

**A DIAGNOSTIC STUDY OF ERRORS  
IN WRITTEN SANSKRIT OF SECONDARY SCHOOL PUPILS**

**NARAYANAN P. M.A., M.Ed.**


*Thesis*  
*submitted for the award of the Degree of*  
**DOCTOR OF PHILOSOPHY**  
**IN**  
**EDUCATION**

**DEPARTMENT OF EDUCATION  
UNIVERSITY OF CALICUT  
2003**

## DECLARATION

I, P. Narayanan, do hereby declare that this thesis entitled "A DIAGNOSTIC STUDY OF ERRORS IN WRITTEN SANSKRIT OF SECONDARY SCHOOL PUPILS" submitted to the University of Calicut for the award of the Degree of **Doctor of Philosophy in Education** is an original record of studies and bonafide research carried out by me under the guidance of **Dr. P. Kelu**, Prof. & Head of the Dept. of Education, and that it has not previously formed the basis for the award of any degree or diploma.

Calicut University,  
27-12-2003.


  
NARAYANAN P  
RESEARCH SCHOLAR  
DEPT. OF EDUCATION  
UNIVERSITY OF CALICUT

**DR. P. KELU**  
**PROFESSOR & HEAD**  
**DEPARTMENT OF EDUCATION**  
**CO-ORDINATING DIRECTOR UTECs**  
**UNIVERSITY OF CALICUT &**  
**DEAN, FACULTY OF EDUCATION**  
**KANNUR UNIVERSITY**

## **CERTIFICATE**

This is to certify that this thesis entitled "A DIAGNOSTIC STUDY OF ERRORS IN WRITTEN SANSKRIT OF SECONDARY SCHOOL PUPILS " submitted to the University of Calicut for the award of the Degree of **Doctor of Philosophy in Education** is a record of bonafide study and research carried out by **Shri. Narayanan P** under my supervision and guidance.

Calicut University Campus,  
27-12-2003.

  
**Dr. P. KELU**  
**(Supervising Teacher)**

## ACKNOWLEDGEMENTS

I would like to express my profound sense of indebtedness to a few sources of rich guidance, succour and inspiration which strengthened me to carry out my present study triumphantly.

Dr.P. Kelu, Professor and Head of the Department of Education and Dean of the Faculty of Education, and Kannur University has been a constant and unfailing source of inspiration to me throughout my research. Let me express my deep, heartfelt sense of gratitude to my preceptor and mentor for his guidance without which my present attempt would never have been possible.

I also wish to express my ineffable sentiments of gratitude to Panditharathanam Professor (Dr.) K.P. Narayana Phisorodi, Professor of Sanskrit and Malayalam (RTD) Kerala Varma College and visiting Professor of Sanskrit Sahitya Calicut Adarsh sanskrit Vidyapeetha Balussery, who has taken keen interest in my research study and permitted me to have a free and frank proximiting to his treasure like immense, erudite scholastic insight and knowledge.

My indebtedness to Professor R. Vasudevan Potti, Prof. & Head of the Department of Sanskrit Vyakarana and Vedanta Sree Sankaracharya University of Sanskrit, Kalady (Rtd.) who has taken a personal interest in the progress of the present study and granted me free access to his vast and expert scholarship of educational research deserves special mention. I take this opportunity to express my ineffable sense of gratitude to him.

The investigator extends his great indebtedness to Dr.P.Narayanan Namboothiri, Reader, Department of Sanskrit, University of Calicut and Smt.Jayalakshmi, Lecturer in Sanskrit, B.Ed. centre, Kannur for providing the essential information for the completion of the study.

I express my gratitude to the headmasters and Sanskrit teachers in various schools for their co-operation in the collection of data.

I also wish to place on record my sincere thanks to the librarians of Calicut University and Calicut Adarsha Sanskrit Vidyapeetha Balussery.

It is impossible to mention the name of all educationists, specialists in teaching of Sanskrit, experts in education evaluation, professors and lecturers in Sanskrit, who have extended their whole hearted co-operation and valuable help at various stages of the present research. My personal sense of gratitude is expressed to all of them.

I am grateful to the members of the staff of the Department of Education, University of Calicut for their invaluable help they have extended to me.

Last, but not least the investigator puts on record his grateful thanks to all his well-wishers and friends who helped the investigator directly or indirectly for accomplishing the present research work.

Calicut University Campus,  
27-12-2003.

P. Narayanan

# CONTENTS

**Acknowledgement**

**List of Tables**

**List of Figures**

**List of Appendices**

<b>CHAPTER</b>		<b>PAGES</b>
<b>I</b>	<b>INTRODUCTION</b>	<b>1-22</b>
<b>II</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>23-45</b>
<b>III</b>	<b>METHODOLOGY</b>	<b>46-74</b>
<b>IV</b>	<b>ANALYSIS</b>	<b>75-221</b>
<b>V</b>	<b>CONCLUSIONS AND SUGGESTIONS</b>	<b>222-248</b>
	<b>BIBLIOGRAPHY</b>	<b>249-261</b>
	<b>APPENDICES</b>	

## LIST OF TABLES

Table No.	Title	Page No.
1	Details of the item in grammatical sub skills finding selected for diagnostic testing	56
2	The weightage assigned to the educational status of parents	60
3	The weightage of the professional status of parents	62
4	The weightage of the monthly family income of the parents	63
5	Details of sample selected	66
6	Classification of the level of seriousness of error incidence	71
7	Details regarding the percentage of incidence for the 20 grammatical sub skills (N = 800)	78
8	Details regarding the incidence of errors for the total sample with sub skills arranged in the descending order of error incidence	80
9	Details regarding errors in the use of Orthography for the total sample and relevant subgroups	83
10	Details regarding test of significance for differences in percentage of incidence of errors in the use of Orthography for relevant pairs of subgroups	84
11	Details regarding errors in the use of Numerals for the total sample on the relevant sub groups	85
12	Detils regarding the test of significance for differences in the percentage of incidence of errors in the use of Numerals for relevant pairs of subgroups	86

13	Details regarding errors in the use of Plural Numbers for the total sample and relevant subgroups	87
14	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Plural Numbers for relevant pairs of subgroups	88
15	Details regarding errors in the use of Conjugation for the total sample and relevant subgroups	89
16	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Conjugation for relevant pairs of subgroups	90
17	Details regarding errors in the use of Case for the total sample and relevant subgroups	91
18	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Case for relevant pairs of subgroups	92
19	Details regarding errors in the use of Prefix for the total sample and relevant subgroups	93
20	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Prefix for relevant pairs of subgroups	94
21	Details regarding errors in the use of Difference of meaning for the total sample and relevant subgroups	95
22	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Difference of meaning for relevant pairs of subgroups	96
23	Details regarding errors in the use of Synonyms for the total sample and relevant subgroups	97
24	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Synonyms for relevant pairs of subgroups	98

25	Details regarding errors in the use of Tense for the total sample and relevant subgroups	99
26	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Tense for relevant pairs of subgroups	100
27	Details regarding errors in the use of Compound for the total sample and relevant subgroups	101
28	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Compound for relevant pairs of subgroups	102
29	Details regarding errors in the use of Conjunction for the total sample and relevant subgroups	103
30	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Conjunction for relevant pairs of subgroups	104
31	Details regarding errors in the use of Homonyms for the total sample and relevant subgroups	105
32	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Homonyms for relevant pairs of subgroups	106
33	Details regarding errors in the use of Declension for the total sample and relevant subgroups	107
34	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Declension for relevant pairs of subgroups	108
35	Details regarding errors in the use of Opposite for the total sample and relevant subgroups	109
36	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Opposite for relevant pairs of subgroups	110
37	Details regarding errors in the use of Gender for the total sample and relevant subgroups	111

38	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Gender for relevant pairs of subgroups	112
39	Details regarding errors in the use of Change of Voice for the total sample and relevant subgroups	113
40	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Change of Voice for relevant pairs of subgroups	114
41	Details regarding errors in the use of Word meaning for the total sample and relevant subgroups	115
42	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Word meaning for relevant pairs of subgroups	116
43	Details regarding errors in the use of Identifying Indeclinables for the total sample and relevant subgroups	117
44	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Identifying Indeclinables for relevant pairs of subgroups	118
45	Details regarding errors in the use of Pronouns for the total sample and relevant subgroups	119
46	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Pronouns for relevant pairs of subgroups	120
47	Details regarding errors in the use of Translation for the total sample and relevant subgroups	121
48	Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Translation for relevant pairs of subgroups	122
49	Summary of the test of significance of differences in the percentage of incidence of errors of the 20 grammatical sub skills for the relevant pairs of subgroups	123

50	Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between Girls and Boys	146
51	Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between Rural and Urban	148
52	Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between Private and Government	150
53	Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between HSES and ASES	152
54	Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between HSES and LSES	154
55.	Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between ASES and LSES	156
56	Details regarding the test of significance of difference in the mean number of errors in all sub skills for relevant pairs of sub groups	159
57	Details regarding the test of significance of differences in the mean number of errors in the use of Orthography for the relevant pairs of sub groups	161
58	Details regarding the test of significance of differences in the mean number of errors in the use of Numerals for the relevant pairs of subgroups	163
59	Details regarding the test of significance of differences in the mean number of errors in the use of Plural Numbers for the relevant pairs of subgroups	164
60	Details regarding the test of significance of differences in the mean number of errors in the use of Conjugation for the relevant pairs of subgroups	166

61	Details regarding the test of significance of differences in the mean number of errors in the use of Case for the relevant pairs of subgroups	168
62	Details regarding the test of significance of difference in the mean number of errors in the use of Prefix for the relevant pairs of subgroups	169
63	Details regarding the test of significance of difference in the mean number of errors in the use of Difference of meaning for the relevant pairs of subgroups	171
64	Details regarding the test of significance of differences in the mean number of errors in the use of Synonyms for the relevant pairs of subgroups	172
65	Details regarding the test of significance of differences in the mean number of errors in the use of Tense for the relevant pairs of subgroups	174
66	Details regarding the test of significance of difference in the mean number of errors in the use of Compound for the relevant pairs of subgroups	176
67	Details regarding the test of significance of difference in the mean number of errors in the use of Conjunction for the relevant pairs of subgroups	178
68	Details regarding the test of significance of difference in the mean number of errors in the use of Homonyms for the relevant pairs of subgroups	180
69	Details regarding the test of significance of difference in the mean number of errors in the use of Declension for the relevant pairs of subgroups	182
70	Details regarding the test of significance of difference in the mean number of errors in the use of Opposite for the relevant pairs of subgroups	184
71	Details regarding the test of significance of difference in the mean number of errors in the use of Gender for the relevant pairs of subgroups	186

72	Details regarding the test of significance of difference in the mean number of errors in the use of Change of Voice for the relevant pairs of subgroups	188
73	Details regarding the test of significance of difference in the mean number of errors in the use of Word meaning for the relevant pairs of subgroups	190
74	Details regarding the test of significance of difference in the mean number of errors in the use of Identifying Indeclinables for the relevant pairs of subgroups	192
75	Details regarding the test of significance of difference in the mean number of errors in the use of Pronouns for the relevant pairs of subgroups	194
76	Details regarding the test of significance of difference in the mean number of errors in the use of Translations for the relevant pairs of subgroups	195
77	Summary of the test of significance of difference in the mean number of errors in all sub skills of the relevant pairs of subgroups	197

## LIST OF FIGURES

Figure No.	Title	Page No.
1	Graphical representation of the rank order of error incidence of Orthography	125
2	Graphical representation of the rank order of error incidence of Numerals	126
3	Graphical representation of the rank order of error incidence of Plural Numbers	127
4	Graphical representation of the rank order of error incidence of Conjugation	128
5	Graphical representation of the rank order of error incidence of Case	129
6	Graphical representation of the rank order of error incidence of Prefix	130
7	Graphical representation of the rank order of error incidence of Difference of meaning	131
8	Graphical representation of the rank order of error incidence of Synonyms	132
9	Graphical representation of the rank order of error incidence of Tense	133
10	Graphical representation of the rank order of error incidence of Compound	134
11	Graphical representation of the rank order of error incidence of Conjunction	135
12	Graphical representation of the rank order of error incidence of Homonyms	136

13	Graphical representation of the rank order of error incidence of Declension	137
14	Graphical representation of the rank order of error incidence of Opposite	138
15	Graphical representation of the rank order of error incidence of Gender	139
16	Graphical representation of the rank order of error incidence of Change of Voice	140
17	Graphical representation of the rank order of error incidence of Word meaning	141
18	Graphical representation of the rank order of error incidence of Identifying Indeclinables	142
19	Graphical representation of the rank order of error incidence of Pronouns	143
20	Graphical representation of the rank order of error incidence of Translation	144

## LIST OF APPENDICES

Appendix No.	Title
I	Diagnostic test in Sanskrit for standard IX
II	Break-up of the major grammatical sub skills selected for diagnostic testing in Sanskrit for standard IX
III	General data sheet

## *INTRODUCTION*

- 
- **Need and significance of the study**
  - **Role of Sanskrit in the Indian school curriculum**
  - **Role of language in education**
  - **The need for perfection in the language skills**
  - **Statement of the problem**
  - **Definition of key terms**
  - **Variables included in the study**
  - **Objectives of the study**
  - **Hypotheses**
  - **Procedure of the study**
  - **Scope and limitation of the study**
  - **Organisation of research report**
-

## INTRODUCTION

Education aims at the harmonious development of individual's potentialities. Along with the potentialities, only if proper environment is given, each individual will blossom into full-fledged human beings. Education is a mighty instrument in this respect. Another one is to foster in him those interests and abilities that will enable him to continue growth and learning experience in himself. Any system of education which is capable of developing the total personality and preparing every individual, irrespective of his caste or creed, his socio-economic status, to participate in the development of the society and the country, alone can be considered worthy in a democratic set up.

The main purpose of modern education is to enhance the various facts of the individual personality. Maximisation of educational performance of secondary school pupils the prime concern even today. But, it is a common observation that educators fail to achieve this objective up to the desired extent. Learning should be understood in a broad sense as the reception, and mental adaptation of impression, information and experience in leading to an extension, deeping and change of knowledge, concepts, attitudes and behaviour of the learner.

Education rests upon the assumption that the application of knowledge leads to productive problem solving and effective living. Mutual understanding and co-operation have a vital role in learning process. Mutual co-operation is the best way to build human interaction. Education needs to focus upon the attitudes, values and believes that promote humane interaction and the skill and capacities needed for building and maintaining humanizing relationship.

The world is becoming more competitive the progress, welfare and security of the nation depend critically on a rapid, planned and sustained growth in the quality and extend of education. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as a high level as possible. This desire for a high level of achievement puts a lot of pressures on students, teachers, and school administration and in general the education system itself. In fact it appears as if the whole system of education reveals round. The academic achievement of students though various other outcomes are also expected from the system.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Language is a multi purpose instrument. Its chief functions are communication, thinking and recording. Every creature in the world has its own language. Man, the wisest creature in the world develops his language

according to his own needs and surroundings. Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols are in the first instance auditory and they are produced by the organ is speech without language human co-operation would be impossible and it is this function of language that has made it so crucial and important. It is an immensely ancient heritage of the human race and is also the medium of expression of the inner feelings and reactions in terms of thoughts of a person. For a fuller development of a child, his language development is the most essential component of his education. Teaching of languages has recently become an area of controversies among educationists teachers and psychologists.

The importance of the role of language is the learning process cannot be minimised. Language place a key role in verifying a vast and complex nation and in providing individuals without lets for developing diverse skills and abilities. Major part of the child's learning at home, in the neighbourhood, in school and from the mass media depends on language which indeed is the basis of all social communication.

Every normal human being is a member of a social group, some times of more than one; and every human being depends, in all the social activities on the use of language. Language then is not only an element of culture itself, it is the basis for all cultural activities, and therefore the most accessible and

the most recording due to the characteristic features of any contemporary social life.

### THE ROLE OF SANSKRIT IN THE INDIAN SCHOOL CURRICULUM

Sanskrit is a language of civilization. As classical language is par excellent to other language of both Indian and other parts of Asia. As a language of civilization, it is considered perhaps more effective than other language of civilization such as Greek, Chinees, and Latin. Sanskrit is the language in which the Vedas, Upanishads, the epics, Ramayana and Mahabharatha, were written Sen has observed, "Sanskrit is a language amazingly rich, efflorescent full of luxuriant growth of all kinds, and yet precise and strictly keeping within the framework of grammar which panini laid down two thousand six hundred years ago."

Sanskrit language is said to be originated from Lord Siva, at the time at this *thandava* performance, *Deva Bhasha*, *Amaravani Geervanabhasha* are the other names attributed to Sanskrit. *Panini* the great wrote '*Ashtadyai*' the greatest work of grammar and it arranged the language more and more gracefully. No other language has such a grammatical work as that of Sanskrit. It becomes more and more systematical.

The ancient scriptures at Vedic and Puranic love are composed in this language. Varadachari (1960) explained the term as "the word Sanskritha, as

applied to this language became perfected, refined and polished." Sanskrit is eulogised as the Gods "*Samskritam Nama devoak Annuvakyatha Maharshiribi*" (Dandin 1976). Satyakama Varma (1981) The Vedas are deemed to be the eternal (*Nitya*) beginningless (*Anadi*) and not made by man (*Apuraseya*). There are supplementary science of vedas known as *Vedangas* (*Siksha, Kalpam, Vyakaranam, Nirukatham Jhothisham, and Chandus*).

Sanskrit has many peculiarities. The dual number which does not exist in Malayalam or in modern Indian languages is new thing to pupils. The copious vocabulary, abundance of affixes, large number of declensions and large variety of conjugational forms make the study of Sanskrit difficult. The knowledge of *Sandhi* rules is necessary even at preliminary stages. The subject verb concord (in number and person) and noun adjective concord (in Gender, number and cases) are other peculiarities when compared to Malayalam.

Sanskrit is being taught as the optional first language under Part I in general schools, Part I and Part II in Sanskrit schools. The study of Sanskrit begins from Standard V. A knowledge of Sanskrit with some elements of grammar is expected from the pupils of the Secondary Schools. There is a controversy about learning Sanskrit with the framework of the three-language formula. Each Indian Language has a component of Sanskrit in it. If the similarities are exploited, then Sanskrit could form part of mother

tongue of the school stage. If Sanskrit is made a compulsory component of ancient Indian History and Culture, Indian Philosophy, Indian Archaeology, Indian Epigraphy and Indian Polity, then there will be greater motivation for studying Sanskrit of the school stage either as part of mother tongue study or as an optional subject.

The secondary school curriculum of Kerala prescribed only limited objectives of teaching Sanskrit, namely, to enable the students understand, speak, read and write limited but essential Sanskrit. The child should acquire all these four basic skills for efficient learning and adequate mastery over Sanskrit. It is to be stated that the standard of Sanskrit achievement of the pupils of Kerala is in an extremely pathetic state in spite of the limited objectives mentioned in the curriculum. Many reasons have been put forward by educational practitioners for this state of affairs which include instructional inefficiency, unsatisfactory evaluation system, lack of motivation on the part of students to learn classical language, inadequate use of instructional and audio-visual aids, and poor family background. The investigator attempted to study the common errors committed by high school pupils in Sanskrit.

The University Education Commission (1948-49) indicated the place of Sanskrit in the scheme of general education in secondary schools and colleges. The Commission specially refers to the knowledge of vedic music

to be derived from the study of same veda, stressed the importance of Sanskrit works which embody the element of morality and has also accepted the fact that Sanskrit was the 'Lingua franca' for the world of learning in Ancient India.

The Secondary Education Commission (1952) has noted the importance of Sanskrit as a classical language and felt the need of encouraging it. The Commission says: "To the bulk of Indian Sanskrit which is the mother of most Indian languages has always appealed both from the cultural and religious point of view. There is a great deal to be said in favour of the view that the study of the language should be given every encouragement possible."

An important step taken by the Government of India for the improvement of Sanskrit Education, after independence, was the appointment of Sanskrit Commission (1956-57) with Chatterjee as the Chairman to Survey the existing facilities for Sanskrit Education and to make proposals for promoting the study of Sanskrit. Sanskrit Commission (1956-57) after having a thorough survey in the field and considering the influence of Sanskrit in various branches of knowledge presented its views in chapter IV at its report under the heading "Sanskrit and aspirations of independent India" and emphasised the special claim of Sanskrit.

The recommendations of the Commission, many of which have been implemented, have certainly resulted in the stabilisation of studies all over our country. Many steps have been adopted by state and central Governments to popularise the language in including the grant of scholarships to Sanskrit students and introduction of facilities for Sanskrit studies at school and college levels, provision of research facilities, etc.

The Education Commission (1964-66) emphasised the importance of the study of classical language and the special claim that Sanskrit has on the national system of education but they strongly disagreed with the proposal of including any classical language in the three language formula. They also strongly disagreed with the idea of Sanskrit Universities.

The resolution of National Policy (1968) issued by the Government of India on the 1964-66 Commission report however stressed the importance of Sanskrit for the study of modern Indian languages, Ancient Indian History, Indology and Indian Philosophy, etc., also considering its contribution to the cultural unity of the country. The policy suggested to provide facilities for the teaching of Sanskrit in school and university stages. Wherever such knowledge is useful the policy also suggested for the development of new methods in teaching Sanskrit.

The Committee of Enquiry (1973) into the problems of Sanskrit Education in Schools of Kerala in 1973 headed by N.V. Krishna Variar

examined the issue and submitted its recommendations, in its report consisting of six papers. The committee was of the view that Sanskrit is facing a lot in the state and hence they suggested various administrative and academic steps to be taken by the Government for the encouragement of Sanskrit Education. The important recommendations of the committee are:

- i) A state level special officer not below the rank of District Educational Officer should be appointed in the State Institute of Education.
- ii) Sanskrit Inspectors not below the rank of High School Headmasters should be appointed in each revenue district for the effective supervision and guidance of Sanskrit.
- iii) Posts of Sanskrit teachers should be sanctioned in all upper primary and secondary schools irrespective of the number of students offering Sanskrit. The Kerala Education Act and rules should also be amended for this purpose.
- iv) Sanskrit Seminars and Conferences should be organised by the Education Department.
- v) The State Institute of Education may take steps to publish a Sanskrit journal of Academic value for the use of the students.
- vi) Sanskrit teachers of upper primary schools also should be trained teachers.

- vii) Questions for twenty five per cent of marks for the Sanskrit paper should be answered in Sanskrit and the remaining questions may be allowed to write in Malayalam or regional language.
- viii) Text Books in Sanskrit should be prepared more carefully.

The report of the All India Conference on Problems of Sanskrit Education in Non-Hindi speaking states (1984) held at Nagapur in august 1982 is a very important document with regard to researches in Sanskrit Education with regard to its declaration.

#### **ROLE OF LANGUAGE IN EDUCATION**

Language, which may be defined here as a system of vocal signs, is the most important sign system of human society. Its foundation is, of course in the intrinsic capacity of the human organism for vocal expressivity, but we can begin to speak of language only when vocal expressions have become capable of detachment from the immediate 'here and now' of subjective states. The importance of the role of language in the learning process cannot be minimised. language plays a key role in unifying a vast and complex nation and in providing individuals without lets for developing diverse skills and abilities. Major part of the child's learning at home, in the neighbourhood, in school and from the mass media depends on language which indeed is the basis of all social communication. The acquisition of

words is essential for absorption and concept formation and in fact for almost all higher learning and mental processes such as thinking, planning, reasoning, listening, remembering and judging. The development of language approximates the development of intelligence and is usually regarded as one of the best indices for evaluating intellectual growth and development. Language concepts and symbols play an important role in both cognitive and conative development, all age levels.

### ***LANGUAGE EDUCATION***

Language education has a centrality in the educational process, more so in a multilingual society. Language as a medium and language as a subject not only exposes the learner to a plurality of structures and to a variety of points of view to perceive a single phenomenon, but also creates competence for the exploration of the different fields of knowledge.

### ***THE NEED FOR PERFECTION IN THE LANGUAGE SKILLS***

Language is the manifestations of man's attempt to verbalize his sensations, feelings and thoughts. It includes all forms of human interaction in which a person is influenced by another language. It is the medium through which much of his intellectual, social and emotional development occurs and a mature personality structure is achieved. Communication is the very objective of speech. Language is primarily a tool for communication and

as such has to be mastered for functioning meaning fully and effectively in society. Language is a multipurpose instrument. Its chief functions are communication, thinking and recording.

Language makes pervasive contributions to the basic educational goals. Language enables children to learn about their world. As they develop communication skills and learn language skills, they utilize the structure of language to understand and express ideas and formulate hypothesis, prepositions and so on. Self realization of an individual is achieved gradually as receptive language skills provide children with information and as they develop expressive use of language that extends beyond social or utilitarian exchange to various models of creative expression on human relationship are enhanced as knowledge of one's own culture is acquired in large measure through language.

Competency in language is also basic to the development of economic competency. In addition to later acquisition of technical vocabulary related to different tasks or industries civic responsibility requires skills. This is true with communication also. All the language skills are interrelated. Listening, speaking, reading and writing are the basic language skills. The automatic process of listening can perhaps best be compared with some of the other functions of human beings. Both reading and listening require the learner to have readiness for accomplishment.

Speech distinguishes man from animals. Speech is impossible without the power of thought. Speaking is the necessary ground work for every other stage of learning. The first language is learnt through speech.

Writing is one of the most important skills in learning a Language. When children start reading, they read what they can already speak, similarly when they start writing they write only what they can read. It is evident that the mind of an individual plays round what has been taught in listening, speaking and reading. So the perfection of the four language skills are necessary for the correct use of language which in turn makes a person competent in social interaction as well as in one's own thought process.

## **STATEMENT OF THE PROBLEM**

The study is entitled as "A DIAGNOSTIC STUDY OF ERRORS IN WRITTEN SANSKRIT OF SECONDARY SCHOOL PUPILS."

## **DEFINITION OF KEY TERMS**

### **1. Diagnosis**

Diagnosis as (i) the procedure by which the nature of a disorder, whether physical, mental or social is determined by discriminating study of the history of the disorder and of the symptoms present. (ii) Determination of the characteristics and problems of individual students being consoled, not restricted to the pathological disorder or problem cases. (iii) Educational

diagnosis has been defined as the determination of the nature of learning difficulties and deficiencies (Carter 1945).

Bruckmer (1954) defined educational diagnosis related to the technique by which one discovers and evaluates both strength and weaknesses of the individuals as a basis for more effective guidance. Diagnosis is a logical process based on a consideration of all the available data concerning a particular individual or group of individual. In the present study 'Diagnosis' denotes the identification of errors in written Sanskrit among secondary school pupils.

## **2. Error**

Error in language is departure from any accepted usage of practice in language as decided by the usage of practice of educated native speakers. In the present study 'error' denotes the errors committed by the secondary school pupils in their written Sanskrit.

## **3. Written Sanskrit**

Written Sanskrit refers to the use of Sanskrit language in the written form used by a person for specific communicative purpose applying the accepted structure, lexical items and grammar of the language. In the present study this term denotes all the written form of learning materials prepared by the secondary school pupils in Sanskrit.

#### **4. Secondary School Pupils**

Secondary school pupils are the pupils who are studying in high school classes of any school recognised by the Government of Kerala.

#### **VARIABLES INCLUDED IN THE STUDY**

The study envisages arriving of cause-effect relations leading to meaningful understanding of the linguistic skills expressed by pupils. Hence the investigator had to think of independent and dependent variables.

##### **A. Dependent Variable**

The dependent variable is the errors in the written Sanskrit of secondary school pupils. In this study twenty grammatical sub skills listed below have been taken to represent performance of the pupils in written Sanskrit.

1. Orthography
2. Numerals
3. Plural Numbers
4. Conjugation
5. Case
6. Prefix
7. Difference of meaning

8. Synonyms
9. Tense
10. Compound
11. Conjunction
12. Homonyms
13. Declension
14. Opposite
15. Gender
16. Change of voice
17. Word meaning
18. Identifying Indeclinables
19. Pronouns
20. Translation.

## **B. Independent Variable**

The following variables are taken as independent variables

1. Gender
2. Locale
3. Type of the management
4. Socio Economic Status

## OBJECTIVE OF THE STUDY

The following are the major objectives of the study.

1. To identify the major errors in written Sanskrit in the selected 20 sub skills among secondary school pupils.
2. To classify the errors into major functional grammatical sub skills.
3. To determine whether significant group difference exists based on their Gender, Locale and Type of management, when there compared with respect to the percentage incidence of errors in the selected 20 sub skills selected for the study.
4. To determine whether there exists significant difference, if the students are divided into three levels (High, Average and Low) of SES and compared in pairs with respect to the percentage of incidence of errors in the selected 20 sub skills selected for the study.
5. To determine whether significant group difference exists based on their Gender, Locale and Type of management when there compared with respect to the mean difference of errors in the 20 sub skills selected for the study.
6. To determine whether significant group difference, if the students are divided into three levels (High, Average and Low) of SES and compared with respect to the mean difference of errors in the 20 sub skills selected for the study.

7. To determine the sources and causes of errors identified.
8. To suggest corrective and remedial programme.

## **HYPOTHESES**

The following hypotheses were formulated:

1. If the students are divided into two groups based on their Gender (Girls and Boys) and compared with respect to the percentage of incidence of errors in the 20 sub skills the two groups will show significant difference.
2. If the students are divided into two groups based upon their locale (Rural and Urban) and compared with respect to percentage of incidence of errors in the 20 sub skills the two groups will show significant difference.
3. If the students are divided into two groups based upon their type of management (Private and Government) and compared with respect to the percentage of the incidence of errors in the 20 sub skills the two groups will show significant difference.
4. If the students are divided into three levels (High, Average and Low) of SES and compared in pairs with respect to the percentage of incidence of errors in the 20 sub skills in each of the three pairs will show significant difference.
5. If the students are divided into two groups based upon their Gender (Girls and Boys) and compared with respect to the mean error scores in

each of the 20 sub skills each of the two pairs will show significant differences

6. If the student are divided into two groups based upon their locale (Rural and Urban) and compared with respect to the mean error scores in each of the 20 sub skills each of the two pairs will show significant difference.
7. If the students are divided into two groups based upon their type of management (Private and Government) and compared with respect to the mean error scores in each of the 20 sub skills each of the two pairs will show significant difference.
8. If the students are divided into three levels (High, Average and Low) of SES and compared in pairs with respect of the mean error scores in each of the 20 sub skills, each of the three pairs will show significant difference.

## **PROCEDURES OF THE STUDY**

### **Sample**

A sample of 800 pupils were selected from the secondary school pupils of Kerala using proportionate stratified method. The sample thus selected was subdivided into subgroups.

1. Gender
2. Locale

3. Type of the management
4. Socio Economic Status

### **SCOPE AND LIMITATIONS OF THE STUDY**

The scope of the present study is confined to the diagnosis of errors by the IX standard pupils in their written Sanskrit expression. The errors are classified into 20 functional grammatical sub skills which belong to the broad areas of syntax and mechanics of writing. The investigator has drawn 800 subjects from various schools in Kerala for the present study.

The nature of the diagnosis adopted for the study is group diagnosis. Specific individual diagnosis is not included in its scope as the objective is to arrive at Causal factors of the errors and suggest remedial measures generally applicable to group rather than to individual.

Written Sanskrit had been analysed into various areas concerning language skills. Each area maybe considered to represent a sub skill which is required for making correct expression through written language. 20 sub skills have been identified and included in the study. It is claimed that all the relevant aspects of language expression in which errors are usually committed have been included. Hence the study could be considered to be comprehensive from the point of view of coverage of language aspects.

The sample taken for the study is limited to the IX standard pupils of Kerala and more over Sanskrit learners are comparably low with other subjects. More accurate result would have been obtained had the study extended its scope to more subjects and more districts. Had the test included more major areas or more items, the result would have been more comprehensive.

## **ORGANISATION OF RESEARCH REPORT**

The present report is organised in five chapters.

### **Chapter I INTRODUCTION**

- Need and significance of the study
- Role of Sanskrit in the Indian school curriculum
- Role of language in education
- The need for perfection in the language skills
- Statement of the problem
- Definition of key terms
- Variables included in the study
- Objectives of the study
- Hypotheses
- Procedure of the study
- Scope and limitation of the study
- Organisation of research report

### **Chapter II REVIEW OF RELATED LITERATURE**

### Chapter III METHODOLOGY

Variables included in the study

Tools used to collect data required for the study

Sample selected

Data collection procedure

Statistical techniques used

### Chapter IV ANALYSIS

The classification and tabulation, analysis and interpretation of the data

### Chapter V CONCLUSIONS AND SUGGESTIONS

The study in retrospect

Objectives of the study

Hypotheses

Methodology

Conclusions

Tenability of the hypotheses

Suggestions for implementation

Suggestions for further research

**CHAPTER - II**

*REVIEW OF RELATED LITERATURE*

## REVIEW OF RELATED LITERATURE

The main purpose of the present study, as pointed out in earlier contexts, is a diagnostic study of errors in written Sanskrit of Secondary School pupils. The choice of variables and procedures of the study decided on the basis of an extensive survey of research studies in the area. A wide variety of students which have either direct or indirect bearing on the major theme came to be reviewed. This chapter presents a survey of the important related studies.

A diagnostic test was administered to 387 first year B.A. students drawn from 8 colleges by Sharma (1920) with a view to analysing the errors in the area of morphology and syntax in English. A total number of 11,356 errors were collected this multidimensional and multifaceted programme aimed at evolving suitable and effective strategy and remedial teaching on the basis of the diagnosis, errors were detected, classified and tabulated. The investigator has probed into differentiation, over differentiation, ignorance translation, etc. He has made pedagogic generalisation indicating remediation.

A statistical study of children's errors in sentence structure carried out by Pressy (1925) by examining papers written by pupils in grade VII to XII

revealed that the highest percentage 33% of the errors occurred in writing strongly sentences. The second and third in percentage were fragments used as sentences and pronouns used with no antecedents.

Layman (1929) has reported the summary of his investigation on pupils difficulties in English. It revealed that agreement between subject and verb, confusion of the past and present tense use of wrong tense form etc. are the areas of difficulties felt by the pupil.

Bruckner (1931) suggest three types of diagnosis. They are general diagnosis, analytical diagnosis and psychological diagnosis. General diagnosis can be used to secure general information regarding the educational status of a pupil or of a class comparison between classes can be made and weak spots can be located. The purpose of analytical diagnosis is to determine the specific phases of such fields as reading, arithmetic writing and language in which the pupil is deficient. As analytical diagnosis does not reveal the causes of faults, psychological diagnosis is used, to discover the ways of the pupils difficulties.

The study carried out by Nair (1936) in Brimingham on the nature of the spelling mistakes the native children made was applied on similar times to the children of model higher school, Thiruvananthapuram to make a comparison between English and Indian children in making spelling errors. The spelling mistakes were enumerated and classified and compared with

those of the group studied in England. He found that there was nobody who made no mistake.

Hildreth (1947) says "beginning in spelling must be recognised even when the spelling is not precisely correct 'modv' for 'moved', 'aple' for 'apple', 'dol' for 'dols'. These errors are not as serious when young children make them on the random spelling of these words would be.

Srivastava (1957) collected 1,500 mistakes in English usage made by L.T. students in essays written by them in a selection test. All the testees were graduates of whom 11 were post-graduates and 24 graduates in English. The investigator's aim was to suggest improvement of the standard of English of the student teacher. The broad classification of errors were (a) mistakes in structures, and b) mechanical in accuracies-mistakes in structures consisted of non-English constructions, wrong word order, mistakes in pattern, wrong use of words etc. Mechanical in accuracies consisted of errors in punctuation, spelling, capitalization articles, tense, preposition, etc. The study revealed that about 25 per cent of the mistakes consisted of what errors were vaguely termed as grammatical mistakes. They included mistakes of patterns, word order number tenses etc. Error in spelling was of the highest percentage. Next cause the mistakes in punctuation.

Lado (1957) linguistics across cultures stressed the need for contrasting the structures of mother tongue and the foreign language to facilitate

the teaching and learning of foreign language. The need for contrasting the similarities and dissimilarities in the structure at foreign language and mother tongue of learners give birth to the technique of Contrastive Analysis (C.A.)

According to Washurn (1959) there exists significant relationship between academic success and socio economic status. In his opinion differential socio economic status implies differential cultural opportunities and there are the factors of performance in the classroom.

Curry (1961) analysed the effect of socio economic status of 366 sixth grades he found that SES has no significant effect on the achievement of intellectually able pupils. But the socio-economic factors affected the achievement of medium and low ability pupils when compared to the upper socio economic group.

Lado (1961) according to students who came into contact with foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to this native Language will be simple for him and those elements that are different will be difficult.

Bhasker (1962) reported on investigation carried out by him into the common errors made by students who secured second class marks of the P.U.C. Examination. A total number of 154 answer scripts were examined in

the five areas of investigation. They were verb forms reported speech, articles, prepositions and spellings mistakes made in different categories of each area were collected.

Oswalf (1962) studied that effect of proof reading for spelling errors on the spelling achievement of fifth grade pupils. Boys in the fifth grade with IQ scores of 110 and below showed improvement in spelling with proof reading instruction. Girls were significantly better than boys in recognising misspelled words and correctly reproducing words recognised as misspelled.

Plessas (1963) studied children errors in spelling homonyms and found that (a) certain homonyms were hard to spell through out grades 3 to 6, (b) the majority of errors involved substitution of wrong homonyms, (c) the percentage of error in homonyms substitution varied greatly within the grade and among grades, with no regular pattern of errors found, and (d) error did not show uniform decrease from the lower to upper grades.

Saha (1963) made another study in the field. He makes quantitative and qualitative study of the errors in 92 answer scripts of English paper I of the higher secondary examination, in Delhi. The analysis revealed that errors of grammatical structures were predominantly pronounced in these pupils writings with spelling errors. Coming next in frequency, that is 45 per cent and 27 per cent of the total errors respectively. Lexical errors and misuse of

usage of idioms had a third place. The errors of grammatical structures were further split up into sub heads and the analysis showed that verbal errors loomed the largest in the areas of mistakes with errors in the use of article coming next in frequency percentage respectively. Thus investigator has put forth a new suggestion for reducing the errors.

Varma (1964) studied the correlates of secondary school failures and revealed that the successful students had better socio economic background.

Srivastava (1966) reported on his study of mistakes occurring in about 3000 English answer scripts of students who appeared of the intermediate examination in Uttar Pradesh from 1954 to 1957 and from 1962 to 1964. He classified the errors into two broad categories such as (a) expression and (b) mechanics. He included errors in word formation, vocabulary preposition, articles, concord, verb forms, word order, etc. in the category of expression. The category of mechanics included morphology, capitalisation, punctuation and spelling. He has collected specimen of errors falling under each. He hoped that broad based representative collection of a classified mistakes in a region would be a great help in devising a regional syllabus in English.

Vora (1966) studied by with a view to investigating into the nature and extent of pupils in mistakes in written expression and the sources of submistakes. A comparative study of the errors made by pupils of urban and rural areas was made by him. Suggestions for remediation of errors was

also included in the scope of the study the area of investigation was confirmed to syntactic mistakes. Types of errors in each area were located and specific varieties of errors were listed. His study proved that pupils did not seem to have an adequate grip over the fundamental system of the language like the place of an adjective an adverb or a preposition in the sentence. Examining the source errors he found that a number of mistakes reflected carelessness and indifference on the part of the pupils and the interference from the mother tongue.

Curry (1968) studied the effect of socio economic status on the scholastic achievement of sixth grade children. He reported that children with above average intellectual ability usually overcome the effects of a deprived home environment. For students with lower intellectual ability, the deprived social and economic conditions of the home tend to reduce scholastic achievement.

Dwivedi (1968) pointed out that development of study of Sanskrit in Madhyapradesh (1901 to 1962). The main findings are (i) more than 34 per cent Sanskrit schools were own by the public, another 31.65 per cent by the government, the rest were supported by scholars, rich people, religious organisation, etc. (ii) Between 1901 to 1962 there were 278 Sanskrit schools and colleges, 2 Ayurveda institutions and 3 Astrological schools, (iii) many of these institutions were single teacher schools, (iv) The teacher in the Sanskrit

institutions had a consisted history of being paid low salary as compared to other teachers, (v) in the absence of provision for training teachers in the Sanskrit Schools and colleges remained untrained (vi) most institutions either did not have a library or had poor one teachers and students sat on the floor (vii) The major problems faced in the spread of education were lack of encouragement and information about it restricting the popularity of Sanskrit Education and lack of provision of education in difference of the government towards Sanskrit education and lack of provision of education in religion and religious except in Jain institutions.

Mishra (1969) in "A study of the problems and difficulties of Sanskrit, English and Hindi language teaching of secondary stage, founded that, 1) Ninety percent teachers experienced difficulty of explanation in prose-teaching more than seventy five percent teachers and translation method, 2) very few teachers gave practice of carried pronunciation, 3) Majority of teachers did not find time for correlation of translation work due to heavy work load.

In Sweden, Ebel (1970) conducted a number of tests were devised to examine the factors related to handwriting performance. eg: Hand movement, word imagery, memory, laterality and personality. A tentative conclusion was that the person who cannot speak clearly also have ready and writing difficulties, the implication being that training phonetics would be useful.

Panda (1970) observed higher level of linguistic development for rich socio-economic status than poor socio-economics status.

Banarji (1972) in his study "a comparative study of students in basic and non basic school in respect of their scholastic achievement and some aspects of personality development" reveals that basic schools are superior to non-basic school students in their achievement in mother tongue and speed of writing.

