Appendix

- Bibliography
- Questionnaire
- Opinionnaire
- Diagnostic Test
- Interview schedule
- Result of S.S.C. exam
- Page of copy
- List of students
- List of teachers
- List of interviewees
- List of respondents of opinionnaire
- Test papers
- Scoring Scheme
- Scoring key
- Summary of the Thesis
<table>
<thead>
<tr>
<th>No.</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agrawal J.C.</td>
<td>Educational Research An Introduction</td>
<td>Arya Book Depot, New Delhi-5</td>
</tr>
<tr>
<td>3</td>
<td>Ballard P.S.</td>
<td>Mental Tests,</td>
<td>University of London Press Ltd. London</td>
</tr>
<tr>
<td></td>
<td>Vidyalaya, Jalgaon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Baruh T.C.</td>
<td>The English Teacher’s Handbook</td>
<td>Sterling Publishers Pvt. Ltd. New Delhi 110016</td>
</tr>
<tr>
<td>8</td>
<td>Bhatia M.P.</td>
<td>Applied Grammar &amp; Composition</td>
<td>M.I. Publications, Agra</td>
</tr>
<tr>
<td>9</td>
<td>Bisht Abhrani</td>
<td>Teaching English in India,</td>
<td>Vinod Pustak Mandir Agra</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Brockway K. N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Bruton J.G.</td>
<td>Some Misconceptions about the English Languages,</td>
<td>Bulletin of the C.I.G. Hydrabad.</td>
</tr>
<tr>
<td>13</td>
<td>Buch M.B.</td>
<td>Research in Education Volume I</td>
<td>Dept of NCER &amp; T New Delhi</td>
</tr>
<tr>
<td>14</td>
<td>Champion H. &amp;</td>
<td>Lectures on Teaching English in India</td>
<td>Oxford University press.</td>
</tr>
<tr>
<td>15</td>
<td>Chandra Suresh</td>
<td>Aspects of Linguistics and English Teaching</td>
<td>Doaba House, Delhi 110006</td>
</tr>
<tr>
<td>16</td>
<td>Chaudhary C.M.</td>
<td>Research Methodology</td>
<td>KBSA Publishers, Jaipur</td>
</tr>
<tr>
<td>18</td>
<td>Deale R.N.</td>
<td>Assessment and Testing in the Secondary school Evana / Methuen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authors</td>
<td>Titles</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Eckersley C.E.</td>
<td>Essential English for foreign students book-3 Orient Longmans Bombay</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>English Reader</td>
<td>Text Book for Std. X (Third Language)</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Finocchiaro Marry</td>
<td>Teaching English as a Second Language Harper and Brothers New York.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Flower J.N.</td>
<td>The art of teaching English MacMillan and co. Ltd. London</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>French F.G.</td>
<td>The Teaching of English Abroad Oxford University Pess.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>French F.G.</td>
<td>The teaching of English abroad C.B.E. part II, Oxford University press</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>French F.G.</td>
<td>English in Tables C.B.E. Oxford University Press</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Gadve G.L.</td>
<td>Teaching English in Secondary schools Medha Rajhans, Umesh Prakashan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pune 411009</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Gerrett H.E.</td>
<td>Statistics in Psychology and Education, Vakils, Feffer and Simons, Bombay</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Gokak V.K.</td>
<td>English in India its present and future Asia Publishing House Bombay</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Good Carter V.</td>
<td>Essentials of Educational Research Appleton Century Crofts New York</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Gurav H.K.</td>
<td>Importance of Teaching English Nutan Prakashan Pune 411030</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Gurrey P.</td>
<td>Teaching English as a foreign language Orientman's Longman's Publication London</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Hornby A.S.</td>
<td>A Guide to Patterns and usages in English Oxford University Press.</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Author(s)</td>
<td>Book Title</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Howe D.H.</td>
<td>Guided English for India</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oxford University Press, Delhi</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Hutchings</td>
<td>The teaching of English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cambridge University Press</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Jacobs Rodrick A &amp;</td>
<td>English Transformational Grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jain R.K.</td>
<td>Wiley Eastern Ltd. New Delhi</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Jespersen Otto</td>
<td>Growth and Structure of English Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9th Edition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indian Branch of Oxford University Press</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Jesperson O.</td>
<td>How to teach a Foreign Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allen and Unwin</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Kenneth Bean</td>
<td>Construction of Educational and Personnel Tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McGraw Hill Book Co.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Khadilkar C. T.</td>
<td>Ingraji Kase Shikwawe-(Structural Approach)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suresth Agencies Pune-2</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Khan Yusuf</td>
<td>Thesis for Ph.D. Construction and Standardization of Diagnostic Tests in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English for Std VIII with regards to structures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nag 1987</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Kolhi A.L.</td>
<td>Teaching of English in India, Dhanpat Rai &amp; Sons, Delhi 6</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Kothari C.R.</td>
<td>Research Methodology Methods &amp; Techniques (Second Edition)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wishwa Prakashan New Delhi</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Lado Robert</td>
<td>Language Teaching A Scientific Approach</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Lindquist E.F.</td>
<td>Educational Measurement, American Council of Education Washington</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Manzel E.W.</td>
<td>The Teaching of reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oxford University Press</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Mehta R.L.</td>
<td>The Teaching of English in India</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orient Longman.</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Menon T.K.N. &amp;</td>
<td>The Teaching of English as a Foreign language (Structural Approach)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patel M.S.</td>
<td>Acharyya Book Depot, Baroda</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Author(s)</td>
<td>Title and Details</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Menon T.K.N. &amp; Patel M.S.</td>
<td>The Teaching of English as a foreign Language (Structural Approach) Acharya Book Depot Baroda</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Mukherjee &amp; Wood</td>
<td>A course in English Composition McMillan &amp; Company Ltd. London.</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Myers Glenn &amp; Blair</td>
<td>Diagnostic and Remedial Teaching The MacMillan Company New York.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Nurul Huda</td>
<td>Teaching English to Indian Pupils Commonwealth Publishers, New Delhi</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>Paliwal A.K.</td>
<td>Perspective on English Language Surbhi Publications Jaipur</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Pathak R.S.</td>
<td>Teaching English in India Creative Book, New Delhi-110028</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Pawar N.G.</td>
<td>Theory and practice of Teaching English Language Nutan Prakashan Pune</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Quirk Randolph</td>
<td>The Use of English Second Edition The English Language Book Society London</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Rai B.C.</td>
<td>Teaching of English Prakashan Kendra, Lucknow</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Rayburn W.N. &amp;</td>
<td>The Teaching of English Oxford University Press London</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Reeder W.G.</td>
<td>Introduction to Education Vol I Mohit Publications New Delhi 110002</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Author(s)</td>
<td>Book Title and Edition Details</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Ronald Ridant</td>
<td>English Today</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Ruch G.M.</td>
<td>The Objective or New Type Examination, Forse Man &amp; Co. Chicago, Scot</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Ryburn W.N</td>
<td>The Teaching of the mother tongue, Oxford University press</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Sachdev M.S.</td>
<td>A New Approach to Teaching of English in India, Prakash Brothers, Ludhiana</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Saraf R.S.</td>
<td>Teaching English in India</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Saraf R.S.</td>
<td>Parbhasha Mhnun Ingrajiche Adhyapan, Shrivdhya Prakashan Pune</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Schonnel F.J.</td>
<td>Diagnostic and attainment Testing, London, The English Language Book Society, Oliver Boyd</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Shaligram M.B.</td>
<td>Method in English being the principles and practice in English in Indian secondary schools, Bapat Khadilkar and company Pune-2</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Shrivastava B.D.</td>
<td>The Teaching of English, Ram Prasad &amp; Sons Agra-3</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>Sidhu C.D.</td>
<td>An intensive course in English, A remedial workbook, Orient Longman Bombay</td>
<td></td>
</tr>
<tr>
<td>84</td>
<td>Sidhu Kulbir Singh</td>
<td>Methodology of Research in Education, Sterling Publishers, New Delhi</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>Singh J.</td>
<td>English without tears, Indian National Publishing Company New Delhi</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>Thomson M.S.H. &amp; Eliz Hagen</td>
<td>The Teaching of English in India Third Edition</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>Vaid D.D.</td>
<td>Now to speak and write better English, Orient Paper book Delhi</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>Wadia A.R.</td>
<td>Impact of English on Indian Life August 1965</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>Ward John Millington</td>
<td>Peculiarities in English, Longmans Bombay</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>Watt S.G.</td>
<td>Oxford University Press London</td>
<td></td>
</tr>
</tbody>
</table>

474
| 93 | Wood F.T. | A Remedial English Grammar for Foreign Studies  
McMillan London |
| 94 | Wren and Martin | High School English Grammar & Composition  
K & J Cooper, Bombay 4 |
| 95 | Wyatt H.G. | The Teaching of English in India (Third edition) |
| 96 | Yadav R.K. | The Indian Language Problem  
National Publishing House, New Delhi |
| 97 | Yardi V.V. | Teaching English in India Today  
Parimal Prakashan, Aurangabad |
| 98 | | A Remedial English Grammar for foreign students. The MacMillan Company of India Ltd. Madras, Bombay |
| 99 | | New Directions in English language  
Teaching Pointer Publishers, Jaipur (Essays) |
| 100 | | Remedial English Exercises Govt. of Maharashtra Prakashan Directorate of Education State Institute for Maharashtra Bombay |
To,

Shri/Smt/Km. [Signature]

Sir / Madam

I have undertaken research in education under able guidance of Dr. Yusuf Khan, Ex. principal, Government college of education, Akola an the topic of my research is "A critical study of the grammatical mistakes committed by the students of X standard and recommendations for their improvement." Since you are teaching English to X class and aware of grammatical mistakes committed by the students I earnestly seek your cooperation for filling this questionnaire. Please your answers should be matter of fact.

The information collected through questionnaire will be kept secret and used only for research work.

Thanking you,

Yours truly

Smt. A. A. Borse
Personal Information

1) Name of teacher: Subhas Bhalechandra Deshpande
2) Qualification (Mention subject): M.A (Sag)
3) Name of school and address: B.R. Highschool, Akola
4) Methods of B.Ed.: (1) English (2) Marathi
5) Subjects for teaching: Marathi, English, Sanskrit
6) Teaching experience: 10 yrs
7) Experience of teaching English: 10 yrs

Note: Please tick mark wherever necessary. All questions are about English grammar related to class students.

Q.1 Do you think English an important subject in the school curriculum. Yes / No / To some extent
Q.2 Do the students get sufficient learning practice in English as per school time table? Yes / No / To some extent
Q.3 Do you think English grammar is difficult part of English teaching? Yes / No / To some extent
Q.4 Which of the following methods do you adopt for teaching English? a) Direct, b) Translation, c) Structural, d) Any other.
Q. 5 Below are given some probable difficulties in teaching grammar to X class.

