

**ERRORS COMMITTED IN WRITTEN MALAYALAM
BY STANDARD X STUDENTS IN
KOZHIKODE DISTRICT**

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*Dissertation submitted to the
University of Calicut for the partial fulfilment
Of the requirements for the Degree of
MASTER OF EDUCATION*



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DECLARATION

I, ANUSREE PREM M.K., do hereby declare that this dissertation ERRORS COMMITTED IN WRITTEN MALAYALAM BY STANDARD X STUDENTS IN KOZHIKODE DISTRICT has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, Dr. JOUHAR MUNAVIR T, do here by certify that the dissertation entitled, ERRORS COMMITTED IN WRITTEN MALAYALAM BY STANDARD X STUDENTS IN KOZHIKODE DISTRICT, is a record of bonafide study and research carried out by ANUSREE PREM M.K., of M.Ed Programme (2017-19), under my supervision and guidance, and has not been submitted by him for the award of any Degree, Diploma, Title or Recognition before.

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INTRODUCTION

- Need and Significance
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- Definition of Key Terms
- Objectives
- Hypotheses
- Methodology
- Scope and Limitations of the Study
- Organization of the Report

INTRODUCTION

Education imparting knowledge, skills and experience to the young ones by the adults or more experienced individuals. Education is as the human race. Since the dawn of civilization, education is believed to be responsible for the cultivation of a civilized society. Imparting education to the citizen enables the development of a responsible and thoughtful society. Education has always played a key role in society's progress and it aims the all-round development of the personality of the individual. Without education, it is impossible to achieve any advancement and prosperity to both individual and society.

Education is the process of gaining knowledge, inculcating forms of proper conduct, imbibing moral and ethical values and the development of skills along with individuals physical, mental, spiritual and social development which in turns, helps in the creation of a healthy and prosperous society that bears a deep understanding of principles and the philosophy of life. Practically, Education is an important human activity because it is essential for spiritual, professional growth of people of a country and for economic development as well. To educate or in the process of education, three interwoven elements are involved- Educator (teacher), Educated (student), and Content (subject-matter). Out of these, the teachers are in the most privileged position. They stand in the interface of transmission of knowledge, skills and values that responsible for acculturating the role of education.

The aim of Education is to create a cultured and civilized citizen, because it is essential for the development of both individual society and country. It is a known fact that, education will never be complete and never be achieved its purpose without its facilitators, the teachers. 'Teachers are the Architect of the future' is not a mere figurative expression but a truthful statement as the role of teachers in any education system is of vital importance. There have been always debates and controversies regarding the system of education that is provided to the students. The ultimate purpose of education is to ensure that students are well prepared and are well developed. This can be easily attained when educational system is designed to provide values and ideas to the students. Students must be taught that education is not only concerned with getting high scores in competitive examinations and getting admission to reputable colleges. The supreme aim of education is the total development of an individual. In this view education is concerned with building students characters and preparing for their future life. Main aim of education from the perspective of the state is to inculcate the national values in children i.e., democracy, secularism and socialism.

Education shall be not only about gaining more knowledge and information but rather about understanding better the meaning of life. It shall produce not only excellent professionals and workers, but also individuals free of fears and hate, hence able to give and receive love. What the use of education if it becomes a weapon to destroy the children's entire life. Education is the most powerful weapon which can change the world. Education is that continuous and purposeful social process by which the innate powers of man are developed, his knowledge and skill

are enhanced and behaviour is changed. The aim of education is to create a cultured and civilized citizen, because it is essential for the development of both individual and society.

WHO defines secondary students both in terms of age (10-19) and in terms of a phase of life marked by special attributes include rapid physical, psychological, cognitive and behavioural changes and developments including urge to experiments attainment of sexual maturity development of adult identity and transition from socio-economic dependence to relative independence. Secondary students are that period of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. In this stage the important development is language and affirmative spelling awareness.

Language is the most precious gift of man. It is a part of the culture of the people and the chief means by which the members of society communicate. The functioning of social structure and the transmission of culture from one generation to the next depend largely on language. Language is code evolved by social convention and tradition. The acquisition of the language of one's culture is an important factor in socialisation. This implies the language and human culture are intimately related and the one is indispensable to the other. Language is an extremely complex and highly versatile code that is used to communicate our thoughts, desires and experiences to other persons. Language is not only a medium of communication but also a cultural transmission. Language is code evolved by social convention and tradition.

The use of the word 'Language' is so sovereign that any attempt at definition may pose some problems. "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced by the so called organs of speech" (Sapir, 1949). Language is not a natural phenomenon: it is a creation of man's needs. Hence society depends on language; it depends on air, water and earth for its own existence. Language is an extremely complex and highly versatile code that is used to communicate our thoughts, desires and experience to other persons. We also use other devices such as gestures, sign, drawing, sculptures etc. however these are not affable enough to replace language.

Language is most importance in the child's development. The acquisition of word is essential for abstraction and concept formation and in fact for almost all higher thinking. Planning, reasoning presents a multiplicity of new opportunities for psychological growth. In later school years, writing skill becomes a proof of student's ability to communicate. Naturally, writing skill is an important aspect in the school curriculum. Writing is both skill as well as a means of self-expression. The complex process of writing integrates visual, motor and conceptual abilities, and a major medium through which children demonstrate their knowledge in academic subjects.

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together on certain rules. It is a productive skill which involves manipulating. Structuring and communicating. This can be further looked at in terms of sub skills of written. Written involves the use of a few

structures which we may not normally use while speaking. Writing, transmitting thoughts on paper is a very important skill particularly during school years. When man's attention is turning increasingly towards analysing his culture, it is natural that he should attempt to examine in detail the mean of communication, which is essential to his society. Language like society is constantly evolving and is subjected to growth and change in much the same way as living organism.

Language is purely human and non-instinctive method of communicative ideas, emotions and desires by means of system of voluntarily produced symbols. These symbols are in the first instance auditory and they are produced by the so called organs of speech.

Malayalam is a Dravidian language spoken across the Indian state of Kerala by the *Malayali* people and it is one of 22 scheduled languages in India. Designated a "classical language in India". In 2013, it was developed into the current form mainly by the influence of the poet *Thunchaththu Ezhuthachan* in the 16th century. Malayalam has official language and is spoken by 38 million people. Malayalam language has fifty one letters in written by A.R Raj Raja Varma in his book "*keralapanineeyam*". Using these letters the great language is created and Malayalam is rich in mean. Malayalam is a powerful language it is tough to catch other peoples other than being in Kerala. Malayalam language has different tones and are different based on locality. For example usage of language in Thiruvananthapuram district of Kerala is different from Trissur district. Basically all are Malayalam but they are different in pronunciation and tone.

The early script used to write Malayalam was the *Vattezhuthu* alphabet, and later the *Kolezhuthu* which derived from it. The current Malayalam script is based on the *Vattezhuthu* script letters to adopt Indo-Aryan loan words from Sanskrit. With a total of 51 letters the Malayalam script has the largest number of letters among Indian language orthographies. This factor makes learning to spell Malayalam more difficult and prone to spelling errors than among other phonetic languages. Some letters are difficult to write; hence this difficulty leads errors in Malayalam written. Language has very much importance in the child's development. The acquisition of word is essential for abstraction and concept formation and in fact almost all higher thinking, planning, reasoning present a multiplicity of new opportunities for psychological growth.

Needs and Significance

Language is not a natural phenomenon: it is a creation of man's social needs. Hence society depends on language: it depends on air, water and earth for its own existence. Language is an extremely complex and highly versatile code that is used to communicate our thoughts desire and experiences to other persons. Language don't develop in a vacuum. Language is part of the culture of a people. A language, therefore, is both a component of a culture and a central network through which the other components are expressed. Difference in cultural meanings across languages is a problem in learning a second language. Language always attaches specific words and phrases to the most frequent and most important cultural meanings. When the learners learn a second language, they commit many errors. These errors suggest the

strategies the learner employs to work out the rules of the new language and the rules he has developed at given stages of his language development.

Malayalam is designated a Classical language in India” in 2013, it was developed into the current form mainly by the influence of the poet Thunchaththu Ezhuthachan in the 16th century. Malayalam is a Kerala official language (legislation Act, 1969). Acts ordinance and subordinate legislation in pursuance of Article 345 of the constitution; Malayalam is compulsory in primary and high school level. They face the skill necessary to communicate to others in a satisfactory way but they face difficulty in transmitting their thoughts in a logical orderly or presentable form of communication. Since writing represent the last & adverse genetic influence (Deuel, 1994)

The present study is an attempt to find out Errors Committed in Written Malayalam by Standard X Students in Kozhikode District.

The new educational policy gives more importance to develop regional language to acquire creative energy of the people. In this students develop an affirmative spelling and writing awareness. In this issue monitored and identified early during the schooling will help in giving appropriate support in a consistent way.

The Government of India accepted the three language formula (regional language Hindi and English) and the mother tongue is mainly used as the media of instruction primary and secondary education stage. It must be developed as media of university stage. Hence the mother tongue education has to be effective.

The Kerala state is probably one of the most advanced states in India in respect of calculation attainments. The state attained 100 percent literacy for the lower age group more than a decade ago. Malayalam being the mother tongue of Kerala pupils is expected to acquire the ability to use Malayalam correctly. But it has been neglected because of parental antipathy. There are English medium schools which claim to give better education to the child. The large areas of cultural perception blind spot hidden apparent success of the children have yet to be studied.

Only through proper communication between the pupil and the teacher can be made education a meaningful process. This is why teaching of mother tongue should be given to top priority. It is generally accepted that no more can develop precision of thought and clarity of ideas without acquiring the ability to speak and write correctly and lucidly in one's own mother tongue.

Malayalam is a compulsory subject in the secondary school level classes. The students are committing frequent errors in written Malayalam. The present evaluation system is not so sensitive to note all the errors committed by the students in a limited time.

Usually the students commit errors in various levels like letter identification ordering according to choose correct word, identifying vowels and consonants, combining letters, letter identification, write down accent mark, fill the cursive letter, using correct structure, confusing word, vocabulary, using symbols, expression word, and appropriate meaning word.

Presently department of education implemented a programme viz., '*Malayala Thilakkam*' in secondary schools of Kerala to improve the linguistic abilities of students. State government spending crores of money to improve Malayalam. But still the condition of our school is not up to the mark. Therefore more and more exploratory studies are needed and have to find out the quality of linguistic abilities in our schools. Hence it is highly significant to have a study to find the errors in written Malayalam among secondary school students.

Statement of the problem

The problem of the proposed study is stated as "ERRORS COMMITTED IN WRITTEN MALAYALAM BY STANDARD X STUDENTS IN KOZHIKODE DISTRICT"

Definition of Key Terms

Definition of key terms used in the statement of the problem is given for clarity and precision.

Errors

"Any mistake made in the arrangement of words within one of the conventionally accepted structure" (Good, 1973).

For the present study, the choose correct word, identifying vowels and consonants, combining letters, letter identification, write down accent mark, fill the cursive letter, using correct structure, confusing word, vocabulary, using symbols, expression word, and appropriate meaning word etc.

Written Malayalam

Written Malayalam as used in the present study refers to the use of Malayalam for writing communication for common purpose by person using this as a first language.

Standard X Students

The expression includes all pupils attending standard of any school recognised by government of Kerala for giving instruction at the terminal stage of secondary school education.

Objectives of the study

Following are the objectives of the study

1. To find out the error in written Malayalam by standard X students for the total sample.
2. To find out the error in written Malayalam by standard X students for the total sample and subsample based on a) gender b) Locale and c) type of school management.

Methodology of the study

The study undertaken was that to identify the errors committed in written Malayalam by standard X students with respected to some choose correct word, identifying vowels and consonants, combining letters, letter identification, write down accent mark, fill the cursive letter, using correct structure, Confusing word,

vocabulary, using symbols, expression word, appropriate meaning word etc. it was decided to select the standard X students for the study.

Method

Proposed method of the study is survey method.

Sample

The study will be conducted on a sample of 600 standard X students drawn from stratified random sampling technique from Kozhikode district.

Tool

Diagnostic Test in Malayalam

A diagnostic Test in Malayalam is not available for this kind of study. So the investigator will construct a test in Malayalam for standard X students in consultation with supervising teacher, teachers and experts in the field of language education. It will be relevant to make a test in some category there are choose correct word, identifying vowels and consonants, combining letters, letter identification, write down accent mark, fill the cursive letter, using correct structure, confusing word, vocabulary, using symbols, expression word, and appropriate meaning word.

Statistical Technique

Percentage analysis

The errors committed were estimated using the relevant statistical techniques as per the objectives, the statistical technique is the estimation of the percentage.

Scope and Limitations

The present study aims estimating the errors committed in written Malayalam by standard X students in Kozhikode district. For this study, an appropriate tool was constructed by the investigator with the help of experts in the field. The study was conducted on a sample of 600 students of standard X students belonging to 12 educational institutions of Calicut district of Kerala. In selecting sample, due representation was giving to the gender of the students, Type of school and locale of educational institutions. The sample was worked out carefully and systematically by the method of proportionate stratified random sampling. Schools were selected from within the stratified categories given due representation to types of schools (Government and Aided schools), Locality of the school (Rural and Urban), and gender of the student (Male and Female). The researcher tried his level best to use an adequate tool and take a representative sample of standard X students for the study. It is the finding would be generalizable.

Though considerable efforts have been made the study generalizable and precise there are certain limitations, some of them are given below.

- The sample of the study is a state wide study; the sample selected for the study was confined to one district that is Calicut. Only in order to complete the study within the prescribed time.
- The study was conducted on a sample of 600 standard X students of Calicut district.
- The tool of the study is diagnostic test. So the subjectivity of the respondent subjectivity of the respondent may influence the dat.
- The study was limited to the sample from standard X students, though the population comprises the entire pupil studying in Government and Aided schools.
- I went to data collection at a very busy time, so the data collection, which is meant for 900 children, has only 600 children.

Organization of the report

This report organised into five chapters

Chapter I presents a brief introduction of the problem, needs and significant of the study, statement of the problem, definition of the key term, objectives, methodology, scope and limitation of the study.

Chapter II presents the theoretical overview of the variable and summary of the related studies.

Chapter III presents the methodology of the study, the tool used selection of the sample, data collection and scoring procedure and statistical techniques used for analysis.

Chapter IV presents the detailed statistical analysis interpretation and discussion of results.

Chapter V presents concluding chapter gives a clear picture of the major findings, educational implication of the study and suggestions for the further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

Review of related literature is an important aspect of any investigation. . According to Moulton 'the survey of related literature is a crucial aspect of planning of the study and the time spent in such a survey is invariably a wise investment'. A proper study of related literature should enable the investigator to locate and go deep into the problem practically. A careful review of the researches how reported in Journals, books, dissertation, internet and other sources of information related to the problem to be investigated is one of the important steps in the planning of any research study. It is a valuable guide in defining the problem recognizing its significance, suggesting appropriate study design and source of data.

The purpose of the review of literature is analysed by Good (1954) as follows:

- To show the evidently clearly available solve the problem adequately without further investigation and thus to avoid the risk of duplicating.
- To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.
- To suggest methods of research appropriate to the problem.
- To locate comparative data useful in the interpretation of the results.
- To contribute to the general scholarship of the investigator.

Knowledge is vast and researcher can go only through some related studies in limited time. When a researcher goes through the previous researcher and relevant literature, the researcher becomes familiar with the study and recognizes in what area researchers have not been done.

An attempt has been made to review as much related literature as possible within the limited time available in order to make the study relevant and worthwhile. Journals, books and previous works were reviewed.

Studies on Language Errors

Leela Devi Amma (1984) conducted a study of “The errors committed by secondary School pupils in written Hindi” with reference to certain selected structures. The main objectives of the study were a) to identify the errors committed by students of standard 1X in 18 structures included in the study with respect to the total sample and relevant subsamples. b) to arrange the structures in the order with respect to the incidents of errors and to classify them into different categories on the basis of level of incidence. c) to compare the incidence of errors among the relevant subsamples. The main findings of the study were: Incidence of errors were found with respect to all structures taken under the study. Maximum percentage of incidence of errors was observed with respect to the structure voice (87.77). The minimum errors were seen in the case of spelling (24.79%). In the case of the total sample, out of 18 structures selected, only one structure falls under the category of extreme seriousness. Five structures fall under the category of average seriousness. Majority of the structures come under the category not negligible seriousness. It was

found that the urban and rural groups differ in the incidence of errors. It was found that the boys and girls differ in the incidence of errors.

Ramani V.N. (1987) conducted a study "A diagnostic study of errors committed by the university entrance in written Hindi with reference to certain structures and transaction". The test was administered to a sample of 350 university entrance selected by the proportionate stratified random sampling technique. The objective of this study is: To identify the percentage of errors committed by the university entrance in the selected and translation in Hindi for the total sample and the relevant sub samples. The major finding is it is seen that all the sample (gender, locale) made maximum errors in transaction. Almost all students committed minimum errors in the structure imperative. Except in one or two structures, percentage of error is found to be in between 20 and 50 for the remaining structures.

Vasudevan Nair K.N. (1989) conducted a study of "A diagnostic study of the errors committed by the upper primary students in written Hindi". The present study comes under the comparative survey method. The investigator tries to compare the significance of errors committed by upper primary students in written Hindi with regard to some selected scripts, structures and transaction. It was decided to select the eighth standard students for the study. The test was administered to a sample of 520 students selected by the proportionate stratified random sampling technique giving representation to sex of the pupils, locale, management and efficiency level of the schools. Objectives of the study is: To identify the percentage of errors committed by the upper primary students in the selected scripts, structures and transaction in written Hindi for the total sample and relevant sub samples. The major

finding is: The percentage of errors for boys ranges very high to the level of girls range.

Mohammed sareef, K. (1996) “conducted a study of Diagnostic study of the errors committed by standard VII students in written Malayalam”. The study was conducted on a sample of 600 students selected by the proportionate stratified random sampling technique giving representation to sex of the pupils, locale and management category of schools. The objective of the present study: To study the difference in percentage of errors in written Malayalam of standard VII pupils for the relevant subsample formed on the basis of sex, locale and management categories of schools. Diagnostic test is used for the study. The errors committed were estimated using the relevant statistical technique as per the objectives. The important findings of the study are: The percentage levels of incidence in committing errors in all categories of items by Boys are found to be greater than Girls. 2) The groups of subsample formed on the basis of sex, locale and management category of schools, do not make significant difference in committing errors in written Malayalam except in between boys and girls and government boys and government boys and Government girls.

Jamaluddeen, K (2000) conducted a study of diagnostic study of the errors in the usage of tenses in English committed by the secondary School students”. A sample of 588 subjects were initially selected from the government, aided and unaided recognised schools of Malappuram, educational district using proportionate stratified random cluster sampling technique. The sample was selected giving due representation to factors like sex, locale, medium of instruction, school management.

The objective of the present study: To identify the percentage of errors in the usage of tenses in English committed by the secondary school students, the percentage of errors in basis of subsample. Diagnostic test and General data sheet are used for the study. The statistical technique is Estimation of the percentage and Test of significance of difference between percentages are used. The important finding of the study are: 1) Girls committed lesser number of errors than boys. 2) Rural subjects made more errors than urban subjects did. 3) It is the unaided schools that come first in the standard of performance of students. Aided and Government schools are only second and third respectively.

Narayanan P. (2003) conducted a study of A diagnostic study of errors in written Sanskrit of secondary school pupils". 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 class 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. Samples 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. 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. Statistical techniques used Scoring and Tabulation of Data, Scoring of diagnostic test, Scoring General Data Sheet, tabulation. 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 administering it for collecting errors. 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. 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 school.

Saadiah Darus. Kaladevi Subramaniam (2009) conducted a study of Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study". This study examines errors in a corpus of 72 essays written by 72 participants. The participants are Form Four Malay students who are studying at a secondary school in Malaysia; 37 male and 35 female. They have experienced approximately the same number of years of education through primary and secondary education in Malaysia. This lends to the objective of the study, which is to investigate the types of errors made by Form Four students in their written work. The study sought to answer the following research question: What are the six most common errors that students make in their essays? All of the participants come from non-English speaking background and hardly communicate in English outside the

school. The instrument used for this study was participants' written essays and marking software. All of the errors in the essays were identified and classified into various categorizations. The results of the study show that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order. These aspects of writing in English pose the most difficult problems to participants. This study has shed light on the manner in which students internalize the rules of the target language, which is English. Such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials. The results of the study show that errors that participants committed were basically grammatical. The participants also had a relatively weak vocabulary and their sentences were sometimes incomprehensible. They committed errors in applying sentence structure rules in the English language.

