Analysis and Interpretation - II
Among the results, the quantitative survey part and the analysis of textual material have been presented in Chapter V. This chapter presents two major aspects of the Results: (1) Significant cases which might add some insight into the problem; (2) Experimental interventions which showed that even cumulatively deficient pupils who remained stagnant at a very low level for years could be made to move forward if approached properly. Among the several interventions the most satisfying part was the short intervention of 10 to 14 hours in June 2006 with seven students who had not been declared eligible for higher studies in SSLC March 2006 on account of having secured only D in Part I. All the seven pupils passed, some getting higher grades than the minimum required. This is a crowning validation of the remedial constructs developed to help cumulative deficient take responsibility for their own learning and learn to work independently.

This chapter is divided into two parts: A. The apprenticing part with the supervising teacher in which she could observe how he was working with disadvantaged tribal and other pupils in North Kerala; B. The independent studies of the investigator in interventions and case studies. In the first part it is a case of the supervising teacher inviting the investigator to observe and participate in his studies with the tribal pupils; in the second it is the case of the investigator working independently, occasionally inviting the supervising teacher in crucial sessions.

A. RESULTS FROM THE APPRENTIC PHASE

The study conducted by the supervising teacher in diagnostic-remedial education of the tribes, and Christina Augustine’s studies on Study Habits of
Disadvantaged Children have been reviewed in Chapter III and acknowledged as providing the inspiration and the needed launching pad for the present study. The investigator was invited to observe and join in the programme whenever she could find time. Besides the tribal study, the investigator also participated freely in the efforts of Sri C. Ramakrishnan, in his attempts to improve the results in Government High School, Hosdurg, Kasargod District, consisting mainly of poor Muslim pupils and the poorer sections of the Kannadiga population. The investigator observed and participated in several episodes of Christina Augustine at Kodungaloor, and of Ramakrishnan at Hosdurg, and she followed closely Dr Manuel’s work with the tribals at Wayanad.

Two case studies following from the tribal study at Wayanad are presented first.

**Case Study of Rekha at Tribal School Kalpetta**

Close to Kalpetta, District Headquarters of Wayanad District there is Ambedkar Memorial Model Residential School for Girls. It used to produce good results, but not quite 100%. They were satisfied in 2003 with some of the approaches of Manuel, but they believed in systematic teaching and testing more than self-learning. Hence the self-learning materials – 4 copies to be used in four groups – were not used for self-learning by most pupils. After the December 2003 examination they identified four girls who might fail in SSLC. Manuel spent about seven hours with them using the self-learning materials explained in Chapter IV. Three of the girls had shown improvement within a month. After the model examination they expressed certainty that the fourth girl, belonging to the Urali Kuruman tribe, will fail. Manuel spent about ten hours with her, teaching the use of the self-learning materials and also analysing her special study habits and weaknesses and offering counselling. A full set of materials was presented to this girl alone, to be shared with others as she pleased.
Next year, when Manuel was working with the Ambedkar Memorial Model Residential School at Pookot – also in Wayanad - an old student of the Kalpetta school entered the hostel, identified Dr Manuel and said: “Sir, my name is Padmini. You took us class in Kalpetta. You would be glad to know that Rekha has passed – with 230 marks (the minimum is 210). I also got distinction. I had not expected so much.” This shows that the generative methods developed for the backward helps the average and average pupils to do even better.

The Case of Two gifted Muduvan boys – Santosh and Ullas

At the Ambedkar Memorial Model Residential School at Pookot, Wayanad the headmaster and the tribal administrative officer had full faith in the approaches of Manuel and gave him an open invitation to come to the school whenever he was free. One morning when he entered they had a major function with external invitees, so the tenth class pupils could not be released for a class. Manuel asked them to bring two boys who could draw and write well. So two boys from the Muduvan tribe in Malappuram were given. They helped to prepare plenty of self-learning materials in cards – multiple copies. So when the pupils – boys and girls came to the hostel, after some rest they were invited to work in small groups using these cards. Some teachers also observed the process and so the message passed from pupils to students.

Ullas and Santhosh were very gifted pupils. Manuel was able to share with them even learning theories in functional forms. If a passage is long or complex, break it into bits – practice, test yourself and proceed to the next (Skinner). Even insight and constructivist ideas were shared with examples from their studies. The road winding up from below to the summit where their hostel was located, was long. The boys used a shorter, steeper path. One day Santhosh and Ullas supported Manuel to climb by the shorter path and reach the hostel. Then Manuel told them, “You have now helped me to climb uphill by a shorter path. I have many times helped you climb the uphill path in...
studies with my support (scaffold). Later I withdrew my support and you could climb the path alone [This is Vygotsky’s social constructivism]. That is the beauty of the mental uphill process for young minds. In the physical uphill process I can never take the shorter route without your help. But my joy – Santhosh and Ullas – is in seeing you climb the mental hill without my support”.

**Participant observation and interventions at Government High School Hosdurg, Kasaragod District**

This is the place and the phase when the investigator started moving towards independence in working with cumulative deficient pupils.