\(\checkmark\) a) Student's dislike
\(\checkmark\) b) Insufficient basic knowledge of grammar
c) Improperly graded structures
d) Short span of time for teaching grammar
e) Want of audio-visual aids
\(\checkmark\) f) Ineffective method of teaching
g) Any other

Q. 6 Do you think mother tongue influences their English? Yes/No

To some extent

If 'Yes', in what type of question do you find it?

a) Composition
b) Letter writing
c) Grammatical items'
d) Personal response question
e) Everywhere
f) Any other

Q. 7 Please choose of the following remarks about the syllabus of English (L.L.).

a) Not properly graded
b) Very accurately set
c) Burdensome for students
\(\checkmark\) d) Insufficient
e) Rigid
f) Any other
Q. 8 Please choose of the following remarks about English teaching in Marathi medium schools.
   a) Satisfactory
   b) Below standard
   c) Not given proper weightage
   d) Teaching within the frame of syllabus only
   e) exhaustedly

Q. 9 What is your observation of student's liking about learning grammar?
   a) Too much
   b) Much
   c) Average
   d) Less
   e) Not at all

Q. 10 What do you think about the nature of grammatical items included in the S.S.C. exam syllabus?
   a) Very difficult
   b) Difficult
   c) Moderate
   d) Less difficult
   e) Not at all difficult

Q. 11 Do you like private coaching at home?
   Yes / No
   To some extent

Q. 12 Do you favour any private tuition or coaching class meant for X std. students?
   Yes / No
   To some extent
Q. 13 Do you think private coaching or coaching are essential in present educational system?  
Yes / No / To some extent

Q. 14 What is your observation about students' attitude towards private coaching?
   a) They are compelled for it by parents
   b) They themselves earnestly need it
   c) They think it a magic key to success
   d) They are really benefited by it
   e) They join just to enjoy free atmosphere in the coaching class

Q. 15 What other coaching do you suggest?
   a) Extra classes in the school
   b) Extra private notes supplied in the school
   c) Workbooks readily available in the market
   d) Devoted teaching in the class
   e) No other but tuition's only
   f) Encouragement for self study

Q. 16 Does unhealthy competitions in private coaching class make any harm to students?  
Yes / No / To some extent

Q. 17 Do private tuition's and coaching classes a step further in improving result of English at S.S.C. exam?  
   a) Not at all
   b) A little
   c) Most important
   d) Average

Q. 18 What general problems do you face while teaching English?
   a) Boring text book
What is your opinion about problems students must be facing in learning English?

- Student's dismal attitude
- Insufficient periods
- Insufficient audio visual aids
- Bulky syllabus
- Any other

9. What is your opinion about problems students must be facing in learning English?
   - Crowded classes
   - They don't like English
   - They find it difficult and don't understand
   - They don't value class teaching due to private tuition's.
   - Ineffective method of teaching
   - Uneducated home atmosphere
   - Any other

Q. 20 Is grammar teaching necessary for language learning? Yes / No / To some extent
Q. 21 Is grammar teaching necessary for passing in English subject? Yes / No / To some extent
Q. 22 Do you begin your teaching of English subject in X class with grammar? Yes / No / To some extent
Q. 23 Do you use text book of X std directly while teaching? Yes / No / To some extent
Q. 24 Do you teach grammar with text book? Yes / No / To some extent
Q. 25. What portion of grammar do you prefer to teach first? Please give order of importance 1, 2, 3, 4....

a) Tenses ☑

b) Direct indirect narration ☑

c) Active passive voice ☑

d) Various structures ☑

e) Spelling test ☑

f) Reading the textbook ☑

g) According to necessity of the text ☑

Q. 26. What are the general mistakes committed by X class students?

a) Dirty, illegible handwriting ☑

b) Incorrect spelling ☑

c) Wrong plurals ☑

d) Absence of punctuation's marks ☑

e) Mixing up capital and small letters ☑

f) Inability of writing syllables ☑

g) Inserting Marathi words for English ☑

h) Any other ☑

Q. 27. What are the prominent grammatical mistakes committed by X class students? Please give order according to importance 1, 2, 3, 4....

a) Wrong tenses (Unsuitable) ☑

b) Wrong tenses (Incorrect) ☑

c) Wrong co relatives ☑

d) Fail to recognise the meaning of why, which, whom, when, where etc, ☑

e) Fail to recognise parts of speech like adjective, verb, noun etc. ☑
f) Fail to recognise simple, complex and compound sentence. 6

g) Fail to recognise clauses 7

h) Fail to recognise command and suggestion 8

i) Any other 9

Q. 28 What are the probable causes for grammatical mistakes as per your assessment. Please give order of importance 1,2,3,4...

a) Basically dull in studies 9

b) Un-english family background

c) General tendency to neglect 2

d) Incomplete knowledge in the former classes 2 1

e) Sprouting of tuition classes

f) Wrong methods of teaching

g) Unqualified teachers 6

h) Any other 4

Q. 29 Please rearrange the following grammatical items as per the weightage in teaching. Please give order of importance 1,2,3,4...

a) Tenses

b) Vocabulary

c) Direct indirect narration

d) Synthesis

e) Transformation

f) Phrases in the syllabus

g) Simple structures

h) Spelling

i) Punctuation mark
Q. 30 Do you think school environment affect teaching and learning of English? Yes / No / To some extent

Q. 31 What remedies do you suggest to overcome difficulties arising due to wrong environment?
   a) To lessen the number of students in the class
   b) To raise funds for improving environment
   c) Making complaints to higher authorities
   d) To take help of parents
   e) To take help of eminent personalities of that locality

Q. 32 Whom do you hold responsible for student's retardation in English?
   a) Parents
   b) Teachers
   c) Students
   d) Community
   e) Head Master

Q. 33 Do you often inform parents about their ward's progress in English? Yes / No / To some extent

Q. 34 Do you find that parents do show keen interest in their ward's progress as far as English is concerned? Yes / No / To some extent

Q. 35 Have you experienced that educational background of the family affects student's progress in English? Yes / No / To some extent

Q. 36 Do you engage classes for remedial teaching in English? Yes / No / To some extent
Q. 37 If Yes, How do you manage it?
   a) Calling students on holidays
   b) Making arrangement in regular periods
   c) Utilising engagement periods for remedial teaching
   d) Administering periodical test
   f) Any other

Q. 38 What motivational measures do you take personally to inspire them to study English move?
   a) Don't take any measure
   b) Praise them for good answers
   c) Declare his or her achievement in the class for group clapping
   d) Give away small prizes
   e) Give some special facilities
   f) Allowing them to participate in extra curricular activities

Q. 39 Do you think that teacher's qualification in English (Higher degree) counts much in teaching of English? Yes / No/ To some extent

Q. 40 Do you think that teacher's qualification in English counts much in teaching of English? Yes / No/ To some extent

Q. 41 Do you agree that a teacher having devotion to his profession and his positive attitude can teach, though he or she is not qualified Yes / No/ To some extent

Q. 42 Do you use audio visual aids for teaching English to X class? Yes / No/ To some extent
What is its nature?

a) Tape
b) Chart
c) Film
d) Blackboard
e) Audio video cassettes
g) Any other

Q. 43 What is your opinion about the new method of teaching English i.e. structural approach?

a) Very Useful
b) Useful
c) Average useful
d) Less useful
e) Not at all useful

Q. 44 Do you find present text book of English (L.L.) for X class quite ideal for proper for teaching English grammar?

Yes / No /

To some extent

Q. 45 State reasons if you don't find the text book satisfactory

a) Lengthy lessons
b) Boring contents
c) Not imparting knowledge
e) Exercises not related to paper
f) Print, script, not appropriate
g) Unwanted pictorial questions
h) Any other
Q. 46 State your idea of an ideal text book for English in X class for teaching of grammar. Please give order of importance 1,2,3,4...

a) Knowledge imparting lessons 6
b) Minimum prose lessons

c) Ample vocabulary contents 1
d) Useful for day to day conversation 2
e) Exercises matchable to the examination 3
f) More grammatical items 4
g) Interesting poems 5
h) No such exercises like choose the correct alternative
i) No pictorial exercises
j) Important grammatical structures must be there

Q. 47 Do you give home work in English grammar? Yes / No

To some extent

If 'yes' what is its nature?

a) Writing few lines from the text about grammar
b) Similar grammar items
c) Extra questions in question
d) Remembering the rules of grammar
e) Any other

Q. 48 What special efforts do you take to make your class room teaching of grammar effective. Please give order of importance 1,2,3,4...

a) Always teach grammar in standing position using blackboard 1
b) Roam in the class looking into the student's copies 2

c) Make feel every student that you are attending him 3
d) Solve their difficulties instantly

e) Never give punishment after getting wrong answers

f) Cut slight jokes about grammar

g) Always teach enthusiastically

h) Use blackboard extensively

i) Solve question papers of other schools in the class

j) Always make students aware of studies

Q. 49 Should we adopt any other criteria other than the Board's exam for teaching in X class?

a) School examination

b) Semester pattern

c) Unit wise test & valuation

d) Gradation

e) Performance in the class in oral answers

d) Student's performance in elocution, essay competitions in English

Q. 50 Which of the following grammatical items you feel necessary and important for S.S.C student's. Please give order of importance 1,2,3,4...

a) Transformation

b) Synthesis

c) Clauses

d) Voice

e) Degree

f) Narration

g) Tag que

h) Structures (selected)

i) Tenses

j) Negative / positive sentences
Please add your any valuable suggestion regarding grammatical items meant for X class:

- Students must have good knowledge of their mother-tongue specially grammar.
- It helps to learn the grammar of any other language.
To,
Shri/Smt/Ku ____________________

Sir / Madam

I earnestly need your valuable opinion for my research in education undertaken in the light of valuable guidance of Dr. Yusuf Khan, Ex. principal, Government college of education, Akola. The topic of my research is "A critical study of the grammatical mistakes committed by the students of X standard and recommendations for their improvement." Your vast experience and deep knowledge will definitely prove an asset in my study to make it move refined and up to date.

Kindly extend your experienced hand of co-operation in this field and oblige me.

Thanking you,

Yours truly

Smt. A. A. Borse
(Researcher)
Q.1 Do you agree that English Subject enjoys unique position at S.S.C. level Yes/No/To some extent

Q.2 Do you agree that any secondary school gains fame due to remarkable S.S.C. result? Yes/No/To some extent

Q.3 Do you think English grammar is major impediment in success of S.S.C. exam? Yes/No/To some extent

Q.4 Do you think English learning is essential for career? Yes/No/To some extent

Q.5 Do you think grammar teaching is necessary for teaching English in X class? Yes/No/To some extent

Q.6 What contents of grammar syllabus of English do you want to be taught prominently in the class?
   a) Tenses
   b) Clauses
   c) Narration
   d) Voice
   e) Composition
Q. 7 What technique is more important for teaching grammar?
   a) Structural approach
   b) Audio visual aids
   c) Ample practice ✓
   d) Correct classroom teaching ✓
   e) Any other

Q. 8 What is your observation about present position of grammar teaching in school?
   a) Very good
   b) Good ✓
   c) Average ✓
   d) Bad
   e) Very bad

Q. 9 What new devices are necessary teaching of grammar?
   a) Drilling method
   b) Recitation
   c) _______________________

Q. 10 Is there English Teacher’s Association formed in your institution to maintain co-ordination in teaching? Yes ✓

Q. 11 What are the probable reasons do you find for deteriorating standard of English?
   a) Student's negative attitude
   b) Irresponsible teachers
12 What remedies can you suggest for elimination grammatical mistakes of student?
   a) Private coaching
   b) Drilling ✓
   c) Using work books ✓
   d) Extra classes in school
   e) Sending teachers for seminars and workshops of English ✓
   f) Home work
   g) Any other

13 What is your opinion about the 'Bar-code' system recently applied by the body guard of English result?
   a) Excellent
e) Satisfactory ✓

14 Who is responsible for deterioration of standard of English?
   a) Head master
c) Parent
d) Students
15. What are your special suggestions for improvement of grammar?