Marymarwein Martha (1972) conducted a study of the CIEFL Hyderabad the subjects were the Khasi speaking learning learners of English. The investigator observed that the chief sources of errors were the mother tongue influence and intra lingual influences. It was noticed that students with rural background committed a large number of errors. The largest number of errors (16.30 per cent) belonged to the category of inappropriate use of semantically related textical items. The errors with second highest frequency were errors in the use of preposition. Errors describable in terms of the tense, inflections of verb, inflections of nouns, and concord between the head word and its modifier constituted very high percentage. Errors in the use of articles come to 4.3 per cent only.

Hammerly (1973) indicated that isolation of errors and differentiation is the only way to make sure that the student will know where his mistake is, that he is likely to hear it, and he will know how he is expected to pronounce

the given segment instead. Hammerly suggested to establish a hierarchy or corrections in relation to pronunciation errors.

McMenemy (1973) classify diagnosis into three levels survey, specific and intensive diagnosis. It is by survey level diagnosis that the teacher attempts to examine the levels of performance of all his pupils in order to evaluate the success of the development teaching programme determine areas in which the whole class or certain group need corrective instruction and locate pupils who appear to be disabled learners and need more specific diagnosis. It is a kind of group diagnosis. The second is specific level diagnosis. It is individual diagnosis. At this level the tentative diagnosis of learning disability is thoroughly checked out and performance in the area or areas or difficulty is carefully examined for strength and weakness. The third is intensive level diagnosis which is reserved for those learning disability cases that are usually severe and complicated that tend to impede learning even when well planned remedial help is given. These three levels are not independent of one another, one the other hand one leads logically into the next.

An analysis of errors in the composition of Hindi speaking 1st year B.A. students aged 17, was made by Bhatia (1974). The subjects were divided into below average and average categories. Free composition on various topics on which pupils required no special knowledge were used as tools of

collecting data. One of the aims was to examine the contribution at error analysis to remedial teaching. Eight categories of errors were examined and the error count is calculated in terms of statistical significance by matching it against the total number of occurrence of each item. In the first category of mechanic errors in a) verb form and tense sequence, b) articles, c) agreement and d) preparation were ranked in the descending order of percentage. In the second category of organisation on errors in a) originality b) adequate development, c) clarity, d) relevance ranked in the order of percentage. Remedial measures were suggested considering the percentage as an important factor. In determining remedial drills. Drills based on repetition, substitution and transformation have been suggested to remedy deficiencies in mechanic category.

A study of the common language difficulties in English of Secondary school children of classes VIII, IX and X of Kerala was carried out by Nair (1974) with objects of finding out causes to the difficulties and suggesting methods to prevent and correct them, pupils of free composition on the subject our country were collected. Errors in different areas of English usage which were found in pupils composition with a high percentage of frequency were classified as common language difficulties. The errors were classified into difficulties in 1) structure and patterns, 2) in the area of verb and advert patterns, 3) regarding vocabulary, 4) spelling and 5), punctuation. The analysis revealed that more than 60 per cent errors occurred in the

grammatical structure. In the area about 25 per cent of errors were in the use of articles, 15 per cent in the use of preposition and 26 per cent were in spelling. The causes of the errors were found to be the influence of the mother tongue and pupils inability to understand the functions of the standard items.

An analysis of errors occurring in the answer scripts of pupils of the higher secondary level both qualitatively and quantitatively was by Dave and Saha (1974). The objectives were 1) to locate the common errors in English and 2) to suggest remedial treatment for the sake of convenience. The areas of investigation were restricted to errors of grammatical structures errors of punctuations, and errors of spelling. It was concluded that errors of grammatical structures were predominantly pronounced in these pupils writings, with spelling errors next coming in frequency. Lexical errors and misuse of usage and idioms found the third place. The made suggestions to reduce the number of errors.

Study of Sivadasan (1975) has shown that there is significant difference at 0.01 level between high and low socio economic groups in certain language skills he studies, viz. Listening, Speaking, Reading and Writing. He also showed that there is high correlation between socio economic status and writing skills of children.

Chadessy Mohansen (1976) conducted a pilot study of errors carried out by analyzing 25 written assignments of the students learning English at Pahlevi University in Iran. He believed that a true error analysis would reveal the systematic errors which would bring out the studies used by a student, learning a foreign language. His investigation proved that errors in morphology construction and articles ranked higher than errors in other areas.

Parasher (1977) undertook a study to identify some of the errors made by a group of hundred first year students of Madhya Pradesh in the selected area of English grammar and lexis to describe them in linguistic terms to explain their sources, and to suggest what rules of grammar and usage should be mastered by the learners to overcome some of their errors. A total of 216 errors were recorded in the omission of one or more of major constituents. 178 violation of subject verb form of pattern, errors in the use of auxiliary, tense, errors in tense usage etc were ranked according to their relative frequency. It was observed that certain areas of grammar such as verb forms and patterns tense usage showed a large number of errors than other areas. The errors were found to be systematic. The analysis of probable sources of errors given an insight into some of the process and strategies adopted by the learners. These strategies were observed to be over generalization, analogy, incomplete, application of rules, ignorance of rules

and restriction, negative transfer from mother tongue and hypothesizing false concepts.

Jain (1978) conducted a study findings, 1) reinforced correlation technique was more effective than individual correction technique in remedial teaching, 2) reinforced correction techniques was more effective than large group correction technique in remedial teaching, and 3) large group correction technique and individual correction techniques were equally effective remedial teaching.

As a result of the study conducted on the Punjab speaking learners of English, Pakshi (1978) concluded that in error analysis inter language is an broader theory as it is the only hypothesis which can account for inter lingual and developmental errors, it was observed that the students over generalised the rules of English syntax owing to interlingual and intralingual inference apart from grammatical errors the students also made errors in expressing the pragmatic notion of time, place, direction etc. It was also noted that students employed the studying of simplification and the process of back sliding.

Agnihotri (1979) found that there was significant difference in the language of infants hailing from various social class. The infants of upper middle class used more words, more nouns, adjectives, adverb, verb and longer sentences. He also found that the infants of a upper class and upper

middle class more specific expressions and context expressions than the infants of middle class. There was significant difference in the language of boys and girls. Girls used more nouns, adjectives and adverbs. There was no difference in the language of infants of different birth orders.

Pal (1982) has reported the results of psycholinguistic experiment carried out to teach remedial English to a class of 37 college students from Telugu medium class in Hyderabad. The known areas of weakness for the students of English foreign language were taken. The areas were 1) simple present/present progressive, 2) present perfect/simple past, 3) simple past/past perfect. The class was divided into two groups for a diagnostic test and they were taught separately by deductive approach and inductive approach. As the performance of the two groups was measured, it was found that the group taught by deductive method performed better at the end. Results were in favour of deductive method and it was proved superior to inductive method. It was found effective in reducing errors.

Ammal (1982) has concluded that the major areas of difficulty were in conjuncts and in letters having similar shapes. Less mistakes were made in vowels, soft sounds and two letter words. She also found that pronunciation and spelling errors were related pupils' sound if difficult to differentiate between kharas and athikaras.

Kathardekher (1982) in his study 'a study of basic vocabulary of students studying in standard VII' has drawn the following, pupils learnt about 48 per cent of words from the language book, as frequency increased, the number of words, in that particular frequency decreased, word from Sanskrit was the largest number.

Best (1983) said that, error analysis can bring to light in difficulties as well as the present level of performance. And it also helps to compare two or more individuals or groups.

Elsyamma (1983) conducted a study about the effect of socio economic status of pupils on achievement in Malayalam at the secondary school level and reveals that there was significant and positive relationship between achievement in Malayalam socio economic status.

Another study conducted by Mohammed (1983) found that proportion of errors in the written English at an unselected sample of pre-degree pupils are significantly influenced by the following three categories of variables, (1) Institutional variable, (2) Educational variable and (3) Personal variable. It is also found that the proportion of errors in the written English of an unselected sample of pre-degree students will have negative correlation with: (1) English language achievement (2) Intelligence (3) Socio Economic status, (4) Domestic facilities in learning English

Best (1986) has pointed out that error analysis through achievement tests can bring to light the limitations in abilities as well as the present level of performance since it can compare the achievement of two or more individual or groups of the same time under ideal conditions and measure the best performance of which individuals are capable though. It is widely believed that setting and making a piece of written work is less scientific and less sophisticated.

Ramani (1987) in her diagnostic study of errors in written Hindi for University entrants found that maximum percentage of errors was in translation. Also the incidence of errors in respect of most of the structures was high.

Devaki (1988) carried out a study of analysis of errors in written Sanskrit. She found that incidence of errors is high in all areas for the total sample and sub samples. Generally boys from government schools and rural areas had very high percentage in errors.

Premalatha (1988) conducted a study of the errors committed by the written Hindi maximum percentage incidence of error was observed with respect to the structure namely voice (87.77%). The minimum error was seen in the case of spelling (24.79%).

A study of Kulu (1989) on some socio-familial correlates of basic language skills in the mother tongue of secondary school pupils of Kerala'

reveals that socio-economic status and its components, viz. Parental occupation level, parental educational level, parental income level, socio economic status, family and socio familial status are correlates of basic language skills.

Surendran (1989) conducted a study of problems of Sanskrit teaching in schools of Kerala, as viewed by teachers. He reported that parents and pupils show little interest in the study of Sanskrit. The importance of Sanskrit is not felt by the educationists authorities as well as by the public.

Vasudevan (1989) conducted a diagnostic study of errors committed by the upper primary students in written Hindi. He was found that the percentage of errors for boys ranged from 58.8 to 15.5 and that of girls majority of the categories selected for testing came under average seriousness of errors.

Kumaravel (1990) in his study on the effectiveness of computer assisted instruction, video assisted instruction in English learning found that the achievement of video assisted instruction group is better than computer assisted instruction and conventional instruction group.

Madhusoodanan (1991) conducted a study the critical ratio for the scores in the test of Sanskrit vocabulary used in Malayalam text of secondary school in rural and urban found to be 0.34, therefore, it can be concluded that

there is no significant difference between urban and rural subject, in the test of Sanskrit vocabulary.

Nandakumari (1991) found that out of the 29 sub skills included in the diagnostic test five pose very serious problem to pupils, eleven have been classified as serious and seven as average. The state of affairs is not tolerable especially in central schools where Hindi is supposed to have more importance than in other schools. Therefore teachers have to pay special attention to the areas according to the levels of seriousness varies and in tune with the peculiarity of the nature of the sub-skills valued. Since the degree of seriousness varies and the nature of language aspects involved also vary, learning experience also have to be different. In a study attempting of a general diagnosis leading to remedial instructions, one cannot suggest common procedures applicable to all students and all sub-skills.

Iyappan (1992) in his experimental study on the effectiveness of multimedia approach in teaching and learning English of higher secondary level XI standard in Coimbatore district identified that the multimedia approach is more effective than the traditional approach.

Mohammed (1992) carried out the diagnostic study of the errors committed by the secondary school students in written Arabic. The percentage of errors for the total sample ranged from 47.29 to 20.82. The percentage of errors in case of Thammeez is found to be the highest and in

scripts the lowest errors an exclamatory sentences and translation from Arabic are second and third respectively. The spelling was second from below in its incidence of error.

Restogi (1992) experimental study with 200 students of standard VIII drawn from seven schools of Garhwal region in U.P. to study the weakness as in mathematics as related to academic achievement considering the deficiencies due to lack of language ability, computational skills, understanding of certain concepts, use of proper symbols and the interest towards the subject. Some of the major findings were: 1) almost 90 percent of the pupils had made mistakes in sum involving the operation of zero, (2) failure to recall mathematical tables often consumed enough time and sometimes lead to wrong ensures and 3) it is observed that a gap has been created some where between the lower stage and higher stage.

Sethumadhavan (1993) carried out a study of errors in written Malayalam of IX standard pupils the percentage of errors is found to be the highest in 'Sandhi-Sanskrit' (Visarga) and in scripts the lowest the percentage of errors in 'opposite words' and in 'flatness' are found to be second and third respectively.

Narayanan (1995) conducted a study of errors committed by the pupils of standard VII in written Sanskrit. The percentage of errors is found to be the highest in Declension and lowest in synonyms.

Usha (1995) in her study of the problems of teaching Sanskrit as experienced by secondary school teachers in Trichur district found that 1) Sanskrit is not being taught in all the schools of this district. Among 299 schools only less than 25% of the schools offer Sanskrit an optional basis for the study, 2) Teacher are of opinion that their work load is very heavy, majority of the teachers had stated that they give literal work of pupils. They are in the habit of giving transcription work. Though transcription work is being given by all it is not seen corrected in all cases and 3), Majority of the teachers had stated that they experience difficulty in explaining the content of the lesson. When they are related Hindu mythology.

Viswanathan (1997) has conducted a study of the effect of Diagnostic Error learning strategy on the achievements of slow learners of standard IX in Mathematics. Out of the twelve topics selected "multiplication and division of polynomials" is the topic in which the incidence of errors is maximum for the samples studied again out of the twelve topics in six topics the total sample and sub samples showed a percentage of incidence of errors above 50. They are 1) multiplication and division of polynomials 2) more about identities, 3) irrational numbers and its properties, 4) trigonometric functions of particular angles, 5) dividing a line segment in the given ratio and the areas of similar triangles and 6) trigonometric ratios and their relations.

Manjula (1999) conducted a study of the difficulties in learning Sanskrit the secondary school students do not feel more difficulty on the basis of basic grammar. In learning Sanskrit, although the students feel difficulty in learning of indeclinables.

Hinkley, *et al.* (2001) examined the effect of school achievement motivation similarities and difference between non-traditional and near-traditional Navajo high school students in grades 9-12 (N = 829). The study concluded that Navajo High school students' Achievement goals play an important role in their academic excellence.

In a study, 23 disadvantaged and aboriginal post secondary students in Canada were interviewed by Sloane-Seale *et al.* (2001) on academic motivation, study barriers and supports, knowledge, skills and abilities and definitions of success. The result pointed that the students who encountered situational barriers were goal oriented and had a high need for Achievement.

Shyaba (2002) conducted a study out of 600 students, it is found that 5 per cent of the students having disabilities in their writing. Among them 2.5 per cent are following a wrong way of writing 1.5 per cent haven't got the motor co-ordination and the remaining 1 per cent are disabled in writing due to the lack of perception.

## CHAPTER - III

# *METHODOLOGY*

- 
- **Variables included in the study**
  - **Tools used to collect data required for the study**
  - **Sample selected**
  - **Data collection procedure**
  - **Statistical techniques used**
-

# METHODOLOGY

The methodology followed in the present study is given in this chapter. Methodological steps adopted in a research are of primary importance as they determine and characterize the nature of the investigation and justify the results obtained. The present chapter examines the following aspects of the methodology adopted.

- I. Variables included in the study
- II. Tools used to collect data required for the study.
- III. Sample selected
- IV. Data collection procedure
- V. Statistical techniques used.

## I. VARIABLES

The investigator has not been designed as an experimental study but at the same time aims at arriving meaningful relation in terms of causes leading to variety of errors in written Sanskrit. As such the variable included in the design have been classified as dependent and independent. These are described below:

**a) Dependent variable**

Dependent variable of the study is the errors in the written Sanskrit of secondary school pupils.

**b) Independent Variable**

The independent variables are those which may be considered to act as the causes for difficulty, incorrect use of the language. There may be awaiting factors contributing to the students committing errors. These may arise from conditions of institution, home environment as well as personal factors. A very large number of subtle variables associated with these areas can be thought of in a diagnostic study where individual cases are analysed. But this investigation is not intended to make individual diagnosis, but attempts at arriving at generalisation applicable to the population in general. Four independent variables have been considered within the purview of this limited scope. These are described below:

1. Gender
2. Locale of the school
3. Type of the management
4. Socio economic status.

**1. Gender**

There are evidences show that girls and boys manifest differences in the ability in use language. The studies conducted by National Foundation

for Educational Research in England and Wales (NFER) have proved that the attitude of girls towards foreign language learning is more than that of boys. Nishet and Welsh investigated achievement in French and found that the achievement of girls was consistently higher than that of boys. But Clove Burnstall observes that there are few studies which have supplied data on sex differences in achievement in foreign language learning because the samples used have been too small to split by sex. As the present investigation has adequate sample to split by sex, the difference in the proportion of errors made by the two subgroups based on sex, i.e. girls and boys can be studied. Hence the gender of the student has also been included among the independent variable.

## **2. Locale of the schools**

The schools are situated all over Kerala both in rural and urban areas. It is generally observed that the students study in urban schools are always in a better position than the students of the schools in the rural areas to acquire language skills as they are more exposed to Sanskrit and avail themselves of more academic facilities for learning Sanskrit language. Hence it is worth studying whether any influence of the variable locale of the schools exists on the proportion of errors made by the secondary effective practical remedial instructional step.

### **3. Type of the Management**

The schools are managed either by private agencies or by government. Very often the nature of the management influences the academic facilities and the total environment of the instruction. It is often observed that in the schools managed by the government the inadequacy of staff, essential facilities for curricular and extra curricular activities necessary equipment, etc. are actually felt with the result that seriously affects the teaching and learning effectively. But it is often found that schools managed by private agencies are efficient in providing a permanent body of adequate number of staff and other better academic facilities following the prescription laid down by the government. It was decided to study the influence of this independent variable on the proportion of errors for suggesting effective remedial measures.

### **4) Socio-Economic Status**

Students in secondary schools of Kerala generally belong to different strata of socio-economic status. Many investigators have established that socio economic status of the students has a direct influence on their academic standard. It is generally found that students belonging to low socio economic status have poor achievement in any school subject including language and hence commit high percentage of errors. This is because they do not get proper social background to support for their academic pursuits. Sanskrit

language also could be hypothesised to obey this general observation. It may be expected that students from high socio-economic status often achieve high and produce error free Sanskrit as they are guided by proper learning materials and environmental facility in learning the language. Special tutorial help, parental guidance, extra learning materials, etc. will add to the efficiency in this regard. Hence knowledge of the nature of the influence of the variable socio economic status on the proportion of errors and their relation were considered to be vital importance and as such the SES of the students has been taken up as one of the independent variables.

## **II. TOOLS USED TO COLLECT DATA REQUIRED FOR THE STUDY**

Tools used for the collection of data required for the present study are of two types. They are:

- a) Diagnostic Test
- b) General Data Sheet

### **a) Diagnostic Test**

The incorrect and imperfect linguistic performance in written Sanskrit is focussed in the present study. For this a suitable test is the primary requirement. Free composition has been used by many investigators for studying errors in written language. But it has been noted that pupils use the

error avoidance technique when they respond to a free composition test with the result that the investigators' objective of finding out their strengths and weaknesses is defected. Hence the investigator decided to administer a test, which would pin point pupils weakness in written Sanskrit. But a suitable valid and reliable diagnostic test was not available. Therefore the investigator himself had to construct and develop a diagnostic test specially designed for this purpose. The investigator has felt that a diagnostic test would make the testee perform all the basic skills in written Sanskrit and would enable him to identify and locate the areas of weakness of the subjects.

### *Planning the Test*

Ensuring the content validity of the test the investigator had to select those areas of basic skills in Sanskrit, which ought to have been mastered by the secondary school pupils in Class IX. This has been the primary problem in the construction of the diagnostic test. The testees to be made to confront with situations which demand expressions using the basic grammatical elements and structures. This was done with reference to the Sanskrit syllabi for secondary school especially for class IX. Besides this, a number of question papers in Sanskrit for class IX and a few books of grammar prescribed for the level were also referred to and some experts and teachers of Sanskrit were consulted. Moreover a few research reports which identified learning difficulties for the pupils of English, Hindi and Sanskrit

were also useful in planning the test. The following grammatical sub skills were selected.

1. Orthography
2. Numerals
3. Plural Numbers
4. Conjugation
5. Case
6. Prefix
7. Difference of meaning
8. Synonyms
9. Tense
10. Compound
11. Conjunction
12. Homonyms
13. Declension
14. Opposite
15. Gender
16. Change of voice
17. Word meaning
18. Identifying in declinables
19. Pronouns
20. Translation.

As each of these grammatical sub-skills could be further sub divided into a number of areas in which the skills developed by the learner could be tested, the investigator had to determine the most benevolent sub skills taking into account the standard expected of the testees. Each grammatical sub skills have relatively difficult and complicated aspects of construction and application of rules. Therefore only skill areas relevant to class IX of secondary school pupils of Kerala were included for item writing. As specific responses were to be obtained it was decided to give maximum objective type items. Sufficient number of items to test each sub skill were written selecting the appropriate items. The test was administered to a class of forty IX standard pupils of secondary schools try out. Finally the items were selected after a careful examination of the performance of the pupils. Items whose facility values were very high and very low were rejected, as they were either very easy or very difficult. The discrimination index of the items was also found to determine whether an item was to be retained or rejected. The facility value and the discrimination index of each items were found following the step and formulae adopted by Elizabeth Ingram (1970) a specialist in language testing. "The percentage of successful answers in relation to the total possible answers indicates the facility value of each item." The estimation of the discrimination value for each item was found using the formula:

$$E_1 - 3 = \frac{\text{Difference}}{n}$$

Where differences = for any item, the number of correct answers in the upper third minus the number of correct answer in the lower third, and

$$n = \frac{\text{Total N}}{3}$$

Items which were answered correctly by a very high percentage (90 per cent and above) were considered too easy and items which were answered correctly by a very low percentage (10 percent and below) of pupils were considered too difficult. Items with very low discrimination values (less than 0.2) were considered very difficult or easy for the particular group. Items thus selected were written in order and tried out a second time and satisfactory results were ensured. Thus final test with 200 items that test 20 different sub skills was adopted. Table 1 shows the details of the items included in the test.

Table 1

Details of the item in Grammatical  
sub skills finding selected for diagnostic testing

Sl. No.	Question Nos.	Grammatical sub skills	No. of items
1	I	Orthography	10
2	II	Numerals	10
3	III	Plural Numbers	10
4	IV	Conjugation	10
5	V	Case	10
6	VI	Prefix	10
7	VII	Difference of meaning	10
8	VIII	Synonyms	10
9	IX	Tense	10
10	X	Compound	10
11	XI	Conjunction	10
12	XII	Homonyms	10
13	XIII	Declension	10
14	XIV	Opposite	10
15	XV	Gender	10
16	XVI	Change of voice	10
17	XVII	Word meaning	10
18	XVIII	Identifying indeclinables	10
19	XIX	Pronouns	10
20	XX	Translation	10
		Total	200

### Reliability

The reliability of the test has been assessed using split-half method. The scores obtained for the odd numbered items of the test were corrected with the scores of the even numbered items. For a sample of standard IX pupils the co-efficient of reliability was established by Pearson's product moment coefficient of correlation method.

$$r = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{N \Sigma X^2 - (\Sigma X)^2} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2}}$$

The co-efficient reliability is .59 for the half test. The correlation co-efficient of the whole test was found by Spearman-Brown Formula:

Reliability of the whole test

$$r_{11} = \frac{2r^{1/2} \text{ }_{1/11}}{1 + r^{1/2} \text{ }_{1/11}}$$

Where

$r_{11}$  = The reliability of the whole test

$r^{1/2} \text{ }_{1/11}$  = The reliability of the half test

The reliability of the whole test was found to be .74 which implies that the test is highly reliable.

### *Validity*

Content validity of the test was ensured by referring to the syllabus and text books prescribed for the IXth class and by consulting teachers of the Sanskrit in Secondary School pupils. In addition to the experts in teaching Sanskrit and education were also consulted. The correlation between the scores of the right answers of the pupils on the diagnostic test and the achievement test scores of the pupils in the IX class half yearly examination was determined the obtained correlation coefficient was found.

### *Scoring Format*

A format for scoring the test was also prepared. The objective of diagnostic testing was not to find out the number of items which were rightly answered but to identify the weakness of the pupil in sub skill areas which presented learning difficulties to them. In other words wrong answers, were considered erroneous responses which indicate pupils weaknesses and learning difficulties and consequent imperfect mastery of the skills. Hence wrong answers to the specific items that test a particular sub skill were taken together, and examined carefully to determine how far the testees really possessed skill in the sub-skill in general. In correct responses to a sub-skill

was counted as one error score in the grammatical sub-skills which constitute a fixed number of sub-skills. This scheme was followed to determine the error scores.

### **b) General Data Sheet**

A general data sheet developed by the investigator was used to collect the following data in respect of each subject.

- 1) Locale
- 2) Socio Economic Status

#### **1) Locale**

The school is situated both in Rural and Urban areas.

#### **2) Socio Economic Status**

Kerala socio-economic scale is a standardised scale used to collect the demographic details of pupils.

The scale has five sections, Section One gives the data of the subjects like name of the pupil, location, school, sex. Section Two deals with Educational level of parents and the Third Section deals with the Occupation of parents. The Fourth Section deals with the Income of parents and the Fifth Section there is the provision for entry of school examination marks in all subjects.

Detailed description of the procedure is as follows:

**a) Education**

The educational level has been divided into seven categories, which begins from the illiterate to post-graduate level. The illiterate has been awarded five points, ten points to those who have education up to standard IV, 15 points from Standard V to VII, 20 points from VIII to X, 25 points for Pre-degree/+2/T.T.C./Intermediate level, 30 points for graduate and Diploma holders and 35 points to all post-graduate including Medicine, Engineering Degree holders. The details regarding the weightage are presented in table No. 2.

Table 2

The Weightage Assigned to the Educational Status of Parents

Category	Description	Weightage
1	Illiterate	5
2	Standard I - IV	10
3	Standard V - VII	15
4	Standard VIII-X	20
5	PDC/+2/TTC	25
6	B.A./B.Sc./Engineering Diploma holders	30
7	M.A./M.Sc./M.Com/B.Tech./MBBS/Ph.D.	35

**b) Occupation**

The different occupations have been classified into six categories. They are unemployed, unskilled, semi skilled, skilled, semi-professional and professional.

- i) Unemployed - Those who are having no work at all
- ii) Unskilled -Coolies, ordinary labourers, watchman, peon, etc.
- iii) Semi-skilled - Farmers, small scale merchants, library attenders, police constables, etc.
- iv) Skilleld - Mechanics, fitters, electricians, drivers, photographers, laboratory assistants, carpenters, masons, document writers, wakil clerks, head constables, village officers, etc.
- v) Semi-professional - Chemists, druggists, teachers, qualified nurses, managers, superintendents of offices, minor businessmen, contractors, small landlords, sub-registrars, AEOs, BDOs, officers of sub district level, public health workers, etc.
- vi) Professionals - The Ministers, Judges, Executives, Doctors, Engineers, Lawyers, University level Teachers, Head of Research Organisations, Head of Government Departments, Secretaries of the Government, Big landlords and business executives.

Unemployed were given score 5 from this group onwards five points were added to the ascending groups like unskilled, semi-skilled, skilled, semi-professional and professionals.

The details regarding the weightage are presented in Table 3.

Table 3  
The weightage of the Professional Status of Parents

Category	Description	Weightage
1	Unemployed	5
2	Unskilled	10
3	Semi-skilled	15
4	Skilled	20
5	Semi-professional	25
6	Professional	30

**c) Income**

The lowest income fixed was Rs.1000, it was given a score of 5. For income ranging from Rs.1001 to Rs.2000 were given 10 points, for income ranging from Rs.2001 to Rs.3000 were given 15 points, for income Rs.3001 to Rs.4000 20 points, for Rs.4001 to 5000 25 points were given. 30 points were given to income above Rs.5000. The details regarding the weightage are presented in table 4.

Table 4  
The weightage of the monthly family income of the parents

Category	Description	Weightage
1	Below Rs.1000	5
2	Between Rs.1001-2000	10
3	Between Rs.20001-3000	15
4	Between Rs.3001-4000	20
5	Between Rs.4001-5000	25
6	Above Rs.5000	30

### III. SAMPLE SELECTED

Two aspects of the selection of the sample are discussed below. They are:

- 1) Size of the sample
- 2) Subgroups represented in the sample.

#### 1) Size of the sample

The sample for the present study is selected from the population of the IX standard pupils in secondary schools of Kerala.

#### 2) Sub Groups represented in the sample

It was already indicated that proportionate stratification was used for selecting the sample for the present investigation. True representation of all

the strata that the total population comprises was ensured by forming subgroups satisfactory representative sample of IX class students could be obtained by giving representation to the following strata.

- a) Gender
- b) The locale of the schools
- c) Type of the management of the schools
- d) SES

**a) Gender**

Sex was found to have included on the incidence of errors and hence girls and boys in the ratio 213:187

**b) The locale of the schools**

The present study rural urban samples were differentiated on the basis of the locale of the schools and not on the basis of the locale of the residence of the students. It is a matter of common knowledge that urban schools on the whole attain greater instructional efficiency as compared to the rural schools therefore, decided that schools of either description were come into the sample in right proportion. Urban schools were taken to mean the schools situated within a corporation or a municipal limit, the rest being rural schools, The two categories of schools were represented in the sample in the proportion 17:10.

**c) Type of the Management of the Schools**

Schools managed by private agencies and schools managed directly by the government through the Director of Public Instructions were given proportionate distribution. The private schools and Government schools were included in the sample in the proportion 16:11.

**d) Subgroups based on socio economic status**

Based on the socio-economic scores obtained by the subjects they are classified into three subgroups using statistical techniques described later in this chapter. These are 1) High Socio Economic Status (HSES), (2) Average Socio Economic Status (ASES) and (3) Low Socio Economic Status (LSES) subgroups. There were 133 subjects in the first group, 533 subjects in the second, and 134 subjects in the third group.

The details of the sample are given in table 5.

Table 5  
Details of Sample Selected

Sl.No.	Name of school	Location	Type of Management	School category	No.of boys	No.of girls	Total
1	Sevamandiram Post Basic School, Ramanattukara	Rural	Private	Co-Edn.	19	11	30
2	B.E.M.H.S. Parappanangdi	Rural	Private	Co-Edn.	11	11	22
3	A.M.M.H.S. Pulikkal	Rural	Private	Co-Edn.	11	22	33
4	C.B.H.S.S. Vallikkunnu	Rural	Private	Co-Edn.	16	9	25
5	S.N.M.H.S.S. Parappanangdi	Rural	Private	Co-Edn.	20	11	31
6	N.N.M.H.S.S. Chelembra	Rural	Private	Co-Edn.	12	5	17
7	M.S.N.S.S.H.S. Nilambur	Rural	Private	Co-Edn.	39	36	75
8	V.P.K.R.H.S. Puthur Pallikkal	Rural	Private	Co-Edn.	9	10	19
9	A.K.K.R.H.S. Chelannur	Rural	Private	Boys	35	-	35
10	A.K.K.R.H.S.S. Chelannur	Rural	Private	Girls	-	29	29
11	G.H.S.S. Pookottumpadam	Rural	Govt.	Co-Edn.	12	18	30
12	G. Manavedan H.S.S. Nilambur	Rural	Govt.	Girls	-	15	15
13	G.D.H.S.S. Tanur	Rural	Govt.	Co-Edn.	12	16	28

Sl.No.	Name of school	Location	Type of Management	School category	No.of boys	No.of girls	Total
14	G.V.H.S.S. Cheruvannur	Rural	Govt.	Co-Edn.	7	6	13
15	G.V.H.S.S. Feroke	Rural	Govt.	Co-Edn.	10	8	18
16	P.M.S.A.H.S. Elankur	Rural	Private	Co-Edn.	8	9	17
17	M.V.H.S.S. Ariyallur	Rural	Private	Co-Edn.	6	27	33
18	M.S.P.H.S.S. Malappuram	Urban	Private	Co-Edn.	15	15	30
19	Ramakrishna Mission H.S.S. Meenchanda	Urban	Private	Co-Edn.	33	28	61
20	Zamorin's H.S.s. Tali, Kozhikode	Urban	Private	Co-Edn.	25	10	35
21	G.V.H.S.S. Nadakkvu	Urban	Govt.	Girls	-	25	25
22	Achuthan G.H.S.S. Chalappuram	Urban	Govt.	Girls	-	30	30
23	G.V.H.S.S. Kinassery	Urban	Govt.	Co-Edn.	15	25	40
24	G.Model H.S.S. Kozhikode	Urban	Govt.	Boys	20	-	20
25	Aychavattom G.H.S.S. Kozhikode	Urban	Govt.	Co-Edn.	10	16	26
26	M.C.C.H.S. Calicut	Urban	Private	Boys	29	-	29
27	G.Girls H.S.S. Manjeri	Urban	Govt.	Girls	-	34	34
TOTAL.					374	426	800

#### **IV. DATA COLLECTION PROCEDURE**

##### **Administration of the Test**

The diagnostic test and general data sheet were administered to the subjects included in the sample. As the administration of the tests and general data sheet for collection of data required 2 hours, earlier written permission was obtained from the headmasters of Secondary Schools to Standard IX convenient arrangements in the class selected as sample. The test were administered by the investigator himself under identical examination conditions with the help of the subject teachers of the schools. Rapport was established with the pupils and they were requested to cooperate sincerely. Pupils were given necessary instructions very clearly, and requested to furnish true information in the general data sheets. The answers to the diagnostic tests were got written in the proper spaces provided in the test itself. General Data Sheet was collected in the spaces provided in the general data sheet itself. The investigator and the teachers who assisted made close supervision when the pupils were writing their responses to the tests.

#### **V. STATISTICAL TECHNIQUES USED**

##### **Scoring and Tabulation of Data**

The diagnostic test, response sheets of the general data sheet were arranged ascribing them identical serial numbers assigned to each subject finally selected in the sample.

### **Scoring of diagnostic test**

Scoring of the diagnostic test was to be carried out following the requirements of the objectives envisaged as the diagnostic test consisted of 200 items belonging to 20 grammatical sub skills special care was taken to identify, and locate errors in each sub skills. The scoring of the diagnostic test was based on the wrong responses made by the students. All wrong responses were marked clearly and following the scoring format the pupils weakness in the sub skills were determined. The procedure was carried out with regard to all items in the test.

### **Scoring General Data Sheet**

Information regarding socio-economic status furnished in the general data sheet were to be scored. The SES scores were decided by awarding points of weightage already fixed for each category. ie. educational level, occupational level, and income. The total number of points scored by each pupil was taken as a criterion to decide his socio economic status.

### **Tabulation**

The obtained scores were tabulated on a consolidated data sheet serial number already assigned to each subjects was entered in the consolidated data sheet and corresponding scores were entered in the respective column against the number and names of the subject total sample was classified

according to the predesigned categories of sub groups. Codes were used to designate each subgroup. Hence the total number of error score made by each subject and the total subjects in each subgroup who committed errors (i.e. incidence of error) in each sub skill could be easily tabulated.

**a) Statistics regarding errors**

**(i) Calculation of incidence of errors**

In each sub skill incidence of errors was calculated by counting the number of subjects who made errors in the particular sub skills (ie. on whom the effect of errors has fallen). The incidence of errors in each sub skill was added up and the average of incidence of errors in each grammatical sub skill was calculated rounding of figures to the nearest integer. Percentage of incidence of errors in each group was also found for the total sample and arranged according to the descending order of the percentage of incidence of errors indicating the highest to lowest.

**(ii) Classification of the level of seriousness of error incidence**

The Percentage of incidence of errors was then classified under five categories, each of which was described in terms of the seriousness. These classes were 'very serious', 'serious' 'average', 'below average', and 'negligible'. The nature of the classification is indicated below in Table 6.

Table 6

## Classification of the level of seriousness of error incidence

Sl.No.	Percentage of Incidence of Errors	Category
1	80-100	Very serious
2	60-79	Serious
3	40-59	Average
4	20-39	Below Average
5	Below 20	Negligible

**(iii) Calculation of A.M. and S.D. of Error**

The total number of errors made by each subject was calculated with a view to consider the seriousness of errors made by the total sample and the sub groups. The mean number of error scores (AM) and the Standard Deviation (SD) were calculated for total sample and the sub groups using standard formula. Besides, the total number of errors made by each subject in each grammatical subskill was also found. This enabled the investigator to find the mean scores and SD of the total sample and each sub group in each grammatical sub skill.

**C. Classificatory Techniques****Classification as High, Average and Low Socio-Economic Status**

As in the case of achievement a classification was made with respect to SES also. The procedure adopted for classifying pupils in terms of

achievement was followed for this purpose also. High socio economic status score was  $M + \sigma$  (Mean + Standard deviation), Low Socio Economic Status Score was  $M - \sigma$  (Mean - Standard Deviation) and Average Socio Economic Status Scores between  $M + \sigma$  and  $M - \sigma$  (Mean + Standard Deviation and Mean - Standard Deviation).

#### **d. Test of Significance**

##### **1) Test of significance of difference in the percentage**

The test of significance of the difference between percentage of incidence was applied to compare the errors made by different pairs of subgroups in the sample. The technique applicable for uncorrelated percentage was applied using the formula (Garret 1973).

$$CR = \frac{P_1 - P_2}{\sqrt{PQ (1/N_1 + 1/N_2)}}$$

Where

$P_1$  = % of errors the first sample

$P_2$  = % of errors for the second sample

$N_1$  = Number of students in the first sample

$N_2$  = Number of student in the second sample

$$P = \frac{N_1 P_1 + N_2 + P_2}{N_1 + N_2}$$

Percentage of the two groups

$$Q = 100 - P$$

Depending upon the magnitude of the critical ratio it was decided whether the groups compared differed significantly. The scheme was if the CR equal to or greater than 2.58. There is difference at 0.01 level of significance ( $P < .01$ ) if it is equal to or greater than 1.96 there is difference at 0.05 level of significance ( $P < .05$ ) if it is less than 1.96 there is no significant difference.

Test of significance was applied for all 20 grammatical sub skills for the following pairs of subgroups.

- 1) Girls Vs Boys
- 2) Rural Vs Urban
- 3) Private Vs Government
- 4) High SES Vs ASES
- 5) High SES Vs Low SES
- 6) Average SES Vs Low SES

## 2) Test of significance of difference in mean scores of errors

Test of significance of difference between mean score of errors of subgroups also was applied for comparing sub groups. This was done in the case of the scores for the whole test and for scores of errors in each of the 20 grammatical sub skills. This test was the one applicable to large independent group. The formula used for the purpose was.

$$CR = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

The level of significance was determined, as in the case of the test of significance for difference in percentage, already described. This is done for 6 pairs of sub groups already listed above. The analysis of data and interpretation of results are presented in Chapter IV.

## *ANALYSIS AND INTERPRETATIONS*

- 
- **Major grammatical sub skills ranked according to percentage of incidence**
  - **Classification in terms of seriousness**
  - **Detailed analysis of incidence of errors in each variable**
  - **Graphical representation of the rank order of errors incidence of twenty grammatical sub skills**
  - **Analysis of the influence of the four independent variables on errors in written sanskrit**
  - **Study with respect to mean scores of error**
  - **The specific causes and the pedagogical implications in each of the twenty grammatical sub skills and remedial instruction**
-

# ANALYSIS

This chapter is mainly dealing with the analysis and interpretations of the study.

This chapter has mainly divided into four sections. Section 1 is aimed at systematically classifying the errors on the basis of the percentage of incidence. This is meant to give a picture of the comparative seriousness of the various skills subjected to the study. In order to facilitate this, the 20 sub skills included in the diagnostic test have been arranged in the order of the magnitude of percentage of errors and classified under five categories very serious, serious, average, below average and negligible. Also each sub skill has been discussed separately with respect to the percentage of incidence of errors. Section II of this analysis is intended to study whether each of the four independent variables namely gender, locale of the school, type of the management, and socio economic status have any influence of errors. This has been done by comparing pairs of relevant subgroups formed in each of the variables. Section - III attempts at a comparison of the mean difference for each sub skill with respect to pairs of subgroups identified for the purpose. Section IV is the specific causes and the pedagogical implications in each of the twenty grammatical subskills arranged in the descending order

of their incidence and remedial instruction. The results of the analysis described above are attempted below.

## **SECTION I**

### **ANALYSIS OF THE PERCENTAGE OF INCIDENCE OF ERRORS**

#### **I. Major grammatical sub skills ranked according to percentage of incidence**

The twenty major grammatical sub skills comprising 200 items which were included for diagnostic testing have been arranged in the descending order of the percentage of errors for the total sample. The percentage of incidence for the total sample is given in table 7.

Table 7  
 Details regarding the percentage of  
 incidence for the 20 grammatical sub skills (N = 800)

Sl. No.	Grammatical subskills	Percentage of incidence
1	Change of voice	52.66
2	Declension	46.08
3	Plural Numbers	41.36
4	Prefix	41.30
5	Homonyms	41.08
6	Compound	40.77
7	Identifying indeclinables	39.57
8	Conjunction	39.42
9	Case	38.32
10	Word meaning	36.73
11	Tense	33.51
12	Gender	33.48
13	Opposite	33.47
14	Synonyms	32.72
15	Conjugation	31.88
16	Difference of meaning	31.23
17	Translation	27.62
18	Pronouns	27.33
19	Numerals	25.60
20	Orthography	25.41

The percentage of incidence of errors for the total sample which range from 52.66 to 25.41. As the percentage of incidence obtained for the total sample in any of the areas is not negligible. All grammatical sub skills included in the test are considered for the present study.

## **II. Classification in terms of seriousness**

The percentage of incidence of errors was measured by a five point scale. It has been hypothesised that the percentage of incidence of errors is very serious, serious, average, below average and negligible. The result of classification is contained in Table 8.