In Government H.S. Hosdurg the investigator spent more than 10 days interacting with the learners. There she had intense discussions with the Headmistress and teachers. A very dedicated team of teachers under the leadership of a real educationist, Shri. C. Ramakrishnan was leading the SSLC coaching programme in a residential manner even during Christmas holidays.

There the notebooks of many students were analyzed. Common mistakes were found out. Both individual and group remediation was provided. Some sample mistakes are:

1) addition of ‘e’ + (‘ied’) taken as (aid)
   e.g.: unoccupied → unaccupaide
2) Confusion with a and e
   e.g.: day → dey
3) Addition of ‘i’
   e.g.: exactly → exactily
4) The capitalization
   e.g.: India → india
5) Addition of e
   e.g.: proportion → proportione

6) Omission of c
   e.g.: sickness → sikness

7) Omitting of constants
   e.g.: appears → apear

There are capitalizations in between sentences and small letters where capitals are needed. There is omission of many letters and they don’t have any word splitting concepts.

Some other typical mistakes are:

<table>
<thead>
<tr>
<th>bonn</th>
<th>for</th>
<th>born</th>
</tr>
</thead>
<tbody>
<tr>
<td>alon</td>
<td>for</td>
<td>alone</td>
</tr>
<tr>
<td>upreciasn</td>
<td>for</td>
<td>appreciation</td>
</tr>
<tr>
<td>paket</td>
<td>for</td>
<td>packet</td>
</tr>
<tr>
<td>made man</td>
<td>for</td>
<td>mad man</td>
</tr>
<tr>
<td>couled</td>
<td>for</td>
<td>could</td>
</tr>
<tr>
<td>aprayer</td>
<td>for</td>
<td>a prayer</td>
</tr>
<tr>
<td>canstrakn</td>
<td>for</td>
<td>construction</td>
</tr>
</tbody>
</table>

Most of the sentences they have written are meaningless; they cannot be called sentences even. A typical example:

Gokhal india to india was istrats and mothere goddos and childin one

The following students’ answer papers were also analyzed thoroughly. All these students could score below 10 marks only. 80% of the students of this school is of the same category.

1. Salim Anvar
2. Thamseer K.K.
3. Nisha P.
4. Jaya K. (Kannada Medium)
5. Shabha M.A. (Kannada Medium)
6. Naseera (Kannada Medium)
7. Ruksana P.K.
8. Ratheesh Kumar
9. Ramsheed
10. Sunil Prasad
11. Krishna Kumar
12. Ameer

On the SSLC question paper pattern itself half yearly exam is conducted. So for all the grammar questions sufficient practice was provided using big cards in which, with hints for working out the questions so many exercises were written using big letters. In groups they very interestingly took part. Care was taken to include life examples for all exercises. Many a time examples from cricket were made use of.

The question answer transformation series generated by Dr. Manuel was extensively used to build up structural sense especially with regard to questions. Through this, structures of Standard IV and V etc. could be mastered by majority of students.

Most of the students in this school are first generation learners and they have very poor home background. Muslim boys are many, most of them coming from ‘Dars’, and even those who come from homes have to do plenty of work at home.

Though the investigator started to take over from the supervising teacher at this point some observation study of Dr Manuel’s operation and some collaborative case studies need be mentioned.
In this school we could find the weakest type of pupils economically and academically. So in order to form a lower limit of cumulative deficiency, we requested the school to give us academically the weakest pupils from Class 10. We expected that they will be boys, but all the four were Muslim girls. One of them was well-dressed, but the others were poorly attired. A series of tests were given and the low limits were recorded, but the problem with economic and possibly personal deprivation outstripped the academic problem. Three of the girls were children of fishermen, but their means of income had gone. One seemed to be affluent from the dress, but academically she was very weak, her voice was low bass. Some one relative earns some money in the Gulf, but the money does not seem to reach in a form which will help the children. Poverty affect everyone, but perhaps Muslim women are the most deprived by poverty.

Many of Dr Manuel’s classes were observed, and in the group work using self-learning materials, the investigator assisted him. The teachers testified that this input was very helpful. Most of the pupils were Muslim and many of them, were residing in the Dars, so that they had Arabic proficiency. The English structure preposition- Noun as contrasted with Noun-postposition (Vibhakti) was discussed. Even Muslim pupils had not mastered putting the preposition before the noun. After comparing with Malayalam (mesa mele) and Hindi (mespar) which call for conscious inversion, Dr Manuel said incidentally that in Arabic ala-al Tawilat is exactly equivalent to on the table – getting in even the definite article which Hindi and Malayalam miss. He claims that it was the end of his knowledge of Arabic but the boys from Dars gave plenty of new illustrations of the point. Arabic had seized to be a hindrance to learning English and had become an asset. (Vide analysis of the issue under Remedial Constructs in Chapter IV)

Dr. Manuel took some classes in English for Kanada medium pupils also where too some examples of interlanguage turned up.
B. RESULTS FROM THE INDEPENDENT PHASE

Depth Interview for Survey resulting in an unexpected Remedial Input resulting in 35 pupils moving up from most Backward to Pass level

In the Chapter V B the interview data with pupils was treated only from the survey point of view. But many of the items especially as stated in Table 7 involved intimate discussions with the pupils about generative methods and self-learning approaches. These could have the effect of improving the pupils’ study habits. The pupils could not be individually contacted for interview a second time, but feedback from the schools which had sent 80 of the most backward in English was obtained. Six months after the interview the three teachers reported that there was remarkable improvement among 35 of the students to the extent of their attaining a pass level in English in the model examination.