- Drilling & Recitation
- Audio & Video
- Dramas, T.V. Serials, C.D.s

[Signature]

मुख्याध्यापक
न्यू इंग्लिश हायरस्कूल,
अखोला
DIAGNOSTIC TEST

विश्लेषणातील सूचना

स्वतंत्री व उच्चांशवर्ग न करता हे प्रश्नेत सोडवा.

हे प्रश्नेत तुमची परिशिष्टा नाही, तर केवळ तुमचा कृत्याला व्यापक देणारी एक व्यऱ्याची आहे. या मुळे तुमचां परीक्षेत मदत हेऊज.

प्रश्नांतींचे उत्तर खालीला दिलेल्या उपपर्यायांच्या लिहाच्या शोधावर. उपपर्यायांच्या विशेषतः तुमच्या वातावरणाच्या माहिती लागत भवा.

सर्व प्रश्न तुमच्या आफ्याच्या बुद्धीच्या व्यक्तिगत अर्थात सर्व प्रश्नमुळे उत्तर चालू तर प्रयत्न योग्यतं ते सोडवल्याचा प्रयत्न करा.

प्रश्नांतींचे उत्तर सिंहे दिलेल्या उदारवेळा प्रभावेक खालील्या आहे.

प्रश्नक प्रश्नांतींचा असलेला या प्रश्नांना प्रभावाचा कारण पुढीले दिलेले असून एकून ९०० गुणांची पंजीकरणी आहे.
Diagnostic Test
English

Name of Student: ____________________________ Time: 90 min
Name of School: ____________________________ Age: _____
Std. & Division: ____________________________ Date: _____
Place: ____________________________

Que 1. Example:
It was possible for me to arrive in time
If I had got the earlier bus. (Use could + have + past participle).
I could have arrived in time if I had got the earlier bus.

Rewrite the following sentences with could + have + past participle.
1. He ________________ (to reach the school in time) if he had a bicycle.
2. Leela ________________ (to attend the party) if she had not been ill.
3. Vinod ________________ (to get through the exam) if he had studied seriously.

Que 2. Example:
She was greatly shocked, immediately after she heard of the accident. (Use on + ing).
She was greatly shocked on hearing of the accident.

Sheela ran to the door, immediately after she saw her mother.

Now tick mark the correct sentence:
1. On seeing her mother, Sheela ran to the door.
2. On Sheela seeing her mother, ran to the door.
3. On seeing her mother, Sheela run to the door.
4. On sawing her mother, Sheela ran to the door.
Que 3. Tick mark the correct sentence :
1. They couldn't wrote the paper.
2. They can not wrote the paper.
3. They could not writing the paper.
4. They could not write the paper.
5. They could not written the paper.

Que 4. Tick mark the correct form of verb in the bracket.
1. He (is writing/writes/write) a letter now.
2. He (goes/went/is going) to school daily.
3. He (will go/will went/gone) to school tomorrow.
4. He (wrote/write/writing) a letter yesterday.

Que 5. Example.
Abdul Hamid could not save himself.
Abdul Hamid was unable to save himself.

Now write sentence accordingly.
1. The prince could not enjoy the spring.
2. Birds can not take long migratory journey in overcast conditions.
3. Hirachand could not save himself.
4. Boys couldn't reach the inspector's house in time.
5. Nakula can not quench his thirst.
Que 6. Join the sentences correctly

<table>
<thead>
<tr>
<th>&quot;A&quot;</th>
<th>&quot;B&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) If you work hard</td>
<td>1) You would get money</td>
</tr>
<tr>
<td>b) If you worked hard</td>
<td>2) You would have got money</td>
</tr>
<tr>
<td>c) If you had worked hard</td>
<td>3) you will get money</td>
</tr>
</tbody>
</table>

Que 7. Example:

I reached home,

Immediately after it started raining.

As soon as I reached home it started raining.

Now combine

Dhira saw something glittering immediately after he called the police.

Tick mark the correct form

1. As soon as Dhira saw something glittering he called the police.
2. As soon as Dhira called the police he saw something glittering.
3. He called the police as soon as Dhira saw something glittering.
4. As Dhira soon as saw something he glittering called the police.

Que 8. Tick mark the correct sentence

1. No sooner did the teacher entered the class boys stood up.
2. No sooner boys stood up teacher entered the class.
3. No sooner did the teacher enter the class than boys stood up.
4. No sooner do the teacher enter the class than boys stood up.
5. No sooner does the teacher enter the class than boys stood up.

Que 9. Example

Raju wanted his mother to wash his clothes. Raju made his mother wash his clothes.

1. P. T. teacher wanted the students to clean the ground.
2. Father wanted Anil to study each book in details.

3. Mother wants Leela to clear her room daily.

4. Dr. Kamala wanted Mary to understand the importance of vaccination.

Que 10. Example

Though he was clever he was arrogant. He was clever but he was arrogant.
1. Though he was poor he was loyal.

2. Though the story was lengthy it was interesting.

3. Though Abdul Hamid had only one gun he fought with all his strength.

Que 11. Example

She is too weak to walk. How weak she is?
She is so weak that she cannot walk.
1. They are too lazy to work. How lazy they are?

2. Meena is too dull to understand the language.

3. Hirachand was too innocent to commit the sin.

4. I was too tired to work any more.
Que 12. Example

He went to the jungle. There he saw many wild animals.

He went to the jungle where he saw many wild animals.

Now answer as above -
1. He went to the palace. Whom did he see there? (The king and queen)
2. They went to the museum. What did they see there? (Monuments)
3. Shubhada went to the garden. What did she see there? (Many flowers)

Que 13. Example

I am sure the train must have arrived.

I think the train may have arrived.

Complete the following sentences accordingly.
1. I am sure the office ________________________________
   (open).
2. I think, father ________________________________
   (return) from office.
3. I am sure, the show ________________________________
   (begin).
4. I think, he ________________________________
   (forget) to post the letter.

Que. 14 Tick mark the correct one form the bracket.

1. (Such + a) (Such) good person!
2. (Such a + / Such) clever boys!
3. (Such a / Such) bad handwriting.
4. (Such a / Such) cold water.
5. (Such a / Such) lovely scene.
Que. 15 Tick mark the correct form of verb in bracket.
1. The robbers were busy (opened/open/opening) the safe.
2. Vinod is happy in (having/had/has) you as a friend.
3. He was furious on (hears/hearing/heard) the news.
4. He was a friar of (go/went/gone/going) into the dark.
5. She is fond of (told/telling/tells) the stories.
6. Pratibha is interested in (painted/painting) pictures.

Que. 16 Tick mark the correct sentence:
1. Though weak she could run fast.
2. Though she was weak run fast.
3. Though she was weak she could run fast.
4. Though she was weak but she could run fast.
5. Though she could run fast, she was weak.

Que. 17 Example:
They fought bravely and won a great victory for him.
They won a great victory for him by fighting bravely.

Now turn the following as above -
1. He studied hard and secured the first division.

2. Dhira polished shoes and earned money.

3. Dr. Kamala gave the patient medicine and cured him.

4. Jasbir kaar drove the tax confidently and gained fame.
Que. 18 Tick mark the right relative pronoun.
1. My father consulted a village physician (who/which/that) was a quack.
2. Dhira faind a necklace (which/who) was in the shoe.
3. Dhira (who/which) fund a gold necklace was a shoe shine boy.
4. Granny bandaged grandpa's would (who/which) was a deep cut.
5. He came out with a big scan of (who/which) he was very proud.

Que. 19 Example
I did not go to school because I was ill
I was ill so I did not go to school.

Now rewrite the following with 'so' -
1. The hippopotamus decide to teach the tortoise a lesson because he was offended.

2. Nakula touched the water because he was thirsty.

3. Akbar began to feel ill because he saw Hirachnd's face.

4. Mary remained client because she was confused.

Que. 20 Join the correct pairs of verbs

<table>
<thead>
<tr>
<th>Column 'A'</th>
<th>Column 'B'</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To take</td>
<td>1. Had been taken</td>
</tr>
<tr>
<td>b) Was / Were taking</td>
<td>2. Was / Were taken</td>
</tr>
<tr>
<td>c) Had taken</td>
<td>3. To be taken</td>
</tr>
<tr>
<td>d) Took</td>
<td>4. Has / Have been taken</td>
</tr>
<tr>
<td>e) Has / Have taken</td>
<td>5. Was / Were being taken</td>
</tr>
</tbody>
</table>

a: _______, b: _______, c: ________, d: ________, e: ________
DIAGNOSTIC TEST

विद्याभ्यासी साती सुनिए

9. स्वास्त व उपयुक्त न करना है प्रश्नपत्र सोळवा।

2. हे प्रश्नानुसार तुमकी परीक्षा नारी तर केवल लुम्ब्या कीमाल उत्तरकी देणारी एक भाषाची भाषा. यामुळे पुढीलाच परीक्षा समत मदत होईल.

3. प्रश्नाची उत्तरे ठिकल्या उत्तरपत्रिकेन सिहांती म्हटले.

4. उत्तरपत्रिकेने करीतल तुमच्या बड्डल्या माहिती नीट असला.

5. सर्व प्रश्न लुम्ब्या कामभांडकाची खासगी आहेत. सर्व प्रश्न आवश्यक सोळवा. प्रश्नपत्र सोळिते सोळतो येतो प्रश्नपत्र प्रथम करा.

6. प्रश्नाचे उत्तर ठिक ठिक लिहून दिल्या उदाहरणार्या गृहाने भाषेचे भाषा.

7. प्रश्नाचे उत्तर प्रश्नपत्रात लिहून प्रश्नपत्रात दिलेलं माहिती असे असले तिने हितांतेच असते. एकूण ९०० मुळ्यांची वांछनी आहेत.
Diagnostic Test

English

Name of Student: Abdul Samee A. Samad
Name of School: Shee Samaethvidyadhy
Std. & Division: 
Place: 

Time: 90 mi
Age: 61
Date: 4-1-2

Que 1. Example:

It was possible for me to arrive in time
If I had got the earlier bus. (Use could + have + past participle).
I could have arrived in time if I had got the earlier bus.

Rewrite the following sentences with could + have + past participle.

1. He was [ ] (to reach the school in time) if he had a bicycle.

2. Leela [ ] (to attend the party) if she had not been ill.

3. Vinod [ ] (to get through the exam) if he had studied seriously.

Que 2. Example:

She was greatly shocked, immediately after she heard of the accident. (Use on + ing).
She was greatly shocked on hearing of the accident.

Sheela ran to the door, immediately after she saw her mother.

