

**A STUDY OF EFFECT OF GUIDED PRACTISE ON ENGLISH WRITING SKILLS OF
CLASS VIC STUDENTS OF SBPATIL PUBLIC SCHOOL, RAVET, PUNE.**

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TABLE OF CONTENTS

| | |
|--|----|
| Research Title..... | 4 |
| Introduction..... | 4 |
| Research Background..... | 4 |
| Objective..... | 5 |
| Research Questions..... | 5 |
| Hypothesis..... | 5 |
| Time Duration..... | 5 |
| Methodology..... | 5 |
| Sampling..... | 5 |
| Simplified English Activities 1, 2, 3..... | 5 |
| Data Collection..... | 8 |
| Observation..... | 9 |
| Findings..... | 9 |
| Pre Action Plan Implementation Observations | |
| Post Action Plan Implementation Observations | |
| Outcome of the action plan after implementation..... | 11 |
| Recommendations..... | 11 |
| References..... | 12 |
| Annexure1..... | 13 |
| Annexure 2..... | 14 |
| Annexure 3..... | 15 |
| Annexure 4 | |

Report on the Action Research Project Effect of Guided Practice on English Writing Skills of Class VIC Students of S B Patil Public School, Ravet, Pune.

Niveditha Biswas

English Language Teacher

INTRODUCTION

This is a report on an action research project which investigates the extent to which guided practice can help students improve their writing skills in English language. It documents a teacher-initiated, classroom-based action research which turned English writing exercises from the boring, complex types into enjoyable and simple ones. Respondents came from a sample of 44 mixed-ability students from the class VIC in the school. The researcher compared students' scores in creative writing Sections of EVA II, EVA III conducted in the school before the study to EVA IV scores after the study and reported the consequent changes in students' scores of their writing activities. Both qualitative and quantitative data were collected through Answer scripts, students' class works and teacher's class observation.

RESEARCH BACKGROUND

Writing is a core skill that benefits students across the curriculum. It's the basis of communication, history, art, and more disciplines than can be named. Writing skills are used every day in classrooms, from practicing fine motor skills early on to eventually writing full essays to display critical thinking skills or persuasive skills. Writing is the foundation of expression we give students, to be built upon throughout their academic career. Writing, as a skill itself, offers the students the opportunity to simultaneously catch on to many other vital facilities that can help them succeed in their academics, career, and also in other relevant aspects of their lives. It was observed that the students of VIC of S B Patil Public School faced problems while learning this skill in English language. These students mostly came from Marathi and other Indian languages speaking families. Their English classes were their only opportunities to be exposed to the English language. The majority of them had studied English for a number of years since kindergarten. The observation was that due to the Pandemic situation most of the students attended their classes on online platform and that effected the guided practice of writing skills. This Action Research was held to devise simple and enjoyable methods to impart writing skills to the students.

Statement of Problem

A Study of effect of Guided Practice on Writing Skills in English Language of Class VIC Students of S B Patil Public School, Ravet, Pune.

Objective

The objective of this project was to find out to what extent could guided practice of writing activities help students' learning of English writing skills.

Research Questions

1. Can writing activities be simple and interesting?
2. If so, can creative writing activities help students' learning of English as their second language?

Hypothesis

The following was the Hypothesis

There is no significant difference in mean scores of Achievements in English Writing skills before and after giving guided practice of writing activities.

Time Duration

The project was carried out from 15th November, 2021 to 26th February, 2022 with a total length of three months. During the period there were some holidays.

Methodology

Sampling

Students came from class VIC of S B Patil Public School, Ravet, Pune. There were 44 students in the class. As it was Pandemic situation a few students (on an average 15 to 20) did the activities from school in normal class room setting and others were attending online. These students mostly came from Marathi and other Indian languages speaking families. Their English classes were their only opportunities to be exposed to the English language. The majority of them had studied English for a number of years since kindergarten. The observation was that due to the Pandemic situation most of the students attended their classes on online platform and that effected the guided practice of writing skills. However, all learners were hard working.

Simplified English Writing Activities

During the study, three different innovative writing activities were implemented.

Activity 1:

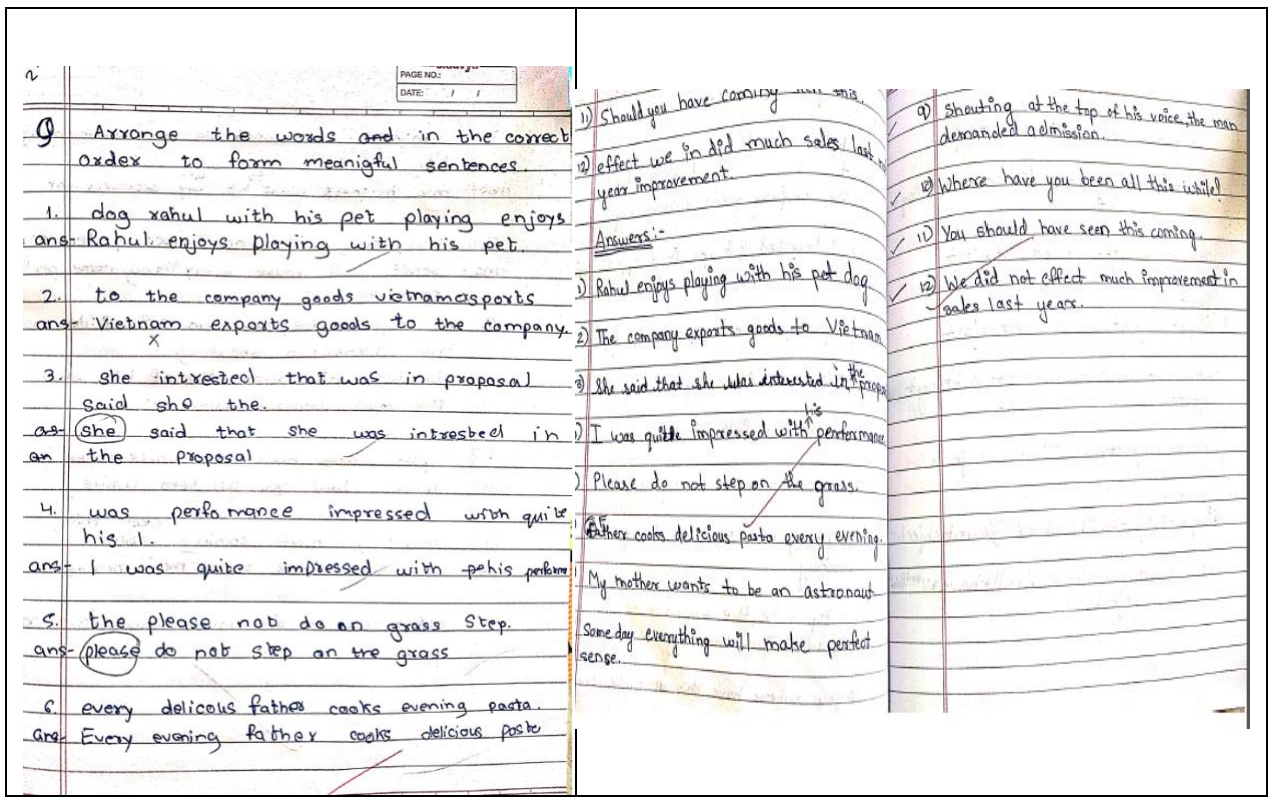
Students were given sentences with jumbled words. The students had to rewrite meaningful sentences from them.