This is typical evidence of the validity of the Remedial Constructs (delivered in oral form) helping to move the cumulatively deficient to normalcy.

The other major external validating episode is SAY 2006 reported at the very end of this chapter.

Participatory Observation and intervention in a socially disadvantaged Colony at Varam, Kannur District

In the investigator’s neighbourhood at Varam in Kannur, there is a colony where only socially, culturally and economically disadvantaged sections of the society are living. Most of the dwellings are huts with very limited facilities for learning and even for living. In this age of nuclear families, quite surprisingly, in these huts there are big joint families which in
the urban condition will form four or five families. Quarrels are quite common and cinematic, drunken scenes are usual in these huts.

Out of the 14 houses in the colony, eight houses only have school going children of which only from 6 houses children above Class V are there. 18 drop outs from high school classes live in the colony quite surprising was this finding.

Out of the four girls, one – Sharmina of VI Standard, a Muslim with her Madrassa background, has a lot of domestic work, looks after the younger ones, even works outside her home in the neighbouring ‘rich’ houses where she undertakes cleaning the floor amd similar jobs. This makes her unable to concentrate in academic work. She was not at all confident in school work. In her her the interference of Arabic in learning English was very visible.

In the same colony two girls belonging to the scheduled caste were also identified. Pranavya K. and Sruthi of Standard VII were from the same family. Both are first generation learners and have extremely poor domestic conditions. They survive in the school with the small amount of stipend. Both of them are very active participants in the co-curricular activities of the school. They spoke confidently, though there was a large amount of mistakes in each utterance.

Varsha C.M. (Std. IX) was also drawn from the same colony. She stays with her maternal uncle because of extreme poverty at her house. Eldest of the five siblings, she is very shy and diffident. She is a low achiever in all subjects but she presents a positive attitude.

All these girls score below 10% only in English.

To estimate their proficiency level one simple test was administered informally, common for all the four girls irrespective of their classes. This
was the task: Write down in words: 1 to 10. None of the four girls could write it without mistakes.

Many of the mistakes can be attributed to the un-phonetic nature of the English language. The irregularities inherent in the English spelling also contributed to this backwardness. Some mistakes can be attributed to the phenomenon of homophones – words with the same sound but different spellings and meanings.

The following are the different spellings given by these girls:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>one</td>
<td>van, wan</td>
</tr>
<tr>
<td>2</td>
<td>two</td>
<td>too, to</td>
</tr>
<tr>
<td>3</td>
<td>three</td>
<td>tair, thri</td>
</tr>
<tr>
<td>4</td>
<td>four</td>
<td>for, foor, fore</td>
</tr>
<tr>
<td>5</td>
<td>five</td>
<td>fayva, fiv</td>
</tr>
<tr>
<td>6</td>
<td>six</td>
<td>secs, siks</td>
</tr>
<tr>
<td>7</td>
<td>seven</td>
<td>saven, cavan</td>
</tr>
<tr>
<td>8</td>
<td>eight</td>
<td>ayt, aithe</td>
</tr>
<tr>
<td>9</td>
<td>nine</td>
<td>nane, nain</td>
</tr>
<tr>
<td>10</td>
<td>ten</td>
<td>tane, tne, tean</td>
</tr>
</tbody>
</table>

On scan sheet 1, the miserable condition of Sharmina in the writing of one to ten, is presented.
Later remedial spelling charts were given to them with sufficient amount of practice. After that they were able to write from one to 100 hundred correctly. As a result of the remedial spelling practice, they were also able to read certain reading matter presented in cards with ease, which originally they could not decipher at all.

In the next stage using 4th and 5th class structures, the 6th, 7th and 8th class reading passages were introduced. Thereafter question – answer transformation series was introduced to the 9th standard girl. For more than six months, on every holiday at least 2 hours were spent for the interactions.

Participant Observation and Remedial Intervention at C.H. Mohammed Koya High School, Elayavur, Kannur

C.H. Mohammed Koya High School, Elayavur was one of the better schools in Kannur District producing over 80% pass in SSLC. But it is a very large school and therefore it does contain a good number of learners retarded in English. It was visited in 2003. Majority of the students being Muslims, an interaction with the pupils at C.H.M. School could reveal the typical mistakes that Arabic and Urdu learners commit.
The headmaster and most of the teachers are in good contact with the investigator and any type of educational endeavor that would help the school would be promoted by them. When the authorities were contacted in the beginning, their first question was whether any learning material had been brought. When they were informed that based on the diagnosis only, materials would be prepared, they were much more happy because whatever could make their pupils achieve more would be welcomed most.