Ali Akbar Khansir (2013) conduct a study of "Error Analysis and Second Language Writing". The aim of the study is to examine the written errors such as paragraph, punctuation, articles, spelling, and conjunction in writing of Iranian and Indian students. The purpose of the study is to compare and examine types of written errors by EFL and ESL learners at under graduate level in English Language and suggest remedial measures to overcome the committing of errors. The data for the study were 200 students in the age range of 20 to24 at under graduate level in Mysore, India as ESL learners and blusher, Iran as EFL learners participated in this study. s. In this study, three tools employed as follows: 1. A special test which was

similar to both of the groups 2. A comparative study of the English and Arabic uses of the articles 3. An examination of a number of the essays written by the students Thus the test consisted of 40 items. Methodology adopted in this study consisted of the processes: Research design; Data collection; and Data analysis. By the use of the tests, the errors in writing by Iranian and Indian students at under graduate level will be analysed, and valuable remedial measures suggested. This study is implemented on the basis of an ex-post facto design. The instruments utilized in this study were: General English Proficiency Test, Background Questionnaire, and Grammatical Judgment Test (G.J.T).The General English Proficiency Test (Transparent) consisted of 50 multiple choice vocabulary, grammar, and reading comprehension items. The results of the study indicate that the total number of errors committed by the Iranian students was 3045 and that of their Indian peers' was 3274. The maximum errors made by the subjects were from the realm of 'punctuation' (1387). The number of errors made by the Indian students in the use of punctuation was 718 which came to 22% for errors in punctuation. The Iranian students committed 669 errors. They constituted 22% of errors for punctuation. Thus, the minimum number of errors recorded in writing in this study was 'spelling.' The total number of errors in the use of spelling was 1050. The number of errors committed by the Iranian students in the use of spelling was 578 which come to 19% for errors in spelling. The number of errors committed by the Indian students was 472. They constituted 14% of errors for spelling. The findings of this study revealed that the occurrence of all errors types found here any proportionally related to the knowledge of the subjects on the basis of English writing. Based on the above claims, the researcher believes that errors are an integral part of learning second/foreign language or is a

natural part of the learner's gradual movement toward the development of communicative competence, and he/she should be allowed to make certain types of errors which do not greatly affect communication.

Muhammed Ashark P. (2013) conducted a study of "Errors in Arabic grammar committed by secondary School students of Palakkad district". In the present study the investigator choose the stratified sampling technique for the selection of the sampling.300 students from 5 school of Palakkad district. Norms we're established for the total sample and for the subsamples on the basis of Gender, locality and type of management. Tool to be used for the study was Test on Arabic Grammar. The investigator made use of the statistical techniques are 1) preliminary analysis 2) Test of significant difference of mean for large independent sample. The objectives of study are 1) to identify the level of errors in Arabic grammar of secondary School students. 2) To check whether exist any significant difference in the mean scores of structural errors in Arabic committed by secondary school students for the sub sample. The major finding of this study is: The technique of one way ANOVA was applied to find sub sample could discriminate in errors of Arabic Grammar.

Lee, Eunpyo & Kim, Eun-Kyung (2013) conducted a study of "A Review of Errors in the Journal Abstract". The objectives of the study are as follows: 1) To see which areas of the abstract have more errors 2) To learn the nature and frequency of the errors in the abstract 3) To compare the results with the study done in 2007 on 26 abstracts (Lee, 2007) to see if providing years of corrective feedback has contributed to A Review of Errors in the Journal Abstract 109 fewer errors 4) To

suggest ways to minimize errors. For the current study, a total of 29 abstracts (11 in May, 9 in August and 9 in December issues of 2012 nursing journal) were examined. These abstracts, already reviewed by the editorial board members of the Korean Journal of Occupational Health Nursing and approved to be published, were emailed to the leading researcher of the study for abstract reviews. All 29 articles were written by Korean researchers in Korean except the abstracts. This study set out with an aim of looking into the number (percentage) of abstract with errors, most troublesome part of abstract, types and frequencies of errors, and comparing the results with those of the study done in 2007. This comparison was to see if years of providing corrective feedback played any role in reducing errors.

Abdul Gafoor K., & Remia K.R. (2013), conducted a study of “Spelling difficulties in Malayalam among lower primary students”. This study identifies spelling errors with respect to vowels, signs, glides, consonants and consonant doubling, in terms of addition, omission and substitution committed in Malayalam writing by grade 3 students in Kerala. The study was conducted on 100 random drawn 3rd students of 11 lower primary schools randomly selected from Trissur revenue district. The major finding of the study is the most difficult area in writing Malayalam, for beginners, is signs both vowels signs and diacritic sign. Both substitution and omission of signs cause extensive spelling errors.

Indra Ratna Mulianinigsih, Listiani (2014) conduct a study of “An error analysis of students’ English writing”. This research was aimed at knowing (1) student’ writing ability in second grade of SMK Bakti Purwokerto (2) the types of grammatical and lexical error made by the students which was influenced by Bahasa

Indonesia (3) the percentage of each type of error. The method used in this research was descriptive study. The population of this research was all of students in second grade which consists of 289 students. 25 % of the population or 72 students were taken as the sample. The sample was chosen randomly. The data was taken through an essay test. The students were asked to write a personal letter and choose one of topics provided.

Ronald Candy S. Lasaten (2014) conducted a study of “Analysis of errors in the English writings of teacher education students”. Using the qualitative research design, the study aimed to analyse the common linguistic errors in the English writings of teacher education students. This paper specifically sought to identify and describe the prevailing linguistic errors in the English writings of the students. Moreover, it investigated the possible causes of these errors and drew out implications to language learning and teaching. Using random sampling, the written compositions of the students were subjected to error analysis using the Taxonomy of Errors patterned after the model of Darus and Ching (2009.) The study found out that errors in verb tenses are the most common linguistic errors of the students, followed by error in sentence structure, punctuations, word choice, spelling, use of prepositions and articles. These errors fall under the grammatical, mechanics/substance and syntactic aspects of writing English. Majority of these errors are caused by learners’ poor knowledge of the target language (English), specifically ignorance of rule restrictions. Others are attributed to the learners’ carelessness, first language transfer or interference and limited vocabulary in the target language. Through this study, language teachers are guided to assess their own teaching

methodologies and identify their students' ability in writing and to choose the strategies and topics that are best suited to their students.

Dr. Violeta S. Alfonso (2016) conducted a study of “Common Errors Committed by Freshman Education Students in their Written English Compositions and their Relationship to some Selected Variables”. The descriptive – correlation research method of investigation was utilized in this study. The principal tool used by the researcher consisted of three sets of compositions of 136 education freshman students who enrolled English. These compositions were used to determine the common errors encountered by the students in writing. The objective of discovering the student's capability to write, having been recently graduated from high school, the second composition was written at the middle of the term to know the extent of development after a certain period of drills and lessons in English 1, and the last about the end of the semester. Tool was the questionnaire. The findings have some important implications related to the administration and supervision of the English language. The varying errors encountered by the students on the area of grammar, mechanics, and sentence structure will be given adequate attention by the language teachers.

Faiza Hawa, Rahmawati Sukmaningrum, Oscar Yustino Carascalao (2016), conducted a study of “What errors are committed by students in writing English paragraphs”. This qualitative study took 35 students as the subjects of the study. The subjects were selected from the second semester students of English Department of University of PGRI Semarang who enrolled writing 2. This study intended to investigate the types of error committed by the second semester students in writing

paragraphs and the frequency of their occurrences. The results of this study reveals that the students commonly commit error in grammatical when they write paragraphs. The most common errors are dominated by verb tense, subject-verb agreement, and fragment. The instrument used to collect the data in this study is written test. The students were assigned to write a paragraph in which the topic is not determined by the lecturer. It is inevitable for students in making error when they write paragraphs in their second language. The study attempts to analyse errors in the paragraphs written by second semester students of English Department of University of PGRI Semarang. The data of this study are 35 paragraphs randomly taken from second semester students who enrol writing 2. Written test is used as the instrument of the research. The analysis of the paragraphs is derived from Corder's (1967) cited in Sawalmeh Murad (2013) method on error analysis. This method has three steps (1) collection of the sample errors, (2) identification of errors, (3) and description of errors. All the errors committed by the students are put into categorizations. This study reveals that the second semester students have committed several errors in their paragraphs. Those are verbs tense, subject verb agreement, fragment and capitalization, spelling, word order, use of pronoun, preposition, and article. Several recommendations are put in the highlight to reduce further problems regarding writing English paragraphs. Finding the result, it is better for writing lecturers to teach the basic grammar before teaching the method of writing a good paragraph. Moreover, students who enrol writing 2 should be improved their knowledge on verb tense, subject-verb agreement and fragment.

Ahmed Khider Ahmed Othman (2017), conducted a study of “An Investigation of the Most Common Spelling Errors in English Writing Committed by English-Major Male Students: At the University of Tabuk” The participants of this study included 45 male students whose first language is Arabic. This study adopts Cook’s classification of errors, which categorized errors into four categories: substitution, omission, insertion, and transposition. The main objectives of the Research are 1. To identify, classify and analyze the most common types of spelling errors committed by Saudi English – Major students in their English writing. 2. To find out the causes that leads to the problem of misspelling, and suggest a suitable solutions this problem. 3. To find out the most frequent errors in students' English writing. An analysis of errors established that errors of substitution reported (36.7%) constituting the highest proportion of errors whereas insertion spelling errors occur as the lesser frequency with a percentage mean of (14.4.%) producing 13 errors. English- major students at Tabuk University committed spelling errors due to many factors such as the interference of students' first language. The findings of this study emphasized more focused attention to learners’ spelling errors, as spelling teaching is an essential aspect of language learning.

Bandar Mohammad Saeed Al-Sobhi, Sabariah Rashid, Ain Nadzimah Abdullah, Ramiza Darmi (2017) conducted a study of “Arab ESL Secondary School Students’ Spelling Errors”. Data of the study comprises spelling errors collected via a 50-word spelling test administered to 70 male students attending the Saudi School in Kuala Lumpur. English spelling has always been described by many language researchers and teachers as a daunting task especially for learners

whose first language is not English. Accordingly, Arab ESL learners commit serious errors when they spell out English words. The primary objective of this paper is to determine the types as well as the causes of spelling errors made by Arab ESL secondary school students. In order to collect the data, a fifty-word standardised spelling test was administered to seventy Arab student participants. The students' types of spelling errors were detected, analysed and then categorised according to Cook's (1999) classification of errors namely substitution, omission, insertion and transposition. In total, 2,873 spelling errors of various categories were identified. The study findings revealed that errors of substitution constituted the highest percentage of the students' type of errors. In addition, the study indicated that the main causes of the students' spelling errors were possibly attributed to the anomalous nature of the English spelling system, the Arab students' lack of awareness of English spelling rules as well as L1 interference. Despite being conducted in an ESL context, the study was almost consistent with the findings indicated by other studies which were carried out in many Arabic EFL context. The findings suggest that spelling instruction should be emphasised while teaching English and should also be integrated with the skills and sub skills of reading, writing, pronunciation and vocabulary in order to develop the students' spelling accuracy. The present study has attempted to identify the major types and causes of spelling errors, which the Arab ESL secondary. School students made. The study revealed that the linguistic differences between English and Arabic could be one of the primary causes of the students' spelling errors.

Asma Al-Oudat (2017) conducted a study of “Spelling Errors in English Writing Committed by English-Major Students at BAU”. The participants in the present study were 65 students. The participants to the present study included 65 English- Major Students at BAU’s main campus located in As Salt, Jordan. The participants age range from 18-22 years old. They were all enrolled in ‘Technical Writing’ course of the academic year 2016/2017. The instruments of the present study include written samples. In other words, 65 essays were used to be the data of the study. Students committed spelling errors due to many factors such as the interfere Anthony J. Onwuegbuzie, (2017). Most Common Formal Grammatical Errors Committed by Authors. In this study, he analysed formal grammatical errors committed in 117 manuscripts submitted to the journal *Research in the Schools* over a 6-year period. Among other results, I identified the 35 most common formal grammatical errors. Descriptive statistics (i.e., measures of central tendency) were used to address the first research question. Presents the 35 most common formal grammatical errors committed by authors who submitted manuscripts to *Research in the Schools* over the 6-year period. The results from this current study demonstrate several unique findings in relation to grammatical errors and manuscript preparation and submission. The most important finding of the present investigation is the link identified between grammatical errors and disposition of manuscripts. Yet, regardless of whether this link is causal in nature, few reviewers and editors would argue that striving to minimize formal grammatical errors in manuscripts is not a worthwhile goal.

Yasir Bdaiwi Jasim Al-Shujairi, Helen Tan (2017) conducted a study of “Grammar Errors in the Writing of Iraqi English Language Learners”. This research aims at examining the written discourse of Iraqi high school students and the common grammatical errors they make in their writing. The study had a mixed methods design. Through convenience sampling method, 112 compositions were collected from Iraqi pre-university students. The objectives of the current study are:

1. To find out the grammatical errors made in descriptive compositions written by Iraqi pre-university students.
2. To explore the types of errors committed in each grammatical category.
3. To examine the sources of errors in each grammatical category.

The researcher employed a qualitative dominant mixed-method design. A quantitative simple frequency count has been tabulated to determine the most frequent categories and types of grammatical errors that appeared in students’ writing. At the same time, the study is qualitative because it aims to examine through error analysis the sources of committing such errors.

3.1 Sampling.

The sample of this research is 112 descriptive compositions written by pre-university students studying in an Iraqi high school located in Babylon city. The total number of words written in all the collected data is 11555 words. The average number of words in the compositions is 110. The students have been studying English as a foreign language at school for 10 years. Their age is between 17 and 18 years old, but factors such as sex and age were not controlled in this study. They are homogeneous in terms of their socioeconomic, linguistic, and educational background. In total, 752 errors were found in students’ composition papers. Table 2 below shows the frequency and the percentage of all errors in each grammatical category made by the students.

Manik, Sabar;Purba, Normina; Rostina (2017), conducted a study of “Investigating Linguistic Errors in English Composition: A Case Study of Non-English Department EFL Undergraduate Students”. This study aimed at investigating linguistic errors committed by students majoring in Non-English Department in writing English composition. A total of 20 first year students at Economic College IBBI Medan who have taken an English subject course were involved in this study. Their compositions were analysed for the purpose of scrutinizing linguistic errors they made. In analysing the data, this study adopted Hubbard (1996) classification of errors including grammatical, syntactic, substance, and lexical errors. The results of data analysis discovered that students committed 352 errors in their compositions with the following frequencies: 82 errors in propositions, 32 errors in tenses, 29 errors in articles, 48 errors in subject verb agreements, 37 errors in word order, 17 errors in capitalization, 21 errors in punctuation, 28 errors in spelling, and 58 errors in word choice. Hence, it is concluded that the most difficult linguistic error that students face is prepositions, while the easiest part of linguistic error that poses difficulty for students is capitalization. In order to collect their compositions, students were purposely asked to write an unforgettable experience in their life at the course of creative writing. A total of 20 students comprising 11 males and 9 females were involved in this study. The composition was limited to circa 300 words. Upon completing the task, their writing was analysed. 20 students participated in this study, it was found that a total of 352 errors committed by students. The dominant error classification was preposition use with a total of 82 errors, while, the least dominant error was capitalization with the total of seventeen.

Inul Azmin Zamin, Raihana Abu Hasan (2018) conducted a study of “Errors in Translation: A Comparative Study of Noun Phrase in English and Malay Abstracts”. This study seeks to investigate the backward translation of abstracts made by 10 randomly selected postgraduate students. This pilot study focuses on only 10 samples that were selected from the institution’s online repository, five of each faculty. This research serves as a guideline for students in composing their abstracts as it aims to compare the differences in noun phrase structure written in Malay as translated from English. It also analyses the types of errors when English noun phrases are translated to Malay. Preliminary findings from this pilot study found that translation errors committed were mainly inaccurate word order, inaccurate translation, added translation, dropped translation and also structure change. For this study, an exploratory mode of semantic analysis is applied by looking at noun phrases, the meaningful group of words that form a major part of any sentence, with the noun as the head of the group. Syntax is inevitably interwoven in the analysis as the structure and grammatical aspects of the translations are also analysed. They are examined by comparing English texts to its corresponding translation in the Malay language. The analysis of the data was done qualitatively. Every sentence of the original abstracts was parsed into noun phrases; in some cases, the noun phrases within the qualifier were broken down further as well. Then, the abstracts of the target language were segmented and matched to the noun phrase units of the source language

lahuerta, Anacristina (2018), conducted a Study of “Accuracy and grammatical complexity in EFL writing”. The aim of the present study is to compare

the writing products of English as Foreign Language (EFL) university students using accuracy and grammatical complexity as measures. It also aims at examining the development of the morphological, syntactic, lexical, spelling, and punctuation errors committed by these learners when writing in English. Students enrolled in a University Degree in Modern Languages and their Literatures participated in the study. They were divided into advanced and upper intermediate according to their Oxford Placement Test score. Compositions were collected as the basis of this study. Results show that upper intermediate students exhibited a higher error mean in each of the error categories, namely, grammatical morphemes, lexical choice and syntax, as well as punctuation and spelling. However, an analysis of variance shows the differences between groups to be significant only in spelling and punctuation errors.

METHODOLOGY

- Objectives
- Tools employed for data Collection
- Sample Selected for the study
- Data collection procedure, Scoring and Consolidation of data
- Statistical technique used for analysis

METHODOLOGY

Methodology is the Procedure or technique in a research Study. The success of any research Work depends upon the stability of the Methods and techniques the researcher follows to gather adequate data. Hence methodology is of vital importance in any research work.

The methodology of the Study titled Errors Committed in Written Malayalam by Standard X Students in Kozhikode District is presented under the following Sections.

- Objectives
- Tool employed for data Collection
- Sample selected for the study
- Data collection procedure, Scoring and Consolidation of data
- Statistical technique Used for analysis

Objectives

Following are the objectives of the study

1. To find out the error in written Malayalam by standard X students for the total sample.

2. To find out the error in written Malayalam by standard X students for the total sample and subsample based on a) gender b) Locale and c) type of school management.

Tools employed for data Collection

The researcher must be careful in developing the instrument for diagnostic test in order to enhance its quality and purpose. Diagnostic test is an excellent data collection tool. Diagnostic test help in isolating difficulties of students individually. These are used in any data collection that required information from a large number of people. Surveys ask specific questions that are filled out by individuals. For the present study data were collected using the following tools.

Questionnaire for students (Munavvir & Anusreeprem)

The tool for the study is prepared by the investigator in consultation with teachers, other experts and educationists. By doing so the investigator could identify the different areas of problems of secondary School students. The student's-questionnaire includes 60 items. These 60 items belong to 12 areas viz., choose correct word, identifying vowels and consonants, combining letters, letter identification, write down accent mark, fill the cursive letter, using correct structure, confusing word, vocabulary, using symbols, expression word, and appropriate meaning word.

Planning of the Questionnaire

The first step in the construction of questionnaire is the planning. At the planning stage the questionnaire contain 70 items which focused on 14 areas of

Errors committed in written Malayalam. After refining, the last draft of the questionnaire included 60 items belong to 12 areas.

Choose correct word

Choosing correct word include the errors are written in this area is very difficult. Children make mistakes in using the correct letter. This gives the correct word selection experience. In this area there are 5 items (items no: 1-5)

Example: I ശരിയായ പദം തിരഞ്ഞെടുത്തുതുക

1. a) വിദ്യാർത്തി b) വിദ്യാർത്ഥി c) വിദ്യർത്തി d) വിദ്യർത്ഥി
2. a) ബൃതജനം b) ബൃധജനം c) ബൃധജനം d) ബൃദജനം

Identifying Vowels and Consonants

Identifying Vowels and Consonants include to the idea of a Malayalam alphabet and getting familiar with the letter. It is a basic concept of Malayalam language. The Alphabets can be classified into Vowels and Consonants. There are 5 items in this area ((item no: 6-10)

Example: 1. സ്വരത്തെ കുറിക്കുന്നത് ഏത്?

- a) ക ഖ ഗ b) അ ഇ ഉ c) ച ഛ ജ d) ങ ണ ഹ

2. വ്യഞ്ജനത്തെ കുറിക്കുന്നത് ഏത്?

- a) അ b) ങ c) ഉ d) ങ

Combining Letters

Combining letter refers to the idea of combination of the letters. A letter is composed between two letters. In this area there are 5 items (item no: 11-15)

Example: വർണ്ണങ്ങൾ ചേർന്നാലുണ്ടാകുന്ന അക്ഷരത്തെ കുറിക്കുന്നതെ ഏത്?

1. ക് + ഹ a) ക b) ഖ c) ഗ d) ഘ
2. ണ് + ഹ a) ഡ b) ഫ c) ബ d) ഭ

Letter identification

The inventory of all letters forms the alphabet. Letters broadly correspond to phonemes in the spoke form of the language, although there is rarely a consistent, exact correspondence between letters and phonemes. Letter identification gives the clear idea of letters. In this area there are 5 items (items no: 16-20)

Example: വിട്ടുപോയ അക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?

1. പ്രലോ.....നം a) ഡ b) ബ c) ഭ d) ഫ
2. വി....നത a) ച b) ജ c) ഛ d) ഞ

Write down accent mark

It helps to proper language in a proper way. In this area there are 5 items (items no: 21-25)

Example: ചിഹ്ന തെറ്റുകൾ കണ്ടെത്തി ശരിയാക്കി എഴുതുക.

1. വെദ്യൻ
2. ദുഖം

Fill the cursive letter

It provides proper understanding of letters. In this area there are 5 items (items no: 26-30)

Example: വിട്ടുപോയ അക്ഷരം പൂരിപ്പിക്കുക.

1. മ.....രി a) മി b) മി c) മി d) മി
2. പാ.....ർ a) ന b) ന c) ന d) ന

Using correct structure

To uses to know the proper structure of the sentence. In this area there are 5 items (items no: 31-35)

Example: പ്രയോഗത്തെറ്റു കണ്ടെത്തി എഴുതുക.

1. കുറഞ്ഞതെങ്കിലും രണ്ട് രൂപ.
2. ഓരോ സമയത്തിലും.