Now tick mark the correct sentence:

1. On seeing her mother, Sheela ran to the door.
2. On Sheela seeing her mother, ran to the door.
3. On seeing her mother, Sheela run to the door.
4. On sawing her mother, Sheela ran to the door.
Que 3. Tick mark the correct sentence:
1. They couldn't wrote the paper.
2. They can not wrote the paper.
3. They could not writing the paper.
4. They could not write the paper.
5. They could not written the paper.

Que 4. Tick mark the correct form of verb in the bracket.
1. He (is writing/writes/write) a letter now.
2. He (goes/went/is going) to school daily.
3. He (will go/will went/gone) to school tomorrow.
4. He (wrote/write/writing) a letter yesterday.

Que 5. Example.
   Abdul Hamid could not save himself.
   Abdul Hamid was unable to save himself.

Now write sentence accordingly.
1. The prince could not enjoy the spring.

2. Birds can not take long migratory journey in overcast conditions.

3. Hirachand could not save himself.

4. Boys couldn't reach the inspector's house in time.

5. Nakula can not quench his thirst.
Que 6. Join the sentences correctly

<table>
<thead>
<tr>
<th>&quot;A&quot;</th>
<th>&quot;B&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) If you work hard</td>
<td>3) You would get money</td>
</tr>
<tr>
<td>b) If you worked hard</td>
<td>2) You would have got money</td>
</tr>
<tr>
<td>c) If you had worked hard</td>
<td>1) you will get money</td>
</tr>
</tbody>
</table>

Que 7. Example:

I reached home,
Immediately after it started raining.
As soon as I reached home it started raining.

Now combine
Dhira saw something glittering immediately after he called the police.

Tick mark the correct form
1. As soon as Dhira saw something glittering he called the police.
2. As soon as Dhira called the police he saw something glittering.
3. He called the police as soon as Dhira saw something glittering.
4. As Dhira soon as saw something he glittering called the police.

Que 8. Tick mark the correct sentence
1. No sooner did the teacher entered the class boys stood up.
2. No sooner boys stood up teacher entered the class.
3. No sooner did the teacher enter the class than boys stood up.
4. No sooner do the teacher enter the class than boys stood up.
5. No sooner does the teacher enter the class than boys stood up.

Que 9. Example

Raju wanted his mother to wash his clothes. Raju made his mother wash his clothes.

1. P. T. teacher wanted the students to clean the ground.
2. Father wanted Anil to study each book in details.

3. Mother wants Leela to clear her room daily.

4. Dr. Kamala wanted Mary to understand the importance of vaccination.

Que 10. Example

Though he was clever he was arrogant. He was clever but he was arrogant.

1. Though he was poor he was loyal.

2. Though the story was lengthy it was interesting.

3. Though Abdul Hamid had only one gun he fought with all his strength.

Que 11. Example

She is too weak to walk. How weak she is?

She is so weak that she can not walk.

1. They are too lazy to work. How lazy they are?

2. Meena is too dull to understand the language.

3. Hirachand was too innocent to commit the sin.

4. I was too tired to work any more.
Que 12. Example
He went to the jungle. There he saw many wild animals.
He went to the jungle where he saw many wild animals.

Now answer as above -
1. He went to the palace. Whom did he see there? (The king and queen)
2. They went to the museum. What did they see there? (Monuments)
3. Shubhada went to the garden. What did she see there? (Many flowers)

Que 13. Example
I am sure the train must have arrived.
I think the train may have arrived.

Complete the following sentences accordingly.
1. I am sure the office _________ (open).
2. I think, father _________ (return) from office.
3. I am sure, the show _________ (begin).
4. I think, he _________ (forget) to post the letter.

Que. 14 Tick mark the correct one form the bracket.
1. (Such + a) (Such) good person!
2. (Such a + / Such) clever boys!
3. (Such a / Such) bad handwriting.
4. (Such a / Such) cold water.
5. (Such a / Such) lovely scene.
Que. 15 Tick mark the correct form of verb in bracket.
1. The robbers were busy (opened/open/opening) the safe.
2. Vinod is happy in (having/had/has) you as a friend.
3. He was furious on (hears/hearing/heard) the news.
4. He was a friar of (go/went/gone/going) into the dark.
5. She is fond of (told/telling/tells) the stories.
6. Pratibha is interested in (painted/painting) pictures.

Que. 16 Tick mark the correct sentence:
1. Though weak she could run fast.
2. Though she was weak run fast.
3. Though she was weak she could run fast.
4. Though she was weak but she could run fast.
5. Though she could run fast, she was weak.

Que. 17 Example:
They fought bravely and won a great victory for him.
They won a great victory for him by fighting bravely.

Now turn the following as above -
1. He studied hard and secured the first division.
2. Dhira polished shoes and earned money.
3. Dr. Kamala gave the patient medicine and cured him.
4. Jasbir kaar drove the taxi confidently and gained fame.
Que. 18 Tick mark the right relative pronoun.
1. My father consulted a village physician (who/which/that) was a quack.
2. Dhira faind a necklace (which/who) was in the shoe.
3. Dhira (who/which) fund a gold necklace was a shoe shine boy.
4. Granny bandaged grandpa's would (who/which) was a deep cut.
5. He came out with a big scan of (who/which) he was very proud.

Que. 19 Example
I did not go to school because I was ill -
I was ill so I did not go to school.

Now rewrite the following with 'so' -
1. The hippopotamus decide to teach the tortoise a lesson because he was offended.
2. Nakula touched the water because he was thirsty.
3. Akbar began to feel ill because he saw Hirachnd's face.
4. Mary remained client because she was confused.

Que. 20 Join the correct pairs of verbs

<table>
<thead>
<tr>
<th>Column 'A'</th>
<th>Column 'B'</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) To take</td>
<td>1. Had been taken</td>
</tr>
<tr>
<td>b) Was / Were taking</td>
<td>2. Was / Were taken</td>
</tr>
<tr>
<td>c) Had taken</td>
<td>3. To be taken</td>
</tr>
<tr>
<td>d) Took</td>
<td>4. Has / Have been taken</td>
</tr>
<tr>
<td>e) Has / Have taken</td>
<td>5. Was / Were being taken</td>
</tr>
</tbody>
</table>

a: ___________, b: ___________, c: ___________, d: ___________, e: ___________,
Interview Schedule

Name : 
Qualification : 
Designation / Occupation : 

Questions-

Q.No.1 : Is English a difficult subject ?
Q.No.2 : Is English an important subject for career now a days ?
Q.No.3 : Is grammar necessary for teaching English ?
Q.No.4 : What are the general mistakes committed by students in English ?
Q.No.5 : What are the grammatical mistakes committed by students in English ?
Q.No.6 : What are the causes of grammatical mistakes ?
Q.No.7 : What remedies can we apply for eliminating these shortcomings ?
Q.No.8 : What are the causes of poor S.S.C. results in your view ?
Q.No.9 : What is your opinion about coaching classes and private tuitions ?
Q.No.10 : Any other thing do you especially want to stress upon in this regard i.e. grammatical mistakes of X class students ?
### Result of S.S.C. Examination

<table>
<thead>
<tr>
<th>Year</th>
<th>Amravati Division</th>
<th>Akola District</th>
<th>English Lower Level (Code No. 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>March-1999</td>
<td>61.68 %</td>
<td>63.77 %</td>
<td>59.04 %</td>
</tr>
<tr>
<td>March-2000</td>
<td>54.12 %</td>
<td>53.31 %</td>
<td>57.98 %</td>
</tr>
<tr>
<td>March-2001</td>
<td>64.22 %</td>
<td>55.65 %</td>
<td>66.69 %</td>
</tr>
<tr>
<td>March-2002</td>
<td>65.74 %</td>
<td>64.72 %</td>
<td>71.36 %</td>
</tr>
<tr>
<td>Oct-2001</td>
<td>23.94 %</td>
<td>17.86 %</td>
<td>26.67 %</td>
</tr>
<tr>
<td>March-2004</td>
<td>68.97 %</td>
<td>67.69 %</td>
<td>81.27 %</td>
</tr>
</tbody>
</table>
make someone do = ᵲ分化دينةٌçe = nisbe
mercy = ₃عاـٌـٌ - merciful

2) "what will my wife and children do without me?" he pleaded.
   Ans: He pleaded what his wife and children would do without him.

3) Hirachand pleaded but Akbar would not listen to a word he said.
   (use 'though')
   Ans: Though Hirachand pleaded, Akbar did not listen to a word he said.
   (change the voice)

4) Hirachand was dragged off to be executed (by the executioner)
   Ans: The executioner dragged off Hirachand to execute
List of students who solved the Diagnostic Test

