POST GRADUATE DIPLOMA IN PARTICIPATORY RURAL APPRAISAL (PGDPRA)

PRA 708
Report Writing in PRA (II Semester)

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Report Writing in PRA
(PG Diploma Lessons)
Course: PRA 708

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Unit 1 Basics of Report writing in PRA

Need for PRA report – Definition of PRA report

Need for PRA report

PRA is conducted with an idea of developing the rural area (Village) is the specific field (animal husbandry, agriculture, sericulture, home science etc) depending upon the field of specialization of the person who conducts PRA. If the person is having animal husbandry background, his or her focus should be on development of animal husbandry is the village. The person conducting the PRA the college should help if is mind that very technique of PRA is conducted with an eyes on development of the village is the specific profession. All records and observations must be recorded right is the field in field note book so that they will help in report writing, Necessary photographs taken during field work must be properly kept safely so that they can be placed is the report of PRA at the appropriate place. The requirement for P.G. Diploma is PRA is the conduct of a PRA project in a village which will serve as a document for the person is his future life. The PRA report will also serve as a guide for development professional under whose jurisdiction the village would come. The PRA report should have PRA techniques like transect maps, diagrams, rankings and analyses is neat way. Necessary photographs add to quality and authenticity of the PRA report. The report should contain the findings of each of the PRA techniques, the learning in each of the PRA techniques indicating how the finding will help is development of the village. Wherever recommendations can be made for future develop they should be specific, simple and under tradable for any person who reads the port.
Definition: PRA report can be defined as a written document of what the appraiser has observed, educated analysed and learnt about the problems, potentials, resources, and solutions of a village and the conditions existing in a rural (area) and about the people of the village without any bias is the forms of transects, maps, diagrams, takes and interpretations so that it could be used for future development of the village by anybody.

Characteristics of a good report:
According to Mohamed et al (2007), the following are the characteristics of a good report.

1. The text of the report should be unrelies gious
2. The text of the report should convey the contended message
3. The style and presentation of the report should cater to the needs of the targeted readers.
4. The content of the report should fully resec the scope of the project in a crisp and clear member
5. The report should be organized in hierarchical form with chapters
6. There should be continuity and consistency is between chapters and sections that follow
7. The conclusion of the report should give clear picture of the report to the readers.
8. There should not be legthy sentences
9. The presentation of the report should be in a lucidre manner.
10. The good report should not be too lengthy the length is decided by the context.
11. Report should be properly typed or printed without eras, bound and executed neatly.

Tips for a good PRA report writing
If the characteristics of a good report are analysed from the point of view of writing PRA report they reveal the following.

1. The PRA report, of course, should a clear in meaning. Each sentence used in desorbing the findings of a PRA technique should the written is such a way that it can be understand only in one way. The PRA appraiser that it gives the idea of what the particular PRA technique has revealed.

2. The text of the findings in each PRA technique should pinpoint the purpose for which the particular technique of PRA is meant. For example, the technology map is supposed to indicate all types of technology decision behavior. The text should specify the technologies adopted, over adopted, discontinued, reinvented and rejected, if they are found in the technology map. Again, the discontinuance the nature of discontinuance should be specified of the appraiser simply mentions a particular technology has been discontinued without specifying he type of discontinuance, the appraiser has not done the job correctly are is may raise doubt is the mind of the reader.

3. The targeted readers of a PRA report are extension workers and voluntary agencies working for the upliftment of the village in question and other extension workers, students and administrators interested in rural development with reference to specific field of science. The style and presentation of the report of PRA should satsify all these types of readers.

4. The PRA project is conducted ......village, with the specific scope of analysing ins and outs of a specific field of development. For instance, if PRA conducted PRA in a village for dairy development here, all the PRA techniques should be carried out in relation to dairy development only.

5. In PRA report, the various PRA techniques should be presented considering the whole PRA as a process. The first PRA technique to be presented is basic information and the

last PRA technique is action plan. Matrix ranking is be found in the that PRA report after technology map.

6. In a PRA report each PRA technique can be in the form of a specific section. Basic information can be a separate section than time like, then seasonal analysis, and so on. Livelihood analysis is to be presented after reporting the findings of wealth ranking. Problem tree must find a place after problem identification technique in the PRA report. One can read the chapter on PRA process is the book of F/R/PRA for Agriculture (Crops and Livestock) cathared by or VE.Sabarathnam for understanding the sequence to be followed is presenting the various PRA techniques in a PRA report.

7. In a PRA report, there is no question of conclusion at the end. While presenting each PRA technique, there should be different sub sections as follows in every section of PRA report

> How was information collected?
>
> What are the data collected?
>
> What is the learning from the techniques?
>
> How in is useful for action plan for over all village development?
>
> How will the technique help on future for the PRA A (Participatory Rural appraisal Appraiser) ?
>
> Table, map, diagram, picture, etc phonographs must be placed unusually is the centre of the section.

8. Lengthy sentences may be avoided to the extent possible. There are different types of readers of PRA report. There may be highly learned people. There may be only people who are not highly learned. The report should are written is such a way that anybody who does not know much of PRA can read, understand and use all the PRA techniques for the development of the village. Sentences should be written in such a way that they the simple and easy to understand.

9. Each technique should be, reported in an easy, logical, simple and clear way so that the reader understands the report in a correct way with our any confusion.

10. The PRA report should not be voluminous of should be crisp and to the point. Repetition of the points should be avoided of a point is repeated again and again, it unit be boring for the reader and the reader very not be interested to read further and stop reading the report completely.

11. The report should be neatly typed without spelling mistakes and presented in or an attractive way which should be able to tempt anybody to read the report.

PRA report Specialty:
This phase of PRA requires special type of still which is somewhat different from those which are required is the earlier stages of PRA process. PRA report writing needs the ability to express on self will which is an important activity is PRA. It is worth report writing: Writing is writing and must be treated as such. PRA report writing is not unique is not mysterious in anyway.