Confusing word

Helps to know meaning of the confusing word. In this area there are 5 items (items no: 36-40)

Example: അർത്ഥ വ്യത്യാസം എഴുതുക

1. a) സൂതൻ b) സൂതൻ
2. a) അങ്കം b) അംഗം

Vocabulary

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. In this area there are 5 items (items no: 41-45)

Example: ശരിയോ തെറ്റോ എന്ന് കണ്ടെത്തി എഴുതുക.

1. ആകുന്നു അമ്മ എന്റെ കല്യാണിയമ്മ
2. ഉണ്ണികൃഷ്ണൻ വന്നു.

Using symbols

Based on the collected data and the analysis, punctuation marks were the most frequently committed errors. Punctuation marks are symbols that are used to aid the clarity and comprehension of written language. Some common punctuation marks are the period, comma, question mark, exclamation point, apostrophe, quotation mark and hyphen. In this area there are 5 items (items no: 46-50)

Example: ഏത് ചിഹ്നമാണ് ഉപയോഗിക്കേണ്ടതെന്ന് കണ്ടെത്തി എഴുതുക.

1. വാക്യത്തിന്റെ അവസാനം
 - a) (.) b) (,) c) (!) d) (-)
2. കവിവാക്യങ്ങൾ പ്രത്യേകം പരാമർശിക്കുമ്പോൾ
 - a) (.) b) (" ") c) (,) d) (?)

Expression word

Expression word is a phrase whose parts are fixed in a certain order, even if the phrase could be changed without harming the literal meaning. A set phrase does not necessarily have any literal meaning in and of itself. In this area there are 5 items (items no: 51-55)

Example: ശരിയോ തെറ്റോ എന്ന് കണ്ടെത്തി എഴുതുക

1. കേരളാ മുഖ്യമന്ത്രി
2. രക്ഷാകർത്താവ്

Appropriate meaning word

Select a appropriate meaning word is used to a fulfil the sentence. A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. In this area there are 5 items (items no: 56-60)

Example: ഈ വാക്യത്തിൽ അർത്ഥം യോജിക്കുന്നത് തെരഞ്ഞെടുക്കുക.

1. അവൾ അവനെ ഗർഭമായി നോക്കി.
a) അർഹ b) അർദ്ധ c) അർത്ഥ
2. ഒന്നിനും കൊള്ളാത്ത ഭക്ഷണത്തിന് കൂടുതൽ വില വാങ്ങിയത്.... ആയിപ്പോയി.
a) ആക്രമണം b) ആക്രമം c) അക്രമം

Preparation of Questionnaire

The study was to find out the Errors Committed in Written Malayalam by Standard X Students in Kozhikode District. The investigator required the data relating to written errors in Malayalam of the sample under study. According the investigator developed a diagnostic the diagnostic test in Malayalam to locate common errors committed by Standard X Students.

For the preparing a diagnostic test the investigator examined the Malayalam syllabus of up to the completion of standard X in Kerala and then studied the text books. After the investigator examined a number of question papers and held discussion with experts.

Based on the components the investigator developed the final questionnaire by discussing it with experts and teachers. This final questionnaire consists of 60 items, the dimensions wise distribution of items is given in Table 1.

Table1

Errors Domains and number of item in twelve error items Domains

Number of items	Errors Areas
Choosing correct word	5 Items (1,2,3,4,5)
Identifying Vowels and Consonants	5 items (6,7,8,9,10)
Combining letters	5 items (11,12,13,14,15)
Letter identification	5 items (16,17,18,19,20)
Write down Accent mark	5 items (21,22,23,24,25)
Fill the cursive letter	5 items (26,27,28,29,30)
Using correct manner	5 items (31,32,33,34,35)
Find the difference	5 items (36,37,38,39,40)
Vocabulary	5 items (41,42,43,44,45)
Using symbols	5 items (46,47,48,49,50)
Expression word	5 items (51,52,53,54,55)
Appropriate meaning word	5 items (56,57,58,59,60)

The investigator decided to select five questions for each item. The investigator then added six instructions explaining objectives and method of answering each items and formed a response sheet, a column were given to each specific item. Directions for the test administration, time limit, scoring scheme were developed in consultation with the expert. The finalised tool was given the title 'Errors Committed in Written Malayalam by Standard X Students in Kozhikode District.

This tool was administered to thirteen standard X students as pilot testing to know about its clarity of instructions and also to know the minimum time for completing the test. Based on the pilot testing, the time was fixed as one hour, and with some modifications the final question booklet was printed. The responses were to be done on the give answer sheets.

Sample for the study

The population of the study was standard X students in Kozhikode district. It is difficult to cover the enter population and obtain conclusion which is valid for the population. Hence the investigator decided to take a sample of the total population. The sample for the present study was selected more than 600 students from the pupils of standard X studying in various schools in Kozhikode district.

The students in these schools are situating in urban as well as rural area. Some are privately management and others are managed by the government. It was decided to represent all these categories of schools in the sample selected. The investigator developed the technique of the stratified random sampling. The

investigator Developed and standardised tool with the help of investigator. This technique is a device which ensures representativeness in selecting a sample from a population composed of sub-groups of different types.

The following strata were considered for the selection.

1. Gender – Boys and Girls
2. Locale -Urban and Rural
3. Type of school Management – Government and Aided

These factors and their proportion are describing below:

1. Gender of the students

Gender has great influence on the finding of the research. The proportion of male and female of the pupil in school is almost 1:1 in the area proposed to study. Hence the investigator decided to give due weight age to male and female.

2. Locale of the school

The schools are situated in both rural and urban areas. According to geographical distribution there are more urban schools in Kerala. The investigator decided to give due weightage to the locale of the school. There for these two categories were included in sample and 2:1 proportion for the schools of urban and rural was suggested for the study.

3. Type of school Management

Management has great influence on the finding of the research. The instructional efficiency and educational facilities have greater relation with examination result. Many educational facilities provided in government management school and Aided management schools. So both of these categories were represented in the sample. The investigator suggested a 2:1 proportion for Government and Aided schools.

The study was confined to a sample of the total population. The study will be conducted on a sample of 600 standard X students drawn from stratified random sampling technique. The schools were selected by random method from one in Kozhikode district. 12 schools are covered, fulfilling the above proportion, were selected for collecting data.

Details of the school selected for the sample is given in the Table 2.

Table 2

List of Schools

Sl. No.	Name of the schools	Locale	Govt./ Aided.	Male	Female
1	R.E.C G.V.H.S.S Chathamangalam	Rural	Govt	30	21
2	Mukkam H.S.S	Rural	Govt	22	28
3	K.K.M.G.V.H.S.S Orkkatteri Vadakara	Rural	Govt	23	26
4	U.H.H.S.S Chaliyam	Rural	Aided	24	29
5	C.M.H.S.S Mannur	Rural	Aided	28	26
6	H.S.S Perambra	Rural	Aided	23	20
7	G.V.H.S.S Meenchantha	Urban	Govt	26	25

Sl. No.	Name of the schools	Locale	Govt./ Aided.	Male	Female
8	G.V.H.S.S Feroke	Urban	Govt	20	31
9	G.V.H.S.S Cheruvannur	Urban	Govt	29	19
10	Ramakrishna Mission Meenchanda	Urban	Aided	25	29
11	Farook Higher Secondary School , Farook College	Urban	Aided	30	23
12	Kunnamangalam Higher Secondary School Kunnamangalam	Urban	Aided	20	23
Total				300	300

The collected data was 600. But more than 900 students are responded but some of the students did not answer the whole items in the test. Thus the investigator avoided incomplete response sheets and had satisfied with a total 600 samples. The category wise distribution of which is presented in Table 3

Table 3

Final Sample

Sex	Government			Aided		
	Rural	Urban	Total	Rural	Urban	Total
Male	75	75	150	75	75	150
Female	75	75	150	75	75	150
Total	150	150	300	150	150	300
Grand Total				600		

Data Collection Procedures and scoring procedure

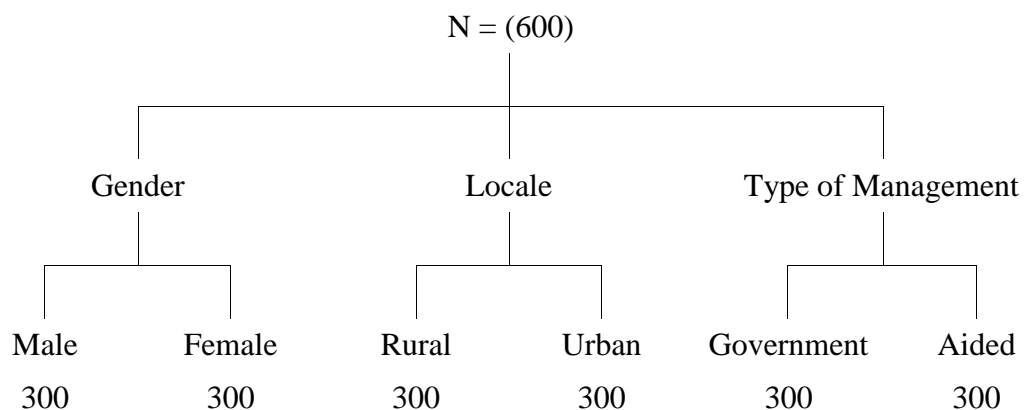
Administration of the tool

For the collection of data, the investigator prepared a time schedule to visit the schools. In accordance with it, the investigator approached the heads of the institutions for obtaining permission for the data collection. After getting the permission the investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools and response sheets were distributed and collected back after they completed the work.

Scoring and consolidation of data

The response sheets were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis while scoring, incomplete response sheets were rejected and the final sample size reduced from 900 to 600. The breakup of the sample is given in figure 1

Details of final sample:



Statistical technique used for analysis

For the present study the investigator used the following statistical technique for analysing data.

Estimation of the percentage of errors for each category of items for the total sample and the relevant sub-samples (Gender, Locale, Type of the school Management).

ANALYSIS AND INTERPRETATION OF DATA

- Objectives of the study
- Analysis of Data
- Educational Implications
- Suggestion for further research
- Discussion of Result

ANALYSIS AND INTERPRETATION OF DATA

The present study was an attempt to errors committed in written Malayalam by standard X students in Kozhikode districts. The data after collection has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is the essential for a scientific study and for ensuring. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. Thus in the process of analysis relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significant to determine with what validity data can be said to indicate any conclusions (Kothari, 1990).

Statistical analysis of the study so as to test the hypotheses stated and a discussion of the results are presented in this chapter. To have a clear picture of the study the objectives and hypothesis set up for the study are restated below.

OBJECTIVES

Following are the objectives of the study

1. To find out the error in written Malayalam by standard X students for the total sample.

2. To find out the error in written Malayalam by standard X students for the total sample and subsample based on a) gender b) Locale and c) type of school management.

The analysis of data and discussion of results are presented under the following heads.

- A. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample.
- B. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on gender.
- C. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on Locale.
- D. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on type of school management.

For convenience the investigator categorized the students as poor, below average, average and excellent. The tool included 12 Different areas of skills of writing Malayalam and in each area there were 5 questions. If all the 5 questions were right then the students are considered as Excellent. If 3 or 4 questions were right then the students are considered as Average. If they scored 1 or 2 questions correct they considered as Below Average and if a student answered all 5 questions wrong, considered poor. The analysis of data and discussion of results are presented below

A. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample.

This section of the analysis was done to find out the Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample. The Errors committed in written Malayalam by standard X students with its percent of occurrence are presented in Table 4.

Table 4

Percentage of standard X students who committed errors in written Malayalam for the total sample

Sl No	Different areas of skills of writing Malayalam	Percentage of students who committed errors in written Malayalam (N= 600)			
		Poor	Below Average	Average	Excellent
1	Spot the correct spelled word	3.0	27.8	56.5	12.7
2	Identifying Vowels & Consonants	4.8	29.2	49.7	16.3
3	Ability to identify the correct letter by combining letters	0.0	22.0	49.8	28.2
4	Capability to identify the suitable letter	9.3	57.5	32.5	0.7
5	Usage of suitable Accent mark	3.3	3.0	21.0	72.7
6	Usage of the appropriate Letter	4.2	19.2	67.5	9.2
7	Spotting the errors in the sentence	12.0	22.7	51.5	13.8
8	Meaning of the different words but pronounced similar	70.7	23.0	6.3	0.0
9	Identifying grammatical mistakes	1.7	10.5	84.5	3.3

Sl No	Different areas of skills of writing Malayalam	Percentage of students who committed errors in written Malayalam (N= 600)			
		Poor	Below Average	Average	Excellent
10	Usage of suitable Symbols	1.7	13.5	57.0	27.8
11	Assessment of vocabulary	3.8	36.7	56.5	3.0
12	Choosing the Appropriate Word	10.5	38.0	49.0	2.5

Table 4 reveals that 3 percent of the total standard X students in Kozhikode district is poor in spotting the correct spelled word. That means they answered wrong for all questions in the area. More than 27.8 percent of the total standard X students in Kozhikode district are below average in spotting the correct spelled word. That means they gave right answer for 1 or 2 questions in the area. It is evident that 56.5 percent of the total standard X students in Kozhikode district is average in spotting the correct spelled word. That means they gave right answer for 3 or 4 questions in the area. Only 12.7 percent of the total standard X students in Kozhikode district is excellent in spotting the correct spelled word. That means they gave right answers for all the 5 questions in the area.

Table 4 also reveals that 4.8 percent of the total standard X students in Kozhikode district is poor in Identifying Vowels & Consonants. That means they answered wrong for all questions in the area. More than 29.2 percent of the total standard X students in Kozhikode district is below average in Identifying Vowels & Consonants. That means they gave right answer for 1 or 2 questions in the area. It is evident that 49.7 percent of the total standard X students in Kozhikode district is

average in spotting Identifying Vowels & Consonants. That means they gave right answer for 3 or 4 questions in the area. Only 16.3 percent of the total standard X students in Kozhikode district is excellent in Identifying Vowels & Consonants. That means they gave right answers for all the 5 questions in the area.

Table 4 also reveals that 0 percent of the total standard X students in Kozhikode district is Poor in Ability to identify the correct letter by combining letters. That means they answered wrong for all questions in the area. More than 22 percent of the total standard X students in Kozhikode district is below average in Ability to identify the correct letter by combining letters. That means they gave right answer for 1 or 2 questions in the area. It is evident that 49.8 percent of the total standard X students in Kozhikode district is average in Ability to identify the correct letter by combining letters. That means they gave right answer for 3 or 4 questions in the area. Only 28.2 percent of the total standard X students in Kozhikode district is excellent in Ability to identify the correct letter by combining letters. That means they gave right answers for all the 5 questions in the area.

Table 4 also reveals that 9.3 percent of the total standard X students in Kozhikode district is poor in Capability to identify the suitable letter. That means they answered wrong for all questions in the area. More than 57.5 percent of the total standard X students in Kozhikode district are below average in Capability to identify the suitable letter. That means they gave right answer for 1 or 2 questions in the area. It is evident that 32.5 percent of the total standard X students in Kozhikode district is average in Capability to identify the suitable letter. That means they gave right answer for 3 or 4 questions in the area. Only 0.7 percent of the total standard X

students in Kozhikode district is excellent in Capability to identify the suitable letter. That means they gave right answers for all the 5 questions in the area.

It is clear from table 4 that 3.3 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Accent mark. That means they answered wrong for all questions in the area. More than 3 percent of the total standard X students in Kozhikode district are below average in Usage of suitable Accent mark. That means they gave right answer for 1 or 2 questions in the area. It is evident that 21 percent of the total standard X students in Kozhikode district is average in Usage of suitable Accent mark. That means they gave right answer for 3 or 4 questions in the area. Only 72.7 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Accent mark. That means they gave right answers for all the 5 questions in the area.

Table 4 discloses that 4.2 percent of the total standard X students in Kozhikode district is poor in Usage of the appropriate Letter. That means they answered wrong for all questions in the area. More than 19.2 percent of the total standard X students in Kozhikode district are below average in Usage of the appropriate Letter. That means they gave right answer for 1 or 2 questions in the area. It is evident that 67.5 percent of the total standard X students in Kozhikode district is average in Usage of the appropriate Letter. That means they gave right answer for 3 or 4 questions in the area. Only 9.2 percent of the total standard X students in Kozhikode district is excellent in Usage of the appropriate Letter. That means they gave right answers for all the 5 questions in the area.

Table 4 reveals that 12 percent of the total standard X students in Kozhikode district is poor in spotting the errors in the sentence. That means they answered wrong for all questions in the area. More than 22.7 percent of the total standard X students in Kozhikode district are below average in spotting the errors in the sentence. That means they gave right answer for 1 or 2 questions in the area. It is evident that 51.5 percent of the total standard X students in Kozhikode district is average in spotting the errors in the sentence. That means they gave right answer for 3 or 4 questions in the area. Only 13.8 percent of the total standard X students in Kozhikode district is excellent in spotting the errors in the sentence. That means they gave right answers for all the 5 questions in the area.

Table 4 reveals that 70.7 percent of the total standard X students in Kozhikode district is poor in Meaning of the different words but pronounced similar. That means they answered wrong for all questions in the area. More than 23.0 percent of the total standard X students in Kozhikode district are below average in Meaning of the different words but pronounced similar. That means they gave right answer for 1 or 2 questions in the area. It is evident that 6.3 percent of the total standard X students in Kozhikode district is average in Meaning of the different words but pronounced similar. That means they gave right answer for 3 or 4 questions in the area. Only 0 percent of the total standard X students in Kozhikode district is excellent Meaning of the different words but pronounced similar. That means they gave right answers for all the 5 questions in the area.

Table 4 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Identifying grammatical mistakes. That means they answered

wrong for all questions in the area. More than 10.5 percent of the total standard X students in Kozhikode district are below average in Identifying grammatical mistakes. That means they gave right answer for 1 or 2 questions in the area. It is evident that 84.5 percent of the total standard X students in Kozhikode district is average in Identifying grammatical mistakes. That means they gave right answer for 3 or 4 questions in the area. Only 3.3 percent of the total standard X students in Kozhikode district is excellent in Identifying grammatical mistakes. That means they gave right answers for all the 5 questions in the area.

Table 4 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Symbols. That means they answered wrong for all questions in the area. More than 13.5 percent of the total standard X students in Kozhikode district are below average in Usage of suitable Symbols. That means they gave right answer for 1 or 2 questions in the area. It is evident that 57 percent of the total standard X students in Kozhikode district is average in Usage of suitable Symbols. That means they gave right answer for 3 or 4 questions in the area. Only 27.8 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Symbols. That means they gave right answers for all the 5 questions in the area.

Table 4 reveals that 3.8 percent of the total standard X students in Kozhikode district is poor in Assessment of vocabulary. That means they answered wrong for all questions in the area. More than 36.7 percent of the total standard X students in Kozhikode district are below average in Assessment of vocabulary. That means they gave right answer for 1 or 2 questions in the area. It is evident that 56.5 percent of

the total standard X students in Kozhikode district is average in Assessment of vocabulary. That means they gave right answer for 3 or 4 questions in the area. Only 3 percent of the total standard X students in Kozhikode district is excellent in Assessment of vocabulary. That means they gave right answers for all the 5 questions in the area.

