

EFFECTIVE OF ACTIVE LEARNING ME

TEACHING ENGLISH TO CLASS VIII IN M.P.

A

DISSERTATION

SUBMITTED TO

Baraktullah University, Bhopal

In partial fulfillment for the requirement of

MASTER OF EDUCATION(RIE)

SESSION: 2012-2013

विद्यया ऽ मृतमश्नुते



**एन सी ई आर टी
NCERT**

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REGIONAL INSTITUTE OF EDUCATION

(The Constituent Unit Of National Council Of Educational Research And Training, New Delhi)

SHYAMLH HILLS, BHOPAL-462013 (M.P.)

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(i)

DECLARATION

I do hereby declare that the dissertation entitled "*Effectiveness of Active Learning Method for Teaching English to class VIII in M.P.*" has been carried out by me during the academic year 2012-2013 in partial fulfillment of the requirement for the degree of Master of Education of Barkatullah University, Bhopal

This study has been conducted under the guidance and supervision of Dr. N.C. Ojha, Assistant Professor in Regional Institute of Education, Bhopal I also declare that the research work done by me is original and natural This dissertation has not been submitted before for diploma or degree in any university

Place: Bhopal

Date 09/05/13



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CERTIFICATE

This is to certify that Mr Sundhee Lal Markam a student of M Ed has worked on dissertation entitled “Effectiveness of Active Learning Method for Teaching English to class VIII in M.P.” under my supervision for the session 2012-2013 It is his genuine work and I consider it worthy of submission for the award of the degree

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AKNWOLEDGEMENT

It was very challenging task for me to complete the dissertation work as this enterprise was full of ups and downs. In such a situation I expected help; certainly some persons came to guide and support me.

So first of all, I would like to express my sincere thanks to God and my parents who sacrificed their happiness to see me going ahead in life.

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CHAPTER – I

INTRODUCTION



CHAPTER – I

INTRODUCTION

1.0.0 INTRODUCTION

Knowledge is power. Educating people is to empower them. Empowerment is an indicator of development and education is required for all. Knowledge of the society and culture is essential to interact with others and also to bring changes in social structure and culture. Education begins at home and continues in various places and school is the important place, where child takes part in the learning- process. Teaching -learning process in school education was in traditional methods and teacher centered. Here teacher seems to be active and the students are passive learners. Thus learning is not interesting, students' participation is less. The quality of education has become the need to be improved at present in middle school level. Therefore educators, administrators, planners thought of making school education interesting and child centered and quality of education to be maintained so constructive approaches are being searched. And Active Learning Method is one of the constructive approaches which would make the learners initiative towards quality school education. United Nation Educational Social Cultural Organization's taskforce report on the challenges before 21st century learners, that focuses on 'Learning to Learn', 'Learning to Do', 'Learning to Live together', and 'Learning to Be'serves as a guideline concerning the aims of language teaching.

Active learning is, generally, defined as any instructional method that engages students in the learning process. In short, active learning requires

students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is a method for academic text based learning, which is built on the abilities that every child has got. In primary classes children have attain the basic skills of a language. The scope of ALM is empowerment of the learner in such a way that he/ she is confident and able to function in many contexts. And it is for the middle school children. In this method teacher's role is as a facilitator and the learner is involved in all the activities of teaching –learning and it becomes meaning-making process. ALM process is considered to be suitable for learning in many situations. There is a need to be aware of the strategies which promote active learning and actual learning will take place. The Indian educationist Gijju Bhai also had promoted the learning based on activity that leads the natural learning. It is an initiative step toward child-centered learning, where students learn concepts from working with materials.

Sarva Siksha Abhiyan had begun with the collaboration of Government of India and state governments to initiate elementary education and education for the children of the age group 6 to 14. It was launched in 2001-2002. This comprehensive programme aims to provide useful and relevant education to all children. It is characterized by decentralized, context specific planning and a process based, time bound implementation strategy for improving quality of education. The Amendment Act 86 of the Indian Constitution talks about making elementary education a fundamental right of every child. The Right to Free and Compulsory Education Act, 2009 fulfills the present need of education to all children who belongs to the age group from six to

fourteen years. The State fully shares and endorses the vision as stated in The Right of Children to Free and Compulsory Education Act, 2009 which under 29(2e) provides that the academic authority, while laying down the curriculum and evaluation procedure shall take into consideration learning through activities, discovery and exploration in a child friendly and child-centered manner. This will be brought into practices through methodologies like Activity Based Learning at the Primary Level and Active Learning Methodology at the Upper Primary Level. Active Learning processes have been accepted for improvement of classroom practices and processes. Activity Based Learning and Active Learning Method have been taken up in the State for this very purpose. Language is the gift for human beings that has provided a platform for learning various aspects.

1.1.0 HISTORY OF LANGUAGE

Ever since man first mused his own nature, it has been the gift of language that surprised him most. Language only differ human beings from animals. Aristotle says, "Human being is the social animal." Languages have made human being for understanding each other and communicate. Neil Postman writes, "Language is that it is noises that stand for things or ideas. It is the symbolic noises." When we hear any noise symbols are made by us in our own way. These noises would not mean very much to us, though we were sure that we understood what each noise stands for. Language is not only symbolic noises, but it is symbolic noises arranged in a particular way. Language has two kinds of symbols: the noises that stand for things i.e. vocabulary and the noises that tell us how the vocabulary words related to each other. The second group of noises is known as the grammar of a language. It is a way of signaling. Grammatical signals are used to inform us of such matter as who did what to whom and when it was done. In 'Discovering Your Language' Neil mentions "All earth people speak a

language. A language is noises. These noises are of various kinds which earth people usually make by doing things with their throats, tongues, lips, and teeth. Earth babies learn a language by listening to the noises that their parents make, observing the things to which the noises refer, and imitating these noises. It is a very clear procedure. Each noise stands for something in a particular language.”

English is a particular language. It has its own symbolic noises and its own grammatical code. The English language began about fifteen hundred years ago in the island of Britain which was then a province of the Roman Empire invaded by three tribes- the Angles, the Saxons, and the Jutes. They came from Germany. The language that was spoken on that tiny island was called Celtic. Germanic tribes slowly drove out the Celts, some of whom fled to Ireland, Wales, and Scotland. The Celts who remained in Britain were forced to learn the language of their conquerors. This early stage of English is usually referred to as ‘Anglo-Saxons began to have troubles of their own. It was a time a Danish king actually ruled Britain. English language was a blend of mostly German, a little Celtic, some Latin and some Danish. Geoffery Chaucer an English poet, who lived in the late fourteenth century, is the father of modern English language.

1.2.0 ENGLISH LANGUAGE IN THE WORLD

English is an international language, the most widespread in the world, second only to Mandarin Chinese in the number who speak it. After Chinese and English follow Hindi, Russian, Spanish, German, Japanese, French, Malayalam, Bengali, Arabic, Portuguese and Italian in that order. English is spoken as first language in England, USA, Canada, New Zealand and Australia also by some people of European stock in parts of Africa. It is natural that these speakers should introduce variations in it, and we look at these. For the moment let us look at what they have in common. English

belong to the Indo-European family of world languages. Geoffrey Chaucer (1340-1400) is not only the father of English poetry but also the father of modern English language. He passed through three periods of his career- the French, the Italian and the English of which the last one is the most important and original. The English period is from 1384 to 1390, which is known as the English period of Chaucer's poetic career. There was no language like English in the literary stage of England. French and Latin were the languages of the court and of the elite. There were four popular dialects: The Northern, the Southern, the East Midland and the Westland dialects. Each of them had its own literature and each was trying for its supremacy. Chaucer adopted the London dialect that is called "The Kings English". Here Chaucer's choice shows his intellect and foresightedness. He could write naturally in it and having command being a native of London. He remolded English words and adopted words from French language. He converted a local dialect into a national language by his extensive continual endeavors. Thus he without doubt deserves for the title of "Father of English". Wilkinson Andrew (1971) acknowledges human language "Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols." English is introduced by the British colonial empire in its colonies all over the world to make administration easy. It was spoken by the British citizens who had migrated to other parts of the world. English medium schools were set up in the colonies and those who studied found better opportunities. Slowly people started using this language in their day today's life. Now it has become a "window on the world" and is needed for social transformation and modernization.

1.3.0 TEACHING METHODS OF ENGLISH

The teaching of English language in the twentieth century is characterized by a number of methods. New teachers very often ask the experts to tell them which method is the best and it depends on his or her bias. Over the years various methods have been in practice and considered that each one has its strength and weaknesses. Tom Mc (1981) has quoted, "The method concept in teaching the notion of a systematic set of teaching practices based on a particular theory of language and language learning is a powerful one, and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century." In our country we have been learning to live on the received knowledge and imported theories and methods as the direct method, communicative language teaching, but the Indian educationists have started evolving methods based on experiences. Jiddu Krishnamurthy foundation has introduced 'Active Learning Methods' which is similar to 'Activity Based Learning'. Methods of teaching English used as second language during the last few decades show that a variety of methods have been developed to meet the challenges and needs of English language teaching. In search of effective ways to do so various methods are used i.e. grammar translation method, the direct method, audio-lingual method, communication method and many others. Still teacher in the classroom invariably uses his own skill and expertise to make the teaching effective.

1.4.0 TEACHING ENGLISH IN INDIA

The British had introduced English in India during their rule. Lord Macaulay in 1835 had given a clear blueprint for English education

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions in morals and intellect, to

that class we may leave it to refine the vernacular dialects with country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.