Documentation in PRA
The PRA Appraiser (PRAA) must keep in mind, doing each PRA technique, that all PRA activities are to be documented. The term ‘document’ refers to the reading the details of each and every activity of something. In PRA. Every activity of every PRA technique is to be documented. This helps in providing evidence or proof for every PRA technique while writing the PRA report. The PRAA has to remember that every PRA technique is to be reported with suffered evidence. Every technique is the be photographed when is conducted so that the photograph in placed is the report in the appropriate place which the particular technique is described is the PRA report. According Balontine Book (1998), document refers to a written or printed proper running is formation or evidence Documentation means to furnish with or support by documents Documentation is depicting the actual event with act fictional elements. The word ‘fictional’ is to be forgotten by every
PRAA. Fiction refers to imagination narration which of the words 'document', 'documentation', 'Documentary' and 'fiction' is a must for every PRAA.

Definition of PRAA documentation
PRA documentation is the process of recording all events related to PRA is the form of photographs, diagrams, tables, for validity, and authenticity for PRRA and finally in the form of a report (Sabarathnam, 2002).

Starting of PRA Documentation
The Process of documentation of PRA starts is fact, from the day, the PRA team or PRAA visits the village for the first time which is important for PRA report writing.

Documentation activities
PRA is usually done by a team 1). Consisting of PRAA 2). Key informants 3). elected representatives of the village government (Panchayat) 4) Government officials under whose jurisdiction the village falls, 5) members of N.Gos. Give the responsibility of writing the names of key informants used different PRA techniques in a field note book to a PRA team members, so that their names are incorporated in to final diagrams, map, table etc. This will also help is giving proper acknowledgement for people concerned is the acknowledgement page PRA report writing.

2. A camera must always be available with the PRA team to take photos of different techniques. If a cell phone with camera facility is available, that is also enough instead of a camera. The camera or cell phone – photo person (CPP) must be at the beck and call of PRAA. This PRAA can give instructions to the photographer or CPP these and there about activities to be photographed backing the need for the photo which could help the reader is understanding the PRA report as a whole, and is learning each and every PRA techniques in particular. Previous night, the PRAA has to list the activities to be photographed for each PRA techniques, so that the PRAA can give signal to the photographer or CPP to here the particular activity is in progress in the field. Listing the activities to be photographed previous is the previous night is a must to avoid crying over spilt milk.

3. Who all did what technique of PRA must be entered is the field notebook.

4. The PRAA must constantly review the documentation activity how and then is the field as well as is the day’s evening for easy and accurate documentation of the appraisal so that they can be easily places at the appropriate place is the PRA report.

5. Unnecessary and more than one evidence for a specific phenomena must be avoided more than one plan.

6. Irrelevant photos (not related to any of the PRA techniques must be excluded in the final report.

7. Numbers must be given for diagrams, photos, maps and tables separately is a logical way so that they can be placed is the final report meaningfully.

8. Every illustration must have a heading for easy comprehension and understanding.

9. Diagrams must be neat, clear, attractive well proportioned and geometrically accurate to the extent possible. They should be simple and easily understandable (Sumathi and Sabarathnam)

10. Direction and sequence of documentation

The map should always indicate directions like North, South, East and West correctly failing which the map will become ineffective. As maps are related to geographical features, depiction of the various items as found in the village, of a particular map is very important.

2. Arrangement of all the PRA activities logically as found is the PRA process diagram, in the final.

3. PRA report is essential for easy and sequential learning of the village report number of each page in the final report is essential.
4. A page of contents is the beginning of the PRA report will be useful and meaningful for future users of the PRA report.

5. Minimum words, maximum illustration is the slogan to be remembered by the PRA and others concerned with PRA, when the PRA is carried out for better reporting of the PRA process.


General Structure of PRA Report

1. Preliminary Part: This covers the title page, the acknowledgement page, the content page. List of Table list – figures list

2. The main body of PRA report covering introduction, project description – review of related literature – findings of various techniques of PRA and the learning from various, techniques – future use.

3. Reference section including footnotes, the appendix (if any)

The preliminary part:

Title page: The title of the PRA typed/computerised report contains the Participating Rural Appraised Appraisal name, a sentence indicating the course which the projects conducted. The date of submission of the report and the name of organisation insisting the requirement.

Acknowledgement Page

The acknowledgement page is normally a page of courtesy in which the participatory Rural Appraisal Appraiser gives thanks the persons who gave guidance, help and assistance in completion of the project. Here, the PRA expert who guided and taught the techniques both in the class room, in the practical classes, and in the course of the project work needs to be thanked indicating the way in which he did during the various activities. The key informants, panchayat officials, non – officials of panchayats, government officials and villages need to be thanked indicating their names and the nature of help. The acknowledgement page has, of course, no
impatience to the reader of the PRA report. Specific names need to be mentioned in each case. The PRAA has to refer his field work to mention the names with initials to write them correctly in the acknowledgement page.

Preface

A preface, usually of one or two pages follows the acknowledgement page, indicating a type of remarks and probably a succinct statement indicate the scope of the project report and limitations of report.

Table of Contents

A detailed table of contents helps the readers to a greater extent is selecting quickly and logically what he or she should read as a later time to detailed way. It is usually expected that not only the headings of each chapter, but also the sub headings of the chapter which should find a place is in the table of contents. This will help the reader quite a lot to decide where he should concentrate more time.

List of Tables and Figures

A detailed list of tables, maps, diagrams, photographs and figures would go a long way is better presentability of the PRA report.

The main Body of PRA Report

The first part of the main body of PRA report is the Introduction. The normally course the reasons for choosing the specific PRA project in question, the importance of the project the specific purpose of the project, the need and significance attached to the project, the contribution of the for PRA literature and for rural development in general and for development of the village is particular. Then, different chapters dealing with every PRA technique are covered.

The statement of PRA Project

It should be stated in a logical, but in a simple way so that the reader clearly gets a better insight into the project from very early stage of reading the report. The statement of the project should be defined in detail. The correct aspect of rural development that is supposed to be covered must be well specified in the project statement. The PRA techniques to be covered in the project must be demarcated. The sources of secondary information to be used and their purpose must be spelt out and justified. The specific terms which are highly technical or which may be obscure to common man need to be defined carefully.

