CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter – 4 presents the analysis and interpretation of data in terms of different components of Creative Writing identified through recitation of model poems namely, **"The River"**, **"Daffodils"** and **"Stopping by Woods on a Snowy Evening"** by the investigator, thereafter the poems composed by the students have been analyzed. It is followed by analysis of the data on reactions of the students towards the Participatory Approach of Creative Writing of poetry. The data analysis and interpretation are presented under the following steps:

Step 1: Analysis and interpretation of Model Poems & Poems composed by students in groups,

Step 2: Analysis and interpretation of Poems composed by students individually, and Step 3: Analysis and interpretation of the data on Reaction scale on Participatory approach for creative writing of poetry.

In the same way, the analysis and interpretation of data has been done in terms of different components of Creative Writing identified through reading of model Non-fiction essays by the investigator, namely, **"The story of my experiments with truth"** by M. K. Gandhi and **"The Great fire of London"** by Samuel Pepys, Unit : 10 from Std. 9 English Textbook. Thereafter the Non-fiction essays composed by the students have been analyzed. It is followed by analysis of the data on reactions of the students towards the Participatory Approach of Creative Writing of Non-fiction. The data analysis has been presented under the following steps:

Step 1: Analysis and interpretation of Model Non-fiction essays & Non-fiction essays composed by students,

Step 2: Analysis and interpretation of Non-fiction essays composed by students individually, and

Step 3: Analysis and interpretation of the data on Reaction scale on Participatory approach for creative writing of Non-fiction.

4.1 Analysis and interpretation of Model poems & Poems composed by students in groups

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No identifiable structure is evident in the poem. 0(0%)	1. The poem is written in its form but the structure does not show organization of the poem. 13(20%)	1. The poem is written in its proper form with a few mistakes. 24(40%)	1. The poem effectively uses an appropriate form. 24(40%)	1. The poem has used a logically effective organizationa l strategy and follows format of the poem exactly. 0(0%)
		2. The poet doesn't follow the form of the poem. 0(0%)	2. The poet tends to use an appropriate poem form. 24 (40%)	2. The poet has effectively used appropriate poetic form. 13 (20%)	2. The poetry form has emerged with a few or no errors. 24(40%)	2. The poem is in a form to present ideas effectively. 0(0%)
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	3. The poet has tried to develop subject in the poem. 24(40%)	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 24(40%)	3. The poet has very effectively presented the subject and ideas in the poem. 13 (20%)
		4. Content is not related and sequencing is not evident in the poem. The poet has difficulty in understanding the genre of the poem.	4. Content is somewhat related to topic and sequencing is tried in the poem. 0(0%)	sequencing is	4. The content of the poem relates to the topic well and sequencing is logical. 24(40%)	4. There is continuity in flow of ideas using appropriate words. 13 (20%)
2.	Sensitivity	0(0%)1.Thesensoryimagesaremissing in thepoem. 0(0%)	1.Thesensoryimagesimagesarelimitedandinappropriate	1. The poem clearly presents ideas and emotions but fails to	1. The poem clearly presents ideas and emotions relevant to	1. The poem presents ideas and emotions relevant to the theme in

Table 1.1 a: Frequencies, percentage and responses of the students on the rubric for poetry against various components of Creative Writing on the poem "The River" (Day 1) by Caroline Southey

		2. There is no use of sensory details or whenever used, it is consistently	to theme of the poem. 6(10%) 2. The poet has tried to use sensory details in the poem. 24(40%)	sustain unity. 13 (20%) 2. Sensory details contribute to the meaning of the poem. 13(20%)	the theme. 18 (30%) 2. Sensory details contribute effectively to the meaning of the poem.	an artistic way. 24(40%) 2. Sensory details contribute masterfully to the meaning of the poem. 2(0%)
		confusing in the poem. 0(0%) 3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. 0(0%)	3. The poem sensitizes the reader to some extent. 13(20%)	24(40%) 3. The poem sensitizes the reader. 13(20%)	0(0%) 3. The poem sensitizes the reader fully. 35(60%)
3.	Originality & Richness in imagination	1. The poem appears to be thoughtless. 0(0%)	1. The poet has tried to think and involve himself in the poem. 0(0%)	1. The form of the poem should be more appropriate to the subject of the poem. 24(40%)	1. Original idea is evident in the poem. 13(20%)	1. The poem is original in terms of choice of topic, ideas. 24(40%)
		2. The poet fails to use words to express ideas and emotions. 0(0%)	2. The poet has tried to use words to express ideas and emotions. 0(0%)	2. The poet has used words to create curiosity in reader's mind. 13(20%)	2. The poet has used words in an appropriate way to express ideas and emotions. 13(20%)	2. The poet has used words in an effective way to arouse curiosity in the reader's mind. 35(60%)
		3. The ideas presented in the poem are not original. 0(0%)	3. The ideas presented in the poem are somewhat repetitive. 0(0%)	3. Original ideas evident in the poem. 13(20%)	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 13(20%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 35(60%)

		4 (77)	4 There !	4 There !	4 There '	4 Th
		4. There is no	4. There is	4. There is a	4. There is a	4. There is a
		linkage	some linkage	linkage	logical link	link
		between ideas	between ideas	between ideas	between ideas	established in
		and emotions	and emotions	and emotions	and emotions	an effective
		in the poem.	in the poem.	in the poem.	in the poem.	way by the
		0(0%)	0(0%)	24(40%)	13(20%)	poet between
						ideas and
						emotions in
						the poem.
						24(40%)
		5. The poem	5. The poem	5. The poet	5. A couple	5. The poet
		is very	looks	has involved	of phrases or	has used his
		repetitive.	somewhat	himself in the	ideas may be	personal
		0(0%)	artificial.	poem.	revisited, but	feelings and
			24(40%)	24(40%)	the overall	involves
					product is	himself in the
					carefully	poem. 0(0%)
					written.	
					13(20%)	
4.	Interest	1. The poem	1. The poet	1. The poet	1. The poet	1. The poet
		lacks interest.	tries to create	attempts to	successfully	uses
		0(0%)	interest in	create interest	creates	significant
			reader's	in reader's	interest in	words
			mind. 0(0%)	mind. The	reader's	appropriately
				poet has tried	mind. The	to create
				to use words	poem makes	interest in
				to make	the reader	reader's mind
				reader smile	smile and feel	by making
				and feel	exciting.	him/her
				excited.	13(20%)	smile.
				35(60%)	15(2070)	13(20%)
		2. The poem	2. The poem	2. The poem	2. The poem	2. The poem
		2. The poem looks	looks	looks	is natural.	looks very
		artificial.	somewhat	somewhat	42(70%)	natural and
		0(0%)	artificial.	natural.	42(7070)	authentic.
			0(0%)	6(10%)		13(20%)
5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
5.	Speech	Speech is not	has tried to	has used	has used	has
	Specch	used in the	use Figures	Figures of	Figures of	artistically
		poem. $0(0\%)$	of Speech.	Speech but	Speech in an	used Figures
		Poem. 0(070)	01 Specch. 0(0%)	there are	appropriate	of Speech in
			0(070)	some	way.	the poem.
				mistakes.	way. 24(40%)	24(40%)
				13(20%)		2-1(-1070)
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
		myme,	contrasting of	sound	sound devices	sound

alliteration	n, İ	nappro	priate	devi	ces,	such	such		as,	dev	vices,	such
onomatop	oei u	use of	sound	as,	rhy	yme,	rhym	e,		as,	rl	nyme,
a are not u	ised d	levices	in the	allite	eratio	n,	allite	ratio	n,	alli	terati	on,
in the po	em. p	poem. 0	(0%)	onor	natop	ooei	onom	natop	oei	onc	mate	poei
0(0%)				a	in	the	a	in	а	a	in	an
				poen	n.		mean	ingfu	ul	effe	ective	e way
				13(2	0%)		way	in	the	to	cont	ribute
							poem	1.		to		the
							24(4()%)		me	aning	of
										the	1	ooem.
										24(40%))

Table 1.1 b: Frequencies, percentage and responses of the students on the rubric for poetry against various components of Creative Writing on the poem "The River" (Day 2) by Caroline Southey

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1.Noidentifiablestructureisevident in thepoem. 0(0%)	1. The poem is written in its form but the structure does not show organization of the poem. 0(0%)	1. The poem is written in its proper form with a few mistakes. 30(60%)	1. The poem effectively uses an appropriate form. 10(20%)	1. The poem has used a logically effective organizationa l strategy and follows format of the poem exactly. 10(20%)
		2. The poet doesn't follow the form of the poem. 0(0%)	2. The poet tends to use an appropriate poem form. 0(0%)	2. The poet has effectively used appropriate poetic form. 20 (40%)	2. The poetry form has emerged with a few or no errors. 0(0%)	2. The poem is in a form to present ideas effectively. 30(60%)
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	3. The poet	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 30(60%)	3. The poet has very effectively presented the subject and ideas in the poem. 10 (20%)
		4. Content is not related and sequencing is not evident in	4. Content is somewhat related to topic and sequencing is	4. Content is related to topic and sequencing is logical in the	4. The content of the poem relates to the topic well and	4. There is continuity in flow of ideas using appropriate

		the poem.	tried in the	poem. 0(0%)	sequencing is	words. 20
		The poet has difficulty in	poem. 0(0%)		logical. 30(60%)	(40%)
		understanding			50(0070)	
		the genre of				
		the poem.				
	0	0(0%)	1	1 1	1 1	1 171
2.	Sensitivity	1. The	1. The	1. The poem	1. The poem	1. The poem
		sensory images are	sensory	clearly presents ideas	clearly presents ideas	presents ideas and emotions
		images are missing in the	images are limited and	and emotions	and emotions	relevant to
		poem. 0(0%)	inappropriate	but fails to	relevant to	the theme in
			to theme of	sustain unity.	the theme. 20	an artistic
			the poem.	0(0%)	(40%)	way.
			0(0%)			30(60%)
		2. There is no	2. The poet	2. Sensory	2. Sensory	2. Sensory
		use of	has tried to	details	details	details
		sensory	use sensory	contribute to	contribute	contribute
		details or	details in the	the meaning	effectively to	masterfully to
		whenever	poem. 0(0%)	of the poem.	the meaning	the meaning
		used, it is		10(20%)	of the poem.	of the poem.
		consistently confusing in			30(60%)	10(20%)
		the poem.				
		0(0%)				
		3. The poem	3. The poem	3. The poem	3. The poem	3. The poem
		does not	has tried to	sensitizes the	sensitizes the	sensitizes the
		sensitize the	sensitize the	reader to	reader.	reader fully.
		reader. 0(0%)	reader. 0(0%)	some extent.	10(20%)	40(80%)
		4	4	0(0%)		4
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	& Dishasan in	appears to be thoughtless.	has tried to think and	of the poem should be	idea is evident in the	is original in terms of
	Richness in imagination	0(0%)	involve	more	poem.	terms of choice of
	inagination	0(070)	himself in the	appropriate to	20(40%)	topic, ideas.
			poem. 0(0%)	the subject of	_======================================	30(60%)
			1	the poem.		
				0(0%)		
		2. The poet	2. The poet	2. The poet	2. The poet	2. The poet
		fails to use	has tried to	has used	has used	has used
		words to	use words to	words to	words in an	words in an
		express ideas	express ideas	create	appropriate	effective way
		and emotions.	and emotions.	curiosity in	way to	to arouse
		0(0%)	0(0%)	reader's	express ideas	curiosity in
				mind. 0(0%)	and emotions. $25(500)$	the reader's
					25(50%)	mind.
						25(50%)

		3. The ideas presented in the poem are not original. 0(0%)	3. The ideas presented in the poem are somewhat repetitive. 0(0%)	3. Original ideas evident in the poem. 0(0%)	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 30(60%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 20(40%)
		4. There is no linkage between ideas and emotions in the poem. 0(0%)	4. There is some linkage between ideas and emotions in the poem. 0(0%)	4. There is a linkage between ideas and emotions in the poem. 0(0%)	4. There is a logical link between ideas and emotions in the poem. 25(50%)	4. There is a link established in an effective way by the poet between ideas and emotions in the poem. 25(50%)
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 0(0%)	5. The poet has involved himself in the poem. 0(0%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 10(20%)	5. The poet has used his personal feelings and involves himself in the poem. 40(80%)
4.	Interest	1. The poem lacks interest. 0(0%)	1. The poet tries to create interest in reader's mind. 0(0%)	mind. The poet has tried to use words to make reader smile and feel excited. 5(10%)	mind. The poem makes the reader smile and feel exciting. 5(10%)	appropriately to create interest in reader's mind by making him/her smile. 40(80%)
		2. The poem looks artificial. 0(0%)	2. The poem looks somewhat artificial. 0(0%)	2. The poem looks somewhat natural. 0(0%)	2. The poem is natural. 10(20%)	2. The poem looks very natural and authentic. 40(80%)
5.	Figures of	1. Figure Of Speech is not	1. The poet has tried to	1. The poethasused	1. The poethasused	1. The poet has

Speech	used in the	use Figures	Figures of	Figures of	artistically
Speech	poem. 0(0%)	of Speech.	Speech but	Speech in an	used Figures
		0(0%)	there are	appropriate	of Speech in
		0(070)			-
			some	way.	the poem.
			mistakes.	10(20%)	40(80%)
			0(0%)		
	2. The sound	2. There is	2. The poet	2. The poet	2. The poet
	devices like	consistently	has also used	has also used	has used
	rhyme,	confusing or	sound	sound devices	sound
	alliteration,	inappropriate	devices, such	such as,	devices, such
	onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
	a are not used	devices in the	alliteration,	alliteration,	alliteration,
	in the poem.	poem. 0(0%)	onomatopoei	onomatopoei	onomatopoei
	0(0%)		a in the	a in a	a in an
			poem. 0(0%)	meaningful	effective way
				way in the	to contribute
				poem.	to the
				5(10%)	meaning of
					the poem.
					45(90%)

Table 1.1 a and Table 1.1 b present the relative rating scenario of the students onDay 1 and Day 2 as follows:

1. Organization

1.1 It was found that "**The River**" poem was rated emerging by 20%, satisfactory by 40% and capable by 40% of the students on the first day whereas on second day the poem was rated satisfactory by 60% capable by 20% and proficient by 20% of the students in terms of use of effective organizational strategy and format of the poem.

1.2 It was found that "**The River**" poem was rated emerging by 40%, satisfactory by 20%, capable by 40% of the students on the first day whereas on the second day the poem was rated satisfactory by 40% and proficient by 60% of the students in terms of form of the poem.

1.3 It was found that **"The River"** poem was rated satisfactory by 40%, capable by 40%, and proficient by 20% of the students on the first day whereas on second day the poem was rated satisfactory by 20%, capable by 60%, and proficient by 20% of the students in terms of subject and ideas in the poem.

1.4 It was found that **"The River"** poem was rated satisfactory by 40%, capable by 40%, and proficient by 20% of the students on the first day whereas on second day the poem was rated capable by 60% and proficient by 40% of the students in terms of continuity in flow of ideas in the poem.

2. Sensitivity

2.1 It was found that "**The River**" poem was rated emerging by 10%, satisfactory by 20%, capable by 30%, and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 40%, and proficient by 60% of the students in terms of presentation of ideas and emotions relevant to theme in the poem. 2.2 It was found that "**The River**" poem was rated emerging by 40%, satisfactory by 20%, capable by 40% of the students on the first day whereas on second day the poem was rated satisfactory by 20%, capable by 60%, and proficient by 20% of the students in terms of use of sensory details in the poem.

2.3 It was found that **"The River"** poem was rated satisfactory by 20%, capable by 20%, and proficient by 60% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of sensitization of the reader towards the poem.

3. Originality & Richness in Imagination

3.1 It was found that **"The River"** poem was rated satisfactory by 40%, capable by 20%, and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 40% and proficient by 60% of the students in terms of choice of topic and ideas in the poem.

3.2 It was found that **"The River"** poem was rated satisfactory by 20%, capable by 20% and proficient by 60% of the students on the first day whereas on second day the poem was rated capable by 50%, and proficient by 50% of the students in terms of use of words to arouse curiosity in the mind of reader for poem.

3.3 It was found that **"The River"** poem was rated satisfactory by 20%, capable by 20%, and proficient by 60% of the students on the first day whereas on second day the poem was rated capable by 60%, and proficient by 40% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem.

3.4 It was found that **"The River"** poem was rated satisfactory by 40%, capable by 20%, proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 50%, and proficient by 50% of the students in terms of linkage established between ideas and emotions by the poet in the poem.

3.5 It was found that **"The River"** poem was rated emerging by 40%, satisfactory by 40%, capable by 20% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of use of personal feelings in the poem.

4. Interest

4.1 It was found that **"The River"** poem was rated satisfactory by 60%, capable by 20%, and proficient by 20% of the students on the first day whereas on second day the poem was rated satisfactory by 10%, capable by 10%, and proficient by 80% of the students in terms of use of words to create interest in reader's mind by making him/her smile.

4.2 It was found that **"The River"** poem was rated satisfactory by 10%, capable by 70% and proficient by 20% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of naturalness and authenticity in the poem.

5. Figure of Speech

5.1 It was found that **"The River"** poem was rated satisfactory by 20%, capable by 40% and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of use of figures of speech in the poem.

5.2 It was found that **"The River"** poem was rated satisfactory by 20%, capable by 40% and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 10% and proficient by 90% of the students in terms of use of sound devices like rhyme, alliteration, and onomatopoeia in the poem.

It was found that the students were able to identify various components of Creative Writing in the poem "**The River**" by Caroline Southey in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the poem "The River" has been found to be effective. So, it can be said that most of the students could identify different components of Creative writing on through the orientation programme.

Table 1.2 a: Frequencies, percentage and responses of the students on the rubric for poetry against various components of Creative Writing on the poem "The Daffodils" by William Wordsworth (Day 3)

		Beginner	Emerging	Satisfactory	Capable	Proficient
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Organization	1. No identifiable	is written in	1. The poem is written in	1. The poem effectively	1. The poem has used a
		15 WIIttell III			has used a
	structure is	its form but	its proper	uses an	logically
	evident in the	the structure	form with a	appropriate	effective
	poem. 0(0%)	does not	few mistakes.	form.	organizationa
	poem. 0(070)	show	0(0%)	25(50%)	1 strategy and
			0(070)	23(3070)	follows
		-			format of the
		1			
		0(0%)			poem exactly. 25(50%)
-	2. The poet	2. The poet	2. The poet	2. The poetry	2. The poem
	-	-	-		is in a form to
					present ideas
			=	-	effectively.
					30(60%)
		-			50(0070)
		0(070)	0(0%)	20(10%)	
ľ	3. The focus	3. Subject is	3. The poet	3. Ideas are	3. The poet
	is not clear,	developed to	has tried to	focused and	has very
	ideas are not	a limited	develop	clear to the	effectively
	connected	extent or	subject in the	reader in the	presented the
	and not	lacks	poem. 0(0%)	poem. The	subject and
	-	continuity in		poem has a	ideas in the
	1	the poem.		strong	poem. 40
	0(0%)	0(0%)		structure.	(80%)
				10(20%)	
-	4. Content is	4. Content is	4. Content is	4. The	4. There is
	not related	somewhat	related to	content of the	continuity in
	and	related to	topic and	poem relates	flow of ideas
	sequencing is	topic and	sequencing is	to the topic	using
		sequencing is	logical in the	well and	appropriate
	the poem.	tried in the	poem. 0(0%)	sequencing is	words. 30
	-	poem. 0(0%)		logical.	(60%)
	•			20(40%)	
	•				
	1				
Sensitivity	1. The	1. The	1. The poem	1. The poem	1. The poem
	sensory	sensory	clearly	clearly	presents ideas
	images are	images are	presents ideas	presents ideas	and emotions
	missing in the	limited and	and emotions	and emotions	relevant to
	poem. 0(0%)	inappropriate	but fails to	relevant to	the theme in
		to theme of	sustain unity.	the theme.	an artistic
		the poem.	5(10%)	25(50%)	way.
		0(0%)			20(40%)
	Sensitivity	doesn't followfollow the form of the poem. 0(0%)3. The focus is not clear, ideas are not connected and and not developed in the poem. 0(0%)4. Content is not related and sequencing is not evident in the poem. The poet has difficulty in understanding the genre of the poem. 0(0%)Sensitivity1.The sensory images are missing in the	doesn't followtends to use an appropriate poem 0(0%)3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)4. Content is not related and not related and not related and sequencing is the poem. The poet has difficulty in understanding the genre of the poem. 0(0%)4. Content is somewhat related to topic and sequencing is tried in the poem. 0(0%)Sensitivity1. The sensory images are missing in the poem. 0(0%)1. The sensory images are limited and inappropriate to theme of the poem. 0(0%)	Image: SensitivityImage: Sensitivityof the poem. 0(0%)of the poem. 0(0%)Image: Sensitivity2. The poet doesn't form of the poem. 0(0%)2. The poet tends to use an appropriate poem form. 0(0%)2. The poet thas effectively used appropriate poetic form. 0(0%)3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)3. The focus a limited extent or lacks continuity in the poem. 0(0%)3. The poet has tried to develop subject in the poem. 0(0%)4. Content is not related and sequencing is not evident in the poem. O(0%)4. Content is somewhat related to topic and sequencing is logical in the poem. 0(0%)4. Content is somewhat related to topic and sequencing is tried in the poem. 0(0%)Sensitivity1. The sensory images are missing in the poem. 0(0%)1. The poem sensory images are limited and and emotions poem. 0(0%)Images are to theme of the poem. 0(0%)1. The sustain unity. the poem. 5(10%)	Image: sequencing is not related and sequencing is not evident in the poem. $O(0\%)$ Image: Arrow of the poem of the poem of the poem of the poem of the poem. $O(0\%)$ Image: Arrow of the poem $O(0\%)$ Image: Arrow of the poem $O(0\%)$ Image: Arrow of the poem of the poem of the poem of the poem of the poem. $O(0\%)$ Image: Arrow of the poem of the poem of the poem of the poem. $O(0\%)$ Image: Arrow of the topic the poem of the poem. $O(0\%)$ Image: Arrow of the poem of the poem. $O(0\%)$ Image: Arrow of the poem of the poem. $O(0\%)$ Image: Arrow of the topic the poem. $O(0\%)$ Image: Arrow of the poem. $O(0\%)$ Image: Arr

		2. There is no use of sensory details or whenever used, it is consistently confusing in the poem. 0(0%)	 The poet has tried to use sensory details in the poem. 0(0%) The poem 	 2. Sensory details contribute to the meaning of the poem. 20(40%) 3. The poem 	 2. Sensory details contribute effectively to the meaning of the poem. 5(10%) 3. The poem 	 Sensory details contribute masterfully to the meaning of the poem. 25(50%)
		3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. 0(0%)	sensitizes the reader to some extent. 20(40%)	sensitizes the reader. 20(40%)	3. The poem sensitizes the reader fully. 10(20%)
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	&	appears to be	has tried to	-	idea is	is original in
	Richness in	thoughtless.	think and	should be	evident in the	terms of
	imagination	0(0%)	involve himself in the poem. 0(0%)	more appropriate to the subject of the poem. 20(40%)	poem. 25(50%)	choice of topic, ideas. 5(10%)
		2. The poet fails to use words to express ideas and emotions. 0(0%)	2. The poet has tried to use words to express ideas and emotions. 0(0%)	2. The poet has used words to create curiosity in reader's mind. 10(20%)	2. The poet has used words in an appropriate way to express ideas and emotions. 20(40%)	2. The poet has used words in an effective way to arouse curiosity in the reader's mind. 20(40%)
		3. The ideas presented in the poem are not original. 0(0%)	3. The ideas presented in the poem are somewhat repetitive. 0(0%)	3. Original ideas evident in the poem. 18(36%)	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 12(24%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 20(40%)

		4 (77)	4 Th	4 There is	4 Thouse is	1 There is
		4. There is no	4. There is	4. There is a	4. There is a	4. There is a
		linkage	some linkage	linkage	logical link	link
		between ideas	between ideas	between ideas	between ideas	established in
		and emotions	and emotions	and emotions	and emotions	an effective
		in the poem.	in the poem.	in the poem.	in the poem.	way by the
		0(0%)	0(0%)	5(10%)	25(50%)	poet between
						ideas and
						emotions in
						the poem.
						20(40%)
		5. The poem	5. The poem	5. The poet	5. A couple	5. The poet
		is very	looks	has involved	of phrases or	has used his
		repetitive.	somewhat	himself in the	ideas may be	personal
		0(0%)	artificial.	poem. 0(0%)	revisited, but	feelings and
			0(0%)		the overall	involves
					product is	himself in the
					carefully	poem.
					written.	25(50%)
					25(50%)	
4.	Interest	1. The poem	1. The poet	1. The poet	1. The poet	1. The poet
		lacks interest.	tries to create	attempts to	successfully	uses
		0(0%)	interest in	create interest	creates	significant
			reader's	in reader's	interest in	words
			mind. 0(0%)	mind. The	reader's	appropriately
				poet has tried	mind. The	to create
				to use words	poem makes	interest in
				to make	the reader	reader's mind
				reader smile	smile and feel	by making
				and feel	exciting.	him/her
				excited.	20(40%)	smile.
				10(20%)		20(40%)
		2. The poem	2. The poem	2. The poem	2. The poem	2. The poem
		looks	looks	looks	is natural.	looks very
		artificial.	somewhat	somewhat	5(10%)	natural and
		0(0%)	artificial.	natural.		authentic.
			0(0%)	5(10%)		40(80%)
5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
	Speech	Speech is not	has tried to	has used	has used	has
	-	used in the	use Figures	Figures of	Figures of	artistically
		poem. 0(0%)	of Speech.	Speech but	Speech in an	used Figures
			5(10%)	there are	appropriate	of Speech in
				some	way.	the poem.
				mistakes.	15(30%)	15(3%)
				15(30%)		
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
L	I	•			1	

allite	eration,	inappropriate	devic	es, s	such	such		as,	dev	ices,	such
onor	natopoei	use of sound	as,	rhy	/me,	rhym	e,		as,	rł	nyme,
a are	e not used	devices in the	alliter	ratior	n,	alliter	ratio	n,	alli	terati	on,
in t	he poem.	poem. 0(0%)	onom	natop	oei	onom	natop	oei	onc	mate	poei
0(0%	6)		a i	in	the	а	in	а	а	in	an
			poem	. 0(0	%)	mean	ingfu	ıl	effe	ective	way
						way	in	the	to	cont	ribute
						poem	۱.		to		the
						10(20)%)		me	aning	of
									the	1	ooem.
									40(80%))

Table 1.2 b: Frequencies, percentage and responses of the students on the rubric for poetry against various components of Creative Writing on the poem "The Daffodils" by William Wordsworth (Day 4)

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No identifiable structure is evident in the poem. 0(0%)	1. The poem is written in its form but the structure does not show organization of the poem. 0(0%)	1. The poem is written in its proper form with a few mistakes. 0(0%)	1. The poem effectively uses an appropriate form. 10(20%)	1. The poem has used a logically effective organizationa l strategy and follows format of the poem exactly. 40(80%)
		2. The poet doesn't follow the form of the poem. 0(0%)	2. The poet tends to use an appropriate poem form. 0(0%)	2. The poet has effectively used appropriate poetic form. 0(0%)	2. The poetry form has emerged with a few or no errors. 10(20%)	 The poem is in a form to present ideas effectively. 40(80%)
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	3. The poet has tried to develop subject in the poem. 5(10%)	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 5(10%)	3. The poet has very effectively presented the subject and ideas in the poem. 40 (80%)
		4. Content is not related and sequencing is	4. Content is somewhat related to topic and	4. Content is related to topic and sequencing is	4. The content of the poem relates to the topic	4. There is continuity in flow of ideas using

		not evident in	sequencing is	logical in the	well and	appropriate
		the poem.	tried in the	poem. $0(0\%)$	sequencing is	words. 45
		The poet has	poem. 0(0%)		logical.	(90%)
		difficulty in	poem. 0(070)		5(10%)	(9070)
		understanding			3(10%)	
		the genre of				
		-				
		1				
2.	Sensitivity	0(0%) 1. The	1. The	1. The poem	1. The poem	1. The poem
2.	Sensitivity			clearly	clearly	presents ideas
		sensory	sensory		•	-
		images are	images are	presents ideas	presents ideas	and emotions
		missing in the	limited and	and emotions	and emotions	relevant to
		poem. 0(0%)	inappropriate	but fails to	relevant to	the theme in
			to theme of	sustain unity.	the theme. 15	an artistic
			the poem.	0(0%)	(30%)	way.
			0(0%)			35(70%)
		2. There is no	2. The poet	2. Sensory	2. Sensory	2. Sensory
		use of	has tried to	details	details	details
		sensory	use sensory	contribute to	contribute	contribute
		details or	details in the	the meaning	effectively to	masterfully to
		whenever	poem. 0(0%)	of the poem.	the meaning	the meaning
		used, it is	1	0(0%)	of the poem.	of the poem.
		consistently			20(40%)	30(60%)
		confusing in				
		the poem.				
		0(0%)				
		3. The poem	3. The poem	3. The poem	3. The poem	3. The poem
		does not	has tried to	sensitizes the	sensitizes the	sensitizes the
		sensitize the	sensitize the	reader to	reader.	reader fully.
		reader. 0(0%)	reader. 0(0%)	some extent.	15(30%)	35(70%)
				0(0%)		
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	&	appears to be	has tried to	of the poem	idea is	is original in
	Richness in	thoughtless.	think and	should be	evident in the	terms of
	imagination	0(0%)	involve	more	poem.	choice of
	8		himself in the	appropriate to	10(20%)	topic, ideas.
			poem. 0(0%)	the subject of		40(80%)
			1	the poem.		~ /
				0(0%)		
		2. The poet	2. The poet	2. The poet	2. The poet	2. The poet
		fails to use	has tried to	has used	has used	has used
		words to	use words to	words to	words in an	words in an
		express ideas	express ideas	create	appropriate	effective way
		and emotions.	and emotions.	curiosity in	way to	to arouse
		0(0%)	0(0%)	reader's	express ideas	curiosity in
				mind. $0(0\%)$	and emotions.	the reader's
				mmu. 0(0%)		
					5(10%)	mind.
						45(90%)

		 3. The ideas presented in the poem are not original. 0(0%) 4. There is no linkage between ideas 	 3. The ideas presented in the poem are somewhat repetitive. 0(0%) 4. There is some linkage between ideas 	 3. Original ideas evident in the poem. 0(0%) 4. There is a linkage between ideas 	 3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 15(30%) 4. There is a logical link between ideas 	 3. The poet has used words to convey ideas and emotions in effective way in the poem. 35(70%) 4. There is a link established in
		and emotions in the poem. 0(0%)	and emotions in the poem. 0(0%)	and emotions in the poem. 0(0%)	and emotions in the poem. 10(20%)	an effective way by the poet between ideas and emotions in the poem. 40(80%)
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 0(0%)	5. The poet has involved himself in the poem. 0(0%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 15(30%)	5. The poet has used his personal feelings and involves himself in the poem. 35(70%)
4.	Interest	1. The poem lacks interest. 0(0%)	1. The poet tries to create interest in reader's mind. 0(0%)	1. The poet attempts to create interest in reader's mind. The poet has tried to use words to make reader smile and feel excited. 0(0%)	reader's mind. The poem makes the reader smile and feel exciting. 10(20%)	appropriately to create interest in reader's mind by making him/her smile. 40(80%)
		2. The poem looks artificial. 0(0%)	2. The poem looks somewhat artificial. 0(0%)	2. The poem looks somewhat natural. 0(0%)	2. The poem is natural. 20(40%)	2. The poem looks very natural and authentic. 30(60%)
5.	Figures of	1. Figure Of Speech is not	1. The poet has tried to	1. The poethasused	1. The poethasused	1. The poet has

Speech	used in the poem. 0(0%)	use Figures of Speech. 0(0%)	FiguresofSpeechbuttherearesomemistakes.	Figures of Speech in an appropriate way. 15(30%)	artistically used Figures of Speech in the poem. 35(70%)
	2. The sound devices like rhyme, alliteration, onomatopoei a are not used in the poem. 0(0%)	2. There is consistently confusing or inappropriate use of sound devices in the poem. 0(0%)	0(0%) 2. The poet has also used sound devices, such as, rhyme, alliteration, onomatopoei a in the poem. 0(0%)	has also used sound devices	2. The poet has used sound devices, such as, rhyme, alliteration, onomatopoei a in an effective way to contribute to the meaning of the poem. 40(80%)

Table 1.2 a and Table 1.2 b present the relative rating scenario of the students onDay 3 and Day 4 as follows:

1. Organization

1.1 It was found that "**The Daffodils**" poem was rated capable by 50% and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of use of effective organizational strategy and format of the poem.

1.2 It was found that "**The Daffodils**" poem was rated capable by 40% and proficient by 60% of the students on the first day whereas on the second day the poem was rated capable by 20% and proficient by 80% of the students in terms of form of the poem.

1.3 It was found that "**The Daffodils**" poem was rated capable by 20% and proficient by 80% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of subject and ideas in the poem.

1.4 It was found that "**The Daffodils**" poem was rated capable by 40% and proficient by 60% of the students on the first day whereas on second day the poem was rated capable by 10% and proficient by 90% of the students in terms of continuity in flow of ideas in the poem.

2. Sensitivity

2.1 It was found that **"The Daffodils"** poem was rated satisfactory by 10%, capable by 50%, and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 30% and proficient by 70% of the students in terms of presentation of ideas and emotions relevant to theme in the poem.

2.2 It was found that **"The Daffodils"** poem was rated satisfactory by 40%, capable by 10% and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 40% and proficient by 60% of the students in terms of use of sensory details in the poem.

2.3 It was found that **"The Daffodils"** poem was rated satisfactory by 40%, capable by 40%, and proficient by 20% of the students on the first day whereas on second day the poem was rated capable by 30% and proficient by 70% of the students in terms of sensitization of the reader towards the poem.

3. Originality & Richness in Imagination

3.1 It was found that **"The Daffodils"** poem was rated satisfactory by 40%, capable by 50%, and proficient by 10% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of choice of topic and ideas in the poem.

3.2 It was found that **"The Daffodils"** poem was rated satisfactory by 20%, capable by 40% and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 10%, and proficient by 90% of the students in terms of use of words to arouse curiosity in the mind of reader for poem.

3.3 It was found that **"The Daffodils"** poem was rated satisfactory by 36%, capable by 24%, and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 30%, and proficient by 70% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem.

3.4 It was found that **"The Daffodils"** poem was rated satisfactory by 10%, capable by 50%, proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 20%, and proficient by 80% of the students in terms of linkage established between ideas and emotions by the poet in the poem.

3.5 It was found that "**The Daffodils**" poem was rated capable by 50% and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 30% and proficient by 70% of the students in terms of use of personal feelings in the poem.

4. Interest

4.1 It was found that **"The Daffodils"** poem was rated satisfactory by 20%, capable by 40%, and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 20%, and proficient by 80% of the students in terms of use of words to create interest in reader's mind by making him/her smile.

4.2 It was found that **"The Daffodils"** poem was rated satisfactory by 10%, capable by 10% and proficient by 80% of the students on the first day whereas on second day the poem was rated capable by 40% and proficient by 60% of the students in terms of naturalness and authenticity in the poem.

5. Figure of Speech

5.1 It was found that "**The Daffodils**" poem was rated emerging by 10%, satisfactory by 30%, capable by 30% and proficient by 30% of the students on the first day whereas on second day the poem was rated capable by 30% and proficient by 70% of the students in terms of use of figures of speech in the poem.

5.2 It was found that "**The Daffodils**" poem was rated capable by 20% and proficient by 80% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem.

It was found that the students were able to identify various components of Creative Writing in the poem "**The Daffodils**" by William Wordsworth in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the poem "**The Daffodils**" has been found to be effective. So, it can be said that most of the students could identify different components of Creative writing on through the orientation programme.

Table 1.3 a: Frequencies, percentage and responses of the students on the rubric for poetry against various components of Creative Writing on the poem "Stopping by Woods on a Snowy Evening" by Robert Frost (Day 5)

	Beginner	Emerging	Satisfactory	Capable	Proficient
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1.	Organization	1. No	1 The noem	1. The poem	1. The poem	1. The poem
1.	Organization	identifiable	is written in	is written in	effectively	has used a
		structure is	its form but	its proper	uses an	logically
		evident in the	the structure	form with a	appropriate	effective
		poem. $0(0\%)$	does not	few mistakes.	form.	organizationa
		poem. 0(070)	show	14(32%)	13(30%)	1 strategy and
			organization	14(3270)	15(5070)	follows
			of the poem.			format of the
			-			
			0(0%)			poem exactly. $17(38\%)$
		2 The mean	2 The mean	2 The reat	2. The reastry	17(38%)
		2. The poet	2. The poet	2. The poet	2. The poetry	2. The poem
		doesn't	tends to use	has	form has	is in a form to
		follow the	an	effectively	emerged with	present ideas
		form of the $O(00)$	appropriate	used	a few or no	effectively.
		poem. 0(0%)	poem form.	appropriate poetic form.	errors.	18(40%)
			0(0%)	13 (30%)	13(30%)	
		3. The focus	3. Subject is	3. The poet	3. Ideas are	3. The poet
		is not clear,	developed to	has tried to	focused and	has very
		ideas are not	a limited	develop	clear to the	effectively
		connected	extent or	subject in the	reader in the	presented the
		and not	lacks	poem.	poem. The	subject and
		developed in	continuity in	11(25%)	poem has a	ideas in the
		the poem.	the poem.		strong	poem. 22
		0(0%)	0(0%)		structure.	(50%)
					11(25%)	
		4. Content is	4. Content is	4. Content is	4. The	4. There is
		not related	somewhat	related to	content of the	continuity in
		and	related to	topic and	poem relates	flow of ideas
		sequencing is	topic and	sequencing is	to the topic	using
		not evident in	sequencing is	logical in the	well and	appropriate
		the poem.	tried in the	poem. 0(0%)	sequencing is	words. 22
		The poet has	poem. 0(0%)		logical.	(50%)
		difficulty in			22(50%)	
		understanding				
		the genre of				
		the poem. 0(0%)				
2.	Sensitivity	1. The	1. The	1. The poem	1. The poem	1. The poem
		sensory	sensory	clearly	clearly	presents ideas
		images are	images are	presents ideas	presents ideas	and emotions
		missing in the	limited and	and emotions	and emotions	relevant to
		poem. 0(0%)	inappropriate	but fails to	relevant to	the theme in
			to theme of	sustain unity.	the theme. 22	an artistic
			the poem.	4(10%)	(50%)	way.
			0(0%)			18(40%)
			0(0%)			18(40%)

		2. There is no use of sensory details or whenever used, it is consistently confusing in the poem. 0(0%) 3. The poem	 The poet has tried to use sensory details in the poem. 0(0%) The poem 	 2. Sensory details contribute to the meaning of the poem. 0(0%) 3. The poem 	 Sensory details contribute effectively to the meaning of the poem. 22(50%) The poem 	 2. Sensory details contribute masterfully to the meaning of the poem. 22(50%) 3. The poem
		does not sensitize the reader. 0(0%)	has tried to sensitize the reader. $0(0\%)$	sensitizes the reader to some extent. 22(50%)	sensitizes the reader. 22(50%)	sensitizes the reader fully. 0(0%)
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	&	appears to be	has tried to	-	idea is	is original in
	Richness in	thoughtless.	think and	should be	evident in the	terms of
	imagination	0(0%)	involve himself in the poem. 0(0%)	more appropriate to the subject of the poem. 0(0%)	poem. 22(50%)	choice of topic, ideas. 22(50%)
		2. The poet fails to use words to express ideas and emotions. 0(0%)	2. The poet has tried to use words to express ideas and emotions. 5(10%)	2. The poet has used words to create curiosity in reader's mind. 11(25%)	2. The poet has used words in an appropriate way to express ideas and emotions. 11(25%)	2. The poet has used words in an effective way to arouse curiosity in the reader's mind. 22(50%)
		3. The ideas presented in the poem are not original. 0(0%)	3. The ideas presented in the poem are somewhat repetitive. 0(0%)	3. Original ideas evident in the poem. 11(25%)	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 22(50%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 11(25%)

		4. There is no	4. There is	4. There is a	4. There is a	4. There is a
		linkage between ideas	some linkage between ideas	linkage between ideas	logical link between ideas	link established in
		and emotions	and emotions	and emotions	and emotions	an effective
		in the poem. $O(07)$	in the poem.	in the poem.	in the poem.	way by the
		0(0%)	0(0%)	18(40%)	26(60%)	poet between ideas and
						emotions in
						the poem.
		5 The norm	5. The poem	5. The poet	5. A couple	0(0%) 5. The poet
		5. The poem is very	looks	has involved	of phrases or	has used his
		repetitive.	somewhat	himself in the	ideas may be	personal
		0(0%)	artificial. 0(0%)	poem. 8(20%)	revisited, but the overall	feelings and involves
					product is	himself in the
					carefully written.	poem. 18(40%)
					18(40%)	10(4070)
4.	Interest	1. The poem	1. The poet	1. The poet	1. The poet	1. The poet
		lacks interest. 0(0%)	tries to create interest in	attempts to create interest	successfully creates	uses significant
			reader's	in reader's	interest in	words
			mind. 0(0%)	mind. The	reader's mind. The	appropriately to create
				poet has tried to use words	poem makes	to create interest in
				to make	the reader	reader's mind
				reader smile and feel	smile and feel exciting.	by making him/her
				excited.	26(60%)	smile.
			0 171	0(0%)	0 171	18(40%)
		2. The poem looks	2. The poem looks	2. The poem looks	2. The poem is natural.	2. The poem looks very
		artificial.	somewhat	somewhat	11(25%)	natural and
		0(0%)	artificial. 0(0%)	natural. 11(25%)		authentic. 22(50%)
5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
	Speech	Speech is not	has tried to	has used	has used	has
		used in the poem. $0(0\%)$	use Figures of Speech.	Figures of Speech but	Figures of Speech in an	artistically used Figures
		1 (* / - /	0(0%)	there are	appropriate	of Speech in
				some mistakes.	way. 18(40%)	the poem. 26(60%)
				0(0%)	10(4070)	20(00%)
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like rhyme,	consistently confusing or	has also used sound	has also used sound devices	has used sound
		mynne,	contrasting of	sound	sound devices	sound

	alliteration,	inappropriate	devices, such	such as,	devices, such
	onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
	a are not used	devices in the	alliteration,	alliteration,	alliteration,
i	in the poem.	poem. 0(0%)	onomatopoei	onomatopoei	onomatopoei
	0(0%)		a in the	a in a	a in an
			poem. 0(0%)	meaningful	effective way
				way in the	to contribute
				poem.	to the
				22(50%)	meaning of
					the poem.
					22(50%)

Table 1.3 b: Frequencies, percentage and responses of the students on the rubricfor poetry against various components of Creative Writing on the poem"Stopping by Woods on a Snowy Evening" by Robert Frost (Day 6)

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1.Noidentifiablestructureisevident in thepoem. 0(0%)	1. The poem is written in its form but the structure does not show	1. The poem is written in its proper form with a few mistakes. 0(0%)	1. The poem effectively uses an appropriate form. 15(30%)	1. The poem has used a logically effective organizationa l strategy and
			organization of the poem. 0(0%)			follows format of the poem exactly. 35(70%)
		2. The poet doesn't follow the form of the poem. 0(0%)	2. The poet tends to use an appropriate poem form. 0(0%)	2. The poet has effectively used appropriate poetic form.	2. The poetry form has emerged with a few or no errors. 10(20%)	 The poem is in a form to present ideas effectively. 40(80%)
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	0(0%) 3. The poet has tried to develop subject in the poem. 0(0%)	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 15(30%)	3. The poet has very effectively presented the subject and ideas in the poem. 35 (70%)
		4. Content is not related and	4. Content is somewhat related to	4. Content is related to topic and	4. The content of the poem relates	4. There is continuity in flow of ideas

			tomic and	angung sing in	to the toric	nain a
		sequencing is not evident in the poem. The poet has difficulty in understanding the genre of the poem. 0(0%)	topic and sequencing is tried in the poem. 0(0%)	sequencing is logical in the poem. 0(0%)	to the topic well and sequencing is logical. 10(20%)	using appropriate words. 40 (80%)
2.	Sensitivity	1. The sensory images are missing in the poem. 0(0%)	1. The sensory images are limited and inappropriate to theme of the poem. 0(0%)	1. The poem clearly presents ideas and emotions but fails to sustain unity. 0(0%)	1. The poem clearly presents ideas and emotions relevant to the theme. 10 (20%)	1. The poem presents ideas and emotions relevant to the theme in an artistic way. 40(80%)
		2. There is no use of sensory details or whenever used, it is consistently confusing in the poem. 0(0%)	2. The poet has tried to use sensory details in the poem. 0(0%)	2. Sensory details contribute to the meaning of the poem. 0(0%)	2. Sensory details contribute effectively to the meaning of the poem. 5(10%)	2. Sensory details contribute masterfully to the meaning of the poem. 45(90%)
		3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. $0(0\%)$	3. The poem sensitizes the reader to some extent. 0(0%)	3. The poem sensitizes the reader. 10(20%)	3. The poem sensitizes the reader fully. 40(80%)
3.	Originality & Richness in Imagination	1. The poem appears to be thoughtless. 0(0%)	1. The poet has tried to think and involve himself in the poem. 0(0%)	1. The form	1. Original idea is evident in the poem. 10(20%)	1. The poem is original in terms of choice of topic, ideas. 40(80%)
		2. The poet fails to use words to express ideas and emotions. 0(0%)	2. The poet has tried to use words to express ideas and emotions. 0(0%)	2. The poet has used words to create curiosity in reader's mind. 0(0%)	2. The poet has used words in an appropriate way to express ideas and emotions. 15(30%)	2. The poet has used words in an effective way to arouse curiosity in the reader's mind.

