Chapter Four

Data Analysis and Interpretation

Chapter-4
Data Analysis and Interpretation

4.0 INTRODUCTION

This chapter presents the analysis and interpretation of the data Objective-wise. The data collected on achievement of the students on the Sanskrit poetry have been analyzed employing t-test, whereas, the data collected on reactions of the students have been analyzed employing Chi-Square test. The analysis and interpretation of the data have been presented as follows:

4.1 Objective:-2 To study the effectiveness of CAI in terms of achievement of Std.IX students on Sanskrit poetry.

The effectiveness of the CAI in terms of achievement of the Std.IX students on Sanskrit poetry was studied through written tests and oral tests as follows:

A) Through Written Tests

a) Satatam Namami

Table 4.1.A.1: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. A.1.

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	40	3.12	3.51	0.81	0.49	-
Experimental Group	40	3.55	3.85			

It is evident from Table-4.1.A.1 that the computed t value of 0.49 is not greater than the table value of 2.64 and 1.99 for 78 degree of freedom at .01 and 0.5 levels, respectively. So the null hypothesis that there will be no significant difference between the mean gain scores of experimental group and control group is not rejected. The mean gain score of experimental group is not significantly greater than the mean gain score of control group.

b) Bhati me Bharatam

Table 4.1.A.2 Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1.A.2

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	40	2.6	5.15	1.09	2.52	.05
Experimental Group	40	5.35	4.65			

It is evident from Table – 4.1.A.2 that the computed t value of 2.52 is greater than the table value of 1.99 at .05 levels for 78 degree of freedom. So, the null hypothesis that there will be no significance difference between the mean gain scores of experimental group and control group is rejected. The mean gain score of experimental group is significantly greater than the mean gain score of control group.

This shows that the CAI is effective and had a significant effect on the Sanskrit Achievement scores of the Experimental Group students.

c) Vakrapadhyani

Table 4.1.A.3: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. A.3

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	40	0.4	3.58	0.88	5.02	.01
Experimental Group	40	4.825	4.30			

It is evident from Table – 4.1.A.3 that the computed t value of 5.02 is greater than the table value of 2.64 at .01 level for 78 degrees of freedom. So the null hypothesis that there will be no significance difference between the mean gain scores of experimental group and control group is rejected. The mean gain scores of experimental group is significantly greater than the mean gain score of control group.

This shows that the CAI is effective and had a significant on the Sanskrit Achievement scores of the Experimental Group students.

d) Vakovakyam

Table .4.1. A. 4: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. A. 4

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	40	2.15	3.41	0.78	5.35	.01
Experimental Group	40	6.325	3.71			

It is evident from Table – 4.1.A.4 that the computed t value of 5.35 is greater than the table value of 2.64 at .01 level for 78 degree of freedom. So the null hypothesis that there will be no significance difference between the mean gain scores of experimental group and control group is rejected. The mean gain score of experimental group is significantly greater than the mean gain score of control group.

This shows that the CAI is effective and had a significant effect on the Sanskrit Achievement scores of the Experimental Group students.

e) Nitipanchakam

Table . 4.1.A.5: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.2.5.

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	**40**	**1.825**	**3.93**	**0.85**	**2.26**	**.05**
Experimental Group	**40**	**3.75**	**3.73**			

It is evident from Table – 4.1.A.5 that the computed t value of 2.26 is greater than the table value of 1.99 at .05 levels for 78 degree of freedom. So, the null hypothesis that there will be no significance difference between the mean gain scores of experimental group and the control group is rejected. The mean gain score of experimental group is significantly greater than the mean gain score of control group.

This shows that the CAI is effective and had a significant effect on the Sanskrit Achievement scores of the Experimental Group students.

f) Subhasitpatheyam

Table 4.1.A.6: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. A.6

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	40	1.075	2.99	0.75	5.36	.01
Experimental Group	40	5.1	3.74			

It is evident from Table – 4.1.A.6 that the computed t value of 5.36 is greater than the table value of 2.64 at .01 levels for 78 degree of freedom. So, the null hypothesis that there will be no significance difference between the mean gain scores of experimental group and the control group is rejected. The mean gain score of experimental group is significantly greater than the mean gain score of control group.

This shows that the CAI is effective and had a significant effect on the Sanskrit Achievement scores of the Experimental Group students.

. g) Rastriyadheyavakyani

Table 4.1.A.7: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. A.7

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	40	3.5	2.85	0.84	3.80	.01
Experimental Group	40	6.7	4.57			

It is evident from Table – 4.1.A.7 that the computed t value of 3.80 is greater than the table value of 2.64 at .01 levels for 78 degree of freedom. So, the null hypothesis that there will be no significance difference between the mean gain scores of experimental group and the control group is rejected. The mean gain score of experimental group is significantly greater than the mean gain score of control group.

This shows that the CAI is effective and had a significant effect on the Sanskrit Achievement scores of the Experimental Group students.

h) Ratnakanika

Table 4.1. A.8: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. A.8

	Number of Students	Mean Gain Score	Standard Deviation	Standard Error of the Difference between the two mean gain scores	't'Value	Level of Significance
Control Group	40	7.45	3.13	0.66	3.63	.01
Experimental Group	40	5.05	2.88			

It is evident from Table – 4.1. A.8 that the computed t value of 3.63 is greater than the table value of 2.64 at .01 levels for 78 degree of freedom. So, the null hypothesis that there will be no significance difference between the mean gain scores of experimental group and control group is not rejected. The mean gain score of control group is significantly greater than the mean gain score of experimental group.

This shows that the CAI has not been found effective.

B) Through Oral Tests.

Significance of the difference between the post-test mean scores of the Experimental Group and Control Group has been presented as follows:

a) Reading of the Poetry Text

Table 4.1.B.1: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1.B.1

	Number of Students	Mean Score	Standard Deviation	Standard Error of the Difference between the two mean scores	't'Value	Level of Significance
Control Group	40	2.55	1.09	0.20	7.6	.01
Experimental Group	40	4.07	0.72			

Table A: It is evident from Table-**4.1.B.1** that the computed't' Value of 7.6 is grater than the table't' value of 2.64 at .01 level for 78 DF. So the null hypothesis that there will be no significant difference between the mean scores of Experimental group and Control group is rejected. The mean score of the Experimental group has been found significantly greater than the mean score of the control group. So, Reading of the Poetry Text by the Experimental Group was found to be significantly better than that by the Control Group.

b) Shloka Recitation

Table 4.1.B.2: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. B.2

	Number of Students	Mean Score	Standard Deviation	Standard Error of the Difference between the two mean scores	't'Value	Level of Significance
Control Group	40	2.5	0.77	0.15	11.33	.01
Experimental Group	40	4.2	0.67			

Table B: It is evident from Table-4.1.B.2 that the computed't' Value of 11.33 is grater than the table't' value of 2.64 at .01 level for 78 DF. So the null hypothesis that there will be no significant difference between the mean scores of experimental group and Control group is rejected. The mean scores of Experimental group has been found significantly greater than the mean score of the control group. So, the Shloka Recitation by the Experimental Group was found to be significantly better than that by the Control Group.

c) Reading of the Difficult Words

Table 4.1.B.3: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1.B.3

	Number of Students	Mean Score	Standard Deviation	Standard Error of the Difference between the two mean scores	't'Value	Level of Significance
Control Group	40	2.92	0.18	0.11	12.27	.01
Experimental Group	40	4.27	0.74			

Table C: It is evident from Table- 4.1.B.3 that the computed't' Value of 12.27 is grater than the table't' value of 2.64 at .01 level for 78 DF. So the null hypothesis that there will be no significant difference between the mean scores of experimental group and Control group is rejected. The mean scores of Experimental group has been found significantly greater than the mean score of the control group. So, Reading of the difficult words by the Experimental Group was found to be significantly better than that by the Control Group.

