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CHAPTER - IV  
STATISTICAL TABLES  
ANALYSIS AND INTERPRETATION OF DATA

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Section - I

Section - II

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### Analysis and Interpretations:

While collecting data, two interview schedules have been used, one for unemployed respondents and the other for the employed. Analysis has been made separately for two different interview schedules and interpretations have been made accordingly. Let us first consider the information regarding the employed respondents.

#### Section - I

##### 1) Sex-wise Distribution of the Respondents.

In all there were 10 respondents in this class. The sex-wise distribution of the candidates was as below:-

Table 4.1  
A Table showing Sex-wise Distribution  
of the respondents.

Sex	No.of Respondents.
Male	4
Female	6
Total	10

##### 2) Educational Qualification.

In this regard, a classification has been made taking into consideration the educational qualification of the respondents. For this purpose, two groups have been made, i.e. (i) undergraduates, and (ii) graduates, post-graduates, etc.

Table 4.2

A Table showing Educational Qualification-wise Distribution of the Respondents.

Educational Qualification	Under-Graduate	Graduate	Total
Sex			
Male	-	4	4
Female	-	6	6
Total	-	10	10

From the above Table, it is quite noteworthy that majority of the respondents are graduates. Some of them are post-graduates also.

### 3) Occupational Distribution.

The total respondents are classified into two main groups, firstly who are in service and secondly who conduct business profession. The candidates belonging to the first category are again classified in two sub-groups according to the type of service, i.e. government and private.

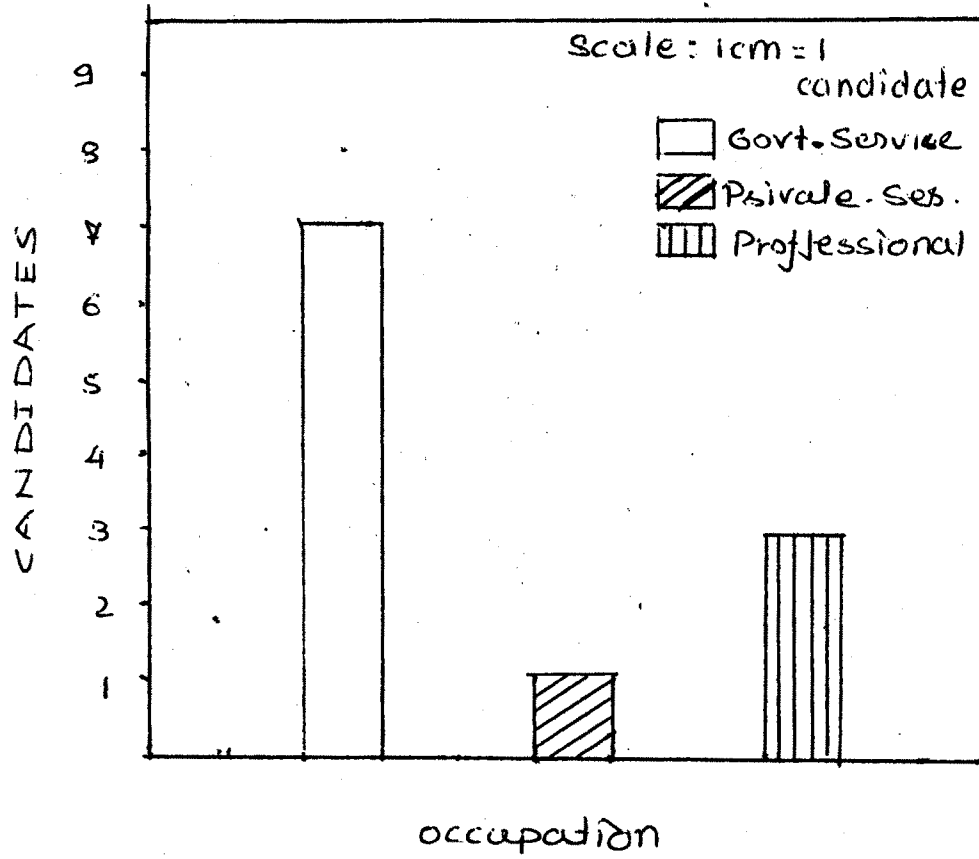
Table 4.3

A Table showing Occupational Distribution of the Respondents.

