

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The present chapter is devoted to the analysis and interpretation of the data collected through worksheets and student feedback forms. They have been placed before the objectives with which the research has been undertaken. Thus, objectives and the outcomes of the research have been verified, the hypothesis and research questions have been tested.

The present chapter deals with the scores of Pre-tests and Post-test, tabulation of the data, data analysis, and interpretation. The data had also been analyzed and interpreted qualitatively using the structural content analysis technique.

4.2. DATA ANALYSIS AND INTERPRETATION

In the present study, data analysis and its interpretation are broadly divided into quantitative data analysis and interpretation and qualitative data analysis and interpretation.

4.2.1. Quantitative analysis and interpretation of data

The hypothesis that was put to test was as given below:

There will be no significant difference between the mean achievement score of pre-test and post-test of experimental and control group of secondary students

The collected data were analyzed quantitatively using Mann Whitney "U" test.

The null hypothesis i.e. "There will be no significant difference between the mean achievement score of pre-test and post-test of experimental and control group secondary students" was tested to achieve the second objective i.e. "To study the effectiveness of the developed program of teaching poetry through constructivist approach for the students of Standard IX".

Table 4.1. and Table 4.2. gives the summary of the results arrived at after applying statistical analysis on the scores obtained by the control and experimental group in the post-test.

The analyzed data have been presented in Table 4.1.

Table 4.1.: Distribution of Mean, Standard Deviation (SD) and Standard Error of Mean (SE) of Experimental Group and Control Group

| Groups | N | Mean | SD | SE |
|--------------------|----------|-------------|-----------|-----------|
| Experimental Group | 30 | 20.93 | 2.75 | 0.50 |
| Control Group | 30 | 16.46 | 3.53 | 0.64 |

From table 4.1., it was found that the mean score of the experimental group taught English through the developed package was 20.93 out of the total score of 30. The standard deviation from the mean would be 2.75 with a standard error of the mean of 0.50. The mean score of the control group taught English through the traditional method was found to be 16.46. The standard deviation from the mean for the control group was found to be 3.53 with a standard error of the mean of 0.64.

The mean scores of the experimental group and control group were compared and it was found that the mean score of the experimental group which was taught English through the constructivist program was significantly higher than the mean score of the control group which was taught English through the traditional method. From the standard deviation of the control group and the experimental group, it was found that the experimental group was more homogenous whereas, the control group was heterogeneous. This could be because of the experiment. Standard error was also found to be quite less in both groups.

To find whether the difference in the mean scores was significant or by chance and to test the null hypothesis i.e. “There will be no significant difference between the mean achievement score of experimental and control group

secondary students”, Mann-Whitney U-test was used. Table 4.2. gives the details of the result of the Mann-Whitney U-test followed by the analysis.

Table 4.2.: Distribution of Sum of the Ranks (SR), U-Value (U), Z-Value (Z), and Indicator of Significance of the Experimental Group and Control Group

| Groups | N | SR | U | Z | Significance Level |
|--------------------|----|--------|-------|--------|--------------------|
| Experimental Group | 30 | 1234.5 | 130.5 | - 4.71 | 0.001 |
| Control Group | 30 | 595.5 | | | |

From Table 4.2., it was found that the sum of the ranks of the groups taught through the constructivist program and the group taught the English language through the traditional method were 1234.5 and 595.5 respectively with 30 students in each group. The U value and Z value were found to be 130.5 and -4.71. The Z-value of -4.71 was found to be significant at 0.001 level of significance which was found to be less than the decided significant level (α) i.e., 0.05. Therefore, the null hypothesis, “There will be no significant difference between the mean achievement score of experimental and control group secondary students” was rejected and it could be believed that the group taught poetry through the constructivist program and the group taught English poetry through the traditional method, differed significantly in terms of the mean scores of speaking skill. Thus, it can be concluded that the Constructivist program of teaching English poetry was found to be significantly effective in the secondary students of standard IX

So, the treatment is found to be effective as evident through the data.

4.2.2. Qualitative analysis and interpretation of data

4.2.2.1. Qualitative analysis and interpretation of the poems

Statistical analysis is a well-established and reliable method for evaluating the outcomes of any experiment. However, it is important to distinguish between competence and performance while working with the language. As a result,

qualitative analysis of the data becomes essential. That is, discussing the method as well as the outcomes. In this situation, the qualitative analysis seeks to establish specific objective truths, such as Can this constructivist program assist learners to enhance their English competence. While qualitative or descriptive analysis focuses on the processes of instruction and learning rather than the end products or outcomes, its main goal is to gain insights into the complexities of teaching and learning rather than to obtain 'proof' that, for example, the communicative approach is better than the structural approach. As a result, it's crucial to look at the spreadsheets' extensive analysis.

In the present study qualitative analysis had been done through structural content analysis technique. Based on the 7E Module of constructivism (Appendix), the constructivist module for Standard IX GSEB board's 9 poems was prepared. Based on this 7E constructivist module data was collected from the experimental group in the form of worksheets. (Appendix II).

The analysis of worksheets was based on 4 criteria based on the research questions of the study was divided into tabular forms for all 9 poems. (Appendix III)

The criteria for analysis of the worksheets are as follows:

- Understanding the theme

The theme of a poem plays a vital role in understanding a poem. So, the students have understood the poem or not can be analyzed by their identification and understanding of the theme of the poem. There were different themes in the nine poems. The students identified the theme of the poem. After identifying the theme, the students wrote in details the explanation of the poem with the help of various individual as well as group based activities of the program. The identification and explanation of the poem was analyzed through worksheets, and it also analyzed the **writing skills** of the students

- Identification of Vocabulary

Vocabulary is an important element in enhancing English language competency. The analysis of various new words students came across throughout the program from the poems was included in the criteria of **vocabulary**

- Errors in Grammar

These criteria of analysis were further divided into four sections of **grammar** for all the poems – Spelling mistakes, Errors in punctuations, Errors in tenses, Errors in fragments, and other errors

- Creative interpretation

These criteria were different in each poem in the form of various **creative tasks** performed by students e.g., Construction of a 7-line poem based on a theme or situation, comparison of pictures or stages of life, Construction of a rap song, conducting a survey, Enacting a play, etc.

Group wise analysis of each of the nine poem was done through structured content analysis in order to achieve the objective: To group wise analyse the worksheets of the students of each of the nine poems of the program of teaching poetry through the constructivist approach for the students of Standard IX.

The group wise analysis of worksheets of each of the nine poems of the program are as follows:

POEM 1 - A PSALM OF LIFE

Structural content analysis and interpretation of Poem 1 based on the criteria of Understanding of theme, Identification of Vocabulary, Errors in Grammar, and Creative Interpretation is presented in Table 4.3.

Table 4.3.: Structural content analysis of Poem 1 – A Psalm of Life

| | GR.1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|------------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | (6) | (7) | (5) | (5) | (7) | (30) |
| THEMES | | | | | | |
| 1. Hard work | 3(50) | 7(100) | 4(80) | 5(100) | 7(100) | 26(87) |
| 2. Art of living | 6(100) | 7(100) | 5(100) | 4(80) | 7(100) | 29(97) |

| | | | | | | |
|---------------------------------|--------|--------|--------|--------|--------|--------|
| 3. Fulfill our dreams | 3(50) | 7(100) | 5(100) | 5(100) | 7(100) | 27(90) |
| VOCABULARY | | | | | | |
| 1. Mournful | 6(100) | 7(100) | 3(60) | 5(100) | 7(100) | 28(93) |
| 2. Slumber | 3(50) | 5(72) | 3(60) | 4(80) | 4(58) | 19(63) |
| 3. Earnest | 4(66) | 7(100) | 5(100) | 4(80) | 6(86) | 26(87) |
| 4. Fleeting | 3(50) | 7(100) | 5(100) | 4(80) | 6(86) | 25(83) |
| 5. Muffled | 4(66) | 6(86) | 3(60) | 4(80) | 4(58) | 21(70) |
| 6. Strife | 3(50) | 4(58) | 3(60) | 1(20) | 4(58) | 15(50) |
| 7. Returnest | 1(17) | 0 | 2(40) | 1(20) | 1(14) | 5(17) |
| 8. Sublime | 3(50) | 7(100) | 2(40) | 1(20) | 2(28) | 15(50) |
| 9. Bivouac | 1(17) | 7(100) | 2(40) | 1(20) | 7(100) | 18(60) |
| 10. Shipwreck | 1(17) | 1(14) | 3(60) | 1(20) | 1(14) | 7(23) |
| 11. Forlorn | 1(20) | 0 | 2(40) | 0 | 1(14) | 4(13) |
| 12. Labour | 2(33) | 7(100) | 3(60) | 3(60) | 4(58) | 19(63) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 3(50) | 6(86) | 5(100) | 4(80) | 4(58) | 22(73) |
| 2. Punctuation | 4(66) | 5(72) | 5(100) | 5(100) | 6(86) | 26(87) |
| 3. Tense | 3(50) | 5(72) | 3(60) | 5(100) | 5(72) | 21(70) |
| 4. Fragments | 4(66) | 5(72) | 4(80) | 2(40) | 4(58) | 19(63) |
| 5. Other errors | 4(66) | 1(14) | 2(40) | 3(60) | 2(28) | 12(40) |
| SOLVE THE STATED PROBLEM | | | | | | |

| | | | | | | |
|--------------------------------------|--------|--------|--------|--------|--------|--------|
| 1. Given a solution to the problem | 6(100) | 7(100) | 4(80) | 5(100) | 7(100) | 29(97) |
| 2. Added examples and creative ideas | 1(17) | 5(72) | 5(100) | 3(60) | 6(86) | 20(67) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.3. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.3.:

1. THEMES

- In the poem A Psalm of Life there are three themes – Hard work, the Art of living, and fulfilling our dreams.
- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.
- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.
- The Theme of ‘Hard work’ was identified by 50% of students in Group 1, 100% students of Group 2, 80% students of Group 3, 100% students of Group 4 and 5.
- The Theme of ‘Art of Living’ was identified by 100% of students of groups 1, 2, 3, and 5 whereas 80% of group 4 was able to identify it.
- The Theme ‘Fulfill our dreams’ was identified by 50% students of Group 1 and 100% students of Group 2,3,4 and 5

2. VOCABULARY

- There are 12 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings are mentioned along with the percentage in brackets.

- In the criteria of Vocabulary, 100% students of group 1,2,4,5 and 60% students of group 3 gave the meaning of the word ‘Mournful’
- In the criteria of Vocabulary, 50% students of group 1 and 3, 72% students of group 2, 80% students of group 4 and 58% students of group 5 gave the meaning of the word ‘Slumber’
- In the criteria of Vocabulary, 66% students of group 1 and 4, 100% students of group 2 and 3, and 86% students of group 5 gave the meaning of the word ‘Earnest’
- In the criteria of Vocabulary, 50% students of group 1, 100% students of group 2 and 3, 80 students of group 4, and 86% students of group 5 gave the meaning to the word ‘Fleeting’.
- In the criteria of Vocabulary, 66% students of group 1 and 4, 86% students of group 2, 60% students of group 4 and 58% students of group 5 gave the meaning to the word ‘Muffled’.
- In the criteria of Vocabulary, 50% students of group 1 and 3, 58% students of group 2, 20% of group 4 and 58% students of group 5 gave the meaning of the word ‘Strife’
- In the criteria of Vocabulary, 17% students of group 1 and 4, 43% students of group 2, 20% of group 3, 14% students of group 5, and no students of group 3 were able to give the meaning of the word ‘Returnest’.
- In the criteria of Vocabulary, 50% students of group 1, 100% students of group 2, 40% of group 3, 20% students of group 4 and 28% students of group 5 gave the meaning of the word ‘Sublime’.
- In the criteria of Vocabulary, 17% students of group 1 and 4, 100% students of group 2 and 5, 40% of group 3 gave the meaning to the word ‘Bivouac’.
- In the criteria of Vocabulary, 17% students of group 1 and 4, 14% students of group 2 and 5, 60% of group 3 gave the meaning to the word ‘Shipwreck’.
- In the criteria of Vocabulary, 17% students of group 1, 40% students of group 3, 14% students of group 5, and no students of group 2 and 4 were able to give the meaning of the word ‘Forlorn’.
- In the criteria of Vocabulary, 33% students of group 1, 100% students of group 2, 60% students of group 3 and group 4 and 58% students of group 5 gave the meaning of the word ‘Labour’

3. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria are mentioned along with the percentage in brackets.
- In group 1 50% students, group 2 86% of students, group 3 100% students, group 4 80% students, and group 5 58% of students committed spelling mistakes in grammar.
- In grammar 66% of students of group 1, 72% of students of group 2, 86% of students of group 5, and 100% of students of groups 3 and 4 committed punctuation errors.
- In grammar 50% of students of groups 1 and 3, 72% of students of groups 2 and 5, and 100% of students of group 4 committed errors in tenses.
- In grammar 66% of students of group 1, 72% of students of group 2, 60% of students of group 3, 40% of students of group 4, and 58% of students of group 5 committed fragment errors.
- In grammar other errors were committed by 66% students of group 1, 14% students of group 2, 40% students of group 3, 60% students of group 4, and 28% students of group 5.

