii) He says the Caesar deserved to die, and the people should thank the conspirators.

☐

iii) He contradicts the accusations made by the conspirators of treason and demands that they be put to death for Caesar's murder.

☐

iv) He praises Caesar and asks that a memorial be built for him.

☐

- e) 'Datta had rehearsed what he would say precisely for this occasion' that
- i) how the accident occurred ☐
 - ii) how he manage the situation ☐
 - iii) how he confess his guilty ☐
 - iv) how he labored to shape the photograph ☐

2. Attempt any four questions out of five and give answer in two or three sentences.

$4 \times 2\frac{1}{2} = 10$ Marks

- a) What are the causes you think for attacking on the little girl and her grandfather by their neighbour in the story 'The Neighbour'?

- b) How does the poet show the man and nature relationship in the poem 'The Fish are All Sick'?

- c) What was the attitude of the customer about the photograph?

- d) Do you think Brutus's speech impress the people of Rome? Support your answer.

- e) What is your feeling after reading the poem 'The Gift of India'?

3. Read the passage carefully and answer the following questions.

5 × 1 = 5 Mark

Silence is unnatural to man. He begins life with a cry and ends it in stillness. In the intervals he does all he can to make a noise in the world, and there are a few things of which he stands in more fear than of the absence of noise. Even his conversation is in great measure a desperate attempt to prevent a dreadful silence. If he is introduced to a fellow-mortal, and a number of pauses occur in the conversation he regards himself as a failure, a worthless person, and is full of envy of the emptiest headed chatter-box. He knows that ninety nine per cent of human conversation means no more than the buzzing of a fly, but he longs to join the buzz, and to prove that he is a man not a wax-work figure. The object of conversation is not, for the most part, to communicate ideas; it is to keep up the buzzing sound. There are, it must be admitted, different qualities of buzz. Most buzzing fortunately is pleasing to the ear, and some of it is agreeable even to the mind. Very few human beings join in a conversation in the hope of learning

anything new. Some of them are content if they are merely allowed to go on making noise into other people's ears, though they have nothing to tell them except that they have seen two or three new plays or that they had bad food in a Swiss hotel.

a) How does the author prove that silence is unnatural to man?

b) When does a man consider himself a worthless person?

c) How does the author characterize human conversation?

d) What, according to the author characterize human conversation?

e) Why do most of the people join conversation?

4. Do as directed.

2×5 = 10 Marks

a) Change the **voice**

- Do it.

- My pen has been stolen.

b) Fill in the blanks with appropriate **articles** and **prepositions**.

- My son left for _____ U.K. last week.
- The headmaster is very popular _____ his students.
- The waves were beating _____ the rock.
- I asked for a favour _____ the master.

c) Change into **indirect speech**.

- My friend said to me, "Go home at once".

- 'Do you know Sandip?', he said to me.

d) Fill in the blanks using **appropriate forms** of the words given below.

[shout, devotion, watch, please, observe, serious]

- Mohan is _____ to his father.
- She _____ at the peon when he sat down.
- None seemed to have been _____ with his speech.
- The boy got frightened while _____ the movie.

e) Turn the following sentences into **interrogative sentences**.

- He plays cricket.

- The boys were not present there.

5. Attempt any **two** out of three questions.

2 × 5 = 10 Marks

- a) Do you think 'The Wolves of Cernogratz' is a supernatural story? Justify your answer.
- b) 'Sarojini Naidu writes poems in English with an Indian soul'. Justify the statement with the reference of the poem 'The Gift of India'.
- c) Do you think Datta is a careless person? Justify your answer.

Answer: [] _____

Answer: [] _____

6. Attempt any **one** out of the following two questions. **1 × 10 = 10 Marks**

- a) What did Antony want to convey the people of Rome through his speech?
According to you, what else could he do for his friend Caesar?

Or

- b) Do you think that Anne Stevenson symbolically present his environmental awareness in the poem ‘The Fish are All Sick’?

Answer: [] _____

[illegible]

AMBE SCHOOL
ACHIEVEMENT TEST IN ENGLISH
SEMESTER II

STANDARD: VIII

TIME: 1 $\frac{1}{2}$ Hours

FULL MARKS: 50

Name: _____ **Roll No:** _____

1. Read the questions carefully and choose the best suitable answer given in the alternatives. 5 × 1= 5 Marks

a) 'Star shine, moon glow, You're all that I can call my own' – why does the woman say this

i) Only nature can sooth her pains ☐

ii) No one on earth really understands her worth ☐

iii) She has no claim on anything although she constantly works for others ☐

iv) All the above ☐

b) How does the king of the asteroid planet address the prince?

i) His subject ☐

ii) An annoying lawyer ☐

iii) His son ☐

iv) An interruption ☐

c) 'Harry pushed his sister in her wheelchair' -

i) Before and after school ☐

ii) In the time of Christmas time ☐

iii) On weekends ☐

iv) Throughout the year ☐

d) In the story 'My Elder Brother', the narrator was

i) Jealous of his brother ☐

ii) Angry with his brother ☐

iii) Follower of his brother ☐

iv) Critical of his brother's behaviour ☐

e) In the court, how does Antonio react to Shylock's insistence on collecting his pound of flesh?

i) He weeps openly

☐

ii) He vows that he will meet Shylock's hatred with patience

☐

iii) He curses Shylock's vengefulness

☐

iv) He makes an impassioned plea to the court to intervene on his behalf

☐

2. Attempt any **four** questions out of five and give answer in two or three sentences.

$4 \times 2\frac{1}{2} = 10$ Marks

a) What are the things that Harry had sacrificed in his childhood for sister?

b) Nakoo is a crocodile but it has been shown that he possessed human characteristics. Do you agree with this statement? Give two reasons.

c) What lesson do you learn from the poem 'The Louse and the Mosquito'?

- d) Do you think that crocodile had a revenge attitude as described in the story 'Cricket for the Crocodile'? Justify.

- e) 'A new respect for my brother was born in my heart' – why does the narrator feel so?

3. Read the passage carefully and answer the following questions.

5 × 1 = 5 Mark

Silence is unnatural to man. He begins life with a cry and ends it in stillness. In the intervals he does all he can to make a noise in the world, and there are a few things of which he stands in more fear than of the absence of noise. Even his conversation is in great measure a desperate attempt to prevent a dreadful silence. If he is introduced to a fellow-mortal, and a number of pauses occur in the conversation he regards himself as a failure, a worthless person, and is full of envy of the emptiest headed chatter-box. He knows that ninety nine per cent of human conversation means no more than the buzzing of a fly, but he longs to join the buzz, and to prove that he is a man not a wax-work figure. The object of conversation is not, for the most part, to communicate ideas; it is to keep up the buzzing sound. There are, it must be admitted, different qualities of buzz. Most buzzing fortunately is pleasing to the ear, and some of it is agreeable even to the

mind. Very few human beings join in a conversation in the hope of learning anything new. Some of them are content if they are merely allowed to go on making noise into other people's ears, though they have nothing to tell them except that they have seen two or three new plays or that they had bad food in a Swiss hotel.

a) How does the author prove that silence is unnatural to man?

b) When does a man consider himself a worthless person?

c) How does the author characterize human conversation?

d) What, according to the author characterize human conversation?

e) Why do most of the people join conversation?

4. Do as directed.

2×5 = 10 Marks

a) Change the **voice**

- Do it.

- My pen has been stolen.

b) Fill in the blanks with appropriate **articles** and **prepositions**.

- My son left for _____ U.K. last week.
- The headmaster is very popular _____ his students.
- The waves were beating _____ the rock.
- I asked for a favour _____ the master.

c) Change into **indirect speech**.

- My friend said to me, "Go home at once".

- 'Do you know Sandip?', he said to me.

d) Fill in the blanks using **appropriate forms** of the words given below.

[shout, devotion, watch, please, observe, serious]

- Mohan is _____ to his father.
- She _____ at the peon when he sat down.
- None seemed to have been _____ with his speech.
- The boy got frightened while _____ the movie.

e) Turn the following sentences into **interrogative sentences**.

- He plays cricket.

- The boys were not present there.

5. Attempt any **TWO** out of three questions.

2 × 5 = 10 Marks

- Do you find something in the story 'The little Prince' that are applicable in our real life also? Discuss.
- How does the mosquito manipulate the louse to taste the royal blood? How do you describe the nature of mosquito?
- Write a character sketch of the woman depicted in the poem 'Woman Work' by Maya Angelou.

Answer: [] _____

[illegible]

a) What adjectives would you choose to describe Portia's character? Should she be considered clever or intelligent? Justify.

b) From the poem what do you learn about Harry's character? How does his childhood differ from other children?

Answer: [] _____

[illegible]

[illegible]

APPENDIX III

REACTION SCALE

Dear Student,

You are taught English in a different environment i.e. Open Book Environment by your teacher. It is a reaction scale to take your reaction towards that environment and Open Book Examination. The reaction scale consists of 30 statements related to the Open Book Environment and Open Book Examination. Please read each statement and give your reaction for that statement in the form of five alternatives like, **SA**, **A**, **UD**, **DA** and **SDA** and put a tick mark in one of the column that will be considered as your reaction towards that statement. Likewise, read all the statements and put tick marks for your reaction for all the statements. The abbreviations used for the following words as follow.

SA = Strongly Agree

A = Agree

UD = Undecided

DA = Disagree

SDA = Strongly Disagree

Don't hesitate to give your correct reaction against any statement. Your reaction will be kept confidential and only be used for research purpose.

Thanking You.

Sourav Maity

(Researcher)

Name: _____ **Roll no:** _____

Sr No	Statements	SA	A	UD	DA	SDA
1.	I liked the teaching of English by our teacher in open book environment.					
2.	Teaching of English in open book environment developed my listening, speaking, reading and writing skills.					
3.	Teaching of English in open book environment helped me in better learning of the subject.					
4.	Teaching of English through open book environment was quite interesting.					
5.	I liked to work with cognitive questions given in the group.					
6.	Cognitive questions given in different chapter of English were interesting.					
7.	Cognitive questions helped me and my group to think divergently.					
8.	It was interesting to find answers of the cognitive questions.					
9.	I liked the group activities as it helped to think logically and stimulate my mind to imagine.					
10.	Solving cognitive questions and presenting that in the whole class helped to develop my level of confidence.					
11.	Solving cognitive questions in group helped me to develop my communication skills.					
12.	I liked the way my teacher and friends appreciate our group work.					

Sr No	Statements	SA	A	UD	DA	SDA
13.	Power Point Presentation in English during open book environment was interesting to us.					
14.	Power Point Presentation in English during open book environment helped us to understand the text easily.					
15.	We came to know many more information about the writer, poet and their main works through power point presentation (PPT) and video clips during open book environment.					
16.	There was a proper coordination between power point presentation and the explanation by the teacher during open book environment.					
17.	I liked the way freedom was given to us during the teaching through open book environment.					
18.	Freedom given to us during the teaching through open book environment helped us to increase our confidence level.					
19.	Freedom given to us during the teaching through open book environment helped us to be self disciplined.					
20.	Learning through open book environment developed our decision making skills.					
21.	Concept mapping during open book environment helped use to remember things easily.					
22.	Learning in an open book environment would help in minimizing rote learning.					

Sr No	Statements	SA	A	UD	DA	SDA
23.	Learning in an open book environment will help me to realize my own capacity.					
24.	Working with groups in open book environment helped me to be cooperative.					
25.	Learning in an open book environment is better than our traditional learning environment.					
26.	I liked answering questions during the open book testing.					
27.	Answering questions in the open book testing helped to reduce my fear for examination.					
28.	I got the answers of the questions from my notes and books asked during the examination of open book environment.					
29.	I liked the whole concept of open book examination starting from teaching to the testing.					
30.	The open book examination is a better alternative to our traditional system of examination.					

