

**EFFECTIVENESS OF A PROGRAMME TO DEVELOP ESSAY WRITING
SKILL AMONG SECONDARY SCHOOL STUDENTS OF VADODARA
DISTRICT**

A Dissertation

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CERTIFICATE

This is to certify that **Ms. BHUMIKA SOLANKI** has conducted her dissertation entitled “**EFFECTIVENESS OF A PROGRAMME TO DEVELOP ESSAY WRITING SKILL AMONG SECONDARY SCHOOL STUDENTS OF VADODARA DISTRICT**”, under my guidance and supervision for the partial fulfillment of the degree of Master of Education (M.Ed.) at Centre of Advanced Study in Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. I found it fit for submission and evaluation.

Place: Vadodara
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DECLARATION

I, **BHUMIKA SOLANKI**, do hereby declare that the Dissertation entitled “**EFFECTIVENESS OF A PROGRAMME TO DEVELOP ESSAY WRITING SKILL AMONG SECONDARY SCHOOL STUDENTS OF VADODARA DISTRICT**”, conducted and submitted to The Maharaja Sayajirao University of Baroda, is my original work, and I also declare that no chapter of this dissertation is taken from any earlier work done either by me or any other person.

Place: Vadodara

Ms. Bhumika Solanki

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**Vadodara
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CHAPTER - 1

CONCEPTUAL FRAME

WORK

CHAPTER - 1

CONCEPTUAL FRAMEWORK

1. INTRODUCTION:-

Education plays an important role in the overall development of human beings. Initial school education helps in the formation of children. In the Indian classroom different subjects are taught by chalk and talk methods. Those subjects are languages, mathematics, science, social science and so on. Each subject has its own importance. Now a day's some changes are there in methods of teaching yet, in language teaching there is no change in teaching methods of teaching of English language. Language is an inevitable medium for imparting education. Language has its own importance, peculiar role and function to play in education. Right from birth many words come in the ears of child by family members. Unconsciously child picks up those words and by imitation child express those words. Thus by words or speech, child is practicing to learn language. But for whole life this kind of an imitation of language is not enough and it should have knowledge of words, sentences, composition and grammar.

Everyone uses language to communicate his habits, feelings, etc to others in the spoken or written form. Language teaching as well as learning is complex task. It cannot be neglected that both the way of teaching and the teacher effect on the learning outcome of a learner. A learner – oriented teaching method may enable the learner engage himself in creative and divergent thinking, problem solving, self learning and explore new avenues of communication for effective communication through lecture method only; students should be kept engaged in activities. National Curriculum Framework for School Education (2000) “language education has the greater potential as a means to develop, progressively through various stages, attitudes and values related to all the core components by incorporating appropriate themes and adopting suitable teaching learning strategies.”

According to Bernstein (1970) “Language is a socially shared code or conventional system that represents ideas through the use of arbitrary symbols and rules that govern the combinations of symbols.” According to Salim (2001) “Language is purely human and non-incentive method of communicating ideas emotions and desires by means of system of voluntarily produced symbols.” Parameswaran (2002) asserted “There has been a consistent relationship in the level of advancement of a society and the complexity and development of its languages.” Rice –

Johanson (2008) said that, “Language is the process or set of processes used to ensure that there is an agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication.”

In our education system, standard IX is very crucial stage of school life. According to NCFSE (2000) “At the secondary stage in the first language full mastery over the applied form of language and good acquaintance with literary language would be aimed at. Learners have to achieve maturity in oral and written expression in response to what they read or listen to understand and appreciate the depth and diversities of human mind through the literary texts in prose and poetry must be ensured among the students. Teaching of grammar is to be systematically strengthened to facilitate the understanding and use of the subtle usages of language. Desirable attitudes and values must be inculcated through carefully selected language materials.” Thus, School curriculum helps to promote the development in learning of language, abilities, communication skills which are needed for social living and further learning. Secondary Education Commission (1952-53) “the prevailing system of secondary education in the country and to suggest measures for its reorganization and improvement with reference to the aims, organization and content of secondary education, its relationship to primary and higher education and the interrelation of secondary schools of different types.”

1.1 Importance of English as a Global Language :

English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It’s also the language of International communication, the media and the internet, so learning English is important for socialising and entertainment as well as work.

1.1.1. English is the Language of International Communication

English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers; it is the most common second language in the world. If a person want to speak to someone from another country then the chances are that they will both be speaking English to do this. The British Council projects that by 2020 two billion people in the world will be studying English. Learning English is important as it enables to communicate easily with fellow global citizens.

1.1.2. English is the Language of Business :

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be fluent in English.

Global companies such as Airbus, Daimler-Chrysler, Fast Retailing, Nokia, Renault, Samsung, SAP, Technicolor, and Microsoft in Beijing, have mandated English as their official corporate language. In addition, in 2010 the company Rakuten, a Japanese cross between Amazon and eBay, made it mandatory for their 7,100 Japanese employees to be able to speak English.

The importance of learning English in the international marketplace cannot be understated - learning English really can change your life.

1.1.3. Speaking English gives Access to a World of Entertainment

Many of the world's top films, books and music are published and produced in English. Therefore, by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding.

If people speak English, they won't need to rely on translations and subtitles anymore to enjoy their favourite books, songs, films and TV shows. Watching movies and television programmes in the English language is also a great and fun way to learn it!

1.1.4. Learning English gives Access to more of the Internet

According to a report by Education first, English is the language of the internet. An estimated 565 million people use the internet every day, and an estimated 52 percent of the world's most visited websites are displayed in the English language.

Learning English is important as it gives you access to over half the content on the internet. Knowing how to read English will allow you access to billions of pages of information which may not be otherwise available.

1.2 Status of English Language in India:

Hindi is one of the official languages of the Union Government of India. However, even after 70 years of Indian independence from Britain, English is still retained as an official language. Only a few hundred thousand Indians, or less than 0.1% of the total population, have English as their first language.

According to the 2001 Census, 12.6% of Indians know English. An analysis of the 2001 Census of India concluded that approximately 86 million Indians reported English as their second language, and another 39 million reported it as their third language. No data were available whether these individuals were English speakers or users.

According to the 2005 India Human Development Survey, of the 41,554 surveyed, households reported that 72% of men (29,918) did not speak any English, 28% (11,635) spoke at least some English, and 5% (2,077, roughly 17.9% of those who spoke at least some English) spoke fluent English. Among women, the corresponding percentages were 83% (34,489) speaking no English, 17% (7,064) speaking at least some English, and 3% (1,246, roughly 17.6% of those who spoke at least some English) speaking English fluently. According to statistics of District Information System for Education (DISE) of National University of Educational Planning and Administration under Ministry of Human Resource Development, Government of India, enrolment in English-medium schools increased by 50% between 2008–09 and 2013–14. The number of English-medium school students in India increased from over 15 million in 2008–09 to 29 million by 2013–14. India ranks 22 out of 72 countries in the 2016 EF English Proficiency Index published by the EF Education First. The index gives the country a score of 57.30 indicating "moderate proficiency". India ranks 4th out of 19 Asian countries included in the index. Among Asian countries, Singapore (63.52), Malaysia (60.70) and the Philippines (60.33) received higher scores than India.

Because of colonial past English is widespread in Indian Education system. Especially higher education is conducted through medium of English in majority of universities. Indian very well understand that fluency in the language provide them opportunities worldwide for education and employment. Parents are also aware of this and take great care in making their children well versed in the language once they complete their schooling. English is given more importance than vernacular and mother tongue by parents especially during schooling to internalize the language use by their wards. This situation is moving forward without hindrance with onset of internationalization and globalization. English being the international language worldwide there is utmost importance to people who are fluent in the language. Therefore, school education needs to take care of developing this language fluency through properly channelized teaching learning environment. English must be studied as an important foreign language. It must also continue to be the medium of instruction, at least in science and technology, and in other subjects also in higher classes. At the same time, our national language Hindi & other regional languages should not be ignored.

1.3 Objectives of teaching English language:

- To carry out a meaningful and effective exchange of ideas with English knowing persons inside and outside the school.
- To read and understand a variety of prose text for gaining knowledge and pleasure.
- To develop the capacity to express ideas and feelings in English with imagination and creativity.
- To develop an understanding and respect for the life style, philosophy and general behavior pattern of the English medium students school.
- To be introduced to understanding literary work in English.
- To develop respect for one's own culture through a knowledge of its origins and to develop an attitude of appreciating other cultures.
- To acquire and develop in attitude of appreciating useful ideas and culture refinement expressed through the language.

English is the global language of the world. Hence to make effective communication, progress and personality development of students, teaching of English as language is very important. It is high time for teacher to make teaching learning interesting and effective using different methods and approaches in relation to and use of modern development of technology. Due to the western impact the adulteration is seen in English language and to achieve objectives of English in present changed socio-cultural pattern and technological advancement it is important to use different methods and approaches to teaching English.

1.4 Problems of teaching English Language in India:

There are many problems of teaching in India. Although the English Language Teaching Institutes at Allahabad and Hyderabad have done a lot to improve the English Teaching in India by producing new text-books; gramophone records; flash-cards; pictures; training teachers; popularizing structural approach of teaching English, yet there are the following problems which create unhealthy conditions for adequate for adequate teaching of English in our country:

Neglecting the Aims of Teaching English: The teaching of English in India is not in accordance with the aims of teaching English. Many times, neither the teacher nor the student is acquainted English. The teacher only wants that his students should pass the examination. The main aims, in this way, they want to neglect the situation.

Old Method of Teaching English: In Indian schools, teachers are still using the old facility. "Translation-cum-Grammar" method of teaching. The new approaches – structural and situational

– are not popular with our teachers. As a consequence, our students are facing all the demerits of Translation cum - Grammar method which was devoid of advantages with new ef

Less Use of Audio-visual Aids: In our schools, there is very much less use of audio-visual aids. Due to lack of funds, expensive aids cannot be purchased, but whatever cheap aids, eg. Pictures, charts, models are available, are not used by teachers. Only during training period, some enthusiasm is found among pupil-teachers in this regard. As soon as they become teachers they shirk from using audio-visual aids. English can be best taught by using audio-visual aids and they are neglected in our schools.

Traditional Examination System: The new method of examination with oral and written tests is not used by teachers. They still cling to the traditional method of examination. Besides, no attempt is made to realize the real aims of teaching English through examination.

In addition to these problems, language skills are neglected in teaching learning process. These skills are important for students to use the language effectively in society to gain education and employment.

1.5 Importance of Language Skills:

According to <https://help.open.ac.uk/the-importance-of-language-skills> website the importance of language skills to students is described as follows.

“Language is absolutely central to your learning: without it, you cannot make sense or communicate your understanding of a subject. You will need to develop your language skills, and specifically, your academic English, in order to :

- Understand and make the most effective use of your study materials.
- Developed the specialized language and vocabulary relecent to your subject.
- Interpret assignment questions and select relevant and appropriate material for your response
- Write well-structured and coherently presented assignments, without plagiarism
- Communicate your needs to your tutors.
- Work productively with other students

In order to use the language effectively. They need knowledge of skills and opportunities Listening, speaking, reading and writing (LSRW) are the language skills which students need to in CR to practice them to master the language use. Of these four speaking and writing are the higher order skills, because students express their own ideas through own use of language. Of these two writing is more important skills to be developed through classroom interactions and providing special opportunities. Speaking is something students already learn from parents and surroundings

before coming to school. So writing needs to be developed. In case of English not being mother tongue first students are to be made speak and their learn writing of the language in schools. Writing skills therefore needs to be given utmost importance in language teaching learning by schools.

- express one's personality;
- foster communication;
- develop thinking skills;
- make logical and persuasive arguments;
- give person a chance to reflect his/her ideas and re-evaluate them;
- provide and receive feedback; and
- prepare for school and employment

1.6.1 Definition of writing skill:

According to Meyers (2005) “writing is a way to produce language you do naturally when you speak”

Sebranek (2001) proposes that there are several reasons that make writing an important part of our life and why we have to write such as we can think systematically as follows:

- To become a better thinker and learner
- To share your experience
- To improve your performance in school
- To get ready for the next step
- To shape a meaningful life

It can be inferred, writing as a long process that means in writing activity firstly there is an idea and then the idea produce words then those words will be arranged into sentences and become paragraphs and at last it becomes a writing, which has a message to be delivered. In the 16th century, in the form of an essay to find a best writer such as Montaigne. Essay topic, consider some of the abbreviated able to believe. Difficult to construct a definition of essay, though some critics have attempted to define the essay. In other words, scholars have found it different to define essay in praise terms.