Table 8

Details regarding the incidence of errors for the total sample with sub skills arranged in the descending order of error incidence

Rank order according to the % of incidence errors	Sl. No. of category	Grammatical sub skills	Percentage of incidence	Classification
1	XVI	Change of voice	52.66	Average
2	XIII	Declension	46.08	Average
3	III	Plural Numbers	41.36	Average
4	VI	Prefix	41.30	Average
5	XII	Homonyms	41.08	Average
6	X	Compound	40.77	Average
7	XVIII	Identifying indeclinables	39.51	Average
8	XI	Conjunction	39.42	Average
9	V	Case	38.32	Below Average
10	XVII	Word meaning	36.73	Below Average
11	IX	Tense	33.51	Below Average
12	XV	Gender	33.48	Below Average
13	XIV	Opposite	33.47	Below Average
14	VIII	Synonyms	32.72	Below Average
15	IV	Conjugation	31.88	Below Average
16	VII	Difference of meaning	31.23	Below Average
17	XX	Translation	27.62	Below Average
18	XIX	Pronouns	27.33	Below Average
19	II	Numerals	25.66	Below Average
20	I	Orthography	25.41	Below Average

Average seriousness is observed in eight grammatical sub skills. They are Change of voice (52.66 per cent), Declension (46.08 per cent), Plural Numbers (41.36 per cent), Prefix (41.30 per cent), Homonyms (41.08 per cent), Compound (40.77 percent), Identifying indeclinables (39.51 per cent), Conjunction (39.42 per cent). Below average seriousness is hypothesised in twelve grammatical sub skills. They are Case (38.32 pr cent), word meaning (36.73 per cent), Tense (33.51 per cent), Gender (33.48 per cent), opposite (33.47 per cent), Synonyms (32.72 per cent), Conjugation (31.88 per cent), Difference of meaning (31.23 per cent), Translation (27.62 per cent), Pronouns (27.33 per cent), Numerals (25.66 per cent), Orthography (25.41 per cent). In diagnosing the errors it has been hypothesised that in eight grammatical sub skills so these are also to be remedial and individual attention is to be suggested. Below average seriousness is not to be considered seriously.

### **III. Detailed analysis of incidence of error in each variable**

A critical examination of the relative incidence of errors for the sub groups in each of the twenty grammatical sub skills and the significant influence of the variable on the incidence as indicated by the differences in the percentage of incidence for the sub groups compared in pairs, are presented in the following paragraphs. The subgroups in pairs and the critical ratios of differences in the percentage of incidence for them are

presented in the order. They are cited in the tables under reference in each grammatical sub skills.

### 1. Use of Orthography

Table 9 shows that percentage of incidence of errors in this area for the total sample in 25.41 per cent. The percentage for the sub groups ranges from 38.05 to 22.83. As shown in table 10 the critical ratios of the difference in percentage of incidence of errors in the area for the sub groups taken in pairs for comparison. It is noted that there exists significant difference at 0.01 level in the percentage of incidence between the groups of the following pairs. High SES groups and low SES groups (CR = -2.76), Average SES and Low SES groups (CR = -3.89). There are no differences between subgroups of the following pairs. Girls and Boys, Rural schools and urban schools, private schools and Government Schools, High SES and Average SES.

#### Abbreviations used in the tables from 9 to 49

G	:	Girls
B	:	Boys
RS	:	Rural Schools
US	:	Urban School
PS	:	Private Schools
GS	:	Government Schools
HSES	:	High Socio-Economic Status
ASES	:	Average Socio Economic Status
LSES	:	Low Socio Economic Status

Table 9

Details regarding errors in the use of  
Orthography for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	25.41	1.53	2.54	1.93
G	426	23.35	2.04	2.33	1.98
B	374	27.75	2.31	2.77	1.95
RS	470	24.59	1.98	2.45	2.09
US	330	26.57	2.43	2.65	1.99
PS	521	23.74	1.86	2.37	1.86
GS	279	28.53	2.70	2.85	2.04
HSES	133	23.00	3.64	2.30	1.78
ASES	533	22.83	1.81	2.28	2.31
LSES	134	38.05	4.19	3.80	2.30

Table 10

Details regarding test of significance  
for differences in percentage of incidence of errors  
in the use of orthography for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	23.35	374	27.75	-1.60
2	RS-US	470	24.59	330	26.57	-0.64
3	PS-GS	521	23.74	279	28.53	-0.55
4	HSES-ASES	133	23.0	533	22.83	0.04
5	HSES-LSES	133	23.00	134	38.02	-2.76*
6	ASES-LSES	533	22.83	134	38.05	-3.89*

\* significant at 0.01 level

## 2. Use of Numerals

The percentage of incidence of errors the total sample as given in table 11 is 25.60 per cent. Whereas the percentage of incidence of errors for the sub groups ranges from 45.71 to 15.41. Table 12 shows the critical ratio of the difference in percentage of incidence of errors in the area for the subgroups taken in pairs for comparison. It is noted that there exists significant difference at 0.01 level in the percentage of incidence between Girls and Boys (CR -3.28) High SES and Low SES (CR = -5.56), Average SES and LOW SES (CR = -5.68).

In the case of the groups of the difference exists at 0.05 level. High SES and Average SES (CR = -2.08). There are no differences between subgroups of the following pairs. Rural Schools and Urban Schools, Private Schools and Government Schools.

Table 11

Details regarding errors in the use of Numerals for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	25.60	1.54	2.56	1.99
G	426	21.38	1.98	2.13	1.87
B	374	30.40	2.37	3.04	2.26
RS	470	24.95	1.99	2.49	2.25
US	330	26.51	2.43	2.65	1.88
PS	521	24.33	1.87	2.43	2.07
GS	279	27.95	2.68	2.79	1.88
HSES	133	15.41	3.13	1.54	2.21
ASES	533	23.07	1.82	2.28	2.29
LSES	134	45.74	4.30	4.57	3.07

Table 12

Details regarding test of significance  
for differences in percentage of incidence of  
errors in the use of numerals for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	21.38	374	30.40	-3.28*
2	RS-US	470	24.95	330	26.51	-0.50
3	PS-GS	521	24.33	279	27.95	-0.14
4	HSES-ASES	133	15.41	533	23.07	-2.08**
5	HSES-LSES	133	15.41	134	45.74	-5.56*
6	ASES-LSES	533	23.07	134	45.74	-5.68*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 3. Use of Plural Numbers

Table 13 shows that percentage incidence of errors in this area for the total sample 41.36 per cent. The percentage for the subgroups ranges from 52.31 to 37.50. As shown in table 14 there exists significant difference at 0.01 level in the percentage of incidence of errors between the groups of the following pairs.

Private and Government schools (CR = -2.90), Average SES and Low SES groups (CR = -2.89). Between the groups of the pairs there exists difference at 0.05 level of significance. High SES and Low SES (CR = - 2.51). Significant differences do not exist between the pairs of the following sub groups. Girls and Boys, Rural and Urban Schools, High SES and Average SES.

Table 13

Details regarding errors in the use of  
Plural number for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	41.36	1.74	4.13	2.36
G	426	39.71	2.37	3.97	2.35
B	374	43.23	2.56	4.32	2.49
RS	470	38.87	2.24	3.88	2.56
US	330	44.90	2.73	4.49	2.33
PS	521	38.21	2.12	3.82	2.41
GS	279	47.24	2.98	4.72	2.31
HSES	133	37.50	4.19	3.75	2.33
ASES	533	39.54	2.17	3.95	2.55
LSES	134	52.31	4.31	5.21	2.15

Table 14

Details regarding test of significance  
for differences in percentage of incidence of errors  
in the use of plural numbers for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	39.71	374	43.23	-1.03
2	RS-US	470	38.87	330	44.90	-1.73
3	PS-GS	521	38.21	279	42.24	-2.90*
4	HSES-ASES	133	37.50	533	39.54	-0.46
5	HSES-LSES	133	37.50	134	52.31	-2.51**
6	ASES-LSES	533	39.54	134	52.31	-2.89*

\* significant at 0.01 level

\*\* significant at 0.05 level

#### 4. Use of conjugation

The percentage of incidence of errors of the total sample is given in Table 15 is 31.88. Whereas the percentage of incidence for the subgroups range from 38.88 to 24.81. Table 16 shows the critical ratios of the differences in percentage of incidence of errors in this area for the sub groups taken in pairs for comparison. It has been found that there exists significance difference at 0.05 level in the percentage of incidence between Rural and urban schools (CR = -2.28), High SES and Low SES groups (CR = -2.55).

There are no differences between sub groups of the following pairs  
Girls and Boys, Private schools and Government Schools, High SES and  
Average SES, Average SES and Low SES.

Table 15

Details regarding errors in the use of  
Conjugation for the total sample and relevant sub-groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	31.88	1.64	3.18	1.99
G	426	30.45	2.22	3.04	2.01
B	374	33.95	2.44	3.39	2.08
RS	470	28.78	2.08	2.87	2.22
US	330	26.30	2.64	3.63	1.91
PS	521	29.23	1.99	2.93	2.08
GS	279	36.84	2.88	3.68	1.86
HSES	133	24.81	3.74	2.48	1.87
ASES	533	31.89	2.01	3.18	1.78
LSES	134	38.88	4.21	3.88	1.68

Table 16

Details regarding test of significance  
for differences in percentage of incidence of errors  
in the use of conjugation for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	30.45	374	33.95	-1.18
2	RS-US	470	28.18	330	36.30	-2.28**
3	PS-GS	521	29.23	279	36.84	-1.57
4	HSES-ASES	133	24.81	533	31.89	-1.72
5	HSES-LSES	133	24.81	134	38.88	-2.55**
6	ASES-LSES	533	31.89	134	38.88	-1.66

\* significant at 0.01 level

\*\* significant at 0.05 level

### 5. Use of Case

Table 17 shows that percentage of incidence of errors in this area for the total sample is 38.32. The percentage for the sub groups ranges from 52.08 to 30.07. As shown in table 18 there exist significant difference at 0.01 level in the percentage incidence of errors between the groups of the following pairs HSES and Low SES (CR = -3.78), ASES and Low SES groups (CR = -3.46).

There are no differences between sub groups of the following pairs. Girls and Boys, Rural schools and Urban Schools, Private and Government schools, High Socio Economic Status and Average Socio Economic Status.

Table 17

Details regarding errors in the use of Cases for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	38.32	1.71	3.83	2.35
G	426	38.02	2.35	3.80	2.04
B	374	38.66	2.51	3.86	2.07
RS	470	36.19	2.21	3.61	2.20
US	330	41.36	2.71	4.13	2.69
PS	521	36.69	2.11	3.66	2.06
GS	279	41.36	2.94	4.13	1.91
HSES	133	30.07	3.97	3.00	2.45
ASES	533	36.92	2.09	3.69	2.14
LSES	134	52.08	4.31	5.20	2.60

Table 18

Details regarding test of significance  
for differences in percentage of incidence of  
errors in the use of Case for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	38.02	374	38.66	-0.21
2	RS-US	470	36.19	330	41.36	-1.50
3	PS-GS	521	36.69	279	41.36	-1.52
4	HSES-ASES	133	30.07	533	36.92	-1.60
5	HSES-LSES	133	30.07	134	52.08	-3.78*
6	ASES-LSES	533	36.92	134	52.08	-3.46*

\* significant at 0.01 level

## 6. Use of Prefix

Table 19 shows that percentage of incidence of errors in this area for the total sample 41.30 per cent. The percentage for the subgroups ranges from 48.50 to 33.98. As shown in table 20 there exists significant difference at 0.01 level in the percentage of incidence of errors between the groups of the pairs. High socio economic status and average socio economic status (CR =-6.7)

In the case of the groups of the following pairs the difference exists at 0.05 level Rural and Urban schools (CR = -2.03), High SES and Low SES groups (CR = -2.49). There are no differences between subgroups of the following pairs girls and boys, Private and Government schools, Average SES and Low SES.

Table 19

Details regarding errors in the use of  
Prefix for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	41.30	1.74	4.13	1.94
G	426	41.50	2.38	4.15	2.02
B	374	41.06	2.54	4.10	2.01
RS	470	38.38	2.24	3.83	3.04
US	330	45.45	2.74	4.54	1.92
PS	521	39.98	2.14	3.98	1.91
GS	279	43.76	2.97	4.37	1.94
HSES	133	33.98	4.10	3.39	2.32
ASES	533	41.31	2.13	4.13	1.94
LSES	134	48.50	4.31	4.85	2.06

Table 20

Details regarding test of significance  
for differences in percentage of incidence of  
errors in the use of prefix for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	41.50	374	41.06	0.14
2	RS-US	470	38.38	330	45.45	-2.03**
3	PS-GS	521	39.98	279	43.76	-1.21
4	HSES-ASES	133	33.98	533	41.31	-6.7*
5	HSES-LSES	133	33.98	134	48.50	-2.49**
6	ASES-LSES	533	41.31	134	48.50	-1.62

\* significant at 0.01 level

\*\* significant at 0.05 level

### 7. Use of difference of meaning

The percentage of incidence of errors of the total sample as given in table 21 is 31.23 whereas the percentage of incidence for the sub groups ranges from 46.94 to 27.53. Table 22 shows the critical ratios of the difference in percentage of incidence of errors in this area for the subgroups taken in pairs for the comparison. It has been found that there exists significance difference at 0.01 level in the percentage of incidence between High SES and ASES groups (CR = -6.7), Average SES and Low SES (CR = -4.28). Between

the groups of the following pairs there exists difference at 0.05 level of significance. They are girls and boys (CR = -2.05) High SES and Low SES (CR = -2.52).

There are no differences between sub groups of the following pairs. Private schools and Government schools, high SES and Average SES.

Table 21

Details regarding errors in the use of difference of meaning for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	21.23	1.63	3.12	2.03
G	426	28.42	2.18	2.84	2.02
B	374	34.43	2.45	3.44	2.20
RS	470	27.53	2.06	2.75	2.07
US	330	36.51	2.65	3.65	2.16
PS	521	32.05	2.04	3.20	2.06
GS	279	29.71	2.73	2.97	2.08
HSES	133	32.33	4.05	3.23	1.68
ASES	533	27.01	1.92	2.70	2.14
LSES	134	46.94	4.31	4.69	2.52

Table 22

Details regarding test of significance for differences in the percentage of incidence of errors in the use of difference of meaning for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	28.42	374	34.43	-2.05* *
2	RS-US	470	27.53	330	36.51	-2.75*
3	PS-GS	521	32.05	279	29.71	-0.79
4	HSES-ASES	133	32.33	533	27.01	1.30
5	HSES-LSES	133	32.33	134	46.94	-2.52**
6	ASES-LSES	533	27.01	134	46.94	-4.82*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 8. Use of synonyms

The percentage incidence of errors of the total sample as given in table 23 is 32.72 whereas the percentage of incidence for the subgroups ranges from 48.50 to 26.84. Table 24 shows the critical ratios of the difference in percentage of incidence of errors in this area for the sub groups taken in pairs for comparison. It has been found that there exist significance difference at 0.01 level in the percentage of incidence between HSES and Low SES groups (CR = -3.78), Average SES and Low SES groups (CR = -4.32). In the case of the

groups of the pairs the differences exist at 0.05 level. Rural and urban schools (CR = -2.53).

There are no differences between sub groups following pairs. Girls and Boys, Private schools and government schools, high SES and Average SES groups.

Table 23

Details regarding errors in the use of  
Synonyms for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	32.72	1.65	3.12	1.97
G	426	32.65	2.27	3.26	2.03
B	374	32.80	2.42	3.28	2.01
RS	470	29.27	2.09	2.92	2.15
US	330	37.63	2.66	3.76	1.97
PS	521	37.94	2.12	3.79	1.98
GS	279	33.72	2.83	3.37	1.97
HSES	133	26.84	3.84	2.68	2.61
ASES	533	30.22	1.98	3.02	1.95
LSES	134	48.50	4.31	4.85	2.24

Table 24

Details regarding test of significance for differences in percentage of incidence of errors in the use of Synonyms for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	32.65	374	32.80	0.95
2	RS-US	470	29.27	330	37.63	-2.53**
3	PS-GS	521	37.94	279	33.72	1.38
4	HSES-ASES	133	26.84	533	30.22	-0.82
5	HSES-LSES	133	26.84	134	48.50	-3.78*
6	ASES-LSES	533	30.22	134	48.50	-4.32*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 9. Use of Tenses

Table 25 shows that percentage of incidence of errors in this area for the total sample is 33.51 per cent. The percentage for the sub groups ranges from 51.94 to 25.56. As shown in table 26 there exists significant difference at 0.01 level in the percentage of incidence of errors between the groups of the following pairs.

Rural and Urban Schools (CR = -3.31) High SES and LSES groups (CR = -4.57), ASES and LSES groups (CR = -3.94). There exists no difference

between subgroups of the following pairs Girls and Boys Private School and Government Schools, High SES and Low SES groups.

Table 25

Details regarding errors in the use of Tenses for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	33.51	1.66	3.35	1.97
G	426	33.05	1.60	3.30	2.17
B	374	34.03	2.45	3.40	2.10
RS	470	29.00	2.09	2.90	2.06
US	330	39.93	2.69	3.99	1.99
PS	521	31.90	2.04	3.19	2.15
GS	279	36.52	2.88	3.65	1.92
HSES	133	25.56	3.78	2.55	1.87
ASES	533	30.86	2.00	3.08	2.10
LSES	134	51.94	4.31	5.19	2.18

Table 26

Details regarding test of significance  
for differences in the percentage of incidence of  
errors in the use of Tenses for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	33.05	374	34.03	-0.32
2	RS-US	470	29.00	330	39.93	-3.31*
3	PS-GS	521	31.90	279	36.52	-0.28
4	HSES-ASES	133	25.56	533	30.86	-1.29
5	HSES-LSES	133	25.56	134	51.94	-4.57*
6	ASES-LSES	533	30.86	134	51.94	-3.94*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 10. Use of Compound

The percentage of incidence of errors of the total sample as given in table 27 is 40.77 whereas the percentage of incidence for the sub groups ranges from 50.37 to 34.73. Table 28 shows the critical ratios of difference in percentage of incidence of errors in this area for the sub groups taken in pairs of the comparison. It has been found that there exists significance difference at 0.01 level in the percentage of incidence between High SES and Average SES groups (CR = -2.67). Between the groups of the pairs there exists

NB4533

373.18

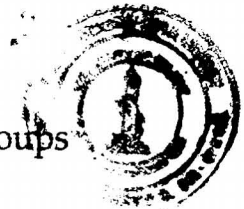
TH  
NAR/D  
101

difference at 0.05 level of significance, they are private schools and government schools (CR = -1.96).

Significant differences do not exist between the pairs of the following subgroups Girls and Boys, rural and urban schools, High SES and Average SES, Average SES and Low SES.

Table 27

Details regarding errors in the use of Compound for the total sample and relevant sub groups



Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	40.77	1.73	4.07	1.89
G	426	38.47	2.35	3.84	1.91
B	374	43.39	2.56	4.33	2.01
RS	470	38.76	2.24	3.87	2.09
US	330	43.63	2.72	4.36	1.79
PS	521	38.65	2.13	3.86	1.88
GS	279	44.73	2.97	4.47	1.81
HSES	133	34.73	41.12	3.47	2.22
ASES	533	42.68	2.14	4.26	2.20
LSES	134	50.37	4.31	5.03	2.05

Table 28

Details regarding test of significance for differences in the percentage of incidence of errors in the use of Compound for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	38.47	374	43.39	-1.58
2	RS-US	470	38.76	330	43.63	-1.40
3	PS-GS	521	38.65	279	44.73	-1.96*
4	HSES-ASES	133	34.73	533	42.68	-1.80
5	HSES-LSES	133	34.73	134	50.37	-2.67*
6	ASES-LSES	533	42.68	134	50.37	-1.73

\* significant at 0.01 level

\*\* significant at 0.05 level

### 11. Use of Conjunction

The percentage of incidence of errors of the total sample as given in table 29 is 39.42. Whereas the percentage of incidence for the sub groups range from 44.47 to 28.64. Table 30 shows the critical ratios of the difference in percentage of incidence of errors in this area for the sub groups taken in pairs of for comparison. It has been found that there exists significance difference at 0.01 level in the percentage of incidence between High SES and Average SES groups (CR=-2.80), High SES and Low SES groups (CR = -2.73).

There are no differences between subgroups of the following pairs  
Girls and Boys, Rural and Urban Schools, Private and Government Schools,  
Average SES and Low SES.

Table 29

Details regarding errors in the use of  
Conjunction for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	39.42	1.72	3.94	1.76
G	426	37.08	2.34	3.7	1.81
B	374	42.08	2.55	4.20	1.84
RS	470	37.38	2.23	3.73	1.92
US	330	42.33	2.71	4.23	1.71
PS	521	37.60	2.12	3.76	2.11
GS	279	42.83	2.96	4.28	1.60
HSES	133	28.64	3.92	2.86	1.42
ASES	533	40.84	2.12	4.08	1.98
LSES	134	44.47	4.29	4.44	1.74

Table 30

Details regarding the test of significance  
for differences in the percentage of incidence of  
errors in the use of Conjunction for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	31.08	374	42.08	-1.61
2	RS-US	470	37.38	330	42.73	-1.43
3	PS-GS	521	37.60	279	42.83	-1.69
4	HSES-ASES	133	28.64	533	40.84	-2.80*
5	HSES-LSES	133	28.64	134	44.47	-2.73*
6	ASES-LSES	533	40.84	134	44.47	-0.81

\* significant at 0.01 level

\*\* significant at 0.05 level

## 12. Use of Homonyms

The percentage of incidence of errors the total sample as given in Table 31 is 41.08 per cent. Whereas the percentage of incidence of errors for the subgroups ranges from 51.56 to 30.07. Table 32 shows the critical ratios of the difference in percentage of incidence of errors in the area for the subgroups taken in pairs for comparison. It is noted that there exists significant difference at 0.01 level in the percentage of incidence between High SES and Low SES (CR= -3.78). In the case of the groups of the following

pairs the differences exist at 0.05 level. Private schools and Government schools (CR = -2.24), SES and Average ASES groups (CR = 2.52).

There are no differences between sub groups of the following pairs: Girls and Boys, Rural Schools and Urban Schools, Average SES and Low SES.

Table 31

Details regarding errors in the use of Homonyms for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	41.08	1.73	4.10	2.02
G	426	39.67	2.37	3.96	2.01
B	374	42.70	2.55	4.27	2.15
RS	470	36.49	2.22	3.64	2.55
US	330	47.51	2.74	4.75	2.00
PS	521	38.65	2.13	3.86	2.11
GS	279	45.62	2.98	4.56	1.94
HSES	133	30.07	3.97	3.00	2.00
ASES	533	41.20	2.13	4.12	1.87
LSES	134	51.56	4.31	5.15	2.38

Table 32

Details regarding test of significance for differences in percentage of incidence of errors in the use of Homonyms for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	39.67	374	42.70	-0.97
2	RS-US	470	36.49	330	47.51	-0.40
3	PS-GS	521	38.65	279	45.62	-2.24**
4	HSES-ASES	133	30.07	533	41.20	-2.52**
5	HSES-LSES	133	30.07	134	51.56	-3.78*
6	ASES-LSES	533	41.20	134	51.56	-1.33

\* significant at 0.01 level

\*\* significant at 0.05 level

### 13. Use of Declension

Table 33 shows that percentage of incidence of errors in this area for the total sample is 46.08 per cent. The percentage for the subgroups ranges from 52.75 to 38.64. As shown in table 34 there exists significant difference at 0.01 level in the percentage of incidence of errors between the groups of the following pairs.

Rural and urban schools (CR = -2.68), Private and Government Schools (CR = -3.25), between the groups of the following pairs there exist differences

of 0.05 level of significance. They are High SES and Low SES groups (CR = - 2.30) significant differences do not exist between the pairs of the following subgroups. Girls and Boys, High SES and Average SES, Average SES and Low SES groups.

Table 33

Details regarding errors in the use of  
Declension for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	46.08	1.76	4.60	2.02
G	426	45.32	2.41	4.53	2.00
B	374	46.95	2.58	4.69	2.15
RS	470	42.19	2.27	4.21	2.21
US	330	51.63	2.75	5.16	1.95
PS	521	42.51	2.16	4.25	2.10
GS	279	52.75	2.98	5.27	1.89
HSES	133	38.64	4.22	3.86	1.84
ASES	533	46.39	2.16	4.63	2.38
LSES	134	52.23	4.31	5.22	1.84

Table 34

Details regarding the test of significance  
for differences in the percentage of incidence of  
errors in the use of Declension for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	45.32	374	46.95	-0.24
2	RS-US	470	42.19	330	51.63	-2.68*
3	PS-GS	521	42.51	279	52.75	-3.25*
4	HSES-ASES	133	38.64	533	46.39	-1.74
5	HSES-LSES	133	38.64	134	52.23	-2.30**
6	ASES-LSES	533	46.39	134	52.23	-1.30

\* significant at 0.01 level

\*\* significant at 0.05 level

#### 14. Use of Opposite

Table 35 shows that percentage of incidence of errors in this area for the total sample is 33.47. As shown in table 36 there exist significant differences at 0.01 level in the percentage of incidence of errors between the groups of the following pairs.

Private and Government schools (CR = -3.01), High SES and Low SES groups (CR = -4.05), Average SES and Low SES groups (CR= -3.29). Between the groups of the following pairs there exist differences at 0.05 level of

significance High SES and Average SES Groups ( $CR = -2.35$ ). Significant differences do not exist between the pairs of the following sub groups. Girls and Boys, Rural and urban schools.

Table 35

Details regarding errors in the use of  
Opposite for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	33.47	1.66	3.34	2.17
G	426	32.13	2.26	3.21	2.25
B	374	35.00	2.46	3.50	2.24
RS	470	30.63	2.12	3.06	2.43
US	330	37.51	2.66	3.75	2.08
PS	521	30.34	2.01	3.03	2.28
GS	279	39.31	2.92	3.93	1.98
HSES	133	23.00	3.64	2.30	2.40
ASES	533	32.72	2.03	3.27	2.22
LSES	134	46.86	4.31	4.68	2.18

Table 36

Details regarding the test of significance  
for differences in the percentage of incidence of  
errors in the use of Opposite for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	32.13	374	35.00	-0.96
2	RS-US	470	30.63	330	35.51	-1.47
3	PS-GS	521	30.34	279	39.31	-3.01*
4	HSES-ASES	133	23.00	533	32.72	-2.35**
5	HSES-LSES	133	23.00	134	46.86	-4.05*
6	ASES-LSES	533	32.72	134	46.86	-3.29*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 15. Use of Gender

The percentage of incidence of errors the total sample as given in table 37 is 33.48 per cent. Whereas the percentage of incidence of errors for the subgroups ranges from 51.41 to 28.89. Table 38 shows the critical ratios of the difference in percentage of incidence of errors in the area for the sub groups taken in pairs for comparison. It is noted that there exists significant difference at 0.01 level in the percentage of incidence between rural and urban schools (CR =-2.98 High SES and Low SES groups (CR = -3.00), Average SES and Low SES groups (CR =-4.34).

There are no differences between sub groups of the following pairs. Girls and Boys, Private and Government schools, High SES and Average SES groups.

Table 37

Details regarding errors in the use of Gender for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	33.48	1.66	3.34	1.90
G	426	31.73	2.25	3.17	1.94
B	374	35.48	2.47	3.54	2.02
RS	470	29.38	2.09	2.93	2.17
US	330	39.33	2.68	3.93	1.67
PS	521	31.20	2.02	3.12	2.02
GS	279	37.74	2.90	3.77	1.78
HSES	133	33.83	4.10	2.38	1.90
ASES	533	28.89	1.96	2.88	2.28
LSES	134	51.41	4.31	5.14	2.45

Table 38

Details regarding the test of significance  
for differences in the percentage of incidence of  
errors in the use of Gender for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	31.73	374	35.48	-1.25
2	RS-US	470	29.38	330	39.33	-2.98*
3	PS-GS	521	31.20	279	37.74	-1.20
4	HSES-ASES	133	33.83	533	28.89	1.20
5	HSES-LSES	133	33.83	134	51.44	-3.00*
6	ASES-LSES	533	28.89	134	51.44	-4.34*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 16. Use of Change of Voice

The percentage of incidence of errors the total sample as given in Table 39 is 52.66 per cent. Whereas the percentage of incidence of errors for the subgroups ranges from 64.02 to 46.01. Table 40 shows the critical ratios of the difference in percentage of incidence of errors in the area for the subgroups taken in pairs for comparison. It is noted that there exists significant difference at 0.01 level in the percentage of incidence between Rural and Urban schools (CR =-4.47) Private schools and Government schools (CR = -

3.01) High SES and LSES groups (CR = -3.06), Average SES and Low SES groups (CR = -2.82).

There are no differences between sub groups of the following pairs  
Girls and Boys, High SES and ASES groups.

Table 39

Details regarding errors in the use of  
Change of voice for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	52.66	1.76	5.26	2.40
G	426	50.37	2.42	5.03	2.45
B	374	55.26	2.57	5.52	2.51
RS	470	46.14	2.29	4.61	2.76
US	330	61.93	2.67	6.19	2.00
PS	521	49.34	2.19	4.93	2.61
GS	279	58.85	2.94	5.88	2.00
HSES	133	46.01	4.32	4.60	2.20
ASES	533	51.46	2.16	5.14	2.41
LSES	134	64.02	4.14	6.40	2.55

Table 40

Details regarding the test of significance for differences in the percentage of incidence of errors in the use of Change of Voice for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	50.37	374	55.26	-1.55
2	RS-US	470	46.14	330	61.93	-4.47*
3	PS-GS	521	49.34	279	58.85	3.01*
4	HSES-ASES	133	46.01	533	51.46	-1.21
5	HSES-LSES	133	46.01	134	64.02	-3.06*
6	ASES-LSES	533	51.46	134	64.02	-2.82*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 17. Use of word meaning

Table 41 shows that percentage of incidence of errors in this area for the total sample is 36.73 per cent. The percentage for the subgroups ranges from 55.22 to 30.07. As shown in table 42 there exists significant difference at 0.01 level in the percentage of incidence of errors between the groups of the following.

High SES and Low SES groups (CR = -4.29), Average SES and Low SES groups (CR = -4.94). Between the groups of the following pairs there

exists difference at 0.05 level of significance. They are Rural and Urban Schools (CR = -2.08). Significant differences do not exist between the pairs of the following sub groups. Girls and Boys, Private and Government schools, High SES and Average SES groups.

Table 41

Details regarding errors in the use of  
Word Meaning for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	36.73	1.70	3.67	1.95
G	426	35.39	2.31	3.53	1.68
B	374	38.26	2.51	3.82	2.29
RS	470	33.80	2.18	3.38	2.20
US	330	40.90	2.70	4.09	1.91
PS	521	35.27	2.09	3.52	1.78
GS	279	39.46	2.92	3.94	2.26
HSES	133	30.07	3.97	3.00	1.71
ASES	533	33.75	2.04	3.37	1.97
LSES	134	55.22	4.29	5.52	2.53

Table 42

Details regarding the test of significance  
for differences in the percentage of incidence of errors  
in the use of Word Meaning for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	35.39	374	38.26	-0.94
2	RS-US	470	33.80	330	4.90	-2.08**
3	PS-GS	521	35.27	279	39.46	-1.37
4	HSES-ASES	133	30.07	533	33.75	-0.87
5	HSES-LSES	133	30.07	134	55.22	-4.29*
6	ASES-LSES	533	33.75	134	55.22	-4.94*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 18. Use of Identifying Indiclinables

The percentage of incidence of errors the total sample as given in table 43 is 36.73 whereas the percentage of incidence of errors for the subgroups ranges from 58.20 to 25.03. Table 44 shows the critical ratios of the difference in percentage of incidence of errors in this area for the subgroups taken in pairs for comparison. It is noted that there exists significant difference at 0.01 level in the percentage of incidence between High SES and Average SES groups (CR = -3.14), High SES and Low SES Groups (CR = -5.68), Average SES and Low SES groups (CR = -3.45).

There are no differences between subgroups to the following: Girls and Boys, Rural and Urban schools, Private and Government schools.

Table 43

Details regarding errors in the use of Identifying Indiclinables for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	39.57	1.72	3.95	2.05
G	426	40.28	2.37	4.02	2.13
B	374	38.77	2.51	3.87	2.06
RS	470	38.93	2.24	3.89	2.38
US	330	40.48	2.70	4.08	2.00
PS	521	38.40	2.13	3.84	2.02
GS	279	41.75	2.95	4.17	2.16
HSES	133	25.03	3.75	2.50	2.22
ASES	533	38.51	2.10	3.85	2.40
LSES	134	58.20	4.26	5.82	2.76

Table 44

Details regarding the test of significance  
for differences in the percentage of incidence of errors  
in the use of Identifying Indiclinables for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	40.28	374	38.77	-0.48
2	RS-US	470	38.93	330	40.48	-0.44
3	PS-GS	521	38.40	279	41.75	-1.08
4	HSES-ASES	133	25.03	533	38.51	-3.14*
5	HSES-LSES	133	25.03	134	58.20	-5.68*
6	ASES-LSES	533	38.51	134	58.20	-3.45*

\* significant at 0.01 level

\*\* significant at 0.05 level

### 19. Use of Pronouns

The percentage of incidence of errors of the total sample as given in table 45 is 27.33. Whereas the percentage of incidence for the subgroups ranges from 36.71 to 22.70. Table 46 shows the critical ratio of the difference in percentage of incidence of errors in this area for the sub groups taken in pairs of for comparison. It has been found that there exists significance difference at 0.01 level in the percentage of incidence between High SES and LSES groups (CR =-6.92), Average SES and Low SES (CR =-2.63).

In the case of the groups of the following pairs the difference exists at 0.05 level. Rural and urban schools (CR = -2.26), Private and Government schools (CR = -2.23). There are no difference between subgroups of the following pairs. Girls and Boys High SES and Average SES.

Table 45

Details regarding errors in the use of  
Pronouns for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	27.33	1.57	2.73	1.94
G	426	26.24	2.13	2.62	1.94
B	374	28.58	2.33	2.85	2.02
RS	470	24.45	1.98	2.44	2.18
US	330	31.48	2.55	3.14	1.71
PS	521	25.14	1.90	2.51	2.13
GS	279	31.43	2.77	3.14	1.78
HSES	133	22.70	3.63	2.27	1.95
ASES	533	26.13	1.90	2.61	2.13
LSES	134	36.71	4.16	3.67	1.87

Table 46

Details regarding the test of significance  
for differences in the percentage of incidence of  
errors in the use of Pronouns for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	26.24	374	28.25	-0.83
2	RS-US	470	24.45	330	31.48	-2.26**
3	PS-GS	521	25.14	279	31.43	-2.23**
4	HSES-ASES	133	22.70	533	26.13	-0.88
5	HSES-LSES	133	22.70	134	36.71	-6.92*
6	ASES-LSES	533	26.13	134	36.71	-2.63*

\* significant at 0.01 level

\*\* significant at 0.05 level

## 20. Use of Translation

The percentage of incidence of errors the total sample as given in table 47 is 27.62 per cent. Whereas the percentage of incidence of errors for the subgroups ranges from 41.79 to 24.54. Table 48 shows the critical ratios of the difference in percentage of incidence of errors in the area for the subgroups taken in pairs for comparison. It is noted that there exists significant difference at 0.01 level in the percentage of incidence between High SES and Low SES groups (CR = -2.87), Average SES and Low SES groups (CR = -4.30).

There are no differences between sub groups of the following pairs. Girls and Boys, Rural and Urban schools, Private and Government schools, High SES and Average SES groups.

Table 47

Details regarding errors in the use of Translation for the total sample and relevant sub groups

Groups	No. of subjects	Percentage of incidence	S.E.	AM	SD
Total	800	27.62	1.58	2.76	1.68
G	426	26.07	2.12	2.60	1.68
B	374	29.38	2.35	2.93	1.79
RS	470	26.04	2.02	2.60	1.91
US	330	29.87	2.51	2.98	1.57
PS	521	26.96	1.94	2.69	1.70
GS	279	28.85	2.71	2.88	1.69
HSES	133	25.71	3.78	2.57	1.83
ASES	533	24.54	1.86	2.45	1.99
LSES	134	41.79	4.26	4.17	2.26

Table 48

Details regarding the test of significance  
for differences in the percentage of incidence of  
errors in the use of Translation for relevant pairs of sub groups

Sl.No.	Sub groups compared	N <sub>1</sub>	P <sub>1</sub>	N <sub>2</sub>	P <sub>2</sub>	CR
1	G-B	426	26.07	374	29.38	-1.17
2	RS-US	470	26.04	330	29.87	-1.72
3	PS-GS	521	26.96	279	28.85	-0.67
4	HSES-ASES	133	25.71	533	24.54	-0.30
5	HSES-LSES	133	25.71	134	41.79	-2.87*
6	ASES-LSES	533	24.54	134	41.79	-4.30*

\* significant at 0.01 level

\*\* significant at 0.05 level

From the above analysis, it can be noted that Girls and Boys differ only in two sub skills of items out of the twenty sub skills of items. The groups Rural and Urban also differ only in ten sub skills of items out of the same twenty sub skills of items, Private and Government Schools differ only in seven sub skills of items out of the twenty sub skills of items, High SES and Average SES differ only in six sub skills of items out of the twenty sub skills, High SES and Low SES differ all sub skills items and the groups Average SES and Low SES also differ only in fourteen sub skills of items out of the same twenty sub skills. The results of the percentage of incidence of examined above are summarised in table 49.

Table 49

Summary of the test of significance of differences in the percentage of incidence of errors the 20 grammatical sub skills for the relevant pairs of sub groups

Sl. No.	Subgroups	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
1	G-B	NS	HS	NS	NS	NS	NS	S	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
2	RS-US	NS	NS	NS	S	NS	S	HS	S	HS	NS	NS	NS	HS	NS	HS	HS	S	NS	S	NS
3	PS-GS	NS	NS	HS	NS	NS	NS	NS	NS	NS	S	NS	S	HS	HS	NS	HS	NS	NS	S	NS
4	HSES-ASES	NS	S	NS	NS	NS	HS	NS	NS	NS	NS	HS	S	NS	S	NS	NS	NS	HS	NS	NS
5	HSES-LSES	HS	HS	S	S	HS	S	S	HS	HS	HS	HS	HS	S	HS	HS	HS	HS	HS	HS	HS
6	ASES-LSES	HS	HS	HS	NS	HS	NS	HS	HS	HS	NS	NS	NS	NS	HS	HS	HS	HS	HS	HS	HS

HS = Highly Significant

S = Significant

NS = Not significant

Graphical Representation of the Rank Order of Error Incidence of  
Twenty Grammatical sub skills are given in Figures 1 to 20.

