

CHAPTER - VI

ANALYSIS AND INTERPRETATION

OF DATA

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CHAPTER - VI
ANALYSIS AND INTERPRETATION OF DATA

VI.1 INTRODUCTION -

In the previous chapters the investigator dealt with the theoretical topics. The discussion of these chapters served the necessary back-ground for the analysis of the data collected for the present research work. The intention of this chapter is to analyse the data collected against the back-ground of these chapters.

The investigator arranged the composition writing of the pupils from two schools. She took one composition per month. Apart from these composition writing the questionnaire and interview schedule were constructed in order to collect data from English teachers and head-masters. The questionnaires were handed over in urban as well as in rural areas. Interview schedule was administrated in urban area only. Out of hundred, seventy teachers and out of twenty, ten head-masters responded. The list of the names of the teachers is given in Appendix 'B' and of the head-masters in Appendix 'D'.

The analysis of these tools is divided into 12 parts.

- 1) Information regarding the responded teachers and head-masters.
- 2) Methods of teaching composition
- 3) Letter-writing
- 4) Comprehension writing
- 5) Story writing
- 6) Writing of picture composition
- 7) Translation writing
- 8) Writing of composition in general
- 9) Checking of note-books
- 10) Correction and remedial work
- 11) Audio-Visual aids
- 12) The information given by the head-masters

While conducting the interview schedule these parts are analysed and interpreted in the following pages.

VI.2 INFORMATION REGARDING THE RESPONDED TEACHERS -

The first part of the questionnaire was related to the personal information of the teachers. Questions were not asked them regarding their personal information but the sub-points were given to fill them, i.e., full name, qualification, name of the school, experience etc.

The intention of this part was to provide the introductory part to the questionnaire.

The following table (No.VI.1) shows the classification of teachers qualification who had responded to the questionnaire from rural and urban area.

TABLE No. VI.1

QUALIFICATION OF THE TEACHERS

Sr. No.	Qualification	Areawise numbers of teachers responded to		Percentage	
		Urban	Rural	Urban	Rural
1.	Sr.P.T.C.	-	1	-	2.86
2.	Pandit S.T.C.	-	1	-	2.86
3.	B.A.,P.T.C.	1	-	2.86	-
4.	B.A.	2	-	5.72	-
5.	B.A.,D.Ed.	2	3	5.72	8.57
6.	B.A.,B.Sc.,B.Ed., B.P.Ed.	12	19	34.28	54.28
7.	B.A.,M.Ed.	1	-	2.86	-
8.	M.A.,B.Ed.,B.P.Ed.	12	7	34.28	20.00
9.	M.A.,M.Ed.	2	3	5.71	8.57
10.	M.A.,D.Ed.	3	1	8.57	2.86
Total		35	35	100.00	100.00

The figures 34.28% and 54.28% against the item No. 6 in the above table show that majority of teachers had necessary qualification from both the areas, i.e. B.A.,B.Ed./B.Sc.,B.Ed/ B.A.,B.P.Ed. 48.57% teachers from urban area and 31.43% teachers from rural area (against the item Nos.8, 9, 10) were post graduate. The percentage of post graduate teachers in urban area was more than the percentage of post graduate teachers in rural area. But the difference was slight. It was explicit that there were well qualified teachers in rural area also. The percentage of B.A.,B.Ed., B.A.,D.Ed., M.A.,B.Ed., M.A.,M.Ed., M.A.,D.Ed. was nearly the same in urban and rural areas.

Most of the head-masters had possessed the Jr.P.T.C. qualification. There were 20% highly qualified head-masters in primary school.

The next table shows the experience of the responded English teachers in years. Class interval is five.

TABLE No. VI.2
EXPERIENCE OF THE TEACHERS

Sr. No.	C.I.	Areawise number of teachers responded		Percentage	
		Urban	Rural	Urban	Rural
1.	1 - 5	9	9	25.72	25.72
2.	6 - 10	1	8	2.85	22.86
3.	11 - 15	7	4	20.00	11.43
4.	16 - 20	8	7	22.86	20.00
5.	21 - 25	6	5	17.14	14.28
6.	25 - 30	4	2	11.43	5.71
Total		35	35	100.00	100.00

From the above table No.VI.2 it is obvious that the range of experience of the teachers was from 1 to 30, Most of the teachers (25.72%) from both the areas had 1 to 5 years experience. The above table shows that except the item No.2 there was a little difference between the average years of the experience of the teachers from urban areas and rural area.

The mean experience of the teachers from urban area when computed by the formula $M = A.M. + \frac{\sum fd'}{N} \times i$

came 14.86% years and the teachers from rural area came 12.57 years. The average experience of the teachers from both the areas shows that the average teachers were having good experience.

Thirty percent head-masters taught English to VII Standard for five years and thirty percent head-masters taught English to VII Standard for ten years. The remaining responses were negligible.

VI.3 METHODS OF TEACHING COMPOSITIONS -

In this section the data were collected in order to know which method most of the teachers used for teaching composition writing. Questions from 1 to 9 in the questionnaire of the teachers were meant for the same. It was also the intention of the those questions to know which common errors the pupils were making in essay writing.

Question number 10 and 11 in the interview schedule were intended to verify the soundness of the teachers response regarding the methods used by them. Those two questions were also analysed immediately after the analysis of the question Nos. from 1 to 9 in the questionnaire.

The common errors which the investigator came across in essay writing were also analysed only in this section.

The graph is placed on the reverse to keep it in close proximity to the table and the related textual matter.

The following table shows the frequency and percentage of the answers of the multiple choice question, asked to the teachers regarding the methods used by them for teaching composition.

TABLE No. VI.3
METHODS USED FOR TEACHING COMPOSITION

Sr. No.	Methods followed	Areawise number of teachers responded to		Percentage	
		Urban	Rural	Urban	Rural
1.	Giving the name of the topic only	2	3	5.72	8.57
2.	Giving points	19	18	54.28	51.43
3.	Discussing the points	25	25	71.43	71.43
4.	Asking the pupils to write the composition at home.	6	8	17.14	22.86

The table No.VI.3 shows that most of the teachers from urban area as well as from rural area (71.43%) followed the discussion method for the teaching of composition writing. The figures 54.28% and 51.43% against the item Nos. 2 make clear that some of the teachers (19 from urban area and 18 from rural area)

given the points only for composition writing. Very few teachers (5.72% from rural area and 8.57% from urban area) adopted the method of giving the name of the topic only. The methods with more than 17 frequency can be treated as popular methods. Those methods were 'Giving the points' and 'Discussing the points.'

It is natural that the teachers disliked the methods 'Giving the name of the topic only' and 'Asking the pupils to write the composition at home.' English is a foreign language. There are so many difficulties in learning English. Students of graduate level also commit many mistakes when they are asked to write independantly. Then how can it be possible for the school level pupils ? The second reason for not adopting these methods may be that most of the pupils come to school from uneducated family. They don't get proper guidance at their homes.

The teachers were asked to mention the other methods than those listed at No.1 to 4. Those methods are alluded below. The figures in the brackets indidate the frequency. The first bracket shows the frequency of the teachers from urban area and the second bracket shows the frequency of the teachers from rural area.

1) Question - answer method (2) (3)

ii) Translation method (-) (1)

One teacher from urban area and one teacher from rural area emphasized the practice work for composition writing. The investigator has not given the total percentage in the tables which are based on the multiple choice questions because the teachers tick marked more than one choices.

Twenty percent head-masters told that their teachers followed the method 'Giving points'. 30% head-masters teachers expressed that their teachers adopted discussing method and 30% teacher head-masters said that their teachers asked the pupils to write the composition at home.

The remaining 2 head-masters said that their teachers used the question-answer method for teaching composition. After the comparative study of the answers given by the teachers and head-masters the investigator came to conclusion that there was not one to one ratio between the answers given by the teachers and by the head-masters.

Question No. 2 was meant to know the reasons of following a particular method. Four items were given. Responses of the teachers pertaining to the question are tabulated below.

TABLE No. VI.4
REASONS OF FOLLOWING A
PARTICULAR METHOD.

Sr. No.	Reasons of following a particular method	Areawise number of the responded ----- teachers		Percentage -----	
		Urban	Rural	Urban	Rural
1) Parents are educated		4	1	11.43	2.86
2) Parents are illiterate		10	3	28.57	8.57
3) Pupils do not participate in discussion		8	6	22.86	17.14
4) Insufficient time		7	4	20.00	11.43
5) Pupils are unable to compose some sentences		22	4	62.86	11.43

Figures against the item No.5 indicates that 62.86% teachers from urban area forwarded the reason, 'the pupils are unable to compose some sentences.' So they followed the discussion method. The figures against the item No.1 show that parents were not educated in urban area as well as in rural area. So they avoided to tell the pupils to write the compositions at their homes. It was but natural that the percentage of literacy in urban area was more (28.57%) than the percentage of rural area (8.57%). Variables against the

item No. 1, 3 and 4 (11.43% \pm 2.86%, 22.86% 17.14%, 20.00% 11.43%) show that there was not much difference the teachers from urban and rural area regarding the reasons of following a particular method. Only 4 teachers from urban area and two teachers from rural area noted down the other reasons besides the reasons given in the table No.VI.4 They are given below. The figures in the brackets show the frequency of the responded teachers.

- i) Parents are careless (1).
- ii) Pupils don't get the opportunity of speaking English outside the classroom (1).
- iii) Pupils are not interested in writing compositions. Most of them only try to copy out (1).
- iv) Through discussion pupils may try to answer (1).
- v) Pupils do not want to study hard(1).
- vi) Pupils are unable to understand the meaning of some questions (1).

First 4 reasons were given by the teachers from urban area and the remaining 2 reasons were noted down by the teachers from rural area. The first, the third, the fifth and the sixth reasons clarify that pupils ^{were} ~~did~~ not interested in composition writing.

The same question was also placed in the interview schedule of the head-masters. The response given by the head-masters is shown in the following table.

TABLE No. VI.5
THE REASONS FOR FOLLOWING A
PARTICULAR METHOD.

Sr. No.	Reasons of following a particular method	The number of the responded head-masters.	Percentage
1.	Parents are educated	1	10.00
2.	Parents are illiterate	3	30.00
3.	Pupils do not participate in discussion	6	60.00
4.	Insufficient time	4	40.00
5.	Pupils are unable to compose some sentences	4	40.00

Frequency (6) against the item No.3 shows that the teachers dictated the compositions because the pupils were unable to participate in discussion. The figures 30% and 40% against the item No.2 and 5 show that parents were illiterate and pupils were unable to compose some sentences. So the teachers had not hold the pupils to write the composition at their homes. The frequency (4) against the item No.4 indicates that teachers did not get sufficient time to discuss the points in the class. So they had neglected the discussion in the class. Two head-masters responded to the last choice. Their statements might not be taken as reasons of

following a particular method. But through their statements they expressed their deep sorrow about the carelessness of the teachers and the lack of enthusiasm in teaching composition writing.

The next question was asked in order to know wheather the teachers followed questioning as method for teaching composition writing. The question was of yes no type. The following table indicate the number of teachers following and not following the questioning method.

TABLE No. VI.6
USE OF QUESTIONING METHOD

Sr. No.	Questioning method	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	32	34	91.43	97.14
2.	No	3	1	8.57	2.86
Total		35	35	100.00	100.00

It is explicit from the above table that most of the teachers (91.43% from urban area and 97.14% from rural area) followed the questioning method for the teaching composition. Three teachers from urban area and 1 from rural area did not follow this method. But this response is negligible.

Question No.9 was asked to the teachers to understand whether the pupils feel questioning method easier than giving the points to write composition.

The following table indicates the number of the teachers' views regarding this question.

