

# **Analyzed Study Of The Answer Books Of Students Who Have Got Less Than 30% Marks In Gujarati Subject In The S.S.C Examination Of March-2004**

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## **Abstract**

In All the state of India std.10<sup>th</sup> examination is conducted by the secondary board of education. Since the last three years examination conducted for std.10<sup>th</sup> by the Gujarat Secondary Board has retained Average 49.10 % result. It means that 50.85% students have failed. Even particularly Gujarati subject 30 % students have failed. So if the students get fail in their own mother tongue so it is a shame on our society. So the Secondary Education Board of Gujarat as why the students failed in Gujarati Subject has carried out research. It is decided by checking answer sheets of failure students that in which matters do they face difficulties, which mistakes they do while writing the answer, which units` answers can they able to write or they feel difficulty. Head of education department of four Universities of Gujarat State and 45 Secondary teachers help in this research. On the basis of these findings, solutions have been decided. The findings and the solutions base on the research sent to all schools through monthly magazine of Secondary Education Board for teachers` help. So, that the results of the students can be improved.

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## **Preface**

In Gujarat the examination of S.S.C. is held by the Gujarat Secondary Education Board. The number and result of the students who have given examination during the last three years are given below.

| Examination Year | Total number of candidates | Passed   | Result in Percent |
|------------------|----------------------------|----------|-------------------|
| March-2002       | 6,33,253                   | 3,28,091 | 51.81             |
| March-2003       | 6,42,110                   | 2,75,927 | 42.97             |
| March-2004       | 6,34,120                   | 3,34,099 | 52.69             |

From the above figures it is understandable that in Gujarat during the last three years, an average of 6,36,494 students have given the S.S.C. examination, out of which 50.85% candidates have failed. It is not affordable for any society that every year 50 % of its students get failed.

In Gujarat through the Karma Yogi Abhiyan there started a revolutionary movement in different types of field. So how can the education field stay away from this movement? Gujarat Secondary Education Board is trying to improve the quality of education through various attempts. Secondary Education Board has also tried to improve the various ways. It is not enough to have a proper atmosphere of examination but it is required that students should get the success. These kinds of attempts are being under taken by the Secondary Education Board.

## **Origin of problem**

The result of Gujarati subject of S.S.C. examination held in March-2004 is as bellow.

| Subject  | Total number of candidates | Appear in Exam | Passed | Percent |
|----------|----------------------------|----------------|--------|---------|
| Gujarati | 506879                     | 497318         | 346991 | 69.77   |

It is shocking moment for all the well wishers of education that of the 30.23% students have failed in there own mother tongue Gujarati. So the Chairman of Secondary Education Board And Education Research Officer start the discussion on this topic. The

members of Board And Educationalists have also showed their concern and discussed the topic seriously. State Government is also in a worried position because of this kind of result. The media also have shown its interest on this topic. This topic is most discussed topic because the result of Gujarati is lower than the other language. So all the members of Secondary Board concentrated their attention only on one opinion that certain kinds of attempts should be made to know that what is the reason behind the low result of Gujarati. This discussion dose also takes place in the educational committee and in executive committee. So Secondary Education Board decided to find out the reasons of the students where they faced the difficulty in the examination of Gujarati subject. Also send information in time limit to all schools like what students know and do not know, how they write their answers and which questions they write or do not write in Gujarati answer book.

### **Problem**

Analyzed study of the answer books of students who have got less then 30% marks in Gujarati subject in the S.S.C examination of March-2004

### **Objectives**

- To study the answer books of the students who have got less than 30 marks in Gujarati subject in the S.S.C. examination of March-2004
- To decide the writing mistakes of the students who have got less than 30 marks in Gujarati subject in the S.S.C. examination of March-2004
- To decide that which answers students can write in a proper way who have got less than 30 marks in Gujarati subject in the S.S.C. examination of March-2004
- To Find out which mistakes in which part of question paper the students do who have got less then 30 marks in Gujarati subject in the S.S.C. examination of March-2004
- To instruct the solutions on the basis of research work.