Abbreviation used

T	-	Total
G	-	Girls
B	-	Boys
RS	-	Rural Schools
US	-	Urban Schools
PS	-	Private Schools
GS	-	Government Schools
HS	-	High Socio-Economic Status
AS	-	Average Socio-Economic Status
LS	-	Low Socio-Economic Status

Fig. 1  
Graphical representation of the rank order of error incidence of  
Orthography

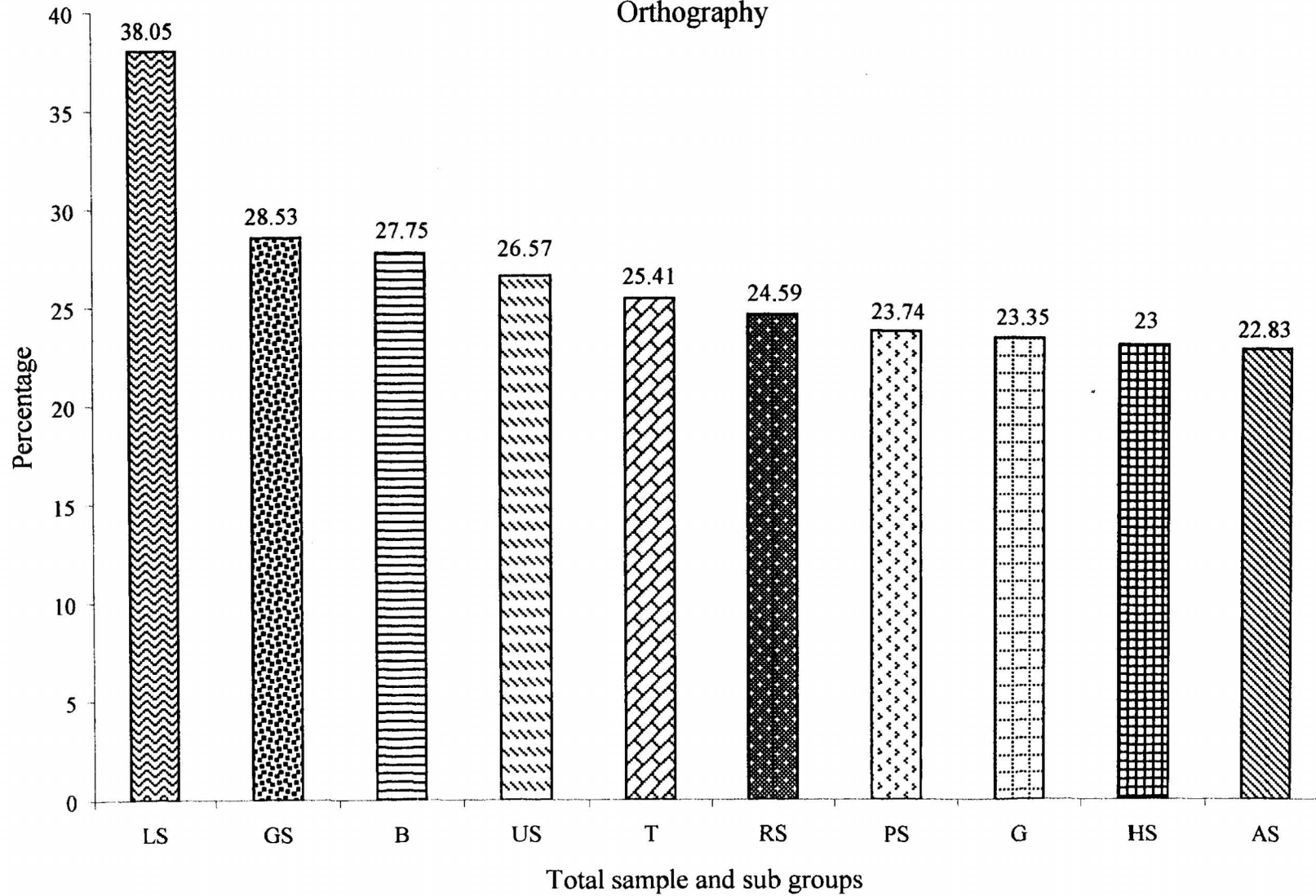


Fig. 2  
Graphical representation of the rank order of error incidence of  
Numerals

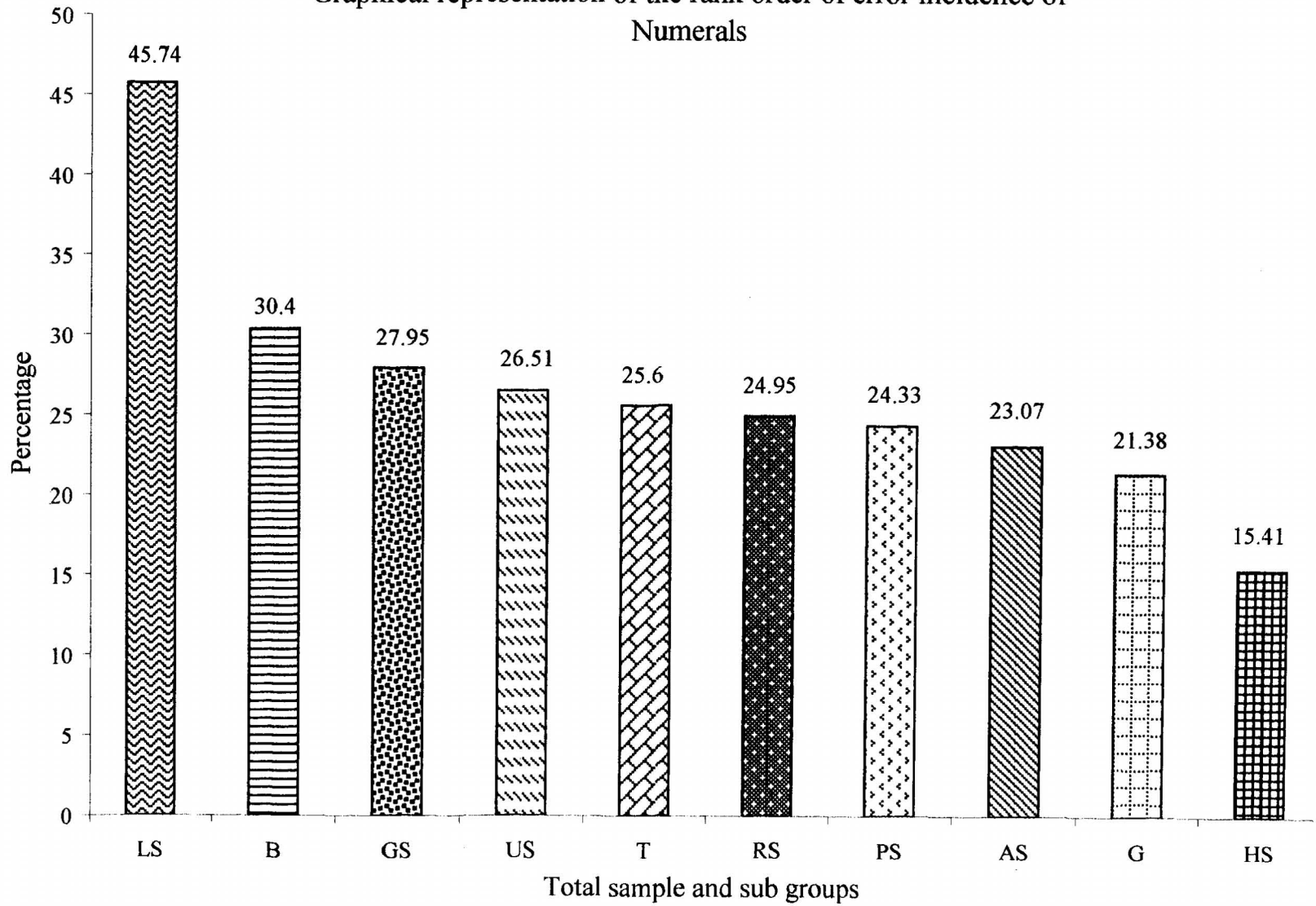


Fig. 3

Graphical representation of the rank order of error incidence of Plural Numbers

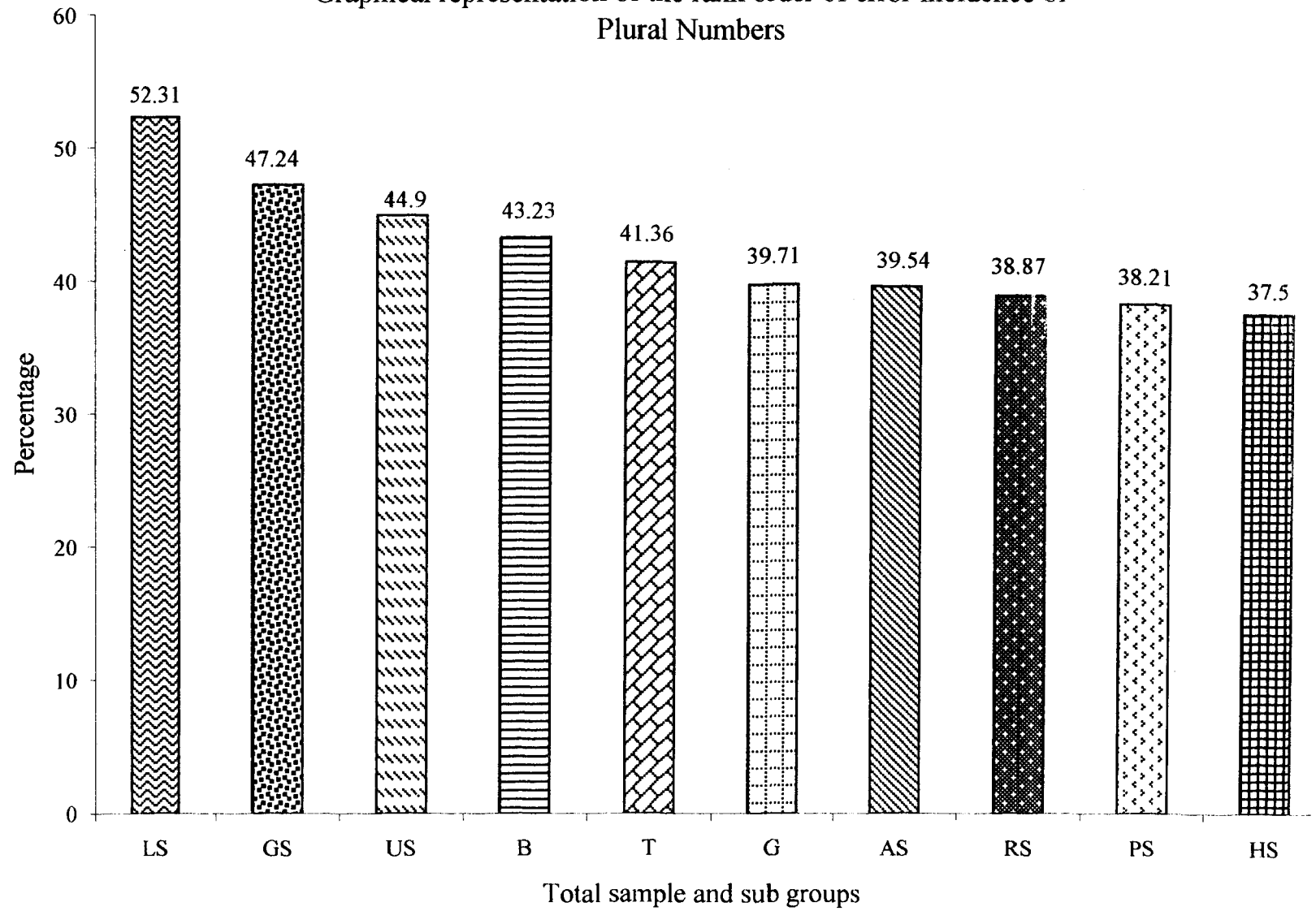


Fig. 4  
Graphical representation of the rank order of error incidence of  
Conjugation

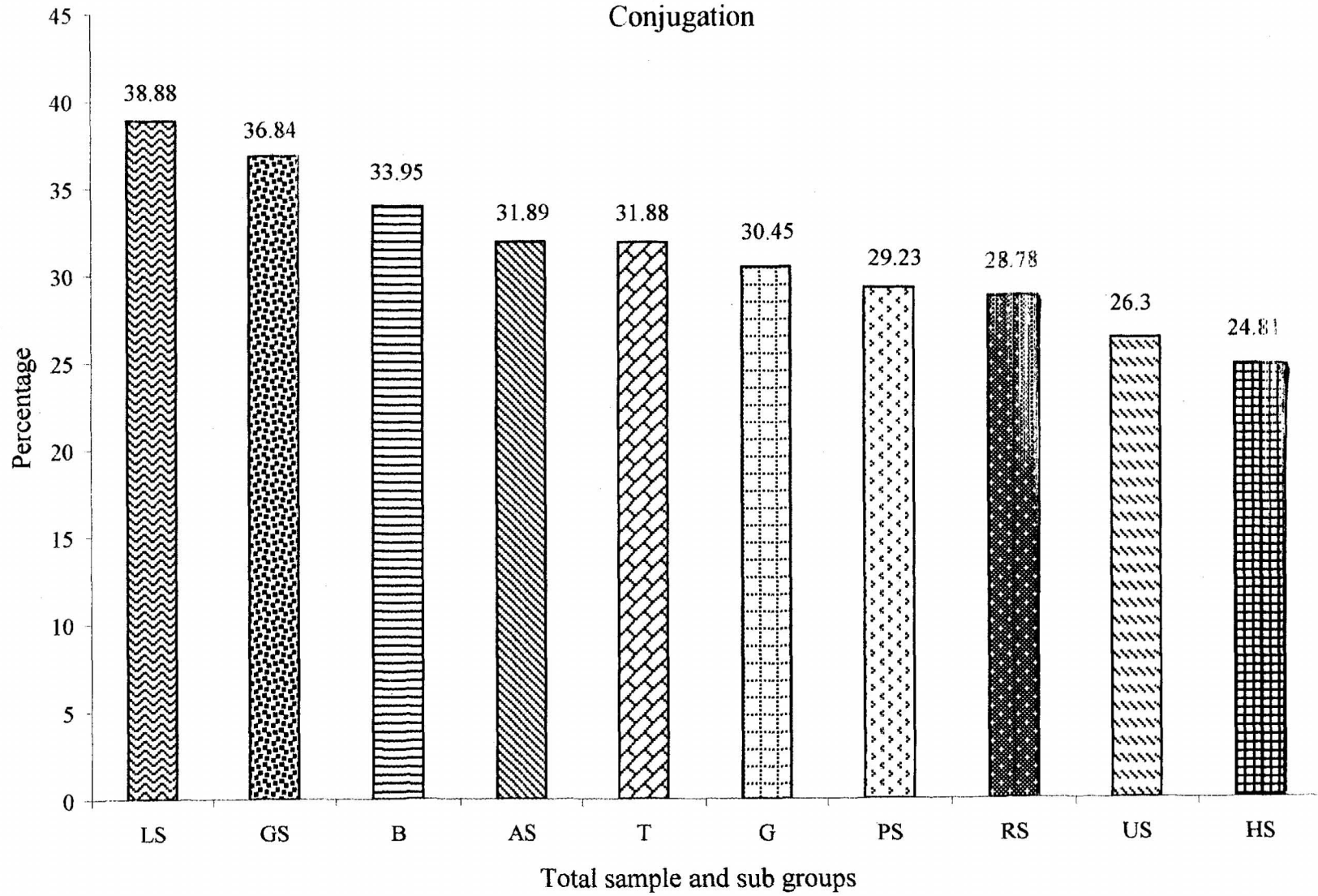


Fig. 5  
Graphical representation of the rank order of error incidence of  
Case

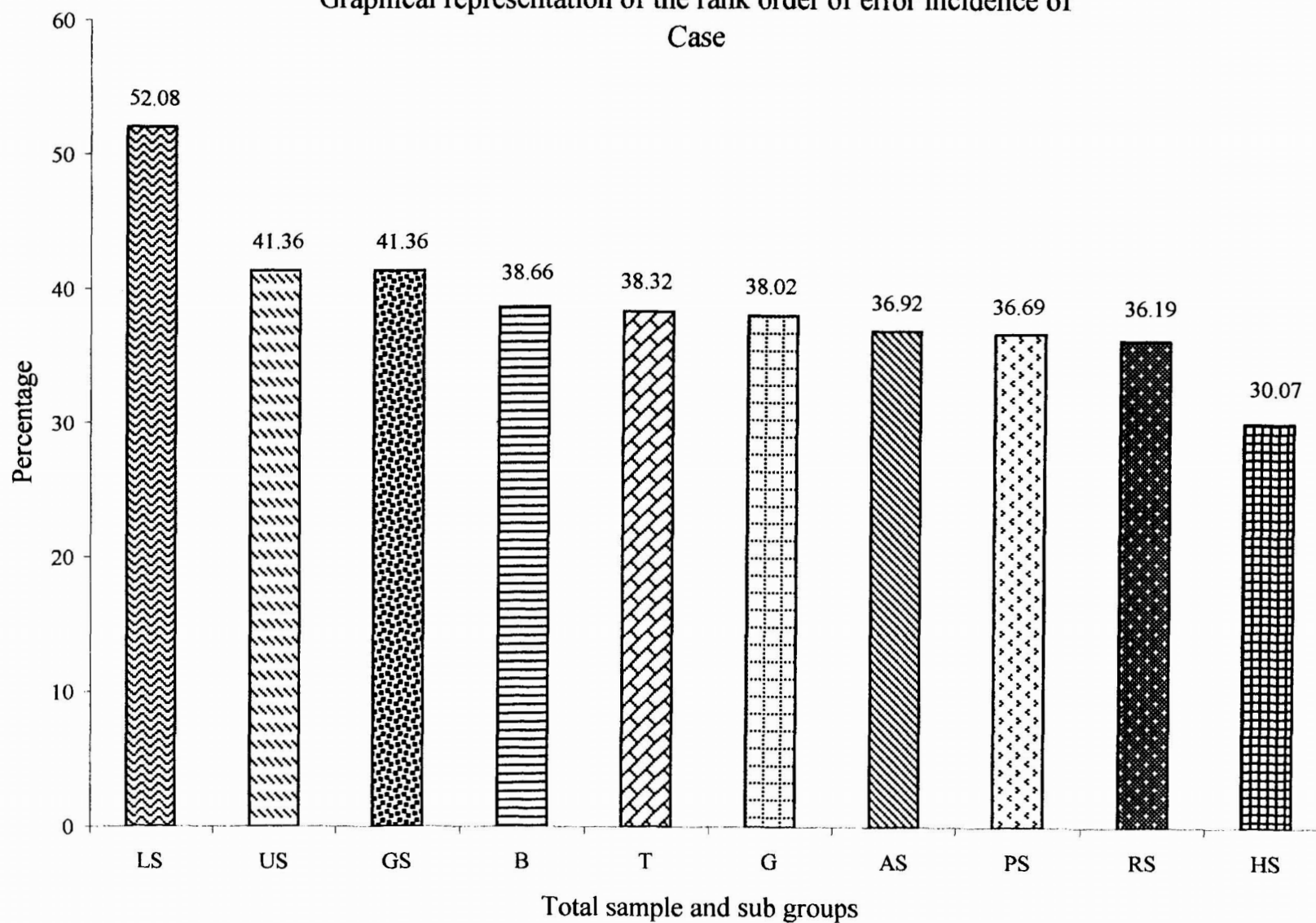


Fig. 6  
Graphical representation of the rank order of error incidence of  
Prefix

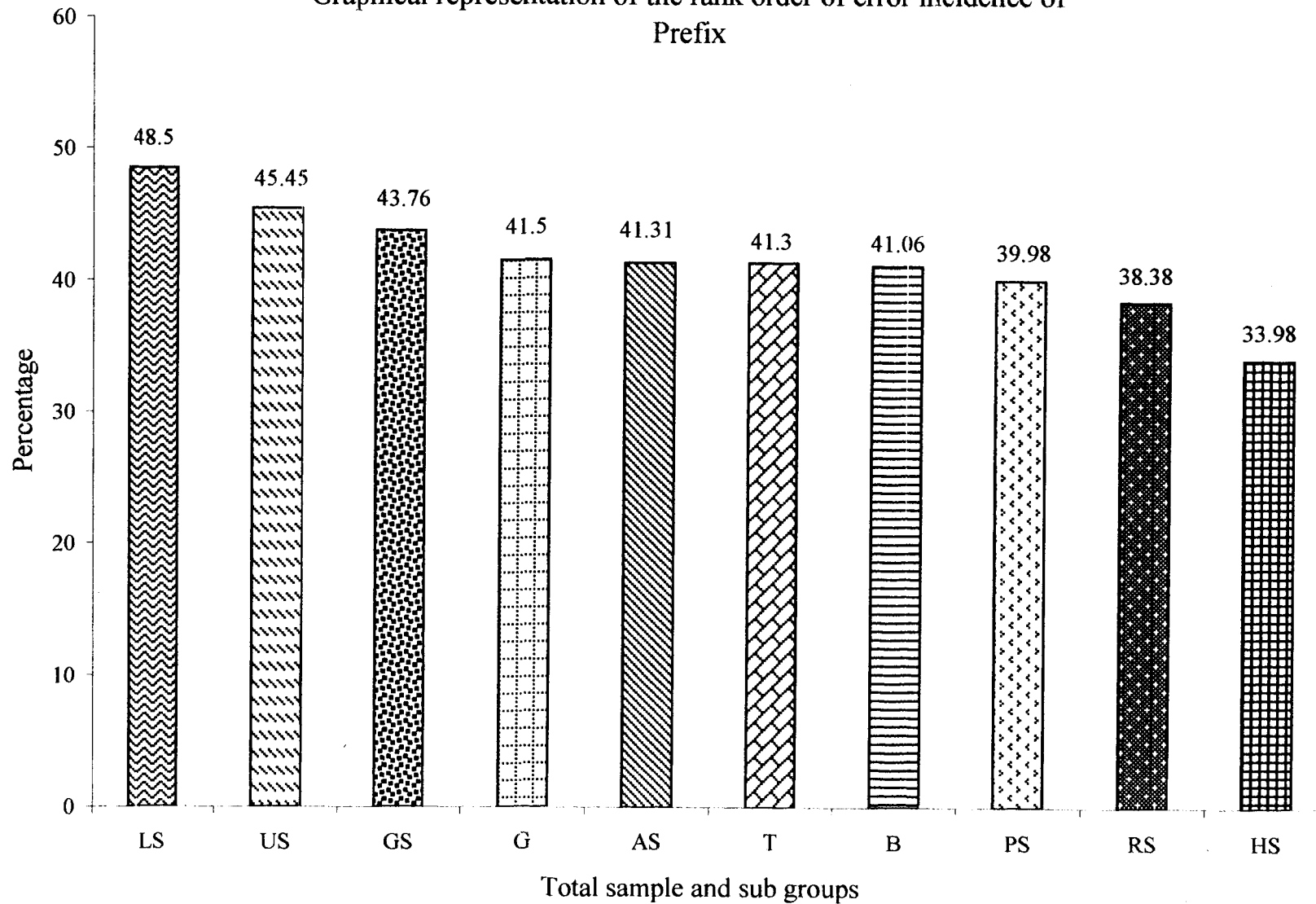


Fig. 7  
Graphical representation of the rank order of error incidence of  
Difference of Meaning

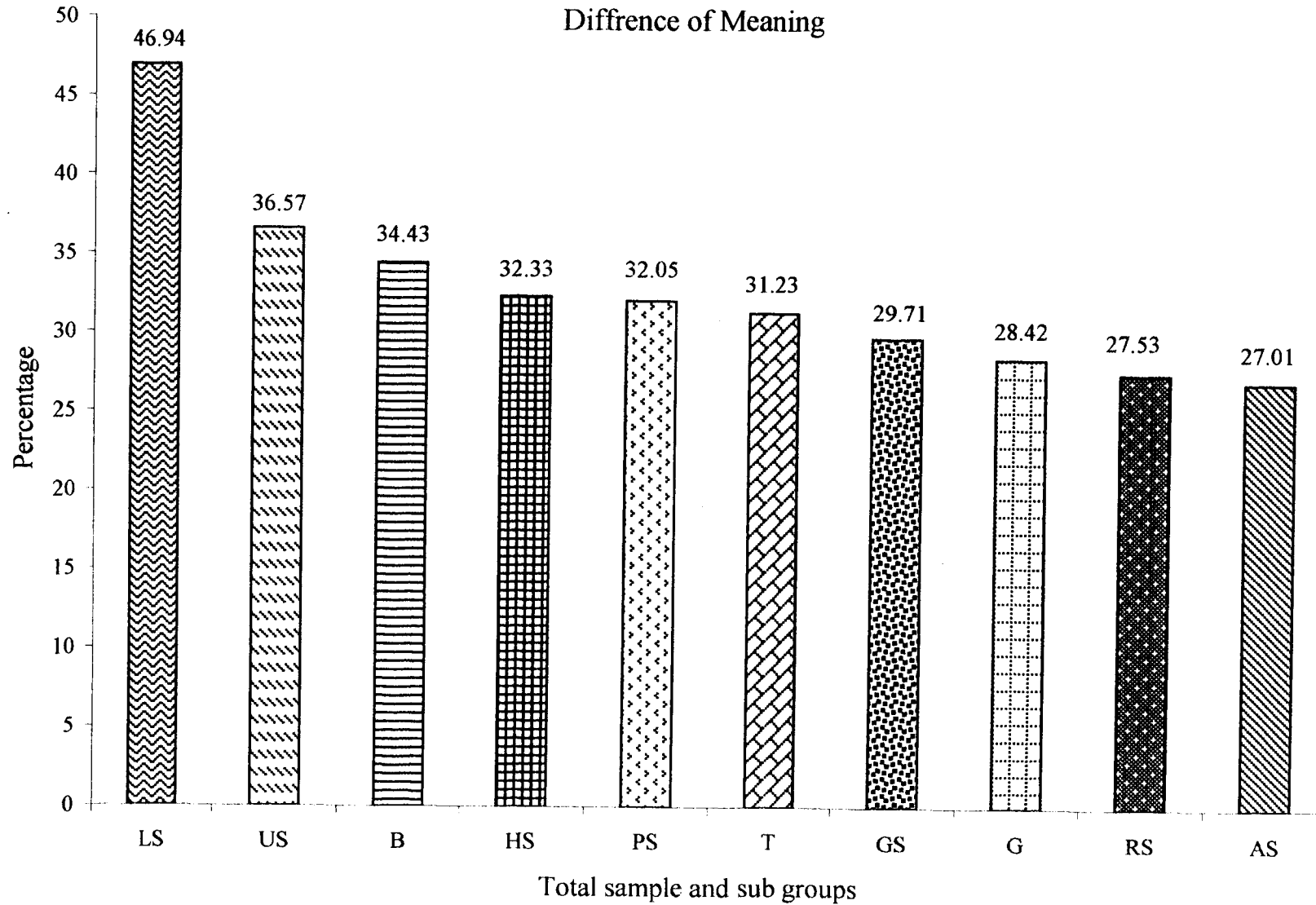


Fig. 8  
Graphical representation of the rank order of error incidence of  
Synonyms

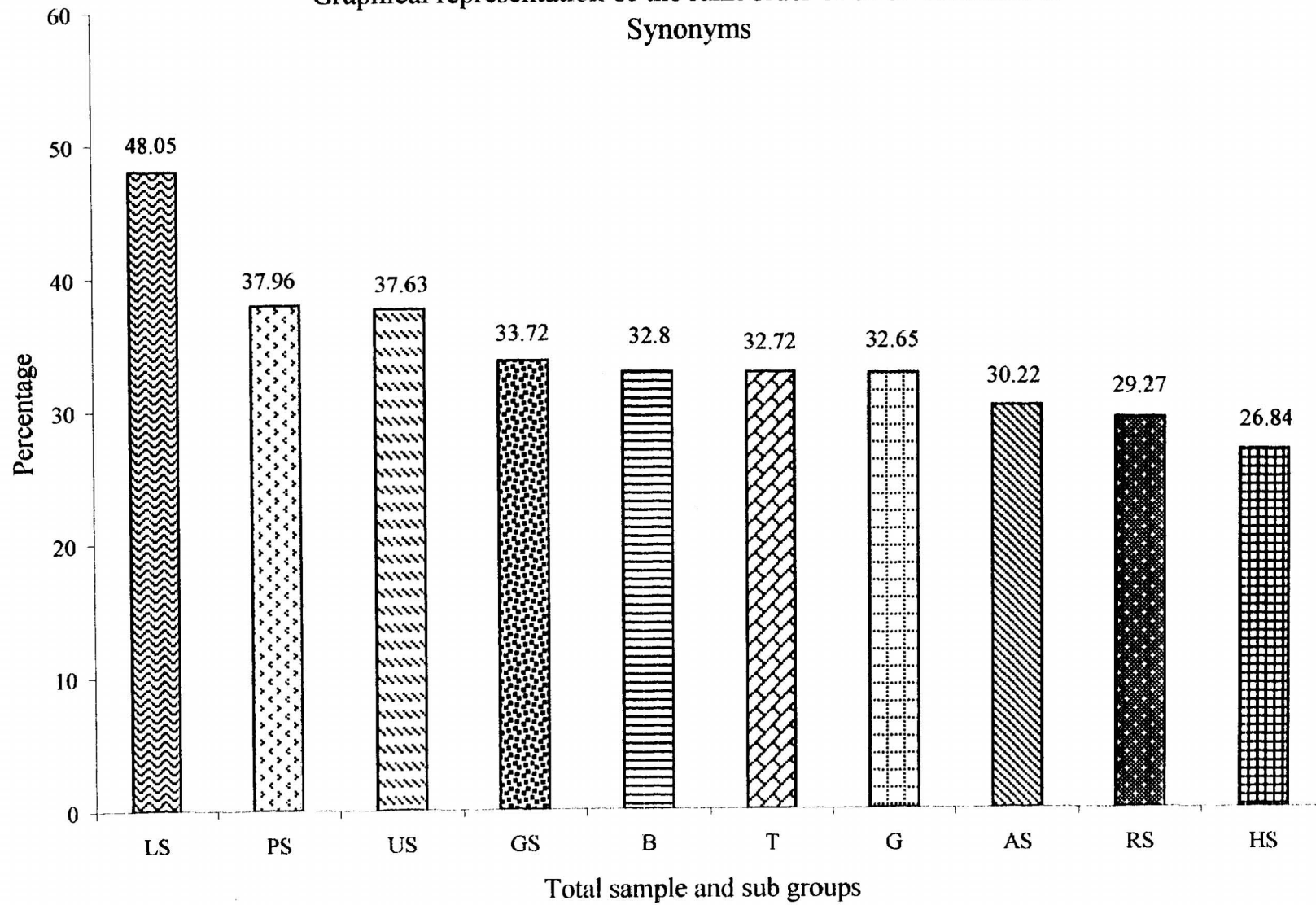


Fig. 9  
Graphical representation of the rank order of error incidence of  
Tense

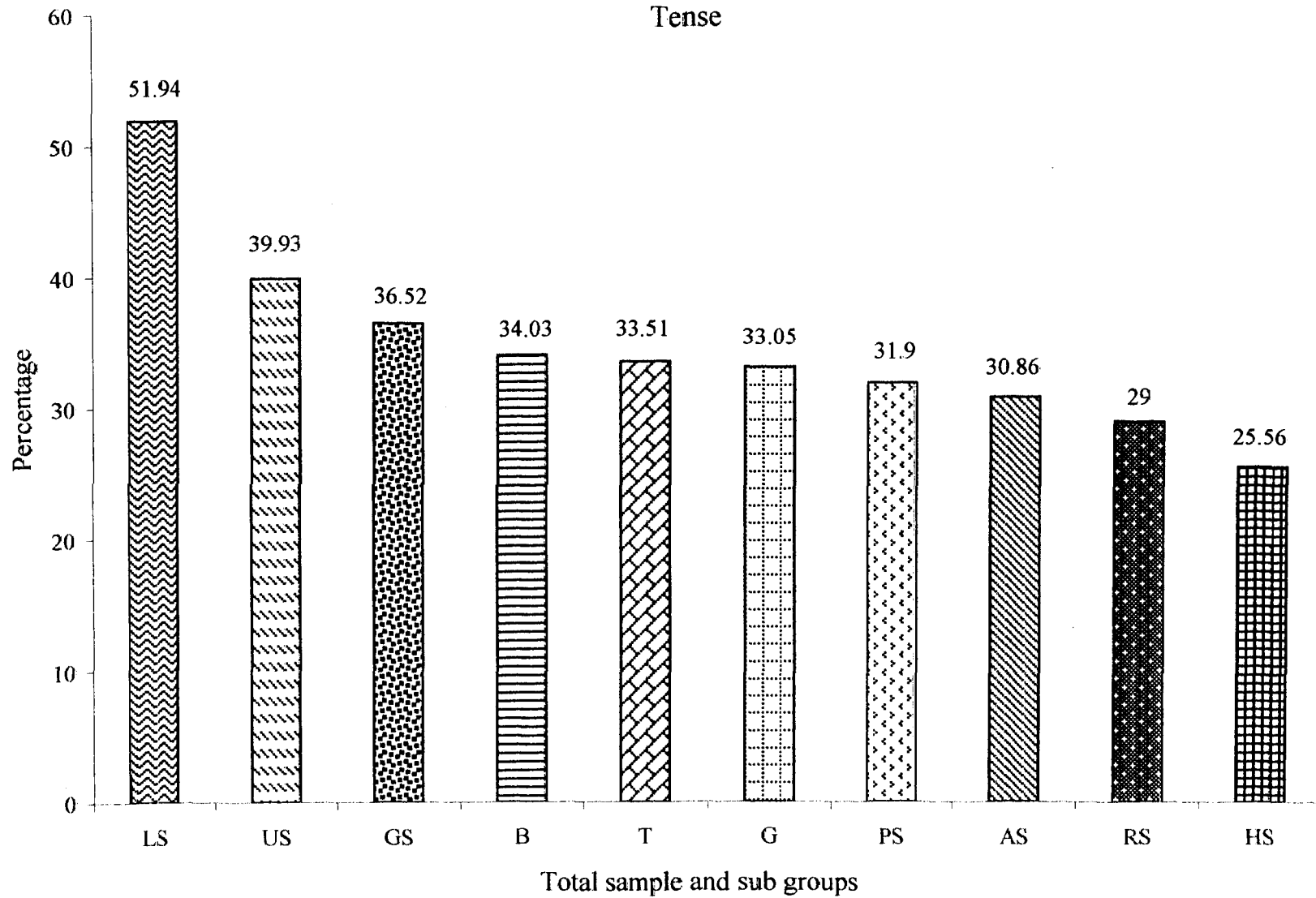


Fig. 10  
Graphical representation of the rank order of error incidence of Compound

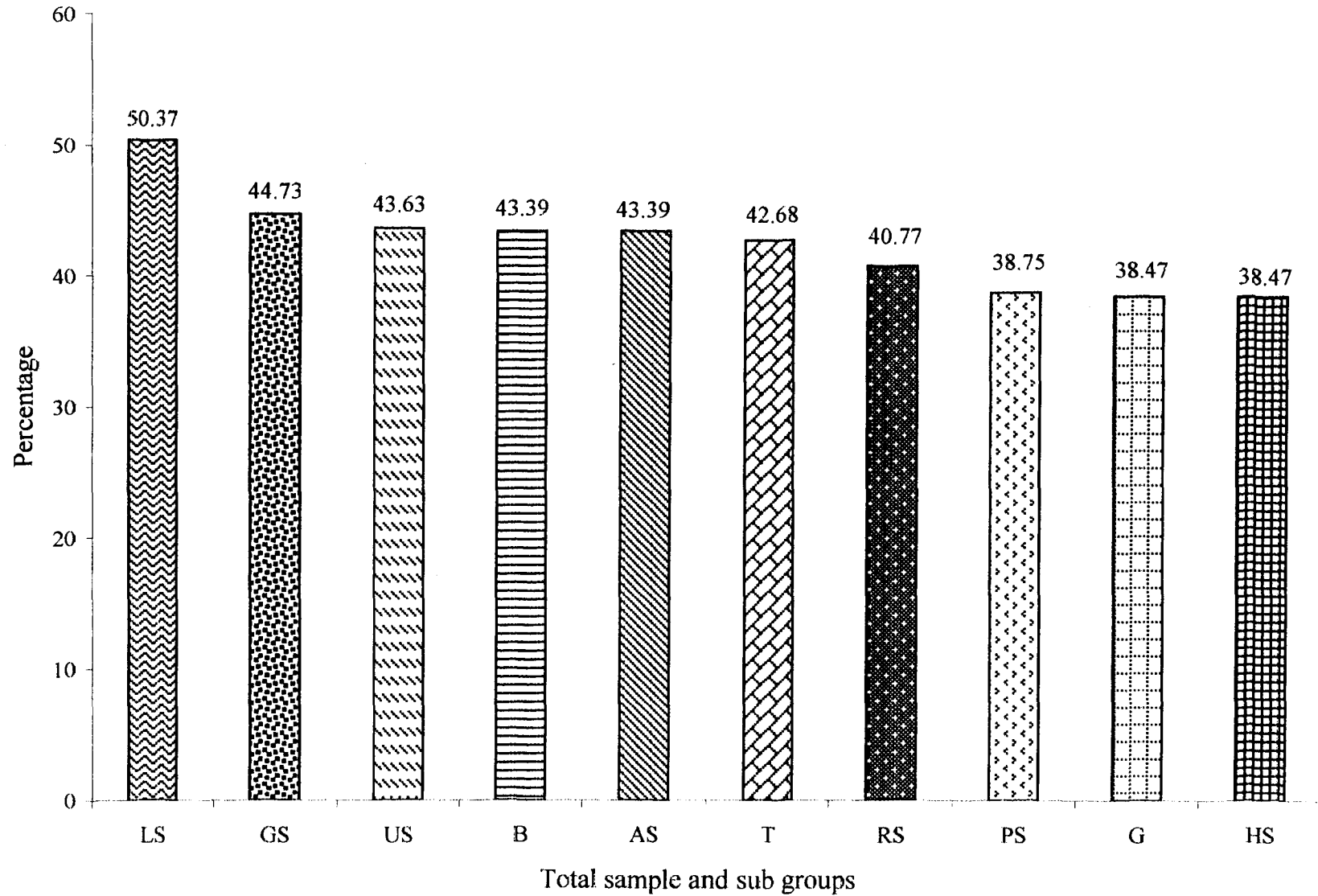


Fig. 11  
Graphical representation of the rank order of error incidence of  
Conjunction

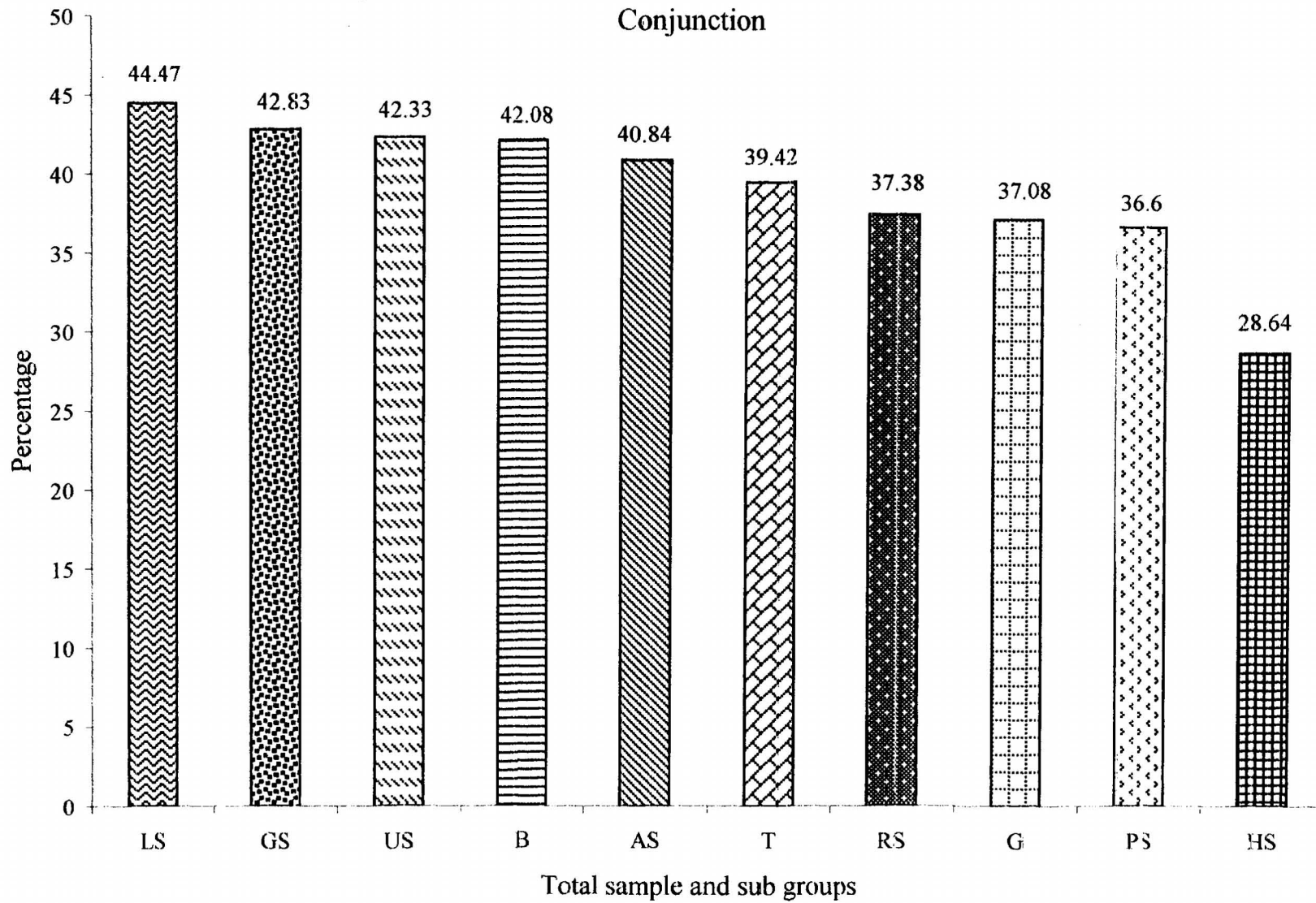


Fig. 12  
Graphical representation of the rank order of error incidence of Homonyms

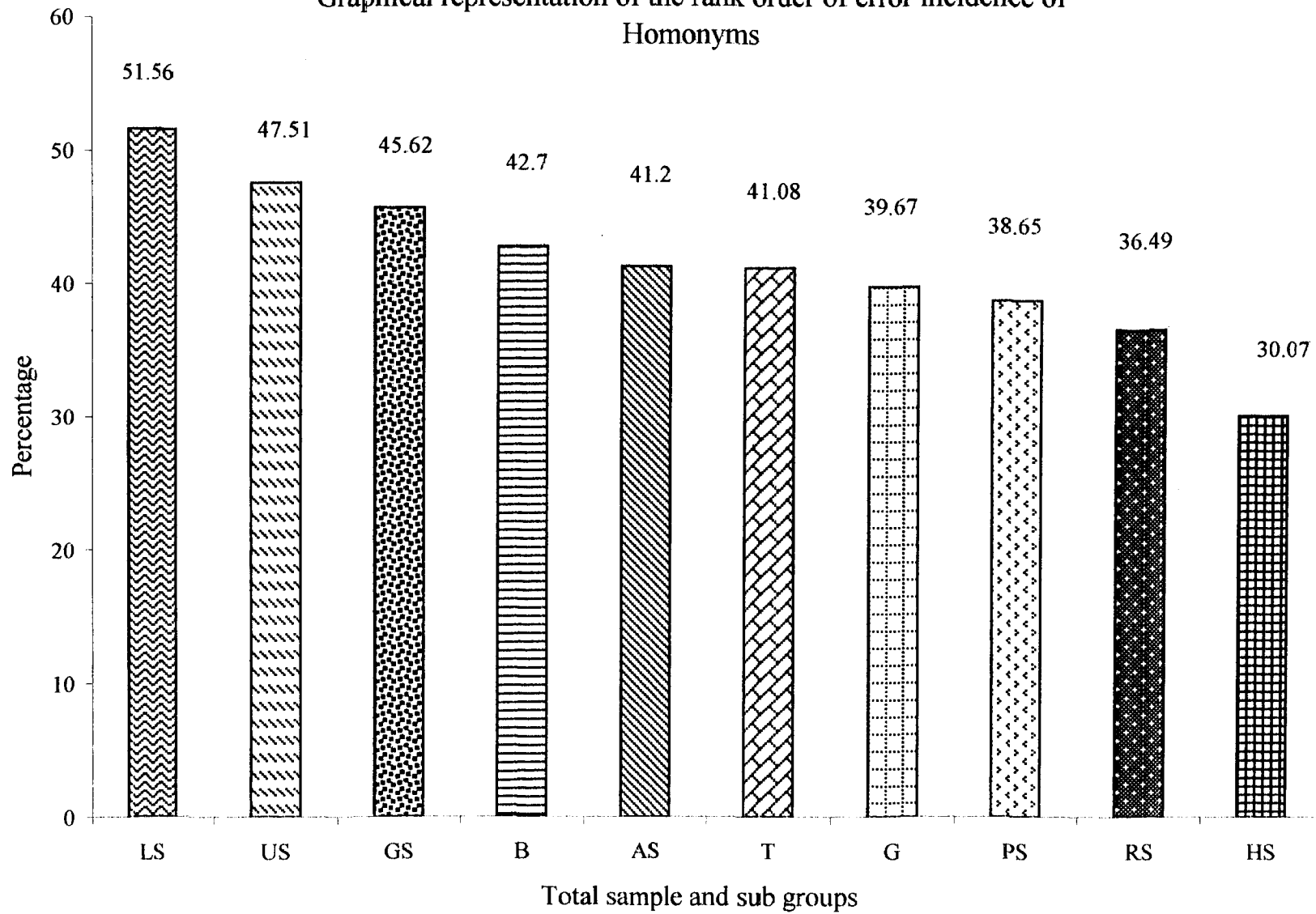


Fig. 13  
Graphical representation of the rank order of error incidence of  
Declension