APPENDIX IV LESSON PLANS

CHAPTER - 01

GRANDFATHER AND TOTO

CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective:

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the theme of the prose 'Grandfather and Toto'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The content will be presented with the help of PPT.

About the Writer

Ruskin Bond, (born 19 May 1934) is an Indian author of British descent. In 1992, he received the *Sahitya Akademi Award* for his short story collection, *Our Trees Still Grow in Dehra*, given by the *Sahitya Akademi*, India's National Academy of Literature. He was awarded the *Padma Shri* in 1999 for contributions to children's literature. He was born in Kasauli and spent an integral part of his childhood in Dehra Dun and Shimla. He now resides in Musoorie. His affinity with nature and animals often makes them the focal theme around which his stories revolve. His simple,

humorous and thought-provoking tales have earned him wide readership and acclaim. This narrative depicts the adventures of a playful monkey rescued by young Ruskin's grandfather who houses many unusual pets.

About the Prose

The narrator's grandfather loved animals. He had his own private zoo. He bought a baby monkey from a tonga-driver and named it Toto. He wanted Toto to add to his collection for the zoo. The narrator's grandmother did not like his pets. So, Toto's presence was kept a secret.



Ruskin Bond

Toto was a mischievous monkey. It was kept in a little closet which opened into the narrator's room. Toto tore off author's school blazer. He peeled off the plaster also. Toto was kept with other animals there he did not allow them to live peacefully.



The grandfather had to collect his pension from Saharanpur. He took Toto with him to Saharanpur. He had to pay extra fare for Toto. Toto was ultimately accepted by the family. He was put into a stable with Nana, the family donkey. Toto tested Nana. Toto and Nana never became friends.

Once, Toto was going to boil himself. He used to take bath in warm water. One Day, a large kitchen kettle had been left on fire to boil for tea. Toto entered into the kettle. Soon the water began to boil. Toto raised himself. It was cold outside. He sat down again .he continued hopping up and down till the grandmother came to rescue him.

Toto did not give up his mischief. He tore things to pieces. He tore up the dresses of the aunt. He broke plates and utensils. One day he entered the dining room and ran out with a plate of Pulao. After finishing the Pulao, he threw the plate at the grandmother. Toto caused much loss to the family. They could not tolerate him anymore. In frustration, the grandfather sold Toto back to the tonga-driver and got relief

Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and Grammar

Teacher will clarify the meaning of the following words

1. **tonga**: horse-drawn carriage
2. **trough**: a long, narrow open container for animals to eat or drink out of
3. **sparkled**: shine brightly
4. **fastened**: attached firmly
5. **delicacy**: rare and rich food that is good to eat
6. **peg**: a short projecting pin or bolt used for hanging things on, securing something in place.
7. **wrenched**: pulled and twisted roughly
8. **Shreds**: a strip of material that has been torn, cut or scraped from something larger
9. **abode**: a formal word for 'home', here used humorously
10. **grin**: smile broadly
11. **snapped**: break with a sharp cracking sound
12. **quadruped**: four-legged
13. **hauled**: pulled with force
14. **chattered**: make a series of short, quick high-pitched sounds

QUESTION OF COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would asked the following questions of cognitive reflection or cognitive conflict.

1. What would have happened if grandmother comes to know about Toto on the first day itself?
2. If the other passenger in the train could know about the presence of monkey in grandfather is travel kit-bag, how would they react to it?
3. Imagine you are the ticket-collector, how would you handle people carrying their pets during travel?

4. If you got a monkey, how would you convince your family to keep the monkey as a pet?
5. Instead of selling Toto back to Tonga-driver what else he could do?
6. The author did not object when his school blazer was torn into pieces. If you were to be in his place, how would you react to the situation?

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. Why did Grandfather buy the monkey?
2. How did Grandfather manage to transport Toto to Saharanpur?
3. Describe Toto's mischievous and unruly behavior when he came upon a plate of delicious pullao on the dining table.
4. Why did Grandfather finally return Toto to the Tonga driver?
5. 'Grandfather loved to keep pets'. Give reasons for this statement.
6. Why do you think Toto was not the kind of pet one 'could keep for long'?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

Write a paragraph of any one pet animal and indicate in which sense they are useful in our life.

OPEN BOOK QUESTIONS

1. How author's grandmother was different from his grandfather? Whom do you like most and why?
2. How can you say that Toto was not an ordinary monkey?
3. Do you think, it is advisable to keep a monkey like Toto as a pet in your house? Give reasons.
4. 'A wild animal looks good in the forest as a child on its mother's lap' – justify the statement.
5. Imagine, you got Toto, how will you manage him? And how will you convince your family?
6. Justify that 'Toto was a pretty monkey'.

CHAPTER - 02
ADVENTURES OF ISABEL
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered-

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the theme of the poetry 'Adventure of Isabel'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The content will be presented through PPT

About the Poet

Frederic Ogden Nash (August 19, 1902 – May 19, 1971) was an American poet well known for his light verse. At the time of his death in 1971, the *New York Times* said his 'droll verse with its unconventional rhymes made him the country's best-known producer of humorous poetry'. Ogden Nash wrote over 500 pieces of comic verse. The best of his work was published in 14 volumes between 1931 and 1972. Nash was a baseball fan, and he wrote a poem titled '*Line-Up for Yesterday*', an alphabetical poem listing baseball immortals. When Nash wasn't writing poems, he made guest

appearances on comedy and radio shows and toured the United States and the United Kingdom, giving lectures at colleges and universities. Among his most popular writings were a series of animal verses, many of which featured his off-kilter rhyming devices. Examples include ‘If called by a panther / Don’t anther’; ‘Who wants my jellyfish? / I’m not sellyfish!’; ‘The one-L lama, he’s a priest. The two-L llama, he’s a beast. And I will bet a silk pajama: there isn’t any three-L llama!’



Frederic Ogden Nash

Watch the [video clip](#) carefully.

About the Poem

In this poem, a young girl named Isabel, courageously faces a series of dangers. Most children would normally be terrified but not Isabel. When threatened by a bear, Isabel did not worry she did not scream or scurry—instead, she eats the bear. She also consumes a witch, decapitates a giant, and defeats an evil doctor.



Model Reading

Teacher will read the poem loudly with proper rhythm.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

1. **Ravenous:** extremely hungry
2. **Cavernous:** dark, deep and hollow
3. **Scurry:** to move agitatedly
4. **Rancor:** ill will or resentment

5. **Hideous**: repulsive and horrible to see or hear
6. **Zwieback**: a piece of bread sliced and baked again until crisp and dry
7. **Pill concocter**: a humorous way of referring to the doctor; to concoct is to 'make'.
8. **Nibbled**: eat often in small amount.

QUESTION OF COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would ask the following questions of cognitive reflection/cognitive conflict.

1. Dramatize the poem 'Adventure of Isabel'.
2. In this poem the poet has described about different elements of fear and find out the ways to eliminate those fears through Isabel. How do you compare this situation with the present society?
3. Considering the brave heart of Isabel in this poem, how do you portray (Picturise) Isabel.
4. If you would have the four fears like Isabel, how do you like to remove these fears in your own way?
5. Choose ten words to describe Isabel which are not used in the text. Prepare a paragraph or a small poem using these ten words to describe Isabel.

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any

group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. What did the bear say to Isabel?
2. When did Isabel meet the witch?
3. Why did the giant appear to be horrid?
4. What was kept in the doctor's satchel?
5. Describe the witch.
6. How did Isabel cure the doctor?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

Describe an adventurous story that you have heard or read not from the text book.

OPEN BOOK QUESTIONS

1. Imagine you got a supernatural power to transform anything as your wish.
What would you like to do and why?
2. How Isabel could be described different form of girls of her age.
3. Analyse the fear of Isabel towards doctors and medicines with reference to the present time.
4. What the message the poet wants to convey to the readers through the poem 'Adventure of Isabel'.

CHAPTER – 03
A DAY’S WAIT
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the story ‘A Day’s Wait’.

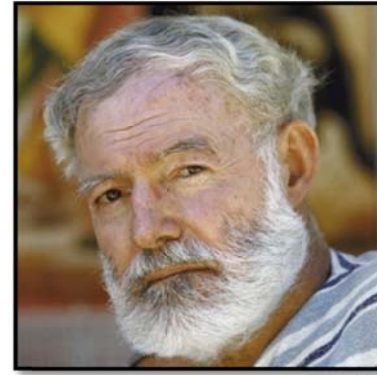
CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

Content will be presented through PPT

About the Author

Ernest Miller Hemingway (July 21, 1899 – July 2, 1961) was an American author and journalist. His writing style had a strong influence on 20th-century fiction, while his life of adventure and his public image influenced later generations. Hemingway produced most of his work between the mid-1920s and the mid-1950s, and won the Pulitzer Prize for Fiction (1953) and Nobel Prize in Literature in 1954. He published seven novels, six short story collections, and two non-fiction works. Three novels, four collections of short stories, and three non-fiction works were published

posthumously. The popularity of Hemingway's work to a great extent is based on the themes of love, war, wilderness and loss, all of which are strongly evident in the body of work. Many of these are considered classics of American literature. Hemingway's most notable works are '*The Sun Also Rises*', '*The Short Happy Life of Francis Macomber*', '*The Old Man and the Sea*', '*A Farewell to Arms*' etc. Hemingway maintained permanent residences in Key West, Florida, (1930s) and Cuba (1940s and 1950s), and in 1959, he bought a house in Ketchum, Idaho, where he committed suicide in the summer of 1961



Ernest Miller Hemingway

About the Story

In the story 'A Day's Wait' a nine-year-old boy living in America falls ill with influenza and has to stay in bed. The father calls for the doctor who takes the boy's temperature, which turns out to be one hundred and two degrees. He is given medicine and is told that there is nothing to worry about unless the fever goes



over one hundred and four degrees. The boy stays in bed, but does not pay any attention to his surrounding, he does not listen to the story his father reads to him. He only stares at the foot of the bed, looking very strangely. His father goes out to hunt for a while and tells the boy to sleep, but when he returns from hunting he is informed that the boy would not let anyone enter the room because he is afraid that they will get what he himself got. The father goes to his son and finds him in the same position as he left him. Again he takes his temperature and it is still one hundred and two, nothing

to worry about. So he tells his son to take it easy. The son agrees but suddenly asks the question how long it will take until he will die. The father is shocked and explains to the son that people never die from a fever of one hundred and two. After a while the son tells the father that he heard from a boy in France that people will die when they get a fever over 44 and he himself has one hundred and two. The father explains to him that there is a difference between the thermometers in America and Europe, which is the same with kilometers and miles. The boy relaxes and the next day he begins to complain about little things that are of no importance.

Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and grammar

Teacher will clarify the meaning of the following words:

1. *Schatz* – German for ‘treasure’, the boy’s real name was Jack
2. *purgative* – a drug that cleanses the bowels
3. *pneumonia* – a serious illness of the lungs
4. *detached* – not interested
5. *strangely* – in an unusual or puzzling way
6. *sleet* – wet, partly melted falling snow
7. *setter* – a breed of dog that can be trained to find animals or birds in a hunt
8. *quail* – a small brown bird which is shot for sport or food
9. *holding tight onto himself* – here, trying to hide a secret
10. *slack* – very loose (here, it refers to the control the boy had on himself)

QUESTION OF COGNITION/COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students’ divergent thinking, imagination, application, analysis and synthesis the teacher would ask the following questions of cognitive reflection or cognitive conflict.

1. How do you identify your illness and how do you express it to others?
2. How would you respond if someone of your family falls ill with influenza?

3. The boy in the story was not aware of temperature reading through different scale. Do you aware about different scaling in thermometer. What would you like to do to bring the boy out of the confusion he had related to the temperature reading?
4. The father attended the boy and consoled him. Later, he went out for hunting and returned. If he did not return due to an emergency, what would happen to the boy?
5. What would happen, if doctors are not there?
6. What would happen to mankind if there would not be illness and human being would be immortal?