Table 4 reveals that 10.5 percent of the total standard X students in Kozhikode district is poor in choosing the appropriate word. That means they answered wrong for all questions in the area. More than 38 percent of the total standard X students in Kozhikode district are below average in choosing the appropriate word. That means they gave right answer for 1 or 2 questions in the area. It is evident that 49 percent of the total standard X students in Kozhikode district is average in choosing the appropriate word. That means they gave right answer for 3 or 4 questions in the area. Only 2.5 percent of the total standard X students in Kozhikode district is excellent in choosing the appropriate word. That means they gave right answers for all the 5 questions in the area.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam for the total sample are shown as Figure 1

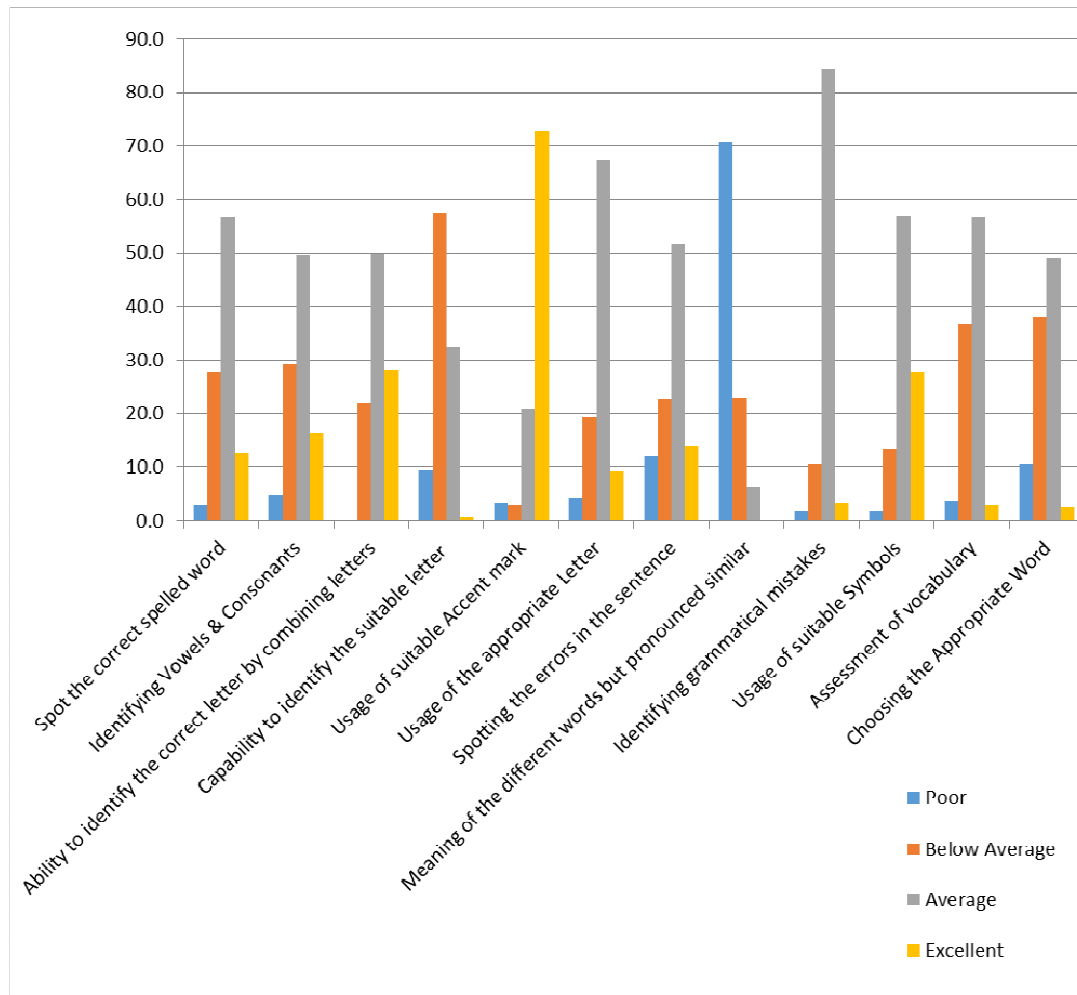


Figure 1: Graphical representation of Percentage of standard X students who committed errors in written Malayalam for the total sample

Discussion

The analysis of data shows that the condition of some standard X students in Kerala is not desirable. Three percent of the total sample failed to spell out all questions. Besides that other 27.8 percent is below average in the area. 56.5 percent is average in the area and 12.7 percent excellent in the area. 4.8 percent of total

sample failed to Identifying Vowels & Consonants. Besides 29.2 percent is below average in the area. 49.7 percent is average in the area and 16.3 percent excellent in the area. All are successfully answered in the total sample of Ability to identify the correct letter by combining letters. Besides that other 22 percent is below average in the area. 49.8 percent is average in the area and 28.3 percent excellent in the area. 9.3 percent of the total sample failed to capability to identify the suitable letter in all questions. Besides that other 57.5 percent is below average in the area. 32.5 percent is average in the area and 0.7 percent excellent in the area. 3.3 percent of the total sample failed to Usage of suitable Accent mark all questions. Besides that other 3 percent is below average in the area. 21 percent is average in the area and 72.7 percent excellent in the area. 4.2 percent of the total sample failed to Usage of the appropriate Letter all questions. Besides that other 19.2 percent is below average in the area. 67.5 percent is average in the area and 72.7 percent excellent in the area. 12 percent of the total sample failed to spot the errors in the sentence all questions. Besides that other 22.7 percent is below average in the area. 51.5 percent is average in the area and 9.2 percent excellent in the area. 70.7 percent of the total sample failed to Meaning of the different words but pronounced similar to all questions. Besides that other 23 percent is below average in the area. 6.3 percent is average in the area and other all are excellent in the area. 1.7 percent of the total sample failed to Identifying grammatical mistakes in all questions. Besides that other 10.5 percent is below average in the area. 84.5 percent is average in the area and 3.3 percent excellent in the area. 1.7 percent of the total sample failed to Usage of suitable Symbols all questions. Besides that other 13.5 percent is below average in the area. 57 percent is average in the area and 27.8 percent excellent in the area. 3.8 percent of

the total sample failed to Assessment of vocabulary all questions. Besides that other 36.7 percent is below average in the area. 56.5 percent is average in the area and 3 percent excellent in the area. 10.5 percent of the total sample failed to choose the Appropriate Word in all questions. Besides that other 38.0 percent is below average in the area. 49 percent is average in the area and 2.5 percent excellent in the area.

B. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on gender.

This section of the analysis was done to find out whether there exists gender difference in Errors committed in written Malayalam by standard X students in Kozhikode district. For this, the number of students who committed errors in each area of skills of writing Malayalam was counted separately for male and female students. Then the gender difference in Errors committed in written Malayalam by standard X students is found out using percentage. Table 5 displays the result.

Table 5

Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on gender.

Sl No	Different areas of skills of writing Malayalam	Percentage of students who committed errors in written Malayalam											
		Poor			Below Average			Average			Excellent		
		Male	Female	Total no of students	Male	Female	Total no of students	Male	Female	Total no of students	Male	Female	Total no of students
1	Spot the correct spelled word	88.9	11.1	18 (3%)	61.1	38.9	167 (27%)	43.1	56.9	339 (55.6%)	47.4	52.6	76 (12.7%)
2	Identifying Vowels & Consonants	75.9	24.1	29 (4.8%)	63.4	36.6	175 (29.2%)	46.3	53.7	298 (49.7%)	29.6	70.4	98 (16.3%)
3	Ability to identify the correct letter by combining letters	0	0	0 (0%)	68.9	31.1	132 (22.0%)	48.8	51.2	299 (49.8%)	37.3	62.7	169 (28.2%)
4	Capability to identify the suitable letter	66.1	33.9	56 (9.3%)	47.2	52.8	345 (57.5%)	50.3	49.7	195 (32.5%)	50	50	4 (0.7%)
5	Usage of suitable Accent mark	80	20	20 (3.3%)	72.2	27.8	18 (3%)	58.7	41.3	126 (21%)	45.2	54.8	436 (72.7%)
6	Usage of the appropriate Letter	84	16	25 (4.2%)	65.2	34.8	115 (19.2%)	46.2	53.8	405 (67.5%)	30.9	69.1	55 (9.2%)
7	Spotting the errors in the sentence	80.6	19.4	72 (12%)	63.2	36.8	136 (22.7%)	39.2	60.8	309 (51.5%)	42.2	57.8	83 (13.8%)
8	Meaning of the different words but pronounced similar	52.6	47.4	424 (70.7%)	40.6	59.4	138 (23%)	55.3	44.7	38 (6.3%)	0	0	0 (0%)
9	Identifying grammatical mistakes	60	40	10 (1.7%)	73	27	63 (10.5%)	46.5	53.5	507 (84.5%)	60	40	20 (3.3%)
10	Usage of suitable Symbols	70	30	10 (1.7%)	87.7	12.3	81 (13.5%)	46.8	53.2	342 (57%)	37.1	62.9	167 (27.8%)
11	Assessment of vocabulary	73.9	26.1	23 (3.8%)	53.6	46.4	220 (36.7)	45.7	54.3	339 (56.5%)	55.6	44.4	18 (3%)
12	Choosing the Appropriate Word	61.9	38.1	63 (10.5%)	58.3	41.7	228 (38%)	42.2	57.8	294 (49%)	26.7	73.3	15 (2.5%)

Table 5 reveals that 3 percent of the total standard X students in Kozhikode district is poor in spotting the correct spelled word. In this 88.9 percent of students belongs to male and 11.1 percent are female. More than 27.8 percent of the total standard X students in Kozhikode district is below average in spotting the correct spelled word. In this 61.1 percent of students belongs to male and 38.9 percent are female. It is evident that 56.5 percent of the total standard X students in Kozhikode district is average in spotting the correct spelled word. In this 43.1 percent of students belongs to male and 56.9 percent are female. Only 12.7 percent of the total standard X students in Kozhikode district is excellent in spotting the correct spelled word. In this 47.4 percent of students belongs to male and 52.6 percent are female.

Table 5 reveals that 4.8 percent of the total standard X students in Kozhikode district is poor in Identifying Vowels & Consonants. In this 75.9 percent of students belongs to male and 24.1 percent are female. More than 29.2 percent of the total standard X students in Kozhikode district is below average in Identifying Vowels & Consonants. In this 63.4 percent of students belongs to male and 36.6 percent are female. It is evident that 49.7 percent of the total standard X students in Kozhikode district is average in Identifying Vowels & Consonants. In this 46.3 percent of students belongs to male and 53.7 percent are female. Only 16.3 percent of the total standard X students in Kozhikode district is excellent in Identifying Vowels & Consonants. In this 29.6 percent of students belongs to male and 70.4 percent are female.

Table 5 reveals that 0 percent of the total standard X students in Kozhikode district is poor in spotting the correct spelled word. In this 0 percent of students

belongs to male and 0 percent are female. More than 22 percent of the total standard X students in Kozhikode district is below average in Ability to identify the correct letter by combining letters. In this 68.9 percent of students belongs to male and 31.1 percent are female. It is evident that 49.8 percent of the total standard X students in Kozhikode district is average in Ability to identify the correct letter by combining letters. In this 48.8 percent of students belongs to male and 51.2 percent are female. Only 28.2 percent of the total standard X students in Kozhikode district is excellent in Ability to identify the correct letter by combining letters. In this 37.3 percent of students belongs to male and 62.7 percent are female.

Table 5 reveals that 9.3 percent of the total standard X students in Kozhikode district is poor in Capability to identify the suitable letter. In this 66.1 percent of students belongs to male and 33.9 percent are female. More than 57.5 percent of the total standard X students in Kozhikode district is below average in Capability to identify the suitable letter. In this 47.2 percent of students belongs to male and 52.8 percent are female. It is evident that 32.5 percent of the total standard X students in Kozhikode district is average in Capability to identify the suitable letter. In this 50.3 percent of students belongs to male and 49.7 percent are female. Only 0.7 percent of the total standard X students in Kozhikode district is excellent in Capability to identify the suitable letter. In this 50 percent of students belongs to male and 50 percent are female.

Table 5 reveals that 3.3 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Accent mark. In this 80 percent of students belongs to male and 20 percent are female. More than 3 percent of the total standard

X students in Kozhikode district is below average in Usage of suitable Accent mark. In this 72.2 percent of students belongs to male and 27.8 percent are female. It is evident that 21.0 percent of the total standard X students in Kozhikode district is average in spotting the Usage of suitable Accent mark. In this 58.7 percent of students belongs to male and 41.3 percent are female. Only 72.7 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Accent mark. In this 45.2 percent of students belongs to male and 54.8 percent are female.

Table 5 reveals that 4.2 percent of the total standard X students in Kozhikode district is poor in Usage of the appropriate Letter. In this 84 percent of students belongs to male and 16 percent are female. More than 19.2 percent of the total standard X students in Kozhikode district is below average in Usage of the appropriate Letter. In this 65.2 percent of students belongs to male and 34.8 percent are female. It is evident that 67.5 percent of the total standard X students in Kozhikode district is average in Usage of the appropriate Letter. In this 46.2 percent of students belongs to male and 53.8 percent are female. Only 9.2 percent of the total standard X students in Kozhikode district is excellent in Usage of the appropriate Letter. In this 30.9 percent of students belongs to male and 69.1 percent are female.

Table 5 reveals that 12 percent of the total standard X students in Kozhikode district is poor in spotting the errors in the sentence. In this 80.6 percent of students belongs to male and 19.4 percent are female. More than 22.7 percent of the total standard X students in Kozhikode district is below average in spotting the errors in the sentence. In this 63.2 percent of students belongs to male and 36.8 percent are

female. It is evident that 51.5 percent of the total standard X students in Kozhikode district is average in spotting the errors in the sentence. In this 39.2 percent of students belongs to male and 60.8 percent are female. Only 13.8 percent of the total standard X students in Kozhikode district is excellent in spotting the errors in the sentence. In this 42.2 percent of students belongs to male and 57.8 percent are female.

Table 5 reveals that 70.7 percent of the total standard X students in Kozhikode district is poor in Meaning of the different words but pronounced similar. In this 52.6 percent of students belongs to male and 47.4 percent are female. More than 23 percent of the total standard X students in Kozhikode district is below average in Meaning of the different words but pronounced similar. In this 40.6 percent of students belongs to male and 59.4 percent are female. It is evident that 6.3 percent of the total standard X students in Kozhikode district is average in Meaning of the different words but pronounced similar. In this 55.3 percent of students belongs to male and 44.7 percent are female. Only 0 percent of the total standard X students in Kozhikode district is excellent in Meaning of the different words but pronounced similar. In this 0 percent of students belongs to male and 0 percent are female.

Table 5 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Identifying grammatical mistakes. In this 60 percent of students belongs to male and 40 percent are female. More than 10.5 percent of the total standard X students in Kozhikode district is below average in Identifying grammatical mistakes. In this 73 percent of students belongs to male and 27 percent

are female. It is evident that 84.5 percent of the total standard X students in Kozhikode district is average in Identifying grammatical mistakes. In this 46.5 percent of students belongs to male and 53.5 percent are female. Only 3.3 percent of the total standard X students in Kozhikode district is excellent in Identifying grammatical mistakes. In this 60 percent of students belongs to male and 40 percent are female.

Table 5 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Symbols. In this 70 percent of students belongs to male and 30 percent are female. More than 13.5 percent of the total standard X students in Kozhikode district is below average in Usage of suitable Symbols. In this 87.7 percent of students belongs to male and 12.3 percent are female. It is evident that 57 percent of the total standard X students in Kozhikode district is average in Usage of suitable Symbols. In this 46.8 percent of students belongs to male and 53.2 percent are female. Only 27.8 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Symbols. In this 37.1 percent of students belongs to male and 62.9 percent are female.

Table 5 reveals that 3.8 percent of the total standard X students in Kozhikode district is poor in Assessment of vocabulary. In this 73.9 percent of students belongs to male and 26.1 percent are female. More than 36.7 percent of the total standard X students in Kozhikode district is below average in Assessment of vocabulary. In this 53.6 percent of students belongs to male and 46.4 percent are female. It is evident that 56.5 percent of the total standard X students in Kozhikode district is average in Assessment of vocabulary. In this 47.7 percent of students belongs to male and 54.3

percent are female. Only 3 percent of the total standard X students in Kozhikode district is excellent in Assessment of vocabulary. In this 55.6 percent of students belongs to male and 44.4 percent are female.

Table 5 reveals that 10.5 percent of the total standard X students in Kozhikode district is poor in choosing the appropriate word. In this 61.9 percent of students belongs to male and 38.1 percent are female. More than 38 percent of the total standard X students in Kozhikode district is below average in choosing the appropriate word. In this 58.3 percent of students belongs to male and 41.7 percent are female. It is evident that 49 percent of the total standard X students in Kozhikode district is average in choosing the appropriate word. In this 42.2 percent of students belongs to male and 57.8 percent are female. Only 2.5 percent of the total standard X students in Kozhikode district is excellent in choosing the appropriate word. In this 26.7 percent of students belongs to male and 73.3 percent are female.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under poor criteria are shown as Figure 2

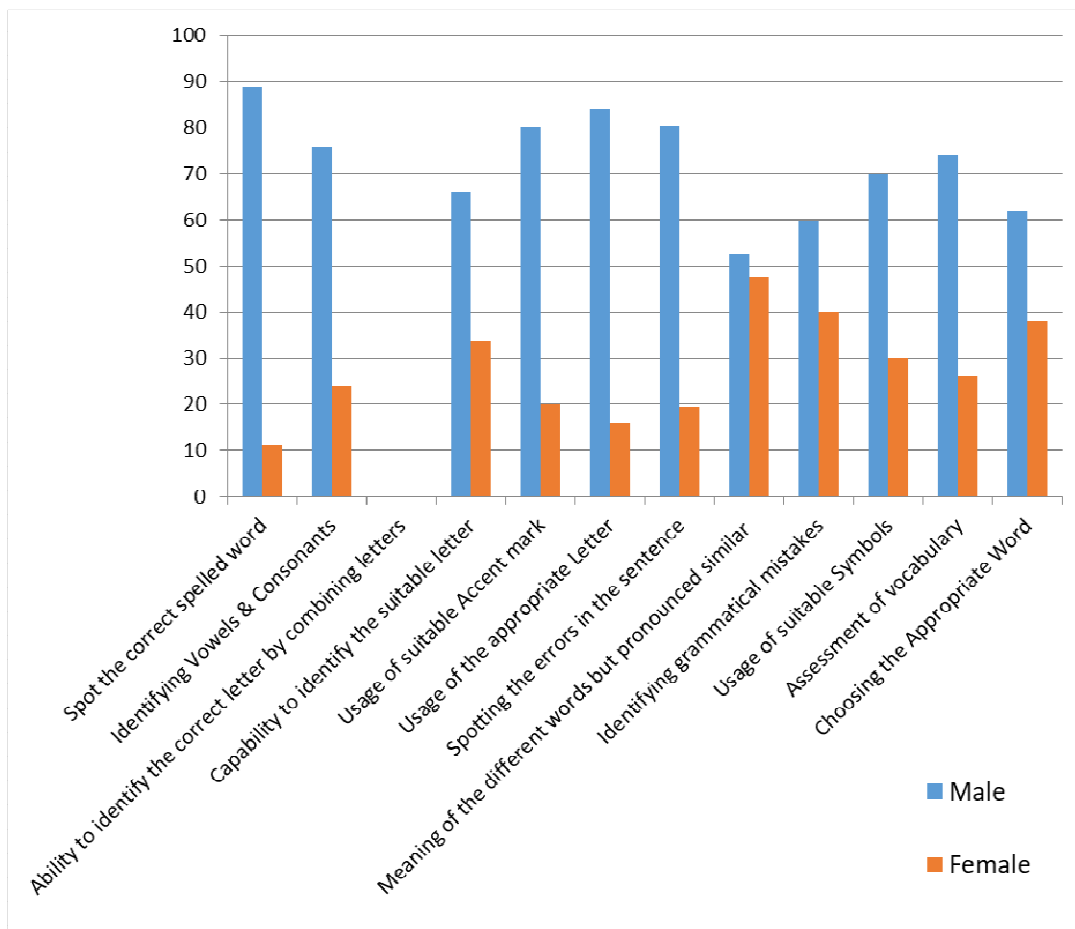


Figure 2: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under poor criteria.

Discussion

From the figure it is very easy to understand the gender difference of standard X students who are in poor criteria. We can understand from the figure that more male students seem to be poorer than that of female students.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under below average criteria are shown in Figure 3

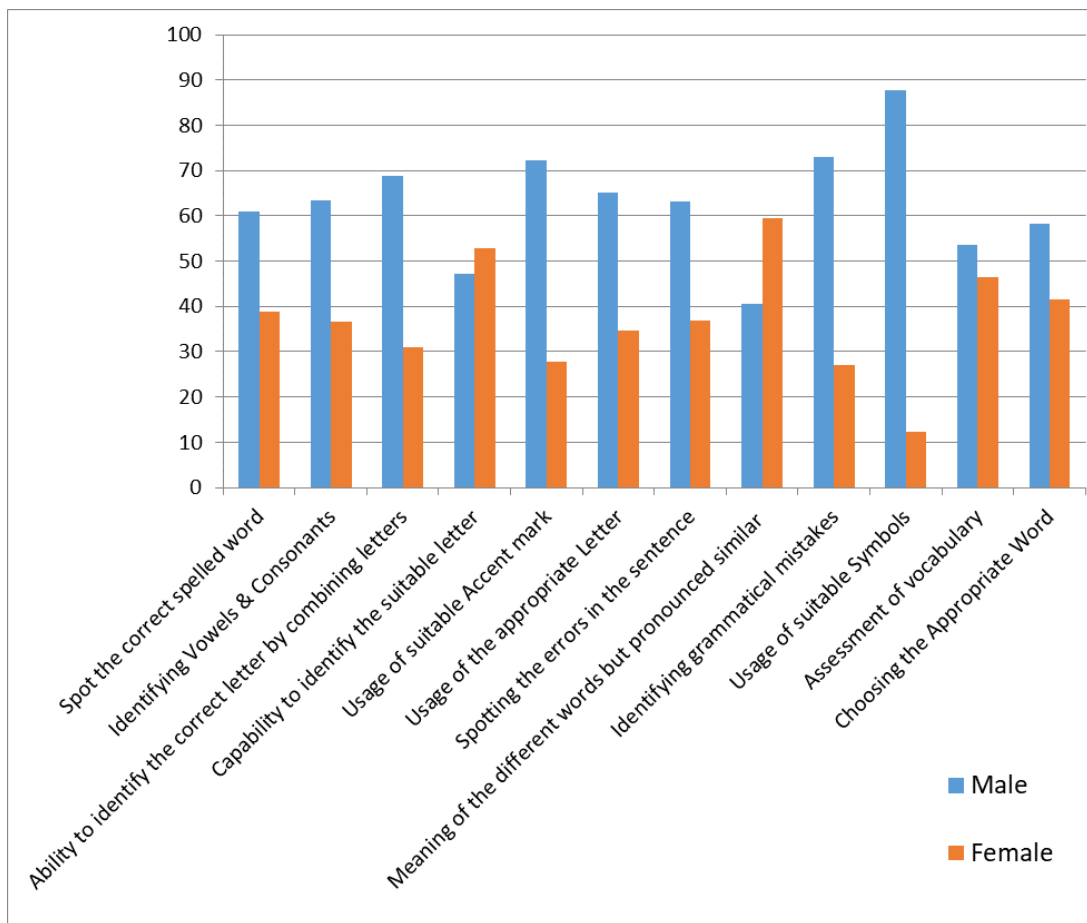


Figure 3: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under below average criteria.