### **Population**

The answer books of the students of S.S.C. who have given their examination during the year March-2004

### **Sample**

500 answer books of Gujarati subject are selected which possesses less than 30 Marks by random.

### **Importance of subject**

This kind of research-work is the first attempt made by the Secondary Education Board. The attempts have been made to improve the quality of Education in Gujarat. The

examination of Board is also one of the important aspects of education. So, it is necessary to improve the result of Board examination and the attempts should be made in a particular direction. It is also very important to know the various reasons behind the below average result. What are the factors, which are responsible for this kind of result? The quality of result will improve and it will find its way through the various reasons. There will be improvement in the quality of guidance given by the parents and the teacher. Students will also learn that which kinds of mistakes are done by the failed students? Thus the students will make less mistakes and it will bring the improvement in them.

The teacher will know that generally which kind of mistakes are done by the students which got less than 30 marks. The teacher will know that where the students face the difficulties from the content of the textbook. On this basis the teachers will concentrate on particular points during the classroom teaching. They will use different kind of ideas. On the basis of research it is obvious to understand that which content do the students easily memorize and which they do not easily understand. And on this basis it will find the right direction through the concreteness and practice.

The reasons and solutions of the research-work will be helpful in the improvement of the examination Programme for the Secondary Education Board. Teachers, Principals, students, parents and Secondary Education Board will find particular, simple and very clean ideas to improve the result of S.S.C. examination.

### **Method of study**

This kind of research work has its own importance. The attempts have been made to get the guidance and opinions of the research work expert so that the research-work will become highly qualitative. In this regard the meeting was arranged in the assembly hall of Secondary Education Board on 24<sup>th</sup> October 2004 under the direction of Shri H.N.Hingu. There were present Dr. Ramesh Kothari from M.S.University, Baroda, Dr.Bhogayata from Bhavnagar University, Dr. Uchaat from Sauarashtra University- Rajkot, Dr. R.D.Mulia from Gujarat University- Ahmedabad. After the discussion in the meeting they all came on one decision that the teachers should check 1500 answer-books of every subjects. The proper guidance should be available to the teachers who are indulging in this process and also a continuous evaluation should be made during this process.

According to the instruction of Secondary Education Board's experts who met in the assembly hall, started the study of the answer-books by 45 teachers at Preksha-Bharti – Koba, Dist.Gandhinagar. On 7<sup>th</sup> November 2004 to 9<sup>th</sup> November 2004. During this process the teachers were made familiar with the research subject and its importance. And after that there was given the guidance in regard of how to study the answer-book

and also the opinions of the teachers were gained by them. After that according to the subject and question-paper the groups were made of five teachers. Every teacher has to study only one question from the answer-books. Three answer-books were given to the every group and the work started. After sometime they gathered all the teachers, asked them about their experiences, and discussed the difficulty of work. On this basis the necessary changes were made and then the answer-books were again given to the teachers. The teachers started to find out that where and how the students had made mistakes.

## Analysis of Information

- The most common things found among most of the student are as bellows.
- Unreadable Hand writing
- Weakness in writing down the various forms of writing
- Many spelling mistakes
- Writing skill is very weak
- Lack of originality
- Question wise summaries and solutions are as below.

