Problem & Problem Statement
CHAPTER I

PROBLEM AND PROBLEM STATEMENT

1.1 Introduction:

Much before the present debate on human development was initiated, the framers of the Indian Constitution had realized that education is the very essence of quality life and basis for human progress. Following the legacy of protracted freedom struggle, the framers of the Indian Constitution thus resolved to build a new nation based on justice liberty, equality and fraternity. Five Years Plans have launched various programmes to achieve the target for universalization of elementary education. At the international level too, the United Nations has emphasized on more than one occasion the urgent need to provide education to all children in the age group of 6 to 18 years. The national Policy on Education 1986 as revised in 1992 has also assigned top priority to provide quality education to children. Education is able to instill in the Child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society of which he is an integral part. Speaking more frankly, education bestows upon the child immense. It brings up the child as the parents do. It guides him like an affectionate father and serves him faithfully like a wife. A well educated person is known all over the region. He is able to meet the conflicting challenges and tide over all the difficulties which confront him in day to day living. Not only this, education culturists the individual and helps him in his needs all over the world.

Thus education develops the individual like a flower which distributes its fragrance all over the environment. In this sense, education is that conducive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects. Physical, mental, emotional and social with this type of all-round development, he becomes a responsible dynamic, resourceful and enterprising citizen of strong good moral character, who uses all his capacities to develop his own self, his society and his nation to the highest extent by contributing his best to national honor, national glory, national culture and civilization of the nation of which he is a part, an integral part. Just as, on one hand education develops to full the personality of an individual in all fields and aspects making him intelligent,
learned bold, courageous and processing strong good character much in the same way. On the other hand, it contributes to the growth and development of society also. It is only through education those moral ideals and spiritual values, the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievements. Thus, education is greatly essential for the growth and development of individual as well as society. Hence, education is life and life is education. Commerce is one of the subjects which is helpful to understand the economic status of particular region, which leads the market and provide direction to powerful economic status establishment.

In words of our Former Prime Minister Late Sh. Rajeev Gandhi "We will have to build our society, such a society where education must be honored. Education does not end after leaving school or college. It is a lifelong process. We cannot progress until our education is honored and we could not face the challenges in future to save our country."

1.2 Statement of the Problem:

A study of correlates of achievement of students in Elements of book keeping and accountancy for std XI in Mehsana District.

1.3 Importance of the study

Every research has its own importance, while describing the importance of study Alexander writes that “A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself, beginning the person to be convinced of it.” ¹

1. Quality is the demand of the present time. Elements of book keeping and accountancy for students is one of the important subject of commerce, in this concern it is very necessary to check that the students how achieve their knowledge of Elements of book keeping and accountancy for the competencies in the present time to fulfill he requirement of the commerce.

2. Present research focus on the achievement in the subject of the elements of book keeping and accountancy for students of standard-XI.

3. Present research will be useful to know the level of the teacher competencies and its necessity.
4. Present research will be useful to make necessary change accordance with the level of competencies of the classroom Interaction in the present education system.

5. It will be useful to provide to achieve the traditional level of the competencies in the present education system.

6. Present research will be useful to know the problem regarding the classroom Interaction in the present education system.

7. Present research will be useful to teacher to make them competent accordance with classroom Interaction in the present education system.

8. Present research will be helpful to make necessary changes accordance with the achievement in the subject of the Elements of book keeping and accountancy for students of standard-XI.

9. Present research will be helpful to the components affecting the accordance with the achievement in the subject of the elements of book keeping and accountancy for students of standard-XI.

1.4 **Objectives of the study**

1. To study the level of achievement of the students of standard-XI in the subject of the Elements of Book Keeping and Accountancy.

2. To study the level of achievement of the students of standard-XI in the subject of the Elements of Book Keeping and Accountancy with reference to gender.

3. To study the level of achievement of the students of standard-XI of higher secondary school in the subject of the Elements of Book Keeping and Accountancy with reference to Habitat.

4. To study the level of Intelligence of the students of standard-XI with reference to gender.

5. To study the level of Intelligence of the students of standard-XI of higher secondary school with reference to Habitat.

6. To study the level of numerical Ability of the students of standard-XI with reference to gender.

7. To study the level of numerical Ability of the students of standard-XI of higher secondary school with reference to Habitat.

8. To study the level of Classroom Interaction of the students of standard-XI with reference to gender.
9. To study the level of Classroom Interaction of the students of standard-XI of higher secondary school with reference to Habitat.