d) Pronunciation of the Similar Sounding Words

Table4.1.B.4: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1.B.4

	Number of Students	Mean Score	Standard Deviation	Standard Error of the Difference between the two mean scores	't'Value	Level of Significance
Control Group	40	2.825	1.09	0.19	8.02	.01
Experimental Group	40	4.35	0.65			

Table D: It is evident from Table-4.1.B.4 that the computed't' Value of 8.02 is grater than the table't' value of 2.64 at .01 level for 78 DF. So the null hypothesis that there will be no significant difference between the mean scores of experimental group and Control group is rejected. The mean scores of Experimental group has been found significantly greater than the mean score of the control group. So, Pronunciation of the Similar Sounding Words by the Experimental Group was found to be significantly better than that by the Control Group.

e) Phonetics

Table 4.1.B.5: Number of students in the Control group, Experimental group, Mean Scores, SDs, Standard Error of the difference between two means, t value and level of significance

4.1. B.5

	Number of Students	Mean Score	Standard Deviation	Standard Error of the Difference between the two mean scores	't'Value	Level of Significance
Control Group	40	10.575	1.75	0.34	17.79	.01
Experimental Group	40	16.625	1.45			

Table E: It is evident from Table-**4.1.B.5** that the computed't' Value of 17.79 is grater than the table't' value of 2.64 at .01 level for 78 DF. So the null hypothesis that there will be no significant difference between the mean scores of experimental group and Control group is rejected. The mean scores of Experimental group has been found significantly greater than the mean score of the control group. So, Phonetics by the Experimental Group was found to be significantly better than that by the Control Group.

4.2 Objective:-3 To study the reactions of the Standard IX students on the CAI developed by the investigator.

The Reactions of the students were analyzed through Chi-Square by the comparing the observed frequencies against each statement of the reaction scale against equal probability hypothesis as follows:

1. **Teaching points in each poem were logically sequenced.**

Table-1 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	19	20	1	0	0		
Frequency Expected	8	8	8	8	8	55.25	.01 = 13.28 .05 = 9.49

Graph-1: Frequencies observed and Frequencies Expected against equal probability

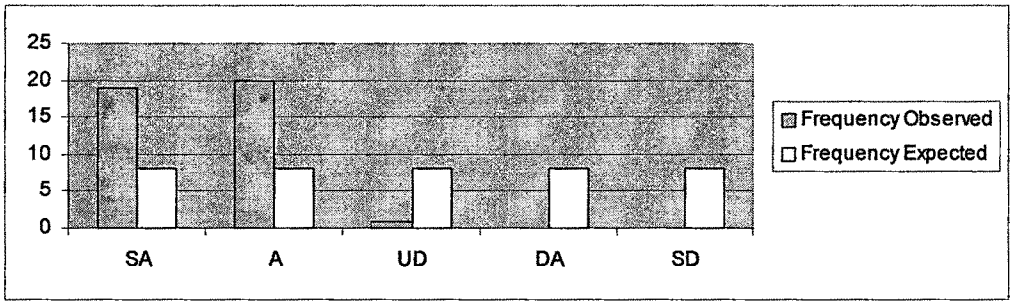

Table-1 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 50% respondents have agreed, 57.5 % strongly agreed that the teaching, points in each poem were logically sequenced, whereas, 2.5% of the students were undecided.

2. Material provided in the CAI helped for Self-Study.

Table-2 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	16	21	2	1	0		
Frequency Expected	8	8	8	8	8	39.75	.01 = 13. 28 .05 = 9. 49

Graph-2: Frequencies observed and Frequencies Expected against equal probability

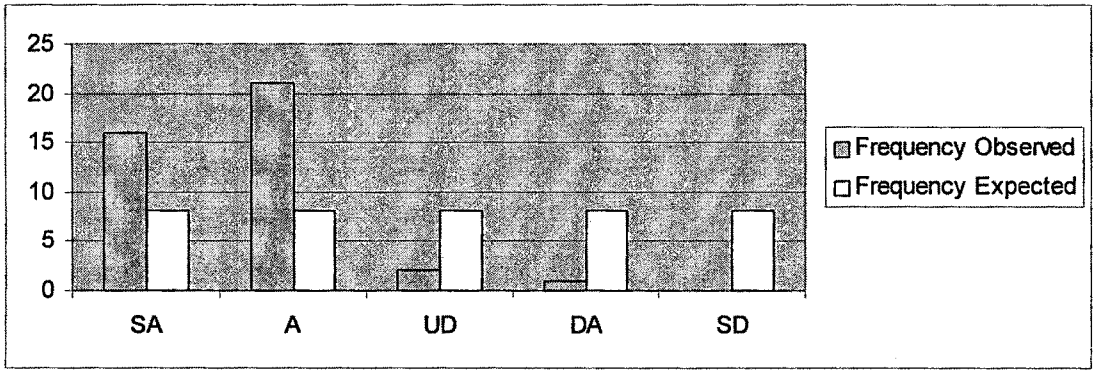

Table-2 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 40% respondents have strongly agreed, 52.5 % agreed, 5% were undesided, whereas, 2.5% disagreed to the statement that the material provided in the CAI helped for self study.

3. CAI helped in learning proper pronunciation.

Table-3 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	11	20	7	2	0		
Frequency Expected	8	8	8	8	8	19.375	.01 = 13. 28 .05 = 9. 49

Graph-3: Frequencies observed and Frequencies Expected against equal probability

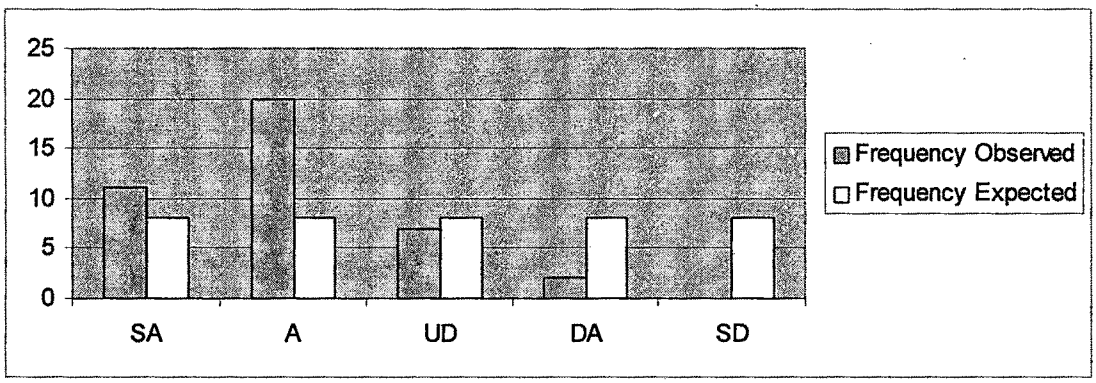

Table-3 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 27.5% respondents have strongly agreed, 50 % agreed, 17.5% were undecided, whereas, 5% disagreed to the statement that the CAI helped in Learning proper Pronunciation.

4. CAI helped in learning proper Intonation.

Table-4 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	12	16	3	9	0		
Frequency Expected	8	8	8	8	8	29.125	.01 = 13. 28 .05 = 9. 49

Graph-4: Frequencies observed and Frequencies Expected against equal probability

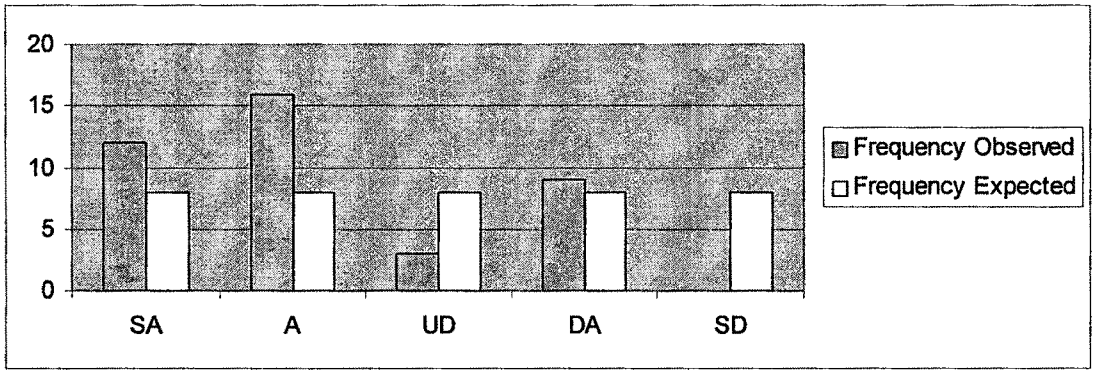

Table-4 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 30% respondents have strongly agreed, 40 % agreed, 7.5% were undecided, whereas, 22.5% disagreed to the statement that the CAI helped in learning proper Intonation.

