Chapter V
Findings, implications and suggestions for further study
CHAPTER V

FINDINGS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

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INTRODUCTION

Data obtained from the chosen sample, through the tools like Proforma to evaluate English Text books for Standard XI and XII, questionnaire for teachers, and Students, interview schedule for Head of institutions and Department of English, and the tests to measure the performance of students in English numbering five namely WGT(o) WCT (C), GCT, RCT, VT were Quantified tabulated and were presented.

The findings arising out of the study are outlined in this chapter.

5.1 FINDINGS ARISING OUT OF THE STUDY ARE GIVEN BELOW:

5.1.1 Findings based on data acquired from expert panel regarding analysis of English text book.

1. The text book satisfies the objectives of the curriculum farmers.
2. The writing of most eloquent, prolific writers belonging to England, Australia, America and India have been chosen in the prose section.
3. The prose topics are presented in diverse forms such as autobiographies, narrations, descriptions, letters, stories, speeches and essays.
4. A sense of enjoyment is offered by pieces of poetry and the poetry section too is sprinkled with ballads, Lyrics, lyrical satire, sonnets, satirical poems etc.

5. The language used in the book is simple and clear to stimulate youngsters to read more of their own.

6. The content is suitable for all three streams, is well graded, monotony and repetition is avoided and has utility value too.

7. It satisfies the requirements of good printing and is low priced.

8. It contains useful introductory notes and meanings for difficult words.

9. It does not contain exercises for practice or testing.

10. The success of the text book depends on how it is wielded by the teachers, and on the appropriate methodology followed and on adequate number of teaching periods allotted per week.

5.2 FINDINGS ARISING OUT OF THE STUDY ON THE BASIS OF DATA COLLECTED FROM STUDENT QUESTIONNAIRE

11. Female students of plus 2 level perform better in English subject in comparison to their male counter parts as revealed by their scores in English.

12. Among the three faculties, the mean score of science students is the highest, commerce students occupy the second position an Arts students take the last position.

13. In all the three faculties, students from English medium of instruction score higher marks in English subject than students from Vernacular medium.

14. Among the three faculties, the percentage of science students using spoken English at home, with friends, with strangers and at the outset, is the
highest, the commerce students occupy the second position and the Arts students settle for the third position.

15. The percentage of female students in all three faculties using spoken English in the four situations is higher than their male counter parts.

16. The mean scores of students having indicated their preferences of usage of English reveal that highest scores are that of sciences faculty, followed closely behind by commerce students and the last position occupied by the Arts Students.

17. Mean scores further reveal that female students of all three faculties have scored higher marks than the male students who have indicated their preference in usage of English.

18. Commerce female students predominantly read Cine magazines and adventure books.

19. Commerce male students predominantly read magazines on sports, and adventure books.

20. Arts female student’s preference lies in reading sports magazines and fiction books.

21. Arts male student’s preference indicates magazines of current affairs and adventure books.

22. Science female student’s prefer to read magazines of current affairs and books connected with science.

23. Science male students indicate preference for reading magazines of Science, sports and books connected with science.

24. The total sample of male and female as a whole show preference for magazines of current affairs and books on adventure.
25. More percentage of female students read magazines (3 percentage) and books (2 percentage than male students).

26. The total sample of male and female students show preference to reading English newspapers.

27. 69 percent of total sample read English newspaper.

28. 70 percent of the female and 68 percent of the male sample read English newspaper.

29. 11 Percent of the total sample read vernacular newspaper.

30. 11 percent of the female students read vernacular newspaper.

31. 10 Percent of the male students read Vernacular newspaper.

32. 3 percent of male and female students read both English and Vernacular newspapers.

33. 83 Percent of the total sample read newspaper.

34. 56 Percent of the sample read magazines.

35. 31 Percent of the sample read books.

36. 94 Percent of the sample use dictionary to find meanings of words.

37. 76 Percent of the total sample use English to English dictionary.

38. 13 percent of the sample use English to Vernacular dictionary.

39. 73 Percent of the female students use English to English dictionary.

40. 79 percent of the male students use English to English dictionary.

41. 12 percent of the female/male students use English to Vernacular dictionary.

42. 14 percent of the male students use English to Vernacular dictionary.