Discussion

From the figure it is very easy to understand the gender difference of standard X students who are in below average criteria. We can understand from the figure that more male students seem to be poorer than that of female students except two skills viz., capability to identify the suitable letter and different words but pronounced similar.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under average criteria are shown in Figure 4

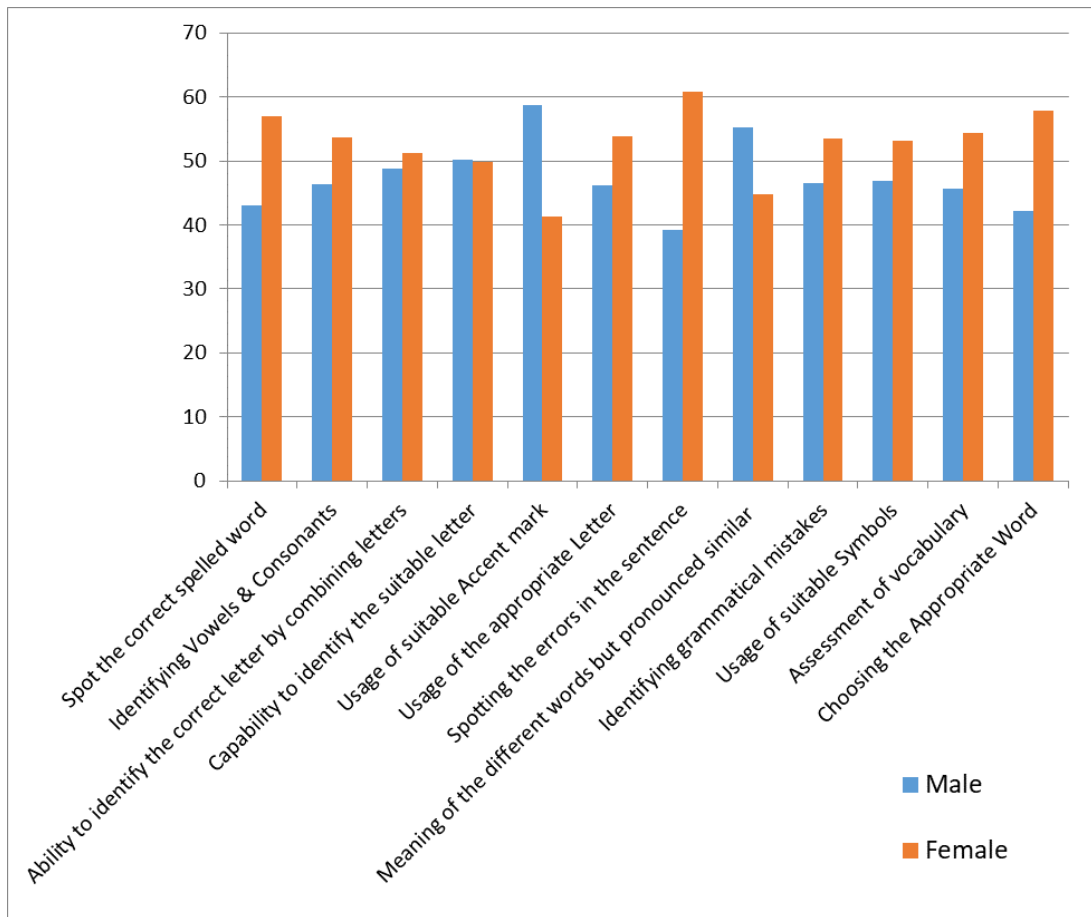


Figure 4: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under average criteria.

Discussion

From the figure it is clear that the gender difference of standard X students who are in average criteria. We can understand from the figure that more female

students seem to be poorer than that of male students except two skills viz., sporting the errors in the sentences and choosing the appropriate word.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under excellent criteria are shown in Figure 5

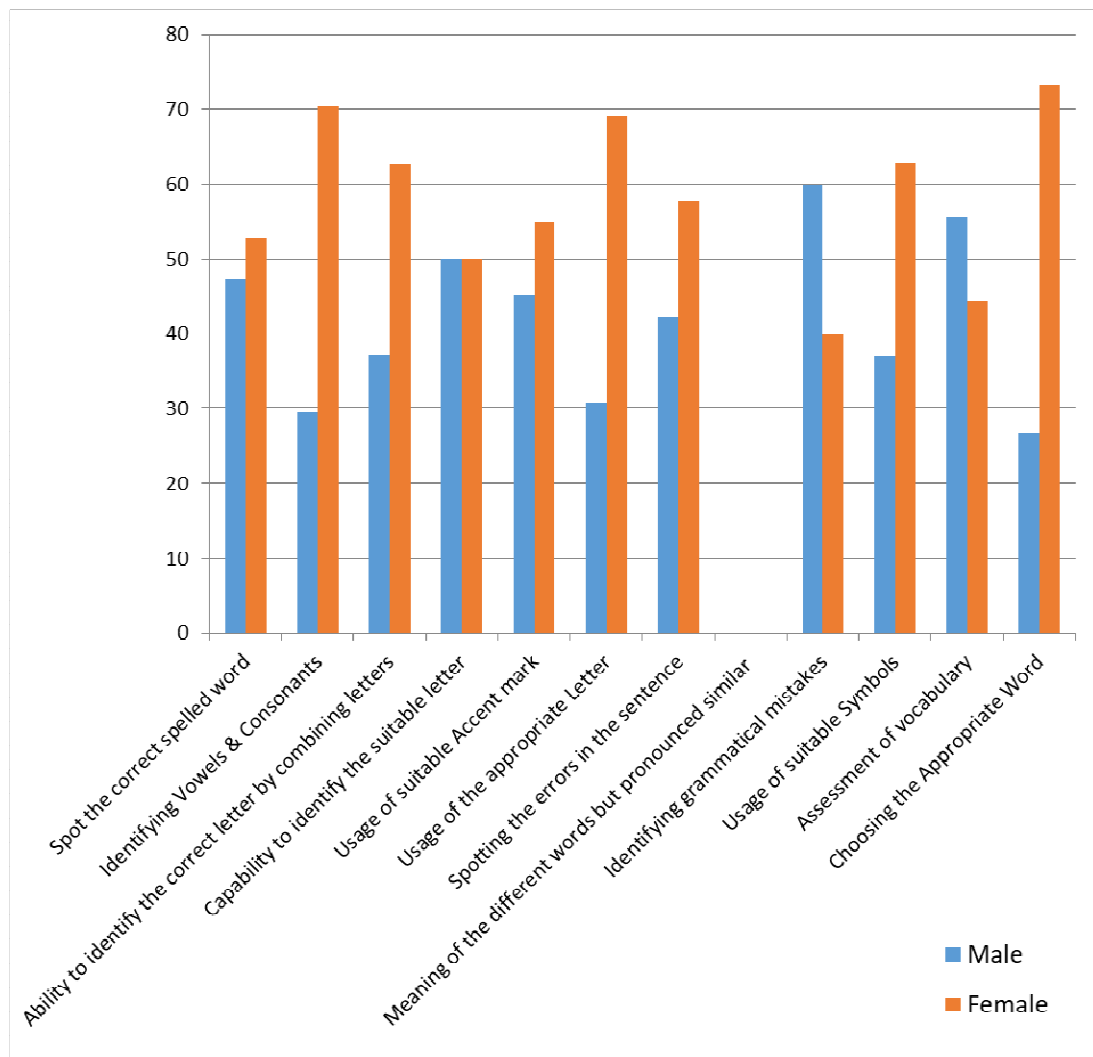


Figure 5: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on gender under excellent criteria.

Discussion

From the figure it is very easy to understand the gender difference of standard X students who are in excellent criteria. We can understand from the figure that more female students seems to be poorer than of male students except three skills viz., choosing the appropriate word, usage of the appropriate letter and identifying vowels and consonants.

C. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on locale.

This section of the analysis was done to find out whether there exists locale difference in Errors committed in written Malayalam by standard X students in Kozhikode district. For this, the number of students who committed errors in each area of skills of writing Malayalam was counted separately for rural and urban students. Then the locale difference in Errors committed in written Malayalam by standard X students is found out using percentage. Table 6 displays the result.

Table 6

Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on locale.

Sl. No.	Different areas of skills of writing Malayalam	Percentage of students who committed errors in written Malayalam											
		Poor			Below Average			Average			Excellent		
		Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
1	Spot the correct spelled word	22.22	77.78	3	46.11	53.89	27.83	51.92	48.08	56.5	55.26	44.74	12.67
2	Identifying Vowels & Consonants	31.03	68.97	4.833	45.71	54.29	29.17	52.68	47.32	49.67	56.12	43.88	16.33
3	Ability to identify the correct letter by combining letters	0	0	0	62.88	37.12	22	42.14	57.86	49.83	53.25	46.75	28.17
4	Capability to identify the suitable letter	39.29	60.71	9.333	52.17	47.83	57.5	49.23	50.77	32.5	25	75	0.667
5	Usage of suitable Accent mark	45	55	3.333	72.22	27.78	3	51.59	48.41	21	48.62	51.38	72.67
6	Usage of the appropriate Letter	44	56	4.167	47.83	52.17	19.17	51.11	48.89	67.5	47.27	52.73	9.167
7	Spotting the errors in the sentence	44.44	55.56	12	56.62	43.38	22.67	47.9	52.1	51.5	50.6	49.4	13.83
8	Meaning of the different words but pronounced similar	54.01	45.99	70.67	37.68	62.32	23	47.37	52.63	6.333	0	0	0
9	Identifying grammatical mistakes	60	40	1.667	41.27	58.73	10.5	50.69	49.31	84.5	50	50	3.333
10	Usage of suitable Symbols	30	70	1.667	48.15	51.85	13.5	58.48	41.52	57	34.13	65.87	27.83
11	Assessment of vocabulary	39.13	60.87	3.833	60.45	39.55	36.67	42.18	57.82	56.5	77.78	22.22	3
12	Choosing the Appropriate Word	61.9	38.1	10.5	54.82	45.18	38	44.22	55.78	49	33.33	66.67	2.5

Table 6 reveals that 3 percent of the total standard X students in Kozhikode district is poor in spotting the correct spelled word. In this 22.22 percent of students belongs to urban area and 77.78 percent are rural area. More than 27.8 percent of the total standard X students in Kozhikode district is below average in spotting the correct spelled word. In this 46.11 percent of students belongs to urban area and 53.89 percent are rural area. It is evident that 56.5 percent of the total standard X students in Kozhikode district is average in spotting the correct spelled word. In this 51.92 percent of students belongs to urban area and 48.08 percent are rural area. Only 12.7 percent of the total standard X students in Kozhikode district is excellent in spotting the correct spelled word. In this 55.24 percent of students belongs to urban area and 44.74 percent are rural area.

Table 6 reveals that 4.8 percent of the total standard X students in Kozhikode district is poor in Identifying Vowels & Consonants. In this 31.03 percent of students belongs to urban area and 68.97 percent are rural area. More than 29.2 percent of the total standard X students in Kozhikode district is below average in Identifying Vowels & Consonants. In this 45.71 percent of students belongs to urban area and 54.29 percent are rural area. It is evident that 49.7 percent of the total standard X students in Kozhikode district is average in Identifying Vowels & Consonants. In this 52.68 percent of students belongs to urban area and 47.32 percent are rural area. Only 16.3 percent of the total standard X students in Kozhikode district is excellent in Identifying Vowels & Consonants. In this 56.12 percent of students belongs to urban area and 43.88 percent are rural area.

Table 6 reveals that 0 percent of the total standard X students in Kozhikode district is poor in Ability to identify the correct letter by combining letters. In this 0 percent of students belongs to urban area and 0 percent are rural area. More than 22 percent of the total standard X students in Kozhikode district is below average in Ability to identify the correct letter by combining letters. In this 62.88 percent of students belongs to urban area and 37.12 percent are rural area. It is evident that 49.8 percent of the total standard X students in Kozhikode district is average in Ability to identify the correct letter by combining letters. In this 42.14 percent of students belongs to urban area and 57.86 percent are rural area. Only 28.2 percent of the total standard X students in Kozhikode district is excellent in Ability to identify the correct letter by combining letters. In this 53.25 percent of students belongs to urban area and 46.75 percent are rural area.

Table 6 reveals that 9.3 percent of the total standard X students in Kozhikode district is poor in Capability to identify the suitable letter. In this 39.29 percent of students belongs to urban area and 60.71 percent are rural area. More than 57.5 percent of the total standard X students in Kozhikode district is below average in Capability to identify the suitable letter. In this 52.17 percent of students belongs to urban area and 47.83 percent are rural area. It is evident that 32.5 percent of the total standard X students in Kozhikode district is average in Capability to identify the suitable letter. In this 49.23 percent of students belongs to urban area and 50.77 percent are rural area. Only 0.7 percent of the total standard X students in Kozhikode district is excellent in Capability to identify the suitable letter. In this 25 percent of students belongs to urban area and 75 percent are rural area.

Table 6 reveals that 3.3 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Accent mark. In this 45 percent of students belongs to urban area and 55 percent are rural area. More than 3 percent of the total standard X students in Kozhikode district is below average in Usage of suitable Accent mark. In this 72.22 percent of students belongs to urban area and 27.78 percent are rural area. It is evident that 21.0 percent of the total standard X students in Kozhikode district is average in spotting the Usage of suitable Accent mark. In this 51.59 percent of students belongs to urban area and 48.41 percent are rural area. Only 72.7 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Accent mark. In this 48.62 percent of students belongs to urban area and 51.38 percent are rural area.

Table 6 reveals that 4.2 percent of the total standard X students in Kozhikode district is poor in Usage of the appropriate Letter. In this 44 percent of students belongs to urban area and 56 percent are rural area. More than 19.2 percent of the total standard X students in Kozhikode district is below average in Usage of the appropriate Letter. In this 47.83 percent of students belongs to urban area and 52.17 percent are rural area. It is evident that 67.5 percent of the total standard X students in Kozhikode district is average in Usage of the appropriate Letter. In this 51.11 percent of students belongs to urban area and 48.89 percent are rural area. Only 9.2 percent of the total standard X students in Kozhikode district is excellent in Usage of the appropriate Letter. In this 47.27 percent of students belongs to urban area and 52.73 percent are rural area.

Table 6 reveals that 12 percent of the total standard X students in Kozhikode district is poor in spotting the errors in the sentence. In this 44.44 percent of students belongs to urban area and 55.56 percent are rural area. More than 22.7 percent of the total standard X students in Kozhikode district is below average in spotting the errors in the sentence. In this 56.62 percent of students belongs to urban area and 43.38 percent are rural area. It is evident that 51.5 percent of the total standard X students in Kozhikode district is average in spotting the errors in the sentence. In this 47.9 percent of students belongs to urban area and 52.1 percent are rural area. Only 13.8 percent of the total standard X students in Kozhikode district is excellent in spotting the errors in the sentence. In this 50.6 percent of students belongs to urban area and 49.4 percent are rural area.

Table 6 reveals that 70.7 percent of the total standard X students in Kozhikode district is poor in Meaning of the different words but pronounced similar. In this 54.01 percent of students belongs to urban area and 45.99 percent are rural area. More than 23 percent of the total standard X students in Kozhikode district is below average in Meaning of the different words but pronounced similar. In this 37.68 percent of students belongs to urban area and 62.32 percent are rural area. It is evident that 6.3 percent of the total standard X students in Kozhikode district is average in Meaning of the different words but pronounced similar. In this 47.37 percent of students belongs to urban area and 52.63 percent are rural area. Only 0 percent of the total standard X students in Kozhikode district is excellent in Meaning of the different words but pronounced similar. In this 0 percent of students belongs to urban area and 0 percent are rural area.

Table 6 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Identifying grammatical mistakes. In this 60 percent of students belongs to urban area and 40 percent are rural area. More than 10.5 percent of the total standard X students in Kozhikode district is below average in Identifying grammatical mistakes. In this 41.27 percent of students belongs to urban area and 58.73 percent are rural area. It is evident that 84.5 percent of the total standard X students in Kozhikode district is average in Identifying grammatical mistakes. In this 50.69 percent of students belongs to urban area and 49.31 percent are rural area. Only 3.3 percent of the total standard X students in Kozhikode district is excellent in Identifying grammatical mistakes. In this 50 percent of students belongs to urban area and 50 percent are rural area.

Table 6 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Symbols. In this 30 percent of students belongs to urban area and 70 percent are rural area. More than 13.5 percent of the total standard X students in Kozhikode district is below average in Usage of suitable Symbols. In this 48.15 percent of students belongs to urban area and 51.85 percent are rural area. It is evident that 57 percent of the total standard X students in Kozhikode district is average in Usage of suitable Symbols. In this 58.48 percent of students belongs to urban area and 41.52 percent are rural area. Only 27.8 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Symbols. In this 34.13 percent of students belongs to urban area and 65.87 percent are rural area.

Table 6 reveals that 3.8 percent of the total standard X students in Kozhikode district is poor in Assessment of vocabulary. In this 39.13 percent of students belongs to urban area and 60.87 percent are rural area. More than 36.7 percent of the total standard X students in Kozhikode district is below average in Assessment of vocabulary. In this 60.45 percent of students belongs to urban area and 39.55 percent are rural area. It is evident that 56.5 percent of the total standard X students in Kozhikode district is average in Assessment of vocabulary. In this 42.18 percent of students belongs to urban area and 57.82 percent are rural area. Only 3 percent of the total standard X students in Kozhikode district is excellent in Assessment of vocabulary. In this 77.78 percent of students belongs to urban area and 22.22 percent are rural area.

Table 6 reveals that 10.5 percent of the total standard X students in Kozhikode district is poor in choosing the appropriate word. In this 61.9 percent of students belongs to urban area and 38.1 percent are rural area. More than 38 percent of the total standard X students in Kozhikode district is below average in choosing the appropriate word. In this 54.82 percent of students belongs to urban area and 45.18 percent are rural area. It is evident that 49 percent of the total standard X students in Kozhikode district is average in choosing the appropriate word. In this 44.22 percent of students belongs to urban area and 55.78 percent are rural area. Only 2.5 percent of the total standard X students in Kozhikode district is excellent in choosing the appropriate word. In this 33.33 percent of students belongs to urban area and 66.67 percent are rural area.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under poor criteria are shown as Figure 6

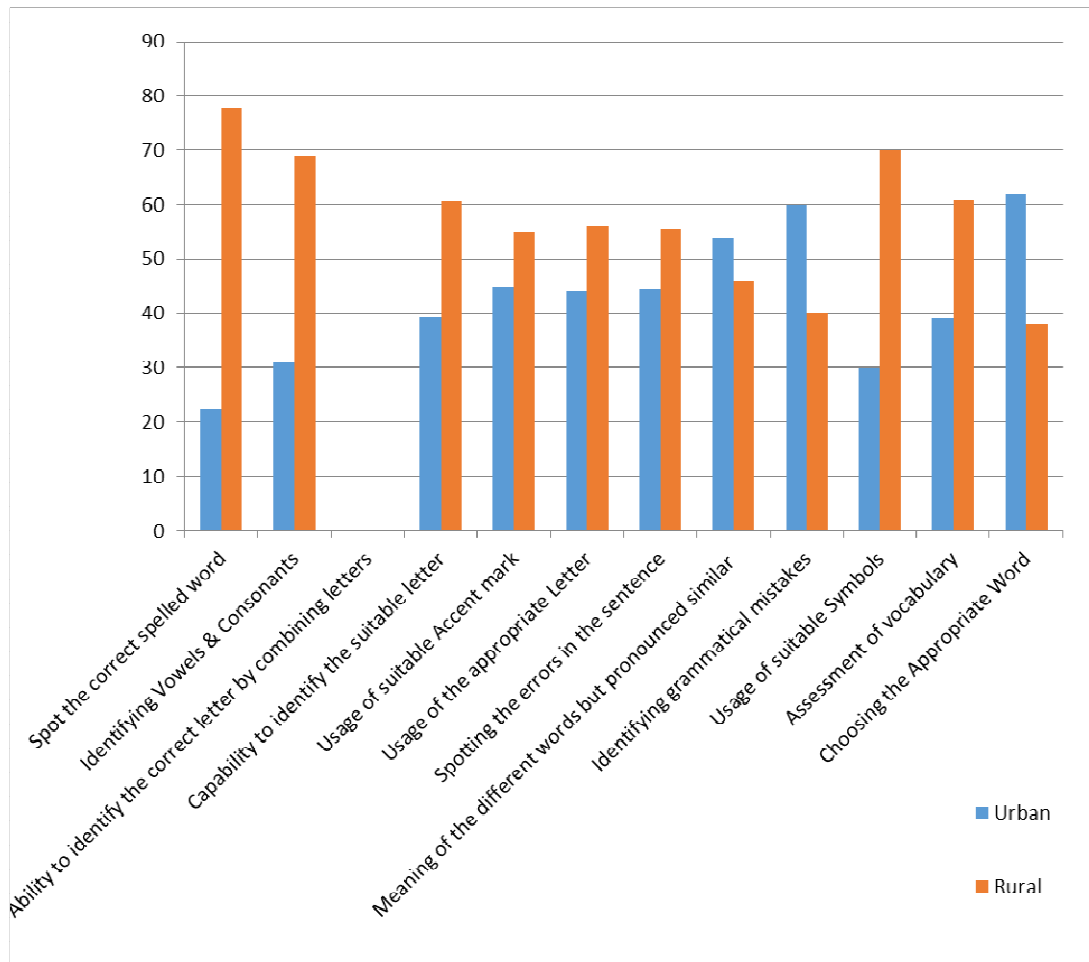


Figure 6: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under poor criteria.