4. SOLVE THE STATED PROBLEM

- In the criteria 'Solve the stated problem' is divided into two subtopics – the students who were able to give the solutions to the given problem and the students who were able to give examples and creative ideas.
- In group 1 100% students, 2nd group 100% students, 80% students of group 3, 100% students of group 5 were able to give the solution to the problem.
- Added examples and creative ideas were given by 14% students of group 1, 72% students of group 2, 100% students of group 3, 60% students of group 4, and 86% students of group 5.

POEM 2 THE PATRIOT

The **Table 4.4.** shows resonance's performance of learning the poem THE PATRIOT in four dimensions/criteria like Theme, Vocabulary, Grammar, and Compare good and bad times of life.

Table 4.4.: Structural content analysis of Poem 2 – The Patriot

| | GR. 1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|--------------------------------|--------------|-------------|-------------|-------------|-------------|--------------|
| | 6 | 7 | 5 | 5 | 7 | |
| THEMES | | | | | | |
| 1. True Friends | 3 (50) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 27(90) |
| 2. Aware of good and bad times | 6 (100) | 6 (86) | 4 (80) | 4 (80) | 7 (100) | 27(90) |
| VOCABULARY | | | | | | |
| 1. Heave | 2 (33) | 3 (43) | 3 (60) | 3 (60) | 3 (43) | 14(47) |
| 2. Sway | 4 (66) | 6 (86) | 3 (60) | 2 (40) | 3 (43) | 18(60) |
| 3. Fling | 2 (33) | 0 | 2 (40) | 2 (40) | 6 (86) | 12(40) |
| 4. Church spires | 2 (33) | 4 (58) | 2 (40) | 2 (40) | 2 (28) | 12(40) |
| 5. Yonder | 4 (66) | 4 (58) | 2 (40) | 2 (40) | 0 | 12(40) |
| 6. Nought | 2 (33) | 5 (72) | 1 (20) | 1 (20) | 2 (28) | 11(37) |
| 6. Myrtle | 3 (50) | 5 (72) | 3 (60) | 3 (60) | 2 (28) | 16(53) |
| 7. Palsied | 6 (100) | 3 (43) | 3 (60) | 2 (40) | 1 (14) | 15(50) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 2 (33) | 7 (100) | 1 (20) | 4 (80) | 5 (72) | 19(64) |
| 2. Punctuation | 3 (50) | 4 (58) | 5 (100) | 5 (100) | 3 (43) | 20(67) |

| | | | | | | |
|---|---------|---------|--------|--------|---------|---------|
| 3. Tense | 4 (66) | 5 (72) | 1 (20) | 4 (80) | 6 (86) | 20(67) |
| 4. Fragments | 2 (33) | 5 (72) | 4 (80) | 0 | 4 (58) | 15(50) |
| 5. Other errors | 1 (17) | 2 (28) | 2 (40) | 2 (40) | 0 | 07(23) |
| COMPARE GOOD AND BAD TIMES OF LIFE | | | | | | |
| 1. Points of Comparison | 6 (100) | 7 (100) | 4 (80) | 4 (80) | 7 (100) | 30(100) |
| 2. Examples | 6 (100) | 7 (100) | 4 (80) | 4 (80) | 6 (86) | 27(90) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.4. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.4.:

1. THEMES

- In the poem A PATRIOT there are two themes - True Friends, Aware of good and bad times. The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.
- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.
- The Theme of True Friends was identified by 50% of students in Group 1, 100 % of students in Group 2, 100% students of Group 3, 4, and 5.
- The Theme of Aware good and bad times was identified by 100% of students of Group 1, 86% students of Group 2, 80% students of Group 3 and 4, 100% students of Group 5.

2. VOCABULARY

- There are 8 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings is mentioned along with the percentage in brackets.

- In the criteria of Vocabulary, 33% students of Group 1, 43% students of Group 2, 60% students of Group 3 and 4, 43% students of Group 5 gave the meaning of the word 'Heave'.
- In the criteria of Vocabulary, 66% students of Group 1, 86% students of Group 2, 60% students of Group 3, 40% students of Group 4, 43% students of Group 5 gave the meaning of the word 'Sway'.
- In the criteria of Vocabulary, 33% students of Group 1, 0 % students of Group 2, 40% students of Group 3 and 4, 86% students of Group 5 gave the meaning of the word 'Fling'.
- In the criteria of Vocabulary, 33 % students of Group 1, 58% students of Group 2, 40% students of Group 3 and 4, 28% students of Group 5 gave the meaning of the word 'Church spires.
- In the criteria of Vocabulary, 66% students of Group 1, 58% students of Group 2, 40% students of Group 3 and 4, 0% students of Group 5 gave the meaning of the word 'Yonder'.
- In the criteria of Vocabulary, 33% students of Group 1, 72% students of Group 2, 20% students of Group 3 and 4, 28% students of Group 5 gave the meaning of the word 'Nought'.
- In the criteria of Vocabulary, 50% students of Group 1, 72% students of Group 2, 60% students of Group 3 and 4, 28% students of Group 5 gave the meaning of the word 'Myrtle'.
- In the criteria of Vocabulary, 100% students of Group 1. 43% students of Group 2, 60% students of Group 3, 40% students of Group 4, and 14% students of Group 5 gave the meaning of the word 'Palsied'

3. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria is mentioned along with the percentage in brackets.

- In group 1 33% students, group 2 100% of students, 20% students of group 3, 80% students of group 4, and group 5 72% of students committed spelling mistakes in grammar.
- In the criteria of grammar 50% of students of group 1, 58% students of group 2, 100% students of group 3 and 4, and 43% students of group 5 committed punctuation errors.
- In the criteria of grammar 66% of students of group 1, 72% students of group 2, 20% students of group 3, 80% students of group 4, and 86% of students of group 5 committed errors in tenses.
- In the criteria of grammar 33% of students of group 1, 72% of students of group 2, 80% of students of group 3, nil students of group 4, and 58% of students of group 5 committed fragment errors.
- In the criteria of grammar other errors were committed by 17% students of group 1, 28% students of group 2, 40% students of group 3 and 4, and nil students of group 5.

4. COMPARE GOOD AND BAD TIMES OF LIFE

- In the criteria ‘Compare good and bad times of life, 4 sets of questions were given to the students on one of the themes of the poem being aware of good and bad times, the students were able to compare and give day to day life examples of good and bad times of life
- In the criteria of Compare good and bad times of life, 100% students of groups 1,2,3,4 and 5 were able to compare good and bad times of life
- In the criteria of Compare good and bad times of life, 100% students of groups 1 and 2, 80% students of groups 3 and 4 and 86% students of group 5 were able to give examples from their day-to-day life about good and bad times of life

POEM 3. ANTS

The **Table 4.5.** presents resonance’s performance of learning the poem Ant in six dimensions/criteria like Theme, Vocabulary, Grammar, Compare pictures with poem, Construct poem and List Scientific info of tiny insects.

Table 4.5.: Structural content analysis of Poem 3 – Ants

| | GR. 1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|-----------------------------------|--------------|-------------|-------------|-------------|-------------|--------------|
| THEMES | | | | | | |
| 1. Hard work | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| 2. Unity | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |
| 3. Discipline | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |
| VOCABULARY | | | | | | |
| 1. Infinitesimal | 2 (33) | 7 (100) | 4 (80) | 3 (60) | 6 (86) | 22(73) |
| 2. Magnified | 4 (66) | 4 (58) | 5 (100) | 4 (80) | 6 (86) | 23(77) |
| 3. Puffed | 4 (66) | 7 (100) | 4 (80) | 4 (80) | 6 (86) | 25(83) |
| 4. Cordons | 3 (50) | 5 (72) | 1 (20) | 2 (40) | 3 (43) | 14(47) |
| 5. Clans | 2 (33) | 4 (58) | 2 (40) | 1 (20) | 1 (14) | 10(33) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 2 (33) | 4 (58) | 5 (100) | 4 (80) | 6 (86) | 21(70) |
| 2. Punctuation | 3 (50) | 4 (58) | 5 (100) | 5 (100) | 4 (58) | 21(70) |
| 3. Tense | 2 (33) | 5 (72) | 4 (80) | 4 (80) | 4 (58) | 19(64) |
| 4. Fragments | 3 (50) | 5 (72) | 3 (60) | 2 (40) | 4 (58) | 17(57) |
| 5. Other errors | 3 (50) | 1 (14) | 2 (40) | 2 (40) | 0 | 08(27) |
| COMPARE PICTURES WITH POEM | | | | | | |
| 1. Picture 1 | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| 2. Picture 2 | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| 3. Picture 3 | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| 4. Picture 4 | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |

| | | | | | | |
|---|---------|---------|---------|---------|---------|---------|
| CONSTRUCT POEM | 1 (17) | 5 (72) | 1 (20) | 4 (80) | 6 (86) | 17(57) |
| LIST SCIENTIFIC INFO OF TINY INSECTS | 56(100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.5. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.5.

5. THEMES

- In the poem Ants there are three themes – Hard work, Unity and fulfilling Discipline
- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.
- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.
- The Theme of ‘Hard work’ was identified by 100% of students in Group 1, 100% students of Group 2, 100% students of Group 3, 100% students of Group 4 and 5.
- The Theme of ‘Unity’ was identified by 100% of students of groups 1, 2, 3, and 5 whereas 80% of group 4 was able to identify it.
- The Theme ‘Discipline’ was identified by 80% students of Group 4 and 100% students of Group 1, 2, 3 and 5.

6. VOCABULARY

- There are 5 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings are mentioned along with the percentage in brackets.

- In the criteria of Vocabulary, 100% students of group 2, 86% students of group 5, 80% students of group 3, 60% students of group 4 and 33% students of group 1 gave the meaning of the word ‘Infinitesimal’
- In the criteria of Vocabulary, 100% students of group 3, 86% students of group 5, 80% students of group 4, 66% students of group 1 and 58% students of group 2 gave the meaning of the word ‘Magnified’
- In the criteria of Vocabulary, 66% students of group 1, 100% students of group 2, 80% students of group 3 and 4 and 86% students of group 5 gave the meaning of the word ‘Puffed’
- In the criteria of Vocabulary, 50% students of group 1, 72% students of group 2, 20% students of group 3, 40% students of group 4 and 43% students of group 5 gave the meaning of the word ‘Cordons’
- In the criteria of Vocabulary, 33% students of group 1, 58% students of group 2, 40% students of group 3, 20% students of group 4 and 14% students of group 5 gave the meaning of the word ‘Clans’

7. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria are mentioned along with the percentage in brackets.
- In group 1 33% students, group 2 58% of students, group 3 100% students, group 4 80% students and group 5 86% of students committed spelling mistakes in grammar.
- In the criteria of grammar 50% of students of group 1, 58% of students of group 2, 100% students of groups 3 and 4, and 58% of students of group 5 committed punctuation errors.
- In the criteria of grammar 33% of students of group 1, 72% of students of group 2, 80% of students of group 3 and 4, and 58% of students of group 5 committed errors in tenses.
- In the criteria of grammar 50% of students of group 1, 72% of students of group 2, 60% of students of group 3, 40% of students of group 4, and 58% students of group 5 committed fragment errors.

- In the criteria of grammar other errors were committed by 50% students of group 1, 14% students of group 2, 40% students of group 3 and 4, and nil students of group 5.

8. COMPARE PICTURES WITH POEM

- In the criteria ‘Compare pictures with poem’ the students were able to compare 4 pictures of the program with the poem.
- In the criteria of Compare pictures with poem 100% of students of groups 1,2,3,4 and 5 were able to compare Picture 1 with the poem
- In the criteria of Compare pictures with poem 100% of students of groups 1,2,3,4 and 5 were able to compare Picture 2 with the poem
- In the criteria of Compare pictures with poem 100% of students of groups 1,2,3,4 and 5 were able to compare Picture 3 with the poem
- In the criteria of Compare pictures with poem 100% of students of groups 1,2,3,4 and 5 were able to compare Picture 4 with the poem

9. CONSTRUCT POEM

- In the criteria of ‘Construct poem’ students were able to construct a poem on the theme in 7 lines
- In the criteria of Construct poem, 17% students of group 1, 72% students of group 2, 20% students of group 3, 80% students of group 4, and 86% students of group 5 were able to construct the poem

10. LIST SCIENTIFIC INFORMATION OF TINY INSECTS

- In the criteria of ‘List scientific information of tiny insects’, the students were asked to give scientific information of anyone insect and give the information of them, so that students can extend and link literature with science
- In the criteria of List scientific information of tiny insects, 100% of students of groups 1,2,3,4 and 5 were able to give scientific information of tiny insects and hence able to link literature with science

POEM 4 HEMELIN

The **Table 4.6.** presents resonance’s performance of learning the poem Hemelin in six dimensions/criteria like Theme, Vocabulary, Grammar, Beware of too much sweetness, All that glitters is not gold and Picture description.

