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A Comparative Study of Error Patterns in English Language of C.B.S.E. and U.P. Board Students in Meerut District of Uttar Pradesh

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Abstract - Education is undoubtedly one of the most important factors that impact the growth and development of a country as well as the future course of the country's people as a whole. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to livelihoods. India has made a huge progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. The Indian educational system mainly comprises of CBSE and ICSE board systems, apart from this various Indian states have their own educational boards. In the following paper a comparative study has been done among the students of CBSE and Uttar Pradesh board students to know the pattern of errors committed in the use of English language. The study also finds the pattern of errors among the students of rural, urban and semi-urban areas.

I. INTRODUCTION

Education is undoubtedly one of the most important factors that impact the growth and development of a country as well as the future course of the country's people as a whole. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to livelihoods. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education in India starts after passing the higher secondary education or the 12th standard. Depending the stream, doing graduation in India can take three to five years. Post graduate courses are generally of two to three years of duration. After completing post graduation, scope for doing research in various educational institutes also remains open. India has made a huge progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population (World Bank).

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India's improved education system is often cited as one of the main contributors to the economic rise of India (PTI, 2008).

Much of the progress in education has been credited to various private institutions. The private education market in India is estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012 (Anuradha, 2008). However, India continues to face stern challenges. Despite growing investment in education, 35% of its population is still illiterate; only 15% of Indian students reach high school, and just 7% graduate.

II. EDUCATIONAL SCENARIO IN UTTAR PRADESH

Uttar Pradesh situated in the northern part of India is best known for its significant contributions made in the field of education. The persistent efforts of the state government have played a crucial role in increasing the overall literacy rate of the state. Several adult educational programs have also been launched for improving the scenario of education in Uttar Pradesh. The state government of Uttar Pradesh has always encouraged the participation of the private sector in the education system of the state. It has also done major investments for education at all levels. In order to promote education at the primary and secondary level the state has also introduced compulsory and free education for all students. Scroll down the page to learn more about schools in Uttar Pradesh.

III. EDUCATIONAL DEVELOPMENT IN UTTAR PRADESH

Year	Literacy Rate		
	Persons	Male	Females
1951	12.01	19.16	4.07
1961	20.87	32.08	8.36
1971	23.99	35.01	11.23
1981	32.64	46.65	16.74
1991	40.71	54.82	24.36
2001	57.36	70.22	42.97

Note : Literacy rates for 1951, 1961 and 1971 relate to population aged five years and above.

Note : The rates for the years 1981 to 2001 relate to the population aged seven years and above.

Source : Indian Census

Schools in Uttar Pradesh are either run by private organizations or by the government. Some of the schools in the state are either affiliated to Central Board of Secondary Education (CBSE) or Council for The Indian School Certificate Examinations (CISCE). However, one can also come across schools affiliated to the state education board. There are 1,23,540 (approx.) schools in Uttar Pradesh which consists of pre-primary schools, elementary schools, primary schools, secondary schools and senior secondary schools. Most of the schools in Uttar Pradesh follow Hindi as their medium of instruction. However, schools affiliated to the CBSE and ICSE board use English as their medium of study. Uttar Pradesh has made a significant progress in education in the recent decades from 1951-2001.

IV. EDUCATIONAL PROFILE OF MEERUT DISTRICT

The Meerut district is purposely selected for the study because it has diversified type of education system which comprises CBSE, ICSE and UP board based schooling systems. The district has a good educational infrastructure as well as the district has made a significant progress in the field of education which is clearly visible from the following table 1.

Table 1 : Physical Infrastructure and Educational Progress in Meerut district

Physical Infrastructure	
Primary Schools	1282
Upper Primary Schools	396
Education Gurantee Scheme (EGS / AS AIE)	123
Teachers (Primary) (Only Govt.Schools)	2813
Teachers (Upper Primary) (Only Govt. Schools)	827
Educational Progress	
Literacy Rate (Female) (Census 2001)	54.12
Literacy Rate (Total) (Census 2001)	65.96
Total No. Of Children (6 - 14)	255823
GER	74.61
Pupil Teacher Ratio	1:53

Source : Uttar Pradesh Education for All (UPEFA)

Objectives

- 1) To study the error pattern in English language among the students of different educational boards.
- 2) To analyze the difference in English language error pattern among the students of urban, suburban and rural areas.