1.7 Importance of Essay Writing in Teaching Writing to students :

Writing is essential. It brings about a lot of advantages (Chappell, 2011) Since it helps to: Express one's personality; develop thinking skills; Writing is essential. It brings about a lot of advantages - It gives you a "hard copy" of your progress; it helps you recall what you've learned; it can also develop your speaking skills as well as communication skills and Writing improves your focus and connects you with yourself

Writing can be developed using many exercises in the classroom like letter writing, précis writing, reporting, summarizing activities and essay writing. Of all these exercises, essay writing is more complex exercise to be mastered. Students tend to express their own ideas after reading a lot on a particular issue in essay writing. If teacher takes great care in teaching essay writing skills to students during secondary and higher secondary the mastery over language becomes effective.

1.7.1 Definitions of essay:

Essay means, According to Montaigne (1588), "A trial, attempt or Endeavour"

According to Dr. Johnson (1756), "A loosely of the mind, an irregular, undigested piece, not of the regular orderly performance"

According to Priestley (1763), "A genuine expression of an originality, an artful enduring kind of talk"

1.7.2 Characteristics of a good essay :

According to Madras (1992) following are some of the characteristics of a good school essay that make any essay impressive, effective and scholastic. In the absence of any one these characteristics of an essay loses its strength and impressive.

- **Unity :** An essay must have a unity, developing one theme with a definite purpose. The subject must be clearly defined in the mind and kept in view throughout. Anything that is not relevant should not be admitted to the essay. At the same point, the subject may be treated in a variety of ways and from different points of views.
- **Order :** The essay should follow a certain ordered line of thought and come to a definite conclusion. It should not consist of haphazard reflections put down anyhow. There should be unity of treatment. Hence, there is necessity of thinking out a line of thought before beginning to write.
- **Coherence :** Coherence is an arrangement following a clear order and moving steadily towards a goal. Ideas should be arranged in a definite pattern.
- **Brevity :** School essay should not be long.
- **Style :** The style of an essay must be dignified and literary.

- **The personal touch :** An essay should reveal the personal feelings and opinions of the writer.
- **Balance :** There should be a balance in organization of your ideas.
- **Emphasis :** Emphasis on main ideas is very important.

In Short, an essay must have unity, treating in an orderly manner of one is subject; it should be consciously written and not too long and style should be simple ,direct and clear. It should have individuality or show the personal touch of the writer originality . Three features are necessary in a good school essay – suitable subject matter, proper arrangement ,and adequate power of expression When all the three are present , the essay will be a success .

To sum up, the students should keep these aspects in mind while producing an essay :-

1. Clearly define the subject in mind.
2. Think over it until ideas about it come into the mind and join the points down on paper as they occur to one – numbering them .
3. Classify these points in groups under suitable headings, rejecting one that are unsuitable .
4. Arrange these headings in a bare outline .
5. Fill in the outline ,making it a full outline .
6. Now, begin to write the essay dividing it into paragraphs.
7. The essay should consist of introduction ,body and conclusion.
 - (a) Make the introduction arresting .
 - (b) Keep the parts of the body of the essay in proper proportion and take pains in choosing words,
constructing sentences and building up paragraphs.
 - (c) Make the conclusion effective and satisfying .
8. Write in asimple ,concise, clear ,direct and natural style .

1.7.3 Importance of essay writing skill:

The investigator thinks that writing is a process of delivering ideas through written text or translating what is on mind through written language. The definition above can be spelled out as writer (the delivery of a message) write a written text (a message) and the written text are ready by a reader (the receiver of a message).

Investigator think that writing is a method of representing English language in visual or tactile form keeping in mind writing systems use sets of symbols to represent the sounds of speech and may also have symbols. It consists of different components such as vocabulary, summarization, punctuation, grammar, idioms, sentences structure, suffixation, thinking, original writing, explanation.

The Importance of Writing and Reading in Academic Life Writing is a skill that is required in many contexts throughout life. As of reading, it is an interactive process that occurs between reader and

text. Both of them can't be thought separate from each other in academic life. Because reading can be used for writing projects in academic life, and also writing can be used as a way to understand reading.

Writing and reading in academic life is different. For instance, people in the daily life can read and write in an informal way, while they can use them in a formal way in academic life. Briefly, writing and reading in academic life is not personal. Therefore, there are rules and processes in both of them. They present the chance of writing in an academic way and reading the sources being academic to people.

The process and rules in writing are different from reading. In academic life, writing process begins with the perception of a question, an uncertainty, or problem. Then they gather data and write their ideas. In first draft, they can write informally, but not in the last draft. A few drafts provides for acquiring the best writing. Also those who write in academic life don't speak in the first person in writing. Due to this, there are not 'I' statements in academic writing. Moreover, draft reformulated and revised. Creativity is used and then editing begins. Apart from this process, those that will write in academic life consider planning their document, developing their ideas, and revising ideas is important. Furthermore, brainstorming, title, headings, and outline is essential to planning document. Brainstorming is the name given to a situation when a group of people meet to generate new ideas around a specific area of interest. As for outline, it is an explanation that includes the general points about something, but not the details. Thesis statement, carrying out the plan, illustrations (tables, graphs, etc).

Even before students are accepted to universities, they have to be able to write essays as part of their applications. Once accepted, they continue to write essays in courses across the humanities. Essays are assigned by instructors as a method for measuring critical thinking skills, understanding of course material, and writing skills.

Essay writing remains to be one of the hardest and complicated tasks that the marvel of modern technology has yet to make easier for man. Everything nowadays is simply keystrokes away, but the process of assembling thoughts into an engaging written piece still proceeds at an old fashioned pace. Since the days of paper and pencil, essay writing has never really changed a lot. It still entails tons of hard work, in-depth research, logical organization of thoughts, and sophisticated style of writing. As lot of students continue to hate this writing activity thinking it's just a time-consuming worthless activity, there are four good reasons why writing essays is to be considered as more beneficial than burdensome. Here are some important purposes of essay writing: Knowledge internalization; Intellectual development; Feedback generation; and Good practice.

Barely listening to a lecture or simply reading is not an assurance of knowledge internalization. Knowledge has been really internalized if it has been taken by someone as his own. Knowledge possession is best achieved through writing. Essay writing is a good way to internalize the facts that has been heard or read. Eventually, writing activity stimulate the intellect and leads to intellectual development. Aside from that, writing essays is a healthy way to improve writing skills. It is a good practice for future written exams.

Essays are essential for development and evaluation of students' skills – writing and reading skills, analytical and critical thinking skills, research skills, and the ability to write under pressure of time. All these skills are assessed in the entire essay writing process. Therefore, essays are tools to gauge students' level of knowledge and skills that greatly affect their grades and academic performance. Essay writing remains to be a big challenge to students and even to the most consummate writers. However, essays affect too many things in a students' academic life: grades, reputation, admissions, and abilities. Essays produced by students serve as reflection of their thinking skills. Students find essay writing to be a burdensome activity. There is a great need to let students understand the importance and benefits that the writing essay brings – that it is intrinsically valuable to their academic growth.

As many students think that the essay writing experience is just a waste of time and simply another great means to add burdens in their academic life, appreciating the skills and knowledge it offers breaks this futile delusion. Kenneth is a 28- year –old philosophy professor. He is a certified home buddy who finds pleasure in reading essays. In fact, he has a room in his house dedicated to his huge collection of academic writings.

1.7.4 Essay writing practices in schools :

Just like problems in general existing for teaching of English in schools, essay writing practices are also not up to the mark in teaching learning environment at secondary level. In contrast to other language skills writing skill is of higher order and in contrast to other writing practice activities essay writing also occupied high position in teaching learning. Essay writing involves expression of students in their own language about a chosen topic. Students' ability and mastery of language is known by evaluation of the essay written. Therefore, essay writing practice needs to be done with utmost care and caution. But in normal school environment it is not so.

Essay writing is not done in the prescribed format explained above because of lack of time in classrooms. Students also do not put many efforts on learning the skill due to occupation with other

subject learning. Parents' intervention in learning process is also not seen much. Instead of developing their own essay, students are asked to learn essay from guides available for the purpose. Even if written on own, the evaluation of the essay is done in time to give proper feedback to improve upon. Teacher did not make many efforts to point out mistakes in the essay for further improvement. In the end it remains a marks gaining assignment like other aspects of learning English. Teachers' attitude towards essay is channelized as a mugging up exercise than developing language writing ability. Because of this students lack own writing expressions and always depends on guiding material. Even students learn own expression it is not encouraged to reach higher level due to focus on marks. Language fluency in English at secondary level is at low level due to these conditions.

Essay writing process of teaching to the students at school were only based on dictatorial method teachers were dictating the essay .It's not about English ,it's about all language that is the reason that students may not develop their thinking regarding Essay writing and they may not able to write a single paragraph on that . So, as per the thinking every language teacher may get atleast 6 periods in a week for teaching .From that 6 periods teacher may have to create the thinking of their students for that they can develop their creativity regarding writing. For some, writing an essay is as simple as sitting down at their computer and beginning to type. But, a lot more planning goes into writing an essay successfully. If they have never written an essay before, or if they struggle with writing and want to improve their skills, it is a good idea to follow a number of important steps in the essay writing process.

For example, to write an essay, you should generally:

- Decide what kind of essay they want to write
- Brainstorm their topic
- Make Research on the topic
- Develop their own points
- Outline their points for essay
- Write down essay through points
- Edit your writing to check spelling and grammar error

While following these steps everyone may able to develop their thinking and they will be able to write more successful , clear and cohesive essays.

1.8 Rationale of the study:

English has been accepted as a global language. According to three language formula place is given to the English language which is considered as a global language. English is considered one of these three language formula. It has its own importance in the field of education as well as industry even throughout the world. English is taught as a third language in primary and secondary schools. The English is also a medium of instruction up to master level in most of the universities of different states. So, It is very essential for students to get mastery at very early stages to make smooth progress ahead. As per the view of some educationists of Gujarat state it is taught as a medium of instruction and as a subject.

Skills are the expertise or talent needed in order to do a job or task. Job skills allow them to do a particular job and life skills help you through everyday tasks. There are many different types of skills among them one is writing skill. Writing is an attempt to record human speech; in teaching it a teacher teaches a new language. The written language is a kind of notation of sounds, pauses, inflection, stresses, tones, gestures and facial expressions which 'transmit' meaning in speech. The skill of writing is known as receptive or comprehensive skill. Writing is believed as a core of all subjects. Writing is very discipline.

The demand for writing is growing in the work place and a lot of universities say that 'people, who write well, think well'. The skill of writing helps students to develop their critical thinking critical reading too. In our society ,being able to write is also considered a major part of communicative competence as reading. We expect students to learn to write poetry and stories. Thus, they become able to contribute transmission of culture by written words. The written words have great deal of power in a literate society. Writing gives us pleasure and information and serves a host of other functions .writing may serve the child's emerging individuality as no other kind of study can. In comparison to other medium teacher can examine so carefully developing his ideas and values , recognize so clearly his kinship with the joys and pains of the human condition or gain so much insight into his own mind and heart and those of his fellows. One traditional way has been through teaching of grammar.