TABLE No. VI.7
THE TEACHERS RESPONSE REGARDING TO
THE QUESTIONING METHOD

Sr. No.	The Classification of the teachers response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	The teachers thinking questioning method easier for the pupils	26	30	74.28	85.72
2.	The teachers thinking giving points is the easier method	9	5	25.72	14.28
	Total	35	35	100.00	100.00

It is explicit from the above table that most of the teachers from urban area as well as from rural area (74.28% from urban area and 85.72% from rural area) regarded that the pupils felt the questioning method easier than giving points to write composition. The remaining teachers (9 from urban area and 5 from rural area) thought that their pupils felt the questioning method is not easier than giving points for composition writing.

The graph is placed on the reverse to keep
it in close proximity to the table and the
related textual matter.

Question Nos. from 4 to 9 were asked in order to know which common mistakes do the pupils commit in question-answer type of essay writing. The questions were asked regarding the proper uses of verbs, pronouns, articles and prepositions. The eighth question was asked to know whether the pupils change the question form in statement without committing grammatical mistakes.

The following table show the responses about verb errors.

TABLE No. VI.8
RESPONSE REGARDING THE VERB ERRORS

Sr. No.	Response regarding verb error	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils use the proper forms of verbs	13	18	37.14	51.43
2.	Pupils do not use proper forms of verbs	22	17	62.86	48.57
	Total	35	35	100.00	100.00

The above table makes clear that 37.14% urban area teachers and 51.43% rural area teachers told that pupils use proper forms of verbs. Twenty-two teachers (62.86%) from urban area and 17 teachers (48.57) from rural area said that pupils do not use proper forms of

verbs. These figures show that there was no correlation in the response of the teachers from both the areas regarding the errors of verbs. About 50% teachers from urban as well as from rural area responded that the pupils use correct forms of the verbs and about 50% teachers from urban area as well as from rural area responded that the pupils do not use correct forms of the verbs.

The following table indicates the views of the responded teachers about using the pronouns correctly. In question answer type of essays pupils have to change the pronouns in their essays e.g., what is your head-master's name ? Pupils have to write 'My head-master's name is But some pupils don't change the pronouns in their answer. The intention of the question No.5 was to know the teachers views regarding such type of errors.

The following table shows the number of teachers who told that the pupils change pronouns and the number of teachers who told that the pupils do not change the pronouns in their answers.

TABLE VI.9
ERRORS OF PRONOUNS SUGGESTED BY
THE RESPONDED TEACHERS.

Sr. No.	Errors of pronouns	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils change the pronouns	33	34	94.28	97.14
2.	Pupils do not change the pronouns	2	1	5.72	2.86
	Total	35	35	100.00	100.00

Table No.VI.9 shows that there was correlation in the response of the teachers from both areas. 94.28% teachers from urban area and 97.14% teachers from rural area (against the item No.1) told that pupils change the pronouns in their answers. The figures 5.72% and 2.86% show that very few teachers from urban area as well as from rural area told that pupils do not change the pronouns.

The following table indicates the number of teachers who responded that pupils use proper articles and who responded that pupils do not use proper articles in essay writing.

TABLE No. VI.10
ERRORS OF ARTICLES SUGGESTED BY THE
RESPONDED TEACHERS

Sr. No.	The response regarding the errors of articles	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils use proper articles	20	16	57.14	45.72
2.	Pupils do not use proper articles	15	19	42.86	54.28
	Total	35	35	100.00	100.00

It is clear from the above table that 20 teachers (57.14%) from urban area and 16 teachers (45.72%) from rural area expressed that the pupils use correct articles. The remaining teachers (42.86% from urban area and 54.28% from rural area) made clear that the pupils do not use correct articles. It is evident from the above table that there was not reliability in the views of the teachers.

The following table indicates the number of teachers who responded that pupils use proper prepositions and who responded that pupils do not use proper prepositions in essay writing.

TABLE No.VI.11
ERRORS OF PREPOSITION SUGGESTED BY
THE RESPONDED TEACHERS

Sr. No.	The response regarding the preposition errors	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils use proper prepositions	19	15	54.28	42.86
2.	Pupils do not use proper prepositions	16	20	45.72	57.14
Total		35	35	100.00	100.00

It is evident from the above table that 54.28% urban teachers and 42.86% rural teachers responded that pupils use proper prepositions. The remaining teachers (16 from urban area and 20 from rural area) responded that pupils do not use proper prepositions. The above table shows that about 50% teachers expressed that the pupils use prepositions properly and 50% teachers told that the pupils do not use prepositions correctly.

Question No. 8 was asked to understand whether the pupils change the question form in statement without committing grammatical mistakes. The following table indicates the number and percentage of the responded teachers.

TABLE NO.VI.12
CHANGE IN QUESTION FORM

Sr. No.	Errors of using Statement forms	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils change the question form in statement	13	10	37.14	28.57
2.	Pupils do not change the question form in statement.	22	25	62.86	71.43
	Total	35	35	100.00	100.00

The above table shows that 13 teachers from urban area and 10 teachers from rural area (37.14% and 28.57%) told that the pupils change the question form in statement. The figures 62.86% and 71.43% against the item No.2 show that 22 teachers from urban area and 25 teachers from rural area stated that pupils do not change the question form in statement in their answers. Majority of the teachers agreed the second item i.e., pupils do not change the question form in statement.

The researcher conducted an essays with the help of questions. The questions were given (10). Fifty pupils were selected through random sampling procedure. But out of fifty eleven pupils' response was unsatisfactory

due to illigible hand-writing. So the response of 39 pupils is classified. The investigator came accross the mistakes of tense sequence, articles, pronouns, prepositions etc. The following table shows the common errors committed by the responded pupils.

TABLE No.VI.13
COMMON ERRORS IN ESSAY WRITING
COMMITTED BY THE RESPONDED PUPILS

Sr. No.	Areas of Mistakes	The number of pupils out of 39	Percentage
1.	Verbs	31	79.48
2.	Articles	25	64.10
3.	Tense sequence	6	15.38
4.	Syntax	33	84.61
5.	Spelling	31	79.48
6.	Punctuation	22	56.41
7.	Capitalization (Full Stop)	18	46.15

It is clear from the above table that the pupils committed the mistakes of verbs, mistakes of syntax and mistakes of spelling excessively. The pupils committed the least mistakes of tense sequence in essay writing.

Pupils used the wrong verbs, e.g.,

- i) My school is a library.
- ii) There are a big play ground etc.

Out of 79.48% pupils omit the verbs, e.g.

- i) My school _____ near the Kacheri road.
- ii) My school _____ a library.

They made the mistakes of articles by inserting or omitting the articles, e.g.

- i) My school has a two floors.
- ii) My school is the near the garden.
- i) My school has _____ big play ground.
- ii) My school is near _____ garden. etc.

In essay writing the mistakes of tense sequence were trifling. The most terrible mistake in this exercise was of syntax. 84.61% pupils didn't use correct construction. The examples of wrong construction are given here.

- i) My school is a many peons are there.
- ii) My school is a Patil head-master.
- iii) My school is eight class room.

79.48% pupils made spelling mistakes. 56.41% pupils did not use the full stops. 46.15% pupils did not use capital letters, especially at the beginning of the sentences.

VI.4. LETTER WRITING -

The next phase of the questionnaire was related to the letter writing. Question Nos. from 10 to 14 in the questionnaire sought the information regarding the same. Question No.10 was meant to know the mistakes in letter writing. Question Nos. 11 and 12 were included in the questionnaire to know from the teachers, the mistakes of punctuation marks in letter writing. The intention of asking the question No.13 was to know the grammatical mistakes in letter writing. In question No.14 the teachers were asked to suggest some measures to minimize the mistakes in letter writing.

The following table No.VI.14 shows the perception of the teachers regarding the mistakes in letter writing.

TABLE No. VI.14
THE MISTAKES IN LETTER WRITING.

Sr. No.	Mistakes in letter writing.	The number of the responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Writing of the heading	14	8	40.00	22.86
2.	Writing of the salutation	13	8	37.14	22.86
3.	Writing of the main body.	28	29	80.00	82.86
4.	Writing of the subscription	9	14	25.72	40.00

The figures against the item No.3 (80% from urban area and 82.86% from rural area) exceeds the figures against the item Nos. 1, 2 and 4. It means that many teachers perceived that the pupils made many mistakes in the writing of the main body.

In the same question the teachers were also asked to write the other mistakes regarding the letter writing which were not alluded in the question. Two teachers from the urban area and 3 teachers from rural area responded for the same. They had alluded the following mistakes. The figures in the brackets show the frequency of the responded teachers. First two mistakes are suggested by the urban teachers and the remaining by the rural teachers.

- i) Pupils are unable to change the pronouns (1).
- ii) Lack of descriptive capacity (1).
- iii) Punctuation marks particularly 'commas' are not used where necessary (1).
- iv) Spelling mistakes (2).

Out of 70 only 5 teachers (7.14%) responded to this choice. It means to say that the response under the heading 'any other' was negligible.

The table No.VI.15 shows the number and percentage of the teachers responded to the question No.11 which was regarding the punctuation marks.

1. The first graph is

2. The second graph is

3. The third graph is

4. The fourth graph is

5. The fifth graph is

The graph is placed on the reverse to keep
it in close proximity to the table and the
related textual matter.

6. The sixth graph is

7. The seventh graph is

TABLE No. VI.15
PUNCTUATION ERRORS IN LETTER
WRITING SUGGESTED BY THE RESPONDED TEACHERS.

Sr. No.	The response regarding punctuation errors	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils use the right punctuation	15	15	42.86	42.86
2.	Pupils do not use the right punctuation	20	20	57.14	57.14
Total		35	35	100.00	100.00

This table shows that 42.86% teachers from urban and rural area expressed that the pupils do not commit the mistakes in using punctuation marks. The remaining teachers (57.14%) from urban as well as from rural area told that the pupils commit the mistakes in using punctuation marks.

The teachers who responded that the pupils commit mistakes were asked to write down the mistakes regarding the punctuation marks. Their responses are noted below. The figures in the brackets indicate the frequency. The figures in the first bracket show the frequency of responded urban teachers and the figures in the second bracket shows the frequency of responded rural teachers.

- i) Pupils do not use punctuation marks at proper places or they do not use punctuation marks at all. (1)(2).
- ii) They make the mistakes in using commas and inverted commas, capital letters and full stops (7)(12).

The frequency against the item No.1 shows that one teacher from urban area and two teachers from rural area responded that the pupils do not use the punctuation marks in letter writing and if they use them they do not use them at proper places. The frequency against the item No. ii makes clear that 7 teachers from urban area and 12 teachers from rural area responded that the pupils committed the mistakes of commas, inverted commas, capital letters and full stop.

The total responded teachers from urban area were 16, and from rural area were 17. But the response of 8 teachers from urban area and of 3 teachers from rural area was not related to the punctuation marks. So the investigator did not allude their response here. It is explicit from the above table that the pupils commit mistakes of commas, full stops and inverted commas.

The table No. VI.16 indicates the teachers response about the grammatical mistakes in letter writing.

It shows the number of responded teachers who stated that pupils commit grammatical mistakes and who stated that pupils do not commit the grammatical mistakes.

TABLE No. VI.16
GRAMMATICAL MISTAKES
IN LETTER WRITING.

Sr. No.	The nature of response	The number of the responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	25	34	71.43	97.14
2.	No	10	1	28.57	2.86
	Total	35	35	100.00	100.00

The above table shows that 71.43% teachers from urban area and 97.14% teachers from rural area (against the item No.1) responded that the pupils commit grammatical mistakes in letter writing. The remaining teachers (10 from urban area and 1 from rural area) expressed the opposite view. This response negligible. It is obvious from the above table that grammatical mistakes in letter writing was the terrible obstacle.