V. RESEARCH METHODOLOGY

a) Venue and Sample

i. Instrument

A pre - tested schedule was prepared to collect the information. Students perception on various aspects were recored and analysed laterly.

b) Data collection and analysis procedures

For data collection intermediate schools of Meerut district have been taken. Meerut district is situated in the North West of Uttar Pradesh. It is a divisional head Quarter. Adjacent districts of Meerut are Bagpat, Muzzaffar Nagar Ghaziabad and BulandShahr. Meerut district is considered as an advanced district in comparison to adjacent districts. There is a university and a Medical College in Meerut. So in the interest of the study only Meerut district has been chosen. In order to get proper results the district has been divided into three parts--urban, sub-urban and rural, school of these three parts have been selected separately. First a list of renowned school which are affiliated to U.P. Board and C.B.S.E. Board was made. Then samples of students were taken from these schools for the collection of data. Lists of schools affiliated to both Boards have been given systematically. The data have been proceed an analysis with the help of computer using SPSS 16 version and suitable mathematical and statistical tetchiness like averages , standard deviation and 't' test have been employed for data analysis.

The t-statistic was introduced in 1908 by William Sealy Gosset, a chemist working for the Guinness brewery in Dublin, Ireland ("Student" was his pen name). Gosset had been hired due to Claude Guinness's innovative policy of recruiting the best graduates from Oxford and Cambridge to apply biochemistry and statistics to Guinness' industrial processes. Gosset devised the *t*-test as a way to cheaply monitor the quality of stout. He published the test in *Biometrika* in 1908, but was forced to use a pen name by his employer, who regarded the fact that they were using statistics as a trade secret. In fact, Gosset's identity was unknown to fellow statisticians

c) Testing the significance of difference between two sample means

The *t* statistic to test whether the means are different can be calculated as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{where, } S = \frac{\sqrt{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}}{(n_1 - 1) + (n_2 - 1)}$$

or

$$S = \sqrt{\frac{\sum d_1^2 + d_2^2}{(n_1 + n_2 - 2)}}$$

Here **S** is the standard deviation (or pooled standard deviation), 1 = group one, 2 = group two. The denominator of *t* is the standard error of the difference between two means.

For significance testing, the degrees of freedom for this test is $n_1 + n_2 - 2$ where n is the number of participants in each group.

VI. RESULTS AND DISCUSSIONS

Table No. 1 reveals that there is significant difference between spellings error and punctuation error among the boys students of both the boards (i.e. C.B.S.E. and U.P.), because the calculated 't' values is greater than tabular 't' value. Although Preposition, Articles, Verbs, Tenses, and Conjunction error have no significant difference between C.B.S.E. and U.P. Board Boys students, since in the case of above cited errors, calculated 't' values are less than tabular 't' value. In

other words we can say that null hypothesis is accepted. The table 1 also explores that the calculated 't' values, are greater than tabular 't' value for punctuation, articles and tenses errors of Girls students. As a result there is significant difference in grammatical errors of girls students of C.B.S.E. and U.P. Boards. However spellings, preposition, verbs and conjunction errors have no significant difference between C.B.S.E. and U.P. Board school Girls students, because thecalculated 't' values are less than tabular 't' value. Based of this interpretation we conclude that girl students of C.B.S.E. & U.P. Board do nearby more grammatical mistakes than boys students of these schools boards.