This education was intended to produce clerks and English educated bureaucrats with a colonial mindset. In independence India, there has been no clarity regarding the goals of educational planning and English teaching. Education has been placed on the concurrent list in Indian constitution making the responsible of both the Central and the State governments. India is a multicultural and multilingual country having 22 officially recognized languages. There was a strong need to have a link language. English is the perfect language that plays the role of being the link language. Now English has become a 'lingua franca'. The University Education Commission (1950) recommended that, "English should continue to be studied in high schools and universities in order to that we may keep in touch with the living stream of ever growing knowledge in the world". In this 21st century English language has a vital role due to science information technology, language and literature also education. Indian students are going abroad for their higher studies. English is an International language which is expected from each who receive higher education and Kothari Commission (1966) suggests, "In fact English as an important 'library language' would play a vital role in higher education. No student should be considered as qualified for a degree unless he has acquired a reasonable proficiency in English".

Now, Indian education system has implemented Kothari Commission's three language formula that was recommended by the conference of Chief-Ministers held in 1961. Knowledge of three languages should be imparted to the students. Their mother tongue as the first language in the states used

from birth onwards. English is taught as second language as well as first language in India. Every state has included English in the curriculum

1.5.0 ACTIVE LEARNING METHOD

Active Learning method is not a one way learning process/method but a participatory method where learning time and space extends, also engages all the learners to construct the new knowledge and Prince (2004) observes, “Active *learning* is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional method (lecture) where students passively receive information from the instructor.”

1.6.0 THE TEACHER AS FACILITATOR

In the ALM classroom environment the role of a teacher is often that of a facilitator, supporting all the learners as they learn and develop skills. Students’ participation and involvement in their learning is essential. Sometimes it is appropriate for the facilitator to take on a particular role in an attempt to enhance the learning within the class challenging their thinking in a new way. Now there is a shift from a teacher-centered model to a learner-centered method for teaching-learning. Also it is a shift from product-driven learning to process-driven. These changes encourage teachers to reflect not only on the key principles of learning and teaching but also on their role in the process. Swain (2010) has written:

It is now more widely accepted that a teacher’s main role is to facilitate learning rather than to be a source of all knowledge, so smart teaching is no

longer about helping students to accumulate knowledge that is passed on to them by the teacher. It is about helping students to make sense of new information, to integrate new information with their existing ideas and to apply their new understanding in meaningful ways. If teachers want quality learning to occur in their classroom, they must deliberately teach in ways that will enable and courage, students to engage in the intellectual activities that promote quality learning And ALM is an innovative method for teaching English.

1.7.0 LEARNER IN THE ALM CLASSROOM

Learner centeredness has been influential concept in language pedagogy Here the learner gets the opportunity to participate in each and every activity being held in ALM classroom Students actively participate in reading, writing, speaking (discussing) making individual mind-map in the notebook A group mind-map is constructed followed by sharing individual mind-map and discussion in group Certain skills are developed as managing information, self-management, thinking, and being creative What is mind-map? Northern Ireland Curriculum (2007) has defined, "just like the brain stores information by connecting tree-like branches, learning is most effective when connections are made and then structured Mind Maps reflect this and are useful as planning and revision tools They appeal to different learning styles such as visual and kin aesthetic and encourage pupils to think about connections in their learning content. They oblige pupils to use both sides of the brain."(48)This is a good way to develop discussion on issues This activity encourages students to think about different scenarios Also they present the mind-maps one each from each group

1.8.0 RATIONALE OF THE STUDY

Education planners, administrators and parents expect their children to be a good learner and it's the need of the nation They should be acknowledged

with all type of knowledge what the textbooks contain and want to give them. Quality education is very important for all and the Government of Madhya Pradesh has recently implemented Active Learning Method in some of the blocks in all the districts as an experimental is developed by The School of Krishnamurti Foundation of India, Chennai. The Sarva Siksha Abhiyan team of Tamil Nadu govt visited The School of Krishnamurti Foundation of India in April 2007 and understood the concept of ALM The govt. of Tamil Nadu invited KFI to conduct a 11 days workshops for Block Resource Teacher Educator in the month of May 2007 These workshops were conducted by The School of KFI introduced to the trainers “Active learning Methodologies” in the Middle School They saw possibility of introducing this approach in the Upper Primary Schools Universal achievement is a major goal of all quality interventions to bring a change within the class room transaction and management also to ensure that every child attains a satisfactory level of achievement Improving the Quality and efficiency at the school and classroom level is a major thrust area since the SSA categorically highlights the need to provide education of a ‘satisfactory quality’ in achieving the goal of UEE. The ultimate goal of all quality directed interventions is to make the classroom teaching learning processes effective so that every child attains satisfactory level of achievement

1.9.0 STATEMENT OF THE PROBLEM

The problem of the present study was worded as follows

“Effectiveness of Active Learning Method for Teaching English to Class VIII Students of M.P”

1.10.0 OBJECTIVES OF THE STUDY

1. To study the effectiveness of ALM in terms of achievement in English of students of class VIII.

2. To compare the achievement of students in English taught through ALM and students taught through traditional Method by taking their class VII achievement scores in English as covariate.
3. To study the effect of treatment, gender and their interaction on students 'achievement in English by taking their class VII achievement scores in English as covariate.
- 4 To study the effect of treatment, intelligence and their interaction on students' achievement in English by taking their class VII achievement scores in English as covariate.

1.11.0 HYPOTHESES

- 1 There is no significant difference in achievement in English of students taught through ALM and their counterparts taught through the Traditional Method, when their class VII achievement scores in English are taken as covariate
- 2 There is significant effect of treatment on students' achievement in English, when their class VII achievement scores in English are taken as covariate
3. There is no significant effect of gender on students' achievement in English, when their class VII achievement scores in English are taken as covariate
- 4 There is no significant interaction of treatment and gender on students' achievement in English, when their class VII achievement scores in English are taken as covariate
5. There is significant effect of treatment on students' achievement in English, when their class VII achievement scores in English are taken as covariate

6. There is no significant effect of intelligence on students' achievement in English, when their class VII achievement scores in English are taken as covariate.
7. There is no significant interaction of treatment and intelligence on students' achievement in English, when their class VII achievement scores in English are taken as covariate.

1.12.0 DELIMITATIONS OF THE STUDY

The study was conducted under the following constraints.

1. Only, 10 days treatment was provided to both the groups
2. The school was selected only from Jabalpur district
3. Only, the components of ALM were used for developing the lessons for experimental group
4. The control group students were taught through the Traditional method of teaching, i e , Lecture method



CHAPTER – II

REVIEW OF RELATED LITERATURE

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

Introduction, rationale of the study, objectives, hypotheses along with the delimitations of the study are presented in the chapter-I. In this chapter, the researches related to the different variables of the presented study are presented under different captions below.

Without much information of available literature, searching and locating good literature on the proposal research topic becomes a challenging task. This chapter introduces reviewing the literature so that useful resources can be located and write them into the literature review section of a research. It is essentially a preliminary task when research study is undertaken to go through the existing literature in order to acquaint self with the available body of knowledge in the area of interest. It helps to bring clarity and focus the research problem, improve the methodology and broaden knowledge base in research area. Ranjit Kumar (1999) writes, “The literature review can play an extremely important role in shaping your research problem because the process of reviewing the literature helps you to understand the subject area better and thus helps you to conceptualize your research problem clearly and precisely. It also helps to understand the relationship between your research problem and the body of knowledge in the area.”(26)

2.1.0 MEANING OF LITERATURE REVIEW

A literature review is a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of research study. It also organizes the literature into subtopics, and documents the need for a proposed study. In the most rigorous form of

research educators base this review mainly on research reported in the journal articles. A good review however, might also contain other information drawn from conference papers, books, and government documents. In composing a literature review, articles can be cited that are both qualitative and quantitative studies. Regardless of the sources of information, all researchers conduct a literature review as a step in the research process.

2.2.0 IMPORTANCE OF LITERATURE REVIEW

There exist many reasons to conduct a literature review to document how the research study adds the existing literature on a topic. A study will not add to literature if it duplicates research already available. It is conducted a literature review to convince what the literature on the topic is known and could be summarized. It also completes the literature review to provide evidence that educators need the study. This gives the base need on learning new ideas, sharing the latest findings with others or identifying practices that might improve learning in the classroom. Conducting a literature review also builds research skills of using the library and being an investigator, who follows leads in the literature, all useful experiences to have as a researcher. Reading the literature also helps us to learn how other educators compose their research studies and help to find useful examples and models in the literature for our research. The researchers develop skills in locating needed materials by conducting a literature search using computer databases. Literature review serves purposes as, it justifies the importance of the research problem and it provides a rationale for the purpose of the study and research questions. The reviews serve the purposes of providing a need for the study and demonstrate that other studies have not addressed the same topic exactly the same way. It also indicates that the researcher is knowledgeable about studies related to a topic.

2.3.0 REVIEWS OF RELATED LITERATURE

Ranjanie (2012) studied the teaching strategy of Active Learning Methodology which has been recently introduced in schools. Method of teaching and learning has great influence in the educational process. Thus the title of the problem is to study the Attitude of Middle School teachers towards Active Learning Methodology.

Sahu (2012) studied the Active Learning Methodology in school education. It was first adopted in Tamil Nadu states of India. Then it spread to another states. School education department of Madhya Pradesh is allowing this methodology in selected blocks as an experiment. First in Raisen District it was introduced in Udaipura and Sanchi block's school. Then it allowed to another blocks of the districts. Active learning methodology is known as A L M in short. A L M is different to other traditional methodologies.

Bonwell and Eison students must do more than just listen. They must read, write, discuss and solve problems. They must engage in higher-order thinking tasks. The tasks are analysis, synthesis and evaluation. Students like strategies promoting active learning than traditional lecture method. In active learning, the students are doing something including discovering, processing and applying information. Many teaching strategies can be employed to actively engage students in the learning process. The activities in ALM improve skills in critical thinking, increase motivation and retention and interpersonal skills. Active learning involves students directly and actively in the learning process. Instead of simply receiving information verbally and visually, the students are receiving and participating and doing. Active learning methodologies require that the student must find opportunities to meaningfully talk, listen, write and read.