	Candidates who are in service			Other profession	Total
	Govt. Service	Private Firms	Total		
No. of Respondents	7	1	8	2	10

The above Table indicates that very few candidates conduct independent profession. Generally, majority of the candidates get service in government offices or private firms. Out

# OCCUPATIONAL DISTRIBUTION



of the total 10 candidate-respondents, 70 per cent are in government service and 10 per cent are working in private firms and the rest of them, i.e. two respondents, are conducting a business profession. Most of the candidates are working in government offices. Not a single candidate is working in a business office, though they deserve for it.

#### 4) Designation:

After classifying the number of respondents according to their occupation, it will be quite interesting to classify them according to their designations. Hence, four designations have been considered, i.e. clerk, typist, clerk-cum-typist and any other designation not included formerly.

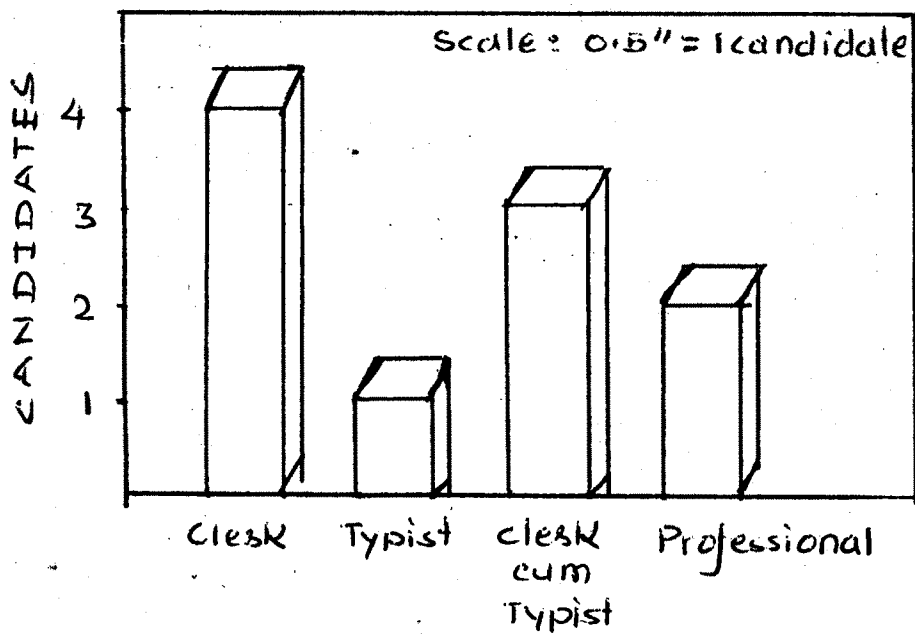
Table 4.4  
A Table showing Designation-wise Classification  
of the Respondents.

Designation	No. of Respondents	Percentage
Clerk	4	40.00
Typist	1	10.00
Clerk-cum-Typist	3	30.00
Other (Proprietors)	2*	20.00
Total	10	100.00

\*These two respondents have established their own typewriting institutes and are their proprietors.

Majority of the respondents are clerks (40.00 per cent). There are three clerk-cum-typists. Hence, there is a very limited scope to them for applying their skills as typists.

### DESIGNATION



### 5) Nature of Work assigned.

Hence, a classification is made according to the nature of the work assigned to the candidates. Though some candidates have been assigned both the typing and clerical work, the purpose of the classification is to focus on the proportion of the typing work to the total work to the candidates. Overlapping of work assigned is inevitable in this classification. For optimum utilization of the available manpower, a particular job, say typewriting, cannot be assigned fully to an employee. But for knowing the extent of the typewriting job in various offices, this classification would prove useful.

Table 4.5

A Table showing the nature of the work assigned to the respondents in their service

Nature of work assigned.	No. of Candidates
Typing	6
Clerical	6
Accounts	2
Others	2

The above Table indicates that out of ten respondents, 6 respondents do the typing job, 6 respondents perform clerical work, 2 respondents have been assigned accounting work, while 2 respondents do other administrative work, i.e. handling of savings and cashier counter in Banks. It is quite noteworthy that due to the small size of offices, a typist has also to do the clerical work.