Example:

Arrange the words in the correct order to form meaningful sentences.

- dog Rahul with his pet playing enjoys.
- to the company goods Vietnam exports.


- she interested that was in proposal said she the.
- was performance impressed with quite his I.
- the please not do on grass step.
- every delicious father cooks evening pasta.
- brother an wants be my astronaut to.
- everything will sense make perfect someday.
- at top voice, the man his of demanded the admission shouting.



Activity 2:

The students were given some gap filling exercises. The students had to fill in the gaps and complete the given paragraphs.

[VIC SBPPS](#) posted a new assignment in [VI C English](#).



NEW ASSIGNMENT

Paragraph Completion 2

The Fox and The Crow

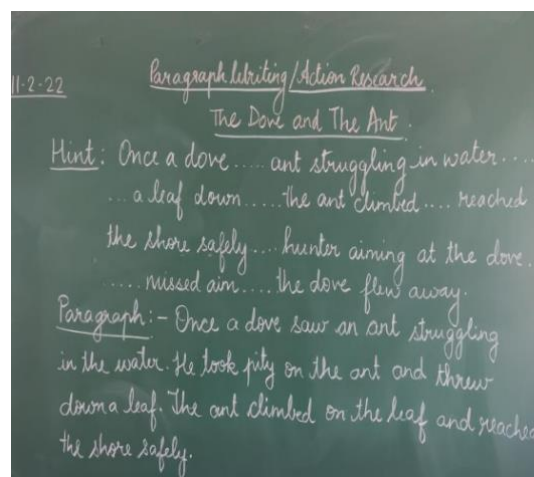
Once a crow stole a piece of _____ from a _____. It wanted _____ it. So it flew away to a _____ nearby. It was _____ to eat it. Then a hungry fox _____ by saw it. He _____ to have the piece of _____. "Oh! My dear _____, he said to the crow, "How beautiful you _____! Your feathers are really _____. Surely your _____ must also very _____. Please sing _____ for me. The _____ crow opened its mouth to sing. The _____ fell down. At once the clever fox _____ and ran away with it.

Open

Activity 3:

The students were introduced to paragraph writing. Initially hints were given to the students. Using the given hints, a paragraph was written by the teacher on the blackboard with inputs taken from students through live discussion in class. The students then wrote the discussed paragraph. The significance of using proper punctuation was explained to the students and demonstrated by punctuating the paragraph. In the next stage, the students were encouraged to add more details and sentences to the paragraph using their own creative ideas.

Teacher's Board work:



Student's work:

Paragraph Writing

* The Dove and The Ant

Once, a dove saw an ant struggling in water. It took pity on the ant and threw down a leaf. The ant climbed onto the leaf and reached the shore safely. After some days, the ant saw the hunter aiming an arrow at the dove flying above. He wanted to save the dove. So, he bit the hunter's leg. The hunter missed his aim and the dove flew safely.

* Paragraph writing

1. The Dove and the Ant

Once, a dove saw an ant struggling in the water. He took pity on the ant and threw down a leaf. The ant climbed on to the leaf and reached the shore safely. After some days, the ant saw the hunter aiming an arrow at the dove flying above. He wanted to save the dove. So, he bit the hunter's leg. The hunter missed his aim and the dove flew safely.

* The Goose and the Golden Egg

Once, there lived a poor farmer. He had a goose. It laid one golden egg every day. The farmer sold the eggs and became rich. He was a greedy farmer. He wanted all the golden eggs at the same time. So, he took the knife and cut the goose but found only one egg inside it. Thus the greedy farmer lost both the goose and golden eggs and became poor again.

2. The Goose and Its Golden Egg.

Once, there lived a poor farmer. He had a goose. She laid one golden egg every day. The farmer sold the eggs and became rich. He was a greedy farmer. He wanted all the golden eggs at the same time. So, he took the knife and cut the goose but found only one egg inside the goose. Thus, the greedy farmer lost both the goose and golden eggs and became poor again.

Data Collection

The data collected was both quantitative and qualitative. The quantitative data was the scores of students in the Creative Writing part of EVA II, EVA III and EVA IV. The qualitative data was the rubrics based on students' answer script samples.

Observation

Teacher carefully observed the scores in creative writing activities and also the students' participation and responses during the activities and made use of the observations to investigate, analyze and generated rubrics and then concluded the findings when the project came to an end.

Findings:

Pre Action Plan Implementation Observations

EVA II scores in creative writing section data showed that 21 students scored less than 50% which means that almost 50% of the students scored less than 50% of the total marks meant for that section. (Annexure3)

EVA III scores in creative writing section data revealed that 19 students out of 44 scored less than to near 50% which amounts to 43% of students. (Annexure 4)

The written answer scripts of Evaluation II were analyzed using rubrics which had the following parameters:

- Sentence Construction
- Errors in Spelling
- Punctuation Errors
- Usage of appropriate Vocabulary

The findings of the analysis were that 70% of the students made errors in sentence construction, 69% of the students made errors in spellings, 60% of the students made errors in punctuation and 67% had problem with usage of appropriate vocabulary. **The analysis also showed that approximately 50 % of the students faced problems with all the parameters of writing skill. (Annexure1)**

The quantitative and qualitative data of EVA II and EVA III were analyzed and root causes were zeroed in as:

- The students needed guided practice as some instructions were ambiguous when shared on online classes.
- Application of learnt topics was missing.