5. CAI helped in learning proper Modulation.

Table-5 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	13	20	1	4	2		
Frequency Expected	8	8	8	8	8	35.75	.01 = 13.28 .05 = 9.49

Graph-5: Frequencies observed and Frequencies Expected against equal probability

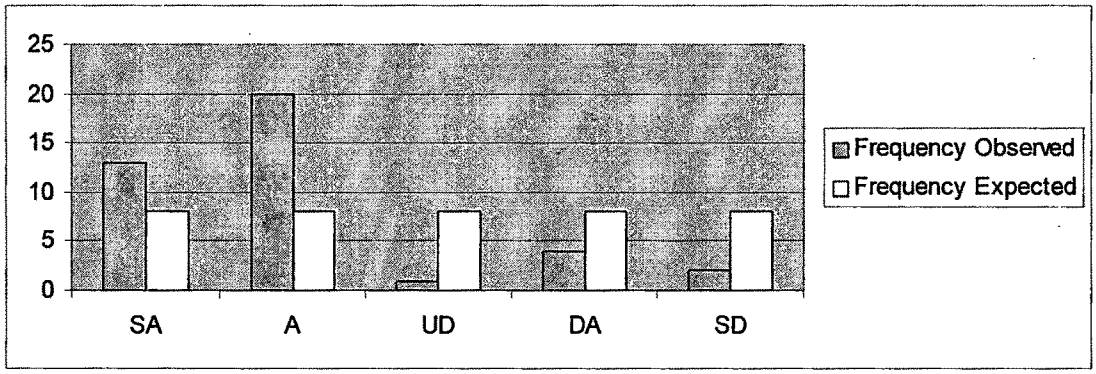

Table- 5 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 32.5% respondents have strongly agreed, 50% agreed, 2.5% were undecided, 5% Students strongly disagreed, whereas, 10% disagreed to the statement that CAI helped in learning proper Modulation.

6. CAI helped in learning proper Volume.

Table-6 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	23	10	4	2	1		
Frequency Expected	8	8	8	8	8	42.75	.01 = 13. 28 .05 = 9. 49

Graph-6: Frequencies observed and Frequencies Expected against equal probability

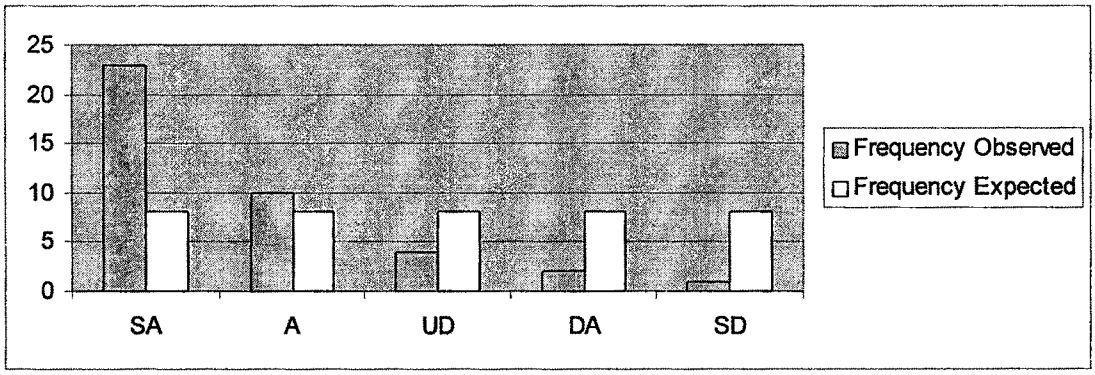

Table- 6 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 57.5% respondents have strongly agreed, 25 % agreed, 10% were undecided, 5%students disagreed, whereas, 2.5% students strongly disagreed to the statement that the CAI helped in learning proper Volume.

7. CAI helped in learning proper Speed of Delivery.

Table-7 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	13	9	5	2	1		
Frequency Expected	8	8	8	8	8	30.125	.01 = 13. 28 .05 = 9. 49

Graph-7: Frequencies observed and Frequencies Expected against equal probability

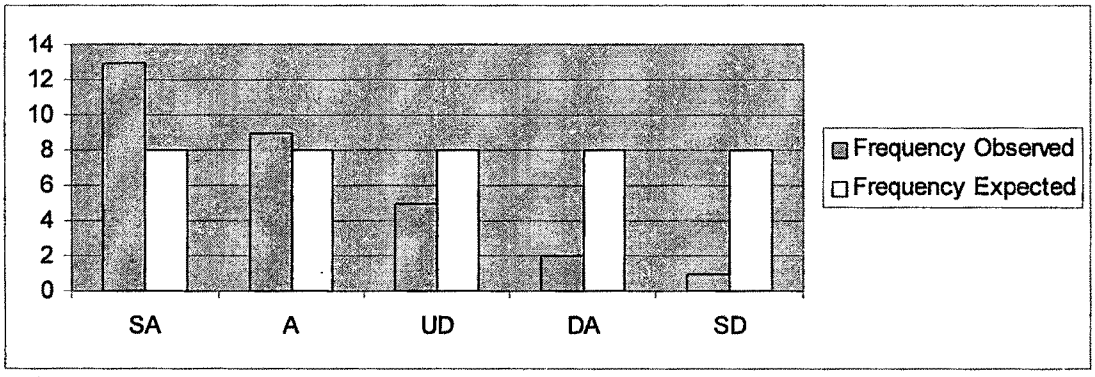

Table-7 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 32.5% respondents have strongly agreed, 47.5 % agreed, 12.5% were undecided, 5% students disagreed, whereas, 2.5% students strongly disagreed to the statement that the CAI helped in Learning proper Speed of Delivery.

8. CAI helped in learning proper Pitch.

Table-8 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	11	15	5	9	0		
Frequency Expected	8	8	8	8	8	16.5	.01 = 13.28 .05 = 9.49

Graph-8: Frequencies observed and Frequencies Expected against equal probability

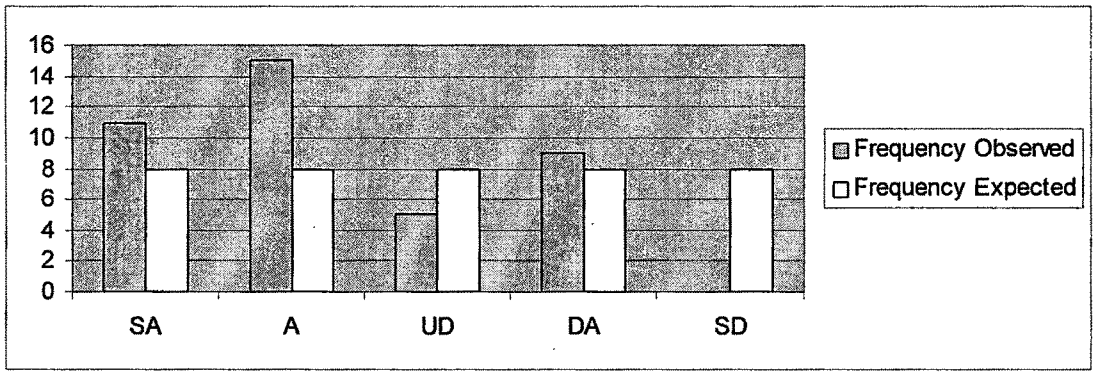

Table-8 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 27.5% respondents have strongly agreed, 37.5 % agreed, 12.5% were undecided, whereas, 22.5% students disagreed to the statement that the CAI helped in learning proper Pitch.