Review of related literature

Any participating Aural Appraisal Appraiser (PRAA) has to be up to date is his knowledge about projects and studies related to his area of PRA. PRAA has to make a search of related PRA reports and they have to be mentioned is this section indicating what other PRAs have found is other regions and areas with regard to the problems selected. A critical review of other PRA reports would help the reader is comparing the present PRA report with other earlier reports. Here, the PRAA has sufficient opportunity to indicate the need for the present project and to indicate the factors or objectives to be considered for the present project.

Foot Notes

The footnotes are usually mentioned throughout the entire PRA report then and there. To be specific, footnotes are not a part of PRA report of the project is question. They usually serve the following two purposes.

1. To give acknowledgement to the source of paraphrase or idea of a quotation borrowed by the PRAA. Not giving acknowledgement to the source of idea or quotation is unethical of Participatory rural appraisal.

2. To present narrative statements, quotation or additional information, which, though necessary, may distract the flow of the actual PRA findings if incorporated in the main text.

Appendix

Appendix is to be given when it is absolutely necessary. It is better that the data with reference to a particular PRA technique are...
presented is the concerned chapter itself. Putting important table or data with regard to a particular PRA technique (say, for example, data regarding matrix ranking or problem identification) may be voluminous, but they have to be given is the main report rather putting is the appendix. While reading a particular technique if the reader has to refer to appendix, it may interfere in the flow of the read. It may affect the comprehensibility of the findings of the particular PRA technique. It may be irksome for the reader. The PRAA has to think twice before including any data in the appendix with regard to any PRA technique.

Readability of PRA report:
The PRA report writer must first take into account the reading ability of the readers of PRA report. The PRA report is usually read by extension workers and voluntary agencies who are working in the concerned village where PRA was varied out. Their qualification with regard to education is mostly graduation or even less. Very rarely post graduate would be working as extension workers and is voluntary organizations. Hence, it is very importance for the PRA report writer to indicate the utility value of the PRA report by pinpointing how the report will help the reader. Hence, if is important to remember that PRA has to write the report of PRA at a level that is appropriate to reading ability of extension workers and workers is voluntary organization. What is expected in a PRA report is that it should be easily readable, understandable and usable. Simple sentences have better readability than complex or compound sentences.

Comprehensibility

Good PRA report writing is done to convey the PRA analyses and findings is a precise nature. Sentences and words which may have ambiguity multiple meaning and allusions must not definitely find a place is any part of report writing in PRA. The PRAA must be very careful in selecting the appropriate words. The PRAA must be very careful in selecting the appropriate words. The words used in PRA report must convey the meanings accurately, clearly and efficiently. When different types of concepts and constructs are used in the report they must be operationally defined for the purpose of the report of PRA.

Pace

Pace can be defined as the rate at which the printed page presents the information to the reader. The proper pace in technical writing is one that enables the reader to keep his mind working just a fraction of a second behind his eye as he reads along. It logically would be slow when the information is complex or difficult to understand.

If his mind wonders ahead of his eye (or wants to) the pace is too slow (Rathbone, 1966). If the text is over crowded with concepts there is too much information per sentence. Writers use a number of methods to adjust the pace of their writing.

1. Use ample white space and wide margins to create a positive psychological effect on the reader.

2. Break large units of text into smaller units with headings to show organization of the topics.

3. Relieve difficult text with visual aids when possible.

4. Emphasize important material and deemphasize secondary material through sentence construction and judicious use of italicizing, capitalization parentheses.

5. Choose words carefully, opting for the known and short rather than the unknown and long. Graduate students, in particular, seen to revel is using jargon, propones constructions and long or arcane words. Naturally, there are times when technical terms are appropriate. Scientists communicate efficiently with jargon, but the audiences for most applied research are not scientifically trained and need more help than many writers supply.

6. Repeat and summarize critical and difficult ideas so that readers have time to absorb them.
7. Make strategic use of service words. These are words that do not represent objects or ideas, but show relationship. Transitional words, such as the conjunctions, are service words. So are phrases such as ‘on the other hand, in ‘summary’, and in ‘contrast’ (Rathbone, 1966).

**Tone**

Go through the report gain and again so as to make sure that the tone is apt. It is better that is referred to readers. But PRAA should not consider himself or herself as reader to this matter. An information—developed for the reader conveys sincerity, personalisation, worth and involvement on the part of the author (Cooper and Schindler 2010). Avoid negative phrasing but this does not mean that findings or recommendation should be modified to make them positive. On the other hand review the phrasing.

**Which of the following statements is more positive?**

The action plan prepared for the village need not implement in toto during its implementation.

The action plan prepared for the village is flexible as the situation warrants during implementation.

Both the statements give the same information. But, the second one does not put the villagers is dilemma during implementation of the action plan.


**Points to be considered in presentation of the PRA report while typing or computerisation**

The report of PRA can be typed or computerized. The presentation of PRA report gives an idea to the reader regarding the professional approach used throughout the report. Keeping the readers in mind, desirable fonts must be used in the entire report. Paper must be good quality is taking computer print of the report.

**Overcrowding of the text**

If the text of the report is overcrowded, presentability of the report will be in hot water. Readers need visual freeness by providing sufficient white space: Cooper and Schindler (2010) used the phrase here as ample white space here. They defined the word ‘ample’ there as “1 inches of white space at the top, bottom, and right hand margins. On the left side the margin should be at least 1½ inches to provide room for finding or punched holes. Even greater margins will improve the report appearance and help to high light key points. Overcrowding is also possible when the report contains page after page of large paragraphs of unbroken text. This produces an unpleasant psychological effect on readers because of the formidable appearance.

**Tips for avoiding overcrowding of text**

1. Use shorter paragraph. As a rough guide, any paragraph longer than half a page is suspect. Remember that each paragraph should represent a distinct thought.