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. Why did the narrator think that Schatz was unwell?
2. What caused the doctor to give Schatz three kinds of medicine?
3. What did Schatz believe was wrong with him?
4. What were the reasons for Schatz's confusion about his temperature?
5. What finally made Schatz feel relieved?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

Ernest Miller Hemingway was an American writer. Write the name of two another American popular writers and make a list with their famous writings.

OPEN BOOK QUESTIONS

1. Do you think that this is a story of fateful misunderstanding? Justify your answer.
2. All we know that death is inevitable. Why does the feeling of death hunt us when we suffer from illness?
3. Young children like Schatz feels worry too much about things that they do not have to worry about. Justify the statement.

CHAPTER - 04
THE ATTIC
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the story 'The Attic'.

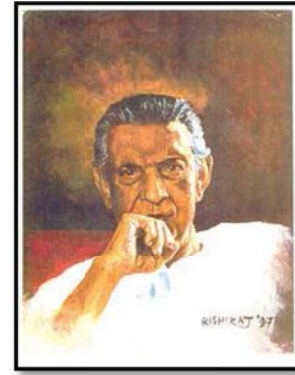
CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

Content will be presented with the help of PPT.

About the Author

Satyajit Ray (2 May 1921 – 23 April 1992) was an Indian filmmaker, regarded as one of the great uterus of world cinema. Ray was born in the city of Calcutta into a Bengali family. Starting his career as a commercial artist, Ray was drawn into independent filmmaking after meeting French filmmaker Jean Renoir and viewing Vittorio De Sica's Italian neorealist 1948 film *Bicycle Thieves* during a visit to London.

Ray directed 36 films, including feature films, documentaries and shorts. He was also a fiction writer, publisher, illustrator, calligrapher, graphic designer and film critic. He authored several short stories and novels, primarily aimed at children and adolescent. Feluda, the sleuth, and Professor Shonku, the scientist in his science fictions, are popular fictional characters created by him.



Satyajit Ray

Ray's first film, *Pather Panchali* (1955), won eleven international prizes, including *Best Human Documentary* at the Cannes Film Festival. This film, *Aparajito* (1956) and *Apur Sansar* (1959) form *The Apu Trilogy*. Ray did the scripting, casting, scoring, and editing, and designed his own credit titles and publicity material. Ray received many major awards in his career, including 32 Indian National Film Awards, a number of awards at international film festivals and award ceremonies, and an Academy Award in 1992. The Government of India honoured him with the Bharat Ratna in 1992.

About the Story

While returning from their new factory at Deodarganj, the writer with his friend and business partner Aditya reached a point of bifurcation, the author asked his friend about his willingness to take the road that deviated to the right. That road leads to the ancestral home of Aditya, at Bramhapur. His father was a landlord there and later shifted to business at Calcutta. He was born and brought up there, also passed matriculation from the local school, after which he had left for Calcutta to continue his further studies. Aditya nodded for a positive response to go to the place. He tried to recollect old memories, of his two hundred years old big ancestral house, school, school mates, and the tea stall of Nagen uncle. But also feared, they had changed with time and sweet memories of the past might disillusion him. Soon within 10 minutes, they reached the school, with a big front iron-gate, playing field, and a two-storied building. They had a cup of tea, sitting on tin chairs at Nagen's tea stall. Clean-shaven and neatly combed white hair, he was wearing a dhoti, and a blue-striped



shirt, peeping through his green shawl. They met a stranger there, referred to as Mr. Sanyal by Nagen babu. He was a peculiar man. He was neither eating, nor drinking tea, instead was sitting with head bent over the tea-table, as if daydreaming. Hearing their conversation he stood up and started to recite a poem by Tagore. Hearing the poem Aditya's expression was changed. After enquiring the location of Sanyal's house Aditya decided to go his house. On the way they stopped in front of a building, entered into it and climbed up the stairs and reached the attic. It was Aditya's favourite room when he was living in this house in his childhood. After reaching the attic Aditya was searching something. After getting his desired object inside the ventilator, he went to a jeweler shop for getting the weight of the object. After that they reached in the house of Jogesh Kabiraj where Sanyal was staying. After meeting with Sanyal Aditya asked him about himself as he could remember the name Aditya Narayan Chowdury. Sanyal replied Aditya was a spoiled child of affluent parents. Then Aditya offered him 150 rupees to Sanyal as it was the price of the Medal which Sanyal won it as prize in his school days and Aditya took the medal from Sanyal for showing his parents and never returned. Sanyal replied him that he recognized him in the tea shop that's why he recited the same poem that he did on the prize giving day. Sanyal denied to take money as it would be spent. Aditya gave him back the medal which was hidden in the attic for 29 years.

Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

1. ***Bifurcated*** - split or branched off into two
2. ***khuro*** - bengali for 'uncle'
3. ***rustic*** - simple in a way that is typical of the countryside
4. ***over wrought*** - extremely agitated
5. ***spire*** - narrow tapering structure atop a temple
6. ***antique*** - an object that is valued because of age
7. ***unperturbed*** – calm
8. ***charoy*** - hindu for a wooden cot
9. ***affluent*** - wealthy

QUESTION OF COGNITIVE CONFLICT OR COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would ask the following questions of cognitive reflection or cognitive conflict.

1. Childhood is full of fun and mischief. Aditya being rich seems to have lived the mischievous life. Why do you in the school age have, all these mischief in them?
2. What would happen if Aditya would have lost the medal and while meeting Sasanka he offers only money?
3. What could be the story line if Aditya would be the same Aditya as was in childhood?
4. If Aditya could be an intelligent, honest and fair student during childhood, how would Sasank react after recognizing Aditya at tea-stall.
5. Describe 'the Attic' that you have seen or imagined using graphics and words.
6. 'I would have forgotten that unpleasant incident of my childhood'. In what sense you think that the incident was unpleasant to Sasanka Sanyal.

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will ask few understanding and knowledge level questions to the students from text which is taught.

1. How had Aditya's old school changed?
2. Why was Nagen babu surprised to see Aditya and the narrator?
3. Why did the narrator think that Sasanka Sanyal's behaviour was a little crazy?
4. How did Aditya react when he heard Sasanka recite a poem in the teashop?
5. What had Aditya done to Sasank's medal?
6. Why did Aditya suddenly wish to visit his old house?
7. Why did Sasanka prefer to have the medal back rather than have the money?

CONCEPT MAPING

Here teacher will ask the students to prepare a concept-map and to cognize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walk through all the components of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

Recall or create a similar type story showing the relationship between two friends.

OPEN BOOK QUESTIONS

1. 'The attic has always been a favourite with children'. Why?
2. Do you think that the title 'The Attic' is appropriate? Give your argument.
3. What are the reasons you think of Aditya's revisiting the place of his birth after twenty- nine years?
4. 'Aditya is not the same Aditya as before'. What are the changes you find in the character of Aditya?
5. Sasanka Sanyal preferred medal instead of money. What are the reasons you think?
6. Compare the character of Sasanka Sanyal and Aditya and what character you like most? Give reasons.
7. When Sasanka agrees that he recognizes Aditya as a fairly good student, 'extremely jealous' and 'tells lies'. How do you like Aditya to react to this statement of Sasank?

CHAPTER - 05
MY DATE WITH GREYBEARD
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the story 'My Date with Greybeard'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The Content will be presented with the help of PPT.

About the Author

Robin Collins wrote a series of novels under his own name and the pseudonym of Robin Cranford. One of these novels, *My City Fears Tomorrow*, set in Johannesburg, was banned by the apartheid regime because it described, with considerable precision, how black Africans had no civil rights and could be arrested and tortured by the police. Collins took advantage of his dual British citizenship and settled in England in 1960. His son Warwick Collins is a novelist, screenwriter and yacht designer.

About the Story

In this story 'My Date with Greybeard', the narrator Robin Collins describes his experiences of hunting with his father when he was in childhood. Every year farmers organized a hunt in the Umzimkulu valley. They hunt monkeys, baboons and sometimes leopard but every hunter desires to hunt bushbuck for its speed, cunning and ferocity. They called the bushbuck Greybeard. The narrator got permission for hunting at the age of fourteen but he



cherished to hunt the bushbuck long three years. He choose twelve-gauge heavy gun for hunting. In the early morning they came to the valley with beaters and dogs. The narrator took positioned near the river. At first a doe came and than a young buck. He let them passed. And suddenly he saw the trembling of the bush and he saw the Greybeard to the edge of the tree within ten yards of distance. Something made the narrator not to shoot it. Only he was observing the bushbuck. After a certain time it was disappeared. On the way to home the narrator described the Greybeard to his father as he had seen it.



Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

1. **beaters** – hunter's associates who drive animals out from their hiding places
2. **wily** – clever in a sly way
3. **quarry** – the animal that was being hunted
4. **mottled** – spotted or blotched in colouring
5. **perched** – to sit on or near the edge of something
6. **vantage point** – good position from where everything could be seen
7. **yelping** – here, breaking sharply
8. **astride** – with a leg on each side(of the animal)

9. **congregated** – assembled
10. **enraptured** – enjoying something so much that other thoughts were pushed back
11. **reticence** – unwillingness to speak
12. **compassion** – a strong feeling of sympathy for the suffering and a desire to help

QUESTION OF COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would asked the following questions of cognitive reflection or cognitive conflict.

1. If you are the narrator, how would you react to your father who insists that you wait until the age of fourteen to go for hunting?
2. What would you have done if you were the narrator and the long cherished Greybeard comes in front of you?
3. Imagine the Greybeard suddenly talks when it came in front of the narrator. What it would have told him, so that he drops his gun and gives up hunting?

[Teacher can ask two students to enact this above situation in dialogue from in the classroom]

4. How would you campaign to protect animals from hunting?
5. Describe what all could happen if human beings do not hunt animals and birds?
6. The narrator learnt 'something' on the first day of hunting. Share what message you got by the narrator's decision?
7. Is hunting a pleasurable activity? Why?
8. Do you think animal has sixth sense about the coming danger. Give an example like Graybeard apart from the book.
9. "Yet something made me hold my fire" – what are the possibilities that's why the narrator cannot fire?

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. Why was the grey bushbuck considered to be a challenging animal to hunt?
2. Why was the narrator anxious to turn fourteen?
3. Why did the narrator choose a heavier gun than one that would suit him more?
4. Describe the 'best possible place of concealment'.
5. Who was Greybeard?
6. Why was the narrator's father not convinced by his son's excuse of the deer not being sighted?
7. What qualities of the deer had shaken the narrator's desire to shoot him?
8. Why does the narrator's father compliment him?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the

whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walk through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

Write a summary of a similar type of adventurous story.

OPEN BOOK QUESTIONS

1. Was his father encouraging his son in his venture? Give an example in support of your answer.
2. Do you see a change in the narrator's character at the end of the story? Describe him at the beginning and point out the changes in his personality.
3. What value had the narrator imbibed from this incident?
4. 'I knew suddenly that I could not destroy him...' thought the narrator. What made him change his mind?
5. Do you think the narrator was right feeling that his father would condemn him for his failure?

CHAPTER - 06
BIRDS OF PARADISE
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the theme of the poetry 'Birds of Paradise'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The content will be presented with the help of PPT

About the Poet

Christina Rossetti was born in London in December 1830. Her Italian parents, who arrived in London as political asylum seekers from Naples, had four children, including artist and poet Dante Gabriel Rossetti, writer and critic William Michael Rossetti and the author Maria Francesca Rossetti. Both of her brothers were members of the Pre-Raphaelite Brotherhood, and as a young woman Rossetti posed for some of their paintings, most famously perhaps for *The Girlhood of Mary Virgin* (1849).