The investigator conducted the letter writing in both the schools to seek the common mistakes in

letter writing. The pupils were asked to write a letter to their father. Six questions were given in regard of the help in writing. She selected 50 pupils through random sampling procedure. But the response of 15 pupils was unsatisfactory due to illigible hand-writing. So the researcher classified the response given by 35 pupils. She noticed the following errors pertaining to the letter-writing.

TABLE No. VI.17
COMMON ERRORS IN LETTER WRITING COMMITTED
BY THE RESPONDED PUPILS

Sr. No.	The nature of errors	The number of responded pupils out of 35	Percentage
1.	Writing of the heading	9	25.71
2.	Writing of the salutation	8	22.85
3.	Writing of the main body	24	68.57
4.	Writing of the subscription	20	57.14
5.	Spelling	21	60.00

The table No.VI.17 indicates that the pupils committed excessive mistakes of the main body in letter writing. 68.57% pupils could not write the main body of the letter because they were unable to construct some

sentences, e.g.,

- i) The letter get yesterday.
- ii) I was very happy.
- iii) I made my home work. etc.

Pupils did not follow the tense sequence.

Nobody wrote the concluding sentence in the main body of the letter. In writing of the heading nearly 25% pupils committed the mistakes of capitalization in writing the words like 'Nagar' and 'Peth'. Most of the pupils (50%) wrote subscription in two lines. Ten percent pupils forgot to put comma after the salutation and subscription.

The teachers were asked to note down the measures to minimize the mistakes in letter writing. Three choices were given and the teachers were asked to write down the other choices besides the given choices. Their responses regarding the measures are stated in the next table.

TABLE No. VI.18
MEASURES FOR MINIMIZING THE MISTAKES IN
LETTER WRITING.

Sr. No.	Classification of measures	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By explaining the form of the letter	18	17	51.43	48.57
2.	By dictating the letter	10	6	28.57	17.14
3.	By practising the particular form of letter	25	29	71.43	82.86

It is obvious from the above table that majority of the teachers from urban area as well as from rural area (71.43% and 82.86%) responded the measure, practising the particular form of letter to minimize the mistakes in letter writing. The figures 51.43% and 48.57% against the item No.1 show that 18 teachers from urban area and 17 teachers from rural area responded that they were minimizing the mistakes by adopting the measure, explaining the form of the letter. Few teachers from urban and rural area (28.57% and 17.14%) adopted the measure against the item No.2. But it was negligible.

In addition to these above remedies 3 teachers from urban area and 2 teachers from rural area suggested the other remedies. The measures suggested by them are given below. The numbers in the brackets show the frequency of the teachers. The first three responses were given by the urban teachers and the rest was given by the rural teachers.

- i) By giving sentences in simple English(1).
- ii) By telling them to begin proper nouns with capital letters (1).
- iii) By writing a form of letter on the black-board(1).
- iv) By telling them to read letters from the book, 'My own Essays and Stories' by Prof. Mazumdar(1).

The above statements make clear that the measure No.2 was not sound because only the practice in writing proper nouns in capital letters is not sufficient for correct letter writing. The remaining measures (1, 3 and 4) were true to some extent but they could not be treated as effective measures for minimizing the mistakes in letter writing.

VI.5 COMPREHENSION WRITING -

The next part of the questionnaire was based on the comprehension writing. Two questions were asked

regarding the same. Question No.15 was asked in order to understand the common errors in comprehension writing and in the next question the teachers were asked the measures for minimizing the mistakes in comprehension writing.

The following table shows the common mistakes which occur in comprehension writing.

TABLE No. VI.19
COMMON ERRORS IN COMPREHENSION WRITING.

Sr. No.	Errors in Comprehension writing.	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils do not read the passage carefully	21	15	60.00	41.86
2.	They do not understand the meaning of questions	16	16	45.72	45.72
3.	They do not understand the central idea	21	17	60.00	48.57
4.	They do not use pronoun correctly	3	5	8.57	14.28
5.	They cannot write answers in their own sentences	26	28	74.28	80.00

The excess of frequency against the item No.5 (26 from urban area and 28 from rural area) makes clear that in comprehension writing the pupils could not write the answers in their own sentences. It was the fatal mistake in comprehension writing. Next to it, was the mistake of not understanding the central idea of the passage. The figures against the item No.1 show that 60% teachers from urban area and 42.86% teachers from rural area responded that the pupil committed the mistakes of not reading the passage carefully. Three teachers from urban area and 5 teachers from rural area (8.57% and 14.28%) referred the mistake of incorrect use of pronouns in comprehension writing. But this response was negligible. The average of each item shows that there was correlation between the opinions of the teachers from urban and rural area regarding the common mistakes in comprehension writing.

The teachers were asked to suggest other mistakes also. Three teachers from urban area as well as from rural area suggested the other mistakes. They are stated below.

- i) Pupils don't understand fundamental sentences.
- ii) Pupils do not understand the meaning of the passage. So they try to find out the word in

passage that occur in the questions.

iii) Pupils don't take interest in it.

iv) Due to the lack of vocabulary they don't understand the passage.

v) They don't understand the passage.

vi) They don't understand how to write answers.

The above suggested mistakes by the teachers show that in comprehension writing 'lack of comprehension' was the greatest mistake.

The researcher conducted the exercise of composition writing in both the schools. Fifty pupils were selected through random sampling procedure. Out of 50 thirty eight pupils response was worthy to classify. The hand-writing of 12 pupils was illigible. The investigator came across the following mistakes in comprehension writing.

The graph is placed on the reverse to keep
it in close proximity to the table and the
related textual matter.

TABLE No. VI.20
COMMON MISTAKES MADE BY THE RESPONDED PUPILS
IN COMPREHENSION WRITING.

Sr. No.	Areas of mistakes	Total number of pupils out of 38	Percentage
1.	Mechanic reading	6	15.78
2.	Spelling	5	13.15
3.	Syntax	11	28.94
4.	Article	7	18.42
5.	Writing the answers in their own sentences	28	73.68
6.	Insertion of unnecessary words	24	63.15

Most of the pupils (73.68%) made the mistake of not writing the answers in their own sentences. 63.15% pupils inserted unnecessary words in their answers. The other mistakes were negligible. The mistakes against the item No. 1 was 'Mechanic reading.' It meant to say that pupils didn't read the passage with understanding. Pupils had a lesson in their text-book, 'Ali Baba and Forty Thieves.' But the passage was not selected from their book. Still they wrote the answers using the language of the lesson.

It was obvious from it that pupils read the passage mechanically. Pupils didn't write the answers in their own sentences. They put unnecessary words in their answers because they couldn't write the answers in their own sentences, e.g., the question was asked, 'What did the thieves have?' The correct answer was, 'The thieves had bags.' But the pupils wrote the complete sentence regarding the question unnecessarily, i.e., 'The thieves entered with their bags and horses.'

Question No.16 was meant to know the measures for minimizing the mistakes in comprehension writing. The next ~~shows~~ table shows the number of responded teachers to the given measures.

TABLE No. VI.21
MEASURES SUGGESTED BY THE RESPONDED TEACHERS

Sr. No.	Classification of measures	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By practice	26	28	74.28	80.00
2.	By habituating them to read carefully	19	20	54.28	57.14
3.	By practising the change in pronouns	4	10	11.43	28.57
4.	By dictating the answers	11	8	31.43	22.86
5.	By reading some passages in the class	13	13	37.14	37.14
6.	By developing the habit of silent reading	16	15	45.72	42.86

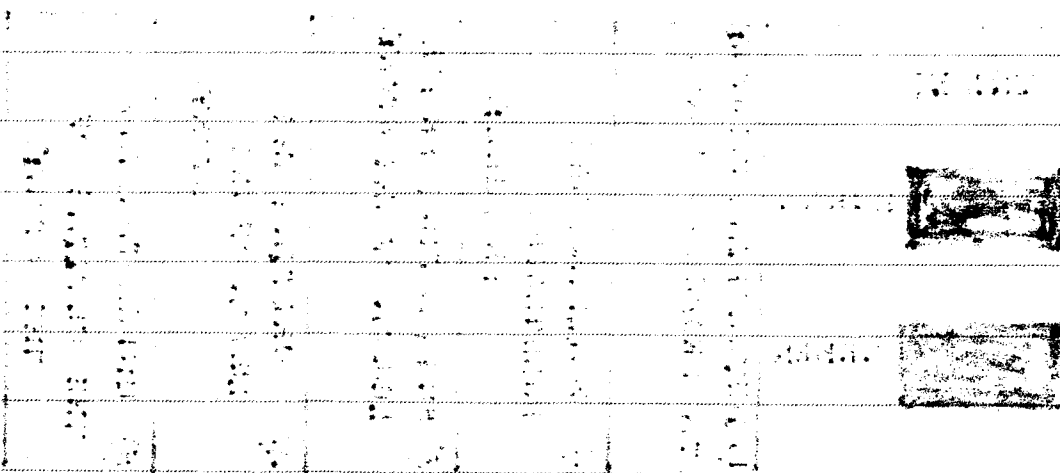
The figures 74.28% and 80% against the item No.1 show that most of the teachers suggested the practice measure. Next to it, the measure of habituating the pupils to read carefully, was suggested by most of the teachers (54.28% from urban area and 57.14% from rural area). Very few teachers (4 from urban area and 10 from rural area) alluded the measure of dictating the answer

in the class. The number of teachers suggesting the development of silent reading was the same from both the areas (37.14%). The average of each item shows that there was slight difference between the opinions of the teachers from urban and rural areas regarding the measures of minimizing the errors in comprehension writing. Very few teachers referred the additional remedies. Two teachers suggested the same measure in other words which was provided in the question i.e. practice. One teacher suggested the unsatisfactory measure i.e. 'No doubt it is so much practical work of composition.' The investigator hadn't recognize the content of saying. One teacher suggested discussion method for minimizing the errors. The last one referred that the teachers had to tell the idea of method of writing the answers. The last two measures were beneficial for minimizing the errors.

VI.6 STORY WRITING

This phase of the questionnaire was related to the story writing. The purpose of the question Nos. 17 and 18 was to know the mistakes in story writing and the measures of minimizing the common errors in story writing.

The graph is placed on the reverse to keep
it in close proximity to the table and the
related textual matter.



The following table shows the common mistakes in story writing.

TABLE No. VI.22
THE COMMON ERRORS IN STORY WRITING STATED
BY THE RESPONDED TEACHERS

Sr. No.	Areas of mistakes	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Developing the story in proper sequence	25	21	71.43	60.00
2.	Building the paragraphs properly	13	17	37.14	48.57
3.	Suggesting proper titles	16	10	45.72	28.57
4.	Writing the lesson of the story	6	12	17.14	34.28
5.	Understanding the outline of the story	17	15	48.57	42.86

The frequency 25 and 21 against the item No.1 shows that 71.43% teachers from urban area and 60% teachers from rural area put forth the mistakes of not developing the story in proper sequence. It is clear from the above figures that the pupils committed

most of the mistakes in this area. Thirteen teachers from urban and 17 teachers from rural area (37.14% and 48.57%) responded to the next item (Item No.2) 45.72% teachers from urban area and 28.57% teachers from rural area expressed that pupils could not suggest proper titles to the story. 17.14% and 34.28% response against the item No.4 shows that few teachers stated that the pupils were unable to write the lesson of the story. Nearly 50% teachers from both the areas responded that the pupils could not understand the outline of the story. It is obvious from the above table that there was consistency between the opinions of the urban and rural teachers regarding each item.