Table 1 : Mean, S. D. and t value of different grammatical error in English of Boys & Girls class C.B.S.E. and U.P. Board school students

Grammatical errors in English of Students	Boys			girls		
	Mean	S.D.	't' Value*	Mean	S.D.	't' Value*
Spellings error in C.B.S.E. Board	29.7500	11.170	5.3840	34.98	10.0020	1.6830
Spellings error in U.P. Board	37.8500	0		37.23		
Punctuation error in C.B.S.E. Board	32.7100	15.177	3.0210	35.89	9.8910	1.9860
Punctuation error in U.P. Board	38.8900	0		38.52		
Preposition error in C.B.S.E. Board	28.2900	13.164	1.2190	33.18	11.5260	1.3560
Preposition error in U.P. Board	30.4500	0		31.09		
Articles error in C.B.S.E. Board	27.7300	11.742	0.1720	32.5	8.5940	2.4100
Articles error in U.P. Board	27.4500	0		29.73		
Verbs error in C.B.S.E. Board	28.4500	13.781	1.5460	34.41	9.1690	1.2240
Verbs error in U.P. Board	31.3300	0		32.91		
Tenses error in C.B.S.E. Board	31.0500	12.312	1.1280	37.02	9.1200	2.4180
Tenses error in U.P. Board	32.9300	0		34.07		
Conjunction error in C.B.S.E. Board	32.8000	15.734	0.3510	37.55	13.6120	1.0410
Conjunction error in U.P. Board	33.5500	0		35.66		

* at 5 % level of significance for 108 degree of freedom.

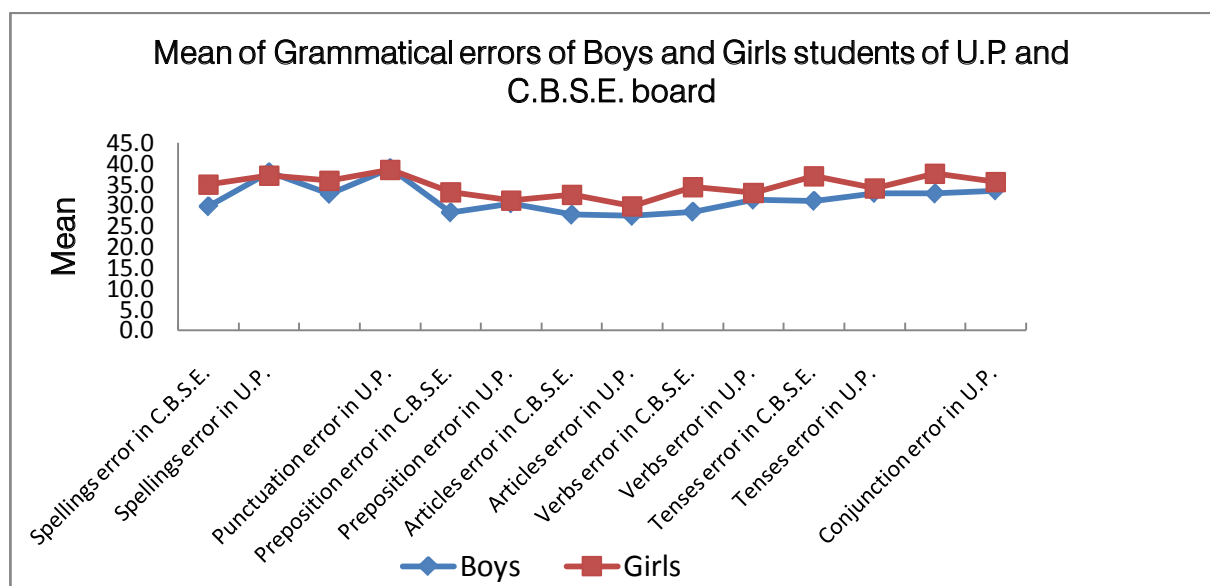


Table No. 2 reveals that there is significant difference between spellings error, punctuation error, verbs and tenses error in both boards (C.B.S.E. and U.P.) of urban areas students, because the calculated 't' values is greater than tabular 't' value i.e. 2.00 for 48 degree of freedom at 5% significant level. Although Preposition, Articles, and Conjunction errors have no significance difference between C.B.S.E. and U.P. Board urban areas students, since in the case of above cited errors as the calculated 't' values are less than tabular 't' value i.e. 2.00 at 5% level of significant for 48 degree of freedom. It also explores that the calculated values, are greater than tabular 't' values (i.e. 2.021) at 5 per cent level of significant for 38 degree of freedom of

punctuation, preposition, articles and tenses errors in suburban areas students. As a result there is significant difference between above cited grammatical errors students in C.B.S.E. and U.P. Board school in suburban areas students. However spellings, verbs and conjunction errors have no significant difference between C.B.S.E. and U.P. Board school students of suburban area, because the calculated values are less than tabular 't' value i.e. 2.021 for 38 degree of freedom at 5% significant level. Based of this interpretation we conclude that urban areas students of C.B.S.E. & U.P. Board do nearby similar grammatical mistakes and suburban areas students of these schools boards.