Table 4.6.: Structural content analysis of Poem 4 –Hemelin

| | GR.1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|--------------|
| THEMES | | | | | | |
| 1. Trust | 4 (66) | 7 (100) | 3 (60) | 4 (80) | 7 (100) | 25(83) |
| VOCABULARY | | | | | | |
| 1. Wrinkled | 3 (50) | 3 (43) | 3 (60) | 5 (100) | 2 (28) | 16(53) |
| 2. Grumbling | 4 (66) | 3 (43) | 2 (40) | 3 (60) | 4 (58) | 16(53) |
| 3. Friskers | 2 (33) | 1 (14) | 0 | 2 (40) | 1 (14) | 06(20) |
| 4. Prickling | 3 (50) | 1 (14) | 1 (20) | 1 (20) | 0 | 06(20) |
| 5. Whiskers | 2 (33) | 1 (14) | 0 | 1 (20) | 0 | 04(13) |
| 6. Cane | 1 (17) | 5 (72) | 2 (40) | 1 (20) | 0 | 09(30) |
| 7. Rustling | 2 (33) | 2 (28) | 1 (20) | 0 | 1 (14) | 06(20) |
| 8. Hustling | 3 (50) | 4 (58) | 3 (60) | 1 (20) | 3 (43) | 14(47) |
| 9. Flaxen | 3 (50) | 2 (28) | 0 | 1 (20) | 4 (58) | 10(33) |
| 10. Skipping | 1 (17) | 4 (58) | 3 (60) | 3 (60) | 4 (58) | 15(50) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 2 (33) | 5 (72) | 5 (100) | 5 (100) | 4 (58) | 21(70) |
| 2. Punctuation | 2 (33) | 5 (72) | 5 (100) | 5 (100) | 4 (58) | 21(70) |
| 3. Tense | 3 (50) | 6 (86) | 3 (60) | 5 (100) | 3 (43) | 20(67) |
| 4. Fragments | 3 (50) | 6 (86) | 3 (60) | 2 (40) | 3 (43) | 17(57) |
| 5. Other errors | 3 (50) | 2 (28) | 0 | 2 (40) | 0 | 07(23) |
| BEWARE OF TOO MUCH SWEETNESS | | | | | | |

| | | | | | | |
|--------------------------------------|---------|---------|--------|---------|---------|--------|
| Explained | 5 (83) | 7 (100) | 4 (80) | 5 (100) | 7 (100) | 28(93) |
| Creative Ideas | 5 (83) | 4 (58) | 4 (80) | 4 (80) | 7 (100) | 24(80) |
| ALL THAT GLITTERS IS NOT GOLD | | | | | | |
| Explained | 6 (100) | 7 (100) | 4 (80) | 5 (100) | 7 (100) | 29(97) |
| Creative Ideas | 6 (100) | 4 (48) | 4 (80) | 3 (60) | 7 (100) | 24(80) |
| DESCRIBE PICTURE | | | | | | |
| Simply described | 6 (100) | 7 (100) | 4 (80) | 2 (40) | 7 (100) | 26(87) |
| Creative Ideas | 5 (80) | 6 (86) | 4 (80) | 3 (60) | 7 (100) | 25(83) |
| Explained | 6 (100) | 7 (100) | 4 (80) | 5 (100) | 7 (100) | 29(97) |
| Creative Ideas | 6 (100) | 4 (48) | 4 (80) | 3 (60) | 7 (100) | 24(80) |
| DESCRIBE PICTURE | | | | | | |
| Simply described | 6 (100) | 7 (100) | 4 (80) | 2 (40) | 7 (100) | 26(87) |
| Creative Ideas | 5 (80) | 6 (86) | 4 (80) | 3 (60) | 7 (100) | 25(83) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.6. shows the score obtained by the response group-wise.

INTERPRETATION OF TABLE 4.6:

11. THEMES

- The poem 4 Hemelin has one theme - Trust
- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.
- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.

- The Theme of ‘Trust’ was identified by 66% of students in Group 1, 100% students of Group 2 and 5, 60% students of Group 3, and 80% students of Group 4.

12. VOCABULARY

- There are 10 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings is mentioned along with the percentage in brackets.
- In the criteria of Vocabulary, 50% students of group 1, 43% students of group 2, 60% students of group 3, 100% students of group 4 and 28% students of group 5 gave the meaning of the word ‘Wrinkled’
- In the criteria of Vocabulary, 66% students of group 1, 43% students of group 2, 40% students of group 3, 60% students of group 4 and 58% students of group 5 gave the meaning of the word ‘Grumbling’
- In the criteria of Vocabulary, 40% students of group 1, 14% students of group 2 and 5, nil students of group 3 gave the meaning of the word ‘Friskers’
- In the criteria of Vocabulary, 60% students of group 1, 14% students of group 2, 20% students of group 3 and 4, nil students of group 5 gave the meaning of the word ‘Prickling’
- In the criteria of Vocabulary, 33% students of group 1, 14% students of group 2, 20% students of group 4, nil students of group 3 and 5 gave the meaning of the word ‘Whiskers’
- In the criteria of Vocabulary, 17% students of group 1, 72% students of group 2, 40% students of group 3, 20% students of group 4 and nil students of group 5 gave the meaning of the word ‘Cane’
- In the criteria of Vocabulary, 50% students of group 1, 58% students of group 2, 60% students of group 3, 20% students of group 4 and 43% students of group 5 gave the meaning of the word ‘Hustling’
- In the criteria of Vocabulary, 33% students of group 1, 28% students of group 2, 20% students of group 3, nil students of group 4 and 14% students of group 5 gave the meaning of the word ‘Rustling’
- In the criteria of Vocabulary, 50% students of group 1, 28% students of group 2, 20% students of group 3, nil students of group 4 and 58% students of group 5 gave the meaning of the word ‘Flaxen’

- In the criteria of Vocabulary, 17% students of group 1, 58% students of group 2, 60% students of group 3 and 4 and 58% students of group 5 gave the meaning of the word 'Skipping'

13. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria are mentioned along with the percentage in brackets.
- In group 1 33% students, group 2 72% of students, group 3 100% students, group 4 100% students, and group 5 58% of students committed spelling mistakes in grammar.
- In the criteria of grammar 33% of students of group 1, 72% of students of group 2, 100% of students of group 3 and 4, and 58% of students of group 5 committed punctuation errors.
- In the criteria of grammar 50% of students of group 1, 86% of students of group 2, 60% of students of group 3, 100% of students of group 4, and 43% of students of group 5 committed errors in tenses.
- In the criteria of grammar 50% of students of group 1, 72% of students of group 2, 60% of students of group 3, 40% of students of group 4, and 43% of students of group 5 committed fragment errors.
- In the criteria of grammar other errors were committed by 50% students of group 1, 28% students of group 2, 40% students of group 4, and nil students of group 3 and 5.

14. BEWARE OF TOO MUCH SWEETNESS

- In the criteria of 'Beware of too much sweetness' the students were given the proverb - beware of too much sweetness in which they need to give their understanding of the proverb and give examples from their day-to-day life
- In the criteria of beware of too much sweetness 83% students of group 1, 100% students of group 2, 4 and 5, and 80% students of group 3 were able to explain the proverb

- In the criteria of beware of too much sweetness 83% students of group 1, 58% students of group 2, 80% students of group 3 and 4, and 100% students of group 5 were able to give creative ideas from their day-to-day life

15. ALL THAT GLITTERS IS NOT GOLD

- In the criteria ‘All that glitters is not gold’ the students were given the proverb- all that glitters is not gold in which they need to give their understanding of the proverb and give examples from their day-to-day life
- In the criteria of ‘All that glitters is not gold’ 100% students of group 1,2,4 and 5 and 80% students of group 3 were able to explain the proverb
- In the criteria of ‘All that glitters is not gold’ 100% students of group 1 and 5, 48% students of group 2, 80% students of group 3, and 60% students of group 4 were able to give creative ideas from their day-to-day life

16. DESCRIBE PICTURE

- In the criteria of ‘Describe picture’ students were shown a picture which they need to observe and construct a story based on the picture
- In the criteria of describing picture 100% of students of groups 1,2,4 and 5 and 80% of students of group 3 were able to simply describe the story
- In the criteria of describing picture 83% of students of group 1, 86% students of group 2, 80% students of group 3 and 60% students of group 4, and 100% students of group 5 were able to give creative ideas in the story

POEM 5. INDEPENDENCE

The **Table 4.7.** presents resonance’s performance of learning the poem Independence in five dimensions/criteria like Theme, Vocabulary, Grammar, List the ways to make the country proud and Creative ideas

Table 4.7.: Structural content analysis of Poem 5 – Independence

| | GR. 1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|---------------|---------|---------|---------|---------|---------|---------|
| THEMES | | | | | | |
| 1. Freedom | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |

| | | | | | | |
|--|---------|---------|---------|---------|---------|--------|
| 2. Patriotism | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |
| VOCABULARY | | | | | | |
| 1. Mortar | 5 (83) | 7 (100) | 2 (40) | 2 (40) | 5 (72) | 21(70) |
| 2. Holy | 2 (33) | 2 (28) | 1 (20) | 0 | 1 (14) | 06(20) |
| 3. Other words | 4 (66) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 28(93) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 2 (33) | 6 (86) | 4 (80) | 4 (80) | 4 (58) | 20(67) |
| 2. Punctuation | 3 (50) | 6 (86) | 3 (60) | 5 (100) | 6 (86) | 23(77) |
| 1. Tense | 2 (33) | 6 (86) | 3 (60) | 3 (60) | 3 (43) | 17(57) |
| 2. Fragments | 4 (66) | 5 (72) | 5 (100) | 2 (40) | 4 (58) | 20(67) |
| 3. Other errors | 6(100) | 1 (14) | 2 (40) | 1 (20) | 0 | 10(33) |
| LIST THE WAYS TO MAKE THE COUNTRY PROUD | 6 (100) | 7 (100) | 4 (80) | 5 (100) | 7 (100) | 29(97) |
| CREATIVE IDEAS | 3 (50) | 7 (100) | 4 (80) | 4 (80) | 7 (100) | 25(83) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.7. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.7.:

17. THEMES

- In the poem 5 Independence there are two themes – Freedom and Patriotism
- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.

- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.
- The Theme of ‘Freedom’ was identified by 100% of students in Group 1,2,3,4 and 5
- The Theme of ‘Patriotism’ was identified by 100% of students of groups 1, 2, 3, and 5 whereas 80% of students of group 4 were able to identify it.

18. VOCABULARY

- There are 2 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings are mentioned along with the percentage in brackets.
- In the criteria of Vocabulary, 83% students of group 1, 100% students of group 2, 40% students of group 3 and 4 and 72% students of group 5 gave the meaning of the word ‘Mortar’
- In the criteria of Vocabulary, 33% students of group 1, 28% students of group 2, 20% students of group 3, nil students of group 4 and 14% students of group 5 gave the meaning of the word ‘Holy’

19. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria is mentioned along with the percentage in brackets.
- In group 1 33% students, group 2 86% students of groups 3 and 4, and 80% students and group 5 58% of students committed spelling mistakes in grammar.
- In the criteria of grammar 50% of students of group 1, 86% of students of groups 2 and 5, 60% students of group 3, and 100% students of group 4 committed punctuation errors.
- In the criteria of grammar 33% of students of group 1, 86% of students of group 2, 60% of students of groups 3 and 4, and 43% of students of group 5 committed errors in tenses.

- In the criteria of grammar 66% of students of group 1, 72% of students of group 2, 100% of students of group 3, 40% of students of group 4, and 58% students of group 5 committed fragment errors.
- In the criteria of grammar other errors were committed by 100% students of group 1, 14% students of group 2, 40% students of group 3 and 4, and nil students of group 5.