Under the pseudonym, Ellen Alleyne, some of Rossetti's early poems were published in *The Germ*, the Pre-Raphaelite journal edited by William, however, it wasn't until she was 31 years old that her most famous collection *Goblin Market and Other Poems* was published to much critical acclaim. Rossetti was an intensely religious individual and much of her work is influenced by these beliefs. She also spent much of her life volunteering at a home for prostitutes in London. She died in 1894 after developing terminal cancer the year before.



Christina Rossetti

About the Poem

In this poem, the poet speaks of the male bird of paradise – a brightly coloured bird with long and fantastic feathers. They were singing song and talked to each other in their own language. And they were flying high in the sky. They were flying in a circle. Their feather's colour was silver and bright, creating noise through their wings and also they are mounting in a scale in the sky. Poet thought that they had no nest on the earth. They were the birds of paradise where moon did not rise, where sun did not sink, where no mortal man entered in the garden.



Model Reading

Teacher will read the poem loudly with proper rhythm.

Vocabulary and Grammar

Teacher will clarify the meaning of the following words

1. **paradise**: heaven
2. **own tongue**: own language

3. *a cadenced clang*: a loud rhythmic sound
4. *trod*: walked on

QUESTION OF COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would asked the following questions of cognitive reflection/cognitive conflict.

1. If birds sing in the language you know, how would you feel and react (respond)?
2. 'Birds without a nest on earth'. The poet refers one of the major problems in the above line. What steps would you suggest to make the birds live in the nest on earth?
3. If you get a chance to fly with the birds, what kind of experiences you wish to have?
4. Some people keep birds in the cage in their home as it is their hobby. Do you support this? Why or why not?
5. Why does Christina Rossetti describe the birds as the birds of Paradise? What do you think?
6. Write a meaningful paragraph using these words: spring, gardens, flowers, fruits and birds.
7. How the earth would look like without birds.
8. Due to pollution the bird species and the number of birds are decreasing gradually. What we should do?
9. On your way coming from the school you have seen a wounded bird lying on the street. What you will do?
10. What would be the scenario on the earth if birds would be really from the paradise?

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up

on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. Do the birds really not have a ‘nest on earth’?
2. Why does the poet say that they don’t?
3. What is meant by ‘mortal foot’?
4. Why has no ‘mortal foot’ treaded on this garden?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

1. Prepare a list of birds which are seen in the day and which are seen in the night.
2. Prepare a list of birds which are called singing bird or which can imitate human speech.
3. Prepare a list of birds which are seen generally in our country.

OPEN BOOK QUESTION

1. Which are the feature/s of birds you like/dislike most? Why?
2. What are the differences you get between the birds of the earth and the birds of paradise as the poet describe in the poem?
3. Birds are one of the centers of attraction among the poets. What are the reasons you think?
4. Write two examples from the poem that makes you to think about the extraordinary feature of the birds of paradise.

CHAPTER - 07
THE NEIGHBOUR
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered-

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the story 'The Neighbour'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The content will be presented with the help of PPT.

About the Author

Sigrun Srivastav (born 1943–), is an Indian author of German origin. She is an illustrator and writer of picture books, short stories, adventure books, and family novels. Srivastav has based many of her stories on real-life incidents from around the world, as in *A Moment of Truth* (1991). The focus is repeatedly on heroism: in the personal sphere, in the private sphere, and in public spaces. In stories such as "The Letter" and "The Accident" in *Heroes Never Die* (1992), Srivastav also examines the

predicament of people who—out of fear, shyness, or sheer laziness—fail to achieve heroic stature.

A social conscience distinguishes Srivastav's work: ecological problems, the plight of the differently abled, and ethnic discrimination are portrayed in various stories. The poverty that prevails in India and the immense difficulty of alleviating it is a theme that Srivastav returns to in such stories as “Bad Business” in *No Time for Fear* (1992), and “An Insignificant Incident” and “Sampatti” in *Trapped* (1995). She is among the few Indian writers who show the reality and despair of communal violence in stories like “Trapped.”



About the Story

The story starts with a great suspense. A girl and her old grandfather kept themselves closed in a room. The little girl knew her old grandfather cannot protect her from the angry mob. She began to pray. The angry mob gradually moves towards their house. The little girl whispered “It is not fair, grandfather, it is just not fair. Why do they come for us? We have done them no harm. We are not responsible for what happened at the other end of the town. Why do they harm us? We are their neighbours, their friends.” Her grandfather assure her not to worry god help them. The angry mob stopped in front of the old man’s house. They kicked and hammered at the door to open. The angry mob armed with stick, axes and iron bars shouting and destructing the things whatever they got within their reach. With a great fear they hide behind a cupboard. Suddenly the girl realizes that the leading voice of the mob is known to her. The voice came closer, the door was kicked by the man and he switched on the torch. The girl knew him. He is Tulu, the neighbour’s son. With great anger she was out of the hiding place and then she came to know that Tulu is not their enemy. He came to help them. By the help of the Tulu the little girl and her grandfather escaped safely from the angry mob.



Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

1. ***Infuriated*** – extremely anger
2. ***Fanatics*** – a fanatic is someone who has extreme political or religious ideas and is often dangerous
3. ***Dilapidated*** – describe something old and in poor condition
4. ***Gladioli*** – tall flowering garden plant with long sword-shaped leaves
5. ***Silhouetted*** – formed a dark shape seen against a light background
6. ***Turmoil*** – a state of confusion, uncertainty and disorder
7. ***rampage*** – go through an area making a lot of noise and causing damage

QUESTION OF COGNITION/COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would asked the following questions of cognitive reflection or cognitive conflict.

1. What plan would to suggest to the little girl that would help her to hide from the angry mob?
2. What would you do when you are in a situation (example), suddenly a group of people fanatically behave in throwing violence on the innocent people in the society?
3. Do you feel that neighbours and neighbourhood should be based on community basis? Why and why not?
4. What plan would you like to suggest Tutu, to handle the mob? Or how would he make them understand not to take law and order in their hands?

5. 'Love thy neighbour, as thou shall.' The above statement helps the human community to live a harmonious life, inspite of cast, creed, colour, sex, rich and poor etc., how would you contribute to this harmonious life in our day to day life?
6. What do you expect from the neighbour? And, in turn, what do they expect from you?
7. What would happen if Tulu cannot manage the situation intelligently?

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. How did the little girl and her grandfather save their life?
2. What were the behaviors of the angry mob?
3. "Nobody here! Get upstairs, quick, they might be upstairs, the cowards."- Who said these words? Who were they looking for?
4. Why did the speaker refer to them as 'cowards'?
5. "Don't cough now" - Who said these words? Why were these words said? What would have happened if he coughed?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

- Prepare a list of communal violence occurred after independence.

OPEN BOOK QUESTIONS

1. Imagine you are one of the people who are going to kill the little girl and his grand-father, how do you convince them not to attack on them?
2. What are your physical and emotional changes you feel when you get fear.
3. In a critical situation like the story 'The Neighbour', if you are in the position of 'bitia-rani' what would you like to do?
4. Communal violence is a cruse in our society. Give some suggestions to remove the social evils.

CHAPTER - 08
THE GIFT OF INDIA
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the theme of the poetry 'The Gift of India'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

About the Poet

Saroji Naidu also known by the sobriquet *The Nightingale of India*, was a child prodigy, Indian independence activist and poet. Naidu was the first Indian woman to become the *President of the Indian National Congress* and the first woman to become the *Governor of Uttar Pradesh state*. was a great patriot, politician, orator and administrator. Her birthday is celebrated as 'Women's Day'

Early Life: She was born in *Hyderabad*. Sarojini Chattopadhyay, later Naidu belonged to a Bengali family of Kulin Brahmins. Her father, *Agorenath Chattopadhyay*, settled in Hyderabad State, where he founded and administered the

Hyderabad College, which later became the Nizam's College in Hyderabad. Sarojini Naidu's mother *Barada Sundari Devi* was a poetess *baji* and used to write poetry in Bengali. Sarojini Naidu was the eldest among the eight siblings. Sarojini Naidu was a *brilliant student*. She was proficient in *Urdu, Telugu, English, Bengali, and Persian*.



Sarojini Naidu

At the age of twelve, Sarojini Naidu attained national fame when *she topped the matriculation examination* at Madras University. Her father wanted her to become a mathematician or scientist but Sarojini Naidu was *interested in poetry*. When her father saw that she was more interested in poetry than mathematics or science, he decided to encourage her. With her father's support, she wrote the play '*Maheer Muneer*' in the Persian language. Dr. Chattopadhyaya distributed some copies among his friends and sent *one copy to the Nawab* of Hyderabad. Reading a beautiful play written by a young girl, the Nizam was very impressed. The college gave her a scholarship to study abroad. At the age of 16 she got admitted to *King's College of England*.

Her major contribution was also in the field of poetry. Her poetry had beautiful words that could also be sung. Soon she got recognition as the '*Bul Bule Hind*' when her collection of poems was published in 1905 under the title '*Golden Threshold*'. After that, she published two other collections of poems— '*The Bird of Time*' and '*The Broken Wings*'. In 1918, '*Feast of Youth*' was published. Later, '*The Magic Tree*', '*The Wizard Mask*' and '*A Treasury of Poems*' were published. Mahashree Arvind, Rabindranath Tagore and Jawaharlal Nehru were among the thousands of admirers of her work. Her poems had *English words, but an Indian soul*.



Sarojini Naidu with Mahatma Gandhi during Salt Satyagraha, 1930

Politics: One day she met *Shree Gopal Krishna Gokhale*. He said to her to use her poetry and her beautiful words to rejuvenate the *spirit of Independence* in the hearts of villagers. He asked her to use her talent *to free Mother India*.

Then in 1916, she met Mahatma Gandhi, and she totally directed her energy *to the fight for freedom*. She would roam around the country like a general of the army and *pour enthusiasm among the hearts of Indians*. The independence of India became the heart and soul of her work. She was responsible for awakening the women of India. She brought them out of the kitchen. She traveled from state to state, city after city and asked for the rights of the women. She *re-established self-esteem within the women of India*.

Sarojini Naidu's Works:

- The Golden Threshold (*published in 1905*)
- The Bird of Time: Songs of Life, Death & the Spring (*published in 1912*)
- The Broken Wing: Songs of Love, Death and the Spring, including 'The Gift of India' (*published in 1915*)
- Muhammad Jinnah: An Ambassador of Unity (*published in 1916*)
- The Sceptred Flute: Songs of India, Allahabad: Kitabistan (*posthumously published, 1943*)
- The Feather of the Dawn (*posthumously published, edited by her daughter, Padmaja Naidu, 1961*)

About the Poem

In this poem, 'THE GIFT OF INDIA', we have the outpourings of a bleeding heart. Written in the context of the Great War of 1914-1918, the poem is emotionally surcharged with the sentiments of the poetess towards our martyrs and the sacrifice of the sons of the Indian soil. Sarojini cries out that the English had taken over our entire country and ruthless killings of our Indian warriors.

The invaluable gift of so many lives of our beloved sons to the British can never be undermined by anybody. The Indians were in no way involved in the cause or the outcome of the war but they were unscrupulously deployed for the benefit of the English against the Germans and their allies.

She alludes to Persia (now Iran), Egypt, Flanders (Belgium) and France, the specific lands wherein the Indians at the mercy of the British were sent to war. The poetess portrays a heart rending picture of the pathetic dead soldiers through touchingly apt similes. The lifeless soldiers in their graves in a foreign land of Persia were like pearls strewn in abandon along the shores by the waves. The poetess laments for the unfortunate womb of Mother India that had borne those sons and who had been torn away from her bosom so heartlessly. Again, the broken shells on the sands of Egypt come to her mind. The soldiers with severed limbs, whose bodies had been relieved of their courage and bravery, resembled the shells that had been deserted by the living creatures within them.