The ultimate aim of teaching writing is enable the child to express his thoughts and ideas correctly in a logical sequence. He should be able to present his emotional feelings accurately and judiciously, either orally or in writing. At the same time, the presentation may be effective an precise .What we expect our children to do is that they should not find a least difficulty in communicating their ideas in the society in which they live . The logical arrangement of the ideas regarding a particular topic, the vivid description of a certain object and prompt conversation, conveying a message, specifically, ventilating one's personal opinion about a particular thing, are some of the aspects of composition. It means the art of putting thoughts into words. In this way teaching of writing skills is very

important at secondary level so that the students can express their ideas and thoughts in written language. Classroom teaching today affords a little scope of creative work. It is mostly concerned with teaching the content than nurturing the creative abilities; instead of being centers of inquiry, classrooms still continue to be lesson hearing and note taking rooms. The activities in the classroom are generally centered on teacher and he/she is dominating the activities most of the times. The material provided to the pupils is polished, finished product which provides a little scope to choose, think infer or innovations . The pupils have been, thus , taught to finds the right answer and until recently schools provided a little opportunity ti exercise imagination and alternative thinking skills . (Joseph, 2001)

Writing essay is difficult area. More often than not students when encountered with the task of writing, define it with extreme confusion and difficulty. Their write-ups are full of grammatical errors, poor formed sentences, disorganized contents, hazy conclusions etc., they fail to express themselves. They also, perform poorly while writing assignments and taking exams. They fail to communicate the message unambiguously and with clarity. This shows that there is a need to help them to come out of this situation. There was a need to develop a strategy that would help them to find ways to write essay effectively.

Simply developing a strategy will not be sufficient. The developed strategy will also evaluate to find out how far it will be effective and efficient in terms of the performance of the students and their opinions. Also, the need to find the opinions of the experts in the area may be felt necessary. Also the review of related literature carried out in the area showed that there was a dearth of studies as far as development of essay writing skills are concerned. Most of the studies in India do not focus on composition, and particularly, on essay writing skills in English language (subject). Moreover, the investigator did not come across any study conducted in India or abroad to develop essay writing skills with the use of brainstorming, mind mapping with the help of visual organizers. The investigators felt it necessary to develop a strategy to teach English essay writing skills at secondary level. Here, the investigator has tried to enhance 'brainstorming' and 'mind mapping' with the use of visual organizers to develop students' writing skills.

1.9 RESEARCH QUESTIONS:

- Whether the students are developing writing skills ?
- Whether the students are developing essay writing skills ?
- What is the level of students towards the essay writing skills ?
- Will these teaching methods be effective for increasing the development of students' essay writing skills?

1.9.1 Statement of the problem:

DEVELOPING AND IMPLEMENTING A PROGRAMME TO ENHANCE ESSAY WRITING SKILLS IN ENGLISH FOR SECONDARY STUDENTS.

1.9.2 Objectives of the study:

1. To develop a programme for enhancing essay writing skills in English.
2. To study the effectiveness of the programme in terms of,
 - a. Achievement scores of students through the programme
 - b. Students' reaction towards programme

1.9.3 Hypothesis:

There is no significant difference in the mean achievement scores of the experimental group and control group in the post - test.

1.9.4 Operationalization of the terms used in the study:

Achievement: Achievement in the context of this study refers to the gain scores of the students in pre – test and post – test .

Effectiveness: Effectiveness is studied in terms of significance of difference between means of the post – test of Experimental and that of Control groups.

1.9.5 Explanation of the terms :

Programme is a technique which includes different teaching methods viz. group discussion method , Activity method , Project method to enhance English essay writing skills of students and to develop essay writing skills with the use of brainstorming ,mind mapping and use visual organizers.

1.9.6 Delimitation of the study:

- The present study is delimited to the students' studying in English medium schools of Vadodara city following syllabus of GSHSEB.
- Programme is delimited to the essay writing in English.

CHAPTER -2

REVIEW OF RELATED LITERATURE

CHAPTER -2

REVIEW OF RELATED LITERATURE

2.0 Introduction :

The investigator reviewed related conducted in the area **To Enhance Essay Writing Skill** and shaped the present study accordingly. The studies review have been classified as under :

2.1 Study related on English Language

2.2 Study related on Gujarati Language

2.3 Study related on Hindi Language

2.4 Study related on Language

2.1 Study related on English Language :

Chavda (2005), conducted a study on evolved a strategy for developing Essay writing skills in English for students of standard IX with objective s to evolve a strategy for developing essay writing skills in English. To study the effectiveness of the strategy in terms of, (a) the performance of student through strategy, (b) students' opinion towards strategy, (c) teachers' opinion towards strategy. This study was an experimental one with a signal group pre-tes, post-test design. 12 students on the basis of lottery method were selected as a sample two teachers were selected from shri M.B Patel English medium secondary and higher secondary school. To achieve the objectives the following tools were prepared for data collection, 1. Pre-test and post-test 2. Opinionnaire 3. Semi-structured interview were the findings were evolved strategy for developing essay writing skills was found effective and efficient in terms of the performance of the students in pre-test and post-test. The students found the use of self brainstorming very efficient to generate ideas for writing essays in examinations. The students found the technique of mind mapping and organizing ideas while writing essays. The students could be maintaining unity, order, brevity, coherence etc. while writing essays.

Vyavhare (2007), conducted a study on preparation and try-out of a remedial course in English for graduate learners who make glaring errors in writing. Objectives to designs a pre test to determine and select students who had low proficiency in English.to introduce teaching of formal grammar to promote conceptual clarity among the learner. To evolve techniques that would promote learner autonomy and there by enhance learner confidence. Findings: with all the main and nurturing effects the remedial course in English for graduate learners who make glaring errors in writing has been found reasonably appealing. The practice and preservance of ht investigator in dealing with such a complex problem needs to be placed on record. The glaring errors in English a function of innumerous factors, such as, origin, culture and conditions. Every Non-native language has these difficulties. What to talk of non natives even the natives commit glaring errors, those who do not

have language related acculturation. Thus creation rather than translation is required. Drill and practice become more meaningful with due background of epistemology.

2.2 Study related on Gujarati Language :

Dabhi (1992), conducted a study on Gujarati poetry with reference to secondary school students of Saurashtra. 'It attempts to study analyses the phenomenon of students preference, for Gujarati poetry at the secondary school level, objectives were To develop Gujarati poetry preference scale, To study the effect of sex intelligence and socio economic status of students upon their poetry preference, To evaluate the range of interrelation and differences in context of equality of poetry sets, To study the difference of content and characteristics of poems and their thematic implications, methodology there were 7499 students in standard X in secondary schools of surendranagar district during academic year 1990-91 from among them 1007 students were selected on random sampling basis consisting of 567 male and 440 female students. Among those 446 students were from urban area whereas 547 students were from rural are, finally the tools were administered on 80 students. Major finding were 1. Gender had no role in preference for poem related to social problems and poems related to human relations, 2. There was no significant effect of sex and intelligence upon preference for nature poems and poems about human endeavour, Groups different in their preference for poems of varying content and characteristics.

Lakdawala (1960), conducted study on the basic vocabulary of Gujarati children at the age of 13 plus. Objective of the study was to find the reproduction and recognition vocabularies of Gujarati children of 13 plus. Finding were: on the comparing the two lists, it is found that in 12167 recognition words and 8570 reproduction words, 5840 words are common to both. There are only 328 English words in the recognition vocabulary, but in the reproduction vocabulary there are 501 English words. In the recognition vocabulary 63 percentage of the words are nouns, 11.54 percentage are verbs, 19.42 percentage are adjectives, 0.58 percentage are pronouns and 5.39 percentage are adverbs. The words in both groups are listed in 10 groups on the basis of frequency (1000 and above, 100 to 999 etc.) indicating (i) the actual frequency against each word, (ii) the credit, (iii) grammatical group or category, (iv) etymological category.

Mehta (1998), conducted a study on the clarity of objectives of teaching Gujarati on the part of teachers and the teaching procedure followed by the teachers in teaching of Gujarati with respect to (a) various skills of teaching Gujarati, (b) various methods and techniques of teaching of Gujarati, (c) use of audio-visual aids. Further study the problems faced by teachers in teaching Gujarati. 4. To study the achievement of students in the subject of Gujarati. 5. To study the weakness of students in the subject of Gujarati. 6. To study the common errors committed by the students in the subject of Gujarati. 7. To study the opinion of teachers about teaching of Gujarati. 8. To study the

relationship between achievement score and weakness score of standard V, VI and VII. 440 teachers selected out of 550 were sample for the study, from total of 1218 students 400 were selected, experts were selected from amongst primary and secondary school teachers from other educational institution of Baroda. Tool and technique were frequency and percentage responses and content analysis also product moment correlation and ANOVA were employed. Findings were: 1. Majority of the teachers were not aware of objectives of teaching Gujarati 2. Majority of the teachers were found making efforts to develop various language skills. 3. Teaching of Gujarati is not done in the expected manner. 4. No significant difference was found in the mean achievement scores of boys and girls of standard V and VII in the subject of Gujarati. 5. No significant difference was found in the mean achievement scores of SC, ST, SEBC and general category of students of standard V, VI and VII in the subject of Gujarati. 6. No significant difference was found in the mean weakness scores of boys and girls on the subject of Gujarati. 7. Mean weakness score of SEBC boys was found higher than that of SC boys of standard V in the subject of Gujarati. 8. Majority of SC girls of standard V committed more errors on Avatranchinha, purnaviram and Alpviram in the subject of Gujarati.

Rathwa (2007), conducted a study on development and Implementation of multimedia package for teaching Gujarati subject. Objectives of the study were Develop multimedia package in Gujarati subject for standard VII students. To study the effectiveness of multimedia package in the terms of achievements of students. To study the effectiveness of multimedia package in the terms of achievements of students collected through opinionnaire. To compare the achievement of experimental and control groups. Findings were: 1. Students enjoys the learning. If we want to improve the educational scenario then activities are essential. It easy for them to understand the content. 4. Students develop new imagination by watching content related pictures. Memory retention is longer by teaching this method and it provides entertainment.

Shelat and Mehta (2000), conducted a study on an investigation into errors committed by students of standard VIII in writing Gujarati. The main objectives were To identify common errors committed by students of standard IX in writing Gujarati with respect to Spelling /diphthons, Sandhi, Discrimination of somewhat similar words, Matching of synonymous, Filling of appropriate missing words, Choice of the correct word, Nasal sound (Anushwara), R sound (Rakar), Correct spelling, Identification of correct word for completing the sentence, Punctuation Marks, Arranging the sentence in correct order. 2. To study the overall performance of students in use of above mentioned writing aspects in Gujarati. Major findings of the study were 84.42 percentage of students committed errors related to use of Hraswa ‘ ’ and Dirgha ‘ ’ 48.3 percentage of students committed errors related to the use of Dirgha ‘ ’ and Hraswa ‘ ’ 74.63% of students committed errors in Vyanjana Sandhi. 43.81 percentage of students committed errors related to Swara Sandhi.

67.33 percentage of students committed errors related to discrimination of somewhat similar words (Arthabhedha). More than 40 percentage of students committed errors in item related to identification of synonymous words e.g. , - , More than 60 percentage of students committed errors in the use of nasal sound in the written form. More than 61 percentage of students committed errors in putting Rakar sign (r sound) appropriately. More than 60 percentage of students committed errors while underline the correct word in given sentence e.g. , More than 50% of students committed errors while writing one single word for given phrase e.g., More than 50% of students committed errors while writing one single word for given phrase e.g.

Solanki (2013), conducted a study on an investigation into the problems faced by teachers in teaching of poetry in the subject of Gujarati for standard 9th. Objectives were: To study the problems faced by teachers of standard IX in the subject of Gujarati during the teaching of poetry with respect to a) Problems related to speech. b) Difficulties in teaching poetry. c) Difficulties in teaching different forms of poetry. d) Facility available in schools for poetry teaching. In this study investigator selected 27 schools randomly as a sample being 25% of population. Investigator selected 24 schools having one single teacher for Gujarati subject and the rest of 3 school having two separate teachers for Gujarati subject. All these 30 teachers were selected for the study. Findings were (i) Majority of teachers were having problems in recitation of poetry. They use simply traditional method that are reading and explaining during teaching of poetry. Due to lack of facility for poetry teaching in the school, it was found that teachers cannot use different facilities for poetry teaching like language lab, projector, C.D., tape recorder etc. it creates uninterested for poetry among the students as well as teachers also. Many teachers were having English or other subjects as a special subject and even though they have to teach Gujarati subject in general and specific poetry. This indicates that having lack of knowledge about Gujarati, teacher cannot teach well.