10. To study the correlation between achievement of the students, intelligence, numerical ability and classroom interaction in the subject of the Elements of Book Keeping and Accountancy with reference to Gender and Habitat of student.

1.5 Hypothesis of the study

Hypotheses are an eye to scientifically see a research and are a key to solve problem. Best and Khan says, “The hypothesis focuses the investigation on a definite target and determines what observations or measures are to be used. 2

1.5.1 Hypothesis related to achievement of subject of the Elements of Book Keeping and Accountancy:

Ho1. There will be no significant difference between mean score of male and female students of standard-XI in achievement of subject of the Elements of Book Keeping and Accountancy.

Ho2. There will be no significant difference between mean score of urban habitat and rural habitat students of standard-XI in achievement of subject of the Elements of Book Keeping and Accountancy.

Ho3. There will be no significant difference between mean score of male urban and male rural students of standard-XI in achievement of subject of the Elements of Book Keeping and Accountancy.

Ho4. There will be no significant difference between mean score of urban female and rural female habitat students of standard-XI in achievement of subject of the Elements of Book Keeping and Accountancy.

Ho5. There will be no significant difference between mean score of male urban and female urban habitat male students of standard-XI in achievement of subject of the Elements of Book Keeping and Accountancy.

Ho6. There will be no significant difference between mean score of male rural and female rural habitat female students of standard-XI in achievement of subject of the Elements of Book Keeping and Accountancy.

1.5.2 Hypotheses related to Intelligence:

Ho7. There will be no significant difference between mean score of male and female students of standard-XI in Intelligence.
Ho8. There will be no significant difference between mean score of urban and rural students of standard-XI on Intelligence Test.

Ho9. There will be no significant difference between mean score of urban male and rural male students of standard-XI on Intelligence Test.

Ho10. There will be no significant difference between mean score of urban female and rural female habitat students of standard-XI on Intelligence Test.

Ho11. There will be no significant difference between mean score of male urban and female urban students of standard-XI on Intelligence Test.

Ho12. There will be no significant difference between mean score of male rural and female rural habitat female students of standard-XI on Intelligence Test.

1.5.3 Hypotheses related to Numerical Ability:

Ho13. There will be no significant difference between mean score of male and female students of standard-XI in Numerical Ability Test.

Ho14. There will be no significant difference between mean score of urban and rural students of standard-XI in Numerical Ability Test.

Ho15. There will be no significant difference between mean score of male urban and male rural students of standard-XI in Numerical Ability Test.

Ho16. There will be no significant difference between mean score of urban female and rural female habitat students of standard-XI in Numerical Ability Test.

Ho17. There will be no significant difference between mean score of male urban and female urban habitat male students of standard-XI in Numerical Ability Test.

Ho18. There will be no significant difference between mean score of male rural and female rural habitat female students of standard-XI in Numerical Ability Test.

1.5.4 Hypotheses related to Classroom Interaction:

Ho19. There will be no significant difference between mean score of male and female students of standard-XI in Classroom interaction.

Ho20. There will be no significant difference between mean score of urban and rural students of standard-XI in Classroom interaction.

Ho21. There will be no significant difference between mean score of male urban and male rural students of standard-XI in Classroom interaction.

Ho22. There will be no significant difference between mean score of female urban and female rural habitat students of standard-XI in Classroom interaction.

Ho23. There will be no significant difference between mean score of male urban and female urban students of standard-XI in Classroom interaction.
Ho24. There will be no significant difference between mean score of male rural and rural female students of standard-XI in Classroom interaction.

1.5.5 Hypotheses related correlation between score of achievement and Intelligence of students of standard-XI:

Ho25. There will be no significant difference between correlation of score of achievement and Intelligence of students of standard-XI.

Ho26. There will be no significant difference between correlation of score of achievement and Intelligence of male students of standard-XI.

Ho27. There will be no significant difference between correlation of score of achievement and Intelligence of urban habitat male students of standard-XI.

Ho28. There will be no significant difference between correlation of score of achievement and Intelligence of rural habitat male students of standard-XI.

Ho29. There will be no significant difference between correlation of score of achievement and Intelligence of female students of standard-XI.

Ho30. There will be no significant difference between correlation of score of achievement and Intelligence of urban habitat female students of standard-XI.

Ho31. There will be no significant difference between correlation of score of achievement and Intelligence of rural habitat female students of standard-XI.