Post Action Plan Implementation Observations

After the introduction of the simpler and interesting writing activities, students began to enjoy their writing lessons. Student asked whether they would have the same kind of activities in their coming lessons once the lesson was over. They looked forward to having the lessons again instead of avoiding them like what they did in the past.

Data collected in the EVA IV scores in creative writing section revealed that 9 students scored less than 50% which means that almost 20% of the students scored less than 50% of the total marks meant for that section (Details shown in Annexure 5).

The findings of the rubric analysis were that 45% of the students made errors in sentence construction, 31% of the students made errors in spellings, 54% of the students made errors in punctuation and 57% had problem with usage of appropriate vocabulary. **The analysis also showed that approximately 16 % of the students faced problems with all the parameters of writing skill. (Details shown in Annexure 2)**

The fall in figures implies that students have developed a positive attitude towards their writing lessons. They began to believe that learning could be relaxing and enjoyable.

The fall in figures implies that students have developed a positive attitude towards their writing lessons. They began to believe that learning could be relaxing and enjoyable. (Details shown in Annexure 3)

Outcome of the action plan after implementation

- **The rubrics on parameters of writing skills after the implementation of Action plan showed that 19% students showed proficiency in their written work, while 64% were showing improvement and 17% were yet to improve.**
- When students were doing their writing tasks their weaknesses and needs such as spelling problems were easily identified. This facilitated

teachers to tackle students' problems. It also allowed teachers to direct their teaching more precisely towards students' needs. Furthermore, the activities of rewriting the jumbled sentences, gap filling exercise activities provided students with interesting, authentic and challenging tasks to practice. They succeeded in motivating students to learn as well as helping them develop proper useful learning strategies such as listening and editing skills. In completing the tasks, students also learnt to work in collaboration and appreciate peer help. The work of the students was also neat and tidy. These were the added outcomes of the action plan.

- This study aimed at improving the learning environment and teaching strategies in English writing lessons for students of VIC and in S B Patil Public school, Ravet in order to enhance students' English language learning. Generally speaking, the basic objectives of this research study were achieved. The majority of students successfully changed their perceptions of writing from a boring, threatening and stressful environment to an interesting, enjoyable and collaborative atmosphere. To a certain extent the change in perception might help students develop a positive learning attitude towards their writing activities. Students' confidence has thus increased and their anxieties have in turn reduced. Definitely these positive feedbacks may enhance students' future learning.

Recommendations

Henceforth, the same strategy could be used for the 6th Graders to enhance their writing skills in the initial stages.

The action research to be further handed over to the teacher for the next academic year.

References

NCERT Course on Action Research- DIKSHA

Honk Kong Teachers' Centre Journal-Action Research Report on the Action Research Project on English Dictation in a Local Primary School by Chiang Oi, Kit, Taikoo Primary School.

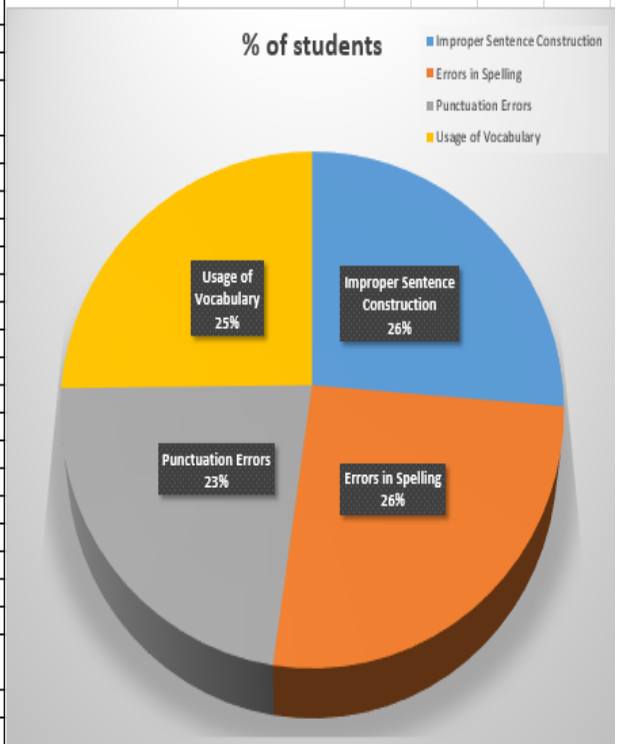
<https://classful.com/importance-of-writing-for-students/>