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of student</th>
<th>Name of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ku. Chhaya P. Gawar</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>2</td>
<td>Ku. Pooja G. Tiple</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>3</td>
<td>Ku. Vandana R. Hande</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>4</td>
<td>Ku. Sheetal D. Deshmukh</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>5</td>
<td>Ku. Ujawala S. Bagade</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>6</td>
<td>Ku. Jayashree Deshmukh</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>7</td>
<td>Ku. Sneha G. Tapre</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>8</td>
<td>Ku. Shilpa A. Shingnad</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>9</td>
<td>Ku. Aruna R. Balode</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>10</td>
<td>Ku. Shetal Kuradkar</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>11</td>
<td>Ku. Sheetal B. Ingle</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>12</td>
<td>Ku. Pooja V. Raikar</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>13</td>
<td>Ku. Diksha S. Tohe</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>14</td>
<td>Ku. Nitalee V. Palhade</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>15</td>
<td>Ku. Pratiksha R. Mohange</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>16</td>
<td>Ku. Madhuri H. Devikar</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>17</td>
<td>Ku. Anuprita A. Deshmukh</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>18</td>
<td>Ku. Vidya D. Sapkal</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>19</td>
<td>Ku. Suvarna M. Deshmukh</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>20</td>
<td>Ku. Arti M. Madirakar</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>21</td>
<td>Ku. Sunita S. Gaware</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>22</td>
<td>Ku. Bhavna O. Nare</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>23</td>
<td>Ku. Karuna R. Balode</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>24</td>
<td>Ku. Vibharani Abgad</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>25</td>
<td>Ku. Bharna V. Deshmukh</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>26</td>
<td>Ku. Seema K. Wankade</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>27</td>
<td>Ku. Manisha A. Tale</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>28</td>
<td>Ku. Nilima Bhure</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>29</td>
<td>Ku. Manisha Mehenge</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>30</td>
<td>Ku. Poonam Lavkar</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>31</td>
<td>Ku. Geeta Bhivte</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>32</td>
<td>Ku. Rushali P. Bhakare</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Institution</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>33</td>
<td>Ku. Yogita V. Dhande</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>34</td>
<td>Ku. Pooja T. Sharma</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>35</td>
<td>Ku. Shalu M. Wankhade</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>36</td>
<td>Ku. Sukeshani Sawale</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>37</td>
<td>Ku. Shubhangi Dhunde</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>38</td>
<td>Ku. Yogita B. Bhakare</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>39</td>
<td>Ku. Kritimala Borkar</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>40</td>
<td>Ku. Varsha S. Wakode</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>41</td>
<td>Ku. Madhuri A. Ingle</td>
<td>Maharashtra Kanya Shala, Akola</td>
</tr>
<tr>
<td>42</td>
<td>Amit Chaudhari</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>43</td>
<td>Pravin W. Ahir</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>44</td>
<td>Ku. Laxmi V. Janulkar</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>45</td>
<td>Y.R. Dhole</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>46</td>
<td>Nilesh D. Surwade</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>47</td>
<td>Ku. Manisha K. Shirsat</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>48</td>
<td>Ku. Kavita R. Rode</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>49</td>
<td>Ku. Rekha B. Ingle</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>50</td>
<td>Ku. Pooja H. Thakur</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>51</td>
<td>Ku. Bhushan S. Khawale</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>52</td>
<td>Ku. Satish S. Bhagwat</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>53</td>
<td>Ku. Sachin M. Tayade</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>54</td>
<td>Ku. Sumit S. Chaudhari</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>55</td>
<td>Ku. Yogesh A. Gote</td>
<td>P. Agarkar Vidyalaya, Akola</td>
</tr>
<tr>
<td>56</td>
<td>Ku. Swapnil Adgokar</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>57</td>
<td>Ku. Supriya Jumale</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>58</td>
<td>Ku. Pallavi A. Hadole</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>59</td>
<td>Ku. Jaya K. Chikhale</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>60</td>
<td>Lalit P. Ingle</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>61</td>
<td>Ajay M. Tayade</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>62</td>
<td>Rewat A. Wankhade</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>63</td>
<td>Ku. Manju B. Telgote</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>64</td>
<td>Ku. Ashwini A. Shegokar</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>65</td>
<td>Ku. Pooja D. Bhuskat</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>66</td>
<td>Ku. Chhaya S. Chikhale</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>67</td>
<td>Ku. Shubhangi G. Sawarkar</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>School</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>68</td>
<td>Ku. Ashwini V. Bharsakale</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>69</td>
<td>Mayur Belsare</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>70</td>
<td>Ravi V. Ambhore</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>71</td>
<td>Bharat S. Joshi</td>
<td>Laxmibai Gangane Vidyalaya, Akot</td>
</tr>
<tr>
<td>72</td>
<td>Sudhir K. Bhagwat</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>73</td>
<td>Ku. Vandana S. Kulkarni</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>74</td>
<td>Vishal K. Ambore</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>75</td>
<td>Ku. Manisha K. Pande</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>76</td>
<td>Ku. Vaishali W. Gore</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>77</td>
<td>Shashikant M. Gadkari</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>78</td>
<td>Vishal K. Deshpande</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>79</td>
<td>Rohit P. Tembe</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>80</td>
<td>Manish S. Sabale</td>
<td>B.R. High School, Akola</td>
</tr>
<tr>
<td>81</td>
<td>Paras Jogi</td>
<td>Jalaram High School, Akola</td>
</tr>
<tr>
<td>82</td>
<td>Umesh S. Chitwar</td>
<td>Jalaram High School, Akola</td>
</tr>
<tr>
<td>83</td>
<td>Ku. Rajani Kawana</td>
<td>Jalaram High School, Akola</td>
</tr>
<tr>
<td>84</td>
<td>Ku. Adila F. Fareen</td>
<td>Jalaram High School, Akola</td>
</tr>
<tr>
<td>85</td>
<td>Harish Bunole</td>
<td>Jalaram High School, Akola</td>
</tr>
<tr>
<td>86</td>
<td>Chetan Delhiwale</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>87</td>
<td>Mangesh Delhiwale</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>88</td>
<td>Chetan Agrawal</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>89</td>
<td>Ku. Pooja Rajput</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>90</td>
<td>Pritam S. Patkar</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>91</td>
<td>Santosh R. Kale</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>92</td>
<td>Ku. Deepa P. Pimple</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>93</td>
<td>Mayur R. Gandhi</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>94</td>
<td>Ku. Vaishali S. Misal</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>95</td>
<td>Prashant K. Rokade</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>96</td>
<td>Ku. Hema S. Athawale</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>97</td>
<td>Ku. Shruti Pasari</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>98</td>
<td>Ku. Sapna Shirsat</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>99</td>
<td>Pradeep Kolhe</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
<tr>
<td>100</td>
<td>Santosh Sahastrabudhe</td>
<td>Swalambi Vidyalaya, Akola</td>
</tr>
</tbody>
</table>
# List of the English Teacher

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Teacher</th>
<th>Name of School</th>
<th>Qualification</th>
<th>Experience</th>
<th>Subject for Method at B.Ed. Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rekha R. Deshmukh</td>
<td>Shri Shivaji High School Town Branch, Akola</td>
<td>M.A. (Hist.) B.Ed.</td>
<td>20 Years</td>
<td>1) Hindi 2) English</td>
</tr>
<tr>
<td>2</td>
<td>P.N. Fulari</td>
<td>Smt. Laxmibai Gangane Vidyalaya, Akot</td>
<td>B.A. B.Ed.</td>
<td>14 Years</td>
<td>1) English 2) History</td>
</tr>
<tr>
<td>4</td>
<td>Shri M.I. Sharma</td>
<td>Swalambi Vidyalaya, Akola</td>
<td>M.A.B.Ed. (Economics)</td>
<td>32 Years</td>
<td>1) Economics 2) English</td>
</tr>
<tr>
<td>5</td>
<td>Abdul Kalam Abdul Salam</td>
<td>Usman Azad Urdu High School Ratanlala Plost Akola</td>
<td>M.A. (Urdu) (Persian) B.Ed.</td>
<td>17 Years</td>
<td>1) Hindi 2) History</td>
</tr>
<tr>
<td>6</td>
<td>Sau Vidya S. Nimbalkar</td>
<td>Maharashtra Kanya Shala, Akola</td>
<td>M.A. B.Ed.</td>
<td>25 Years</td>
<td>1) Marathi 2) Economics</td>
</tr>
<tr>
<td>7</td>
<td>Ku. V.M. Warkhedkar</td>
<td>Shri Saibaba Vidyalaya, Sai Nagar, Amravati</td>
<td>M.Sc. B.A. B.Ed.</td>
<td>7 Years</td>
<td>1) Physics 2) Maths</td>
</tr>
<tr>
<td>8</td>
<td>Manish S. Joshi</td>
<td>B.R. High School, Akola</td>
<td>M.A. (Eng) B.Ed.</td>
<td>10 Years</td>
<td>1) English 2) History</td>
</tr>
<tr>
<td>9</td>
<td>Mrs. S.B. Deshmukh</td>
<td>N.M. Chaudhari High School, Akola</td>
<td>B.A.B.Ed.</td>
<td>20 Years</td>
<td>1) English 2) Marathi</td>
</tr>
<tr>
<td>10</td>
<td>Ambhore</td>
<td>Smt. Dhanabai Vidyalaya, Balapur, Akola</td>
<td>B.A. B.Ed. (Eng)</td>
<td>17 Years</td>
<td>1) English 2) History</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of Teacher</td>
<td>Name of School</td>
<td>Qualification</td>
<td>Experience</td>
<td>Subject for Method at B.Ed. Exam</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Neelima S. Chaudhari</td>
<td>New Era High School, Station Road, Akola</td>
<td>M.A. (Eng) B.Ed.</td>
<td>12 Years</td>
<td>1) English 2) Marathi</td>
</tr>
<tr>
<td>13</td>
<td>S.B. Mokashi</td>
<td>B.R. High School, Akola</td>
<td>B.Com B.A (Add) (Eng. Lit)</td>
<td>9 Years</td>
<td>1) English 2) Marathi</td>
</tr>
<tr>
<td>14</td>
<td>Pravin Pravin</td>
<td>Jawahar Navodaya Vidyalaya Nausari, Amravati</td>
<td>B.A.B.Ed.</td>
<td>6 Years</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ajay R. Sangwai</td>
<td>Shri Samartha Vidyalaya Gayagaon Tq. Balapur, Akola Dist</td>
<td>B.Sc. B.Ed. (Biology)</td>
<td>7 Years</td>
<td>1) Chemist 2) Biology</td>
</tr>
<tr>
<td>17</td>
<td>Mohd. Shaukat Khan</td>
<td>Usman Azad Urdu H.S. Akola</td>
<td>M.A.B.Ed.</td>
<td>35 Years</td>
<td>1) Urdu 2) Geography</td>
</tr>
<tr>
<td>18</td>
<td>Suhas B. Deshpande</td>
<td>B.R. High School, Akola</td>
<td>M.A.</td>
<td>1) English 2) Marathi</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Mrs. S.M. Mahalle</td>
<td>Shri Jalaram Eng. School, Maratha Nagar, Akola</td>
<td>B.A. B.Ed.</td>
<td>26 Years</td>
<td>1) Marathi 2) Geography</td>
</tr>
<tr>
<td>21</td>
<td>Rajesh S. Tiwari</td>
<td>Shri Saibaba Vidyalay, Sainagar, Amravati</td>
<td>M.A. (Pol sci) B.Ed.</td>
<td>6 Years</td>
<td>1) History 2) Civics</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of Teacher</td>
<td>Name of School</td>
<td>Qualification</td>
<td>Experience</td>
<td>Subject for Method at B.Ed. Exam</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>----------------</td>
<td>---------------</td>
<td>------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| 22      | Deshmukh Minaj J | Chate Coaching Classes, Akola | M.A. B.Ed. (Eng) | 1 Year | 1) History  
2) History |
| 23      | Sau Malini Kulkarni | Maharashtra Kany Shala, Akola | B.A. B.Ed. | 16 Years | 1) Marathi  
2) History |
| 24      | Vilas P. Kandarkar | B.R. High School, Akola | B.A. B.Ed. (Eng) | 1 Year | 1) English  
2) Marathi |
| 25      | D.S. Ingole      | Smt. Dhanabai Vidyalaya, Balapur | B.A. B.Ed. | 8 Years | 1) English  
2) Marathi |
**List of Interviewees.**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name of interviewee</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Smt Rekha Mahajan, M.A.B.Ed.</td>
<td>Parent, Researcher</td>
</tr>
<tr>
<td>2</td>
<td>Shri. Vasant Khotare, MLA</td>
<td>MLA &amp; A.H.M.</td>
</tr>
<tr>
<td>3</td>
<td>Shri Dongare, Teacher, Patur</td>
<td>Ideal teacher award</td>
</tr>
<tr>
<td>4</td>
<td>Shri D.B. Maisne</td>
<td>Eminent English teacher</td>
</tr>
<tr>
<td>6</td>
<td>Smt. Sunita M. Tiwari, M.A. M.Ed.</td>
<td>Parent, teacher</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Chittaranjan, Amravati, M.A. (Eng.)</td>
<td>Eminent English teacher</td>
</tr>
<tr>
<td>8</td>
<td>Shri Kamlakar Rokade, Uneducated</td>
<td>Parent</td>
</tr>
<tr>
<td>9</td>
<td>Shri S.S. Upadhyay</td>
<td>Former Principal</td>
</tr>
<tr>
<td>10</td>
<td>Shri Kukade</td>
<td>Board Member</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of the Respondent</td>
<td>Name of the school / College</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Mr. V.J. Kshirsagar</td>
<td>New English High School and Jr. College, Akola</td>
</tr>
<tr>
<td>2</td>
<td>Prof. Mr. P.D. Mandarogane</td>
<td>Akola Education Society, President</td>
</tr>
<tr>
<td>3</td>
<td>Mrs. Neela Joshi</td>
<td>New Era High School, Akola</td>
</tr>
<tr>
<td>4</td>
<td>Mr. B.C. Bais</td>
<td>Nutan Hindi Madhyamik Shala and Jr. College, Akola</td>
</tr>
<tr>
<td>5</td>
<td>Dr. D.V. Kalamkar</td>
<td>Jagruti Vidyalaya, Akola</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Anil B. Kaple</td>
<td>N.M. Chaudhari High School, Akola</td>
</tr>
<tr>
<td>7</td>
<td>Ku. Anubha S. Kulkarni</td>
<td>Shri Sai Baba Vidyalaya, Sai Nagar, Amravati</td>
</tr>
<tr>
<td>9</td>
<td>Shri Vasant Datarao Khotare</td>
<td>Shri Shivaji High School, Main Branch Akola.</td>
</tr>
<tr>
<td>10</td>
<td>Mrs. Shalani Gulhane</td>
<td>Shri Jalaram English School</td>
</tr>
</tbody>
</table>
श्री. भा. भा. रवीकंत विद्यालय तथा श्री. आर. के. शुक्ल 
उच्च माध्यमिक विद्यालय, अकोला