Table 2: Mean, S. D. and t' value of different grammatical error in English of Urban & Suburban class C.B.S.E. and U.P. Board school students

Grammatical errors in English of Students	Urban			Suburban		
	Mean	S.D.	t' Value*	Mean	S.D.	t' Value**
Spellings error in C.B.S.E. Board	51.8400	14.4610	5.2700	56.44	27.921	0.7740
Spellings error in U.P. Board	36.6000			52.12		
Punctuation error in C.B.S.E. Board	53.3200	15.4460	5.3740	61.8	22.827	2.5930
Punctuation error in U.P. Board	69.9200			49.96		
Preposition error in C.B.S.E. Board	50.6000	12.3530	0.6310	45.52	19.331	2.1830
Preposition error in U.P. Board	52.1600			37.08		
Articles error in C.B.S.E. Board	47.7200	8.3000	0.4100	45.2	16.616	3.1420
Articles error in U.P. Board	47.0400			34.76		
Verbs error in C.B.S.E. Board	48.6000	11.9240	2.1970	48.32	21.264	1.7490
Verbs error in U.P. Board	53.8400			40.88		
Tenses error in C.B.S.E. Board	53.0000	10.1000	3.4660	54.68	25.026	3.1330
Tenses error in U.P. Board	60.0000			39		
Conjunction error in C.B.S.E. Board	62.8000	10.1200	1.1660	44.44	24.2330	1.1220
Conjunction error in U.P. Board	60.4400			39		

* at 5 % level of significance for 48 degree of freedom.