6) Proportion of typewriting job to total assigned work:

The first thing in this regard to take into account is that the two professionals have to do hundred per cent typing work, i.e. teaching typewriting techniques. Two of the total respondents have nothing to do with the typewriting job, though they passed the G.C.C. examinations. The average of typewriting job to total assigned work in all the offices is 56.25 per cent.

7) Nature of Typewriting Job.

For knowing the role of the typewriting institutes in providing skilled labour force to business field, a classification is made according to the nature of the typewriting job, the candidates have to perform in the office. For this purpose, four types of typing jobs have been considered, i.e.

- i) Business letters, circulars, memos, etc.
- ii) Financial Statements,
- iii) Format of newspaper advertisements,  
any such specialised jobs,
- iv) Matter for stencil cutting.

The candidates have to perform two or three types of typewriting jobs in some circumstances. But the following Table shows the general trend of typewriting jobs in various offices.



Table 4.6  
A Table showing the nature of  
typewriting job.

Sr. no.	Nature of Typewriting Job	No. of Respondents
1.	Business letters, circulars, memos, etc.	6
2.	Financial Statements.	7
3.	Format of newspaper advertisements, such specialised jobs.	4
4.	Matter for stencil-cutting	6

The above Table indicates that the art of typewriting is a useful means for performing office operations. Statistics show that a majority of the financial statements and circulars, memos and business letters, are typed instead of writing manually. Now-a-days, in many offices, cyclostyling machines are brought, which are a good alternative to printing. These machines save money to a large extent. Preparation of a 'master-sheet' requires stencil cutting with the help of a typewriter. It is a new trend in typewriting field.

It is quite appreciable that the candidates who have passed the G.C.C. examinations have no difficulty in doing above mentioned jobs. They are succeeding in doing all types of typing jobs. Among the respondents, not a single respondent has difficulty in doing typing jobs. This element leads to focus on the role of the typewriting institutes in providing skilled labour force. As the respondents are not working in business office, they are not asked to type business letters.

### 8) Typewriting Examinations Passed:

Another important classification is regarding the typewriting examinations passed by the respondents. There are four examinations for English typewriting, two examinations for Marathi typewriting and two examinations for Hindi typewriting. In all, there are eight examinations. The purpose of such classification is how the typing skill is developed in successive examinations.

Table 4.7

A Table showing various typewriting examinations passed by the respondents.

Typing Speed	English Typewriting	Marathi Typewriting	Hindi Typewriting	Total
30 w.p.m.	10	9	2	21
40 w.p.m.	9	5	1	15
50 w.p.m.	3	-	-	3
60 w.p.m.	2	-	-	2
Total	24	14	3	41

From the above mentioned Table, it is obvious that all the respondents have passed English typewriting (30 w.p.m.) examination. Majority of the respondents have passed English typewriting (40 w.p.m.) examination and Marathi typewriting (40 w.p.m.) examination.

### 9) Gap between joining the service and passing the typewriting examination:

To ensure gainful use of the typewriting skill, the gap between joining the service by the respondents and passing the typewriting examination should be taken into account.