20. LIST THE WAYS TO MAKE THE COUNTRY PROUD

- In the criteria of ‘List the ways to make the country proud’ the students were given three questions to understand the importance of freedom and imbibe patriotism. The students must list the ways to make their country proud through their answers
- In the criteria of List, the ways to make country proud 100% students of groups 1,2,3,4 and 5 were able to list various ways to make their country proud

21. CREATIVE IDEAS

- In the criteria of ‘Creative Ideas’ the creativity of the student’s answers throughout the worksheet has been mentioned
- In the criteria of Creative Ideas, 50% students of group 1, 100% students of group 2 and 5 and 80% students of group 3, 80% students of groups 3 and 4 were able to give creative ideas

POEM 6 ONCE UPON A TIME

The **Table 4.8.** presents resonance’s performance of learning the poem Once Upon a Time in six dimensions/criteria like Theme, Vocabulary, Grammar, List Examples of Different Situation, Participation in various activities and State difference between pictures

Table 4.8.: Structural content analysis of Poem 6 – Once upon a time

| | GR. 1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|--------------------------|---------|---------|---------|---------|---------|---------|
| THEMES | | | | | | |
| 1. Artificial vs Natural | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |

| | | | | | | |
|---|---------|---------|---------|---------|---------|--------|
| 2. Past vs Present | 6 (100) | 6 (86) | 5 (100) | 4 (80) | 7 (100) | 28(93) |
| VOCABULARY | | | | | | |
| 1. Host face | 4 (66) | 6 (86) | 5 (100) | 4 (80) | 5 (72) | 24(80) |
| 2. Portrait | 3 (50) | 6 (86) | 3 (60) | 2 (40) | 4 (58) | 18(60) |
| 3. Riddance | 3 (50) | 4 (58) | 2 (40) | 2 (40) | 1 (14) | 12(40) |
| 4. Relearn | 2 (33) | 5 (72) | 2 (40) | 3 (60) | 0 | 12(40) |
| 5. Fangs | 4 (66) | 5 (72) | 3 (60) | 3 (60) | 5 (72) | 20(67) |
| 6. Muting | 2 (33) | 1 (14) | 0 | 2 (40) | 0 | 05(17) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 1 (17) | 6 (86) | 4 (80) | 5 (100) | 5 (72) | 21(70) |
| 2. Punctuation | 3 (50) | 5 (72) | 4 (80) | 5 (100) | 6 (86) | 23(77) |
| 3. Tense | 3 (50) | 6 (86) | 4 (80) | 5 (100) | 3 (43) | 21(70) |
| 4. Fragments | 4 (66) | 4 (58) | 2 (40) | 2 (40) | 3 (43) | 17(57) |
| 5. Other errors | 1 (17) | 1 (14) | 3 (60) | 1 (20) | 1 (14) | 07(23) |
| LIST – EXAMPLES OF DIFFERENT SITUATION | | | | | | |
| Dif. Between – Artificial smile and Natural smile | 3 (50) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 27(90) |
| Dif. Between – Artificial handshake and Natural handshake | 3 (50) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 27(90) |
| PARTICIPATION IN VARIOUS ACTIVITIES | | | | | | |
| Enact a Roleplay | 3 (50) | 1 (14) | 1 (20) | 1 (20) | 1 (14) | 07(23) |
| Construct a Rap song | 2 (33) | 0 | 0 | 0 | 0 | 02(07) |

| | | | | | | |
|--|---------|---------|---------|---------|---------|---------|
| Conduct- Survey (Artificiality-Present day) | 1 (17) | 2 (28) | 0 | 1 (20) | 2 (28) | 06(20) |
| STATE DIFFERENCE BETWEEN PICTURES | | | | | | |
| Picture 1 and 2 | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| Picture 2 and 3 | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.8. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.8.

22. THEMES

- In the poem Once Upon a time there are two themes – Artificial vs. Natural and Past vs. Present
- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.
- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.
- The Theme of ‘Artificial vs. Natural’ was identified by 100% of students in Group 1,2,3,4 and 5
- The Theme of ‘Past vs. Present’ was identified by 100% of students of groups 1, 3, and 5, 86% of students of group 2, and 80% of group 4 were able to identify it.

23. VOCABULARY

- There are 6 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings is mentioned along with the percentage in brackets.
- In the criteria of Vocabulary, 66% students of group 1, 86% students of group 2, 100% students of group 3, 80% students of group 4, and 72% students of group 5 gave the meaning of the word ‘Host face’

- In the criteria of Vocabulary, 50% students of group 1, 86% students of group 2, 60% students of group 3, 40% students of group 4 and 58% students of group 5 gave the meaning of the word 'Portrait'
- In the criteria of Vocabulary, 50% students of group 1, 58% students of group 2, 40% students of group 3 and 4 and 14% students of group 5 gave the meaning of the word 'Riddance'
- In the criteria of Vocabulary, 33% students of group 1, 72% students of group 2, 40% students of group 3, 60% students of group 4 and nil students of group 5 gave the meaning of the word 'Relearn'
- In the criteria of Vocabulary, 66% students of group 1, 72% students of group 2, 60% students of group 3 and 4 and 72% students of group 5 gave the meaning of the word 'Fangs'
- In the criteria of Vocabulary, 33% students of group 1, 14% students of group 2, 40% students of group 4 and nil students of group 3 and 5 gave the meaning of the word 'Muting'

24. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria are mentioned along with the percentage in brackets.
- In group 1 17% students, group 2 86% of students, group 3 80% students, group 4 100% students, and group 5 72% of students committed spelling mistakes in grammar.
- In the criteria of grammar 50% of students of group 1, 72% students of group 2, 80% of students of group 3, 100% students of group 4, and 86% of students of group 5 committed punctuation errors.
- In the criteria of grammar 50% of students of group 1, 86% of students of group 2, 80% students of group 3, 100% students of group 4, and 43% of students of group 5 committed errors in tenses.
- In the criteria of grammar 33% of students of group 1, 58% of students of group 2, 40% of students of group 3, 40% of students of group 4, and 43% of students of group 5 committed fragment errors.

- In the criteria of grammar other errors were committed by 17% students of group 1, 14% students of group 2, 60% students of group 3, 20% students of group 4, and 14 students of group 5.

25. LIST – EXAMPLES OF DIFFERENT SITUATION

- In the criteria ‘List – Examples of Different Situation’ the active participation of students in the discussion of two types of topics related to the theme of the poem are stated:

1. Difference between Artificial smile and Natural smile
2. Difference between Artificial handshake and Natural handshake

- In the criteria of List – Examples of Different Situation – the subtopic - Difference between Artificial smile and Natural smile, 50% students of group 1 and 100% students of groups 2,3,4 and 5 actively participated in the discussion
- In the criteria of List – Examples of Different Situation – the subtopic - Difference between Artificial handshake and Natural handshake, 50% students of group 1 and 100% students of groups 2,3,4 and 5 actively participated in the discussion

26. PARTICIPATION IN VARIOUS ACTIVITIES

- In the criteria of ‘Participation in various activities’ the active participation of students in three types of activities is stated:

1. Enacting a Role Play
2. Constructing a Rap song
3. Surveying the topic – Artificiality in Present times

- In the criteria of participation in various activities– the subtopic – Enacting a Role Play, 50% students of group 1 and 14% students of groups 2 and 5 and 20% students of groups 2 and 4 actively enacted a role play
- In the criteria of participation in various activities– the subtopic – Constructing a Rap song, 33% students of group 1 and nil students of groups 2,3,4 and 5 actively constructed a rap song
- In the criteria of participation in various activities– the subtopic – Surveying the topic – Artificiality in Present times, 17% students of group 1 and 28% students

of groups 2 and 5, 20% students of group 4 and nil students of group 3 actively conducted the survey

27. STATE DIFFERENCE BETWEEN PICTURES

- In the criteria of ‘State difference between pictures’ the students were able to compare –
 - i. Picture 1 and 2
 - ii. Picture 2 and 3
- In the criteria of State difference between pictures 100% of students of groups 1,2,3,4 and 5 were able to compare Picture 1 and 2
- In the criteria of State difference between pictures 100% of students of groups 1,2,3,4 and 5 were able to compare Picture 2 and 3

POEM 7. TO A BUTTERFLY

The **Table 4.9.** presents resonance’s performance of learning the poem To a Butterfly in four dimensions/criteria like Theme, Vocabulary, Grammar and Compose poetry

Table 4.9.: Structural content analysis of Poem 7 – To a Butterfly

| | GR. 1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|----------------------------|---------|---------|---------|---------|---------|---------|
| THEMES | | | | | | |
| 1. Nature | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| 2. Brother-sister relation | 6 (100) | 6 (86) | 5 (100) | 4 (80) | 7 (100) | 28(93) |
| VOCABULARY | | | | | | |
| 1. Self-Poised | 3 (50) | 6 (86) | 3 (60) | 4 (80) | 6 (86) | 22(73) |
| 2. Forth | 3 (50) | 1 (14) | 3 (60) | 2 (40) | 1 (14) | 10(33) |
| 3. Lodge | 3 (50) | 5 (72) | 4 (80) | 1 (20) | 6 (86) | 19(64) |
| 4. Weary | 1 (17) | 2 (28) | 2 (40) | 1 (20) | 4 (58) | 10(33) |
| 5. Bough | 4 (66) | 3 (43) | 2 (40) | 1 (20) | 3 (43) | 13(43) |

| | | | | | | |
|----------------------------------|---------|---------|--------|---------|---------|--------|
| 6. Feeds | 3 (50) | 2 (28) | 4 (80) | 3 (60) | 7 (100) | 19(64) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 3 (50) | 5 (72) | 3 (60) | 3 (60) | 5 (72) | 19(64) |
| 2. Punctuation | 3 (50) | 4 (58) | 4 (80) | 4 (80) | 5 (72) | 20(67) |
| 3. Tense | 2 (33) | 5 (72) | 2 (40) | 3 (60) | 4 (58) | 16(53) |
| 4. Fragments | 2 (33) | 3 (43) | 1 (20) | 2 (40) | 4 (58) | 12(40) |
| 5. Other errors | 1 (17) | 1 (14) | 3 (60) | 2 (40) | 2 (28) | 09(30) |
| COMPOSE 7 LINES OF POETRY | 6 (100) | 7 (100) | 4 (80) | 5 (100) | 7 (100) | 29(97) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.9. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.9.:

28. THEMES

- In the poem To a Butterfly there are two themes – Nature and Brother-sister relation
- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.
- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.
- The Theme of ‘Nature’ was identified by 100% of students in Group 1,2,3,4 and 5.
- The Theme of ‘Brother-sister relation’ was identified by 100% of students of groups 1, 3, and 5. 86% of students of group 2 and 80% of group 4 were able to identify it.

29. VOCABULARY

- There are 6 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings are mentioned along with the percentage in brackets.
- In the criteria of Vocabulary, 50% students of group 1, 86% students of group 2 and 5, 60% students of group 3 and 80% students of group 4 gave the meaning of the word 'Self-Poised'
- In the criteria of Vocabulary, 50% students of group 1, 14% students of group 2 and 5, 60% students of group 3 and 40% students of group 4 gave the meaning of the word 'Forth'
- In the criteria of Vocabulary, 50% students of group 1, 72 % students of group 2, 80% students of group 3, 20% students of group 4 and 86% students of group 5 gave the meaning of the word 'Lodge'
- In the criteria of Vocabulary, 17% students of group 1, 28 % students of group 2, 40% students of group 3, 20% students of group 4 and 86% students of group 5 gave the meaning of the word 'Weary'
- In the criteria of Vocabulary, 66% students of group 1, 43% students of group 2 and 5, 40% students of group 3 and 20% students of group 4 gave the meaning of the word 'Bough'
- In the criteria of Vocabulary, 50% students of group 1, 28 % students of group 2, 80% students of group 3, 60% students of group 4 and 100% students of group 5 gave the meaning of the word 'Feeds'

30. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria is mentioned along with the percentage in brackets.
- In group 1 50% students, group 2 72% of students, group 3 and 4 60% students and group 5 72% of students committed spelling mistakes in grammar.
- In the criteria of grammar 50% of students of group 1, 58% of students of group 2, 80% of students of groups 3 and 4, and 72% of students of group 5 committed punctuation errors.

- In the criteria of grammar 33% of students of group 1, 72% students of group 2, 40% students of group 3. 60% students of group 4, and 58% students of group 5 committed errors in tenses.
- In the criteria of grammar 40% of students of group 1, 43% of students of group 2, 20% students of group 3, 40% students of group 4, and 58% students of group 5 committed fragment errors.
- In the criteria of grammar other errors were committed by 17% students of group 1, 14% students of group 2, 60% students of group 3, 40% students of group 4, and 28% students of group 5.