43. Highest percentage of Arts students and least percentages of science students use English to vernacular dictionary.

44. 2 percent of Vernacular medium students and 1 percent of English medium students and read both English and Vernacular newspaper and 4 percentage
of Vernacular medium and 2 percentage of English medium students use both English to English and English to vernacular dictionary.

45. The faculty/sexwise indications of perception of difficulties on English subject by highest percentages of students in as follows:
   a. To express clearly by commerce female
   b. To know how to write by commerce male
   c. To know how to write by Arts female and Arts male
   d. To arrange ideas properly by Science female and male

46. The faculty/sex wise indications of perception of difficulties in English subject by least percentage of students is as follows.
   a. To know how to write by commerce female
   b. To understand the meaning by commerce male
   c. To use correct spelling and how to express clearly by Arts female.
   d. To know what to write by Arts male
   e. To know how to express clearly by science female
   f. To speak, to understand the meaning, and to write the correct spelling by science male students.

47. The faculty/sexwise indications of perception of difficulties in English subject by highest percentage of students from Std. XII attached to schools is as follows:
   a. To know how to write by commerce female, male
   b. Arts female
   c. To understand the meaning by Arts male
   d. To write the correct spelling by science female
   e. To know what to write by science male
48. The faculty/sex wise indications of perception of difficulties in English subject by lowest percentage of students from Std XII classes attached to schools is as follows:
   a. To understand by commerce female
   b. To write correct spelling by commerce male
   c. And Arts female
   d. To know what to write by Arts male
   e. To know how to write by science female
   f. To read by science male

49. The faculty/sex wise indications of perception of difficulties in English subject by highest percentage of students from Std XII classes attached to Degree Colleges is as follows.
   a. To know how to express by commerce female and male
   b. To arrange ideas clearly by Arts female
   c. To know how to write by Arts male
   d. To arrange ideas clearly by science female and male.

50. The faculty/sex wise indication of perception of difficulties in English subject by lowest percentage of students from Std. XII classes attached to Degree Colleges is as follows:
   a. To know how to write by commerce female
   b. To speak and read by commerce male
   c. To know how to express by Arts female
   d. To speak by Arts male
   e. To use correct spelling, and to know how to express by science female and male students.
51. The faculty/sex wise indications of perception of areas of problems of learning English subject by highest percentage of students is as follows:

a. Composition by commerce female and
b. Commerce male
c. Composition by Arts female
d. Preparation for tests and examination by Arts male
e. Home assignments by science female and male

52. Text book is indicated as the area of problem by least percentage of students of all faculty and inclusive of both sex.

53. The faculty/sex wise indication of perception of areas of problems of learning English subject by highest percentage of students from St. XII attached to school is as follows:

a. Preparation for tests and examinations and composition by commerce female.
b. Composition by commerce male
c. Home assignment by Arts female
d. Home assignment by Arts male
e. Composition by science female
f. Science male

54. Content of the English reader is indicated as problem area by least percentage of students of all faculty/sex belonging to Std. XII classes attached to schools.
55. The faculty sex wise indications of perception of areas of problems of learning English subject by highest percentage of students of Std. XII classes attached to Degree Colleges.
   
a. Composition by commerce female
b. Home assignments by commerce male
c. Composition and correction by Arts female and by Arts male
d. Home assignments by science female and by science male

56. Text book is indicated as a problem area by least percentage of students of all faculty/sex belonging to Std XII classes attached to Degree Colleges.

57. a. 90 percent of the students have stated to like English for its usefulness and importance in future.
b. 40 percent as it is easy to speak and is considered as language of the refined or cultured in the society.
c. 10 percent say is interesting to learn.

But only 0.01 percent say that they do not like learning English as it is boring.

58. All students have agreed that English should be a compulsory subject at Higher Secondary level due to the following reasons:
   a. 42 percent because of its usefulness in future as a link language within India and as an International language.
b. 37 percent because it is interesting to learn
c. 12 percent because knowing it is an indication of refinement of creates respect in the society for the individual.
59. Ideally the students recommend the following methodology to be followed by English teachers while teaching to them.

a. Asking questions on previously taught topic
b. reading the lesson in class
c. allowing students to read
d. teaching only a small unit of the lesson in one period in an planned manner.
e. Teaching poetry to impart rhythm and appreciation of beauty and language.
f. teaching functional grammar by providing lots of examples
g. writing compositions in class and correcting them
h. Dictating notes as guidelines for possible questions
i. assigning home work regularly
j. maintaining a note book for English
k. discussing mistakes of students committed in tests and exams in class and given them the correct answers.
l. conducting revision of portions before tests and exams for better performance of students

all the above mentioned points which should have been regular features of teaching English at Higher Secondary level are only occurrence of rare phenomenon.