2. Indent parts of text that represent listings, long quotation or examples

3. Use headings and sub heading to divide the report and its major sections into homogenous topical points.

4. Use vertical listing of points.

**Labelling**

All tables, maps, diagram, graphs, pictures and figures must be labelled properly. Labelling must be done is such a way it indicates the content of tables, map, diagram etc. This helps the reader to go through the material at a glance and go back easily to the particulars section of the report.

**Tables in PRA report**

Tables in a PRA report may be varying size. They may be big covering the whole page or even more. There can also be small
tables depending upon the information collected for a particulars PRA technique. Tables which are big as is the case of problem identification or a table which occupies more than half a page can be placed is separate pages. But, if the tables are small they can occupy the page where the concerned text is placed. Tables should not be more than the page size of the manuscript.

Every table should have at the top the word “TABLE” is capital letters. Then the serial numbers of the table is capital Roman numerals like I, II, III and so on. In the whole report, tables are to the numbered consecutively. Two spaces below the word “TABLE” should be typed the caption or title.

The top of the table is typed three spaces below the last line of the title. Column heads and row heads must be clearly labelled. If a table is so large which exceeds more than a page, the column headings should be typed again at the top of each page. Also the word “TABLE” must be typed in the centre of the page and the word ‘continued’ must be typed in parenthesis. The title of the table need not be typed again is this page.

Data are typed single space is a table. If there are decimal points, they must be aligned in the columns, of there to is datum is a particular row, it should be shown is the form of a dash instead of putting a zero. Table footnotes are typed just below the table with double space gap but typed is single space. They should go only upto the width of the table.

How to prepare footnotes is PRA report is the case of authors:

Footnotes for a particular source of information included is main part of PRA report are mentioned by using the following as suggested by Sukhia et al (1974)

1. The author’s name (first name first) followed by a comma,
2. The title of the book (under scored) followed by a full stop
3. Place of publication followed by a colon and the name of the publisher and year of publication
4. The page number on which the reference is found. It is preceded by ‘p’ if only one page is indicated and ‘pp’ it refers to more than one page. The page number is followed by a full stop. The year of publication cab be placed immediately after the name also.


Illustrations

Various types of illustration like maps, diagrams, graphs are to be indicated as figures. They can be numbered as to 1, 2, 3 etc., in the entire report. If the figure is big curing more than ½ a page, it can be placed in a separate page. But, if the figure is small, it can be placed in a page along with the text. For better understanding by the reader the figure should be after the text of the concerned concept. The word 'Figure' its number and the title are placed below rather than above a figure unlike a table. The word 'Figure' or 'Fig' is typed at the left hard side of a page below the figure and is followed by its numbers and a full stop. The title of the figure can be capitalized. Punctuations in the table can be is a sentence. But, it is to be single spaced. Further the title need not have a full stop at the end.

Tips for PRAA for correct computerisation

1. Whether the report is computerized by the PRAA or by a typist or by a computer operator, it is the responsibility of the PRAA for correct appearance of the PRA report.
2. The PRAA has to prepare the PRA report is a neat and readable way so that during computerization no problem is faced by the person concerned.
3. The PRAA must do proof reading of the report not at the end, but by chapter wise so that correctness regarding spelling is ensured.
4. After, computerization of entire report, again the PRAA has to do proof reading, keeping the original manuscript by the side, checking of spelling, quotations, footnotes, punctuation and pagination etc, to ensure that everything is perfect in time.
UNIT - III

Unit III - Tips for better reporting in PRA - Words not to be combined - Not to be divided - Punctuation - One worked substitute and abbreviations in PRA report writing.

The Report is to be written in correct language without errors. The report with errors will be irksome for the reader. The report will be interesting if it contains errors. Here are some tips to avoid errors.

A. There are works which should not be combined while writing. Here are some:
   1. All right
   2. All round
   3. At once
   4. At least
   5. Every one
   6. In spite of
   7. Per cent
   8. Some one
   9. Up till
   10. Young man
   11. Any one

B. There are words which should not be divided while writing. Here are some
   1. Anyhow
   2. An thing
   3. Almost
   4. Already
   5. Anybody
   6. Afterwards
   7. Cannot
   8. Everybody
   9. Everywhere
   10. Elsewhere
   11. Into

12. Instead of
13. Madman
14. Moreover
15. Not withstanding
16. Nobody
17. Newspaper
18. Nowadays
19. Ourselves
20. Otherwise
21. Outside
22. Sometimes
23. Schoolboy
24. Somebody
25. Somehow
26. Together
27. Today
28. Tomorrow
29. Utmost
30. Welfare
31. Welcome

C. Importance of Punctuation in report writing in PRA

The word punctuation is derived from the Latin word ‘punctum’ which means a point. Thus, punctuation is a method of using stops or points is writing. This is essential to make the meaning of works clear. A wrong use of punctuation marks can change the meaning of whole sentence altogether. Hence, PRAA should be very careful while using the punctuation marks.

Tips for using various types of punctuation.

A. Comma (,)

The Comma indicates the shortest pause. It is used
1. To separate a series of words is the same sentence
2. When a number of nouns, adjectives, verbs or adverbs are used to other without conjunctions.
3. Before and after nouns in apposition
B. Semicolon (;)
The semicolon indicates a longer pause than comma. It is used:
1. To separate the clauses of compound sentence where contains a comma,
2. To separate a series of loosely related clauses
3. To form a break in a long sentence containing many commas.
4. To integrate small sentences into a single idea
5. To separate co-ordinate clauses when they are not joined by conjunctions etc.

C. The Colon (:)
The colon indicates a more complete pause than indicated by semicolon. This is stronger stop than the semicolon and denotes a longer pause etc.
It is used (sometimes with a dash after it) :-
1. To introduce a quotation
2. Before enumeration, examples etc.
3. To introduce a list of things
4. To mark off two contrasting statements
5. It is generally used after such expressions, ‘as follows’, ‘the following’ when they enumerate a series of particulars

D. The point of interrogation (?) or a Question mark
This is used as the terminal punctuation mark is an interrogation sentence. But, this should not be used after polite questions and indirect questions. This must be used only after direct questions.