A class with 42 students of whom 30 had taken Arabic as their first language and the rest had opted Urdu as their first language. For Arabic and Urdu their range of marks is 18–27% whereas it is 5–10% for English.

The investigator interacted closely with the learners. After establishing a rapport with the students five sentences were dictated to the pupils, three of which were from cricket. They were asked to write down these sentences and also comprehend the meaning easily because they live for cricket but when they tried to transfer their ideas to writing they experience severe blocks.

The sentences were written on the blackboard and they were asked to write them down into their note books. Here there were very interesting
things in the process of copying. They looked at the board for an instance and without looking into the correct spelling, they started to write with their ‘own’ spelling. Otherwise some of the pupils just looked into the writing of their neighbours and copied whatever mistakes they had committed, without knowing that there were mistakes in that. This is a typical habit of many of the pupils.

It was noted that out of the 42 students not even a single pupil wrote any of the sentences correctly. For the same sentence, we can see 42 different versions. Different varieties of mistakes can be seen in the scan sheets.
India played against West Indies.

Harbhajan Singh bowled West Indies.

Pattel stumped Brees.

Hooper hit two sixes too. Kumble.

Pattel caught Hooper to the bowling of Kumble.

India played against West Indies.

Harbhajan Singh bowled West Indies.

Balisil stumped Brees.

Hooper hit two sixes too. Kumble.

Balisil caught Hooper to the bowling of Kumble.
India played against West Indies.

Had Bajan singh bowled West Indies out.

Bathal stumbled Greece.

Pettel hit Humble two for sixes.

India played against West Indies.

Harshan singh bowled West Indies out.

Pettel stumbled Greece.

Pettel hit Humble to size.

Pettel best hooper to hit bowling of Humble.
India played against West Indies
Hari Bajaj Singh bowl West Indies
Fattal stumped Roese
Roese hitumble to keep siker
Fattal hit hot Roese
Fattal hit caught Roese to the bowling
I played football
The pen is on the table
INDIA played against West Indies.

Harbhajan Singh bowled Rameez.

Pacer Saeed Baez

Hooper hit Kumble for 6 sixes.

Pacer caught Hooper to the Kumble.

Offcut bowled Sarre. Play

The reason the pen is on the table.
India played against West Indies.
Harbhajan Singh bowled west Indies out.
Pattel stumped Breeze.

India played football.
I played football.
The pen is on that the table.
I had an intense longing to learn to read.

India played against West Indies.
Harbhajan Singh bowled West Indies out.
Pattel stumped Breeze.
Hooper hit Humble. For sixer.
Pattel caught Hooper to the bowling to Humble.

I played football.
I bought football.
I sought football.
India played against West Indies
Harbhajansingh bowled West Indies out
Patel stumped Breege
Hooper hit Kumble two sixes.
Patel caught Hooper to the bowling
I am food ball playing.

Bowl Harbhajan Singh West Indies out
Patel stumped Breege

India played against West Indies
Harbhajan Singh bowled West Indies
Patel stumped Breege
Hooper hit Kumble two sixes
Patel caught Hooper to the bowling
I am play the Food Ball
India played against West Indies

India vs. Bajan Singh. Could West Indies pantaloon come to big prize

Humble, fat to cikses.

Har Bajan Singh:

Humbled to the being to:
Patekto Hopet 70 humbled
the humble.

india played against West Indies

Har Bajan Singh siege. The
vocated West Indies out
partial striped breeches.

Hopear hit two successes hit
humble.
India played against West Indies.
Har Bajan Singh bowled West Indies out.
Patel stumped Breeze out.
Hooper hit two sixers.
Patel caught Hooper to the bowling ofumble.

India played against West Indies.
Har Bajan Singh bowled West Indies out.
Patel stumped Breeze.
Hooper hit two sixers.
Patel caught Hooper to the bowling ofumble.

Har Bajan Singh bowled West Indies out.
Patel stumped Breeze.
Hooper hit two sixers.
Patel caught Hooper to the bowling ofumble.
India played against West Indies.

Harbhajan Singh bowled west Indies out.

Patial Stumped Baress.

Hoopes hit a six! Kumble six.

Pattel sixes.

India played against West Indies.

Harbhajan Singh took West Indies out.

Patial stumped Baress.

Hoopes hit Kumble for two sixes in a sixed.

Patial held Hoopes.

Patial caught Hoopes to the bowling of Kumble.

I played football.

The pen is on the table.

I had an intense longing to reach to read.
INTERVENTIONS

1. Empathetically the pupils were dealt with and certain directions for correctly copying either from the board or form any other source were given. The phoneme-spelling charts were given for each bench to work out with. Once they started involving in the process, their eyes opened. The happiness was visible on their faces.