J.T. Madhvan was of the view that Active learning methodology is also a form of activity based learning. It makes all learners to participate in learning. In this method the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning individually and in groups. Active learning involves students in doing things and thinking about what they are doing.

Mayer (2004) emphasized that the learners should be cognitively active. Active Learning is a term used to identify teaching methods that are required for the students to be actively engaged in the Learning Process Some Cognitive research has shown that a significant number of individuals have learning styles best than lecturing. Development and Implementation of techniques requires that teacher becomes knowledgeable about active learning strategies and this may be an alternative approach of instruction being followed in the schools of Tamil Nadu Numerous Evaluation studies have been undertaken in the United States to examine the advantages of active –learning in appropriately adapted classes This approach emphasizes active learning by students in large classes of fifty or more students Students in the classes were made to sit in the form of circle, consisting of nine students and every three students form a group A significant proportion of lesson is distributed to every group to do activities, such as problem solving, simulation, laboratory investigations, researching the websites to practice and acquire skills A wide range of evidence has been supported in the concept of active learning students achieve higher conceptual understanding compared to other students who studied the same courses in the traditional learning approach

According to **Doris & Belcher (2005)** Active learning refers to techniques where students do more activities than listening to a lecture Students are

doing something including discovering, processing, and applying information. Active learning "derives from two basic assumptions:

- Learning by nature is an active endeavour and
- The people learn in different ways" - (Meyers and Jones, 1993)

Today, the educators feel that the traditional method of teaching is not sufficient. Because the traditional method has positioned the students as passive receptors in which teachers deposit concepts and information and emphasize rote memory for the students. This method of instruction or teaching is not sufficient to develop the required skills.

Meyers & Jones(1993) stated that, Active learning methodologies require that the student must find opportunities to meaningfully talk and listen, write, read, and reflect on the content, Ideas, issues, and concerns of an academic subject.

Bonwell and Eison (1991) state that some merits of active learning are

- Students are involved in more than listening,
- Less emphasis is placed on transmitting information and
- Greater emphasis on developing students' skills,
- Students are involved in higher-order thinking (analysis, synthesis, evaluation),
- Students are engaged in activities (e.g., reading, discussing, writing), and
- Greater emphasis is placed on students' exploration of their own attitudes and values.

“Active learning shifts the focus from the teacher to the student and from delivery of subject content by teacher to active engagement with the material by the student. Through appropriate inputs from the teacher, students learn and practice how to apprehend knowledge and use them meaningfully.”

Bonwell and Eison (1991), states that active learning strategies are comparable to lectures for achieving content mastery, but superior to lectures for developing thinking and writing skills.

According to another study by **Armstrong (1983)**, students who receive a formal education learn better when they are actively engaged in the learning process as opposed to those who do not partake in the learning process. In addition to that, Armstrong provided some examples of active tasks as writing papers, problem-based projects, and experiential exercises (e.g., role-playing)

2.4.0 CONCLUSION OF THE REVIEW

Reviewing the literature is a continuous process. It begins before a research problem is finalized and continues until the report is finalized or finished. There is a paradox in literature review unless you have formulated a research problem. The literature review brings clarity and focus to your research problem, improves your methodology, and broadens your knowledge base. Reviewing the literature involves a numbers of steps: searching for existing literature in the area of study, reviewing the selected literature, using it to develop a theoretical framework from which study emerges, and to develop a conceptual framework which will become the basis of investigation. The main sources for identifying literature are books, journals, and internet. There are several sources which can provide information about locating relevant journals.

CHAPTER – III

METHODOLOGY



CHAPTER – III

METHODOLOGY

3.0.0 INTRODUCTION

Methodology in research is a way to solve the research problem systematically. It initiates how the research study is undertaken systematically or scientifically. It is necessary for the researcher to know research methods, tools and techniques. A researcher takes certain steps to study the research problem along with logic behind it. Also a researcher must understand the assumptions which underlie various techniques to know the criteria by which decision could be taken, what techniques and procedure will be applicable to certain problems. Thus the researcher designs the methodology for the research problem undertaken. Ramadass has written

Research methodology has many dimensions and research methods do constitute a part of the research methodology. The scope of research methodology is wider than that of research methods. Thus, when we talk of research methods, but also consider the logic behind the methods we use in the context of our research study, and explain why we are not using others so that research results are capable of being evaluated either by us or by others. Why a research study has been undertaken, how the research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why a particular technique of analyzing data has been used and a host of similar other questions are usually answered when we talk of research methodology concerning a research problem or study.

In the previous two chapters, introduction, rationale of the study, objectives, hypotheses, delimitations, and the review of related literatures of the present study are presented. The methodology, sample, research design, tools, procedure of data collection, and the statistical techniques employed for the analysis of the data are presented in this chapter under separate headings, below.

3.1.0 Method

Experimental Method was employed for the present study

3.1.1 Design

Post-test control group was employed for the study

3.1.2 Sample

A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part of the objects or individuals of population which is representing the population. By observing the characteristics of the population from which it is drawn

Random sampling technique was employed for the present investigation. Two schools from Jabalpur city were selected, randomly. One was designated as Experimental group and another was designated as control group. Experimental group was taught English through the Active Learning Method and the Control group was taught English through traditional method.

3.3.0 Variables

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. Variable is something that varies.

The Independent Variables

The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. The independent variables in the

present study are the two different methods of instructions of English i. e. Active Learning Method and Traditional Method. The Experimental group was taught by Active Learning Method and the Control group was taught by Traditional Method.

The Dependent Variables

The dependent variables are the condition or characteristics that appear or change as the experimenter introduces, removes or changes independent variables. The dependent variable in the present study was Achievement in English.

Covariate

The covariate in the present study were the previous years (Class-VII) achievement scores of English and intelligence.

3.4.0 Tools and Technique

Selecting or constructing appropriate tools for the study is an important aspect of any research work. In the present research study researcher used two tools one was self-constructed and the other one was standardized tool as follows.

- 1 Achievement test in English (developed by the investigator.)
- 2 Intelligence test (Verbal Intelligence Test by Ojha & Ray Chaudhary, 1971)

Table – 3.2: Distribution of Marks for Achievement Test in English

Sr.No.	Type of questions	No. of questions	Marks	Time
1	Objective	05	05	60 Min.
2	Fill in the blanks	05	05	
3	Match the words with meaning	05	05	
4	True or false	05	05	
5	Classify the sound of words and write	05	05	
6	Form the 'verb' from noun words	05	05	
7	Write the antonyms	05	05	
8	Find the 'spelling error'	10	05	
9	Answer the questions	05	10	
	Total		50	

3.5.0 Procedure of Data Collection

15 lessons each were taught to both the groups through the respective methods mentioned above. Thus, 15 days treatment was given to both the groups. The group taught through the Active Learning Method (ALM) was designated as Experimental Group and the group taught through the Traditional Method (Lecture Method) was designated as the Control group. During the treatment, Verbal Intelligence Test of Ojha and Ray Chaudhury (1971) was administered to both the groups. From the school register, the individual students' class VII achievement scores were collected. The researcher, himself taught to the Experimental group and the teacher in English serving in the school taught to the Control group. After the treatment of 15 days, an achievement test developed by the investigator was administered to both the groups. These tests were scored properly.

3.6.0 Statistical Techniques used for the analysis of data

For analyzing the collected data Mean, SD, CV, percentile, and ANCOVA were used.

CHAPTER –IV

ANALYSIS AND INTERPRETATIONS OF DATA

CHAPTER –IV

ANALYSIS AND INTERPRETATIONS OF DATA

4.0.0 INTRODUCTION

The collected data has to be processed and analyzed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is essential for research study ensuring that we have all relevant data. Technically speaking, processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-group. After collecting and analyzing the data the researcher has to accomplish the task of drawing inferences followed by report writing. This has to be done very carefully, otherwise misleading conclusion may be drawn and the whole purpose of doing research may get vitiated. It is only through interpretation that the researcher can expose relations and processes that underlie findings.

4.1.0 EFFECTIVENESS OF THE ACTIVE LEARNING METHOD IN TERMS OF ACHIEVEMENT IN ENGLISH

The first objective of the study was to study the effectiveness of ALM in terms of Achievement in English of student of class VIII. An Achievement Test was developed by the investigator to measure the Achievement in English of student. The test consisted of nine items. The total marks of the Achievement test in English were fifty, but for the analysis purposes it was converted to 100 marks. The test was administered to both the groups i.e. Experimental and Control group, after the completion of the teaching fifteen lessons. The duration of the test was one hour. For the purpose of studying the effectiveness of ALM in terms of the Achievement in English, the scores of the Experimental group was taken into consideration. The scores were analyzed with the help of the Percentiles, Mean, Standard Deviation and the Co-efficient of variation.

Table – 4.1: Mean, Standard Deviation and the Co-efficient of Variation for Achievement in English

	Marks
N	30
Mean	65.67
SD	10.69
CV	
Range	41
Percentiles	
5	45.55
10	54.10
15	55.65
20	56.00
25	56.00
30	57.00
35	57.00
40	64.40
45	66.90
50	67.00
55	67.05
60	68.00
65	68.30
70	70.00
75	73.75
80	77.60
85	78.70
90	80.00
95	84.35

The results are presented in the table 4.1. The table 4.1 indicates that the Mean, SD and C V of Achievement of students taught through ALM were 65.67%, 10.69 and , respectively. The table reveals that 5% of the students secured below 45.55 percent marks, only 10% students secured below 54.10 percent marks, 20% students secured 56 percent marks, 25% students' secured 56 percent marks, 50% students secured 67 percent marks. The table also indicates that 75% students secured below 73.75 percent marks. It can also be seen from Table 4.1 that more than 77% marks were secured by the 25% students. Table 4.1 reveals that more than 84 marks are secured by 5% students. Generally, this kind of Achievement is not found in the students taught through the Traditional method of teaching. Therefore it can be concluded that the Active Learning

Method was found to be effective in terms of Achievement in English. The figure 4.1 represents the same.