Discussion

From the figure it is very easy to understand the locale difference of standard X students who are in poor criteria. We can understand from the figure that that

more rural area students seem to be poorer than that of urban area students except three skills viz., spot the correct spelled word, Usage of suitable Symbols and Identifying Vowels & Consonants

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under below average criteria are shown in Figure 7

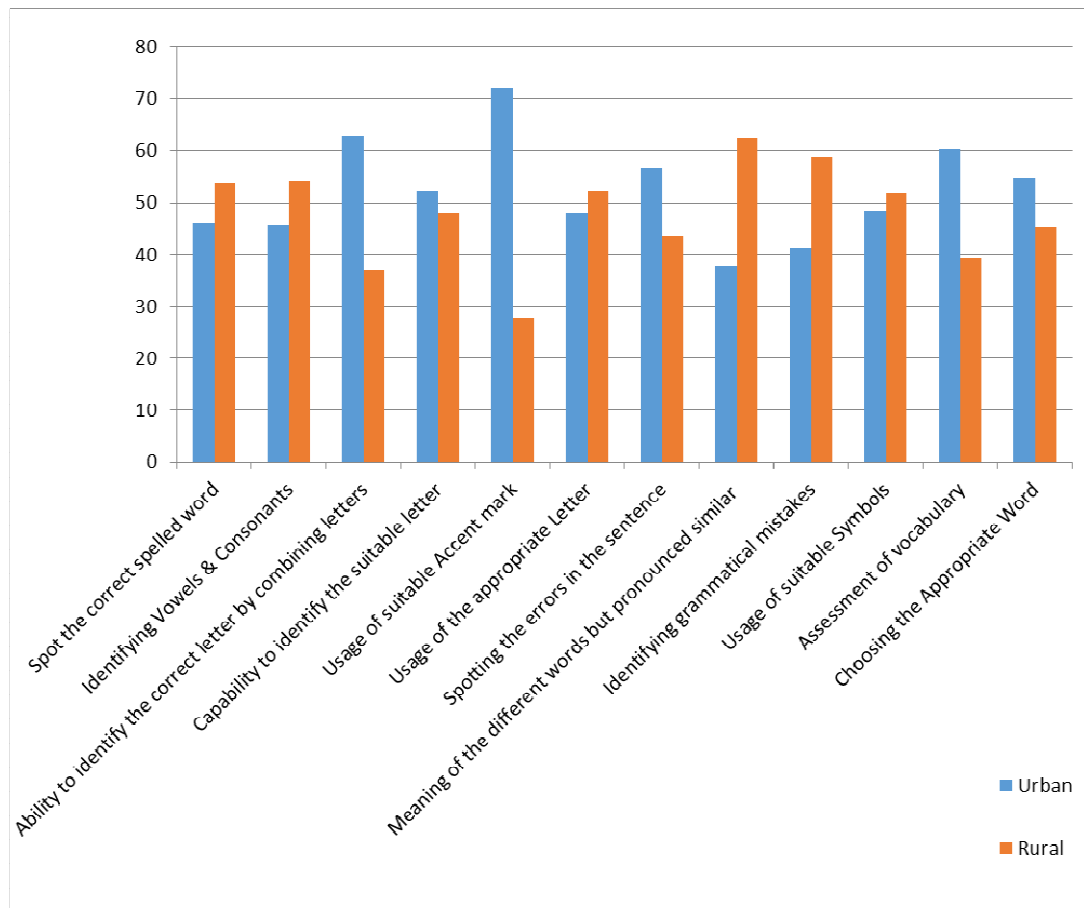


Figure 7: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under below average criteria.

Discussion

From the figure it is very easy to understand the locale difference of standard X students who are in below average criteria. We can understand from the figure that that more urban area students seem to be poorer than that of rural area students except one skill viz., Usage of suitable Accent mark

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under average criteria are shown in Figure 8

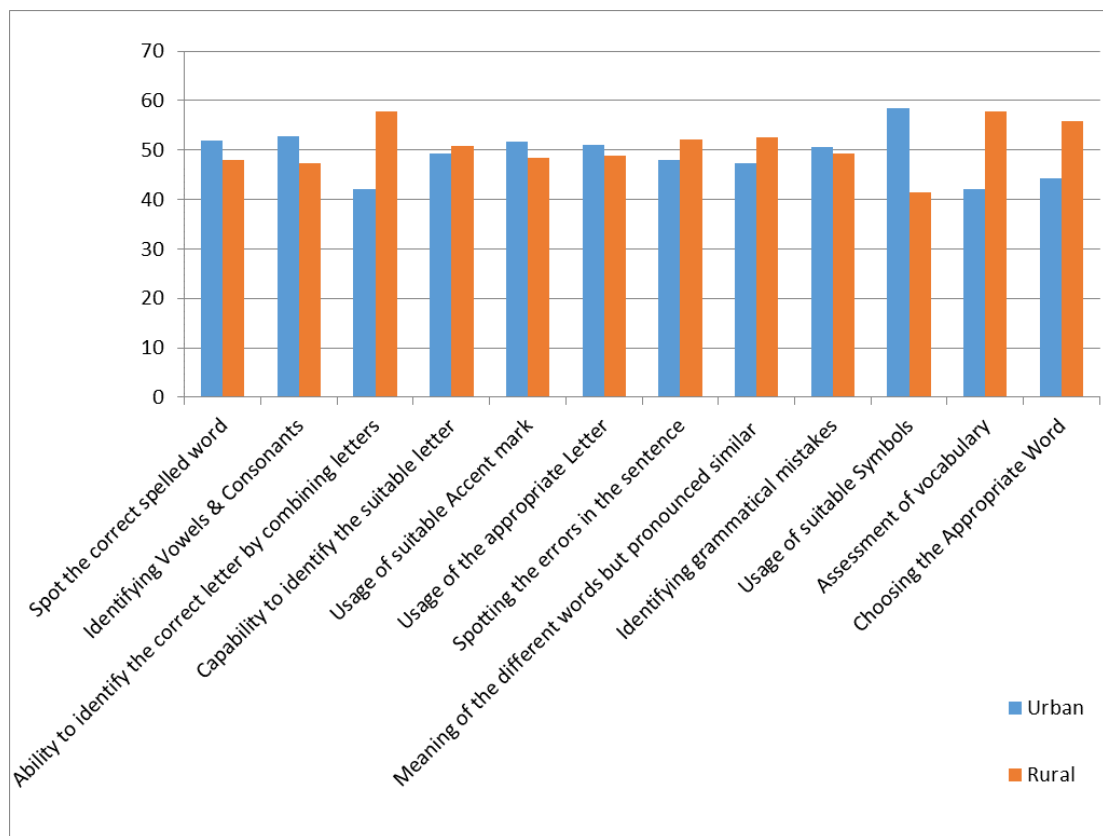


Figure 8: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under average criteria.

Discussion

From the figure it is clear that the locale difference of standard X students who are in average criteria. . We can understand from the figure that that more rural area students seem to be poorer than that of urban area students except three skills viz., Ability to identify the correct letter by combining letters, Assessment of vocabulary and choosing the Appropriate Word.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under excellent criteria are shown in Figure 9.

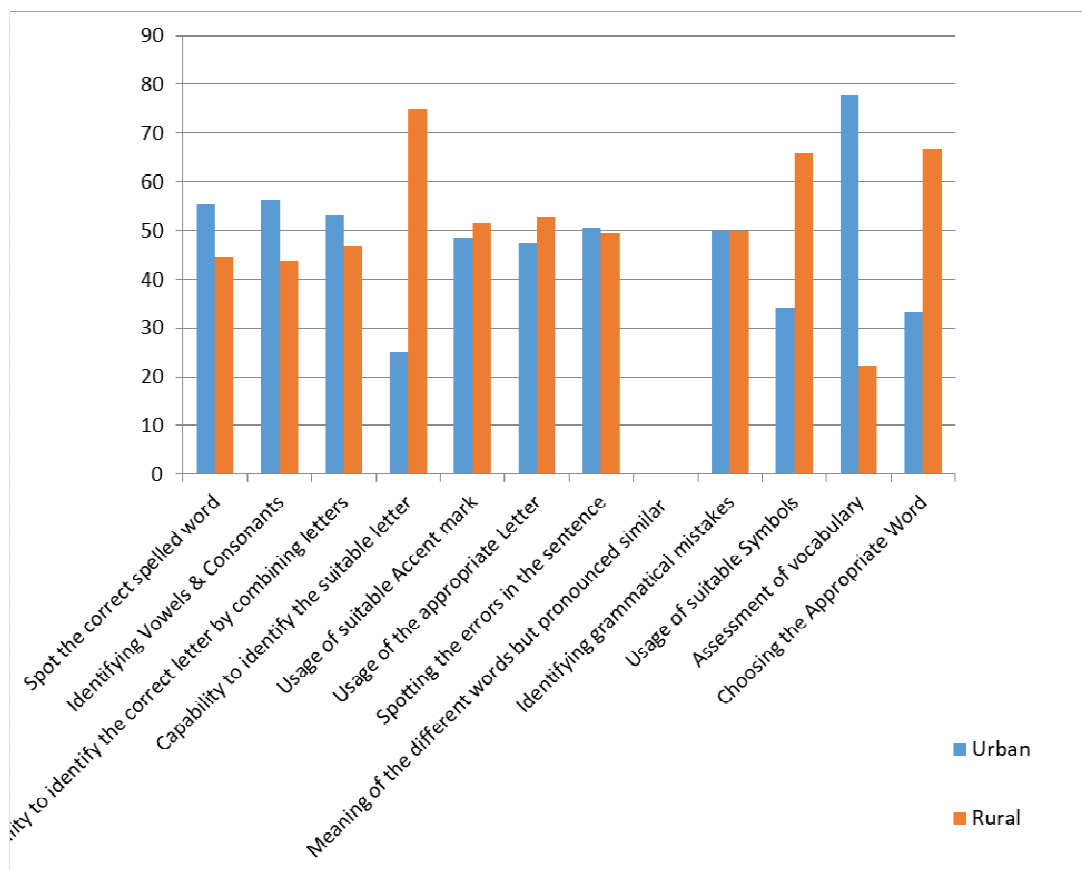


Figure 9: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on locale under excellent criteria.

Discussion

From the figure it is very easy to understand the locale difference of standard X students who are in excellent criteria. We can understand from the figure that that more urban area students seem to be poorer than that of rural area students except one skill viz., Assessment of vocabulary.

D. Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on type of School Management.

This section of the analysis was done to find out whether there exists locale difference in Errors committed in written Malayalam by standard X students in Kozhikode district. For this, the number of students who committed errors in each area of skills of writing Malayalam was counted separately for government and aided school students. Then the type of School Management difference in Errors committed in written Malayalam by standard X students is found out using percentage. Table 7 displays the result.

Table 7

Errors committed in written Malayalam by standard X students in Kozhikode district for the total sample and subsample based on type of School Management.

SL NO	Different areas of skills of writing Malayalam	Percentage of students who committed errors in written Malayalam											
		Poor			Below Average			Average			Excellent		
		Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total	Govt.	Aided	Total
1	Spot the correct spelled word	72.22	27.78	3	52.69	47.31	27.83	47.79	52.21	56.5	47.37	52.63	12.67
2	Identifying Vowels & Consonants	51.72	48.28	4.833	54.86	45.14	29.17	48.99	51.01	49.67	42.86	57.14	16.33
3	Ability to identify the correct letter by combining letters	0	0	0	53.03	46.97	22	48.83	51.17	49.83	49.11	50.89	28.17
4	Capability to identify the suitable letter	50	50	9.333	33.91	48.7	57.5	46.67	53.33	32.5	75	25	0.667
5	Usage of suitable Accent mark	65	35	3.333	72.22	27.78	3	47.62	52.38	21	48.85	51.15	72.67
6	Usage of the appropriate Letter	60	40	4.167	49.57	50.43	19.17	48.15	51.85	67.5	58.18	41.82	9.167
7	Spotting the errors in the sentence	52.78	47.22	12	49.26	50.74	22.67	48.87	51.13	51.5	51.81	48.19	13.83
8	Meaning of the different words but pronounced similar	50.94	49.06	70.67	45.65	54.35	23	52.63	47.37	6.333	0	0	0
9	Identifying grammatical mistakes	30	70	1.667	46.03	53.97	10.5	50.89	49.11	84.5	45	55	3.333
10	Usage of suitable Symbols	40	60	1.667	62.96	37.04	13.5	57.31	130.4	57	28.74	71.26	27.83
11	Assessment of vocabulary	47.83	52.17	3.833	56.36	43.64	36.67	46.9	53.1	56.5	27.78	72.22	3
12	Choosing the Appropriate Word	44.44	55.56	10.5	55.7	44.3	38	48.3	51.7	49	13.33	86.67	2.5

Table 7 reveals that 3 percent of the total standard X students in Kozhikode district is poor in spotting the correct spelled word. In this 77.22 percent of students belongs to government schools and 27.78 percent are aided schools. More than 27.8 percent of the total standard X students in Kozhikode district is below average in spotting the correct spelled word. In this 52.69 percent of students belongs to government schools and 47.31 percent are aided schools. It is evident that 56.5 percent of the total standard X students in Kozhikode district is average in spotting the correct spelled word. In this 47.79 percent of students belongs to government schools and 52.21 percent are aided schools. Only 12.7 percent of the total standard X students in Kozhikode district is excellent in spotting the correct spelled word. In this 47.37 percent of students belongs to government schools and 52.63 percent are aided schools.

Table 7 reveals that 4.8 percent of the total standard X students in Kozhikode district is poor in Identifying Vowels & Consonants. In this 51.72 percent of students belongs to government schools and 48.28 percent are aided schools. More than 29.2 percent of the total standard X students in Kozhikode district is below average in Identifying Vowels & Consonants. In this 54.86 percent of students belongs to government schools and 45.14 percent are aided schools. It is evident that 49.7 percent of the total standard X students in Kozhikode district is average in Identifying Vowels & Consonants. In this 48.99 percent of students belongs to government schools and 51.01 percent are aided schools. Only 16.3 percent of the total standard X students in Kozhikode district is excellent in Identifying Vowels &

Consonants. In this 42.86 percent of students belongs to government schools and 57.14 percent are aided schools.

Table 7 reveals that 0 percent of the total standard X students in Kozhikode district is poor in spotting the correct spelled word. In this 0 percent of students belongs to government schools and 0 percent are aided schools. More than 22 percent of the total standard X students in Kozhikode district is below average in Ability to identify the correct letter by combining letters. In this 53.03 percent of students belongs to government schools and 46.97 percent are aided schools. It is evident that 49.8 percent of the total standard X students in Kozhikode district is average in Ability to identify the correct letter by combining letters. In this 48.83 percent of students belongs to government schools and 51.17 percent are aided schools. Only 28.2 percent of the total standard X students in Kozhikode district is excellent in Ability to identify the correct letter by combining letters. In this 42.86 percent of students belongs to government schools and 57.14 percent are aided schools.

Table 7 reveals that 9.3 percent of the total standard X students in Kozhikode district is poor in Capability to identify the suitable letter. In this 50 percent of students belongs to government schools and 50 percent are aided schools. More than 57.5 percent of the total standard X students in Kozhikode district is below average in Capability to identify the suitable letter. In this 33.91 percent of students belongs to government schools and 48.7 percent are aided schools. It is evident that 32.5 percent of the total standard X students in Kozhikode district is average in Capability to identify the suitable letter. In this 46.67 percent of students belongs to

government schools and 53.33 percent are aided schools. Only 0.7 percent of the total standard X students in Kozhikode district is excellent in Capability to identify the suitable letter. In this 75 percent of students belongs to government schools and 25 percent are aided schools.

Table 7 reveals that 3.3 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Accent mark. In this 65 percent of students belongs to government schools and 35 percent are aided schools. More than 3 percent of the total standard X students in Kozhikode district is below average in Usage of suitable Accent mark. In this 72.22 percent of students belongs to government schools and 27.78 percent are aided schools. It is evident that 21.0 percent of the total standard X students in Kozhikode district is average in spotting the Usage of suitable Accent mark. In this 47.62 percent of students belongs to government schools and 52.38 percent are aided schools. Only 72.7 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Accent mark. In this 48.85 percent of students belongs to government schools and 51.15 percent are aided schools.

Table 7 reveals that 4.2 percent of the total standard X students in Kozhikode district is poor in Usage of the appropriate Letter. In this 60 percent of students belongs to government schools and 40 percent are aided schools. More than 19.2 percent of the total standard X students in Kozhikode district is below average in Usage of the appropriate Letter. In this 49.57 percent of students belongs to government schools and 50.43 percent are aided schools. It is evident that 67.5 percent of the total standard X students in Kozhikode district is average in Usage of

the appropriate Letter. In this 48.15 percent of students belongs to government schools and 51.85 percent are aided schools. Only 9.2 percent of the total standard X students in Kozhikode district is excellent in Usage of the appropriate Letter. In this 58.18 percent of students belongs to government schools and 41.82 percent are aided schools.

Table 7 reveals that 12 percent of the total standard X students in Kozhikode district is poor in spotting the errors in the sentence. In this 52.78 percent of students belongs to government schools and 47.22 percent are aided schools. More than 22.7 percent of the total standard X students in Kozhikode district is below average in spotting the errors in the sentence. In this 49.26 percent of students belongs to government schools and 50.74 percent are aided schools. It is evident that 51.5 percent of the total standard X students in Kozhikode district is average in spotting the errors in the sentence. In this 48.87 percent of students belongs to government schools and 51.13 percent are aided schools. Only 13.8 percent of the total standard X students in Kozhikode district is excellent in spotting the errors in the sentence. In this 51.81 percent of students belongs to government schools and 48.19 percent are aided schools.

Table 7 reveals that 70.7 percent of the total standard X students in Kozhikode district is poor in Meaning of the different words but pronounced similar. In this 50.94 percent of students belongs to government schools and 49.06 percent are aided schools. More than 23 percent of the total standard X students in Kozhikode district is below average in Meaning of the different words but pronounced similar. In this 45.65 percent of students belongs to government schools

and 54.35 percent are aided schools. It is evident that 6.3 percent of the total standard X students in Kozhikode district is average in Meaning of the different words but pronounced similar. In this 52.63 percent of students belongs to government schools and 47.37 percent are aided schools. Only 0 percent of the total standard X students in Kozhikode district is excellent in Meaning of the different words but pronounced similar. In this 0 percent of students belongs to government schools and 0 percent are aided schools.

Table 7 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Identifying grammatical mistakes. In this 30 percent of students belongs to government schools and 70 percent are aided schools. More than 10.5 percent of the total standard X students in Kozhikode district is below average in Identifying grammatical mistakes. In this 46.03 percent of students belongs to government schools and 53.97 percent are aided schools. It is evident that 84.5 percent of the total standard X students in Kozhikode district is average in Identifying grammatical mistakes. In this 50.89 percent of students belongs to government schools and 49.11 percent are aided schools. Only 3.3 percent of the total standard X students in Kozhikode district is excellent in Identifying grammatical mistakes. In this 45 percent of students belongs to government schools and 55 percent are aided schools.

Table 7 reveals that 1.7 percent of the total standard X students in Kozhikode district is poor in Usage of suitable Symbols. In this 40 percent of students belongs to government schools and 60 percent are aided schools. More than 13.5 percent of the total standard X students in Kozhikode district is below average in Usage of

suitable Symbols. In this 62.96 percent of students belongs to government schools and 37.04 percent are aided schools. It is evident that 57 percent of the total standard X students in Kozhikode district is average in Usage of suitable Symbols. In this 57.31 percent of students belongs to government schools and 130.4 percent are aided schools. Only 27.8 percent of the total standard X students in Kozhikode district is excellent in Usage of suitable Symbols. In this 28.74 percent of students belongs to government schools and 71.26 percent are aided schools.

Table 7 reveals that 3.8 percent of the total standard X students in Kozhikode district is poor in Assessment of vocabulary. In this 47.83 percent of students belongs to government schools and 55.56 percent are aided schools. More than 36.7 percent of the total standard X students in Kozhikode district is below average in Assessment of vocabulary. In this 56.36 percent of students belongs to government schools and 43.64 percent are aided schools. It is evident that 56.5 percent of the total standard X students in Kozhikode district is average in Assessment of vocabulary. In this 46.9 percent of students belongs to government schools and 53.1 percent are aided schools. Only 3 percent of the total standard X students in Kozhikode district is excellent in Assessment of vocabulary. In this 27.78 percent of students belongs to government schools and 72.22 percent are aided schools.