2. At a later stage in another visit to the same school the investigator intervened with the same students and they were given simple transformations. Here also in the beginning they had much inhibition because of a variety of factors including lack of self confidence in learning English. But within an hour they were able to come out with

\[ \text{Who} + \text{Verb} + \text{Complement} \]

and

\[ \text{What} + \text{Verb} + \text{Complement} \]
type transformations correctly. A number of questions, using IXth standard reading passage ‘Chumley’ as the content, were given to them.

All these questions were written on handy pieces of chart paper with big letters so that they could work in groups first and then later individually.

**Intervention at Post SSLC level with Neighbouring Higher Secondary Pupils**

The nature of cumulative deficiency is that there is stagnation of competence at a particular point and as the people goes up the grades the cumulative deficiency actually increases. Much of the sample with which the study was conducted was in the high school stage particularly at the SSLC level. Contact with higher secondary and college students even at B.Ed level the investigator felt that many students were extremely deficient in basic English structures. So the investigator made her voluntary services available to neighbouring students at any level.

Pass in SSLC is not an assurance to competence. Many who are pursuing higher secondary education also do not seem to have the required amount of command over the English language.

Two students in the higher secondary class (one doing Plus One with Science – Sanood P. and the other doing +2 with Commerce stream- Noushad U.) approached the investigator for clarifying some doubts. It was found that they are far below the expected level of competence, and the investigator used the self learning material prepared for the SSLC, for arriving at some conclusions with respect to the strength in English of these boys.

Surprisingly, even in the question I type (Who + verb + Object) itself they failed. They were asked to work with the material and after 3 weeks they were asked to come again. They said they were working with the material everyday for half an hour at least. When as a post test some
general questions with the same construction were put they were able to writ
the answers without mistakes.

**Observation cum interventions at Govt. H.S.S. Sreekantapuram**

In two divisions of 40 students each of class X at Government H.S.S.
Sreekantapuram the investigator had an observation cum intervention

For the identification of cumulative backward cases a simple test with
basic question structures using the IXth std reading passage content was
administered. In a sense this was the test on entry behaviour. Their
competence was tested in terms of (a) spelling  (b) sense of basic structures
in English  (c) Use of the different tense forms of verbs  (d) some
transformation competence with respect to question and answers.

In order to avoid the mistakes in the oral – aural – written mode
variations, the questions were given neatly written in big letters on handy
chart papers for each bench – 21 questions were given altogether (on
different constructions). They were asked to write down the answers.

The answers were read out and they were given the chance to rewrite
the answers where they had gone wrong. They were asked to write both the
full and short answers.

The investigator went around and wherever the assistance was
required, offered it. Then Cards where keys to the answers were written
were circulated so that they could write the answers correctly. This process
took almost 2 periods. The answer scripts were collected and analyzed from
various points of view. The mistakes were analyzed from various points of
view. The mistakes were categorized under different heads and analysed in
da detailed manner to pave a well-knit background for the remedial
intervention. In between some typical cases were identified. Among these
cases some are acutely backward, who fail in almost all subject with one digit marks. They are

1. Rekha K –
   - a scheduled caste girl – first generation learner – parents coolies – very backward in all subjects – scoring below 10 – very shy –
   - spelling – 80% errors
   - Structure – 90% errors
   - She does not have any English sense at all.

2. Shyama M.V.
   - An OBC (Thiyya) girl, eldest in the family – father died at the age of 3, mother a coolie – does all the household works – very poor academic background – scores around 10 mostly.
   - Spelling – 80% errors
   - Structure – 80% errors

3. Sujana Janardhanan
   - Better home background – but very poor in academic activities – scores around 10
   - Commits more than 80% errors

4. Abdul Samad P.V.
   - Muslim boy – First language is Arabic – scores above 20 in Arabic – but in all other subjects his average mark is below 10 – Economically high class – father working abroad – some how after 18 years he will also go to the Gulf countries
   - Very backward in studies – He finds it very difficult even to copy down the questions.

5. Rosh M. George
- Poor family background – low achiever – active sports person – very much interested in cricket – Analysis of the writing revealed that 30% - 40% errors in spelling and 50% errors in structures.

6. Bilal A.P.

- Muslim boy who was retained in Std. VIII and Std. IX – First language taken is Arabic and he scores good marks in that. Very poor in English – Even a single sentence is not correct.

In August 2006 the investigator visited the school again and had interaction with the same set of students. Since the background is analyzed already sufficient materials – Question – answer transformation series, spelling – phoneme charts etc. were given individually to work out.

The way to work with the self learning materials was introduced and they started to work with the self learning materials. The learners work with the material at home also. To ensure proper evaluation the investigator keeps good contact with the cases. In December 2006 the investigator visited the school again and interacted with the same set of students. There is evident change in their responses. As part of the continuous and comprehensive evaluation programme (CCE) the performance of the learners are being observed throughout. The English teacher comments that there is positive transfer of learning evident in this division (X E).