Annexure 1

Rubrics- Parameters for writing- Pre Action Plan

| Rubrics - Parameters for Writing-Grade VIC-Pre Action Plan Implementation | | | | | |
|---|------|--------------------------------|--------------------|--------------------|---------------------|
| Student Name | Code | Improper Sentence Construction | Errors in Spelling | Punctuation Errors | Usage of Vocabulary |
| Alfiya Ayyaz Shaikh | S1 | ✓ | ✓ | ✓ | ✓ |
| Alphy Muttathu Jiju | S2 | | | | ✓ |
| Anushka Umesh Jadhav | S3 | ✓ | ✓ | ✓ | ✓ |
| Khushi Amit Garg | S4 | | ✓ | ✓ | |
| Pranjal Mansing Beloshe | S5 | | ✓ | ✓ | |
| Anvi Deepak Sasane | S6 | ✓ | | | |
| Sahiba Mohammad Syyed | S7 | ✓ | ✓ | ✓ | ✓ |
| Saisha Prasanna Khedekar | S8 | | | | |
| Sanika Santosh Kate | S9 | ✓ | ✓ | ✓ | ✓ |
| Shireesha Abhijeet Khadamkar | S10 | | ✓ | | ✓ |
| Shreya Anil Ovhal | S11 | | | | |
| Siddiqua Najir Tamboli | S12 | ✓ | ✓ | ✓ | ✓ |
| Spurthi Vinod Desai | S13 | ✓ | | ✓ | |
| Vrinda Atul Kumbhar | S14 | | ✓ | | |
| Aryan Rajkumar Bhoge | S15 | ✓ | ✓ | ✓ | ✓ |
| Atharva Kashinath Bagade | S16 | ✓ | ✓ | ✓ | ✓ |
| Avanish Rahul Bhoir | S17 | ✓ | ✓ | ✓ | ✓ |
| Ayush Sagar Baviskar | S18 | ✓ | ✓ | ✓ | ✓ |
| Daksh Bharat Tak | S19 | ✓ | ✓ | ✓ | ✓ |
| Harsh Satish Darshale | S20 | ✓ | ✓ | ✓ | ✓ |
| Kshiti Shrinivas Kale | S21 | ✓ | | | ✓ |
| Niranjan Sardar Anuse | S22 | ✓ | | | |
| Omkar Sarjerao Marnure | S23 | ✓ | ✓ | ✓ | ✓ |
| Pinak Sachin Agale | S24 | | ✓ | | |
| Piyush Nitin Sarode | S25 | | | | ✓ |
| Pranit Sachin Chaudhari | S26 | ✓ | ✓ | ✓ | ✓ |
| Piyush Bhushan Sarode | S27 | | ✓ | | |
| Rajvir Sunil Narke | S28 | ✓ | ✓ | | |
| Ratish Amol Adhav | S29 | ✓ | ✓ | ✓ | ✓ |
| Rohan Rahul Ashtikar | S30 | | | ✓ | |
| Rudra Sachin Rane | S31 | | ✓ | | |
| Rudraksh Rahul Kalbhor | S32 | ✓ | ✓ | ✓ | ✓ |
| Sanskar Rahul Shelar | S33 | ✓ | ✓ | ✓ | ✓ |
| Shivam Amol Rakshe | S34 | ✓ | ✓ | ✓ | ✓ |
| Shouryan Madhav Kalbhor | S35 | ✓ | ✓ | ✓ | ✓ |
| Sanghpal Anil Nanaware | S36 | ✓ | ✓ | ✓ | ✓ |
| Soham Sandeep Pachorkar | S37 | | | | ✓ |
| Sumedh Sameer Devkar | S38 | ✓ | ✓ | ✓ | ✓ |
| Udayan Bhagwan Ippar | S39 | ✓ | ✓ | ✓ | ✓ |
| Ved Manojkumar Amrutkar | S40 | | | | ✓ |
| Vedant Vitthal Sagare | S41 | | | ✓ | ✓ |
| Sushant Basavraj Mhetri | S42 | ✓ | ✓ | ✓ | ✓ |

| Parameters | % of students |
|--------------------------------|---------------|
| Improper Sentence Construction | 70 |
| Errors in Spelling | 69 |
| Punctuation Errors | 60 |
| Usage of Vocabulary | 67 |



Annexure 2

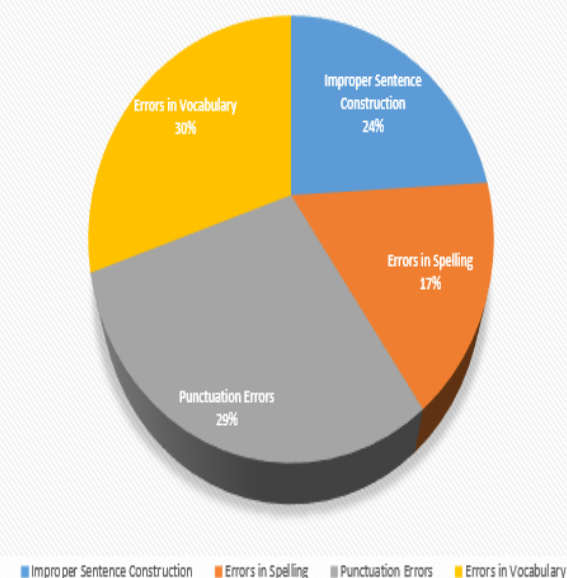
Rubrics- Parameters for writing- Post Action Plan

Rubrics - Parameters for Writing-Grade VIC-Post Action Plan Implementation

| Student Name | Code | Improper Sentence Construction | Errors in Spelling | Punctuation Errors | Errors in Vocabulary |
|------------------------------|------|--------------------------------|--------------------|--------------------|----------------------|
| Alfiya Ayyaz Shaikh | S1 | ✓ | | ✓ | ✓ |
| Alphy Muttathu Jiju | S2 | | | | |
| Anushka Umesh Jadhav | S3 | ✓ | | ✓ | ✓ |
| Khushi Amit Garg | S4 | | | ✓ | |
| Pranjal Mansing Beloshe | S5 | | | ✓ | |
| Anvi Deepak Sasane | S6 | ✓ | | | |
| Sahiba Mohammad Syied | S7 | ✓ | ✓ | ✓ | ✓ |
| Saisha Prasanna Khedekar | S8 | | | | |
| Sanika Santosh Kate | S9 | | | ✓ | ✓ |
| Shireesha Abhijeet Khadamkar | S10 | | | | ✓ |
| Shreya Anil Ovhal | S11 | | | | |
| Siddiqua Najir Tamboli | S12 | ✓ | | ✓ | ✓ |
| Spurthi Vinod Desai | S13 | ✓ | | ✓ | |
| Vrinda Atul Kumbhar | S14 | | | | |
| Aryan Rajkumar Bhoge | S15 | | | | ✓ |
| Atharva Kashinath Bagade | S16 | ✓ | | ✓ | ✓ |
| Avanish Rahul Bhoir | S17 | ✓ | ✓ | ✓ | ✓ |
| Ayush Sagar Baviskar | S18 | ✓ | ✓ | ✓ | ✓ |
| Daksh Bharat Tak | S19 | ✓ | ✓ | ✓ | ✓ |
| Harsh Satish Darshale | S20 | | ✓ | ✓ | ✓ |
| Kshitij Shrinivas Kale | S21 | | | | ✓ |
| Niranjan Sardar Anuse | S22 | | | | |
| Omkar Sarjerao Marnure | S23 | ✓ | ✓ | ✓ | ✓ |
| Pinak Sachin Agale | S24 | | ✓ | | |
| Piyush Nitin Sarode | S25 | | | | ✓ |
| Pranit Sachin Chaudhari | S26 | ✓ | | ✓ | ✓ |
| Piyush Bhushan Sarode | S27 | | | | |
| Rajvir Sunil Narke | S28 | ✓ | ✓ | | |
| Ratish Amol Adhav | S29 | ✓ | | ✓ | ✓ |
| Rohan Rahul Ashtikar | S30 | | | | |
| Rudra Sachin Rane | S31 | | ✓ | | |
| Rudraksh Rahul Kalbhor | S32 | ✓ | | ✓ | ✓ |
| Sanskar Rahul Shelar | S33 | | | ✓ | ✓ |
| Shivam Amol Rakshe | S34 | | | ✓ | |
| Shouryan Madhav Kalbhor | S35 | | | | |
| Sanghpal Anil Nanaware | S36 | ✓ | ✓ | ✓ | ✓ |
| Soham Sandeep Pachorkar | S37 | | | | ✓ |
| Sumedh Sameer Devkar | S38 | ✓ | ✓ | ✓ | ✓ |
| Udayan Bhagwan Ippar | S39 | ✓ | ✓ | ✓ | ✓ |
| Ved Manojkumar Amrutkar | S40 | | | | |
| Vedant Vitthal Sagare | S41 | | | | |
| Sushant Basavraj Mhetri | S42 | ✓ | ✓ | ✓ | ✓ |