Ho32. There will be no significant difference between correlation of score of achievement and Intelligence of urban habitat students of standard-XI.

Ho33. There will be no significant difference between correlation of score of achievement and Intelligence of rural habitat students of standard-XI.

1.5.6 Hypotheses related correlation between score of achievement and Numerical Ability of students of standard-XI:

Ho34. There will be no significant difference between correlation of score of achievement and Numerical Ability of students of standard-XI.

Ho35. There will be no significant difference between correlation of score of achievement and Numerical Ability of male students of standard-XI.

Ho36. There will be no significant difference between correlation of score of achievement and Numerical Ability of urban habitat male students of standard-XI.
Ho37. There will be no significant difference between correlation of score of achievement and Numerical Ability of rural habitat male students of standard-XI.

Ho38. There will be no significant difference between correlation of score of achievement and Numerical Ability of female students of standard-XI.

Ho39. There will be no significant difference between correlation of score of achievement and Numerical Ability of urban habitat female students of standard-XI.

Ho40. There will be no significant difference between correlation of score of achievement and Numerical Ability of rural habitat female students of standard-XI.

Ho41. There will be no significant difference between correlation of score of achievement and Numerical Ability of urban habitat students of standard-XI.

Ho42. There will be no significant difference between correlation of score of achievement and Numerical Ability of rural habitat students of standard-XI.

1.5.7 Hypotheses related correlation between score of achievement and Classroom Interaction of students of standard-XI:

Ho43. There will be no significant difference between correlation of score of achievement and Classroom Interaction of students of standard-XI.

Ho44. There will be no significant difference between correlation of score of achievement and Classroom Interaction of male students of standard-XI.

Ho45. There will be no significant difference between correlation of score of achievement and Classroom Interaction of urban habitat male students of standard-XI.

Ho46. There will be no significant difference between correlation of score of achievement and Classroom Interaction of rural habitat male students of standard-XI.

Ho47. There will be no significant difference between correlation of score of achievement and Classroom Interaction of female students of standard-XI.

Ho48. There will be no significant difference between correlation of score of achievement and Classroom Interaction of urban habitat female students of standard-XI.
Ho49. There will be no significant difference between correlation of score of achievement and Classroom Interaction of rural habitat female students of standard-XI.

Ho50. There will be no significant difference between correlation of score of achievement and Classroom Interaction of urban habitat students of standard-XI.

Ho51. There will be no significant difference between correlation of score of achievement and Classroom Interaction of rural habitat students of standard-XI.

1.5.8 Hypotheses related correlation between score of Intelligence and Numerical Ability of students of standard-XI:

Ho52. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of students of standard-XI.

Ho53. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of male students of standard-XI.

Ho54. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of urban habitat male students of standard-XI.

Ho55. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of rural habitat male students of standard-XI.

Ho56. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of female students of standard-XI.

Ho57. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of urban habitat female students of standard-XI.

Ho58. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of rural habitat female students of standard-XI.

Ho59. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of urban habitat students of standard-XI.

Ho60. There will be no significant difference between correlation of score of Intelligence and Numerical Ability of rural habitat students of standard-XI.
1.5.9 Hypotheses related correlation between score of Intelligence and Classroom Interaction of students of standard-XI:

**Ho61.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of students of standard-XI.

**Ho62.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of male students of standard-XI.

**Ho63.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of urban habitat male students of standard-XI.

**Ho64.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of rural habitat male students of standard-XI.

**Ho65.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of female students of standard-XI.

**Ho66.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of urban habitat female students of standard-XI.

**Ho67.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of rural habitat female students of standard-XI.

**Ho68.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of urban habitat students of standard-XI.

**Ho69.** There will be no significant difference between correlation of score of Intelligence and Classroom Interaction of rural habitat students of standard-XI.

1.5.10 Hypotheses related correlation between score of Numerical Ability and Classroom Interaction of students of standard-XI:

**Ho70.** There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of students of standard-XI.

**Ho71.** There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of male students of standard-XI.

**Ho72.** There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of urban habitat male students of standard-XI.
Ho73. There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of rural habitat male students of standard-XI.

Ho74. There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of female students of standard-XI.

Ho75. There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of urban habitat female students of standard-XI.

Ho76. There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of rural habitat female students of standard-XI.

Ho77. There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of urban habitat students of standard-XI.