प्रथम-द्वितीय समान्त परीक्षा 2003-2004

परीक्षा का (जोड़ों) 1948 परीक्षा का मार्गों एका रेखास्त्रीय अभ्यास
क्रम 10 विषय 8 विषय 500 विषय

अध्याय 5-1-2004 परिशिष्ट के हस्ताक्षर

<table>
<thead>
<tr>
<th>प्र. का</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>कुल</th>
</tr>
</thead>
<tbody>
<tr>
<td>क्रम</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

(नोट - इस पेज में विभाग शुष्क करें।) 10.0

1. 
- 1.
b) अंस 1) Spectacles were thick.

2) अंस → अब तो वह परोम नहीं नोकेट खानी थी, वह दोस्ती से एक घरीन लड़की के अधीन लड़की;

3) i) hide 
   ii) establish

3d) उसे परोम है एक चार्टी फाइन बुट लुकेड ज़ॉनहै।

→ Though she was over forty five, looked
younger

4) अंस → 1) Doctor , 2) Nurse , 3) Medicines Receive,
   4) Attendant , 5)
A - 2

q. a) Ans: An area of 26 sq. km.

Ans: ii) With the Indian authorities.

q. b) Ans: The Indian authorities of document the existing ruins in a very scientific manner and to excavate more areas.

q. c) i) difficulties - ii) help - assisting

q. d) archaeologist - authorities - eminent - excavation

q. e) i) Kolopur - Remuka mata ii) Pune - Ashatvinayak iii) Mahara  i.v) Mathura -

A - 3

q. a - Ans: i) In 1983

ii) With strength and patience

q. b) Ans +

q. c) i) remember - recall ii) advantage x disadvantage b) continue & irregular
And it was impossible to continue this way.
It was difficult to continue this way.

B-1
1. Ans-i) Swimming in.

a) Ans: The written cross two stone.
   but realized after some time they
   those 'stones' were actually crocodiles
   and not only that but they were
   chasing him. Fortunately.

b) Ans: I could cross the lake.
   → I able to crossed the lake.

c) 1) central part:
   2) intact
   - realize

d) Ans: Only two thousand tigers.

B-2
1. Ans-i) He rests during the day in
   thick cover and hunt at night.

2. Ans: i) thin  x thick
   ii) easy  x difficult
Section B

2) Victim - 
   He rests during the day.
   When did he rest?
   He has been designed by nature.
   Nature designed has been he
   We find tigers in India & Tadoba wild
   because Tadoba is tiger's home.

Q.1: Ans. → It reached a fearful pitch.

Q.2: Ans. → We were being washed by nurses.

Q.3: Ans. → brother - another 1. Pitch - which
   2. Kin - twin 3. fixed - mixed 4. worse - nurse
   2. Jimb - him

2/2

Ans.) By knaves.

Q. b. Ans. "It all man count with you
   but none too much", this line
   suggests that.
Section C

1) a) This is very good film.
   → What a good film it is!

b) This is films is very good.
   What a films good it is!

2) If you don't run fast, you will not win the race.
   → Unless you run fast, you will win the race.

3) "Clean the class-room" the head master said to the students.
   → The head master told to the student that the class-room clean.

4) a) The man is too old to walk fast.
    → The man is so old that walk fast.

b) Give me your pen.
   → Will you give me your pen?
5) a) Ramesh is taller than Gopal.
   → Ramesh is as tall as Gopal.

b) This ex-soldier is running a shop.
   → He has lost one of his legs in a war.
   → This ex-soldier who has lost one of his legs in a war is running a shop.

Section E

1. जब यही आक्षेप आया तो एक बार जिज्ञासात प्रयत्न करा।
2. घरेलू गाड़ी खरीद करना वा पैसों गिराना देखा।
3. हरी पीली नीली भूरी रंग के डिल्ली पाई।
4. बेचकर पुतार सोबत बेचकर बेचकर बेचा।
5. बुधवार पर फाँट करके जोड़ा।
6. आग कराती है खाता रखा।

Section D [Composition One]

Grandmother

My Grandmother is a 70 year old. But she looking you younger.
She is name "Lilavati".

My grandmother was a poor family, but she was educated in 12th. She was good home maker.
She has a brain computer. She was good present of mind. She was a good singing.

My grandmother is so strict that "Kirtan", but I don't believe in because she love to all. She was kindness, helpfulness.

My grandmother all night sleeping a time singing. She was noise very lovely and kindly. My grandmother was telling "Mahabharat" and "Ramayans" stories. She wasn't sleep to good prey prey prey.

Composition two

2.

Gopal studies in class X. He is a 15 year old. His father is Doctor. He is good at mathematics as soon as the he is interested in singing. He is a bit arrogant. He strong and shout. He attends the class regularly. regularly.

Geeta studies in class X. She is a 14 year old. Her father was farmer. She is good at mathematics as soon as
very polite and modest. She is slim and fair. She attends school regularly.

'Anu' Niwas,
Radha Nagar,
Kishan Colony,
Shivani,
Akola,
5-2-2004

To,
The Local post office,
Akola.

Sub: Complaining about the irregular and late delivery of mail

Sir,

I am a 'Anu' Niwas' Radha Nagar resident. I have to in this colony post master is a very lazy. He did not deliver post in this time.

Yours faithfully
A. B. C.
Scoring Scheme for the Diagnostic Test

For the use of examiners.

- Marks are distributed among the number of structures. eg. 1Q. = 6 marks.
  2 marks to each correct answer. Q. 20 = 10 marks. 2 marks to each.
- The correct answer is to be viewed from the point of view of structure.
- The marks given inside must be transferred to title page question wise.
  Then the total of each answer should be done. Lastly grand total is to be calculated and written on the front page.
- The answers should be tickmarked if they are right.
- Spelling and other mistakes should be avoided as they are not to be judged.
- No fraction mark should be given.
- Red ink is to be used for marking
- The test is of 100 marks
- Two tickmarks for 1 item is to be calculated as zero
- Marks must be given in the scoring key.
Scoring Key of The Diagnostic Test of 100 marks
Sub-English (L.L.)
Class-А

Q. 1  1. Could have reached the school in time.
       2. Could have attended the party
       3. Could have got through the exam

Q. 2  1. On seeing her mother, Sheela ran to the door

Q. 3  1. He is writing a letter now
       2. He goes to school daily
       3. He will go to school tomorrow
       4. He wrote a letter yesterday

Q. 5  1. The Prince was unable to enjoy string
       2. Birds are unable to take long migratory journey in overcast conditions
       3. Hirachand was unable to save himself
       4. Boys were unable to reach the inspector’s house in time
       5. Nakula is unable to quench his thirst

Q. 6  A-3
       B-1
       C2

Q. 7  1. As soon as Dhira saw something glittering he called the police.

Q. 8  3 No sooner did the teacher enter the class than Boys stood up.
Q. 9
1. P.T. teacher made the students clean the ground.
2. Father made Anil study each book in details.
3. Mother made Leela clean her room daily
4. Dr. Kamla made Many understand the importance of vaccination.

Q. 10
1. He was loyal but he was poor.
2. The story was interesting but it was length
3. Abdul Hamid fought with all his strength but he had only one gun.

Q. 11
1. They are so lazy that they can not work
2. Meena is so dull that she does not understand the language
3. Hirachand was so innocent that he could not commit the sin.
4. I was so tired that I could not work any more.

Q. 12
1. He went to the place where he saw the king and queen.
2. They went to the museum where they saw monuments
3. Shubhada went to the garden where she saw many flowers

Q. 13
1. I am sure the office must have opened
2. I think father may have returned from office
3. I am sure the show must have begun
4. I think he must have forgotten to post the letter

Q. 14
1. Such a good person!
2. Such a clever boys!
3. Such bad handwriting!
4. Such cold water!
5. Such a lovely scene!
| Q. 15 | 1. The robbers were busy opening the safe.  
2. Vinod is happy in having you as a friend  
3. He was furious on hearing the news  
4. He was afraid of going into the dark  
5. She is found of telling the stories  
6. Pratibha is interested in painting picture |
| Q. 16 | 1. Though she was weak she could run fast |
| Q. 17 | 1. He secured the first division by studying hard.  
2. Dhira earned money by polishing shoes.  
3. Dr. Kamala cured the patient by giving medicine  
4. Jasbir Kaur gained fame by driving the taxi confidently |
| Q. 18 | 1. My father consulted a village Physician who was a quack  
2. Dhira found a necklace which was in the shoe  
3. Dhira who found a gold necklace was a shoe shine boy  
4. Granny bandaged grandpa’s wound which was a deep cut  
5. He came out with a big scar of which he was very proud |
| Q. 19 | 1. The hippotamus was offended so he decided to teach the tortoise a lesson.  
2. Nakula was thirsty so he touched the water  
3. Akbar saw Hirachand’s face so he began to feel ill.  
4. Many was confused so she remained silent |
| Q. 20 | 1. A-3  
2. B-5  
3. C-1  
4. D-2  
5. E-4 |
"A Critical Study of the grammatical mistakes committed by the students of X standard and recommendations for their improvement."