| Parameters | % of students |
|--------------------------------|---------------|
| Improper Sentence Construction | 45 |
| Errors in Spelling | 31 |
| Punctuation Errors | 54 |
| Errors in Vocabulary | 57 |

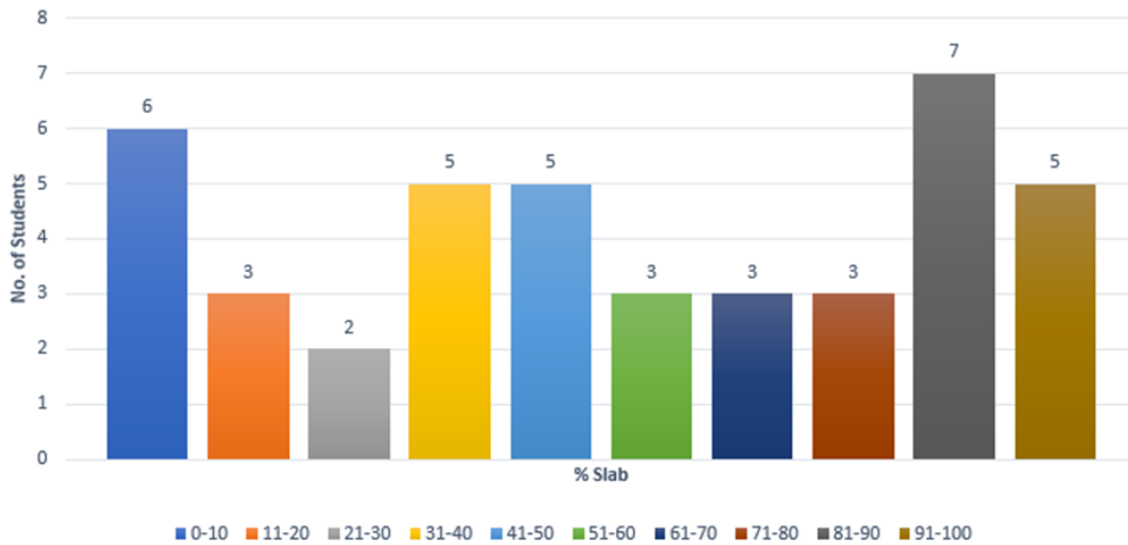
% of students



Annexure 3**EVA II Score Analysis and Students' Sample Answer Scripts**

| Sr. No. | Name | EVA - II(8) | % |
|---------|------------------------------|-------------|-----|
| 1 | Anushka Umesh Jadhav | 0 | 0 |
| 2 | Atharva Kashinath Bagade | 0 | 0 |
| 3 | Avanish Rahul Bhoir | 0 | 0 |
| 4 | Omkar Sarjerao Marnure | 0 | 0 |
| 5 | Sanghpal Anil Nanaware | 0 | 0 |
| 6 | Sumedh Sameer Devkar | 0 | 0 |
| 7 | Udayan Bhagwan Ippar | 1 | 13 |
| 8 | Sushant Basavraj Mhetri | 1 | 13 |
| 9 | Sahiba Mohammad Syyed | 1.5 | 19 |
| 10 | Harsh Satish Darshale | 2 | 25 |
| 11 | Shivam Amol Rakshe | 2 | 25 |
| 12 | Rajvir Sunil Narke | 2.5 | 31 |
| 13 | Vedant Vitthal Sagare | 2.5 | 31 |
| 14 | Ayush Sagar Baviskar | 3 | 38 |
| 15 | Piyush Bhushan Sarode | 3 | 38 |
| 16 | Ratish Amol Adhav | 3.25 | 41 |
| 17 | Sanskar Rahul Shelar | 3.75 | 47 |
| 18 | Shreya Anil Ovhal | 4 | 50 |
| 19 | Spurthi Vinod Desai | 4 | 50 |
| 20 | Niranjan Sardar Anuse | 4 | 50 |
| 21 | Rudraksh Rahul Kalbhor | 4 | 50 |
| 22 | Pranjal Mansing Beloshe | 4.5 | 56 |
| 23 | Pinak Sachin Agale | 4.5 | 56 |
| 24 | Shouryan Madhav Kalbhor | 4.5 | 56 |
| 25 | Khushi Amit Garg | 5 | 63 |
| 26 | Daksh Bharat Tak | 5 | 63 |
| 27 | Pranit Sachin Chaudhari | 5.5 | 69 |
| 28 | Aryan Rajkumar Bhoge | 6 | 75 |
| 29 | Kshitij Shrinivas Kale | 6 | 75 |
| 30 | Rudra Sachin Rane | 6 | 75 |
| 31 | Siddiqua Najir Tamboli | 6.5 | 81 |
| 32 | Rohan Rahul Ashtikar | 6.5 | 81 |
| 33 | Soham Sandeep Pachorkar | 6.75 | 84 |
| 34 | Alfiya Ayyaz Shaikh | 7 | 88 |
| 35 | Saisha Prasanna Khedekar | 7 | 88 |
| 36 | Ved Manojkumar Amrutkar | 7 | 88 |
| 37 | Tanmayee Yashodhan Parakhe | 7.25 | 91 |
| 38 | Anvi Deepak Sasane | 7.5 | 94 |
| 39 | Piyush Nitin Sarode | 7.5 | 94 |
| 40 | Vrinda Atul Kumbhar | 7.75 | 97 |
| 41 | Alphy Muttathu Jiju | 8 | 100 |
| 42 | Shireesha Abhijeet Khadamkar | 8 | 100 |