9. CAI helped in learning proper Recitation.

Table-9 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

	SA	A	UD	DA	SD	chi-square	Table Value DF=4
Frequency Observed	15	18	3	3	1		
Frequency Expected	8	8	8	8	8	31	.01 = 13.28 .05 = 9.49

Graph-9: Frequencies observed and Frequencies Expected against equal probability

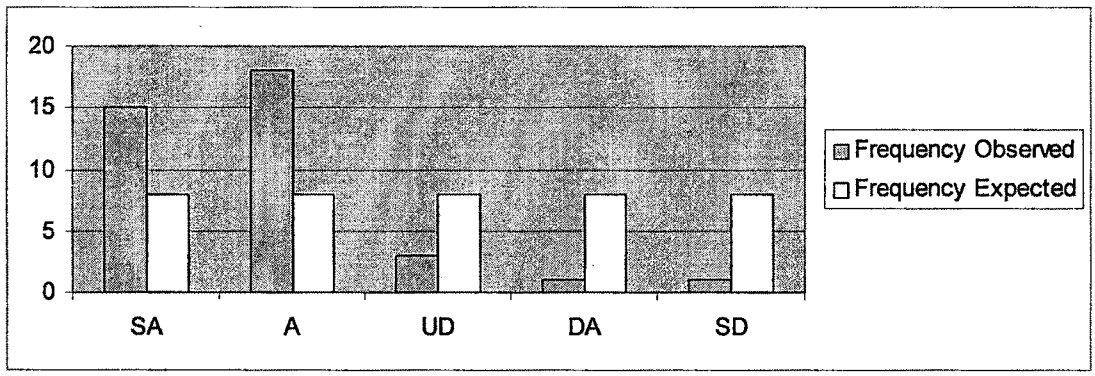

Table-9 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 37.5% respondents have strongly agreed, 45 % agreed, 7.5% were undecided, 7.5% students disagreed, whereas, 2.5% students strongly disagreed to the statement that the CAI helped in Learning proper Recitation.

10. Learning through CAI was waste of time.

Table-10 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	UD	DA	SD	chi-square	Table Value DF=4
Observed	0	9	7	13	12		
Frequency Expected	8	8	8	8	8	17.125	.01 = 13.28 .05 = 9.49

Graph-10: Frequencies observed and Frequencies Expected against equal probability

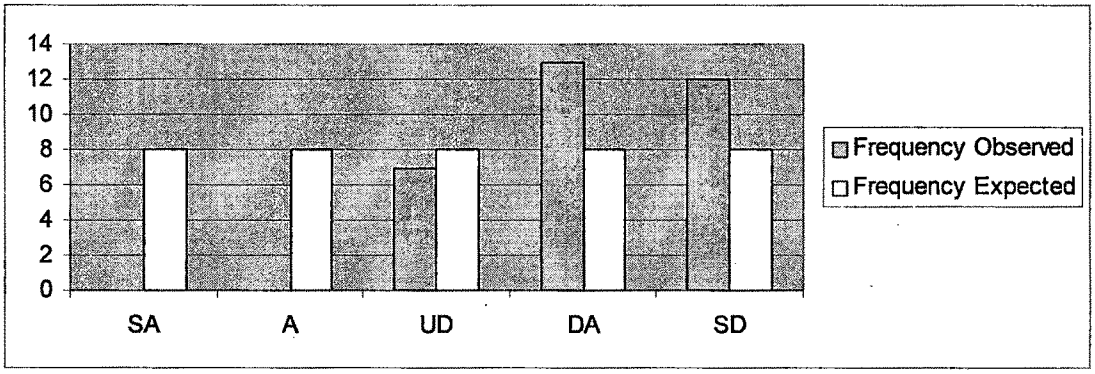

Table-10 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 32.5% respondents have strongly agreed, 30 % agreed, 17.5% were undecided, 32.5% students disagreed, whereas, 3% students strongly disagreed to the statement that the Learning through CAI was waste of time.

11.The view composition of slides was balanced.

Table-11 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	17	9	6	8	0		
Frequency Expected	8	8	8	8	8	18.75	.01 = 13. 28 .05 = 9. 49

Graph-11: Frequencies observed and Frequencies Expected against equal probability

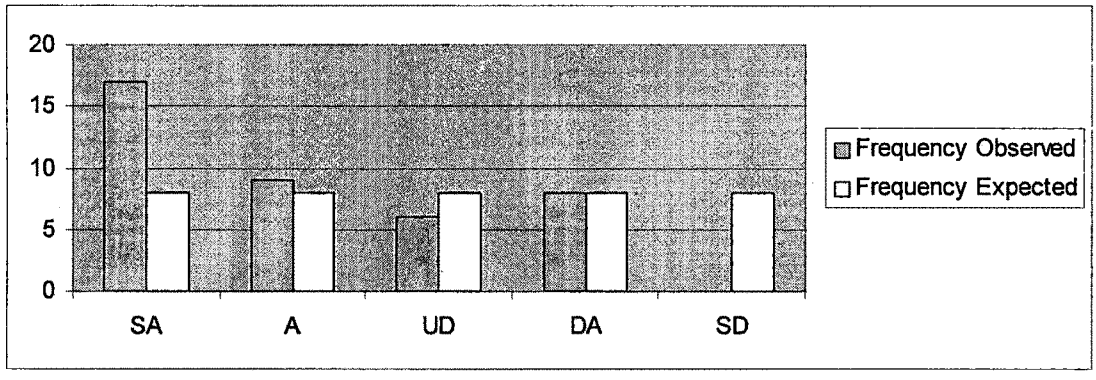

Table-11 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 42.5% respondents have strongly agreed, 22.5 % agreed, whereas, 15% were undecided, 20% students disagreed to the statement that the view Composition of slides was balanced.

12.The CAI helped in Learning Vocabulary, Grammar, and Phonetics all together easily and precisely.

Table-12 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	10	20	6	3	1		
Frequency Expected	8	8	8	8	8	28.25	.01 = 13.28 .05 = 9.49

Graph-12: Frequencies observed and Frequencies Expected against equal probability

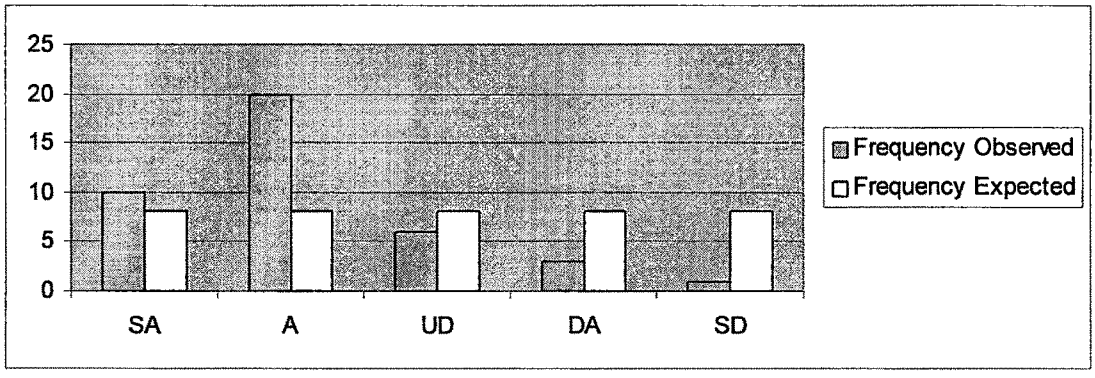

Table-12 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 25% respondents have strongly agreed, 50 % agreed, 15% were undecided, 7.5% students disagreed, whereas, 2.5% students strongly disagreed to the statement that the CAI helped in Learning Vocabulary, Grammar and Phonetics all together easily and precisely.