Thesis submitted for the degree of Doctor of Philosophy (Education)

* Researcher *

**Smt. Aruna A. Borse.**

* Guide *

**Dr. Yusuf Khan**
M.A. (Eng., Hindi, Economics)M.Ed. Ph.D.
Chapter I - Importance

English being the foreign language which is included in the syllabus of the secondary school as a compulsory third language also has always been a major threat especially for the students learning in X class. It is an unavoidable catastrophe for them. A student offering any medium has to study English as third language. Grammar is its essential part an larger portion of the S.S.C. question paper of English is spared for English grammar. The S.S.C. examination is the first important public examination, held out of the school premises for the X class student. It is only their grammatical mistakes that push them towards failure. They have to avoid it as to cross the bridge of S.S.C. joining to the higher education. Some suggestions as how to avoid committing grammatical mistakes will be of great value to them at this stage. It is of utmost necessity that someone should think over the problem concerning its nature, its importance, its causes, its remedies and their implementation so that teachers, learners and everyone related to the field of education will sigh with relief to see the improved standard of English. The students of X will start taking interest in English, the teachers will be able to diagnose the exact nature of the disease after reading the findings the researcher has mentioned in the thesis and other everyone working in the field of education can get satisfaction in applying correct suggested remedy to the particular grammatical mistake.
The authorities of secondary schools can get good results if the remedies suggested in the thesis are applied and astonishing S.S.C. results will help build reputation of their institutions.

Usefulness of the research

Utility of any research is its valuable aspect that makes research worth or useless. The researcher in the concerning research has pointed out the various grammatical mistakes committed by students of X class and it is a burning issue for all teachers teaching English (L.L.) to X class and parents whose children learn in X class. English language has become an essential part of tomorrow's modern youth to co-up with the all sided progress taking place in the world of tomorrow. It has been proved that a person without the knowledge of English is not at all worth to be called modern. Because modernization and ability of speaking and writing English go hand in hand. The present research is useful to all the three main participants in the educational process i.e. student of X class, teacher teaching English to X class and the valuer who evaluates their progress in English. This research is having highest utility value in the sense that it will develop students' natural interest in the language and that will be beneficial for them while taking up higher education as their mistakes will be corrected bestowing confidence in them. They will develop their practical command over the language, will use it in the real situations in day to day life as they will
confidently be able to use the language without committing any grammatical mistake. Their learning and writing ability in English language will encourage them to enjoy great treasure of knowledge in the form of books in English. It will widen their horizon of knowledge and will bring unique shining of educated personality for them. They will be cultured, responsible, educated students who will be citizens of tomorrow's India and it is the highest benefit of this research.

The teachers can exactly know the nature of the grammatical mistakes committed by students of X class and their remedies which they will apply enthusiastically in the actual teaching process. The suggested remedial measures are definitely going to bring out the expected change in their students who are learning English as third language and it is a matter of great satisfaction for the teachers. Astonishing S.S.S. examination's results will help the institutions flourish in future and establish their solid foundation in the field of education.

**Necessity of the research**

Need has always been a strong motivation behind every action of human being always striving hard to fulfil it. A research problem is faced by an individual, a group of persons or institutions that earnestly need it to be solved. The researcher being in the education field since last 30 years;
teaching English to X class Marathi medium has always experienced the problem personally and in fundamental discussions with other fellow teachers teaching English (L.L.) the fact was seconded and firmly established that students of X class. Commit various types of grammatical mistakes in written and oral form of English (L.L.) and it is chief reason of their retardation. In seminars, workshops, the researcher had a privilege to hear the same problem by the heads of various institutions and the problem thus became necessity to find out the solution. In the field of secondary education, English language plays unique position of importance as well as difficulty. The students often lag behind in English (L.L.) and it has been an incurable disease in educational field. The researcher with the help of many other English teachers, teaching the same subject has put forth the exact nature of grammatical mistakes of the students by serving the diagnostic test to the students and questionnaire to the English teachers. The students commit grammatical mistakes, is the fact, that has been proved and the need felt to improve them, is also clear through the questionnaires. So the researcher undertook the research to suggest various suitable and useful remedies to the problem, felt by several English teachers. The recommendations are according to the need and the nature of the grammatical mistake, pointed out, every now and then, by the researcher.
Objectives of the research

Objectives of the research are just like search lights that show the researcher path to move ahead on the path of the research activities. In plain, the main objective is to find out the exact nature of grammatical mistakes committed by the students in English (L.L.) with the help of fellow English teachers teaching the same subject in other schools and recommend some improvements as solutions to the problem. To locate the exact area of the mistakes and help the students to come out safely from it, is the main objective of the research. English subject is the main hindrance in their way of reaching the peak of higher education that enables them to stand on sound footing in future. They must have correct knowledge of English to make progress to gain insight in socio-economic and cultural aspects of life and be an ideal citizens of the country. To make the teaching of English effective in the various classrooms of the secondary schools in the goal automatically achieved through this research. Balanced development of the four skills namely reading, writing, speaking and understanding is also another objective as per the syllabus of the board, aimed to be achieved by the researcher. The realization of larger goals of education contributing to socio-cultural equity, nation unity, human values, to develop national and rational outlook is also the broad objective of the research.
Explanation of the problem

The word ‘critical’ suggests that the study is precise, and deep, not cursory or improperly dealing with the subject as the researcher is aware of the urgency of the problem. If the problem is not paid proper attention, it is definitely going to affect future generation and situation in secondary schools. Committing grammatical mistakes at S.S.C. level in English (L.L.) is a serious, ever-spreading epidemic in the field of secondary education and it has to be curtailed and cured by proper therapy. Grammar being the inseparable part of the language, grammatical mistakes mar the perfect beauty and elegance of the language. So grammar plays prime role in teaching and learning of English. Even students of X class unknowingly give importance to grammar because they join private coaching for learning grammatical items in the question paper. Std. X is the turning point in their educational career and it is the base of higher education. The marklist of S.S.C. exam; especially the marks they obtain in English is the only gauge applied to open for them the admissions in the higher classes. X class examination is the first public examination in their lives for which they appear outside the school premises. The word ‘Recommendations’ implies an advice about particular course of actions. The recommendations are the gist of the thesis and particular course of action is suggested for particular mistakes. They are useful to all who will go and read the thesis thoroughly without any bias opinion.
Formulating problem

The problem has been formulated after elaborate discussion with the guide, some expertise in the field of teaching English as well as the colleagues working in the secondary school. The intensity of the problem felt by the researcher has helped to formulate the problem that is the potential part of the solution. The researcher's extensive experience of teaching English to X class and daily observation of the mistakes they commit in grammar are the main sources of formulating the problem. It motivated the researcher to study the relevant books and observe the mistakes again and again. They were thought-provoking not for the researcher but also for the other English teachers who were only silent thinkers. But the researcher felt manageability of the problem, rephrased it for surveying. Thus, the problem is formulated for undertaking the concerning research work.

Limitations

The work is limited only to X class students offering English as their third language at S.S.C. level. It is concerned with grammatical mistakes only that are considered in the light of the syllabus prescribed by the board. The research is undertaken only in Akola district. No orthographical or lexical mistakes are taken into account for suggesting remedies.
Chapter II - Related research work

The chapter II has been divided in two parts as to make the thesis reading convenient for every talented and genius reader. The parts are

• Essential Library work

• Related research works.

The researcher spent hours together in the library to study some essential books about English so that everything about English and English grammar can be collected, analysed and interpreted under the following headings-

• Importance of English language.
  Its origin, its growth, its characteristics, its grammar.

• Role of English in India.

• The place of English in Indian education.

• Objectives of teaching English in India.

• Syllabus of English for std. X. (Third Language)

• Teaching English to Primary, Secondary and Higher Secondary students.

• Methods of teaching English grammar.

• Structural Approach.

• Functional grammar

• Use of audio-visual aids in teaching English
- Syllabus-grammar part for class X English (L.L.)
- Importance of grammar.
- Analysis of text book of English for class X
- Place of English in school curriculum
- Remedial Teaching in English grammar
- The study and the New Education Policy.
- Mistakes committed by students in English.
- Diagnostic Test of grammar.
- English as Mother tongue, second and third language.
- Problems of teaching English in india
- Linguistic background in learning of English.
- Use of Mother Tongue in learning English.

The above literature has helped the researcher to move ahead a step further in the concerned investigation. It provided sufficient and necessary background for the work to executed it on the right path. Moreover, it helped the researcher to get proper insight into the work undertaken, showed exact and clear picture of the problem.


Study of previous researches

The researcher has studied 58 other researches concerning English that were undertaken by various scholars in different universities, under different situations. The researcher could know their methods adopted for reaching to the truths and interesting findings. Some are about students' abilities, some are about teachers, some are about methods adopted for teaching English while some are about student's psychological and socio-economical background for learning English. It included extracts from educational journals, magazines also. Dissertations and thesis works are the main sources of providing interesting information regarding previous researches. They are from various universities in India and have dealt with all the four main objectives of teaching English i.e. writing, speaking, understanding and reading.

Internet has also been a source of providing information about previous researches.
Chapter III - Research Design and Methodology

In this chapter, the researcher has stated the research design of the present research that constitutes the blueprints for the collection, measurement and analysis of data. The concerning research has adopted survey method for collecting data as well as the research is empirical in nature and not scientific. It has taken into account the facts that are collected on the sound footing of experience of various English teachers and Headmasters, educationists etc. It is very suitable to research objective and nature of research of proposed research work. It is the conceptional structure within which the present research is conducted. Here is the blue print of the present research.

- It is the study about grammatical mistakes committed by X class students in English (Third language)

- It requires data that are clear proof of grammatical mistakes committed by students in English (Third Language). The proofs are the diagnostic test results, answered questionnaires of the English teachers and Opinionnaires providing opinions over grammatical mistakes of students.
The purpose behind the research is only to enjoy intellectual joy by doing some creative work and to be of service to society. The research is concerned with the grammatical mistakes of X class students offering English as third language only.

The sources of the needed data are answers collected through the diagnostic test specially prepared to diagnose grammatical mistake containing 20 questions and the questionnaires filled by the English teachers, describing different types of grammatical mistakes which they have observed personally while teaching actually in the class.

The area chosen is Akola district and time for study is calculated two years duration approximately.

The research design fixed the following number of population for study

- 500 students of class X
- 100 teachers teaching English (L.L.)
- 30 respondents of opinionnaire. They include head masters and eminent educationists.
- 10 persons were interviewed. They were parents and leader in the field of education.
- 20 grammatical items based on the syllabus of grammar prescribed by the board of secondary and Higher secondary education, pune are the contents of the diagnostic test.
50 questions related to English teaching learning are included in the questionnaire

15 questions regarding English, teaching, learning are included in the opinionnaire.

10 questions are there in the interview schedule for the parents whose children are in X class.

- Random sampling to make the research convenient is used.

- Data are collected by the researcher personally. The researcher actually and personally administered the diagnostic test with the help of the fellow teachers. The filled questionnaires and opinionnaires are collected after suitable time period by the researcher. Telephone was used in the case of some interviews.

- The data are analysed in tables showing percentile.

- The inferences drawn are used as facts found as a fruit of research study. They are classified and recommendations are suggested as per the nature of the grammatical mistakes that are explicit through the research.

In short applied research design is flexible, appropriate, efficient and economical. It is replicable in the sense that the facts found will be the same under the controlled conditions in future also.
To find out the exact remedy for eliminating the grammatical mistakes in English committed by the students of X class and make them confident about future responsibilities of study is the need of the research undertaken.

Sources of data

- Field investigation
- Library research

are the two sources of data required.