The soldiers lying motionless and disheveled on the bloodstained battlefield with their beauty stripped off by the handiwork of destiny are likened to the withered beauty of flowers scattered in a sun parched meadow. The heart of Mother India is heavy with the immeasurable sorrow and grief she has suffered. Hopeful prayer is the only source of solace even while our anguished hearts with overwhelming sorrow swell with pride at the thought of our gracious and valorous soldiers. Sarojini visualizes that soon good sense would prevail in the world when hatred or fear would no longer take the toll on human lives. Their names, engraved in history with the indelible ink of their own blood, will speak volumes of their greatness for many generations to come.

Model Reading

Teacher will read the poem loudly with proper rhythm.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

Raiment: Clothing / dress

Sabers: Heavy swords

Compass: Understand

Anguish: Extreme anxiety

Anvils: heavy blocks of iron on which heated pieces of metal are shaped by hammering

Dauntless: Fearless

QUESTION OF COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would ask the following questions of cognitive reflection/cognitive conflict.

1. If you were to meet 'Mother India', what all would you like to know about your country? What are the answers you expect from her?
2. How would you like to show your patriotic feelings to the nation after hearing from 'Mother India', how the Indian soldier had sacrificed their life to give us the 'precious gifts' to live in our country with freedom and pride?
3. Discuss how each Indian should contribute their gratitude and service to protect the land of India.
4. What would you do when you grow up and plan to live peacefully in your own land? Would you stop the younger generation from settling in abroad countries?
5. Is our 'Mother India' happy with our activities? Illustrate your answer.
6. In the poem 'The Gift of India', Mother India herself speaks of the love, devotion and heroism of her children. Illustrate your answer with some examples

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. What rich gifts did Mother India give the world?
2. What is referred to as ‘priceless treasures’? Why are they in ‘alien graves’?
3. Why are the meadows ‘blood brown’?
4. Why does Mother India feel pride along with despair?
5. What should we do when life is built on ‘anvils of peace’?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

- Prepare a list of names of Indians who are really ‘gifts of India’ write in brief their contribution for our country.

OPEN BOOK QUESTION

1. What lesson did you get from the poem ‘The Gift of India’?
2. Do you think soldiers are born in destiny? Justify your answer.
3. Is our soldiers’ life safe in free India? Discuss.
4. What are the threat or challenges our soldiers faces in a critical situation?
5. Do you think that soldiers’ risk of life can be minimized? Discuss.

CHAPTER - 09
THE WOLVES OF CERNOGRATZ
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the story 'The Wolf of Cernogratz'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The content will be presented with the help of PPT.

About the Author

Hector Hugh Munro was a British author who published under the pen name SAKI. He was a master of the short story often compared to O. Henry and Dorothy Parker.

Munro was born in Akyab Burma, December 18, 1870 and passed away in November 13, 1916 in France. Munro's mother died in 1872, while the author was only two years old. He was sent to England to his grandmother and aunts in a strict household. In his early career, Munro became a police officer in India and was posted to Burma where

he contracted malaria. He returned to England in 1895. When the war broke out, Munro refused a commission joined the British armed forces as a regular trooper. He was killed in action by a German sniper. He is famous for his work that contrasts the effete conventions and hypocrisies of Edwardian England with the ruthless but straightforward life-and-death struggles of nature. Nature generally wins in the end.



Hector Hugh Munro

About the Story

Once a Baron and his sister bought an old Castle. When they came to live in it, the Baron asked his sister if any legend was associated with the Castle. The Baroness replied that there was a legend about the Castle that when ever any person died in the castles, the Wolves and wild beasts of the forest near it howled and Cried, when the soul of the dead person left the body, a tree fell in the park.



But she did not believe in such stories because nothing had happened when her mother in law died. At this governess said that the legend was quite true, however wolves and other wild beasts howled only when a member of the Cernogratz family died. On hearing this Baroness was greatly annoyed and thought that governess wanted to give herself too much importance by telling such stories. She asked her angrily how she knew that the legend was true.

Governess replied that she was member of that family. On hearing this every member of Baroness's family burst into laughter because they disbelieved her. Governess told them that when they became very poor



and she began to live by teaching she took another name, But his grandfather spent much of his time in that castle and her father used to tell her many stories about it. A silence falls over the company when she finished speaking.

The Baron broke this silence and said that governess was very impertinent and he did not believe in a world ever she told. The Baroness's said that governess was growing old and knew that she would not be able to work in old age and she wanted to get their sympathies, so she made up her mind to serve her a notices to quite as soon as New year festivities were over.

Unfortunately governess fell ill, when the house was full of guests, all of a sudden a woolly lap dog jumped down from its cushion and crept shivering under the sofa. At the same time all the dogs in the castle began to bark soon everybody in the castle heard the howling of wolves in the distance.

The Baroness moved by an impulse went to the narrow dark room of the governess. She found her lying quite still. The window of the room stood open. It was very cold so Baroness rushed to shut the window but governess stopped her by saying that she wanted to hear the death music before she passed away. She further said that she was glad that wolves had come from far and wide to sing the death music for a member of Cernogratz family.

And she was happy that she was dying in her own castle. Then a noise of something splitting and crashed was heard. A tree fell in the park and soul of the old lady, the last of the Cernogratz family left her body.

Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

Volubility: talkativeness

Lairs: resting places of wild animals

Defiance: open disobedience

Dowdy: pain and unfashionable

Effacement: remaining in the background

Incredulous: not able to believe something

Impertinence: rudeness and disrespect

QUESTION OF COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would asked the following questions of cognitive reflection or cognitive conflict.

1. Imagine you are the writer and you have purchased a house which is haunted. How would you prefer the house to be a peaceful home to live in? Would you be able to convince the society not to fear about the haunted house?
2. Man's life is interrelated to nature. The story proves when the cries of animals and nature depicting the life and death. How would you relate Nature or element of Nature to our life?
3. If we have the power to see the 'ghost' or the dead people sprit, how would each one feel or react to it? How one should understand the existence of ghost?
4. How one should respond or interact with a person who is in death bed?
5. Do you believe in supernatural elements? Why or why not?
6. Express your feelings when you have been watching a horror movie or you have been listening a ghost story or you have read a supernatural story.

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. Who was Conrad? What did he want to know?
2. What strange events did the governess say happen when a member of the von Cernogratz family dies in the castle?
3. ‘But for a stranger no wolf would howl’ – who says these words and to whom were they said? According to the speaker, who would be considered a stranger? For what would the wolves howl?
4. ‘I am a von Cernogratz myself’ – who says these words? Why had the speaker hidden her true identity?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

- Write a summary of your favorite story having supernatural elements that you have read.

OPEN BOOK QUESTIONS

1. Is there any relation with supernatural elements and animals as described in the story 'The Wolves of Cernogratz'? Illustrate your answer.
2. What is your rational explanation for these strange events described in the 'The Wolves of Cernogratz'?
3. Write your two real life experience that you have remembered while you are reading the text 'The Wolves of Cernogratz'.

CHAPTER - 10
THE ALL FISH ARE SICK
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the theme of the poetry 'The All Fish Are Sick'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

About the Poet

Anne Stevenson was born in England in January, 1933. Stevenson made his name as a philosopher in 1943 with a controversial book, *Ethics and Language*, while he was teaching at Yale. He also taught at Harvard and other universities, but for most of his life, he was a professor at the University of Michigan in Ann Arbor.

Anne Stevenson moved between the United States and the United Kingdom numerous times during the first half of her life. She considers herself an American, Stevenson qualifies her status: '*I belong to an America which no longer really exists*'. Since 1962 she has lived mainly in the U.K., including Cambridge, Scotland, Oxford, and, most recently, North Wales and Durham.

In 2007 Stevenson was awarded the Lannan Lifetime Achievement Award for Poetry. She has also received the Northern Rock Foundation Writer's Award. Author of more than a dozen books of poetry and several books of prose (which include criticism, radio plays, essays, and biographies), Stevenson has also edited two anthologies. Her biography of Sylvia Plath, *Bitter Fame* (1989), garnered critical and popular controversy for its sympathetic portrayal of Ted



Anne Stevenson

Hughes. Initially a student of music, Stevenson earned her undergraduate and master's degrees at the University of Michigan, where she studied with Donald Hall, who encouraged her to pursue poetry. As she says, *'If I couldn't overhear the rhythms and sounds established by the long, varied tradition of English poetry—say by Donne, Blake, Keats, Dickinson, Whitman, Frost—I would not be able to hear what I myself have to say. Poems that arise only from a shallow layer of adulterated, contemporary language are rootless. They taste to me like the mass-produced vegetables grown in chemicals for supermarkets'*.



Stevenson slowly lost her hearing years ago, though her poetry continues to come first from sound. In a 2007 essay, Stevenson wrote, *'although I rarely write in set forms now, poems still come to me as tunes in the head. Words fall into rhythms before they make sense. It often happens that I discover what a poem is about through a process of listening to what its rhythms are telling me'*. She says, *"I have always had to create my own angular environment or perish. But that's the whole point about borders. It's the best place from which to be able to see both sides."*

About the Poem

The poem, 'The Fish Are All Sick' by Anne Stevenson, speaks a lot about the relationship



between humans and nature, specifically the marine ecosystem, in the world today. In the first line of the poem, the poet says that fishes are all sick and whales are dying (an irony - whales are dying but inferior creatures such as fishes are only sick). However, being one who lives in the modern world, one will think twice about the statement 'The fish are all sick' at this present time, it is highly possible for all fishes to get 'sick' due to the modern advancement of the world.

Lines 2 to 5 pertain to the people virtually living near the bodies of water, with most of them being fishermen. The phrases 'sea men' and 'low houses' represent fisherman who lives in the sea-cost and describe two different classes of men in relation to their roles in the environment. The waves appear to be contained on the littered beach. But in truth, something which is blacker than the fish, something more dangerous, is drawing close to attack and destroy. This is the dark and dirty water covering into our coastline, the result of environmental degradation. Is it the time to think that how human beings should act? Should human beings recognize the graveness of this issue?

The poet writes the poem in present tense, which can communicate directly to the reader, suggesting her strong attitude to the way in which people treat nature. The poet communicate directly also introduces the writer's strong attitude that this is a serious problem that we are facing now. The problem is tremendous as all fish are suffered as a result of it. She uses figurative language to portray the image of human beings treating the nature with no respect.

Model Reading

Teacher will read the poem loudly with proper rhythm.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

Stranded: trapped

Fringe: decorative border

Surf: foamy waves

Begonia: ornamental flowering plants

QUESTION OF COGNITION/COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would ask the following questions of cognitive reflection/cognitive conflict.

1. Is there any relation between human activities and the sickness of the fish? Justify.
2. If marine life would destroy what would be the effect on human life.
3. What is the main concern of the poet for writing this poem?
4. Sing the poem in group.
5. How can we make a balance between human and nature – explain?
6. Explain the importance of eco-system in our modern world?

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will ask few understanding and knowledge level questions to the students from text which is taught.

1. What is the 'white lip' of the beach?
2. Why the beach 'littered'?

3. What are the causes for the great whales' death?
4. What is compared with 'pearls' in the poem 'The Fish are all Sick'?
5. What is the main idea in the poem 'The Fish are all Sick'?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

- Write a paragraph showing the relation of human being and ocean.

OPEN BOOK QUESTION

1. Can we reduce the factors which are the responsible for fish's sickness? Justify.
2. Do you think that the title of the poem 'The Fish Are All Sick' is an exaggerated statement? Justify your answer.
3. How human life would be affected if marine life gradually exploited.
4. Who are the responsible for being all the fish 'sick'? How?
5. Suggest your own views how to save the 'sick' fish?

CHAPTER – 11
THE GOLD FRAME
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the story ‘The Gold Frame’.