Some of the teachers (8 from urban area and 2 from rural area) referred the other mistakes besides the mistakes given in the question. Two urban teachers alluded the mistakes of developing the story in proper sequence but this mistake was given in the question only. One teacher from urban area expressed that pupils made the mistakes in indirect narration. Two teachers from urban area and both the teachers from rural area suggested the mistakes in the ~~xx~~ use of tense and correct verbs. One teacher under the heading 'mistakes' suggested the measure wrongly i.e. pupils

should be asked to write animal stories which they had learnt already. One urban teacher noted down the mistake of expression. One teacher from urban area also referred the mistake of word-building. He wrongly used the term 'word-building' instead of 'sentence-building' or 'word-order'. The following mistakes suggested by the teachers were notable.

- i) Mistakes of using correct verbs and tenses.
- ii) Mistakes of expression.
- iii) Mistakes of word-order.

The investigator conducted the exercise in story writing in both the schools. Points were given to develop the story. The pupils were asked to suggest a suitable title to the story. Taking into consideration the capacity of expression of the VII Standard pupils they were not asked to write the lesson (moral) of the story. Out of 50 pupils 31 responded to this exercise. The hand-writing of 19 pupils was illigible. The investigator found the following mistakes in both the schools.

TABLE No. VI.23
COMMON MISTAKES MADE BY THE PUPILS IN
STORY WRITING

Sr. No.	Area of mistakes	Total number of pupils out of 31	Percentage
1.	Verb	14	45.16
2.	Article	15	48.38
3.	Tense sequence	9	29.03
4.	Syntax	17	54.83
5.	Spelling	14	45.16
6.	Punctuation (full stop)	13	41.93
7.	Capitalization	13	41.93
8.	Paragraph building	19	61.29
9.	Title	16	51.61

It is clear from the above table that all the types of mistakes in letter writing were of equal importance. **IX** Verb error was committed by 45.16% pupils. They used the present tense verbs instead of past tense verbs, e.g., is, come instead of was, came. Out of 45.16% pupils some pupils used wrong verbs, e.g.

i) There were a forest.

ii) The crow has flying here and there.

48.38% pupils used articles unnecessarily or dropped the article where necessary. The examples of insertion the ~~article~~ were

- i) He was a very happy.
- ii) The crow was the thirsty.
- iii) He dropped a some pebbles.

The examples of omission of the articles were

- i) crow looked in a jug.
- ii) He dropped some pebbles into jug.

29.03% pupils did not follow the tense sequence
54.83% pupils committed the mistakes of syntax, e.g.,

- i) A big tree was a crow lived.
- ii) He thought some pebbles in it.
- iii) The water is no reach in his pick.

45.16% pupils committed the mistakes of spelling. Some spelling mistakes were the result of carelessness e.g., woter, clevery, away etc. The excessive figure (61.29%) against the item No.8 shows that most of the pupils could not construct the paragraphs in story writing. They only went on filling the gaps. 51.61% pupils did not suggest the suitable title to the story.

The purpose of question No.18 was to know the measures for avoiding the mistakes in story writing. Only. four measures were given in the questionnaire only. Fifth choice 'Any other' was provided to the

teachers for suggesting some other measures. The following table shows the response of the teachers regarding the measures.

TABLE No.VI.24
THE MEASURES TO AVOID THE MISTAKES IN
STORY WRITING.

Sr. No.	Classification of measures	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By dictating some stories	13	12	37.14	34.28
2.	By telling the methodology of story writing	21	17	60.00	48.57
3.	By reading some stories	18	16	51.43	45.72
4.	By telling the story in their mother tongue and then translating it in English	16	23	45.72	65.72

The figures 37.14% and 34.28% against the item No.1 show that 13 teachers from urban area and 12 teachers from rural area approved the dictation technique to avoid the mistakes in story writing. Twenty-one urban teachers and 17 rural teachers approved the technique of telling the methodology of story writing.

Nearly 50% teachers from both the areas suggested the measure of reading some stories in the class. 45.72% teachers from urban area and 65.72 teachers from rural area alluded the measure of telling the story in their mother-tongue and then translating it in English.

From the above table it is obvious that all the measures were of equal importance. The percentage of each item was nearly the same.

Besides the above measures 8 teachers responded the other measures. The measures suggested by them are given below.

- i) By telling them the methodology of story writing.
- ii) By explaining proper tenses.
- iii) By telling the story in their mother-tongue.
- iv) By giving the points in simple present tense and asking them to develop these points in past tense.
- v) By providing the practice of reading skill.
- vi) By dictating some stories.
- vii) By the practice in reading stories.
- viii) By reading and telling the stories.

The first 7 measures were suggested by the urban teachers and the last was suggested by the rural teacher. The measure Nos. i, iii, vi, vii and viii were

given in the questionnaire. The teachers repeated them. The measure No.iv seemed some what difficult for the pupils because it is one more source for committing the mistakes. The measure Nos. ii and v were quite notable because the tense practice is helpful in every kind of composition writing. Development of reading prepares the way for writing.

VI.7 PICTURE COMPOSITION -

Pictures attract the attention of the pupils. Pictures arouse the curiosity of the pupils. But the pupils commit so many mistakes in picture composition writing. Question Nos. 19 and 20 were related to the composition writing. Question No.19 was asked to know common mistakes in picture composition and the question No.20 was meant for the measures of minimizing those mistakes.

The table No.VI.25 indicates the classification of common errors in the writing of picture composition and the number and percentage of the responded teachers.

TABLE No. VI.25
MISTAKES IN PICTURE COMPOSITION RESPONDED
BY THE TEACHERS

Sr. No.	Mistakes in picture composition writing.	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils don't observe the picture carefully	9	9	25.72	25.72
2.	They don't follow the proper sequence of tenses	24	24	68.57	68.57
3.	They commit spelling mistakes	19	19	54.28	54.28
4.	They don't use articles and prepositions correctly	11	17	31.43	48.57
5.	They don't develop composition in proper sequence	23	22	65.72	62.86

The figures against the item Nos. 1,2 and 3 show that there was 100% consistency in the opinion of the responded teachers from urban and rural area. Regarding the first three mistakes in picture composition writing. Nine teachers from urban as well as from rural areas responded to the first mistake. 68.57% teachers from both the areas responded to the second mistakes and

54.28% teachers from both the areas to the third mistake. Regarding the fourth mistake there was difference in the number of responded teachers. The figures 65.72% and 62.86% against the item No.5 show that the number of responded teachers from both the areas was nearly the same.

The excessive frequency against the item Nos. 2 and 5 makes clear that most of the teachers opined that pupils committed many mistakes regarding the sequence of tense and sequence of description.

Eight teachers from urban area and two teachers from rural area responded the other mistakes. But the response of those teachers was not worthy to consider. Instead of stating the mistakes 4 teachers suggested remedies. Three teachers put forth the causes of committing mistakes. One teacher repeated the mistake which was given in the question only.

The research worker conducted picture composition in both the schools. She used the picture depicting the railway station scene. Pupils were asked to write 12 to 15 sentences. Thirty six pupils' response was worthy to consider. The mistakes made by them are stated in the next table.

TABLE No. VI.26
MISTAKES MADE BY THE PUPILS IN PICTURE
COMPOSITION WRITING

Sr. No.	Area of mistakes	Total number of pupils out of 36	Percentage
1.	Verb	11	30.55
2.	Article	16	44.44
3.	Tense sequence	10	27.77
4.	Syntax	31	86.11
5.	Spelling	36	100.00
6.	Punctuation (Full stop)	18	50.00
7.	Capitalization	17	47.22
8.	Title	20	55.55

The figure against the item No.5 indicates that all the pupils committed spelling mistakes. Especially they mis-spelt the words- luggage, track, passenger, coolie and platform. Most of the pupils (86.11%) could not construct the sentences correctly, e.g.,

- i) That is many books.
- ii) People is carry passenger's luggage.
- iii) He is a flag flying etc.

55.55% pupils were unable to suggest the proper title. Instead of suggesting the title 'Railway Station'

they suggested it as 'Train Station' or 'Train stop'. Out of 55.55% pupils some pupils didn't suggest the title.

The mistakes of punctuation were pertaining to the full stop. 50% pupils did not use full stops. 47.22% pupils did not use capital letters at the beginning of the sentences.

Besides the above mistakes it was essential to mention that about 50% pupils used the same construction throughout the composition, e. g., This/That is a A few (10% pupils didn't observe the picture carefully so they alluded something which were not present in the picture.

The teachers were asked the measures to minimize the mistakes in picture composition writing. The following table shows the number and percentage of responded teachers. The table is placed on the next page.

TABLE No. VI.27
MEASURES TO AVOID THE MISTAKES IN PICTURE
COMPOSITION WRITING.

Sr. No.	Measures	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By telling them to observe the picture carefully	10	15	28.57	42.86
2.	By practising in the class	22	32	62.86	91.43
3.	By correcting their spelling mistakes	21	19	60.00	54.28

The number of teachers against the item No.1 was less than 50% and the number of the teachers against the item No.2 and 3 was more than 50%. The excessive frequency against the item No.2 shows that 'practice in the class' was the important measures for the writing of picture composition.

The following measures were suggested by the teachers.

- i) By correcting the spelling and construction mistakes. By providing some points (1).
- ii) By asking them to imitate the teacher (1).
- iii) By showing more pictures than one(1).

- iv) By telling them the proper sequence of tenses (1).
- v) By increasing vocabulary(1).
- vi) By writing on the black-board(1).
- vii) By telling them to make simple sentences(1).

The first 3 measures were suggested by the urban teachers and the last 4 were suggested by the rural teachers. Pupils commit spelling mistakes and mistakes of construction in every kind of composition. So the first measure was acceptable. Teacher is the guide in every phase of education. So the second measure also was quite right. The third measure was worthy to be noticed. If the teachers provide a series of pictures, pupils will enable to describe the events minutely. Practice in proper sequence of tense and expansion of vocabulary are ~~is~~ essential in writing. So both the measures were considerable. The last two measures were less acceptable because the writing of the teachers on the black-board will lead them to write to some extent only. The last remedy was not quite right. Pupils can't make big figurative sentences so it is not necessary to tell them to write in simple language or in simple sentences.

VI.8 TRANSLATION WRITING -

The researcher analysed the data regarding the translation writing. Question Nos. 21 and 22 were meant for the same. This information was intended to know the mistakes in translation writing and the remedies to avoid these mistakes.

The following table makes clear the frequency and percentage of the teachers regarding the mistakes alluded in the question.

TABLE No. VI.28
COMMON ERRORS IN TRANSLATION WRITING.

Sr. No.	Classification of mistakes	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Pupils translate literally	12	10	34.28	28.57
2.	They write wrong tenses	18	24	51.43	68.57
3.	They drop punctuation marks	11	8	31.43	22.86
4.	Omission of words & sentences	17	17	48.57	48.57
5.	They write some English words as they are	17	17	48.57	48.57
6.	They do not read the whole passage but go from line to line	18	15	51.43	42.86

It is obvious from the above table that pupils committed many mistakes in writing the tenses. 51.43% urban teachers and 68.57% rural teachers alluded this mistake. The figures 34.28% and 28.57% against the item No.1 indicate that pupils committed little mistakes of literal translation. Regarding the mistakes against the item Nos. 4 and 5 it is explicit that there was correlation between the opinions of ~~urban and rural~~ the teachers. The percentage 31.43, 22.86 against the item No.3 and the percentage 51.43, 42.86 against the item No.6 show that some pupils made the mistakes of punctuation marks and some pupils made the mistakes of not reading the passage as a whole. One teacher suggested that pupils committed the mistakes of tense and construction. The second and the third teachers suggested remedy instead of stating the mistakes. The teacher from rural ~~area~~ remarked that pupils were translating ~~and~~ word by word and not as a whole.

In the next question the remedies of minimizing the mistakes in translation writing were asked. Five choices were given. The next table shows the response of the teachers regarding the measures.