Suthar (1974), conducted study on bringing out a comprehensive picture of the existing program of teaching Gujarati in the secondary schools of Gujarat. The objectives of the study were to collect and interpret the data regarding the personnel of the secondary schools connected with the teaching of the mother tongue and to offer suggestions for the betterment of the personnel; to collect and interpret the data regarding the teaching work being done by the teachers in the mother tongue, their academic and professional qualifications, equipment, available facilities and encouragement and To prepare and suggest a broad developmental program of instruction in the mother tongue for standards VIII, IX and X. The findings of the study revealed that (i) majority of teachers were not found qualified to impart instruction efficiently in Gujarati (ii) the teachers 'methods of imparting instructions were found to be mostly hackneyed, (iii) teachers were making very little use of audiovisual materials to make their programme interesting and living; (iv) systems of examination

seemed to be crippled in testing the pupils' academic attainments in all their details, (v) remedial work has found to be traditional and unscientific.

Tadvi (2012), conducted a study on development and implementation of an activity based programme in Gujarati subject for the students of standard VIII. Objectives of the study were To develop an activity based programme in Gujarati subject for the students of standard VIII. To implement the prepared activity based programme in Gujarati subject to the students of standard VIII. To find out the effectiveness of developed activity based programme in Gujarati subject to the students of standard VIII. With respect to the difference in achievement mean score. Opinion about the developed activity based programme. Shree Ambe Vidhyalaya School was selected purposively for experiment group and Shree Narayan Vidhyalaya was selected for control group in Baroda city. Finding were: the developed ABPGS for Gujarati teaching was found to be effective as compared to the traditional method for Gujarati teaching. The mean achievement score of students of experimental group was found to be higher as compare to the control group. With regard to the opinion of the students shows that the actual learning outcomes as a result of the ABPGS for Gujarati teaching , the students views in terms of the increase content clarity, gain new knowledge, enjoy in the teaching process, language skills development, enhance the thinking in new way and communication skill as well as presentation skill.

Usman (1992), conducted a study on improvement of Gujarati hand writing in independent Ahmedabad. It attempts to find out ways and means of improving the Gujarati handwriting of the pupils of class V belonging to primary schools of Ahmedabad city and to suggest different factors that should be considered to promote good handwriting objectives were To study the improvement in the quality of handwriting of the pupils of class V and To suggest remedial measures to overcome deficiency of pupil whose progress was affected adversely by illegible handwriting major findings There was significant difference between the mean scores of pupils of walled city and those who lived beyond the area in different combinations in the post tests. A good number of suggestions were offered as remedial measures to improve the handwriting.

2.3 Study related on Hindi Language :

Balwaria (2004), conducted a study on grammatical mistakes in writing Hindi of class VII students of Kendriya Vidyalaya schools of vadodara city by framing these objectives. To study the grammatical mistakes in writing Hindi of standard VII students of K.V. To study the effect of achievement in Hindi on Hindi grammar achievement of class VII students of K.V. To study the difference between achievement of Hindi grammar of boys and girls of class VIII stuents of K.V.

the study was conducted on 160 students of 4 K.V. school in baroda as sample by using lottery method. Tools used for data collection were: For objective number 1 and 3 the researcher had develop a questionnaire after reviewing the grammatical point of Hindi of class the VIII of K.V. For objective number 2 researcher used information scheduled tool to collect the result of Hindi achievement of the students of class VII of K.V. from the school record when they were in class VIII. The questionnaire was developed by the researcher which was consisting of ten items. The thirteen areas covered in the questionnaire are spelling errors, errors related to Sandhi, synonym, anonymous, missing words choosing of correct letters, identification of proper raker sign(R sign), punctuation mark, Arrangement of the sentences in chronological order, finding incorrect words and rewrites it, identification of samas and single word for given phrase. Majore finding of the study wre nearly 50 percentage students committed error in writing vowels “O”. Nearly 50% students committed errors in use of yanswarasandhi. Students had less difficulty in choosing the synonymous word which was already given in column B. For example, pavitra and putra. Majority of students i.e. 39 percentage and 01 percentage had difficulty in writing synonymous word for the given word.(5) Majority of students i.e. 90 percentage had a problem in differentiating the word adi and adee. (6) Majorityof students i.e. 56 percentage and 65 percentage respectively, were able to put the anuswara sign in the word parampara and antriksha correctly. (8) Majority of students i.e. 60 percentages and 84 percentage respectively, were able to put the raker sign in the words, train and urvak correctively. (9) Nearly 50 percentage students committed error in writing the wrong word prithvi with correct spelling. (10) Nearly 75 percentage students committed error in identifying correct spelling from the given four options.

Chitre (1999), conducted a study on the teaching of Hindi at primary stage in M.C. High school of Marathi medium in Baroda city. Objective of the study were To find how teachers develop regarding writing .reading and speaking skills through classroom instructional process at primary level. To study the difficulties faced by students in learning Hindi. To study the problems faced by students regarding homework in Hindi. Sample consists of 2 teachers and 131 students. Tools used were observation schedule and check list. Major finding were The students do not put line on the top of words. They have poor vocabulary. Teachers do not give feedback while checking homework.

Vyas (1978), conducted study on the teaching of Hindi in Gujarati state. Hindi starts from standard V to X in the schools of Gujarati. In college it was an optional subject. The investigator served different aspects of the teaching of Hindi like the qualification of teachers, the number of periods devoted to the teaching of Hindi, the teaching and etc. Though a defiled questionnaire filled in by 650 teachers of all level. From the replies received, the state of teaching Hindi was not considered satisfactory. The work of voluntary agencies for the propagation of Hindi, like Gujarat vidyapeeth,

Rashtrabhasha prachar samiti, Wardha, was also served. The investigator also collected the opinion of post graduate students of Hindi as regards the teaching of Hindi.

2.4 Study related on Language :

Chaturvedi and Mohle (1972), conducted a study on the position of language in school curriculum in India. The main purpose of the study was to assess the position with regard to the study of different language at different stages in different states and union territories of India in terms of (i) language families to which they belong (ii) the status (compulsory or optional) of the languages being studied at different stages in different states (iii) the weightage assigned to different language in the total instructional programme of curriculum as revealed by instructional time allocation and marks in the examination (iv) the stage when second, third and the classical languages are introduced. Information related to the problem was collected through questionnaire, by personal contacts with the education departments and through other agencies dealing with school education. Findings were: modern Indian Languages can further be divided into standard literary or official language and non literary or nonofficial languages. Literary language is taught as first or second language is also used a medium of instruction. Nonliterary language is taught as a medium of instruction at primary stage. Children are taught only one language but after that more than one language is taught compulsorily, besides mother tongue or first language. Usually English and Hindi or any other modern Indian language s are taught compulsorily at middle and secondary stage, time allotted for language teaching is more than forty percent of the total time available for teaching purposes in school time table. The languages taught in school time table. The languages taught in schools are treated like any other subject and are generally given equal weightage in examinations.

Mishra, J.N. (1968). Conducted study on problems and difficulties of language teaching at secondary level. The objectives of study were To understand the importance of language in the all round development of deterioration in the standard of language of student's of higher secondary classes. To understand and identify the practical difficulties of teacher in teaching language. To suggest means of improvement of the standard of language of students. The study revealed that about 66 percentage teachers found difficulties in teaching poems the main problems related to explanation, paraphrasing and meaning of words. More than 50 percentage teacher preferred to use translation method. Only 25 percentage teachers of those who believed in direct method made use of the techniques. In teaching poetry more than 60 percentage teachers experienced difficulties particularly while developing appreciation, about 10% teacher found difficulty in teaching paraphrasing of poems and the meaning of words. In teaching spelling very few teacher used complete words. Skill fewer used flash cards: most teachers used separate letters. Carelessness, short lived and weak memory and wrong pronunciation were considered to be the causes of

weakness on spellings. Out of 85 percentage teachers who experienced difficulty in teaching grammar a large majority gave shortage of time and lengthy syllabi as reasons. While all the teachers attached importance to hand writing, only 10% attended to the issue.

Pandya (1974), conducted study on developed programme on 'LIGHT' which was tried out in class X of different schools. Objectives of the study were the oratorio tests were developed. A sample of class X students of six schools in rural area of the four districts of Gujarat state was selected. Out of these three classes of three schools were treated as experimental group which was taught through the programme learning material and three classes of other three school as the control group which was taught through the conventional method. Data about achievement, SES and IQ were also collected. Analysis of variance and covariance were employed to compare the achievements of the experimental and control group. The major finding of the study were the experimental group achieved more in all the four tests. The gain of the students of the experimental group at the post test was significantly greater than the pre-test scores, learning through the programmed learning material benefited the students with high, middle and low IQ, the developed programme gave enough challenge to lowly motivated pupils then to highly motivated pupils.

Observation and implementations of the related studies Reviewed for the present study:

In review related studies total sixteen studies were observed that provided main view to the researcher's mind. It helps to understand the not only past position of teaching learning but also what should be right way to teach language at different level through different approaches and methods. Some of the studies were on teaching methods and approaches for teaching language, some of them about the development and implementation of program for teaching and some of them were about status of Gujarati teaching.

Having reviewed the related literature, the investigator has found majority of studies have been conducted on English language. The investigator has come across only seven studies focusing on Gujarati language. Such as **Lakdawala (1960)**, focused on reproduction and recognition of vocabularies of Gujarati children of 13 plus (standard VII). **Dabhi (1992)**, concentrated on Gujarati poetry reference of the secondary school students of saurashtra. **Usman (1992)**, concentrated on improvement of Gujarati handwriting independent Ahmedabad. A.G. teachers college (Eric funded). **Rathwa(2007)**, dealt with Development and implementation of multimedia package for teaching Gujarati subject. **Tadvi (2012)** dealt with development and implementation of an activity based programme in Gujarati subject for the students of standard VIII. **Solanki (2013)**, concerned with the problems faced by teachers in teaching of poetry in the subject of Gujarati for 9th. In the six survey only one study was carried out addressing students. More over study focused only on grammatical aspects. The investigator could not find any study dealing with essay writing skill in

English language with respect to components such as summarization, vocabulary, punctuation, grammar, idioms, sentence structure, suffixation, thinking, original essay writing, and explanation. These reasons prepared a ground for the investigator to carry out the proposed study.

Thus the present chapter gives clear idea about the objectives of Importance of English as a second language : Status of English Language, Objectives of teaching English language, Importance of Writing skill, Classification of essay, Thought process of it, Characteristics of a good essay, importance of essay writing skills and rational for the present study. In the text chapter, a brief review of research trends is presented with a view to draw out the research gaps and to select proper research design for the study.

CHAPTER – 3

RESEARCH METHODOLOGY

CHAPTER – 3

RESEARCH METHODOLOGY

3. INTRODUCTION :

This chapter focuses on the methodology of the present study. Any research can hardly be completed without the details of a procedure of study to be adopted by the investigator. Present study was quantitative in nature . The design of the study was a quasi – experimental design. Experimental group was taught through developed programme and control group was taught through traditional method . Implementation of programme was independent variable and achievements of the students were dependent variable. Age was the controlled variable.

Environmental factor was intervening variable which was taught to be equally affecting both groups.

3.1 Design of the study :

The present study was quantitative in nature. As the sample of the study was taken purposively, quasi- experimental design will be used. The pre test - Post test controlled equivalent group group design will be followed in this research. **Best and Khan (2008)** describes, 'this design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar'. The design of the study is presented as follow.

$O_1 \quad X \quad O_2$

$O_3 \quad C \quad O_4$

Where, O_1 and O_3 are pre test

O_2 and O_4 are post test

X stands for Experimental Group and

C stands for control Group

3.3 Population of the study :

All the students of standard IX of English medium schools of Vadodara district following syllabus from the population for the present study.

3.4 Sample for the study:

In the present study purposive sampling technique was used. Baroda High school was selected purposively as experimental group . By considering these the students of standard IX of division C from Baroda High school was selected ,where as for control group constituted the students of standard IX from Shree K.P.P.S.S School of Vadodara District.

3.5 Data required of study:

In order to fulfill objective of the study, quantitative data was required. Quantitative data was collected regarding the improvement in essay writing of the students as well as to know opinions of the students about the developed programme.

3.6 Sources of data:

The nature of the study was quantitative and design of the study was quasi experiment. So, there were requiring two group – Experimental group and control group . The data required for the present study mentioned were available from sources.

- Administered pre – test and post – test on students of standard IX in English Subject. The students of Baroda High School were selected as a control Group and students of Shree K.P.P.S School were selected as a Experimental Group.