13. Language used in CAI was proper.

Table-13 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	17	18	2	0	3		
Frequency Expected	8	8	8	8	8	38.25	.01 = 13. 28 .05 = 9. 49

Graph-13: Frequencies observed and Frequencies Expected against equal probability

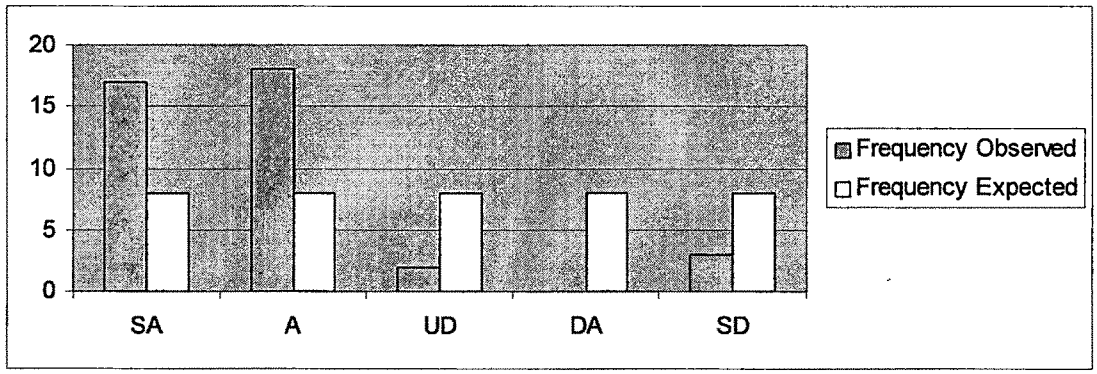

Table-13 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 42.5% respondents have strongly agreed, 45 % agreed, 5% were undecided, whereas, 7.5% students strongly disagreed to the statement that the Language used in CAI was proper.

14. Language used in CAI was Simple.

Table-14 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	12	14	6	7	1		
Frequency Expected	8	8	8	8	8	13.25	.01 = 13. 28 .05 = 9. 49

Graph-14: Frequencies observed and Frequencies Expected against equal probability

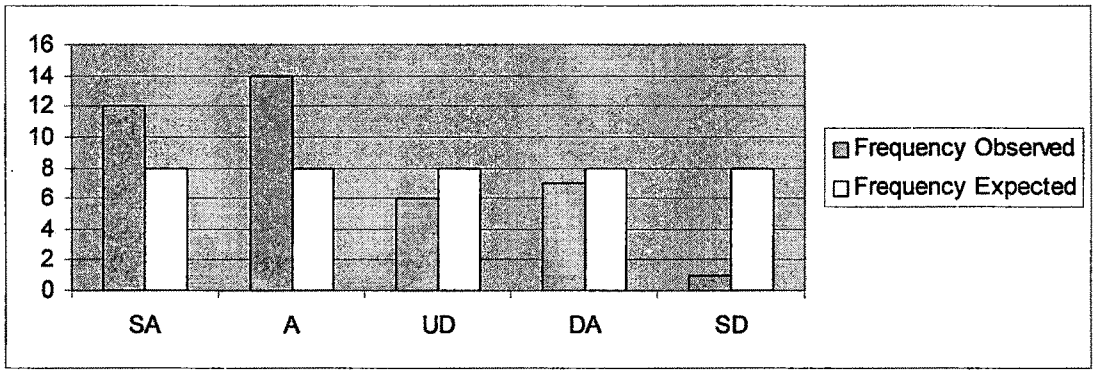

Table-14 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 30% respondents have strongly agreed, 35 % agreed, 15% were undecided, 17.5 % disagreed, whereas, 2.5% students strongly disagreed to the statement that Language used in CAI was simple.

15.The exercises given after each poem were useful.

Table-15 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	19	19	2	0	0		
Frequency Expected	8	8	8	8	8	56.5	.01 = 13. 28 .05 = 9. 49

Graph-15: Frequencies observed and Frequencies Expected against equal probability

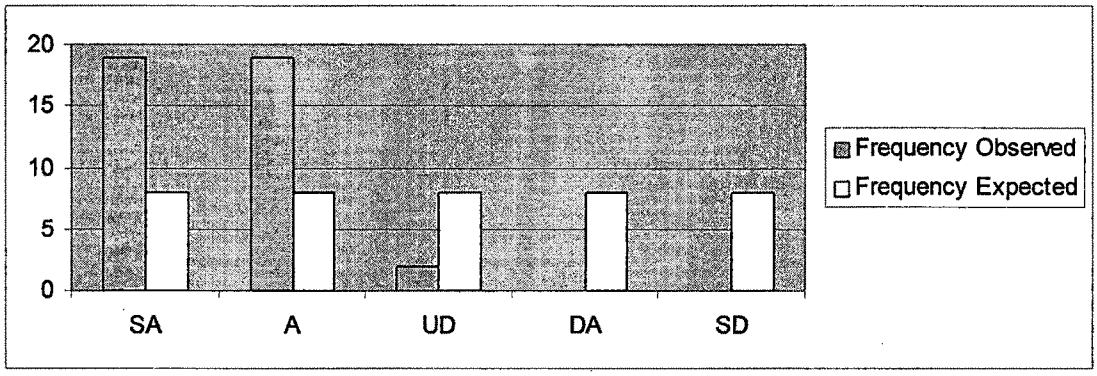

Table-15 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 47.5% respondents have strongly agreed, 47.5 % agreed, whereas, 5% were undecided to the statement that the exercises given after each poem were useful.

16.Grammar used in CAI was easy to understand.

Table-16 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	15	8	8	8	1	12.25	. 01 = 13. 28 . 05 = 9. 49
Frequency Expected	8	8	8	8	8		

Graph-16: Frequencies observed and Frequencies Expected against equal probability

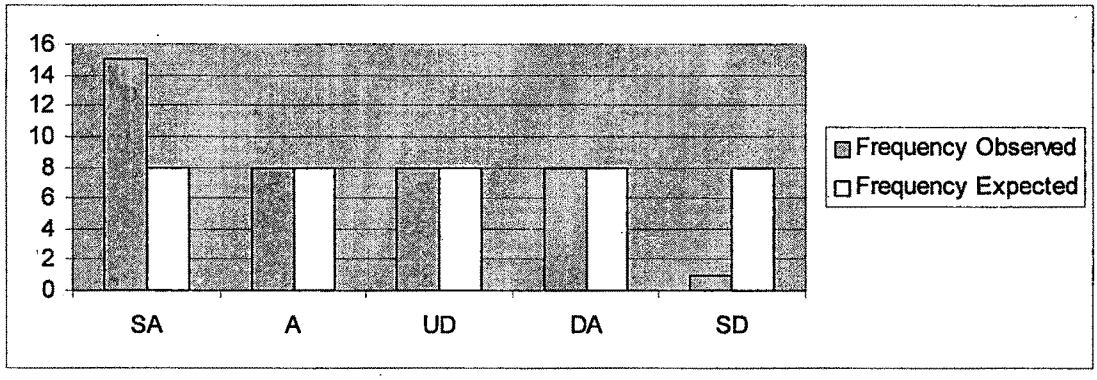

Table-16 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 37.5% respondents have strongly agreed, 20 % agreed, 20% were undecided, 20% disagreed whereas, 2.5% students strongly disagreed to the statement that Grammar used in CAI was easy to understand.