Ho78. There will be no significant difference between correlation of score of Numerical Ability and Classroom Interaction of rural habitat students of standard-XI.

1.5.1 Hypotheses related Partial correlation between score of Achievement test, Intelligence, Numerical Ability and Classroom Interaction of students of standard-XI:

Ho79. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Numerical ability) on Total students of Sample of the study of standard-XI.

Ho80. There will be no significant difference between partial correlation of (Intelligence & Numerical ability) _ (Achievement Test) on Total students of Sample of the study of standard-XI.

Ho81. There will be no significant difference between partial correlations of (Achievement & Numerical) _ (Intelligence) on Total students of Sample of the study of standard-XI.

Ho82. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Classroom Interaction) on Total students of Sample of the study of standard-XI.
Ho83. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Achievement Test) on Total students of Sample of the study of standard-XI.

Ho84. There will be no significant difference between partial correlations of (Achievement & Classroom Interaction) _ (Intelligence) on Total students of Sample of the study of standard-XI.

Ho85. There will be no significant difference between partial correlations of (Intelligence & Numerical Ability) _ (Classroom Interaction) on Total students of Sample of the study of standard-XI.

Ho86. There will be no significant difference between partial correlations of (Numerical Ability & Classroom Interaction) _ (Intelligence) on Total students of Sample of the study of standard-XI.

Ho87. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Numerical ability) on Total students of Sample of the study of standard-XI.

Ho88. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Numerical ability) on Male students Sample of the study of standard-XI.

Ho89. There will be no significant difference between partial correlation of (Intelligence & Numerical ability) _ (Achievement Test) on Male students Sample of the study of standard-XI.

Ho90. There will be no significant difference between partial correlations of (Achievement & Numerical) _ (Intelligence) on Male students Sample of the study of standard-XI.

Ho91. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Classroom Interaction) on Male students Sample of the study of standard-XI.

Ho92. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Achievement Test) on Male students Sample of the study of standard-XI.

Ho93. There will be no significant difference between partial correlations of (Achievement & Classroom Interaction) _ (Intelligence) on Male students Sample of the study of standard-XI.
Ho94. There will be no significant difference between partial correlations of (Intelligence & Numerical Ability) _ (Classroom Interaction) on Male students Sample of the study of standard-XI.

Ho95. There will be no significant difference between partial correlations of (Numerical Ability & Classroom Interaction) _ (Intelligence) on Male students Sample of the study of standard-XI.

Ho96. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Numerical ability) on Male students Sample of the study of standard-XI.

Ho97. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Numerical ability) on Female students Sample of the study of standard-XI.

Ho98. There will be no significant difference between partial correlation of (Intelligence & Numerical ability) _ (Achievement Test) on Female students Sample of the study of standard-XI.

Ho99. There will be no significant difference between partial correlations of (Achievement & Numerical) _ (Intelligence) on Female students Sample of the study of standard-XI.

Ho100. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Classroom Interaction) on Female students Sample of the study of standard-XI.

Ho101. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Achievement Test) on Female students Sample of the study of standard-XI.

Ho102. There will be no significant difference between partial correlations of (Achievement & Classroom Interaction) _ (Intelligence) on Female students Sample of the study of standard-XI.

Ho103. There will be no significant difference between partial correlations of (Intelligence & Numerical Ability) _ (Classroom Interaction) on Female students Sample of the study of standard-XI.

Ho104. There will be no significant difference between partial correlations of (Numerical Ability & Classroom Interaction) _ (Intelligence) on Female students Sample of the study of standard-XI.
Ho105. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Numerical ability) on Female students Sample of the study of standard-XI.

Ho106. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Numerical ability) on urban habitat students Sample of the study of standard-XI.

Ho107. There will be no significant difference between partial correlation of (Intelligence & Numerical ability) _ (Achievement Test) on Urban habitat students Sample of the study of standard-XI.

Ho108. There will be no significant difference between partial correlations of (Achievement & Numerical) _ (Intelligence) on Urban habitat students Sample of the study of standard-XI.

Ho109. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Classroom Interaction) on urban habitat students Sample of the study of standard-XI.

Ho110. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Achievement Test) on urban habitat students Sample of the study of standard-XI.

Ho111. There will be no significant difference between partial correlations of (Achievement & Classroom Interaction) _ (Intelligence) on Urban habitat students Sample of the study of standard-XI.