### EMPLOYED CANDIDATES

Scale : 0.5cm = 1 candidates

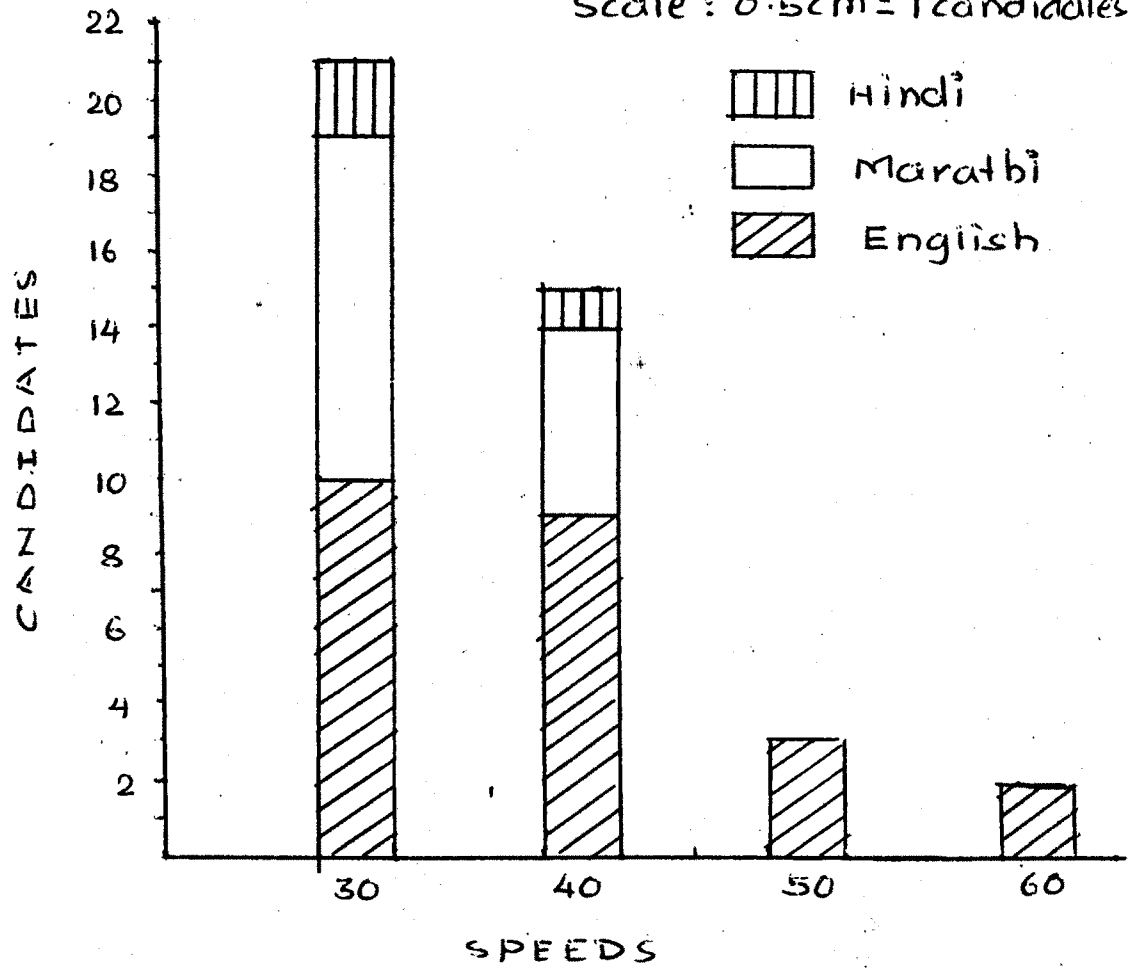


Table 4.8  
The Gap between joining the service and  
passing typewriting examinations

Sr. no.	Gap	No. of Respon- dents.	Percen- tage.
1.	Yes	2	20.00
2.	No	8	80.00
	Total	10	100.00

The above Table shows that there is a very small percentage of gap, i.e. (20 per cent) between joining the service and passing the typewriting examinations.

10) Adverse Effects of the Gap:

Though the gap is negligible, one should judge the intensity of the adverse effects of the gap. A question is arranged for this purpose in the interview schedule.

Table 4.9  
A Table showing adverse effect of the gap  
between joining the service and  
passing the examinations.

Sr. no.	Effect	No. of Respon- dents.	Percen- tage.
1.	Yes	1	10.00
2.	No	9	90.00
	Total	10	100.00

The above Table shows that only one candidate has the adverse effect on the typing speed. All other candidates maintains their typing speed though there was a gap between joining the service and passing the G.C.C. examinations.

**11) Measures for Compensation.**

As there are no significant adverse effects on the speed of typing, there is no need for compensation. The gap should be recouped within the office also. Joining the typewriting institute is one of the effective measure for compensation. But majority of the respondents do not feel it necessary.

**12) Joining the Institute for Practice only.**

As there seems to be a very small gap between joining the service and passing the G.C.C. examination and its effects are not so harmful, the candidates do not feel it necessary to apply measures for compensation. Then, it is obvious that very few candidates join the typewriting institutes for practice only. Majority of the candidates join the institutes for passing the examinations.

**13) Benefits derived from passing typewriting examinations:**

Though very few candidates join typewriting institutes for practice, due to their initial training and continuous practice, they can perform the office jobs efficiently with the help of a typewriter. For judging the benefits derived from passing the typewriting examinations, three factors are taken into account, which are as below:-

- i) Neatness,
- ii) Saving in time,
- iii) Saving in money and labour.