17. Pictures in the CAI helped in understanding the poems.

Table-17 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	19	11	3	7	0		
Frequency Expected	8	8	8	8	8	22.5	.01 = 13.28 .05 = 9.49

Graph-17: Frequencies observed and Frequencies Expected against equal probability

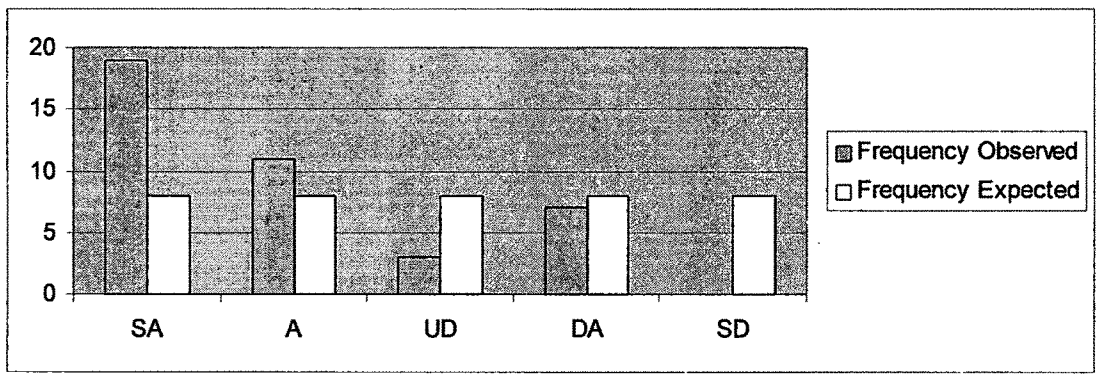

Table-17 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 47.5% respondents have strongly agreed, 27.5 % agreed, 7.5% were undecided, whereas, 17.5% students disagreed to the statement that Pictures in the CAI helped in understanding the poems.

18. The CAI was helpful in learning LSRW that is Language Learning Skills.

Table-18 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency Observed	SA	A	U D	D A	SD	chi-square	Table Value DF=4
	24	13	3	0	0		
Frequency Expected	8	8	8	8	8	48.64	.01 = 13. 28 .05 = 9. 49

Graph-18: Frequencies observed and Frequencies Expected against equal probability

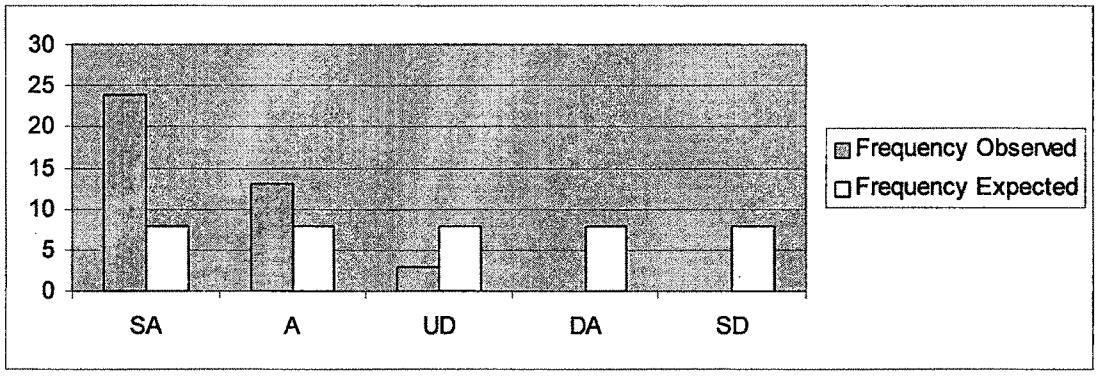

Table-18 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 60% respondents have strongly agreed, 32.5 % agreed, whereas, 7.5% were undecided to the statement that The CAI was helpful in learning LSRW that is language learning skills.

19. The very style of recitation in the CAI helped to analyse and synthesise the stanza.

Table-19 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	12	22	4	2	0		
Frequency Expected	8	8	8	8	8	44.75	.01 = 13. 28 .05 = 9. 49

Graph-19: Frequencies observed and Frequencies Expected against equal probability

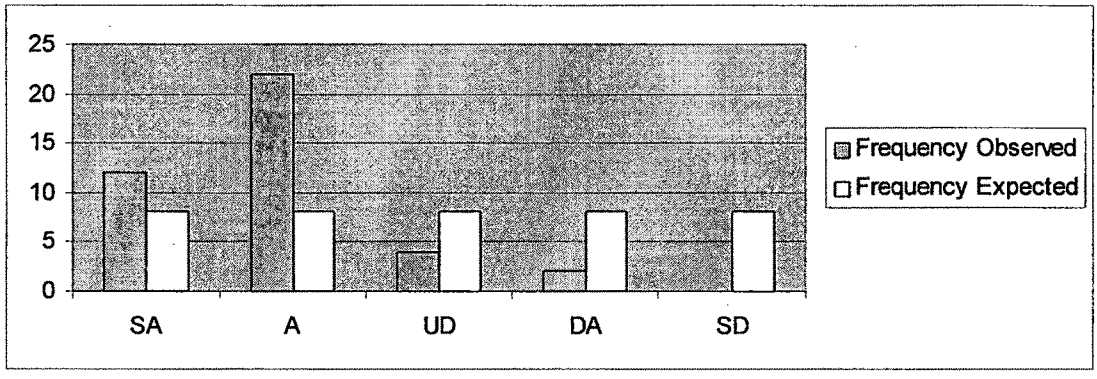

Table-19 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 30% respondents have strongly agreed, 55 % agreed, 10% were undecided, whereas, 5% disagreed to the statement that The very style of Recitation in the CAI helped to analyse and synthesis the stanzas.

20. The structural and interactive approach used in the CAI was better than traditional approach.

Table-20 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	UD	DA	SD	chi-square	Table Value DF=4
Observed	19	6	7	8	0	30.125	.01 = 13. 28 .05 = 9. 49
Frequency Expected	8	8	8	8	8		

Graph-20: Frequencies observed and Frequencies Expected against equal probability

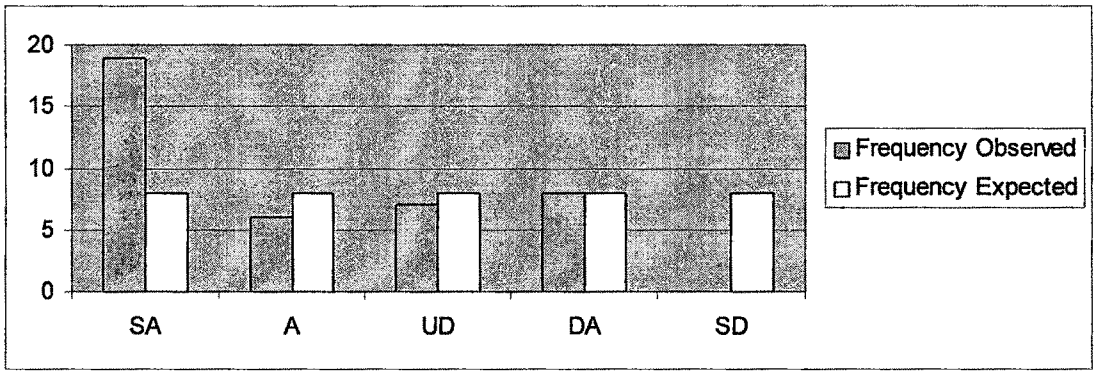

Table-20 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 47.5% respondents have strongly agreed, 15 % agreed, whereas, 7.5% were undecided, whereas, 20% disagreed to the statement that the structural and interactive approach used in the CAI was better than traditional approach.