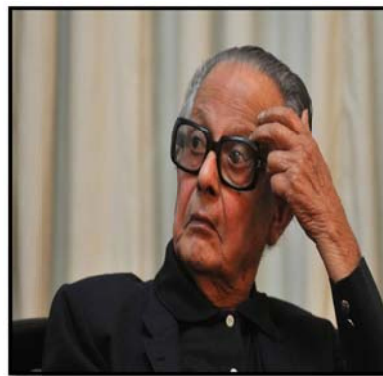
CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The content will be presented with the help of PPT.

About the Author

R. K. Laxman is an Indian cartoonist and a humorist. He is considered as the greatest cartoonist of India. His famous creation is *The Common Man*. He was born on 23rd October 1924 in Mysore in India as the youngest of the six boys. His father, Krishnaswamy Iyer was a headmaster in a school and his brother R. K. Narayan was a famous novelist of English language. He was attracted by the illustration in various magazines like Strand Magazine, Punch, Wide World, Bystander, etc.

*He drew on the walls and doors of his house and was praised by his teacher. The cartoons of Sir David Low appeared in *The Hindu* also influenced him.* He wanted to join the JJ School of Arts in Bombay after completing his high school studies as he wished to pay focus on drawing and painting. However he was refused admission into the college and so he did B.A. degree in University of Mysore. He started his career as a freelance artist in the mean time and worked for Swarajya and Blitz magazines. He worked in the Times of India for about five decades.



R. K. Laxman

*He worked as a full time job as a political cartoonist for *Free Press Journal*. He is known for his illustrations in various books notably for *Malgudi* stories by his elder brother R. K. Narayan. Later this was filmed as a serial. He has also written some novels.*



Awards:

- Padma Bhushan - Govt. of India
- Padma Vibhushan - Govt. of India
- Ramon Magsaysay Award for Journalism, Literature and Creative Communication Arts - 1984
- Lifetime Achievement Award for Journalism - CNN IBN TV18, 29 January 2008
- 'Pune Pandit' Award (Scholar of Pune Award) by the Art & Music Foundation for excellence in 'Creative Communication' – 2012
- B. D. Goenka Award (from *The Indian Express*)
- Durga Ratan Gold Medal (from *Hindustan Times*)



About the Story

Datta was the owner of a small shop called The Modern Frame Works. He used to put pictures into frames. One day a customer comes to Datta's shop with a faded picture of an elderly person. The man in the picture has whiskers and a huge turban. It is a standard portrait taken in a by-gone era. The customer speaks with reverence about the great qualities of the man. He demands that the best frame be used and, after considerable discussion, settles on an imported German frame with an oval cut mount. Though the work is to be delivered after a fortnight, the customer shows up after just ten days and asks if it is ready. He understands then that the customer is quite serious about getting the photo framed. Obviously the photo is a cherished possession and the customer has immense regard for the person in the photo. Datta decides to begin work at once. But then a terrible thing happens. A tin of enamel paint accidentally spills over the photo. Datta tries to rub the paint on the photo with a cloth but unfortunately half the face and the entire turban get erased. Datta is panic-stricken. He does not know what to do as the photograph is completely spoilt. As he looks around in dismay, an idea takes shape in Datta's mind. He plans to substitute the damaged photo with another photo which is somewhat similar. He finds a suitable photo for this purpose and puts it in a dazzling gold frame. He hopes that his deception will go unnoticed. He is anxious and nervous. The customer arrives and asks if the work has been completed.

Datta slowly removes the cover and hands over the photo. The customer eagerly looks at it. The customer shouts in anger, "What have you done?" Datta fears the worst. He thinks that his deception has been noticed. He had practiced several times how he would feign ignorance or deny it if he was accused of using a different photo. But before Datta can open his mouth, the customer continues shouting that while he had asked for an oval frame, Datta had used a square one! Datta realizes then that the customer had not noticed that the photo itself was different. He had merely objected to the frame. He is relieved, as he knows that at the most, he might have to change the frame.

Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

Laconic: using very few words

Incongruity: different from the surroundings

Lacquer: glossy synthetic coating

Enshrining: loading something into a sacred place

Transfixed: immobile with stock

Avert: take away

Venerable: worthy of respect

Transcendental: beyond the limit of human experience

Resplendent: dazzling

Inner sanctum: the part of the temple where the idol is placed

QUESTION OF COGNITION/COGNITIVE CONFLICT/COGNITIVE REFLECTION

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would asked the following questions of cognitive reflection or cognitive conflict.

1. If you are the owner of a frame shop and by mistake you have spoilt the photograph. What explanation would you give to the customer?
2. If you were the writer what title would you give to this story and why?
3. If you were the customer in this story, how would you react in the last part of the story?
4. Why do you think, some important paintings should be restored?
5. What would be the possible reasons you think for which the customer did not identify the mistake of the shop keeper.
6. What types of photographs do we find in our houses? What information do the photographs convey us?

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. How did the customer describe the man in the photograph?
2. How did Dutta help the customer in choosing a frame?
3. Dutta had met three types of customers. What were they? To which category did the young customer belong?
4. What happened when Dutta was trying to find his pencil by shaking his dhoti?
5. How did Dutta try to rescue the picture? What was the result?
6. What was the 'hoax' that Dutta planned?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

- In our life we did lots of mistakes unconsciously. Share one of your mistake that you have done in your life and what you have learnt from that mistake.

OPEN BOOK QUESTIONS

1. How would the shop keeper handle the situation, if the customer would identify the mistake?
2. Do you think that Datta is a careless person? Discuss with the reference of the story 'The Gold Frame'?
3. Do you think the customer would return again calming 'what you have done'? Justify your answer.
4. Do you find any similarity between the characters data and the customer?

CHAPTER - 12
JULIUS CAESAR
CLASS-VIII

TEACHING POINTS TO BE COVERED

Following Teaching points will be covered

1. Model Reading
2. Explanation of the content
3. Vocabulary and Grammar (Hard words and grammar- their meaning may be shown through chart & how to use them in sentences)

LEARNING OBJECTIVES

General Objective

1. Listening skill will be developed among the students.
2. Speaking skill will be developed among the students.
3. Reading skill will be developed among the students.
4. Writing skill will be developed among the students.
5. Critical thinking and creative thinking will be developed among the students.

Specific Objectives

Student will be able to understand the story 'Julius Caesar'.

CONTENT PRESENTATION IN BRIEF BY THE USE OF TECHNOLOGY

The content will be presented with the help of PPT.

About the Author

William Shakespeare was an English poet and playwright, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet and the 'Bard of Avon'. Though no birth records exist, it is believed he was born on or near April 23, 1564, and this is the date scholars acknowledge as William Shakespeare's birthday. Shakespeare was born and brought up in Stratford-upon-Avon. At the age of 18, he married Anne Hathaway, with whom he had three children: Susanna, and twins Hamnet and Judith. Between 1585 and

1592, he began a successful career in London as an actor, writer, and part-owner of a playing company called the Lord Chamberlain's Men, later known as the King's Men. He appears to have retired to Stratford around 1613 at age 49, where he died three years later on 23 April 1616.

He was buried in the chancel of the Holy Trinity Church two days after his death. His tombstone is marked with the following epitaph –

*'Good friend, for Jesus' sake forbear,
To dig the dust enclosed here.
Blessed be the man that spares these stones,
And cursed be he that moves my bones'.*

The Plays of Shakespeare

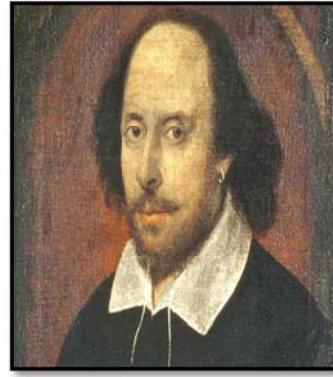
The plays of Shakespeare have been studied more than any other writing in the English language and have been translated into numerous languages. He was rare as a play-write for excelling in tragedies, comedies and histories. His famous plays are:

Comedies	Tragedies	Histories
All's Well That Ends Well	Romeo and Juliet	King John
As You Like It	Julius Caesar	Richard II
The Comedy of Errors	Macbeth	Richard III
Love's Labour's Lost	Hamlet	Henry IV
The Merchant of Venice	King Lear	Henry V
A Midsummer Night's Dream	Othello	Henry VI
The Tempest	Antony and Cleopatra	Henry VIII
Twelfth Night	Cymbeline	
The Winter's Tale		

About the Story

Shakespeare's great political thriller tells the story of the conspiracy against Caesar, his murder and the defeat of his conspirators. Julius Caesar has returned to Rome triumphant from the war against Pompey. The Roman republic is prepared to convey congratulation for his new honours. It causes panic among some senators who worried that too much power is held by one man.

Caius Cassius plots a conspiracy to murder Caesar, enlisting the support of the well-respected Marcus Brutus. Brutus has doubts but is convinced that Caesar's death is necessary for the good of the republic. However, he rejects Cassius' proposal that Mark Antony, close friend of Caesar, should also be killed. Brutus, Cassius and their co-conspirators stab Caesar to death at the senate house.



William Shakespeare

At Caesar's funeral Brutus addresses the people and successfully explains the conspirators' motives. However, Mark Antony speaks next and turns the mob against the conspirators, who are forced to flee from Rome. Mark Antony and Caesar's nephew, Octavius, take command of Rome and lead an army against the conspirators. Brutus and Cassius are defeated at Philippi where they kill themselves rather than be captured.



Model Reading

Teacher will read the text loudly with proper pronunciation.

Vocabulary and grammar

Teacher will clarify the meaning of the following words

1. ***censure***: severe criticism
2. ***valiant***: brave
3. ***vile***: wicked
4. ***extenuated***: diminish the seriousness of
5. ***entreat***: plead desperately

QUESTION OF COGNITIVE CONFLICT/COGNITIVE REFLECTION

1. If you were in place of Anthony, how would you represent yourself in front of the audience?
2. To be a leader one has to be ambitious. How would you describe the character of Julius Caesar?
3. When a person achieves the top level in life, he earns enmity due to the jealousy of others around him. What should one do to avoid enmity and defect in your achievement path?
4. 'Julius Caesar' is seen even today in political, social and common life. People conspire, lie, and murder some great leaders or famous people. What traits in a man's personality attribute this behaviour? How to bring a positive and progressive character in citizens?
5. After murdering Caesar Brutus came to the public. What motive do you get from his conversation?
6. Compare the speech of Mark Antony and Brutus. Whose speech was more effective on the public according to you? Why?

On the basis of the students' divergent thinking, imagination, application, analysis and synthesis the teacher would ask the following questions of cognitive reflection or cognitive conflict.

COLLABORATIVE LEARNING ACTIVITIES/INTRA-GROUP DISCUSSION

The class will be divided into 5-6 small groups. The groups will have discussion taking one of the questions of cognitive reflection/conflict and will prepare a write up on the basis of their discussion. Maximum scope will be provided to have peer discussion. Here teacher will stimulate and guide the students.

INTER-GROUP SHARING

One of the members of each group will present the discussion points that they have done in the group. Maximum 3-4 minutes could be provided to each group. Teacher will not suppose to evaluate the groups, rather support and encourage or appreciate the groups for thinking. During presentation other groups may add some ideas. If any group would go with wrong idea teacher only will modify the direction of thinking of the group.

QUESTION-ANSWER SESSION

Here teacher will asked few understanding and knowledge level questions to the students form text which is taught.

1. Why did Brutus kill Caesar although he was his friend?
2. What did the people of Rome say in reply to the questions Brutus asked towards the end of his speech?
3. How did the crowd feel about Brutus towards the end of his speech?
4. How did Mark Antony feel about Julius Caesar?
5. Antony said that he came to bury Caesar and not to praise him. Is this true? Why or why not?