These are the general benefits derived from the standard typewriting machines. Modern typewriters provide multiple

services to the office.

Table 4.10  
Benefits of Typewriting Examinations.

Benefits	Neatness	Saving in Time	Saving in Money and Labour
	No.of respondents	No.of respondents	No.of respondents
Yes	10	9	7
No	-	1	3
Total:	10	10	10

All the candidates abide that neatness in written communication can be brought by the art of typewriting also. Majority of the candidates feel that due to the typewriting skill, saving in time, money and labour can be obtained. It is not so controversial matter.

14) **Typewriting - A useful art for performing office jobs:**

While taking into account the above mentioned benefits, it is clear that the typewriting is a useful art for performing office jobs. In an office, various types of jobs are to be performed by the employees. It requires good handwriting, sustained efforts, time, money, labour. Solution to all these questions is only 'the art of typewriting'. All the respondents expressed a positive view in this regard.

15) **Introduction in the curriculum of secondary and higher secondary Standards.**

In some States, 'typewriting and stenography' or 'typewriting' alone are the subjects for study at 12th standard as

vocational subjects. A consensus has been taken in this regard from the candidates and the opinions are tabulated as under:-

Table 4.11

Introduction of the subject 'Typewriting' in the curriculum of secondary and higher-secondary Standards

Sr. no.	Introduction of 'Typewriting'	No. of respondents	Percentage.
1.	Yes	8	80.00
2.	No	2	20.00
	Total	10	100.00

In the above Table, majority, i.e. 80 per cent, of the candidates showed their willingness to the introduction of the subject 'typewriting' in the curriculum of secondary and higher secondary examinations. Shri.P.P.Lad, one of the respondents, expressed his views in this regard stating that instead of introducing this subject at 12th Standard as a vocational subject, it should be attached to the secondary examination, say at 8th or 9th Standard.

## Section - II

In this Section, 94 respondents are taken for analysis and classification. Applying 'Interview Schedule - B', data has been collected. Questions are framed in a similar manner as in the 'Interview Schedule - A', excluding the details regarding occupational information.



### 1) Sexwise Distribution of the Respondents.

There were 94 respondents in this class. The sex-wise distribution of the candidates was as below:-

Table 4.12

A Table showing sex-wise distribution of the respondents.

Sex	No. of Respondents	Percentage
Male	40	42.55
Female	54	57.45
Total	94	100.00

In the above Table, out of the total respondents, 40 respondents (42.55 per cent) are male, while 54 (57.45 per cent) respondents are female. It is quite encouraging that female respondents are coming forward for obtaining the typewriting skill to a larger extent.

### 2) Educational Qualifications.

In this regard, classification has been made taking into consideration the educational qualification of the respondents. For this purpose, two groups have been made, i.e. (i) Undergraduates, and (ii) Graduates and post-Graduates.

Table 4.13

A Table showing educational qualifications of the respondents.

Educational Qualification	Undergraduates		Graduates		Total	
	No. of Respondents	Percentage	No. of Respondents	Percentage	No. of Respondents	Percentage
Male	24	60.00	16	40.00	40	100.00
Female	31	57.41	23	42.59	54	100.00
Total	55	58.51	39	41.49	94	100.00



From the above Table, it is clear that out of the total 94 respondents, 39 respondents are graduates while 55 respondents are undergraduates. Respondents are obtaining the typewriting skill simultaneously with formal college education. When these candidates become graduates, they would be well equipped with the required typewriting skill. Rest of the respondents are graduates.