						35(70%)
		3. The ideas presented in the poem are not original. 0(0%)	3. The ideas presented in the poem are somewhat repetitive. 0(0%)	3. Original ideas evident in the poem. 0(0%)	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 5(10%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 45(90%)
		4. There is no linkage between ideas and emotions in the poem. 0(0%)	4. There is some linkage between ideas and emotions in the poem. 0(0%)	4. There is a linkage between ideas and emotions in the poem. 0(0%)	4. There is a logical link between ideas and emotions in the poem. 10(20%)	4. There is a link established in an effective way by the poet between ideas and emotions in the poem. 40(80%)
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 0(0%)	5. The poet has involved himself in the poem. 0(0%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 15(30%)	5. The poet has used his personal feelings and involves himself in the poem. 35(70%)
4.	Interest	1. The poem lacks interest. 0(0%)	1. The poet tries to create interest in reader's mind. 0(0%)	1	1. The poet	1. The poet uses significant words appropriately to create interest in reader's mind by making him/her smile. 35(70%)
		2. The poem looks artificial. 0(0%)	2. The poem looks somewhat artificial. 0(0%)	2. The poem looks somewhat natural. 0(0%)	2. The poem is natural. 10(20%)	2. The poem looks very natural and authentic. 40(80%)

5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
	Speech	Speech is not	has tried to	has used	has used	has
		used in the	use Figures	Figures of	Figures of	artistically
		poem. 0(0%)	of Speech.	Speech but	Speech in an	used Figures
			0(0%)	there are	appropriate	of Speech in
				some	way.	the poem.
				mistakes.	10(20%)	40(80%)
				0(0%)		
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
		alliteration,	inappropriate	devices, such	such as,	devices, such
		onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
		a are not used	devices in the	alliteration,	alliteration,	alliteration,
		in the poem.	poem. 0(0%)	onomatopoei	onomatopoei	onomatopoei
		0(0%)		a in the	a in a	a in an
				poem. 0(0%)	meaningful	effective way
					way in the	to contribute
					poem.	to the
					15(30%)	meaning of
						the poem.
						35(70%)

Table 1.3 a and Table 1.3 b present the relative rating scenario of the students onDay 4 and Day 5 as follows:

1. Organization

1.1 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 32% and capable by 30% and proficient by 38% of the students on the first day whereas on second day the poem was rated capable by 30% and proficient by 70% of the students in terms of use of effective organizational strategy and format of the poem.

1.2 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 30%, capable by 30% and proficient by 40% of the students on the first day whereas on the second day the poem was rated capable by 20% and proficient by 80% of the students in terms of form of the poem.

1.3 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 25%, capable by 25%, and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 30% and proficient by 70% of the students in terms of subject and ideas in the poem.

1.4 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated capable by 50%, and proficient by 50% of the students on the first day whereas on

second day the poem was rated capable by 20%, and proficient by 80% of the students in terms of continuity in flow of ideas in the poem.

2. Sensitivity

2.1 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 10%, capable by 50%, and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 20%, and proficient by 80% of the students in terms of presentation of ideas and emotions relevant to theme in the poem.

2.2 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated capable by 50%, and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 10% and proficient by 90% of the students in terms of use of sensory details in the poem.

2.3 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 50% and capable by 50% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of sensitization of the reader towards the poem.

3. Originality & Richness in Imagination

3.1 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated capable by 50% and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of choice of topic and ideas in the poem.

3.2 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 25%, capable by 25% and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 30%, and proficient by 70% of the students in terms of use of words to arouse curiosity in the mind of reader for poem.

3.3 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 25%, capable by 50%, and proficient by 25% of the students on the first day whereas on second day the poem was rated capable by 10%, and proficient by 90% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem.

3.4 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 40% and capable by 60% of the students on the first day whereas on

second day the poem was rated capable by 20%, and proficient by 80% of the students in terms of linkage established between ideas and emotions by the poet in the poem.

3.5 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated satisfactory by 20%, capable by 40% and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 30% and proficient by 70% of the students in terms of use of personal feelings in the poem.

4. Interest

4.1 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated capable by 60%, and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 30%, and proficient by 70% of the students in terms of use of words to create interest in reader's mind by making him/her smile.

4.2 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated capable by 60% and proficient by 40% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of naturalness and authenticity in the poem.

5. Figure of Speech

5.1 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated capable by 40% and proficient by 60% of the students on the first day whereas on second day the poem was rated capable by 20% and proficient by 80% of the students in terms of use of figures of speech in the poem.

5.2 It was found that "**Stopping by Woods on a Snowy Evening**" poem was rated capable by 50% and proficient by 50% of the students on the first day whereas on second day the poem was rated capable by 30%, and proficient by 70% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem.

It was found that the students were able to identify various components of Creative Writing in the poem "**Stopping by Woods on a Snowy Evening**" by Robert Frost in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the poem "Stopping by Woods on a Snowy Evening" has been found to be effective. So, it can be said that most of the students could identify different components of Creative writing on through the orientation programme.

1.4 - a Model Di	amante poem	- Seasons
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		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No identifiable structure is evident in the poem. 5(10%)	1. The poem is written in its form but the structure does not show organization of the poem. 10(20%)	-	1. The poem effectively uses an appropriate form. 20(40%)	1. The poem has used a logically effective organizationa l strategy and follows format of the poem exactly. 0(0%)
		2. The poet doesn't follow the form of the poem. 0(0%)	2. The poet tends to use an appropriate poem form. 15(30%)	2. The poet has effectively used appropriate poetic form. 10(20%)	2. The poetry form has emerged with a few or no errors. 20(40%)	2. The poem is in a form to present ideas effectively. 5(10%)
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	3. The poet has tried to develop subject in the poem. 17(34%)	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 18(36%)	3. The poet has very effectively presented the subject and ideas in the poem. 15 (30%)
		4. Content is not related and sequencing is not evident in the poem. The poet has difficulty in understanding the genre of the poem. 0(0%)	4. Content is somewhat related to topic and sequencing is tried in the poem. 0(0%)	sequencing is	4. The content of the poem relates to the topic well and sequencing is logical. 8(16%)	4. There is continuity in flow of ideas using appropriate words. 30 (60%)
2.	Sensitivity	1.The sensoryimagesare missing in the	1.Thesensoryimagesimagesarelimitedand	1. The poem clearly presents ideas and emotions	1. The poem clearly presents ideas and emotions	1. The poem presents ideas and emotions relevant to

		poem.	inappropriate	but fails to	relevant to	the theme in
		5(10%)	to theme of	sustain unity.	the theme.	an artistic
			the poem.	20(40%)	0(0%)	way. 0(0%)
		2 There is no	25(50%)	2 Soncom	2. Sensory	2. Sensory
		2. There is no use of	2. The poet has tried to	2. Sensory details	2. Sensory details	2. Sensory details
		sensory	use sensory	contribute to	contribute	contribute
		details or	details in the	the meaning	effectively to	masterfully to
		whenever	poem.	of the poem.	the meaning	the meaning
		used, it is	15(30%)	5(10%)	of the poem.	of the poem.
		consistently			0(0%)	0(0%)
		confusing in				
		the poem. 30(60%)				
		3. The poem	3. The poem	3. The poem	3. The poem	3. The poem
		does not	has tried to	sensitizes the	sensitizes the	sensitizes the
		sensitize the	sensitize the	reader to	reader.	reader fully.
		reader.	reader.	some extent.	10(20%)	0(0%)
		5(10%)	28(56%)	7(14%)		
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	&	appears to be	has tried to think and	of the poem should be	idea is evident in the	is original in terms of
	Richness in imagination	thoughtless. $0(0\%)$	think and involve	more be	poem.	terms of choice of
	imagination	0(070)	himself in the	appropriate to	20(40%)	topic, ideas.
			poem. 0(0%)	the subject of	20(1070)	15(30%)
			1	the poem.		
				15(30%)		
		2. The poet	2. The poet	2. The poet	2. The poet	2. The poet
		fails to use	has tried to	has used	has used	has used
		words to	use words to	words to	words in an	words in an
		express ideas and emotions.	express ideas	create	appropriate	effective way
		0(0%)	and emotions. $0(0\%)$	curiosity in reader's	way to express ideas	to arouse curiosity in
		0(070)	0(070)	mind.	and emotions.	the reader's
				10(20%)	10(20%)	mind.
						30(60%)
		3. The ideas	3. The ideas	3. Original	3. The poet	3. The poet
		presented in	presented in	ideas evident	has tried to	has used
		the poem are	the poem are	in the poem.	create	words to
		not original.	somewhat	13(26%)	curiosity in	convey ideas
		10(20%)	repetitive.		the reader's	and emotions
			10(20%)		mind through	in effective
					ideas and imagination.	way in the poem.
					12(24%)	5(10%)
					12(2170)	5(10/0)

		4. There is no linkage	4. There is some linkage	4. There is a linkage	4. There is a logical link	4. There is a link
		between ideas and emotions in the poem. 0(0%)	between ideas and emotions in the poem. 19(38%)	between ideas and emotions in the poem. 18(36%)	between ideas and emotions in the poem. 10(20%)	established in an effective way by the poet between ideas and emotions in
						the poem. 3(6%)
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 15(30%)	5. The poet has involved himself in the poem. 15(30%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 20(40%)	5. The poet has used his personal feelings and involves himself in the poem. 0(0%)
4.	Interest	1. The poem lacks interest. 0(0%)	1. The poet tries to create interest in reader's mind. 21(42%)	1. The poet attempts to create interest in reader's mind. The poet has tried to use words to make reader smile and feel excited. 24(48%)	1. The poet successfully creates interest in reader's mind. The poem makes the reader smile and feel exciting. 5(10%)	1. The poet uses significant words appropriately to create interest in reader's mind by making him/her smile. 0(0%)
		 The poem looks artificial. 0(0%) 	2. The poem looks somewhat artificial. 10(20%)	2. The poem looks somewhat natural. 10(20%)	2. The poem is natural. 30(60%)	2. The poem looks very natural and authentic. 0(0%)
5.	Figures of Speech	1. Figure Of Speech is not used in the poem. 25(50%)	1. The poet has tried to use Figures of Speech. 25(50%)	1. The poethasusedFiguresofSpeechbuttherearesomemistakes.0(0%)	1. The poet has used Figures of Speech in an appropriate way. 0(0%)	1. The poet has artistically used Figures of Speech in the poem. 0(0%)
		2. The sound devices like rhyme,	2. There is consistently confusing or	2. The poet has also used sound	2. The poet has also used sound devices	2. The poet has used sound

alliteration,	inappropriate	devices, such	such as,	devices, such
onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
a are not used	devices in the	alliteration,	alliteration,	alliteration,
in the poem.	poem.	onomatopoei	onomatopoei	onomatopoei
39(78%)	11(22%)	a in the	a in a	a in an
		poem. 0(0%)	meaningful	effective way
			way in the	to contribute
			poem. 0(0%)	to the
				meaning of
				the poem.
				0(0%)

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No identifiable structure is evident in the poem. 0(0%)	1. The poem is written in its form but the structure does not show organization of the poem. 0(0%)	1. The poem is written in its proper form with a few mistakes. 0(0%)	 The poem effectively uses an appropriate form. 40(80%) 	1. The poem has used a logically effective organizationa l strategy and follows format of the poem exactly. 10(20%)
		2. The poet doesn't follow the form of the poem. 0(0%)	2. The poet tends to use an appropriate poem form. 0(0%)	2. The poet has effectively used appropriate poetic form. 0(0%)	2. The poetry form has emerged with a few or no errors. 40(80%)	2. The poem is in a form to present ideas effectively. 10(20%)
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	3. The poet has tried to develop subject in the poem. 0(0%)	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 40(80%)	3. The poet has very effectively presented the subject and ideas in the poem. 10 (20%)
		4. Content is not related and sequencing is not evident in the poem. The poet has	4. Content is somewhat related to topic and sequencing is tried in the	4. Content is related to topic and sequencing is logical in the poem. 0(0%)	4. The content of the poem relates to the topic well and sequencing is logical.	4. There is continuity in flow of ideas using appropriate words. 35

2.	Sensitivity	$\begin{array}{c c} \text{difficulty} & \text{in} \\ \text{understanding} \\ \text{the genre of} \\ \text{the poem.} \\ 0(0\%) \\\hline 1. & \text{The} \\ \text{sensory} \\ \text{images} & \text{are} \\ \text{missing in the} \\ \text{poem.} \\ 0(0\%) \\\hline \end{array}$	poem. 0(0%) 1. The sensory images are limited and inappropriate	1. The poem clearly presents ideas and emotions but fails to	15(30%) 1. The poem clearly presents ideas and emotions relevant to	(70%) 1. The poem presents ideas and emotions relevant to the theme in
			to theme of the poem. $0(0\%)$	sustain unity. 0(0%)	the theme. 30 (60%)	an artistic way. 20(40%)
		2. There is no use of sensory details or whenever used, it is consistently confusing in the poem. 0(0%)	2. The poet has tried to use sensory details in the poem. 0(0%)	2. Sensory details contribute to the meaning of the poem. 16(32%)	2. Sensory details contribute effectively to the meaning of the poem. 29(58%)	2. Sensory details contribute masterfully to the meaning of the poem. 5(10%)
		3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. $0(0\%)$	3. The poem sensitizes the reader to some extent. 10(20%)	3. The poem sensitizes the reader. 35(70%)	3. The poem sensitizes the reader fully. 5(10%)
3.	Originality & Richness in imagination	1. The poem appears to be thoughtless. 0(0%)	1. The poet has tried to think and involve himself in the poem. 0(0%)	the subject of the poem. 15(30%)	 Original idea is evident in the poem. 30(60%) 	1. The poem is original in terms of choice of topic, ideas. 5(10%)
		2. The poet fails to use words to express ideas and emotions. 0(0%)	2. The poet has tried to use words to express ideas and emotions. 0(0%)	2. The poet has used words to create curiosity in reader's mind. 10(20%)	2. The poet has used words in an appropriate way to express ideas and emotions. 35(70%)	2. The poet has used words in an effective way to arouse curiosity in the reader's mind. 5(10%)
		3. The ideas presented in the poem are	3. The ideas presented in the poem are	3. Original ideas evident in the poem.	3. The poet has tried to create	3. The poethasusedwordsto

		not original. 0(0%) 4. There is no linkage between ideas and emotions in the poem. 0(0%)	somewhat repetitive. 0(0%) 4. There is some linkage between ideas and emotions in the poem. 0(0%)	10(20%) 4. There is a linkage between ideas and emotions in the poem. 10(20%)	curiosity in the reader's mind through ideas and imagination. 30(60%) 4. There is a logical link between ideas and emotions in the poem. 20(40%)	convey ideas and emotions in effective way in the poem. 10(20%) 4. There is a link established in an effective way by the poet between ideas and emotions in the poem.
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 0(0%)	5. The poet has involved himself in the poem. 10(20%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 35(70%)	20(40%) 5. The poet has used his personal feelings and involves himself in the poem. 5(10%)
4.	Interest	 The poem lacks interest. 0(0%) 2. The poem 	 The poet tries to create interest in reader's mind. 0(0%) The poem 	1. The poet attempts to create interest in reader's mind. The poet has tried to use words to make reader smile and feel excited.5(10%)2. The poem	 The poet successfully creates interest in reader's mind. The poem makes the reader smile and feel exciting. 40(80%) The poem 	 The poet uses significant words appropriately to create interest in reader's mind by making him/her smile. 5(10%) The poem
		2. The poem looks artificial. 0(0%)	looks somewhat artificial. 0(0%)	2. The poem looks somewhat natural. 5(10%)	is natural. 30(60%)	looks very natural and authentic. 15(30%)

5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
	Speech	Speech is not	has tried to	has used	has used	has
		used in the	use Figures	Figures of	Figures of	artistically
		poem.	of Speech.	Speech but	Speech in an	used Figures
		15(30%)	35(70%)	there are	appropriate	of Speech in
				some	way. 0(0%)	the poem.
				mistakes.		0(0%)
				0(0%)		
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
		alliteration,	inappropriate	devices, such	such as,	devices, such
		onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
		a are not used	devices in the	alliteration,	alliteration,	alliteration,
		in the poem.	poem.	onomatopoei	onomatopoei	onomatopoei
		20(40%)	30(60%)	a in the	a in a	a in an
				poem. 0(0%)	meaningful	effective way
					way in the	to contribute
					poem. 0(0%)	to the
						meaning of
						the poem.
						0(0%)

Table 1.4 a and Table 1.4 b present the relative rating scenario of the students ofModel Diamante poem and Diamante poem composed in group as follows:

1. Organization

1.1 It was found that "Season" poem was rated emerging by 20%, satisfactory by 30% and capable by 40% of the students on the in terms of use of effective organizational strategy and format of the poem. Whereas the the diamante poem composed by a group of students was rated Capable by 80% and proficient by 20% of the students in terms of effective organizational strategy and format of the poem.

1.2 It was found that "Season" poem was rated emerging by 30%, satisfactory by 20%, capable by 40% and proficient by 10% of the students in terms of form of the poem. Whereas the diamante poem composed by a group of students was rated Capable by 90% and proficient by 10% of the students in terms of form of the poem.

1.3 It was found that "Season" poem was rated satisfactory by 34%, capable by 36%, and proficient by 30% of the students in terms of subject and ideas in the poem. Whereas the diamante poem composed by a group of students was rated Capable by 80% and proficient by 20% of the students in terms of subject and ideas in the poem.

1.4 It was found that "Season" poem was rated satisfactory by 24%, capable by 16%, and proficient by 60% of the students in terms of continuity in flow of ideas in the poem. Whereas the diamante poem composed by a group of students was rated Capable by 30% and proficient by 70% of the students in terms of continuity in flow of ideas in the poem.

2. Sensitivity

2.1 It was found that "Season" poem was rated beginner by 10%, emerging by 50%, satisfactory by 40% of the students in terms of presentation of ideas and emotions relevant to theme in the poem. Whereas the the diamante poem composed by a group of students was rated Capable by 60% and proficient by 40% of the students in terms of ideas and emotions relevant to theme in the poem.

2.2 It was found that "Season" poem was rated beginner by 60%, emerging by 30%, satisfactory by 10% of the students in terms of use of sensory details in the poem. Whereas the diamante poem composed by a group of students was rated satisfactory by 32%, Capable by 58% and proficient by 10% of the students in terms of use of sensory details in the poem.

2.3 It was found that "Season" poem was rated beginner by 10%, emerging by 56%, satisfactory by 14%, capable by 20%, and proficient by 60% of the students in terms of sensitization of the reader towards the poem. Whereas the the diamante poem composed by a group of students was rated satisfactory by 20%, Capable by 70% and proficient by 10% of the students in terms of sensitization of the reader towards the poem.

3. Originality & Richness in Imagination

3.1 It was found that "Season" poem was rated satisfactory by 30%, capable by 40%, and proficient by 30% of the students in terms of choice of topic and ideas in the poem. Whereas the diamante poem composed by a group of students was rated satisfactory by 30%, Capable by 60% and proficient by 10% of the students in terms of choice of topic and ideas in the poem.

3.2 It was found that "Season" poem was rated satisfactory by 20%, capable by 20% and proficient by 60% of the students in terms of use of words to arouse curiosity in the mind of reader for poem. Whereas the the diamante poem composed by a group of students was rated satisfactory by 20%, Capable by 70% and proficient by 10% of the students in terms of use of words to arouse curiosity in the mind of reader for poem.

3.3 It was found that "Season" poem was rated beginner by 20%, emerging by 20%, satisfactory by 26%, capable by 24%, and proficient by 10% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem. Whereas the the diamante poem composed by a group of students was rated satisfactory by 20%, Capable by 60% and proficient by 20% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem.

3.4 It was found that "Season" poem was rated emerging by 38%, satisfactory by 36%, capable by 20%, proficient by 6% of the students in terms of linkage established between ideas and emotions by the poet in the poem. Whereas the the diamante poem composed by a group of students was rated satisfactory by 20%, Capable by 40% and proficient by 40% of the students in terms of linkage established between ideas and emotions by the poet.

3.5 It was found that "Season" poem was rated emerging by 30%, satisfactory by 30%, capable by 40% of the students in terms of use of personal feelings in the poem. Whereas the diamante poem composed by a group of students was rated satisfactory by 20%, Capable by 70% and proficient by 10% of the students in terms of use of personal feelings in the poem.

4. Interest

4.1 It was found that "Season" poem was rated emerging by 42%, satisfactory by 48%, and capable by 10% of the students in terms of use of words to create interest in reader's mind by making him/her smile. Whereas the the diamante poem composed by a group of students was rated satisfactory by 10%, Capable by 80% and proficient by 10% of the students in terms of use of words to create interest in reader's mind by making him/her smile.

4.2 It was found that "Season" poem was rated emerging by 20%, satisfactory by 20%, capable by 60% of the students in terms of naturalness and authenticity in the poem. Whereas the diamante poem composed by a group of students was rated satisfactory by 10%, Capable by 60% and proficient by 30% of the students in terms of naturalness and authenticity in the poem.

5. Figure of Speech

5.1 It was found that **"Season"** poem was rated beginner by 50%, and emerging by 50%, of the students in terms of use of figures of speech in the poem. Whereas the the diamante poem composed by a group of students was rated Beginner by 60% and Emerging by 40% of the students in terms of use of figures of speech in the poem.

5.2 It was found that "Season" poem was rated beginner by 78% and emerging by 22% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem. Whereas the the diamante poem composed by a group of students was rated Beginner by 70% and Emerging by 30% of the students in terms of sound devices like rhyme, alliteration, onomatopoeia in the poem.

It was found that the students were able to identify various components of Creative Writing in the Diamante poem "**Season**" which indicates that the students were able to identify various components of Creative writing in the Model Diamante poem whereas the students were able to identify various components of Creative writing of poetry in the Diamante poem composed by a group of students which indicates the students were able to compose Diamante poem in small group.

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No identifiable structure is	1. The poem is written in its form but	1. The poem is written in its proper	1. The poem effectively uses an	1. The poem has used a logically
		evident in the poem. 0(0%)	the structure does not show organization of the poem.	form with a few mistakes. 15(30%)	appropriate form. 25(50%)	effective organizationa l strategy and follows format of the
			0(0%)			poem exactly. 10(20%)
		2. The poet	2. The poet	2. The poet	2. The poetry	2. The poem
		doesn't follow the	tends to use an	has effectively	form has emerged with	is in a form to present ideas
		form of the	appropriate	used	a few or no	effectively.
		poem. 0(0%)	poem form.	appropriate	errors.	10(20%)
			10(20%)	poetic form. 7 (14%)	23(46%)	10(2070)
		3. The focus is not clear,	3. Subject is developed to	3. The poet has tried to	3. Ideas are focused and	3. The poet has very
		ideas are not	a limited	develop	clear to the	effectively
		connected	extent or	subject in the	reader in the	presented the
		and not	lacks	poem.	poem. The	subject and
		developed in	continuity in	15(30%)	poem has a	ideas in the
		the poem. 0(0%)	the poem. 8(16%)		strong structure.	poem. 15 (30%)
			4 9 1 1		12(24%)	4 771 1
		4. Content is not related	4. Content is somewhat	4. Content is related to	4. The content of the	4. There is continuity in

1.5 – a Model Acrostic poem - "An Acrostic" by Edgar Allan Poe

		1	related to	tomic and	noom volotoo	flow of ideas
		and	related to	topic and	poem relates	
		sequencing is	topic and	sequencing is	to the topic	using
		not evident in	sequencing is	logical in the	well and	appropriate
		the poem.	tried in the	poem.	sequencing is	words. 15
		The poet has	poem. 0(0%)	25(50%)	logical.	(30%)
		difficulty in			10(20%)	
		understanding				
		the genre of				
		the poem.				
		0(0%)				
2.	Sensitivity	1. The	1. The	1. The poem	1. The poem	1. The poem
		sensory	sensory	clearly	clearly	presents ideas
		images are	images are	presents ideas	presents ideas	and emotions
		missing in the	limited and	and emotions	and emotions	relevant to
		poem. 0(0%)	inappropriate	but fails to	relevant to	the theme in
		poem. 0(070)	to theme of		the theme. 15	
				sustain unity.		
			the poem.	10(20%)	(30%)	way.
			0(0%)			25(50%)
		2. There is no	2. The poet	2. Sensory	2. Sensory	2. Sensory
		use of	has tried to	details	details	details
		sensory	use sensory	contribute to	contribute	contribute
		details or	details in the	the meaning	effectively to	masterfully to
		whenever	poem. 0(0%)	of the poem.	the meaning	the meaning
		used, it is	poonin o(o /o)	5(10%)	of the poem.	of the poem.
		consistently		5(1070)	30(60%)	15(30%)
		confusing in			30(0070)	15(50%)
		the poem.				
		0(0%)				
		3. The poem	3. The poem	3. The poem	3. The poem	3. The poem
		does not	has tried to	sensitizes the	sensitizes the	sensitizes the
		sensitize the	sensitize the	reader to	reader.	reader fully.
		reader. $0(0\%)$	reader. $0(0\%)$			•
		1000000000000000000000000000000000000	reader. $0(0\%)$	some extent.	15(30%)	20(40%)
				15(30%)		
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	&	appears to be	has tried to	of the poem	idea is	is original in
	Richness in	thoughtless.	think and	should be	evident in the	terms of
	imagination	0(0%)	involve	more	poem.	choice of
			himself in the	appropriate to	11(22%)	topic, ideas.
			poem. 0(0%)	the subject of		30(60%)
			- ` ′	the poem.		
				9(18%)		
		2. The poet	2. The poet	2. The poet	2. The poet	2. The poet
		-	-	-	-	-
		fails to use	has tried to	has used	has used	has used
		words to	use words to	words to	words in an	words in an
		express ideas	express ideas	create	appropriate	effective way
		and emotions.	and emotions.	curiosity in	way to	to arouse
		0(0%)	0(0%)	reader's	express ideas	curiosity in
				mind.	and emotions.	the reader's

				10(20%)	15(30%)	mind. 25(50%)
		3. The ideas presented in the poem are not original. 0(0%)	3. The ideas presented in the poem are somewhat repetitive. 0(0%)	3. Original ideas evidentin the poem.6(12%)	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 20(40%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 24(48%)
		4. There is no linkage between ideas and emotions in the poem. 0(0%)	4. There is some linkage between ideas and emotions in the poem. 0(0%)	4. There is a linkage between ideas and emotions in the poem. 3(6%)	4. There is a logical link between ideas and emotions in the poem. 20(40%)	4. There is a link established in an effective way by the poet between ideas and emotions in the poem. 27(34%)
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 2(4%)	5. The poet has involved himself in the poem. 18(36%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 10(20%)	5. The poet has used his personal feelings and involves himself in the poem. 20(40%)
4.	Interest	1. The poem lacks interest. 0(0%)	tries to create interest in reader's mind. 1(2%)	1. The poet attempts to create interest in reader's mind. The poet has tried to use words to make reader smile and feel excited. 15(30%)	1. The poet successfully creates interest in reader's mind. The poem makes the reader smile and feel exciting. 15(30%)	1. The poet uses significant words appropriately to create interest in reader's mind by making him/her smile. 19(38%)
		2. The poem looks artificial. 0(0%)	2. The poem looks somewhat artificial. 3(6%)	2. The poem looks somewhat natural. 20(40%)	2. The poem is natural. 17(34%)	2. The poem looks very natural and authentic. 10(20%)

5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
	Speech	Speech is not	has tried to	has used	has used	has
		used in the	use Figures	Figures of	Figures of	artistically
		poem. 0(0%)	of Speech.	Speech but	Speech in an	used Figures
			0(0%)	there are	appropriate	of Speech in
				some	way.	the poem.
				mistakes.	25(50%)	20(40%)
				5(10%)		
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
		alliteration,	inappropriate	devices, such	such as,	devices, such
		onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
		a are not used	devices in the	alliteration,	alliteration,	alliteration,
		in the poem.	poem. 0(0%)	onomatopoei	onomatopoei	onomatopoei
		0(0%)		a in the	a in a	a in an
				poem.	meaningful	effective way
				5(10%)	way in the	to contribute
					poem.	to the
					25(50%)	meaning of
						the poem.
						20(40%)

1.5 - b Acrostic poem - "CHAITALI" composed by group of students

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No	1. The poem	1. The poem	1. The poem	1. The poem
1.	Gigunization	identifiable	-	is written in	effectively	has used a
		structure is	its form but		uses an	logically
		evident in the	the structure	form with a	appropriate	effective
		poem. 0(0%)	does not	few mistakes.	form.	organizationa
			show	0(0%)	40(80%)	1 strategy and
			organization			follows
			of the poem.			format of the
			0(0%)			poem exactly.
						10(20%)
		2. The poet	2. The poet	2. The poet	2. The poetry	2. The poem
		doesn't	tends to use	has	form has	is in a form to
		follow the	an	effectively	emerged with	present ideas
		form of the	appropriate	used	a few or no	effectively.
		poem. 0(0%)	poem form.	appropriate	errors.	5(10%)
			0(0%)	poetic form.	45(90%)	
				0(0%)		

			2 0 1	2 TT	2 1	2 17
		 3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%) 4. Content is not related and sequencing is not evident in the poem. The poet has difficulty in 	 3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%) 4. Content is somewhat related to topic and sequencing is tried in the poem. 0(0%) 	-	 3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 35(70%) 4. The content of the poem relates to the topic well and sequencing is logical. 	 3. The poet has very effectively presented the subject and ideas in the poem. 5(10%) 4. There is continuity in flow of ideas using appropriate words. 10(20%)
		difficulty in understanding the genre of the poem. 0(0%)			30(60%)	
2.	Sensitivity	1. The sensory images are missing in the poem. 0(0%)	1.Thesensoryimagesarelimitedandinappropriatetothepoem.0(0%)	1. The poem clearly presents ideas and emotions but fails to sustain unity. 0(0%)	1. The poem clearly presents ideas and emotions relevant to the theme. 25 (50%)	1. The poem presents ideas and emotions relevant to the theme in an artistic way. 25(50%)
		2. There is no use of sensory details or whenever used, it is consistently confusing in the poem. 0(0%)	2. The poet has tried to use sensory	the meaning of the poem. 0(0%)	effectively to the meaning of the poem. 45(90%)	2. Sensory details contribute masterfully to the meaning of the poem. 5(10%)
		3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. 0(0%)	3. The poem sensitizes the reader to some extent. 0(0%)	3. The poem sensitizes the reader. 35(70%)	3. The poem sensitizes the reader fully. 15(30%)
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	&	appears to be	has tried to	of the poem	idea is	is original in
	Richness in	thoughtless.	think and	should be	evident in the	terms of
	1	0(0%)	involve	more	poem.	choice of
		3(070)			r''''''	01

	imagination		himself in the	appropriate to	35(70%)	topic, ideas.
			poem. 0(0%)	the subject of		15(30%)
				the poem. 0(0%)		
		2. The poet	2. The poet	2. The poet	2. The poet	2. The poet
		fails to use	has tried to	has used	has used	has used
		words to	use words to	words to	words in an	words in an effective way
		express ideas and emotions.	express ideas and emotions.	create curiosity in	appropriate way to	to arouse
		0(0%)	0(0%)	reader's	express ideas	curiosity in
				mind. 5(10%)	and emotions.	the reader's
					30(60%)	mind. 15(30%)
		3. The ideas	3. The ideas	3. Original	3. The poet	3. The poet
		presented in	presented in	ideas evident	has tried to	has used
		the poem are	the poem are	in the poem.	create	words to
		not original. 0(0%)	somewhat repetitive.	0(0%)	curiosity in the reader's	convey ideas and emotions
			0(0%)		mind through	in effective
					ideas and	way in the
					imagination.	poem.
					40(80%)	10(20%)
		4. There is no	4. There is	4. There is a	4. There is a	4. There is a
		linkage	some linkage	linkage	logical link	link
		between ideas and emotions	between ideas and emotions	between ideas and emotions	between ideas and emotions	established in an effective
		in the poem.	in the poem.	in the poem.	in the poem.	an effective way by the
		0(0%)	0(0%)	0(0%)	40(80%)	poet between
						ideas and
						emotions in
						the poem.
						10(20%)
		5. The poem	5. The poem	5. The poet	5. A couple	5. The poet
		is very repetitive.	looks somewhat	has involved himself in the	of phrases or ideas may be	has used his personal
		0(0%)	artificial.	poem. $0(0\%)$	revisited, but	feelings and
			0(0%)		the overall	involves
					product is	himself in the
					carefully	poem.
					written. 35(70%)	15(30%)
4.	Interest	1. The poem	1. The poet	1. The poet	1. The poet	1. The poet
		lacks interest.	tries to create	attempts to	successfully	uses
		0(0%)	interest in	create interest	creates	significant
			reader's	in reader's	interest in	words
			mind. 0(0%)	mind. The poet has tried	reader's mind. The	appropriately to create
				poet has tried	minu. The	to create

				· 1	1	• •
				to use words	poem makes	interest in
				to make	the reader	reader's mind
				reader smile	smile and feel	by making
				and feel	exciting.	him/her
				excited.	35(70%)	smile.
				0(0%)		15(30%)
		2. The poem	2. The poem	2. The poem	2. The poem	2. The poem
		looks	looks	looks	is natural.	looks very
		artificial.	somewhat	somewhat	30(60%)	natural and
		0(0%)	artificial.	natural.		authentic.
		``´	0(0%)	5(10%)		15(30%)
5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
5.	Speech	Speech is not	has tried to	has used	has used	has
	Speech	used in the	use Figures	Figures of	Figures of	artistically
		poem. 0(0%)	of Speech.	Speech but	Speech in an	used Figures
		poem. 0(070)	01 Speech. 0(0%)		appropriate	of Speech in
			0(0%)			-
				some	way.	the poem.
				mistakes.	30(60%)	10(20%)
				10(20%)		
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
		alliteration,	inappropriate	devices, such	such as,	devices, such
		onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
		a are not used	devices in the	alliteration,	alliteration,	alliteration,
		in the poem.	poem. 0(0%)	onomatopoei	onomatopoei	onomatopoei
		0(0%)	I ······	a in the	a in a	a in an
				poem. 0(0%)	meaningful	effective way
				P = = = = = = = = = = = = = = = = = = =	way in the	to contribute
					poem.	to the
					30(60%)	meaning of
					20(0070)	the poem.
						1
						20(40%)

Table 1.5 a and Table 1.5 b present the relative rating scenario of the students ofModel Acrostic poem and Acrostic poem composed in group as follows:

1. Organization

1.1 It was found that "An Acrostic" poem was rated satisfactory by 30% and capable by 50% and proficient by 20% of the students on the in terms of use of effective organizational strategy and format of the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 80% and proficient by 20% of the students in terms of use of effective organizational strategy and format of the poem.

1.2 It was found that "**An Acrostic**" poem was rated emerging by 20%, satisfactory by 14%, capable by 46%, and proficient by 20% of the students in terms of form of the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 90% and proficient by 10% of the students in terms of form of the poem.

1.3 It was found that "An Acrostic" poem was rated emerging by 16%, satisfactory by 30%, capable by 24%, and proficient by 30% of the students in terms of subject and ideas in the poem. Whereas the the Acrostic poem composed by a group of students was rated satisfactory by 20%, Capable by 70% and proficient by 10% of the students in terms of subject and ideas in the poem.

1.4 It was found that "An Acrostic" poem was rated satisfactory by 50%, capable by 20%, and proficient by 30% of the students in terms of continuity in flow of ideas in the poem. Whereas the the Acrostic poem composed by a group of students was rated satisfactory by 20%, Capable by 60% and proficient by 20% of the students in terms of continuity in flow of ideas in the poem.

2. Sensitivity

2.1 It was found that "An Acrostic" poem was rated satisfactory by 20%, capable by 30%, and proficient by 50% of the students in terms of presentation of ideas and emotions relevant to theme in the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of presentation of ideas and emotions relevant to theme in the poem.

2.2 It was found that "An Acrostic" poem was rated satisfactory by 10%, capable by 60% and proficient by 30% of the students in terms of use of sensory details in the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 90% and proficient by 10% of the students in terms of use of sensory details in the poem.

2.3 It was found that "An Acrostic" poem was rated satisfactory by 30%, capable by 30%, and proficient by 40% of the students in terms of sensitization of the reader towards the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of sensitization of the reader towards the poem.

3. Originality & Richness in Imagination

3.1 It was found that "An Acrostic" poem was rated satisfactory by 18%, capable by 22%, and proficient by 60% of the students in terms of choice of topic and ideas in the poem. Whereas the the Acrostic poem composed by a group of students was rated

Capable by 70% and proficient by 30% of the students in terms of choice of topic and ideas in the poem.

3.2 It was found that "An Acrostic" poem was rated satisfactory by 20%, capable by 30% and proficient by 50% of the students in terms of use of words to arouse curiosity in the mind of reader for poem. Whereas the the Acrostic poem composed by a group of students was rated Satisfactory by 10%, Capable by 60% and proficient by 30% of the students in terms of use of words to arouse curiosity in the mind of reader for poem.

3.3 It was found that "An Acrostic" poem was rated satisfactory by 12%, capable by 40%, and proficient by 48% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 80% and proficient by 20% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem.

3.4 It was found that "**An Acrostic**" poem was rated satisfactory by 6%, capable by 40%, proficient by 54% of the students in terms of linkage established between ideas and emotions by the poet in the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 80% and proficient by 20% of the students in terms of linkage established between ideas and emotions by the poet in the poem.

3.5 It was found that "**An Acrostic**" poem was rated emerging by 4%, satisfactory by 36%, capable by 20% and proficient by 40% of the students in terms of use of personal feelings in the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of personal feelings in the poem.

4. Interest

4.1 It was found that "An Acrostic" poem was rated emerging by 2%, satisfactory by 30%, capable by 30%, and proficient by 38% of the students in terms of use of words to create interest in reader's mind by making him/her smile. Whereas the the Acrostic poem composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of words to create interest in reader's mind by making him/her smile.

4.2 It was found that "**An Acrostic**" poem was rated emerging by 6%, satisfactory by 40%, capable by 34% and proficient by 20% of the students in terms of naturalness and authenticity in the poem. Whereas the the Acrostic poem composed by a group of

students was rated Satisfactory by 10%, Capable by 60% and proficient by 30% of the students in terms of naturalness and authenticity in the poem.

5. Figure of Speech

5.1 It was found that "An Acrostic" poem was rated satisfactory by 10%, capable by 50% and proficient by 40% of the students in terms of use of figures of speech in the poem. Whereas the the Acrostic poem composed by a group of students was rated Satisfactory by 20%, Capable by 60% and proficient by 20% of the students in terms of use of figures of speech in the poem.