3.7 Tools and Techniques :

3.7.1 Tools:

- Achievement test for pre – test & post – test
- Opinionnaire

3.7.1.1 Achivement Test :

Pre – test and post – test was constructed by the investigator. Pre – test and post –test both were designed in parallel form. It was designed on the basis of blue print .In which the types of questions and weightage of objectives and marks for each question all the things were kept in mind while designing the parallel test.

Similar unit test were conducted by the investigator by using parallel form of the test to study the achievement of the students.The unit test was constructed on the units mentioned below :

Unit :1 Essay writing

Unit :2 Thought Extension

Unit :3 Diary Writing

Unit :4 Story Writing

This test contained objective and subjective type of questions framed covering content whereas weightage given to knowledge , understanding , application and skills.

3.7.1.2 Opinionnaire : The opinionnaire was prepared to know opinions of the students towards the programme . The opinionnaire was designed on the basis of some criteria which is mentioned below.

- Interest of the students
- Involvement of the students
- Actual learning
- Classroom arrangements and managements during the implementation

- Behavioral changes of the students
- Appropriateness of implementation

Closed ended 21 statements were used for data collection from experimental group .

3.7.2 Techniques :

- **Photography :** This technique was used in order to capture the process of implementation of the programme .
- **Focused group discussion** was carried out to seek feedback from the students at the end of the implementation of the programme.

3.8 Data Collection :

For data collection permission was taken from principal of the sampled schools and school authority. The data was personally collected by the investigator .

3.2 Phase of the study:

Phase : 1 Development of the programme for teaching of English essay writing

Development of the programme was writing stepwise here. The first process was to select the content , to analyze the content in a logical adequence, formulate instructional objective , and develop programme keeping in mind all these things.(Graph4.1)

Phase : 2 Development of the tools for pre – test and post – test

Development of pre – test was parallel covered and constructed. (Table 4.1)

Phase : 3 Administration of Pre – test

The test was administered on the experimental group and control group .

Phase : 4 Implementation of programme for English teaching

The developed programme for teaching of English essay writing was implemented as per the schedule of (table 4.3) from 23 January ,2020 to 13 February ,2020 at BARODA HIGH SCHOOL and KANAM PRADESH PATIDAR SEVA SAMAJ EDUCATIONAL UNIT of Vadodara .

Phase : 5 Administration of post – test

Post – test was administered by investigator after implementation of programme to experimental group where as traditional method was for control group.

Phase : 6 Administration of opinionnaire

- The opininnaire was implemented to collect opinion from students of Experimental group.
- Focused group discussion was carried out by the investigator to seek feedback from the student teachers to check effectiveness of the programme.

Phase : 7 To study the effectiveness of programme

It was find out comprehensively using data analyses techniques such as Mann – Whitney U – Test.

3.9 Data Analysis :

Data was analyzed quantitatively .Data collected through pre test and post test which was analyzed by employing the ‘u’ test to find out significance of difference between mean scores. The data obtained through opinionnaire was analyzed using frequency and percentage.

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

CHAPTER – 4

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis and interpretation of the data to understand the problem under the research. The data analysis and interpretation is most important in any research. The present chapter provides details of the process of implementation of programme on English Essay writing skills for students and checking its effectiveness.

4.1 Implementation of the Programme

Investigator used different methods, like, Direct Methods, Language skills, Concentric Method, Activity Method, Group Discussion method, project method and descriptive essay to develop essay writing skills in students. The details of implementation of the programme was given in the table

4.4 and detailed description of the programme was presented in the appendix 2 at the back of the dissertation.

Table 4.4 Details of the Implementation of the Programme

Sr. No.	Topic	Methods and techniques used
1.	Aims of teaching English language ,language skills	Direct method: In this method the teacher teaches directly about these contents through the use of Visual aids. (Video)
2.	Classification ,Characteristics and theme development of essay	Concentric method : teacher arranges the subject matter by the organizers
3.	Reflective Essay a) My visit to a Hill station b) Education and its importance	Activity method: Use the black – board own way: In this activity teacher gives one topic and given freedom to the children to express their ideas and thoughts on the black board their own way whether in form of slogan about this subject, benefit and loss of it etc. as they want. And after this process students will write an essay on it.
4.	Narrative Essay a) Your first day of school b) Your favourite summer vacation	Group discussion method: Students work together in small groups to accomplish this topic. They will discuss specific points related to topic and present it. After that teacher will give exact information when needed and then students will write an essay on particular topic.

5.	<p>Descriptive Essay</p> <p>a) The Thunderstorm</p> <p>b) Your visit of a museum</p>	<p>Brainstorming with the use of compare and contrast : Teacher asks them questions related to the content at that time student carefully listens and think on it and then student represent their ideas not only related to that questions but other similar information.</p>
6.	<p>Expository Essay</p> <p>a) If you had to be an animal</p> <p>b) Reason behind teens skip school</p>	<p>Project method: Student collected information related to language and content from news paper ,magazines , library books etc. and present it. Then next day they write essay with proper theme and visual organizer.</p>
7.	<p>Imaginative Essay</p> <p>a) If you were a magician</p> <p>b) If I was a prime minister</p>	<p>Group discussion method with the use of cause and effect: Students work together in small group to accomplish this topic. They discuss effect related to topic and present it. After that they write essay on it. They develop appropriate theme with use of visual organizer.</p>

4.2 Effectiveness of developed programme in teaching of English essay writing for the students of standard IX.

In the present study the effectiveness of the developed programme was tested by null hypothesis. The effectiveness was analyzed through the following ways.

- With respect to the difference in their writing ability.
- Opinion about the developed activity based programme at the end of the implementation.

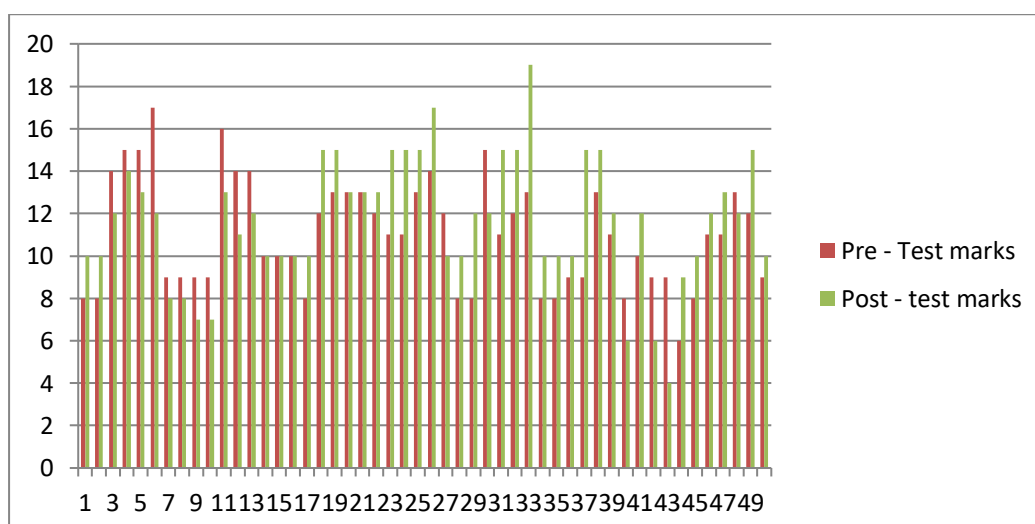
4.2.1 Differences in the gain mean achievement scores of the achievement tests of the experimental group to that of control group:

To achieve the objective number three of present study i.e.to find out the effectiveness of developed programme for enhancing essay writing skills in English for the students of standard IX Null Hypothesis was framed as follows.

“There will be no significant difference in the gain mean achievement scores of the achievement tests of the experimental group to that of control group.”

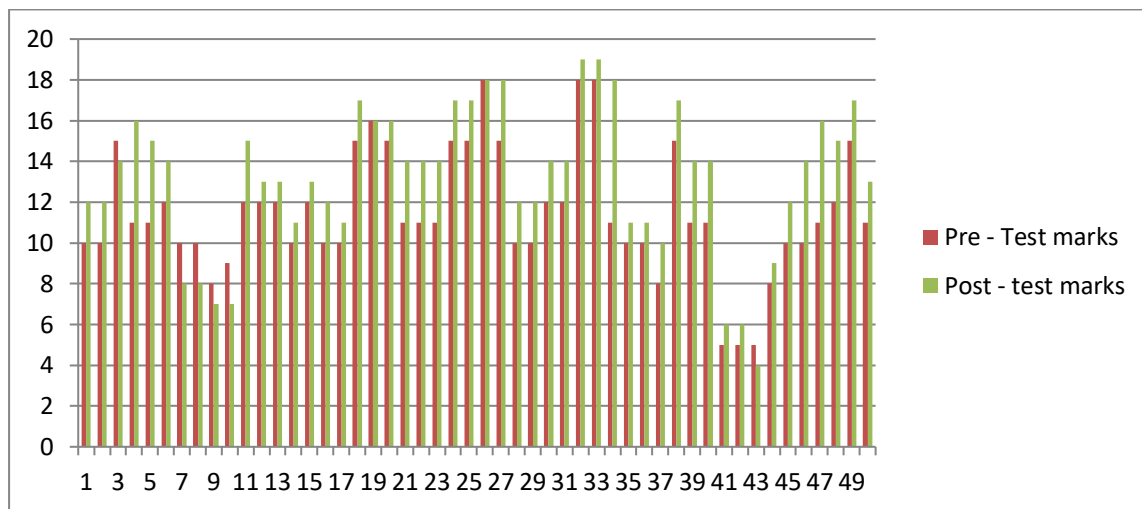
Data were analyzed using Mean, Standard Deviation and Mann – Whitney U – test which is presented and discussed in graphs, 4.1, 4.2, 4.3 and tables 4.5 and 4.6

Graph 4.1: Difference in the Mean Achievement of control group on pre - test and post - test



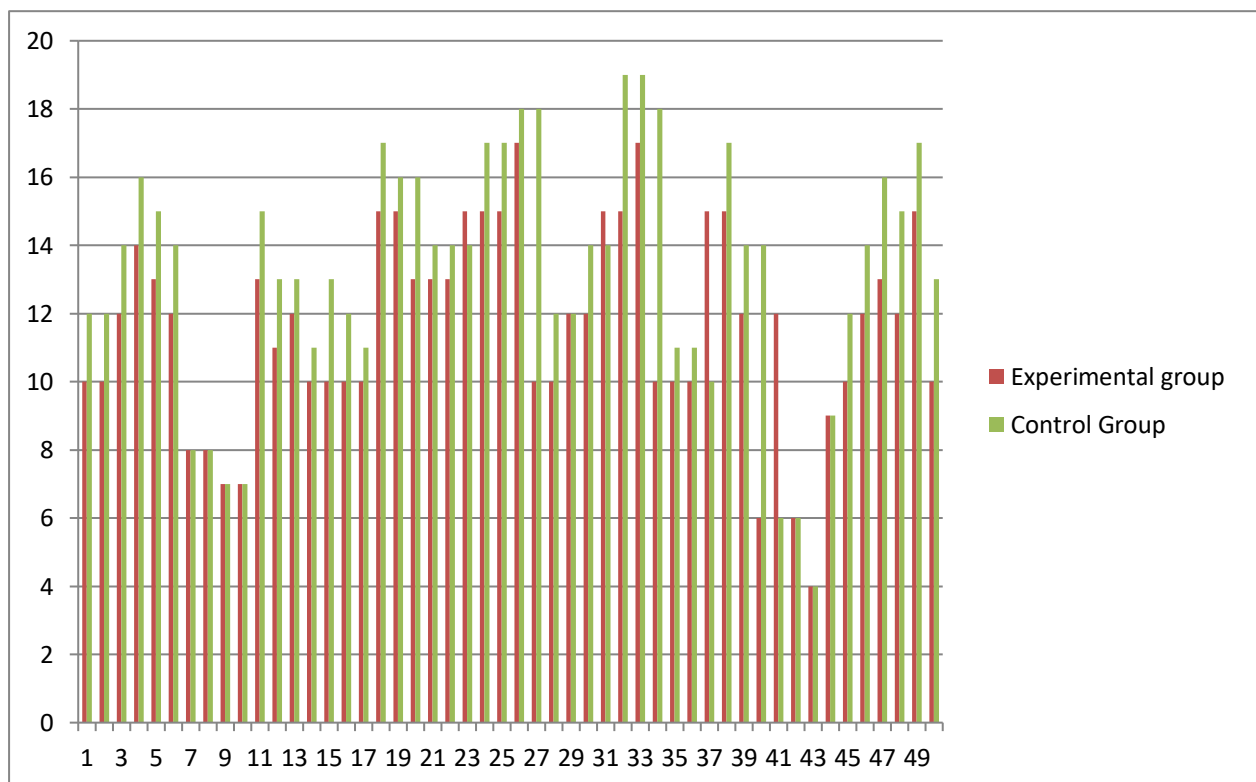
Graph no.4.1 showing the control group in which the score of post – test found higher than the score of pre – test. It is clear that the traditional method also helped to improve the achievement of the students.