E. The mark of Exclamation (!) or the note of Exclamation
This mark is used at the end of interjections, words, phrases or sentences expressing sudden and deep feelings of joy, sorrow or surprise or a wish.

F. Inverted commas (" " ) or Quotation marks
There are used to enclose they expect words of a person or sentences directly quoted. These marks are also used to quote the names of titles of literary words. It there is quotation with in quotation it should be enclosed with single quotation marks.

G. The Apostrophe (’)
This is used is the following cases
1. To show possession
2. To show plurals of letters or numbers
3. To show the omission of a letter or letters
4. The possessive pronouns ("his", "hers", "theirs", "it", "ours" and whose) never take the apostrophe.

H. The Dash (-)
The dash is used is the following cases:
1. To indicate a sudden change of thought
2. To resume a scattered a subject
3. To give emphasis
4. To denote little breaks in the sentence of passage.

I. Parentheses () or Double Dashes --
There are denoted by placing. It means an insertion in a sentence by the way. Parentheses are used to separate from the main part of the sentence, a phrase or clause which does not belong to it. It is also used to enclose an explanation. Now – a- days, dashes are also used in the place of parentheses.

J. The Hyphen (-)
The hyphen is a shorter line than the dash
It is used is the following cases.
1. To connect the parts of a compound word
2. To connect the part of a word at the end of a line
3. It is used for compound numbers
4. It is also used prefixes
K. Use of Capital letters
1. At the beginning of a sentence
2. At the beginning of each line of poetry
3. To begin all proper nouns
4. To write the pronoun 'I' and the interjection 'O'
5. To begin the names of the days in a week and months
6. To begin with the chosen words in title of book, journals etc
7. To begin with names of people, Place, mountain etc.
8. To begin the names of festivals, religion, languages, newspapers and the write the letters of abbreviation.

12. One word substitutes
Shakespeare said 'Brevity is the soul of wit'. The knowledge of one word substitution helps the PRAA in bringing brevity in PRA report. This helps to economize the use of numerous words. They help in brevity in PRA report. Here, help is bringing brevity is PRA report. Here, one someone word substitutes which may be useful in writing PRA reports.
1. A person who loves everybody (Altruist)
2. A document which does not bear the name of its writer (Anonymous)
3. An assembly of listeners (Audience)
4. A person who cannot pay his debts (Bankrupt)
5. A person blindly attached to any opinion, system or party (Bigot)
6. A government in which all powers are concentrated is the hand of officials (Bureaucracy)
7. A person who is competent to pass critical judgment upon anything (Connoisseur)
8. A person who is ready to believe (Credulous)
9. A thing fit to be eaten (Edible)
10. A person who loves on self or self centered (Egoist)
11. A speech without preparation (Extempore)
12. An office for which no salary is paid (Honorary)
13. One who lacks knowledge (Ignorant)
14. One who entertains guest well (Hospitalable)
15. An action of a person which is contrary to law (illegal)
16. A handwriting which cannot be reads (Illegible)
17. One who cannot read or write (Illiterate)
18. That which cannot be put into practices (impracticable)
19. That which is not possible or credible (improbable)
20. That which cannot be explained (Inexplicable)
21. A paper written by hand (Manuscript)
22. A person who is careful for details (meticulous)
23. That which is out dated or out of use (obsolete)
24. One who is all powerful (omnipotent)
25. One who knows everything (omniscient)
26. One who is present everywhere (omnipresent)
27. A remedy which cure are all ailments (Panacea)

Making Your Meaning Clear: Primary Reasons for Punctuation
1) Punctuation helps to distinguish between types of sentences.
2) Punctuation also helps to make the meaning of a sentence completely clear.

What are the main types of punctuation, and how are they used?

Common Types of Punctuation
1) Punctuation that ends a sentence
2) Commas
3) Apostrophes
4) Colon
5) Semicolon
6) Quotation marks

These are the types of punctuation we use most often in writing sentences.
I. Punctuation that Ends a Sentence
Remember the three types of sentences:
1) Declarative. Makes a statement.
2) Interrogative. Asks a question.
3) Exclamatory. Expresses strong emotion.

Each type of sentence is indicated by a different form of punctuation at the end.
Different types of end punctuation indicate different types of sentences:
1) Period. Indicates a declarative sentence.
   Example: “I read the book.”

2) Question mark. Indicates an interrogative sentence.
   Example: “What time is it?”

3) Exclamation mark. Indicates an exclamatory sentence.
   Example: “You really started me!”

Examples
New Delhi is the capital of India. When did Ramu buy a red shirt? Raju wants to know when Ramu bought a red shirt. What a good movie! Full stop is used in some abbreviations also

Examples:
   etc. (and so on)
   p. (page)
   pp. (pages)
   fig. (figure)
   vol. (volume)
   dept. (department)
   usu. (usually)
   Brit. (British)
   Apr. (April) Full stop is also used in decimal numbers

Example
0.25 In American English full stop is used in degrees
Mr./Ms./Mrs./Dr./Ph.D./B.Sc.

II. The Comma
Some of the main uses:
1) Precedes a coordinating word that links two main clauses
2) Separates items in a list
3) Follows a phrase that precedes the subject of a sentence
4) Sets off words or phrases that interrupt the flow of the sentence

Examples of Comma use:
1) Precedes coordinating words (such as and, but, or, for, so) that link two main clauses
   Example: “I threw a party, and my friends enjoyed it.”

2) Separates words or phrases in a list
   Example: "We ate cake, blew up balloons, gave presents, and sang songs.”

More Examples of Comma use:
3) Follows a phrase that comes before the subject of a sentence
   Example: "When autumn arrived, the trees lost their leaves."

4) Sets off words or phrases that interrupt the flow of the sentence
   Example: "Aspens, for example, lose their leaves by October."