21. Learning Sanskrit poetry through CAI was time saving.

Table-21 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	18	17	4	0	1		
Frequency Expected	8	8	8	8	8	38.75	.01 = 13.28 .05 = 9.49

Graph-21: Frequencies observed and Frequencies Expected against equal probability

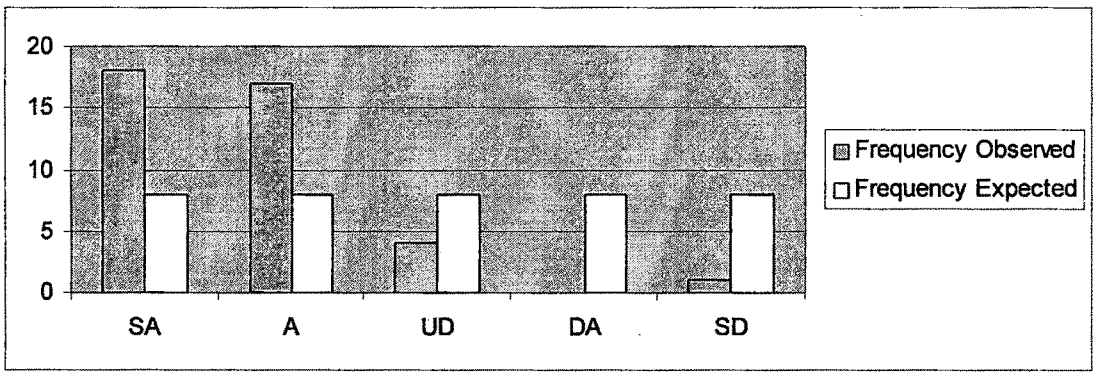

Table-21 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 45% respondents have strongly agreed, 42.5 % agreed, 10% were undecided, whereas, 2.5%strongly disagreed to the statement that Learning Sanskrit poetry through CAI was time saving.

22. Color and animation developed interest in learning poems.

Table-22 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	23	11	3	1	2		
Frequency Expected	8	8	8	8	8	43	.01 = 13.28 .05 = 9.49

Graph-22: Frequencies observed and Frequencies Expected against equal probability

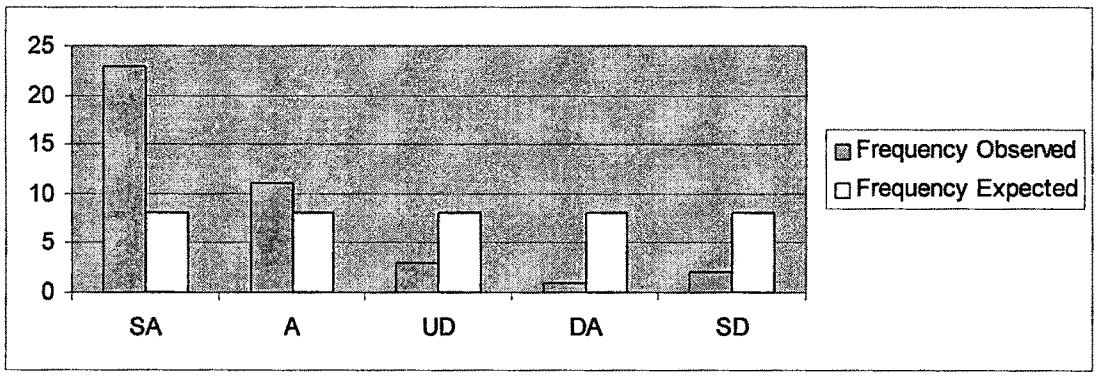

Table -22 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 57.5% respondents have strongly agreed, 27.5 % agreed, 7.5% were undecided,2.5% disagreed,whereas,5% students strongly disagreed to the statement that Color and animation developed interest in learning poems.

23. Combination of text, sound and animation made the poetry teaching interesting.

Table-23 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	14	7	7	1	1	17	. 01 = 13. 28 . 05 = 9. 49
Frequency Expected	8	8	8	8	8		

Graph-23: Frequencies observed and Frequencies Expected against equal probability

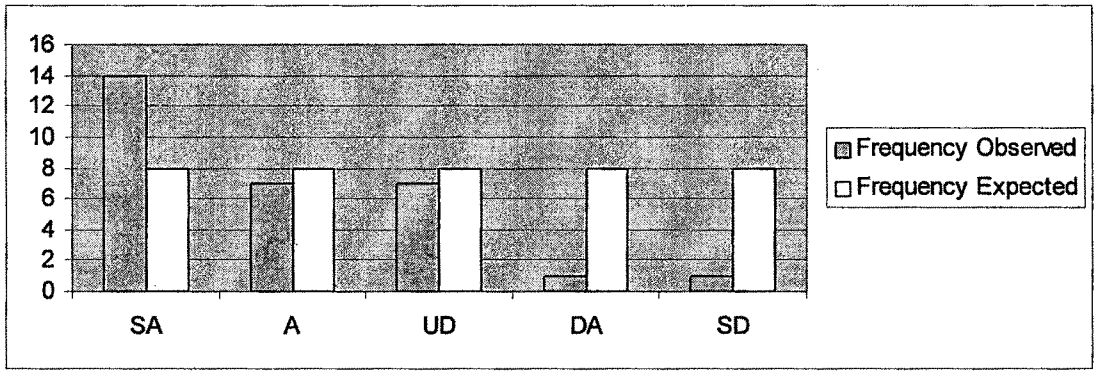

Table-23 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 35% respondents have strongly agreed, 42.5 % agreed, 17.5% were undecided,2.5%disagreed, whereas, 2.5%strongly disagreed to the statement that Combination of text, Sound and animation made the poetry teaching interesting .

24. There was clarity in presentation of contents.

Table-24 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	12	20	6	2	0		
Frequency Expected	8	8	8	8	8	29	.01 = 13.28 .05 = 9.49

Graph-24: Frequencies observed and Frequencies Expected against equal probability

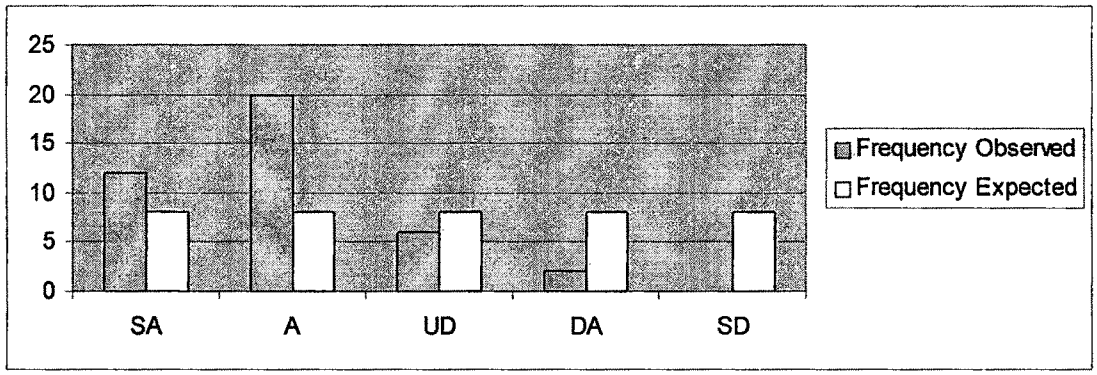

Table-24 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 30% respondents have strongly agreed, 50 % agreed, 15% were undecided, whereas, 5% disagreed to the statement that there was clarity in presentation of contents.

25. The CAI was comprehensive.

Table-25 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	11	21	5	3	0		
Frequency Expected	8	8	8	8	8	34.5	.01 = 13.28 .05 = 9.49

Graph-25: Frequencies observed and Frequencies Expected against equal probability

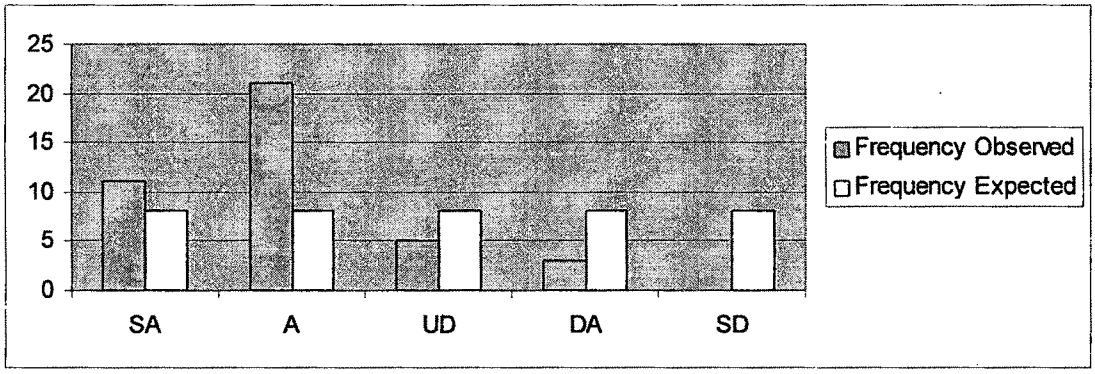

Table-25 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 27.5% respondents have strongly agreed, 52.5 % agreed, 12.5% were undecided, whereas, 7.5% disagreed to the statement that The CAI was comprehensive.