From the answers ticked by the students, the following points are deduced about instructional methodology.

60. Regular features of teaching English are

a. Explaining the main aim of the unit
b. audibility of the teacher
c. conducting test per month and an examination per them.
61. a. Physical facilities like class rooms, desks chairs are adequate
    b. Library facilities are adequate
    c. Instructional materials such as Bulletin boards, charts, models are inadequate and are not used.

62. a. Students agree that introduction of vocabulary, structure, requirements of printing in text books are satisfactory.
    b. Content could have been more informative and interesting.
    c. Undecided about whether the content instills national feeling or not.
    d. Disagree about sufficient number of exercises being given in the readers.

63. Commerce students mean scores in English subject is significantly more than Arts students.

64. Science students mean scores in English subject is significantly more than commerce students.

65. Science students mean scores in English subject is significantly more than Arts students.

66. Arts female students mean scores in English subject is not significantly more than Arts male students.

67. Commerce female students mean scores in English subject is not significantly more than commerce male students.
68. Science female students mean scores in English subject is significantly more than science male students.

69. Out of the whole sample female students mean scores in English subject is significantly more than the whole sample of male students.

70. The mean scores in English subject of Commerce students from English medium is significantly more than mean scores of students from vernacular medium.

71. The mean scores in English subject of Arts students from English medium is significantly more than that of students from Vernacular medium.

72. The mean scores in English subject of science students from English medium is significantly more than that of vernacular medium students.

73. The mean scores in English subject of female and male students of commerce, Arts science faculties and the female, and male sample as a whole from English medium of instruction is significantly more than that of their respective counter parts from vernacular medium of instruction.

74. The mean scores in English subject of commerce students who use English as spoken language at home is significantly more than Arts students and the mean scores of science students is significantly scores of science students is significantly more than Arts and commerce students.

75. The mean scores in English subject of commerce students who speak English with friends is significantly more than of Arts students and the mean scores
of science students of the same category is significantly more than that of Arts and commerce students.

76. The mean scores in English subject of commerce students who speak English with strangers is significantly more than that of Arts students, the mean scores of Science students of the same category is significantly more than that of Arts and commerce students.

77. The mean scores in English subject of commerce and science students who speak English at the outset is significantly more than that of Arts students of the same category.

78. The mean scores in English subject of science students who speak English at the outset is not significantly more than that of commerce students of the same category.

79. The mean scores in English subject of commerce female students who speak English at home is not significantly more than commerce male students.

80. The mean scores in English subject of Arts female students who speak English at home is not significantly more than Arts male students.

81. The mean scores in English subject of science female students who speak English at home is significantly more than Science male students.

82. The mean scores in English subject of Commerce female students, Arts female students and science female students, who speak English with friends
is significantly more than commerce male students, Arts male students and science male students of that category respectively.

83. The mean scores in English subject of commerce female, and science female students who speak English with strangers is significantly more than that of commerce male, Arts male and science male students of that category respectively.

84. The mean scores in English subject of commerce female and science female students who speak English at the outset is not significantly more than commerce male and science male students of the same category.

85. The mean scores in English subject of Arts female students who speak English at the outset is significantly more than that of Arts male students of the same category.

86. Arts students face significantly more difficulty than commerce and science students, commerce students face significantly more difficulty than science students to speak English.

87. Arts students face significantly more difficulty than commerce and science students, commerce students face significantly more difficulty than science students in reading English.

88. Arts students face significantly more difficulty than commerce and science students in understanding English but commerce students do not face significantly more difficulty than science students in understanding English.
89. Arts students face significantly more difficulty than commerce and science students in knowing what to write. But commerce students donot face significantly more difficulty than science students in knowing what to write.

90. Arts students face significantly more difficulty than commerce and science students in knowing how to arrange ideas.

But commerce students donot face significantly more difficulty than science students in knowing how to arrange ideas.