5.2 It was found that "**An Acrostic**" poem was rated satisfactory by 10%, capable by 50% and proficient by 40% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem. Whereas the the Acrostic poem composed by a group of students was rated Capable by 60% and proficient by 40% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem.

It was found that the students were able to identify various components of Creative Writing in the Acrostic poem "An Acrostic" by Edgar Allen Poe which indicates that the students were able to identify various components of Creative writing in the Model Acrostic poem whereas the students were able to identify various components of Creative writing of poetry in the Acrostic poem composed by a group of students which indicates the students were able to compose Acrostic poem in small group.

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No	1. The poem	1. The poem	1. The poem	1. The poem
		identifiable	is written in	is written in	effectively	has used a
		structure is	its form but	its proper	uses an	logically
		evident in the	the structure	form with a	appropriate	effective
		poem. 0(0%)	does not	few mistakes.	form.	organizationa
			show	5(10%)	15(30%)	1 strategy and
			organization			follows
			of the poem.			format of the
			0(0%)			poem exactly.
						30(60%)
		2. The poet	2. The poet	2. The poet	2. The poetry	2. The poem
		doesn't	tends to use	has	form has	is in a form to
		follow the	an	effectively	emerged with	present ideas
		form of the	appropriate	used	a few or no	effectively.
		poem. 0(0%)	poem form.	appropriate	errors.	35(70%)

1.6 – a Model limerick poem - "A Man from Beijing"

			0(0%)	poetic form. 10(20%)	5(10%)	
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	3. The poet has tried to develop subject in the poem. 5(10%)	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 20(40%)	3. The poet has very effectively presented the subject and ideas in the poem. 25(50%)
		4. Content is not related and sequencing is not evident in the poem. The poet has difficulty in understanding the genre of the poem. 0(0%)	4. Content is somewhat related to topic and sequencing is tried in the poem. 5(10%)	4. Content is related to topic and sequencing is logical in the poem. 0(0%)	4. The content of the poem relates to the topic well and sequencing is logical. 20(40%)	4. There is continuity in flow of ideas using appropriate words. 25 (50%)
2.	Sensitivity	1.Thesensoryimagesimagesaremissing in thepoem. 0(0%)	1.The sensoryimagesarelimitedandinappropriatetotothemeofthepoem.0(0%)	1. The poem clearly presents ideas and emotions but fails to sustain unity. 20(40%)	1. The poem clearly presents ideas and emotions relevant to the theme. 29 (58%)	1. The poem presents ideas and emotions relevant to the theme in an artistic way. 1(2%)
			2. The poet has tried to use sensory details in the poem. 14(28%)	-	2. Sensory details contribute effectively to the meaning of the poem. 10(20%)	-
		3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. 10(20%)	3. The poem sensitizes the reader to some extent. 20(40%)	3. The poem sensitizes the reader. 20(40%)	3. The poem sensitizes the reader fully. 0(0%)
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	-
	&	appears to be	has tried to	of the poem	idea is	is original in

Richness in	thoughtless.	think and	should be	evident in the	terms of
imagination	0(0%)	involve	more	poem.	choice of
imagination	0(0,0)	himself in the	appropriate to	12(24%)	topic, ideas.
		poem. 0(0%)	the subject of	12(2470)	28(56%)
		poem. 0(070)	the poem.		20(3070)
			10(20%)		
	2. The poet	2. The poet	2. The poet	2. The poet	2. The poet
	fails to use	has tried to	has used	has used	has used
	words to	use words to	words to	words in an	words in an
	express ideas	express ideas	create	appropriate	effective way
	and emotions.	and emotions.			5
	0(0%)	0(0%)	curiosity in reader's	way to	to arouse
	0(0%)	0(0%)	mind.	express ideas and emotions.	curiosity in the reader's
					mind.
			10(20%)	2(4%)	38(76%)
	3. The ideas	3. The ideas	3. Original	3. The poet	3. The poet
	presented in	presented in	ideas evident	has tried to	has used
	the poem are	the poem are	in the poem.	create	words to
	not original.	somewhat	0(0%)	curiosity in	convey ideas
	0(0%)	repetitive.		the reader's	and emotions
		0(0%)		mind through	in effective
				ideas and	way in the
				imagination.	poem.
				25(50%)	25(50%)
	4. There is no	4. There is	4. There is a	4. There is a	4. There is a
	linkage	some linkage	linkage	logical link	link
	between ideas	between ideas	between ideas	between ideas	established in
	and emotions	and emotions	and emotions	and emotions	an effective
	in the poem.	in the poem.	in the poem.	in the poem.	way by the
	0(0%)	0(0%)	4(8%)	20(40%)	poet between
					ideas and
					emotions in
					the poem.
					26(52%)
	5. The poem	5. The poem	5. The poet	5. A couple	5. The poet
	is very	looks	has involved	of phrases or	has used his
	repetitive.	somewhat	himself in the	ideas may be	personal
	0(0%)	artificial.	poem.	revisited, but	feelings and
		0(0%)	25(50%)	the overall	involves
				product is	himself in the
				carefully	poem. 0(0%)
				written.	
				25(50%)	

4.	Interest	1. The poem	1. The poet	1. The poet	1. The poet	1. The poet
		lacks interest.	tries to create	attempts to	successfully	uses
		0(0%)	interest in	create interest	creates	significant
		0(0,0)	reader's	in reader's	interest in	words
			mind. 0(0%)	mind. The	reader's	appropriately
			iiiiid. 0(070)	poet has tried	mind. The	to create
				to use words	poem makes	interest in
				to use words	the reader	reader's mind
				reader smile	smile and feel	by making
				and feel	exciting.	him/her
				excited.	20(40%)	smile.
				0(0%)	20(4070)	30(60%)
			2. The poem	$\frac{0(070)}{2. \text{ The poem}}$	2. The poem	2. The poem
		2. The poem looks	2. The poem looks	2. The poem looks	is natural.	-
		artificial.	somewhat	somewhat	15 natural. 15(30%)	looks very natural and
		0(0%)	artificial.	natural.	15(5070)	authentic.
		0(070)	0(0%)	0(0%)		35(70%)
=	Figures of	1. Figure Of	1. The poet		1 The post	
5.	Figures of	Speech is not	has tried to	1. The poet has used	1. The poet has used	1. The poet has
	Speech	used in the	use Figures	Figures of	Figures of	artistically
		poem. $0(0\%)$	of Speech.	Speech but	Speech in an	used Figures
		poem. 0(0%)	01 speech. 0(0%)	there are	appropriate	of Speech in
			0(070)	some	way.	the poem.
				mistakes.	way. 25(50%)	5(10%)
				20(40%)	23(3070)	5(1070)
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
		alliteration,	inappropriate	devices, such	such as,	devices, such
		onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
		a are not used	devices in the	alliteration,	alliteration,	alliteration,
		in the poem.	poem.	onomatopoei	onomatopoei	onomatopoei
		0(0%)	5(10%)	a in the	a in a	a in an
			- (-0,0)	poem.	meaningful	effective way
				25(50%)	way in the	to contribute
					poem.	to the
					20(40%)	meaning of
						the poem.
						0(0%)
		I				

1.6 – b Limerick poem composed by group of students - An app in a zoo

		Beginner	Emerging	Satisfactory	Capable	Proficient
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1.	Organization	1. No	1 The noem	1. The poem	1. The poem	1. The poem
1.	Organization	identifiable	is written in	is written in	effectively	has used a
		structure is	its form but	its proper	•	logically
		evident in the	the structure	form with a	uses an appropriate	effective
		poem. 0(0%)	does not	few mistakes.	form.	organizationa
			show	0(0%)	35(70%)	l strategy and
			organization			follows
			of the poem.			format of the
			0(0%)			poem exactly.
						15(30%)
		2. The poet	2. The poet	2. The poet	2. The poetry	2. The poem
		doesn't	tends to use	has	form has	is in a form to
		follow the	an	effectively	emerged with	present ideas
		form of the	appropriate	used	a few or no	effectively.
		poem. 0(0%)	poem form.	appropriate	errors.	0(0%)
			0(0%)	poetic form.	25(50%)	
				25(50%)		
		3. The focus	3. Subject is	3. The poet	3. Ideas are	3. The poet
		is not clear,	developed to	has tried to	focused and	has very
		ideas are not	a limited	develop	clear to the	effectively
		connected	extent or	subject in the	reader in the	presented the
		and not	lacks	poem.	poem. The	subject and
		developed in	continuity in	20(40%)	poem has a	ideas in the
		the poem.	the poem.		strong	poem.
		0(0%)	0(0%)		structure.	5(10%)
					25(50%)	
		4. Content is	4. Content is	4. Content is	4. The	4. There is
		not related	somewhat	related to	content of the	continuity in
		and	related to	topic and	poem relates	flow of ideas
		sequencing is	topic and	sequencing is	to the topic	using
		not evident in	sequencing is	logical in the	well and	appropriate
		the poem.	tried in the	poem.	sequencing is	words.
		The poet has	poem. 0(0%)	20(40%)	logical.	5(10%)
		difficulty in	Ferrar (C)	_ ((, , , ,)	25(50%)	- ()
		understanding			20(0010)	
		the genre of				
		the poem.				
		0(0%)				
2.	Sensitivity	1. The	1. The	1. The poem	1. The poem	1. The poem
		sensory	sensory	clearly	clearly	presents ideas
		images are	images are	presents ideas	presents ideas	and emotions
		missing in the	limited and	and emotions	and emotions	relevant to
		poem. 0(0%)	inappropriate	but fails to	relevant to	the theme in
			to theme of	sustain unity.	the theme.	an artistic
1 1			the poem.	0(0%)	30(60%)	way.
			0(0%)	0(070)	50(0070)	way.

		2. There is no use of sensory details or whenever used, it is consistently confusing in the poem. 0(0%)	2. The poet has tried to use sensory details in the poem. 0(0%)	2. Sensory details contribute to the meaning of the poem. 0(0%)	2. Sensory details contribute effectively to the meaning of the poem. 45(90%)	2. Sensory details contribute masterfully to the meaning of the poem. 5(10%)
		3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. 0(0%)	3. The poem sensitizes the reader to some extent. 10(20%)	3. The poem sensitizes the reader. 30(60%)	3. The poem sensitizes the reader fully. 10(20%)
3.	Originality & Richness in imagination	1. The poem appears to be thoughtless. 0(0%)	1. The poet has tried to think and involve himself in the poem. 0(0%)	1. The form of the poem should be more appropriate to the subject of the poem. 15(30%)	1. Original idea is evident in the poem. 30(60%)	1. The poem is original in terms of choice of topic, ideas. 5(10%)
		2. The poet fails to use words to express ideas and emotions. 0(0%)	2. The poet has tried to use words to express ideas and emotions. 0(0%)	2. The poet has used words to create curiosity in reader's mind. 5(10%)	2. The poet has used words in an appropriate way to express ideas and emotions. 45(90%)	2. The poet has used words in an effective way to arouse curiosity in the reader's mind. 5(10%)
		3. The ideas presented in the poem are not original. 0(0%)	3. The ideas presented in the poem are somewhat repetitive. 0(0%)	3. Original ideas evident in the poem. 5(10%)	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 40(80%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 5(10%)

		4 771 1	4 701 .	4 771 '	4 701 '	4 101
		4. There is no linkage between ideas and emotions in the poem. 0(0%)	4. There is some linkage between ideas and emotions in the poem. 0(0%)	4. There is a linkage between ideas and emotions in the poem. 0(0%)	4. There is a logical link between ideas and emotions in the poem. 40(80%)	4. There is a link established in an effective way by the poet between ideas and emotions in the poem. 10(20%)
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 0(0%)	5. The poet has involved himself in the poem. 0(0%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 40(80%)	5. The poet has used his personal feelings and involves himself in the poem. 10(20%)
4.	Interest	1. The poem lacks interest. 0(0%)	1. The poet tries to create interest in reader's mind. 0(0%)	1. The poet attempts to create interest in reader's mind. The poet has tried to use words to make reader smile and feel excited. 5(10%)	1. The poet successfully creates interest in reader's mind. The poem makes the reader smile and feel exciting. 35(70%)	1. The poet uses significant words appropriately to create interest in reader's mind by making him/her smile. 10(20%)
		2. The poem looks artificial. 0(0%)	2. The poem looks somewhat artificial. 0(0%)	2. The poem looks somewhat natural. 10(20%)	2. The poem is natural. 30(60%)	2. The poem looks very natural and authentic. 10(20%)
5.	Figures of Speech	1. Figure Of Speech is not used in the poem. 0(0%)	1. The poet has tried to use Figures of Speech. 0(0%)	1. The poethasusedFiguresofSpeechbuttherearesomemistakes.	1. The poethasusedFiguresofSpeech in anappropriateway.25(50%)	1. The poet has artistically used Figures of Speech in the poem. 5(10%)
		2. The sound devices like rhyme,	2. There is consistently confusing or	20(40%) 2. The poet has also used sound	2. The poet has also used sound devices	2. The poet has used sound

	alliteration,	inappropriate	devices, such	such as,	devices, such
	onomatopoei	use of sound	as, rhyme,	rhyme,	as, rhyme,
	a are not used	devices in the	alliteration,	alliteration,	alliteration,
	in the poem.	poem. 0(0%)	onomatopoei	onomatopoei	onomatopoei
	0(0%)		a in the	a in a	a in an
			poem.	meaningful	effective way
			20(40%)	way in the	to contribute
				poem.	to the
				30(60%)	meaning of
					the poem.
					0(0%)

Table 1.6 a and Table 1.6 b present the relative rating scenario of the students ofModel limerick poem and limerick composed in group as follows:

1. Organization

1.1 It was found that "A Man from Beijing" poem was rated satisfactory by 10% and capable by 30% and proficient by 60% of the students in terms of use of effective organizational strategy and format of the poem. Whereas the Limerick poem composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of in terms of use of effective organizational strategy and format of the poem.

1.2 It was found that "A Man from Beijing" poem was rated satisfactory by 20%, capable by 10% and proficient by 70% of the students in terms of form of the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 50%, Capable by 50% of the students in terms of form of the poem.

1.3 It was found that "A Man from Beijing" poem was rated satisfactory by 10%, capable by 40%, and proficient by 50% of the students in terms of subject and ideas in the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 40%, Capable by 50% and proficient by 10% of the students in terms of subject and ideas in the poem.

1.4 It was found that "A Man from Beijing" poem was rated emerging by 10%, capable by 40%, and proficient by 50% of the students in terms of continuity in flow of ideas in the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 40%, Capable by 50% and proficient by 10% of the students in terms of continuity in flow of ideas in the poem.

2. Sensitivity

2.1 It was found that "A Man from Beijing" poem was rated satisfactory by 40%, capable by 58%, and proficient by 2% of the students in terms of presentation of ideas and emotions relevant to theme in the poem. Whereas the Limerick poem composed by a group of students was rated Capable by 60% and proficient by 40% of the students in terms of presentation of ideas and emotions relevant to theme in the poem. 2.2 It was found that "A Man from Beijing" poem was rated emerging by 28%, satisfactory by 52%, capable by 20% of the students in terms of use of sensory details in the poem. Whereas the Limerick poem composed by a group of students was rated by 20% of the students in terms of use of sensory details in the poem. Whereas the Limerick poem composed by a group of students was rated Capable by 90% and proficient by 10% of the students in terms of use of sensory details in the poem.

2.3 It was found that "A Man from Beijing" poem was rated emerging by 20%, satisfactory by 40%, capable by 40% of the students in terms of sensitization of the reader towards the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 20%, Capable by 60% and proficient by 20% of the students in terms of sensitization of the reader towards the poem.

3. Originality & Richness in Imagination

3.1 It was found that "A Man from Beijing" poem was rated satisfactory by 20%, capable by 24%, and proficient by 56% of the students in terms of choice of topic and ideas in the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 30%, Capable by 60% and proficient by 10% of the students in terms of choice of topic and ideas in the poem.

3.2 It was found that "A Man from Beijing" poem was rated satisfactory by 20%, capable by 4% and proficient by 76% of the students in terms of use of words to arouse curiosity in the mind of reader for poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 10%, Capable by 90% and proficient by 10% of the students in terms of use of words to arouse curiosity in the mind of reader for poem.

3.3 It was found that "A Man from Beijing" poem was rated capable by 50%, and proficient by 50% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 10%, Capable by 80% and proficient by 10% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem.

3.4 It was found that "A Man from Beijing" poem was rated satisfactory by 8%, capable by 40%, proficient by 52% of the students in terms of linkage established between ideas and emotions by the poet in the poem. Whereas the Limerick poem composed by a group of students was rated Capable by 80% and proficient by 20% of the students in terms of linkage established between ideas and emotions by the poet in the poem.

3.5 It was found that "A Man from Beijing" poem was rated satisfactory by 50%, capable by 50% of the students in terms of use of personal feelings in the poem. Whereas the Limerick poem composed by a group of students was rated Capable by 80% and proficient by 20% of the students in terms of use of personal feelings in the poem.

4. Interest

4.1 It was found that "A Man from Beijing" poem was rated capable by 40%, and proficient by 60% of the students in terms of use of words to create interest in reader's mind by making him/her smile. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 10%, Capable by 70% and proficient by 20% of the students in terms of use of words to create interest in reader's mind by making him/her smile.

4.2 It was found that "A Man from Beijing" poem was rated capable by 30% and proficient by 70% of the students in terms of naturalness and authenticity in the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 20%, Capable by 60% and proficient by 20% of the students in terms of naturalness and authenticity in the poem.

5. Figure of Speech

5.1 It was found that "A Man from Beijing" poem was rated satisfactory by 40%, capable by 50% and proficient by 10% of the students in terms of use of figures of speech in the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 40%, Capable by 50% and proficient by 10% of the students in terms of use of figures of speech in the poem.

5.2 It was found that "A Man from Beijing" poem was rated emerging by 10%, satisfactory by 50%, and capable by 40% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem. Whereas the Limerick poem composed by a group of students was rated Satisfactory by 40%, Capable by

60% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem.

It was found that the students were able to identify various components of Creative Writing in the Limerick poem "A Man from Beijing" which indicates that the students were able to identify various components of Creative writing in the Model Limerick poem whereas the students were able to identify various components of Creative writing of poetry in the Limerick poem composed by a group of students which indicates the students were able to compose Limerick poem in small group.

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. No identifiable structure is evident in the poem. 0(0%)	1. The poem is written in its form but the structure does not show organization of the poem. 0(0%)	1. The poem is written in its proper form with a few mistakes. 0(0%)	1. The poem effectively uses an appropriate form. 14(30%)	1. The poem has used a logically effective organizationa l strategy and follows format of the poem exactly. 34(70%)
		2. The poet doesn't follow the form of the poem. 0(0%)	2. The poet tends to use an appropriate poem form. 0(0%)	2. The poet has effectively used appropriate poetic form. 0(0%)	2. The poetry form has emerged with a few or no errors. 24(50%)	2. The poem is in a form to present ideas effectively. 24(50%)
		3. The focus is not clear, ideas are not connected and not developed in the poem. 0(0%)	3. Subject is developed to a limited extent or lacks continuity in the poem. 0(0%)	3. The poet has tried to develop subject in the poem. 0(0%)	3. Ideas are focused and clear to the reader in the poem. The poem has a strong structure. 14(30%)	3. The poet has very effectively presented the subject and ideas in the poem. 34 (70%)
		4. Content is not related and sequencing is not evident in the poem. The poet has	4. Content is somewhat related to topic and sequencing is tried in the	4. Content is related to topic and sequencing is logical in the poem. 0(0%)	4. The content of the poem relates to the topic well and sequencing is	4. There is continuity in flow of ideas using appropriate words. 24

1.7 a- Model free verse poem "Sunday Night Meltdown"

2.	Sensitivity	difficultyinunderstandingthegenreofthepoem. $0(0\%)$ 1.Thesensoryimagesaremissing in thepoem. $0(0\%)$	poem. 0(0%) 1. The sensory images are limited and inappropriate to theme of the poem.	1. The poem clearly presents ideas and emotions but fails to sustain unity. 0(0%)	logical. 24(50%) 1. The poem clearly presents ideas and emotions relevant to the theme. 24 (50%)	(50%) 1. The poem presents ideas and emotions relevant to the theme in an artistic
		2. There is no use of sensory details or whenever used, it is consistently confusing in the poem. 0(0%)	0(0%) 2. The poet has tried to use sensory details in the poem. 0(0%)	2. Sensory details contribute to the meaning of the poem. 0(0%)	2. Sensory details contribute effectively to the meaning of the poem. 14(30%)	way. 24(50%) 2. Sensory details contribute masterfully to the meaning of the poem. 34(70%)
		3. The poem does not sensitize the reader. 0(0%)	3. The poem has tried to sensitize the reader. 0(0%)	3. The poem sensitizes the reader to some extent. 0(0%)	3. The poem sensitizes the reader. 14(30%)	3. The poem sensitizes the reader fully. 34(70%)
3.	Originality & Richness in imagination	1. The poem appears to be thoughtless. 0(0%)	1. The poet has tried to think and involve himself in the poem. 0(0%)	1. The formof the poemshouldbemoreappropriate tothe subject ofthepoem.0(0%)	1. Original idea is evident in the poem. 14(30%)	1. The poem is original in terms of choice of topic, ideas. 34(70%)
		2. The poet fails to use words to express ideas and emotions. 0(0%)	2. The poet has tried to use words to express ideas and emotions. 0(0%)	2. The poet has used words to create curiosity in reader's mind. 0(0%)	2. The poet has used words in an appropriate way to express ideas and emotions. 24(50%)	2. The poet has used words in an effective way to arouse curiosity in the reader's mind. 24(50%)

		2 Tha 11	3. The ideas	3 Original	3 The next	3 The post
		3. The ideas presented in the poem are not original. 0(0%)	presented in the poem are somewhat repetitive. 0(0%)	 Original ideas evident in the poem. 24(50%) 	3. The poet has tried to create curiosity in the reader's mind through ideas and imagination. 24(50%)	3. The poet has used words to convey ideas and emotions in effective way in the poem. 0(0%)
		4. There is no linkage between ideas and emotions in the poem. 0(0%)	4. There is some linkage between ideas and emotions in the poem. 0(0%)	4. There is a linkage between ideas and emotions in the poem. 0(0%)	4. There is a logical link between ideas and emotions in the poem. 14(30%)	4. There is a link established in an effective way by the poet between ideas and emotions in the poem. 34(70%)
		5. The poem is very repetitive. 0(0%)	5. The poem looks somewhat artificial. 0(0%)	5. The poet has involved himself in the poem. 0(0%)	5. A couple of phrases or ideas may be revisited, but the overall product is carefully written. 24(50%)	5. The poet has used his personal feelings and involves himself in the poem. 24(50%)
4.	Interest	1. The poem lacks interest. 0(0%)	1. The poet tries to create interest in reader's mind. 0(0%)	1. The poet attempts to create interest in reader's mind. The poet has tried to use words to make reader smile and feel excited. 0(0%)	1. The poet successfully creates interest in reader's mind. The poem makes the reader smile and feel exciting. 14(30%)	1. The poet uses significant words appropriately to create interest in reader's mind by making him/her smile. 34(70%)
		2. The poem looks artificial. 0(0%)	2. The poem looks somewhat artificial. 0(0%)	2. The poem looks somewhat natural. 0(0%)	 The poem is natural. 24(50%) 	2. The poem looks very natural and authentic. 24(50%)
5.	Figures of	1. Figure Of Speech is not	1. The poet has tried to	1. The poet has used	1. The poet has used	1. The poet has
		r r r r r r r r r r r r r r r r r r r				

Speech	used in the poem. 0(0%)	use Figures of Speech. 0(0%)	Figures of Speech but there are some mistakes. 0(0%)	Figures of Speech in an appropriate way. 14(30%)	artistically used Figures of Speech in the poem. 34(70%)
	2. The sound devices like rhyme, alliteration, onomatopoei a are not used in the poem. 0(0%)	2. There is consistently confusing or inappropriate use of sound devices in the poem. 0(0%)	2. The poet has also used sound devices, such as, rhyme, alliteration, onomatopoei a in the poem. 0(0%)	has also used sound devices	2. The poet has used sound devices, such as, rhyme, alliteration, onomatopoei a in an effective way to contribute to the meaning of the poem. 24(50%)

1.7 - b Free-verse poem - "YOU ARE MY TRUE FRIEND" composed by group
of students

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	identifiable structure is	is written in its form but	1. The poem is written in its proper	effectively uses an	has used a logically
		evident in the poem. 0(0%)	the structure does not show organization of the poem. 0(0%)	form with a few mistakes. 0(0%)	appropriate form. 24(50%)	effective organizationa l strategy and follows format of the poem exactly. 24(50%)
		2. The poet doesn't follow the form of the poem. 0(0%)	tends to use an	2. The poet has effectively used appropriate poetic form. 0(0%)	2. The poetry form has emerged with a few or no errors. 24(50%)	2. The poem is in a form to present ideas effectively. 24(50%)

		3. The focus	3. Subject is	3. The poet	3. Ideas are	3. The poet
		is not clear,	developed to	has tried to	focused and	has very
		ideas are not	a limited	develop	clear to the	effectively
		connected	extent or	subject in the	reader in the	presented the
		and not	lacks	poem. 0(0%)	poem. The	subject and
		developed in	continuity in		poem has a	ideas in the
		the poem.	the poem.		strong	poem. 34
		0(0%)	0(0%)		structure.	(70%)
					14(30%)	
		4. Content is	4. Content is	4. Content is	4. The	4. There is
		not related	somewhat	related to	content of the	continuity in
		and	related to	topic and	poem relates	flow of ideas
		sequencing is	topic and	sequencing is	to the topic	using
		not evident in	sequencing is	logical in the	well and	appropriate
		the poem.	tried in the	poem. 0(0%)	sequencing is	words. 24
		The poet has	poem. 0(0%)		logical.	(50%)
		difficulty in			24(50%)	
		understanding				
		the genre of				
		the poem.				
2.	Sensitivity	0(0%) 1. The	1. The	1. The poem	1. The poem	1. The poem
2.	Sensitivity	sensory	sensory	clearly	clearly	presents ideas
		images are	images are	presents ideas	presents ideas	and emotions
		missing in the	limited and	and emotions	and emotions	relevant to
		poem. 0(0%)	inappropriate	but fails to	relevant to	the theme in
			to theme of	sustain unity.	the theme. 24	an artistic
			the poem.	0(0%)	(50%)	way.
			0(0%)	0(070)	(30%)	24(50%)
		2. There is no	2. The poet	2. Sensory	2. Sensory	2. Sensory
		use of	has tried to	details	details	details
		sensory	use sensory	contribute to	contribute	contribute
		details or	details in the			masterfully to
		whenever	poem. 0(0%)	of the poem.	the meaning	the meaning
		used, it is	F (- · · ·)	0(0%)	of the poem.	of the poem.
		consistently			24(50%)	24(50%)
		confusing in				
		the poem.				
		0(0%)	a	a	a	
		3. The poem	3. The poem	3. The poem	3. The poem	3. The poem
		does not	has tried to	sensitizes the	sensitizes the	sensitizes the
		sensitize the	sensitize the	reader to	reader.	reader fully.
		reader. 0(0%)	reader. 0(0%)	some extent.	34(70%)	14(30%)
		1 The second	1 The rest	0(0%)	1 0-1-1	1 The recent
3.	Originality	1. The poem	1. The poet	1. The form	1. Original	1. The poem
	· ·	appaars to be	has triad to	of the mean		
	&	appears to be	has tried to	of the poem	idea is	is original in
	· ·	appears to be thoughtless. 0(0%)	has tried to think and involve	of the poem should be more	evident in the poem.	terms of choice of

imagination		himself in the	appropriate to	24(50%)	topic, ideas.
		poem. 0(0%)	the subject of		24(50%)
			the poem.		
			0(0%)		
	2. The poet	2. The poet	2. The poet	2. The poet	2. The poet
	fails to use	has tried to	has used	has used	has used
	words to	use words to	words to	words in an	words in an
	express ideas	express ideas	create	appropriate	effective way
	and emotions.	and emotions.	curiosity in	way to	to arouse
	0(0%)	0(0%)	reader's	express ideas	curiosity in
			mind. 0(0%)	and emotions.	the reader's
				24(50%)	mind.
					24(50%)
	3. The ideas	3. The ideas	3. Original	3. The poet	3. The poet
	presented in	presented in	ideas evident	has tried to	has used
	the poem are	the poem are	in the poem.	create	words to
	not original.	somewhat	14(30%)	curiosity in	convey ideas
	0(0%)	repetitive.		the reader's	and emotions
		0(0%)		mind through	in effective
				ideas and	way in the
				imagination.	poem. 0(0%)
		4 751	4 (77)	34(70%)	4 (77)
	4. There is no	4. There is	4. There is a	4. There is a	4. There is a
	linkage	some linkage	linkage between ideas	logical link between ideas	link
	between ideas and emotions	between ideas and emotions	and emotions	and emotions	established in an effective
	in the poem.	in the poem.	in the poem.	in the poem.	an effective way by the
	0(0%)	0(0%)	0(0%)	34(70%)	poet between
		0(070)	0(070)	34(7070)	ideas and
					emotions in
					the poem.
					14(30%)
	5. The poem	5. The poem	5. The poet	5. A couple	5. The poet
	is very	looks	has involved	of phrases or	has used his
	repetitive.	somewhat	himself in the	ideas may be	personal
	0(0%)	artificial.	poem. 0(0%)	revisited, but	feelings and
		0(0%)	r (0 / 0)	the overall	involves
				product is	himself in the
				carefully	poem.
				written.	24(50%)
				24(50%)	、 <i>′</i>
				× /	

4.	Interest	1. The poem	1. The poet	1. The poet	1. The poet	1. The poet
		lacks interest.	tries to create	attempts to	successfully	uses
		0(0%)	interest in	create interest	creates	significant
			reader's	in reader's	interest in	words
			mind. 0(0%)	mind. The	reader's	appropriately
				poet has tried	mind. The	to create
				to use words	poem makes	interest in
				to make	the reader	reader's mind
				reader smile	smile and feel	by making
				and feel	exciting.	him/her
				excited.	34(70%)	smile.
				0(0%)		14(30%)
		2. The poem	2. The poem	2. The poem	2. The poem	2. The poem
		looks	looks	looks	is natural.	looks very
		artificial.	somewhat	somewhat	24(50%)	natural and
		0(0%)	artificial.	natural.		authentic.
			0(0%)	0(0%)		24(50%)
5.	Figures of	1. Figure Of	1. The poet	1. The poet	1. The poet	1. The poet
	Speech	Speech is not	has tried to	has used	has used	has
		used in the	use Figures	Figures of	Figures of	artistically
		poem. 0(0%)	of Speech.	Speech but	Speech in an	used Figures
			0(0%)	there are	appropriate	of Speech in
				some	way.	the poem.
				mistakes.	24(50%)	24(50%)
				0(0%)		
		2. The sound	2. There is	2. The poet	2. The poet	2. The poet
		devices like	consistently	has also used	has also used	has used
		rhyme,	confusing or	sound	sound devices	sound
		alliteration, onomatopoei	inappropriate	devices, such	such as,	devices, such
		a are not used	use of sound devices in the	as, rhyme,	rhyme,	as, rhyme,
		in the poem.		alliteration,	alliteration,	alliteration,
		0(0%)	poem. 0(0%)	onomatopoei a in the	onomatopoei	onomatopoei
				a in the poem. $0(0\%)$	a in a meaningful	a in an effective way
				poem. 0(0%)	way in the	to contribute
					poem.	to contribute
					24(50%)	meaning of
					= ((00,0)	the poem.
						24(50%)
						= ((00,0)

Table 1.7 a and Table 1.7 b present the relative rating scenario of the students ofModel free-verse poem and free-verse poem composed in group as follows:

1. Organization

1.1 It was found that **"Sunday Night Meltdown"** poem was rated capable by 30% and proficient by 70% of the students on the in terms of use of effective

organizational strategy and format of the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of effective organizational strategy and format of the poem.

1.2 It was found that **"Sunday Night Meltdown"** poem was rated capable by 50%, and proficient by 50% of the students in terms of form of the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of form of the poem.

1.3 It was found that **"Sunday Night Meltdown"** poem was rated capable by 30%, and proficient by 70% of the students in terms of subject and ideas in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 30% and proficient by 70% of the students in terms of subject and ideas in the poem.

1.4 It was found that **"Sunday Night Meltdown"** poem was rated capable by 50%, and proficient by 50% of the students in terms of continuity in flow of ideas in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of continuity in flow of ideas in the poem.

2. Sensitivity

2.1 It was found that **"Sunday Night Meltdown"** poem was rated capable by 50%, and proficient by 50% of the students in terms of presentation of ideas and emotions relevant to theme in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of presentation of ideas and emotions relevant to theme in the poem.

2.2 It was found that **"Sunday Night Meltdown"** poem was rated capable by 30% and proficient by 70% of the students in terms of use of sensory details in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of sensory details in the poem.

2.3 It was found that **"Sunday Night Meltdown"** poem was rated capable by 30%, and proficient by 70% of the students in terms of sensitization of the reader towards the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of sensitization of the reader towards the poem.

3. Originality & Richness in Imagination

3.1 It was found that **"Sunday Night Meltdown"** poem was rated capable by 30%, and proficient by 70% of the students in terms of choice of topic and ideas in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of choice of topic and ideas in the poem.

3.2 It was found that "Sunday Night Meltdown" poem was rated capable by 50% and proficient by 50% of the students in terms of use of words to arouse curiosity in the mind of reader for poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of words to arouse curiosity in the mind of reader for poem.

3.3 It was found that **"Sunday Night Meltdown"** poem was rated satisfactory by 50%, and capable by 50% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem. Whereas the Free-verse poem composed by a group of students was rated Satisfactory by 30%, and Capable by 70% of the students in terms of use of words to convey ideas and emotions in an effective way in the poem.

3.4 It was found that "**Sunday Night Meltdown**" poem was rated capable by 30% and proficient by 70% of the students in terms of linkage established between ideas and emotions by the poet in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of linkage established between ideas and emotions by the poet in the poem.

3.5 It was found that **"Sunday Night Meltdown"** poem was rated capable by 50% and proficient by 50% of the students in terms of use of personal feelings in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of personal feelings in the poem.

4. Interest:

4.1 It was found that **"Sunday Night Meltdown"** poem was rated capable by 30% and proficient by 70% of the students in terms of use of words to create interest in reader's mind by making him/her smile. Whereas the Free-verse poem composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of words to create interest in reader's mind by making him/her smile.

4.2 It was found that **"Sunday Night Meltdown"** poem was rated capable by 50% and proficient by 50% of the students in terms of naturalness and authenticity in the

141

poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of naturalness and authenticity in the poem.

5. Figure of Speech

5.1 It was found that **"Sunday Night Meltdown"** poem was rated capable by 30% and proficient by 70% of the students in terms of use of figures of speech in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of figures of speech in the poem.

5.2 It was found that **"Sunday Night Meltdown"** poem was rated capable by 50% and proficient by 50% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem. Whereas the Free-verse poem composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of sound devices like rhyme, alliteration, onomatopoeia in the poem. It was found that the students were able to identify various components of Creative

Writing in the free-verse poem **"Sunday Night Meltdown"** which indicates that the students were able to identify various components of Creative writing in the Model Free-verse poem whereas the students were able to identify various components of Creative writing of poetry in the Free-verse poem composed by a group of students which indicates the students were able to compose Free-verse poem in small group.

4.2 Analysis and interpretation of Model Essays & Non-fiction essays composed by students in groups

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
		hasn't	Organization	Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
		enough to	is rough but	is in logical	a developed	develops
		say one way	workable.	order.	middle or a	reader's
		or the other.	1(2%)	15(30%)	satisfying	interest, a
		0(0%)			ending but	developed
					not all the	middle and a
					three.	satisfying
					15(30%)	ending that
						provides
						closure.
						19(38%)

1.8	a - Orientation -	- Non–fiction	- "The	Great fire	of London	" by	Samuel Pepys

		2. The writer	2. The writer	2. The essay	2. The	2. All
		is aimless or	gets off topic	moves	writer tries	paragraphs are
		disorganized	once or	through the	to drag the	in a logical
		and lacks	twice.	beginning,	middle too	order.
		direction.	5(10%)	middle and	long or the	25(50%)
		0(0%)		end in a	ending	
		0(0,0)		logical	abrupt.	
				order.	5(10%)	
				15(30%)	5(1070)	
2.	Ideas &	1. The writer	1. The writer	1. The writer	1. The	1. The writer
2.				uses simple	writer uses	
	Purpose			-		
		which are	simple ideas,	ideas that	developed	developed
		not relevant	some of	usually	ideas that	ideas that
		to topic.	which are of	support the	support the	support the
		0(0%)	topic. 6(12%)	topic.	topic.	topic
				6(12%)	12(24%)	effectively.
						26(52%)
		2. The writer	2. The essay	2. The essay	2. The essay	2. The essay
		has not used	has a	has a	has a clear	has a clear
		any strategy	conclusion	conclusion	conclusion	conclusion
		to express	that is	that is not	that	that
		ideas. 0(0%)	unclear.	entirely	summarizes	summarizes
			0(0%)	clear.	some of the	all the ideas
				10(20%)	ideas	presented.
					presented.	30(60%)
					10(20%)	
		3. Purpose in	3. Strategies	3. Strategies	3. Strategies	3. Strategies
		the essay is	are rarely	are	are	are employed
		unclear and	used to	sometimes	employed to	to express
		confuses the	express ideas.	employed	express	ideas in an
		reader.	Purpose is	throughout.	ideas in an	interesting
		0(0%)	not clear to	Purpose is	effective	way. Purpose
			the reader.	somewhat	way.	of the writing
			0(0%)	clear to the	Purpose is	is very much
			/	reader.	clear to the	clear and
				5(10%)	reader.	engages the
				5(10/0)	20(40%)	reader.
						25(50%)
3.	Point of	1. The writer	1. The writer	1. The writer	1. The	$\frac{25(50\pi)}{1. \text{ The writer}}$
	View / Voice	hasn't used	has tried to	has used the	writer has	has used the
		point of view	use point of	point of	used the	point of view
		according to	view	view	point of	effectively in
		•			view in	
		the type of $O(0)$	according to	according to		an interesting
		essay. 0(0%)	the type of	the type of	somewhat	way according
			essay but at	essay.	effective	to the type of
			some place it	10(20%)	way	essay and
			seems		according to	engages the

			unclear and confusing. 0(0%)		the type of essay. 5(10%)	reader. 35(70%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't communicate strongly and fails to capture reader's interest. 0(0%)	1. The writer has used a limited vocabulary and tried to create interest in reader's mind. 0(0%)	1. The writer has used vivid words that create image in reader's mind, but lack variety and flair. 15(30%)	1.The writerusedvivid wordswordsto create image in reader's mind, but occasionally the words areusedinaccurately. 15(30%)	1. The writer has used vivid words in an interesting and effective way to create image in reader's mind and choice of words and placement of words is accurate and natural.
		2. The writer has used incorrect and incomplete sentence structure. 0(0%)	2. The writer has tried to use simple sentence structures. 5(10%)	2. The writer has attempted to use a variety of sentence structures but some are used incorrectly. 8(16%)	2. The writer has used a variety of sentence structures effectively – complex, compound and simple. 12(24%)	20(40%) 2. The writer has used a variety of sentence structures in an artistic way. 25(50%)
		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 3(6%)	3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 20(40%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 27(54%)
5.	Research Sources & Relevance of supporting facts & details	1. The writer has not used any information from any sources and	1. The writer has used information based on personal knowledge.	1. The writer has used information mostly on a single source.	1.Thewriterhasusedinformationbasedonboth	1. The writer has used information from a variety of sources, effectively.

		based only on imagination. 0(0%)	0(0%)	0(0%)	personal knowledge and other resources. 25(50%)	25(50%)
		2. The writer has not used any example, reasons and other details. 0(0%)	2. The writer has used examples, reasons and other evidences which are somewhat lacking or inappropriate. 0(0%)	2. The writer has used appropriate examples, reasons and other evidences to somewhat support point of view. 10(20%)	2. The writer has used appropriate examples, reasons and other evidence effectively to support point of view. 15(30%)	2. The writer has used clearly appropriate examples, reasons masterfully to support point of view. 25(50%)
6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 5(10%)	1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 5(10%)	1.Thewriterhascreatedcharactersbydescribingwhotheyare,whattheylooklike,gestures,expressions.15(30%)	1. The writer has created complex characters by showing them in action, describing how they look and act. 25(50%)
		2. The writer has not tried to develop plot and setting in a proper way in the essay. 0(0%)	2. The writer has focused on more than one event, none of which has enough to give the essay a clear focus. 15 (30%)	2. The writer has one main event but also includes less important events that don't help readers to know which one is important in the essay. 10(20%)	2. The writer has told about one specific event in detail but it isn't clear why it is important to the type of essay. 5(10%)	2. The writer has given details about one exciting, sad, funny or unusual event. 20(40%)
7.	Grammar,	1. Numerous	1. The writer	1. The writer	1.	1. The writer

Μ	lechanics &	problems	has made	has	Mechanics	has used
S	pelling	with	frequent	generally	are good.	correct
		grammar,	errors which	used correct	Errors may	grammar
		mechanics	are	grammar,	be from	punctuation
		and spelling.	distracting	punctuation	taking risks,	and spelling.
		0(0%)	but do not	and spelling.	trying to say	29(58%)
			interfere with	1(2%)	things in a	
			the meaning.		new and	
			0(0%)		unusual	
					way.	
					20(40%)	
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has limited	has some	writer has	has consistent
		inaccurate	accuracy in	accuracy in	general	accuracy in
		grammar,	grammar,	grammar,	accuracy in	grammar,
		mechanics	mechanics	mechanics	grammar,	mechanics and
		and	and spellings.	and	mechanics	spelling.
		spellings.	0(0%)	spellings.	and spelling.	25(50%)
		0(0%)		0(0%)	25(50%)	

1.8 b - The Great fire of London – by Samuel Pepys

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
		hasn't	Organization	Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
		enough to	is rough but	is in logical	a developed	develops
		say one way	workable.	order.	middle or a	reader's
		or the other.	0(0%)	20(40%)	satisfying	interest, a
		0(0%)			ending but	developed
					not all the	middle and a
					three.	satisfying
					20(40%)	ending that
						provides
						closure.
						10(20%)
		2. The writer	2. The writer	2. The essay	2. The	2. All
		is aimless or	gets off topic	moves	writer tries	paragraphs are
		disorganized	once or	through the	to drag the	in a logical
		and lacks	twice. 0(0%)	beginning,	middle too	order.
		direction.		middle and	long or the	30(60%)
		0(0%)		end in a	ending	
				logical	abrupt.	
				order. 0(0%)	20(40%)	
2.	Ideas &	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Purpose	uses ideas	uses only	uses simple	writer uses	uses well
		which are	simple ideas,	ideas that	developed	developed
		not relevant	some of	usually	ideas that	ideas that

		to topic. 0(0%)	which are of topic. 0(0%)	supportthetopic.10(20%)	support the topic. 10(20%)	supportthetopiceffectively.30(60%)
		2. The writer has not used any strategy to express ideas. 0(0%)	2. The essay has a conclusion that is unclear. 0(0%)	2. The essay has a conclusion that is not entirely clear. 0(0%)	2. The essay has a clear conclusion that summarizes some of the ideas presented. 35(70%)	2. The essay has a clear conclusion that summarizes all the ideas presented. 15(30%)
		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader. 10(20%)	3. Strategies are employed to express ideas in an effective way. Purpose is clear to the reader. 30(60%)	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and engages the reader. 10(20%)
3.	Point of View / Voice	1. The writer hasn't used point of view according to the type of essay. 0(0%)	1. The writer has tried to use point of view according to the type of essay but at some place it seems unclear and confusing. 0(0%)	1. The writer has used the point of view according to the type of essay. 0(0%)	1.Thewriterhasusedthepointofviewinsomewhateffectivewayaccording tothe type ofessay.15(30%)	1. The writer has used the point of view effectively in an interesting way according to the type of essay and engages the reader. 35(70%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't	1. The writer has used a limited vocabulary and tried to create interest	1. The writerhasusedvividwordsthatcreateimageinreader's	1.Thewriterhasusedvividwordstocreateimageinreader's	1. The writer has used vivid words in an interesting and effective way to create
		communicate strongly and fails to capture	in reader's mind. 0(0%)	mind, but lack variety and flair. 0(0%)	mind, but occasionally the words are used	image in reader's mind and choice of words and

	reader's interest. 0(0%) 2. The writer has used incorrect and incomplete sentence structure. 0(0%)	2. The writer has tried to use simple sentence structures. 0(0%)	2. The writer has attempted to use a variety of sentence structures but some are used incorrectly. 0(0%)	inaccurately. 10(20%) 2. The writer has used a variety of sentence structures effectively – complex, compound and simple.	placement of words is accurate and natural. 40(80%) 2. The writer has used a variety of sentence structures in an artistic way. 35(70%)
	3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 0(0%)	 and simple. 15(30%) 3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 20(40%) 	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 30(60%)
5. Research Sources & Relevance of supporting facts & details	 The writer has not used any information from any sources and based only on imagination. 0(0%) The writer has not used any example, reasons and other details. 0(0%) 	1. The writerhasusedinformationbasedonpersonalknowledge.0(0%)2. The writerhasusedexamples,reasonsandotherevidenceswhichare	 The writer has used information mostly on a single source. 0(0%) The writer has used appropriate examples, reasons and other evidences to 	1.The writerwriterhas usedinformationbasedonbothpersonalknowledgeandotherresources.15(30%)2.Thewriterhasusedappropriateexamples,reasonsandother	 The writer has used information from a variety of sources, effectively. 35(70%) The writer has used clearly appropriate examples, reasons masterfully to

Image: lacking or inappropriate. lacking or inappropriate. support of point of view. 0(0%) effectively of support of view. 0(0%) 0(0%) view. 0(0%) point of view. 0(0%) 20(40%) 6. Character, 1. The writer 1. The writer 1. The writer 1. The writer	
0(0%) view. 0(0%) point of view. 20(40%)	
view. 20(40%)	
$[\mathbf{v}_1] \mathbf{v}_1 \mathbf{v}_$	e writer
Plot and hasn't has left has told who writer has has	created
Setting written significant is the created comp	lex
	cters by
	ng them
characters. and ages but describing in	action,
0(0%) not shown who they descri	
	hey look
behave and they look and	act.
feel. 0(0%) like, 25(50	%)
gestures,	, ,
expressions.	
	e writer
has not tried has focused writer has writer has has	given
to develop on more than one main told about detail	-
plot and one event, event but one specific one	exciting,
	funny or
	al event.
in the essay. enough to important isn't clear 30(60	%)
0(0%) give the events that why it is	·
essay a clear don't help important to	
focus. 0(0%) readers to the type of	
know which essay.	
one is 20(40%)	
important in	
the essay.	
0(0%)	
	e writer
Mechanics & problems has made has Mechanics has	used
Spelling with frequent generally are good. correct	t
grammar, errors which used correct Errors may grammar	nar
mechanics are grammar, be from punct	uation
and spelling. distracting punctuation taking risks, and	spelling.
0(0%) but do not and spelling. trying to say 45(90	%)
interfere with 0(0%) things in a	
the meaning. new and	
0(0%) unusual	
way. 5(10%)	
	e writer
has used has limited has some writer has has c	onsistent
inaccurate accuracy in accuracy in general accur	acy in

grammar,	grammar,	grammar,	accuracy in	grammar,
mechanics	mechanics	mechanics	grammar,	mechanics and
and	and spellings.	and	mechanics	spelling.
spellings.	0(0%)	spellings.	and spelling.	45(90%)
0(0%)		0(0%)	5(10%)	

1.8 a and 1.8 b present the relative rating scenario of the students on day 19 and 20 day :

1) Organization

1.1 It was found that **"The Great fire of London"** essay was rated emerging by 2%, satisfactory by 30%, capable by 30% and proficient by 38% of the students on the first day, whereas, on second day the essay was rated satisfactory by 40% capable by 40% and proficient by 20% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind.