** at 5 % level of significance for 38 degree of freedom.

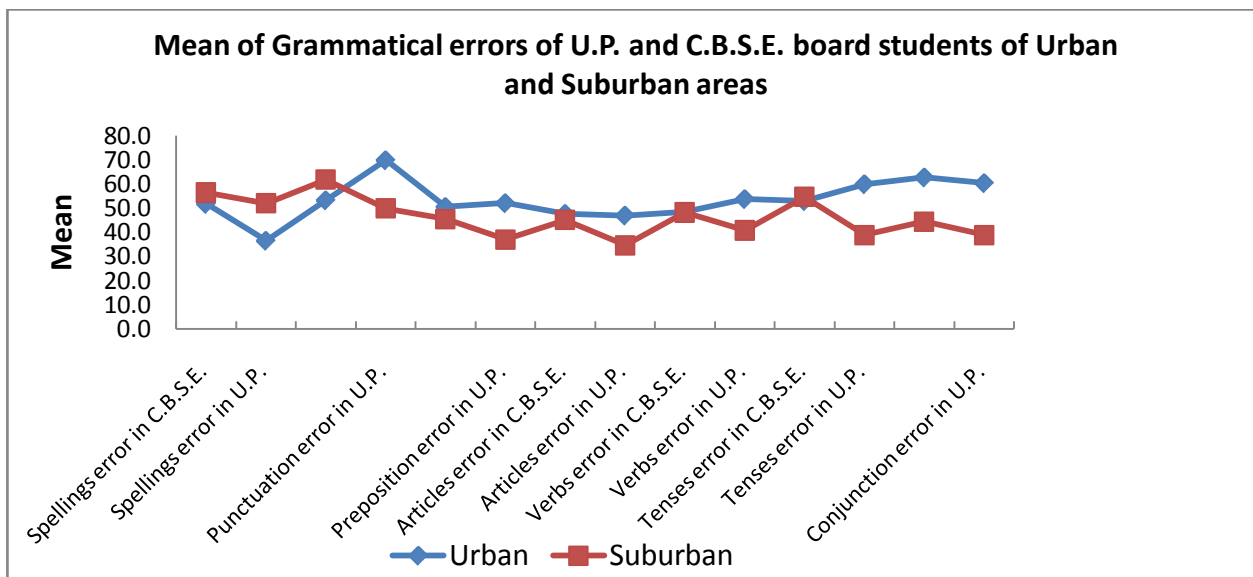


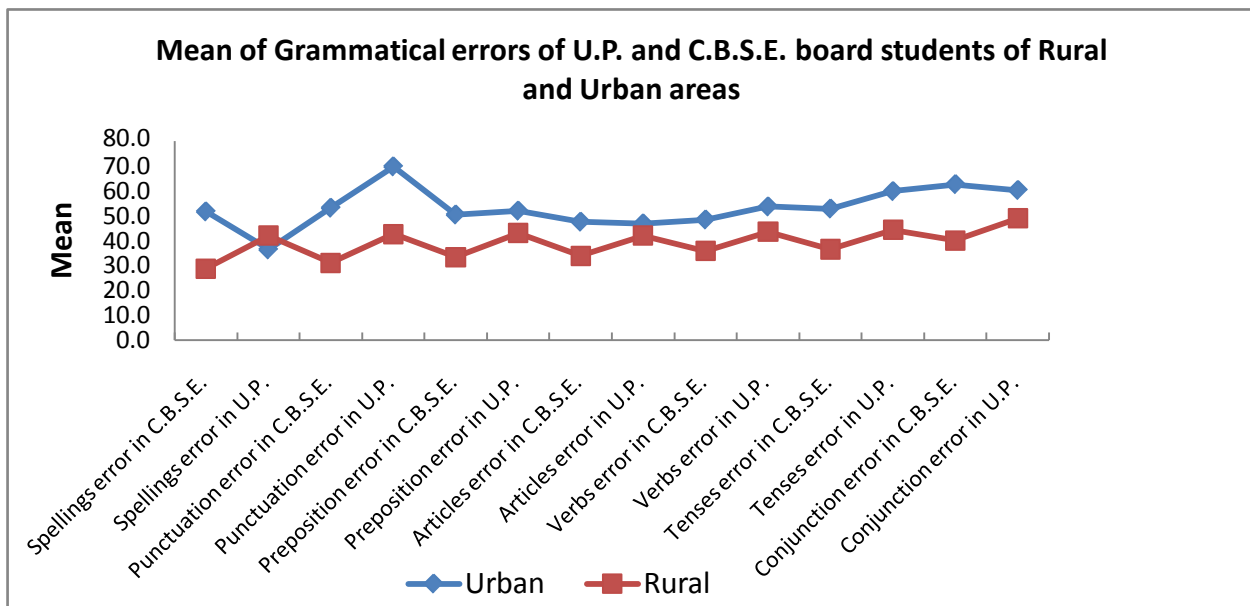
Table No. 3 reveals that there is significant difference in spellings error, punctuation error, verbs and tenses error in both boards (C.B.S.E. and U.P.) of urban areas students, because the calculated 't' values is greater than tabular 't' value i.e. 2.00 for 48 degree of freedom at 5% significant level. Although Preposition, Articles, and Conjunction errors have no significance difference between C.B.S.E. and U.P. Board urban areas students, as in this case the calculated 't' values are less than tabular 't' value i.e. 2.00 at 5% level of significant for 48 degree of freedom. The table 3 also explore that the calculated values, are greater than tabular 't' value (i.e. 2.048) at 5 per cent level of significant for 28 degree of freedom, for spellings, punctuation, and preposition, errors in rural areas

students. In other words the null hypothesis is rejected and alternative hypothesis accepted. As a result there is significant difference between above cited grammatical errors among the students of C.B.S.E. and U.P. Board schools in rural areas. However articles, verbs, tenses and conjunction errors have no significant difference between C.B.S.E. and U.P. Board school in rural areas students, because the calculated 't' values are less than tabular 't' value i.e. 2.048 for 28 degree of freedom at 5% significant level. Based on the above interpretation we conclude that urban areas students of C.B.S.E. & U.P. Board do nearby similar grammatical mistakes as compared to rural areas students of these schools boards.