One of the common example to quote the importance of comma is A comma killed a man, you know this? hang not, leave him. – The man was let free hang, not leave him – The man was hanged
The placement of comma has made a big difference
Examples
- Practice will be held before school, in the afternoon, and at night.
- If your friends enjoy Chinese food, they will love this restaurant.
- Incidentally, I was not late this morning. (word)
- Hoping for a bigger fish, Rob spent three more hours fishing. (phrase) My dog had fleas, so we gave him a bath
- The man, I think, had a funny laugh. Tanya, Debbie’s sister, gave a brilliant speech last night.

III. The Apostrophe
The apostrophe has two main uses:
1) Forming contractions: indicating when two words have been pushed together to form one word
2) Creating possessive forms of nouns to show belonging
   1) Using the Apostrophe to form contractions:
      - "You are" becomes "you’re" (the apostrophe shows that the space and the "a" are gone).
      - "It is" becomes "it’s" (the apostrophe indicates that the space and the "i" are gone).
   2) Using the Apostrophe to indicate possession:
      - The cat belonging to the boy becomes "the boy’s cat."
      - The trophy belonging to the team becomes "the team’s trophy."
      - The books belonging to the girls become "the girls’ books."

   Note: The ONLY time you ever use "it’s" with an apostrophe is if you mean "it is".

   Example: "It is a beautiful day."

IV. The Colon
The : mark is called a colon.
1) Use a colon after a complete sentence if it’s introducing a list of items in the sentence.

   Example: "I need the following items: shoes, socks, and gloves."

   Use only if other introductory words (that is, namely, such as, including) are not there.

   Example: "I need the following:
   a) shoes
   b) socks
   c) gloves"
Another use of the Colon

3) Use a colon between two complete sentences if the second explains or illustrates the first sentence.

Example: "It's good for your health to eat apples: these fruits energize your mind and keep you alert."

Use the colon only if no other coordinating conjunction joins the sentences. Do not capitalize the first word of the second sentence.

Examples:
Joe has only one thing on his mind: cricket.

V. The Semicolon

The ; mark is a semicolon.

1) The semicolon joins two related clauses in a sentence. The second clause could probably stand on its own, but may feel "weaker" than the first clause, and seems better attached to the first sentence.

Example: "I could hardly wait for the party; it was going to be great!"

More about the Semicolon

2) Use a semicolon between two sentences or independent clauses that are joined by a conjunctive adverb (e.g. however, nevertheless, furthermore, thus, etc.).

Example: "I slept well; however, I was still tired."

Examples:
- Murugan seemed preoccupied; he answered our questions abruptly.
- The emergency room was crowded; however, Krishna was helped immediately.
- We traveled to London, England; Paris, France; Berlin, Germany; and Sofia, Bulgaria.

Quotation marks

These marks "are quotation marks.

1) Place them around dialogue to indicate direct speech.

2) Use them to give short titles of articles, poems, short stories, etc.

VI. Quotation marks in dialogue

Put all punctuation for the quotation itself inside the quotation marks:

Example: "What are you doing?" he asked.

You are quoting his question within your sentence. So the mark indicating his question is a question mark, but your sentence still ends with the period.

However, if the quoted question is at the end of your sentence, you do things differently.

Example: He asked, "What are you doing?"

You finish your sentence just with the punctuation that ends the quotation. You do not add a period.

However, you now have an introduction to the quote, which you follow with a comma, since this is all still part of your one sentence.

Examples:
- Raja said, "Arun has a blue shirt."
- He calls me his "teddy bear"; I'm not a bear
- "Are we too late?" she asked
- Why did she say, "We are too late"?

Hyphen:

Hyphens are used to form compound words or join word units. They are used to join

prefixes, suffixes, and letters to words. Examples:

forty-two applicants
two-thirds majority (two-thirds is an adjective modifying majority)
three-fourths empty (three-fourths is an adverb modifying empty)
a well-liked author - an author who is well liked
a world-renowned composer - a composer who is world
renowned
all-star
ex-mayor
pro-Canadian
senator-elect
anti-Semitic
non-European
self-control
self-image
Parenthesis:
Elements inside parentheses are related to the sentence but are
nonessential
Examples
We visited several European countries (England, France, Spain)
on our trip last year.
Grades will be based on (1) participation, (2) in-class writing,
and (3) exams.
The snow (she saw it as she passed the window) was now falling
heavily.
Mahesh told me she saw Amit’s new car. (I saw Amit’s car before
Mahesh.) He said it was a nice car.

Use of abbreviations is PRA report Writing
English and Latin abbreviation are used is footnotes to
eliminate irksome repetition. Some of the abbreviation useful in
PRA report writing are given below PRAA has to learn them and
use them is report writing (Base Kothari, 2003)