Note: - unreadable hand writing, spelling mistakes were made by most of the students so, they have not been mentioned here.

| <b>Mistakes</b>  | <b>Solutions</b>   |
|--|--|
| <b>Q-1 prose questions</b>   |  |
| <ul style="list-style-type: none"> <li>- 50% students write</li> <li>- 60% faulty in content</li> <li>- 30% have not attempted the answers.</li> <li>- Order is not maintained.</li> </ul>   | <ul style="list-style-type: none"> <li>- Teachers should ask textual based questions prior to explaining the content. Students should also give textual based answers. Make them understand where necessary.</li> <li>- Point out to the student in mistakes.</li> <li>- Arrange group discussions in class.</li> </ul>  |
| <b>Q-2 poem question</b>   |  |
| <ul style="list-style-type: none"> <li>- Students find more difficulty in writing poem answers than prose answers.</li> <li>- 35% write incomplete answers.</li> <li>- 70% faulty in content</li> <li>- 60% writing expression weak.</li> <li>- Historic content, traditional songs and hymn feel more easy</li> </ul> | <ul style="list-style-type: none"> <li>- Don't make poem to prose</li> <li>- Bear in mind objectives of poem</li> <li>- Let the students enjoy the poems</li> <li>- While teaching a poem, don't go deep in to grammar</li> <li>- Arrange group discussions in class.</li> <li>- Give more importance to the feelings than the meanings.</li> <li>- Do poem review from students.</li> </ul> |

|  |  |
|--|--|
| <b>Q-3 Essay</b>   |  |
| <ul style="list-style-type: none"> <li>- Students don't write beginning, middle and ending content properly</li> <li>- They don't use all the given points</li> <li>- They don't maintain order</li> <li>- Lack of originality</li> <li>- They don't use proper words, phrases and figure of speech</li> <li>- 30% don't attempt essays</li> </ul> | <ul style="list-style-type: none"> <li>- Give examples explaining to them how to write the beginning, the middle and the ending properly</li> <li>- First give a proper topic in the class then point out related points on black board with the help of students and then arrange the points.</li> <li>- Discuss all the points; add necessary data with the help of students.</li> <li>- Ask them to say and then write.</li> <li>- Check essay properly.</li> <li>- Show them their mistakes and let them rewrite.</li> </ul> |
| <b>Report writing</b>  |  |
| <ul style="list-style-type: none"> <li>- 40% don't write the report</li> <li>- 35% write on other topics</li> <li>- Most of the students don't know form</li> <li>- Content order is not maintained in the report</li> <li>- They don't know how to write and what to write in report</li> </ul>   | <p>Show examples or charts of various reports.</p> <ul style="list-style-type: none"> <li>- First ask them to write a report on the school events then discuss on other topics let them write.</li> <li>- Have a group discussion with them, let them speak, do the additional changes and make them rewrite.</li> </ul>   |
| <b>Précis writing</b>  |  |
| <ul style="list-style-type: none"> <li>- 40% of students don't attempt</li> <li>- 50% rewrite the given paragraph</li> <li>- 100% can't give a proper title</li> </ul>   | <p>Describe event going on in the class/school and ask them to represent it in short and then take other paragraph.</p> <p>For composition which points to be kept in mind should be explained with examples.</p>  |
| <b>Q-4 (A) Poem Review</b>   |  |
| <ul style="list-style-type: none"> <li>- 50% Don't attempt</li> <li>- 29% Don't attempt all the answers</li> <li>- 100% can not pick out the feeling of the poem</li> <li>- 70% can not give the title</li> </ul>  | <p>Help them to take interest in poem</p> <p>Do poems review of textbook with help of students</p> <p>Give chances to students for present easy poems review in prayer</p>   |
| <b>Expansion of thought</b>  |  |
| <ul style="list-style-type: none"> <li>- 50% Do not Attempt</li> <li>- 32% leaves incomplete</li> <li>- 20% can't understand the given content</li> </ul>  | <p>Give them understanding of Expansion of thought for how to write and what to write by giving various examples.</p> <p>Use Mahabharat And Ramayana for references</p>  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- Can't write references and perception</li> </ul>   | <p>Say to write meaning of thoughts in first paragraph, in second paragraph proof of thoughts with references and perception in the last paragraph.</p>   |
| <p><b>Complete the statements using by given alternatives</b></p>   |   |
| <ul style="list-style-type: none"> <li>- Most of the students write correct answers</li> <li>- 26% do not know how to write correct answers. They do not write the given statement and just write the answers.</li> </ul>   | <ul style="list-style-type: none"> <li>- Read textbook frequently in class</li> <li>- Use dialogues in classroom</li> </ul>   |
| <p><b>Character and statement</b></p>   |   |
| <ul style="list-style-type: none"> <li>- Most of the students write correct answers</li> <li>- Questions are in the form of match the list. So students give answers by drawing the lines. They do not know how to write answers.</li> </ul>  | <ul style="list-style-type: none"> <li>- Textbook should be read frequently in class</li> <li>- Call dialogues in classroom based on textbook</li> </ul>  |
| <p><b>Match the list</b></p>  |   |
| <p>40% give wrong answers<br/>They join correct answers by line</p>   | <p>Information charts and hand made drawings should be kept in the class.<br/>Make 2-3 groups in the class and they play quiz on textbooks questions.<br/>Take a short test<br/>Show them how to write answers to match the list and make their charts.</p>   |
| <p><b>Complete of the poem</b></p>  |   |
| <ul style="list-style-type: none"> <li>- 50 have not attempted</li> <li>- 30% have not written line in sequence</li> </ul>  | <p>Poems should be sung in the class and also in prayers.<br/>Poem should be written and correct their mistakes</p>   |
| <p><b>Q-5 Grammar (12 marks)</b></p>  |   |
| <ul style="list-style-type: none"> <li>- Students find it as the most difficult question</li> <li>- 28% have not attempted</li> <li>- 18% have not scored a single mark</li> <li>- 50% scores between 0 to 5 marks</li> </ul> <p>Easy points for students are Joint and disjoint, Compound, group of words, Transformation of sentences</p> | <p>Ascertain the previous knowledge of the learnt grammar.<br/>Use inductive – deductive method<br/>Try to reconnect relevant previous knowledge at the time of teaching prose and poem<br/>Make relevant charts and hand made pictures should be kept in the class.<br/>Take unite test<br/>Use various game for grammar</p> |