### 3) Typewriting Examinations Passed.

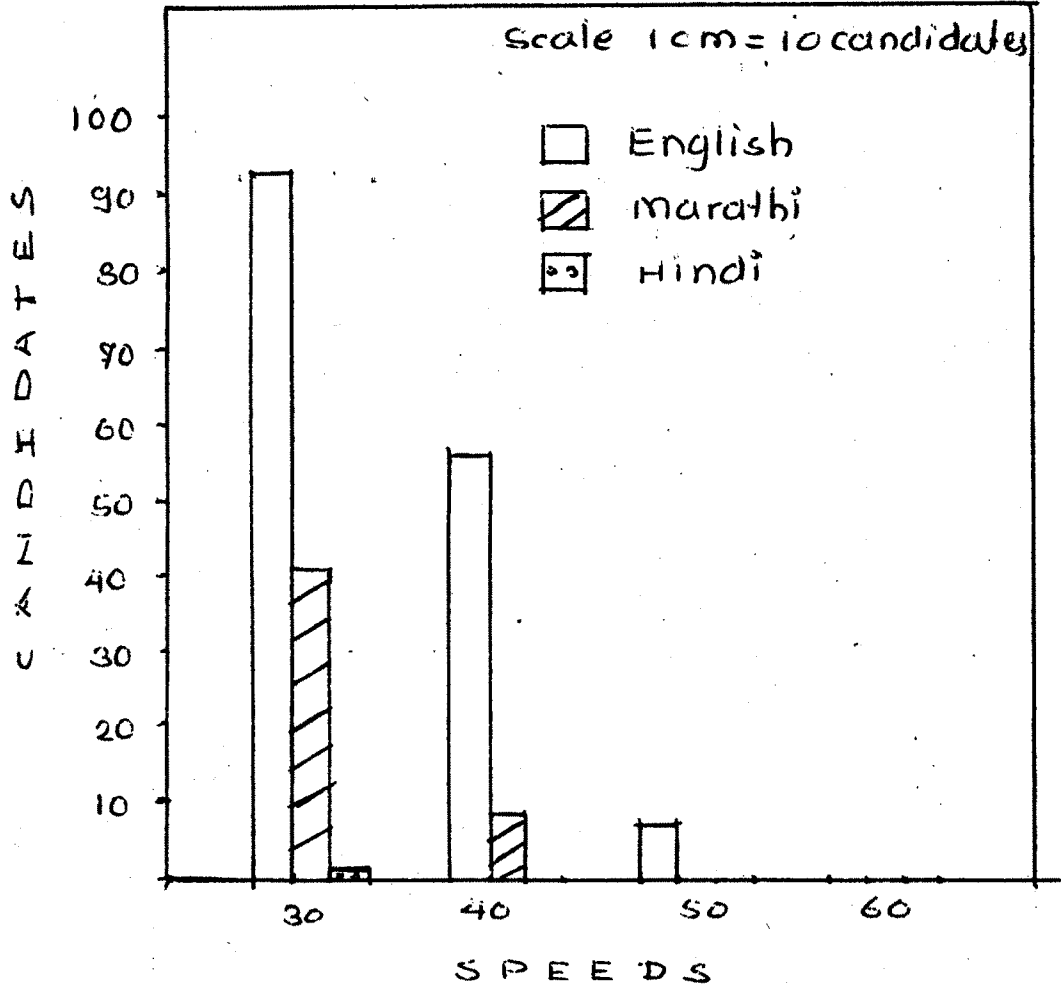
Another important classification is regarding the typewriting examinations passed by the respondents. There are four examinations for English typewriting, two examinations for Marathi typewriting and two examinations for Hindi typewriting. There are no examinations for 50 w.p.m. and 60 w.p.m. speeds in Marathi and Hindi. The purpose of such classification is to judge as to how the typewriting skill is developed in the successive examinations.

Table 4.14  
Various typewriting examinations passed  
by the respondents.

Typing Speed	English Typewriting	Marathi Typewriting	Hindi Typewriting	Total
30 w.p.m.	93	41	1	135
40 w.p.m.	56	9	-	65
50 w.p.m.	8	-	-	8
60 w.p.m.	-	-	-	-
Total	157	50	1	208

The above table indicates that all the respondents (except one) have passed English typewriting (30 w.p.m.) examina-

### UNEMPLOYED CANDIDATES



-tion, 41 candidates passed Marathi typewriting (30 w.p.m.) examination. A respondent has also passed Hindi typewriting (30 w.p.m.) examination. In successive examinations of English, Marathi and Hindi, there is a noteworthy reduction in the number of respondents. No candidate has appeared for Hindi typewriting (40 w.p.m.) examination. For 40 w.p.m. speed, 56 respondents appeared for English and 9 respondents appeared for Marathi typewriting. There are 8 candidates who appeared for English typewriting (50 w.p.m.) examination. There are no candidates for 60 w.p.m. speed in English typewriting. Generally the respondents get satisfied with 30 w.p.m. and 40 w.p.m. speed in English and Marathi typewriting.