The following scan sheets present the different types of mistakes committed by the students of this school.
1. The bigger maid should not be working.
2. The composer was in terested Einstein in his letter said, "What?
3. The president of Moutere, use.
4. Non violent of the article first and anti slavery of Chandhiji's faith.
5. No chummy was Chumphoni.
6. Yes Chumphoni and Chuna, the pen from them.
7. Yes Chandhiji live in the maid of people.
8. No, the boy write in big black letters on the newspaper books.
9. (Chandhiji) never call as light the Chandhiji.
10. How can Chuthu remove the chummary from Dutta's pocket.
12. Flair the boy with the paper blown off on the river.
13. Ring company suggested the bigger maid was beautiful too.
14. The ring swears that the bigger maid was beautiful the end of.
15. The ring swear that the bigger pray to the connoisseur "toby again of shees".
1) The bigger maid come bare footed king
2) The corpse Einstein in his Father's
3) Abraham Lincoln American President
4) The first article of Gandhijis Non-Violence (missing)
5) Chamley an elephant Not
6) Chamley drink the tea from yes
7) Gandhiji live in the mind of yes
8) The boy written black on the paper
9) Nehru Call as light Gandhiji
10) Chamley remove handkerchief
11) Speech is titled The Place Subash Chandra Bose
12) The boy do with the boy foolish
13) King Cophetua say to that the beger maid was that day
14) The king Shara the beger maid would be his queen
15) man splitting the toys to
English

1. beggars beggar's maid.

2. the compos

3. The President of mediacal

4. non violator of the first article

5. No,

6. Yes

7. No

8. Yes

9. Gandhi

10. Scissors and a pair of scissors

11. Subhash Chandra Bose

12. wrote his name on the paper box.

13. The beggar's maid was my queen.

14. The beggar's maid was my queen that the beggar's maid.

15. to earn a living by a pair of shoes.

16. Chemist was sold 1000 antimony.

17. Gas man;

18. Delhi

19. to earn an introduction in the

20. began its song.

21. about by 2800

16. the after 1941
1. The bigger maid came before the king to ask for gold.
2. The complex was interested in Estate Einstein.
3. The boy said watch.
4. The chumly was chimpanzee.
5. Yes, chimpanzee.
6. Yes, chimpanzee.
7. Yes, chimpanzee.
8. No, the boy wrote in red big black letters on the paper.
9. Nehru could not see the Gandhi.
10. Hand catches remove the chumly from Daniel's pocket.
11. Subhash Chandra Bose speech is tile the place of INI.
12. Flings the boy with the paper boats on the river.
13. King converts soul to load that the bigger maid was beautiful.
14. The king swore that the bigger maid would be his queen.
15. The man splitting the logs replot Lincoln to come and let toby drink.
The beggar maid came barefooted before
king cophæus.

1. A compass was interested with Einstein in
his father's old watch.
2. Abraham Lincoln was descendant of America.
3. Non violence.
4. No, Chimney was a chimpanzee, not an elephant.
5. Yes, Chimney drank the tea from the mug.
6. Yes, Chimney lives in the mind of people.
7. No, The boy wrote in red letters on the paper.
8. He didn't...black.
9. Goodness was called in, Wehu as light.
10. Wehu called in goodness light.
11. Hands checked was he removed from normal
   pocket.
12. Chimney removed the hand of check.
13. Subash Chandra Bose's speech is titled
   The pledge of India.
14. The boy fetch provision for the river.
15. The beggar maid was beautiful that day.
16. The king was
17. The beggar maid would have been his queen.
18. The man splitting the legs, reply to India to earn a dinner to buy a pair of shoes.
19. Chimney was a big Chimpanzee.
20. Einstein was born in west Germany.
21. At the time of war.
Analysis and Interpretations – II

1. the beggar was
2. the rich were
3. (one was American President)
4. (non)
5. NO
6. YES
7. YES
8. NO
9. cannabis
10. 
11. 
12. places
13. 
14. that beggar was more his queen
15. to earn money to live in a good house
16. the queen could the beggar was beautiful
17. 
18. house in which general died
19. false
20. too much
21. by carrying to trunk
1) She the beggar maid came barefooted before King Sopheter.
2) The combs interested Einstein in his father's old watch.
3) Abraham Lincoln was American President.
4) The non-violent was the first article of Gandhi's faith.
5) Chumly was not elephant this is the chimpanzee.
6) Yes, Chumly drank the tea from the mug.
7) Yes, Gandhi's life in the main of people.
8) The so the boy was written block letters.
9) Gandhi was called Nehru as a 'light.'
10) The hand carvel was Chumly remove from Darrell's pocket.
11) Shashi Gandh's speech is titled 'The Rage of Invent.
12) Decent the paper can't be
13) That the beggar maid was beautiful then day.
14) That beggar maid needed his queen did the king.
15) So even to earn a penny he buy a pair of shoes the replay.
16) Lincoln the chimpanzee was kind of an ape was chumly.
17) Grammar was the Einstein born of Germany.
18) After Gandhi death the speech the light as gone.
19) To have an operation in the teeth chimply removed to the somatarians.
20) The Lincoln was by twice the Chumly's little girl.
21) The Bengal tiger is about 3500 in India.
Abraham Lincoln was American president.

Non-violence was the first article of Gandhi's religion. No country is about it any more.

Yes, charity drinks the tea from the mug.