<table>
<thead>
<tr>
<th>No.</th>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>anon.</td>
<td>Anonymous (used where the author is not known)</td>
</tr>
<tr>
<td>02.</td>
<td>art.</td>
<td>Article</td>
</tr>
<tr>
<td>03.</td>
<td>bibl.</td>
<td>Bibliography</td>
</tr>
<tr>
<td>04.</td>
<td>bk.</td>
<td>Book</td>
</tr>
<tr>
<td>05.</td>
<td>bull.</td>
<td>Bulletin</td>
</tr>
<tr>
<td>06.</td>
<td>c.</td>
<td>Copy right</td>
</tr>
<tr>
<td>07.</td>
<td>c.or ca.</td>
<td>Circa; about or approximately (used to refer to dates)</td>
</tr>
<tr>
<td>08.</td>
<td>cf</td>
<td>Confer, compare (e.g. Cf. Table on page 25)</td>
</tr>
<tr>
<td>09.</td>
<td>ch., chap., chap(s)</td>
<td>Chapter, chapters.</td>
</tr>
<tr>
<td>10.</td>
<td>col., cols.</td>
<td>Column</td>
</tr>
<tr>
<td>11.</td>
<td>diss.</td>
<td>Dissertation</td>
</tr>
<tr>
<td>12.</td>
<td>div., diva.</td>
<td>Division, divisions</td>
</tr>
<tr>
<td>13.</td>
<td>ed., eds</td>
<td>Editor, edition, edited</td>
</tr>
<tr>
<td>14.</td>
<td>et.seq</td>
<td>At sequence and the following</td>
</tr>
<tr>
<td>15.</td>
<td>ed. cit</td>
<td>Edition cited</td>
</tr>
<tr>
<td>16.</td>
<td>eng.</td>
<td>Enlarged</td>
</tr>
<tr>
<td>17.</td>
<td>enl.</td>
<td>Enlarged</td>
</tr>
<tr>
<td>18.</td>
<td>esp.</td>
<td>Especially</td>
</tr>
</tbody>
</table>
| 19. | et al. | Et alii and others (used to refer to co-authors
when there are three or more) |
| 20. | et alibi | And elsewhere |
| 21. | et passim | To cite a statement given at many places in a
work |
| 22. | e.g. | Exemplia gratia; for example |
| 23. | ex. | Example |
| 24. | et seq | Et sequens; and the following |
| 25. | etc. | Et cetera; and so forth |
| 26. | f., ff. | The following page(s) |
| 27. | fig(s) | Figure; figures |
| 28. | fn. | Foot note |
| 29. | ibid. | Ibidem; in the same reference as to place or
work (used when two or more successive
footnotes refer to the same work; if reference
is to different page(s) page number(s) are
indicated) |
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>id., idem</td>
<td>The same person (used when a footnote refers to the same work and same page as the previous footnote)</td>
</tr>
<tr>
<td>i.e.</td>
<td>That is</td>
</tr>
<tr>
<td>ill., illus.</td>
<td>Illustrated, illustrations(s)</td>
</tr>
<tr>
<td>infra.</td>
<td>Below</td>
</tr>
<tr>
<td>I., II.</td>
<td>Line, lines</td>
</tr>
<tr>
<td>loc. cit.</td>
<td>Loco citato; in the place cited (used when reference is made to the same place, that is the same page, as a preceding but not immediately preceding reference; used with last name of author only)</td>
</tr>
<tr>
<td>mimeo</td>
<td>Mimeographed</td>
</tr>
<tr>
<td>Ms., Mss.</td>
<td>Manuscript, manuscripts</td>
</tr>
<tr>
<td>n., nn.</td>
<td>Note, footnote; note(s) foot note(s)</td>
</tr>
<tr>
<td>N.B.</td>
<td>Note Ben; note well, take notice</td>
</tr>
<tr>
<td>no.</td>
<td>Number</td>
</tr>
<tr>
<td>op. cit.</td>
<td>Opere citato; in the work previously cited</td>
</tr>
<tr>
<td>p., pp.</td>
<td>Page, pages</td>
</tr>
<tr>
<td>para., paras.</td>
<td>Paragraph, paragraphs</td>
</tr>
<tr>
<td>pref.</td>
<td>Preface</td>
</tr>
<tr>
<td>pub.</td>
<td>Publisher, published, publication</td>
</tr>
<tr>
<td>q.v.</td>
<td>Quote vide; which see</td>
</tr>
<tr>
<td>rev.</td>
<td>Revised or revision</td>
</tr>
<tr>
<td>Sec., Secs.</td>
<td>Section, sections</td>
</tr>
<tr>
<td>ser.</td>
<td>Series</td>
</tr>
<tr>
<td>sig.</td>
<td>Signature</td>
</tr>
<tr>
<td>sups.</td>
<td>Supplements</td>
</tr>
<tr>
<td>Supra.</td>
<td>Above (used to refer to text already cited)</td>
</tr>
<tr>
<td>tr., trans.</td>
<td>Translated, translator, translation</td>
</tr>
<tr>
<td>vide</td>
<td>See</td>
</tr>
<tr>
<td>vs.</td>
<td>Versus, against</td>
</tr>
<tr>
<td>viz.</td>
<td>Videlicet, namely</td>
</tr>
<tr>
<td>vol.</td>
<td>Volume</td>
</tr>
</tbody>
</table>

**FINDING COMMON ERRORS**

**Summary:** Proofreading is primarily about searching your writing for errors, both grammatical and typographical, before submitting your paper for an audience (a teacher, a publisher, etc.). Use this resource to help you find and fix common errors.

Proofreading can be much easier when you know what you are looking for. Although everyone will have different error patterns, the following are issues that come up for many writers. When proofreading your paper, be on the lookout for these errors. Always remember to make note of what errors you make frequently this will help you proofread more efficiently in the future!

**Spelling**

- Do NOT rely on your computer's spell-check—it will not get everything!
- Examine each word in the paper individually by reading carefully. Moving a pencil under each line of text helps you to see each word.
If necessary, check a dictionary to see that each word is spelled correctly.

Be especially careful of words that are typical spelling nightmares, like “ei/ie” words and homonyms like your/you’re, to/too/two, and there/their/they’re.

Left-out and doubled words

Reading the paper aloud (and slowly) can help you make sure you haven’t missed or repeated any words.

Fragment Sentences

- Make sure each sentence has a subject. In the following sentence, the subject is “students”: The students looked at the OWL website.
- Make sure each sentence has a complete verb. In the following sentence, “were” is required to make a complete verb: “trying” alone would be incomplete: They were trying to improve their writing skills.
- See that each sentence has an independent clause; remember that a dependent clause cannot stand on its own. The following sentence is a dependent clause that would qualify as a fragment sentence: Which is why the students read all of the handouts carefully.

Run-on Sentences

- Review each sentence to see whether it contains more than one independent clause.
- If there is more than one independent clause, check to make sure the clauses are separated by the appropriate punctuation.
- Sometimes, it is just as effective (or even more so) to simply break the sentence into separate sentences instead of including punctuation to separate the clauses.

Example run-on: I have to write a research paper for my class about extreme sports all I know about the subject is that I’m interested in it.

Edited version: I have to write a research paper for my class about extreme sports, and all I know about the subject is that I’m interested in it.