1.2 It was found that **"The Great fire of London"** essay was rated emerging by 10%, satisfactory by 30%, capable by 10% and proficient by 50% of the students on the first day, whereas, on the second day the essay was rated satisfactory by 40%, and proficient by 60% of the students in terms of logical order of all paragraphs.

2) Ideas & Purpose

2.1 It was found that **"The Great fire of London"** essay was rated emerging by 12%, satisfactory by 12%, capable by 24%, and proficient by 52% of the students on the first day, whereas, on second day the essay was rated satisfactory by 20%, capable by 20%, and proficient by 60% of the students in terms of use of well developed ideas that support the topic effectively.

2.2 It was found that "**The Great fire of London**" essay was rated satisfactory by 20%, capable by 20% and proficient by 60% of the students on the first day, whereas, on second day the essay was rated capable by 70%, and proficient by 30% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay.

2.3 It was found that **"The Great fire of London"** essay was rated satisfactory by 10%, capable by 40%, and proficient by 50% of the students on the first day, whereas, on second day the essay was rated satisfactory by 20%, capable by 60%, and proficient by 20% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader.

3) Point of view/ voice

3.1 It was found that **"The Great fire of London"** essay was rated satisfactory by 20%, capable by 10%, and proficient by 70% of the students on the first day, whereas, on second day the essay was rated capable by 30%, and proficient by 70% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay.

4) Word – choice, Sentence – structure & Paragraphs:

4.1 It was found that **"The Great fire of London"** essay was rated satisfactory by 30%, capable by 30%, and proficient by 40% of the students on the first day, whereas, on second day the essay was rated capable by 20%, and proficient by 80% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer.

4.2 It was found that **"The Great fire of London"** essay was rated emerging by 10%, satisfactory by 16%, capable by 24% and proficient by 50% of the students on the first day, whereas, on second day the essay was rated capable by 30%, and proficient by 70% of the students in terms of use of variety of sentence-structures in an artistic way.

4.3 It was found that **"The Great fire of London"** essay was rated satisfactory by 6%, capable by 40% and proficient by 54% of the students on the first day, whereas, on second day the essay was rated capable by 40%, and proficient by 60% of the students in terms of use of paragraphs that are logically linked to connect ideas and details.

5) Research Sources & Relevance of supporting facts & details

5.1 It was found that **"The Great fire of London"** essay was rated capable by 50% and proficient by 50% of the students on the first day, whereas, on second day the essay was rated capable by 30%, and proficient by 70% of the students in terms of use of information from a variety of sources effectively.

5.2 It was found that "**The Great fire of London**" essay was rated satisfactory by 20%, capable by 30% and proficient by 50% of the students on the first day, whereas, on second day the essay was rated capable by 40%, and proficient by 60% of the students in terms of use of clearly appropriate examples, reasons to support point of view.

6) Character, Plot and Setting

6.1 It was found that **"The Great fire of London"** essay was rated emerging by 10%, satisfactory by 10%, capable by 30% and proficient by 50% of the students on the first day, whereas, on second day the essay was rated capable by 50%, and proficient by 50% of the students in terms of use complex characters by showing them in action, describing how they look and act.

6.2 It was found that **"The Great fire of London"** essay was rated emerging by 30%, satisfactory by 20%, capable by 10% and proficient by 40% of the students on the first day, whereas, on second day the essay was rated capable by 40%, and proficient by 60% of the students in terms of use of details about one exciting, sad, funny or unusual event.

7.) Grammar, Mechanics & Spelling

7.1 It was found that "**The Great fire of London**" essay was rated satisfactory by 2%, capable by 40% and proficient by 58% of the students on the first day, whereas, on second day the essay was rated capable by 10%, and proficient by 90% of the students in terms of use of correct grammar punctuation and spelling.

7.2 It was found that **"The Great fire of London"** essay was rated capable by 50% and proficient by 50% of the students on the first day, whereas, on second day the essay was rated capable by 10%, and proficient by 90% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings.

It was found that the students were able to identify various components of Creative Writing in the essay "**The Great fire of London**" by Samuel Pepys, Unit :10 from Std. 9 English Textbook (First language) of Gujarat State Board of school Textbook in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the poem "The Great fire of London" has been found to be effective. So, it can be said that most of the students could identify different components of Creative writing on through the orientation programme.

1.9 a - Orientation Non-fiction - "The story of my experiments with truth" by M. K. Gandhi

Beginner Emerging Satisfactory Capable Prof	eient
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1.	Organization	1. The writer	1.	1.	1 The eccay	1 The eccav
1.	Organization	hasn't written enough to say one way or the other. 0(0%)	Organization of the essay is rough but workable. 1(2%)	Organization of the essay is in logical order. 10(20%)	1. The essay has either a strong lead, a developed middle or a satisfying ending but not all the three. 10(20%)	1. The essay has a strong lead that develops reader's interest, a developed middle and a satisfying ending that provides closure. 29(58%)
		2. The writer is aimless or disorganized and lacks direction. 0(0%)	2. The writer gets off topic once or twice. 0(0%)	2. The essay moves through the beginning, middle and end in a logical order. 0(0%)	2. The writer tries to drag the middle too long or the ending abrupt. 25(50%)	2. All paragraphs are in a logical order. 25(50%)
2.	Ideas & Purpose	1. The writer uses ideas which are not relevant to topic. 0(0%)	1. The writer uses only simple ideas, some of which are of topic. 4(8%)	1. The writer uses simple ideas that usually support the topic. 10(20%)	1.Thewriterusesdevelopedideasthatsupportthetopic.10(20%)	1. The writer uses well developed ideas that support the topic effectively. 26(52%)
		2. The writer has not used any strategy to express ideas. 0(0%)	2. The essay has a conclusion that is unclear. 0(0%)	2. The essay has a conclusion that is not entirely clear. 15(30%)	2. The essay has a clear conclusion that summarizes some of the ideas presented. 15(30%)	2. The essay has a clear conclusion that summarizes all the ideas presented. 20(40%)
		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader.	 3. Strategies are employed to express ideas in an effective way. Purpose is clear to the 	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and

				10(20%)	reader. 12(24%)	engages the reader. 28(56%)
3.	Point of View / Voice	1. The writer hasn't used	1. The writer has tried to	1. The writer has used the	1. The writer has	1. The writer has used the
		point of view according to the type of essay. 0(0%)	use point of view according to the type of essay but at	point of view according to the type of essay.	used the point of view in somewhat effective	point of view effectively in an interesting way according to the type of
			some place it seems unclear and confusing. 10(20%)	10(20%)	way according to the type of essay. 15(30%)	essay and engages the reader. 15(30%)
4.	Word –	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	choice,	has used	has used a	has used	writer has	has used vivid
	Sentence – structure &	very limited vocabulary	limited vocabulary	vivid words that create	used vivid words to	words in an interesting and
	Paragraphs	which	and tried to	image in	create image	effective way
	1 al agi apiis	doesn't	create interest	reader's	in reader's	to create
		communicate	in reader's	mind, but	mind, but	image in
		strongly and	mind. 0(0%)	lack variety	occasionally	reader's mind
		fails to		and flair.	the words	and choice of
		capture		5(10%)	are used	words and
		reader's			inaccurately.	placement of
		interest.			20(40%)	words is
		0(0%)				accurate and
						natural.
		2. The writer	2. The writer	2. The writer	2. The	25(50%) 2. The writer
		has used	has tried to	has	writer has	has used a
		incorrect and	use simple	attempted to	used a	variety of
		incomplete	sentence	use a variety	variety of	sentence
		sentence	structures.	of sentence	sentence	structures in
		structure.	2(4%)	structures	structures	an artistic
		0(0%)		but some are	effectively -	way. 26(52%)
				used	complex,	
				incorrectly.	compound	
				10(20%)	and simple. $12(24\%)$	
					12(24%)	

		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 20(40%)	3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 5(10%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 25(50%)
5.	Research Sources & Relevance of supporting facts & details	1. The writer has not used any information from any sources and based only on imagination. 0(0%)	1. The writer has used information based on personal knowledge. 0(0%)	1. The writer has used information mostly on a single source. 20(40%)	1.Thewriterhasusedinformationbasedonbothpersonalknowledgeandandotherresources.5(10%)	1. The writer has used information from a variety of sources, effectively. 25(50%)
		2. The writer has not used any example, reasons and other details. 0(0%)	2. The writer has used examples, reasons and other evidences which are somewhat lacking or inappropriate. 0(0%)	2. The writer has used appropriate examples, reasons and other evidences to somewhat support point of view. 1(2%)	2. The writer has used appropriate examples, reasons and other evidence effectively to support point of view. 20(40%)	2. The writer has used clearly appropriate examples, reasons masterfully to support point of view. 29(58%)
6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 0(0%)	1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 20(40%)	1. The writer has created characters by describing who they are, what they look like, gestures,	1. The writer has created complex characters by showing them in action, describing how they look and act. 15(30%)

					expressions.	
					15(30%)	
		2. The writer	2. The writer	2. The	2. The	2. The writer
		has not tried	has focused	writer has	writer has	has given
		to develop	on more than	one main	told about	details about
		plot and	one event,	event but	one specific	one exciting,
		setting in a	none of	also includes	event in	sad, funny or
		proper way	which has	less	detail but it	unusual event.
		in the essay.	enough to	important	isn't clear	25(50%)
		0(0%)	give the	events that	why it is	
			essay a clear	don't help	important to	
			focus. 0(0%)	readers to	the type of	
				know which	essay.	
				one is	25(50%)	
				important in		
				the essay.		
				0(0%)		
7.	Grammar,	1. Numerous	1. The writer	1. The writer	1.	1. The writer
	Mechanics &	problems	has made	has	Mechanics	has used
	Spelling	with	frequent	generally	are good.	correct
		grammar,	errors which	used correct	Errors may	grammar
		mechanics	are	grammar,	be from	punctuation
		and spelling.	distracting	punctuation	taking risks,	and spelling.
		0(0%)	but do not	and spelling.	trying to say	30(60%)
			interfere with	10(20%)	things in a	
			the meaning.		new and	
			0(0%)		unusual	
					way.	
					10(20%)	
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has limited	has some	writer has	has consistent
		inaccurate	accuracy in	accuracy in	general	accuracy in
		grammar,	grammar,	grammar,	accuracy in	grammar,
		mechanics	mechanics	mechanics	grammar,	mechanics and
		and	and spellings.	and	mechanics	spelling.
		spellings.	0(0%)	spellings.	and spelling.	35(70%)
		0(0%)		5(10%)	10(20%)	

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
		hasn't	Organization	Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
		enough to	is rough but	is in logical	a developed	develops
		say one way	workable.	order. 0(0%)	middle or a	reader's
		or the other.	0(0%)		satisfying	interest, a
		0(0%)			ending but	developed

Idaac &	2. The writer is aimless or disorganized and lacks direction. 0(0%)	 The writer gets off topic once or twice. 0(0%) The writer 	2. The essay moves through the beginning, middle and end in a logical order. 0(0%)	not all the three. 20(40%) 2. The writer tries to drag the middle too long or the ending abrupt. 15(30%)	middle and a satisfying ending that provides closure. 30(60%) 2. All paragraphs are in a logical order. 35(70%)
Ideas & Purpose	 The writer uses ideas which are not relevant to topic. 0(0%) The writer has not used any strategy to express ideas. 0(0%) 	1. The writer usesusesonly simpleideas, someof which are of topic. 0(0%)2. The essay hasa conclusion thatthatis unclear. 0(0%)	1. The writer uses simple ideas that usually support the topic. 0(0%) 2. The essay has a conclusion that is not entirely clear. 10(20%)	1.Thewriterusesdevelopedideasthatsupportthetopic.35(70%)2.The essayhasa clearconclusionthatsummarizessome of theideaspresented.20(40%)	1. The writer uses well developed ideas that support the topic effectively. 15(30%) 2. The essay has a clear conclusion that summarizes all the ideas presented. 20(40%)
	3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader. 10(20%)	3. Strategies are employed to express ideas in an effective way. Purpose is clear to the reader. 10(20%)	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and engages the reader. 30(60%)
Point of View / Voice	1. The writer hasn't used point of view according to	1. The writer has tried to use point of view	1. The writer has used the point of view	1.Thewriterhasusedthepointof	1. The writer has used the point of view effectively in

		the type of essay. 0(0%)	according to the type of essay but at some place it seems unclear and confusing. 0(0%)	according to the type of essay. 10(20%)	view in somewhat effective way according to the type of essay. 5(10%)	an interesting way according to the type of essay and engages the reader. 45(90%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't communicate strongly and fails to capture reader's interest. 0(0%)	1. The writer has used a limited vocabulary and tried to create interest in reader's mind. 0(0%)	1. The writer has used vivid words that create image in reader's mind, but lack variety and flair. 0(0%)	1. The writer has used vivid words to create image in reader's mind, but occasionally the words are used inaccurately. 10(20%)	1. The writerhas used vividwords in aninteresting andeffective wayto createimage inreader's mindand choice ofwords andplacement ofwords isaccurate andnatural.40(80%)
		2. The writer has used incorrect and incomplete sentence structure. 0(0%)	2. The writer has tried to use simple sentence structures. 0(0%)	2. The writer has attempted to use a variety of sentence structures but some are used incorrectly. 5(10%)	2. The writer has used a variety of sentence structures effectively – complex, compound and simple. 10(20%)	2. The writer has used a variety of sentence structures in an artistic way. 35(70%)
		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 0(0%)	3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 20(40%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 30(60%)

5.	Research	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Sources &	has not used	has used	has used	writer has	has used
	Relevance of	any	information	information	used	information
	supporting	information	based on	mostly on a	information	from a variety
	facts &	from any	personal	single	based on	of sources,
	details	sources and	knowledge.	source.	both	effectively.
	uctails	based only	0(0%)	10(20%)	personal	20(40%)
		5	0(070)	10(2070)	knowledge	20(4070)
		on			and other	
		imagination.				
		0(0%)			resources.	
					20(40%)	
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has not used	has used	has used	writer has	has used
		any example,	examples,	appropriate	used	clearly
		reasons and	reasons and	examples,	appropriate	appropriate
		other details.	other	reasons and	examples,	examples,
		0(0%)	evidences	other	reasons and	reasons
			which are	evidences to	other	masterfully to
			somewhat	somewhat	evidence	support point
			lacking or	support	effectively	of view.
			inappropriate.	point of	to support	35(70%)
			0(0%)	view. 0(0%)	point of	
					view.	
					15(30%)	
6.	Character,	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Plot and	hasn't	has left	has told who	writer has	has created
	Setting	written	significant	is the	created	complex
		enough to	characters	character,	characters	characters by
		judge the	out. 0(0%)	their names	by	showing them
		characters.		and ages but	describing	in action,
		0(0%)		not shown	who they	describing
				how they	are, what	how they look
				behave and	they look	and act.
				feel. 0(0%)	like,	45(90%)
					gestures,	
					expressions.	
					5(10%)	
		2. The writer	2. The writer	2. The	2. The	2. The writer
		has not tried	has focused	writer has	writer has	has given
		to develop	on more than	one main	told about	details about
		plot and	one event,	event but	one specific	one exciting,
		setting in a	none of	also includes	event in	sad, funny or
		proper way	which has	less	detail but it	unusual event.
		in the essay.	enough to	important	isn't clear	45(90%)
		0(0%)	give the	events that	why it is	` '
			essay a clear	don't help	important to	
	1	1	, a creat			
			focus. 0(0%)	readers to	the type of	

				know which	essay.	
				one is	5(10%)	
				important in		
				the essay.		
				0(0%)		
7.	Grammar,	1. Numerous	1. The writer	1. The writer	1.	1. The writer
	Mechanics &	problems	has made	has	Mechanics	has used
	Spelling	with	frequent	generally	are good.	correct
		grammar,	errors which	used correct	Errors may	grammar
		mechanics	are	grammar,	be from	punctuation
		and spelling.	distracting	punctuation	taking risks,	and spelling.
		0(0%)	but do not	and spelling.	trying to say	35(70%)
			interfere with	0(0%)	things in a	
			the meaning.		new and	
			0(0%)		unusual	
					way.	
					15(30%)	
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has limited	has some	writer has	has consistent
		inaccurate	accuracy in	accuracy in	general	accuracy in
		grammar,	grammar,	grammar,	accuracy in	grammar,
		mechanics	mechanics	mechanics	grammar,	mechanics and
		and	and spellings.	and	mechanics	spelling.
		spellings.	0(0%)	spellings.	and spelling.	30(60%)
		0(0%)		0(0%)	20(40%)	

Table 1.9 a and Table 1.9 b present the relative rating scenario of the students onDay 21 and Day 22 as follows:

1) Organization

1.1 It was found that "**The story of my experiments with truth**" essay was rated emerging by 2%, satisfactory by 20% and capable by 20% and proficient by 58% of the students on the first day, whereas, on second day the essay was rated capable by 40% and proficient by 60% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind.

1.2 It was found that "**The story of my experiments with truth**" essay was rated capable by 40% and proficient by 50% of the students on the first day, whereas, on the second day the essay was rated capable by 30% and proficient by 70% of the students in terms of logical order of all paragraphs.

2) Ideas & Purpose

2.1 It was found that "**The story of my experiments with truth**" essay was rated emerging by 8%, satisfactory by 20%, capable by 20%, and proficient by 52% of the students on the first day, whereas, on second day the essay was rated capable by 70%, and proficient by 30% of the students in terms of use of well developed ideas that support the topic effectively.

2.2 It was found that "**The story of my experiments with truth**" essay was rated satisfactory by 30%, capable by 30% and proficient by 40% of the students on the first day, whereas, on second day the essay was rated satisfactory by 20%, capable by 40%, and proficient by 40% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details in the poem.

2.3 It was found that "**The story of my experiments with truth**" essay was rated satisfactory by 20%, capable by 24%, and proficient by 56% of the students on the first day, whereas, on second day the essay was rated satisfactory by 20%, capable by 20%, and proficient by 60% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader.

3) Point of view/ voice

3.1 It was found that "**The story of my experiments with truth**" essay was rated emerging by 20%, satisfactory by 20%, capable by 30%, and proficient by 30% of the students on the first day, whereas, on second day the essay was rated capable by 10%, and proficient by 90% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay.

4) Word – choice, Sentence – structure & Paragraphs

4.1 It was found that "**The story of my experiments with truth**" essay was rated satisfactory by 10%, capable by 40%, and proficient by 50% of the students on the first day, whereas, on second day the essay was rated capable by 20%, and proficient by 80% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer.

4.2 It was found that "**The story of my experiments with truth**" essay was rated emerging by 4%, satisfactory by 20%, capable by 24% and proficient by 52% of the students on the first day, whereas, on second day the essay was rated satisfactory by 10%, capable by 20%, and proficient by 70% of the students in terms of use of variety of sentence-structures in an artistic way.

4.3 It was found that "**The story of my experiments with truth**" essay was rated emerging by 4%, satisfactory by 40%, capable by 6% and proficient by 54% of the

students on the first day, whereas, on second day the essay was rated capable by 40%, and proficient by 60% of the students in terms of use of paragraphs that are logically linked to connect ideas and details.

5) Research Sources & Relevance of supporting facts & details

5.1 It was found that "**The story of my experiments with truth**" essay was rated satisfactory by 40%, capable by 10% and proficient by 50% of the students on the first day, whereas, on second day the essay was rated satisfactory by 10%, capable by 40%, and proficient by 40% of the students in terms of use of information from a variety of sources effectively.

5.2 It was found that "**The story of my experiments with truth**" essay was rated satisfactory by 2%, capable by 40% and proficient by 58% of the students on the first day, whereas, on second day the essay was rated capable by 30%, and proficient by 70% of the students in terms of use of clearly appropriate examples, reasons to support point of view.

6) Character, Plot and Setting

6.1 It was found that "**The story of my experiments with truth**" essay was rated emerging by 10%, satisfactory by 30%, capable by 30% and proficient by 30% of the students on the first day, whereas, on second day the essay was rated capable by 10%, and proficient by 90% of the students in terms of use complex characters by showing them in action, describing how they look and act.

6.2 It was found that "**The story of my experiments with truth**" essay was rated capable by 50% and proficient by 50% of the students on the first day, whereas, on second day the essay was rated capable by 10%, and proficient by 90% of the students in terms of use of details about one exciting, sad, funny or unusual event.

7.) Grammar, Mechanics & Spelling

7.1 It was found that "**The story of my experiments with truth**" essay was rated satisfactory by 20%, capable by 20% and proficient by 60% of the students on the first day, whereas, on second day the essay was rated capable by 30%, and proficient by 70% of the students in terms of use of correct grammar punctuation and spelling.

7.2 It was found that "**The story of my experiments with truth**" essay was rated satisfactory by 10%, capable by 20% and proficient by 70% of the students on the first day, whereas, on second day the essay was rated capable by 40%, and proficient by 60% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings.

It was found that the students were able to identify various components of Creative Writing in the autobiographical passage from "**The Story of my experiment with truth**" by M. K. Gandhi in a better way on Day two in comparison with Day one. As the frequencies and percentage on the second day of Orientation was found at higher points of the rubric, namely, Satisfactory, Capable and Proficient. These have been found to be greater than those on first day of Orientation. So, the orientation of students to components of Creative writing of poetry using the autobiographical passage from "**The Story of my experiment with truth**" has been found to be effective. So, it can be said that most of the students could identify different components of Creative writing on through the orientation programme.

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	Beginner 1. The writer hasn't written enough to say one way or the other. 0(0%)	Emerging 1. Organization of the essay is rough but workable. 0(0%)	Satisfactory1.Organizationof the essayis in logicalorder.10(20%)	Capable 1. The essay has either a strong lead, a developed middle or a satisfying ending but not all the three. 15(30%)	1. The essay has a strong lead that develops reader's interest, a developed middle and a satisfying ending that provides closure.
		2. The writer is aimless or disorganized and lacks direction. 0(0%)	2. The writer gets off topic once or twice. 0(0%)	2. The essay moves through the beginning, middle and end in a logical order. 20(40%)	2. The writer tries to drag the middle too long or the ending abrupt. 12(24%)	25(50%) 2. All paragraphs are in a logical order. 18(36%)
2.	Ideas & Purpose	1. The writer uses ideas which are not relevant to topic. 0(0%)	1. The writer uses only simple ideas, some of which are of topic. 5(10%)	1. The writer uses simple ideas that usually support the topic. 10(20%)	1.Thewriterusesdevelopedideasthatsupportthetopic.25(50%)	1. The writeruseswelldevelopedideasthatsupportthetopiceffectively.10(20%)

1.10 a- Model Autobiography - "A Visit to Cambridge" by Firdaus Kanga

 any strategy to express ideas. 0(0%) 3. Purpose in the essay is conclusion 3. Purpose in the essay is confuses the confuses the point of essay. 0(0%) 4. Word - choice, Sentence - structure & Paragraphs 4. Word - choice, Sentence - structure & paragraphs 5. The writer has used the confusing. 10(20%) 5. The writer has used the confusing. 10(20%) 5. The writer has used the point of confusing. 10(20%) 5. The writer has used the point of confusing. 15(30%) 5. The writer has used vivid words in an interesting words to conting the the type of conting the thas used thit conting the the type of conting the thas used tha			2. The writer has not used	2. The essay has a	2. The essay has a	2. The essay has a clear	2. The essay has a clear
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interest. 15(30%) words is			-		13(30%)		
()(0%) accurate and						15(30%)	
natural.			0(0%)				accurate and natural.

						20(40%)
		2. The writer has used incorrect and incomplete sentence structure. 0(0%)	2. The writer has tried to use simple sentence structures. 0(0%)	2. The writer has attempted to use a variety of sentence structures but some are used incorrectly. 5(10%)	2. The writer has used a variety of sentence structures effectively – complex, compound and simple. 20(40%)	2. The writer has used a variety of sentence structures in an artistic way. 25(50%)
		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 10(20%)	3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 20(40%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 20(40%)
5.	Research Sources & Relevance of supporting facts & details	1. The writer has not used any information from any sources and based only on imagination. 0(0%)	1. The writer has used information based on personal knowledge. 0(0%)	1. The writer has used information mostly on a single source. 4(8%)	1.Thewriterhasusedinformationbasedonbothpersonalknowledgeandandotherresources.20(40%)	1. The writer has used information from a variety of sources, effectively. 26(52%)
		2. The writer has not used any example, reasons and other details. 0(0%)	2. The writer has used examples, reasons and other evidences which are somewhat lacking or inappropriate. 0(0%)	2. The writer has used appropriate examples, reasons and other evidences to somewhat support point of view. 5(10%)	2. The writer has used appropriate examples, reasons and other evidence effectively to support point of view.	2. The writer has used clearly appropriate examples, reasons masterfully to support point of view. 25(50%)

					20(40%)	
6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 0(0%)	1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 10(20%)	1.Thewriterhascreatedcharactersbydescribingwhotheyare,whattheylooklike,gestures,expressions.20(40%)	1. The writer has created complex characters by showing them in action, describing how they look and act. 20(40%)
		2. The writer has not tried to develop plot and setting in a proper way in the essay. 0(0%)	2. The writer has focused on more than one event, none of which has enough to give the essay a clear focus. 10 (20%)	2. The writer has one main event but also includes less important events that don't help readers to know which one is important in the essay. 10(20%)	2. The writer has told about one specific event in detail but it isn't clear why it is important to the type of essay. 15(30%)	2. The writer has given details about one exciting, sad, funny or unusual event. 15(30%)
7.	Grammar, Mechanics & Spelling	 Numerous problems with grammar, mechanics and spelling. 0(0%) The writer has used inaccurate grammar, mechanics and 	1. The writer has made frequent errors which are distracting but do not interfere with the meaning. 0(0%) 2. The writer has limited accuracy in grammar, mechanics and spellings.	 The writer has generally used correct grammar, punctuation and spelling. 20(40%) The writer has some accuracy in grammar, mechanics and 	1.Mechanicsaregood.Errorsmaybefromtaking risks,trying to saythings in anewandunusualway.15(30%)2.Thewriterhasgeneralaccuracyaccuracyingrammar,mechanics	 The writer has used correct grammar punctuation and spelling. 15(30%) The writer has consistent accuracy in grammar, mechanics and spelling.

spellings. 0(0%)	0(0%)	spellings. 5(10%)	and spelling. 20(40%)	25(50%)
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1.11 b - Autobiography – THE MOST UNFORGETTABLE MOMENT OF MY LIFE composed by group of students :

hasn'tOrganizationOrganizationhas either ahas awrittenof the essayof the essaystrong lead, aleadenough tois rough butis in logicaldevelopeddevelopedsay one wayworkable.order. 0(0%)middle or areadeor the other.0(0%)0(0%)ending but notdeveloped0(0%)ending but notdevelopedall the three.middle0(0%)endingending but notdevelopedall the three.0(0%)endingendingendingending0(0%)endingendingendingending0(0%)endingendingendingending0(0%)endingendingendingending0(10%)endingendingendingending0(0%)endingendingendingending0(10%)endingendingendingending0(10%)endingendingendingending0(10%)endingendingendingending0(10%)endingendingendingending100%endingendingendingending100%endingendingendingending100%endingendingendingending100%endingendingendingending100%endingendingendingending100%endingendingendingending	r's est, a oped le and a ying
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say one way or the other. 0(0%)workable. 0(0%)order. 0(0%)middle or a satisfying ending but not all the three. 25(50%)reade inter ending but not all the three. 25(50%)2. The writer is aimless or disorganized and lacks direction. 	r's est, a oped le and a ying
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25(50%)) e essay a clear usion narizes e ideas nted.

		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader. 15(30%)	3. Strategies are employed to express ideas in an effective way. Purpose is clear to the reader. 30(60%)	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and engages the reader. 5(10%)
3.	Point of View / Voice	1. The writer hasn't used point of view according to the type of essay. 0(0%)	1. The writer has tried to use point of view according to the type of essay but at some place it seems unclear and confusing. 0(0%)	1. The writer has used the point of view according to the type of essay. 0(0%)	1. The writer has used the point of view in somewhat effective way according to the type of essay. 25(50%)	1.Thewriterhasusedthepointofvieweffectivelyinaninterestingwayaccording tothe type ofessayandengagesthereader.25(50%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't communicate strongly and fails to capture reader's interest. 0(0%)	1. The writer has used a limited vocabulary and tried to create interest in reader's mind. 0(0%)	1. The writer has used vivid words that create image in reader's mind, but lack variety and flair. 5(10%)	1. The writer has used vivid words to create image in reader's mind, but occasionally the words are used inaccurately. 35(70%)	1.The writerwriterhasusedvividwordsin an interestingandeffectivewaytocreateimageinreader'smindandchoiceofwordsandplacementofofwords isaccurateandnatural.10(20%)

		2. The writer	2. The writer	2. The writer	2. The writer	2. The
		has used	has tried to	has	has used a	writer has
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		3.	3. Paragraphs	3. The essay	3. The essay	3. The essay
		Paragraphs	contains	includes	has	has
		are written	ideas and	ideas and	paragraphs;	paragraphs
		haphazardly	details that	details that	each contains	that are
		and confuse	are connected	are	ideas and	logically
		the reader as	but fail at	somewhat	details that are	linked
		they don't	some places.	connected	logically	masterfully
		connect	0(0%)	within	linked	to connect
		ideas and		paragraphs.	effectively.	ideas and
		details		20(40%)	25(50%)	details.
		logically.				5(10%)
		0(0%)				
5.	Research	1. The writer	1. The writer	1. The writer	1. The writer	1. The
	Sources &	has not used	has used	has used	has used	writer has
	Relevance of	any	information	information	information	used
	supporting	information	based on	mostly on a	based on both	information
	facts &	from any	personal	single	personal	from a
	details	sources and	knowledge.	source.	knowledge	variety of
		based only	0(0%)	10(20%)	and other	sources,
		on			resources.	effectively.
		imagination.			30(60%)	10(20%)
		0(0%)				
			2 E		2 F 1	2 T
		2. The writer	2. The writer	2. The writer	2. The writer	2. The
		has not used	has used	has used	has used	writer has
		any example,	examples,	appropriate	appropriate	used clearly
		reasons and	reasons and	examples,	examples,	appropriate
		other details.	other	reasons and	reasons and	examples,
		0(0%)	evidences	other	other evidence	reasons
			which are	evidences to	effectively to	masterfully
			somewhat	somewhat	support point	to support
			lacking or	support	of view.	point of
			inappropriate.	point of	25(50%)	view.
			0(0%)	view.		5(10%)
				20(40%)		

6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 0(0%)	1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 15(30%)	1. The writer has created characters by describing who they are, what they look like, gestures, expressions. 30(60%)	1. The writer has created complex characters by showing them in action, describing how they look and act. 5(10%)
		2. The writer has not tried to develop plot and setting in a proper way in the essay. 0(0%)	2. The writer has focused on more than one event, none of which has enough to give the essay a clear focus. 0(0%)	2. The writer has one main event but also includes less important events that don't help readers to know which one is important in the essay. 10(20%)	2. The writer has told about one specific event in detail but it isn't clear why it is important to the type of essay.35(70%)	2. The writer has given details about one exciting, sad, funny or unusual event. 5(10%)
7.	Grammar, Mechanics & Spelling	1. Numerous problems with grammar, mechanics and spelling. 0(0%)	1. The writer has made frequent errors which are distracting but do not interfere with the meaning. 0(0%)	1. The writer has generally used correct grammar, punctuation and spelling. 0(0%)	1. Mechanics are good. Errors may be from taking risks, trying to say things in a new and unusual way. 25(50%)	1. The writer has used correct grammar punctuation and spelling. 25(50%)
		2. The writer has used inaccurate grammar, mechanics and spellings. 0(0%)	2. The writer has limited accuracy in grammar, mechanics and spellings. 0(0%)	2. The writer has some accuracy in grammar, mechanics and spellings. 0(0%)	2. The writer has general accuracy in grammar, mechanics and spelling. 20(40%)	2. The writer has consistent accuracy in grammar, mechanics and spelling. 30(60%)

 Table 1.10 a and 1.10 b present the relative rating scenario of the students of

 Model Autobiography and Autobiography composed in group:

1) Organization

1.1 It was found that "A Visit to Cambridge" essay was rated satisfactory by 20% and capable by 30% and proficient by 50% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind. Whereas the Autobiography composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind.

1.2 It was found that "A Visit to Cambridge" essay was rated emerging by 40%, satisfactory by 24%, capable by 36% of the students in terms of logical order of all paragraphs. Whereas the Autobiography composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of logical order of all paragraphs.

2) Ideas & Purpose

2.1 It was found that "A Visit to Cambridge" essay was rated emerging by 10%, satisfactory by 20%, capable by 50%, and proficient by 20% of the students in terms of use of well developed ideas that support the topic effectively. Whereas the Autobiography composed by a group of students was rated Satisfactory by 50%, and Capable by 50% of the students in terms of well developed ideas that support the topic effectively.

2.2 It was found that "A Visit to Cambridge" essay was rated satisfactory by 20%, capable by 24% and proficient by 56% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details. Whereas the Autobiography composed by a group of students was rated Satisfactory by 40%, Capable by 50% and proficient by 10% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details.

2.3 It was found that "A Visit to Cambridge" essay was rated satisfactory by 20%, capable by 30%, and proficient by 50% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader. Whereas the Autobiography composed by a group of students was rated Satisfactory by 30%, Capable by 60% and proficient by 10% of the students in terms of use of

strategies to express ideas in an interesting way and purpose of the writing to engage reader.

3) Point of view/ voice

3.1 It was found that "A Visit to Cambridge" essay was rated emerging by 20%, satisfactory by 20%, capable by 30%, and proficient by 30% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay. Whereas the Autobiography composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of the point of view by writer in an interesting to the type of essay.

4) Word – choice, Sentence – structure & Paragraphs

4.1 It was found that "A Visit to Cambridge" essay was rated satisfactory by 38%, capable by 30%, and proficient by 32% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer. Whereas the Autobiography composed by a group of students was rated Satisfactory by 10%, Capable by 70% and proficient by 20% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer.

4.2 It was found that "A Visit to Cambridge" essay was rated satisfactory by 10%, capable by 40% and proficient by 50% of the students in terms of use of variety of sentence-structures in an artistic way. Whereas the Autobiography composed by a group of students was rated Satisfactory by 20%, Capable by 70% and proficient by 10% of the students in terms of use of variety of sentence-structures in an artistic way. **4.3** It was found that "A Visit to Cambridge" essay was rated satisfactory by 20%, capable by 40% and proficient by 40% of the students in terms of use of paragraphs that are logically linked to connect ideas and details. Whereas the Autobiography composed by a group of students was rated Satisfactory by 40%, Capable by 50% and proficient by 10% of the students in terms of use of paragraphs that are logically linked to connect ideas and details.

5) Research Sources & Relevance of supporting facts & details

5.1 It was found that "A Visit to Cambridge" essay was rated satisfactory by 8%, capable by 40% and proficient by 52% of the students in terms of use of information from a variety of sources effectively. Whereas the Autobiography composed by a group of students was rated Satisfactory by 20%, Capable by 60% and proficient by

20% of the students in terms of use of information from a variety of sources effectively.

5.2 It was found that "A Visit to Cambridge" essay was rated satisfactory by 10%, capable by 40% and proficient by 50% of the students in terms of use of clearly appropriate examples, reasons to support point of view. Whereas the Autobiography composed by a group of students was rated Satisfactory by 40%, Capable by 50% and proficient by 10% of the students in terms of use of clearly appropriate examples, reasons to support point of view.

6) Character, Plot and Setting

6.1 It was found that "A Visit to Cambridge" essay was rated satisfactory by 20%, capable by 40% and proficient by 40% of the students in terms of use complex characters by showing them in action, describing how they look and act. Whereas the Autobiography composed by a group of students was rated Satisfactory by 30%, Capable by 60% and proficient by 10% of the students in terms of use complex characters by showing them in action, describing how they look and act.

6.2 It was found that "A Visit to Cambridge" essay was rated satisfactory by 20%, capable by 30% and proficient by 30% of the students in terms of use of details about one exciting, sad, funny or unusual event. Whereas the Autobiography composed by a group of students was rated Satisfactory by 20%, Capable by 70% and proficient by 10% of the students in terms of use of details about one exciting, sad, funny or unusual event.

7.) Grammar, Mechanics & Spelling

7.1 It was found that "A Visit to Cambridge" essay was rated satisfactory by 40%, capable by 30% and proficient by 30% of the students in terms of use of correct grammar punctuation and spelling. Whereas the Autobiography composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of correct grammar punctuation and spelling.