Chart showing Percentage wise student count in Creative Writing Topics of EVA II



Dear friends,
I hope this letter finds you in vibrant healthy and spirits
I am writing to you to invite you to attend the Ganesh Chaturthi celebration we have. We have installed the Ganesh idol in our home and the religious ceremonies are being carried out everyday. The illumination **Write how you celebrated** going to be on Sept 20, 20xx at 10:00am
SUBSCRIPTION AND NAME

Hi Anushka, How are you, you know how we celebrate Ganesh Chaturthi this time. We made murti of Ganpati Bappa at Home. We made pathki also at Home and we kept our Ganpati and Gauris at living room so we decorated room and you know this time our theme was in Sky so we kept Gopati in the sky, behind the moon. We made rangoli also and we kept Guddas, Guddi also and we kept many playing things and etc. and we kept very nice dishes there and these time are Gopati celebration was very nice and this time we did our visarjan in our house tub.
My regards to your parents and love to your brother Sunny

J-201 Silver,
Gardens, Ravet,
29/9/2021.
Dear Anush,
I hope your mother and father are good. I writing you a letter for inviting you to our Ganesh Chaturthi. I hope you will come with your family to my home.
Your friend
Udayan.

Flat 3, Anjan Society,
Mumbai
29 September 2021
Dear friend,
I hope this letter finds you. Ganesh Chaturthi will be starting from 1 Oct to 7 Oct. I am inviting you in my Ganesh Chaturthi Festival. **Not the topic asked** you will come to celebrate festival. Please take care. I hope you will come to celebrate the festival.
Your loving
Sushant Niketi.

Royal casa
Ravet near bhonde
Date: June.

Dear Suvasali

These days Ganesh Chaturthi festival we have celebrated that it was a good experience to celebrate it for first time. My aunt used to celebrate it every year. So we took some ideas from them and celebrated it in a too good decoration. So you share your experience.

Your friend
Sparthi Desai

29/07/2021

Dear Ramesh

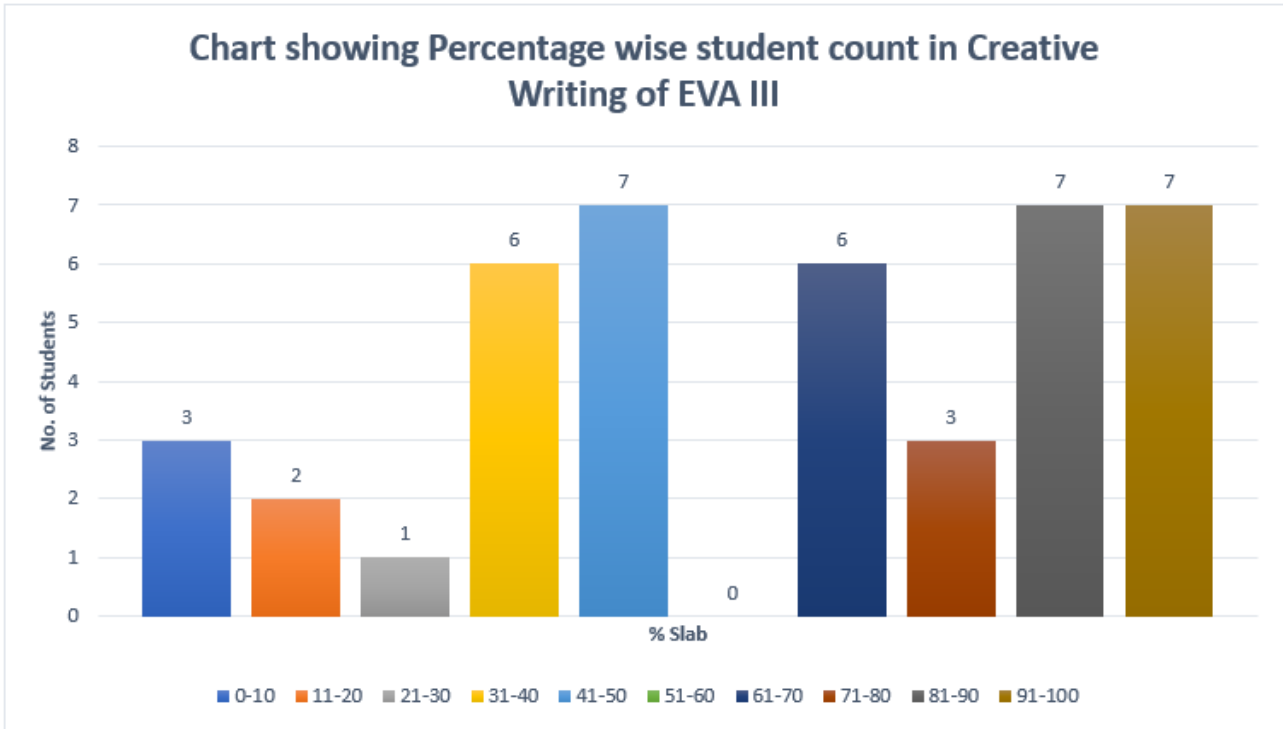
This time we celebrated Ganesh festival very enjoying. What about you? There were games and many of sweets, chips and fruits. I hope you celebrated the same. Your friend Shivam.