TABLE No. VI.29
REMEDIES TO MINIMIZE THE MISTAKES IN
TRANSLATION WRITING

Sr. No.	Classification of measures	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By telling the pupils the techniques of translation	23	24	65.72	68.57
2.	By dictating some translation passages	12	19	34.28	54.28
3.	By reading some translation passages	14	12	40.00	34.28
4.	By enriching their vocabulary	18	17	51.43	48.57
5.	By translating individual words and sentences	10	16	28.57	45.72

The excessive figures against the item No.1 show that the measure against the same item was the major measure to minimize the mistakes in translation writing. The frequency of the number of responded teachers against the item Nos. 2, 3, 4, 5 shows that there was harmony between the opinions of the urban teachers and rural teachers regarding the remedies of minimizing the mistakes in translation writing.

THE UNITED STATES OF AMERICA

DEPARTMENT OF JUSTICE

OFFICE OF THE ATTORNEY GENERAL

WASHINGTON, D.C.

February 1, 1954

The graph is placed on the reverse to keep it in close proximity to the table and the related textual matter.

1. Name of the person	2. Date of birth	3. Place of birth	4. Date of death	5. Place of death	6. Date of burial	7. Place of burial	8. Date of cremation	9. Place of cremation	10. Date of interment	11. Place of interment
John Doe	1925	New York	1953	New York	1954	New York	1954	New York	1954	New York
Jane Doe	1928	New York	1953	New York	1954	New York	1954	New York	1954	New York
John Doe	1925	New York	1953	New York	1954	New York	1954	New York	1954	New York
Jane Doe	1928	New York	1953	New York	1954	New York	1954	New York	1954	New York
John Doe	1925	New York	1953	New York	1954	New York	1954	New York	1954	New York
Jane Doe	1928	New York	1953	New York	1954	New York	1954	New York	1954	New York
John Doe	1925	New York	1953	New York	1954	New York	1954	New York	1954	New York
Jane Doe	1928	New York	1953	New York	1954	New York	1954	New York	1954	New York
John Doe	1925	New York	1953	New York	1954	New York	1954	New York	1954	New York
Jane Doe	1928	New York	1953	New York	1954	New York	1954	New York	1954	New York

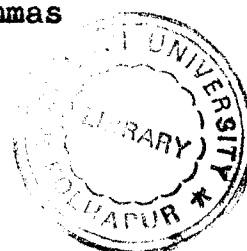
The teachers were asked to suggest the other remedies. Six teachers suggested the remedy of practice and remedy of illustrating the tenses. Both the remedies were applicable.

Pupils from both the schools were asked to translate a passage from their text-book. The following table shows the common mistakes made by them.

TABLE No. VI.30
ERRORS MADE BY THE PUPILS IN TRANSLATION
WRITING.

Sr. No.	Areas of mistakes.	Total number of pupils out of 39	Percentage
1.	Omission of Commas	30	76.92
2.	Omission of Inverted commas	24	61.53
3.	Omission of question mark	11	28.20
4.	Omission of words	24	61.53
5.	Literal meaning	19	48.71
6.	Wrong meaning	21	53.84

The above table makes clear that 76.92% pupils didn't use commas 28.20% pupils didn't use question mark and 61.53% pupils didn't use inverted commas



in their translation. It can be inferred from it that pupils drop punctuation marks in translation.

61.53% pupils omitted the words while translating,

e.g.

- i) Only one pupil from that group made a mistake.

फक्त एका मुलाने चूक केली.

- ii) The teacher dictated several lists of difficult words.

शिक्षकांनी अवघड शब्द सांगितले.

48.71% pupils translated the words literally,

e.g.,

- i) During the last lesson on the time-table.

वेळापत्रकावरील शेवटच्या धड्यात

53.84% pupils mistranslated some words, e.g.,

group = भाग Competition - स्पर्धा, सामना

Several - अनेक

Some pupils about 30% used English words as they are in translation which they conventionally use in their mother tongue, e.g., group, time-table.

Table No.VI.31 shows the remedies suggested by the responded teachers to avoid the mistakes in translation writing. The table is placed on the next page.

TABLE No.VI.31REMEDIES STATED BY THE RESPONDED TEACHERS

Sr. No.	Classification of the remedies	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By telling the technique of translation	23	24	65.72	68.57
2.	By dictating some translation passages	12	19	34.28	54.28
3.	By reading some translation passages	14	12	40.00	34.28
4.	By enriching their vocabulary	18	17	51.43	48.57
5.	By translating individual words and sentences	10	16	28.57	45.72

The excessive frequency against the item No.1 shows that most of the teachers (65.72% from urban area and 68.57% from rural area) preferred the remedy of telling the technique of translation writing to the remaining measures. So it can be concluded that it was the effective measure to avoid the mistakes in translation writing. The figures against the item No.2 show that 12 teachers from urban area and 19 teachers

from rural area stated the solution of dictating some translation passages in the class. Average percentage of responded teachers from both the areas (37.14%) shows that less than 50% teachers responded the measure of reading some translation passages in the class. 51.43% teachers from urban area and 48.57% from rural area put forth the solution of enriching the vocabulary. A few teachers (10 from urban area and 16 from rural area) responded the last remedy, i.e., translating individual words and sentences.

It is explicit from the above response that the first and the fourth remedy was approved by the majority of the teachers.

Two teachers from urban area and four teachers from rural area suggested the other remedies which were not given in the question. The figures in the first bracket show the frequency of urban teachers and the figures in the second bracket show the frequency of rural teachers.

- i) By giving the clear idea of tenses (1)(2).
- ii) By reading some more passages(1)(2).

After the critical study of above measures the investigator came to the conclusion that the first remedy was appropriate. The second remedy was given in the question. The teachers only put forth it in other words.

VI.9 WRITING OF COMPOSITION IN GENERAL -

In the present section the investigator analysed the data regarding composition writing in general. Question Nos. from 23 to 38 were included in the questionnaire to get the information in this regard. Question No.23 was related to the common errors in composition writing. The question was of open type. The errors suggested by the teachers and the number of frequency is classified in the table on the next page.

TABLE No. VI.32COMMON ERRORS IN COMPOSITION WRITING.

Sr. No.	Classification of errors	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Article	4	1	11.43	2.86
2.	Syntax	8	13	22.86	37.15
3.	Preposition	1	1	2.86	2.86
4.	Verb	3	3	8.57	8.57
5.	Tense sequence	19	20	54.28	57.14
6.	Incorrect expression	6	2	17.14	5.72
7.	Comprehention	1	-	2.86	-
8.	Punctuation	5	8	14.28	22.86
9.	Spelling mistakes	14	16	40.00	45.72
10.	Capitalization	2	3	5.72	8.57
11.	Lack of vocabulary	5	4	14.28	11.43
12.	Paragraph building	1	3	2.86	8.57

The figures against each item show that the difference between the frequency of teachers from urban as well as from rural area was nearly the same or exactly the same. The frequency regarding the mistakes of preposition and forms of verbs was the

same. The figures 54.28% and 57.14%, 5.72% and 8.57%, 14.28% and 11.43% against the item Nos.5, 10 and 11 makes clear that there was slight difference between the views of the teachers from urban and rural area.regarding the mistakes in tense sequence, capitalization and vocabulary.

It is also obvious from the above table that improper tense sequence was the fatal hindrance in composition writing. Next to it was the spelling mistakes, and syntax mistakes. Some pupils were committing the mistakes of punctuation and vocabulary. The mistakes pertaining to the articles, prepositions, capitalization and paragraph building were negligible.

Question No. 24 was asked in order to know the measures to avoid the mistakes in composition writing. The measures and the number of responded teachers are tabulated in table No.VI.33.

TABLE No. VI.33
REMEDIES TO MINIMIZE THE MISTAKES.

Sr. No.	Classification of measures	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By Teaching forms of verbs	-	1	-	2.86
2.	By teaching the tense sequence	2	5	5.72	14.28
3.	By enriching power of expression	1	-	2.86	-
4.	By practising punctuation marks	1	1	2.86	2.86
5.	By teaching construction	6	5	17.14	14.28
6.	By conducting spelling tests	1	4	2.86	11.43
7.	By enriching vocabulary	5	4	14.28	11.43
8.	By correcting mistakes	4	2	11.43	5.72
9.	By using pictures	1	-	2.86	-
10.	By following the dictation method	2	1	5.72	2.86
11.	By following the discussion method	2	1	5.72	2.86
12.	Follow-up work	2	4	5.72	11.43
13.	Practice in composition work	13	9	27.14	25.72

This question was based on the previous question i.e. question No.23. But there was not consistency between the response of those two questions. 54.28% teachers from urban area and 57.14% teachers from rural area pointed out the mistakes of tense sequence but only 2 teachers from urban area and 5 teachers from rural area suggested measures about it. It was the case with all items.

The above table shows that most of the teachers (37.14% from urban area and 25.72% from rural area) suggested the practice work for minimizing the mistakes. It can be concluded here that practice work is one of most effective means to avoid the mistakes in composition writing. The figures 14.28%, 11.43% against the item No. 7 show that some teachers emphasized the work of enriching the vocabulary. Average percentage of both the areas regarding the item Nos. 2, 5, 8 and 12 show that some teachers alluded the measures of teaching tense sequence, teaching construction, correcting spelling mistakes, and follow-up work. The item No.1, 3, 4, 6, 9, 10, and 11 show that few teachers suggested the remedies against the same items.

Besides the tabulated measures 12 teachers suggested the other measures. They stated that pupils should be put in the habit of filling gaps, teachers

should tell them the techniques of composition writing, the teachers should read loudly some essays in the class, they should create the interest in the pupils' minds about the composition writing. These remedies also can be treated as effective ways to improve the composition writing.

The question Nos. 25 and 26 were meant to seek the information about the encouragement of the pupils to write better composition writing. In the question No.25 the teachers were asked whether they encouraged the pupils to write better composition or not. Hundred percent teachers from both the areas stated that they encouraged their pupils to write better composition. In the next question they were asked the ways of encouragement.

The next table shows the number of teachers, responded to the ways of encouragement.

TABLE No. VI.34
WAYS OF ENCOURAGEMENT

Sr. No.	Ways of encouragement	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	By giving marks	19	20	54.28	57.14
2.	By giving remarks	18	17	51.43	48.57
3.	By giving prizes	10	13	28.57	37.14
4.	By exhibiting note-books	14	10	40.00	28.57
5.	By reading the note-books in the class	21	16	60.00	45.72
6.	By praising them	10	18	28.57	51.43

The percentage against the item Nos. 1 and 5 is more than 50. So it can be treated that the teachers regarded ^{by} giving marks and reading the good note-books in the class, pupils may be stimulated to write compositions. The figures against the item No.2 (51.43% and 48.57%) show that the way of giving remarks was a successful way to some extent. Other inspirations were less effective.

The additional ways of encouragement suggested by the teachers are stated below. The figures in the

bracket show the frequency.

- i) By practice (2).
- ii) By selecting their compositions for school manuscript (1).
- iii) By reading the compositions in the class(1).
- iv) By holding competitions(1).
- v) By conducting tests(2).
- vi) By providing the pupils story books. By providing the practice in spelling and construction. By encouraging them to tell stories(1).

The first and the last items were not directly related to the encouragement. The remaining ways were quite notable.

The next question was asked to seek the number of compositions taken by the teachers in a year. Table No.VI.35 shows the frequency of the teachers and the number of compositions stated by them.

TABLE No. VI.35THE NUMBER OF COMPOSITIONS IN A YEAR

Sr. No.	The number of compositions	The number of the responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	6 - 10	13	15	37.14	42.86
2.	11 - 15	13	13	37.14	37.14
3.	16 - 20	5	4	14.28	11.43
4.	21 - 25	1	-	2.86	-
5.	26 - 30	1	-	2.86	-
6.	35 - 40	1	-	2.86	-
7.	55 - 60	1	-	2.86	-

The excessive frequency against the item Nos. 1 and 2 show that 40% teachers viewed that 5 - 10 compositions should be taught in a year and 37.14% teachers viewed that 11 - 15 compositions should be taught in a year. Very few teachers (9) approved 16 - 20 compositions in a year. The remaining response was not worthy to consider.