**4) Usefulness of typewriting skill in getting job.**

All the respondents abide that the typewriting skill is a useful means for getting a job. The increasing number of candidates joining the typewriting institutes indicates its usefulness. Not a single student expressed his controversy in this issue.

**5) Various types of jobs that respondents are seeking.**

For proving the usefulness of typewriting skill in getting a job, an enquiry has been made from the respondents regarding the nature of the job they were seeking. For this purpose, no specific alternative has been put up. The respondents seek following types of jobs:

Table 4.15  
Various types of jobs that the  
respondents are seeking.

Type of job.	Clerk	Typist	Clerk-Typist	Officer	Other
No. of Respondents	69	37	3	4	5

The above Table indicates that majority of the respondents (69), are seeking job for clerical post, 37 respondents for typist, 3 respondents for clerk-cum-typist while 4 for officer. Some respondents are reluctant to join service, some of them are carrying on their own business. One of the respondents is going to obtain stenographic skill, while another is going to establish a typewriting institute.

6) Usefulness of typewriting skill for performing office job efficiently.

Majority of the respondents feel that their typewriting skill will be useful for performing the office job efficiently. A respondent who is not seeking job has not expressed any views in this regard.

7) The Standard in which the students join the typewriting institutes.

An enquiry has been made regarding the standard in which the students join the typewriting institutes. For this purpose, three groups have been made, i.e. (i) 10th to 12 Standard, (ii) 12th standard to graduation, and (iii) after graduation.

Table 4.16

The Standard in which the respondents join the typewriting institutes.

	10 to 12th Standard	12th to Graduation	After Graduation
No. of Respondents	16	72	6

The above Table indicates that 72 respondents (i.e.76.60%) are joining the institutes when they are between 12th standard to graduation. Generally, they acquire typing skill simultaneously with formal college education. They are well equipped after graduation for getting a desired job. Some of the respondents join the typewriting institutes after passing 10th standard. The Table also shows that 16 (17.02%) respondents are joining the institutes after S.S.C.examination. Very few respondents, i.e. 6 (6.39%) are joining the institutes after graduation. It shows that the trend for joining the typewriting institutes is in the 12th standard to graduation level.

- 8) Introduction of the subject 'Typewriting' in the curriculum of secondary and higher secondary examinations.

In some States like Assam, Pondicherry, etc., 'Typewriting and Stenography' and 'Typewriting' are subjects for study at 12th standard as vocational subjects. A consensus has been taken in this regard from the candidates and their responses tabulated as follows:-

# Educational Qualification

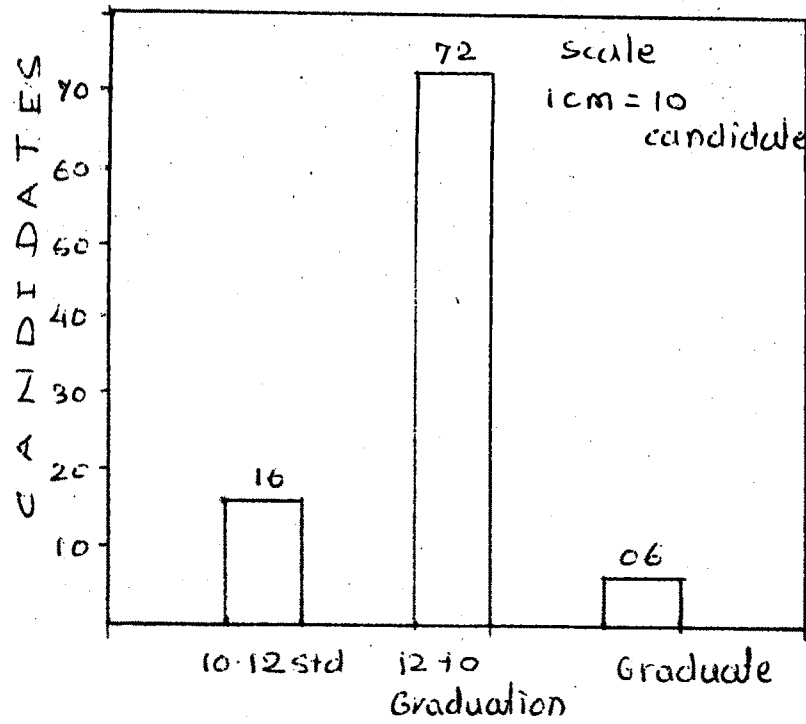


Table No.4.17

Introduction of the subject 'Typewriting' in the curriculum of secondary and higher secondary examinations.