31. CONSTRUCT POEM

- In the criteria of ‘Construct poem’ students were able to construct a poem on the theme in 7 lines
- In the criteria of Construct poem, 100% students of group 1,2,4 and 5 80% students of group 3 were able to construct the poem

POEM 8 AGNES

The **Table 4.10.** presents resonance’s performance of learning the poem Agnes in five dimensions/criteria like Theme, Vocabulary, Grammar, List of stages of Human being and Observe video and write observation

Table 4.10.: Structural content analysis of Poem 8 – Agnes

| | GR. 1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|-------------------|--------------|-------------|-------------|-------------|-------------|--------------|
| THEMES | | | | | | |
| 1. Beauty | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| VOCABULARY | | | | | | |
| 1. Dawn | 4 (66) | 7 (100) | 5 (100) | 4 (80) | 5 (72) | 25(83) |
| 2. Artless | 1 (17) | 2 (28) | 1 (20) | 0 | 1 (14) | 05(17) |
| 3. Glitter | 2 (33) | 7 (100) | 5 (100) | 3 (60) | 7 (100) | 19(64) |
| 4. Infant | 6 (100) | 5 (72) | 5 (100) | 5 (100) | 6 (86) | 27(90) |

| | | | | | | |
|--|---------|---------|---------|---------|---------|---------|
| 5. Distress | 1 (17) | 3 (43) | 3 (60) | 3 (60) | 4 (58) | 14(47) |
| 6. Shone | 2 (33) | 3 (43) | 2 (40) | 5 (100) | 0 | 12(40) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 3 (50) | 6 (86) | 4 (80) | 5 (100) | 6 (86) | 24(80) |
| 2. Punctuation | 2 (33) | 4 (58) | 4 (80) | 4 (80) | 4 (58) | 18(60) |
| 3. Tense | 4 (66) | 5 (72) | 2 (40) | 5 (100) | 3 (43) | 19(64) |
| 4. Fragments | 2 (17) | 6 (86) | 3 (60) | 2 (40) | 4 (58) | 17(57) |
| 5. Other errors | 2 (33) | 1 (14) | 1 (20) | 1 (20) | 0 | 05(17) |
| LIST OF STAGES OF HUMAN BEING | | | | | | |
| Childhood | 3 (50) | 7 (100) | 5 (100) | 5 (100) | 5 (72) | 25(83) |
| Adulthood | 3 (50) | 7 (100) | 5 (100) | 5 (100) | 5 (72) | 25(83) |
| Old age | 2 (33) | 7 (100) | 3 (60) | 5 (100) | 5 (72) | 22(73) |
| Death | 4 (66) | 7 (100) | 3 (60) | 4 (80) | 5 (72) | 23(77) |
| OBSERVE VIDEO AND WRITE OBSERVATION | | | | | | |
| Written observation | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 30(100) |
| Added Creative Ideas | 2 (33) | 3 (43) | 1 (20) | 4 (80) | 5 (72) | 15(50) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.10. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.10.

32. THEMES

- In poem 4 Agnes has one theme - Beauty

- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students. The total no. of students was 30.
- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets
- The Theme of 'Beauty' was identified by 100% of students in Group 1,2,3,4 and 5.

33. VOCABULARY

- There are 6 words included in the Vocabulary criteria of this poem.
- The total number of students of each group who gave correct meanings are mentioned along with the percentage in brackets.
- In the criteria of Vocabulary, 66% students of group 1, 100% students of groups 2 and 3, 100% students of group 4 and 80% students of group 5 gave the meaning of the word 'Dawn'
- In the criteria of Vocabulary, 33% students of group 1, 58% students of group 2, 80% students of group 3 and 4 and 58% students of group 5 gave the meaning of the word 'Artless'
- In the criteria of Vocabulary, 33% students of group 1, 100% students of group 2,3 and 5, 60% students of group 3 gave the meaning of the word 'Glitter'
- In the criteria of Vocabulary, 100% students of groups 1,3 and 4, 72% students of group 2, and 86% students of group 5 gave the meaning of the word 'Infant'
- In the criteria of Vocabulary, 17% students of group 1, 43% students of group 2, 60% students of groups 3 and 4, 58% students of group 5 gave the meaning of the word 'Distress'
- In the criteria of Vocabulary, 33% students of group 1, 43% students of group 2, 40% students of group 3, 100% students of group 4 and nil students of group 5 gave the meaning of the word 'Shone'

34. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors

- The total number of students of each group who committed errors according to the above-mentioned criteria are mentioned along with the percentage in brackets.
- In group 1 50% students, group 2 86% of students, group 3 80% students, group 4 100% students, and group 5 86% of students committed spelling mistakes in grammar.
- In the criteria of grammar 33% of students of group 1, 58% of students of group 2, 80% of students of groups 3 and 4, and 58% of students of group 5 committed punctuation errors.
- In the criteria of grammar 66% of students of group 1, 72% of students of group 2, 40% students of group 3, 100% students of group 4, and 43% students of group 5 committed errors in tenses.
- In the criteria of grammar 33% of students of group 1, 86% of students of group 2, 60% of students of group 3, 40% of students of group 4, and 58% of students of group 5 committed fragment errors.
- In the criteria of grammar other errors were committed by 33% students of group 1, 14% students of group 2, 20% students of groups 3 and 4, and nil students of group 5.

35. LIST OF STAGES OF HUMAN BEING

- In the criteria of List, the stages of human being, the students were shown a video of a girl on different stages of her life, and students listed down different stages of human being
- The criteria of List the stage of a human being is divided into four stages of life: Childhood, Adulthood, Old age, and Death
- The criteria of List the stages of a human being the subtopic of childhood was identified by 50% students of group 1, 100% students of group 2,3 and 4, and 72% students of group 5
- The criteria of List the stages of a human being the subtopic of adulthood was identified by 50% students of group 1, 100% students of group 2,3 and 4, and 72% students of group 5

- The criteria of List the stages of a human being the subtopic of old age was identified by 33% students of group 1, 100% students of group 2 and 4, 60% students of group 3, and 72% students of group 5
- The criteria of List the stages of a human being the subtopic of death was identified by 66% students of group 1, 100% students of group 2, 60% students of group 3, 80% students of group 4, and 72% students of group 5

36. OBSERVE VIDEO AND WRITE OBSERVATION

- In the criteria of Observe the video and write observation, after identifying various stages of life of childhood, adulthood, old age, and death, students will write their observation of the video and write down characteristics of each stage and give examples from their day-to-day life
- In the criteria of Observe the video and write observation, 100% of students of groups 1,2,3,4 and 5 were able to write their observations from the video of four stages of life of a girl
- In the criteria of Observe the video and write observation, 33% students of group 1, 43% students of group 2, 20% students of group 3, 80% students of group 4, and 72% students of group 5 were able to give creative ideas

POEM 9 THE RIVER

The **Table 4.11.** presents resonance’s performance of learning the poem The River in six dimensions/criteria like Theme, Vocabulary, Grammar, Analyze stages of the human life, Compare river and human life and Match Pictures with poem.

Table 4.11.: Structural content analysis of Poem 9 – The River

| | GR. 1 | GR.2 | GR.3 | GR.4 | GR.5 | Total |
|------------------------------|---------|---------|---------|---------|---------|---------|
| THEMES | | | | | | |
| 1. Nature | 6 (100) | 6 (86) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| 2. Stages of life of a river | 5 (93) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |
| VOCABULARY | | | | | | |
| 1. Sparkle | 6 (100) | 5 (72) | 5 (100) | 4 (80) | 6 (86) | 26(87) |

| | | | | | | |
|-------------------------------------|---------|---------|---------|---------|---------|---------|
| 2. Foliage | 1 (17) | 3 (43) | 1 (20) | 2 (40) | 3 (43) | 10(33) |
| 3. Eternity | 3 (50) | 6 (86) | 2 (40) | 2 (40) | 5 (72) | 18(60) |
| 4. Swelling | 4 (66) | 5 (72) | 3 (60) | 4 (80) | 3 (43) | 19(64) |
| 5. Brawling | 1 (17) | 3 (43) | 2 (40) | 4 (80) | 4 (58) | 13(43) |
| 6. Impetuous | 0 | 0 | 1 (20) | 1 (20) | 4 (58) | 06(20) |
| 7. Mortal | 2 (33) | 6 (86) | 2 (40) | 2 (40) | 2 (28) | 14(47) |
| GRAMMAR | | | | | | |
| 1. Spelling mistakes | 3 (50) | 5 (72) | 4 (80) | 5 (100) | 5 (72) | 22(73) |
| 2. Punctuation | 2 (33) | 4 (58) | 5 (100) | 5 (100) | 5 (72) | 21(70) |
| 3. Tense | 2 (33) | 6 (86) | 3 (60) | 5 (100) | 3 (43) | 19(64) |
| 4. Fragments | 3 (50) | 6 (86) | 4 (80) | 2 (40) | 4 (58) | 19(64) |
| 5. Other errors | 2 (40) | 1 (14) | 2 (40) | 2 (40) | 1 (14) | 08(27) |
| ANALYZE STAGES OF HUMAN LIFE | | | | | | |
| Childhood | 6 (100) | 5 (72) | 1 (20) | 3 (60) | 0 | 14(47) |
| Adulthood | 1 (17) | 5 (72) | 4 (80) | 1 (20) | 0 | 11(37) |
| Old Age | 3 (50) | 2 (28) | 0 | 4 (60) | 1 (14) | 10(33) |
| Death | 6 (100) | 1 (14) | 0 | 2 (40) | 1 (14) | 10(33) |
| COMPARE RIVER AND HUMAN LIFE | | | | | | |
| Childhood | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| Adulthood | 6 (100) | 7 (100) | 5 (100) | 5 (100) | 7 (100) | 30(100) |
| Old Age | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |
| Death | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |
| MATCH PICTURES WITH POEM | | | | | | |
| Childhood | 6 (100) | 7 (100) | 5 (100) | 4 (100) | 7 (100) | 30(100) |
| Adulthood | 6 (100) | 7 (100) | 5 (100) | 3 (60) | 7 (100) | 28(93) |
| Old Age | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |
| Death | 6 (100) | 7 (100) | 5 (100) | 4 (80) | 7 (100) | 29(97) |

*No. of responses out of total respondents and in the bracket percentages of respondents are presented.

The Table 4.11. shows the score obtained by the respondents group-wise.

INTERPRETATION OF TABLE 4.11.:

37. THEMES

- In the poem 5 The River there are two themes – Nature and Stage of life of the river
- There are 5 groups- Group 1 consists of 6 students, Group 2 consists of 7 students, Group 3 and 4 consists of 5 students, and Group 5 of 7 students' total no. of students was 30.
- The total number of students of each group who identified the themes is mentioned along with the percentage in brackets.
- The Theme of 'Nature' was identified by 100% of students in Group 1, 2,3,4 and 5
- The Theme of 'Stages of life of a river was identified by 83% students of group 1, 100% students of groups 2, 3, and 5, and 80% students of group 4 were able to identify it.

38. VOCABULARY

There are 7 words included in the Vocabulary criteria of this poem.

- The total number of students of each group who gave correct meanings is mentioned along with the percentage in brackets.
- In the criteria of Vocabulary, 100% students of group 1 and 3, 72% students of group 2, 80% students of group 4, and 86% students of group 5 gave the meaning of the word 'Sparkle'
- In the criteria of Vocabulary, 20% students of group 1 and 3, 43% students of group 2, 40% students of group 4 and 43% students of group 5 gave the meaning of the word 'Foliage'
- In the criteria of Vocabulary, 60% students of group 1, 86% students of group 2, 40% students of group 3 and 4 and 72% students of group 5 gave the meaning of the word 'Eternity'
- In the criteria of Vocabulary, 80% students of group 1 and 4, 72% students of group 2, 60% students of group 3 and 43% students of group 5 gave the meaning of the word 'Swelling'

- In the criteria of Vocabulary, 20% students of group 1, 43% students of group 2, 40% students of group 3, 80% students of group 4 and 58% students of group 5 gave the meaning of the word ‘Brawling’
- In the criteria of Vocabulary, nil students of group 1 and 2, 20% students of group 3 and 4 and 58% students of group 5 gave the meaning of the word ‘Impetuous’
- In the criteria of Vocabulary, 40% students of group 1, 86% students of group 2, 40% students of group 3 and 4 and 28% students of group 5 gave the meaning of the word ‘Mortal’

39. GRAMMAR

- The criterion of grammar is divided into 5 types of errors- Spelling mistakes, Errors in punctuations, tense, fragments, and other errors
- The total number of students of each group who committed errors according to the above-mentioned criteria is mentioned along with the percentage in brackets.
- In group 1 40% students, group 2 58% of students, 100% students of group 3, and 100% students of group 4, and group 5 72% of students committed spelling mistakes in grammar.
- In the criteria of grammar 40% of students of group 1, 58% of students of group 2, 100% students of group 3 and 4, and 72% of students of group 5 committed punctuation errors.
- In the criteria of grammar 40% of students of group 1, 86% of students of group 2, 60% students of group 3, 100% students of group 4, and 43% students of group 5 committed errors in tenses.
- In the criteria of grammar 60% of students of group 1, 86% of students of group 2, 80% students of group 3, 40% of students of group 4, and 58% students of group 5 committed fragment errors.
- In the criteria of grammar other errors were committed by 40% students of group 1, 14% students of group 2, 40% students of group 3 and 4, and 14% students of group 5.