7.2 It was found that "A Visit to Cambridge" essay was rated satisfactory by 10%, capable by 40% and proficient by 50% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings. Whereas the Autobiography composed by a group of students was rated Capable by 40% and proficient by 60% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings.

It was found that the students were able to identify various components of Creative writing in the Model Autobiographical essay "A Visit to Cambridge" which indicates that the students were able to identify various components of Creative writing in the Model Autobiographical essay whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the Autobiographical essay composed by a group of students which indicates the students were able to compose Autobiographical essay in small group.

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
		hasn't	Organization	Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
		enough to	is rough but	is in logical	a developed	develops
		say one way	workable.	order.	middle or a	reader's
		or the other.	0(0%)	5(10%)	satisfying	interest, a
		0(0%)			ending but	developed
					not all the	middle and a
					three.	satisfying
					20(40%)	ending that
						provides
						closure.
						25(50%)
		2. The writer	2. The writer	2. The essay	2. The	2. All
		is aimless or	gets off topic	moves	writer tries	paragraphs are
		disorganized	once or	through the	to drag the	in a logical
		and lacks	twice. 0(0%)	beginning,	middle too	order.
		direction.		middle and	long or the	30(60%)
		0(0%)		end in a	ending	
				logical	abrupt.	
				order. 0(0%)	20(40%)	
2.	Ideas &	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Purpose	uses ideas	uses only	uses simple	writer uses	uses well
		which are	simple ideas,	ideas that	developed	developed
		not relevant	some of	usually	ideas that	ideas that
		to topic.	which are of	support the	support the	support the
		0(0%)	topic. 0(0%)	topic. 0(0%)	topic.	topic
					24(48%)	effectively.
						26(52%)

1.11 a - Model Biography – "The Kite Maker" by Ruskin Bond

		2. The writer has not used any strategy	2. The essay has a conclusion	2. The essay has a conclusion	2. The essay has a clear conclusion	2. The essay has a clear conclusion
		to express ideas. 0(0%)	that is unclear. 0(0%)	that is not entirely clear. 20(40%)	that summarizes some of the ideas presented.	that summarizes all the ideas presented. 25(50%)
		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader. 10(20%)	5(10%) 3. Strategies are employed to express ideas in an effective way. Purpose is clear to the reader. 20(40%)	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and engages the reader. 20(40%)
3.	Point of View / Voice	1. The writer hasn't used point of view according to the type of essay. 0(0%)	1. The writer has tried to use point of view according to the type of essay but at some place it seems unclear and confusing. 0(0%)	1. The writer has used the point of view according to the type of essay. 0(0%)	1.Thewriterhasusedthepointofviewinsomewhateffectivewayaccording tothe type ofessay.25(50%)	1. The writer has used the point of view effectively in an interesting way according to the type of essay and engages the reader. 25(50%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't communicate strongly and fails to capture reader's interest. 0(0%)	0(0%) 1. The writer has used a limited vocabulary and tried to create interest in reader's mind. 0(0%)	1. The writer has used vivid words that create image in reader's mind, but lack variety and flair. 10(20%)	25(50%) 1. The writer has used vivid words to create image in reader's mind, but occasionally the words are used inaccurately. 10(20%)	1. The writerhas used vividwords in aninteresting andeffective wayto createimage inreader's mindand choice ofwords andplacement ofwords isaccurate andnatural.

						30(60%)
		2. The writer has used incorrect and incomplete sentence structure. 0(0%)	2. The writer has tried to use simple sentence structures. 0(0%)	2. The writer has attempted to use a variety of sentence structures but some are used incorrectly. 0(0%)	2. The writer has used a variety of sentence structures effectively – complex, compound and simple. 25(50%)	2. The writer has used a variety of sentence structures in an artistic way. 25(50%)
		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 10(20%)	3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 12(24%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 28(56%)
5.	Research Sources & Relevance of supporting facts & details	1. The writer has not used any information from any sources and based only on imagination. 0(0%)	1. The writer has used information based on personal knowledge. 0(0%)	1. The writer has used information mostly on a single source. 20(40%)	1.Thewriterhasusedinformationbasedonbothpersonalknowledgeandandotherresources.15(30%)	1. The writer has used information from a variety of sources, effectively. 15(30%)
		2. The writer has not used any example, reasons and other details. 0(0%)	2. The writer has used examples, reasons and other evidences which are somewhat lacking or inappropriate. 0(0%)	2. The writer has used appropriate examples, reasons and other evidences to somewhat support point of view.	2. The writer has used appropriate examples, reasons and other evidence effectively to support point of	2. The writer has used clearly appropriate examples, reasons masterfully to support point of view. 20(40%)

				15(30%)	view.	
6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 0(0%)	1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 5(10%)	15(30%) 1. The writer has created characters by describing who they are, what they look like, gestures, expressions. 20(40%)	1. The writer has created complex characters by showing them in action, describing how they look and act. 25(50%)
		2. The writer has not tried to develop plot and setting in a proper way in the essay. 0(0%)	2. The writer has focused on more than one event, none of which has enough to give the essay a clear focus. 0(0%)	2. The writer has one main event but also includes less important events that don't help readers to know which one is important in the essay. 12(24%)	2. The writer has told about one specific event in detail but it isn't clear why it is important to the type of essay. 18(36%)	2. The writer has given details about one exciting, sad, funny or unusual event. 20(40%)
7.	Grammar, Mechanics & Spelling	 Numerous problems with grammar, mechanics and spelling. 0(0%) The writer has used inaccurate grammar, mechanics 	 The writer has made frequent errors which are distracting but do not interfere with the meaning. 0(0%) The writer has limited accuracy in grammar, mechanics 	 The writer has generally used correct grammar, punctuation and spelling. 0(0%) The writer has some accuracy in grammar, mechanics 	1.Mechanicsaregood.Errorsmaybefromtaking risks,trying to saythings in anewandunusualway.24(48%)2.Thewriterhasgeneralaccuracyaccuracyingrammar,	 The writer has used correct grammar punctuation and spelling. 26(52%) The writer has consistent accuracy in grammar, mechanics and

	and	and spellings.	and	mechanics	spelling.
	spellings.	0(0%)	spellings.	and spelling.	30(60%)
	0(0%)		0(0%)	20(40%)	

1.11 b - Biography – SARDAR PATEL composed by group of students :

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
		hasn't	Organization	Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
		enough to	is rough but	is in logical	a developed	develops
		say one way	workable.	order. 0(0%)	middle or a	reader's
		or the other.	0(0%)		satisfying	interest, a
		0(0%)			ending but	developed
					not all the	middle and a
					three.	satisfying
					25(50%)	ending that
						provides
						closure.
						25(50%)
		2. The writer	2. The writer	2. The essay	2. The	2. All
		is aimless or	gets off topic	moves	writer tries	paragraphs are
		disorganized	once or	through the	to drag the	in a logical
		and lacks	twice. 0(0%)	beginning,	middle too	order.
		direction.		middle and	long or the	20(40%)
		0(0%)		end in a	ending	
				logical	abrupt.	
				order.	25(50%)	
2.	Ideas &	1. The writer	1. The writer	5(10%) 1. The writer	1. The	1. The writer
2.	Purpose	uses ideas	uses only	uses simple	writer uses	uses well
	i ui pose	which are	simple ideas,	ideas that	developed	developed
		not relevant	some of	usually	ideas that	ideas that
		to topic.	which are of	support the	support the	support the
		0(0%)	topic. $0(0\%)$	topic.	topic.	topic
		0(070)	topie: 0(070)	20(40%)	25(50%)	effectively.
				20(1070)	20(0070)	5(10%)
		2. The writer	2. The essay	2. The essay	2. The essay	2. The essay
		has not used	has a	has a	has a clear	has a clear
		any strategy	conclusion	conclusion	conclusion	conclusion
		to express	that is	that is not	that	that
		ideas. $0(0\%)$	unclear.	entirely	summarizes	summarizes
			0(0%)	clear. $0(0\%)$	some of the	all the ideas
					ideas	presented.
					presented.	25(50%)
					25(50%)	

		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader. 0(0%)	3. Strategies are employed to express ideas in an effective way. Purpose is clear to the reader. 25(50%)	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and engages the reader. 25(50%)
3.	Point of View / Voice	1. The writer hasn't used point of view according to the type of essay. 0(0%)	1. The writer has tried to use point of view according to the type of essay but at some place it seems unclear and confusing. 0(0%)	1. The writer has used the point of view according to the type of essay. 15(30%)	1.Thewriterhasusedthepointofviewinsomewhateffectivewayaccording tothe type ofessay.25(50%)	1. The writer has used the point of view effectively in an interesting way according to the type of essay and engages the reader. 10(20%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't communicate strongly and fails to capture reader's interest. 0(0%)	1. The writer has used a limited vocabulary and tried to create interest in reader's mind. 0(0%)	1. The writer has used vivid words that create image in reader's mind, but lack variety and flair. 0(0%)	1. The writer has used vivid words to create image in reader's mind, but occasionally the words are used inaccurately. 30(60%)	1. The writer has used vivid words in an interesting and effective way to create image in reader's mind and choice of words and placement of words is accurate and natural. 20(40%)
		2. The writer has used incorrect and incomplete sentence structure. 0(0%)	2. The writer has tried to use simple sentence structures. 0(0%)	2. The writer has attempted to use a variety of sentence structures but some are used	2. The writer has used a variety of sentence structures effectively – complex,	2. The writer has used a variety of sentence structures in an artistic way. 20(40%)

		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	incorrectly. 5(10%) 3. The essay includes ideas and details that are somewhat connected within paragraphs. 10(20%)	compound and simple. 25(50%) 3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 20(40%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 20(40%)
5.	Research Sources & Relevance of supporting facts & details	1. The writer has not used any information from any sources and based only on imagination. 0(0%)	1. The writer has used information based on personal knowledge. 0(0%)	1. The writer has used information mostly on a single source. 5(10%)	1.Thewriterhasusedinformationbasedonboth $ersonal$ knowledgeandandotherresources. $20(40\%)$	1. The writer has used information from a variety of sources, effectively. 25(50%)
		2. The writer has not used any example, reasons and other details. 0(0%)	2. The writer has used examples, reasons and other evidences which are somewhat lacking or inappropriate. 0(0%)	2. The writer has used appropriate examples, reasons and other evidences to somewhat support point of view. 15(30%)	2. The writer has used appropriate examples, reasons and other evidence effectively to support point of view. 25(50%)	2. The writer has used clearly appropriate examples, reasons masterfully to support point of view. 10(20%)
6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 0(0%)	1. The writer has told who is the character, their names and ages but not shown how they	1.Thewriterhascreatedcharactersbydescribingwhotheyare,what	1. The writer has created complex characters by showing them in action, describing how they look

		2. The writer has not tried to develop plot and setting in a proper way in the essay. 0(0%)	2. The writer has focused on more than one event, none of which has enough to give the essay a clear focus. 0(0%)	behave and feel. 10(20%) 2. The writer has one main event but also includes less important events that don't help readers to know which one is important in the essay.	they look like, gestures, expressions. 30(60%) 2. The writer has told about one specific event in detail but it isn't clear why it is important to the type of essay. 40(80%)	and act. 10(20%) 2. The writer has given details about one exciting, sad, funny or unusual event. 10(20%)
	7	1 Nu	1 The average of the second se	0(0%)	1	
	Grammar,	1. Numerous	1. The writer	1. The writer	1. Maabaniaa	1. The writer
	Aechanics &	problems	has made	has	Mechanics	has used
S	Spelling	with	frequent errors which	generally used correct	are good. Errors may	correct grammar
		grammar, mechanics	are	grammar,	be from	punctuation
		and spelling.	distracting	punctuation	taking risks,	and spelling.
		0(0%)	but do not	and spelling.	trying to say	25(50%)
		0(0,0)	interfere with	0(0%)	things in a	20(00/0)
			the meaning.	~ /	new and	
			0(0%)		unusual	
					way.	
					25(50%)	
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has limited	has some	writer has	has consistent
		inaccurate	accuracy in	accuracy in	general .	accuracy in
1 1						
		grammar,	grammar,	grammar,	accuracy in	grammar,
		mechanics	mechanics	mechanics	grammar,	mechanics and
		-	•	-	5	•

Table 1.11 a and 1.11 b present the relative rating scenario of the students ofModel Biography and Group Biography:

1) Organization

1.1 It was found that **"The Kite Maker"** essay was rated emerging by 6%, satisfactory by 4% and capable by 40% and proficient by 50% of the students in terms

of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind. Whereas the biography composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind.

1.2 It was found that **"The Kite Maker"** essay was rated satisfactory by 2%, capable by 40% and proficient by 58% of the students in terms of logical order of all paragraphs. Whereas the biography composed by a group of students was rated Satisfactory by 10%, Capable by 50% and proficient by 40% of the students in terms of logical order of all paragraphs.

2) Ideas & Purpose

2.1 It was found that **"The Kite Maker"** essay was rated capable by 48%, and proficient by 52% of the students in terms of use of well developed ideas that support the topic effectively. Whereas the biography composed by a group of students was rated Satisfactory by 40%, Capable by 50% and proficient by 10% of the students in terms of use of well developed ideas that support the topic effectively.

2.2 It was found that **"The Kite Maker"** essay was rated satisfactory by 40%, capable by 10% and proficient by 50% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details. Whereas the biography composed by a group of students was rated Satisfactory by 10%, Capable by 70% and proficient by 20% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details.

2.3 It was found that **"The Kite Maker"** essay was rated satisfactory by 20%, capable by 40%, and proficient by 40% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader. Whereas the biography composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of strategies to express ideas in an interesting way and purpose of strategies to express ideas in an interesting way and purpose of students was rated Capable by 50% and proficient by 50% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader.

3) Point of view/ voice

3.1 It was found that **"The Kite Maker"** essay was rated capable by 50%, and proficient by 50% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay. Whereas the biography composed by a group of students was rated Satisfactory by 30%, Capable by 50% and proficient by

20% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay.

4) Word – choice, Sentence – structure & Paragraphs

4.1 It was found that **"The Kite Maker"** essay was rated satisfactory by 20%, capable by 20%, and proficient by 60% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer. Whereas the biography composed by a group of students was rated Capable by 60% and proficient by 40% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by 60% and proficient by 40% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer.

4.2 It was found that **"The Kite Maker"** essay was rated capable by 50% and proficient by 50% of the students in terms of use of variety of sentence-structures in an artistic way. Whereas the biography composed by a group of students was rated Satisfactory by 10%, Capable by 50% and proficient by 40% of the students in terms of use of variety of sentence-structures in an artistic way.

4.3 It was found that **"The Kite Maker"** essay was rated satisfactory by 20%, capable by 24% and proficient by 56% of the students in terms of use of paragraphs that are logically linked to connect ideas and details. Whereas the biography composed by a group of students was rated Satisfactory by 20%, Capable by 40% and proficient by 40% of the students in terms of use of paragraphs that are logically linked to connect ideas and details.

5) Research Sources & Relevance of supporting facts & details

5.1 It was found that **"The Kite Maker"** essay was rated emerging by 20%, satisfactory by 20%, capable by 30% and proficient by 30% of the students in terms of use of information from a variety of sources effectively. Whereas the biography composed by a group of students was rated Satisfactory by 10%, Capable by 40% and proficient by 50% of the students in terms of use of information from a variety of sources effectively.

5.2 It was found that **"The Kite Maker"** essay was rated emerging by 18%, satisfactory by 20%, capable by 30% and proficient by 32% of the students in terms of use of clearly appropriate examples, reasons to support point of view. Whereas the biography composed by a group of students was rated Satisfactory by 30%, Capable by 50% and proficient by 20% of the students in terms of

6) Character, Plot and Setting

6.1 It was found that **"The Kite Maker"** essay was rated satisfactory by 52%, capable by 24% and proficient by 36% of the students in terms of use complex characters by showing them in action, describing how they look and act. Whereas the biography composed by a group of students was rated Satisfactory by 20%, Capable by 60% and proficient by 20% of the students in terms of use complex characters by showing them in action, describing how they look and act.

6.2 It was found that **"The Kite Maker"** essay was rated satisfactory by 24%, capable by 36% and proficient by 40% of the students in terms of use of details about one exciting, sad, funny or unusual event. Whereas the biography composed by a group of students was rated Satisfactory by 20%, Capable by 60% and proficient by 20% of the students in terms of use of details about one exciting, sad, funny or unusual event.

7.) Grammar, Mechanics & Spelling

7.1 It was found that **"The Kite Maker"** essay was rated capable by 48% and proficient by 52% of the students in terms of use of correct grammar punctuation and spelling. Whereas the biography composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of correct grammar punctuation and spelling.

7.2 It was found that **"The Kite Maker"** essay was rated capable by 40% and proficient by 60% of the students in terms of use of correct grammar punctuation and spelling. Whereas the biography composed by a group of students was rated Capable by 60% and proficient by 40% of the students in terms of use of correct grammar punctuation and spelling.

It was found that the students were able to identify various components of Creative writing in the Model Biographical essay **"The Kite Maker"** which indicates that the students were able to identify various components of Creative writing in the Model Biographical essay whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the Biographical essay composed by a group of students which indicates the students were able to compose Biographical essay in small group.

1.14		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
1.	Organization	hasn't	1. Organization	¹ . Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
			is rough but		0	
		enough to	e	is in logical	a developed	develops
		say one way	workable.	order.	middle or a	reader's
		or the other.	0(0%)	5(10%)	satisfying	interest, a
		0(0%)			ending but	developed
					not all the	middle and a
					three.	satisfying
					20(40%)	ending that
						provides
						closure.
						25(50%)
		2. The writer	2. The writer	2. The essay	2. The	2. All
		is aimless or	gets off topic	moves	writer tries	paragraphs are
		disorganized	once or	through the	to drag the	in a logical
		and lacks	twice. 0(0%)	beginning,	middle too	order.
		direction.		middle and	long or the	30(60%)
		0(0%)		end in a	ending	
				logical	abrupt.	
				order. 0(0%)	20(40%)	
2.	Ideas &	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Purpose	uses ideas	uses only	uses simple	writer uses	uses well
		which are	simple ideas,	ideas that	developed	developed
		not relevant	some of	usually	ideas that	ideas that
		to topic.	which are of	support the	support the	support the
		0(0%)	topic. 0(0%)	topic. $0(0\%)$	topic.	topic
		0(0,0)			10(20%)	effectively.
					10(2070)	40(80%)
		2. The writer	2. The essay	2. The essay	2. The essay	2. The essay
		has not used	has a	has a	has a clear	has a clear
		any strategy	conclusion	conclusion	conclusion	conclusion
		to express	that is	that is not	that	that
		ideas. 0(0%)	unclear.	entirely	summarizes	summarizes
		10003.0(070)	0(0%)	clear. $0(0\%)$	some of the	all the ideas
			0(070)	cieal. 0(0.0)	ideas	presented.
						-
					presented.	25(50%)
		2 Dame :	2 Charters	2 States	25(50%)	2
		3. Purpose in	3. Strategies	3. Strategies	3. Strategies	3. Strategies
		the essay is	are rarely	are	are	are employed
		unclear and	used to	sometimes	employed to	to express
		confuses the	express ideas.	employed	express	ideas in an
		reader.	Purpose is	throughout.	ideas in an	interesting
		0(0%)	not clear to	Purpose is	effective	way. Purpose
1			the reader.	somewhat	way.	of the writing

1.12 a - Model Travelogue - "Travelogue" by James Morris

			0(0%)	clear to the	Purpose is	is very much
			0(070)	reader.	clear to the	clear and
				10(20%)	reader.	engages the
				10(2070)	20(40%)	reader.
					20(4070)	20(40%)
3.	Point of	1. The writer	1. The writer	1. The writer	1. The	$\frac{20(40\%)}{1. \text{ The writer}}$
э.						
	View / Voice	hasn't used	has tried to	has used the	writer has	has used the
		point of view	use point of	point of	used the	point of view
		according to	view	view	point of	effectively in
		the type of	according to	according to	view in	an interesting
		essay. 0(0%)	the type of	the type of	somewhat	way according
			essay but at	essay.	effective	to the type of
			some place it	20(40%)	way	essay and
			seems		according to	engages the
			unclear and		the type of	reader.
			confusing.		essay.	15(30%)
			0(0%)		15(30%)	
4.	Word –	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	choice,	has used	has used a	has used	writer has	has used vivid
	Sentence –	very limited	limited	vivid words	used vivid	words in an
	structure &	vocabulary	vocabulary	that create	words to	interesting and
	Paragraphs	which	and tried to	image in	create image	effective way
		doesn't	create interest	reader's	in reader's	to create
		communicate	in reader's	mind, but	mind, but	image in
		strongly and	mind. 0(0%)	lack variety	occasionally	reader's mind
		fails to		and flair.	the words	and choice of
		capture		20(40%)	are used	words and
		reader's			inaccurately.	placement of
		interest.			5(10%)	words is
		0(0%)				accurate and
						natural.
						25(50%)
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has tried to	has	writer has	has used a
		incorrect and	use simple	attempted to	used a	variety of
1		incomplete	sentence	use a variety	variety of	sentence
		sentence	structures.	of sentence	sentence	structures in
		structure.	0(0%)	structures	structures	an artistic
		0(0%)		but some are	effectively –	way. 15(30%)
		X /		used	complex,	
				incorrectly.	compound	
				20(40%)	and simple.	
				_0(10,0)	15(30%)	
					13(3070)	

		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 0(0%)	3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 20(40%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 30(60%)
5.	Research Sources & Relevance of supporting facts & details	1. The writer has not used any information from any sources and based only on imagination. 0(0%)	1. The writer has used information based on personal knowledge. 0(0%)	1. The writer has used information mostly on a single source. 5(10%)	1.Thewriterhasusedinformationbasedonboth $resonal$ knowledgeandandotherresources. $20(40\%)$	1. The writer has used information from a variety of sources, effectively. 25(50%)
		2. The writer has not used any example, reasons and other details. 0(0%)	2. The writer has used examples, reasons and other evidences which are somewhat lacking or inappropriate. 0(0%)	point of view. 20(40%)	2. The writer has used appropriate examples, reasons and other evidence effectively to support point of view. 24(48%)	2. The writer has used clearly appropriate examples, reasons masterfully to support point of view. 26(52%)
6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 0(0%)	1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 10(20%)	1.Thewriterhascreatedcharactersbydescribingwhotheyare,whattheylooklike,gestures,	1. The writer has created complex characters by showing them in action, describing how they look and act. 25(50%)

					expressions. 15(30%)	
		2. The writer	2. The writer	2. The		2. The writer
		has not tried	has focused	2. The writer has	2. The writer has	has given
		to develop	on more than	one main	told about	details about
		plot and	one event,	event but	one specific	one exciting,
		setting in a	none of	also includes	event in	sad, funny or
		proper way	which has	less	detail but it	unusual event.
		in the essay.	enough to	important	isn't clear	26(52%)
		0(0%)	give the	events that	why it is	
			essay a clear	don't help	important to	
			focus. 0(0%)	readers to	the type of	
				know which	essay.	
				one is	24(48%)	
				important in		
				the essay.		
				0(0%)		
7.	Grammar,	1. Numerous	1. The writer	1. The writer	1.	1. The writer
	Mechanics &	problems	has made	has	Mechanics	has used
	Spelling	with	frequent	generally	are good.	correct
		grammar,	errors which	used correct	Errors may	grammar
		mechanics and spelling.	are distracting	grammar, punctuation	be from taking risks,	punctuation and spelling.
		0(0%)	but do not	and spelling.	trying to say	and spelling. 25(50%)
		0(070)	interfere with	0(0%)	things in a	23(3070)
			the meaning.	0(070)	new and	
			0(0%)		unusual	
					way.	
					25(50%)	
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has limited	has some	writer has	has consistent
		inaccurate	accuracy in	accuracy in	general	accuracy in
		grammar,	grammar,	grammar,	accuracy in	grammar,
		mechanics	mechanics	mechanics	grammar,	mechanics and
		and	and spellings.	and	mechanics	spelling.
		spellings.	0(0%)	spellings.	and spelling.	30(60%)
		0(0%)		0(0%)	20(40%)	

1.12 b -	Travelogue -	AKSHARDHAM	TEMPLE -	GANDHINAGAR
composed b	y group of stude	nts :		

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
		hasn't	Organization	Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
		enough to	is rough but	is in logical	a developed	develops
		say one way	workable.	order. 0(0%)	middle or a	reader's
		or the other.	0(0%)		satisfying	interest, a

		0(0%)			ending but	developed
					not all the three. 25(50%)	middle and a satisfying ending that provides closure. 25(50%)
		2. The writer	2. The writer	2. The essay	2. The	2. All
		is aimless or disorganized and lacks direction. 0(0%)	gets off topic once or twice. 0(0%)	moves through the beginning, middle and end in a logical order. 0(0%)	writer tries to drag the middle too long or the ending abrupt. 35(70%)	paragraphs are in a logical order. 15(30%)
2.	Ideas &	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Purpose	uses ideas which are not relevant to topic. 0(0%)	uses only simple ideas, some of which are of topic. 0(0%)	uses simple ideas that usually support the topic. 0(0%)	writer uses developed ideas that support the topic. 25(50%)	useswelldevelopedideasthatsupporttopiceffectively $25(50\%)$
		2. The writer	2. The essay	2. The essay	2. The essay	2. The essay
		has not used any strategy to express ideas. 0(0%)	has a conclusion that is unclear. 0(0%)	has a conclusion that is not entirely clear. 5(10%)	has a clear conclusion that summarizes some of the ideas presented. 25(50%)	has a clear conclusion that summarizes all the ideas presented. 20(40%)
		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to	3. Strategies are sometimes employed throughout. Purpose is	3. Strategies are employed to express ideas in an effective	3. Strategies are employed to express ideas in an interesting
		0(0%)	not clear to the reader. 0(0%)	Purpose is somewhat clear to the reader. 10(20%)	way. Purpose is clear to the reader. 20(40%)	way. Purpose of the writing is very much clear and engages the reader. 20(40%)
3.	Point of View / Voice	1. The writer hasn't used point of view	1. The writer has tried to use point of	1. The writer has used the point of	1.Thewriterhasusedthe	1. The writer has used the point of view

		according to	view	view	point of	effectively in
		the type of	according to	according to	view in	an interesting
		essay. 0(0%)	the type of	the type of	somewhat	way according
		j - ()	essay but at	essay. 0(0%)	effective	to the type of
			some place it	, , , , , , , , , , , , , , , , , , ,	way	essay and
			seems		according to	engages the
			unclear and		the type of	reader.
			confusing.		essay.	15(30%)
			0(0%)		35(70%)	15(5070)
4.	Word –	1. The writer	1. The writer	1. The writer	$\frac{1}{1}$	1. The writer
	choice,	has used	has used a	has used	writer has	has used vivid
	Sentence –	very limited	limited	vivid words	used vivid	words in an
	structure &	vocabulary	vocabulary	that create	words to	interesting and
		which	and tried to	image in	create image	effective way
	Paragraphs	doesn't	create interest	reader's		2
						to create
		communicate	in reader's $p_{1}(0,0)$	mind, but	mind, but	image in
		strongly and	mind. 0(0%)	lack variety	occasionally	reader's mind
		fails to		and flair.	the words	and choice of
		capture		10(20%)	are used	words and
		reader's			inaccurately.	placement of
		interest.			20(40%)	words is
		0(0%)				accurate and
						natural.
						20(40%)
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has tried to	has	writer has	has used a
		incorrect and	use simple	attempted to	used a	variety of
		incomplete	sentence	use a variety	variety of	sentence
		sentence	structures.	of sentence	sentence	structures in
		structure.	0(0%)	structures	structures	an artistic
		0(0%)		but some are	effectively -	way. 25(50%)
				used	complex,	
				incorrectly.	compound	
				0(0%)	and simple.	
					25(50%)	
		3.	3. Paragraphs	3. The essay	3. The essay	3. The essay
		Paragraphs	contains	includes	has	has
		are written	ideas and	ideas and	paragraphs;	paragraphs
		haphazardly	details that	details that	each	that are
		and confuse	are connected	are	contains	logically
		the reader as	but fail at	somewhat	ideas and	linked
		they don't	some places.	connected	details that	masterfully to
		connect	0(0%)	within	are logically	connect ideas
1						
		ideas and		paragraphs.	linked	and details.
		ideas and details		paragraphs. 0(0%)	linked effectively.	and details. 35(70%)
		details			effectively.	

5.	Research	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Sources &	has not used	has used	has used	writer has	has used
	Relevance of	any	information	information	used	information
	supporting	information	based on	mostly on a	information	from a variety
	facts &	from any	personal	single	based on	of sources,
	details	sources and	knowledge.	source.	both	effectively.
	uctalis	based only	0(0%)	5(10%)	personal	25(50%)
		5	0(070)	5(1070)	-	23(3070)
		on imagination			knowledge and other	
		imagination.				
		0(0%)			resources.	
				0.001	20(40%)	a T
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has not used	has used	has used	writer has	has used
		any example,	examples,	appropriate	used	clearly
		reasons and	reasons and	examples,	appropriate	appropriate
		other details.	other	reasons and	examples,	examples,
		0(0%)	evidences	other	reasons and	reasons
			which are	evidences to	other	masterfully to
			somewhat	somewhat	evidence	support point
			lacking or	support	effectively	of view.
			inappropriate.	point of	to support	15(30%)
			0(0%)	view. 0(0%)	point of	
					view.	
					35(70%)	
6.	Character,	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Plot and	hasn't	has left	has told who	writer has	has created
	Setting	written	significant	is the	created	complex
	0	enough to	characters	character,	characters	characters by
		judge the	out. 5(10%)	their names	by	showing them
		characters.		and ages but	describing	in action,
		0(0%)		not shown	who they	describing
				how they	are, what	how they look
				behave and	they look	and act.
				feel. 0(0%)	like,	20(40%)
					gestures,	20(10/0)
					expressions.	
					30(60%)	
		2. The writer	2. The writer	2. The	2. The	2. The writer
		has not tried	has focused	writer has	writer has	has given
		to develop	on more than	one main	told about	details about
	1	1		event but	one specific	one exciting,
		plot and	one even	erem out	one speenie	one exerting,
		plot and setting in a	one event,	also includes	event in	sad funny or
		setting in a	none of	also includes	event in detail but it	sad, funny or
		setting in a proper way	none of which has	less	detail but it	unusual event.
		setting in a proper way in the essay.	none of which has enough to	less important	detail but it isn't clear	
		setting in a proper way	noneofwhichhasenoughtogivethe	less important events that	detail but it isn't clear why it is	unusual event.
		setting in a proper way in the essay.	noneofwhichhasenoughtogivetheessay a clear	less important events that don't help	detail but it isn't clear why it is important to	unusual event.
		setting in a proper way in the essay.	noneofwhichhasenoughtogivethe	less important events that	detail but it isn't clear why it is	unusual event.

				know which one is important in the essay. 0(0%)	essay. 25(50%)	
7.	Grammar, Mechanics & Spelling	1. Numerous problems with grammar, mechanics and spelling. 0(0%)	1. The writer has made frequent errors which are distracting but do not interfere with the meaning. 0(0%)	1. The writer has generally used correct grammar, punctuation and spelling. 0(0%)	1. Mechanics are good. Errors may be from taking risks, trying to say things in a new and unusual way. 25(50%)	1. The writer has used correct grammar punctuation and spelling. 25(50%)
		2. The writer has used inaccurate grammar, mechanics and spellings. 0(0%)	2. The writer has limited accuracy in grammar, mechanics and spellings. 0(0%)	2. The writer has some accuracy in grammar, mechanics and spellings. 5(10%)	2. The writer has general accuracy in grammar, mechanics and spelling. 25(50%)	2. The writer has consistent accuracy in grammar, mechanics and spelling. 20(40%)

Table 1.12 a and 1.12 b present the relative rating scenario of the students ofModel Travelogue and Travelogue composed in group:

1) Organization

1.1 It was found that **"Travelogue"** essay was rated satisfactory by 10% and capable by 40% and proficient by 50% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind. Whereas the travelogue composed by a group of students was rated Capable by 50% and proficient by 5% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind.

1.2 It was found that **"Travelogue"** essay was rated capable by 40% and proficient by 60% of the students in terms of logical order of all paragraphs. Whereas the travelogue composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of logical order of all paragraphs.

2) Ideas & Purpose

2.1 It was found that **"Travelogue"** essay was rated satisfactory by 2%, capable by 20%, and proficient by 78% of the students in terms of use of well developed ideas that support the topic effectively. Whereas the travelogue composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of well developed ideas that support the topic effectively.

2.2 It was found that **"Travelogue"** essay was rated capable by 50% and proficient by 50% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details. Whereas the travelogue composed by a group of students was rated Satisfactory by 10%, Capable by 50% and proficient by 40% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details.

2.3 It was found that **"Travelogue"** essay was rated satisfactory by 20%, capable by 40%, and proficient by 40% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader. Whereas the travelogue composed by a group of students was rated Satisfactory by 20%, Capable by 40% and proficient by 40% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader.

3) Point of view/ voice

3.1 It was found that **"Travelogue"** essay was rated satisfactory by 40%, capable by 30%, and proficient by 30% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay. Whereas the travelogue composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay.

4) Word – choice, Sentence – structure & Paragraphs

4.1 It was found that **"Travelogue"** essay was rated satisfactory by 40%, capable by 10%, and proficient by 50% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer. Whereas the travelogue composed by a group of students was rated Satisfactory by 20%, Capable by 40% and proficient by 40% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer.

4.2 It was found that **"Travelogue"** essay was rated satisfactory by 40%, capable by 30% and proficient by 30% of the students in terms of use of variety of sentence-structures in an artistic way. Whereas the travelogue composed by a group of students

was rated Capable by 50% and proficient by 50% of the students in terms of use of variety of sentence-structures in an artistic way.

4.3 It was found that **"Travelogue"** essay was rated satisfactory by 2%, capable by 40% and proficient by 58% of the students in terms of use of paragraphs that are logically linked to connect ideas and details. Whereas the travelogue composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of paragraphs that are logically linked to connect ideas and details.

5) Research Sources & Relevance of supporting facts & details

5.1 It was found that **"Travelogue"** essay was rated satisfactory by 10%, capable by 40% and proficient by 50% of the students in terms of use of information from a variety of sources effectively. Whereas the travelogue composed by a group of students was rated Satisfactory by 10%, Capable by 40% and proficient by 50% of the students in terms of use of information from a variety of sources effectively.

5.2 It was found that **"Travelogue"** essay was rated capable by 48% and proficient by 52% of the students in terms of use of clearly appropriate examples, reasons to support point of view. Whereas the travelogue composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of clearly appropriate examples, reasons to support point of view.

6) Character, Plot and Setting

6.1 It was found that **"Travelogue"** essay was rated satisfactory by 30%, capable by 10% and proficient by 50% of the students in terms of use complex characters by showing them in action, describing how they look and act. Whereas the travelogue composed by a group of students was rated Capable by 60% and proficient by 40% of the students in terms of use complex characters by showing them in action, describing how they look and proficient by 40% of the students in terms of use complex characters by showing them in action, describing how they look and proficient by 40% of

6.2 It was found that **"Travelogue"** essay was rated capable by 48% and proficient by 52% of the students in terms of use of details about one exciting, sad, funny or unusual event. Whereas the travelogue composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of details about one exciting, sad, funny or unusual event.

7.) Grammar, Mechanics & Spelling

7.1 It was found that **"Travelogue"** essay was rated capable by 50% and proficient by 50% of the students in terms of use of correct grammar punctuation and spelling. Whereas the travelogue composed by a group of students was rated Capable by 50%

and proficient by 50% of the students in terms of use of correct grammar punctuation and spelling.

7.2 It was found that **"Travelogue"** essay was rated capable by 40% and proficient by 60% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings. Whereas the travelogue composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings.

It was found that the students were able to identify various components of Creative writing in the Model travelogue essay **"Travelogue"** which indicates that the students were able to identify various components of Creative writing in the Model Travelogue whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the Travelogue essay composed by a group of students which indicates the students were able to compose Travelogue in small group.

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	1. The writer	1.	1.	1. The essay	1. The essay
		hasn't	Organization	Organization	has either a	has a strong
		written	of the essay	of the essay	strong lead,	lead that
		enough to	is rough but	is in logical	a developed	develops
		say one way	workable.	order. 0(0%)	middle or a	reader's
		or the other.	0(0%)		satisfying	interest, a
		0(0%)			ending but	developed
					not all the	middle and a
					three.	satisfying
					24(50%)	ending that
						provides
						closure.
						24(50%)
		2. The writer	2. The writer	2. The essay	2. The	2. All
		is aimless or	gets off topic	moves	writer tries	paragraphs are
		disorganized	once or	through the	to drag the	in a logical
		and lacks	twice. 0(0%)	beginning,	middle too	order.
		direction.		middle and	long or the	24(50%)
		0(0%)		end in a	ending	
				logical	abrupt.	
				order. 0(0%)	24(50%)	

1.13 A - Model Review of a movie – "The Amazing Spider Man"

2.	Ideas &	1. The writer	1. The writer	1. The writer	1 The	1. The writer
2.	Ideas & Purpose	uses ideas which are not relevant to topic. 0(0%) 2. The writer has not used any strategy to express ideas. 0(0%)	uses only simple ideas, some of which are of topic. 0(0%) 2. The essay has a conclusion that is unclear. 0(0%)	uses simple ideas that usually support the topic. 0(0%) 2. The essay has a conclusion that is not entirely clear. 24(50%)	 The writer uses developed ideas that support the topic. 14(30%) The essay has a clear conclusion that summarizes some of the ideas presented. 24(50%) 	uses well developed ideas that support the topic effectively. 34(70%) 2. The essay has a clear conclusion that summarizes all the ideas presented. 0(0%)
		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader. 0(0%)	3. Strategies are employed to express ideas in an effective way. Purpose is clear to the reader. 14(30%)	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and engages the reader. 34(70%)
3.	Point of View / Voice	1. The writer hasn't used point of view according to the type of essay. 0(0%)	1. The writer has tried to use point of view according to the type of essay but at some place it seems unclear and confusing. 0(0%)	1. The writer has used the point of view according to the type of essay. 0(0%)	1.Thewriterhasusedthepointofviewinsomewhateffectivewayaccording tothe type ofessay.24(50%)	1. The writer has used the point of view effectively in an interesting way according to the type of essay and engages the reader. 24(50%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't	1. The writer has used a limited vocabulary and tried to create interest	1. The writer has used vivid words that create image in reader's	1. The writer has used vivid words to create image in reader's	1. The writer has used vivid words in an interesting and effective way to create

		communicate	in reader's	mind, but	mind, but	image in
		strongly and	mind. 0(0%)	lack variety	occasionally	reader's mind
		fails to capture		and flair. 0(0%)	the words are used	and choice of words and
		reader's		0(070)	inaccurately.	placement of
		interest.			24(50%)	words is
		0(0%)			2.(00,0)	accurate and
		~ /				natural.
						24(50%)
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has used	has tried to	has	writer has	has used a
		incorrect and	use simple	attempted to	used a	variety of
		incomplete	sentence	use a variety	variety of	sentence
		sentence	structures.	of sentence	sentence	structures in
		structure. 0(0%)	0(0%)	structures but some are	structures effectively –	an artistic way. 14(30%)
		0(070)		used	complex,	way. 14(5070)
				incorrectly.	compound	
				0(0%)	and simple.	
					34(70%)	
		3.	3. Paragraphs	3. The essay	3. The essay	3. The essay
		Paragraphs	contains	includes	has	has
		are written	ideas and	ideas and	paragraphs;	paragraphs
		haphazardly	details that	details that	each	that are
		and confuse	are connected	are	contains	logically
		the reader as they don't	but fail at some places.	somewhat connected	ideas and details that	linked masterfully to
		connect	0(0%)	within	are logically	connect ideas
		ideas and	0(070)	paragraphs.	linked	and details.
		details		0(0%)	effectively.	24(50%)
		logically.			24(50%)	
		0(0%)				
5.	Research	1. The writer	1. The writer	1. The writer	1. The	1. The writer
	Sources &	has not used	has used	has used	writer has	has used
	Relevance of	any	information	information	used	information
	supporting	information	based on	mostly on a	information based on	from a variety of sources,
	facts & details	from any sources and	personal knowledge.	single source.	based on both	effectively.
	uctails	based only	0(0%)	0(0%)	personal	24(50%)
		on		5(0,0)	knowledge	(,
		imagination.			and other	
		0(0%)			resources.	
					24(50%)	
		2. The writer	2. The writer	2. The writer	2. The	2. The writer
		has not used	has used	has used	writer has	has used
		any example,	examples,	appropriate	used	clearly
		reasons and	reasons and	examples,	appropriate	appropriate

6.	Character, Plot and Setting	other details. 0(0%) 1. The writer hasn't written enough to judge the characters. 0(0%)	other evidences which are somewhat lacking or inappropriate. 0(0%) 1. The writer has left significant characters out. 0(0%)	reasons and other evidences to somewhat support point of view. 12(25%) 1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 0(0%)	examples, reasons and otherevidenceeffectivelyto suport point of view.12(25%)1.The writer has createdcharactersbydescribing who they are, what they look like, gestures, expressions.	examples, reasons masterfully to support point of view. 24(50%) 1. The writer has created complex characters by showing them in action, describing how they look and act. 24(50%)
		2. The writer has not tried to develop plot and setting in a proper way in the essay. 0(0%)	2. The writer has focused on more than one event, none of which has enough to give the essay a clear focus. 0(0%)	2. The writer has one main event but also includes less important events that don't help readers to know which one is important in the essay. 0(0%)	24(50%) 2. The writer has told about one specific event in detail but it isn't clear why it is important to the type of essay. 14(30%)	2. The writer has given details about one exciting, sad, funny or unusual event. 34(70%)
7.	Grammar, Mechanics & Spelling	1. Numerous problems with grammar, mechanics and spelling. 0(0%)	1. The writer has made frequent errors which are distracting but do not interfere with the meaning. 0(0%)	1. The writer has generally used correct grammar, punctuation and spelling. 0(0%)	1. Mechanics are good. Errors may be from taking risks, trying to say things in a new and unusual	1. The writer has used correct grammar punctuation and spelling. 24(50%)

			way. 24(50%)	
2. The writer	2. The writer	2. The writer	2. The	2. The writer
has used	has limited	has some	writer has	has consistent
inaccurate	accuracy in	accuracy in	general	accuracy in
grammar,	grammar,	grammar,	accuracy in	grammar,
mechanics	mechanics	mechanics	grammar,	mechanics and
and	and spellings.	and	mechanics	spelling.
spellings.	0(0%)	spellings.	and spelling.	24(50%)
0(0%)		0(0%)	24(50%)	

		Beginner	Emerging	Satisfactory	Capable	Proficient
1.	Organization	Organization1. The writer1.hasn'tOrganizationwrittenof the essayenoughtois roughbut		Satisfactory 1. Organization of the essay is in logical order. 0(0%)	Capable 1. The essay has either a strong lead, a developed middle or a satisfying ending but not all the three. 34(70%)	Proficient 1. The essay has a strong lead that develops reader's interest, a developed middle and a satisfying ending that
		2. The writer is aimless or disorganized and lacks direction. 0(0%)	2. The writer gets off topic once or twice. 0(0%)	2. The essay moves through the beginning, middle and end in a logical order.	2. The writer tries to drag the middle too long or the ending abrupt. 24(50%)	provides closure. 14(30%) 2. All paragraphs are in a logical order. 0(0%)
2.	Ideas & Purpose	1. The writer uses ideas which are not relevant to topic. 0(0%)	1. The writer uses only simple ideas, some of which are of topic. 0(0%)	24(50%) 1. The writer uses simple ideas that usually support the topic. 24(50%)	1.Thewriterusesdevelopedideasthatsupportthetopic.24(50%)	1. The writeruseswelldevelopedideasthatsupportthetopiceffectively.0(0%)

1.13 b - Review of movie- "ICE AGE" composed by group of students :

		2. The writer has not used any strategy	2. The essay has a conclusion	2. The essay has a conclusion	2. The essay has a clear conclusion	2. The essay has a clear conclusion
		to express ideas. 0(0%)	that is unclear. 0(0%)	that is not entirely clear. 0(0%)	that summarizes some of the ideas presented. 24(50%)	that summarizes all the ideas presented. 24(50%)
		3. Purpose in the essay is unclear and confuses the reader. 0(0%)	3. Strategies are rarely used to express ideas. Purpose is not clear to the reader. 0(0%)	3. Strategies are sometimes employed throughout. Purpose is somewhat clear to the reader. 12(25%)	3. Strategies are employed to express ideas in an effective way. Purpose is clear to the reader. 24(50%)	3. Strategies are employed to express ideas in an interesting way. Purpose of the writing is very much clear and engages the reader. 12(25%)
3.	Point of View / Voice	1. The writer hasn't used point of view according to the type of essay. 0(0%)	1. The writer has tried to use point of view according to the type of essay but at some place it seems unclear and confusing. 0(0%)	1. The writer has used the point of view according to the type of essay. 0(0%)	1.Thewriterhasusedthepointofviewinsomewhateffectivewayaccording tothe type ofessay.24(50%)	1. The writer has used the point of view effectively in an interesting way according to the type of essay and engages the reader. 24(50%)
4.	Word – choice, Sentence – structure & Paragraphs	1. The writer has used very limited vocabulary which doesn't communicate strongly and fails to capture reader's interest. 0(0%)	0(0%) 1. The writer has used a limited vocabulary and tried to create interest in reader's mind. 0(0%)	1. The writer has used vivid words that create image in reader's mind, but lack variety and flair. 0(0%)	24(50%) 1. The writer has used vivid words to create image in reader's mind, but occasionally the words are used inaccurately. 34(70%)	1. The writer has used vivid words in an interesting and effective way to create image in reader's mind and choice of words and placement of words is accurate and natural.