subscription
Shivam

Annexure 4

EVA III Score Analysis and Students' Sample Answer Scripts

| Sr. No. | Name | EVA - III(4) | % |
|---------|--------------------------|--------------|-----|
| 1 | Anushka Umesh Jadhav | 1.5 | 38 |
| 2 | Atharva Kashinath Bagade | 0 | 0 |
| 3 | Avanish Rahul Bhoir | 1.5 | 38 |
| 4 | Omkar Sarjerao Marnure | 1.5 | 38 |
| 5 | Sanghpal Anil Nanaware | 0.25 | 6 |
| 6 | Sumedh Sameer Devkar | 0.5 | 13 |
| 7 | Udayan Bhagwan Ippar | 3.25 | 81 |
| 8 | Sushant Basavraj Mhetri | 1.5 | 38 |
| 9 | Sahiba Mohammad Syed | 0.5 | 13 |
| 10 | Harsh Satish Darshale | 1 | 25 |
| 11 | Shivam Amol Rakshe | 2 | 50 |
| 12 | Rajvir Sunil Narke | 1.75 | 44 |
| 13 | Vedant Vitthal Sagare | 2.5 | 63 |
| 14 | Ayush Sagar Baviskar | 2 | 50 |
| 15 | Piyush Bhushan Sarode | 3 | 75 |
| 16 | Ratish Amol Adhav | 0 | 0 |
| 17 | Sanskar Rahul Shelar | 1.5 | 38 |
| 18 | Shreya Anil Ovhal | 2.5 | 63 |
| 19 | Spurthi Vinod Desai | 2.5 | 63 |
| 20 | Niranjan Sardar Anuse | 3.25 | 81 |
| 21 | Rudraksh Rahul Kalbhor | 2 | 50 |
| 22 | Pranjal Mansing Beloshe | 3.5 | 88 |
| 23 | Pinak Sachin Agale | 2 | 50 |
| 24 | Shouryan Madhav Kalbhor | 2.5 | 63 |
| 25 | Khushi Amit Garg | 3.5 | 88 |
| 26 | Daksh Bharat Tak | 1.5 | 38 |
| 27 | Pranit Sachin Chaudhari | 1.75 | 44 |
| 28 | Aryan Rajkumar Bhoge | 3 | 75 |
| 29 | Kshitij Shrinivas Kale | 3 | 75 |
| 30 | Rudra Sachin Rane | 3.75 | 94 |
| 31 | Siddiqua Najir Tamboli | 3.5 | 88 |
| 32 | Rohan Rahul Ashtikar | 2.5 | 63 |
| 33 | Soham Sandeep Pachorkar | 4 | 100 |
| 34 | Alfiya Ayyaz Shaikh | 2.5 | 63 |
| 35 | Saisha Prasanna Khedekar | 3.25 | 81 |
| 36 | Ved Manojkumar Amrutkar | 3.75 | 94 |
| 37 | Tanmayee Yashodhan | 3.5 | 88 |
| 38 | Anvi Deepak Sasane | 3.75 | 94 |
| 39 | Piyush Nitin Sarode | 2 | 50 |
| 40 | Vrinda Atul Kumbhar | 4 | 100 |
| 41 | Alphy Muttathu Jiju | 3.75 | 94 |
| 42 | Shireesha Abhijeet | 3.75 | 94 |
| 43 | Sanika Kate | 3 | 75 |
| 44 | Tanishka Kulkarni | 2.5 | 63 |



A foolish stag

Once a stag was thirsty. So he was drinking water at a pool. He saw his own reflection in pool water. He looked his horns and admired them. Then he saw his ugly and thin legs and hated them. After towards him. He ran as fast as he can just because of his thin legs. As he running from bushes his beautiful horns are got stuck in it. He tried to free himself but he saw unable. Soon the hounds reached the spot and tore stag in to pieces.

Moral- All that gifted by god is always good for everyone.

Title

A Stag was thirsty and reached a pool. He saw his own reflection, glad to see his horn and hated his thin and ugly legs. The hounds (wild dog) ran after him. The stag ran for life and his legs carried him out of danger but his horn got stuck in bushes and horns proved to be the cause of his legs death.

Moral of the story: we should not judgment from their beutiness.

once upon a time, a vain stag was thirsty. So it reached a pool to quench its thirst. While it was drinking water from the pool, it showed his reflection in the water. The vain stag was very glad to see his antlers. At the legs. All of a sudden, it could hear some hounds right behind. The hounds ran after him, looking at the stag. The stag ran to save his life.

Incomplete

Heading

A stag was thirsty he reached a pool and saw his own reflection. Glad to see his horns and his legs carried him out of danger. He hated his thin and ugly legs and hounds (wild dogs) ran after him when stag ran for life when his legs carried him out of danger and his horns got stuck in bushes. His horns proved to be the cause of his death.

Moral

Heading

A stag was thirsty he reached a pool and saw his own reflection glad to see his horns are headed his thin and ugly legs and hounds (wild dogs) ran after him he stag ran for the of his legs carried him out of danger and his horn got stuck in bushes the horns proved to be the cause of his death.

Moral

Title

One very hot day a stag was very thirsty. He saw here and there 'no water'. He walked and walked and finally he reached a pool. he ran for pool and when he his own reflection in the pool he was glad to see his horns but when he saw his legs he hated his thin and ugly legs. And suddenly hounds the wild dogs ran after him. He saw and ran very fast. Stag ran for life but finally he was safe. His legs carried him out of the danger. Then while working his horns got stuck in the bushes he tried to take them out but he can't. He was crying and shouting. He got lot of pain but horns proved to be the cause of his Death.

Moral : Never show up down one of yourself

Heading

once upon a time, a vain stag was thirsty, so it reached a pool to quench its thirst while it was drinking water. From the pool, it showed its reflection in the water. The vain stag was very glad to see his antlers. At the legs. All of a sudden, it could hear some hounds right behind. The hounds ran after him. Looking at the threat, the stag ran to save his life.