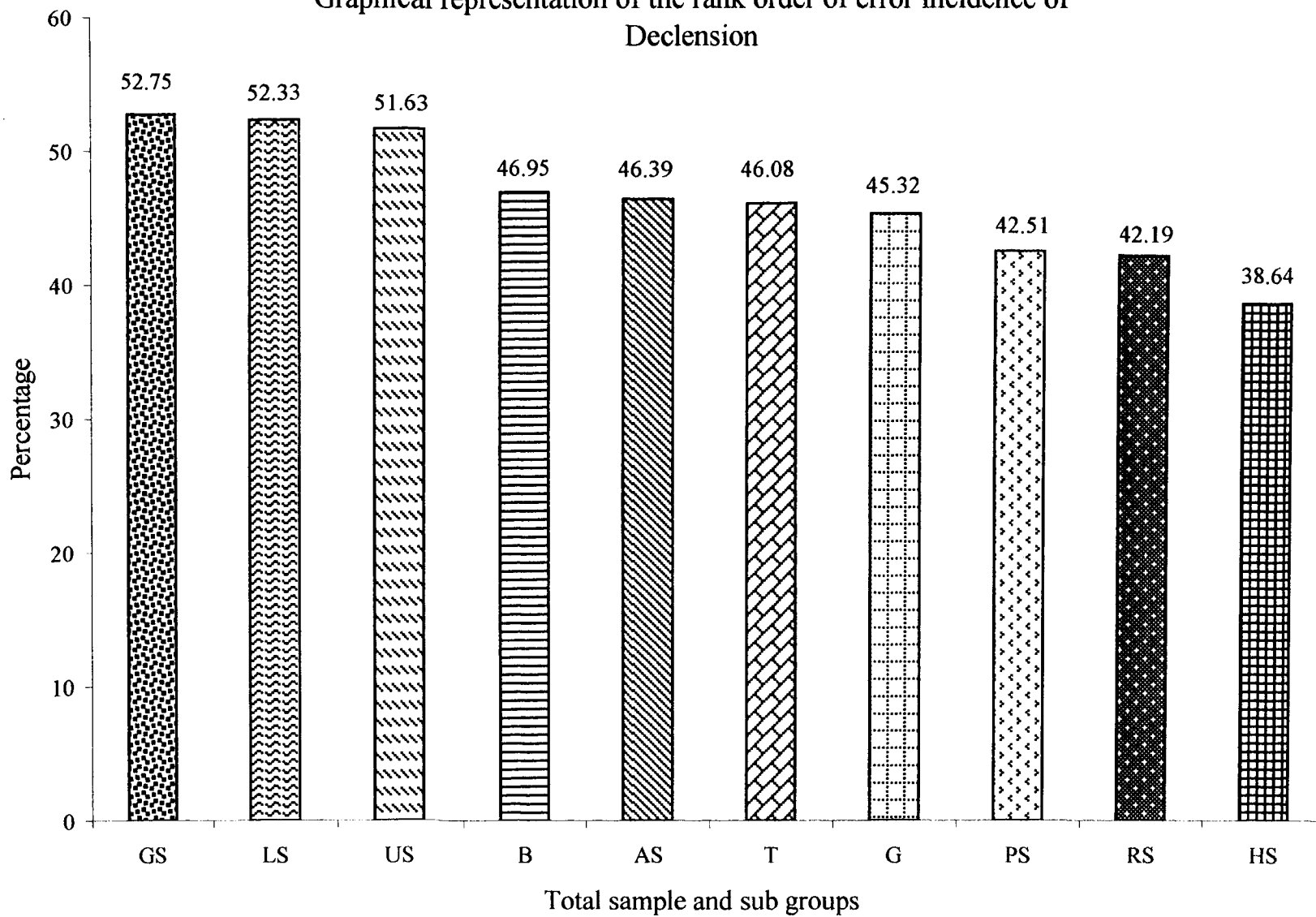


Fig. 14  
Graphical representation of the rank order of error incidence of  
Opposite

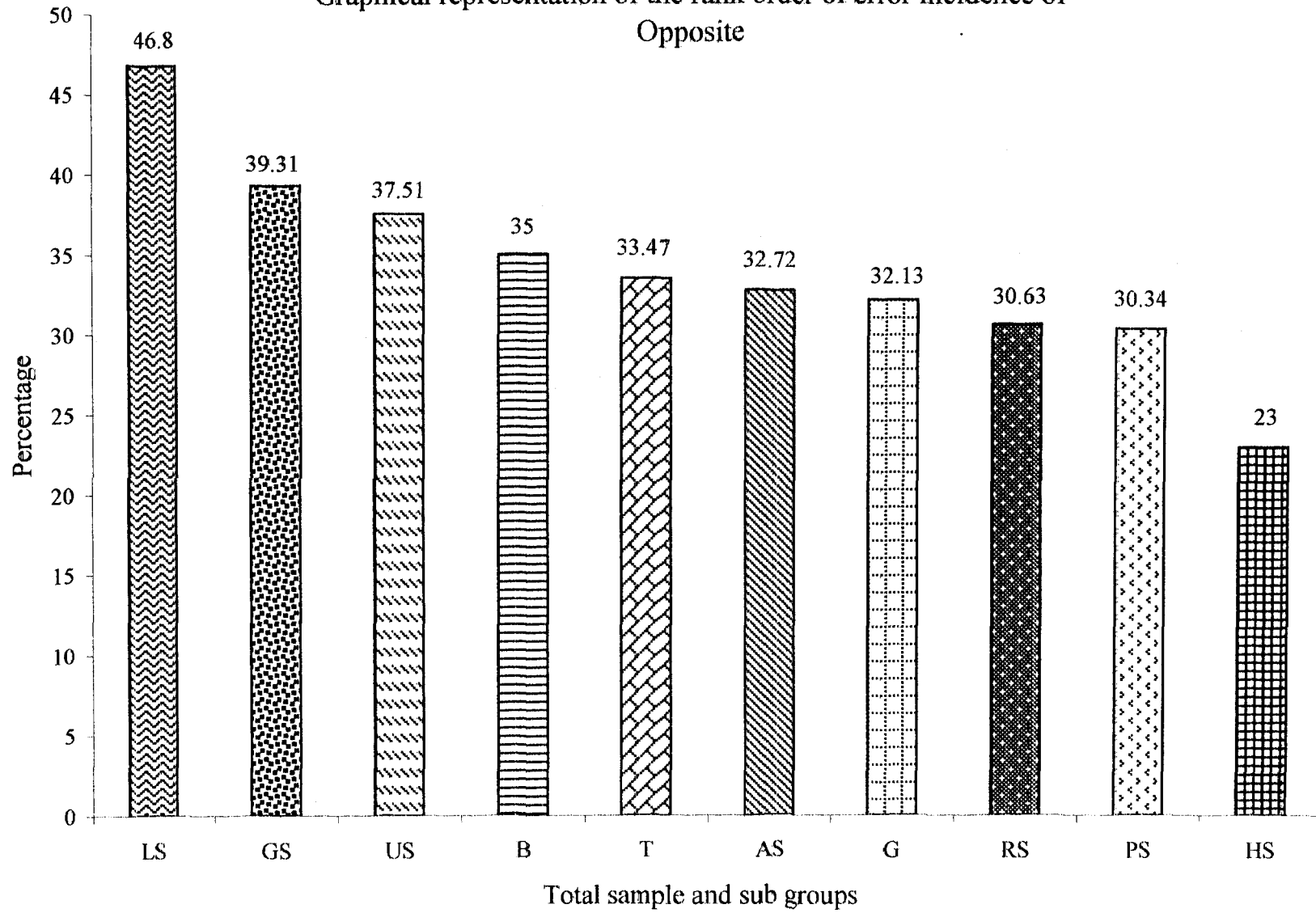


Fig. 15  
Graphical representation of the rank order of error incidence of  
Gender

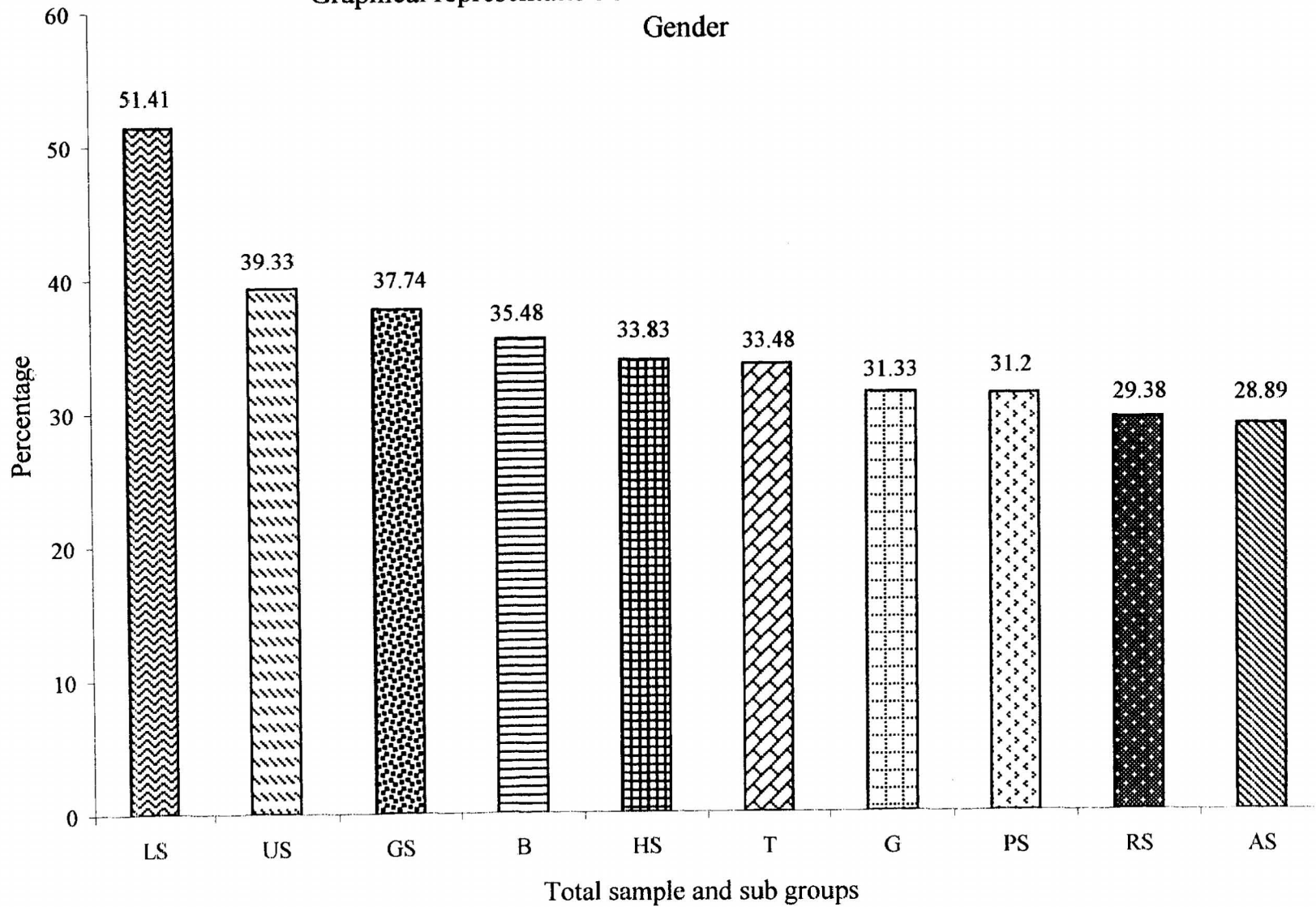


Fig. 16  
Graphical representation of the rank order of error incidence of  
Change of Voice

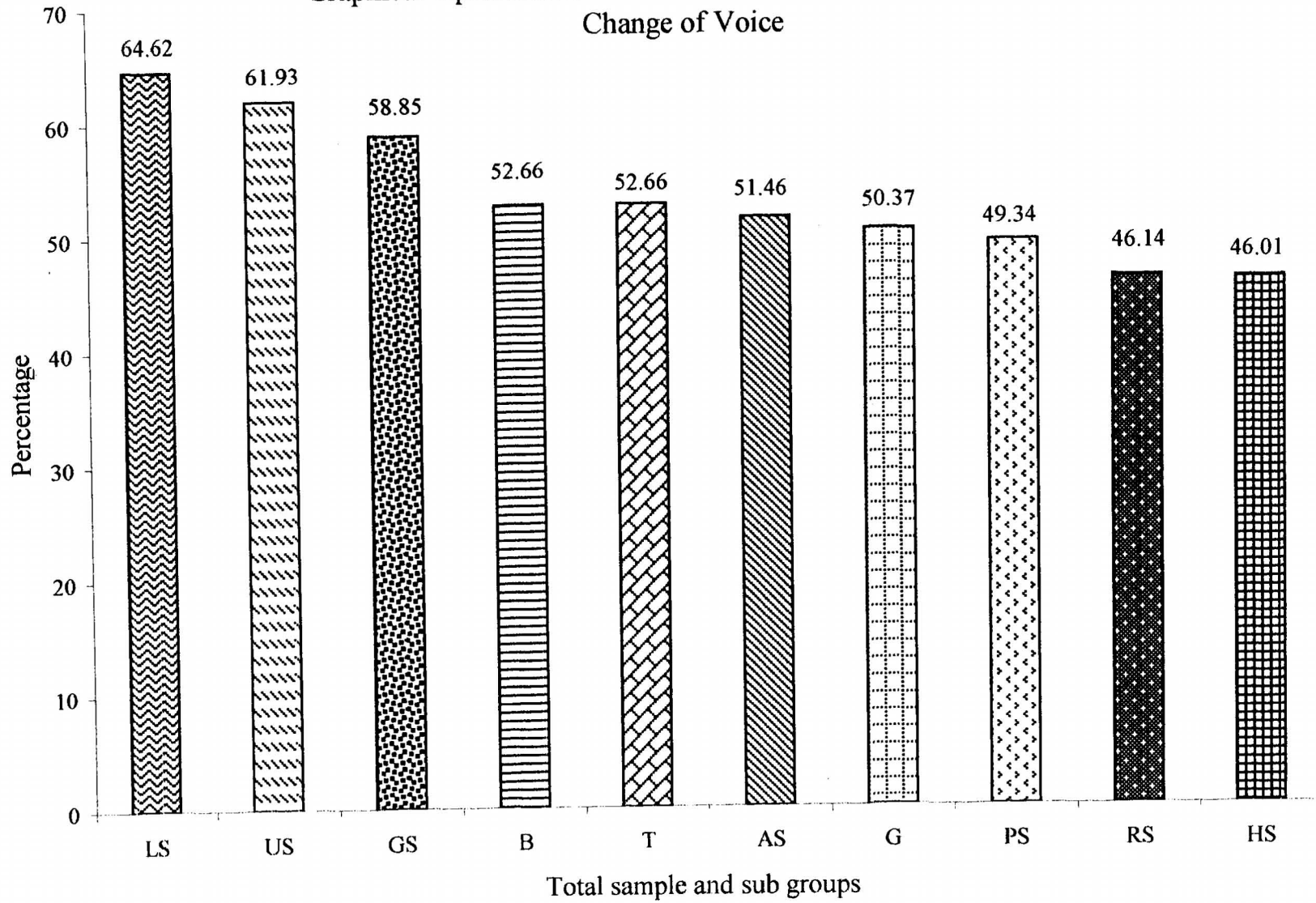


Fig. 17  
Graphical representation of the rank order of error incidence of  
Word Meaning

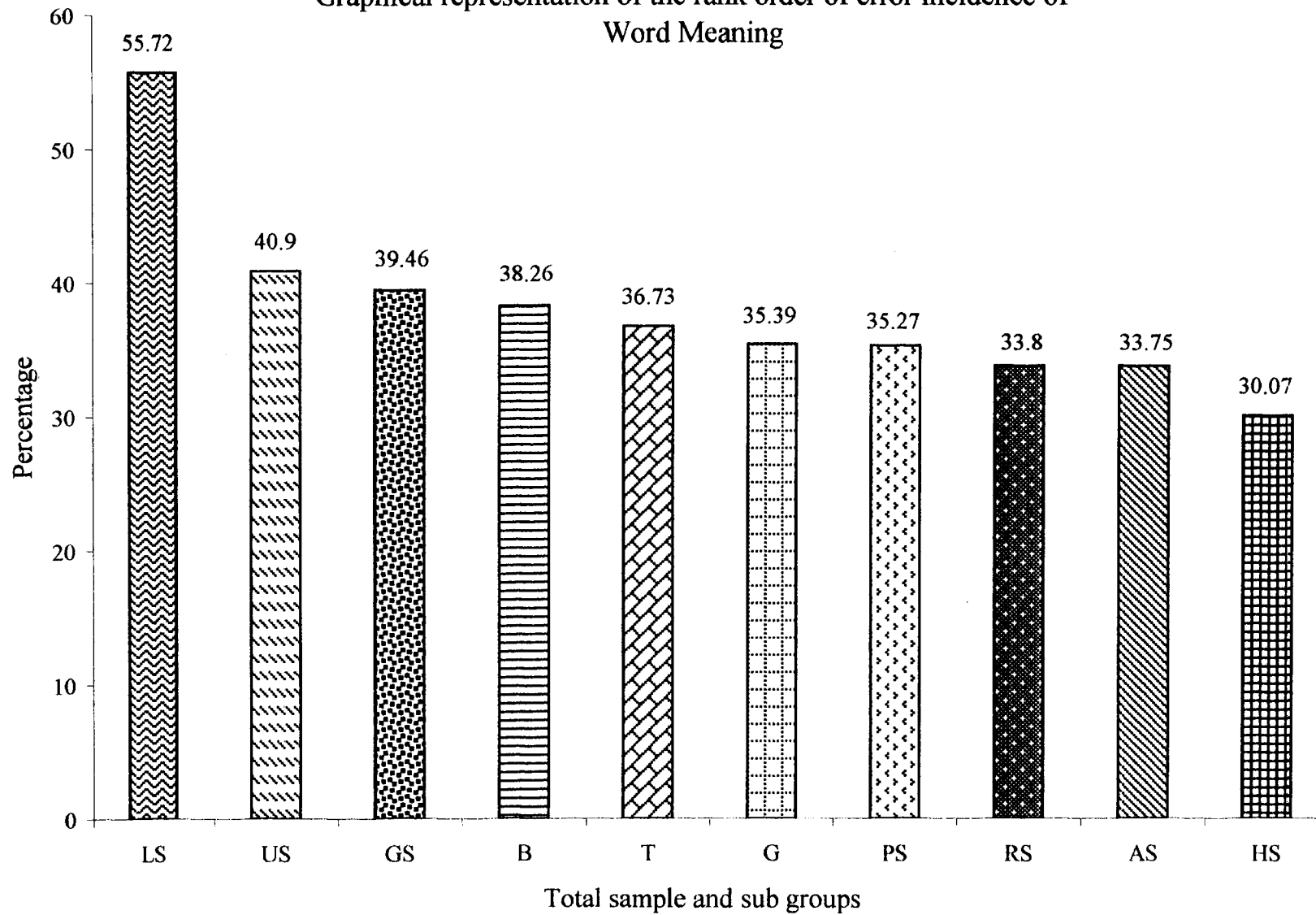


Fig. 18  
Graphical representation of the rank order of error incidence of  
Identifying Indeclinables

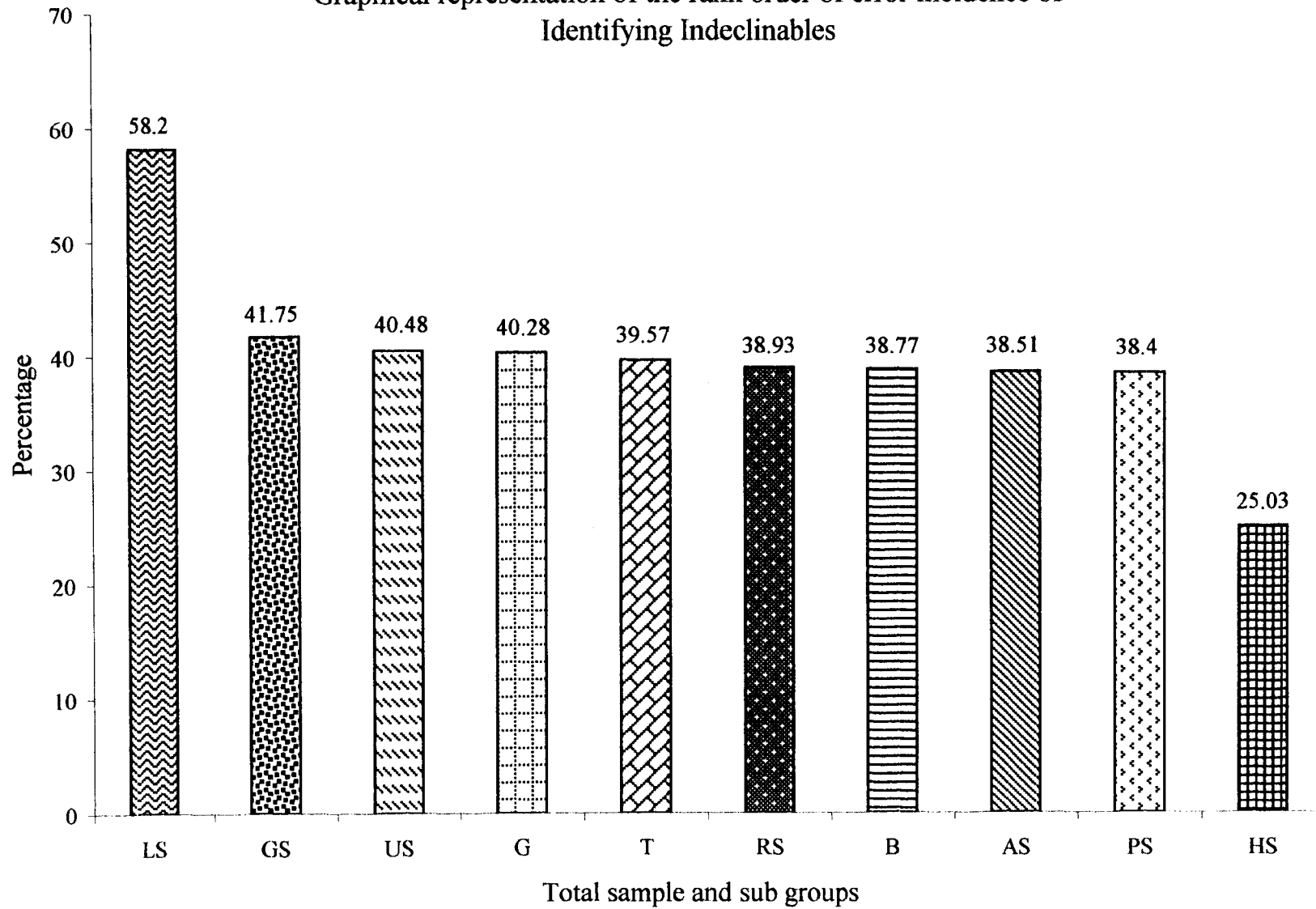


Fig. 19  
Graphical representation of the rank order of error incidence of  
Word Pronouns

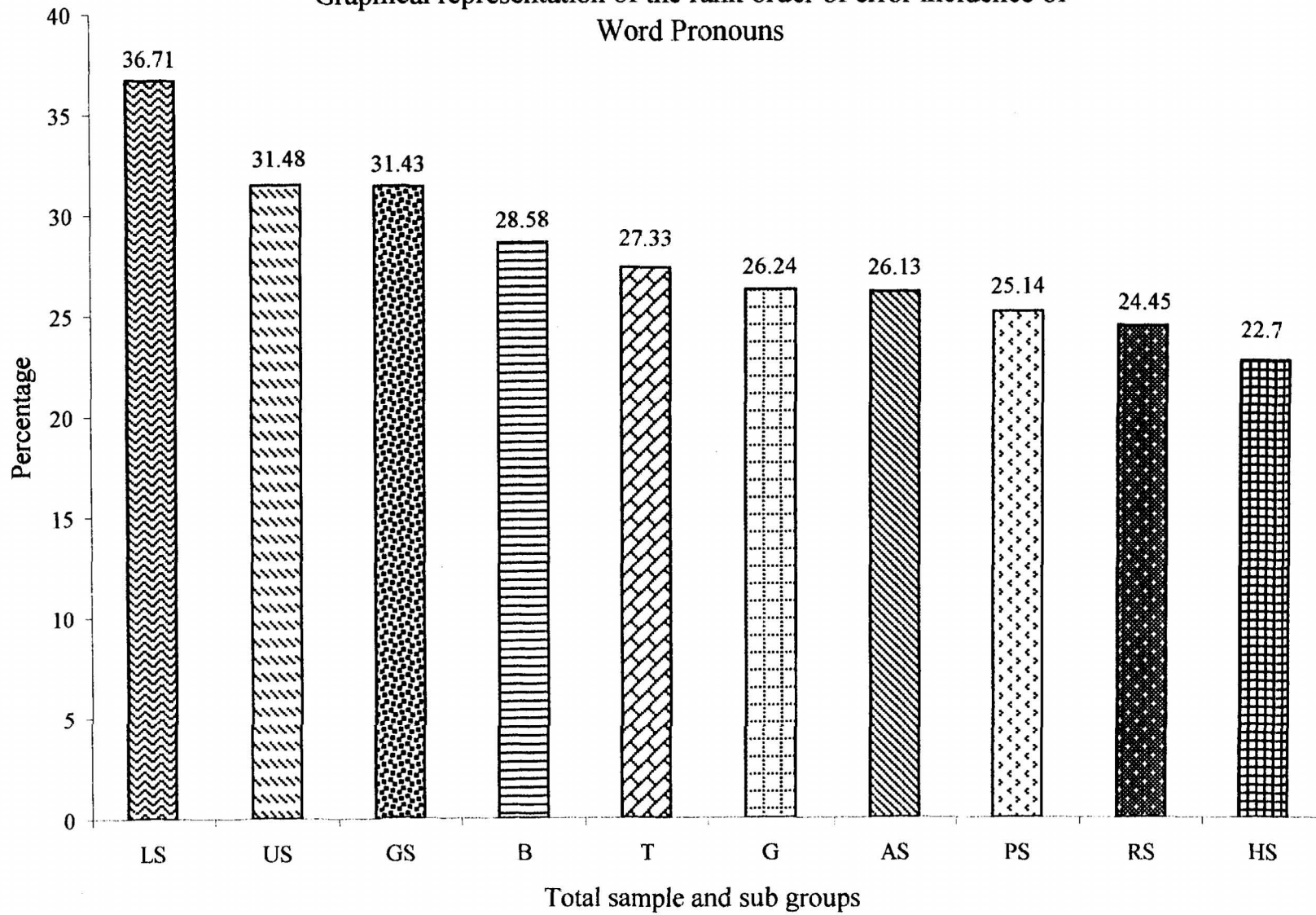
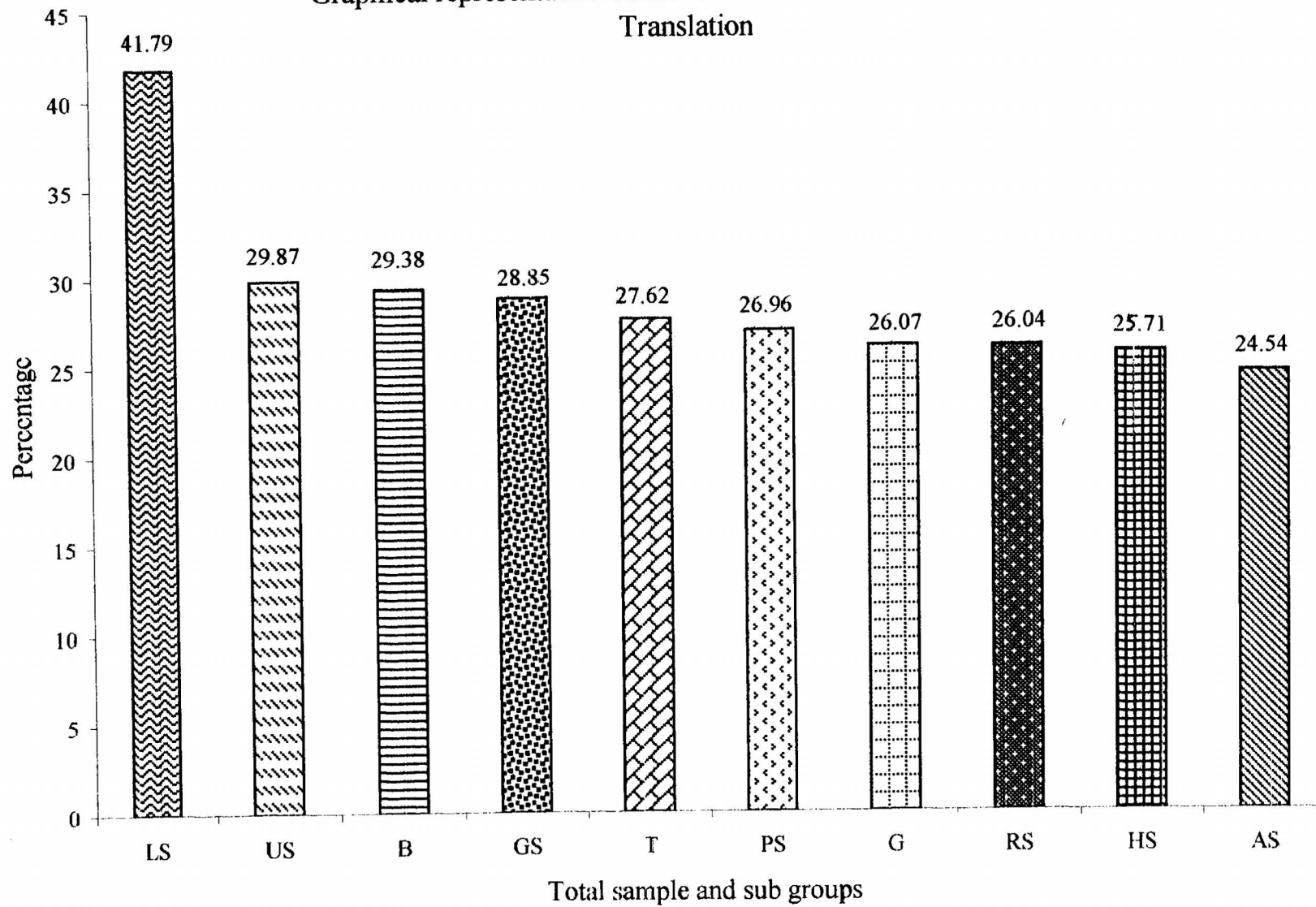


Fig. 20

Graphical representation of the rank order of error incidence of Translation



## SECTION II

### ANALYSIS OF THE INFLUENCE OF THE FOUR INDEPENDENT VARIABLES ON ERROR IN WRITTEN SANSKRIT

It has been hypothesised that the proportion of errors in the written Sanskrit of the unselected sample of the secondary school pupils of Kerala is significantly influenced by a number of independent variables and this significant influence will be indicated by the difference in the incidence of errors. In order to test the hypothesis concerned, the difference in the incidence of errors in twenty grammatical sub skills are find out.

#### 1) Gender

##### **Gender differences in percentage incidence of errors**

The results obtained from the test of significance of difference in the percentage incidence of errors between Girls and Boys in the sample is presented in Table 50.

Table 50

Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub-skills between Girls and Boys

Sl. No.	Grammatical sub skills	Percentage of incidence of errors		Critical Ratio	Level of significance
		Girls	Boys		
1	Orthography	23.35	27.75	-1.60	N.S.
2	Numerals	21.85	30.40	-3.28	0.01 level
3	Plural numbers	39.71	43.23	-1.13	N.S.
4	Conjugation	30.45	33.95	-1.18	N.S.
5	case	38.02	38.66	-0.21	N.S.
6	Prefix	41.50	38.66	0.14	N.S.
7	Difference of meaning	28.42	34.43	-2.05	0.05 level
8	Synonyms	32.65	32.80	0.95	N.S.
9	Tense	33.05	34.03	-0.32	N.S.
10	Compound	38.47	43.39	-1.58	N.S.
11	Conjunction	31.08	42.08	-1.61	N.S.
12	Homonyms	39.61	42.70	-0.97	N.S.
13	Declension	45.32	46.95	-0.24	N.S.
14	Opposite	32.13	35.00	-0.96	N.S.
15	Gender	31.73	35.48	-1.25	N.S.
16	Change of voice	50.37	55.26	-1.55	N.S.
17	Word meaning	35.39	38.77	-0.48	N.S.
18	Identifying indeclinables	40.28	38.77	-0.48	N.S.
19	Pronouns	26.24	28.38	-0.83	N.S.
20	Translation	26.07	29.38	-1.17	N.S.

$N_1 = 426, N_2 = 374$

N.S. - Not significant

Table 50 revealed that in two grammatical sub skills there exist significant difference between them. The differences in sub-skills of Numerals (CR = -3.28) is significant at 0.01 level and in difference of meaning (CR = -2.05) significant at 0.05 level. No significant difference was noticed in all other sub skills which means that Girls and Boys are similar in committing errors in these sub skills, viz. 'Orthography', 'Plural Numbers', 'Conjugation', 'Case', 'Prefix', 'Synonyms Tense', 'Compound', 'Conjunction', 'Homonyms', 'Declension', 'Opposite', 'Gender', 'Change of voice', 'Word Meaning', 'Identifying Indeclinables', 'Pronouns' and 'Translation'. The percentage of incidence of private and government schools it has been found that the variable does not influence the proportion of errors in the remaining thirteen sub skills.

## 2) Locale

### **Rural-Urban difference in percentage incidence of errors**

The results obtained from the test of significance of errors between Rural and Urban in the sample is presented in table 51.

Table 51

Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between Rural and Urban

Sl. No.	Grammatical sub-skills	Percentage of incidence of errors		Critical Ratio	Level of significance
		Rural	Urban		
1	Orthography	24.59	26.57	-0.64	N.S.
2	Numerals	24.95	26.51	-0.50	N.S.
3	Plural numbers	38.87	44.90	1.73	N.S.
4	Conjugation	28.78	36.30	-2.28	0.05 level
5	case	36.19	41.36	-1.50	N.S.
6	Prefix	38.38	45.45	-2.03	0.05 level
7	Difference of meaning	25.53	36.51	2.75	0.01 level
8	Synonyms	29.27	37.63	-2.53	0.05 level
9	Tense	29.00	39.93	-3.31	0.01 level
10	Compound	38.76	43.63	-1.40	N.S.
11	Conjunction	37.38	42.73	-1.43	N.S.
12	Homonyms	36.49	47.51	-0.40	N.S.
13	Declension	42.19	51.63	-2.68	0.01 level
14	Opposite	30.63	35.51	-1.47	N.S.
15	Gender	29.38	39.33	-2.98	0.01 level
16	Change of voice	46.14	61.93	-4.47	-0.01 level
17	Word meaning	33.80	40.90	-2.08	0.05 level
18	Identifying indeclinables	38.93	40.48	-0.44	N.S.
19	Pronouns	24.45	31.48	-2.26	0.05 level
20	Translation	26.04	29.87	-1.72	N.S.

$N_1 = 470$ .  $N_2 = 330$

N.S. -Not significant

Table 51 revealed that there exists significant differences between the rural and urban subgroups in the incidence of errors in ten grammatical sub skills. In five sub skills ie. in the grammatical sub skills of the use of difference of meaning (CR = -2.75), Tense (CR = -3.31), Declension (CR = -2.68), Gender (CR = -2.98), Change of voice (CR = -4.47), the difference are significant at 0.01 level, and in five grammatical sub skills i.e., in the grammatical sub skills of the use of conjugation (CR = -2.28), prefix (CR = -2.03), Synonyms (CR = -2.53), Word meaning (CR = -2.08) and Pronouns (CR = -2.26). The differences are significant at 0.05 level. Hence the variable the locale of the schools is found to influence these are significantly. Whereas it is not found to influence the incidence of errors in the remaining grammatical sub skills. It is also noted that the percentage of incidence is higher in the case of the urban sub groups.

### **3) Type of Management**

#### **Private-Government differences in percentage incidence of errors**

The results obtained from the test of significance of difference in the percentage incidence of errors between private and government in the sample is presented in table 52.

Table 52

Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between Private and Government

Sl. No.	Grammatical sub-skills	Percentage of incidence of errors		Critical Ratio	Level of significance
		Private	Govt.		
1	Orthography	23.74	28.53	-0.55	N.S.
2	Numerals	24.33	27.95	-0.14	N.S.
3	Plural numbers	38.21	42.24	-2.90	0.01 level
4	Conjugation	29.23	36.84	-1.57	N.S.
5	case	36.69	41.36	-1.52	N.S.
6	Prefix	39.98	43.76	-1.21	N.S.
7	Difference of meaning	32.05	29.71	0.79	N.S.
8	Synonyms	37.94	33.72	1.38	N.S.
9	Tense	31.90	36.52	-0.28	N.S.
10	Compound	38.65	44.73	-1.96	-0.05 level
11	Conjunction	37.60	42.83	-1.69	N.S.
12	Homonyms	38.65	45.62	-2.24	0.05 level
13	Declension	42.51	52.75	-3.25	0.01 level
14	Opposite	30.34	39.31	-3.01	0.01 level
15	Gender	31.20	37.74	-1.20	N.S.
16	Change of voice	49.34	58.85	-3.01	0.01 level
17	Word meaning	35.27	39.46	-1.37	N.S.
18	Identifying indeclinables	38.40	41.75	-1.08	N.S.
19	Pronouns	25.14	31.43	-2.23	0.05 level
20	Translation	26.96	28.85	-0.67	N.S.

$N_1 = 521$ .  $N_2 = 279$

N.S. - Not significant

Table 52 revealed that there exist significant differences between the private and government subgroups in the incidence of errors in seven grammatical sub skills. In four sub skills ie. in the sub skills of the use of plural numbers (CR = -2.90), Declension (CR = -3.25), Opposite (CR = -3.01), and Change of Voice (CR = -3.01). The difference are significant at 0.01 level, and in three sub skills, ie. In the sub skills of the Use of Compound (CR = -1.96), Homonyms (CR = -2.24) and Pronouns (CR = -2.23). The differences are significant at 0.05 level. Hence the variable the type of management of the schools is found to influence these are significantly whereas it is not found to influence the incidence of errors in the remaining grammatical sub skills. It is also noted that the percentage of incidence is higher in the case of the Government subgroups than the private subgroups except in sub skills of the use of difference of meaning and synonyms.

#### **4) Socio Economic Status**

##### **High socio economic status and Average socio economic status difference in percentage incidence of errors.**

The results obtained from the test of significance of difference in the percentage incidence of errors between high socio economic status and average socio economic status in the sample is presented in table 53.

Table 53

Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between HSES and ASES

Sl. No.	Grammatical sub-skills	Percentage of incidence of errors		Critical Ratio	Level of significance
		HSES	ASES		
1	Orthography	23.00	22.83	0.04	N.S.
2	Numerals	15.41	23.07	-2.08	0.05 level
3	Plural numbers	37.50	39.54	-0.46	N.S.
4	Conjugation	24.81	31.89	-1.72	N.S.
5	case	30.07	36.92	-1.60	N.S.
6	Prefix	33.98	41.31	-6.7	0.01 level
7	Difference of meaning	32.33	27.01	1.30	N.S.
8	Synonyms	26.84	30.22	-0.82	N.S.
9	Tense	25.56	30.86	-1.29	N.S.
10	Compound	34.73	42.68	-1.80	N.S.
11	Conjunction	28.64	40.84	-2.80	0.01 level
12	Homonyms	30.07	41.20	-2.52	0.05 level
13	Declension	38.64	46.39	-1.74	N.S.
14	Opposite	23.00	32.72	-2.35	0.05 level
15	Gender	33.83	28.89	1.20	N.S.
16	Change of voice	46.01	51.46	-1.21	N.S.
17	Word meaning	30.07	33.75	-0.87	N.S.
18	Identifying indeclinables	25.03	38.51	-3.14	0.01 level
19	Pronouns	22.70	26.13	-0.88	N.S.
20	Translation	25.71	24.54	-0.30	N.S.