Table 7 reveals that 10.5 percent of the total standard X students in Kozhikode district is poor in choosing the appropriate word. In this 44.44 percent of students belongs to government schools and 55.56 percent are aided schools. More than 38 percent of the total standard X students in Kozhikode district is below average in choosing the appropriate word. In this 55.7 percent of students belongs to government schools and 44.3 percent are aided schools. It is evident that 49 percent

of the total standard X students in Kozhikode district is average in choosing the appropriate word. In this 48.3 percent of students belongs to government schools and 51.7 percent are aided schools. Only 2.5 percent of the total standard X students in Kozhikode district is excellent in choosing the appropriate word. In this 13.33 percent of students belongs to government schools and 86.67 percent are aided schools.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under poor criteria are shown as Figure 10

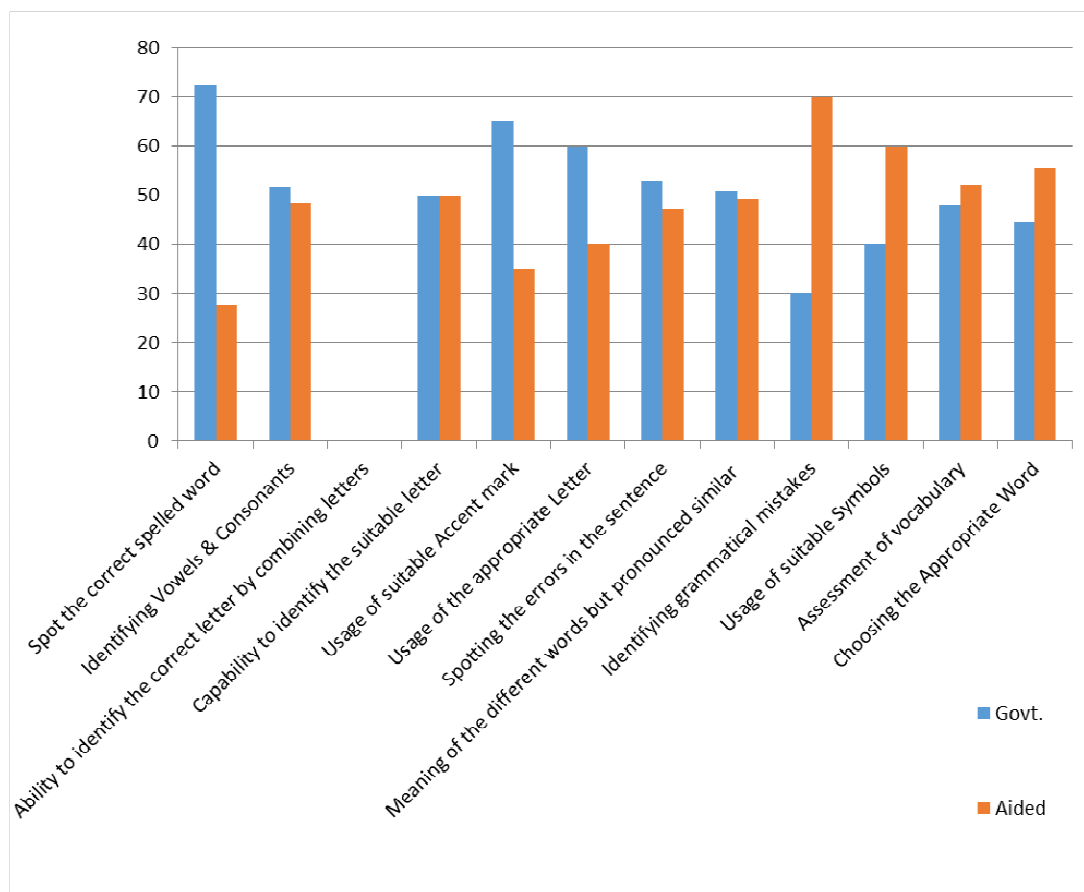


Figure 10: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under poor criteria.

Discussion

From the figure it is very easy to understand the locale difference of standard X students who are in poor criteria. We can understand from the figure that more Government management students seems to be poorer than that of aided management student expect one skill via., spot the correct spelled word.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under below average criteria are shown in Figure 11

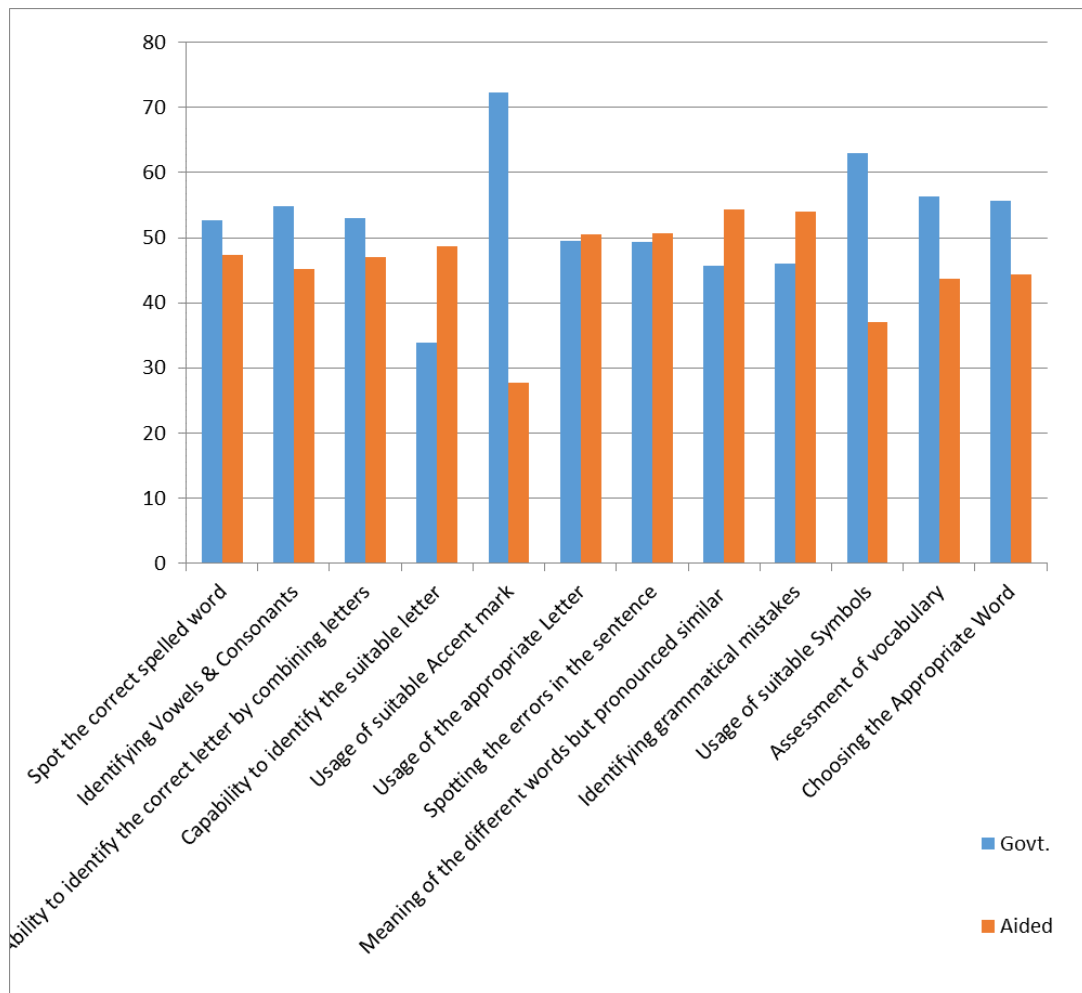


Figure 11: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under below average criteria.

Discussion

From the figure it is very easy to understand the locale difference of standard X students who are in below average criteria. We can understand from the figure that more government management students seem to be poorer than that of aided management students except one skill via, usage of suitable accent mark.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under average criteria are shown in Figure 12

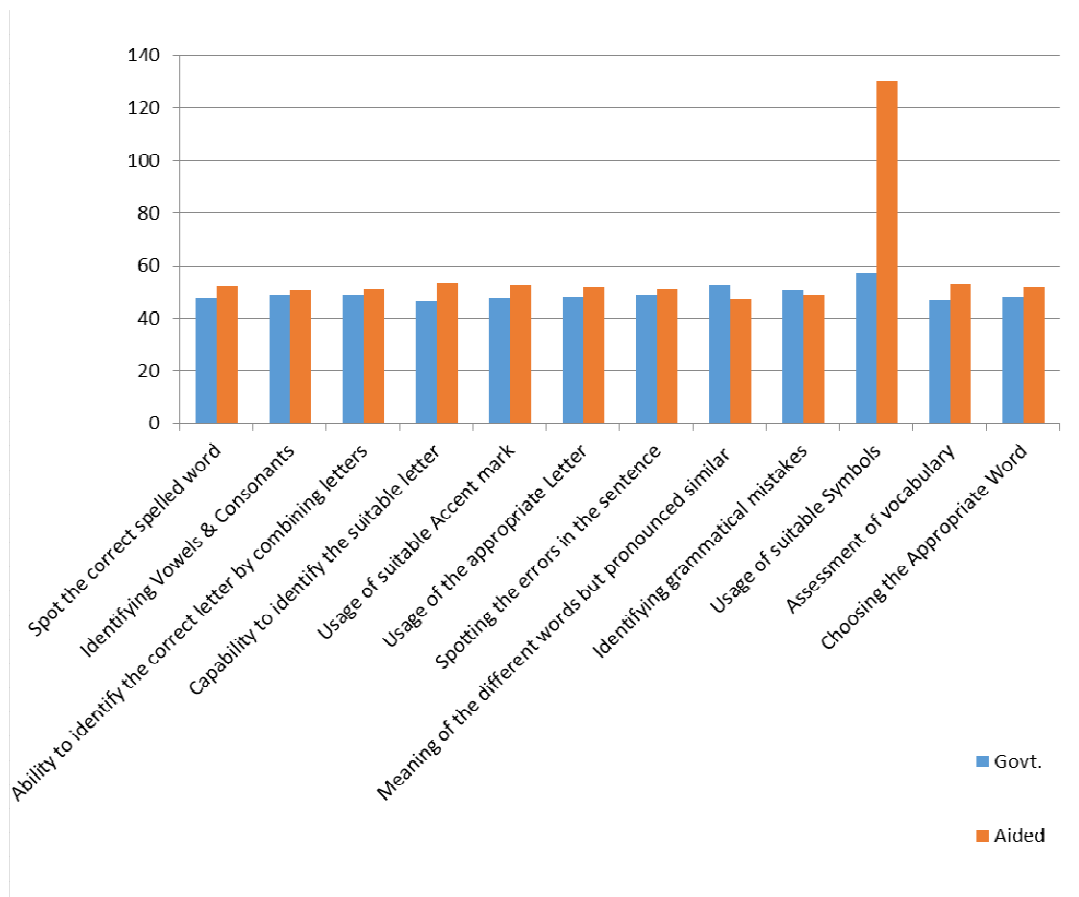


Figure 12: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under average criteria.

Discussion

From the figure it is clear that the locale difference of standard X students who are in average criteria. Since the figure it is very easy to understand the locale difference of standard X students who are in below average criteria. We can understand from the figure that more aided management students seem to be poorer than that of government management students except one skill via, usage of suitable symbols.

Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under excellent criteria are shown in Figure 13

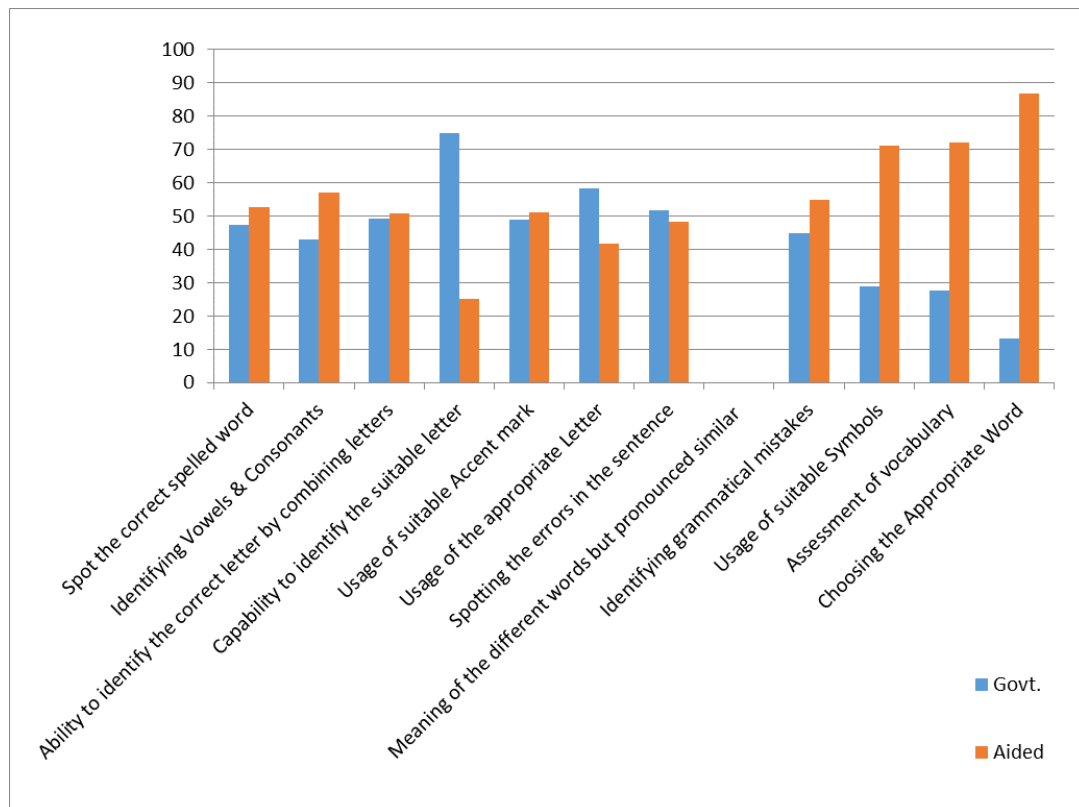


Figure 13: Graphical representation of Percentage of standard X students who committed errors in written Malayalam based on types of school management under excellent criteria.

Discussion

From the figure it is very easy to understand the locale difference of standard X students who are in excellent criteria. We can understand from the figure that more aided management students seem to be poorer than that of government management students except three skills via, usage of suitable symbols, assessment of vocabulary and choosing the appropriate word

Conclusion

In this study conducted to find out the errors committed by standard X students in written Malayalam, it clearly demarcates that the item no. 8, Meaning of the different words but pronounced similar (70.7%), Female students perform better than Male students (Male:52.6% & Female: 47.4%), Urban area students perform better than Rural area students (Urban 54.01% & rural 45.99%), and Government board of students perform better than aided board of students (Government 50.94% & Aided 49.06%) has recorded the higher tendency to commit errors. On verification of 12 items on this table, it is understood that male ones make more mistakes than female ones. It is also noted. That those who wrote correct answer fully are females. Students in rural area make more errors than that of urban. But students in urban make more errors in item no. 8 and 12 comparatively rural students. In government school student, makes less spelling mistakes compared to the aided school students. The students are do not read book.

In a diagnostic test carried with a sample of 600 students of 12 schools in Kozhikode revenue district, the followings grades were awarded based on their

performance. Errors in written Malayalam language made by Standard x students in total sample. The evaluation involves the experiment gathered from both the males and females.

SUMMARY, FINDINGS AND SUGGESTIONS

- Study in Retrospect
- Major Findings
- Suggestions for Further Research
- Educational Implications
- Conclusion

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter is the concluding part of the research report, which explains briefly the entire process of the present research work. This chapter provides major findings, educational implications and suggestions for further study. This chapter highlights the significant aspects of the various stages of the study.

Study in retrospect

The study is entitled as “Errors committed in written Malayalam by standard x students in Kozhikode district “. The various aspect related to the study are Variable, Objectives and methodology are following in brief.

Objectives of the study

Following are the objectives of the study

1. To find out the error in written Malayalam by standard X students for the total sample.
2. To find out the error in written Malayalam by standard X students for the total sample and subsample based on a) gender b) Locale and c) type of school management.

Methodology of the study

The study undertaken was that to identify the errors committed in written Malayalam by standard X students with respect to some choose correct word, identifying vowels and consonants, combining letters, letter identification, write down accent mark, fill the cursive letter, using correct structure, Confusing word, vocabulary, using symbols, expression word, appropriate meaning word etc. it was decided to select the standard X students for the study.

Method

Proposed method of the study is survey method.

Sample

The study will be conducted on a sample of 600 standard X students drawn from stratified random sampling technique from Kozhikode district.

Tool

Diagnostic Test in Malayalam

A diagnostic Test in Malayalam is not available for this kind of study. So the investigator will construct a test in Malayalam for standard X students in consultation with teachers and experts in the field of language education. It will be relevant to make a test in some category there are choose correct word, identifying vowels and consonants, combining letters, letter identification, write down accent mark, fill the cursive letter, using correct structure, confusing word, vocabulary, using symbols, expression word, and appropriate meaning word.

Statistical Technique

Percentage analysis

The errors committed were estimated using the relevant statistical techniques as per the objectives, the major ones being the estimation of the percentage of errors

Major Findings

Following are the major findings obtained after analysis of the collected data. The incidence of errors was found with respect to all categories taken under the study for total sample and the relevant sub samples. The findings were the following.

1. The most number of errors committed in the category Meaning of the different words but pronounced similar out of 600 about 2/3 students are below average in assessment of vocabulary. But 2/3 of students got average mark in identifying grammatical errors.
2. As per the study conducted to assess the error committed by Male & Female, Urban & Rural, and Government & Aided students in written Malayalam, it clearly demarcates that the item no. 8, Meaning of the different words but pronounced similar (424) has recorded the higher tendency to commit errors.
3. As per the study conducted to assess the error committed by Male & Female students in written Malayalam, it clearly demarcates that the item no. 8, Meaning of the different words but pronounced similar (424) has recorded

the higher tendency to commit errors and among them Female students perform better than Male students (Male: 223 students & Female 201).

4. As per the study conducted to assess the error committed by Urban & Rural students in written Malayalam, it clearly demarcates that the item no. 8, Meaning of the different words but pronounced similar (424) has recorded the higher tendency to commit errors and among them Urban area students perform better than Rural area students (Urban 229 students & rural 195).
5. As per the study conducted to assess the error committed by Government & Aided locale students in written Malayalam, it clearly demarcates that the item no. 8, Meaning of the different words but pronounced similar (424) has recorded the higher tendency to commit errors and among them Government board of students perform better than aided board of students (Government 216 students & Aided 208).
6. Female committed lesser number of errors than Male.
7. In Government schools that come first in the standard of performance of students.
8. More errors are committed in to identifying the Meaning of the different words but pronounced similar (424).
9. Aided school boys and girls differ significantly urban and rural, boys and girls

Education Implication

The Main aim of the present Study to find out the errors committed by written Malayalam by standard x students in Kozhikode district. The result shows that there is no significant difference of errors committed by written Malayalam between the male and female students and there is a significant difference of errors committed by written Malayalam between the urban and rural area also the study shows there is a significant difference between the Government and Aided school students. Errors are committed by written Malayalam in the educational institutions and locale of the Kozhikode.

The study has found that boys committed lesser number of errors than girls did. The teachers should be aware of this and act accordingly to minimise this weakness of girls providing remedial measures for girls

The study had found that urban subjects committed more errors than rural subjects did. The teachers should analyse the probable reasons for the poor performance of urban subjects and try to remedy it.

It is the Aided schools that come first in the standard of performance of students. Government school are only second respectively. The teacher identifies the student skills and to improve their reading skills. Beside the full-fledged facilities available in aided schools, the investigator has noted, in aided school and government schools, Malayalam is handled solely by trained Malayalam graduate or post graduate teachers. The education authority has to consider this reality and try to

post Malayalam Bed and post graduate in secondary schools. The accountability has to be ensure by proper supervisions and timely evaluation of teaching.

Since the present study is no the Malayalam grammar it wide applicability and significance. While reading books on the subject the students can benefit from it since the skill in using grammar is essential for comprehension and good communication through oral and written expression. Adequate steps may be taken to teach the students by analysing the pre-requisites of each language item before it is taught.

Using of teaching aids have to be popularised and students must be provided with multisensory activity programme in keeping with the theory of cone of experience. Teacher checked out the students note book and to identify the spelling knowledge of the students.

Test books and approaches should consider the needs of student who are yet in the operational stage and have not reached the formal operational thinking level. Dictations are included in classroom.

The teacher should understand the level of student and provide instruction to their requirements. Individualised instruction may be tried at least in the case of weak students. Time allotted for interactive teaching should be increased. Language laboratory and library facilities should invariably provide and utilised for Malayalam teaching.

Suggestion for further Research

Based on the findings of the study the investigator put forward the following suggestions to improve the errors committed by written Malayalam.

1. The experiment study of errors in writing of Malayalam language.
2. A diagnostic study of errors in the use of vocabulary.
3. Construction and standardisation of diagnostic test for x standard Malayalam.
4. A diagnostic study of difficulties leading to under achievement in Malayalam.
5. Same can be replicated on higher school students and college students.
6. Same can be replicated on another languages.
7. The study can be conducted in all district of Kerala.

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APPENDICES

APPENDIX I
FAROOK TRAINING COLLEGE
MEDIA ADDICTION SCALE (2019)
(Draft)

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നിർദ്ദേശങ്ങൾ

ഭാഷാപ്രാവീണ്യത്തിൽ ഒരു ഗവേഷണം നടത്തുന്നതിനു വേണ്ടി നിർമ്മിച്ചിട്ടുള്ള ചോദ്യം വലിയാണ് താഴെ നൽകിയിട്ടുള്ളത്. നിങ്ങൾ നൽകുന്ന വിവരങ്ങൾ യാതൊരു കാരണവശാലും മറ്റൊരാൾക്കും ഉപയോഗിക്കുന്നതല്ല. മുഴുവൻ ചോദ്യങ്ങൾക്കും കൃത്യമായ വിവരങ്ങൾ നൽകണമെന്ന് അപേക്ഷിക്കുന്നു.