Ho112. There will be no significant difference between partial correlations of (Intelligence & Numerical Ability) _ (Classroom Interaction) on urban habitat students Sample of the study of standard-XI.

Ho113. There will be no significant difference between partial correlations of (Numerical Ability & Classroom Interaction) _ (Intelligence) on Urban habitat students Sample of the study of standard-XI.

Ho114. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Numerical ability) on urban habitat students Sample of the study of standard-XI.

Ho115. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Numerical ability) on rural habitat students Sample of the study of standard-XI.
Ho116. There will be no significant difference between partial correlation of (Intelligence & Numerical ability) _ (Achievement Test) on Rural habitat students Sample of the study of standard-XI.

Ho117. There will be no significant difference between partial correlations of (Achievement & Numerical) _ (Intelligence) on Rural habitat students Sample of the study of standard-XI.

Ho118. There will be no significant difference between partial correlations of (Achievement & Intelligence) _ (Classroom Interaction) on rural habitat students Sample of the study of standard-XI.

Ho119. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Achievement Test) on rural habitat students Sample of the study of standard-XI.

Ho120. There will be no significant difference between partial correlations of (Achievement & Classroom Interaction) _ (Intelligence) on Rural habitat students Sample of the study of standard-XI.

Ho121. There will be no significant difference between partial correlations of (Intelligence & Numerical Ability) _ (Classroom Interaction) on rural habitat students Sample of the study of standard-XI.

Ho122. There will be no significant difference between partial correlations of (Numerical Ability & Classroom Interaction) _ (Intelligence) on Rural habitat students Sample of the study of standard-XI.

Ho123. There will be no significant difference between partial correlations of (Intelligence & Classroom Interaction) _ (Numerical ability) on rural habitat students Sample of the study of standard-XI.

1.6 Delimitation of the study

Present study was study of achievement, intelligence, numerical ability and classroom interaction of students with selected variable of Gender(Male/Female) and Habitat(Urban/Rural) of standard-XI in the subject of the Elements of Book Keeping and Accountancy, with reference to Mehsana District of the Gujarat State and the selected students were also delimited who are studying during the year of 2014-2015 according to Gujarat State Higher Secondary School Curriculum of subject of the Elements of Book Keeping and Accountancy of Class-XI with Gujarati medium only. According to Desai “No research can be complete in all aspects. There is no disgrace in confining a field of study.”
1.7 Operational definition of Key-words

It is necessary to define key terms to understand the research problem. While showing its importance, Whitney Says. “To define a problem means to put fence around it to separate it by careful distillation from like questions found in related situation needs. 4

Definitions and Operational Definitions are very useful to construction of the tool, so it can be provide a concrete base line for the fulfillment of objectives by the tool. For the present study, definitions like Students Achievement, Intelligence, numerical ability, Classroom Interaction, higher secondary school and operational definitions of Achievement in Elements of Book Keeping & Accountancy are given as follows. According to definitions and reviewing the related literature construction of the tool is prepared by collection of statements are given as under as follows.

- **Higher Secondary School Students**
  In this present study students of the Higher Secondary School with the commerce stream having subject of accountancy were considered as the Higher Secondary School for the study.

- **Intelligence**
  In this present study intelligence test prepared by the R. S. Patel is considered as the Intelligence of the Higher Secondary School

- **Numerical ability**
  In this present study Numerical Ability test prepared by the R. S. Patel is considered as the Numerical Ability of the Higher Secondary School students.

- **Achievement:**
  In this present study achievement test prepared by the investigator for the present study and score achieved by the higher secondary school students of commerce stream in the subject of Elements of Book Keeping & Accountancy were considered as the achievement of students.
• **Class room interaction:**

In this present study Teacher Effectiveness Scale prepared by the investigator for the present study and score achieved by the higher secondary school students of commerce stream on Teacher Effectiveness Scale were considered as the Class room interaction.

1.8 **Variables of the Study**

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<td>• Classroom Interaction</td>
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1.9 **Planning of chapter**

A skillful planning of design chapter is required for a successful and effective research report. According to R. M. Albaugh “The minimum requirement is that the chapters presents a sequence of ideally, they should present a consequence of ideas so that the reader may proceeds naturally with a minimum of confusion from chapter to chapter.”

Chapter: 2  Review of related literature
Chapter: 3  Research Design and Experimentation
Chapter: 4  Data analysis and Interpretation
Chapter: 5  Major findings and conclusion
CHAPTER I