						14(30%)
		2. The writer has used incorrect and incomplete sentence structure. 0(0%)	2. The writer has tried to use simple sentence structures. 0(0%)	2. The writer has attempted to use a variety of sentence structures but some are used incorrectly. 24(50%)	2. The writer has used a variety of sentence structures effectively – complex, compound and simple. 24(50%)	2. The writer has used a variety of sentence structures in an artistic way. 0(0%)
		3. Paragraphs are written haphazardly and confuse the reader as they don't connect ideas and details logically. 0(0%)	3. Paragraphs contains ideas and details that are connected but fail at some places. 0(0%)	3. The essay includes ideas and details that are somewhat connected within paragraphs. 0(0%)	3. The essay has paragraphs; each contains ideas and details that are logically linked effectively. 34(70%)	3. The essay has paragraphs that are logically linked masterfully to connect ideas and details. 14(30%)
5.	Research Sources & Relevance of supporting facts & details	1. The writer has not used any information from any sources and based only on imagination. 0(0%)	1. The writer has used information based on personal knowledge. 0(0%)	1. The writer has used information mostly on a single source. 0(0%)	1.Thewriterhasusedinformationbasedonbothpersonalknowledgeandandotherresources.24(50%)	1. The writer has used information from a variety of sources, effectively. 24(50%)
		2. The writer has not used any example, reasons and other details. 0(0%)	2. The writer has used examples, reasons and other evidences which are somewhat lacking or inappropriate. 0(0%)	2. The writer has used appropriate examples, reasons and other evidences to somewhat support point of view. 0(0%)	2. The writer has used appropriate examples, reasons and other evidence effectively to support point of view.	2. The writer has used clearly appropriate examples, reasons masterfully to support point of view. 24(50%)

					24(50%)	
6.	Character, Plot and Setting	1. The writer hasn't written enough to judge the characters. 0(0%)	1. The writer has left significant characters out. 0(0%)	1. The writer has told who is the character, their names and ages but not shown how they behave and feel. 0(0%)	1.Thewriterhascreatedcharactersbydescribingwhotheyare,whattheylooklike,gestures,expressions.34(70%)	1. The writer has created complex characters by showing them in action, describing how they look and act. 14(30%)
		2. The writer has not tried to develop plot and setting in a proper way in the essay. 0(0%)	2. The writer has focused on more than one event, none of which has enough to give the essay a clear focus. 0(0%)	2. The writer has one main event but also includes less important events that don't help readers to know which one is important in the essay. 0(0%)	2. The writer has told about one specific event in detail but it isn't clear why it is important to the type of essay. 24(50%)	2. The writer has given details about one exciting, sad, funny or unusual event. 24(50%)
7.	Grammar, Mechanics & Spelling	 Numerous problems with grammar, mechanics and spelling. 0(0%) The writer has used inaccurate grammar, mechanics and 	 The writer has made frequent errors which are distracting but do not interfere with the meaning. 0(0%) The writer has limited accuracy in grammar, mechanics and spellings. 	1. The writer has generally used correct grammar, punctuation and spelling. 0(0%) 2. The writer has some accuracy in grammar, mechanics and and	1.Mechanicsaregood.Errorsmaybefromtaking risks,trying to saythings in anewandunusualway.24(50%)2.Thewriterhasgeneralaccuracyingrammar,mechanics	 The writer has used correct grammar punctuation and spelling. 24(50%) The writer has consistent accuracy in grammar, mechanics and spelling.

0(0%) $0(0%)$ $14(30%)$	spellings.	0(0%)	spellings.	and spelling.	34(70%)
	0(0%)		0(0%)	14(30%)	

Table 1.13 a and 1.13 b present the relative rating scenario of the students ofModel Review of Movie and Review of Movie composed in group:

1) Organization

1.1 It was found that Model Review of movie **"The Amazing Spider Man"** was rated capable by 50% and proficient by 50% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind. Whereas the review of movie – **"ICE AGE"** composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of organization of the essay that has a strong lead, developed middle and a satisfying ending to create interest in reader's mind.

1.2 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 50% and proficient by 50% of the students in terms of logical order of all paragraphs. Whereas the review of movie – "**ICE AGE**" composed by a group of students was rated Satisfactory by 50%, and Capable by 50% of the students in terms of logical order of all paragraphs.

2) Ideas & Purpose

2.1 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 30%, and proficient by 70% of the students in terms of use of well developed ideas that support the topic effectively. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Emerging by 10%, Satisfactory by 50%, and Capable by 50% of the students in terms of use of well developed ideas that support the topic effectively.

2.2 It was found that Model Review of movie "**The Amazing Spider Man**" was rated satisfactory by 50%, and capable by 50% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of clear conclusion that summarizes all the ideas presented in the essay of sensory details.

2.3 It was found that Model Review of movie **"The Amazing Spider Man"** was rated capable by 30%, and proficient by 70% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage

reader. Whereas the review of movie - "ICE AGE" composed by a group of students was rated Satisfactory by 25%, Capable by 50% and proficient by 25% of the students in terms of use of strategies to express ideas in an interesting way and purpose of the writing to engage reader.

3) Point of view/ voice

3.1 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 50%, and proficient by 50% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay. Whereas the review of movie - "ICE AGE" composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of the point of view by writer in an interesting way according to the type of essay.

4) Word – choice, Sentence – structure & Paragraphs

4.1 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 50%, and proficient by 50% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer. Whereas the review of movie - **ICE AGE** composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of vivid words to create image in reader's mind and choice and placement of words by writer.

4.2 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 70% and proficient by 30% of the students in terms of use of variety of sentence-structures in an artistic way. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Satisfactory by 50%, and Capable by 50% of the students in terms of use of variety of sentence-structures in an artistic way.

4.3 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 50% and proficient by 50% of the students in terms of use of paragraphs that are logically linked to connect ideas and details. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use of paragraphs that are logically linked to connect ideas and details.

5) Research Sources & Relevance of supporting facts & details

5.1 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 50% and proficient by 50% of the students in terms of use of information from a variety of sources effectively. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 50% and

proficient by 50% of the students in terms of use of information from a variety of sources effectively.

5.2 It was found that Model Review of movie "**The Amazing Spider Man**" was rated satisfactory by 25%, capable by 25% and proficient by 50% of the students in terms of use of clearly appropriate examples, reasons to support point of view. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of clearly appropriate examples, reasons to support point of view.

6) Character, Plot and Setting

6.1 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 50% and proficient by 50% of the students in terms of use complex characters by showing them in action, describing how they look and act. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 70% and proficient by 30% of the students in terms of use complex characters by showing them in action, describing how they look and act.

6.2 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 30% and proficient by 70% of the students in terms of use of details about one exciting, sad, funny or unusual event. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of details about one exciting, sad, funny or unusual event.

7.) Grammar, Mechanics & Spelling

7.1 It was found that Model Review of movie "**The Amazing Spider Man**" was rated capable by 50% and proficient by 50% of the students in terms of use of correct grammar punctuation and spelling. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 50% and proficient by 50% of the students in terms of use of correct grammar punctuation and spelling.

7.2 It was found that Review of movie "**The Amazing Spider Man**" was rated capable by 50% and proficient by 50% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings. Whereas the review of movie - "**ICE AGE**" composed by a group of students was rated Capable by 30% and proficient by 70% of the students in terms of use of consistent accuracy in grammar, mechanics and spellings.

It was found that the students were able to identify various components of Creative writing in the Model Review of movie **"The Amazing Spider Man"** which indicates that the students were able to identify various components of Creative writing in the Model Review of movie whereas the students were able to identify various components of Creative writing of Non-fiction at higher points like Satisfactory, Capable and Proficient in most of categories of rubric in the Review of movie - **"ICE AGE"** composed by a group of students which indicates the students were able to compose Review of movie in small group.

4.3 Analysis and interpretation of Poems composed by students individually

Objective 5 - To study the enhancement of creative writing ability of learners through participatory approach in

a) Poetry, and

b) Essays.

2.1 Diamante	poem – DAY	& NIGHT
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		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	K	Level of Significance
1	Organisation	0	21	64	115	0	200	104.34	*
		0	0	30	100	70	200		
	Total	0	21	94	215	70	400		
2	Sensitivity	0	0	60	90	0	150	60	*
		0	0	20	90	40	150		
	Total	0	0	80	180	40	300		
3	Originality & Richness in								
	imagination	0	20	110	115	5	250	57.15	*
		0	0	55	125	20	200		
	Total	0	20	165	240	25	450		
4	Interest	0	15	40	45	0	100	36.69	*
		0	0	30	50	20	100	30.09	
	Total	0	15	70	95	20	200		
	1						-		
5	Figures of speech	65	35	0	0	0	100	17.77	*
		65	35	0	0	0	100		
	Total	130	70	0	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.1. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components of creative writing of poetry are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	0	34	81	85	0	200	216.31	*
		0	0	5	80	115	200		
	Total	0	34	86	165	115	400		
2	Sensitivity	0	5	50	95	0	150	134.72	*
2	Sensitivity	0	0	5	60	85	150	134.72	
	Total	0	5	55	155	85	300		
		0	5	55	155	65	300		
3	Originality & Richness in								
5	imagination	0	15	110	110	15	250	125.68	*
	mugmuton	0	0	40	95	115	250	120.00	
	Total	0	15	150	205	130	500		
		1							
4	Interest	0	5	45	45	5	100	10.29	**
		0	0	40	45	15	100		
	Total	0	5	85	90	20	200		
5	Figures of speech	20	60	20	0	0	100	9.91	**
		10	35	55	0	0	100		
	Total	30	95	75	0	0	200		

2.2 Diamante poem – MONEY & DOLLAR

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.2. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of poetry except 4. Interest and 5. Figures of speech are greater than the table X₂ value of 13.28 at 0.01 level of significance against 4 degrees of freedom. 4. Interest and 5. Figures of speech are greater than the table \mathcal{H} value of 9.88 at 0.05 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	0	10	85	105	0	200	225	*
		0	0	0	75	125	200		
	Total	0	10	85	180	125	400		
	S	0	20	50	70	0	150	102.22	*
2	Sensitivity	0	30	50	70	0	150	183.33	*
		0	0	0	50	100	150		
	Total	0	30	50	120	100	300		
	1								
3	Originality & Richness in								
	imagination	0	45	100	105	0	250	162.1	*
		0	0	60	85	105	250		
	Total	0	45	160	190	105	500		
4	Interest	0	5	45	50	0	100	105.26	*
		0	0	0	45	55	100		
	Total	0	5	45	95	55	200		
								-	
5	Figures of speech	80	20	0	0	0	100	13.33	*
		40	20	40	0	0	100		
	Total	120	40	40	0	0	200		

2.3 Diamante poem – SWEET & SOUR

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.3. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components of creative writing of poetry are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	al	K	Level of Significance
		Beg	Em	Sati	Cap	Pro	Total		Lev Sigı
1	Organisation	0	25	50	90	35	200	44.33	*
		0	0	25	110	65	200		
	Total	0	25	75	200	100	400		
2	Considivity		20	50	90	0	150	112 49	*
2	Sensitivity	0	20		80	0	150	112.48	*
		0	0	20	55	75	150		
	Total	0	20	70	135	75	300		
								[
3	Originality & Richness in								
	imagination	0	20	85	145	0	250	200.59	*
		0	0	25	90	135	250		
	Total	0	20	110	235	135	500		
4	Interest	0	10	35	55	0	100	99.33	*
		0	0	15	20	65	100		
	Total	0	10	50	75	65	200		
5	Figures of speech	65	35	0	0	0	100	13.27	**
		30	30	40	0	0	100		
	Total	95	65	40	0	0	200		

2.4 Diamante poem – KIDS VS. TEACHERS

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.4. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components of creative writing of poetry except 5 – figures of speech, are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level

of significance against 4 degrees of freedom. 5. Figures of speech is greater than the table \mathcal{H} value of 9.88 at 0.05 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	0	24	86	90	0	200	153.11	*
		0	0	25	80	95	200		
	Total	0	24	111	170	95	400		
2	Sensitivity	0	23	57	70	0	150	117.57	*
		0	0	20	55	75	150		
	Total	0	23	77	125	75	300		
3	Originality & Richness in								
	imagination	0	0	105	110	35	250	48.01	*
		0	0	55	95	100	250		
	Total	0	0	160	205	135	500		
	•								
4	Interest	0	5	30	55	10	100	67.15	*
		0	0	0	45	55	100		
	Total	0	5	30	100	65	200		
	1	I							
5	Figures of speech	65	35	0	0	0	100	12.53	**
		40	60	0	0	0	100		
	Total	105	95	0	0	0	200		

2.5 Diamante poem – SUN & MOON

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.5. 2×5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of poetry except 5 – figures of speech, are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. 5. Figures of speech is greater than the

table \mathcal{M} value of 9.88 at 0.05 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	0	5	90	105	0	200	218.37	*
		0	0	0	80	120	200		
	Total	0	5	90	185	120	400		
		-							
2	Sensitivity	0	35	55	60	0	150	119.52	*
		0	0	15	75	60	150		
	Total	0	35	70	135	60	300		
3	Originality & Richness in imagination	0	15	90	145	0	250	205.44	*
		0	0	30	79	141	250		
	Total	0	15	120	224	141	500		
	•				1				
4	Interest	0	5	45	50	0	100	93.11	*
		0	0	5	40	55	100		
	Total	0	5	50	90	55	200		
	·							-	
5	Figures of speech	60	40	0	0	0	100	20	*
		20	40	40	0	0	100		
	Total	80	80	40	0	0	200		

2.6 Diamante poem – WINTER & SUMMER

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.6. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention

observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	0	10	75	115	0	200	201.17	*
		0	0	15	55	130	200		
	Total	0	10	90	170	130	400		
2	Sensitivity	0	10	60	80	0	150	169.62	*
		0	0	0	55	95	150		
	Total	0	10	60	135	95	300		
3	Originality & Richness in								
	imagination	0	20	90	140	0	250	230.9	*
		0	0	20	80	150	250		
	Total	0	20	110	220	150	500		
4	Interest	0	5	45	50	0	100	106.38	*
		0	0	0	44	56	100		
	Total	0	5	45	94	56	200		
		•							
5	Figures of speech	75	25	0	0	0	100	18.75	*
		45	55	0	0	0	100		
	Total	120	80	0	0	0	200		

2.7 Diamante poem – WATER & LAND

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.7. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

2.8 Diamante poem – LIGHT & DARK

			80	ory		It		K	nce
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	0	9	85	106	0	200	224.3	*
		0	0	0	75	125	200		
	Total	0	9	85	181	125	400		
2	Sensitivity	0	25	30	95	0	150	152.9	*
		0	0	0	60	90	150		
	Total	0	25	30	155	90	300		
3	Originality & Richness in								
	imagination	0	50	60	135	5	250	239.14	*
		0	0	5	95	150	250		
	Total	0	50	65	230	155	500		
4	Interest	0	20	30	50	0	100	103.33	*
		0	0	10	25	65	100		
	Total	0	20	40	75	65	200		
5	Figures of speech	60	40	0	0	0	100	20	*
		20	40	40	0	0	100		
	Total	80	80	40	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.8. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

2.9 Diamante poem -	DREAMS & REALITY
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								X	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	A2	Level of Significance
1	Organisation	0	15	75	110	0	200	190.17	*
		0	0	20	55	125	200		
	Total	0	15	95	165	125	400		
2	Sensitivity	0	20	45	85	0	150	135.81	*
		0	0	20	40	90	150		
	Total	0	20	65	125	90	300		
3	Originality & Richness in								
	imagination	0	35	70	145	0	250	252.86	*
		0	0	15	75	160	250		
	Total	0	35	85	220	160	500		
4	Interest	0	10	40	50	0	100	117.64	*
		0	0	0	35	65	100		
	Total	0	10	40	85	65	200		
5	Figures of speech	60	20	20	0	0	100	10.66	**
		40	40	20	0	0	100		
	Total	100	60	40	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.9. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components except 5 – figures of speech, are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. 5. Figures of speech is greater than the table \mathcal{H} value of 9.88 at 0.05 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

				x				K	e
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	0	75	90	35	0	200	263.01	*
		0	0	15	55	130	200		
	Total	0	75	105	90	130	400		
2	Sensitivity	0	65	85	0	0	150	235.23	*
		0	0	20	30	100	150		
	Total	0	65	105	30	100	300		
3	Originality & Richness in								
	imagination	0	45	115	90	0	250	256.99	*
		0	0	20	85	145	250		
	Total	0	45	135	175	145	500		
4	Interest	0	10	65	25	0	100	141.66	*
		0	0	0	35	65	100		
	Total	0	10	65	60	65	200		
5	Figures of speech	65	35	0	0	0	100	12.53	**
		40	60	0	0	0	100		
	Total	105	60	0	0	0	200		

2.10 Diamante poem – BIG & LITTLE

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.10. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed $\cancel{12}$ value of all the above components except 5 – figures of speech, are greater than the table $\cancel{12}$ value of 13.28 at 0.01 level of significance against 4 degrees of freedom. 5. Figures of speech is greater than the table $\cancel{12}$ value of 9.88 at 0.05 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

2.11	Acrostic - HARRY
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			20	ıry		t		K	ore
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	45	120	35	0	0	200	40.31	*
		10	110	80	0	0	200		
	Total	55	230	115	0	0	400		
2	Sensitivity	75	75	0	0	0	150	155.17	*
		0	70	80	0	0	150		
	Total	75	145	80	0	0	300		
3	Originality & Richness in								
	imagination	80	160	10	0	0	250	159.21	*
		0	145	105	0	0	250		
	Total	80	305	115	0	0	500		
4	Interest	15	45	40	0	0	100	94.08	*
		80	20	0	0	0	100		
	Total	95	65	40	0	0	200		
5	Figures of speech	90	10	0	0	0	100	17.92	*
		65	35	0	0	0	100		
	Total	155	45	0	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.11. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

2.12 Acrostic - DIVYA

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	35	145	20	0	0	200	110.67	*
		0	90	105	5	0	200		
	Total	35	235	125	5	0	400		
2	Sensitivity	45	105	0	0	0	150	139.41	*
		0	65	85	0	0	150		
	Total	45	170	85	0	0	300		
3	Originality & Richness								
	in imagination	65	165	20	0	0	250	167.85	*
		0	110	115	25	0	250		
	Total	65	275	135	25	0	500		
4	Interest	25	70	5	0	0	100	105.98	*
		0	26	50	24	0	100		
	Total	25	96	55	24	0	200		
5	Figures of speech	60	20	20	0	0	100	22	*
		20	30	50	0	0	100		
	Total	80	50	70	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.12. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

2.13 Acrostic - HET

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	56	120	24	0	0	200	145.73	*
		0	70	100	30	0	200		
	Total	56	190	124	30	0	400		
2	Sensitivity	40	105	5	0	0	150	128.52	*
		0	60	75	15	0	150		
	Total	40	165	80	15	0	300		
3	Originality & Richness in								
	imagination	72	119	39	20	0	250	128.03	*
		0	85	115	50	0	250		
	Total	72	204	154	70	0	500		
4	Interest	30	35	35	0	0	100	96.94	*
		0	5	55	40	0	100		
	Total	30	40	90	40	0	200		
5	Figures of speech	65	35	0	0	0	100	64.15	*
		20	40	40	0	0	100		
	Total	85	75	40	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.13. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

2.14 Acrostic - DIV

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	0	115	85	0	0	200	200.97	*
		0	0	120	80	0	200		
	Total	0	115	205	80	0	400		
2	Sensitivity	0	90	45	15	0	150	132	*
		0	0	90	60	0	150		
	Total	0	90	135	75	0	300		
3	Originality & Richness in								
	imagination	0	121	119	10	0	250	179.176	*
		0	5	150	95	0	250		
	Total	0	126	269	105	0	500		
4	Interest	0	60	30	10	0	100	86.78	*
		0	0	65	35	0	100		
	Total	0	60	95	45	0	200		
		•			-				
5	Figures of speech	55	45	0	0	0	100	22.66	*
		40	40	20	0	0	100		
	Total	95	85	20	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.14. 2 $\times 5$ Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals for creative writing of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	0	95	75	30	0	200	100.114	*
		0	10	105	85	0	200		
	Total	0	105	180	115	0	400		
2	Sensitivity	0	85	60	5	0	150	137.53	*
		0	0	90	60	0	150		
	Total	0	85	150	65	0	300		
3	Originality & Richness in								
	imagination	0	145	85	20	0	250	196.181	*
		0	15	95	140	0	250		
	Total	0	160	180	160	0	500		
				•	•				
4	Interest	0	75	20	5	0	100	88.53	*
		0	10	55	35	0	100		
	Total	0	85	75	40	0	200		
		ı	1	1	1			1	
5	Figures of speech	75	25	0	0	0	100	51.20	*
		40	20	40	0	0	100		
	Total	115	45	40	0	0	200		

2.15 Acrostic - DHARTI

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.15. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.16	Acrostic - BHAVANA
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		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	25	110	65	0	0	200	167.55	*
		0	25	90	85	0	200		
	Total	25	135	155	85	0	400		
2	Sensitivity	15	90	45	0	0	150	90.83	*
		0	25	120	5	0	150		
	Total	15	115	165	5	0	300		
3	Originality & Richness in imagination	40	140	70	0	0	250	195.11	*
		0	35	155	60	0	250		
	Total	40	175	225	60	0	500		
	·	•	•						
4	Interest	15	40	45	0	0	100	61.63	*
		0	10	65	25	0	100		
	Total	15	50	110	25	0	200		
			1						
5	Figures of speech	55	20	15	10	0	100	23.41	*
		15	25	35	25	0	100		
	Total	70	45	50	35	0	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.16. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	100	80	20	0	200	149.28	*
		0	0	110	90	0	200		
	Total	0	100	190	110	0	400		
2	Sensitivity	0	45	85	20	0	150	77.46	*
		0	0	75	75	0	150		
	Total	0	45	160	95	0	300		
3	Originality & Richness in								
	imagination	0	115	120	15	0	250	208.27	*
		0	5	100	145	0	250		
	Total	0	120	220	160	0	500		
4	Interest	0	50	40	10	0	100	72	*
		0	0	60	40	0	100		
	Total	0	50	100	50	0	200		
5	Figures of speech	60	40	0	0	0	100	115.29	*
		0	45	55	0	0	100		
	Total	60	85	55	0	0	200		

2.17 Acrostic - DAMINI

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.17. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.18 Acrostic - SAGAR

		ler	ing	ctory	le	ent		X	of cance
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	40	110	50	0	0	200	247.53	*
		0	5	100	95	0	200		
	Total	40	115	150	95	0	400		
2	Sensitivity	10	90	50	0	0	150	183.33	*
		0	0	70	80	0	150		
	Total	10	90	120	80	0	300		
3	Originality & Richness in								
	imagination	35	155	60	0	0	250	326.97	*
		0	0	155	95	0	250		
	Total	35	155	215	95	0	500		
4	Interest	15	55	30	0	0	100	135.38	*
		0	0	35	65	0	100		
	Total	15	55	65	65	0	200		
5	Figures of speech	65	35	0	0	0	100	41.43	*
		20	80	0	0	0	100		
	Total	85	115	0	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.18. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.19 Acrostic - DEEP

		Beginner	Emerging	Satisfactory	Capable	Proficient	It	K	Level of Significance
		Begi	Eme	Sati	Cap	Prof	Total		Leve
1	Organisation	70	125	5	0	0	200	343.91	*
		0	10	100	90	0	200		
	Total	70	135	105	90	0	400		
2	Sensitivity	15	80	55	0	0	150	87.25	*
		0	25	90	35	0	150		
	Total	15	105	145	35	0	300		
		1							
3	Originality & Richness in								
	imagination	0	40	145	65	0	250	130.99	*
		0	145	105	0	0	250		
	Total	0	185	250	65	0	500		
4	Interest	10	55	35	0	0	100	55.77	*
		0	20	55	25	0	100		
	Total	10	75	90	25	0	200		
				-					
5	Figures of speech	60	40	0	0	0	100	30.46	*
		15	25	25	35	0	100		
	Total	75	65	25	35	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.19. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	110	90	0	200	15.9	*
		0	0	75	120	5	200		
	Total	0	0	185	210	5	400		
2	Sensitivity	0	0	55	95	0	150	17.36	*
		0	0	40	95	15	150		
	Total	0	0	95	190	15	300		
3	Originality & Richness in								
	imagination	0	0	80	150	20	250	37.24	*
		0	0	40	145	65	250		
	Total	0	0	120	295	85	500		
			1						
4	Interest	0	0	40	60	0	100	48	*
		0	0	10	60	30	100		
	Total	0	0	50	120	30	200		
	•		1				1		
5	Figures of speech	25	75	0	0	0	100	60.71	*
		0	65	35	0	0	100		
	Total	25	140	35	0	0	200		

2.20 Acrostic - PRITHVI

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.20. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.21 Acrostic - PRIYA

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
		Be	Eı	Sa	Ü	Pı	L		L
1	Organisation	120	80	0	0	0	200	30.42	*
		65	135	0	0	0	200		
	Total	185	215	0	0	0	400		
2	Sensitivity	86	64	0	0	0	150	12.85	**
		55	95	0	0	0	150		
	Total	141	159	0	0	0	300		
3	Originality & Richness in								
	imagination	158	92	0	0	0	250	98.02	*
		55	170	25	0	0	250		
	Total	213	262	25	0	0	500		
	·								
4	Interest	80	20	0	0	0	100	60.55	*
		26	64	10	0	0	100		
	Total	106	84	10	0	0	200		
5	Figures of speech	85	15	0	0	0	100	15.67	*
		60	40	0	0	0	100		
	Total	145	55	0	0	0	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.21. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components of creative writing of poetry except 2. Sensitivity, are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. 2. Sensitivity is greater than the table \mathcal{H}_2 value of 9.88 at 0.05 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution and Post-Intervention of poetry is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	20	140	40	0	0	200	57.75	*
		0	95	105	0	0	200		
	Total	20	235	145	0	0	400		
2	Sensitivity	0	85	65	0	0	150	23.10	*
		0	50	90	10	0	150		
	Total	0	135	155	10	0	300		
3	Originality & Richness in								
	imagination	20	150	80	0	0	250	103.09	*
		0	65	165	20	0	250		
	Total	20	215	245	20	0	500		
	•		•						
4	Interest	10	65	25	0	0	100	93.11	*
		0	10	65	25	0	100		
	Total	10	75	90	25	0	200		
	·		•					-	
5	Figures of speech	75	25	0	0	0	100	33.50	*
		20	35	45	0	0	100		
	Total	95	60	45	0	0	200		

2.22 Acrostic - RAHUL

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.22. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.23	Acrostic - HIRAL
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								X	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	25	120	55	0	0	200	36.66	*
		0	105	95	0	0	200		
	Total	25	225	150	0	0	400		
2	Sensitivity	30	70	50	0	0	150	58.33	*
		0	35	100	15	0	150		
	Total	30	105	150	15	0	300		
3	Originality & Richness in								
	imagination	30	150	70	0	0	250	187.21	*
		0	95	135	20	0	250		
	Total	30	245	205	20	0	500		
4	Interest	25	70	5	0	0	100	146.42	*
		0	10	65	25	0	100		
	Total	25	80	70	25	0	200		
5	Figures of speech	65	35	0	0	0	100	69.87	*
		10	75	15	0	0	100		
	Total	75	110	15	0	0	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.23. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.24	Acrostic -	JAYDEEP
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				ry				K	ce
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	0	90	85	25	0	200	22.64	*
		0	45	120	35	0	200		
	Total	0	135	205	60	0	400		
2	Sensitivity	0	65	75	10	0	150	80.66	*
		0	10	75	65	0	150		
	Total	0	75	150	75	0	300		
3	Originality & Richness in								
	imagination	0	35	140	75	0	250	36.90	*
		0	25	100	100	25	250		
	Total	0	60	240	175	25	500		
4	Interest	0	20	56	24	0	100	29.47	*
		0	0	50	50	0	100		
	Total	0	20	106	74	0	200		
							-		
5	Figures of speech	65	35	0	0	0	100	80.49	*
		20	25	25	30	0	100		
	Total	85	60	25	30	0	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.24. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	30	105	65	0	200	45.99	*
		0	0	85	115	0	200		
	Total	0	30	190	180	0	400		
2	Sensitivity	0	20	75	55	0	150	27.14	*
		0	0	65	85	0	150		
	Total	0	20	140	140	0	300		
		-							
3	Originality & Richness in								
	imagination	0	35	165	50	0	250	82.98	*
		0	0	115	135	0	250		
	Total	0	35	280	185	0	500		
4	Interest	0	15	50	35	0	100	32.09	*
		0	0	35	55	10	100		
	Total	0	15	85	90	10	200		
5	Figures of speech	55	45	0	0	0	100	63.29	*
		10	60	30	0	0	100		
	Total	65	105	30	0	0	200		

2.25 Acrostic - KHUSHI

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.25. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	Æ	Level of Significance
1	Organisation	30	120	50	0	0	200	106.667	*
		0	60	100	40	0	200		
	Total	30	180	150	40	0	400		
2	Sensitivity	15	75	60	0	0	150	92.84	*
		0	20	90	40	0	150		
	Total	15	95	150	40	0	300		
3	Originality & Richness in								
	imagination	25	160	65	0	0	250	188.46	*
		0	45	125	80	0	250		
	Total	25	205	190	80	0	500		
				•	•	•			
4	Interest	10	65	25	0	0	100	107.74	*
		0	5	70	25	0	100		
	Total	10	70	95	25	0	200		
	•	1	1	1	1	1			
5	Figures of speech	0	85	15	0	0	100	91.60	*
		0	20	40	40	0	100		
	Total	0	105	55	40	0	200		

2.26 Acrostic - KOMAL

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.26. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.27	Acrostic - KREENA
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		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	100	100	0	0	200	185.03	*
		0	5	96	99	0	200		
	Total	0	105	196	99	0	400		
	1								
2	Sensitivity	5	71	74	0	0	150	133.6	*
		0	0	95	55	0	150		
	Total	5	71	169	55	0	300		
	1							r	
3	Originality & Richness in			~ ~					
	imagination	0	165	85	0	0	250	325.14	*
		0	0	90	160	0	250		
	Total	0	165	175	160	0	500		
	1							1	
4	Interest	0	40	60	0	0	100	97.14	*
		0	0	45	55	0	100		
	Total	0	40	105	55	0	200		
5	Figures of speech	35	65	0	0	0	100	109	*
		0	35	65	0	0	100		
	Total	35	100	65	0	0	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.27. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.28	Acrostic - MILI
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				7				X	c)
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	110	80	10	0	0	200	70.35	*
		30	150	20	0	0	200		
	Total	140	230	30	0	0	400		
2	Sensitivity	90	60	0	0	0	150	48.54	*
		40	85	25	0	0	150		
	Total	130	145	25	0	0	300		
3	Originality & Richness in								
	imagination	170	75	5	0	0	250	174.77	*
		35	130	85	0	0	250		
	Total	205	205	90	0	0	500		
4	Interest	70	25	5	0	0	100	50.2	*
		25	35	40	0	0	100		
	Total	95	60	45	0	0	200		
5	Figures of speech	85	15	0	0	0	100	51.60	*
		20	40	40	0	0	100		
	Total	105	55	40	0	0	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.28. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	105	80	15	0	0	200	154.87	*
		0	125	75	0	0	200		
	Total	105	205	90	0	0	400		
			-					-	
2	Sensitivity	95	50	5	0	0	150	141.109	*
		0	65	66	0	0	131		
	Total	95	115	71	0	0	281		
3	Originality & Richness in								
	imagination	140	95	15	0	0	250	234.336	*
		0	120	125	5	0	250		
	Total	140	215	140	5	0	500		
			•						
4	Interest	25	35	40	0	0	100	30.95	*
		0	35	65	0	0	100		
	Total	25	70	105	0	0	200		
			1						
5	Figures of speech	65	35	0	0	0	100	87.91	*
		20	20	30	30	0	100		
	Total	85	55	30	30	0	200		

2.29 Acrostic - CHIRAGH

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.29. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	120	80	0	0	0	200	204.878	*
		0	125	75	0	0	200		
	Total	120	205	75	0	0	400		
2	Sensitivity	90	60	0	0	0	150	157.85	*
		0	80	65	5	0	150		
	Total	90	140	65	5	0	300		
3	Originality & Richness in								
	imagination	145	105	0	0	0	250	246.41	*
		0	160	90	0	0	250		
	Total	145	265	90	0	0	500		
4	Interest	70	30	0	0	0	100	120	*
		0	60	40	0	0	100		
	Total	70	90	40	0	0	200		
			-	-			-		-
5	Figures of speech	65	35	0	0	0	100	117.64	*
		0	50	50	0	0	100		
	Total	65	85	50	0	0	200		

2.30 Acrostic - MANAN

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.30. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	95	100	5	0	200	162.99	*
		0	0	120	80	0	200		
	Total	0	95	220	85	0	400		
2	Sensitivity	0	85	60	5	0	150	137.58	*
		0	0	90	60	0	150		
	Total	0	85	150	65	0	300		
3	Originality & Richness in								
	imagination	0	155	95	0	0	250	235.25	*
		0	0	120	80	0	200		
	Total	0	155	215	80	0	450		
4	Interest	0	70	30	0	0	100	117.89	*
		0	0	65	35	0	100		
	Total	0	70	95	35	0	200		
				-				-	
5	Figures of speech	20	40	30	10	0	100	54.66	*
		0	20	30	40	10	100		
	Total	20	60	60	50	10	200		

2.31 Limerick – THERE ONCE WAS A CAT FROM NEWYORK

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.31. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	115	85	0	200	200.97	*
		0	0	0	120	80	200		
	Total	0	0	115	205	80	400		
2	Sensitivity	0	0	90	60	0	150	152.9	*
		0	0	0	95	55	150		
	Total	0	0	90	155	55	300		
3	Originality & Richness in								
	imagination	0	5	130	115	0	250	228.92	*
		0	0	0	165	85	250		
	Total	0	5	130	280	85	500		
4	Interest	0	0	65	35	0	100	109	*
		0	0	0	65	35	100		
	Total	0	0	65	100	35	200		
5	Figures of speech	0	0	55	45	0	100	41.25	*
		0	0	25	45	30	100		
	Total	0	0	80	90	30	200		

2.32 Limerick – THERE ONCE WAS A GIRL NAMED MORGAN

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.32. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	105	95	0	200	187.9	*
		0	0	0	120	80	200		
	Total	0	0	105	215	80	400		
2	Sensitivity	0	0	100	50	0	150	176.92	*
		0	0	0	80	70	150		
	Total	0	0	100	130	70	300		
3	Originality & Richness in								
	imagination	0	10	135	105	0	250	246.41	*
		0	0	0	160	90	250		
	Total	0	10	135	265	90	500		
4	Interest	0	0	60	40	0	100	100.95	*
		0	0	0	65	35	100		
	Total	0	0	60	105	35	200		
5	Figures of speech	0	0	55	45	0	100	101	*
		0	0	0	55	45	100		
	Total	0	0	55	100	45	200		

2.33 Limerick – I ONCE MET A MAN FROM GREECE

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.33. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	120	80	0	200	195.53	*
		0	0	5	110	85	200		
	Total	0	0	125	190	85	400		
2	Sensitivity	0	0	90	60	0	150	150	*
		0	0	0	100	50	150		
	Total	0	0	90	160	50	300		
3	Originality & Richness in								
	imagination	0	0	126	124	0	250	228.46	*
		0	0	0	150	100	250		
	Total	0	0	126	274	100	500		
4	Interest	0	0	65	35	0	100	116.97	*
		0	0	0	51	49	100		
	Total	0	0	65	86	49	200		
		•						•	
5	Figures of speech	0	0	65	35	0	100	121.25	*
		0	0	0	45	55	100		
	Total	0	0	65	80	55	200		

2.34 Limerick - THERE ONCE WAS A HUNTER NAMED PAUL

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.34. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	120	80	0	200	211.28	*
		0	0	0	115	85	200		
	Total	0	0	120	195	85	400		
2	Sensitivity	0	0	85	65	0	150	160.71	*
		0	0	0	75	75	150		
	Total	0	0	85	140	75	300		
3	Originality & Richness in								
	imagination	0	0	150	100	0	250	266.66	*
		0	0	0	140	110	250		
	Total	0	0	150	240	110	500		
4	Interest	0	0	60	40	0	100	100.95	*
		0	0	0	65	35	100		
	Total	0	0	60	105	35	200		
5	Figures of speech	0	0	55	45	0	100	110	*
		0	0	0	45	55	100		
	Total	0	0	55	90	55	200		

2.35 Limerick – THERE ONCE WAS A MAN FROM JAPAN

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.35. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.36 Free verse - LOVE	
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				Å				X	e
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	0	100	95	5	0	200	177.52	*
		0	0	110	65	25	200		
	Total	0	100	205	70	25	400		
2	Sensitivity	0	70	70	10	0	150	110.5	*
		0	0	90	40	20	150		
	Total	0	70	160	50	20	300		
3	Originality & Richness in								
	imagination	0	105	125	20	0	250	287.14	*
		0	0	50	140	60	250		
	Total	0	105	175	160	60	500		
4	Interest	0	65	35	0	0	100	125.33	*
		0	0	40	60	0	100		
	Total	0	65	75	60	0	200		
5	Figures of speech	0	65	35	0	0	100	182.5	*
		0	0	5	50	45	100		
	Total	0	65	40	50	45	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.36. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.37 Free verse – EACH TIME

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	5	100	95	0	200	143.33	*
		0	0	20	95	85	200		
	Total	0	5	120	190	85	400		
2	Sensitivity	0	0	90	60	0	150	152.9	*
		0	0	0	95	55	150		
	Total	0	0	90	155	55	300		
3	Originality & Richness in								
	imagination	0	10	135	105	0	250	193.24	*
		0	0	0	160	40	200		
	Total	0	10	135	265	40	450		
4	Interest	0	0	60	40	0	100	100.95	*
		0	0	0	65	35	100		
	Total	0	0	60	105	35	200		
5	Figures of speech	0	0	65	35	0	100	114.44	*
		0	0	0	55	45	100		
	Total	0	0	65	90	45	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.37. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	115	85	0	200	204.5	*
		0	0	0	115	85	200		
	Total	0	0	115	200	85	400		
2	Sensitivity	0	0	90	60	0	150	155.36	*
		0	0	0	91	59	150		
	Total	0	0	90	151	59	300		
3	Originality & Richness in								
	imagination	0	0	165	85	0	250	277.95	*
		0	0	0	160	90	250		
	Total	0	0	165	245	90	500		
4	Interest	0	0	55	45	0	100	101	*
		0	0	0	55	45	100		
	Total	0	0	55	100	45	200		
5	Figures of speech	0	0	50	50	0	100	86.95	*
		0	0	0	65	35	100		
	Total	0	0	50	115	35	200		