$N_1 = 133.$   $N_2 = 533.$

N.S. - Not significant

Table 53 revealed that there are significant difference at 0.01 level between the six subgroups in three grammatical subskills i.e., Prefix (CR = -6.7), Conjunction (CR = -2.80), and identifying Indeclinables (CR = -3.14). In three grammatical sub skills the subgroups significant difference at 0.05 level the use of numerals (CR = -2.08), Homonyms (CR = -2.52) and opposite (CR = -2.35). No significant difference was noticed in all other sub skills which means that High Socio Economic Status and Average Socio Economic Status are similar in committing errors in these sub skills, viz. Orthography, Plural Numbers, conjugation, Case, Difference of meaning, Synonyms, Tense, Compound, Declension, Gender, Change of Voice, Word meaning, Pronouns and Translation.

**High Socio Economic Status and Low Socio Economic Status difference in percentage incidence of errors.**

The results obtained from the test of significance of difference in the percentage incidence of errors between High SES and Low SES in the sample is presented in table 54

Table 54

Details regarding test of significance  
for differences in the percentage of incidence of errors in  
written Sanskrit grammatical sub skills between HSES and LSES

Sl. No.	Grammatical sub-skills	Percentage of incidence of errors		Critical Ratio	Level of significance
		HSES	LSES		
1	Orthography	23.00	38.02	-2.76	0.01 level
2	Numerals	15.41	45.74	-5.56	0.01 level
3	Plural numbers	37.50	52.31	-2.51	0.05 level
4	Conjugation	24.81	38.88	-2.55	0.05 level
5	case	30.07	52.08	-3.78	0.01 level
6	Prefix	33.98	48.50	-2.49	0.05 level
7	Difference of meaning	32.33	46.94	-2.52	0.05 level
8	Synonyms	26.84	48.50	-3.78	0.05 level
9	Tense	25.56	51.94	-4.57	0.01 level
10	Compound	34.73	50.37	-2.67	0.01 level
11	Conjunction	28.64	44.47	-2.73	0.01 level
12	Homonyms	30.07	51.56	-3.78	0.01 level
13	Declension	38.64	52.23	-2.30	0.05 level
14	Opposite	23.00	46.86	-4.05	0.01 level
15	Gender	33.83	51.44	-3.00	0.01 level
16	Change of voice	46.01	64.02	-3.06	0.01 level
17	Word meaning	30.07	55.22	-4.29	0.01 level
18	Identifying indeclinables	25.03	38.20	-5.68	0.01 level
19	Pronouns	22.70	36.71	-6.92	0.01 level
20	Translation	25.71	41.79	-2.87	0.01 level

$N_1 = 133$ .  $N_2 = 134$ .

Table 54 revealed that there exist significant differences between High SES and Low SES sub groups in the incidence of errors in all grammatical subskills. In fifteen subskills, ie. in the subskills of the use of orthography (CR = -2.76), numerals (CR = -5.56), Case (CR = -3.78), Synonyms (CR = -3.78), Tense (CR = -4.57), Compound (CR = -2.67), Conjunction (CR = -2.73) Homonyms (CR = -3.78), opposite (CR = -4.05), Gender (CR = -3.00), Change of Voice (CR = 3.06), Word meaning (CR = -4.29), Identifying Indelinables (CR = -5.68), Pronouns (CR = -6.92) and Translation (CR = -2.87). The differences are significant at 0.01 level, and in five subskills, ie, In the subskills of the use of conjugation (CR = -2.55), Plural Numbers (CR = -2.51), Prefix (CR = -2.49), difference of meaning (CR = -2.52) and Declension (CR = -2.30). The differences are significant at 0.05 level. Average socio economic status and low socio economic status difference in percentage incidence of errors.

#### **Average Socio Economic Status and Low Socio Economic Status difference in percentage incidence of errors**

The results obtained from the test of significance of difference in the percentage incidence of errors between Average Socio Economic Status and Low Socio Economic Status in the sample is presented in Table 55.

Table 55

Details regarding test of significance for differences in the percentage of incidence of errors in written Sanskrit grammatical sub skills between ASES and LSES

Sl. No.	Grammatical sub-skills	Percentage of incidence of errors		Critical Ratio	Level of significance
		ASES	LSES		
1	Orthography	22.83	38.05	-3.89	0.01 level
2	Numerals	23.07	45.74	-5.68	0.01 level
3	Plural numbers	39.54	52.31	-2.89	0.01 level
4	Conjugation	31.89	38.88	-1.66	0.01 level
5	case	36.92	52.08	-3.46	0.01 level
6	Prefix	41.31	48.50	-1.62	N.S.
7	Difference of meaning	27.01	46.94	-4.82	0.01 level
8	Synonyms	30.22	48.50	-4.32	0.01 level
9	Tense	30.86	51.94	-3.94	0.01 level
10	Compound	42.68	50.37	-1.73	N.S.
11	Conjunction	40.84	44.47	-0.81	N.S.
12	Homonyms	41.20	51.56	-1.33	N.S.
13	Declension	46.39	52.23	-1.30	N.S.
14	Opposite	32.72	46.86	-3.29	0.01 level
15	Gender	28.89	51.44	-4.34	0.01 level
16	Change of voice	51.46	64.02	-2.82	0.01 level
17	Word meaning	33.75	55.22	-4.94	0.01 level
18	Identifying indeclinables	38.51	58.21	-3.45	0.01 level
19	Pronouns	26.13	36.71	-2.63	0.01 level
20	Translation	24.54	41.79	-4.30	0.01 level

$N_1 = 533$ ,  $N_2 = 134$ .

N.S. - Not significant

Table 55 revealed that the critical ratios of the differences in the percentage of errors for the Average SES and Low SES subgroups have revealed that there are significant differences at 0.01 level the use of orthography (CR = -3.89), Numerals (CR = -5.68), Plural numbers (CR = -2.89), Case (CR = -3.46), Difference of meaning (CR = -4.82), synonyms (CR = -4.32), Tense (CR = -3.94), Opposite (CR = -3.29), Gender (CR = -4.34), Opposite (CR = -3.29), Gender (CR = -4.34), Change of voice (CR = -2.82), Word meaning (CR = -4.94), Identifying Indeclinables (CR = -3.45), Pronouns (CR = -2.63) and Translation (CR = -4.30). No significant difference was noticed in all other sub skills which means that Average SES and Low SES are similar in committing errors in these sub skills, viz. Prefix, Compound, Conjugation, Homonyms, Declension.

From the above analysis, it can be noted that Girls and Boys differ only in two sub skills of items out of the twenty sub skills of items. The groups Rural and Urban also differ only in ten sub skills of items out of the same twenty sub skills of items, Private and Government Schools differ only in seven sub skills of items out of the twenty sub skills of items, High SES and Average SES differ only in six sub skills of items out of the twenty sub skills, High SES and Low SES differ all sub skills items and the groups Average SES and Low SES also differ only in 14 sub skills of items out of the same twenty sub skills.

### SECTION III

#### STUDY WITH RESPECT TO MEAN SCORES OF ERROR

In order to further substantiate the finding made under Section I Section II the mean scores of errors for all the items are taken together and for each of the 20 grammatical sub skills is calculated and subjected to comparison. In order to examine the influence of each of the four independent variables on errors pairs of relevant variables on errors and pairs of relevant subgroups are compared for mean difference. The results are given below in the order.

##### **1. Mean Difference in the total number of errors**

Details of the comparison of the total number of errors (ie. errors in all the 20 grammatical sub skills 200 items) of the subgroups taken in pairs are given in Table 56.

Table 56

Details regarding the test of significance of difference in the mean number of errors in all sub skills for relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	69.09	9.06	374	75.12	9.50	-9.27*
RS-US	470	66.18	10.18	330	80.18	8.86	-20.89*
RS-GS	521	68.24	9.29	279	78.90	8.72	-16.15*
HSES-ASES	133	58.81	9.24	533	68.99	9.69	-11.31*
HSES-LSES	133	58.81	9.24	134	97.58	9.15	-34.61*
ASES-LSES	533	68.99	9.69	134	97.58	9.95	-30.09*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

It shows the existence of significant difference between the subgroups of 6 pairs. It is found that the mean scores of errors range from 97.58 to 58.81. Between the following subgroups there exists significant difference at 0.01 level.

Girls and Boys (CR = -9.27), Rural schools and urban schools (CR = -20.89), Private schools and Government schools (CR = -16.15), High Socio Economic Status and Average Socio Economic Status (CR = -11.31), High

socio Economic Status and Low Socio Economic Status (CR = -34.61),  
Average Socio-Economic Status and Low Socio Economic Status (CR = -30.09)

## **2. Comparison of mean difference for each sub skill**

The mean score obtained by each sub groups was determined and these were subjected to comparison with respect to the six pairs of subgroups. The results of the analysis for the 20 sub skills are given below.

### **1. Orthography**

The details of the test of significance of difference in the mean number of errors in the use of Orthography with sub group viz., Girls and Boys, Rural and Urban, Private and Government, HSES and ASES, HSES and LSES and ASES and LSES were found out and the details of the findings are presented in table 57.

Table 57

Details regarding the test of significance  
of difference in the mean number of errors in the  
use of Orthography for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	2.33	1.98	374	2.77	1.95	-3.38*
RS-US	470	2.45	2.09	330	2.65	1.99	-1.42
PS-GS	521	2.37	1.86	279	2.85	2.04	-3.42*
HSES-ASES	133	2.30	1.78	533	2.28	2.31	0.11
HSES-LSES	133	2.30	1.78	134	3.80	2.30	-6.25*
ASES-LSES	533	2.28	2.31	134	3.80	2.30	-6.90*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

Skill of using orthography was tested by giving 10 items. Total sample has a mean score at 2.54. The mean scores of errors of subgroups in this subskill as shown in table 57 range from 3.80 to 2.28. The critical ratios of differences in the mean number of errors given in table 57 reveal that significant difference at 0.01 level exists between the following pairs of subgroups. Girls and Boys (CR = -3.38), Private Schools and Government Schools (CR = -3.42), High SES and Low SES (CR = -6.25), Average socio

economic status and Low Socio Economic Status (CR =-6.90). Critical ratios obtained for the difference between the remaining pairs of sub groups are insignificant.

## **2. Numerals**

The details of the test of significance of difference in the mean number of errors in the use of Numerals with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 58.

Table 58

Details regarding the test of  
significance of difference in the mean number of  
errors in the use of Numerals for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	2.13	1.87	374	3.04	2.26	-6.5*
RS-US	470	2.49	2.25	330	2.65	1.88	-0.13
PS-GS	521	2.43	2.07	279	2.79	1.88	-0.67
HSES-ASES	133	1.54	2.21	533	2.30	2.29	-3.61*
HSES-LSES	133	1.54	2.21	134	4.57	3.01	-9.46*
ASES-LSES	533	2.30	2.29	134	4.57	3.07	-8.10*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

It has been found from table 58 that in the mean scores of errors significant difference of 0.01 level exists between the following subgroups Girls and Boys (CR = -6.5), High SES and Average Socio Economic Status (CR = -3.61), High Socio Economic Status and Low SES (CR = -9.46), Average Socio Economic Status and Low Socio Economic Status (CR = -8.10). Critical ratios obtained for the differences between the remaining pairs of subgroups are insignificant.

### 3. Plural Numbers

The details of the test of significance of difference in the mean number of errors in the use of Plural Numbers with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 59.

Table 59

Details regarding the test of significance of difference in the mean number of errors in the use of Plural Numbers for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.97	2.35	374	4.32	2.49	-1.45
RS-US	470	3.88	2.56	330	4.49	2.33	-3.58*
PS-GS	521	3.82	2.41	279	4.72	2.31	-5.29*
HSES-ASES	133	3.75	2.33	533	3.95	2.55	-0.90
HSES-LSES	133	3.75	2.33	134	5.23	2.15	-4.47*
ASES-LSES	533	3.95	2.55	134	5.23	2.15	-6.09*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

The mean scores of errors of the sub groups range from 5.23 to 3.75. It has been found from Table 59 that in the mean scores of errors significant differences at 0.01 level exist between the following sub groups rural schools and urban schools (CR = 3.58), Private schools and Government schools (CR = -5.29), High SES and Low SES (CR = -4.47), Average SES and Low SES (CR = -6.09). Remaining subgroups do not show any significant difference in the area.

#### **4. Conjugation**

The details of the test of significance of difference in the mean number of errors in the use of Conjugation with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 60.

Table 60

Details regarding the test of significance  
of difference in the mean number of errors in the  
use of Conjugation for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.04	2.01	374	3.39	2.08	-2.5**
RS-US	470	2.87	2.22	330	3.63	1.91	-4.39*
PS-GS	521	2.93	2.08	279	3.68	1.86	-5.35*
HSES-ASES	133	2.48	1.87	533	3.18	1.78	-4.1*
HSES-LSES	133	2.48	1.87	134	3.88	1.68	-6.66*
ASES-LSES	533	3.18	1.78	134	3.88	1.68	-4.37*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

The mean scores of errors of the subgroups range from 3.88 to 2.48. It has been found from table 60 that in the mean scores of errors significant difference at 0.01 level exists between the following subgroups. Rural schools and urban schools (CR = 4.39), Private schools and Government schools (CR = -5.35) High Socio Economic Status and Average Socio Economic Status (CR = -4.1), High SES and Low SES (CR = -6.66) and

Average Socio Economic Status and Low Socio Economic Status (CR = -4.37). Significant difference at 0.05 level is found to exist between the subgroups of the pairs, Girls and Boys (CR = -2.50).

### 5. Case

The details of the test of significance of difference in the mean number of errors in the use of Case with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 61.

Table 61  
 Details regarding the test of  
 significance of difference in the mean number  
 of errors in the use of Case for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.80	2.04	374	3.86	2.07	-0.28
RS-US	470	3.61	2.20	330	4.13	2.69	-3.05*
PS-GS	521	3.66	2.06	279	4.13	1.91	-3.35*
HSES-ASES	133	3.00	2.45	533	3.69	2.14	-3.00*
HSES-LSES	133	3.00	2.45	134	5.20	2.60	-7.33*
ASES-LSES	533	3.69	2.14	134	5.20	2.60	-6.29*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

It has been found from Table 61 that in the mean scores of errors significant differences at 0.01 level exist between the following subgroups Rural school and Urban school (CR = -3.05), Private schools and Government schools (CR = -3.35), High Socio Economic Status and Average Socio Economic Status (CR = -3.00), High SES and Low SES (CR = -7.33), and Average Socio Economic Status and Low Socio-Economic Status (CR = -6.29). Critical ratios obtained for the difference between the remaining pairs of subgroups are insignificant.

## 6. Prefix

The details of the test of significance of difference in the mean number of errors in the use of Prefix with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 62.

Table 62

Details regarding the test of significance of difference in the mean number of errors in the use of Prefix for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	4.15	2.02	374	4.10	2.01	0.38
RS-US	470	3.83	3.04	330	4.54	1.92	-2.02**
PS-GS	521	3.98	1.91	279	4.37	1.94	-2.78*
HSES-ASES	133	3.39	2.32	533	4.13	1.94	-3.52*
HSES-LSES	133	3.39	2.32	134	4.85	2.06	-5.61*
ASES-LSES	533	4.13	1.94	134	4.85	2.06	-3.78*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

The mean scores of errors of the subgroups range from 4.85 to 3.39. It has been found from Table 62 that in the mean scores of errors significant difference at 0.01 level exists between the following subgroups private schools and government schools (CR = -2.78), High SES and Average SES (CR = -3.52), High SES and Low SES (CR = -5.61) and Average Socio Economic Status and Low Socio Economic Status (CR = -3.78). Significant difference at 0.05 level is found to exist between the sub groups of the pairs, rural schools and urban schools (CR = -2.02). Remaining subgroups do not show any significant difference in this area.

## **7. Difference of Meaning**

The details of the test of significance of difference in the mean number of errors in the use of Difference of Meaning with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 63.

Table 63

Details regarding the test of significance of difference in the mean number of errors in the use of Difference of Meaning for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	2.84	2.02	374	3.44	2.20	-4.57*
RS-US	470	2.75	2.07	330	3.65	2.16	-6.00*
PS-GS	521	3.20	2.06	279	2.97	2.08	1.53
HSES-ASES	133	3.23	1.68	533	2.70	2.14	3.11*
HSES-LSES	133	3.23	1.68	134	4.69	2.52	-4.60*
ASES-LSES	533	2.70	2.14	134	4.69	2.52	-8.65*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

It has been found from table 63 that in the mean scores of errors significant difference at 0.01 level exist between the following subgroups Girls and Boys(CR = -4.57), Rural schools and urban schools (CR = -6.00), High SES and Average SES (CR = 3.11), High Socio Economic Status and Low Socio Economic Status (CR = -4.60) and Average Socio Economic Status Low Socio Economic Status (CR = -8.65). Critical ratios obtained for the differences between the remaining pairs sub groups are significant.

## 8. Synonyms

The details of the test of significance of difference in the mean number of errors in the use of Synonyms with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 64.

Table 64

Details regarding the test of  
significance of difference in the mean number of  
errors in the use of Synonyms for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.26	2.03	374	3.28	2.01	-0.15
RS-US	470	2.92	2.15	330	3.76	1.97	-6.00*
PS-GS	521	3.79	1.98	279	3.37	1.97	3.00*
HSES-ASES	133	2.68	2.61	533	3.02	1.95	1.41
HSES-LSES	133	2.68	2.61	134	4.85	2.24	-6.45*
ASES-LSES	533	3.02	1.95	134	4.85	2.24	-8.71*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

In this sub-skill of the use of synonyms which was tested by ten items, the total sample has a mean score of 3.27 errors shown in Table 26. The mean scores of errors of the subgroups range from 4.85 to 2.68

It has been found from Table 64 that in the mean scores of errors significant difference at 0.01 level exist between the following subgroups rural schools and urban schools (CR = -6.00), private schools and government schools (CR = -3.00), High SES and Low SES (CR = -6.45) and Average SES and Low SES (CR = -8.71). Remaining subgroups do not show any significant difference.

## 9. Tense

The details of the test of significance of difference in the mean number of errors in the use of Tense with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 65.

Table 65  
 Details regarding the test of  
 significance of difference in the mean number of  
 errors in the use of Tense for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.30	2.17	374	3.40	2.10	-0.71
RS-US	470	2.90	2.06	330	3.99	1.99	-6.75*
PS-GS	521	3.19	2.15	279	3.65	1.92	-3.28*
HSES-ASES	133	2.55	1.87	533	3.08	2.1	2.20**
HSES-LSES	133	2.55	1.87	134	5.19	2.12	-11.00*
ASES-LSES	533	3.08	2.1	134	5.19	2.18	-10.55*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

In this sub skill of the use of tense which was tested by ten items, the total sample has a mean score of 3.35 errors shows in table 65. The mean scores of errors of the subgroups range from 3.99 to 2.55.

It has been found from table 65 that in the mean scores of errors significant difference at 0.01 level exist between the following subgroups

rural schools and urban schools (CR = -6.75), private schools and government schools (CR = -3.28), High SES and Low SES (CR = -11.00), Average SES and Low SES (CR = -10.55). Significant difference at 0.05 level is found to exist between subgroups of the pairs, High Socio Economic Status and Average Socio Economic Status (CR = 2.20). Remaining subgroups do not show any significant difference in this area.

## **10. Compound**

The details of the test of significance of difference in the mean number of errors in the use of Compound with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 66.

Table 66

Details regarding the test of  
significance of difference in the mean number of  
errors in the use of Compound for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.84	1.91	374	4.33	2.01	-3.06*
RS-US	470	3.87	2.09	330	4.36	1.79	-3.76*
PS-GS	521	3.86	1.88	279	4.47	1.81	-5.15*
HSES-ASES	133	3.47	2.22	533	4.26	2.20	-3.76*
HSES-LSES	133	3.47	2.22	134	5.03	2.05	-4.99*
ASES-LSES	533	4.26	2.20	134	5.03	2.105	-3.85*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

Skill of using compound was tested by giving 10 items. Total sample has mean score at 4.07. The mean scores of errors of the subgroups in the subskill as shown in Table 66 range from 5.03 to 3.47. The critical ratios of differences in the mean number of errors given in table 63 reveal that significant difference at 0.01 level exists between the following pairs of subgroups girls and boys (CR = -3.06), Rural schools and Urban Schools (CR = -3.76), Private schools and Government schools (CR = -5.15), High SES and

Average SES (CR = -3.76), High SES and Low SES (CR = -4.99) and Average SES and Low Socio Economic Status (CR = -3.85).

## **11. Conjunction**

The details of the test of significance of difference in the mean number of errors in the use of Conjunction with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 67.

Table 67

Details regarding the test of  
significance of difference in the mean number of errors  
in the use of Conjunction for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.70	1.81	374	4.20	1.84	-4.16*
RS-US	470	3.73	1.92	330	4.23	1.71	-4.16*
PS-GS	521	3.76	2.11	279	4.28	1.60	-4.00*
HSES-ASES	133	2.86	1.42	533	4.08	1.98	-8.71*
HSES-LSES	133	2.86	1.42	134	4.44	1.74	-8.31*
ASES-LSES	533	4.08	1.98	134	4.44	1.74	-2.11**

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

Skill of using conjunction was tested giving 10 items. Total sample has mean scores at 3.94. The mean scores of errors of the subgroups in the sub skill as shown in table 64 range from 4.44 to 2.86. The critical ratios of differences in the mean number of errors given in table 67 reveal that significant difference at 0.01 level exists between the following pairs of sub groups.

Girls and Boys (CR = -4.16), Rural Schools and Urban Schools (CR = -4.16), Private schools and Government schools (CR = -4.00), High Socio Economic Status and Average Socio Economic Status (CR = -8.71) and High Socio Economic Status and Low Socio Economic Status (CR = -8.31). The differences is significant at 0.05 level with respect to Average socio economic status and low socio economic status (CR = -2.11).

## **12. Homonyms**

The details of the test of significance of difference in the mean number of errors in the use of Homonyms with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 68.

Table 68  
 Details regarding the test of  
 significance of difference in the mean number of  
 errors in the use of Homonyms for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.96	2.01	374	4.27	2.15	-2.21**
RS-US	470	3.64	2.25	330	4.75	2.00	-6.86*
PS-GS	521	3.86	2.11	279	4.56	1.94	-5.00*
HSES-ASES	133	3.00	2.00	533	4.12	1.87	-5.89*
HSES-LSES	133	3.00	2.00	134	5.15	2.38	-8.26*
ASES-LSES	533	4.12	1.87	134	5.15	2.38	-4.90*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

Skill of using Homonyms was tested by giving 10 items. Total sample has mean score of at 4.10. The mean scores of errors of the subgroups in the sub-skill as shown in Table 68 range from 5.15 to 3.00. The critical ratios of differences in the mean number of errors given in table 68 reveal that significant difference at 0.01 level exists between the following pairs of subgroups.

Rural schools and urban schools (CR = -6.86), Private schools and Government schools (CR = -5.00), High Socio Economic Status and Average Socio Economic Status (CR = -5.89), High Socio Economic Status and Low Socio Economic Status (CR = -8.26) and Average Socio Economic Status and Low Socio Economic Status (CR = -4.90). The difference is significant at 0.05 level with respect to Girls and Boys (CR = -2.21).

### **13. Declension**

The details of the test of significance of difference in the mean number of errors in the use of Declension with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 69.

Table 69

Details regarding the test of  
significance of difference in the mean number of  
errors in the use of Declension for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	4.53	2.00	374	4.69	2.15	-1.14
RS-US	470	4.21	2.21	330	5.16	1.45	-6.78*
PS-GS	521	4.25	2.10	279	5.27	1.89	-7.28*
HSES-ASES	133	3.86	1.84	533	4.63	2.38	-4.27*
HSES-LSES	133	3.86	1.84	134	5.22	1.84	-6.18*
ASES-LSES	533	4.63	2.38	134	5.22	1.84	-3.27*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

In this sub-skill of the use of Declension which was tested by 10 items the total sample has a mean scores of 4.60. The mean scores of error of the subgroups range from 5.27 to 3.86.

It has been found from table 69 that in the mean scores of errors significant difference at 0.01 level exist between the following subgroups rural schools and urban schools (CR = -6.78), private schools and

Government schools (CR = -7.28), High Socio Economic Status and Average Socio Economic Status (CR = -4.27), High Socio Economic Status and Low Socio Economic Status (CR = -6.18), Average Socio Economic Status and Low Socio Economic Status (CR = -3.27). Remaining subgroups do not show any significant difference in this area.

#### **14. Opposite**

The details of the test of significance of difference in the mean number of errors in the use of Opposite with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 70.

Table 70  
 Details regarding the test of  
 significance of difference in the mean number of  
 errors in the use of Opposite for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.21	2.25	374	3.5.	2.24	-1.93
RS-US	470	3.06	2.43	330	3.75	2.08	-4.6*
PS-GS	521	3.03	2.28	279	3.93	1.98	-6.00*
HSES-ASES	133	2.30	2.40	533	3.27	2.22	-4.40*
HSES-LSES	133	2.30	2.40	134	4.68	2.18	-8.5*
ASES-LSES	533	3.27	2.22	134	4.68	2.18	-6.71*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

In this sub skill of the use of opposite which was tested by 10 items the total sample has a mean scores of 3.34. The mean score of error of the sub groups range from 4.68 to 2.30.

It has been found from table 70 that in the mean scores of errors significant difference at 0.01 level exist between the following subgroups Rural schools and Urban schools (CR = -4.6), Private Schools and

Government Schools (CR = -6.00) High Socio Economic Status and Average Socio Economic Status (CR = -4.40) High Socio Economic Status and Low Socio Economic Status (CR = -8.5) and Average Socio Economic Status and Low Socio Economic Status (CR = -6.71). Remaining subgroups do not show any significant difference in this area.

## **15. Gender**

The details of the test of significance of difference in the mean number of errors in the use of Gender with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 71.

Table 71

Details regarding the test of  
significance of difference in the mean number  
of errors in the use of Gender for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.17	1.94	374	3.54	2.02	-2.05**
RS-US	470	2.93	2.17	330	3.93	1.67	-7.69*
PS-GS	521	3.12	2.02	279	3.77	1.38	-5.02*
HSES-ASES	133	3.38	1.90	533	2.88	2.25	-2.63*
HSES-LSES	133	3.38	1.90	134	5.14	2.45	-5.73*
ASES-LSES	533	5.33	2.88	134	5.14	2.45	-9.82*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

Skill of using Gender was tested by giving 10 items Total sample has mean score of at 3.34. The mean scores of errors of the subgroups in the sub skill as shown in table 71 range from 5.33 to 2.88. The critical ratios of differences in the mean number of errors given in table 68 reveals that significance difference at 0.01 level exist between the following pairs of subgroups.

Rural schools and Urban schools (CR = -7.69), Private schools and Government schools (CR = -5.02), High SES and Average SES (CR = 2.63), High SES and Low SES (CR = -5.73) and Average SES and Low SES (CR = -9.82). The difference is significant at 0.05 level with respect to Girls and Boys (CR = -2.05).

### **16.Change of voice**

The details of the test of significance of difference in the mean number of errors in the use of Change of Voice with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 72.

Table 72

Details regarding the test of  
significance of difference in the mean number of  
errors in the use of Change of Voice for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	5.03	2.45	374	5.52	2.51	-2.88*
RS-US	470	4.61	2.76	330	6.19	2.00	-9.87*
PS-GS	521	4.93	2.61	279	5.88	2.00	-5.93*
HSES-ASES	133	4.60	2.20	533	5.14	2.41	-2.57**
HSES-LSES	133	4.60	2.20	134	6.40	2.55	-6.20*
ASES-LSES	533	5.14	2.41	134	6.40	2.55	-5.25*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

Skill of using Change of Voice was tested by giving 10 items. Total sample has mean score of at 5.26. The mean scores of errors of the subgroups in the sub skill as shown in table 72 range from 6.40 to 4.60. The critical ratios of differences in the mean number of errors given in table 72 reveal that significant difference at 0.01 level exists between the following groups.

Girls and Boys (CR = -2.88), Rural school and urban schools (CR = -9.87), Private and Government schools (CR = -5.93), High SES and Low SES (CR = -6.20) and Average Socio Economic and Low Socio Economic (CR = -5.25). The differences is significant at 0.05 level with respect to High Socio Economic status and Average Socio Economic Status (CR = -2.57).

### **17. Word Meaning**

The details of the test of significance of difference in the mean number of errors in the use of Word Meaning with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 73.

Table 73

Details regarding the test of  
significance of difference in the mean number of  
errors in the use of Word Meaning for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	3.53	1.68	374	3.82	2.29	-1.71
RS-US	470	3.38	2.20	330	4.09	1.91	-5.07*
PS-GS	521	3.52	1.78	279	3.94	2.26	-2.8*
HSES-ASES	133	3.00	1.71	533	3.37	1.97	-2.31**
HSES-LSES	133	3.00	1.71	134	5.52	2.53	-9.69*
ASES-LSES	533	3.37	1.97	134	5.52	2.53	-8.33*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

In this sub skill of the use of word meaning which was tested by 10 items. The total sample has a mean score of 3.61 errors as shown in Table 73. The mean scores of errors of the subgroups range from 5.52 to 3.00.

It has been found from table 73 that in the mean scores of errors significant differences at 0.01 level exist between the following subgroups Rural schools and Urban schools (CR = -5.07), Private schools and

Government schools (CR = -2.80), High SES and Low SES (CR = -9.69), and Average SES and Low Socio Economic Status (CR = -8.33), significant difference at 0.05 level is found to exist between the subgroups of the pairs, high socio economic and average socio economic status (CR = -2.31). Remaining subgroups do not show any significant difference in this area.

### **18. Identifying indeclinables**

The details of the test of significance of difference in the mean number of errors in the use of Identifying Indeclinables with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 74.

Table 74

Details regarding the test of significance  
of difference in the mean number of errors in the use  
of Identifying Indeclinables for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	4.02	2.13	374	3.87	2.06	1.07
RS-US	470	3.89	2.38	330	4.08	2.00	-1.26
PS-GS	521	3.84	2.02	279	4.17	2.16	-2.29**
HSES-ASES	133	2.50	2.24	533	3.85	2.40	-6.42*
HSES-LSES	133	2.50	2.24	134	5.82	2.76	-10.04*
ASES-LSES	533	3.85	2.40	134	5.82	2.76	-7.88*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

Skill of using Identifying Indeclinables was tested by giving 10 items. Total sample has mean score of at 3.95. The mean scores of errors of the subgroups in the sub-skill as shown in Table 74 range from 5.82 to 2.50. The critical ratios of differences in the mean number errors given in table 74 reveals that significant difference at 0.01 level exist between the following groups. High SES and Average SES (CR =-6.42), High SES and Low SES (CR

= -10.04) and Average Socio Economic Status and Low Socio-Economic Status (CR = -7.88).

The differences is significant at 0.05 level with respect to Private schools and Government schools (CR = -2.29). Remaining subgroups do not show any significant differences in this area.

## **19. Pronouns**

The details of the test of significance of difference in the mean number of errors in the use of Pronouns with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 75

Table 75

Details regarding the test of  
significance of difference in the mean number of  
errors in the use of Pronouns for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	2.62	1.94	374	2.85	2.02	-1.76
RS-US	470	2.44	2.18	330	3.14	1.71	-5.38*
PS-GS	521	2.51	2.13	279	3.14	1.78	-4.84*
HSES-ASES	133	2.27	1.95	533	2.61	2.13	-1.88
HSES-LSES	133	2.27	1.95	134	3.67	1.87	-6.08*
ASES-LSES	533	2.61	2.13	134	3.67	1.87	-5.88*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

Skill of using pronoun was tested by giving 10 items. Total sample has mean score at 2.73. The mean scores of errors of the subgroups in the sub skill as shown in table 75 range from 3.67 to 2.27. The critical ratios of differences in the mean number errors given in table 75 reveals that significant difference at 0.01 level exists between the following groups. Rural schools and Urban schools (CR =-5.38), Private schools and Government schools (CR = -4.84), High SES and Low SES (CR = -6.08) and Average SES and Low SES (CR = -5.88). Remaining subgroups do not show any significant differences in this area.

## 20. Translation

The details of the test of significance of difference in the mean number of errors in the use of Translation with subgroup, viz. Girls and Boys, Rural and Urban, Private and Government, High SES and Average SES, High SES and Low SES and Average SES and Low SES were found out and the details of the findings are presented below in table 76.

Table 76

Details regarding the test of significance of difference in the mean number of errors in the use of Translation for the relevant pairs of sub groups

Subgroups	N <sub>1</sub>	M <sub>1</sub>	SD <sub>1</sub>	N <sub>2</sub>	M <sub>2</sub>	SD <sub>2</sub>	CR
G-B	426	2.60	1.68	374	2.93	1.79	-3.00*
RS-US	470	2.60	1.91	330	2.98	1.57	-2.11**
PS-GS	521	2.69	1.70	279	2.88	1.69	-1.58
HSES-ASES	133	2.57	1.83	533	2.45	1.99	0.66
HSES-LSES	133	2.57	1.83	134	4.17	2.26	-6.4*
ASES-LSES	533	2.45	1.99	134	4.17	2.26	-8.19*

G = Girls; B = Boys; RS = Rural Schools; US= Urban Schools; PS = Private Schools; GS = Government Schools; HSES = High Socio Economic Status; ASES = Average Socio Economic Status; LES = Low Socio Economic Status.

\* Significant at 0.01 level

\*\* Significant at 0.05 level.

Skill of using Translation was tested by giving 10 items. Total sample has mean score of 2.76. the mean scores of errors of the subgroups in this sub skill as shown in table 76 range from 4.17 to 2.45. The critical ratios of differences in the mean number of errors given in table 76 reveal that significant difference at 0.01 level exist between the following groups.

Girls and Boys(CR = -3.00), High Socio Economic Status and Low Socio Economic Status (CR = -6.4) and Average Socio Economic Status and Low Socio Economic Status(CR = 8.19). The differences are significant at 0.05 level with respect to Rural schools and Urban schools (CR = -2.11). Critical ratios obtained for the differences between the remaining pairs of sub groups are significant.

From the above analysis, it can be noted that Girls and Boys differ only in ten sub skills of items out of the twenty sub skills of items, the groups Rural and Urban also differ only in seventeen sub skills of items out the same twenty sub skills. The groups Private and Governments schools differ only in seventeen sub skills of items out of the same twenty sub skills of items. The groups High SES and Average SES differ only in fifteen sub skills of items out of the same twenty sub skills of items, Average SES and Low SES differ all twenty sub skills of items and High SES and Low SES differ all twenty sub skills of items. The results of the mean differences examined above are summarised in Table 77.

Table 77

Summary of the test of significance of differences in the mean number of errors in all sub skills of the relevant pairs of subgroups

Sl. No.	Subgroups	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
1	G-B	HS	HS	NS	S	NS	NS	HS	NS	NS	HS	HS	S	NS	NS	S	HS	NS	NS	NS	HS
2	RS-US	NS	NS	HS	HS	HS	S	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	NS	HS	S
3	PS-GS	HS	NS	HS	HS	HS	HS	NS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	S	HS	NS
4	HSES-ASES	NS	HS	NS	HS	HS	HS	HS	NS	S	HS	HS	HS	HS	HS	HS	S	S	HS	NS	NS
5	HSES-LSES	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS
6	ASES-LSES	HS	HS	HS	HS	HS	HS	HS	HS	HS	HS	S	HS	HS	HS	HS	HS	HS	HS	HS	HS

HS = Highly Significant

S = Significant

NS = Not significant

## SECTION IV

### THE SPECIFIC CAUSES AND THE PEDAGOGICAL IMPLICATIONS IN EACH OF THE TWENTY GRAMMATICAL SUB SKILLS AND REMEDIAL INSTRUCTION

The results of the analysis of data are of primary importance and they suggest the direction to be followed in the adoption of corrective and remedial measures. The number of students in the total sample and the subgroups on whom the effect of the errors in each grammatical sub skill are indicated by the respective incidence of errors. The twenty grammatical sub-skills arranged according to the descending order of the percentage of incidence for the total sample indicate the hierarchy of areas of skill deficiencies in written Sanskrit in which immediate remedial attention is highly necessary for the population represented by the sample.

The significant differences between the compared subgroups in pairs indicate the necessity of differential remedial approach to the groups. Hence significant differences in the percentage of incidence between the subgroups in a pair mean that they are to be differential in remedial instruction and the weaker group, i.e. the group which has comparatively higher percentages of incidence should be given more effective remedial instruction and for the groups which do not show significant differences, differential remedial measures are not warranted.

The pedagogical implication of the result is that remedial materials and instructions are to be planned for the respective groups on a differential basis. Mean scores of errors also indicate intensity of the pupils weakness in all the twenty grammatical sub skills together and each of them separately. Hence the significant differences between the mean scores of the subgroups of a pair call for differential remedial measures for the groups in terms of the number of sub skills in which they are weak in each area. The weaker group requires more basic and intensive measure in more sub skills. Mean difference in the total number of errors between the paired subgroups reveals that there exist significant differences between the subgroups in all twenty sub-skills. All the four variables are found to influence the number of errors significantly. Therefore the results obtained suggest the necessity of devising corrective and remedial instruction on a differential basis, taking into account the significant influence of the variable on the total error scores. Higher mean scores obtained by the subgroups of Boys, Government school students, Low Socio Economic Status, Urban school students show that they are to be given more intensive remedial measures than their respective counterparts of in the subgroups. This is to be considered in the light of the results of the incidence of errors for the total sample.

The pedagogical implication of the results of both incidence of errors for the whole sample and mean difference in total number of errors of the

subgroups is that the present system of teaching Sanskrit is not sufficient for the development of basic grammatical sub skills. This must be modified so that the maximum results in language teaching can be acquired. A thorough reconsideration of essential aspects of teaching of Sanskrit of the secondary school level is highly necessary.

In the continuing paragraphs, the results obtained are discussed with references to probable specific causes and the pedagogical implications in each of the twenty grammatical sub skills arranged in the descending order of their incidence.

### 1) Change of voice

Change of voice is the first area according to the descending order of the percentage of incidence (52.66 per cent). The mean score of the total sample in the ten items is considerably high in this area (5.26). Therefore this sub skills is found to be considerably difficult for the learners. The results of the test of significance for group differences show that the variables, locale, type of the management, gender socio economic status have significant influence on this sub skills. Change of voice denotes the type of clause in which active, passive and impersonal voice (which is used in Sanskrit) verb phrase occurs. The skill of expressing the change of voice requires on the part of the learner a clear understanding of the time and sense to be

co-ordinated in a pattern construction and the rules adopted there in comparing with other languages Sanskrit has got three types of voice which also creates confusion. The reason for making the errors are 1) confusion about the subject which is to be understood from the sentence, 2) lack of knowledge in Daduroopa manjari and Sabdarooopa manjari Sanskrit grammar, 3) lack of practice in case, 4) carelessness, 5) improper usage of verb forms, 6) lack of using simple sentences.

Pedagogical implication of the result is that the groups which are significantly different in the percentage of incidence and mean scores should be given differential remedial measure. The significant differences in the mean scores and percentage of incidence call for special remedial attention for the sub groups with higher incidence and mean number of errors. Corrective remedial instruction should be planned with the aim of improving the skill fundamentally.

## **2. Declension**

In the descending order of the percentage of errors declension has the second highest percentage of errors (46.08 per cent). It is found that the incidence of errors in the area of declension is significantly influenced by locale. There is partial influence of type of management, gender and socio economic status.

The use of declension is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they affect the global meaning of words. This is an intellectual skill which requires the application of accepted rules and patterns judiciously. A Sanskrit learner should be aware of using this grammatical sub skill so that the correct and proper global meaning can be presented.

Errors are often caused by 1) improper and incomplete application of rules 2) ignorance of rules, 3) using wrong model practice of written Sanskrit which leads the learner to wrong assumptions, 4) carelessness, 5) lack of practice in samasa and 6) resemblance of similar words. The result suggest that the subgroups with higher percentage of incidence and higher mean scores of errors should be given priority in remedial instruction. This significant difference between the subgroups should be taken into account for giving remedial instruction on a differential basis.

### **3. Plural numbers**

In the descending order of the percentage of errors plural numbers has the third highest percentage of errors (42.36 per cent). It is found that the incidence of errors in the area of plural numbers is significantly influenced by locale. There is partial influence of gender and socio economic status.

The use of plural numbers is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they affect the global meaning of words. Errors are often caused by 1) lack of knowledge of grammar, 2) Laziness, 3) Lack of practice in grammar in sabdarooपा manjari and daduroopa manjari, 4) lack of numbering other languages as in Sanskrit language which has three numbers, singular, dual, plural. The implication is that groups in the pairs based on the variables which show significant influence request differential remedial measures in this area. The difference in the mean number of errors indicates that the total sample requires intensive practice in the grammar. The gracing of errors is indicated by the figures of the percentage of error and mean scores of errors which can be remedied by providing remedial instruction according to the needs of the groups.