Findings- Active Learning Method is effective in terms of students' Achievement in English

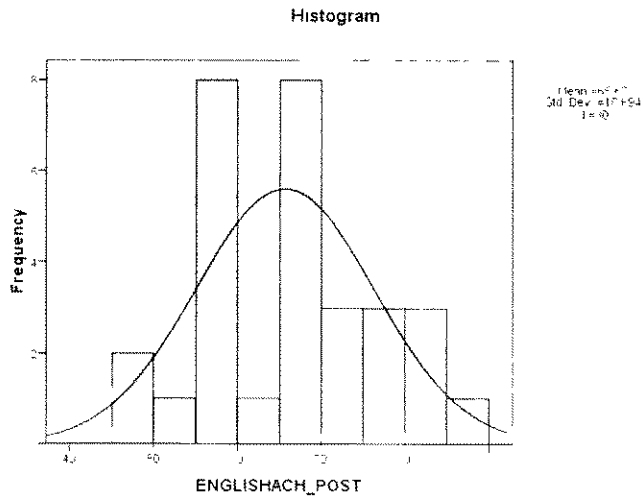


Fig. 4.1: Distribution of Marks of the Students Taught Through ALM

4.2.0 COMPARISON OF ACTIVE LEARNING METHOD WITH TRADITIONAL METHOD IN TERMS OF ACHIEVEMENT IN ENGLISH

The second objective of the study was to compare the ALM and Traditional Method of teaching in terms of Achievement in English of students of class VIII. Verbal Intelligence Test of Ojha and Ray Chaudhary (1971) was administered to both the groups during the teaching in order to measure their intelligence, which was taken as covariate. As indicated earlier, an Achievement Test was developed by the investigator to measure the Achievement in English of student. The test consisted of nine items. The total marks of the Achievement test in English were fifty, but for the analysis purposes it was converted to 100 marks. The test was administered to both the groups i.e. Experimental and Control group, after the completion of the teaching fifteen lessons. The duration of the test was one hour. For the purpose of comparing ALM with Traditional Method of teaching, the scores of Achievement was taken into consideration. The scores were analyzed with the help of ANCOVA.

The table given below indicates that the F-value of 42.53 for the treatment, which is significant at 0.01 level with df equal to 1/58. It indicates that the treatment produced a significant differential effect on the Achievement in English of students taught through

Table - 4.2: Summary of ANCOVA on Achievement in English

Sources of Variance	Df	SS	MSS	F-Value
Among	1	3653.73	3653.73	42.53**
Within	57	4896.71	85.91	

**significant at 0.01 level

Table - 4.3: Mean and SD of the Boys and Girls of Experimental and Control Group for Achievement in English

Treatment	N	Mean	SD
Experimental Group	30	67.00	10.69
Control Group	30	37.10	10.34

ALM In the other words, it can be said that there was a significant effect of the treatment on the students' in Achievement in English. Therefore, the null hypothesis, namely, "there is no significant difference in Achievement in English of students taught through ALM and their counterparts taught through the Traditional Method when their Intelligence scores are taken as covariate" is rejected.

Table 4.3 indicates that the mean score of students' in Achievement in English taught through ALM is 67 and the mean score of students' in Achievement in English taught through Traditional Method is 37.10. There is a wide difference between these two. It reveals that the ALM group was benefited more than the Traditional group.

Finding: ALM is better than the Traditional Method of Teaching in terms of students' in Achievement in English, when their Intelligence scores are taken as covariate.

4.3.0 EFFECT OF TREATMENT AND GENDER AND THEIR INTERACTION ON STUDENTS' ACHIEVEMENT IN ENGLISH

The third objective of the investigation was to study the effect of Treatment and Gender on students' Achievement in English. Treatment had two levels, i.e., ALM and Traditional Method of teaching. Gender had two levels, boys and girls. As indicated earlier, an Achievement Test was developed by the investigator to measure the Achievement in English of student. For studying the effect of the Treatment the scores of Achievement was taken into consideration. The scores were analyzed with the help of 2 X 2 Factorial Design ANCOVA of Unequal Cell Size. The results are presented in Table 4.4, below. The effect of different independent variable and their interactions are presented below under separate captions.

Table - 4.4: F-values for Effect and Interaction of Treatment and Gender on Achievement in English

Sources of Variance	Df	SSy.x	MSSy.x	F-Value
Treatment	1	3139.89	3139.891	35.59**
Gender	1	23.55	23.55	.26
Treat X Gender	1	28.50	28.50	.32
Error	55	4851.25	88.21	

**significant at 0.01 level

Table - 4.5: Mean and SD of the Boys and Girls of Experimental and Control Group for Achievement in English

Treatment	Experimental Group			Control Group		
	N	Mean	SD	N	Mean	SD
Boys	18	66.38	10.506	19	40.53	9.198
Girls	12	66.62	11.397	11	31.18	9.847
Total	30	67.00	10.694	30	37.10	10.340

4.3.1 Effect of Treatment on Achievement

Table 4.4 reveals that the F-value for Treatment is 35.59, which is significant at 0.01 level with df equal to 1/55. It indicates that the treatment produced a significant differential effect on the students' achievement in English. The student of ALM group was benefited more in comparison to the Traditional method. Therefore, the null hypothesis, namely, "There is no significant effect of Treatment on students' Achievement in English, when their when their class VII achievement scores in English are taken as covariate", is rejected.

Further, table 4.5 shows that the mean Achievement score (English) of ALM group is 67 where as the mean Achievement score (English) of Traditional Group is 37.10. This demonstrates the better result of the ALM group than their counterpart Traditional Group.

Finding: ALM produced a significant differential effect on the students' Achievement in English.

4.3.2 Effect of Gender on Achievement

The table 4.5 shows that the F-value .26 for Gender is not significant at 0.05 level with df equal to 1/55. It indicates that the Gender did not produce any significant differential effect on students' Achievement in English. It shows that the students' Achievement in

English is independent of Gender. Therefore, the null hypothesis, namely, "there is no significant effect of Gender in the Achievement in English, when their Intelligence t score are taken as covariate," is not rejected. It does signify that the Achievement in English is independent of the Gender.

Finding: Gender did not produce and differential effect on the Achievement in English.

4.4.0 Interaction of Treatment and Gender on Achievement

The above table 4.2 reveals that the F-value of 3.23 for Interaction of Treatment and Gender on Achievement in English is not significant at 0.05 level with df equal to 1/43. It shows that there was no interactional effect of gender and treatment on Achievement in English. Therefore, the null hypothesis "There is no significant Interaction of Treatment and Gender on Achievement in English Achievement, when their class VII achievement scores in English are taken as covariate" is not rejected.

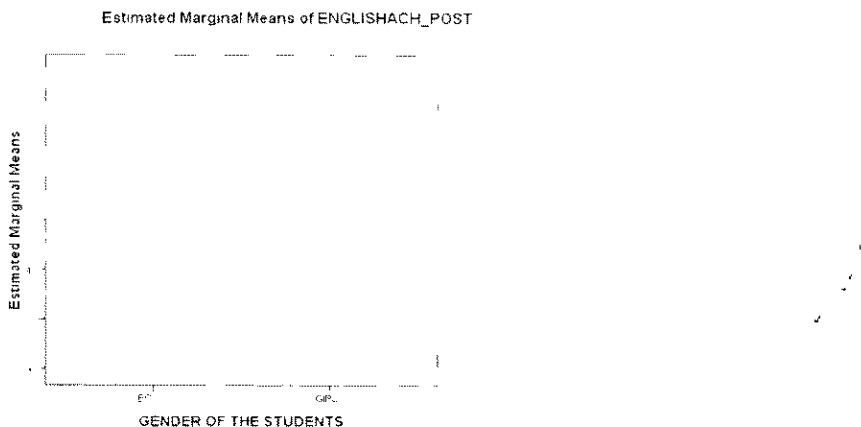


Fig. 4.2: Interaction Effects of Treatment and Gender on Achievement in English

Findings: There was no significant Interaction of Treatment and Gender on students' Achievement in English.

4.5.0 EFFECT OF TREATMENT AND INTELLIGENCE AND THEIR INTERACTION ON STUDENTS' ACHIEVEMENT IN ENGLISH

The third objective of the investigation was to study the effect of Treatment and intelligence on students' Achievement in English. Treatment had two levels, i.e., ALM and Traditional Method of teaching. Intelligence had three levels, Extroversion, Neuroticism and Ambivert. But, for the analysis purposes of this objective study, only two levels, i.e., Extroversion and Neuroticism were taken in to consideration. As

indicated earlier, an Achievement Test was developed by the investigator to measure the Achievement in English of student. For studying the effect of the Treatment the scores of Achievement was taken into consideration. From the school register, the individual students' class VII achievement scores were collected. The scores were analyzed with the help of 2 X 2 Factorial Design ANCOVA of Unequal Cell Size. The results are presented in Table 4.4, below. The effect of different independent variables and their interactions are presented below under separate captions.