## **Some important points for teaching Gujarati**

- Use B.Ed. method for teaching Gujarati prose, poems and grammar.
- In Gujarati, a teacher who speaks the least and allows a student to speak the most is an appropriate teacher.
- During the teaching process ask them such question and indulge them in such activities in which a student has to talk first and then write.
- Instead of individual speeches, indulge them in-group discussions.
- Guide them and correct them lovingly if the pronounces make wrongly and make spelling mistakes
- Keep various charts in the class.
- Handwriting should be such that all the students can read.
- Put dictionary on table hall day, so students can use when they need
- Interesting books should be given to the students for reading.
- Students should be encouraged to read the newspaper contents.
- Prepare all types of questions on the basis of your experience and questions asked in the board examinations. From this, prepare a questionnaire frequently, ask them, write them and take tests.
- Don't take surprise test. Inform them about the test and also give them the question paper [so students can prepare better for scoring more marks] thus, prepare them for the test after giving test papers. Students can also be prepared for the test in the class.
- Evaluate the answer sheets and on that basis decide about the matters, which the students find easy.
- Encourage the weaker students. Their correct answers can be shown in the class.
- Objective question can be prepared in the class through group discussions. Quiz programs can be arranged by making groups. One group can ask questions to another group and vice versa. Points should also be given to the groups. Games are one the best medium of learning.
- Given work should be regularly checked. Only then expected results could be obtained.
- For long answers don't make a compulsion to write all the points. The child can write as much as he remembers.
- Don't give answers to the essays, compositions, expansions, comprehension, report, Précis writing etc. Discuss the points with them and discuss all the points for expansion.
- In a question, the students do not equally perform well in all the sub-questions A, B, C, and D. A is excellently written, B is not as good as A. And then C is not good as B, and D is not at all attempted.
- Prepare them mentally to answer all the questions equally well.