2.38 Free verse – TIME IS EVERYTHING

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.38. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.39	Free verse – MY HOUSE

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	120	80	0	200	208	*
		0	0	0	120	80	200		
	Total	0	0	120	200	80	400		
2	Sensitivity	0	0	90	60	0	150	150	*
		0	0	0	100	50	150		
	Total	0	0	90	160	50	300		
3	Originality & Richness in								
	imagination	0	0	165	85	0	250	296.96	*
		0	0	0	126	124	250		
	Total	0	0	165	211	124	500		
4	Interest	0	0	55	45	0	100	93.63	*
		0	0	0	65	35	100		
	Total	0	0	55	110	35	200		
5	Figures of speech	0	0	60	40	0	100	100.95	*
		0	0	0	65	35	100		
	Total	0	0	60	105	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.39. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	115	85	0	0	200	220.55	*
		0	0	95	75	30	200		
	Total	0	115	180	75	30	400		
2	Sensitivity	0	90	60	0	0	150	175.2	*
		0	0	65	75	10	150		
	Total	0	90	125	75	10	300		
3	Originality & Richness in								
	imagination	0	151	99	0	0	250	279.01	*
		0	0	125	125	0	250		
	Total	0	151	224	125	0	500		
4	Interest	5	45	50	0	0	100	91.74	*
		0	0	59	41	0	100		
	Total	5	45	109	41	0	200		
5	Figures of speech	20	60	20	0	0	100	200	*
		0	0	0	65	35	100		
	Total	20	60	20	65	35	200		

2.40 free verse – A NEW EXPERIENCE

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.40. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	120	80	0	0	200	400	*
		0	0	0	106	94	200		
	Total	0	120	80	106	94	400		
		-					-		
2	Sensitivity	0	90	60	0	0	150	300	*
		0	0	0	85	65	150		
	Total	0	90	60	85	65	300		
	1	1					1		
3	Originality & Richness in								
	imagination	0	155	95	0	0	250	500	*
		0	0	0	141	109	250		
	Total	0	155	95	141	109	500		
							-		
4	Interest	0	55	45	0	0	100	200	*
		0	0	0	55	45	100		
	Total	0	55	45	55	45	200		
5	Figures of speech	0	65	35	0	0	100	141.66	*
		0	0	25	55	20	100		
	Total	0	65	60	55	20	200		

2.41 Free verse – I KNOW NOT HOW TO THANK YOU

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.41. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	20	90	90	0	200	194.28	*
		0	0	0	120	80	200		
	Total	0	20	90	210	80	400		
2	Sensitivity	0	45	60	45	0	150	175.86	*
		0	0	0	100	50	150		
	Total	0	45	60	145	50	300		
3	Originality & Richness in								
	imagination	0	0	140	110	0	250	239.25	*
		0	0	0	160	90	250		
	Total	0	0	140	270	90	500		
4	Interest	0	0	65	35	0	100	109	*
		0	0	0	65	35	100		
	Total	0	0	65	100	35	200		
				-					
5	Figures of speech	0	25	55	20	0	100	38.09	*
		0	0	50	50	0	100		
	Total	0	25	105	70	0	200		

2.42 Free verse – ALWAYS THERE

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.42. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.43 Free verse -	SEASONS
-------------------	---------

		Beginner	Emerging	Satisfactory	Capable	Proficient	al	K	Level of Significance
		Beg	Em	Sati	Cal	$\Pr{0}$	Total		Lev Sig
1	Organisation	0	70	90	40	0	200	287.05	*
		0	0	0	96	104	200		
	Total	0	70	90	136	104	400		
2	Sensitivity	0	15	70	65	0	150	156.55	*
		0	0	0	80	70	150		
	Total	0	15	70	145	70	300		
3	Originality & Richness in								
	imagination	0	5	140	105	0	250	248.96	*
		0	0	0	156	94	250		
	Total	0	5	140	261	94	500		
4	Interest	0	10	45	45	0	100	101	*
		0	0	0	55	45	100		
	Total	0	10	45	100	45	200		
5	Figures of speech	0	25	55	20	0	100	34.61	*
		0	0	55	45	0	100		
	Total	0	25	110	65	0	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.43. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	10	100	90	0	0	200	198.04	*
		0	0	115	85	0	200		
	Total	10	100	205	85	0	400		
2	Sensitivity	0	80	65	5	0	150	141.12	*
		0	0	76	74	0	150		
	Total	0	80	141	79	0	300		
3	Originality & Richness in								
	imagination	0	131	119	0	0	250	238.56	*
		0	0	145	95	10	250		
	Total	0	131	264	95	10	500		
4	Interest	0	65	35	0	0	100	114.44	*
		0	0	55	45	0	100		
	Total	0	65	90	45	0	200		
5	Figures of speech	10	65	25	0	0	100	94.37	*
		0	20	20	40	20	100		
	Total	10	85	45	40	20	200		

2.44 Free verse – I AM THE RAINBOW

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.44. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.45 FICE VEISE - I USED IU	2.45	Free verse – I	USED TO
-----------------------------	------	----------------	---------

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	120	80	0	0	0	200	400	*
		0	0	110	90	0	200		
	Total	120	80	110	90	0	400		
2	Sensitivity	90	60	0	0	0	150	300	*
		0	0	100	50	0	150		
	Total	90	60	100	50	0	300		
3	Originality & Richness in								
	imagination	115	110	25	0	0	250	413.88	*
		0	0	155	95	0	250		
	Total	115	110	180	95	0	500		
4	Interest	0	50	50	0	0	100	100	*
		0	0	50	50	0	100		
	Total	0	50	100	50	0	200		
5	Figures of speech	50	50	0	0	0	100	100	*
		0	50	50	0	0	100		
	Total	50	100	50	0	0	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.45. 2 x 5 Contingency table for Rubric of Poetry

Table value =13.28 at 0.01 level against 4 degrees of freedom

4.4 Analysis and interpretation of Non-fiction essays composed by students individually

								X	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	40	60	0	0	0	100	200	*
		0	0	0	48	52	100		
	Total	40	60	0	48	52	200		
								1	
2	Ideas & Purpose	76	69	5	0	0	150	300	*
		0	0	0	100	50	150		
	Total	76	69	5	100	50	300		
	1								
3	Point of view/ voice	0	25	25	0	0	50	100	*
		0	0	0	35	15	50		
	Total	0	25	25	35	15	100		
	1	1						I	
4	Word-choice, sentence-	20	0.0	10	0	0	150	246.66	.14
	structure & paragraphs	30	80	40	0	0	150	246.66	*
		0	0	20	70	60	150		
	Total	30	80	60	70	60	300		
5	Research & Relevance of								
	supporting facts & details	0	51	49	0	0	100	133.78	*
		0	0	25	50	25	100		
	Total	0	51	74	50	25	200		
6	Character, plot & setting	30	50	20	0	0	100	144.61	*
		0	0	45	45	10	100		
	Total	30	50	65	45	10	200		
7	Grammar, mechanics & spellings	10	65	25	0	0	100	200	*
	<u>κ</u> σ [*]	0	0	0	60	40	100		
	Total	10	65	25	60	40	200		

2.46 Autobiography – MY WORST DAY AT SCHOOL EVER

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.46. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

-									
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	15	65	20	0	0	100	173.33	*
		0	0	10	60	30	100		
	Total	15	65	30	60	30	200		
2	Ideas & Purpose	0	89	61	0	0	150	265.63	*
		0	0	10	95	45	150		
	Total	0	89	71	95	45	300		
3	Point of view/ voice	0	25	25	0	0	50	100	*
-		0	0	0	35	15	50		
	Total	0	25	25	35	15	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	85	65	0	0	150	238.82	*
		0	0	20	95	35	150		
	Total	0	85	85	95	35	300		
5	Research & Relevance of								
	supporting facts & details	5	65	30	0	0	100	182.85	*
		0	0	5	50	45	100		
	Total	5	65	35	50	45	200		
6	Character, plot & setting	0	50	40	10	0	100	149.49	*
		0	0	5	45	50	100		
<u> </u>	Total	0	50	45	55	50	200		
7	Grammar, mechanics & spellings	0	60	40	0	0	100	200	*
		0	0	0	65	35	100		
	Total	0	60	40	65	35	200		

2.47 Autobiography- THE BEST DAY OF MY LIFE

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.47. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	55	45	0	0	100	155	*
		0	0	15	65	20	100		
	Total	0	55	60	65	20	200		
2	Ideas & Purpose	0	76	74	0	0	150	237.02	*
		0	0	20	90	40	150		
	Total	0	76	94	90	40	300		
3	Point of view/ voice	0	30	20	0	0	50	100	*
		0	0	0	35	15	50		
	Total	0	30	20	35	15	100		
4	Word-choice, sentence-								
-	structure & paragraphs	0	90	60	0	0	150	252	*
		0	0	15	95	40	150		
	Total	0	90	75	95	40	300		
	1						1	1	
5	Research & Relevance of supporting facts & details	0	50	50	0	0	100	153.84	*
		0	0	15	65	20	100		
	Total	0	50	65	65	20	200		

2.48 Autobiography – MY NAME

6	Character, plot & setting	0	65	35	0	0	100	182.5	*
		0	0	5	50	45	100		
	Total	0	65	40	50	45	200		
	·								•
7	Grammar, mechanics &								
	spellings	0	45	55	0	0	100	166.15	*
		0	0	10	65	25	100		
	Total	0	45	65	65	25	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.48. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

2.49 Autobiography – WHEN I WAS LITTLE

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	35	65	0	0	100	181.42	*
		0	0	5	50	45	100		
	Total	0	35	70	50	45	200		
	-						-		
2	Ideas & Purpose	0	45	105	0	0	150	232.8	*
		0	0	20	95	35	150		
	Total	0	45	125	95	35	300		
3	Point of view/ voice	0	10	40	0	0	50	100	*
		0	0	0	35	15	50		
	Total	0	10	40	35	15	100		
4	Word-choice, sentence-	0	70	80	0	0	150	264.44	*

	structure & paragraphs								
		0	0	10	95	45	150		
	Total	0	70	90	95	45	300		
5	Research & Relevance of								
5	supporting facts & details	0	25	55	20	0	100	126.28	*
		0	0	5	45	50	100		
	Total	0	25	60	65	50	200		
			-				-		
6	Character, plot & setting	0	10	65	25	0	100	127.77	*
		0	0	0	65	35	100		
	Total	0	10	65	90	35	200		
7	Grammar, mechanics &	0	30	70	0	0	100	200	*
	spellings								
		0	0	0	65	35	100		
	Total	0	30	70	65	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.49. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	50	50	0	0	100	166.66	*
		0	0	10	60	30	100		
	Total	0	50	60	60	30	200		
2	Ideas & Purpose	0	35	105	10	0	150	244.44	*

2.50 Autobiography – MY EDUCATION

		0	0	5	100	45	150		
	Total	0	35	110	110	45	300		
3	Point of view/ voice	0	0	40	10	0	50	68.88	*
		0	0	0	35	15	50		
	Total	0	0	40	45	15	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	45	95	10	0	150	244.63	*
		0	0	5	100	45	150		
	Total	0	45	100	110	45	300		
							•		
5	Research & Relevance of								
	supporting facts & details	0	35	40	25	0	100	115.55	*
		0	0	5	50	45	100		
	Total	0	35	45	75	45	200		
							•		
6	Character, plot & setting	0	45	45	10	0	100	165.71	*
		0	0	0	60	40	100		
	Total	0	45	45	70	40	200		
	1	1		1	1		1	1	
7	Grammar, mechanics &								
	spellings	0	60	40	0	0	100	200	*
		0	0	0	35	65	100		
	Total	0	60	40	35	65	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.50. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

								N	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	55	45	0	0	100	200	*
		0	0	0	40	60	100		
	Total	0	55	45	40	60	200		
	1					-			
2	Ideas & Purpose	0	40	110	0	0	150	247.2	*
		0	0	15	55	80	150		
	Total	0	40	125	55	80	300		
	1		1.6	10		6		100	
3	Point of view/ voice	0	10	40	0	0	50	100	*
		0	0	0	15	35	50		
	Total	0	10	40	15	35	100		
		1			1		1		
4	Word-choice, sentence-	0	50	100	0	0	150	280.95	*
	structure & paragraphs		-	5			150	260.93	
		0	0		55	90			
	Total	0	50	105	55	90	300		
5	Research & Relevance of								
5	supporting facts & details	0	15	40	45	0	100	92.22	*
		0	0	5	45	50	100		
	Total	0	15	45	90	50	200		
6	Character, plot & setting	0	10	65	25	0	100	141.66	*
		0	0	0	35	65	100		
	Total	0	10	65	60	65	200		
		1						1	
7	Grammar, mechanics &								
	spellings	0	0	65	35	0	100	135.38	*
		0	0	0	30	70	100		
	Total	0	0	65	65	70	200		

2.51 Autobiography – MY FIRST

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.51. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\mathcal{H} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

								K	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	0	60	40	0	0	100	200	*
		0	0	0	49	51	100		
	Total	0	60	40	49	51	200		
2	Ideas & Purpose	0	90	60	0	0	150	281.53	*
		0	0	5	75	70	150		
	Total	0	90	65	75	70	300		
					· · · · ·				
3	Point of view/ voice	0	25	25	0	0	50	100	*
		0	0	0	15	35	50		
	Total	0	25	25	15	35	100		
					1		1	1	
4	Word-choice, sentence-	0	90	60	0	0	150	300	*
	structure & paragraphs	0	0	00	90	60	150	500	
	Total	0	90	60	90	60	300		
	Total	Ű	70	00	10	00	000		
5	Research & Relevance of supporting facts & details	0	55	45	0	0	100	182	*
		0	0	5	45	50	100		
	Total	0	55	50	45	50	200		
6	Character, plot & setting	0	65	35	0	0	100	182.5	*
<u> </u>	Character, plot & setting	0	0	5	55	40	100	102.0	
	Total	0	65	40	55	40	200		
7	Grammar, mechanics &	· · · · · · · · · · · · · · · · · · ·					·		
ĺ ′	spellings	0	50	50	0	0	100	200	*
		0	0	0	35	65	100		
	Total	0	50	50	35	65	200		

2.52 Autobiography – MY ROLE MODEL

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.52. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H}_{2} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	60	40	0	0	100	182.22	*
		0	0	5	50	45	100		
	Total	0	60	45	50	45	200		
2		0	00	(0		0	150	220 41	*
2	Ideas & Purpose	0	90	60	0	0	150	229.41	т
		0	0	25	75	50	150		
	Total	0	90	85	75	50	300		
3	Point of view/ voice	0	50	0	0	0	50	100	*
		0	0	5	35	10	50		
	Total	0	50	5	35	10	100		
4	Word-choice, sentence-								
•	structure & paragraphs	4	81	65	0	0	150	265.33	*
		0	0	10	75	65	150		
	Total	4	81	75	75	65	300		
5	Research & Relevance of								
3	supporting facts & details	0	65	35	0	0	100	200	*
		0	0	0	50	50	100		
	Total	0	65	35	50	50	200		

2.53 Autobiography – FAMILY & FRIENDS

6	Character, plot & setting	0	65	35	0	0	100	200	*
		0	0	0	45	55	100		
	Total	0	65	35	45	55	200		
	•								
7	Grammar, mechanics &								
	spellings	0	60	40	0	0	100	200	*
		0	0	0	35	65	100		
	Total	0	60	40	35	65	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.53. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H}_{2} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

X Significance Satisfactory Emerging Proficient Beginner Capable Level of Total * Organisation Total * 164.72 **Ideas & Purpose** Total * 68.88 Point of view/ voice Total Word-choice, sentence-139.39 * structure & paragraphs

2.54 Autobiography – THE WRATH OF NATURE

	Total	0	40	90	110	60	300		
5	Research & Relevance of								
	supporting facts & details	0	0	65	35	0	100	74.33	*
		0	0	10	65	25	100		
	Total	0	0	75	100	25	200		
6	Character, plot & setting	0	20	65	15	0	100	92.66	*
		0	0	20	50	30	100		
	Total	0	20	85	65	30	200		
7	Grammar, mechanics &								
	spellings	0	20	65	15	0	100	152.85	*
		0	0	0	55	45	100		
	Total	0	20	65	70	45	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.54. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\mathcal{H}_{2} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.55	Autobiography – l	HOME	IN	PETLA	D
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		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	K	Level of Significance
1	Organisation	0	45	55	0	0	100	200	*
		0	0	0	55	45	100		
	Total	0	45	55	55	45	200		
2	Ideas & Purpose	0	60	85	5	0	150	281.33	*
		0	0	0	70	80	150		

	Total	0	60	85	75	80	300		
3	Point of view/ voice	0	20	30	0	0	50	100	*
		0	0	0	15	35	50		
	Total	0	20	30	15	35	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	60	90	0	0	150	281.05	*
		0	0	5	95	50	150		
	Total	0	60	95	95	50	300		
5	Research & Relevance of								
	supporting facts & details	0	45	55	0	0	100	152.85	*
		0	0	15	45	40	100		
	Total	0	45	70	45	40	200		
6	Character, plot & setting	0	45	55	0	0	100	152.85	*
		0	0	15	65	20	100		
	Total	0	45	70	65	20	200		
							-		
7	Grammar, mechanics &								
	spellings	0	25	55	20	0	100	140	*
		0	0	0	60	40	100		
	Total	0	25	55	80	40	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.55. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

								X	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	0	45	55	0	0	100	200	*
		0	0	0	65	35	100		
	Total	0	45	55	65	35	200		
		1		1		1			
2	Ideas & Purpose	0	80	70	0	0	150	281.33	*
		0	0	5	80	65	150		
	Total	0	80	75	80	65	300		
3	Point of view/ voice	0	10	30	10	0	50	68.88	*
		0	0	0	35	15	50		
	Total	0	10	30	45	15	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	70	70	10	0	150	215.58	*
		0	0	15	70	65	150		
	Total	0	70	85	80	65	300		
5	Research & Relevance of								
	supporting facts & details	0	35	65	0	0	100	200	*
		0	0	0	55	45	100		
	Total	0	35	65	55	45	200		
		1							
6	Character, plot & setting	0	40	50	10	0	100	121.84	*
		0	0	15	40	45	100		
	Total	0	40	75	50	45	200		
7	Grammar, mechanics &								
ĺ .	spellings	0	40	60	0	0	100	200	*
		0	0	0	45	55	100		
	Total	0	40	60	45	55	200		

2.56 Autobiography – A Proud Pathan

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.59. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\mathcal{X}_{2} = \Sigma \text{ (fo-fe)}2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

			IODI						
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	45	45	10	0	100	166.15	*
		0	0	0	55	45	100		
	Total	0	45	45	65	45	200		
2	Ideas & Purpose	0	70	80	0	0	150	223.8	*
		0	0	25	75	50	150		
	Total	0	70	105	75	50	300		
3	Point of view/ voice	0	20	30	0	0	50	100	*
		0	0	0	20	30	50		
	Total	0	20	30	20	30	100		
	1	1		1	1			I	
4	Word-choice, sentence- structure & paragraphs	0	70	70	10	0	150	264	*
		0	0	0	90	60	150		
	Total	0	70	70	100	60	300		
5	Research & Relevance of supporting facts & details	0	50	50	0	0	100	181.81	*
		0	0	5	45	50	100		
	Total	0	50	55	45	50	200		
6	Character, plot & setting	0	25	65	10	0	100	116.96	*
		0	0	15	60	25	100		
	Total	0	25	80	70	25	200		
7	Grammar, mechanics &								
	spellings	0	25	75	0	0	100	200	*
		0	0	0	45	55	100		
	Total	0	25	75	45	55	200		

2.57 Autobiography – MY ROLE MODEL – MY MOTHER

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.63. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\chi_2 = \Sigma \text{ (fo-fe)}2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	70	30	0	0	100	182.85	*
		0	0	5	50	45	100		
	Total	0	70	35	50	45	200		
	1	1					1	I	
2	Ideas & Purpose	7	79	64	0	0	150	239.04	*
		0	0	20	90	40	150		
	Total	7	79	84	90	40	300		
3	Point of view/ voice	5	25	20	0	0	50	100	*
		0	0	0	30	20	50		
	Total	5	25	20	30	20	100		
4	Word-choice, sentence-								
•	structure & paragraphs	0	90	60	0	0	150	300	*
		0	0	0	100	50	150		
	Total	0	90	60	100	50	300		
5	Research & Relevance of					c	105	• • • •	
	supporting facts & details	0	56	44	0	0	100	200	*
		0	0	0	55	45	100		
	Total	0	56	44	55	45	200		

2.58 Biography – AMITABH BACHCHAN

6	Character, plot & setting	0	25	75	0	0	100	150	*
		0	0	15	45	40	100		
	Total	0	25	90	45	40	200		
	•								
7	Grammar, mechanics &								
	spellings	0	50	50	0	0	100	200	*
		0	0	0	65	35	100		
	Total	0	50	50	65	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.56. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

2.59 Biography – SHRI RAMKRISHNA PARAMHANSA

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	45	55	0	0	100	200	*
		0	0	0	55	45	100		
	Total	0	45	55	55	45	200		
							-		
2	Ideas & Purpose	0	50	100	0	0	150	247.82	*
		0	0	15	70	65	150		
	Total	0	50	115	70	65	300		
3	Point of view/ voice	0	10	40	0	0	50	100	*
		0	0	0	30	20	50		
	Total	0	10	40	30	20	100		
4	Word-choice, sentence-	0	40	95	15	0	150	198.18	*

	structure & paragraphs								
		0	0	15	75	60	150		
	Total	0	40	110	90	60	300		
	1			1			r		
5	Research & Relevance of								
	supporting facts & details	0	55	45	0	0	100	155	*
		0	0	15	65	20	100		
	Total	0	55	60	65	20	200		
6	Character, plot & setting	0	10	70	20	0	100	109.61	*
		0	0	10	45	45	100		
	Total	0	10	80	65	45	200		
7	Grammar, mechanics &								
	spellings	0	20	65	15	0	100	151.25	*
		0	0	0	65	35	100		
	Total	0	20	65	80	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.57. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.60 Biography –	HELEN KELLER
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		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	45	55	0	0	100	181.66	*
		0	0	5	50	45	100		
	Total	0	45	60	50	45	200		

2	Ideas & Purpose	0	55	95	0	0	150	263.8	*
		0	0	10	85	55	150		
	Total	0	55	105	85	55	300		
3	Point of view/ voice	0	20	30	0	0	50	100	*
		0	0	0	30	20	50		
	Total	0	20	30	30	20	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	20	30	0	0	50	100	*
		0	0	0	30	20	50		
	Total	0	20	30	30	20	100		
5	Research & Relevance of								
	supporting facts & details	0	45	55	0	0	100	166.15	*
		0	0	10	45	45	100		
	Total	0	45	65	45	45	200		
6	Character, plot & setting	0	65	35	0	0	100	182.5	*
		0	0	5	55	40	100		
	Total	0	65	40	55	40	200		
7	Grammar, mechanics &								
	spellings	0	55	45	0	0	100	167.27	*
		0	0	10	30	60	100		
	Total	0	55	55	30	60	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.58. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\chi_2 = \Sigma \text{ (fo-fe)}2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	y	Capable	Proficient	Total	<i>1</i> 2	Level of Significanc
		Be		y V	Ü	Pı			
1	Organisation	0	50	50	0	0	100	200	*
		0	0	0	65	35	100		
	Total	0	50	50	65	35	200		
2	Ideas & Purpose	0	45	70	35	0	150	125.51	*
		0	0	25	90	35	150		
	Total	0	45	95	125	35	300		
3	Point of view/ voice	0	10	35	5	0	50	82.85	*
		0	0	0	30	20	50		
	Total	0	10	35	35	20	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	55	95	0	0	150	248.18	*
		0	0	15	70	65	150		
	Total	0	55	110	70	65	300		
5	Research & Relevance of								
	supporting facts & details	0	45	55	0	0	100	166.15	*
		0	0	10	45	45	100		
	Total	0	45	65	45	45	200		
6	Character, plot & setting	0	25	60	15	0	100	93.84	*
		0	0	20	50	30	100		
	Total	0	25	80	65	30	200		
7	Grammar, mechanics &								
	spellings	0	20	65	15	0	100	152.85	*
		0	0	0	55	45	100		
	Total	0	20	65	70	45	200		

2.61 Biography – SACHIN TENDULKAR

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.60. 2 X 5 Contingency table for Rubric of Non-fiction essays $\mathscr{H}_2 = \Sigma$ (fo-fe)2 / fe = 44.76

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	K	Level of Significance
1	Organisation	0	50	45	5	0	100	182	*
		0	0	0	45	55	100		
	Total	0	50	45	50	55	200		
2		0	(5	75	10	0	150	220.41	*
2	Ideas & Purpose	0	65	75	10	0	150	229.41	<u>т</u>
		0	0	10	75	65	150		
	Total	0	65	85	85	65	300		
3	Point of view/ voice	0	15	35	0	0	50	100	*
-		0	0	0	35	15	50	100	
	Total	0	15	35	35	15	100		
	10(4)	U	15	55	55	15	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	70	65	15	0	150	213.51	*
		0	0	10	95	45	150		
	Total	0	70	75	110	45	300		
5	Research & Relevance of								
3	supporting facts & details	0	51	40	9	0	100	169.49	*
	supporting facts & actails	0	0	0	50	50	100	107.17	
	Total	0	51	40	59	50	200		
	1.00001	, i							
6	Character, plot & setting	0	40	50	10	0	100	121.11	*
		0	0	15	45	40	100		
	Total	0	40	65	55	40	200		
	T						1	1	
7	Grammar, mechanics & spellings	0	20	75	5	0	100	181.42	*
		0	0	0	65	35	100		
	Total	0	20	75	70	35	200		

2.62 Biography – CHARLIE CHAPLIN

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.61. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	10	30	60	0	0	100	165.71	*
		0	0	10	45	45	100		
	Total	10	30	70	45	45	200		
2	Ideas & Purpose	10	70	70	0	0	150	250.58	*
		0	0	15	75	60	150		
	Total	10	70	85	75	60	300		
	1							1	
3	Point of view/ voice	0	15	35	0	0	50	100	*
		0	0	0	20	30	50		
	Total	0	15	35	20	30	100		
		1					r	1	r
4	Word-choice, sentence-	0	65	75	10	0	150	229.7	*
	structure & paragraphs	0	03	10	70	70	150	229.1	
	Total	0	65	85	80	70	300		
	10181	U	03	05	00	70	300		
5	Research & Relevance of								
	supporting facts & details	0	50	50	0	0	100	153.84	*
	-	0	0	15	45	40	100		
	Total	0	50	65	45	40	200		

2.63 Biography – MOTHER TERESA

6	Character, plot & setting	0	45	55	0	0	100	152.85	*
		0	0	15	65	20	100		
	Total	0	45	70	65	20	200		
	•								
7	Grammar, mechanics &								
	spellings	0	25	65	10	0	100	165.33	*
		0	0	0	65	35	100		
	Total	0	25	65	75	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.62. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H} = \Sigma \text{ (fo-fe)} 2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

2.64	Biography – ALBERT EINSTEIN
	812

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	50	50	0	0	100	166.66	*
		0	0	10	45	45	100		
	Total	0	50	60	45	45	200		
	-								
2	Ideas & Purpose	0	60	75	15	0	150	213.27	*
		0	0	10	90	50	150		
	Total	0	60	85	105	50	300		
					-		-		
3	Point of view/ voice	0	25	25	0	0	50	100	*
		0	0	0	20	30	50		
	Total	0	25	25	20	30	100		
4	Word-choice, sentence-	0	60	90	0	0	150	264	*

	structure & paragraphs								
		0	0	10	75	65	150		
	Total	0	60	100	75	65	300		
	1			1			r	T	
5	Research & Relevance of								
	supporting facts & details	0	45	45	10	0	100	132.84	*
		0	0	10	60	30	100		
	Total	0	45	55	70	30	200		
6	Character, plot & setting	0	45	50	5	0	100	135.84	*
		0	0	15	45	40	100		
	Total	0	45	65	50	40	200		
				·					
7	Grammar, mechanics &								
	spellings	0	0	65	35	0	100	114.44	*
		0	0	0	55	45	100		
	Total	0	0	65	90	45	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.64. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	K	Level of Significance
1	Organisation	0	45	40	15	0	100	153.84	*
		0	0	0	50	50	100		
	Total	0	45	40	65	50	200		

2.65 Biography – CHETAN BHAGAT

2	Ideas & Purpose	0	65	70	15	0	150	201.17	*
		0	0	15	70	65	150		
	Total	0	65	85	85	65	300		
							•		
3	Point of view/ voice	0	30	10	10	0	50	73.33	*
		0	0	0	20	30	50		
	Total	0	30	10	30	30	100		
	•								
4	Word-choice, sentence-								
	structure & paragraphs	0	70	70	10	0	150	246.03	*
		0	0	5	75	70	150		
	Total	0	70	75	85	70	300		
5	Research & Relevance of								
	supporting facts & details	0	40	50	10	0	100	165.33	*
		0	0	0	65	35	100		
	Total	0	40	50	75	35	200		
	T								
6	Character, plot & setting	0	40	40	20	0	100	141.33	*
		0	0	0	55	45	100		
	Total	0	40	40	75	45	200		
7	Grammar, mechanics &								
	spellings	0	45	55	0	0	100	155	*
		0	0	0	65	35	100		
	Total	0	45	55	65	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.65. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of	Significance
1	Organisation	0	45	50	5	0	100	181.66	*	
		0	0	0	55	45	100			
	Total	0	45	50	60	45	200			
2	Ideas & Purpose	0	60	70	20	0	150	172.32	*	
		0	0	20	90	40	150	1,2.32		
	Total	0	60	90	110	40	300			
		1			11		1	I		-
3	Point of view/ voice	0	0	25	25	0	50	45.45	*	
		0	0	0	30	20	50			
	Total	0	0	25	55	20	100			
		1	r				r			
4	Word-choice, sentence-	0	70	70	10	0	150	246.03	*	
	structure & paragraphs	0	0	5	75	70	150	240.03		
	Total	0	70	75	85	70	300			
	10(a)	Ŭ	10	10	00	70	500			
5	Research & Relevance of									
	supporting facts & details	0	30	45	25	0	100	93.46	*	
		0	0	15	40	45	100			
	Total	0	30	60	65	45	200			
6	Character, plot & setting	0	40	45	15	0	100	107	*	
		0	0	15	60	25	100			
	Total	0	40	60	75	25	200			
					·					
7	Grammar, mechanics & spellings	0	0	55	45	0	100	101	*	
		0	0	0	55	45	100			
	Total	0	0	55	100	45	200			

2.66 Travelogue - UDAIPUR

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.66. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\chi_2\chi_2 = \Sigma \text{ (fo-fe)}2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	40	50	10	0	100	109.52	*
		0	0	20	50	30	100		
	Total	0	40	70	60	30	200		
2	Ideas & Purpose	0	20	40	90	0	150	104.36	*
		0	0	10	75	65	150		
	Total	0	20	50	165	65	300		
3	Point of view/ voice	0	0	35	15	0	50	58	*
		0	0	0	35	15	50		
	Total	0	0	35	50	15	100		
4	Word-choice, sentence-	0	60	85	5	0	150	216.19	*
	structure & paragraphs	0	0	20	100	30	150	210.19	
	Total	0	60	105	100	30	300		
	Total	0	00	105	105	50	500		
5	Research & Relevance of supporting facts & details	0	10	55	35	0	100	87.4	*
		0	0	10	45	45	100		
	Total	0	10	65	80	45	200		
6	Character, plot & setting	0	50	50	0	0	100	153.84	*
Ľ,		0	0	15	40	45	100	100.01	
	Total	0	50	65	40	45	200		
	1.0000	Ŭ	20	50				l	
7	Grammar, mechanics & spellings	0	0	65	35	0	100	114.44	*
		0	0	0	55	45	100		
	Total	0	0	65	90	45	200		

2.67 Travelogue – SOMNATH – THE LORD OF MOON

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.67. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\chi_2 = \Sigma \text{ (fo-fe)}2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	K	Level of Significance
1	Organisation	0	45	45	10	0	100	166.55	*
		0	0	0	51	49	100		
	Total	0	45	45	61	49	200		
	-				-		-		
2	Ideas & Purpose	0	70	80	0	0	150	264.44	*
		0	0	10	90	50	150		
	Total	0	70	90	90	50	300		
3	Point of view/ voice	0	0	25	25	0	50	13.09	*
		0	0	10	35	5	50		
	Total	0	0	35	60	5	100		
					-		-		
4	Word-choice, sentence-								
	structure & paragraphs	0	60	90	0	0	150	264	*
		0	0	10	90	50	150		
	Total	0	60	100	90	50	300		
				1					
5	Research & Relevance of		1.5			6	100	101.65	
	supporting facts & details	0	45	55	0	0	100	181.66	*
		0	0	5	70	25	100		
	Total	0	45	60	70	25	200		

2.68 Travelogue - DHOLAVIRA

6	Character, plot & setting	0	45	45	10	0	100	134.54	*
		0	0	10	45	45	100		
	Total	0	45	55	55	45	200		
7	Grammar, mechanics &								
	spellings	0	15	70	15	0	100	151.25	*
		0	0	0	65	35	100		
	Total	0	15	70	80	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.68. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	45	45	10	0	100	132.998	*
		0	0	10	60	30	100		
	Total	0	45	55	70	30	200		
2	Ideas & Purpose	0	20	80	50	0	150	144.44	*
		0	0	10	75	65	150		
	Total	0	20	90	125	65	300		
3	Point of view/ voice	0	0	35	15	0	50	60	*
		0	0	0	30	20	50		
	Total	0	0	35	45	20	100		
	·					-			
4	Word-choice, sentence- structure & paragraphs	0	20	90	40	0	150	126.1	*

2.69 Travelogue - CHENNAI

		-	-		1		1		r
		0	0	19	91	40	150		
	Total	0	20	109	131	40	300		
5	Research & Relevance of								
	supporting facts & details	0	65	35	0	0	100	182.5	*
		0	0	5	50	45	100		
	Total	0	65	40	50	45	200		
					•		•		-
6	Character, plot & setting	0	65	35	0	0	100	158	*
		0	0	15	45	40	100		
	Total	0	65	50	45	40	200		
7	Grammar, mechanics &								
	spellings	0	25	65	10	0	100	166.66	*
		0	0	0	50	50	100		
	Total	0	25	65	60	50	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.69. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	45	45	10	0	100	167.27	*
		0	0	0	45	55	100		
	Total	0	45	45	55	55	200		
2	Ideas & Purpose	0	45	45	10	0	100	167.27	*

2.70 Travelogue – MT. ABU

		0	0	0	45	55	100		
	Total	0	45	45	55	55	200		
3	Point of view/ voice	0	20	30	0	0	50	100	*
		0	0	0	35	15	50		
	Total	0	20	30	35	15	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	65	60	25	0	150	173.73	*
		0	0	15	90	45	150		
	Total	0	65	75	115	45	300		
5	Research & Relevance of								
	supporting facts & details	0	45	45	10	0	100	122.27	*
		0	0	15	45	40	100		
	Total	0	45	60	55	40	200		
6	Character, plot & setting	0	50	20	30	0	100	101.33	*
		0	0	10	45	45	100		
	Total	0	50	30	75	45	200		
	1	I						1	
7	Grammar, mechanics &								
	spellings	0	10	65	25	0	100	127.77	*
		0	0	0	65	35	100		
	Total	0	10	65	90	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.70. 2 X 5 Contingency table for Rubric of Non-fiction essays

$X_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	15	55	30	0	100	80.85	*
		0	0	15	45	40	100		
	Total	0	15	70	75	40	200		
2	Ideas & Purpose	0	40	90	20	0	150	169.09	*
		0	0	20	90	40	150		
	Total	0	40	110	110	40	300		
3	Point of view/ voice	0	10	35	5	0	50	82.5	*
		0	0	0	35	15	50		
	Total	0	10	35	40	15	100		
4	XX7 1 1 •								
4	Word-choice, sentence- structure & paragraphs	0	75	75	0	0	150	250	*
	structure & paragraphs	0	0	15	70	65	150	230	
	Total	0	75	90	70	65	300		
		_							
5	Research & Relevance of								
	supporting facts & details	0	40	45	15	0	100	106.25	*
		0	0	15	65	20	100		
	Total	0	40	60	80	20	200		
6	Character, plot & setting	0	50	45	5	0	100	149.09	*
	character, prot & betting	0	0	10	50	40	100		
	Total	0	50	55	55	40	200		
		-				-			
7	Grammar, mechanics &	0	0	65	35	0	100	114.44	*
	spellings	0	0	05	55	45	100	114.44	
	Total	0	0	65	90	45	200		
	10141	0	0	05	70	15	200		

2.71 Travelogue – DHWARKA – THE HOME OF LORD KRISHNA

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.71. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

1 Organisation 0 40 40 20 0 100 133.32 0 0 0 0 65 35 100 1 Total 0 40 40 85 35 200 1 2 Ideas & Purpose 0 65 65 20 0 150 234.54 0 0 0 0 90 60 150 1 1 7 Total 0 65 65 110 60 300 1 7 Total 0 10 35 5 0 50 82.85 0 0 0 30 20 50 100 10 7 Total 0 10 35 35 20 100 10 4 Word-choice, sentence-structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 10 100 165.33		Level of	Æ	Total	Proficient	Capable	Satisfactory	Emerging	Beginner	
Total 0 40 40 85 35 200 2 Ideas & Purpose 0 65 65 20 0 150 234.54 0 0 0 0 90 60 150 234.54 Ideas & Purpose 0 65 65 20 0 150 234.54 Total 0 65 65 110 60 300 100 3 Point of view/ voice 0 10 35 5 0 50 82.85 0 0 0 30 20 50 100 4 Word-choice, sentence-structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 150 5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0	\$	*	138.82							Organisation
2 Ideas & Purpose 0 65 65 20 0 150 234.54 0 0 0 0 90 60 150 234.54 Total 0 65 65 10 60 300 150 3 Point of view/ voice 0 10 35 5 0 50 82.85 0 0 0 0 30 20 50 82.85 0 0 0 30 20 50 82.85 0 0 0 30 20 50 82.85 0 0 0 33 20 100 100 4 Word-choice, sentence- structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 100 100 165.33 0 0 0 0 0 100 165.33 100 100 165.33 <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>-</th> <th></th> <th></th>								-		
Image: Additional orbit of view/ voice 0 0 0 90 60 150 Total 0 65 65 110 60 300 3 Point of view/ voice 0 10 35 5 0 50 82.85 0 0 0 0 30 20 50 82.85 Total 0 10 35 35 20 100 100 4 Word-choice, sentence-structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 2 5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33				200	35	85	40	40	0	Total
Image: constraint of the constraint	k	*	234.54	150	0	20	65	65	0	Ideas & Purpose
3 Point of view/ voice 0 10 35 5 0 50 82.85 0 0 0 0 30 20 50 82.85 Total 0 10 35 35 20 100 10 4 Word-choice, sentence- structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 2 5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 0 65 35 100 100 165.33				150	60	90	0	0	0	
Image: construction of the form of				300	60	110	65	65	0	Total
Image: construction of the term of the term of										
Total 0 10 35 20 100 4 Word-choice, sentence- structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 100 Total 0 55 70 115 60 300 100 5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 65 35 100 100 165.33	\$	*	82.85						-	Point of view/ voice
4 Word-choice, sentence-structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 221.73 Total 0 55 70 115 60 300 5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 0 65 35 100 100					-		-	-	-	
structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 150 Total 0 55 70 115 60 300 115 Seearch & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 65 35 100 100 165.33				100	20	35	35	10	0	Total
structure & paragraphs 0 55 70 25 0 150 221.73 0 0 0 0 90 60 150 150 Total 0 55 70 115 60 300 115 Seearch & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 65 35 100 100 165.33		1								
Image: place 0 0 0 90 60 150 Total 0 55 70 115 60 300 5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 65 35 100	ĸ	*	221 73	150	0	25	70	55	0	
Total 0 55 70 115 60 300 5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 65 35 100 100			221.75							structure & paragraphis
5 Research & Relevance of supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 65 35 100									-	Total
supporting facts & details 0 45 45 10 0 100 165.33 0 0 0 0 65 35 100				500	00	115	70	55	0	Total
0 0 0 65 35 100	k	*	165.33	100	0	10	45	45	0	
Total 0 45 45 75 35 200				100	35	65	0	0	0	
				200	35	75	45	45	0	Total
6 Character, plot & setting 0 0 65 35 0 100 114.44	k	*	114.44	100	0	35	65	0	0	Character, plot & setting
				100	45	55	0	0	0	
Total 0 0 65 90 45 200				200	45	90	65	0	0	Total
		•								1
7 Grammar, mechanics & spellings 0 0 65 35 0 100 109	k	*	109	100	0	35	65	0	0	
$\begin{array}{c c c c c c c c c c c c c c c c c c c $			107							spennigo
Total 0 0 65 100 35 100							-		-	Total

2.72 Travelogue - JAISALMER

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.72. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H}_{2} = \Sigma \text{ (fo-fe)} 2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	K	Level of Simificance
1	Organisation	0	45	45	10	0	100	166.55	*
		0	0	0	51	49	100		
	Total	0	45	45	61	49	200		
2	Ideas & Purpose	0	35	60	55	0	150	102.48	*
		0	0	25	75	50	150		
	Total	0	35	85	130	50	300		
	1		-						
3	Point of view/ voice	0	0	30	20	0	50	49.09	*
		0	0	0	35	15	50		
	Total	0	0	30	55	15	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	60	60	30	0	150	191.53	*
		0	0	5	90	55	150		
	Total	0	60	65	120	55	300		
5	Research & Relevance of								
-	supporting facts & details	0	45	55	0	0	100	181.66	*
		0	0	5	65	30	100		
	Total	0	45	60	65	30	200		

2.73	Travelogue –	GIRNAR -	TOP OF	GUJARAT
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6	Character, plot & setting	0	50	50	0	0	100	153.84	*
		0	0	15	45	40	100		
	Total	0	50	65	45	40	200		
	•								
7	Grammar, mechanics &								
	spellings	0	50	50	0	0	100	153.84	*
		0	0	15	45	40	100		
	Total	0	50	65	45	40	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.73. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	55	45	0	100	110	*
		0	0	0	45	55	100		
	Total	0	0	55	90	55	200		
2	Ideas & Purpose	0	0	76	74	0	150	66.55	*
		0	0	20	100	30	150		
	Total	0	0	96	174	30	300		
3	Point of view/ voice	0	10	20	20	0	50	49.09	*
		0	0	0	35	15	50		
	Total	0	10	20	55	15	100		
	•								
4	Word-choice, sentence- structure & paragraphs	0	30	90	30	0	150	164.57	*