Table 3: Mean, S. D. and t' value of different grammatical error in English of Urban & Rural class C.B.S.E. and U.P. Board school students

Grammatical errors in English of Students	Urban			Rural		
	Mean	S.D.	t' Value*	Mean	S.D.	t' Value*
Spellings error in C.B.S.E. Board	51.8400	14.4610	5.2700	28.88	19.7970	3.3440
Spellings error in U.P. Board	36.6000			42.12		
Punctuation error in C.B.S.E. Board	53.3200	15.4460	5.3740	31.12	18.7100	3.1110
Punctuation error in U.P. Board	69.9200			42.76		
Preposition error in C.B.S.E. Board	50.6000	12.3530	0.6310	33.52	19.4780	2.4850
Preposition error in U.P. Board	52.1600			43.2		
Articles error in C.B.S.E. Board	47.7200	8.3000	0.4100	34.04	21.6950	1.8710
Articles error in U.P. Board	47.0400			42.16		
Verbs error in C.B.S.E. Board	48.6000	11.9240	2.1970	35.96	24.4310	1.5720
Verbs error in U.P. Board	53.8400			43.64		
Tenses error in C.B.S.E. Board	53.0000	10.1000	3.4660	36.68	24.5720	1.5710
Tenses error in U.P. Board	60.0000			44.4		
Conjunction error in C.B.S.E. Board	62.8000	10.1200	1.1660	40.16	29.1180	1.5250
Conjunction error in U.P. Board	60.4400			49.04		

* at 5 % level of significance for 48 degree of freedom.
 * at 5 % level of significance for 28 degree of freedom.



The table 4 explores that the calculated values, are greater than tabular 't' value (i.e. 2.048) at 5 per cent level of significant for 28 degree of freedom, of spellings, punctuation, and preposition errors in rural areas students. As a result there is significant difference between above cited grammatical errors students in C.B.S.E. and U.P. Board school in rural areas students. However, articles, verbs, tenses and conjunction errors have no significant difference between C.B.S.E. and U.P. Board school in rural areas students, because the calculated 't' values are less than tabular 't' value i.e. 2.048 for 28 degree of freedom at 5% significant level. It also explore that the calculated values, are greater than tabular 't' value (i.e. 2.021) at 5 per cent level of

significant for 38 degree of freedom, of punctuation, preposition ,articles, and tenses errors in suburban areas students. As a result there is significant difference between above cited grammatical errors students in C.B.S.E. and U.P. Board school in suburban areas students. However spellings, verbs and conjunction errors have no significant difference between C.B.S.E. and U.P. Board school in suburban areas students, because the calculated values are less than tabular 't' value i.e. 2.021 for 38 degree of freedom at 5% significant level. Based on the above interpretation we conclude that suburban areas students of C.B.S.E. & U.P. Board do nearby more grammatical mistakes than rural areas students of these schools boards.