Yes, Gandhi lives in the mind of people.

No, the book is in non-letters on the open books.

Charity is not any more as fine.

The handkerchief was entirely removed from the pocket.

SWEETEN

Blaise the banana bus was delivered the pledge of not

Place one boy along with the other boats.

That one beggar maid was beautiful and aloud the wing coming out of the coats.

One beggar maid would lie green the king sneer

To earn a dollar going a person choose the man

Charity inclined or an arm was anything.

The Einstein born Germany.

Lincoln help one little girl by causing a person think of the Bengal tigers are more in India.
1) The beggar maid came bare footed before King Cotenca.
2) The compass was in terestled Einstein in his father
3) Abraham Lincoln was president of the usa.
4) Nonviolence was the first Article of Gandhi's faith.
5) No! Chumly was not an elephant.
6) Yes! Chumly drinkу the tea from the mug.
7) Yes! Gandhi lived in the mind of people.
8) No! The boy write in black letters on the paper.
9) Nehru called Gandhi; as the light.
10) Hand catchies remove the church; from the Durell's.
11) Subash chandra Bose's speech is titled the Pledge of the IVA.
12) Plot the boy South with the paperboats in them.
13) King Cotenca said to lords that the beggar maid was beautiful than day.
14) The king swear that the beggar maid would be his queen.
15) The man splitting the log reply to Lindon. They earn a deal to buy a pair of shoes.
16) The chimpanze was kind of an ape was Chumly.
17) the Einstein born in the west Germany.
1) beggar maid
2) The compass
3) President of the USA
4) Non violent
5) First Article of Gandhi's faith
6) yes
7) yes
8) yes
9) Gandhi
10) Scissor and lamp
11) Subash Chandra Bose's
12) Write his name of the paper boat, the float
13) The beggar maid has my queen that the beggar maid was beautiful than
day
14) Royalty dress that the beggar maid would be his.
15) to earn a dollar to buy a pair of shoes.
16) Humphly was a full grown up chimney.
17) Germany
18) New Delhi at the time of Gandhi's death
19) to have an operation on the
20) Help the moneys by taking the money
21) 2500
CUMULATIVELY BACKWARD PUPILS FAILED IN MARCH 2006 SAVED THROUGH THE “SAY” PROVISION THROUGH A BRIEF INTERVENTION

The crowning episode which can be treated as validating the constructs developed to overcome cumulative backwardness came in the form of the intervention lasting just ten to fourteen hours spread over two three days with seven pupils drawn from Government High School
Malappattam and Government High School Sreekantapuram on 19-21 June 2006. All these pupils had failed in SSLC examination March 2006 because they could secure only D Grade in English in the public exam. The table given below presents the names of the pupils, the marks obtained in Model Examination, Grades obtained in SSLC and grades obtained in SAY (Save A Year) scheme.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of student</th>
<th>Marks for Model Exam</th>
<th>SSLC Grade for PI*</th>
<th>SAY PI</th>
<th>SAY PII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PI</td>
<td>P-II</td>
<td></td>
<td>PI</td>
</tr>
<tr>
<td>1</td>
<td>Azeeb P.K.</td>
<td>15</td>
<td>17</td>
<td>D</td>
<td>B+</td>
</tr>
<tr>
<td>2</td>
<td>Salim P.M.</td>
<td>10</td>
<td>12</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>Ameer</td>
<td>1</td>
<td>10</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>Maneesh C.</td>
<td>12</td>
<td>12</td>
<td>D</td>
<td>C+</td>
</tr>
<tr>
<td>5</td>
<td>Nibin K.V.</td>
<td>10</td>
<td>12</td>
<td>D</td>
<td>C+</td>
</tr>
<tr>
<td>6</td>
<td>Noufal V.</td>
<td>9</td>
<td>8</td>
<td>D D*</td>
<td>C+</td>
</tr>
<tr>
<td>7</td>
<td>Lidhin Prasad</td>
<td>10</td>
<td>12</td>
<td>D</td>
<td>C</td>
</tr>
</tbody>
</table>

* All the eight pupils had got D in English Part I in SSLC 2006 March. Noufal had got D both in Part I and in Part II.

It can be clearly seen from the table that all the seven pupils had failed in SSLC because they could not secure more than D grade in the SSLC exam in English paper/s. Their marks in the Model exam ranged from D to C (the marks out of 50 are given in the table) and all of them got at least C (which would make them eligible for higher studies). In fact five out of the seven got above that ‘eligible’ minimum. Three had C+ (in Paper I), one had B and one had even B+.
The one who had got B+ was Azeeb (boy with white shirt extreme right in the picture). He was the only one who had attended on all the three days of the intervention and had 14 hours of remedial learning experience. He has profited most getting B+.

The SAY list itself had been released very late and only a week was the interval between that date and the SAY exam. Of these two or three days were lost in the process of getting the information, application form, photograph, endorsement etc. So all the other boys could attend only two days of the intervention lasting about ten hours.