26. Background music was proper.

Table-26 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	UD	DA	SD	chi-square	Table Value DF=4
Observed	18	14	1	7	0		
Frequency Expected	8	8	8	8	8	33.95	.01 = 13.28 .05 = 9.49

Graph-26: Frequencies observed and Frequencies Expected against equal probability

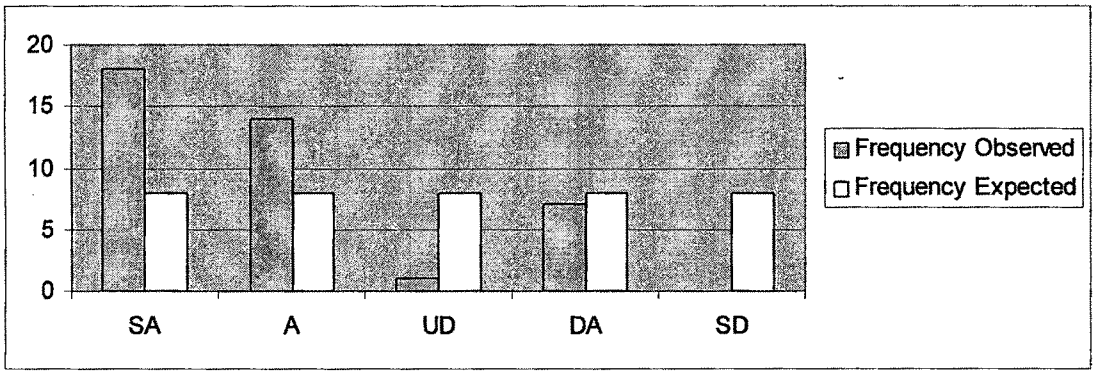

Table-26 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 45% respondents have strongly agreed, 35 % agreed, 2.5% were undecided, whereas, 17.5% disagreed to the statement that Background music was proper.

27. Learning through the CAI was joyful.

Table-27 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	19	17	4	0	0		
Frequency Expected	8	8	8	8	8	43.25	.01 = 13. 28 .05 = 9. 49

Graph-27: Frequencies observed and Frequencies Expected against equal probability

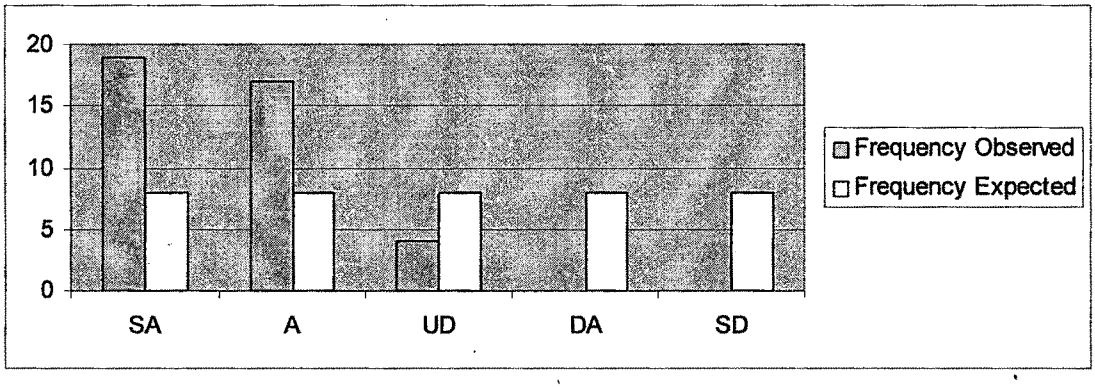

Table-27 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 47.5% respondents have strongly agreed, 42.5 % agreed, whereas, 10% were undecided to the statement that Learning through the CAI was joyful.

28. We could use the CAI independently.

Table-28 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	13	22	5	0	0		
Frequency Expected	8	8	8	8	8	44.75	.01 = 13. 28 .05 = 9. 49

Graph-28: Frequencies observed and Frequencies Expected against equal probability

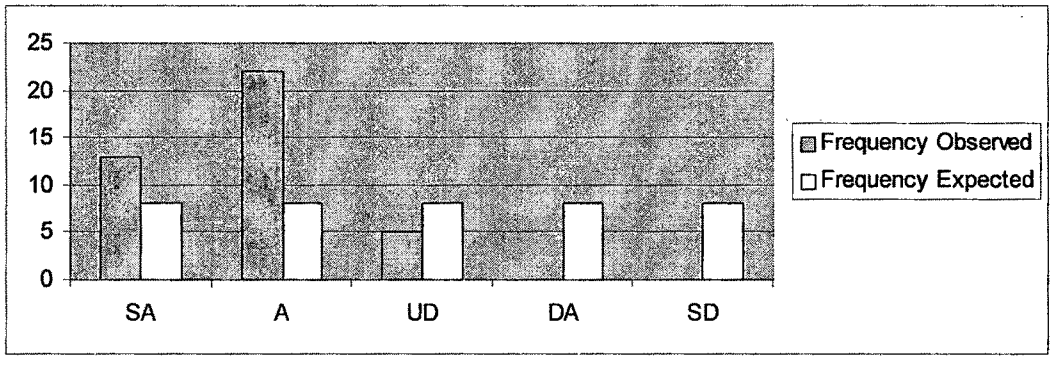

Table-28 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 32.5% respondents have strongly agreed, 55 % agreed, whereas, 12.5% were undecided to the statement that we could use the CAI independently.

29. CAI was self contained.

Table-29 Frequencies observed, Frequencies Expected against the five points of the reaction scale, Chi-Square value and level of significance

Frequency	SA	A	U D	D A	SD	chi-square	Table Value DF=4
Observed	19	15	5	0	1		
Frequency Expected	8	8	8	8	8	36.5	.01 = 13.28 .05 = 9.49

Graph-29: Frequencies observed and Frequencies Expected against equal probability

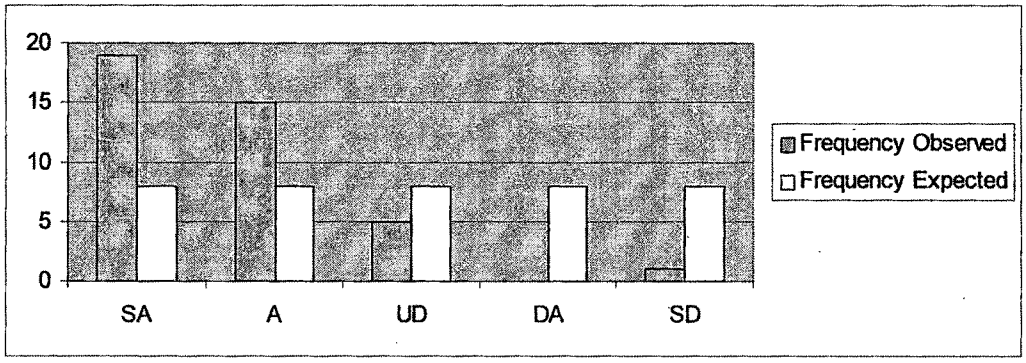

Table-29 Shows that the null hypothesis is rejected at .01 level. So, there is a significant difference between observed frequencies and Frequencies expected against equality hypothesis. 47.5% respondents have strongly agreed, 37.5 % agreed, 12.5 %undecided, whereas, 2.5% strongly disagreed to the statement that The CAI was self contained.