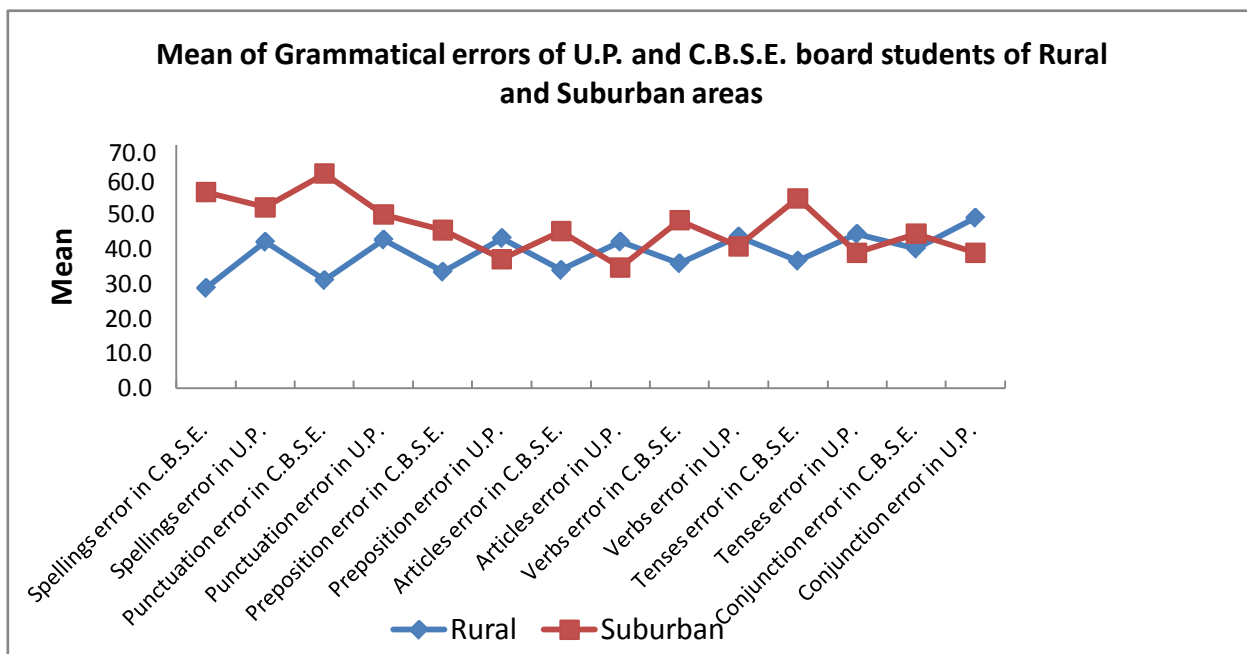


Table 4 : Mean, S. D. and t' value of different grammatical error in English of Rural & Suburban class C.B.S.E. and U.P. Board school students

Grammatical errors in English of Students	Rural			Suburban		
	Mean	S.D.	t' Value*	Mean	S.D.	t' Value**
Spellings error in C.B.S.E. Board	28.88	19.7970	3.3440	56.44	27.9210	0.7740
Spellings error in U.P. Board	42.12			52.12		
Punctuation error in C.B.S.E. Board	31.12	18.7100	3.1110	61.8	22.8270	2.5930
Punctuation error in U.P. Board	42.76			49.96		
Preposition error in C.B.S.E. Board	33.52	19.4780	2.4850	45.52	19.3310	2.1830
Preposition error in U.P. Board	43.2			37.08		
Articles error in C.B.S.E. Board	34.04	21.6950	1.8710	45.2	16.6160	3.1420
Articles error in U.P. Board	42.16			34.76		
Verbs error in C.B.S.E. Board	35.96	24.4310	1.5720	48.32	21.2640	1.7490
Verbs error in U.P. Board	43.64			40.88		
Tenses error in C.B.S.E. Board	36.68	24.5720	1.5710	54.68	25.0260	3.1330
Tenses error in U.P. Board	44.4			39		
Conjunction error in C.B.S.E. Board	40.16	29.1180	1.5250	44.44	24.2330	1.1220
Conjunction error in U.P. Board	49.04			39		

* at 5 % level of significance for 28 degree of freedom.

**at 5 % level of significance for 38 degree of freedom

VII. CONCLUSIONS AND IMPLICATIONS

This paper provides an overview of school education in India. It also examines the quality of education in Meerut district of Uttar Pradesh which is one of the developed city of the state. There is a perception among the people that the quality of education in private schools (comprising mainly C.B.S.E. board) is much better than the government owned schools i.e. mainly comprising of U.P. board schools. This paper examines the quality of education in terms of error commitment in English language usage among the students of different educational boards as well as from different locations as well as it also examines the commitment of errors on the basis of gender. The results clearly shows that girl students of C.B.S.E. & U.P. Board do nearby more grammatical mistakes than boys students of these schools boards. The paper also concludes that urban areas students of C.B.S.E. & U.P. Board do nearby similar grammatical mistakes and suburban areas students of these schools boards. It also shows that urban areas students of C.B.S.E. & U.P. Board do nearby similar grammatical mistakes as compared to rural areas students of these schools boards. It is also inferred that suburban areas students of C.B.S.E. & U.P. Board do nearby more grammatical mistakes than rural areas students of these schools boards. The paper also describes that the overall quality of education is not so good in the district as it should be and Serious attention needs to be paid towards the school education system. There is a need to develop new policies to strengthen and improve the education system in the district as well as in the state.

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