#### **4. Prefix**

In the areas of the prefix the total sample has percentage of incidence of 41.30 per cent and mean scores of errors 4.13. It is found that the incidence of errors in the area of prefix is significantly influenced by gender, locale and socio economic status. There is partial influence of type of management.

The use of prefix is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they

affect the global meaning of words. Errors are often caused by 1) Lack of knowledge of grammar 2) Laziness, 3) Lack of practice in grammar 4) Lack of practicing daduroopa manjari and Sabdamanjari.

## **5. Homonyms**

Homonyms is the fifth area according to the descending order of the percentage of incidence (41.08 per cent). The mean score of errors of the total sample in the ten items is considerably in this sub skills (4.10). Therefore this sub skills is found to be considerably difficult for the learners. The results of the test of significance for group differences show that the variables, locale, gender, type of the management and socio economic status have significant influence on this sub skills. Errors usually arise due to 1) Lack of knowledge of Sanskrit word meaning, 2) carelessness, 3) lack of reading grammar book 4) lack of practice in Sanskrit dictionary, 5) lack of reading in Malayalam Grammar books and 6) incapability of using Sanskrit words.

Pedagogical implication of the result is that the groups which are significantly different in the percentage of incidence and mean scores should be given differential remedial measure. The significant differences in the mean scores and percentage of incidence call for special remedial attention for the subgroups with higher incidence and mean number of errors.

Corrective remedial instruction should be planned with the aim of improving the skill fundamentally.

## 6. Compound

In the descending order of the percentage of errors compound has the six highest percentage of errors (40.77 per cent). It is found that the incidence of errors in the mean of compound is significantly influenced by locale. There is partial influence of Type of management socio economic status.

The use of compound is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they effect the global meaning of words. This is an intellectual skill which requires the application of accepted rules and patterns judiciously. A Sanskrit learner should be aware of using this grammatical sub skill so that the correct and proper global meaning can be presented.

Errors are often caused by 1) Improper and incomplete application of rules, 2) Ignorance of rules, 3) using wrong model practice of written Sanskrit which leads the learner to wrong assumptions, 4) carelessness, 5) lack of practicing Sabdamanjari (Sanskrit grammar book) and 6) improper combination of words and pattern to express the analysis. The result suggests that the sub groups with higher percentage of incidence and higher mean scores of errors should be given priority in remedial instruction. This

significant difference between the sub groups should be taken into account for giving remedial instruction on a differential basis.

### **7. Identifying indeclinables**

In the descending order of the percentage of errors identifying indeclinables has the seventh highest percentage of errors (39.57 per cent). It is found that the incidence of errors in the sub skills of identifying indeclinables is significantly influenced by type of management, locale and socio economic status.

The use of identifying indeclinables highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they affect the global meaning of words. Errors are often caused by 1) Lack of knowledge of grammar, 2) Laziness, 3) Lack of practice in Sabdas, 4) Carelessness in reading Sanskrit books. The implication is that groups in the pairs based on the variables which show significant influence request differential remedial measures in this area. The difference in the mean number of errors indicates that the total sample requires intensive practice in the grammar. The grading of errors is indicated by the figures of the percentage of error and mean scores of errors which can be remedied by providing remedial instruction according to the needs of the groups.

## 8. Conjunction

In the sub skills of the conjunction the total sample has percentage of incidence of (39.42 per cent) and mean scores of errors 3.94.

It is found that the incidence of errors in the sub skills of conjunction is significantly influenced by locale and socio economic status. There is partial influence of type of management.

The use of conjunction is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they affect the global meaning of words. Errors are often caused by 1) lack of knowledge of grammar, 2) laziness, 3) lack of practice in sabdarooपा manjari and daduroopa manjari, 4) carelessness and 5) ignorance of Sanskrit sandi rules. The implication is that groups in the pairs based on the variables which show significant influence request differential remedial measures in this area. The difference in the mean number of errors indicates that the total sample requires intensive practice in the grammar. The grading of errors is indicated by the figures of the percentage of errors and mean scores of errors which can be remedied by providing remedial instruction according to the needs of the groups.

## 9. Case

Case the ninth area according to descending order of the percentage of incidence (38.32 percent). The mean score of the errors the total sample in the ten items is considerably in this area (3.83). Therefore this area is found to be considerably difficult for the learners. The results of the test of significance for group difference show that the variables Locale and Socio Economic Status have significant influence on this area. The errors usually arise due to 1) Lack of knowledge of the proper care which is to be used in a particular place, 2) Carelessness, 3) Lack of reading Dadurupamanjeri and sabdarooapa manjari (grammar book), 4) Incorrect continuous usage and 5) lack of pattern practice .

## 10. Word meaning

In the descending order of the percentage of errors word meaning has the tenth highest percentage of errors (36.73). It is found that the incidence of errors in the mean of word meaning is significantly influenced by Type of management and locale there is partial influence of socio economic status.

The use of word meaning is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they effect the global meaning of words. This is an intellectual skill which requires the application of accepted rules and patterns judiciously. A

Sanskrit learner should be aware of using this grammatical sub skill so that the correct and proper global meaning can be presented.

Errors are often caused by 1) lack of knowledge in Sanskrit words, 2) Lack of practice in sentence, 3) ignorance of words, 4) using wrong model practice of written Sanskrit words which leads the learner to wrong assumptions, 4) carelessness and 5) lack of practice in Sanskrit dictionary and Amarakosa.

## 11. Tense

In the descending order of the percentage of errors tense has the eleventh highest percentage of errors (33.51). It is found that the incidence of errors in the mean of Tense is significantly influenced by locale, type of management and gender.

The use of tense is highly essential for clarity of expressing the meaning in Sanskrit. Errors in the sub skills will lead to ambiguity as they effect the global meaning of sentence. This is intellectual skill which requires the application of accepted rule and patterns judiciously. A Sanskrit learner should be aware of using this grammatical sub skills. So that the correct and proper global meaning can be presented.

Errors are often caused by 1) Lack of practice in sentence, 2) lack of practice in use of words, 3) ignorance of grammar books Daduroopamanjari and sabdaroopamanjari, 4) improper and incomplete application of rules, 5) ignorance of rules, 6) carelessness and 7) lack of practice in Daduroopa manjari and sabdarooapa manjari.

## 12. Gender

In the descending order of the percentage of errors gender has the twelfth highest percentage of errors (33.4 per cent). It is found that the incidence of errors in the mean of gender is significantly influenced by locale and socio economic status.

The use of gender is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity as they effect the global meaning of words. This is an intellectual skill which requires the application of accepted rules and patterns judiciously. A Sanskrit learner should be aware of using this grammatical sub skill. So that the correct and proper global meaning can be presented.

Errors are often caused by 1) Lack of knowledge in Sanskrit Amarakosa, 2) lack of practice in Sanskrit grammar, 3) ignorance of reading grammar books Daturupamanjeri and Amarakosa, 4) Carelessness and 5)

lack of another language gender, Sanskrit language in three gender, masculine, feminine and neuter.

### 13. Opposite

In the descending order of the percentage of incidence of errors opposite has the thirteenth highest percentage of errors (33.47). It is found that the incidence of errors in the sub skills of opposite is significantly influenced by locale. There is partial influence in type of management and sex on this area.

The use of opposite is highly essential for clarity of expressing the meaning in Sanskrit. Errors in this sub skills will lead to ambiguity, as they effect the global meaning of sentence. This is an intellectual skill which requires the application of accepted rules and pattern judiciously. A Sanskrit learner should be aware of using the grammatical sub skill so that the correct and proper global meaning can be presented.

Errors are often caused by 1) using wrong models of written Sanskrit which leads the learner to wrong assumptions and 2) Carelessness, 3) Lack of practice in Sanskrit grammar and amarakosa, 4) Ignorance of lexical items, 5) lack of reading in Malayalam simple grammar books, 6) ignorance of practice in Sanskrit dictionary and 7) confusion in the meaning.

The result suggest that the sub groups with higher percentage of incidence and higher mean scores of errors should be given priority in remedial instruction. This significant difference between the subgroups should be taken into account for giving remedial instruction on a differential basis.

#### **14. Synonyms**

In the descending order of the percentage of incidence of errors synonyms has the fourteenth highest percentage of errors (32.72 per cent). It is found that the incidence of errors in the sub skills of synonyms is significantly influenced by sex and locale.

The use of synonyms is highly essential for clarity of expressing the meaning in Sanskrit. Errors are often caused by 1) Lack of knowledge in grammar, 2) Laziness, 3) lack of practice in Sanskrit Dictionary, 4) Carelessness, 5) lack of reading in Malayalam grammar books and 6) lack of knowledge in Amarakosam.

The result suggests that the subgroups with higher percentage of incidence and higher mean scores of errors should be given priority in remedial instruction. This significant difference between the sub groups should be taken into account for giving remedial instruction on a differential basis.

## **15. Conjugation**

Conjugation is the fifteenth sub skills according to the descending order of the percentage of incidence (31.88 per cent). The mean score of errors of the total sample in the ten items is considerably high in this area (3.18). Therefore this area is found to be considerably difficult for the learners. Therefore errors usually arise from 1) Lack of knowledge grammar, 2) Lack of practice in using simple sentences, 3) Laziness and 4) Lack of using in Sanskrit grammar books of Sandhi rules.

Pedagogical implication of the result is that the groups which are significantly different in the percentage of incidence and mean scores should be given differential remedial measure. The significant differences in the mean scores and percentage of incidence call for special remedial attention for the subgroups with higher incidence and mean number of errors. Corrective remedial instruction should be planned with the aim of improving the skill fundamentally.

## **16. Difference of Meaning**

In the descending order of the percentage of incidence of errors difference of meaning has the sixteenth highest percentage of errors (31.23 per cent). It is found that the incidence of errors in the sub skills of difference

of meaning is significantly influenced by sex. There is partial influence of locale and socio economic status.

Errors are often caused by 1) using wrong models of written Sanskrit which leads the learner to wrong assumptions, 2) Lack of practice in sentences, 3) Ignorance of new words, 4) Ignorance of borrowing other language words in similar to Sanskrit words and 5) Lack of reading in Sanskrit dictionary, other language dictionary and amarakosam.

The results suggest that the subgroups with higher percentage of incidence and higher mean scores of errors should be given priority in remedial instruction. This significant difference between the subgroups should be taken into account for giving remedial instruction on a differential basis.

### **17. Translation**

In the descending order of the percentage of incidence of errors translation has the seventeenth highest percentage of errors (27.62 per cent). It is found that the incidence of errors in the sub skills of Translation is significantly influenced by Type of management and locale.

The use of translation is highly essential for clarity of expressing the meaning in Sanskrit errors are often caused by 1) Lack of knowledge in

grammar, 2) Lack of knowledge in lexical items, 3) Lack of practice in translation into other language, 4) carelessness and 5) Lack of practice in grammar, daduroopamanjari and sabdaroopamanjari books.

### **18. Pronouns**

Pronoun is the eighteenth area according to the descending order of the percentage of incidence (27.33 per cent). The mean score of errors of the total sample in the 10 items is considerably higher in this sub skills (2.73). Therefore this area is found to be considerably difficult for the learners. The results of the test of significance for group differences show that the variables, Locale, Sex and Type of Management have significant influence on this area. Errors are often caused by 1) lack of practice in Sanskrit grammar books, 2) lack of practice in sentences, 3) lack of reading in sabdaroopamanjari and daduroopamanjari and 4) lack of knowledge of the rule of concord.

Pedagogical implication of the result is that the groups which are significantly different in the percentage of incidence and mean scores should be given differential remedial measure. The significant differences in the mean scores and percentage of incidence call for special remedial attention for the subgroups with higher incidence and mean number of errors. Corrective remedial instruction should be planned with the aim of improving the skill fundamentally.

## 19) Numerals

In the descending order of the percentage of incidence of errors numerals has the nineteenth highest percentage of errors (25.60). It is found that the incidence of errors in the area of numerals is significantly influenced by locale, socio economic status and sex.

The use of numerals is highly essential for clarity of expressing the meaning in Sanskrit. Errors are often caused by 1) Lack of knowledge in sankyasabdam books, 2) lack of practice in numerical aptitude, 3) laziness 4) interlingual influence (transferring from Hindi to Sanskrit), 5) lack of reading in numerical books.

Pedagogical implication of the result is that the groups which are significantly different in the percentage of incidence and mean scores should be given differential remedial measure. The significant differences in the mean scores and percentage of incidence call for special remedial attention for the subgroups with higher incidence and mean number of errors. Corrective remedial instruction should be planned with the aim of improving the skill fundamentally.

## 20. Orthography

In the descending order of the percentage of incidence of errors orthography has the least percentage of errors (25.41 per cent). It is found

that the incidence of errors in the sub skills of orthography is significantly influenced by locale. There is partial influence of type of management and socio economic status.

The use of orthography is highly essential for clarity of expressing the meaning in Sanskrit. Error in this sub skills will lead to ambiguity, as they affect the global meaning of sentence. This is intellectual skill which requires the application of accepted rules and patterns judiciously. A Sanskrit learner should be aware of using this grammatical sub skill so that the correct and proper global meaning can be presented.

Errors are often caused by 1) improper and incomplete pronunciation, 2) ignorance of practice in alphabets, 3) using wrong models of written Sanskrit which leads the learner to wrong assumptions, 4) carelessness, 5) lack of practice in written Sanskrit difficult words, 6) lack of reading in sabdamanjari and daduroopamanjari, 7) lack of practice in Sanskrit dictionary, 8) lack of speech in Sanskrit words, 9) induced errors and 10) incorrect pronunciation.

The result suggest that the subgroups with higher percentage of incidence and higher mean scores of errors should be given priority in remedial instruction. This significant difference between the subgroups should be taken into account for giving remedial instruction on a differential basis.

## **1. Implication of the findings regarding group differences in remedial instruction**

The result obtained shows the influence of the variables as indicated by the significant differences between the subgroups compared in pairs. This group difference is an important factor to determine the nature of the remedial programme to be planned and executed. In order to perform effective remedial instruction the sub groups who have significant differences are to be differentiated and treated on differential basis.

### **i) Implication of group differences in the incidence of errors**

Depending upon the significant differences in the percentage of incidence, the following subgroups should be differentiated for giving learning experiences and differential remedial materials and instruction should be planned for their areas mentioned below:

- 1) Girls are to be differentiated from boys for giving remedial learning experience in the areas of numerals, difference of meaning;
- 2) Rural groups is to be differentiated from urban groups and they must be given different types of learning experience in the use of conjugation, prefix, difference of meaning, synonym, tense, declension, gender, change of voice, word meaning and pronouns.

- 3) Private school students show significant difference from Government school students in the areas of the use of plural numbers, compound, homonyms, declension, opposite, change of voice, pronouns.
- 4) High socio economic group is to be differentiated from average socio economic group while giving learning experience in the use of numerals, prefix, conjunction, homonyms, opposite, identifying indeclinables and pronouns.
- 5) High SES groups and Low SES groups to be given differential learning experience in the use of orthography, numerals, case, synonyms, tense, compound, conjunction, homonyms, declension, opposite, gender, change of voice, word meaning, identifying indeclinables, pronouns and translations.
- 6) Average SES groups and Low SES groups to be given differential learning experience in the use of orthography, numerals, plural numbers, case, difference of meaning, synonyms, tense, opposite, gender, change of voice, word meaning, identifying indeclinables and translation.

**ii) Implication of group difference in the mean scores of errors**

On the basis of the significant differences existing in the mean scores of errors, the following groups are to be given differential remedial treatment in the areas mentioned below:

- 1) Girls and Boys are to be given differential learning experiences in the areas of orthography, numerals, conjugation, meaning difference, compound, conjunction, homonyms, gender, change of voice and translation. Boys require more intensive remedial instruction in all these areas as they are found to score lower than girls.
- 2) Rural schools sub groups are to be differentiated from the urban schools subgroups for giving remedial learning experience in the areas of the use of plural numbers, conjugation, case, prefix, synonyms.
- 3) Private schools subgroup and government subgroups are to be given differential learning experiences in the areas of the use of orthography, plural numbers, conjugation, case, prefix, synonyms, tense compound, conjunction, homonyms, declension, opposite, gender, change of voice, word meaning, identifying indeclinables and pronouns. In all these areas private schools requires more intensive remedial instructions.
- 4) High socio economic status and average socio economic status subgroup should be given differential learning experience in all the areas except conjugation, prefix, synonyms and homonyms. Average SES subgroup which is weaker should be given more intensive remedial instructions in all these areas.

- 5) HSES subgroups and LSES subgroup should be given differential learning experience in the areas of the use of all grammatical sub-skills. Low SES subgroup is in need of more intensive remedial instruction.
  
- 6) Average SES groups and Low SES groups to be given differential learning experience in the use of orthography, numerals, plural numbers, conjugation, case, prefix, difference of meaning, synonyms, tense, compound, conjunction, homonyms, declension, opposite gender, change of voice, word meaning, identifying indeclinables, pronouns and translation.

## *CONCLUSIONS AND SUGGESTIONS*

- 
- *The study in retrospect*
  - *Objectives of the study*
  - *Hypotheses*
  - *Methodology*
  - *Conclusions*
  - *Tenability of the hypotheses*
  - *Suggestions for educational implementation*
  - *Suggestions for further research*
-

## CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents a brief summary of the research work which includes of objectives, hypotheses, sampling procedure, tools used for collection of data, analysis, conclusions, tenability of hypotheses, suggestions for educational implementation and suggestions for further research.

### THE STUDY IN RETROSPECT

Errors in written Sanskrit of the ninth class pupils of Secondary Schools of Kerala indicate certain types of learning difficulties leading to insufficient mastery of the language skill in general. It was hoped that a diagnosis of their errors would be helpful to pin point the sub skills in which the ninth class pupils are deficient. This has been done by classifying the types of errors estimating the extent of difficulties diagnosing the causes and suggesting remedial measure. It was hoped that the remedial suggestion would help in giving insight to the teachers, teacher trainees and pupils alike. The objectives of the study were formulated with this end in view. This is already discussed earlier. The specific objectives of the study were limited to the following.

**OBJECTIVES**

1. To identify the major errors in written Sanskrit in the selected 20 sub skills among Secondary School pupils.
2. Classify the errors into major functional grammatical sub skills.
3. To determine whether significant group difference exist based on their Gender, Locale and Type of management when there compared with respect to the percentage incidence of errors in selected 20 sub skills selected for the study.
4. To determine whether there exists significant difference, if the pupils are divided into three levels (High, Average and Low) of SES and compared in pairs with respect to the percentage of incidence of errors in the selected 20 sub skills selected for the study.
5. To determine whether significant group difference exists based on their Gender, Locale and Type of management when there compared with respect to the mean difference of errors in the 20 subskills selected for the study.
6. To determine whether significant group difference, if the pupils are divided into three levels (High, Average and Low) of SES and compared

with respect to the mean difference of errors in the 20 sub skills selected for the study.

7. To determine the sources and causes of errors identified.
8. To suggest corrective and remedial programme.

### **HYPOTHESES**

1. If the students are divided into two groups based upon their Gender (Girls and boys) and compared with respect to the percentage of incidence of errors in the 20 sub skills the two groups will show significant difference.
2. If the students are divided into two groups based upon their Locale (Rural and Urban) and compared with respect to percentage of incidence of error in the 20 sub skills the two groups will show significant difference.
3. If the students are divided into two groups based upon their Type of management (Private and Government schools) and compared with respect to the percentage of incidence of errors in the 20 sub skills the two groups will show significant difference.
4. If the students are divided into three levels (High, Average and Low) of SES and compared in pairs with respect to the percentage of incidence of

errors in the 20 sub skills in each of the three pairs will show significant difference.

5. If the students are divided into two groups based upon their Gender (Girls and Boys) and compared with respect to the mean error scores in each of the 20 sub skills each of the three pairs will show significant differences.
6. If the student are divided into two groups based upon their Locale (Rural and Urban) and compared with respect to the mean error scores in each of the 20 sub skills each of the three pairs will show significant difference.
7. If the students are divided into two groups based upon their Type of management (Private and Government) and compared with respect to the mean error scores in each of the 20 sub skills each of the three pairs will show significant difference.
8. If the students are divided into three levels (High, Average and Low) of SES and compared in pairs with respect of the mean error scores in each of the 20 sub skills, each of the three pairs will show significant difference.

#### **SAMPLING PROCEDURE**

The test was administered to a sample of 800 subjects who were finally selected from the secondary school pupils of Kerala using proportionate

stratified random cluster sampling method. Representation was given to Gender (Girls and Boys), Locale (Rural and Urban), Type of the management (Private and Government), Socio-Economic Status (High SES, Average SES and Low SES).

#### **TOOLS USED FOR COLLECTION OF DATA**

Tools used for the collection of data for the present study were 1) Diagnostic test, 2) General Data sheet. In order to make the error analysis comprehensive and systematic, the prescribed syllabus in Sanskrit was thoroughly analysed into sub skills excepted and 20 such areas where errors are probable were identified. A diagnostic test covering all these sub skills was then developed by the investigator. This was tried out and standardised before administrating it for collecting errors.

#### **ANALYSIS**

The errors were then quantified with respect to each of the sub skills and the categories were arranged in the descending order of the percentage of errors. This statistics has been the basis for making the diagnosis.

Since the diagnosis attempted was a general nature, one of the most important analysis made was with respect to the comparison of subgroups. The subgroups to be compared were formed on the basis of Gender of the

pupils and Socio Economic Status. On the basis of these variables six subgroups were identified and the errors noticed in written Sanskrit were compared with respect to relevant pairs of sub groups. This was done with respect to the percentage of the incidence of errors as well as mean error score for the test as a whole and each individual subskill taken separately. This was followed by an attempt at explaining the errors in the light of theories of language learning and principles of linguistics.

## CONCLUSIONS

The following are the results of the investigations

### 1. Incidence of Errors

#### a) Twenty grammatical sub skills ranked according to the descending order of the percentage of errors.

It is found that the total sample commits errors in twenty grammatical sub skills. These sub skills arranged in the descending order of the percentages of errors are the following.

1. Use of Change of Voice (52.66 per cent)
2. Use of Declension (46.08 per cent)
3. Use of Plural Numbers (41.36 per cent)
4. Use of Prefix (41.30 per cent)

5. Use of Homonyms (41.08 per cent)
6. Use of Compound (40.77 per cent)
7. Use of Identifying Indeclinables (39.57 per cent)
8. Use of Conjunction (39.42 per cent)
9. Use of Case (38.32 per cent)
10. Use of Word Meaning (36.73 per cent)
11. Use of Tense (33.51 per cent)
12. Use of Gender (33.48 per cent)
13. Use of Opposite (33.47 per cent)
14. Use of Synonyms (32.72 per cent)
15. Use of Conjugation (31.88 per cent)
16. Use of Difference of Meaning (31.23 per cent)
17. Use of Translation (27.62 per cent)
18. Use of Pronouns (27.33 per cent)
19. Use of Numerals (25.60 per cent)
20. Use of Orthography (25.41 per cent)

The percentage of incidence of errors is found to be average in eight sub skills viz. 1) Chance of voice, 2) Declension, 3) Plural numbers, 4) Prefix,

5) Homonyms, 6) Compound, 7) Identifying Indeclinables and 8) Conjunction, below average in twelve sub skills, viz. 1) Case, 2) Word meaning, 3) Tense, 4) Gender, 5) Opposite, 6) Synonyms, 7) Conjugation, 8) Difference of meaning, 9) Translation, 10) Pronouns, 11) Numerals and 12) Orthography. There is no negligible sub skills.

**b) Group differences in the incidence of errors**

1) Significant differences at 0.01 level and 0.05 level exist between the Girls and Boys subgroups in the percentages of incidence in two sub skills:

- i) Numerals (CR = -3.28)
- ii) Difference of Meaning (CR = -2.05)

2. Significant differences exist between the Rural and Urban sub-groups in the percentage of incidence in the following grammatical sub skills which are arranged in the order of the magnitude of the critical ratios.

- i) Change of voice (CR = -4.47)
- ii) Tense (CR = -3.31)
- iii) Gender (CR = -2.98)
- iv) Difference of Meaning (CR = -2.75)
- v) Declension (CR = -2.68)
- vi) Synonyms (CR = -2.53)

- vii) Conjugation (CR= -2.28)
- viii) Pronouns (CR = -2.26)
- ix) Word meaning (CR = -2.08)
- x) Prefix (CR = -2.03).

The differences are significant at 0.01 level in sub skills i to v, and at 0.05 level from vi to x.

3. Significant differences exist between Type of management (Private and Government) sub-groups in the percentage of incidence in the following sub skills which are arranged in the order of the magnitude of the critical ratios.

- i) Declension (CR = -3.25)
- ii) Opposite (CR = -3.01)
- iii) Change of voice (CR = -3.01)
- iv) Plural numbers (CR = -2.90)
- v) Homonyms (CR = -2.24)
- vi) Pronouns (CR = -2.23)
- vii) Compound (CR = -1.96)
- viii) Conjunction (CR = -1.69)

The differences are significant at 0.01 level in sub skills from i to iv and at 0.05 level increases v to vii.

4. Significant differences exist between groups with High SES and Average SES in the percentage of incidence in the following sub skills which are arranged in the order of the magnitude of critical ratios.

- i) Prefix (CR = -6.7)
- ii) Identifying Indeclinables (CR = -3.14)
- iii) Conjunction (CR = -2.80)
- iv) Homonyms (CR = -2.52)
- v) Opposite (CR = -2.35)
- vi) Numerals (CR = -2.08)

The differences are significant at 0.01 level in sub skills i to iii and 0.05 level in sub skills iv to vi.

5) Significant differences exist between sub groups of High SES and Low SES, in the percentages of incidence in the following sub skills which are arranged in the order of the magnitude of critical ratios.

- i) Pronouns (CR = -6.92)
- ii) Identifying Indeclinables (CR = -5.68)
- iii) Numerals (CR = -5.56)
- iv) Tense (CR = -4.57)
- v) Word meaning (CR = -4.29)
- vi) Opposite (CR = -4.05)

- vii) Case (CR = -3.78)
- viii) Synonyms (CR= -3.78)
- ix) Homonyms (CR =-3.78)
- x) Change of voice (CR = -3.06)
- xi) Gender (CR = -3.00)
- xii) Translation (CR = -2.87)
- xiii) Orthography (CR = -2.76)
- xiv) Conjunction (CR = -2.73)
- xv) Compound (CR = -2.55)
- xvi) Conjugation (CR =-2.55)
- xvii) Difference of meaning (CR = -2.52)
- xviii) Plural Numbers (CR = -2.51)
- xix) Prefix (CR = -2.49)
- xx) Declension (CR = -2.30).

The differences are significant at 0.01 level in sub skills i to xiv and at 0.05 level xv to xx.

6. Significant differences exist between sub groups with ASES and LSES, in the percentage of incidence in the following sub skills which are arranged in the order of the magnitude of critical ratios.

- i) Numerals (CR = -5.68)

- ii) Word meaning (CR = -4.94)
- iii) Difference of meaning (CR = -4.82)
- iv) Gender (CR = -4.34)
- v) Synonyms (CR = -4.32)
- vi) Translation (CR = -4.30)
- vii) Tense (CR = -3.94)
- viii) Orthography (CR = -3.89)
- ix) Case (CR = -3.46)
- x) Identifying indeclinables (CR = -3.45)
- xi) Opposite (CR = -3.29)
- xii) Plural numbers (CR = -2.89)
- xiii) Change of Voice (CR = -2.82)
- xiv) Pronouns (CR = -2.63)

The differences are significant at 0.01 level in sub skills i to xiv.

## **II. Mean Scores of Errors**

### **Group Differences in Mean Error Scores**

- 1) Significant differences between the following subgroups exist in the mean scores arrived at considering the tests on a whole covering all the 20 grammatical sub skills taken up for the study.

- i) Girls and Boys (CR = -9.27)
- ii) Rural and Urban (CR = -20.89)
- iii) Private and Government (CR = -16.15)
- iv) HSES and ASES (CR = -11.31)
- v) HSES and LSES (CR = -34.61)
- vi) ASES and LSES (CR = -30.09)

The differences between the subgroups in pairs i to vi are significant at 0.01 level.

2. Significant differences exist between the Girls and Boys sub groups exist in the mean scores of errors in the following sub skills which are arranged in the order of the magnitude of critical ratios.

- i) Numerals (CR = -6.5)
- ii) Difference of meaning (CR = -4.57)
- iii) Conjunction (CR = -4.16)
- iv) Orthography (CR = -3.38)
- v) Compound (CR = -3.06)
- vi) Translation (CR = -3.00)
- vii) Change of voice (CR = -2.88)
- viii) Conjugation (CR = -2.5)
- ix) Homonyms (CR = -2.21)
- x) Gender (CR = -2.05)

The differences are significant at 0.01 level in sub skills i to vii and at 0.05 level in sub skills viii to x.

3. Significant differences exist between the Rural and Urban sub groups exist in the mean scores of errors in the following sub skills which are arranged in the order of the magnitude of critical ratios.

- i) Change of voice (CR = -9.87)
- ii) Gender (CR = -7.69)
- iii) Homonyms (CR = -6.86)
- iv) Declension (CR = -6.78)
- v) Tense (CR = -6.75)
- vi) Difference of meaning (CR = -6.00)
- vii) Synonyms (CR = -6.00)
- viii) Pronouns (CR = -5.38)
- ix) Word meaning (CR = -5.07)
- x) Opposite (CR = -4.60)
- xi) Conjugation (CR = -4.39)
- xii) Conjunction (CR = -4.16)
- xiii) Compound (CR = -3.76)
- xiv) Plural numbers (CR = -3.58)
- xv) Case (CR = -3.05)
- xvi) Translation (CR = -2.11)
- xvii) Prefix (CR = 2.02)

The differences are significant at 0.01 level in sub skills i to xv and at 0.05 level in sub skills xvi and xvii.

4. Significant differences exist between the Type of management (Private and Government) subgroups exist in the mean scores of errors in the following sub skills which are arranged in the order of the magnitude of critical ratios.

- i) Declension (CR = -7.28)
- ii) Opposite (CR = -6.00)
- iii) Change of voice (CR = 5.93)
- iv) Conjugation (CR = -5.35)
- v) plural numbers (CR = -5.29)
- vi) Compound (CR = -5.15)
- vii) Homonyms (CR = -5.00)
- viii) Gender (CR = -5.00)
- ix) Pronouns (CR = -4.84)
- x) Conjunction (CR = -4.00)
- xi) Orthography (CR = -3.42)
- xii) Case (CR = -3.35).
- xiii) Tense (CR = -3.28)
- xiv) Synonyms (CR = 3.00)
- xv) Word meaning (CR = -2.80)

- xvi) Prefix (CR = -2.78)
- xvii) Identifying Indeclinables (CR = 2.20)

The differences are significant at 0.01 level in sub skills 1 to xvi and at 0.05 level in sub skills xvii.

5. Significant differences exist between group of High SES and ASES, in the mean scores of errors in the following subs kills which are arranged in the order of magnitude of critical ratios.

- i) Conjunction (CR = -8.71)
- ii) Identifying indeclinables (CR = -6.42)
- iii) Homonyms (CR = -5.89)
- iv) Opposite (CR = -4.40)
- v) Declension (CR = -4.27)
- vi) Conjugation (CR = -4.10)
- vii) Compound (CR = -3.76)
- viii) Numerals (CR = -3.61)
- ix) Prefix (CR = -3.52)
- x) Difference of meaning (CR = 3.11)
- xi) Case (CR = -3.00)
- xii) Gender (CR = 2.63)
- xiii) Change of voice (CR = -2.57)

xiv) Word meaning (CR = -2.31)

xv) Tense (CR = 2.20)

The differences are significant at 0.01 level in sub skills i to xii, and at 0.05 level in sub skills xiii to xv.

6. Significant differences exist between sub groups of HSES and LSES in the scores of errors in the following sub skills which are arranged in the order of magnitude of critical ratios.

i) Tense (CR = -11.00)

ii) Identifying indeclinables (CR = -10.04)

iii) Word meaning (CR = -9.69)

iv) Numerals (CR = -9.46)

v) Opposite (CR = -8.5)

vi) Conjunction (CR = -8.31)

vii) Homonyms (CR = -8.26)

viii) Case (CR = -7.33).

ix) Conjugation (CR = -6.66)

x) Synonyms (CR = -6.45)

xi) Translation (CR = -6.40)

xii) Orthography (CR = -6.25)

xiii) Change of Voice (CR = - 6.20)

- xiv) Declension (CR = -6.18)
- xv) Pronouns (CR = 6.08)
- xvi) Gender (CR = -5.73)
- xvii) Prefix (CR = -5.61)
- xviii) Compound (CR = -4.99)
- xix) Difference of meaning (CR = -4.60)
- xx) Plural Numbers (CR = -4.47)

The differences are significant at 0.01 level in all sub skills.

7. Significant differences exist between sub groups of Average SES and Low SES, in the mean scores of error in the following sub skills which are arranged in the order of magnitude of critical ratios.

- i) Tense (CR = -10.55)
- ii) Gender (CR = -9.82)
- iii) Synonyms (CR = -8.71)
- iv) Difference of meaning (CR = -8.65)
- v) Word meaning (CR = -8.33)
- vi) Translation (CR = -8.19)
- vii) Numerals (CR = -8.10)
- viii) Identifying indeclinables (CR = -7.88)
- ix) Orthography (CR = -6.90)

- x) Opposite (CR = -6.71)
- xi) Case (CR = -6.29)
- xii) Plural numbers (CR = -6.09)
- xiii) Pronouns (CR = -5.88)
- xiv) Change of voice (CR = -5.25)
- xv) Homonyms (CR = -4.90)
- xvi) Conjugation (CR = -4.37)
- xvii) Compound (CR = -3.85)
- xviii) Prefix (CR = -3.78)
- xix) Declension (CR = -3.27)
- xx) Conjunction (CR = -2.11)

The differences are significant at 0.01 level in sub skills i to xix and at 0.05 level in sub skills xx.

### **Tenability of the Hypotheses**

1. Conclusion No.1 under 1(b) shows that pairs of groups classified in terms of levels of Girls and Boys show significant difference in two sub skills. Hence hypothesis 1 is partially substantiated.
2. Conclusion No. 2 under 1 (b) shows that pairs of groups classified in terms of levels of rural and urban shows significant difference with

respect of the percentage of incidence of errors in 10 out of 20 sub skills compared. Hence hypothesis 2 is partially substantiated.

3. Conclusion 3 under 1 (b) shows that pairs of groups classified in terms of levels of Type of management (Private and Government) shows significant difference with respect of the percentage of incidence of errors in 7 out of 20 sub skills compared. Hence hypothesis 3 is partially substantiated.

4. Conclusion 4,5 and 6 under 1(b) shows that pairs of subgroups classified in terms of level of SES show significant difference as detailed below.

- i) High SES vs Average SES in 6 sub skills.
- ii) High SES vs Low SES in 20 sub skills
- iii) Average SES Vs Low SES in 14 sub skills.

Thus hypothesis 4 is partially substantiated.

5. Conclusion No.2 under II(2) shows that the pairs of groups classified in terms of level of Girls and Boys with respect to mean error scores in 10 out of 20 sub skills compared. Hence hypothesis 5 is partially substantiated.

6. Conclusion No.3 under II (3) shows that the pairs of groups classified in terms of level of Rural and Urban with respect to mean error scores in 17 out of 20 sub skills compared. Hence hypothesis 6 is partially substantiated.
7. Conclusion No.4 under II (4) shows that the pairs of groups classified in terms of level of Private and Management with respect to mean error scores in 17 out of 20 sub skills compared. Hence hypothesis 7 is partially substantiated.
8. Conclusion 5, 6 and 7 under II (5) shows that the pairs of groups classified in terms of level of SES with respect of mean error scores show significant differences as detailed below.
  - i) High SES vs Average SES in 15 sub skills.
  - ii) High SES vs Low SES in 20 sub skills
  - iii) Average SES vs Low SES in 20 sub skills.

Thus hypothesis 8 is partially substantiated.

### **SUGGESTION FOR EDUCATIONAL IMPLEMENTATION**

It has been found that of the 20 sub skills included in the diagnostic test eight pose average problems to pupils, and twelve as below average.

This state of affairs is not tolerable especially in secondary schools where Sanskrit is supposed to have more importance than in other schools. Therefore teachers have to pay special attention to the areas according to the level of seriousness and in time with the peculiarity of the nature of the sub skill involved. Since the degree of seriousness varies and the nature of language aspects involved also varies, learning experiences also have to be different. In a study attempting at a general diagnosis leading to remedial instruction one cannot suggest common procedures applicable to all students and all sub skills. However certain general suggestions that could be tried out for specific situation can be thought of.

- 1) Correct use of language is a matter of formation of correct skills. A skill is the result of repetition of a particular behaviour based upon given models. Hence it is very important that the first step towards formation of correct skills is presentation of correct models. The teacher will have to be extremely careful when models related to be sub skills are presented in the areas. Where possibilities of errors have been identified should be specially taken care of and oral and written classification stressing the correct form of usages should be given in plenty.
- 2) It is a known fact that a bond once mastered will be difficult to undo. Therefore the teachers should attempt diagnosis and remedial instruction at every stage. This will give immediate knowledge of results and hence

enable the teacher and pupil alike to avoid errors then and there. This opportunity can be a reinforcer also. It goes without saying that in the case of the errors identified by the researcher great effort will become necessary to take corrective measure because the errors have already been mastered. The only effective way to do this is to present correct models, bring the errors to the conscious developed then inspire students to have reinforced repetition.

- 3) It has been noted that all the four independent variables have some influence in determining the incidence of errors. Therefore special care has to be taken to meaning fully interpret this relation and take remedial measures accordingly for example SES has been found to have influenced in such a way that low SES is associated with high incidence of errors in the case of number of sub skills. It is true that the teacher is not in a position to enhance the SES of student but at the same time he can think of compensatory programme to make up the deficiency. Thus comparatively more time and effort can be bestowed on such a case with the help of other teachers and even efficient students.
- 4) It has been noted that in the influence of the independent variables regarding specific sub skills there is significant difference. Therefore while considering these independent variables for designing corrective measures, the nature of association of each of the variables to the sub

skills concerned revealed in the study, has to be taken into consideration, for example in the case of sub skills. In which girls and boys are found to differ, differential approaches should be adopted for the two sexes. The same strategy should be adopted in the case of other variables also.

- 5) Group differences have been noticed not only in the case of the influence of the independent variables but also in the case of percentage of frequency of each of the sub skills. Therefore as indicated earlier, teachers should show the creativity and imagination to have a differential approach while adopting remedial measures.
- 6) A very general suggestion applicable in the case of all sub skills is to appeal to the sense in a conscious way. Charts specially designed for the purpose can be prepared, the areas where the error is likely to occur should be specially stressed by a change of colour or some other method. Such charts can be exhibited for a sufficiently long period and instruction can be given to look of the degree of improvement can be given after exhibiting such charts and success utilised as a forceful reinforcer.
- 7) Since all corrective measures cannot be taken in the class itself, well guided home assignments that have provision for self assessment leading to immediate knowledge of result could be designed. Care should be

taken to see that pupils are motivated to make use of these by checking their performance quite often in the class.

In brief, diagnosis and remedial instruction should form permanent feature in Sanskrit language instruction, presentation of correct models, conscious attention to the sub skills susceptible to errors reinforced repetition leading to mastery of correct. Skills and continuous comprehensive evaluation, if sincerely followed will help in avoiding and correcting errors in Sanskrit.

### **SUGGESTIONS FOR FURTHER RESEARCH**

1. The diagnosis errors in written Sanskrit attempted here is a general nature studies pinpointing the specific aspects, both educational and linguistic will throw more light on the issue. Hence such studies should be taken up by language teachers.

2. Diagnostic studies regarding errors in other skills associated with Sanskrit language such as listening, oral expression, etc. should be taken up to make the present study comprehensive.

3. Diagnostic studies with respect to others language should be taken up with a view to make comparison that might help in forming generalisation leading to theories regarding mastery and learning language.

4. Experimental studies may be taken up with regard to effectiveness of various learning experiences helpful for eradicating errors in each of the language skills that pose serious problem.

5. This study is confined only to the IX standard. This can be extended to other standards and other schools.

## ***BIBLIOGRAPHY***

## BIBLIOGRAPHY

### BOOKS

Best, John. W. & Kahn, James. V. (1986). *Research in Education*. New Delhi: Prentice Hall of India.

Bloom, Benjamin, S. ed. (1956). *Taxonomy of educational objective*. Hand Book. Cognitive Domain. New York: Makay.

Bloom, S. Benjamin (1971). *Hand book on formative and summative evaluation of student learning*. New York: McGraw Hill.

Bruckner, J. (1935). *Introduction in Guymontrase Whipple. Educational Diagnosis Thirty fourth Year Book*. Chicago: University of Chicago Press.

Bruckner, L.J. (1954). *Educational Diagnosis*. Thirty Fourth Year Book. Chicago: NSST,

Bruckner, L.J. and Earnest, O.Melby (1931). *Diagnostic and Remedial Teaching*. Boston Haugnton Mifflin Co.

Buch, M.B. (ed.). (1983). *Third Survey of Research in Education (1978-1983)*. New Delhi: NCERT.