CONCEPT MAPING

Here teacher will asked the students to prepare a concept-map and to cognitize it. Teacher whatever taught in the class, students will prepare a diagram to relate the whole content in a short-cut way and keep in their mind in such a way that they can visualize it and can walks through all the component of the visualized diagram.

ASSIGNMENT

Teacher will give the following assignment on the application of the content learnt / to gather some information on the concept learning.

- Prepare a list of 20th century popular British dramatist with their most notable works.

OPEN BOOK QUESTIONS

1. What was the reaction of the crowd after speech of Brutus? Do you think the people of Rome believed him?
2. Do you think Brutus was a real friend of Caesar? Justify.
3. Compare the character of Brutus and Mark Antony?

APPENDIX V

Schedule for Two Days Orientation Programme on Open Book Examination Semester I

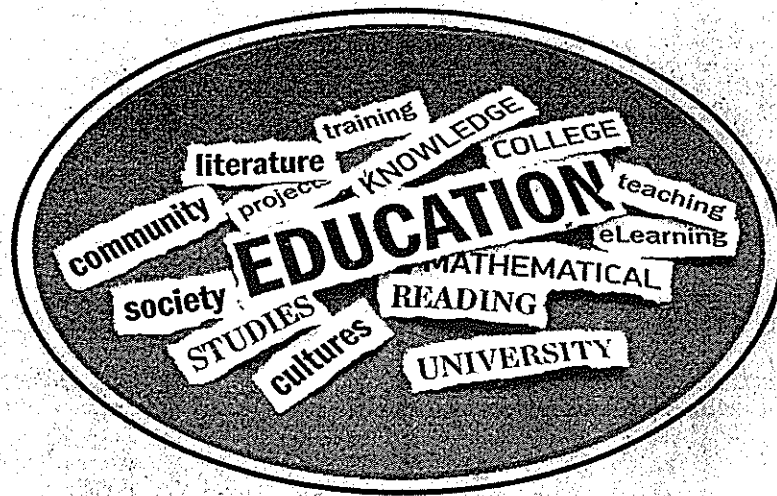
	Session 1 (10:00 am-11:30 am)	Session 2 (12:15 pm-01:45 pm)
Day 1	<ul style="list-style-type: none"> • Introduction • Methods of English Teaching and it's Limitation • Present challenges of teaching English 	<ul style="list-style-type: none"> • Introduction to Open Book Examination • Need for creating Open Book Environment in Secondary Schools
Day 2	<ul style="list-style-type: none"> • Discussion of the various components of the lesson Plans • Role of teacher in an Open Book Environment 	<ul style="list-style-type: none"> • Demonstration of a model lesson plan using PPT • Conclusion

Schedule for One Days Orientation Programme on Open Book Examination Semester II

Session 1 (10:00 am-11:30 pm)	Session 2 (12:15 pm-01:45 pm)
<ul style="list-style-type: none"> • Discussion with the various problems for implementation of the concept of Open Book Examination during class teaching. 	<ul style="list-style-type: none"> • Solutions for the problems in implementation of Open Book Examination

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EFFECTIVENESS OF OPEN BOOK EXAMINATION IN ENGLISH FOR STANDARD VIII STUDENTS

Sourav Maity *, Dr. Jaishree Das**

ABSTRACT

The present study is an attempt to test the effectiveness of the open book examination in comparison to closed book examination in terms of students' content knowledge, logic, divergent thinking, comprehension and the overall achievement in English. The main purpose of this study is to examine whether open book examination is significantly effective in enhancing the score of content knowledge, logic, divergent thinking, comprehension and the overall achievement of students in English subject in comparison to closed book examination. One school from Vadodara city was selected purposively as the sample unit for the present study. One section of standard VIII of the sample school was selected and 32 standard VIII students of the selected section constituted as the sample for the present study. Out of these 32 standard VIII students, open book examination in English subject was administered to 16 students selected randomly and remaining 16 students were examined the same English subject through closed book examination. Data were analyzed through Mean, Standard Deviation, Standard Error of Mean and Mann-Whitney U-test. The findings of the present study revealed that open book examination is not significantly effective in enhancing the score of content knowledge, logic, divergent thinking, comprehension and the overall achievement of students in English subject in comparison to closed book examination.

Key Words: Open Book Examination, Closed Book Examination, content knowledge, logic, divergent thinking, comprehension and the overall achievement in English.

INTRODUCTION

Education is a tri-polar process comprising of educational objectives, teaching- learning process and evaluation. Objectives are set keeping in mind the needs of the individual students, society and the nation. Teaching learning process is organized to achieve these objectives and through evaluation, one knows whether these objectives are achieved or not. All these three major aspects of education are interrelated and accordingly our curriculum is designed. In this process major emphasis should be given in the objectives and how to achieve the objectives successfully by the teachers in the classroom through teaching learning process. But unfortunately in the present time maximum emphasis is given to the evaluation and students are being prepared only to do well in the examinations and to score high. As a result, a large portion of students prefer to take private tuition or prefer to go to coaching classes from the very early stages of schooling. It is not the case of one state or two. In fact, more or less it is the scenario of our whole country. In this process, students memorize the learnt content. Through repetitive practice and using some techniques, it becomes quite easier for students to get good marks in the examinations. This is the scenario because questions are asked in the examinations are directly from the books based on mostly knowledge level and students are not allowed to refer their books. It also leads to copying in the examination by some student those are poor in memorizing the content.

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Open Book Examination (OBE) is a system of evaluation that may help a lot in solving the problems of the traditional close book examination. In open book examination students are allowed to refer their books and class notes during the examination. This helps student not to memorize the content but to have a higher order thinking about the learnt content. The question asked in the open book examination is not simply copying the answers from the books. These questions are based on higher order thinking skills. To answer such questions, students need to think beyond the text book and to develop a specific type of answer on the basis of their content knowledge, thinking and background. Due to the nature of these questions there is not a particular answer which one can say as right or wrong. It is subjective and may vary from person to person. The degree of the righteousness of these answers depends on the logic that is employed to write the answer of a particular question on the basis of understanding of the content. Whether such open book examination would be effective in enhancing the content knowledge, logic, divergent thinking, comprehension and the overall achievement of students ?is a question for the researchers. Studies conducted by Krarup, Naeraa and Olsen (1974), Francis (1982), Agarwal et al. (2007) Gupta (2011), and Ranjan (2011) showed that open book examination is effective in enhancing the achievement of students in different subjects, whereas, studies conducted by Loannidou (1997), and Brightwell, Daniel and Stewart (2004) and Zulfia (2013) showed that there is no significant difference between the achievement of students examined through open book examination and close book examination. Studies conducted by Loannidou (1997), Chatterjee (2014), Biswal (2015), Das (2015) found that teaching learning process had direct impact on the result of open book examination. These studies realized that students need to be specifically prepared for open book examination and specific teaching learning strategies need to be adopted for such type of examination. Studies conducted by Theophilides and Dionysiou (1996), Rajput (2008), Vaghrodia (2008), Chaudhari (2009), Thakar (2009), Siddik (2009), Rekha Kumari (2011), Unikrishnan (2011) and Gamit (2013) were based on the opinion or attitude of teachers, parents about OBE. All these studies revealed positive attitude of teachers and parents towards OBE. From these review of related literature done by the researchers it is not very sure whether OBE is effective in enhancing academic achievement and thinking of students. To see the effectiveness of the open book examination the researcher has taken the present study in English subject due to the importance of English subject in the school curriculum. English is one of the major languages of the world with rich literature. Most of the scientific and technical literature of the world is available in English language. Two-Thirds of the scientific and technical books in the world were published in English. It is the major language of trade and commerce in India and abroad. It is the language largely used to access internet and e-resources. It is the medium of instruction in most of the technical institutes, medical colleges, IITs, IIMs etc. It is widely used as the medium of international conferences, meteorological and airport communication. Considering these educational importance, it is taught as a compulsory subject across all boards of examination at secondary and higher secondary level. But due to our improper education system, after completing ten years of schooling many students fail to achieve minimum proficiency in English language. Hence, scope should be given to the students to speak freely and feel easy in English subject to develop Listening, Speaking, Reading and Writing (LSRW) skills. In this process divergent thinking, imagination and creative thinking can be developed among the students. But in our schools today, little scope is given to the student to speak, to write, to imagine, to think on a particular content and English is taught keeping themselves within the content of the text book.

And most of the questions are in the examination from the taught content only. Considering these problems of our examination system Central Board of Secondary Education (CBSE) has stated open book examination concept. Whether such open book examination can be effective in enhancing achievement and thinking skill of students in English subject. Considering all these things in mind, it is an earnest attempt by the researchers to study the effectiveness of the open book examination in English of standard VIII students in the present classroom practices.

OBJECTIVE OF THE STUDY

The present study was conducted with the following objective.

- To study the effectiveness of the Open Book Examination in terms of content knowledge, logic, divergent thinking, comprehension and the overall achievement of standard VIII students in English.

HYPOTHESIS OF THE STUDY

Following null hypothesis were formulated and tested at 0.01 level of significance.

1. There will be no significant difference in the mean scores of content knowledge in English of the groups examined through Open Book Examination and Close Book Examination.
2. There will be no significant difference in the mean scores of logic in English of the groups examined through Open Book Examination and Close Book Examination.
3. There will be no significant difference in the mean scores of divergent thinking in English of the groups examined through Open Book Examination and Close Book Examination.
4. There will be no significant difference in the mean scores of comprehension in English of the groups examined through Open Book Examination and Close Book Examination.
5. There will be no significant difference in the mean scores of achievement in English of the groups examined through Open Book Examination and Close Book Examination.

OPERATIONAL DEFINITION OF THE TERMS USED

Effectiveness: Effectiveness is the significant difference in the mean test scores of two groups.

Content Knowledge: It is the sum total of the score in English related to the ability of a student considering the right and appropriate use and application of learnt material or content of the subject.

Logic: It is the sum total of the score in English related to the cognitive ability of a student to reproduce the answer of a question in a comprehensive manner according to strict principles of validity to make it easy through argument, deductive reasoning and reliable inference.

Divergent Thinking: It is the sum total of the score in English related to the cognitive ability of a student to create the answer of a question in an innovative and non-traditional way using the content knowledge and logic.

Comprehension: It is the sum total of the score in English related to the act or action of appreciation, apprehension, perception, percipience thorough understanding and grasping with the intellect and comprising.

Overall Achievement: It is the sum total of the score in English related to the ability or capability of the students to reproduce the answers of a question correctly.

DEFINITION OF THE TERMS USED

Open Book Examination: Open Book Examination is a pattern of examination in which examinees are allowed to consult their class notes, textbooks, and other approved material while writing answers.

Close Book Examination: Close Book Examination is the traditional examination in which examinees write the answer from their own without referring any class notes, textbooks, or any other material.

DELIMITATION OF THE STUDY

The present study is delimited to the English medium schools following CBSE curriculum in the Vadodara city.

POPULATION AND SAMPLE OF THE STUDY

All the students studying in Standard VIII in English Medium schools of Vadodara city affiliated to CBSE during the academic year 2013-14 constituted as the population for the present study. One school was selected purposively as the sample unit for the present study. Out of 4 sections of standard VIII in selected school, one section was selected randomly. 32 students of the selected section constituted as the sample for the present study. Out of these 32 standard VIII students, open book examination in English subject was administered to 16 students selected randomly and remaining 16 students were examined the same English subject through closed book examination.

TOOLS FOR DATA COLLECTION

Achievement Test in English was constructed by the investigators considering the units of English for both the semester I and II in term to measure the components like, content knowledge, logic, divergent thinking, comprehension and overall achievement in English. Content analysis of the selected units was done and test items were prepared as per the blue print of the entire test. Most of the questions in the achievement test were of higher cognitive levels like, understanding, application, analysis and synthesis. The achievement test was validated by the subject experts in the field of Education and English language teaching. Suggestions received from the experts were incorporated and the final test was prepared. The achievement test was for 100 marks where maximum marks for content knowledge, logic and divergent thinking were 70 each. The maximum marks for comprehension was 10.