Graph 4.2: Difference in the Mean Achievement of Experimental group on pre – test and post – test



Graph no. 4.2 Consider that the difference in the mean achievement scores of experimental group on pre – test and post – test. The mean score of post – test of experimental group is higher than the pre – test.

Graph 4.3: Difference in the Mean Achievement scores of the post – tests of Experimental group to that of control group



Graph 4.3 Consider that the difference in the mean achievement of post – test on experimental group and control group. The mean score of post – test of experimental group is higher than the control group.

Table 4.4: Mean, standard Deviation and Standard Error of Mean of post test achievement of experimental and control group of students

Groups	N	Mean	Standard Deviation	Standard Error of Mean
Experimental Group	50	13.26	3.59	0.50
Control Group	50	11.6	2.91	0.41

From the table 4.4 it was found that the mean achievement score of experimental and control group of standard IX students were 13.26 and 11.6 respectively. The standard Deviation from the Means of achievement were found to be 3.59 and 2.91 respectively for experimental and control group students with Standard Error of Mean 0.50 and 0.41 for the respective groups. Comparing the Means, it was found that the Mean of experimental group in achievement was higher than the control group students. It was found that the standard Deviation and standard Error of Means of experimental group in achievement was lower than from control group students. It was also observed that the experimental group students were more heterogeneous in terms of their achievement in comparison to their control group counterpart.

Researcher used non parametric Mann – Whitney U- test to study the effectiveness of control group or experimental group students of standard IX. The researcher used the following for Mann – Whitney U – test.

$$U = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - \sum R_1$$

n_1 = total number of students in experimental group

n_2 = total number of students in control group

$\sum R_1$ = sum of ranks

Through data was collected in interval scale, it was taken purposively and the assumptions of parametric statistics did not match for the present data. The variables and their values were calculated for testing.

To find whether the difference in the mean was significant or by chance and to test the H₀, Mann – Whitney U- test was used on the sample taken. The summary of the Mann – Whitney U – test is given in Table 4.5 followed by analysis.

Table 4.5: Summary of the Mann Whitney U- test for achievement in English Subject of experimental group and control group students, with the number of sample, sum of Ranks, U – value, Z – value and probability.

Groups	N	Sum of Ranks	U – value	Z – Value	Probability (p)
Experimental group	50	3870.68	6391	26.79	_____
Control group	50	2531			

From table 4.5 it was observed that sum of experimental and control group’s rank achievement in English was respectively with 50 students in each groups. Referring Table for normal probability (Table A of Siegel , 1956) under null hypothesis (H₀) of z , for $z \leq 26.79$ the two tailed probability was not found to be higher than our decided significance level i.e. 0.01. Hence the null hypothesis i.e. “ There will be no significant difference in the gain mean achievement scores of the achievement tests of the experimental group differ sophistically in terms of their achievement in English subject being accepted From the graph 4.1, it was observed that the mean achievement score in English subject of experimental group is significantly greater than the mean achievement score of Control group in English. In the other words it can be said that programme for teaching English essay writing of standard IX student was effective to enhance the achievement score of students in comparison to traditional lecture method of English teaching . Thus, the programme in English subject for teaching of English essay writing was found to be effective.

4.4.2 Analysis of close – ended statements of opinionnaire about programme:

Opinionnaire was administered to the students through programme to know their opinion regarding teaching of English essay writing. In which 20 statements were used. It was administered to experimental group. The data obtained was analyzed using frequency and percentage. Qualitative responses were analyzed using content analysis. Table no. 4.6 shows statements with opinions of the students.

Table 4.6 Analysis of students' responses on each of the statements of opinionnaire

Sr. No.	Opinionnaire	Completely Agree	Agree	Disagree	Completely disagree	netrual
1	Essay writing facilitated the clarification of ideas through this attempt of teaching.	31 65.96 %	15 31.91 %	1	1 2.13%	0
2	Learn about the purpose of studying in English subject.	13 27.66%	30 63.83%	2 4.25%	1 2.13%	1 2.13%
3	Group discussion helped in essay writing mentally.	38 80.85%	9 19.15%	0	0	0
4	A lot of writing errors were corrected by this experiment.	20 42.55%	25 53.19%	1 2.13%	0	1 2.13%
5	The suggestion in this experiment were correct.	21 44.68%	19 40.43%	5 10.64%	0	2 4.25%
6	The importance of essay writing was realized through this method.	9 19.15%	1 2.13%	25 53.19%	12 25.53%	0
7	The characteristics of essay writing could be understand through this experiment.	12 25.53%	31 53.19%	0	1 2.13%	3 6.38%
8	Types of essay writing is obtained through this experiment.	29 61.70%	15 31.91%	0	1 2.13%	2 4.25%
9	Through this effort, the ability to express essay writing was increased.	26 55.32%	19 40.42%	0	1 2.13%	1 2.13%
10	The examples taken in this experiment were appropriate.	19 40.43%	23 48.94%	2 4.25%	0	3 6.38%
11	Some educational programme should be prepared for English and other subject.	20 42.55%	26 55.32%	0	0	1 2.13%
12	The content of the material was logically appropriate and interesting in this practice.	38 80.85%	1 2.13%	0	0	2 4.25%
13	With the provided strategy we have given proper habit of essay writing in the correct frame.	23 48.94%	22 46.81%	0	0	2 4.25%

14	Through diagrams it was easy to organize different ideas.	33 70.21%	11 23.40%	1 2.13%	2 4.25%	0
15	It was easy to memorize various concepts through the diagrams used for essay writing.	22 46.81%	22 46.81%	1 2.13%	1 2.13%	1 2.13%
16	Through this effort the overall written expression was improved.	29 61.70%	15 31.91%	1 2.13%	0	2 4.25%
17	Right place is to read the paragraph and learn to develop an essay through this experiment.	18 38.30%	24 51.06%	1 2.13%	1 2.13%	3 6.38%
18	The essay should be cultivated in the habit of concluding through this experiment.	33 70.21%	12 23.53%	0	1 2.13%	1 2.13%
19	Teacher and other students pay attention to my views.	25 53.19%	19 40.43%	1 2.13%	0	2 4.25%
20	This attempt of essay writing was interesting.	18 38.30%	26 55.32%	1 2.13%	0	2 4.25%

1. 65.96% Students were completely agreed and 31.91% students agreed that Essay writing facilitated the clarification of ideas and 2.13% of students however disagreed with the statement.
2. 27.66 % students were completely agree and 63.83 % students where as 2.13 % of completely disagree with the statement learn about the purpose of studying in English subject.
3. 80.85% Students were completely agreed with and 19.15 % students agree that group discussion helped in essay writing mentally.
4. 42.55 % students were completely agreed and 53.19 % students agree where as 2.13% students disagree with that a lot of writing errors were corrected by experiment.
5. 44.68 % Students were completely agree with and 40.43 % agree where as 10.64% disagree with that the suggestion in this experiment were correct where as 10.64 % students disagree with it.
6. 19.15 % students were completely agree and 2.13 % agree where as 53.19 % disagree and 25.53% completely disagree with that the importance of essay writing was realized with this method.

7. Students were completely agree with 25.53 % and agree 53.19% that the characteristics of essay writing could be understand and 6.38% neutral about this experiment.
8. 61.70 % students were completely agree and 31.91% students agree with types of essay writing was obtained where as 2.13 % completely disagree with this experiment .
9. Students were 55.32 %completely agree and 40.42 % agree with the statement that through this effort , the ability to express essay writing was increased .
10. 40.43 % students were completely agree and 48.94% students agree where as 4.25 % students disagree with that the examples taken in this experiment were appropriate.
11. Students were completely agree with 42.55 % and agree with 55.32 % where as 2.13 % completely disagree with the statement that some educational programme should be prepared for English and other subject.
12. Students were completely agree with 80.85 % and 2.13 % agree where as 4.25% students neutral with the statement that content of the material was logically appropriate and interesting in this practice .
13. 48.94 % students were completely agree and 46.81 % agree where as 4.25 % students neutral with the provided strategy we have given habit of essay writing in the correct frame.
14. Students were completely agree with 70.21%% and 23.40 % students agree where as 2.13 % students disagree , 4.25 % students completely disagree with the statement that through diagrams it was easy to organize different ideas.
15. Students were completely agree as well as gree with 46.81 % and 2.13 % completely disagree as well as disagree that it was easy to memorize various concepts through the diagrams used for essay writing.
16. Students were completely agree with 61.70% and 31.91 % students agree where as 4.25 % students neutral with the statement that through this effort the overall written expression was improved.
17. Students were completely agree with 38.30 % and agree 51.06 % where as 2.13 % students disagree and 6.38% neutral that right place was to read the paragraph and learn to develop an essay through experiment.
18. 70.21 % students were completely agree , 23.53 % agree and 2.13% completely disagree with the statement that the essay should be cultivated in the habit of concluding through this experiment .
19. Students were completely agree with 53.19 % and 40.43 % students agree where as 4.25 % neutral that teacher and other students pay attention to my views .
20. Students were completely agree with 38.30 % and agree 38.30 % where as 4.25 % students neutral with the statement that this attempt of essay writing was interesting .

Thus, the interpretation with opinion of the students on programme in English subject teaching of essay writing was positive.

- Analysis and interpretation of achievement scores led the investigator to conclude developed programme for teaching of English essay writing was effective.
- Through the analysis the investigator concluded with the students of experimental group enjoyed learning through developed programme and it made a great impact on their achievement and motivation.

CHAPTER – 5

SUMMARY, SUGGESTIONS AND CONCLUSION

CHAPTER – 5

SUMMARY, SUGGESTIONS AND CONCLUSION

5.0 Introduction :

Education plays an important role in the overall development of human beings. Initial school education helps in the formation of children. In the Indian classroom different subjects are taught by chalk and talk methods. Those subjects are languages, mathematics, science, social science and so on. Each subject has its own importance. Now a day's some changes are there in methods of teaching yet, in language teaching there is no change in teaching methods of teaching of English language. Language is an inevitable medium for imparting education. Language has its own importance, peculiar role and function to play in education. Right from birth many words come in the ears of child by family members. Unconsciously child picks up those words and by imitation child express those words. Thus by words or speech, child is practicing to learn language. But for whole life this kind of an imitation of language is not enough and it should have knowledge of words, sentences, composition and grammar.

In the present study , an attempt has been made to develop a programme in English Teaching for students of standard IX . The developed programme was being tested interms of student's achievement and interest . In any kind of research the findings and discussion are the soul of the study. It is not present just the findings but also the context, concrete reasons for findings , the feedback , experiences and expressions of the sample group in the process of implementation of the programme in teaching of English essay writing . So, gives a scope to the discussion.

5.1 Implication of the Review of Related Literature for the present study :

In review related studies total sixteen studies were observed that provided main view to the researcher's mind. It helps to understand the not only past position of teaching learning but also what should be right way to teach language at different level through different approaches and methods. Some of the studies were on teaching methods and approaches for teaching language, some of them about the development and implementation of program for teaching and some of them were about status of Gujarati teaching.