Table - 4.6: F-values for Effect and Interaction of Treatment and Gender on Achievement in English

Sources of Variance	Df	SSy.x	MSSy.x	F-Value
Treatment	1	1515.89	1515.89	23.029**
Intelligence	1	76.837	76.837	1.17
Treat X Intelligence	1	1987	19.89	.032
Error	27	1777.26	65.825	

**significant at 0.01 level

Table - 4.7: Mean and SD of the Extroversion and Neuroticism of Experimental and Control Group for Achievement in English

Treatment	Experimental Group			Control Group		
	N	Mean	SD	N	Mean	SD
Extroversion	10	70.50	7.49	2	50.00	8.49
Neuroticism	3	58.33	5.13	17	31.47	8.63
Total	13	67.99	8.65	19	33.42	10.21

4.5.1 Effect of Treatment on Achievement

The results and interpretations related to the Treatment is presented in caption 4.3.1

4.5.2 Effect of Intelligence on Achievement

The table 4.5 shows that the F-value 1.17 for Intelligence is not significant at 0.05 level with df equal to 1/27. It indicates that the Intelligence did not produce any significant differential effect on students' Achievement in English. It shows that the students' Achievement in English is independent of Intelligence. Therefore, the null hypothesis, namely, "there is no significant effect of Intelligence in the students' Achievement in English, when their class VII achievement scores in English are taken as covariate," is not rejected. It does signify that the Achievement in English is independent of the Intelligence.

Finding: Intelligence did not produce any significant differential effect on the students' Achievement English.

4.5.3 Interaction of Treatment and Intelligence on Achievement

The above table 4.2 reveals that the F-value of .032 for Interaction of Treatment and Intelligence on Achievement in English is not significant at 0.05 level with df equal to

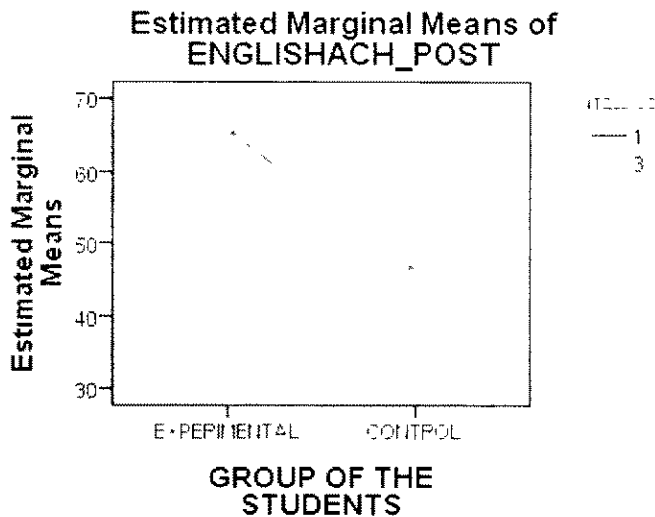


Fig. 4.3: Interaction Effects of treatment and Intelligence on Achievement in English

1/27. It shows that there was no interact ional effect of gender and treatment on Achievement in English. Therefore, the null hypothesis “There is no significant Interaction of Treatment and Intelligence on students’ Achievement in English, when their class VII achievement scores in English are taken as covariate” is not rejected.

Findings: There was no significant Interaction of Treatment and Intelligence on students’ Achievement in English.



CHAPTER – V

FINDINGS, SUMMARY AND CONCLUSIONS

CHAPTER-V

FINDINGS, SUMMARY AND CONCLUSIONS

5.0.0 INTRODUCTION

Teaching has become a big concern for the educationist. It is understood that the teaching is considered as brain of teaching-learning environment. Teachers always try to give their best to the students. Though they face certain hindrances, may be in the form of the time constraints. The day Active Learning Method was used for language teaching and its assistance to some extent, the problems had overcome. It has become easy for all to learn and some could help the learners to engage in the activities, which make them creative in the class. What makes the English language teaching smart? How and why does particular method of teaching help students' learning? It could be explored the idea of Active Learning Method that has changed and increased learning. This method helped the learners develop knowledge and their skills. The present study proves ALM to be an effective method for teaching. It is accepted that most of the students learn best through "Active Learning Method" that engages everybody in the learning process and avails meaningful experiential learning. It enables the learners to construct new knowledge. Activity Based Learning is also a method which is implemented in primary schools that provides the environment to learn by activities. Students actively participate in the learning-process through learning-aids available in the ABL room.

5.1.0 FINDINGS

The findings of the present study are presented below

- i Active Learning Method is effective in terms of students' Achievement in English
- ii ALM is better than the Traditional Method of Teaching in terms of students' Achievement in English
- iii ALM produced a significant differential effect on the students' Achievement in English
- iv Gender did not produce and differential effect on the Achievement in English

- v. There was no significant Interaction of Treatment and Gender on students' Achievement in English
- vi Intelligence did not produce any significant differential effect on the students' Achievement English.
- vii
- viii There was no significant Interaction of Treatment and Intelligence on students' Achievement in English

5.2.0 RATIONALE OF THE STUDY

Education planners, administrators and parents expect their children to be a good learner. They should be acknowledged with all type of knowledge what the textbooks contain and want to give them. Quality education is very important for all and the Government of Madhya Pradesh has recently implemented Active Learning Method in some of the blocks in all the districts as an experiment. ALM is developed by The School of Krishnamurti Foundation of India, Chennai. The Sarva Siksha Abhiyan team of Tamil Nadu Govt visited The School of Krishnamurti Foundation of India in April 2007 and understood the concept of ALM. The Govt of Tamil Nadu invited KFI to conduct a 11 days workshops for Block Resource Teacher Educator in the month of May 2007. These workshops were conducted by The School of KFI introduced to the trainers "Active learning Methodologies" in the Middle School. They saw possibility of introducing this approach in the Upper Primary Schools.

5.3.0 STATEMENT OF THE PROBLEM

"Effectiveness of Active Learning Method for Teaching English to class VIII students of M P"

5.4.0 OBJECTIVE OF THE STUDY

- 5 To study the effectiveness of ALM in terms of achievement in English of students of class VIII
- 6 To compare the achievement of students in English taught through ALM and students taught through traditional Method by taking their class VII achievement scores in English as covariate

- 7 To study the effect of treatment, gender and their interaction on students' achievement in English by taking their class VII achievement scores in English as covariate
- 8 To study the effect of treatment, intelligence and their interaction on students' achievement in English by taking their class VII achievement scores in English as covariate

5.5.0 HYPOTHESES

- 1 There is no significant difference in achievement in English of students taught through ALM and their counterparts taught through the Traditional Method, when their class VII achievement scores in English are taken as covariate
- 2 There is significant effect of treatment on students' achievement in English, when their class VII achievement scores in English are taken as covariate
- 3 There is no significant effect of gender on students' achievement in English, when their class VII achievement scores in English are taken as covariate
- 4 There is no significant interaction of treatment and gender on students' achievement in English, when their class VII achievement scores in English are taken as covariate
- 5 There is significant effect of treatment on students' achievement in English, when their class VII achievement scores in English are taken as covariate
- 6 There is no significant effect of intelligence on students' achievement in English, when their class VII achievement scores in English are taken as covariate
- 7 There is no significant interaction of treatment and intelligence on students' achievement in English, when their class VII achievement scores in English are taken as covariate

5.6.0 METHODOLOGY

Experimental Method was employed for the study. Post-test control group was employed for the study.

5.7.0 SAMPLE

Random sampling technique was employed for the study. Sixty students from two schools from Jabalpur city were selected, randomly. One was designated as Experimental group and another was designated as control group. Experimental group was taught English through the ALM and the control group was taught English through traditional method.

5.8.0 TOOLS AND TECHNIQUES

Following tools were used:

1. Achievement test in English (administered by the investigator)
2. Intelligence test (Verbal Intelligence Test by Ojha & Ray Chaudhary)

5.9.0 PROCEDURE OF DATA COLLECTION

15 lessons each were taught to both the groups through the respective methods mentioned above. Thus, 15 days treatment was given to both the groups. The group taught through the Active Learning Method (ALM) was designated as Experimental Group and the group taught through the Traditional Method (Lecture Method) was designated as the Control group. During the treatment, Verbal Intelligence Test of Ojha and Ray Chaudhury (1971) was administered to both the groups. From the school register, the individual students' class VII achievement scores were collected. The researcher himself taught to the Experimental group and the teacher in English serving in the school taught to the Control group. After the treatment of 15 days, an achievement test developed by the investigator was administered to both the groups. These tests were scored properly.

5.9.0 DATA ANALYSIS

Mean, SD, CV, percentile, Percentages, also ANCOVA were used for the analyzing the data.

5.10.0 EDUCATIONAL IMPLICATIONS

The present study visualized some educational implications, they are as follows:

- 1) ALM can be used for teaching other disciplines in school.
- 2) Active Learning Method can be applied to high and higher secondary school too.
- 3) The developed lesson-plans may be used by the teachers for the assistance of developing their own lesson-plans.
- 4) Teachers should be trained to develop the ALM lesson-plans during summer training.

5.11.0 SUGGESATIONS FOR THE FURTHER STUDY

After the completion of the present study some suggestions come across are as follows

- 1) The sample for the present study was limited to two schools of Jabalpur city only. But it can be conducted on large sample
- 2) The same kind of study can be conducted on teachers' attitude towards ALM in middle school in M P.
- 3) The study can be comparative between rural and urban schools
- 4) A study can be done on activity and time consuming in ALM classroom.
- 5) A study can also be conducted correlating the different subjects' teaching through Active Learning Method

5.12.0 CONCLUSION

The study revealed that Active Learning Method is an effective teaching method for teaching English language in middle school. The fourth chapter data analysis proved ALM is effective for teaching English. In this method students are engaged in the construction of knowledge, provided an opportunity to the entire pupil to participate in the activities held in the classroom. And achievement is higher than the traditional method. This method also results as Activity Based Learning method which has participatory classroom environment in primary schools. Thus it can be concluded that the Active Learning Method is effective and useful for language teaching, because it develops all the four skills of language. It fulfills the need of language learning by bringing into practice

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APPENDICES

D-405

Achievement Test

Subject: English

Roll No.:

Marks: 50

Class: VIII

Sex: Male/Female

Name of the school:

Time: 1hrs.