Incomplete

Heading

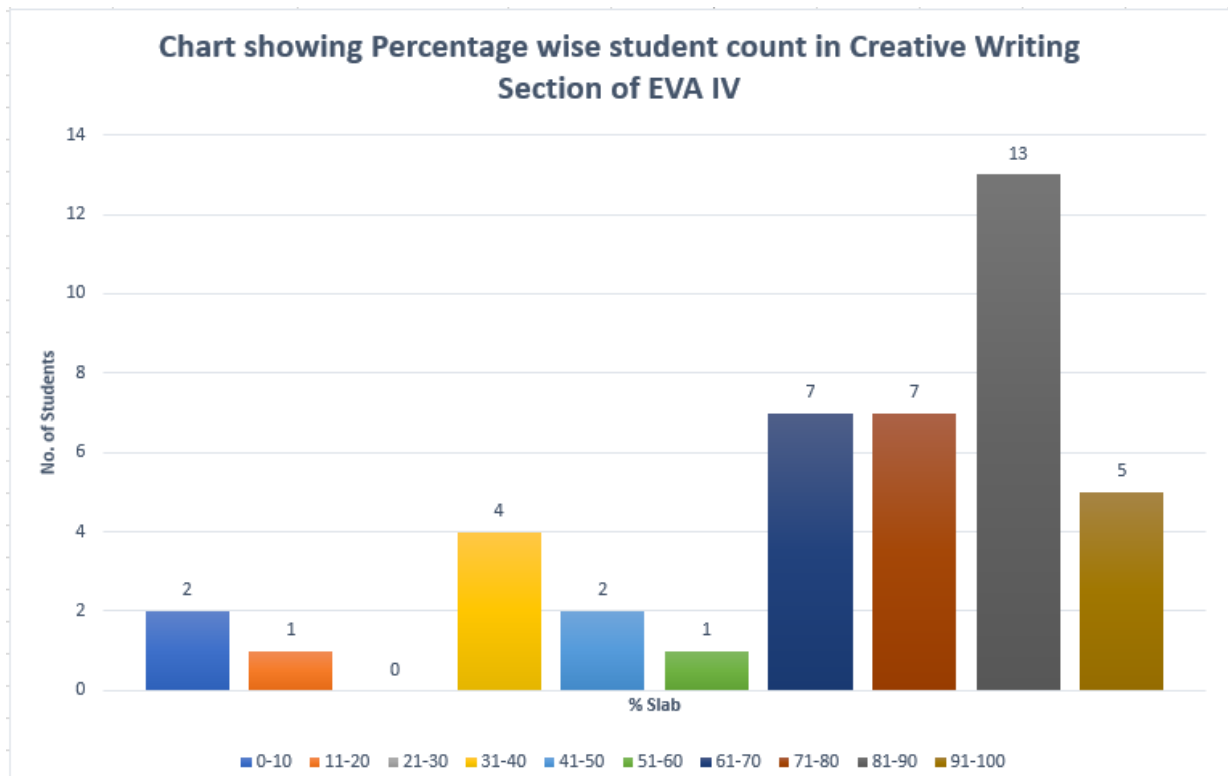
A stag was thirsty and reached a pool and saw his reflection glad to see his horns but hated his thin and ugly legs as hounds ran after him and stag ran for life but his legs carried him out of danger but his horns got stuck in bushes and horns proved to be his ~~the~~ death.

Moral

Annexure5

EVA IV Score Analysis and Students' Sample Answer Scripts

| Sr. No. | Name | EVA - IV(8) | % |
|---------|--------------------------|-------------|-----|
| 1 | Anushka Umesh Jadhav | 5.5 | 69 |
| 2 | Atharva Kashinath Bagade | 3 | 38 |
| 3 | Avanish Rahul Bhoir | 2.5 | 31 |
| 4 | Omkar Sarjerao Marnure | 0 | 0 |
| 5 | Sanghpal Anil Nanaware | 3 | 38 |
| 6 | Sumedh Sameer Devkar | 0 | 0 |
| 7 | Udayan Bhagwan Ippar | 6.5 | 81 |
| 8 | Sushant Basavraj Mhetri | 6.5 | 81 |
| 9 | Sahiba Mohammad Syed | 1.5 | 19 |
| 10 | Harsh Satish Darshale | 3 | 38 |
| 11 | Shivam Amol Rakshe | 6.25 | 78 |
| 12 | Rajvir Sunil Narke | 5.5 | 69 |
| 13 | Vedant Vitthal Sagare | 8 | 100 |
| 14 | Ayush Sagar Baviskar | 6 | 75 |
| 15 | Piyush Bhushan Sarode | 7.25 | 91 |
| 16 | Ratish Amol Adhav | 6.5 | 81 |
| 17 | Sanskar Rahul Shelar | 6.5 | 81 |
| 18 | Shreya Anil Ovhal | 6.25 | 78 |
| 19 | Spurthi Vinod Desai | 5.5 | 69 |
| 20 | Niranjan Sardar Anuse | 7.5 | 94 |
| 21 | Rudraksh Rahul Kalbhor | 3.5 | 44 |
| 22 | Pranjal Mansing Beloshe | 7.25 | 91 |
| 23 | Pinak Sachin Agale | 6 | 75 |
| 24 | Shouryan Madhav Kalbhor | 5.5 | 69 |
| 25 | Khushi Amit Garg | 7 | 88 |
| 26 | Daksh Bharat Tak | 5.75 | 72 |
| 27 | Pranit Sachin Chaudhari | 5.5 | 69 |
| 28 | Aryan Rajkumar Bhoge | 7 | 88 |
| 29 | Kshitij Shrinivas Kale | 6 | 75 |
| 30 | Rudra Sachin Rane | 7.5 | 94 |
| 31 | Siddiqua Najir Tamboli | 7 | 88 |
| 32 | Rohan Rahul Ashtikar | 5.5 | 69 |
| 33 | Soham Sandeep Pachorkar | 6 | 75 |
| 34 | Alfiya Ayyaz Shaikh | 4.5 | 56 |
| 35 | Saisha Prasanna Khedekar | 7.25 | 91 |
| 36 | Ved Manojkumar Amrutkar | 5.5 | 69 |
| 37 | Tanmayee Yashodhan | 7 | 88 |
| 38 | Anvi Deepak Sasane | 7.5 | 94 |
| 39 | Piyush Nitin Sarode | 3.5 | 44 |
| 40 | Vrinda Atul Kumbhar | 6.75 | 84 |
| 41 | Alphy Muttathu Jiju | 7.75 | 97 |
| 42 | Shireesha Abhijeet | 7.25 | 91 |
| 43 | Sanika Kate | 5.5 | 69 |
| 44 | Tanishka Kulkarni | 4 | 50 |



I 'Kehitij, a student of class 6th C, request you to grant me ten days' leave. My elder brother's wedding ceremony is to be held on ~~December~~ ^{17th} March 25. I share the responsibility of all the arrangements and the management of the wedding. I will not be able to attend the school as there will be guests in my house and will hope for my presence therefore, I need to be with my family on this ~~persons~~ ^{precious} pleasant occasion.

Respected madam
I Afiya Shaikh from class VI C request you to grant me ten days leave as my brother's marriage ceremony will be performed on 12th march 2022 at my native village. I would like you to request you to grant me leave for at least ten days for the purpose my leave will start from 11th march 2022 and will extend up to 15th march 2022.

Lost library book

This is to inform you that I have lost my library book which was issued to me, on the playground. So, if anyone gets my library book ~~please~~ please give it to me.

The poem A House, a Home is written by Lorraine Hansberry. In the poem the poet differentiates between house and home. According to the poem, A house is just a structure made of many non-living things like brick, stone, wood, and glass, it has lots of windows, doors and chimney and etc. it is just a normal building. A home is a place where a family lives.