Ameer (extreme left, coloured shirt in the picture above) got C, but even that should be considered a big achievement at SAY stage since he had the lowest entry behaviour while joining SAY preparation. He had taken only one in Paper I and 10 in paper II in the model examination. Naufal (second from left) is the only one who had failed in both the papers. Finally he got C+ in Paper I and D+ in paper II, thus finally getting overall eligibility in English. The pictures shown above and below show the special attention bestowed on him. Maneesh (second from the right) was the second best in the Model examination itself. In SAY he got C+. 
In the picture on the left (above), Salim (extreme right) got B in the final exam. Salim said that if the type of training with self-learning materials had been got earlier, he would have passed in the March SSLC Examination itself.

Nibin and Libhin Prasad, not in the pictures, got C+ and C respectively in SAY.

*Instructions for working out the remedial materials are given*

The Interaction provided by the investigator (reinforced by the supervising teacher) with the SAY pupils involved the following aspects.

(1) The SSLC and Model question papers were perused. None of them were able to even read and understand the majority of the questions. They were giving some kind of random reactions. So helping them to read, understand and respond was one aspect of the intervention.

(2) Their ‘entry behaviour’ was tested in terms of (a) English spelling in terms of the pupil’s own deficiency as well as those caused by the discrepancies in phoneme-spelling matching in English language itself. (b) Sense of basic structures in English (c) question-answer transformation competencies (c) verb forms (past) and use (d) some basic grammar forms.

(3) Skills needed to understand and respond to some extent to some present question forms.

(4) Tendency of students to commit avoidable errors (e.g., committing spelling mistakes in a word already found in the question paper)
This work was completed in about two hours.

The Self-learning material, Spelling charts arranged on phoneme-spelling patterns, Grammar charts showing verb forms, pronoun forms and use were printed in 18 points and kept as reference material. Students were requested to work individually with self-learning materials.

Engaging the pupils with the model question papers in preparation for SSLC confidence talk and some general principles to work in exam at optimal efficiency was provided.

The question answer transformation series and the remedial grammar were the main remedial materials.

Well before the programme the candidates were taken into confidence, their level of comprehension with respect to the different language skills especially reading was tested. It was quite surprising that even the very simple types of questions could not be read by the students.

Type I questions were introduced and they were given the way to write the answers. On copying the questions even, they had much difficulty, but once they are given the pattern, though mechanically they started. Once triggered, they were in the track.

Type I(b) was given later, in a series all the other types were introduced.
Looking into the materials they were asked to copy down, gradually they started picking up the patterns.

While they were working on these lines gentle observation and guidance were given. It is to be noted that at this phase that the teachers’ most natural position was to standing at the back of the pupils observing the product and process of the working of the pupil and gently pointing out the precise point in his paper on which the pupil should concentrate and get the correct product and process with the teacher not visibly intervening between the pupil and the task accomplishment (clearly illustrated in the mode adopted by the supervising teacher. See the picture third back from here). The investigator, on account of height limitations could not adopt this mode. Her optimal mode was sitting by the side of the pupil.

Though this learning experience was very short – about 10 to 14 hours – as compared to the years of mechanical teacher-controlled or alienated rote learning, the students had for the first time, given the minimal self-learning materials to work on their own, facilitated to develop constructs that would help them to decode many of the questions and respond to them by themselves in some way – instead of depending on the teacher till the very end what is called ‘coaching’.

It is our surprise that this independent, bold, and to some extent sensible attempt to respond to as many questions as possible – aided by a liberal valuation – helped all the seven students in the SAY intervention to pass. But several criterion-oriented tests during the intervention showed that the students had in fact developed several basic competencies in English which they had not developed in their entire school career so far.

It was also noted that there was some relation between the SAY results of the seven students and the time they were able to devote for the SAY intervention organised by the investigator as well as their earlier competence in English. It is felt that the later aspect could be subjected to
qualitative analysis. It was decided to find the relation between the marks obtained in the Model Examination and the grades obtained in the SAY examination by the rank correlation method. (Since the SSLC March results placed all the seven students in D grade it could not be treated as a variable for correlation.)

The Table used for calculating the relation between the Model Examination results and then SAY results for the seven students is presented below:

<table>
<thead>
<tr>
<th>S. No</th>
<th>Model exam Rank</th>
<th>Rank in SAY</th>
<th>D (Rank Difference)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>6.5</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>3.5</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3.5</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>6.5</td>
<td>2.5</td>
<td>6.25</td>
</tr>
</tbody>
</table>

\[ \Sigma D^2 = 14.00 \]

\[ \text{Rho (ρ)} = 1 - \frac{6 \times 14}{7 \times 48} = 0.750 \]

As seen from the table presented above the fact that all the seven pupils who had failed in the public examination after years of study of English could pass after a short intervention by the investigator on the lines developed by the supervising teacher is an index of validity of the potentiality of the analysis and remedial approaches in overcoming cumulative deficiency. The high rank correlation between the ranks based on the model exam marks and the SAY grade difference can be taken as an indication that there is in fact a discernible academic component involved in the SSLC grading and the SAY approaches.