Instruction:

- (1) All the questions are compulsory
- (2) Read the questions carefully.
- (3) Write the answer in the appropriate space provided in the paper.
- (4) Marks are indicated against each section

A) Tick the correct one:

05

1)Yudhishtira was Nakula's –

- a) Real brother
- b) Half-brother
- c) Cousin

2)Yaksha was highly pleased with-

- a) Nakula
- b) Yudhishtira
- c) Arjuna

3) Name of the tree in the lesson 'A Secret' is-

- a) Banyan tree
- b) Peepal tree
- c) Cherry tree

4) Chandrashekhar was born in –

- a) Jabalpur
- b) Jhabua
- c) Indore

5) The date of birth of Chandra Shekhar Azad is –

- a) 2nd October 1869
- b) 23rd July 1906
- c) 27th February 1931



B) Fill in the blanks from the given words:

05

(poet himself, Madri, brothers, 27th February, Dharma)

- 1) -----was the mother of Nakula.
- 2) Four-----were brought back to life.
- 3) Yaksha is the -----the God of justice.
- 4) The speaker in the poem is-----.
- 5) Balidan Diwas of Chandra Sekhar Azad is-----.

C) Match the words of column A with B:

05

- | A | B |
|---------------|----------------------------|
| 1) Robin | a) Free |
| 2) Azad | b) Eldest brother |
| 3)Yudhishtira | c) Bird |
| 4)Yaksha | d) Alfred Park |
| 5) Azad Park | e) The Spirit of the woods |

D) Mark the statements true or false:

05

- 1) The birds told the secret to the boy.

- 2) Chandra Sekhar Azad was born at Bhabra village.
- 3) There were four eggs in the nest.
- 4) Yudhishtira is the son of Kunti.
- 5) All the brothers died of thirst in forest during exile.

E) 'g' has different sounds : () as in 'page' () as in 'pig'. Classify the words given below and write them.

05

(Giraffe, leg, bridge, cage, glass, age, beg, gate, message, go)

()	()



F) Form the 'verb' from the given 'noun' words:

05

1. Grief -----
2. Pleasure -----
3. Cooperation -----
4. Fighter -----
5. Participation -----

G) Write the appropriate antonym from the given words:

05

(punishment, brave, love, sorrow, alive)

- a) Cowards -----
- b) Hate -----
- c) Dead -----
- d) Joy -----

H) Find the 'spelling error' in the passage and underline those words: 05

Once when the Pandavas, was wandering in the forest,they felt very thirsty But nowhere can they find water They began to feel that they will die of thirst The eldest brather Yudhishtira, a man of truth, then said to his half-brother Nakula, "O! Nakula, sun of Madri, climb that tree and look over the forest and searf there is water neare by; lok if there are trees, bird or plants, for they are surei signs of water

I) Answer the following questions: 10

a) What did the voice from the pond say?

Ans -----

b) Which is the best of all virtues?

Ans -----

c)Where did he receive his early education?

Ans -----

d) Who told the secret to the tree?

Ans -----

e) When will the secret be out?

Ans -----



T. M. No.
458715

इन्हें भरिये :-

नाम आयु

लिंग कक्षा ग्रामीण/शहरी

विद्यालय

पिता की मासिक आय दिनांक

सामान्य निर्देश

यह एक साधारण बुद्धि परीक्षण है जिसके द्वारा मानसिक योग्यताओं को ज्ञात किया जाता है। इस परीक्षण के पूरा करने हेतु आपको केवल 40 मिनट दिये जायेंगे। पूरे परीक्षण के आठ भाग हैं। प्रत्येक भाग के लिये निर्धारित समय एवं निर्देश उप-परीक्षण के ऊपर दे दिये गये हैं। आपसे जब यह कहा जाये कि कार्य प्रारम्भ कीजिये तो शीघ्रता से कार्य पूरा करने का प्रयास कीजिये।

प्रारम्भ करने की आज्ञा मिलने से पूर्व किसी भी कार्य को न करिये। किसी भी प्रश्न को जिसे आप कठिन समझते हैं उस पर समय व्यतीत मत करियेगा बल्कि अगले प्रश्न का उत्तर दीजिये। आपको निर्धारित समय में ही प्रत्येक उप-परीक्षण के उत्तर देने हैं। यदि समय से पूर्व ही उप-परीक्षण समाप्त हो जाता है तो भी आगे का कार्य नहीं करना है; जबकि आपसे कहा जाये कि दूसरे परीक्षण का कार्य प्रारम्भ कीजिये तो पहले परीक्षण को छोड़कर आदेश का पालन कीजिये। ध्यान रखिये आपको किसी भी प्रश्न का उत्तर किसी दूसरे से नहीं पूछना है।

फलांकन तालिका

उप-परीक्षण	1	2	3	4	5	6	7	8	योग
प्राप्तांक									

Estd. : 1971

Phone : 63551

National
PSYCHOLOGICAL CORPORATION
4/230 KACHERI GHAT, AGRA - 282 004 (INDIA)

[समय : 3 मिनट]

निर्देश एवं उदाहरण :—

नीचे आपको प्रत्येक लाइन में पाँच शब्द मिलेंगे; इनमें चार तो एक से हैं, परन्तु पाँचवाँ इन चारों से नहीं मिलता है, जो इन चारों से भिन्न है उसके नीचे आपको लाइन खींचनी है। उदाहरण के लिये देखिये :—

मन सेर गज तोला माशा

यहाँ पर मन, सेर, तोला और माशा तौलने के काम आते हैं, परन्तु 'गज' से नहीं तोला जा सकता है। इसलिये 'गज' शब्द इन चारों से भिन्न है जिसके नीचे लाइन खींच दी गयी है। अब आप भी इसी प्रकार पाँच शब्दों में से एक के नीचे लाइन खींचिये जो चारों से भिन्न हो।

प्रश्न संख्या

1.	लकड़ी	ईंट	चूना	सीमेंट	पत्थर
2.	सेव	अनार	आम	अखरोट	नाशपाती
3.	रांगा	लोहा	पत्थर	पीतल	तांबा
4.	तोता	मछली	कौआ	चील	कबूतर
5.	तलवार	बरछी	फर्सा	कटार	ढाल
6.	पलंग	कुर्सी	आसन	मेज	तख्त
7.	पुस्तक	पेन्सिल	काँपी	बहीखाता	रजिस्टर
8.	स्लेट	अखबार	पत्रिका	उपन्यास	पुस्तक
9.	धूप	गर्मी	लू	सूर्य	पानी
10.	गंगा	झरना	समुद्र	नीला	बरसाती
11.	आग	बिजली	लालटेन	मोमबत्ती	दीपक
12.	गीता	कुरान	रामायण	बाइबिल	हिन्दुस्तान
13.	वनारस	वृन्दावन	आगरा	हरिद्वार	मथुरा
14.	कुत्ता	हाथी	शेर	चिड़िया	गाय
15.	कमीज	जूता	पायजामा	घोती	कोट

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

निर्देश एवं उदाहरण :—

नीचे प्रत्येक लाइन में तीन शब्द बायीं तरफ और चार शब्द दायीं तरफ कोष्ठ के अन्दर दिये हैं। बायीं ओर के शब्द जो कोष्ठ के बाहर हैं उनमें से पहले दो शब्दों में आपस में सम्बन्ध है। इसी प्रकार तीसरे शब्द का सम्बन्ध कोष्ठ के अन्दर वाले चार शब्दों में से किसी एक के साथ है। आपको यह बताना होगा कि इन चारों में से कोष्ठ के अन्दर वह कौन-सा शब्द है जिसका सम्बन्ध कोष्ठ के बाहर तीसरे शब्द से है। उस कोष्ठ के अन्दर वाले शब्द के नीचे लाइन खींच दीजिये। उदाहरण के लिये देखिये :—

कमान : तीर :: बन्दूक : (मारना, रक्षा, कारतूस, दुनाली)

यहाँ 'कमान' का 'तीर' से संबंध है और 'बन्दूक' का 'कारतूस' से; क्योंकि 'कमान' के लिये 'तीर' की आवश्यकता होती है और 'बन्दूक' के लिये 'कारतूस' की; इसलिये 'कारतूस' के नीचे लाइन खींच दी गयी है। आप भी इसी प्रकार कीजिये।

प्रश्न संख्या

1. घड़ी : समय :: कुतुबनुमा : (पूरव, निर्देशक, दिशा, तापक्रम)
2. दशरथ : राम :: राम : (पुत्र, राजा, कौशल्या, लव-कुश)
3. उत्तर-प्रदेश : लखनऊ :: हिन्दुस्तान : (देश, आर्य, देहली, एशिया)
4. भूख : रोटी :: बीमार : (घी, दूध, जलवायु, दवा)
5. भारत : प्रधानमंत्री :: उत्तर-प्रदेश : (मुख्यमंत्री, राज्यपाल, राष्ट्रपति, अध्यक्ष)
6. इंजन : कोयला :: मोटर : (टायर, मोबिलाइल, पेट्रोल, पानी)
7. हिन्दू : गीता :: मुसलमान : (कुरान, मक्का-मदीना, कट्टर, माँसाहारी)
8. ब्राह्मण : यज्ञोपवीत :: सिख : (बहादुर, केश-कटार, फौजी, पंजाब)
9. अकबर : देहली :: महाराणा प्रताप : (राजपूत, चित्तौड़, राजस्थान, स्वाभिमान)
10. रक्त : हृदय :: साँस लेने की क्रिया : (ऑक्सीजन, स्वच्छ वायु, फेफड़े, नाक)
11. तुलसी : रामायण :: सूर : (कृष्ण, सूरसागर, अन्धे, भक्त)
12. सनातनी : कीर्तन :: आर्य-समाजी : (यज्ञ, आर्य-समाज, उपदेश, पूजा)
13. मेंढक : पानी :: चिड़िया : (उड़ना, बैठना, हवा, जमीन)
14. सफलता : खुशी :: असफलता : (अनिश्चित, दुःख, कार्य, निराशा)
15. पिता : पुत्र :: माता : (पति, पिता, भाई, पुत्री)