Mean of the number of compositions in a year responded by the teachers from urban area is computed below.

C.I.	f	d'	fd'
56 - 60	1	5	5
51 - 55	0	4	0
46 - 50	0	3	0
41 - 45	0	2	0
36 - 40	1	1	1
31 - 35	0	0	0
26 - 30	1	-1	-1
21 - 25	1	-2	-2
16 - 20	5	-3	-15
11 - 15	13	-4	-52
6 - 10	13	-5	-65
1 - 5	0	-6	0

$$N = 35$$

$$\sum fd' = -129$$

$$\begin{aligned}
 \text{Mean} &= \text{A.M.} + \frac{\sum fd'}{N} \times i \\
 &= 33 + \frac{-129}{35} \times 5 \\
 &= 33 + \frac{-645}{35} \\
 &= 33 - 18.43 \\
 &= 14.57
 \end{aligned}$$

It is explicit from the above calculation that average teacher in urban area suggested 15 compositions to be taken in a year.

Mean of the number of compositions in a year responded by the teachers in rural area is computed below.

C.I.	f.	d'	fd'
16 - 20	15	1	15
11 - 15	13	0	0
6 - 10	4	-1	-4
	-----		-----
	N = 32		$\Sigma fd' = 11$

$$\begin{aligned}
 \text{Mean} &= \text{A.M.} + \frac{\Sigma fd'}{N} \times i \\
 &= 13 + \frac{11}{32} \times 5 \\
 &= 13 + \frac{55}{32} \\
 &= 13 + 1.72 \\
 &= 14.72
 \end{aligned}$$

It means that average teacher from rural area also approved 15 compositions to be taken in a year. It can be concluded from the above two means that the number of compositions in a year should not exceed above 15.

The next question was intended to know the number of periods of teaching composition in a year. The same question was asked to the head-masters also. The Table No.VI.36 shows the number of periods stated by the teachers from both the areas.

TABLE No. VI.36
THE NUMBER OF PERIODS FOR COMPOSITION WRITING
IN A YEAR

Sr. No.	The number of periods	The number of teachers responded to		Percentage	
		Urban	Rural	Urban	Rural
1.	1 - 25	13	15	37.14	42.86
2.	26 - 50	15	17	42.86	48.57
3.	51 - 75	1	-	2.86	-
4.	76 - 100	2	-	5.72	-
5.	101 - 125	-	-	-	-
6.	126 - 150	1	1	2.86	2.86

Three teachers from urban area and two teachers from rural area did not respond to that question. Overlooking of the above table shows that there was not consistency in the opinions of the teachers regarding the number of periods in a year. The number from 10 - 150 show the great variable regarding the number of periods. It can be inferred that all the teachers had not read the questions correctly. Some might have suggested the number of periods in a month.

The numbers 20 and 30 were suggested by majority of the teachers. Forty periods were suggested by the

8 teachers (against the item No. 2). The remaining responses were negligible.

The investigator thought that the combined mean would be helpful to fix the number of periods for composition in a year. So the mean was calculated on the basis of above frequency with the help of the following formula.

C.I.	f.	d'	fd'
126 - 150	2	3	6
101 - 125	0	2	0
76 - 100	2	1	2
51 - 75	1	0	0
26 - 50	32	-1	-32
1 - 25	28	-2	-56
N = 65			$\sum fd' = -80$
Mean = A.M. + $\frac{\sum fd'}{N} \times i$			
= 63 + $\frac{-80}{65} \times 25$			
= 63 + $\frac{-2000}{65}$			
= 63 - 30.76			
= 32.24			

It is obvious from the above calculation that the average teachers got 32 periods in a year for the teaching of composition.

In the interview schedule question No.1 was asked the head-masters regarding the periods. Like the teachers there was not consistency in the opinions of the head-masters. Their view were different regarding the periods of compositions in a year. The range of number of the periods told by the head-masters was from 24 to 80.

Then the teacher as well as the Head-masters were asked whether the prescribed periods were sufficient or not.

TABLE No. VI.37
THE PERIODS SUFFICIENT OR NOT

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	17	19	48.57	54.28
2.	No	18	16	51.43	45.72
	Total	35	35	100.00	100.00

It is clear from the above table that nearly 50% teachers told that the periods were not sufficient and nearly 50% teachers told that the periods were not sufficient. It means that 50% teachers from both the

areas did not get sufficient periods for the teaching of composition.

The same question was asked to the head-masters. 40% head-masters regarded that the time available for the teaching of composition was sufficient. 60% head-masters told that the periods available for composition writing were not sufficient.

The teachers who answered that the periods were not sufficient were asked to state the number of periods, they required in a year for the teaching of composition. Combined mean was calculated on the basis of frequency with the help of the following formula. Mean of the number of periods prescribed by the teachers from both the areas is calculated on the next page.

C.I.	f	d'	fd'
176 - 200	1	4	4
151 - 175	0	3	0
126 - 150	0	2	0
101 - 125	1	1	1
76 - 100	2	0	0
51 - 75	4	-1	-4
26 - 50	20	-2	-40
0 - 25	5	-3	-15
	----- N = 33		----- Σfd' = -54

$$\begin{aligned}
 \text{Mean} &= \text{A.M.} + \frac{\Sigma fd'}{N} \times i \\
 &= 88 + \frac{-54}{33} \times 25 \\
 &= 88 - \frac{1350}{33} \\
 &= 88 - 40.90 \\
 &= 47.10
 \end{aligned}$$

It can be said from the above table that there should be 47 periods for the teaching of composition writing in a year.

The same question was asked to the head-masters also. There was not harmony in the opinions of the head-masters regarding the required number of periods for composition writing. The number of periods told by them was 45 - 160.

Then the teachers were asked whether their pupils liked to write compositions or not. The numbers of responded teachers is given in the following table.

TABLE No. VI.38
LIKING OF PUPILS REGARDING THE WRITING
OF COMPOSITIONS

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	27	28	77.14	80.00
2.	No	8	7	22.86	20.00
	Total	35	35	100.00	100.00

It is explicit from the above table that 77.14% teachers from urban area and 80% teachers from rural area told that their pupils liked to write compositions. Few teachers (8 from urban and 7 from rural area) stated that their pupils did not like to write compositions. It can be inferred from the above table that most of the pupils were interested in composition writing.

Question No.32 was asked to know the type of composition which the pupils liked the most.

The following table makes clear the number of teachers stating the pupils' favourite type of composition.

TABLE No. VI.39
PUPILS' FAVOURITE TYPE OF COMPOSITION

Sr. No.	Types of Composition	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Questioning	15	15	42.86	42.86
2.	Picture composition	20	15	57.14	42.86
3.	Story-writing	14	19	40.00	54.28
4.	Letter-writing	10	9	28.57	25.72
5.	Comprehension writing	4	8	11.43	22.86

The figures 42.86% and 42.86% show that the 15 teachers from both the areas opined that the pupils liked the questioning method. The excessive figures against the item No.2 make clear that the pupils liked the picture composition the most. Next to picture composition pupils liked the story writing. The frequency of the number of responded teachers against each item was nearly the same. It meant to say that there was correlation between the opinions of the teachers from both the areas.

Teachers were also asked to suggest the other types of compositions also. Two teachers from urban area as well as from rural area responded. But their response was unsatisfactory. Because one teacher said that pupils had to write short sentences and that was not the type of composition. The remaining two teachers suggested the story writing. But that type was given in the question only.

The next two questions were asked to seek the information about the composition competitions. Question No.33 was intended to know whether the teachers conducted composition competitions or not. Their response is tabulated in the following table.

TABLE No. VI.40
THE COMPOSITION COMPETITIONS

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	23	19	65.72	54.28
2.	No	12	16	34.28	45.72
	Total	35	35	100.00	100.00

The figures 65.72% and 54.28% indicates that 23 teachers from urban area and 19 teachers from rural area were conducting the composition competitions and in total 40% teachers were not conducting the composition competitions.

The same question was asked to the head-masters. 80% head-masters were conducting the competitions.

The teachers and head-masters who responded that they conducted the competitions were asked whether the pupils took part in the competitions or not. The number of responded teachers is given in the following table.

TABLE No.VI.41

THE PARTICIPATION OF THE PUPILS IN COMPETITIONS

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	21	19	60.00	54.28
2.	No	14	16	40.00	45.72
	Total	35	35	100.00	100.00

The question was based on the previous question. But there was no consistency in the number of teachers. In the previous question 23 teachers from urban area

responded to the question. But two teachers did not respond in this question. It was the case with both the numbers against the item No.2 (14 and 16). It is clear from the above table that more than 50% teachers from both the areas expressed that pupils took part in the composition competitions. The remaining teachers (42.86%) gave negative response.

Nine head-masters responded the question. Eight head-masters gave possitive response and 1 head-master gave negative response. From this response it can be said that most of the schools were conducting the composition competitions.

Question No.35 was asked in order to know whether the schools selected the pupils' compositions for school manuscript. The response of the teachers is tabulated in table No.VI.42.

TABLE No. VI.42
SELECTION OF COMPOSITION FOR SCHOOL
MANUSCRIPT.

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	23	18	65.72	51.43
2.	No	12	17	34.28	48.57
	Total	35	35	100.00	100.00

The figures 65.72% and 51.43% show that 23 teachers from urban area and 18 teachers from rural area selected the pupils' compositions for school manuscript. 34.28% teachers from urban area and 48.57% teachers from rural area were not selecting the compositions for school manuscript. It is obvious from the above table that more than 50% teachers selected the compositions for school manuscript.

The next question (Q.No.36) was intended to know which topics, the teachers selected for composition writing. The table on the next page shows the number of responded teachers.

TABLE No. VI.43
SELECTION OF TOPICS FOR COMPOSITION
WRITING.

Sr. No.	The type of topic	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Topics of workers	13	18	37.14	51.43
2.	Topics of animals	27	24	77.14	68.57
3.	Topics of vehicles	9	1	25.72	2.86
4.	Topics depicting various scenes	12	7	34.28	20.00
5.	Topics related to their day to day life	15	16	42.86	45.72

It is clear from the above cited table that most of the teachers (77.14%) from urban area and 68.57% from rural area) opined that pupils liked the topics of animals the most. Next to it (44.28% teachers expressed that the pupils liked the topics of workers and topics related to their day to day life.

Seven teachers from urban area and 2 teachers from rural area suggested some other topics. Those are given below. The figures in the brackets show the frequency of the responded teachers.

- i) Incidents(1).
- ii) Topics based on textual lessons (1).
- iii) Topics of animals and related to their day to day life (1).
- iv) Topics of animals, birds and toys(1).
- v) Topics related to ancient literature(1).
- vi) Topics from the composition book(1).
- vii) Topics of animals(1).
- viii) Topics on affairs(1).
- ix) Topics of scientists, national heroes, saints and social workers(1).

The first response was written in incomplete sentence. The third, the fourth, the seventh suggested topics were given in the question. Though the last response was satisfactory it was not proper for the seventh standard pupils. The responses against the item Nos. v and ii were worthy to consider.

Question No.37 was meant to know whether the crowdy class affected the writing of composition. The responses of the teachers to the question are tabulated in the table No.VI.44.

TABLE No. VI.44
THE EFFECT OF CROWDY CLASS ON THE WRITING
OF COMPOSITION.