40. ANALYZE STAGES OF HUMAN LIFE

- In the criteria of Analyze stages of human life, the students are given topics based on four stages of human – childhood, adulthood, old age, and death, and students collected information on characteristics of each stage of life
- The criteria of Analyze stages of a human being is divided into four stages of life: Childhood, Adulthood, Old age, and Death
- In the criteria of Analyze stages of a human being the characteristics of the subtopic of childhood was stated by 100% students of group 1, 72% students of group 2, 20% students of group 3, 60% students of group 4, and nil students of group 5
- In the criteria of Analyze stages of a human being the characteristics of the subtopic of adulthood was stated by 20% students of group 1, 72% students of group 2, 80% students of group 3, 20% students of group 4, and nil students of group 5
- In the criteria of Analyze stages of a human being the characteristics of the subtopic of old age was stated by 60% students of group 1, 28% students of group 2, nil students of group 3, 60% students of group 4, and 14% students of group 5
- In the criteria of Analyze stages of a human being the characteristics of the subtopic of death was stated by 100% students of group 1, 14% students of group 2 and 5, nil students of group 3, and 40% students of group 4

41. COMPARE RIVER AND HUMAN LIFE

- In the criteria of Compare River and human life, the students are shown pictures of the river on different stages of the river – childhood, adulthood, old age, and death, and students need to match the characteristics of human life stage with the stages of the river.
- In the criteria of Compare River and human life, the human life stages characteristics of the subtopic of childhood was matched by 100% of students of group 1,2,3,4 and 5 with the stages of the river
- In the criteria of Compare River and human life, the human life stages characteristics of the subtopic of adulthood was matched by 100% of students of group 1,2,3,4 and 5 with the stages of the river

- In the criteria of Compare River and human life, the human life stages characteristics of the subtopic of old age was matched by 100% students of group 1,2,3 and 5 and 80% students of group 4 with the stages of the river

42. MATCH PICTURE WITH POEM

- In the criteria of Match pictures with the poem, the student was able to match the pictures shown by the teacher on different stages of the river – childhood, adulthood, old age, and death, and students need to match the pictures of the river with stages of human life
- In the criteria of Match pictures with the poem, the human life stages pictures of the subtopic of childhood were matched by 100% of students of groups 1,2,3,4 and 5 with the stages of the river
- In the criteria of Match pictures with the poem, the human life stages pictures of the subtopic of adulthood were matched by 100% students of group 1,2,3 and 5 and 60% students of group 4 with the stages of the river
- In the criteria of Match pictures with a poem, the human life stages pictures of the subtopic of old age were matched by 100% students of group 1,2,3 and 5 and 80% students of group 4 with the stages of the river
- In the criteria of Match pictures with a poem, the human life stages pictures of the subtopic of death were matched by 100% students of group 1,2,3 and 5 and 80% students of group 4 with the stages of the river

4.2.2.2 Qualitative analysis and interpretation of the Student's Feedback form

The data was collected through Student's Feedback form (Appendix). After the implementation of the program, the feedback form was given to the student's and students were asked to mention their honest feedback regarding the program. There were 15 questions in the feedback form and tabular analyses of these questions were done. Each question carried a yes or no answer along with the reasons.

The tabular analysis of 15 questions of yes or no questions of Student's Feedback form is as follows

The Table 4.12. Shows an analysis of the Feedback form of students regarding the 15 different aspects of the program

| | GR. 1 | | GR.2 | | GR.3 | | GR.4 | | GR.5 | | Total |
|---|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|-------|
| | 6 | | 7 | | 5 | | 5 | | 7 | | |
| Has the program helped in increasing the following aspects: | YES | NO | |
| 1. Interest in poetry | 6 (100) | - | 7 (100) | - | 4 (80) | 1 (20) | 5 | - | 7 (100) | - | |
| 2. Creativity | 6 (100) | - | 6 (86) | 1 (14) | 5 (100) | - | 5 (100) | - | 7 (100) | - | |
| 3. Vocabulary | 6 (100) | - | 6 (86) | 1 (14) | 4 (80) | 1 (20) | 5 (100) | - | 6 (86) | 1 (14) | |
| 4. Image- nation | 6 (100) | - | 7 (100) | - | 4 (80) | 1 (20) | 4 (80) | 1 (20) | | - | |
| 5. Curiosity | 4 (66) | 2 (34) | 2 (29) | 5 (71) | 3 (60) | 2 (40) | 4 (80) | 1 (20) | 6 (86) | 1 (14) | |
| 6. Confidence in poetry recitation | 6 (100) | - | 5 (71) | 2 (29) | 4 (80) | 1 (20) | 3 (60) | 2 (40) | 7 (100) | - | |
| 7. Appreciation of the poetry | 5 (83) | 1 (17) | 6 (86) | 1 (14) | 3 (60) | 2 (40) | 4 (80) | 1 (20) | 7 (100) | - | |
| 8. Understanding of the poem | 6 (100) | - | 6 (86) | 1 (14) | 5 (100) | - | 5 (100) | - | 7 (100) | - | |
| 9. Participation in group activities | 6 (100) | - | 7 (100) | - | 4 (80) | 1 (20) | 5 (100) | | 6 (86) | 1 (14) | |

| | | | | | | | | | | | |
|--|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|--|
| 10. Group activities – Understanding poem | 5 (83) | 1 (17) | 5 (71) | 2 (29) | 4 (80) | 1 (20) | 4 (80) | 1 (20) | 7 (100) | - | |
| 43. Healthy Interaction with each other | 6 (100) | - | 5 (71) | 2 (29) | 4 (80) | 1 (20) | 4 (80) | 1 (20) | 7 (100) | - | |
| 44. Constructio n of poetry | 6 (100) | - | 5 (71) | 2 (29) | 5 (100) | - | 4 (80) | 1 (20) | 7 (100) | - | |
| 45. Teacher completed the syllabus on time | 6 (100) | - | 7 (100) | - | 5 (100) | - | 5 (100) | - | 7 (100) | - | |
| 46. Other feedback | 5 (83) | 1 (17) | 5 (71) | 2 (29) | 4 (80) | 1 (20) | 1 (20) | 4 (80) | 5 (71) | 2 (29) | |
| 47. Further suggestion | 4 (66) | 2 (34) | 5 (71) | 2 (29) | 3 (60) | 2 (40) | 1 (20) | 4 (80) | 4 (57) | 3 (43) | |
| TOTAL | | | | | | | | | | | |

INTERPRETATION AND REASONS FOR THE AFFIRMATIVE OR NEGATIVE ANSWERS FROM THE TABLE 4.12.

Group 1

Q.1 - 100% of students gave affirmation that the program helped them to increase their interest in poetry

Most of them gave the following reason:

- 6 students agreed that the program helped them that it was a unique way of understanding the poem

Q.2 – 100% students gave affirmation that program helped them to increase their creativity

Most of them gave the following reason:

- 6 students agreed that different types of activities like poetry, plays, rap songs from the program helped in increasing their creativity

Q.3 – 100% of students affirmed that the program helped them to increase their vocabulary

Most of them gave the following reason:

- 6 out of 6 students agreed that highlighting words in the text and writing them in the worksheets helped the students in increasing their vocabulary

Q.4. – 100% of students affirmed that the program helped them to increase their imagination

Most of them gave the following reasons:

- 4 students out of 6 agreed that different interpretations of the same poem helped them in increasing their imagination
- 3 out of 6 students stated that sharing ideas with others helped them increase their imagination
- 3 out of 6 students agreed that writing in worksheets of the program helped them in increasing their imagination
- 1 out of 6 students stated that picture perception which was a part of the program helped in improving her imagination

Q.5. – 60% of students gave affirmation that the program helped in increasing their curiosity whereas 40% of students gave negation that the program didn't help in increasing the curiosity

Most of the students gave the following reason for affirmation:

- 4 out of 6 students agreed that interacting with peers made it easy for them to ask questions

Most of the students gave the following reason for negation:

- 2 out of 6 students stated that they followed the researcher's instruction and had a clear understanding so there was no need to ask questions

Q.6. - 100% of students affirmed that the program helped them in increasing their confidence in poetry recitation

Most of the students gave the following reason for affirmation:

- 6 out of 6 students agreed that more chances for poetry recitation through the program and peer group helped to improve confidence in poetry recitation

Q.7. - 80% of students gave affirmation that the program helped in increasing their appreciation of the poem whereas 20% of students gave negation for the same

Most of the students gave the following reason for affirmation:

- 4 out of 6 students agreed that stating different interpretations of the same poem helped them in appreciating the poem
- 3 out of 6 students stated that the activities in the program helped to improve the appreciation of the poem

Most of the students gave the following reasons for negation:

- 1 out of 6 students stated that giving their interpretation of the poem was difficult and will take time

Q.8. - 100% of students gave affirmation the program helped in increasing in understanding of the poem

Most of them gave the following reason:

- 6 out of 6 students stated that the activities of the program helped them in better understanding the poem

Q.9. – 100% of students affirmed they did participate in the group activities

Most of them gave the following reasons:

- 4 out of 6 students stated that they shared ideas with peer group members
- 3 out of 6 students agreed that the variety of activities gave them chance to participate in group activities
- 1 out of 6 students stated the responsibility of the group helped in participating the group activities
- 1 out of 6 students stated that the group leader gave her motivation in participating in the group activities

Q. 10. - 80% of students gave affirmation that the group activities helped in understanding the poem whereas 20% of students gave negation for the same

Most of the students gave the following reason for affirmation:

- 4 out of 6 students stated that different interpretations from the peer helped in the understanding of the poem
- 4 out of 6 agreed that asking doubts with peers was more comfortable than asking teachers and that helped in better understanding of the poem
- 3 out of 6 stated that variety of group activities of the program helped in the understanding of the poem

Most of the students gave the following reason for negation:

- 1 out of 6 stated that different interpretations of the poem created confusion and they seek for one perfect answer for exams

Q.11. 100% of students affirmed that the program helped in healthy interaction with peer

Most of them gave the following reasons:

- 6 out of 6 students agreed that other peer members who never use to interact started interacting because of the program
- 4 out of 6 students stated that the activities of the program helped in more interaction with peer members
- 1 out of 6 students agreed that the program encouraged others to interact with her

Q.12 – 100% students affirmed the program helped them in the construction of the poem

Most of them gave the following reasons:

- 4 out of 6 students gave a reason that activities of the program helped them to construct a poem
- 3 out of 6 students agreed that improving vocabulary through the program helped them to improve their constructing skills of the poem
- 1 out of 6 students stated that peer's motivation and teacher's appreciation helped in the construction of the poem
- 1 out of 6 students stated that the structure of the poem was understood which helped her in the construction of the poem

Q.13 – 100% of students agreed that the teacher completed the syllabus on time

Q. 14. - 80% of students gave other feedback for the program whereas 20% of students didn't give any other feedback

Following other feedbacks are given by students:

- 5 out of 6 students stated that the program helped in improving their writing skills
- 4 out of 6 students stated that the program improved their self-confidence
- 3 out of 6 students stated that the program helped in increasing their interest in the genre of poetry
- 1 out of 6 students stated that the program helped in improving their imagination power

Q.15. - 60% of students gave further suggestions for the program whereas 40% of students didn't give further suggestions

Following further suggestions were mentioned by the students in the feedback form:

- 3 out of 6 students stated that such program should not be limited to the poems but should also be developed for chapters as well
- 3 out of 6 students stated that participation should be made compulsory as few students don't actively participate
- 2 out of 6 students stated that teachers should also be a part of activities
- 1 out of 6 students stated that more activities to improve grammar should also be included
- 1 out of 6 students stated that the program should be less time consuming

Group 2

Q.1 - 100% of students gave affirmation that the program helped them to increase their interest in poetry

Most of them gave the following reason:

- 6 out of 7 students agreed that the understanding of the poem helped them to increase their interest in poetry
- 4 out of 7 students stated that the poetry was easy to understand because of activity helped them to increase their interest in poetry

- 3 out of 7 students agreed that the program helped them to increase their interest in poetry as the activities were related to day-to-day life

Q.2 – 86% of students gave affirmation that the program helped them to increase their creativity and 14% stated negation for the same.