ഉത്തരങ്ങൾ എഴുതുന്നതിനു മുൻപ് താഴെ കൊടുത്തിരിക്കുന്ന നിർദ്ദേശങ്ങൾ കൃത്യമായും പാലിക്കേണ്ടതാണ്.

1. പ്രത്യേകം തന്നിട്ടുള്ള ഉത്തരകടലാസിൽ മാത്രമേ ഉത്തരം രേഖപ്പെടുത്താവൂ.
2. ചോദ്യകടലാസിൽ ഏതെങ്കിലും എഴുതുകയോ രേഖപ്പെടുത്തുകയോ ചെയ്യരുത്.
3. ചോദ്യകടലാസും ഉത്തരകടലാസും തിരിച്ചെൽപ്പിക്കണം
4. ഓരോതരം ചോദ്യത്തിനും വ്യക്തമായ പ്രത്യേക നിർദ്ദേശ കൊടുത്തിട്ടുണ്ട്. അതനുസരിച്ച് ശരിയായ ഉത്തരം ഉത്തരകടലാസിൽ സൂചിപ്പിക്കുന്ന ചോദ്യ നമ്പറിനു നേരെ എടുത്തെഴുതുക.
5. എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.

I. ശരിയായ പദം തിരഞ്ഞെടുക്കുക

ഉദാ:- a) വിദ്യാർത്ഥി b) വിദ്യാർത്ഥി c) വിദ്യാർത്ഥി d) വിദ്യാർത്ഥി

ഉത്തരം : b

- | | | | |
|---------------|------------|------------|------------|
| 1. a) ബുതജനം | b) ബുഥജനം | c) ബുധജനം | d) ബുദജനം |
| 2. a) ഋതുഭേദം | b) ഋതുഭേദം | c) ഋതുബേധം | d) ഋതുബേതം |
| 3. a) വന്ധ്യൻ | b) വന്ധ്യൻ | c) വന്ധ്യൻ | d) വന്ധ്യൻ |
| 4. a) വ്യധാ | b) വ്യത്രാ | c) വ്യഥാ | d) വ്യദാ |
| 5. a) ഘൃമസ്തൻ | b) കൃമസ്തൻ | c) ഘൃമസ്തൻ | d) ഗൃമസ്തൻ |

II. 6 താഴെ കൊടുത്തവയിൽ സ്വരങ്ങളുടെ കൂട്ടം ഏത്?

a) ക ഖ ഗ b) അ ഇ ഉ c) ച ഛ ജ d) ഞ ണ ണ

7. വൃന്ജനത്തെക്കുറിക്കുന്നത് ഏത്?

a) ഉ b) ദ c) ഉ d) ഒ

8. ഹ്രസ്വാക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?

a) ആ b) ഊ c) ഉ d) ഊ

9. ദീർഘാക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?

- a) അ b) ഇ c) ഒ d) ഓ

10. അനുനാസികാക്ഷരകൂട്ടം ഏത്?

- a) ശ ഷ സ b) ഒ ഞ ണ c) ഗ ജ ഡ d) ക ച ട

III. വർണ്ണങ്ങൾ ചേന്നാലുണ്ടാകുന്ന അക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?

11. ക്+ഹ a) ക b) ഖ c) ഗ d) ഘ
 12. ബ്+ഹ a) പ b) ഫ c) ബ d) ഭ
 13. അ+ഇ a) എ b) ഏ c) ഐ d) അ ഐ
 14. പ്+ഉ a) പ b) പു c) ഖു d) പി
 15. ക്+റ a) ക b) കറ c) ക്ര d) ക്യ

IV. വിട്ടുപോയ അക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?

16. പ്രലോ നം a) പ b) ബ c) ഭ d) ഫ
 17. വി...നത a) ച b) ജ c) ഛ d) ഡ
 18. സ...ലം a) ഖു b) ഘു c) ക്യ d) ഗു
 19. ..ത്വം a) സ b) സ്യ c) സ്വ d) സെ
 20. വ്യ...തൻ a) ധി b) ധി c) തി d) ദി

V. ചിഹ്നത്തുകൾ കണ്ടെത്തി ശരിയാക്കി എഴുതുക

21. വെദ്യൻ
 22. ദുഃഖം
 23. എവെടെ
 24. ഗ്യാമം
 25. ക്രഷ്ണൻ

VI. വിട്ടുപോയ അക്ഷരം പൂരിപ്പിക്കുക

26. മ...രി a) ബ b) ജ c) ഞ d) ഛ
 27. പാ...ർ a) ന b) ന c) സ്ഥ d) സ്വ
 28. പാ...വർ a) ണ b) ണ c) ണ് d) ണ്ട
 29. ല...മണൻ a) ഷ് b) സ് c) ക്ഷ് d) ശ്
 30. സു.... a) ഖം b) കം c) ഘം d) ഗം

VII. പ്രയോഗത്തു കണ്ടെത്തി എഴുതുക

31. അയാൾ വെളുവെളുത്ത ശുഭ്രവസ്ത്രമാണ് ധരിച്ചത്
 32. ഓരോരോ സമയത്തിലും
 33. നീ വരുകയോ പണം കൊടുത്തയക്കുകയും വേണം
 34. വൃദ്ധയായ സ്ത്രീ വീട്ടിലേക്കു പോയി
 35. അവൾ നല്ലതുപോലെ ഭംഗിയായി വസ്ത്രം ധരിച്ചു

VIII. അർത്ഥവ്യത്യാസം എഴുതുക

- 36. a) സുതൻ b) സുതൻ
- 37. a) അങ്കം b) അംഗം
- 38. a) അർത്ഥം b) അർദ്ധം
- 39. a) അപചയം b) അപജയം
- 40. a) അനലൻ b) അനിലൻ

IX. ശരിയോ തെറ്റോ എന്ന് കണ്ടെത്തി എഴുതുക

- 41. ആകുന്നു അമ്മ എന്റെ കല്യാണിയമ്മ
- 42. ഉണ്ണികൃഷ്ണൻ വന്നു
- 43. ക്ഷീണിച്ചു അയാൾ വല്ലാതെ പോയി
- 44. മുറ്റത്തെ ചെടിക്ക് എന്നും വെള്ളം നനയ്ക്കണം
- 45. ഒരു മണിക്കൂർ കഴിഞ്ഞതിനുശേഷമാണ് മന്ത്രി എത്തിയത്.

X. ഏത് ചിഹ്നമാണ് ഉപയോഗിക്കേണ്ടതെന്ന് കണ്ടെത്തി എഴുതുക

- 46. വാക്യത്തിന്റെ അവസാനം
 - a) (.) b) (,) c) (!) d) (-)
- 47. വാക്യങ്ങൾ പ്രത്യേകം പരാമർശിക്കുമ്പോൾ
 - a) (.) b) (“ ”) c) (,) d) (?)
- 48. വാക്യത്തിനിടയിൽ മറ്റൊരു പദം ഉൾപ്പെടുത്തുമ്പോൾ
 - a) (?) b) (“ ”) c) (()) d) (-)
- 49. രണ്ടിലൊന്ന് എന്ന അർത്ഥം സൂചിപ്പിക്കുവാൻ
 - a) (,) b) (/) c) (-) d) (...)
- 50. സംബോധനയ്ക്ക് ശേഷം
 - a) (,) b) (:) c) (-) d) (?)

XI. ശരിയോ തെറ്റോ എന്ന് കണ്ടെത്തി എഴുതുക

- 51. വിദ്യാഭ്യാസം മന്ത്രി
- 52. രക്ഷാകർത്താവ്
- 53. ജാഗ്രദാവസ്ഥ
- 54. സത്യാഗ്രഹം
- 55. നേരെ

XII. ഈ വാക്യത്തിന് അനുയോജ്യമായ അർത്ഥം വരുന്നത് തിരഞ്ഞെടുക്കുക

- 56. അവൾ അവനെഗർഭമായി നോക്കി
 - a) അർഹ b) അർദ്ധ c) അർത്ഥ
- 57. ഒന്നിനും കൊള്ളാത്ത ഭക്ഷണത്തിന് കൂടുതൽ വില വാങ്ങിയത്...മായിപ്പോയി
 - a) ആക്രമണ b) ആക്രമ c) അക്രമ
- 58. മന്ത്രിയുടെപരമായ നിലപാടിൽ ആരും പ്രതിഷേധിക്കുകയില്ല.
 - a) പക്ഷപാത b) പക്ഷവാത c) പക്ഷഘാത

59. ജനങ്ങളുടെ ബഹുമാനത്തിന് ...വളരെക്കാലം രാജാവ് നാടുഭരിച്ചു

- a) പത്രവാനായി b) പാത്രമായി c) പത്രമായി

60. പരസ്പരധാരണയില്ലാത്ത മന്ത്രിമാരാണ് സർക്കാരിനെപ്പെടുത്തുന്നത്.

- a) ദുർവൃത്തി b) ദുർബുദ്ധി c) ദുർബല

APPENDIX II
FAROOK TRAINING COLLEGE
MEDIA ADDICTION SCALE (2019)
(Final)

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നിർദ്ദേശങ്ങൾ

ഭാഷാപ്രാവീണ്യത്തിൽ ഒരു ഗവേഷണം നടത്തുന്നതിനു വേണ്ടി നിർമ്മിച്ചിട്ടുള്ള ചോദ്യം വലിയാണ് താഴെ നൽകിയിട്ടുള്ളത്. നിങ്ങൾ നൽകുന്ന വിവരങ്ങൾ യാതൊരു കാരണവശാലും മറ്റൊരാൾക്കും ഉപയോഗിക്കുന്നതല്ല. മുഴുവൻ ചോദ്യങ്ങൾക്കും കൃത്യമായ വിവരങ്ങൾ നൽകണമെന്ന് അപേക്ഷിക്കുന്നു.

ഉത്തരങ്ങൾ എഴുതുന്നതിനു മുൻപ് താഴെ കൊടുത്തിരിക്കുന്ന നിർദ്ദേശങ്ങൾ കൃത്യമായും പാലിക്കേണ്ടതാണ്.

1. പ്രത്യേകം തന്നിട്ടുള്ള ഉത്തരകടലാസിൽ മാത്രമേ ഉത്തരം രേഖപ്പെടുത്താവൂ.
2. ചോദ്യകടലാസിൽ ഏതെങ്കിലും എഴുതുകയോ രേഖപ്പെടുത്തുകയോ ചെയ്യരുത്.
3. ചോദ്യകടലാസും ഉത്തരകടലാസും തിരിച്ചേൽപ്പിക്കണം
4. ഓരോതരം ചോദ്യത്തിനും വ്യക്തമായ പ്രത്യേക നിർദ്ദേശ കൊടുത്തിട്ടുണ്ട്. അതനുസരിച്ച് ശരിയായ ഉത്തരം ഉത്തരകടലാസിൽ സൂചിപ്പിക്കുന്ന ചോദ്യ നമ്പറിനു നേരെ എടുത്തെഴുതുക.
5. എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം എഴുതണം.

I. ശരിയായ പദം തിരഞ്ഞെടുക്കുക

ഉദാ:- a) വിദ്യാർത്ഥി b) വിദ്യാർത്ഥി c) വിദ്യാർത്ഥി d) വിദ്യാർത്ഥി
 ഉത്തരം : b

- | | | | |
|---------------|------------|------------|------------|
| 1. a) ബുതജനം | b) ബുഥജനം | c) ബുധജനം | d) ബുദജനം |
| 2. a) ഋതുഭേദം | b) ഋതുഭേദം | c) ഋതുബേധം | d) ഋതുബേതം |
| 3. a) വന്ദ്യൻ | b) വന്ദ്യൻ | c) വന്ത്യൻ | d) വന്ധൻ |
| 4. a) വ്യധാ | b) വ്യത്രാ | c) വ്യമാ | d) വ്യദാ |
| 5. a) ഘൃമസ്തൻ | b) കൃമസ്തൻ | c) ഘൃമസ്തൻ | d) ഗൃമസ്തൻ |

II. 6 താഴെ കൊടുത്തവയിൽ സ്വരങ്ങളുടെ കൂട്ടം ഏത്?

- | | | | |
|----------|----------|----------|------------|
| a) ക ഖ ഗ | b) അ ഇ ഉ | c) ച ഛ ജ | d) ങ്ങ ണ ഹ |
|----------|----------|----------|------------|
7. വ്യഞ്ജനത്തെക്കുറിക്കുന്നത് ഏത്?
- | | | | |
|------|------|------|------|
| a) ഉ | b) ദ | c) ഉ | d) ഒ |
|------|------|------|------|
8. ഹ്രസ്വാക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?
- | | | | |
|------|------|------|------|
| a) ആ | b) ഈ | c) ഉ | d) ഊ |
|------|------|------|------|
9. ദീർഘാക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?
- | | | | |
|------|------|------|------|
| a) അ | b) ഇ | c) ഒ | d) ഓ |
|------|------|------|------|
10. അനുനാസികാക്ഷരകൂട്ടം ഏത്?
- | | | | |
|----------|------------|--------|----------|
| a) ശ ഷ സ | b) ങ്ങ ണ ഹ | c) ഗജഡ | d) ക ച ട |
|----------|------------|--------|----------|

III. വർണ്ണങ്ങൾ ചേന്നാലുണ്ടാകുന്ന അക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?

- 11. ബ്+ഹ a) പ b) ഫ c) ബ d) ഭ
- 12. അ+ഇ a) എ b) ഏ c) ഐ d) അ എ
- 13. ഫ്+ഉ a) പ b) പു c) ഖ d) പി
- 14. ക്+റ a) ക b) കറ c) ക്ര d) ക്യ

IV. വിട്ടുപോയ അക്ഷരത്തെ കുറിക്കുന്നത് ഏത്?

- 15. പ്രലോ നം a) പ b) ബ c) ഭ d) ഫ
- 16. വി...നത a) ച b) ജ c) ഛ d) ഞ
- 17. സ...ലം a) ഷ b) ഷല c) ഷു d) ഗു
- 18. ..ത്വം a) സ b) സ്വ c) സ്വ d) സെ
- 19. വ്യ...തൻ a) ധി b) ധി c) തി d) ദി

V. ചിഹ്നത്തുകൾ കണ്ടെത്തി ശരിയാക്കി എഴുതുക

- 20. വെദ്യൻ
- 21. ദുഖം
- 22. എവെടെ
- 23. ഗ്യാമം
- 24. ക്രഷ്ണൻ

VI. വിട്ടുപോയ അക്ഷരം പൂരിപ്പിക്കുക

- 25. മ...രി a) ബ b) ജ c) ഞ d) ഛ
- 26. പാ...ർ a) ന b) ന c) ന്ന d) സ
- 27. പാ...വർ a) ഞ b) ഞ c) ഞ d) ഞ
- 28. ല...മണൻ a) ഷ് b) സ് c) ക്ഷ d) ശ്
- 29. സു.... a) ഖ b) ക c) ഖ d) ഗ

VII. പ്രയോഗത്തുക കണ്ടെത്തി എഴുതുക

- 30. അയാൾ വെളുവെളുത്ത ശുഭ്രവസ്ത്രമാണ് ധരിച്ചത്
- 31. ഓരോരോ സമയത്തിലും
- 32. നീ വരുകയോ പണം കൊടുത്തയക്കുകയും വേണം
- 33. വൃദ്ധയായ സ്ത്രീ വീട്ടിലേക്കു പോയി
- 34. അവൾ നല്ലതുപോലെ ഭംഗിയായി വസ്ത്രം ധരിച്ചു

VIII. അർത്ഥവ്യത്യാസം എഴുതുക

- 35. a) സുതൻ b) സുതൻ
- 36. a) അങ്കം b) അംഗം
- 37. a) അർത്ഥം b) അർദ്ധം
- 38. a) അപചയം b) അപജയം
- 39. a) അനലൻ b) അനിലൻ

IX. ശരിയോ തെറ്റോ എന്ന് കണ്ടെത്തി എഴുതുക

- 40. ആകുന്നു അമ്മ എന്റെ കല്യാണിയമ്മ
- 41. ഉണ്ണികൃഷ്ണൻ വന്നു
- 42. ക്ഷീണിച്ചു അയാൾ വല്ലാതെ പോയി
- 43. മുറ്റത്തെ ചെടിക്ക് എന്നും വെള്ളം നനയ്ക്കണം
- 44. ഒരു മണിക്കൂർ കഴിഞ്ഞതിനുശേഷമാണ് മന്ത്രി എത്തിയത്.

X. ഏത് ചിഹ്നമാണ് ഉപയോഗിക്കേണ്ടതെന്ന് കണ്ടെത്തി എഴുതുക

- 45. വാക്യത്തിന്റെ അവസാനം
a) (.) b) (,) c) (!) d) (-)
- 46. വാക്യങ്ങൾ പ്രത്യേകം പരാമർശിക്കുമ്പോൾ
a) (.) b) (“ ”) c) (,) d) (?)
- 47. വാക്യത്തിനിടയിൽ മറ്റൊരു പദം ഉൾപ്പെടുത്തുമ്പോൾ
a) (?) b) (“ ”) c) (()) d) (-)
- 48. രണ്ടിലൊന്ന് എന്ന അർത്ഥം സൂചിപ്പിക്കുവാൻ
a) (,) b) (/) c) (-) d) (...)
- 49. സംബോധനയ്ക്ക് ശേഷം
a) (,) b) (:) c) (-) d) (?)

XI. ശരിയോ തെറ്റോ എന്ന് കണ്ടെത്തി എഴുതുക

- 50. വിദ്യാഭ്യാസം മന്ത്രി
- 51. രക്ഷാകർത്താവ്
- 52. ജാഗ്രദാവസ്ഥ
- 53. സത്യാഗ്രഹം
- 54. നേരെ

XII. ഈ വാക്യത്തിന് അനുയോജ്യമായ അർത്ഥം വരുന്നത് തിരഞ്ഞെടുക്കുക

- 55. അവൾ അവനെഗർഭമായി നോക്കി
a) അർഹ b) അർദ്ധ c) അർത്ഥ
- 56. ഒന്നിനും കൊള്ളാത്ത ഭക്ഷണത്തിന് കൂടുതൽ വില വാങ്ങിയത്...മായിപ്പോയി
a) ആക്രമണ b) ആക്രമ c) അക്രമ
- 57. മന്ത്രിയുടെപരമായ നിലപാടിൽ ആരും പ്രതിഷേധിക്കുകയില്ല.
a) പക്ഷപാത b) പക്ഷവാത c) പക്ഷഘാത
- 58. ജനങ്ങളുടെ ബഹുമാനത്തിന് ...വളരെക്കാലം രാജാവ് നാടുഭരിച്ചു
a) പത്രവാനായി b) പാത്രമായി c) പത്രമായി
- 59. പരസ്പരധാരണയില്ലാത്ത മന്ത്രിമാരാണ് സർക്കാരിനെപ്പെടുത്തുന്നത്.
a) ദുർവൃത്തി b) ദുർബുദ്ധി c) ദുർബല

APPENDIX III
FAROOK TRAINING COLLEGE
ERRORS COMMITTED IN WRITTEN MALAYALAM BY STANDARD X
STUDENTS IN KOZHIKODE DISTRICT

RESPONSE SHEET

Name of the School								
Class		Div:		Male :	Female :	Urban	Rural	Govt: Aided:

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.				
21.				
22.				
23.				
24.				
25.				
26.	A	B	C	D
27.	A	B	C	D
28.	A	B	C	D
29.	A	B	C	D
30.	A	B	C	D

31.				
32.				
33.				
34.				
35.				
36.	A	B		
37.	A	B		
38.	A	B		
39.	A	B		
40.	A	B		
41.	ശരി	തെറ്റ്		
42.	ശരി	തെറ്റ്		
43.	ശരി	തെറ്റ്		
44.	ശരി	തെറ്റ്		
45.	ശരി	തെറ്റ്		
46.	A	B	C	D
47.	A	B	C	D
48.	A	B	C	D
49.	A	B	C	D
50.	ശരി	തെറ്റ്		
51.	ശരി	തെറ്റ്		
52.	ശരി	തെറ്റ്		
53.	ശരി	തെറ്റ്		
54.	ശരി	തെറ്റ്		
55.	ശരി	തെറ്റ്		
56.	A	B	C	D
57.	A	B	C	D
58.	A	B	C	D
59.	A	B	C	D
60.	A	B	C	D

APPENDIX IV
LIST OF SCHOOLS

Sl. No.	Name of the schools	Govt./ Aided.
1	R.E.C G.V.H.S.S Chathamangalam	Govt
2	Mukkam H.S.S	Govt
3	K.K.M.G.V.H.S.S Orkkatteri Vadakara	Govt
4	U.H.H.S.S Chaliyam	Aided
5	C.M.H.S.S Mannur	Aided
6	H.S.S Perambra	Aided
7	G.V.H.S.S Meenchantha	Govt
8	G.V.H.S.S Feroke	Govt
9	G.V.H.S.S Cheruvannur	Govt
10	Ramakrishna Mission Meenchanda	Aided
11	Farook Higher Secondary School , Farook College	Aided
12	Kunnamangalam Higher Secondary School Kunnamangalam	Aided