Sr. No.	The nature of response	The number of teachers responded		Percentage	
		Urban	Rural	Urban	Rural
1	Yes	26	27	74.28	77.14
2	No	9	8	25.72	22.86
	Total	35	35	100.00	100.00

74.28% teachers from urban area and 77.14% teachers from rural area responded that the crowdy class affected the writing of composition. The remaining teachers (17) noted down that the crowdy class did not affect the writing of composition. The teachers who responded that the crowdy class affected the writing of the composition, put forth the number of pupils. Their response regarding the number of pupils is given below.

The number of pupils stated by the teachers was from 3 - 52. The percentage of the teachers who stated that the number of pupils should be 31 - 40 was the most (65.72). The research worker thought that the combined mean would be helpful for fixing the number of pupils. So the combined mean is calculated below.

C.I.	f.	d'	fd'
51 - 60	1	3	3
41 - 50	4	2	8
31 - 40	23	1	23
21 - 30	21	0	0
11 - 20	3	-1	-3
1 - 10	1	-2	-2
	-----		-----
	N = 53		Σfd' = 29

$$\begin{aligned}
 \text{Mean} &= \text{A.M.} + \frac{\Sigma fd'}{N} \times i \\
 &= 25.50 + \frac{29}{53} \times 10 \\
 &= 25.50 + \frac{290}{53} \\
 &= 25.50 + 5.47 \\
 &= 30.97
 \end{aligned}$$

It is explicit from the above calculations that the average teachers ppined that 31 pupils should be in the class.

VI.10 CHECKING OF NOTE-BOOKS

This phase of the questionnaire was related to the checking of note-books. In composition writing this step is very essential. So information regarding the time of checking, the number of checking compositions

at a time, the difficulties in checking the note-books and their remedies was gathered from the question Nos. 39 to 43.

The following table shows the time of checking one composition, responded by the teachers.

TABLE No. VI.45
REQUIRED TIME FOR CHECKING ONE
COMPOSITION

Sr. No.	Time in minutes	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	1 - 10	26	26	74.28	74.28
2.	11 - 20	7	8	20.00	22.86
3.	51 - 60	2	-	5.72	-
4.	81 - 90	-	1	-	2.86
Total		35	35	100.00	100.00

The excessive figures against the item No.1 show that the checking of one composition needed 1 - 10 minutes. Requiring of 51 - 60, 81 - 90 minutes for checking one composition is neither proper nor sensible. All the responses were negligible except the item No.1

The teachers were asked if they checked the notebooks after completing one composition. Their

response is cited in the following table.

TABLE No.VI.46
CHECKING OF NOTE - BOOKS.

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	27	29	77.14	82.86
2.	No	8	6	22.86	17.14
	Total	35	35	100.00	100.00

The figures 77.14% and 82.86% against the item No.one show that most of the teachers (56 out 70) were checking the note-books after completing one composition. The remaining teachers were not checking the note-books after completing one composition.

The teachers who responded negatively to the above question were asked the number of compositions that they were checking at a time. Very few teachers (14 from both the areas) responded the question. It was obvious from their response that they were checking 2 - 30 compositions at a time. The response was neither reliable nor sensible.

It is better to check the note-books after taking a composition. To some extent two compositions may be

permitted to check at a time. But it is not sensible to check more than two compositions at a time.

The purpose of the question No.42 was to understand the difficulties in checking the note-books. In the next question the teachers were asked the measures to remove those difficulties. The difficulties expressed by the teachers are classified in the table on the next page.

TABLE No. VI.47.
THE DIFFICULTIES IN CHECKING
THE NOTE - BOOKS.

Sr. No.	Types of difficulties	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Spelling mistakes	14	16	40.00	45.72
2.	Construction	7	7	20.00	20.00
3.	Bad hand-writing	10	12	28.57	34.28
4.	Incorrect expression	8	4	22.86	11.43
5.	Wrong sequence of tense	7	7	20.00	20.00
6.	Insufficient time	5	-	14.28	-
7.	Grammatical mistakes	7	1	20.00	2.86
8.	Mistakes of punctuation	5	2	14.28	5.72
9.	Omission	2	2	5.72	5.72
10.	Paragraph construction	2	-	5.72	-
11.	Copying from other children	3	1	8.57	2.86
12.	Crowdy classes	2	-	5.72	-
13.	Capitalization	1	4	2.86	11.43
14.	Submission of note-books-		5	-	14.28
15.	Incomplete note-books	-	1	-	2.86

The excessive figures against the first 5 items make clear that the teachers were facing the difficulties of spelling mistakes, of bad hand-writing, of construction, of incorrect expression and of wrong sequence of tense excessively. Besides those mistakes, the other mistakes stated by the teachers were not so notable. Teachers stated that they got insufficient time for checking note-books. 5.72% teachers from urban area grumbled that the classes were crowded. So they needed much time to check the compositions. Six teachers from rural area (against the item No.14 and 15) stated that they did not get the note-books in time. Pupils gave incomplete compositions. Pupils did not give the note-books after completing one composition but after completing two-three ~~note-books~~ compositions.

The teachers suggested the following measures to overcome those difficulties. 80% teachers suggested correction and follow-up work as the remedy to avoid the mistakes in composition writing. Practice in spelling, practice in hand-writing were the important remedies suggested by them. 14.28% teachers responded that the use of copy book and four line note-books was the useful remedy to minimize the difficulties in checking the note-books.

Besides the above cited remedies the teachers suggested the remedies of dictation, discussion, guidance, practice in grammatical items, over-writing, punishment, enrichment of vocabulary etc. These remedies are worthy to take into consideration.

In the previous question 62.86% teachers alluded the mistakes of tense sequence and of grammatical items. But in this question only 25.72% teachers regarding tense sequence and grammatical items, stated the remedies. It means there was not harmony in the responses.

Besides the responses stated above a teacher suggested that the pupils should be encouraged not to copy the compositions of other pupils. They should be encouraged to write in their own sentences. This remedy was necessary to take into consideration. One teacher stated that the teacher should show their mistakes. This remedy was not worthy to utilize because a mere showing the mistakes is in vain. Correction work is necessary.

The response of three teachers was unsatisfactory. One of them stated that he could do nothing because of time limit. The second wrote that overtime was necessary and the third noted down that pupils should try to talk each other. Those were not the remedies of overcoming the difficulties regarding the checking of note-books.

VI.11 CORRECTION AND REMEDIAL WORK -

After sufficient practice also, the pupils commit so many mistakes of various types. So correction work and remedial work play an important role in composition writing. This phase of the questionnaire sought the information about the correction and remedial work. Question Nos. from 44 to 50 were asked for the same. In question No.44 the teachers were asked the symbols used by them for pointing out the errors. The next question was meant for knowing whether the teachers corrected the note-books in the presence of the pupils, whether they encouraged the pupils for follow-up work, whether they set remedial exercises. The last two questions were regarding hand-writing.

The symbols used by the responded teachers are given below -

- i) For spelling mistake - /, SP, SL, Ø, O X
- ii) For punctuation mistakes - PU
- iii) For the mistakes in articles - a
- iv) For the mistakes in synthesis - sy
- v) For the mistake of capital letter - C
- vi) For bad construction - Bc
- vii) For omission of word - O

- viii) For preposition mistake - Pro
- ix) For the verb mistake - Vb
- x) For wrong word order - Wo
- xi) For wrong word formation - Wf

The investigator failed to get 100% response of this question. Out of 35 only 16 teachers from urban area and 21 teachers from rural area responded to the question. The symbols used by the teachers are stated above. Some (34.28%) teachers stated that instead of using symbols they were writing the correct spellings in the bracket or in the margin. They were underlying the mistakes with red ink. The response of 22.86% teachers was not worthy to regard.

The next table shows the responses of teachers regarding the correction of note-books. The teachers were asked if they corrected the note-books of the pupils in their presence or not.

TABLE No. V.48
RESPONSE REGARDING THE CORRECTION
WORK.

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	19	23	54.28	65.72
2.	No	16	12	45.72	34.28
	Total	35	35	100.00	100.00

The figures 54 + 28% 65.72% indicate that 60% teachers were correcting the note-books of the pupils in their presence and the figures against the item No.2 shows that 40% teachers were not correcting the note-books in the presence of their pupils.

Question No.46 was asked in order to know whether the teachers were encouraging their pupils for follow-up work or not. The next table shows the classification of their response.

TABLE No. VI.49
ENCOURAGEMENT OF TEACHERS REGARDING THE
FOLLOW-UP WORK

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	33	33	94.28	94.28
2.	No	2	2	5.72	5.72
Total		35	35	100.00	100.00

It is obvious from the above table that almost all the teachers (94.28%) were encouraging the pupils for follow-up work. The negative response regarding the question was negligible.

In the next question it was asked the teachers if they set the remedial exercises or not.

Most of the teachers (85.72%) from urban area set the remedial exercises. The number of the teachers, setting remedial exercises from rural area was less than the urban teachers. 51.43% teachers from rural area set the remedial exercises. 14.28% teachers from urban area and 48.57% teachers from rural area did not set the remedial exercises.

The teachers who responded that they set the remedial exercises were asked to tell the types of remedial exercises, which they were setting. The answers given by them are stated below. Fourteen teachers from urban area and only 7 teachers from rural area responded the question. The figures in the brackets show the frequency of the teachers.

- i) Exercises for avoiding the spelling mistakes(2).
- ii) Exercises for construction(1).
- iii) Exercises for avoiding common errors(3).
- iv) Exercises from model composition books(2).
- v) Practice in writing words and sentences(4).
- vi) Questions(1).
- vii) Fill in the blanks with verbs, tense, articles, prepositions(1).
- viii) Parallel exercises(1).
- ix) Exercises of conjunctions and tenses(1).
- x) Exercises in work-books(1)
- xi) Pointing out mistakes in their presence(1)

The first 8 exercises were given by the urban teachers and the remaining were given by the rural teachers. It is obvious from the above classification that various teachers were setting various exercises. All the teachers who responded positively in the

question No.47 did not respond the question No.48. Among the responded teachers also the response of some of the teachers was not correct. Instead of writing remedial exercises they wrote the names of stories, types of compositions etc.

Then the teachers were asked whether they paid attention to pupils' hand-writing or not. 100% teachers from both the areas stated that they paid attention to pupils' hand-writing. But when this response was compared to the response of question No.42, the reliability of this response diminished.

The teachers who tick marked the word 'Yes' were asked the measures of improving hand-writing. The table on the next page indicates the response of the teachers regarding the given measures.

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The graph is placed on the reverse to keep
it in close proximity to the table and the
related textual matter.

TABLE No.VI.50MEASURES FOR IMPROVING HAND-WRITING

Sr. No.	Measures	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Over writing	8	11	22.86	31.43
2.	Use of copy-books	25	19	71.43	54.28
3.	Use of four line note-books	30	25	85.72	71.43
4.	Use of writing cards	4	6	11.43	17.14

The figures against the item No.2 show that 62.86% teachers used the copy-books for improving the pupils' hand-writing. The figures 85.72% and 71.43% against the item No.3 show that the way of using the four line note-books was popular among the teachers to improve the pupils' hand-writing. A few teachers (54.28) approved over-writing.

Three teachers from urban area and 3 teachers from rural area suggested other ways of improving hand-writing. They are given below.

- i) Use of four-line note-book.
- ii) Use of slate for over-writing.
- iii) By showing proper models of alphabet.
- iv) Model black-board writing.

The first response was given in the question only. The response of two teachers was unsatisfactory. The responses against the item Nos. ii and iv were appreciable. Use of slate for over-writing is beneficial for improving the hand-writing. The model hand-writing of the teacher serves a good effect on the teaching of improving the hand-writing. The response against the item No. iii was partly acceptable because merely showing the models of alphabet is not a successful way. Some active work should be done.