91. Male students donot face the difficulty to speak English more than female students.

92. Male students donot face the difficulty to read English more than female students.

93. Male students donot face the difficulty of understanding English significantly more than female students.

94. Male students donot face the difficulty of knowing how to write significantly more than female students.

95. Male students face the difficulty to arrange ideas significantly more than female students.

96. Male students face the difficulty to know what to write significantly more than female students.
97. Male students do not face the difficulty to write correct spelling significantly more than female students.

98. Male students face the difficulty to know how to express significantly more than female students.

99. Vernacular medium students face the following difficulties significantly more than female students.
   i. To speak English
   ii. To read English
   iii. To know how to write
   iv. To arrange ideas
   v. To know what to write
   vi. To know to write the correct spelling
   vii. To know how to express

100. Vernacular medium students do not face the difficulty, to understand English significantly more than English medium students.

101. Students attached to schools face the following difficulties significantly more than students attached to Degree colleges. They are:
   i. To speak English
   ii. To know how to write
   iii. To know how to express
102. Students attached to schools do not face the following difficulties significantly more than students attached to Degree college. They are:

i. To read English
ii. To understand English
iii. To arrange ideas clearly
iv. To write correct spelling
v. To know what to write

103. Arts students do not face problem regarding content of text book significantly more than neither commerce nor science students.

104. Commerce students do not face problem regarding content of text book significantly more than science students.

105. Arts students face problems regarding teaching significantly more than commerce and science students.

106. Commerce students face problems regarding teaching significantly more than science students.

107. Arts students do not face problem regarding correction significantly more than commerce students.

108. Arts students face problem regarding correction significantly more than science students.

109. Commerce students face problems regarding composition significantly more than science students.
110. Arts students and commerce students face problem regarding composition significantly more than science students.

111. Arts students face problems regarding preparation for tests and examinations significantly more than commerce and science students.

112. Commerce students face problem regarding preparation for tests and examinations significantly more than science students.

113. Female students donot face the problems significantly more than male students in the following areas
   i. Content of the English reader
   ii. Home assignment
   iii. Teaching
   iv. Correction
   v. Composition

114. Female students face problems significantly more than male students in the area regarding preparation for tests and examination.

115. Students from vernacular medium face problems in all the six areas mentioned significantly more than English medium students.

116. Students attached to Degree colleges face problems in the areas.
   i. Content of the English reader
   ii. Home assignment
   Significantly more than students attached to schools.
117. Students attached to Degree Colleges do not face problems in areas regarding
i. Teaching
ii. Correction
iii. Composition
iv. Preparation for tests and examinations significantly more than students attached to schools

118. No significant relationship is found to exist at 0.05 level between father’s qualification and English marks of students from all the groups, chosen as sample such as
i. Commerce female
ii. Commerce male
iii. Total commerce students
iv. Arts female
v. Arts male
vi. Total Arts students
vii. Science female
viii. Science male
ix. Total science students

119. Significant relationship is found to exist at 0.05 level between father’s income and English marks of students from all the groups chosen as sample such as:
   i. Commerce female
   ii. Commerce male
   iii. Total commerce students
iv. Arts female  
v. Arts female  
vi. Total male  
vii. Science female  
viii. Science male  
ix. Total Science students

120. Significant relationship is found to exist at 0.05 level between mother’s qualification and English marks of students from all the groups chosen as sample such as:
i. Commerce female  
ii. Commerce female  
iii. Total commerce students  
iv. Arts female  
v. Arts male  
vi. Total Arts students  
vii. Science female  
viii. Science male  
ix. Total science students

121. No significant relationship is found to exist at 0.05 level between the English marks of students who have the English marks of students who have non working and working mothers, from all the groups chosen as sample such as:
i. Commerce female  
ii. Commerce male  
iii. Total commerce students
iv. Arts to female
v. Arts male
vi. Total Arts students
vii. Science female
viii. Science male
ix. Total science students

122. No significant correctional relationship is found to exist at 0.05 level between the mean scores in English and mean total scores of all groups of students such as
i. Commerce female
ii. Commerce male
iii. Total commerce students
iv. Arts female
v. Arts male
vi. Total Arts Students
vii. Science female
viii. Science male
ix. Total science students
x. Total female students
xi. Total male students

5.1.3 The findings based on data collected from Teacher's questionnaire with regard to the present study are given below:

123. 95 percent of the teachers teaching English at Higher Secondary level have had education through English medium.
124. 5 percent of the teachers teaching English at Higher Secondary level have had primary level education through vernacular medium and higher levels of educational through English medium.