Most of them gave the following reasons for affirmation:

- 3 out of 7 students agreed that different types of activities like poetry, plays, rap songs from the program helped in increasing their creativity
- 3 out of 7 students stated that understanding the poem helped them to increase their creativity
- 3 out of 7 students stated that different interpretations of the poem helped them to increase their creativity

Most of them gave the following reason for negation:

- 1 out of 7 students stated that they have never experienced such an activity-based program earlier so will take time to open up

Q.3 – 86% of students gave affirmation that the program helped them to increase their vocabulary and 14% stated negation for the same.

Most of them gave the following reasons for affirmation:

- 3 out of 7 students stated that different meanings of the poem and writing an understanding of the poem them to increase their vocabulary
- 2 out of 7 students agreed that coming across a variety of activities them to increase their vocabulary
- 2 out of 7 students stated that writing new word meanings in worksheets them to increase their vocabulary

Q.4. – 100% of students affirmed that the program helped them to increase their imagination

Most of them gave the following reasons:

- 5 out of 7 students stated that activities of the program helped them to increase their imagination
- 3 students out of 7 agreed that different interpretations of the same poem helped them in increasing their imagination

- 1 out of 7 students stated that the daily life-related activities helped them to increase their imagination

Q.5. – 29% of students gave affirmation that the program helped in increasing their curiosity whereas 71% of students gave negation that the program didn't help in increasing the curiosity

Most of the students gave the following reason for affirmation:

- 1 out of 7 students agreed that interacting with peers made it easy for them to ask questions helped in increasing their curiosity
- 1 out of 7 students stated that watching other peers helped in increasing their curiosity

Most of the students gave the following reasons for negation:

- 2 out of 7 students stated that they followed the researcher's instruction and had a clear understanding so there was no need to ask questions
- 1 out of 7 students stated that she was unable to ask questions and don't have any question

Q.6. - 71% of students affirmed that the program helped them in increasing their confidence in poetry recitation whereas 29% negated for the same

Most of the students gave the following reason for affirmation:

- 5 out of 7 students stated that a clear understanding of the poem helped them in increasing their confidence in poetry recitation
- 1 out of 7 students agreed that many activities gave them chance to speak helped them in increasing their confidence in poetry recitation

Most of the students gave the following reason for negation:

- 2 out 7 students stated that they still have stage fear and didn't get confidence in poetry recitation

Q.7.- 86% of students gave affirmation that the program helped in increasing their appreciation of the poem whereas 14% of students gave negation for the same

Most of the students gave the following reason for affirmation:

- 3 out of 7 students agreed that a clear understanding of the poem made complete sense of the poem helped in increasing their appreciation of the poem

- 1 out of 7 students stated that meaningful thoughts helped in increasing their appreciation of the poem
- 1 out of 7 students agreed that stating different interpretations of the same poem helped them in appreciating the poem

Most of the students gave the following reasons for negation:

- 1 out of 7 students stated that more meanings and interpretations of the poem created more confusion

Q.8. - 100% of students gave affirmation the program helped in increasing in understanding of the poem

Most of them gave the following reason:

- 3 out of 7 students stated that group activities of the program helped in increasing in understanding of the poem
- 1 out of 7 students stated that giving own interpretation of the poem helped in increasing in understanding of the poem
- 1 out of 7 students stated that different examples of the day-to-day events life of the program helped in increasing in understanding of the poem

Q.9. – 100% of students affirmed they did participate in the group activities

Most of them gave the following reasons:

- 2 out of 7 students agreed that the group activities gave them acceptance in the group
- 2 out of 7 students stated that they participated in group activities to show teamwork
- 2 out of 7 students stated that the activities were fun and interesting because of which they participated in the group activities
- 1 out of 7 students stated that different interpretation was interesting to hear which motivated her to participate in the group activities

Q. 10. - 86% of students gave affirmation that the group activities helped in understanding the poem whereas 14% of students gave negation for the same

Most of the students gave the following reasons for negation:

- 1 out of 7 students stated that different interpretations of the poem created confusion and they seek for one perfect answer for exams
- 1 out of 7 students stated that she prefers to study individually because of examination

Q.11. 86% of students affirmed that the program helped in healthy interaction with peers whereas 14% of students negated the same

Most of them gave the following reasons for affirmation:

- 5 out of 7 students stated that group activities of the program helped to interact with unknown classmates
- 2 out of 7 students agreed that different points of view through group activities helped in healthy interaction with peer

Most of them gave the following reasons for negation:

- 1 out of 7 students stated that difference of opinion among peer groups hindered in healthy interaction with each other
- 1 out of 7 students agreed that everyone didn't actively participate in the group activities
- 1 out of 7 students stated that the student prefers to work individually

Q.12 – 86% students affirmed the program helped them in the construction of the poem whereas 14% negated the same

Most of them gave the following reasons for affirmation:

- 2 out of 7 students agreed that activities of the program helped to create interest in the construction of the poem
- 2 out of 7 students stated that being aware of the structure of the poem helped them in the construction of the poem

Most of them gave the following reason for negation:

- 1 out of 7 students stated that she was unable to understand rhythm and poetry writing skills

Q.13 – 100% agreed that the teacher completed the syllabus on time

Q. 14. - 86% of students gave other feedback for the program whereas 14 % of students didn't give any other feedback

Following other feedbacks are given by students:

- 4 out of 7 students stated that the program helped in improving their skills

- 1 out of 7 students stated that more activities to improve grammar should also be included
- 1 out of 7 students stated that participation should be made compulsory as few students don't actively participate

Q.15. - 14% of students gave further suggestions for the program whereas 86% of students didn't give further suggestions

Following further suggestions were mentioned by the students in the feedback form:

- One common meaning should be given by the teacher from the exam point of view
- Worksheet shouldn't be too long and time-consuming

GROUP 3

Q.1 - 80% students gave affirmation that the program helped them to increase their interest in poetry and 20% gave negation for the same

Most of them gave the following reasons for affirmation:

- 3 out of 5 students agreed that activities and worksheets helped them in creating interest in poetry
- 2 out of 5 students agreed that the program helped them that it was a unique way of understanding the poem
- 1 out of 5 students stated that knowing the poet's point of view helped to increase their interest in poetry
 - 1 out of 5 students stated that getting more marks in examination helped them to increase their interest in poetry

Q.2 – 100% students gave affirmation that program helped them to increase their creativity

Most of them gave the following reason:

- 5 out of 5 students agreed that different types of activities like poetry, plays, rap songs from the program helped in increasing their creativity
- 1 out of 5 students agreed that filling worksheets from the program helped in increasing their creativity

- 1 out of 5 students stated that fun activities of the program helped in increasing their creativity

Q.3 – 80% of students affirmed that the program helped them to increase their vocabulary whereas 20% negated the same

Most of them gave the following reason for affirmation:

- 3 out of 5 students stated that filling worksheets helped them to increase their vocabulary
- 2 out of 5 students agreed that the program was not forceful but fun which helped them to increase their vocabulary

Most of them gave the following reason for affirmation

- 1 out of 5 students stated that some activities were supposed to be individual along with the group, so he was not able to improve the vocabulary

Q.4. – 80% of students affirmed that the program helped them to increase their imagination whereas 20% negated for the same

Most of them gave the following reasons for affirmation:

- 2 out of 5 students agreed that group activities of the program helped them to increase their imagination
- 1 out of 5 students stated that the program gave them enough time to think which helped him to increase his imagination
- 1 out of 5 students stated that enacting plays of the program helped him to increase his imagination

Q.5. – 60% of students gave affirmation that the program helped in increasing their curiosity whereas 40% of students gave negation that the program didn't help in increasing the curiosity

Most of the students gave the following reason for affirmation:

- 2 out of 5 students agreed that interacting with peers made it easy for them to ask questions
- 1 out of 5 students stated that enjoying the activities of the program helped in increasing their curiosity

- 1 out of 5 students stated that filling out worksheets of the program helped in increasing their curiosity

Q.6.- 80% of students affirmed that the program helped them in increasing their confidence in poetry recitation whereas 20% negated the same

Most of the students gave the following reason for affirmation:

- 2 out of 5 students stated that the poems were easy to understand which helped them in increasing their confidence in poetry recitation
- 1 out of 5 students stated that asking questions to the teacher was easy helped them in increasing their confidence in poetry recitation
- 1 out of 5 students understanding the poems helped them in increasing their confidence in poetry recitation

Most of the students gave the following reason for negation:

- 1 out of 5 students stated that stage fear and different meanings of the same poem created confusion hindered in increasing his confidence in poetry recitation

Q.7.- 60% of students gave affirmation that the program helped in increasing their appreciation of the poem whereas 40% of students gave negation for the same

Most of the students gave the following reason for affirmation:

- 2 out of 5 stated that the understanding of the poem helped to improve the appreciation of the poem

Most of the students gave the following reason for negation:

- 1 out 5 stated that he doesn't like the form of the poem that's why was unable to improve the appreciation of the poem

Q.8. - 100% of students gave affirmation the program helped in increasing in understanding of the poem

Most of them gave the following reason:

- 4 out of 5 students stated that the activities of the program helped them in better understanding the poem

- 2 out of 5 students stated that group activities and understanding from peers helped in increasing in understanding of the poem
- 2 out of 5 students stated that plays and worksheets of the program helped in increasing in understanding of the poem
- 1 out of 5 students stated that further understanding of the literature helped in increasing in understanding of the poem

Q.9. – 80% of students affirmed they did participate in the group activities whereas 20% of students negated the same

Most of them gave the following reasons for affirmation:

- 4 out of 5 students agreed that the variety of activities gave them chance to participate in group activities
- 2 out of 5 students stated that it's easy to share knowledge with peers
- 1 out of 5 students stated that the group leader gave her motivation in participating in the group activities

Most of them gave the following reasons for negation:

- 1 out of 5 students stated that the group lacked unity which hindered his active participation in group activities

Q. 10. - 80% of students gave affirmation that the group activities helped in understanding the poem whereas 20% of students gave negation for the same

Most of the students gave the following reason for affirmation:

- 4 out of 5 students agreed that peers helped each other to understand the poem
- 2 out of 5 students stated that different interpretations from the peer helped in the understanding of the poem
- 1 out of 5 agreed that presentation of the program helped in better understanding of the poem

Q.11. 80% of students affirmed that the program helped in healthy interaction with peers whereas 20% negated the same

Most of them gave the following reasons for affirmation:

- 4 out of 5 stated that the activities of the program helped in more interaction with peer members
- 1 out of 5 students stated that even those peer members who usually remain silent used to interact

Q.12 – 100% students affirmed the program helped them in the construction of the poem

Most of them gave the following reasons:

- 2 out of 5 students agreed that improving vocabulary through the program helped them to improve their constructing skills of the poem
- 2 out of 5 students stated that the structure of the poem was understood which helped her in the construction of the poem
- 1 out of 5 gave a reason that activities of the program helped them to construct a poem

Q.13 – 100% agreed that the teacher completed the syllabus on time

Q. 14. - 20% of students gave other feedback for the program whereas 80% of students didn't give any other feedback

Following other feedbacks are given by students:

- 1 out of 5 students stated that more programs should be arranged for other standards too

Q.15. - 40% of students gave further suggestions for the program whereas 60% of students didn't give further suggestions

Following further suggestions were mentioned by the students in the feedback form:

- 1 out of 5 students stated that the program should encourage more student participation in front of the class
- 1 out of 5 students stated that one perfect meaning of poem should be given from exam point of view

GROUP 4

Q.1 - 100% of students gave affirmation that the program helped them to increase their interest in poetry

Most of them gave the following reasons:

- 5 out of 5 students stated that understanding the poem helped them to increase their interest in poetry
- 2 out of 5 students agreed that activities of the program helped them to increase their interest in poetry
- 2 out of 5 students stated that filling out worksheets of the program helped them to increase their interest in poetry
- 1 out of 5 students stated that group discussion and group activities helped them to increase their interest in poetry

Q.2 – 100% students gave affirmation that program helped them to increase their creativity

Most of them gave the following reasons:

- 4 out of 5 students stated filling out worksheets of the program helped them to increase their creativity
- 2 out of 5 students agreed that different types of activities like poetry, plays, rap songs from the program helped in increasing their creativity
- 1 out of 5 students stated that pictures used in the program helped them to increase their creativity
- 1 out of 5 students stated to chance to construct a poem helped him to increase their creativity

Q.3 – 100% of students affirmed that the program helped them to increase their vocabulary

Most of them gave the following reason:

- 4 out of 5 students agreed that asking questions through worksheets helped the students in increasing their vocabulary
- 3 out of 5 students stated that discussing poems with peers them to increase their vocabulary

- 1 out of 5 students stated that speaking fluently in the activities of the program them to increase their vocabulary

Q.4. – 80% of students affirmed that the program helped them to increase their imagination whereas 20% of students negated for the same

Most of them gave the following reasons for affirmation:

- 3 out of 5 students stated that activities of the program like pictures and play helped them to increase their imagination
- 2 out of 5 students stated that understanding the poem helped them to increase their imagination
- 2 out of 5 students stated that filling worksheets helped them to increase their imagination

Q.5. – 80% of students gave affirmation that the program helped in increasing their curiosity whereas 20% of students gave negation that the program didn't help in increasing the curiosity

Most of the students gave the following reasons for affirmation:

- 2 out of 5 students stated that understanding the poem helped in increasing their curiosity
- 2 out of 5 students stated that stage fear decreased lead to more curiosity to ask questions helped in increasing their curiosity
- 1 out of 5 students stated that dull students started asking questions

Most of the students gave the following reason for negation:

- 1 out of 5 students stated if the teacher doesn't ask questions compulsory students won't be curious

Q.6.- 60% of students affirmed that the program helped them in increasing their confidence in poetry recitation whereas 40% of students negated the same

Most of the students gave the following reason for affirmation:

- 3 out of 5 students agreed that understanding the poem increased confidence in poetry recitation
- 1 out of 5 students stated that activities helped him in increasing his confidence in poetry recitation

Most of the students gave the following reason for negation:

- 1 out of 5 students stated that reading was limited to English textbook hindered in improving confidence in poetry recitation
- 1 out of 5 students stated that less understanding of phrases and lesser concentration hindered in improving confidence in poetry recitation

Q.7.- 80% of students gave affirmation that the program helped in increasing their appreciation of the poem whereas 20% of students gave negation for the same

Most of the students gave the following reason for affirmation:

- 3 out of 5 students stated that understanding the poem helped in increasing their appreciation of the poem
- 2 out of 5 students agreed that stating different interpretations of the same poem helped them in appreciating the poem
- 2 out of 5 students stated that giving their interpretation helped to improve the appreciation of the poem
- 1 out of 5 students stated that enjoying reading the text helped in increasing their appreciation of the poem

Many of the students gave the following reason for negation:

- 1 out 5 students stated that he preferred lecture method and no activities should be involved

Q.8. - 100% of students gave affirmation the program helped in increasing in understanding of the poem

Many of them gave the following reasons:

- 3 out of 5 students stated that the activities of the program helped them in better understanding the poem
- 2 out of 5 students stated peer groups influenced each other (above average students helped below-average students) helped in increasing understanding of the poem

Q.9. – 100% of students affirmed they did participate in the group activities

Many of them gave the following reasons:

- 2 out of 5 students stated that they shared ideas with peer group members

- 1 out of 5 students agreed that the variety of activities gave them chance to participate in group activities
- 1 out of 5 students stated that the group leader gave her motivation in participating in the group activities
- 1 out of 5 students stated that he enjoyed performing in front of the class

Q. 10. - 80% of students gave affirmation that the group activities helped in understanding the poem whereas 20% of students gave negation for the same

Many of the students gave the following reason for affirmation:

- 3 out of 5 students stated that group discussion which leads to new ideas helped in the understanding of the poem
- 2 out of 5 students stated that variety of group activities of the program helped in the understanding of the poem
- 2 out of 5 students stated that real-life examples of the group activities helped in understanding the poem

Many of the students gave the following reasons for negation:

- 1 out of 5 students stated that different interpretations of the poem created confusion in group activities which hindered an understanding of the poem

Q.11. 80% of students affirmed that the program helped in healthy interaction with peers whereas 20% of students negated for the same

Many of them gave the following reasons for affirmation:

- 3 out of 5 students agreed that other peer members who never use to interact started interacting because of the program
- 3 out of 5 students stated that the activities of the program created unity which helped in more interaction with peer members
- 1 out of 5 students stated that everyone listened to each other program helped in healthy interaction with peer

Many of the students gave the following reason for negation:

- 1 out of 5 students stated that new ideas created more clashes which hindered healthy interaction with peer

Q.12 – 80% students affirmed the program helped them in the construction of the poem whereas 20% of students negated for the same

Many of them gave the following reasons for affirmation:

- 3 out of 5 students stated that more understanding of the poem helped in the construction of the poem
- 3 out of 5 students gave a reason that activities of the program helped them to construct a poem
- 1 out of 5 students agreed that improving vocabulary through the program helped them to improve their constructing skills of the poem

Q.13 – 100% agreed that the teacher completed the syllabus on time

Q. 14. - 20% of students gave other feedback for the program whereas 80% of students didn't give any other feedback

Following other feedback are given by students:

- 1 out of 5 students stated that more activities related to stage performance should be involved

Q.15. - 20% of students gave further suggestions for the program whereas 80% of students didn't give further suggestions

Following further suggestions were mentioned by the students in the feedback form:

- 1 out of 5 students stated that worksheets were too long and time-consuming

GROUP 5

Q.1 - 100% of students gave affirmation that the program helped them to increase their interest in poetry

Many of them gave the following reason:

- 7 out of 7 students agreed that the understanding of the poem helped them to increase their interest in poetry
- 4 out of 7 students stated that activities of the program helped them to increase their interest in poetry

- 3 out of 7 students stated that filling out worksheets helped them to increase their interest in poetry
 - 2 out of 7 students stated that group activities helped them to increase their interest in poetry
- Q.2 – 100% students gave affirmation that program helped them to increase their creativity

Most of them gave the following reasons:

- 6 out of 7 students agreed that different types of activities like poetry, plays, rap songs from the program helped in increasing their creativity
- 3 out 7 students stated that different interpretations of the poem helped them to increase their creativity
- 2 out of 7 students stated that understanding the poem helped them to increase their creativity
- 1 out of 7 students stated that constructing poems in the program helped him to increase his creativity
- 1 out of 7 students stated that getting proper time helped him to increase his creativity
- 1 out of 7 students stated that comparing the poem to day-to-day life activities helped him to increase his creativity

Q.3 – 86% of students gave affirmation that the program helped them to increase their vocabulary and 14% stated negation for the same.

Most of them gave the following reasons for affirmation:

- 5 out of 7 students stated that writing new word meanings in worksheets them to increase their vocabulary
- 4 out of 7 students agreed that coming across a variety of activities helped them to increase their vocabulary
- 3 out of 7 students stated that different meanings of the poem and writing an understanding of the poem them to increase their vocabulary
- 3 out of 7 students agreed that the teacher gave time to underline new words during the program which helped them to increase their vocabulary
- 2 out of 7 students stated that group activities helped them to increase their vocabulary

Most of the students gave the following reasons for negation:

- 1 out of 7 students stated that writing lesser new words hindered in increasing his vocabulary

Q.4. – 100% of students affirmed that the program helped them to increase their imagination

Most of them gave the following reasons:

- 5 students out of 7 agreed that different interpretations of the same poem helped them in increasing their imagination
- 3 out of 7 students stated that group activities of the program helped them to increase their imagination
- 3 out of 7 students stated that filling worksheets helped them to increase their imagination
- 1 out of 7 students stated that the pictures of the poem helped them to increase their imagination

Q.5. – 86% of students gave affirmation that the program helped in increasing their curiosity whereas 14% of students gave negation that the program didn't help in increasing the curiosity

Most of the students gave the following reasons for affirmation:

- 4 out of 7 students agreed that new activities lead to new questions which helped in increasing their curiosity
- 3 out of 7 students stated that activities probe questions which are asked by the teacher helped in increasing their curiosity
- 3 out of 7 students agreed that group activities of the program helped them to increase their curiosity
- 2 out of 7 students stated that different points of view of peers helped them to increase their curiosity
- 2 out of 7 students that new words learned during the program helped them to increase their curiosity

Q.6. - 100% of students affirmed that the program helped them in increasing their confidence in poetry recitation

Most of the students gave the following reason for affirmation:

- 6 out of 7 students stated that a clear understanding of the poem helped them in increasing their confidence in poetry recitation
- 4 out of 7 students agreed that many activities gave them chance to speak helped them in increasing their confidence in poetry recitation
- 2 out of 7 students stated that giving one's interpretation of the poem helped them to increase their confidence
- 1 out of 7 students stated that real-life-based activities helped him to increase his confidence
- 1 out of 7 students stated that reciting poems, again and again, helped him to increase his confidence
- 1 out of 7 students stated that writing an explanation of the poem helped him to increase his confidence

Q.7.- 100 % of students gave affirmation that the program helped in increasing their appreciation of the poem

Most of the students gave the following reason for affirmation:

- 4 out of 7 students agreed that a clear understanding of the poem made complete sense of the poem helped in increasing their appreciation of the poem
- 4 out of 7 students agreed that giving one's interpretation helped in increasing their appreciation of the poem
- 3 out of 7 students stated that group activities and the discussion helped in increasing their appreciation of the poem
- 2 out of 7 students stated that filling worksheets helped

Q.8. - 100% of students gave affirmation the program helped in increasing in understanding of the poem

Most of them gave the following reason:

- 6 out of 7 students stated that activities of the program helped in increasing in understanding of the poem
- 6 out of 7 students stated that filling out worksheets of the program helped in increasing in understanding of the poem

- 3 out of 7 students stated that group discussions of the program helped in increasing in understanding of the poem

Q.9. – 86% of students affirmed they did participate in the group activities whereas 14% of students negated the same

Most of them gave the following reasons for affirmation:

- 5 out of 7 students stated that they participated in group activities to show teamwork because it was interesting
- 4 out of 7 students stated that the group was friendly, and they encouraged each other to participate
- 2 out of 7 students stated that competition with other groups encouraged all the members of the group to actively participate
- 1 out of 7 students stated that the group leader gave her motivation in participating in the group activities

Most of the students gave the following reasons for negation:

- 1 out of 7 students stated that he was new to the group and new way of learning hindered to actively participating in group activities

Q. 10. - 100% of students gave affirmation that the group activities helped in understanding the poem

Most of the students gave the following reason for affirmation:

- 4 out of 7 students agreed that picture and role-play of the program helped in understanding the poem
- 4 out of 7 students stated that writing an understanding together as a group helped in understanding the poem
- 3 out of 7 students agreed that problem-solving group activities helped in understanding the poem
- 1 out of 7 students stated that activities are better than reading helped in understanding the poem

Q.11. 100% of students affirmed that the program helped in healthy interaction with peer

Most of them gave the following reasons for affirmation:

- 6 out of 7 students agreed that students who never use to interact started interacting and participating
- 5 out of 7 students stated that group activities of the program helped to interact with unknown classmates

Q.12 – 100% students affirmed the program helped them in the construction of the poem

Most of them gave the following reasons for affirmation:

- 5 out of 7 students stated that being aware of the rhyming words structure of the poem helped them in the construction of the poem
- 4 out of 7 students stated that small poem easy to construct of the program helped to create interest in the construction of the poem
- 2 out of 7 students stated that they got time and chance in the program helped to create interest in the construction of the poem
- 2 out of 7 students agreed that new word meanings from the program helped to create interest in the construction of the poem
- 2 out of 7 students agreed that learning grammar rules helped them to create interest in the construction of the poem

Q.13 – 100% agreed that the teacher completed the syllabus on time

Q. 14. - 79% of students gave other feedback for the program whereas 21 % of students didn't give any other feedback

Following other feedbacks are given by students:

- 2 out of 7 students stated that participation should be made compulsory as few students don't actively participate
- 1 out of 7 students stated that a separate group for introverts should be formed

Most of them gave the following reason for not giving the feedback:

- 5 out of 7 students gave positive feedback that activities, group interaction, worksheets motivated students and developed their writing skills

Q.15. - 57% of students gave further suggestions for the program whereas 43% of students didn't give further suggestions

Following further suggestions were mentioned by the students in the feedback form:

- 1 out of 7 students stated that oral test should be taken after 2-3 poems
- 1 out of 7 students stated that one or two students don't interact much so a special program should be made
- 1 out of 7 students stated that more than one period should be given to such activities in a day

4.3 CONCLUSION

Thus, from the above data analysis of the 7E constructivist program for the students of Standard IX has been found effective as evident through the significant difference between the mean achievement scores of Pre-tests and Post-tests and through the qualitative analysis done by the researcher according to the poem wise analysis on the criteria of theme, vocabulary, grammar and creative interpretation and analysis of the feedback form given by the students on the program. The next chapter is about the findings of the study, its implication, and recommendations. It also presents some suggestions for future studies that can be undertaken in the field.