Having reviewed the related literature, the investigator has found majority of studies have been conducted on English language. The investigator has come across only seven studies focusing on Gujarati language. Such as **Lakdawala (1960)**, focused on reproduction and recognition of vocabularies of Gujarati children of 13 plus (standard VII). **Dabhi (1992)**, concentrated on Gujarati

poetry reference of the secondary school students of saurastra .**Usman (1992)**, concentrated on improvement of Gujarati handwriting independent Ahmedabad. A.G. teachers college (Eric funded). **Rathwa(2007)**, dealt with Development and implementation of multimedia package for teaching Gujarati subject. **Tadvi (2012)** dealt with development and implementation of an activity based programme in Gujarati subject for the students of standard VIII. **Solanki (2013)**,concerned with the problems faced by teachers in teaching of poetry in the subject of Gujarati for 9th . In the six survey only one study was carried out addressing students. More over study focused only on grammatical aspects. The investigator could not find any study dealing with essay writing skill in English language with respect to componentssuch as summarization ,vocabulary,punctuation grammar , idioms ,sentence structure ,suffixation , thinking , original essay writing,and explanation. These reasons prepared a ground for the investigator to carry out the proposed study.

5.2 Rationale :

English has been accepted as a global language. According to three language formula place is given to the English language which is considered as a global language. English is considered one of these three language formula. It has its own importance in the field of education as well as industry even throughout the world. English is taught as a third language in primary and secondary schools. The English is also a medium of instruction up to master level in most of the universities of different states. So,It is very essential for students to get mastery at very early stages to make smooth progress ahead. As per the view of some educationists of Gujarat state it is taught as a medium of instruction and as a subject.

Skills are the expertise or talent needed in order to do a job or task. Job skills allow you to do a particular job and life skills help you through everyday tasks. There are many different types of skills among them one is writing skill. Writing is an attempt to record human speech; in teaching it a teacher teaches a new language. The written language is a kind of notation of sounds, pauses, inflection, stresses, tones, gestures and facial expressions which ‘transmit’ meaning in speech. The skill of writing is known as receptive or comprehensive skill. Writing is believed as a core of all subjects. Writing is very discipline.

The demand for writing is growing in the work place and a lot of universities say that ‘people, who write well, think well’. The skill of writing helps students to develop their critical thinking critical reading too. In our society ,being able to write is also considered a major part of communicative competence as reading. We expect students to learn to write poetry and stories. Thus, they become able to contribute transmission of culture by written words. The written words have great deal of power in a literate society. Writing gives us pleasure and information and serves a host of other functions .writing may serve the child’s emerging individuality as no other kind of study can. In

comparison to other medium teacher can examine so carefully developing his ideas and values , recognize so clearly his kinship with the joys and pains of the human condition or gain so much insight into his own mind and heart and those of his fellows. One traditional way has been through teaching of grammar.

The ultimate aim of teaching writing is enable the child to express his thoughts and ideas correctly in a logical sequence. He should be able to present his emotional feelings accurately and judiciously, either orally or in writing. At the same time, the presentation may be effective and precise .What we expect our children to do is that they should not find a least difficulty in communicating their ideas in the society in which they live . The logical arrangement of the ideas regarding a particular topic, the vivid description of a certain object and prompt conversation, conveying a message, specifically, ventilating one's personal opinion about a particular thing, are some of the aspects of composition. It means the art of putting thoughts into words. In this way teaching of writing skills is very important at secondary level so that the students can express their ideas and thoughts in written language. Classroom teaching today affords a little scope of creative work. It is mostly concerned with teaching the content than nurturing the creative abilities; instead of being centers of inquiry, classrooms still continue to be lesson hearing and note taking rooms. The activities in the classroom are generally centered on teacher and he/she is dominating the activities most of the times. The material provided to the pupils is polished, finished product which provides a little scope to choose, think infer or innovations. The pupils have been, thus, taught to find the right answer and until recently schools provided a little opportunity to exercise imagination and alternative thinking skills . (Joseph, 2001)

Writing essay is difficult area. More often than not students when encountered with the task of writing, define it with extreme confusion and difficulty. Their write-ups are full of grammatical errors, poor formed sentences, disorganized contents, hazy conclusions etc., they fail to express themselves. They also, perform poorly while writing assignments and taking exams. They fail to communicate the message unambiguously and with clarity. This shows that there is a need to help them to come out of this situation. There was a need to develop a strategy that would help them to find ways to write essay effectively.

Simply developing a strategy will not be sufficient. The develop strategy will also evaluate to find out how far it will be effective and efficient in terms of the performance of the students and their opinions. Also, the need to find the opinions of the experts in the area may be felt necessary. Also the review of related literature carried out in the area showed that there was a dearth of studies as far as development of essay writing skills are concerned. Most of the studies in India do not focus on composition, and particularly, on essay writing skills in English language (subject). Moreover,

the investigator did not come across any study conducted in India or abroad to develop essay writing skills with the use of brainstorming, mind mapping with the help of visual organizers. The investigators felt it necessary to develop a strategy to teach English essay writing skills at secondary level. Here, the investigator has tried to enhance 'brainstorming' and 'mind mapping' with the use of visual organizers to develop students' writing skills.

5.3 Title of the study:

Effectiveness of a Programme To Develop Essay Writing Skill Among Secondary School Students Of Vadodara District

5.4 Objective of the Study :

1. To develop a programme for enhancing essay writing skills in English.
2. To study the effectiveness of the programme in terms of,
 - a. Achievement scores of students through the programme
 - b. Students' reaction towards programme

5.5 Hypothesis :

There is no significant difference in the mean achievement scores of the experimental group and control group in the post - test.

5.6 Explanation of the Term :

An Effectiveness of a programme to develop Essay Writing for standard IX students .

Achievement: Achievement in the context of this study refers to the gain scores of the students in pre – test and post – test .

Effectiveness: Effectiveness is studied in terms of significance of difference between means of the post – test of Experimental and that of Control groups.

5.7 Operational Definitions of the term:

Programme is a technique which includes different teaching methods viz. group discussion method , Activity method , Project method to enhance English essay writing skills of students and to develop essay writing skills with the use of brainstorming ,mind mapping and use visual organizers.

5.8 Delimitation of the study :

- The present study is delimited to the students' studying in English medium schools of Vadodara city following syllabus of GSHSEB.
- Programme is delimited to the essay writing in English.

5.9 Design of the study:

The present study was quantitative in nature. As the sample of the study was taken purposively, quasi- experimental design will be used. The pre test - Post test controlled equivalent group design will be followed in this research.

$O_1 \quad X \quad O_2$ Here , $O_1 \quad O_2 = \text{Pre - test}$

$O_3 \quad C \quad O_4$ $O_3 \quad O_4 = \text{Post - test}$

5.10 Population:

Secondary school students of Vadodara District will be population for the proposed study.

5.11 Sample:

In the proposed study, purposive sampling technique was used. Two schools were selected for conducting a pre – test and post – test from Vadodara District. All the students of IX class of two schools were taken as a sample for the study.

5.12 Procedure of Data Collection :

The entire experiment was conducted in five phases. The phase wise procedure has been described below:

The required data were collected with the help of pre – test, post – test and reaction scale which were constructed by the researcher. In between pre – test and post – test the investigator implemented the intervention programme in the form of Essay writing skill for 30minutes per day on the experimental group and the control group was taught the topic by their regular teacher through grammar book.

After the implementation of these programme the investigator administrated the post test and the reaction of the students towards the prepared material were also taken.

5.13 Phases of data Collection:

The design of the present study was quasi – experimental in which the programme was developed and implemented for teaching of English essay writing skill among the Standard IX students. The programme based teaching is compared with traditional lecture method. The data were collected by administering the tool on the sample pre – test and post – test which was parallel.

Opinionnaire was analyzed quantitatively. The analysis of the data is presented in following sequence as per the objectives of the study.

- Development a programme for enhancing essay writing skills in English for the students of standard IX.
- Implementation of the prepared programme in teaching of English essay writing for the students of standard IX.
- Effectiveness of developed programme for enhancing essay writing skills in English for the students of standard IX.
- Development a programme for enhancing essay writing skills in English for the students of standard IX.

Step wise details of developed programme are mentioned below.

Step One: Selection of the content for teaching English essay writing

Selection of the content for this programme on the two bases:

1. First the researcher selected the type of essay and identified the essay for programme on the basis of below criteria.
- Essay that suits the activity method, group discussion and project method was chosen.
 - In which teacher can provide more scope for self – learning, group learning and interesting learning which helps them to enhance essay writing skills as well as it helps them to remember structure of essay long time.

The same content was referred to the school authority and permission was sought from the administrator and subject teacher both.

Step: 2 Content Analysis of the selected content

Content analysis was done for each unit selected for the programme for teaching English essay writing. It provided ideas about the content clarity to be developed among students to enable them to understand the content as well as formulating the instructional objectives and methods to be used for each unit.

Step : 3 Formulate the instructional objectives of the each content

On the basis of content analysis instructional objectives were formulated for each unit.

Step : 4 Designing the programme

In line with instructional objectives different teaching methods were used for selected content. The methods used such as Direct method, Concentric method, group discussion method, Activity method, Project method to enhance English essay writing skills of students and to develop essay writing skills with the use of brainstorming , mind mapping with the help of visual organizers.

Step : 5 Validating the developed programme

The developed activities were discussed with experts in the field of language teaching. Practicing school teachers and teacher educators in the Department of Education (List appended :Annexure) . Suggestions were sought and required modifications were incorporated as per the suitability of teaching methods and practical implementation in the selected school and level of students.

5.14 Analysis:

The collected pre – test data was used to make the experimental and control group equivalent. The data obtained through post – test were analysed by employing quantitative data analysis techniques. Means, Standard deviation, Standard error of Mean and Mann –Whitney U – Test were used to analyse the data as the sample was taken purposively as it was considered as the most powerful non –parametric equivalent of t- test of parametric test.

5.15 Major Findings :

Development of the programme for teaching of English essay writing is the first objective of the study. In which investigator select different methods for English teaching to the students of standard IX. The selected methods were to teach the different content for different forms of essay writing. It provided an opportunity to the students for group learning as well as self learning. It's also motivated the students to learn English language with new dimensions.

1. The developed programme for English teaching was found to be effective as compared to the traditional method for English teaching. The mean achievement score of students of experimental group was 13.24 found to be higher as compare to mean score 13.98 the control group. The 'z' value was 26.79 which were highly significant at 0.01 level of confidence which indicate that there is enhancement in achievement of students.

2. With regard to the opinion of the students about the actual learning outcomes as a result of the programme for teaching of English essay writing, the students viewed in term of the increase content clarity, gained new knowledge , enjoyed the teaching learning process , language skills development , enhancement of programme the thinking in new way and communication skill as well as presentation skill.
3. They improved language skills, clarity of content and enhanced the extra knowledge. These methods of teaching have provided an opportunity to the students to develop of presentation and performance skill.
4. The activity method use of black board was very effective to enhance the student's creative writing skill. In which students shared some innovative ideas and small poems as well slogans. This activity has also provided group learning as well as self learning.
5. Most of the students liked the programme of teaching of English essay writing.
6. Students opined that they would like to study in similar way all the content of English subject and also other subjects.

5.16 Implications of the study:

- Use of this type of teaching methods in teaching learning process make a student centered classroom climate this can make the interactive and innovative environment for learning . It is also possible for teaching of English essay writing and English teaching in other standard as well as other subjects at different level . It can help in changing the educational scenario.
- This study leads to use the different methods of teaching in classroom.

5.17 Suggestions for further Research:

Design of the present study was experimental and quantitative in nature. The main aim is of this study was to development programme for teaching of English essay to the students of standard IX and its implementation.

- Similar kind of study may be conduct at the primary or higher secondary school level.
- The present study can be carried on different samples and different population.
- The present study prepares six methods for teaching of English essay writing. More methods may be included in the study.
- Similar study can be carried out in other language teaching.

5.18 Discussion :

Language teaching at secondary stage reveals that it is the stage in which learners have an ability to think creatively and it is the age of action and reaction. This would include comprehension on the nature and structure of language, ability to properly apply appropriate language skills and capacity to create their own ideas and thought effectively, willingness to understand the different forms of language and appreciate the mother tongue. Throughout the life language education and development of the certain skills which are required in day to day life are practiced. Teacher can create an interactive and participative classroom environment. This can provide an important stage for the students to enhance language abilities especially writing ability. Present study was an effort to prepare the active students to meet demands of present time. This discussion focuses on the findings with regards to the effectiveness of the developed programme for teaching of English essay writing skills.