VI.12 AUDIO-VISUAL AIDS -

This was the last phase of the questionnaire. In this section 11 questions were asked the teachers. Questions from 51 to 61 covered this section. Question No.51 was asked to seek the information about the integration of the text-book with composition work.

80% teachers from urban area and 65.72% teachers from rural area stated that the text-book had integrated with composition work. Few teachers (7 from urban area and 12 from rural area) responded negatively.

The next question was in the regard of avail⁽ability of teaching aids for composition teaching. The teachers were asked whether there was the availability of teaching aids in their schools or not.

TABLE No. VI.51
AVAILABILITY OF TEACHING AIDS

Sr. No.	The nature of response	The number of teachers responded		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	29	32	82.86	91.43
2.	No	6	3	17.14	8.57
	Total	35	35	100.00	100.00

It is clear from the above table that there was the availability of teaching aids in many schools because 82.86% teachers from urban area and 91.43% teachers from rural area expressed that their schools had teaching aids. Only 9 teachers stated that their schools had not teaching aids.

The same question was asked the head-masters. There was correlation between the response of the teachers and head-masters. 70% head-masters responded that their schools had aids for teaching compositions.

In the next question the teachers were asked to state the names of aids, available in their schools.

The table on the next page shows the response of the teachers pertaining to the questions.

TABLE No.VI.52
AVAILABILITY OF TEACHING AIDS.

Sr. No.	The names of teaching aid	The number of the teachers responded to		Percentage	
		Urban	Rural	Urban	Ruaal
1.	Pictures	29	29	82.86	82.86
2.	Charts	22	30	62.86	85.72
3.	Flannel board	6	15	17.14	42.86
4.	Models	9	17	25.72	48.57

It is obvious from this table that 82.86% teachers from both the areas were stated that pictures were available in their schools for teaching composition writing. The figures against the item No.2 show that 74.28% teachers responded that there were charts in their schools.

The teachers were also asked to note down the other aids used by them. The response was negligible. Three teachers from urban area responded. Among them two teachers mentioned the aids which were given in the question, i.e., pictures and models. One teacher from urban area mentioned the films and one teacher from rural area mentioned the film stripes.

The next question was asked to seek the information about the availability of sufficient composition books. The following table shows the response of teachers regarding the question.

TABLE No. VI.53
AVAILABILITY OF USEFUL BOOKS IN
LIBRARY.

Sr. No.	The nature of response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	20	21	57.14	60.00
2.	No	15	14	42.86	40.00
		35	35	100.00	100.00

The figures 57.14% and 60% against the item No.1 show that nearly 60% teachers stated that there were sufficient useful books for composition in their school library. The rest, nearly 40% teachers responded that their school library had no sufficient useful books for composition writing.

Question No.23 was included in the interview schedule in order to know the information regarding the availability of composition books in the libraries of responded head-masters. 90% head-masters responded to

that question. Among them 40% head-masters told that their libraries had sufficient composition books and 50% head-masters told that their libraries had not sufficient composition books.

The teachers who responded negatively were asked what type of books they require in their library for teaching composition. Few teachers responded (eight from urban area and 13 from rural area) this question. The types of the books suggested by them were the books of all kinds of compositions and English ladder book classwise.

Question No.56 was asked the teachers and head-master to inform the audio-visual aids used by them to teach composition writing. 60% teachers from urban area and 54.28% teachers from rural area and 90% head-masters responded the question. 'A' list indicated the aids used by ~~urban~~ ^{from urban area} teachers. 'B' list indicates the aids used by ~~rural~~ ^{from rural area} teachers and 'C' list shows the aids listed by the head-masters which their teachers were using for teaching composition.

- A) - Pictures, flannel boards, charts, radio, tape-recorder, over-head projector, models, gramo phone, T.V.
- B) - Pictures, charts, cards, flannel board, radio.
- C) - Pictures, charts, flannel board.

Most of the teachers (42.86% from urban area and 51.43% from rural area) used pictures. Many teachers (20% from urban area and 42.86% from rural area) used charts. Some of the teachers (8.57% from both the areas) used flannel boards. Few teachers from both the areas (17.14%) used radio, T.V., gramophone and tape-recorder.

All the responded head-masters told that their teachers were using pictures and charts. One head-master mentioned the use of flannel board.

It is obvious from the above classification that the use of pictures and charts was popular among the teachers. Majority of the teachers were using them.

Question No.57 was asked to know whether the schools had their library. The following table No.VI.54 shows the response of the teachers regarding the library.

TABLE No.VI.54
AVAILABILITY OF LIBRARY

Sr. No.	The nature of the response	The number of responded teachers		Percentage	
		Urban	Rural	Urban	Rural
1.	Yes	27	27	77.14	77.14
2.	No	8	8	22.86	22.86
	Total	35	35	100.00	100.00

It is obvious from the above table that 77.14% teachers from both the areas responded that their schools had library and the remaining teachers from both the areas stated that their schools had no library. It can be inferred from the above table that most of the schools in urban area as well as in rural area had their own school library.

The same question was asked to the head-masters. 50% head-masters told that their schools had library and the remaining 50% head-masters told that their schools had no library.

The teachers who responded that they had their own library were asked to state the books which they provided for supplementary reading. Three choices were given for response.

TABLE No. VI.55
BOOKS FOR SUPPLEMENTARY
READING.

Sr. No.	The types of books	The number of the teachers responded		Percentage	
		Urban	Rural	Urban	Rural
1.	Short stories	27	25	77.14	71.43
2.	One act plays	7	6	20.00	17.14
3.	Anthologies	3	1	8.57	2.86

The figures against the item No.1 show that most of the teachers from both the areas (77.14% and 71.43%) provided the books of short stories to their pupils for supplementary reading. Some of the teachers (37.14%) used one act plays. Few teachers (5.72%) used anthologies for supplementary reading.

Five teachers from urban area and 1 teacher from rural area suggested the other books for supplementary reading.

- i) Books of short essays.
- ii) Books of stories from Indian mythology.
- iii) Books written on national leaders, historical persons, freedom fighters, tame animals and wild animals.

- iv) Magazines, news paper cuttings.
- v) Autobiographies and Biographies of the patriots.

The books suggested by the teachers are remarkable and may be greatly useful for supplementary reading.

Question No.59 was asked to know if supplementary reading is useful for composition writing. Most of the teachers (84.29%) stated that supplementary reading was useful for composition writing. A few teachers denied to accept it.

The next question was asked in order to know the utilization of newspapers for composition writing. The response of the teachers stated that 74.28% teachers from both the areas did not use the newspapers for composition writing. 20% teachers from urban area and 22.86% teachers from rural area used them for teaching composition writing.

The same question was asked to the head-masters too. Out of 10, 8 head-masters answered that they used newspapers for composition writing. The difference between the teachers and head-masters makes clear that there was no reliability of response.

The last question No.61 in the questionnaire was based on the previous question. The teachers who responded that they utilized news papers for teaching

composition, were asked to give the names of them. The investigator failed to get high response regarding this question.

Out of 7 only 4 urban teachers and out of 8 only 2 rural teachers replied the question. The news papers used by them are listed below.

i) Times of India, ii) Free Press Journal, iii) Janata, iv) Lokmat, v) Kesari, vi) Sanchar.

The same question was asked to the head-masters also. The names of the news papers told by them are given below.

i) Maharashtra Times, ii) Lokmat, iii) Sanchar iv) Times of India, v) Tarun Bharat, vi) Sakal vii) Kesari.

In this question also the reliability of response was doubtful because the question was based on the previous question.

Some questions in the questionnaire and interview schedule were the same. They are analysed and interpreted hand in hand in the foregoing pages. But there were some different questions included in the interview schedule. They are analysed and interpreted in the next pages.

VI.12 THE INFORMATION GIVEN BY THE HEAD-MASTERS
WHILE CONDUCTING THE INTERVIEW SCHEDULE.

Question Nos. from 4 to 7 were of yes/no type. In the question No.4 the head-masters were asked whether they encouraged the teachers to prepare lesson plan, unit plan and annual plan. 90% head-masters responded positively. It means that most of the head-masters were encouraging the teachers for planning.

The next question was asked to know if the teachers responded to them or not. It is clear from the response that 90% teachers were responding to the head-masters regarding the planning work. The negative response was negligible.

In the question No.6 the head-masters were asked whether they took the advantages of orientation courses for their teachers. All the head-masters replied that they took the advantages of orientation courses.

The next question was asked to seek the information about the observation of the lessons done by the head-masters. In this question also 100% head-masters answered that they observed the lessons of their teachers.

In the question No.8 they were asked how many times they observed the lessons of the teachers in a year. 50% head-masters observed the lessons of the teachers three times in a year and 20% head-masters observed the lessons twice in a year. The remaining head-masters (30%) replied that they observed the lessons 15, 10 times in a year.

The question No.9 was asked to gather the information about the evaluation of the teachers' work. The head-masters were asked if they evaluated the work of the teachers. 90% teachers replied that they evaluated their teachers' work. Only one head-master responded negatively.

In the question No.12 it was asked to them to state the drawbacks of the teachers in teaching composition.

60% head-masters replied that their teachers discussed the points in mother tongue. 50% head-masters responded that their teachers did not participate the pupils in discussion. Less than 50% head-masters stated that their teachers dictated the compositions. 30% head-masters expressed that their teachers did not pay individual attention to the pupils and did not use teaching aids.

The head-masters were asked to state the other

drawbacks which were not given in the question.

50% head-masters responded. They expressed their deep sorrow due to the lack of the preparation of the teachers. They said that their teachers did not show eagerness, enthusiasm to the teaching of composition. They dealt with it monotonously. They neglected the correction work. They used the transcription method for composition writing.

Then in the question No.13 it was asked whether the head-masters encouraged the teachers to teach effectively or not. All the head-masters replied that they were encouraging the teachers to teach effectively.

Then they were asked how they encouraged the teachers to teach effectively. 70% head-masters guided the teachers, observed their lessons and compelled them to tell the pupils to use copy-books and four-line note-books to teach effectively. 50% head-masters provided teaching aids and praised their work to encourage^{ge} them to teach fruitfully. 60% head-masters hold greeting ceremonies to inspire the teachers to teach profitably. A few (20%) head-masters gave them prizes for stimulating them for the effective teaching of composition writing.

It was asked the head-masters to tell the other ways of encouraging the teachers to teach effectively.

The ways suggested by them are listed below.

- i) By telling the teachers to emphasize the practice work.
- ii) By telling them to conduct competitions regarding composition writing.
- iii) By asking the teachers to arrange supplementary reading lessons.

The above suggested ways of encouragement were worthy to take into consideration.

In the question No.17 it was asked the head-masters if they over-looked the pupils' composition note-books or not.

Nearly all the head-masters (90%) overlooked the composition note-books of the pupils. The negative response was trifling.

The head-masters who responded that they overlooked the composition note-books of the pupils were asked how many times in a year they overlooked them. The times suggested by them were neither reliable nor necessary for the overlooking of the composition note-books because they stated that they observed the note-books at 11 and 32 times in a year. The response of 60% head-masters was reliable. They told that they overlooked the note-books ~~in~~ 2 - 4 times in a year.

The purpose of question No.21 was to know whether the head-masters encouraged the teachers and pupils to make teaching aids. 90% head-masters responded that they encouraged the teachers and pupils to make teaching aids.

VI.14 CONCLUDING REMARKS -

The present chapter is devoted to the analysis and interpretation of the teachers', head-masters' and pupils' responses. The chapter is sub-divided into 14 parts. The responses of the teachers' head-masters' and pupils' regarding these parts are analysed and interpreted hand in hand. The purpose of such type of analysis is to validate the data obtained from these various tools, i.e., field work, questionnaire and interview schedule. The researcher now turns to the next chapter for conclusions and recommendations based on this chapter.