2.74 Travelogue - MODHERA

		0	0	15	70	65	150		
	Total	0	30	105	100	65	300		
					1		1	I	
5	Research & Relevance of								
	supporting facts & details	0	20	60	20	0	100	90.82	
		0	0	15	65	20	100		
	Total	0	20	75	85	20	200		
					1		1	I	
6	Character, plot & setting	0	0	60	40	0	100	115.29	
		0	0	0	45	55	100		
	Total	0	0	60	85	55	200		
7	Grammar, mechanics &								
	spellings	0	0	60	40	0	100	115.29	0
		0	0	0	45	55	100		0
	Total	0	0	60	85	55	200		0

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.74 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

2

Ideas & Purpose

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

X Satisfactory Emerging Proficient Beginner Capable Total 60 40 0 100 1 0 0 115.29 Organisation 0 0 45 55 100 0 0 55 0 60 85 200 Total

0

Significance

Level of

*

*

86.95

2.75 Travelogue – LITTLE RUN OF KUTCH

0

55

95

0

150

		0	0	20	65	65	150		
	Total	0	0	75	160	65	300		
3	Point of view/ voice	0	0	20	30	0	50	40	*
		0	0	0	30	20	50		
	Total	0	0	20	60	20	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	30	75	45	0	150	112.5	*
		0	0	25	75	50	150		
	Total	0	30	100	120	50	300		
									•
5	Research & Relevance of								
	supporting facts & details	0	0	65	35	0	100	99.07	*
		0	0	5	50	45	100		
	Total	0	0	70	85	45	200		
				1					1
6	Character, plot & setting	0	0	15	65	20	100	12.95	**
		0	0	30	40	30	100		
	Total	0	0	45	105	50	200		
									1
7	Grammar, mechanics &								
	spellings	0	0	65	35	0	100	109	*
		0	0	0	65	35	100		
	Total	0	0	65	100	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.75. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays except 6. Character, plot and setting, are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. 6. Character, plot and setting is greater than the table X₂ value of 9.88 at 0.05 level of significance against 4 degrees of freedom. Therefore, the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

								X	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	10	40	40	10	0	100	166.25	*
		0	0	0	51	49	100		
	Total	10	40	40	61	49	200		
	Ι								
2	Ideas & Purpose	30	80	40	0	0	150	256.36	*
		0	0	15	70	65	150		
	Total	30	80	55	70	65	300		
							1	1	
3	Point of view/ voice	25	25	0	0	0	50	100	*
		0	0	0	30	20	50		
	Total	25	25	0	30	20	100		
								I	
4	Word-choice, sentence-	25	05	20	0	0	1.50	070.00	*
	structure & paragraphs	35	95	20	0	0	150	273.33	*
		0	0	10	95	45	150		
	Total	35	95	30	95	45	300		
_							1		
5	Research & Relevance of	25	35	40	0	0	100	182.22	*
	supporting facts & details	23 0	0	40	45	50	100	102.22	
		25	35	45	45	50	200		
	Total	23	33	43	43	30	200		
6	Character plat & getting	0	60	40	0	0	100	156.36	*
U	Character, plot & setting	0	00	15	45	40	100	150.50	
	Tatal	0	60	55	45	40	200		
	Total	U	00	33	43	40	200		
7	Grammar, mechanics &								
'	spellings	0	50	50	0	0	100	181.81	*
		0	0	5	55	40	100		
	Total	0	50	55	55	40	200		

2.76 Review of movie – EK THI DAYAN

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 277. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

								26	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	45	45	10	0	100	165.33	*
		0	0	0	65	35	100		
	Total	0	45	45	75	35	200		
2	Ideas & Dunmass	0	85	60	5	0	150	233.17	*
2	Ideas & Purpose	0	0	15	80	55	150	233.17	•
		0	85	75	85	55	300		
	Total	U	63	13	63	33	300		
3	Point of view/ voice	0	10	25	15	0	50	45.83	*
		0	0	5	25	20	50		
	Total	0	10	30	40	20	100		
							1	1	
4	Word-choice, sentence-	0	(5	05	0	0	150	222 72	*
	structure & paragraphs	0	65	85	0	0	150	222.72	*
		0	0	25	95	30	150		
	Total	0	65	110	95	30	300		
5	Research & Relevance of	0	15	25	0	0	50	120.21	*
	supporting facts & details	0	15	35	0 50	$\frac{0}{45}$	50 100	130.31	-1-
		0	0 15	5 40	50	45	100		
	Total	0	13	40	50	43	130		
6	Character, plot & setting	0	35	35	30	0	100	117.89	*
	<u>-</u>	0	0	0	65	35	100		
	Total	0	35	35	95	35	200		
	1			1					
7	Grammar, mechanics &		~ ~			0	100	100.00	ste
	spellings	0	35	45	20	0	100	138.82	*
		0	0	0	65	35	100		
	Total	0	35	45	85	35	200		

2.77 Review of movie – TARE ZAMEEN PAR

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.78. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	45	45	10	0	100	166.15	*
		0	0	0	55	45	100		
	Total	0	45	45	65	45	200		
2	Ideas & Purpose	0	10	75	65	0	150	99.03	*
		0	0	15	90	45	150		
	Total	0	10	90	155	45	300		
								I	[
3	Point of view/ voice	0	0	30	20	0	50	34.85	*
		0	0	5	30	15	50		
	Total	0	0	35	50	15	100		
4	Word-choice, sentence-								
-	structure & paragraphs	0	45	65	40	0	150	140.48	*
		0	0	15	90	45	150		
	Total	0	45	80	130	45	300		
5	Research & Relevance of supporting facts & details	0	45	45	10	0	100	134.54	*
		0	0	10	45	45	100		
	Total	0	45	55	55	45	200		
	1		L	L	•	1		1	

2.78 Review of movie – OH ! MY GOD	2.78	Review	of movie -	OH ! MY	GOD
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6	Character, plot & setting	0	45	50	5	0	100	135.84	*
		0	0	15	45	40	100		
	Total	0	45	65	50	40	200		
	•								
7	Grammar, mechanics &								
	spellings	0	0	65	35	0	100	72.5	*
		0	0	15	45	40	100		
	Total	0	0	80	80	40	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.79. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H}_{2} = \Sigma \text{ (fo-fe)} 2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	50	50	0	100	71.92	*
		0	0	10	45	45	100		
	Total	0	0	60	95	45	200		
					-		-		
2	Ideas & Purpose	0	0	76	74	0	150	115.65	*
		0	0	10	75	65	150		
	Total	0	0	86	149	65	300		
3	Point of view/ voice	0	0	30	20	0	50	55.55	*
		0	0	0	25	25	50		
	Total	0	0	30	45	25	100		
4	Word-choice, sentence-	0	5	75	70	0	150	115.37	*

	structure & paragraphs								
		0	0	10	80	60	150		
	Total	0	5	85	150	60	300		
				1	1				
5	Research & Relevance of								
	supporting facts & details	0	50	50	0	0	100	166.66	*
		0	0	10	60	30	100		
	Total	0	50	60	60	30	200		
6	Character, plot & setting	0	25	45	30	0	100	75	*
		0	0	15	60	25	100		
	Total	0	25	60	90	25	200		
7	Grammar, mechanics &								
	spellings	0	0	65	35	0	100	109	*
		0	0	0	65	35	100		
	Total	0	0	65	100	35	200		

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.81. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H} = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

2.80 Review of movie – FERRARI KI SAWARI

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	X	Level of Significance
1	Organisation	0	0	50	50	0	100	81.81	*
		0	0	5	50	45	100		
	Total	0	0	55	100	45	200		

	1								
2	Ideas & Purpose	0	10	80	60	0	150	131.17	*
		0	0	5	100	45	150		
	Total	0	10	85	160	45	300		
					•		•		
3	Point of view/ voice	0	20	30	0	0	50	100	*
		0	0	0	30	20	50		
	Total	0	20	30	30	20	100		
	•								
4	Word-choice, sentence-								
	structure & paragraphs	0	50	75	25	0	150	189.7	*
		0	0	10	75	65	150		
	Total	0	50	85	100	65	300		
5	Research & Relevance of								
	supporting facts & details	0	0	50	50	0	100	86.95	*
		0	0	0	65	35	100		
	Total	0	0	50	115	35	200		
6	Character, plot & setting	0	0	65	35	0	100	109	*
		0	0	0	65	35	100		
	Total	0	0	65	100	35	200		
	•				1		1	1	
7	Grammar, mechanics &								
	spellings	0	0	60	40	0	100	115.29	*
		0	0	0	45	55	100		
	Total	0	0	60	85	55	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.82. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{X}_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

								K	
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	A2	Level of Significance
1	Organisation	0	50	40	10	0	100	166.15	*
		0	0	0	55	45	100		
	Total	0	50	40	65	45	200		
2	Ideas & Purpose	0	65	55	30	0	150	150.13	*
		0	0	20	95	35	150		
	Total	0	65	75	125	35	300		
3	Point of view/ voice	0	20	30	0	0	50	100	*
		0	0	0	35	15	50		
	Total	0	20	30	35	15	100		
		1							
4	Word-choice, sentence- structure & paragraphs	0	35	85	30	0	150	165	*
		0	0	15	70	65	150		
	Total	0	35	100	100	65	300		
5	Research & Relevance of	0	50	50	0	0	100	152.04	*
	supporting facts & details	0	50 0	50 15	0 45	$\frac{0}{40}$	100 100	153.84	*
	Total	0	50	65	45	40	200		
	Total	Ŭ	20	00	10	10	200		
6	Character, plot & setting	0	25	50	25	0	100	62.74	*
		0	0	25	60	15	100		
	Total	0	25	75	85	15	200		
7	Grammar, mechanics &								
	spellings	0	0	65	35	0	100	109	*
		0	0	0	65	35	100		
	Total	0	0	65	100	35	200		

2.81 Review of movie – BARFI

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.83. 2 X 5 Contingency table for Rubric of Non-fiction essays

 $\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H} value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H} value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

		Beginner	Emerging	Satisfactory	Capable	Proficient	Total	K	Level of Significance
1	Organisation	0	0	50	50	0	100	70.83	*
		0	0	10	46	44	100		
	Total	0	0	60	96	44	200		
2	Ideas & Purpose	0	65	65	20	0	150	174.06	*
		0	0	20	85	45	150		
	Total	0	65	85	105	45	300		
-			0			<u>^</u>	50	~~	*
3	Point of view/ voice	0	0	30	20	0	50	52	*
		0	0	0	30	20	50		
	Total	0	0	30	50	20	100		
4	Word-choice, sentence-								
	structure & paragraphs	0	0	90	60	0	150	95.21	*
		0	0	30	55	65	150		
	Total	0	0	120	115	65	300		
5	Research & Relevance of								
5	supporting facts & details	0	0	55	45	0	100	76.15	*
		0	0	10	45	45	100		
	Total	0	0	65	90	45	200		
		1						I	
6	Character, plot & setting	0	0	50	50	0	100	72.72	*
		0	0	5	60	35	100		
	Total	0	0	55	110	35	200		
7	Grammar, mechanics & spellings	0	0	65	35	0	100	115.57	*
	shenne?	0	0	0	60	40	100	110.07	
	Total	0	0	65	95	40	200		

2.82 Review of movie – I AM LEGEND

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.84. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\chi_2 = \Sigma$ (fo-fe)2 / fe = **44.76**

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

			50	ory		It		X	nce
		Beginner	Emerging	Satisfactory	Capable	Proficient	Total		Level of Significance
1	Organisation	0	10	45	45	0	100	115.29	*
		0	0	0	40	60	100		
	Total	0	10	45	85	60	200		
2	Ideas & Purpose	0	10	60	70	10	150	58.78	*
		0	0	15	95	40	150		
	Total	0	10	75	165	50	300		
3	Point of view/ voice	0	0	35	15	0	50	60	*
		0	0	0	30	20	50		
	Total	0	0	35	45	20	100		
4	Word-choice, sentence- structure & paragraphs	0	30	85	35	0	150	155.66	*
		0	0	15	70	65	150		
	Total	0	30	100	105	65	300		
5	Research & Relevance of								
	supporting facts & details	0	50	50	0	0	100	166.66	*
		0	0	10	50	40	100		
	Total	0	50	60	50	40	200		
6	Character, plot & setting	0	46	44	10	0	100	121.92	*
		0	0	15	50	35	100		

2.83 Review of movie – BHAG MILKA BHAG

	Total	0	46	59	60	35	200		
7	Grammar, mechanics &								
	spellings	0	0	65	35	0	100	121.25	*
		0	0	0	45	55	100		
	Total	0	0	65	80	55	200		

* Significant at 0.01 level

** Significant at 0.05 level

Data have been analyzed in following ways:

Table 2.85. 2 X 5 Contingency table for Rubric of Non-fiction essays

$\mathcal{H}_{2} = \Sigma \text{ (fo-fe)} 2 / \text{fe} = 44.76$

Table value =13.28 at 0.01 level against 4 degrees of freedom

The computed \mathcal{H}_2 value of all the above components of creative writing of Nonfiction essays are greater than the table \mathcal{H}_2 value of 13.28 at 0.01 level of significance against 4 degrees of freedom. Therefore the Null Hypotheses that there will be no significant difference in the Pre-Intervention observed frequency distribution and Post-Intervention observed frequency distribution against the Five class Intervals on rubric for creative writing of Non-fiction essay is rejected.

4.5 Analysis and interpretation of the data on Reaction Scale on Participatory approach for creative writing of poetry

3.1 Reaction Scale on Participatory Approach for Creative Writing of Poetry

	Statement	Fully Agree	Agree	Undecided	Disagree	Fully Disagree	¥	Level of significance
1	The presentation on Elements of Creative Writing of Poetry was highly intelligible.	25(50%)	15(30)	5(10%)	5(10%)	0	40	*
2	The analysis of the various model poems by the entire class was educational.	30(60%)	15(30%)	0	5(10%)	0	65	*

3	The analysis of the different types of model poems of Diamante, Acrostic, Limerick and free verse helped me in understanding the components of creative writing of poetry.	26(32%)	10(20%)	0	10(20%)	4(8%)	39.2	*
4	Initially, I found it difficult to compose a poem.	35(70%)	10(20%)	0	5(10%)	0	85	*
5	Progressively I gained confidence in composing a poem.	25(50%)	20(40%)	0	5(10%)	0	55	*
6	It was a thrilling experience for me to compose a poem in group as well as individually.	30(60%)	14(28%)	0	4(8%)	2(4%)	61.6	*
7	It was an edutaining experience to listen to the poems created by the classmates.	20(40%)	25(50%)	2(4%)	3(6%)	0	53.8	*
8	The analysis of the poems presented by the class was highly rewarding.	22(44%)	20(40%)	2(4%)	6(12%)	0	42.4	*
9	I have developed abilities to pick up appropriate words for composition of poem.	20(40%)	25(50%)	0	5(10%)	0	55	*
10	I can realize rhyme, rhythm, and coherence in my poem.	15(30%)	25(50%)	0	5(10%)	5(10%)	40	*
11	I like to cooperate with others in order to compose a poem.	20(40%)	25(50%)	0	5(10%)	0	55	*
12	I did not like to work in a group to compose poem.	2(4%)	3(6%)	0	10(20%)	35(70 %)	83.8	*

13	Different activities for composition of poems were most joyful.	30(60%)	15(30%)	0	5(10%)	0	65	*
14	I am not satisfied with my performance in composition of poems in a group.	5(10%)	2(4%)	5(10%)	20(40%)	18(365)	27.8	*
15	The subject matter selected for creative writing of poetry was interesting.	30(60%)	15(30%)	0	5(10%)	0	65	*
16	I did not get equal opportunity for the participation in the group work for composition of poems.	0	5(10%)	0	10(20%)	35(70 %)	85	*
17	Time available for composition of poem in group was not sufficient.	0	5(10%)	0	20(40%)	25(50 %)	55	*
18	Study material provided to us in group task of creating poem was not much supportive.	0	0	0	20(40%)	30(60 %)	80	*
19	I dislike to present my composed poem in class situation.	0	10(20%)	0	10(20%)	30(60 %)	60	*
20	Our entire class has developed love for creative writing of poems.	25(50%)	20(40%)	0	5(10%)	0	55	*
21	I can appreciate the poems composed by others.	20(40%)	20(40%)	0	10(20%)	0	40	*
22	I can appreciate figures of speech in poetry.	25(50%)	15(30%)	0	10(20%)	0	45	*
23	I can fluently use figures of speech in poetry.	25(50%)	15(30%)	0	10(20%)	0	45	*

24	I find that every poet is unique in one way or the other.	30(60%)	15(30%)	0	5(10%)	0	25	*
25	We have become more sensitive towards creative expression through poetry.	25(50%)	20(40%)	0	5(10%)	0	55	*
26	I can express personal feelings, imagination and novel ideas by writing poem.	40(80%)	5(10%)	5(10%)	0	0	115	*
27	I can now do original composition of poem.	35(70%)	10(20%)	0	5(10%)	0	85	*
28	My creative writing manifests sensitivity to the environment.	20(40%)	20(40%)	5(10%)	5(10%)	0	35	*
29	I have learnt to do original production through the exposure on creative writing.	25(50%)	20(40%)	0	5(10%)	0	55	*
30	I can establish relationship amongst remote elements and express.	20(40%)	25(50%)	0	5(10%)	0	55	*
31	Creative writing has made me sensitive to the self and others.	25(50%)	20(40%)	0	5(10%)	0	55	*
32	Throughcreativewriting,Ihavedevelopedinterestincreation and expression.	20(40%)	25(50%)	0	5(10%)	0	55	*
33	I try to strike an equation amongst reality and expression.	25(50%)	20(40%)	0	5(10%)	0	55	*
34	I feel at ease after creative expression.	30(60%)	15(30%)	0	5(10%)	0	65	*

35	We are gaining a lot through sharing.	30(60%)	15(30%)	5(10%)	0	0	65	*
36	Our entire class has developed affect attributes through creative writing.	25(50%)	15(30%)	0	10(20%)	0	45	*
37	We have become more sensitive towards creative expression.	25(50%)	20(40%)	5(10%)	0	0	55	*
38	My vocabulary has been enriched and increased.	25(50%)	15(30%)	0	10(20%)	0	45	*
39	I got a lot of opportunity to express my ideas freely.	30(60%)	10(20%)	5(10%)	5(10%)	0	55	*
40	The classroom environment and ambience for learning was conducive, motivating, and enthusiastic.	25(50%)	20(40%)	5(10%)	0	0	55	*
41	We did not understand the instructions properly during activities.	5(10%)	5(10%)	0	10(20%)	30(60 %)	55	*
42	This programme helped me to enrich the knowledge of English literature and language.	30(60%)	15(30%)	0	5(10%)	0	65	*
43	The programme was most useful in enhancement of my creative writing skills.	25(50%)	20(40%)	0	5(10%)	0	55	*
44	Putting tick mark in rubrics was a tedious task.	10(20%)	5(10%)	0	5(10%)	30(60)	55	*
45	My creative writing ability in English did not improve in this programme.	0	4(10%)	0	5(10%)	41(82 %)	122. 2	*

Table \mathcal{A}_2 Value against 4 df at 0.01 is 13.277, whereas at 0.05 is 9.488. * Significant at 0.01 level

** Significant at 0.05 level

3.1. Interpretation

The computed X₂ value against each one of above mentioned 45 statements has been found to be greater than table \mathcal{H}_2 value at 0.01 level against 4 degrees of freedom So the null hypothesis 'There will be no significant difference between observed frequencies and expected frequencies against equal probability on various statements of Reaction Scale on Participatory Approach for Creative Writing of Poetry is rejected at 0.01 level against all statements.

Statement wise interpretation:

- 1. After administering the reaction scale on students, it was found that 50% of the students fully agreed that the presentation on elements of Creative Writing was highly intelligible. 30% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that the presentation on elements of Creative Writing was highly intelligible.
- 2. It was found that 60% of the students fully agreed that the analysis of the various model poems by the entire class was educational. 30% of the students agreed, whereas, 10% of the students disagreed that the analysis of the various model poems by the entire class was educational.
- **3.** It was found that 52% of the students fully agreed, 20% of the students agreed, whereas, 10% of the students disagreed and 8% of the students fully disagree that the analysis of the different types of model poems of Diamante, Acrostic, Limerick and free verse helped them in understanding the components of creative writing of poetry.
- **4.** It was found that 70% of the students fully agreed, 20% of the students agreed, whereas, 10% of the students disagreed that Initially, they found it difficult to compose a poem.
- **5.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that Progressively they gained confidence in composing a poem.
- 6. It was found that 60% of the students fully agreed, 28% of the students agreed, whereas, 8% of the students disagreed, 4% of the students fully disagree that It

was a thrilling experience for them to compose a poem in group as well as individually.

- It was found that 40% of the students fully agreed, 50% of the students agreed, 4% of the respondents were undecided, whereas, 6% of the students disagreed that it was an edutaining experience to listen to the poems created by the classmates.
- It was found that 44% of the students fully agreed, 40% of the students agreed, 4% of the respondents were undecided, whereas, 12% of the students disagreed that the analysis of the poems presented by the class was highly rewarding.
- **9.** It was found that 40% of the students fully agreed, 50% of the students agreed, whereas, 10% of the students disagreed that they have developed abilities to pick up appropriate words for composition of poem.
- **10.** It was found that 30% of the students fully agreed, 50% of the students agreed, whereas, 10% of the students disagreed, 10% of the students fully disagree that they can realize rhyme, rhythm, and coherence in their poems.
- **11.** It was found that 40% of the students fully agreed, 50% of the students agreed, whereas, 10% of the students disagreed that they liked to cooperate with others in order to compose a poem.
- **12.** It was found that 4% of the students fully agreed, 6% of the students agreed, whereas, 20% of the students disagreed, 70% of the students fully disagree that they did not like to work in a group to compose poem.
- **13.** It was found that 60% of the students fully agreed, 30% of the students agreed, whereas, 10% of the students disagreed that different activities for composition of poems were most joyful.
- 14. It was found that 10% of the students fully agreed, 4% of the students agreed, 10% of the respondents were undecided, whereas, 20% of the students disagreed 36% of the students fully disagree that they are not satisfied with their performance in composition of poems in a group.
- **15.** It was found that 60% of the students fully agreed, 30% of the students agreed, whereas, 10% of the students disagreed that the subject matter selected for creative writing of poetry was interesting.
- **16.** It was found that 10% of the students agreed, whereas, 20% of the students disagreed 70% of the students fully disagree that they did not get equal opportunity for the participation in the group work for composition of poems.

- 17. It was found that 10% of the students agreed, whereas, 40% of the students disagreed, 50% of the students fully disagree that Time available for composition of poem in group was not sufficient.
- **18.** It was found that 40% of the students disagreed, 60 % of the students fully disagree that Study material provided to them in group task of creating poem was not much supportive.
- **19.** It was found that 20% of the students agreed, 20% of the students disagreed, 60% of the students fully disagree that they disliked to present their composed poem in class situation.
- **20.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that their entire class had developed love for creative writing of poems.
- **21.** It was found that 40% of the students fully agreed, 40% of the students agreed, whereas, 20% of the students disagreed that they can appreciate the poems composed by others.
- **22.** It was found that 50% of the students fully agreed, 30% of the students agreed, whereas, 20% of the students disagreed that they can appreciate figures of speech in poetry.
- **23.** It was found that 50% of the students fully agreed, 30% of the students agreed, whereas, 20% of the students disagreed that they can fluently use figures of speech in poetry.
- **24.** It was found that 60% of the students fully agreed, 30% of the students agreed, whereas, 10% of the students disagreed that they find that every poet is unique in one way or the other.
- **25.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that they have become more sensitive towards creative expression through poetry.
- **26.** It was found that 80% of the students fully agreed, 10% of the students agreed, 10% of the respondents were undecided that they can express personal feelings, imagination and novel ideas by writing poem.
- **27.** It was found that 70% of the students fully agreed, 20% of the students agreed, whereas, 10% of the students disagreed that they can now do original composition of poem.

- **28.** It was found that 40% of the students fully agreed, 40% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that their creative writing manifests sensitivity to the environment.
- **29.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that they have learnt to do original production through the exposure on creative writing.
- **30.** It was found that 40% of the students fully agreed, 50% of the students agreed, whereas, 10% of the students disagreed that they can establish relationship amongst remote elements and express.
- **31.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that Creative writing has made them sensitive to the self and others.
- **32.** It was found that 40% of the students fully agreed, 50% of the students agreed, whereas, 10% of the students disagreed that through creative writing, they have developed interest in creation and expression.
- **33.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that they try to strike an equation amongst reality and expression.
- **34.** It was found that 60% of the students fully agreed, 30% of the students agreed, whereas, 10% of the students disagreed that they feel at ease after creative expression.
- **35.** It was found that 60% of the students fully agreed, 30% of the students agreed, 10% of the respondents were undecided that they are gaining a lot through sharing.
- **36.** It was found that 50% of the students fully agreed, 30% of the students agreed, whereas, 20% of the students disagreed that their entire class has developed affect attributes through creative writing.
- **37.** It was found that 50% of the students fully agreed, 40% of the students agreed, 10% of the respondents were undecided, that they have become more sensitive towards creative expression.
- **38.** It was found that 50% of the students fully agreed, 30% of the students agreed, whereas, 20% of the students disagreed that their vocabulary has been enriched and increased.

- **39.** It was found that 60% of the students fully agreed, 20% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that they got a lot of opportunity to express their ideas freely.
- **40.** It was found that 50% of the students fully agreed, 40% of the students agreed, 10% of the respondents were undecided, that the classroom environment and ambience for learning was conducive, motivating, and enthusiastic.
- **41.** It was found that 10% of the students fully agreed, 10% of the students agreed, whereas, 20% of the students disagreed, 60% of the students fully disagreed that they did not understand the instructions properly during activities.
- **42.** It was found that 60% of the students fully agreed, 30% of the students agreed, whereas, 10% of the students disagreed that this programme helped them to enrich the knowledge of English literature and language.
- **43.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that the programme was most useful in enhancement of their creative writing skills.
- **44.** It was found that 20% of the students fully agreed, 10% of the students agreed, whereas, 10% of the students disagreed, 60% of the students fully disagreed that Putting tick mark in rubrics was a tedious task.
- **45.** It was found that 8% of the students agreed, whereas, 10% of the students disagreed, 82% of the students fully disagreed that their creative writing ability in English did not improve in this programme.

4.6 Analysis and interpretation of the data on Reaction Scale on Participatory approach for creative writing of Non-fiction essays

3.2 Reaction Scale on Participatory Approach for Creative Writing of Non-Fiction

		Fully Agree	Agree	Undecided	Disagree	Fully Disagree	Ķ	Level of significance
1	The presentation on elements of creative	26(52%)	15(30%)	4(8%)	5(10%)	0	44.2	*

	writing of Non-fiction essays was highly intelligible.							
2	The analysis of the various essays by the entire class were educational.	22(44%)	25(50%)	0	3(6%)	0	61.8	*
3	The analysis of the model essays of autobiography, biography, travelogue and review of a movie helped me in understanding the components of Creative writing for Non-fiction essays.	26(52%)	23(46%)	0	2(4%)	0	68.9	*
4	Initially, I found it difficult to compose a Non-fiction essay.	20(40%)	20(40%)	0	10(20%)	0	40	*
5	Progressively, I gained confidence in writing a Non-fiction essay.	25(50%)	20(40%)	5(10%)	0	0	55	*
6	It was a thrilling experience for me to compose a Non-fiction essay in group as well as individually.	28(56%)	12(24%)	0	10(20%)	0	52.8	*
7	It was an edutainal experience to listen to the Non-fiction essays created by the classmates.	25(50%)	20(40%)	0	5(10%)	0	55	*
8	The analyses of the Non- fiction essays presented by the classmates and the class was highly rewarding.	26(52%)	22(44%)	2(4%)	0	0	66.4	*
9	I have developed abilities to pick up appropriate words for composition of Non-fiction essays.	25(50%)	20(40%)	0	5(10%)	0	55	*
10	I can realize grammatical structure, logical sequence and coherence in my Non-fiction essays.	25(50%)	20(40%)	2(4%)	3(6%)	0	53.8	*

11	I like to cooperate with others in order to compose non-fiction essay in group.	25(50%)	15(30%)	5(10%)	5(10%)	0	40	*
12	I did not like to work in group to compose non- fiction essay.	5(10%)	5(10%)	0	10(20%)	30(60 %)	55	*
13	Different activities for composition of Non- fiction essays were most joyful.	25(50%)	20(40%)	0	5(10%)	0	55	*
14	I am not satisfied with my performance in composition of Non- fiction essays in group.	0	10(20%)	0	10(20%)	30(60 %)	60	*
15	The subject matter selected for creative writing of non-fiction essays was interesting.	30(60%)	10(20%)	5(10%)	5(10%)	0	55	*
16	I did not get equal opportunity for the participation in the group work for composition for non-fiction essays.	0	10(20%)	0	10(20%)	30(60 %)	60	*
17	Time available for composition of non- fiction essay in group was not sufficient.	0	5(10%)	0	20(40%)	25(50 %)	55	*
18	Study material provided to us in group task for creating non-fiction essay was not much supportive.	5(10%)	5(10%)	0	10(20%)	30(60 %)	55	*
19	I dislike to present my composed Non-fiction essay in class situation.	5(10%)	5(10%)	0	10(20%)	30(60 %)	55	*
20	Our entire class has developed love for creative writing of non- fiction essays.	25(50%)	20(40%)	5(10%)	0	0	55	*
21	I can appreciate the Non- fiction essays composed by others.	25(50%)	20(40%)	0	5(10%)	0	55	*
22	I can appreciate figures of	26(52%)	20(40%)	0	2(4%)	2(4%)	58.4	*

	speech in Non-fiction)		
	essays.							
23	I can fluently use figures of speech in Non-fiction essays.	26(52%)	20(40%)	0	4(8%)	0	59.2	*
24	I find that every creative writer is unique in one way or the other.	28(56%)	20(40%)	0	2(4%)	0	68.8	*
25	We have become more sensitive towards creative expression through non- fiction essays.	30(60%)	15(30%)	0	5(10%)	0	65	*
26	I can express personal feelings, imagination and novel ideas by writing Non-fiction essays.	28(56%)	12(24%)	5(10%)	5(10%)	0	47.8	*
27	I can now do original composition of Non- fiction essays	25(50%)	15(30%)	5(10%)	5(10%)	0	40	*
28	My creative writing manifests sensitivity to the environment.	25(50%)	20(40%)	0	5(10%)	0	55	*
29	I have learnt to do original production through the exposure on creative writing.	25(50%)	20(40%)	0	5(10%)	0	55	*
30	I can establish relationship amongst remote elements and express.	26(52%)	12(24%)	2(4%)	10(20%)	0	42.4	*
31	Creative writing has made me sensitive to the self and others.	25(50%)	20(40%)	0	5(10%)	0	55	*
32	Through creative writing, I have developed interest in creation and expression.	25(50%)	15(30%)	0	10(20%)	0	45	*
33	I try to strike an equation amongst reality and expression.	26(52%)	20(40%)	0	4(8%)	0	59.2	*
34	I feel at ease after creative expression.	25(50%)	20(40%)	0	5(10%)	0	55	*
35	We are gaining a lot	25(50%)	18(36%)	2(4%)	5(10%)	0	47.8	*

	through sharing.							
36	Our entire class has developed affect attributes through creative writing.	25(50%)	20(40%)	0	5(10%)	0	55	*
37	We have become more sensitive towards creative expression.	28(56%)	17(34%)	0	5(10%)	0	59.8	*
38	My vocabulary has been enriched and increased.	25(50%)	20(40%)	0	5(10%)	0	55	*
39	I got a lot of opportunity to express my ideas freely.	26(52%)	20(40%)	0	4(8%)	0	59.2	*
40	The classroom environment and ambience for learning was conducive, motivating, and enthusiastic.	28(56%)	17(34%)	0	5(10%)	0	59.8	*
41	We did not understand the instructions properly during activities.	0	5(10%)	0	15(30%)	30(60 %)	65	*
42	This programme helped me to enrich the knowledge of English literature and language.	30(60%)	15(30%)	5(10%)	0	0	65	*
43	The programme was most useful in enhancement of my creative writing skills.	25(50%)	20(40%)	0	5(10%)	0	55	*
44	Putting tick mark in rubrics was a tedious task.	6(12%)	5(10%)	0	10(20%)	29(58 %)	50.2	*
45	My creative writing ability in English did not improve in this programme.	5(10%)	0	0	15(30%)	30(60 %)	65	*

Table \mathcal{H} Value against 4 df at 0.01 is 13.277, whereas at 0.05 is 9.488

* Significant at 0.01 level

** Significant at 0.05 level

3.1.5 Interpretation

The computed \mathcal{H}_2 value against each one of above mentioned 45 statements has been found to be greater than table \mathcal{H}_2 value at 0.01 level against 4 degrees of freedom So the null hypothesis 'There will be no significant difference between observed frequencies and expected frequencies against equal probability on various statements of Reaction Scale on Participatory Approach for Creative Writing of Non-fiction is rejected at 0.01 level against all statements.

Statement wise interpretation:

- 1. It was found that 52% of the students fully agreed, 30% of the students agreed, 8% of the respondents were undecided, whereas, 10% of the students disagreed that the presentation on elements of creative writing of Non-fiction essays was highly intelligible.
- **2.** It was found that 44% of the students fully agreed, 50% of the students agreed, whereas, 6% of the students disagreed that the analysis of the various essays by the entire class were educational.
- **3.** It was found that 52% of the students fully agreed, 46% of the students agreed, whereas, 4% of the students disagreed that the analysis of the model essays of autobiography, biography, travelogue and review of a movie helped them in understanding the components of Creative writing for Non-fiction essays.
- **4.** It was found that 40% of the students fully agreed, 40% of the students agreed, whereas, 20% of the students disagreed that Initially, they found it difficult to compose a Non-fiction essay.
- **5.** It was found that 50% of the students fully agreed, 40% of the students agreed, 10% of the respondents were undecided that Progressively, they gained confidence in writing a Non-fiction essay.
- **6.** It was found that 56% of the students fully agreed, 24% of the students agreed, whereas, 20% of the students disagreed that it was a thrilling experience for them to compose a Non-fiction essay in group as well as individually.
- 7. It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that it was an edutainal experience to listen to the Non-fiction essays created by the classmates.
- **8.** It was found that 52% of the students fully agreed, 44% of the students agreed, 4% of the respondents were undecided, that the analyses of the Non-fiction essays presented by the classmates and the class was highly rewarding.

- **9.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that they have developed abilities to pick up appropriate words for composition of Non-fiction essays.
- 10. It was found that 50% of the students fully agreed, 40% of the students agreed, 4% of the respondents were undecided, whereas, 6% of the students disagreed that they can realize grammatical structure, logical sequence and coherence in their Non-fiction essays.
- **11.** It was found that 50% of the students fully agreed, 30% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that they liked to cooperate with others in order to compose non-fiction essay in group.
- **12.** It was found that 10% of the students fully agreed, 10% of the students agreed, whereas, 20% of the students disagreed, 60% of the students fully disagreed that they did not like to work in group to compose non-fiction essay.
- **13.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that different activities for composition of Non-fiction essays were most joyful.
- **14.** It was found that 20% of the students agreed, whereas, 20% of the students disagreed, 60% of the students fully disagreed that they are not satisfied their performance in composition of Non-fiction essays in group.
- **15.** It was found that 60% of the students fully agreed, 20% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that the subject matter selected for creative writing of non-fiction essays was interesting.
- **16.** It was found that 20% of the students agreed, whereas, 20% of the students disagreed 60% of the students fully disagreed that they did not get equal opportunity for the participation in the group work for composition for non-fiction essays.
- **17.** It was found that 10% of the students agreed, whereas, 40% of the students disagreed, 50% of the students fully disagreed that time available for composition of non-fiction essay in group was not sufficient.
- **18.** It was found that 10% of the students fully agreed, 10% of the students agreed, whereas, 20% of the students disagreed, 60 % of the students fully disagreed that

Study material provided to them in group task for creating non-fiction essay was not much supportive.

- **19.** It was found that 10% of the students fully agreed, 10% of the students agreed, whereas, 20% of the students disagreed, 60% of the students fully disagreed that they disliked to present my composed Non-fiction essay in class situation.
- **20.** It was found that 50% of the students fully agreed, 40% of the students agreed, 10% of the respondents were undecided, that their entire class has developed love for creative writing of non-fiction essays.
- **21.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that they can appreciate the Non-fiction essays composed by others.
- **22.** It was found that 52% of the students fully agreed, 40% of the students agreed, whereas, 4% of the students disagreed, 4% of the students fully disagreed that they can appreciate figures of speech in Non-fiction essays.
- **23.** It was found that 52% of the students fully agreed, 40% of the students agreed, whereas, 8% of the students disagreed that they can fluently use figures of speech in Non-fiction essays.
- **24.** It was found that 56% of the students fully agreed, 40% of the students agreed, whereas, 4% of the students disagreed that they find that every creative writer is unique in one way or the other.
- **25.** It was found that 60% of the students fully agreed, 30% of the students agreed, whereas, 10% of the students disagreed that they have become more sensitive towards creative expression through non-fiction essays.
- **26.** It was found that 56% of the students fully agreed, 24% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that they can express personal feelings, imagination and novel ideas by writing Non-fiction essays.
- **27.** It was found that 50% of the students fully agreed, 30% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that they can now do original composition of Non-fiction essays
- **28.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that their creative writing manifests sensitivity to the environment.

- **29.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that they have learnt to do original production through the exposure on creative writing.
- 30. It was found that 52% of the students fully agreed, 24% of the students agreed, 4% of the respondents were undecided, whereas, 20% of the students disagreed that they can establish relationship amongst remote elements and express.
- **31.** It was found that 50% of the students fully agreed, 30% of the students agreed, 10% of the respondents were undecided, whereas, 10% of the students disagreed that Creative writing has made them sensitive to the self and others.
- **32.** It was found that 50% of the students fully agreed, 30% of the students agreed, whereas, 20% of the students disagreed that through creative writing, they have developed interest in creation and expression.
- **33.** It was found that 52% of the students fully agreed, 40% of the students agreed, whereas, 8% of the students disagreed that they try to strike an equation amongst reality and expression.
- **34.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that they feel at ease after creative expression.
- **35.** It was found that 50% of the students fully agreed, 36% of the students agreed, 4% of the respondents were undecided, whereas, 10% of the students disagreed that they are gaining a lot through sharing.
- **36.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that their entire class has developed affect attributes through creative writing.
- **37.** It was found that 56% of the students fully agreed, 34% of the students agreed, whereas, 10% of the students disagreed that they have become more sensitive towards creative expression.
- **38.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that their vocabulary has been enriched and increased.
- **39.** It was found that 52% of the students fully agreed, 40% of the students agreed, whereas, 8% of the students disagreed that they got a lot of opportunity to express my ideas freely.

- **40.** It was found that 56% of the students fully agreed, 34% of the students agreed, whereas, 10% of the students disagreed that the classroom environment and ambience for learning was conducive, motivating, and enthusiastic.
- **41.** It was found that 10% of the students agreed, whereas, 30% of the students disagreed, 60% of the students fully disagreed that they did not understand the instructions properly during activities.
- **42.** It was found that 60% of the students fully agreed, 30% of the students agreed, 10% of the respondents were undecided, that this programme helped them to enrich the knowledge of English literature and language.
- **43.** It was found that 50% of the students fully agreed, 40% of the students agreed, whereas, 10% of the students disagreed that the programme was most useful in enhancement of their creative writing skills.
- **44.** It was found that 12% of the students fully agreed, 10% of the students agreed, whereas, 20% of the students disagreed, 58% of the students fully disagreed that Putting tick mark in rubrics was a tedious task.
- **45.** It was found that 10% of the students fully agreed, whereas, 30% of the students disagreed, 60% of the students fully disagreed that their creative writing ability in English did not improve in this programme.

4.7 Conclusion

It is evident from the above analysis that a large number of students were able to compose creative writing of poetry by analyzing different types of model poems of Diamante, Acrostic, Limerick and Free-verse poem. Though initially most of the students found it difficult to compose a poem but progressively they gained confidence in composing a poem. The participatory approach of creative composition was a thrilling experience for most of the students. They could realize rhyme, rhythm, and figures of speech in the poem. Most of the students could do original composition through full immersion. They could establish relationship amongst remote elements. Through creative composition, the students tended to be close to reality. Their affect attributes were developed immensely. They could express their feelings easily and precisely. The classroom ambience was found to be conducive and motivating. The students were found to have favourable reactions towards creative composition ability of poetry through participatory approach.

It is evident from above analysis that a large number of students were able to understand the components of creative writing of Non-fiction essays by analyzing different types of model essays of Autobiography, Biography, Travelogue and Review of movie. Though initially they found it difficult to compose Non-fiction essays but progressively they gained confidence. It was found to be a thrilling experience for most of the students to compose Non-fiction essays through participatory approach. Most of them could realize appropriate lexicon, grammatical structure, logical sequence and coherence in their Non-fiction essays. The participatory approach of creative composition of Non-fiction essays developed their affective attributes immensely. They could very well use and appreciate figures of speech in Non-fiction essays. They could easily, precisely and joyfully express their personal feelings, imagination and novel ideas by writing Non-fiction essays. Their originality and innovativeness found spontaneous expression in the form of Non-fiction essays. Most of them could establish relationship amongst remote elements. Most of them could realize reality through their creative composition of Non-fiction essays. They could express their ideas freely, joyfully and meaningfully. The class ambience was highly conducive, motivating and promoting. Most of the students were found to have favourable reactions towards participatory approach of creative composition of Nonfiction essays.

The proposition of the investigator regarding the potency and capability of creative composition in English in the forms of Poetry and Non-fiction essays was thoroughly tasted and not rejected. The blossom and bloom of the creative composition in Poetry and Non-fiction essays was found to be marvelous.