125. 94 percent of the English teachers had studied English as main subject at under graduate level.

126. 6 percent of the teachers have studied geography as main subject with English an ancillary subject at under graduate level out of them, 2 percent are female and 4 percent are male teachers.

127. All English teachers have studied English as main subject in post graduate level.

128. All teachers have passed with first division marks both in under graduate as well as post graduate level.

129. 26 percent of the teachers have scored above 75 percent marks, 35 percent have scored above 70 percent marks, and 39 percent have scored above 60 percent marks at have graduate level examination.

130. 22 percent of the English Teachers have scored above 70 percent marks and 78 percent have scored above 60 percent marks at post graduate level examination.

131. 13 percent of the English teachers have Ph.D. Qualification, 49 percent have M.A., M.Phil., Qualification and 6 percent have M.A., M.Ed., Qualification.
132. 45 Percent of the English teachers have around 5 to 10 years of experience, 8 percent have around 10 to 15 years experience and the rest below.

133. 77 percent of the English teachers are permanent staff, 15 percent are temporary staff and 7 percent are appointed on contract basis.

134. 28 percent of the staff appointed on temporary basis have not received salary for the post 6-15 months.

135. 42 percent of the teachers have participated in extra curricular activities during their teaching career.

136. All teachers have participated in extra curricular activities as students.

137. None of the teachers have attended any refresher courses in the past five years.

138. 86 percent of the teachers had selected the teaching profession of their own choice, 11 percent of the teachers are not sure about their choice and 3 percent preferred to be in some other profession.

139. All teachers read Times of India and mid day News paper and 22 percent of the teachers read financial express, observer in addition.

140. All English Teachers read atleast 2 to 3 books every year which are either literature or fiction books.

141. Oxford, webster or chambers dictionary (English - English) is used by English teachers.
142. 88 percent of the teachers speak English at home and outside.

143. All teachers spend 6 hours in college very day including their leisure time which is utilised for correction and preparation.

144. All teachers have gone through the English Syllabus.

145. All teachers have stated that English should be a compulsory subject as it is the link language within India and the only means of communication in the entire world.

146. Prose and poetry are taught in an identical manner.

147. All teachers have stated that English should be a compulsory subject as it is the link language within India and the only means of communication in the entire world.

148. Prose and poetry are taught in an identical manner.

149. Teachers with less experience used innovative methods of teaching than teachers with more experience.

150. Teachers of temporary appointment have feelings of uncertainty and despair which prevents them from contributing their best.

151. According to teachers, text book lessons could have been more informative and interesting.
152. It is difficult to cater to the needs of students from Vernacular and English medium.

153. Classes are unwieldy which makes paying personal attention to weak students an impossible task.

154. Correcting test papers once a month is a drudgery and correction of notes or composition is an impossible task.

155. English teachers, teaching under graduate students feel irritated and frustrated due to the requirement of extra care to be taken in teaching Std XII students whose level of understanding is much lower than undergraduate students.

156. English teachers agree that they are required to teach English as a content subject giving importance to specific areas in each lesson based on the type of questions asked in the public examination.

157. English teacher's Competency, institution's reputation and standard are judged on the basis of marks acquired by students and not on the basis of methodology followed in aiding students to acquire it.

158. Students do not bother to score high marks in English as English marks are not counted for admission to higher studies hence the extra effort taken by teachers goes waste.

159. Notes or answers to questions are not given by the teachers.
160. The topics or compositions are mentioned by the teachers and the compositions written as home work are seldom checked by the teacher.

161. All teachers complain about the 7 or 8 periods allotted for teaching English for Std XII is inadequate for completion of portions and dictation of notes.

162. All teachers carry their test papers home to correct.

163. No substitute teacher is appointed even if a teacher takes leave for one month or so.

164. The interaction among departmental members and the school climate seems to be satisfactory.

165. All teachers have stated that there are no bulletin board, tape recorders, over head projectors are available in their institutions but are sparingly used.