DATA COLLECTION

The investigators collected the required data personally. After taking permission, investigators visited the sample school as per the time given by the school principal. Before administration of the achievement test, investigators provided necessary instructions to the sample standard VIII students about the achievement test in both the groups those who were appeared it as Close Book Examination and Open Book Examination.

DATA ANALYSIS

To achieve the objective of the study and to test the null hypotheses, collected data were analyzed with the help of Mean, Standard Deviation (SD), Standard Error of Mean (SE) and Mann-Whitney U-test through the following tables.

Mean, SD, SE of content knowledge, logic, divergent thinking, comprehension and over all achievement of English is presented in table 1.

Table 1: Mean, SD and SE of content knowledge, logic, divergent thinking, comprehension and over all achievement of English of students examined with CBE and OBE.

Components	Type of Examination	Mean	SD	SE
Content Knowledge	CBE	22.50	7.47	1.93
	OBE	24.25	14.16	3.66
Logic	CBE	17.50	8.35	2.16
	OBE	18.00	13.13	3.39
Divergent Thinking	CBE	15.50	7.89	2.04
	OBE	14.00	11.51	2.97
Comprehension	CBE	4.63	2.62	0.68
	OBE	6.13	2.39	0.62
Achievement	CBE	32.75	10.86	2.80
	OBE	32.88	13.67	3.53

From table 1, it was found that the mean scores of content knowledge in English of the groups examined with CBE and OBE were found to be 22.50 and 24.25 out of total score of 70 with SDs of 7.47 and 14.16 respectively. The SEs of the groups were found to be 1.93 and 3.66 for CBE and OBE respectively.

The mean scores of logic of the groups examined with CBE and OBE were found to be 17.50 and 18.00 out of total score of 70 with SDs of 8.35 and 13.13 respectively. The SEs of the groups were found to be 2.16 and 3.39 for CBE and OBE respectively.

The mean scores of divergent thinking in English of the groups examined with CBE and OBE were found to be 15.50 and 14.00 out of total score of 70 with SDs of 7.89 and 11.51 respectively. The SEs of the groups were found to be 2.04 and 2.97 for CBE and OBE respectively.

The mean scores of comprehension in English of the groups examined with CBE and OBE were found to be 4.63 and 6.13 out of total score of 10 with SDs of 2.62 and 2.39 respectively. The SEs of the groups were found to be 0.68 and 0.62 for CBE and OBE respectively.

The mean scores of overall achievement in English of the groups examined with CBE and OBE were found to be 32.75 and 32.88 out of total score of 100 with SDs of 10.86 and 13.67 respectively. The SEs of the groups were found to be 2.80 and 3.53 for CBE and OBE respectively.

The mean scores of both the groups in content knowledge, logic, divergent thinking and overall achievement in English were found to be very less i.e. between 20 percent to 35 percent. It showed that students were not able to answer properly the questions of higher order thinking both in CBE and OBE in terms of content knowledge, logic, divergent thinking and overall achievement in English. As students are habituated in traditional teaching learning environment to answer the questions of mainly knowledge level, there is a need of creating a different teaching learning environment to prepare students for answering questions of higher order thinking.

However, the mean score of content knowledge, logic, comprehension and overall achievement in English of the group which was examined through OBE was found to be higher than the group which was examined through CBE, whereas, the mean score of divergent thinking in English of

the group that was examined through CBE was found to be higher than the group which was examined through OBE. Further analysis of U-test is done to know whether the difference between the means is significant or not. Summary of the U-test is given in the table 2.

Table. 2: Summary of U-Tests with U-Value, Z-Value and Probability for different components of English.

Components	U-Value	Z-Value	Probability(P)
Content Knowledge	128.00	0.00	0.5
Logic	136.00	0.30	0.382
Divergent Thinking	147.00	0.72	0.235
Comprehension	90.00	-1.43	0.076
Achievement	128.00	0.00	0.5

From table 2, the U-value and z-value were found to be 128.00 and 0.00 respectively for the content knowledge in English. Referring Table for normal probability under null hypothesis (H_0) of z, for $z \leq 0.00$ the two tailed probability was found to be 0.5 which is greater than the decided significance level (α) i.e. 0.01. Hence, the null hypothesis i.e. "There will be no significant difference in the mean scores of content knowledge in English of the groups examined through Open Book Examination and Close Book Examination" was retained and it could be believed that the group examined through OBE and CBE did not differ stochastically in terms of their content knowledge in English and the difference found was by chance. Hence, it can be said that students examined through either OBE or CBE score similarly in English content knowledge.

From the same table, the U-value and z-value were found to be 136.00 and 0.30 respectively for logic in English. Referring Table for normal probability under null hypothesis (H_0) of z, for $z \leq 0.30$, the two tailed probability was found to be 0.382 which is greater than the decided significance level (α) i.e. 0.01. Hence, the null hypothesis i.e. "There will be no significant difference in the mean scores of logic in English of the groups examined through Open Book Examination and Close Book Examination." was retained and it could be believed that the group examined through OBE and CBE did not differ stochastically in terms of their logic in English and the difference found was by chance. Hence, it can be said that students examined through either OBE or CBE score similarly in English logic.

From the same table, the U-value and z-value were found to be 147.00 and 0.72 respectively for divergent thinking. Referring Table for normal probability under null hypothesis (H_0) of z, for $z \leq 0.72$, the two tailed probability was found to be 0.235 which is greater than the decided significance level (α) i.e. 0.01. Hence, the null hypothesis i.e. "There will be no significant difference in the mean scores of divergent thinking in English of the groups examined through Open Book Examination and Close Book Examination." was retained and it could be believed that the group examined through OBE and CBE did not differ stochastically in terms of their divergent thinking in English and the difference found was by chance. Hence, it can be said that students examined through either OBE or CBE score similarly in English divergent thinking.

From the same table, the U-value and z-value were found to be 90.00 and -1.43 respectively for comprehension in English. Referring Table for normal probability under null hypothesis (H_0) of z, for $z \leq -1.43$, the two tailed probability was found to be 0.076 which is greater than the

decided significance level (α) i.e. 0.01. Hence the null hypothesis i.e. "There will be no significant difference in the mean scores of comprehension in English of the groups examined through Open Book Examination and Close Book Examination." was retained and it could be believed that the group examined through OBE and CBTE did not differ stochastically in terms of their comprehension in English and the difference found was by chance. Hence, it can be said that students examined through either OBE or CBE score similarly in English comprehension.

From the same table, the U-value and z-value were found to be 128.00 and 0.00 respectively for overall achievement in English. Referring table for normal probability under null hypothesis (H_0) of z, for $z \leq 0.00$, the two tailed probability was found to be 0.5 which is greater than the decided significance level (α) i.e. 0.01. Hence, the null hypothesis i.e. "There will be no significant difference in the mean scores of achievement in English of the groups examined through Open Book Examination and Close Book Examination." was retained and it could be believed that the group examined through OBE and CBE did not differ stochastically in terms of their achievement in English and the differences found were by chance. Hence, it can be said that students examined through either OBE or CBE score similarly in English achievement.

MAJOR FINDINGS

Following were the major findings of the present study.

- Students were not able to answer properly the questions of higher order thinking both in CBE and OBE in terms of content knowledge, logic, divergent thinking and overall achievement in English as the mean scores of both the groups in content knowledge, logic, divergent thinking and overall achievement in English were found to be very less i.e. between 20 percent to 35 percent.
- Open book examination was not found effective in enhancing the content knowledge, logic, divergent thinking, comprehension and overall achievement in English as no significant difference was found between the mean score of Close Book Examination and Open Book Examination in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement in English.

DISCUSSION

In the present study it was found that students either examined through OBE or CBE in a traditional teaching learning environment score very less between 20 percent to 35 percent in all the components of English as it is very difficult for them to answer the questions of higher order thinking. It nullified the belief that OBE enhance student achievement which was drawn from the studies conducted by Krarup, Naeraa and Olsen (1974), Francis (1982) and Agarwal et al. (2007) Gupta (2011) and Ranjan (2011). It could be said that to do well in the examinations of higher order thinking, students need to develop their thinking style and logic pattern either it is a CBE or OBE. There is a need for specific teaching learning environment to train students in thinking to do well in the questions of higher order thinking which was supported by the studies conducted by Loannidou (1997), Chatterjee (2014), Biswal (2015), and Das (2015).

In the present study, open book examination was not found effective in enhancing content knowledge, logic, divergent thinking, comprehension and overall achievement of English when the environment is the same i.e. traditional teaching learning environment which was supported with the findings of the studies like Pauker (1974), Loannidou (1997), Vyas and Vyas (2009), Biswal and Das (2011) and Zulfia (2013). The present study also reveals that if the questions are

framed in the higher order thinking skill, there would be no difference whether it is open book examination or close book examination which is contradicted with the findings of the study conducted by Gupta (2011) shows that in the same environment students scored higher in OBE than CBE students in terms of their overall academic achievement. It may be due to the framing of the lower order thinking achievement tests where students can get direct answers from the books or notes. It suggests that questions in the OBE should be asked on higher order thinking skills. Thus, answer of any question would not be found in the book directly and students have to write answer from their own. Many people have the misconception that open book examination helps the students to score high. But the present study reveals that for better performance in the open book examination a thorough preparation is needed to create an environment to train students for OBE with questions of higher order thinking. Therefore, present classroom practice has to be modified and an environment should be prepared where such type of practices would be done.

IMPLICATION OF THE PRESENT STUDY

Open book examination can be implied for secondary or higher secondary students. Before implementing open book examination, traditional practice of the classroom should be changed that may lead students to develop thinking skills in the classroom. It should be implemented with an environment of teaching learning that would prepare students to do well in the OBE. An attempt is taken by the CBSE during last two years by implementing the concept of open book examination partially for standard XI students. The findings of the present study can strengthen the initiatives started by CBSE. Having the belief that open book examination enhances the achievement of the students will not benefit the students unless and until there is an environment to facilitate OBE. Hence, open book examination should not be considered alone. It should be incorporated with an environment that to facilitate open book examination. As the examination pattern decides the teaching learning pattern, bringing changes in the examination system may help to bring changes in teaching learning system.

CONCLUSION

English language is learnt to develop language skills i.e. LSRW. For the development of language skills, no specific content is requiring like the other content based subjects like science, history or geography. These subjects are information loaded but in the case of a language subject especially English importance should be given for the development of the LSRW skills. But in the teaching of the English language we blindly follow the prescribed syllabus ignoring the main purpose of developing skills. English is not mother tongue for most of the Indian students. Thus, the second language learner may not have the same environment and surroundings in which the mother tongue is learnt. A specific teaching learning school environment is important for learning English. Open book examination is a short cut way for the students to achieve good score in the examination is a misnomer as the present study reveals that in the same environment there is no significant difference between open book examination and close book examination. For doing well in the open book examination a long term practice of higher order thinking skill is required in a suitable environment in the class room. Therefore, a unique type environment may help the students in the open book examination and learning English in a meaningful way.

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APPENDIX VII: COURSE WORK CERTIFICATE



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that Sourav Maity , Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree*) Regulation, 2009, vide Registration Certificate Number 189 dated 12/03/2013, for pursuing Ph.D. on has undertaken and completed the course work with the Grade A.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: Sourav Maity

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered At University Level]			
I.	Introduction To Research & Research Writings	3	C
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	A
III.	Quantitative Research Techniques & Data Analysis	3	C
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review and Report of Researcher	3	A
V.	Conceptual Framework of Research Problem	3	A
Overall Grade			A

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Place: Vadodara

Registrar (OSD)

Grade Conversion Table and Grade Calculation Formula

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Points} \times \text{Credits})}{\sum \text{Credits}}$$