The primary data are collected by using the following methods-

- Observation method
- Interview method
- Through questionnaires
- Through Opinionnaires
- Through Diagnostic Test

The observation method provided the researcher a large variety of grammatical mistakes in English during daily class room teaching. It was completely unbiased and very suitable for intensive investigation into the nature of grammatical mistakes often committed by the students who were not capable of giving verbal reports of their feelings about their tendency of committing grammatical mistakes for one reason or another.
Interview schedule has brought very serious and heart felt opinions of the parents to the researcher. The researcher could note their facial expressions with verbal versions while interviewing them.

Through questionnaire, the researcher could collected very authentic and frank opinions of the English teachers who are the close observers of the phenomena under investigation. Their answers in the questionnaire proved valuable for the researcher as they were based on actual observation and day-to-day teaching experiences.

The opinionnaire provided the researcher valuable opinions of the administrative authorities like head masters, assistant head masters, supervisors, eminent persons having vast experience of teaching English etc. The responds, being very responsible personalities, their opinions counted much for the researcher while finding out the other regarding grammatical mistakes committed by students in English.

The diagnostic test specially prepared by the researcher to diagnose the correct nature of the grammatical mistakes committed by students and its systematic application was the very right method of locating the exact areas of mistakes. Thereby the researcher could know and confirm the various reasons of grammatical mistakes.
Sampling

To obtain maximum information about the phenomena under study with the minimum sacrifice in terms of money, time and energy was the aim behind sample selection. It was the selection of an aggregate of material to represent the whole aggregate. Sampling makes it possible to draw inferences within a relatively small portion of population selected for observation and analysis. It is smaller representative of a larger whole.

To point out the grammatical mistakes often committed by the students studying English (Third Language) 500 students studying English (L.L.) are selected as a sample of the larger whole population of students in X class. The diagnostic test was given to these 500 students of various schools to find out the correct nature of the grammatical mistakes.

To prove the hypothesis that students of X class commit grammatical mistakes in English (L.L.), the questionnaire was served to 100 teachers teaching English (third language) in various schools. They are the representative of the large population of English teachers.

30 eminent and responsible personalities were served the opinionnaire to collect their valuable responses regarding English teaching in their institutions. They are the sample of large population of the Head masters, assistant Head Masters and experienced persons in the field of teaching English.
The researcher selected 10 persons for the interview sessions. They were parents and leaders in the education field. The researcher could get opportunity of personal encounter with these respondents and so could note their verbal and non-verbal responses regarding teaching of English.

The simple random sampling method is used for the present research work because it requires minimum knowledge of population in advance, it is very suitable for classifying the data collected and moreover, it is free from bias and prejudice.

While selecting the sample the researcher had clear objectives of the study in mind, right definition of the population to be sampled and discriminating skill of selecting the correct sample and discarding the others. In selecting procedure of the sample, the researcher had, in view, only the collection of relevant data useful for the research work. Sample selection and the data gathered are thus inter-related terms.

Proper size of sample is very important to make the research work reliable and good. The following figures show the size of sample-

• 500 students as sample of student learning in X class studying English (L.L.)
• 100 teachers as sample of English teacher teaching subject English (L.L.) to X class students.
30 respondents of the opinionnaire as sample of responsible administrative authorities in the school like Head Master, Assistant Head Masters, Principals etc.

50 questions in the questionnaire comprising every aspect of English (L.L.) teaching.

20 grammatical items in the diagnostic test as a sample of grammar syllabus prescribed for X class English (L.L.)

15 questions in the opinionnaire as a sample of view of looking towards English (L.L.) subject as a subject of great importance.

10 questions in the interview schedule as a sample of questions related to English language teaching and its grammar from the point of view of the parents.

10 parents answering the queries in the interviews schedule as a sample of parents whose children are studying in Marathi medium schools offering English as third language.

**Variable**

A concept taking on different quantitative values is called or variable. Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. In the present research students of X class learning English is 'dependent' variable while a particular teaching method, a type of teaching material, a period of exposure to a particular condition are 'independent variable' e.g. students studying English in rural area and urban area.
- Organismic or attribute variable

Age, sex of students learning in X class offering English as third language at S.S.C. examination.

- Intervening variables

Uncontrolled modifying variables between the cause and the effect e.g. socio-economic status of the parents, educational level of the parents, children from various income groups, motivation, fatigue, anxiety and other psychological factors.

- Extraneous variables

Teacher's competence or enthusiasm, teacher's age, teacher's socio-economic status are the extraneous variables in this research that can not be manipulated by the researcher.

Tools

They were selected according to the nature and objectives of the research. The present research is empirical in nature and the researcher is interested in collecting primary data for drawing inferences. The tools used for collecting data regarding the present research are interview schedule, opinionnaire, questionnaire and the diagnostic test. The researcher prepared interview schedule comprising 10 questions in connection with grammar teaching of English (L.L.) and used it while interviewing parents and eminent personalities in the field of education.
Opinionnaire consisted 15 questions regarding English teaching-learning to X class students and the opinionnaire was served to 30 persons like Head Masters, Assistant Head Masters, experienced persons in teaching English.

Questionnaire is comparatively more powerful tool used in the present research and it was given to 100 secondary school teachers engaged in teaching English to X class in various schools of Akola district. Their responses proved to be very valuable for the researcher after they were analyzed and inferences were drawn. The questionnaire included 50 questions about teaching English (L.L.) to X class and especially its grammar.

The diagnostic test, specially prepared for the research was served to 500 students of X class studying English as third language. There are 20 grammatical items based on the syllabus prescribed by the board for S.S.C. examination. The test was 1 ½ hrs. duration.

The tools used were put before the committee of experts for finalising their contents. The researcher prepared it after prolonged discussion with the fellow teachers and other experienced teachers in the nearby schools. Thus the tools were set and reset to make them valid and reliable for the experiment.
A pilot study was undertaken by the researcher. The prepared test was administered to 10 students of class X Marathi medium. The prepared diagnostic test was given to experienced persons for reshaping the test. The researcher studied articles and books regarding diagnostic test and setting of questionnaire, opinionnaire or interview schedule. Then only the tools were reset finally for actual use for collecting data. Thus the diagnostic test attained the level of standardized test before it was used in the present research work.

The zerox copies of the diagnostic test of questionnaire, of opinionnaire were kept ready for the implementation. The appointments of the Head Masters, principal for fixing the time for diagnostic test and seeking permission for it, were taken. The cover page of the diagnostic test contained valuable guidelines for the students as how to solve the test and its purpose. The specific space in the questionnaire was left for recording teacher's name, school, qualification, teaching experience etc. Its covering letter was an humble request to them for seeking their valuable help for answering the questions in the questionnaire. The opinionnaire was also very humbly served with sincere request to busy respondents to note down their valuable opinions for research purpose.

The tools were utilised prominently by the researcher in person. Sometimes fellow English teachers extended their precious help for collecting the opinionnaire and questionnaire. Asfter collecting the diagnostic test papers, they were distributed among the valuers with scoring key and scoring scheme to gather authentic data. The valuers were given proper instruction about checking the answers and fill the marks questionwise on the front page so that the researcher could draw inferences about the difficulty level of the grammatical items included in the test.
Chapter IV - Presentation and Analysis of Data

The data collected were presented in the table forms for contemplated comparisons and analysis. Processing data for final conclusions is the vital part of the present thesis. Tabulation is an orderly arrangement of data in columns and rows which is a stepping stone to analysis and interpretation of data.

Tabulation

Simple and complex tabulation for data processing has been adopted by the researcher. Table showing the no. of schools their population distributed among boys and girls, table showing marks obtained in the test were prepared.

Data Processing

In the data processing the first step was editing of data when data were scrutinized, eliminating mistakes in scoring to facilitate coding. It made the data more valid and reliable to draw correct inferences. Various numbers, symbols and code-words were given for efficient analysis of data.

The data was further given statistical treatment. Mean scores were calculated for setting up null hypothesis regarding achievement of rural and urban students, sex wise achievement etc.
Analysis of data

The researcher analysed the marks obtained item wise as asked in the diagnostic test. Each and every question in the opinionnaire and questionnaire received various types of responses. They are analysed question wise and percentage is shown to draw the inferences. The table carries the theme of the question as a title and responses / answers are classified under positive and negative heading, wherever it was possible. Thus data analysis has paved way for interpretation which is clear, without any ambiguity. The honourable and eager reader of thesis will find the interpretation chapter interesting as it has explained every interesting result in the light of correct hypothesis.

Testing hypothesis

After drawing the inferences the researcher deeping thought over them in the light of hypothesis to be tested and usable facts were found. They were-

- Students of X class studying English (L.L.) commit grammatical mistakes in written and oral aspects of language.

- Grammar being a difficult part of the language it is not easily grasped by them.
• Grammatical mistakes can definitely be eliminated with definite remedial efforts of the English teacher.

• Once students get well acquainted with the difficult part of grammar, they can avoid it, start taking interest in studying English that results in improvement in the language.

• Students learning in Urban area schools can do better than students in rural area schools.

• So far grammar part is concerned, a question of transformation is at the top of difficulty level.

These are the hypotheses tested and they have turned into facts which are most known facts.
Chapter - V Summary and conclusions

In this concluding chapter of the thesis, the researcher has stated the findings of the opinionnaire, of the questionnaire and of the diagnostic test administered to X class students in various schools. To find out the grammatical mistakes of students, sources were day to day observation in the class, students participation in class room teaching, assignments of grammar as home wok, unit test, term tests and periodical tests and some extra-curricular activities in which English was to be used.

The grammatical mistakes are divided in two parts-

- General
- Specific

Causes of grammatical mistakes are classified under four headings

- Linguistic
- Methodical
- Psychological
- Miscellaneous

The recommendations are suggested accordingly.
They are stated as-

- Recommendations for removing general mistakes.
- Recommendations for removing specific mistakes.

Moreover, the researcher has elaborately described 'General Recommendations for eliminating the grammatical Mistakes.' They are 22 in total and while dealing with them, the researcher has put forth the valuable findings of other research works regarding that particular problem. So the general recommendations have also got some weightage in the field of education.

Research is a continuous process and it provides clues for further researches. It is like a chain of beautiful facts inter-woven systematically.

The researcher has suggested many topics for further researches and they are 41 in number.

**Reference section**

The chapter contains bibliography, quoting the valuable knowledge treasures with their publications.
Appendix Contents

- Syllabus of subject English (L.L.) prescribed by the board for X class students.
- List of teachers answering questionnaire.
- List of opinionnaire respondents.
- List of interviewees.
- The diagnostic test
- The questionnaire
- The opinionnaire
- The interview schedule
- Test paper of X class students
- Home work assignment in a copy of English
- Scoring key
- Scoring scheme
- List of students selected for pilot study
- Thanks giving letter to the Head masters of various school.
- Students’ opinions about the diagnostic test
In short, the present research work has played a main role of solving a complex problem of the society concerning education and it is 'deteriorating standard of English in secondary schools causing set back to the career of X class students.'

In this sense, the present research has fulfilled its goal effectively because of utmost efforts of the researcher. The researcher knows the fact that there is nothing truly valuable which can be purchased without pains and labour. The researcher has completed the research as per the plan mentioned in the synopsis.

Dr. Yusuf Khan  
Guide

Smt. A. Borse  
Researcher