166. 97 percent of the teachers use their college library regularly and have stated that the libraries have sufficient number of books.

167. All teachers have their own teaching plan but only 39 percent of the teachers write teaching notes.

168. Teaching notes are seldom checked by supervisors.

169. Number of compositions given by teachers per month varied from 1 to 3.

170. It was not compulsory to write it in a particular note book as it was seldom checked by the teacher.
Over 95% of teachers partially agree that text book satisfies the objectives of the syllabus, is suitable for the average student, is interesting and informative, structures, are properly graded and vocabulary is satisfactory.

They all fully agree that requirements of print is satisfactory.

They agree that exercises are conspicuous by their absence.

The objective of developing originality and competence in self expression is defeated as the question in the final examinations are more text book content oriented and this in turn affects teaching methodology too.

Practice reading, using Instructional materials other than black board, testing the previous knowledge of students, using diverse methods of exposition and explanation of prose; enabling students to learn rhythm, experience the enjoyment and pleasure of reading and appreciation of a poem as a whole, initiating students awareness of their mistakes in written expression through correction of notes and compositions, revision of portions before tests and exams are areas which have failed to receive due attention from English teachers teaching Std. XII.

The findings based on the data collected from head of Department of English through interview schedule.

English language learning is not given adequate importance by students as no weightage is given to English marks for admission to higher studies students take the subject very lightly.
177. Large and unwieldy classes makes it difficult for teachers to teach effectively and incorporate new instructional methodology.

178. Teachers who hold Doctorate degrees and teach at plus two level are unhappy as they find it difficult to lower the standard of their teaching to the level of understanding of plus 2 students and hence are unhappy about it.

179. Teachers who teach Std XII attached to schools are envious of their counter parts in colleges as for those teaching in schools, teaching plus 2 is the terminal point of their career. Whereas for their counter parts it is only the starting point from where they can aim to progress far beyond this thought creates of job dissatisfaction.

180. Teachers teaching in Degree colleges do not write teaching notes but teachers in schools are required to write teaching notes once in a fortnight which are seldom checked by supervisors.

181. Scale of pay, job security and climate is satisfactory in degree colleges but are not satisfactory in schools.

182. Total periods allotted for English are inadequate to complete portions using proper instructional methodology.

183. Notes giving is optional and due to inadequate time teachers tend to neglect giving notes, composition or correct them.

184. Inspection by higher authorities sponsoring seminars, in service training for teachers are conspicuous by their absence.
185. Teachers have never been asked to account for failures in English because students manage to secure 35 per cent marks as 75 per cent of the marks are based on the text book questions in public examination and hence it is quite easy to score good marks as evaluation is lenient.

186. Standard of written English of students is satisfying though that of spoken English needs improvements which can occur only with increased usage of spoken English.

5.1.5 Findings based on the data collected thorough interview from the Head of the Institutions chosen as sample for study.

187. All principals unanimously agree that English should be a compulsory subject at Higher Secondary level in order to help students communicate within India, continue higher studies abroad and utilise the vast sources of knowledge available from western civilisation.

188. Attainment of written standard of English is satisfying if it is to be measured in terms of marks scored in the exams, but standard of spoken English requires improvement.

189. Teaching English at Higher Secondary level in conformity with the syllabus and objectives set by framers, is found to be quite a challenging task by the English teacher specially when they have to satisfy the devise needs and disparity in standard of English and Vernacular medium studies.

190. Teaching aids are available but are inadequate in number and even those are not put into proper use.
191. As a matter of policy teachers have been instructed to give notes but do not conform to it in practice.

192. Heads of Department are entrusted with the planning, supervising and Coordinating all activities of English Department but are not authorised to take any action against a teacher for non compliance to instructions.

193. Thought the need for organising seminars and in service training itself necessary by the Heads of Institutions, they express inability to conduct them due to non approval of the management which indicates in adequate of finance as reasons for rejection.

5.1.6 The findings based on the tests conducted on the sample of students reveal that.

194. Female students of all the three faculties have performed better in all the tests than male students.

195. In all faculties inclusive of both sex students have found written comprehension test - composition (WCT (C)) the most difficult as the mean average marks of this test is the lowest.

196. All students have scored high marks in reading comprehension test (RCT) and vocabulary test (VT) which is an indication that they find these tests the earliest of all the five tests.