Introduction of Typewriting	No.of Respondents	Percentage
Yes	75	79.79
No	19	20.21
Total	94	100.00

In the above Table, majority, i.e. 79.79 per cent, of the respondents showed their willingness to the introduction of the subject 'typewriting' in the curriculum of the secondary and higher secondary examinations.

9) Continuation of typewriting practice after getting a job.

For the gainful use of the typewriting art, an enquiry has been made regarding the typewriting practice after getting a job. Table 4.18 shows the responses of the respondents to this enquiry:

Table 4.18

Continuation of the typewriting practice after getting a job.

Continuation of Practice	No.of Respondents	Percentages
Yes	44	46.81
No	50	53.19
Total	94	100.00

The above Table shows that 50 respondents are not willing to join the typewriting institutes after getting a job.

since they can increase their typewriting speed during service and further develop their typewriting skill. The remaining respondents are willing to join typewriting institutes for practice even after getting a job.

The respondents who join typewriting institutes for practice only after getting a job feel that such practice positively influences their performance. Other respondents do not feel so. According to them, after some time, they automatically achieve the required typing speed and hence, there is no need to join the typewriting institutes for practice only.

10) **Opinions regarding purchasing a typewriter and undertaking job-work as a source of income.**

In many cities, in the vicinity of High Court or District Courts, there are various entrepreneurs who undertake job work by purchasing or hiring a typewriter as a source of earning. An enquiry has been made regarding this issue. Three groups have been made, i.e. (i) it is a useful project, (ii) not useful, and (iii) not considered, in this regard.

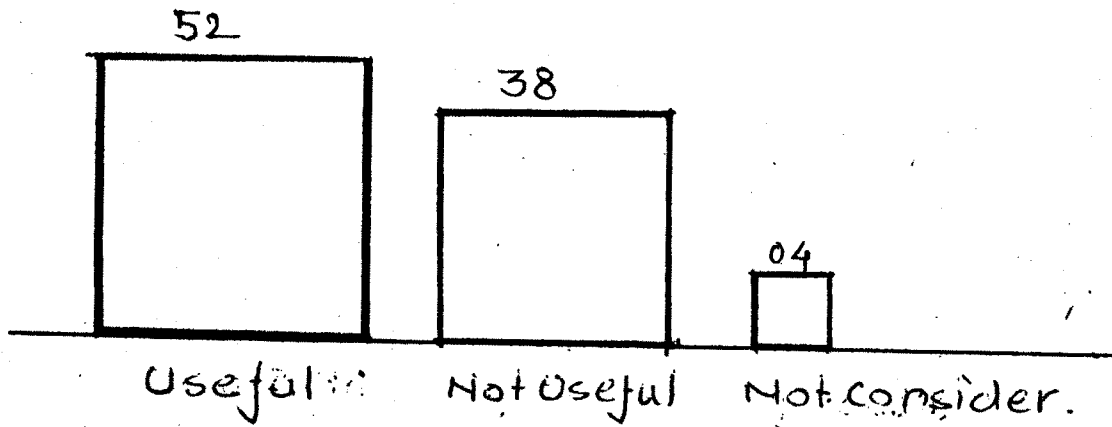
Table 4.19

Opinions regarding purchasing a typewriter and undertaking job work as a source of income.

Opinions about the Project	No. of Respondents	Percentages
A useful project	52	55.32
Unuseful project	38	40.43
Not considered yet.	4	4.25
Total	94	100.00



### Usefulness of Typewriting Art



The above Table indicates that majority of the respondents (55.32 per cent) feel that it will be a useful project for earning money. 38 respondents are pessimistic regarding this project, while 4 respondents have not considered this project seriously as yet. The respondents who consider the project as a source of earning believe that it facilitates one's self-employment. Other respondents do not feel that such a project would facilitate self-employment.

† † †