- Corder, S.P. (1973). *Introducing Applied Linguistics*. Harmonds worth: Penguin.
- Curry. (1968). *Encyclopaedia of Educational Research*. 4th edition. London: C.E.E.L. (Ed.) The MacMillan Co.
- Dandin. (1976). *Kavyadarsha*. Varanasi: Chawkamba Sanskrit Series.
- Dave, R.H. and Saha, S.N. (1974). "A study of common errors in English of the Higher Secondary level." Report of the fifth conference of chairman and secretaries of the Board of secondary education, NCERT, New Delhi, in MB Buch, *A Survey of Research in Education*. Baroda: Centre For Advanced Studies In Education.
- Ebel, L. Robert (1970). *Encyclopaedia of Educational Research*. Fourth Edition. London: Macmillan Co.
- Garret, E. Henry. (1967). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Pvt. Ltd., p. 339.
- George, H.V. (1972). *Common errors in language learning*. Washington: Rowley Newburry House.
- Good, C.V. (1945). *Dictionary of Education*. New York: McGraw Hill.
- Hussen and Postlethwale. (1988). *The International Encyclopaedia of Britanica*. New York: Pergman Presss.

- Lado Robert. (1957). *Linguistics Across Culture*. Ann Arbor: University of Michigan Press.
- Lado Robert. (1961). *Language Testing*. New York: McGraw Hill Series Company.
- Layman, R.L. (1929). "Summary of investigation relating to grammar, language and composition." *Supplementary Educational monograph*, No. 36, University of Chicago, Jan. p.5-12.
- McMenemy Otto and Smith. (1973). *Corrective and remedial teaching*. Boston: ELBS and Macmillan Co. Ltd.
- Moosed, Parameswaran, T.C. (1914). *Amarakosam commentary*.
- Nair, N.S. (1974). *A study of the common language difficulties (in English) of Secondary school pupils in Kerala, Trivandrum*. Abstract in M.B.Buch (ed.) *A Survey of Research in Education*. Baroda: Centre for Advanced Study in Education, MS University, p. 288.
- Palmer, Frank (1976). *Grammar*. Harmondsworth: Penguin Books Ltd.
- Purushothama Deva. (1971). *Bhasavritti commentary*. Varanasi: Thava Publications.
- Quirk, Randolph and A.H. Smith, et al. (1972). *A grammar of contemporary English*. London: Longman.

- Rastogi, S. (1992). *Mathematical weakness courses and remedy*. New Delhi: Mittal Publication.
- Roodbergen, J.A.F. and Joshi, S.D. (1971). *Pathanjalis Vyakarana - Mahabhasya*. University of Pune.
- Sastry, K.L.V. and Sastry, Anantharam, L. (1991). *Dhaturupamanjari*. Kalpathy: R.S. Vadhyar and Sons.
- Sastry, R.B.T. (1979). *Sabda deepika nuthana sanskrit grammar*. Hyderabad: Amara Bharathy Prakashan.
- Sathyakama Varma. (1981). *Studies in Indology*. Bharthiya Prakasan, New Delhi.
- Sen, N.B. (1968). *Glorious thoughts of Nehru*. Second Edition. New Delhi: New Book Society of India.
- Sinha, A.K. (1974). *Remedial work in English for the pre-university and first year degree students in Hindi speaking area*. CIEFC, Hyderabad, abstract in M.B. Buch (ed.). *A survey of research in education*. Baroda: Centre for Advanced Studies in Education, MS University, p. 300.
- Varma, Raja Raja, A.R. (1954). *Sabda sodini*. Trivandrum: Kamalalaya Book Depot.

Valette Robecam.. (1971). Mastery learning and foreign language in Paul Pimsier et al. (ed.) *The Psychology of second language learning*. Cambridge: Cambridge University Press, p. 71.

Varadachari,V. (1960). *A History of Sanskrit Literature*. Allahabad: Ram Narayan Lal Beniprasad.

Varma (1964). *Significant correlates of secondary school failure*. Department of Education, University of Gorakhpur, 1966. (NCERT financed) Buch, M.B. *A Survey of Research in Education*.

## JOURNALS

Bhaskar, A.W.S. (1962). "An analysis of common errors in due English." *Bulletin of the Central Institute of English* 2, 45-57.

Bhatiya, Adam Tavadia. (1974). "An error analysis of student composition." *IRAL*, p. 12.

Chandessey Mohsen (1976). "An error analysis of the writing of Iranian freshman student learning English pilot study." *IRAL*. 14: 74-82.

Cook, V.J. (1969). "The analogy between first and second language learning." *IRAL*, 7: 207-216.

- Curry, R.L. (1961). "Certain characteristics of underachievers and overachievers." *Peabody Journal of Education*, 39, pp. 41-45.
- Dhar, K.L. (1967). "Some interesting frequencies of common errors in the English of trained matriculates and trained graduate teachers." *The Journal of English Language Teaching*. 3. 36-42.
- Dulay, H.C., and Burt, M.K. (1974). Errors and strategies in child language acquisition. *TESOL Quarterly*, 8: 129-36.
- Hammerly, Hector. (1973). "The Correlation of Pronunciation Errors." *The Modern Language Journal*. 47:1-2.
- Ingram, Elizabeth. (1970). "Item analysis" in Alan Davis (ed.) *Language Testing Symposium* (London: Oxford University Press, p.199.
- Nair, Sankaran. (1936). "A comparative study of the spelling disabilities at English and Indian Children." *Educational Review* 8.
- Pal Anasuya. (1982). "An applied psycholinguistic experiment in remedial teaching of English Grammar." *IRAL* 22, 150-160.
- Plessas, P. Gus. (1963). "Children's errors in spelling homonyms." *Elementary School Journal* 64: 163-168.
- Pressy, S.L. (1925). "A statistical study of children's error in sentences structures." *English Journal*, 14: pp.529-535.

- Saha, S.N. (1963) "A study of common errors in English of the Higher Secondary Level," *Teacher Education*, 3: pp.43-52.
- Sharma, S. K. (1920). "Practical and theoretical consideration involved in error analysis." *Indian Journal of Applied Linguistics*, p.74-83.
- Srivasava, Indra swarup (1957). "An analysis of common error in intermediate English." *Teaching English* 10: pp.26-38.
- Taylor, Berry. (1975). "Towards a theory of language acquisition." *Language Learning*. 24: pp. 23-35.
- Vora, I.A. (1966). "A study of error written expression in English." *Experiments in Secondary Education*. pp. 24-28.
- Washburn, N.F.(1959). "Socio economic status, urbanism and educational performances in a college." *Journal of Educational Research*, 6, 130.

## THESIS

- Amma Gomathy, M.S. (1972). *A diagnostic study of difficulties of pupils in the schools of Kerala in Learning Hindi*. Doctoral dissertation, University of Kerala.
- Agnihotri (1973). *Language development among infants in relation to their social strata*. Ph.D. Thesis in Education, Rajasthan University.

- Banarji, N.P. (1972). *A comparative study of students in basic and non-basic scholars in respect of their scholastic achievement and some aspects of personality development*. Doctoral dissertation, Viswabharathi University.
- Devaki (1988). *An Analysis of errors in written Sanskrit of secondary school pupils*. Unpublished M.Ed. dissertation, University of Calicut.
- Dwivedi, I.K.C. (1968). *Development of Study of Sanskrit in Madhya Pradesh (1961-62)*. Doctoral Thesis, Sag University.
- Elyamma, M.C. (1983). *The effect of socio economic status of pupils of achievement in Malayalam of the secondary school level*. Masters dissertation, University of Calicut.
- Karpagakumarevel, R. (1990). *The effectiveness of CAI and VAI and conventional instruction in English leaving*. Unpublished M.Phil dissertation, Bharathiyar University.
- Kathordekhar, G.N. (1982). *A study of basic vocabulary of students studying in standard VIII*. Doctoral dissertation in Education, Pune University.
- Kelu, P. (1989). *Some socio-familial correlate of basic language skills in mother tongue of secondary school pupils of Kerala*. Doctoral dissertation, University of Calicut.

- Madhusudanan, O.M. (1991). *Construction and standardisation of a test of Sanskrit Vocabulary used in Malayalam Text Books of secondary school.* M.Ed. Dissertation, University of Calicut.
- Manjula, R. (1999). *A study of the difficulties in learning Sanskrit as experienced by secondary school students.* Unpublished Masters Thesis, University of Calicut.
- Martha, Mary, Marawein (1972). *Error analysis of the Khasi students written English of the college level.* Unpublished M.Lit. Dissertation, Hyderabad; Central Institute of English and foreign language.
- Mishra, J.N. (1969). *A study of problems and difficulties of Hindi, English and Sanskrit Language Teaching of Secondary Stages.* Doctoral dissertation, Sagar University.
- Mohammed, T.K. (1983). *A diagnostic study of errors in the written English of Pre-degree students.* Doctoral dissertation, University of Calicut.
- Mohammed, U.K. (1992). *A diagnostic of the errors committed by the secondary school students in written Arabic.* Unpublished M.Ed. Dissertation, University of Calicut.
- Nanda Kumari, P. (1991). *A diagnostic study of errors in written Hindi of secondary school students of central school in the Madras region.* Doctoral dissertation, University of Calicut.

- Narayanan, P. (1995). *A study of errors committed by the pupils of standard VII of Malappuram and Calicut districts in written Sanskrit*. M.Ed. dissertation, University of Calicut.
- Panda (1970). *Cultural Deprivation and Cognitive Growth*, in H.C. Haywood (ed.). Social cultural aspects of mental retardation. *Proceeding of the Peabody, Ninth Conference*, Medith Company.
- Parasher, S.V. (1971). *Error in English made by group of Hindi speaking first year students of Madhya Pradesh: A study in applied linguistics*. Unpublished dissertation, Hyderabad Central Institute of English and Foreign Language.
- Premalatha (1988). *A study of the errors committed by pupils in written Hindi*. Unpublished M.Ed. dissertation, University of Karnataka.
- Ramani, V.N. (1987). *A diagnostic study of errors committed by the university of entrants in written Hindi with reference to certain structures and translation*. Unpublished M.Ed. dissertation, University of Calicut.
- Sethumadhavan, M. (1993). *An analysis of errors in the Malayalam IX standard*. Unpublished M.Ed. dissertation, University of Calicut.
- Shyba, M.P. (2002). *Learning disabilities in the acquisition of basic language skills in mother tongue among primary school pupils*. M.Ed. dissertation, University of Calicut.

- Sivadasan, K.S. (1975). *Effect of socio economic backwardness in certain basic language skills of primary school children*. M.Ed. thesis, University of Kerala.
- Surendran, V. (1989). *Problems of Sanskrit teaching in schools of Kerala as viewed by teachers in the subject*. M.Ed. Thesis, University of Calicut.
- Vasudevan. (1989). *A diagnostic study of errors committed by the Upper Primary students in written Hindi*. Unpublished M.Ed. dissertation, University of Calicut.
- Viswanathan, K.S. (1997). *Effect of diagnostic error learning strategy on the achievement of slow learning of students Ix in Mathematics*. Doctoral dissertation, University of Calicut.

#### **REPORTS AND OTHER MATERIALS**

- Hinkley, J.W. McInerhey, D.M. and March, H.W. (2001). *The multifaceted structure of school achievement motivation*. A case for social goals, paper presented at the annual meeting of the American Educational Research Association, Sealle, V.S.
- Joshi, K.R. and Ayachit, S.M. (1984). *Problems of Sanskrit education in Non-Hindi speaking states*. All India Conference, Nagpur, UGC sponsored published by the follow-up committee.

*Letter No.F 8-3/85/Sanskrit dated 7/9/87. Government of India. National Policy of Education (1968). Government of India.*

*Recommendations of the committee of Enquiry into the problems of Sanskrit Education in Schools of Kerala(1973), Government of Kerala.*

*Report of the secondary Education Commission (1952-53). Government of India.*

*Report of the Sanskrit Commission (1956-57). Government of India.*

*Report of the Education Commission (1964-66). Government of India.*

*University Education Commission (1948-49). Reference from Sanskrit Commission Report (1956-57). Government of India.*

## ***APPENDICES***

**UNIVERSITY OF CALICUT**  
DEPARTMENT OF EDUCATION  
DIAGNOSTIC TEST IN SANSKRIT FOR STD. IX  
(Dr. P. Kelu & Mr.P. Narayanan)

निर्देशाः (നിർദ്ദേശം)

उत्तराणि प्रश्न पत्रस्य निर्दिष्ट स्थाने एव सूचयन्तु ।

(ഉത്തരം ചോദ്യകടലാസിൽ തന്നെ നിർദ്ദിഷ്ട രീതിയിൽ അടയാളപ്പെടുത്തുക)

छात्रसम्बन्धिविषय : (വിദ്യാർത്ഥിയുടെ സംബന്ധിച്ച വിവരങ്ങൾ)

1. छात्रस्य नाम (വിദ്യാർത്ഥിയുടെ പേര്) .....
2. विद्यालयस्य नाम स्यात् च (വിദ്യാലയത്തിന്റെ പേരും സ്ഥലവും) .....
3. बालक : बालिका वा ? . ആൺകുട്ടി / പെൺകുട്ടി
4. विभाग : (ഡിവിഷൻ) .....

I अर्थाभागे कविचित पदानि सन्ति । मुद्रानं पदानामयः रेखाङ्कनं कुर्वन्तु । (മാഴെ ചിലപദങ്ങൾ കൊടുത്തിരിക്കുന്നു അവയിൽ അക്ഷരശൃംഖലയുള്ള ശരിയായ പദത്തിന്റെ അടിയിൽ വരയിടുക)

उदा :- (ഉദാ:-)

- |                  |               |               |               |
|------------------|---------------|---------------|---------------|
| a) अतिति:        | b) अथिति:     | c) अतिथि:     | d) अथिति :    |
| 1. a) ग्रहिणी    | b) ग्रहणी     | c) ग्रहिणी    | d) ग्रहणि     |
| 2. a) पदुः       | b) पदुः       | c) पदुः       | d) पदुः       |
| 3. a) गीताञ्जलि: | b) गीताञ्जलि: | c) गीदाञ्जलि: | d) पिताञ्जलि: |
| 4. a) सारस्वतम्  | b) सारस्वतम्  | c) सारस्वतम्  | d) सारसतम्    |
| 5. a) पर्जन्य:   | b) पर्जन्य:   | c) पर्जन्य:   | d) पर्जन्य:   |
| 6. a) वृष्टि:    | b) वृष्टि:    | c) वृष्टि:    | d) वृष्टि:    |
| 7. a) पुरातनम्   | b) पुराधनम्   | c) पुराधनम्   | d) पुरादनम्   |
| 8. a) कञ्चप:     | b) कञ्चप:     | c) कञ्चप      | d) कञ्चप:     |
| 9. a) नैपुण्यम्  | b) नैपुण्यम्  | c) നैപുण्यम्  | d) നैപുण്യം   |
| 10. a) जायसी     | b) ज्यायासि   | c) ज्ञायसी    | d) ज्यायसी    |

II. कार्स्वन संख्या: अथ: दत्ता: सन्ति । ता: अमरै: लिखन्तु । (മാഴെ ഏതാനും സംഖ്യകൾ കൊടുത്തിരിക്കുന്നു ഈ സംഖ്യകൾക്ക് സംസ്കൃതത്തിൽ എന്താണ് പാഠ്യക എന്ന് എഴുതുക)

उदा :- (ഉദാ:-) 14 चतुर्दश

1. 20 = .....
2. 18 = .....
3. 16 = .....
4. 100 = .....
5. 69 = .....
6. 35 = .....
7. 82 = .....
8. 23 = .....
9. 60 = .....
10. 42 = .....

III. अथ: कविचन वचनरूपाणि दत्तानि सन्ति । तेषु शुद्धं बहुवचनरूपम् विधायि तेषा अथ: रेखां कुर्वन्तु । (മാഴെ ഏതാനും വചന രൂപങ്ങൾ കൊടുത്തിരിക്കുന്നു അവയിൽ ശരിയായ ബഹുവചന രൂപം കണ്ടെത്തി ആ പദത്തിന്റെ അടിയിൽ വരയിടുക)

उदा :- (ഉദാ:-)

- |                |             |          |            |
|----------------|-------------|----------|------------|
| a) पदति        | b) पदत:     | c) पदाति | d) पदसि    |
| 1. a) अहं      | b) अयं      | c) आहां  | d) मया     |
| 2. a) नद्यः    | b) नद्यौ    | c) नदी   | d) नद्या   |
| 3. a) तस्या:   | b) तयो:     | c) तासाम | d) तारिमन  |
| 4. a) अगाम्    | b) अयाव     | c) अगाम  | d) अयात्   |
| 5. a) पिता     | b) पितर:    | c) पितरी | d) पितरम्  |
| 6. a) गुरुणा   | b) गुरो:    | c) गुरवे | d) गुरुभि: |
| 7. a) कवी      | b) कवी      | c) कवय:  | d) कवी:    |
| 8. a) अपवात्   | b) अपवाव    | c) आपूत  | d) अपवाम   |
| 9. a) वंति     | b) वित्य:   | c) वित्य | d) विद्:   |
| 10. a) एतस्या: | b) एताभ्यां | c) एताम् | d) एताभ्य: |

IV अथो लिखितेषु वाक्येषु रिक्तस्थानानि कोष्ठके निविष्टुं उचितं एवं आदाय पूरयत । (മാഴെ ഏതാനും ലഘുവാക്യങ്ങളും അവയ്ക്കെ അനുയോജ്യമായ പദങ്ങളും കൊടുത്തിരിക്കുന്നു അവയിൽ ഓരോ വാക്യത്തിനും അനുയോജ്യമായ പദം കണ്ടെത്തി പൂരിപ്പിക്കുക.)

1. छात्रा : ..... यच्छति ।  
a) विद्यालयम्      b) विद्यालये      c) विद्यालयस्य      d) विद्यालयात्

2. काले वर्षतु पर्जन्यः इति प्रार्थना ..... महत्त्वं सूचयति ।  
 a) धाम्यस्य b) वृष्टेः c) देशास्य d) कालस्य
3. ये देशाः नदीजलेन सस्यसंपन्ना भवन्ति ते .....  
 a) देवमातृकाः b) नदिमातृकाः c) देशमातृकाः d) ग्राममातृकाः
4. रामः पाठं ..... ।  
 a) पठति b) पठसि c) पठन्ति d) पठथ
5. मादकः ..... रोचते ।  
 a) बालकस्य b) बालकं c) बालकाय d) बालकेन
6. नद्यः जलं ..... ।  
 a) वितरति b) विदरामि c) वितरसि d) वितरन्ति
7. अहं पुस्तकं ..... ।  
 a) पठसि b) पठथ c) पठाव d) पठामि
8. शिशुः ..... त्रस्यति ।  
 a) मार्जारतु b) मजोरस्य c) मार्जार्तं d) मार्जारण
9. सः ..... लिखति ।  
 a) पाठः b) पाठं c) पाठस्य d) पाठाय
10. भावन ..... उद्योगं करोति ?  
 a) कुतः b) केन c) कति d) कुत्र

V. अधो दत्तानां अन्तर्लिङ्ग विभक्ति वचनानां मध्ये शुद्धरूपस्य अयः रेखां कुर्वन्तु । (താഴെ കൊടുത്തിരിക്കുന്ന അനന്ത ലിംഗ വിഭക്തി, വചനം ഉപ ശരിയായ ശബ്ദരൂപത്തിന്റെ അടിയിൽ വരയിടുക)

उदा :- (ഉദാ:-)

अकारान्त पुल्लिङ्ग बालशाब्दस्य प्रथमाबहुवचनम् ।

- a) बालः b) बालाः c) बाली d) बालैः
1. इकारान्त पुल्लिङ्ग कविशब्दस्य प्रथमैकवचनम् ।  
 a) कविः b) कवी c) कवयः d) क्वीन्
2. दकारान्त सर्वलिङ्ग अस्मद् शब्दस्य तृतीया बहुवचनम् ।  
 a) मया b) अवाभ्यां c) अस्माभिः d) मह्यं
3. मकारान्त इदं शब्दस्य पुल्लिङ्गे साप्तम्येकवचनम् ।  
 a) अनयोः b) अस्मिन् c) एषु d) अस्मत्
4. नरकारान्त राजन शब्दस्य सप्तम्येकवचनम् ।  
 a) राजा b) राजासु c) राशि d) राज्ञानो
5. अकारान्त पुल्लिङ्ग रामाशब्दस्य पष्ठ्येकवचनम् ।  
 a) रामाणाम् b) रामयोः c) रामस्य d) रामेषु
6. इङ्कारान्त स्त्रीलिङ्गं नदीशाब्दस्य द्वितीया द्विवचनम् ।  
 a) नदीम् b) नदीः c) नदीभ्याम् d) नदी
7. सकारान्त अदस शब्दस्य पुल्लिङ्गे चतुर्थ्येकवचनम् ।  
 a) असी b) अमुना c) अमुञ्चै d) अमुष्मात्
8. इकारान्त नपुंसकलिङ्ग वारि शब्दस्य पञ्ची बहु वचनम् ।  
 a) वारिणः b) वारिणोः c) वारिषु d) वारिणां
9. ङ्कारान्त स्त्रीलिङ्गं मातृशाब्दस्य तृतीयैक वचनम्ः  
 a) मात्रे b) मात्र c) मातृभ्यां d) मातृभिः
10. दकारान्त तद् शब्दस्य स्त्रीलिङ्गे द्वितीया बहुवचनम्  
 a) सा b) ताम् c) ताः d) ताभिः

VI अधो दत्तेषु धातुपदलकारवचनेषु शुद्धरूपस्य अयः रेखां कुर्वन्तु । (താഴെ കൊടുത്തിരിക്കുന്ന ശരിയായ ധാതു പദലകാരവചനത്തിന്റെ അടിയിൽ വരയിടുക)

उदा :- (ഉദാ:-)

कृ धातीः परस्मैपदे लटि प्रथमपुरुष द्विवचनम् ।

- a) करोति b) कुरुथः c) कुर्वन्ति d) कुरुतः
1. रुच् धातोः आत्मनेपदे लडि प्रथमपुरुषैकवचनम्  
 a) अरोचत b) अरोचेताम् c) अराचथाः d) अरोचे
2. श्रु धातोः परस्मैपदे लटि प्रथमपुरुषैकवचनम्  
 a) अश्रुणात् b) श्रुणाति c) अश्रुणाम् d) श्रुन्वन्ति
3. ब्रज धातोः परस्मैपदे लटि प्रथमपुरुष बहुवचनम्  
 a) ब्रजन्ति b) ब्रजति c) अब्रजत् d) ब्रजतः
4. ब्रूज धातोः परस्मैपदे लडि प्रथमपुरुषैकवचनम्  
 a) ब्रवीति b) अब्रवीत् c) अब्रवं d) ब्रुवन्ति
5. इण् धातोः परस्मैपदे लटि प्रथमपुरुषैकवचनम् ।  
 a) एति b) ऐति c) इतः d) यन्ति
6. भ्रू धातोः परस्मैपदे लडि मध्यमपुरुष बहुवचनम्  
 a) अभवत् b) अभवत c) अभवाम् d) अभवत
7. दुह धातोः परस्मैपदे विधिलिङ् ज्वमपुरुष बहुवचनम् ।  
 a) दुह्याः b) दुह्यात् c) दुह्याम् d) दुह्याः

8. विद् धातोः परस्मैपदे लटि प्रथमपुरुष बहुवचनम्  
a) वेत्ति b) वित्तः c) वेद्वि d) विदन्ति
9. अस धातोः परस्मैपदे लङि मध्यमपुरुष द्विवचनम् ।  
a) आसीः b) आसत c) आस्म d) आस्तम्
10. तन् धातोः परस्मैपदे लटि जन्मपुरुष द्विवचनम् ।  
a) तन्वन्तु b) तनुत c) तनवाम d) तनवाव

VII अथ: कानिचित् द्रव्यानि पदानि दत्तानि सन्ति । तेषां समानार्थक द्रव्यानि निर्धार्य तेषां अथ: रेखां कुर्वन्तु । (काश्चैककोऽस्युत्तराणि लिखन्तु) (काश्चैककोऽस्युत्तराणि लिखन्तु) (काश्चैककोऽस्युत्तराणि लिखन्तु)

1. प्रसादः - प्रासादः  
a) सन्तोषः - सौधः b) सौधः - सन्तोषः c) सन्तोषः - असन्तोषः d) असन्तोषः - सन्तोषः
2. युद्धम् - युधम्  
a) समूहः - आहवः b) आहवः - समूहः c) आहवः - युद्धम् d) युद्धम् - आहवः
3. प्रपातः - प्रधातः  
a) प्रदोषः - जलपातः b) जलपाद - दिनम् c) दिनम् - जलपातः d) जलपात - प्रातः
4. सन्तः - सान्तः  
a) सज्जनाः - अन्तसहिताः b) मंगल - सज्जनाः c) मंगल - संयुक्तः d) संयुक्तः - मंगलं
5. अनलः - अनिलः  
a) अग्निः - पूर्वः b) अग्निः - मारुतः c) मारुतः - अग्निः d) पूर्वः - अग्निः
6. नगः - नागः  
a) सर्पः - पर्वतः b) पर्वतः - सर्पः c) स्वर्गः - सर्पः d) पर्वतः - वृष्टः
7. परः - पुरः  
a) अग्रः - अन्यः b) अन्यः - परः c) शत्रुः - अन्यः d) अन्यः - अग्रः
8. अल्पपुष्पा - अपुष्पा  
a) पुष्परहिता - पुष्पसहिता b) पुष्पसहिता - पुष्परहिता c) पुष्प - पापम् d) पापम् - पुष्पम्
9. गगनम् - गहनम्  
a) सर्पः - स्वर्गः b) सर्पः - आकाशः c) आकाशः - सर्पः d) आकाशम् - वनम्
10. आकारः - आगारः  
a) आकृतिः - गृहम् b) गृहम् - आकृतिः c) आकृतिः - ग्रहणम् d) ग्रहणम् - आकृतिः

VIII कानिचन पदानि तेषां पर्यायपदानि च अथ: दत्तानि सन्ति । तेषु एकम् असुद्धं रूपम् अस्ति तत् किम् इति ज्ञात्वा रेखां कुर्वन्तु । (काश्चैकः ऋत्विजः) (काश्चैकः ऋत्विजः) (काश्चैकः ऋत्विजः)

- आकाशः - a) व्योम b) गगनम् c) निधिः d) अम्बरम्
1. अक्षः a) वर्षम् b) बत्सरः c) मेघः d) हायनः
2. सर्पः a) उरगः b) काकः c) भुजङ्गः d) नागः
3. समुद्रः a) व्योम b) अग्निः c) सागरः d) पारावारः
4. काकः a) उज्जुकः b) बायसः c) बलिभूकः d) कमरः
5. सिंहः a) मुमराजः b) केसरी c) बिडालः d) पञ्चास्यः
6. भूमिः a) वसुधारा b) अचला c) धरा d) गोत्रः
7. राजा a) शसङ्कः b) महीपालः c) नृपः d) भूपालः
8. वृद्धः a) जरठः b) नरः c) प्रवयाः d) स्थितिरः
9. मुनिः a) तपस्वी b) तापसः c) वाचंयमः d) जानकः
10. वाक् a) भारती b) गीः c) भाषा d) पर्वतः

IX अधोलिखितेषु लटिकरं निर्धार्य रेखां कुर्वन्तु । (काश्चैकः कोऽस्युत्तराणि लिखन्तु) (काश्चैकः कोऽस्युत्तराणि लिखन्तु) (काश्चैकः कोऽस्युत्तराणि लिखन्तु)

- उदा :- a) भवेत् b) प्रवति c) अभवत् d) भव
1. a) पठति b) अपठत् c) पठेत् d) अपठयाम
2. a) आसिः b) असाति c) सन्ति d) स्यात्
3. a) अकरोत् b) करोति c) कुरु d) अकरराव
4. a) जिबामि b) अजीवत् c) अजीवं d) जीवेत्
5. a) भ्रुणोति b) अभ्रुणोत् c) अभ्रुष्वम् d) भ्रुणु
6. a) अस्ति b) आदत् c) अचाम d) आत्
7. a) अथात् b) यायाम् c) यामः d) याम
8. a) ददानि b) दधाः c) ददति d) आत्ताम्
9. a) तनोति b) तनुयाः c) तनुत d) तनुयामः
10. a) रुन्ध्यात् b) रुन्धम् c) अरुन्धत् d) रुन्ध

X अधः दत्तेषु शुद्धस्य सन्धियुक्तस्य रूपस्याधः रेखाङ्कनं कुर्वन्तु । (മാരൊക്കൊടുത്തിരിക്കുന്ന ശരിയായി ചേർത്തെഴുതിയ പദത്തിന്റെ അടിയിൽ വരയിടുക)

1. तत्र + एव  
a) तत्रैव                      b) तत्रैएव                      c) तत्रेव                      d) तत्रैव
2. नचः + अपि  
a) नदयो पि                      b) नदयो पि                      c) नदयःअपि                      d) नदयोपि
3. न + एके  
a) नैके                      b) नौके                      c) नाके                      d) नेके
4. भुवि + अपतत्  
a) भुव्यापतत्                      b) भुव्यापतत्                      c) भुव्यपततां                      d) भुव्यापतम्
5. महर्षयः + तु  
a) महर्षस्तु                      b) मबर्षतु                      c) महर्षयस्तु                      d) महर्षयःस्तु
6. सर्वेषां + अपि  
a) सर्वेषामपि                      b) सर्वेषामापि                      c) सर्वेषापि                      d) सर्वेषामपि
7. व्यवस्थापनने + एव  
a) व्यवस्थापनेन                      b) व्यवस्थापेन                      c) व्यवस्थापनेनेव                      d) व्यवस्थापनेनैव
8. अघ + अवधि  
a) अघावधि                      b) अघ्याधि                      c) अघ्यावीधि                      d) अघावधी
9. तथा + अपि  
a) तथापि                      b) ततापि                      c) तथोपि                      d) तथापि
10. भविष्यामि + अहं  
a) भविष्याम्यहम्                      b) भविष्यमिहम्                      c) भविष्याम्यहम्                      d) भविष्यातहम्

XI अथो निदिष्टेषु शुद्धस्य पदच्छेदस्य रेखाङ्कनं कुर्वन्तु । (മാരൊക്കൊടുത്തിരിക്കുന്ന ശരിയായി പിരിച്ചെഴുതിയ പദത്തിന്റെ അടിയിൽ വരയിടുക)

1. अथैकदा  
a) अथ + एकदा                      b) अथ + एकदा                      c) आथा + एकदा                      d) अत + एकदा
2. मुहुर्मुहुः  
a) मुहु + मुहुः                      b) मुहुः + मुहुः                      c) मुहु + मुहुः                      d) मुहु + मुहु
3. अनवसानेयम्  
a) अनवसाना + इयम्                      b) अनवसाना + इयम्                      c) अनवसा + इयम्                      d) अनवसाने + इयम्
4. महात्मायं  
a) महात्म + अयं                      b) महात्मा + इयं                      c) महात्मा + अयं                      d) महात्मान + इयं
5. प्रभातेव  
a) प्रभाता + इव                      b) प्रभातः + इव                      c) प्रभातः + एव                      d) प्रभाते + एव
6. मातुर्निकटे  
a) मातुः + निकटे                      b) मातु + निकटे                      c) माता + निकटे                      d) मातुः + निकटे
7. सापिबत्  
a) सः + अपिबत्                      b) सः + अपिबत्                      c) सः + अपिबत्                      d) सो + अपिबत्
8. कुमारोऽयं  
a) कुमार + अयं                      b) कुमारः + इयं                      c) कुमार + इय                      d) कुमारः + अयं
9. तस्यास्तु  
a) तस्याः + तु                      b) तस्य + तु                      c) तस्यस्य + तु                      d) तस्य + तु
10. ज्योतिशास्त्रं  
a) ज्योति + शास्त्रं                      b) ज्योतिष + शास्त्रं                      c) ज्योतिशा + शास्त्रं                      d) ज्योतिः + शास्त्रं

XII अधः एकैकं पदं दत्तम् अस्ति । तेषां भिन्न अधीः अपि दत्ताः सन्ति । तत्र स्थलितं निर्धार्य रेखाङ्कनं कुर्वन्तु । (മാരൊക്കൊക്കൊടുത്തിരിക്കുന്ന ഓരോ പദത്തിന്റെയും നാനാർത്ഥമെന്നെക്കുറിക്കുന്ന പദങ്ങളുടെ അടിയിൽ വരയിടുക)

उदा :- (ഉദാ:-) ക:

1. भुजङ्गः - बस्वम्                      b) भुसङ्गः - पयः                      c) भुजः - रशिमः                      d) प्रकाशः - किरणः
1. पयः  
a) तैलं --जलं                      b) क्षीरं - तैलं                      c) क्षीरं - जल                      d) क्षीरं - तिलं
2. वर्णः  
a) अक्षरं - अक्षि                      b) अक्षरं - जातिः                      c) अक्षरं - निवासः                      d) अक्षरं - धर्मः
3. वासः  
a) निवासः - गृहम्                      b) गृहम् - पक्षी                      c) बस्वम् - तिथिः                      d) निवासः - बस्वम्
4. वषम्  
a) अब्दः - वृष्टिः                      b) अब्धि - वृष्टिः                      c) अबधम् - वर्षः                      d) वर्षः - कालः
5. हरिः  
a) शत्रुः - धर्मः                      b) शत्रुः - वृष्टि                      c) ईश्वरः - धर्मः                      d) विष्णुः - वायुः
6. मूलं  
a) नक्षत्रः - औषधं                      b) औषधः - क्षीरं                      c) कारणं - क्षीरं                      d) कारणं - नक्षत्रः
7. गौः  
a) वृषभः - वाक्                      b) भागः - पञ्चदिवसः                      c) भागः - दिनम्                      d) वाक् - पाणी
8. लोकः  
a) भूवनम् - जनः                      b) जनाः - जन्तुः                      c) भुवनम् - जीविलोकं                      d) मृगः - जनः



8. मुनिना परा निर्वृतिः अन्वभुज्यत ।
9. उत्तमजनाः प्रारब्धं न परित्यजन्ति ।
10. भुधां निवारयतु भवान् ।

XVII अयो दत्तानां शब्दानां अर्थं लिखत । (താഴെ കൊടുത്തിരിക്കുന്ന വാക്കുകളുടെ അർത്ഥം എഴുതുക)

1. सेतुः =
2. शाकूनिलुब्धकः =
3. साप्ताहिकम् =
4. नृशंसः =
5. सारमेयः =
6. बणिजः =
7. राजमौलिः =
8. मिथः =
9. कच्छपः =
10. गीर्वाणी =

XVIII अयो लिखितं शब्देषु अव्ययानां अयः रेखां कुर्वन्तु । (താഴെ കൊടുത്തിരിക്കുന്ന ശബ്ദങ്ങളിൽ അവ്യയപദങ്ങളുടെ അടിയിൽ വരയിടുക)

1. a) अपि                      b) वारि                      c) शुचि                      d) कपिः
2. a) मित्रं                      b) धनं                      c) वनं                      d) चिरं
3. a) वनाय                      b) विहाय                      c) रामाय                      d) कृणाय
4. a) दिवा                      b) नवा                      c) लता                      d) तव
5. a) पित्र                      b) मात्र                      c) पुत्र                      d) कुत्र
6. a) निकषा                      b) एषा                      c) महिषा                      d) धनुषा
7. a) विना                      b) अनेन                      c) मुनिना                      d) वनिता
8. a) कथा                      b) अय                      c) पिता                      d) महता
9. a) सीतया                      b) सर्वदा                      c) रामाय                      d) समया
10. a) अपरस्य                      b) रामस्य                      c) विहस्य                      d) वनस्य

XIX अयः कानिचन वाक्यानि सर्वनामानि च दत्तानि प्रत्येकं उचितेन सर्वनाम्ना ज्ञात्वा वाक्यं पूरयत । (താഴെ എന്താനും വാക്യങ്ങളും സർവ്വനാമങ്ങളും കൊടുത്തിരിക്കുന്നു. ഓരോ ചോദ്യത്തിനും അനുയോജ്യമായ സർവ്വനാമം ബ്രാക്കറ്റിൽ നിന്നും എടുത്തെഴുതി വാക്യം പൂർത്തിയാക്കുക)

1. .... പഠാമി ।  
a) यूयं                      b) अहं                      c) सा                      d) सः
2. .... आगच्छन्ति ।  
a) सः                      b) तौ                      c) ते                      d) तान्
3. .... पाठं पठसि ।  
a) त्वं                      b) युवां                      c) यूयं                      d) तव
4. .... क्रिडन्ति ।  
a) ते                      b) सः                      c) तौ                      d) तं
5. .... गच्छावः ।  
a) वयं                      b) आवां                      c) सा                      d) ते
6. .... आगच्छामः ।  
a) सः                      b) तौ                      c) वयं                      d) अहं
7. .... पठामि ।  
a) अहं                      b) आवां                      c) मया                      d) आवां
8. विद्यालयं गच्छति ।  
a) सः                      b) सा                      c) ते                      d) त्वं
9. .... पुस्तकशालायं आराच्छामि ।  
a) अहं                      b) आवां                      c) वयं                      d) ते
10. .... किम् बदासि ?  
a) अहं                      b) आवां                      c) वयं                      d) ते

XX अयो दत्तानि वाक्यानि मलयालभाषायां परिवर्तयत । (താഴെ കൊടുത്തിരിക്കുന്ന വാക്യങ്ങളെ മലയാളത്തിലേക്ക് തർജ്ജമ ചെയ്യുക)

1. रामः गच्छति ।
2. शरणागततरङ्गाणं परमो धर्मः भवति ।
3. जनसंख्यागणनसंप്രदायः ।
4. रामेण सह सीता वनं अगच्छन् ।
5. अध्यापकः पाठं लिखति ।
6. कञ्चिदपि सुखं नास्ति ।
7. सः विषयः कथमस्ति ।
8. अहं पाठं लिखामि ।
9. यूयं कुत्र गच्छत ?
10. छात्राः विद्यालयं आराच्छन्ति ।

**BREAK UP OF THE MAJOR GRAMMATICAL SUB SKILLS SELECTED  
FOR DIAGNOSTIC TESTING IN SANSKRIT FOR STANDARD IX**

1.	Orthography	(10 items)
2.	Numerals	(10 items)
3.	Plural numbers	(10 items)
4.	Conjugation	(10 items)
5.	Case	(10 items)
6.	Prefix	(10 items)
7.	Difference of meaning	(10 items)
8.	Synonyms	(10 items)
9.	Tense	(10 items)
10.	Compound	(10 items)
11.	Conjunction	(10 items)
12.	Homonyms	(10 items)
13.	Declension	(10 items)
14.	Opposite	(10 items)
15.	Gender	(10 items)
16.	Change of Voice	(10 items)
17.	Word meaning	(10 items)
18.	Identifying Indeclinables	(10 items)
19.	Pronouns	(10 items)
20.	Translation	(10 items)

# DEPARTMENT OF EDUCATION

UNIVERSITY OF CALICUT

## GENERAL DATA SHEET

നിർദ്ദേശങ്ങൾ: — ( Instructions)

താഴെ പറയുന്ന ചോദ്യങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് ഉത്തരം എഴുതേണ്ടിടത്ത് എഴുതുക. ഉത്തരം കൊടുത്തിട്ടുള്ളിടത്ത് ശരിയായ ഉത്തരത്തിനെതിരെ ശരി അടയാളം ഇടുക.

Read the following questions carefully and write the answers whenever necessary. Put tick mark (✓) where the answer is correct.

1. പേര്, Name .....
2. ആൺകുട്ടി/പെൺകുട്ടി (Male/Female)
3. സ്കൂൾ/സ്ഥാപനം (School/Institution) .....
4. തീയതി (Date).....
5. കുടുംബാംഗങ്ങളെക്കുറിച്ചുള്ള വിവരം താഴെ (1) മുതൽ (9) വരെയുള്ള കോളങ്ങളിൽ സൂചിപ്പിക്കാവുന്നതാണ്. അതിൽ ആവശ്യമുള്ള കോളത്തിൽ ശരി ( ✓ ) അടയാളപ്പെടുത്തുക.  
The details regarding the members of the family may be filled on the Columns 1 to 9. Put tick mark (✓) wherever necessary.

അംഗങ്ങൾ (members)	അക്ഷരാജ്ഞാസം ഇല്ല illiterate	Std. I to IV	Std. V to VII	Std. VIII to X	Pre University, Pre- Degree, T. T. C. Intermediate	B.A., B.Sc., B.Com. Eng. Diploma etc	M.A , M.Sc , M. Ed. B.L., B.Sc. (Engg), M.Sc. (Engg), M. B. B. S., B.Sc. (Tech), Ph. D. etc.	ജോലിയുണ്ടെങ്കിൽ ജോലിയുടെ പേര് If employed Name of Profession	പ്രതിമാസവരുമാനം Monthly Income
	1	2	3	4	5	6	7	8	9
Father പിതാവ്									
Guardian (രക്ഷാകർത്താവ്)									
Mother (മാതാവ്)									

Marks obtained in the Quarterly/Half yearly class Examination.  
ലഭിച്ച മാർക്ക് പാദവാർഷിക/അർദ്ധവാർഷികം

- |                                |     |
|--------------------------------|-----|
| a) Sanskrit (സംസ്കൃതം)         | --- |
| &                              |     |
| Malayalam (മലയാളം)             | --- |
| b) English (ഇംഗ്ലീഷ്)          | --- |
| c) Hindi (ഹിന്ദി)              | --- |
| d) Socialstudies (സാമൂഹ്യപഠനം) | --- |
| e) Physics (ഊർജ്ജതന്ത്രം)      | --- |
| f) Chemistry (രസതന്ത്രം)       | --- |
| g) Biology (ജീവശാസ്ത്രം)       | --- |
| h) Mathematics (കണക്ക്)        | --- |



NIB 4533