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

[समय : 4 मिनट]

निर्देश एवं उदाहरण :—

नीचे प्रत्येक लाइन में बायीं तरफ एक शब्द दिया हुआ है और उसी के स दाहिनी तरफ कोष्ठ में चार शब्द दिये हैं। आपको कोष्ठ के अन्दर दिये हुये शब्दों में से एक शब्द छांटना है जिसका अर्थ वही निकले जो बायीं तरफ के शब्द अर्थ होता है। कोष्ठ के अन्दर वाले जिस शब्द को आप छांटते हैं उसके नीचे ला खींच दीजिये। उदाहरण के लिये देखिये :—

लोहकार : (वरतन, धातु, लुहार, कलाकार)

ऊपर बायीं तरफ एक शब्द 'लोहकार' दिया हुआ है; कोष्ठ में चार शब्द दिये हैं उनमें 'लुहार' एक ऐसा शब्द है जिसका अर्थ 'लोहकार' से मिलता-जुलता है। इस लिये 'लुहार' के नीचे लाइन खींच दी गई है। शेष तीन शब्दों का अर्थ 'लुहार' से न मिलता है; इसलिये उन्हें अर्थहीन समझकर छोड़ दिया है। अब आप भी इसी प्रकार कीजिये।

प्रश्न संख्या

1. आश्चर्य	: (अनोखा	अजीब	भेद	अचरज
2. धैर्य	: (आशा	धीरज	कल्पना	विश्वास
3. धर्म	: (जाति	भेद	कर्म	धाम
4. गृह	: (झोपड़ी	घर	देश	स्थान
5. तृण	: (तिनका	बेल	लता	फूस
6. पुत्र	: (लड़का	पूत	सन्तान	विधाता
7. एकत्र	: (ढेर	बहुत-सा	इकट्ठा	भीड़
8. कुम्भकार	: (सौदागर	वेचने वाला	कलाकार	कुम्हार
9. चाटुकार	: (चापलूस	दलाल	लोभी	कठोर
10. पश्चाताप	: (धोखा	निराशा	पछतावा	कष्ट
11. स्तन	: (संकेत	थन	अंग	दूध
12. कपाट	: (किवाड़	दरवाजा	खाट	चौखट
13. प्रहर	: (वक्त	पहरेदार	दिशा	पहर
14. कमल	: (फूल	सुन्दर	पंकज	सफेद
15. जल	: (समुद्र	नीर	वरसात	कुंआ
16. श्यामल	: (सांवला	कृष्ण	काला	घास
17. भ्रम	: (अचेत	निद्रा	अवस्था	भरम
18. धारित्री	: (माँ	रक्षक	धरती	पाताल
19. भगिनी	: (मौसी	बहन	चाची	भाग्यवती
20. ग्रन्थि	: (कोष	रस	गाँठ	बीमारी

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

[समय : 5 मिनट]

निर्देश एवं उदाहरण :—

नीचे प्रत्येक लाइन में कुछ संख्यायें दी गयी हैं जो एक विशेष क्रम के अनुसार हैं। अन्तिम संख्या के सामने कोष्ठ है जिसमें वह संख्या लिखनी है जो कथनानुसार ठीक बनती हो। उदाहरण के लिये देखिये :—

1 4 7 10 13 16 (19)

ऊपर की संख्याओं को ध्यान से पढ़ने पर यह तथ्य निकलता है कि प्रत्येक संख्या एक विशेष क्रम के बाद आती है। जैसे पहली संख्या 1 में तीन जोड़ दें तो 4 बन जाती है और 4 में यदि तीन और जोड़ दिये जायें तो 7 बन जाती है। इसी प्रकार 3 जोड़ने से संख्या बनती चली जाती हैं। ऊपर की संख्याओं में 16 अन्तिम संख्या है; यदि इसमें 3 जोड़ दिये जायें तो 19 बन जाता है जो कोष्ठ के अन्दर लिख दिया गया है। आप भी इसी प्रकार कोष्ठ में क्रमानुसार एक संख्या लिखिये। ध्यान रखिये पहले प्रत्येक लाइन में दी हुई संख्याओं का क्रम समझना है फिर संख्या लिखनी है।

प्रश्न संख्या

1.	4	6	8	10	12	14	()
2.	1	3	5	7	9	11	()
3.	3	4	5	6	5	4	()
4.	6	7	10	10	14	15	()
5.	2	3	4	5	4	3	()
6.	5	6	9	10	13	14	()
7.	28	25	22	19	16	13	()
8.	99	95	96	92	93	89	()
9.	90	89	87	84	80	75	()
10.	76	77	79	82	86	91	()
11.	23	19	20	16	17	13	()
12.	41	40	38	35	31	26	()

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

[समय : 5 मिनट]

निर्देश एवं उदाहरण :—

नीचे चार गद्य के वाक्य दिये हैं। प्रत्येक में से कुछ शब्द निकाल दिये हैं निकाले गये शब्दों के स्थान पर 1, 2, 3 आदि संख्यायें लिखी हुई हैं। प्रत्येक संख्या के लिए दायीं ओर चार शब्द दिये हैं। इन चार शब्दों में से एक ऐसा शब्द छाँटिये जो वाक्य को पूरा करता हो एवं उपयुक्त भी हो। जो शब्द आपने छाँटा है उसके नीचे लाइखीच दीजिये।

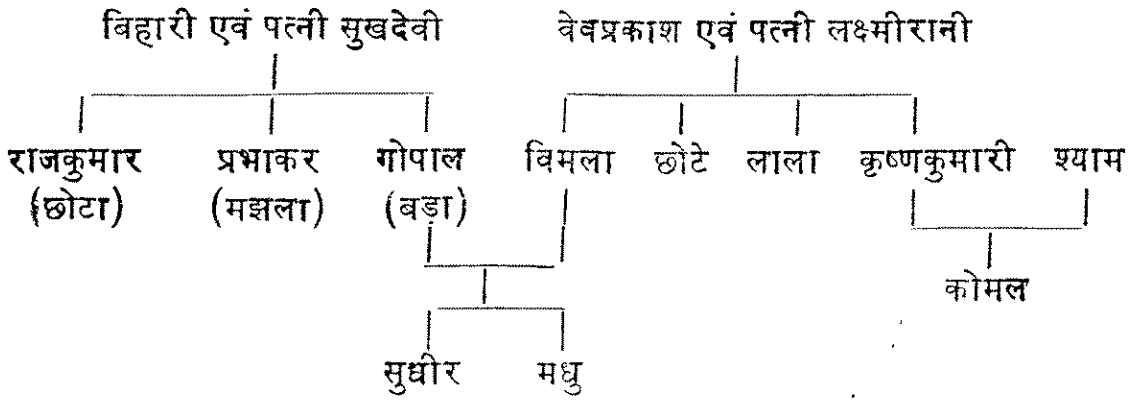
प्रश्न संख्या

1. मनुष्य को1 बड़ा प्रिय है। (इफ्तजार, महानता, दौलत, धन)
 वह एक 2 व्यर्थ में नहीं खोना (मिनट, आना, पैसा, क्षण)
 चाहता है। परन्तु कैसे 3 की (दुःख, खुशी, पागलपन, अनिष्ट)
 बात है कि वह नित्य अपने अमूल्य 4 को यों ही नष्ट कर देता (महीना, समय, धन, जायदाद)
 है इसलिये समय का 5 (व्यय, नष्ट, उपयोग, मूल्य)
 सावधानी से करना चाहिये।
2. आज के युग में वही योग्य है जो पूर्णतः 1 है। वे मनुष्य नीच हैं (सज्जन, चालाक, व्यवहारकुशल, चापलूस)
 जो 2 संचय के लिये गरीबों (धन, पूँजी, कपड़ा, अनाज)
 को सताते हैं।
3. शेरशाह का नाम पहले 1 था। (कासिम, रसीद, रहुमान, फरीद)
 इसके पितामह पहले-पहल 2 में (दिल्ली भारत, पेशावर, पंजाब)
 आये और 3 के मुसलमान शासकों (भारत, आगरा, दिल्ली, सिन्ध)
 के यहाँ उन्होंने नौकरी कर ली।
 शेरशाह का जन्म 4 में ही (भारत, ईरान, अरब, एशिया)
 हुआ था।
4. शेरशाह बहुत ही 1 और ऊँची (काबिल, उदार, योग्य, समझदार)
 श्रेणी का शासक था। शेरशाह ने (बाबर, हुमायूँ, इब्राहीम, अकबर)
 राज्य की नींव डाली। 2 महल
 की ईंट उस पर रखता गया।

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

[समय : 3 मिनट]

बिहारी एवं उनकी पत्नी सुखदेवी के तीन पुत्र हैं—गोपाल, प्रभाकर, राजकुमार । गोपाल का विवाह विमला के साथ हुआ है; विमला के पिता वेद प्रकाश और माँ लक्ष्मीरानी है । गोपाल और विमला के एक पुत्र—सुधीर और एक पुत्री—मधु हैं । विमला के एक बहन—कृष्णकुमारी और दो भाई—‘छोटे’ और ‘लाला’ हैं । कृष्णकुमारी का विवाह ‘श्याम’ के साथ हुआ है । इन दोनों का पुत्र ‘कोमल’ है । यह पारिवारिक सम्बन्ध नीचे एक क्रम से दिये हैं । आप इन्हें सावधानी से देखिये फिर इसके बाद नीचे दिये प्रश्नों का उत्तर उनके सामने लाइन पर लिख दीजिये :—



प्रश्न संख्या	उत्तर
1. सुधीर राजकुमार का कौन है ?
2. वेद प्रकाश बिहारी के कौन हैं ?
3. मधु की मीसी कौन है ?
4. विमला का प्रभाकर कौन है ?
5. श्याम की साली कौन है ?
6. मधु के कितने चाचा है ?
7. लाला के कितने भाँजे हैं ?
8. सुधीर के बाबा का क्या नाम है ?
9. लक्ष्मीरानी का सुधीर कौन है ?
10. कोमल का नाना कौन है ?