- In language teaching there are need to use different teaching methods to enhance understanding content as well as language skills and further understand different forms, structure and nature of language. English is the second language of the Gujarat state.
- The schedule of different methods , time for methods including content was keeping mind for to making the implementation of programme effectively and easily in better way .In the class average , more than average and below average students were there. Students participation and involvement in teaching and learning process , numbers of working days , the numbers of periods available readiness of the administration for infrastructural facilities and readiness and co – operation of the students in the implementation of programme for teaching of English essay writing was proper.
- The programme for teaching of English essay writing included six methods for teaches different units with keeping mind different forms of languages i.e ., language skills , about essay , reflective essay , narrative essay , descriptive essay , expository essay , imaginative essay . All the methods which were involved in the programme was useful to understand the content clearly and easily and enhance language skills. It is because of more participation and involvement of the students that provided an opportunity to enhance abilities and potentials of the language. There were more possibilities for self learning as well as for group learning.
- With regard the opinions of students towards programme after implementation investigator found that most of the students liked programme for teaching of English essay writing.
- In the classroom individual differences were observed prominently but there seems to be continuous progress in essay writing skills.

- With regards to the students gain achievement of the experimental group found higher as compare to the control group. In other words the programme for teaching of English essay writing was more effective as compared to traditional method of English teaching.

5.19 Conclusion :

“ Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

To make an effective and meaningful teaching learning process, we need to understand interest, attitude and ability of the students. Investigator recalled the duration of the school education at the standard IX and strongly feels that best period of student's life is to encourage and modify the hidden potential abilities of creativity in the students. Programme based teaching can provide such an opportunity and environment. Present study not to bring improvement of the academic achievement and also to enhance communication skill, understand nature , structure and forms of language , important of second language and main thing is to improve creative and thinking ability . At the end investigator really accept that “Words are mightier than swords“. So, investigator feels need to use of different teaching method in English.

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Appendices

Appendix 1: Programme developed to improve Essay Writing Skills

Table 4.1 List of content selected for the programme

Sr.No.	Name Of Unit	Days Required	Periods Required
1.	Aims of teaching English Language , Language Skills	1	1
2.	Classification .Characteristics and theme development of essay	1	2
2.	Reflective Essays	2 Days	4
3.	Narrative Essays	2 Days	4
4.	Descriptive Essays	2 Days	4
5.	Expository Essays	2 Days	4
7 .	Imaginative Essays	1 Days	2
		Total of 21 periods of thirty five minutes each	

4.2 Description of the developed programme for each topic

Thus, the programme was finalized , a description of set of essays and methods are listed in the table 4.2

Table 4.2 : Description of the developed programme for each topic

Sr. No.	Topic	Methods and techniques used
1.	Aims of teaching English language ,language skills	Direct method: In this method the teacher teaches directly about these contents through the use of Visual aids . (Video)
2.	Classification ,Characteristics and theme development of essay	Concentric method : teacher arranges the subject matter by the organizers
3.	Reflective Essay a) My visit to a Hill station b) Education and its importance	Activity method : Use the black – board own way : In this activity teacher gives one topic and given freedom to the children to express their ideas and thoughts on the black board their own way weather in form of slogan,about this subject , benefit and loss of it etc. as they want. And after this process students will write an essay on it.
4.	Narrative Essay a) Your first day of school b) Your favourite summer vacation	Group discussion method: Students work together in small groups to accomplish this topic . They will discuss specific points related to topic and present it. After that teacher will give exact information when needed and then students will write an essay on particular topic.

5.	<p>Descriptive Essay</p> <p>a) The Thunderstorm</p> <p>b) Your visit of a museum</p>	<p>Brainstorming with the use of compare and contrast : Teacher asks them questions related to the content at that time student carefully listens and think on it and then student represent their ideas not only related to that questions but other similar information.</p>
6.	<p>Expository Essay</p> <p>a) If you had to be an animal</p> <p>b) Reason behind teens skip school</p>	<p>Project method : Student collected the information related to language and content from news paper ,magazines , library books etc. and present it. Then next day they write essay with proper theme and visual organizer.</p>
7.	<p>Imaginative Essay</p> <p>a) If you were a magician</p> <p>b) If I was a prime minister</p>	<p>Group discussion method with the use of cause and effect : Students work together in small group to accomplish this topic. They discuss and effect related to topic and present it . After that they write essay on it. They develop appropriate theme with use of visual organizer.</p>

Table 4.3 : Schedule of Implementation of the methods used ,along with description of content

Sr. No.	Content	Programme	Objectives for activity	Date & Time Duration	Materials /Teaching aid activities
1.	Aims of teaching English language ,language skills	Direct method: In this method the teacher teaches directly about these contents through the use of Visual aids . (Video)	Student will be able to know aims of teaching English language . Students will be able to learn English language skills.	23/01/2020 1 Period 45 minutes	Video presentation
2.	Classification , characteristics and theme development of Essay	Concentric method : teacher arranges the subject matter by the organizers.	Students will be able to explain classification ,characteristics and theme development of essay.	24/01/2020 2 Period 45 minutes	Power point presentation and Word
3.	Reflective Essay a) My visit to a Hill station b) Education and its importance	Activity method: Use the black – board own way: In this activity teacher gives one topic and given freedom to the children to express their ideas and thoughts on the black board their own way weather in form of slogan, about this subject ,benefit and	Student will be able to apply own ideas and thoughts with use his power of reflections or thoughts.	25 /01/2020 26/01/2020 4 periods 2 Days 45 minutes	Chalk – Black board Power point

		loss of it etc. as they want. And after this process students will write an essay on it .			
4.	Narrative Essay a) Your first day of school b) Your favourite summer vacation	Group discussion method : Students work together in small groups to accomplish this topic . They will discuss specific points related to topic and present it. After that teacher will give exact information when needed and then students will write an essay on particular topic.	Students will be able to make the points with use of variety of situation in sequential manner.	27 /01/2020 28/01/2020 4 periods 2 days 45 minutes	Page or notebook
5.	Descriptive Essay a) The Thunderstorm b) Your visit of a museum	Brainstorming with the use of compare and contrast : Teacher asks them questions related to the content at that time student carefully listens and think on it and then student represent their ideas not only related to that questions but other similar information.	Student will be able to apply on ideas and thoughts about the city life and village life .	29/01/2020 30/01/2020 4 periods 2 days 45 minutes	Photograp h
6.	Expository Essay a) If you had to be an animal b) Reason behind teens skip school	Project method : Student collected the information related to language and content from news paper ,magazines , library books etc. and present it. Then next day they write essay with proper theme and visual organizer.	Students will be able to write the essay from reading of other.	31/01/2020 01/02/2020 4 periods 2 days 45 minutes	Prepared material on essay

7.	<p>Imaginative Essay</p> <p>a) If you were a magician</p> <p>b) If I was a prime minister</p>	<p>Group discussion method with the use of cause and effect : Students work together in small group to accomplish this topic. They discuss and effect related to topic and present it . After that they write essay on it. They develop appropriate theme with use of visual organizer.</p>	<p>Student will be able to imagine with proper causes & effects related to specific thing.</p>	<p>02/02/2020</p> <p>03/03/2020</p> <p>2 periods</p> <p>45 minnutes</p>	
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Frame no. 4.1 : language skill



Frame no. 4.2 and 4.3

Essay Writing Language Features

Language	Example	Effect
Text Connectives	firstly, secondly, effect, as a result, therefore, moreover, furthermore, however	<ul style="list-style-type: none"> Creates a logical and well structured argument
Vary Modality	There is no doubt, certainly, clearly suggests → sometimes, often	<ul style="list-style-type: none"> Vary the degree of your argument
Concession	Although, Despite the fact,	<ul style="list-style-type: none"> Recognise another viewpoint, but replace with your idea
Dependent Clauses	"Although Harper Lee discusses the barriers that	<ul style="list-style-type: none"> Acknowledge other arguments

...ent information

Plates 4.1 to 4.5: students using black board in their own way as a part of the activity method



Plates no. 4.6 & 4.7



Plates no. 4.8 to 4.11



Appendix : 2 Table 4.6 Analysis of students' responses on each of the statements of opinionnaire

Sr. No.	Opinionnaire	Completely Agree	Agree	Disagree	Completely disagree	netrual
1	Essay writing facilitated the clarification of ideas through this attempt of teaching.					
2	Learn about the purpose of studying in English subject.					
3	Group discussion helped in essay writing mentally.					
4	A lot of writing errors were corrected by this experiment.					
5	The suggestion in this experiment were correct.					
6	The importance of essay writing was realized through this method.					
7	The characteristics of essay writing could be understand through this experiment.					
8	Types of essay writing is obtained through this experiment.					
9	Through this effort, the ability to express essay writing was increased.					
10	The examples taken in this experiment were appropriate.					
11	Some educational programme should be prepared for English and other subject.					
12	The content of the material was logically appropriate and interesting in this practice.					
13	With the provided strategy we have given proper habit of essay writing in the correct frame.					

14	Through diagrams it was easy to organize different ideas.					
15	It was easy to memorize various concepts through the diagrams used for essay writing.					
16	Through this effort the overall written expression was improved.					
17	Right place is to read the paragraph and learn to develop an essay through this experiment.					
18	The essay should be cultivated in the habit of concluding through this experiment.					
19	Teacher and other students pay attention to my views.					
20	This attempt of essay writing was interesting.					

Appendix : 3 Pre – test and Post – test Test paper

TEST PAPER

Q.1 answer the following question by selecting appropriate options:-

[6]

1) How to start essay writing?

- a) through simple sentence b) by direct content information
- c) through poem or example d) none of these.

2) how to conclude essay writing ?

- a) through thoughts or poem b) by writing paragraph as per heading
- c) by writing summary paragraph d) all of these

3) how should ideas be presented to make the essay interesting ?

- a) horizontally b) in a sequential manner
- c) directly d) none of these.

4) while writing an essay, what are grammatical terms need to keep in mind ?

- a) spelling b) syntax c) inverted comma d) all of these.

5) An essay structure is divided into how many parts ?

- a) two-start, end b) four-start, middle, end, conclusion
- c) three-start, middle, end d) none of all

6) how should the middle text of the essay be ?

- a) compatible to content b) eight – within ten lines
- c) presentation of ideas in a sequence d) all of these.

Q.2 Diary writing :-

[3]

You visit an 'old home' with other N.S.S volunteers make a diary entry of what you saw and experienced there.

Q.3 story writing :-

[5]

Mohan wrote just a few lines but couldn't develop the story he wanted to write. Taking help from the input given below and the introducing lines written by mohan, complete the story

Selected a tree in forest – placed a wooden bird on a bare branch – were to hit the bird in the eye – yudhisthir stepped forward – “can you see me?” asked dronacharya. ‘yes’ replied yudhisthir – asked him to put down the bow – each prince replied the same – asked to retire from the competition – finally came arjun – “arjun,do you see me?” asked dronacharya. “ I see only my target,” said arjun- arjun hit the bird's eye.

Q.4 Essay writing :-

[6]

Auto biography of a shoe

[Introduction – company- new and shining – bought within two days of being displayed –used well by owner-old now, but sill loved –conclusion].



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To
The Principal,
Shree K.P.P.S.S Educational Unit

Date: 19th December, 2019

Dear Madam/Sir

I, Bhumika Solanki the student of the Faculty of Education and Psychology. The Maharaja Sayajirao University of Baroda, pursuing my masters of Education and conducting a dissertation work entitled **"EFFECTIVENESS OF A PROGRAMME TO DEVELOP ESSAY WRITING SKILL AMONG SECONDARY SCHOOL STUDENTS OF VADODARA DISTRICT"** as partial fulfillment of M.Ed. degree for the year 2019-20.

As a part of it, I want to collect the data from your school as it is one of the sampled school in random selection. The students of any one section from 9th standard in your school for one hour will be engaged by me for the purpose of data collection.

Requesting to kindly permit me for collecting data from your esteemed institution.

Your cooperation in this regard will be highly appreciated.

Thank you,

Ms. Bhumika Solanki
M.Ed. Student

Dr. R. L. Madhvi
Guide

Prof. R. C. Patel
Dean, F.E.P.