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

भाग -

[समय : 4 मिनट]

निर्देश :—

नीचे दस प्रश्न दिये हैं। प्रत्येक प्रश्न के नीचे चार उत्तर दिये हैं; इन चारों में से एक सबसे उपयुक्त है जो कि प्रश्न का उत्तर है। अब आपको अपनी समझ से इन चारों उत्तरों में से एक छाँटना है। जिसे आप छाँट लें उसके बायीं तरफ सही का निशान (✓) लगा दें।

1. एक विद्यार्थी तीन वर्ष से हाई स्कूल परीक्षा में निरन्तर फेल हो रहा है; क्योंकि :—
 - (अ) वह सिनेमा देखता है।
 - (ब) उसके दोस्त बहुत हैं।
 - (स) वह पढ़ता नहीं है।
 - (द) वह हिन्दी में कमजोर है।
2. बच्चों को बीड़ी या सिगरेट नहीं पीनी चाहिये; क्योंकि :—
 - (अ) इसमें पैसा खर्च होता है।
 - (ब) यह स्वास्थ्य के लिये हानिकारक है।
 - (स) इससे लम्बाई नहीं बढ़ती है।
 - (द) यह बच्चों को अच्छी नहीं लगती है।
3. रात को कमरे की खिड़कियाँ बन्द करके नहीं सोना चाहिये; क्योंकि :—
 - (अ) कमरे में अन्धेरा हो जाता है।
 - (ब) हम मर जायेंगे।
 - (स) हम स्वच्छ हवा का सेवन नहीं कर सकते हैं।
 - (द) हम पागल हो जायेंगे।
4. मनुष्य इसलिये सिनेमा देखने जाते हैं; क्योंकि :—
 - (अ) वे वहाँ सो सके।
 - (ब) वे वहाँ अपने दोस्तों से मिल सकें।
 - (स) उनकी आदत बन चुकी है।
 - (द) वे कुछ समय के लिये वहाँ आनन्द अर्थात् मनोरंजन प्राप्त कर सकें।

5. रेल में बगैर टिकट सफर नहीं करना चाहिये; क्योंकि :-
(अ) यह राष्ट्र की सम्पत्ति को हानि पहुंचता है।
(ब) यह अपराध है।
(स) यह चरित्र की कमजोरी का नमूना है।
(द) यह बुरी आदत है।

6. जब बच्चे का मनचाहा खिलौना खो जाता है; तब :-
(अ) वह जोर-जोर से रोता है।
(ब) उसके ढूँढ़ निकालने के लिये माँ को मारता है।
(स) वह खाना नहीं खाता है।
(द) वह खेलना बन्द कर देता है।

7. कच्चे मकानों को बरसात में खतरा रहता है, क्योंकि :-
(अ) उस पर बिजली गिर सकती है।
(ब) पानी से प्लास्टर उखड़ सकता है।
(स) नींव कमजोर पड़ सकती है।
(द) पानी से वे कमजोर होकर गिर सकते हैं।

8. बच्चों से रेल यात्रा करने में आधा किराया लिया जाना चाहिये; क्योंकि :-
(अ) वे यात्रियों के डिब्बे खराब नहीं करते हैं।
(ब) वे कम जगह घेरते हैं।
(स) वे कमाते नहीं, माँ-बाप पर निर्भर होते हैं।
(द) वे अच्छे लगते हैं।

9. मन्दिर में जूते पहनकर नहीं जाना चाहिये; क्योंकि :-
(अ) पुजारी मारेगा।
(ब) यह सामाजिक एवं धार्मिक नियम के विरुद्ध है।
(स) मन्दिर पवित्र स्थान होता है और जूता मन्दा एवं अपवित्र माना जाता है।
(द) भगवान नाराज हो जायेंगे।

10. पुलिस का आदमी अपनी विशेष बर्दी क्यों पहनता है ?
(अ) इसलिये कि बदमाश उससे डरते रहें।
(ब) इसलिये कि यह एक नियम है।
(स) इसलिये कि जनता रौब खाये।
(द) इसलिये कि उसे जन साधारण से अलग पहचाना जा सके।

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

निर्देश एवं उदाहरण :—

नीचे हिन्दी की पूरी वर्णमाला मात्राओं के साथ दी गई है। वर्णमाला का प्रत्येक शब्द और मात्रा एक विशेष गिनती से संबंधित है। नीचे प्रत्येक लाइन में कुछ गिनती दी गई हैं। उनके सामने वाली जगह पर वे शब्द लिखिये जो इन गिनतियों से संबंधित हैं। इस प्रकार प्रत्येक लाइन के सामने शब्द लिखते जाइये। उदाहरण के लिये देखिये

42 48 46 परम

ऊपर लाइन में 42, 48, 46 तीन गिनतियाँ दी हैं; अब हम 42, 48, 46 गिनतियों को लिस्ट में देखें तो पता चलेगा कि 42 के लिये प, 48 के लिये र और 46 के लिये म दिया हुआ है। इसलिये 42, 48, 46 की लाइन के सामने 'परम' लिख दिया गया है। आप भी इसी प्रकार कीजिये। ध्यान रहे कि मात्राओं के जोड़ने में असावधानी न हो।

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10	11	12	13	14	15	16	17	18	19	20	21
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22	23	24	25	26	27	28	29	30	31	32	33
क	ख	ग	घ	ङ	च	छ	ज	झ	ञ	ट	ठ
34	35	36	37	38	39	40	41	42	43	44	45
ड	ढ	ण	त	थ	द	ध	न	प	फ	ब	भ
46	47	48	49	50	51	52	53	54	55	56	57
म	य	र	ल	व	श	ष	स	ह	क्ष	त्र	ज्ञ

प्रश्न संख्या										
(1)	46	1	37	1	29	3	19	48	.....
(2)	5	42	37	1	29	3	22	3	.....
(3)	53	6	50	1	22	48	41	3	.....
(4)	27	1	2	54	47	6			.....
(5)	19	48							.....
(6)	53	39	7	50					.....
(7)	11	57	1	22	1				.....
(8)	42	1	49	41					.....
(9)	22	48	41	1					.....
(10)	27	1	2	54	47	6			.....

[पन्ना मत उलटिये जब तक आपसे कहा न जाये]

निर्देश :—

नीचे कुछ प्रश्न दिये गये हैं। दाहिनी तरफ प्रत्येक प्रश्न के लिये तीन या चार उत्तर दिये हुये हैं इनमें केवल एक उत्तर सही है। जो उत्तर आपको सही लगता है उसके नीचे लाइन खींच दीजिये।

1. श्याम राम से बड़ा है, राम उमेश से बड़ा है, इन तीनों में सबसे बड़ा कौन है ? (श्याम, राम, उमेश)
2. श्याम राम से तेज दौड़ता है, उमेश राम से मंदा दौड़ता है, सबसे मंदा कौन दौड़ता है ? (श्याम, राम, उमेश)
3. माना कि आज सोमवार है, तो परसों कौन-सा दिन था ? (शुक्रवार, शनिवार, रविवार)
4. तीन बहिनें एक कतार में बैठी हैं, स्नेहलता प्रेमलता के दाहिने हाथ बैठी है, प्रेमलता कुसुमलता के दाहिने हाथ बैठी है तो बताओ कौनसी लड़की बीच में है ? (स्नेहलता, कुसुमलता, प्रेमलता)
5. बीना शीला से छोटी है और शीला कुसुम से; तो बताओ क्या कुसुम बीना से बड़ी है ? (हाँ, नहीं, कह नहीं सकते)
6. मैं रेल के डिब्बे में इंजन की तरफ मुँह किये बैठा हूँ। शाम के डूबते सूरज की किरणें खिड़की में होकर मेरे बायें हाथ पर पड़ती हैं; तो बताओ गाड़ी किस दिशा में चल रही है ? (उत्तर, दक्षिण, पूरव, पश्चिम)
7. महेश जब सुबह उठा तो उसने समय मालूम करने के लिये अपने हाथ में बँधी घड़ी को देखा। उसे घड़ी के नम्बर ठीक प्रकार नजर नहीं आये और वह तय नहीं कर पाया कि 12 बजकर 15 मिनट (सवा बारह) हैं या 3 बजकर 30 मिनट (साढ़े तीन) हैं या 7 बजकर 15 मिनट (सवा सात) हैं या 9 बजे हैं। जब वह इस चक्कर में फँसा हुआ था तब उसे ख्याल आया कि यह मार्च महीने का अन्तिम सप्ताह है और सूरज निकलने को है; अब तुम बताओ कि उस समय क्या बजा था ? (12 बजकर 15 मिनट, 3 बजकर 30 मिनट, 7 बजकर 15 मिनट, 9 बजे)

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