Another option: I have to write a research paper for my class about extreme sports. All I know about the subject is that I’m interested in it.

Comma Splices

- Look at the sentences that have commas.
- Check to see if the sentence contains two main clauses.
- If there are two main clauses, they should be connected with a comma and a conjunction like and, but, for, or, so, yet.
- Another option is to take out the comma and insert a semicolon instead.

Example: I would like to write my paper about basketball, it’s a topic I can talk about at length.

Edited version: I would like to write my paper about basketball because it’s a topic I can talk about at length.

Edited version, using a semicolon: I would like to write my paper about basketball; it’s a topic I can talk about at length.

Subject/Verb Agreement

- Find the subject of each sentence.
- Find the verb that goes with the subject.
- The subject and verb should match in number, meaning that if the subject is plural, the verb should be as well and vice versa.

Example: Students at the university level usually is very busy.

Edited version: Students at the university level usually are very busy.
Mixed construction
Read through your sentences carefully to make sure that they do not start with one sentence structure and shift to another. A sentence that does this is called a mixed construction.

Example: Since I have a lot of work to do is why I can’t go out tonight.

Edited version: Since I have a lot of work to do, I can’t go out tonight.

Parallelism
Look through your paper for series of items and make sure these items are in parallel form.

Example: Being a good friend involves good listening skills, to be considerate, and that you know how to have fun.

Edited version: Being a good friend involves knowing how to listen, being considerate, and having fun.

Pronoun Reference/Agreement
\- Skim your paper, stopping at each pronoun.
\- Search for the noun that the pronoun replaces.
\- If you can’t find any noun, insert one beforehand or change the pronoun to a noun.
\- If you can find a noun, be sure it agrees in number and person with your pronoun.

Apostrophes
\- Skim your paper, stopping only at those words which end in “s.” If the “s” is used to indicate possession, there should be an apostrophe, as in Mary’s book.
\- Look over the contractions, like you’re for you are, it’s for it is, etc. Each of these should include an apostrophe.
\- Remember that apostrophes are not used to make words plural. When making a word plural, only an “s” is added, not an apostrophe and an “s.”

COMMON SENTENCE ERRORS
Make your Writing More Clear and Interesting!
Every time you write sentences, you need to watch for certain types of errors. For example:
- disagreement between the subject and verb
- non-parallelism of lists, actions, and clauses
- dangling participles and other errors of word order
- sentence fragments
- adjective and adverb confusion
- comma splices
- and many other possible errors

There are many different types of sentence errors, and each student will make different ones.

These various sentence problems are too numerous to cover completely here, but they are addressed individually in our one-on-one writing courses.

Let’s highlight the most common types of sentence errors to watch out for.

Subject-Verb Disagreement
The subject of a sentence should always “match” the type of verb used to describe the action the subject performs.

Incorrect: He walk the dog.
Correct: He walks the dog.
Incorrect: They bats the ball.
Correct: They bat the ball.

The confusion usually comes with “he/she” types of subjects:
First Person:
1) I - run
2) you - run
3) he/she - runs
Second Person:
1) we - run
2) you - run
3) they - run

Other examples of subject-verb agreement:
1) Two subjects, both singular, connected by “or” or “nor.”
   “Neither the dog nor the cat is allowed on the bed.”
2) Singular and plural subjects connected by “or” or “nor”
   (plural comes second, and takes plural verb):
   “Neither the dog nor the cats are allowed on the bed.”

The rule with or and nor is to match the verb to the closest noun.

Parallelism
When you write a sentence, two or more parts of the sentence that do the same thing should have structures that match. Their structures should be parallel.

This applies most clearly when you use more than one verb in the sentence, but it applies also to clauses and other words that perform similar functions.

Let's have a look at some examples.

Parallelism Errors in Verbs
Incorrect: I like to play, to sing, and drawing.
Correct: I like to play, to sing, and to draw.

You could leave out the “to” in the second and third verbs, because the first “to” would cover them all. But as you see, you could not say “I like to can draw.”

Can you see the parallelism error in the following sentence?
He is good at skating and to play baseball.

Other Parallelism Errors: Either/Or
Incorrect: We must either raise more money or it will be necessary to cut expenses.
Correct: We must either raise more money or cut expenses.

Phrases connected by “either/or” (or “neither/nor”) must be parallel in structure.

Other Parallelism Errors: Incorrect Prepositions
Some parallelism errors arise when words take different prepositions, even if the words perform the same function.

Incorrect: She is interested and excited about the film.

“Interested” and “excited” are similar adjectives, but take different prepositions. You can say “excited about” but not “interested about.”

Correct: She is interested in and excited about the film.

Dangling Participles and Other Modifying Phrases
After we write a noun or verb in a sentence, we often add other words or phrases that describe, or modify, those words.

Example: “Wearing a long blue dress, the lady walked into the room.”

“Lady” is the subject of the sentence, and “wearing a long blue dress” modifies or describes that subject.

An Example of a Modifying Phrase
Example: “The phone rang after I left the room.”

The basic sentence: “The phone rang.”
Subject: “phone”
Verb: “rang”

The phrase, “after I left the room” modifies the verb, “rang,” by telling you when the action took place.

The Most Important Detail About these Modifying Phrases
A modifying phrase will always be very close to the word it modifies.

In the first example, "wearing a long blue dress" came directly before "lady," the noun it modified.

In the second example, "after I left the room" came directly after "rang," the verb it modified. It’s an Error When Something Comes Between a Modifying Phrase and the Word it Modifies

Example: "I saw the building riding into town on the bus."
  • Participial phrase: "Riding into town on the bus"
  • Word it modifies: "I" — the subject.

Those two things should go together: "Riding into town on the bus, I saw the building."

Can you spot the errors in these sentences?
Example 1: "She told me about her party in the elevator."
Example 2: "Watching the program, the TV lost power."
Example 3: "After eating their food, we petted the cats."

Here’s a better way to write those sentences:
Example 1: "In the elevator, she told me about her party."
Example 2: "The TV lost power while we were watching the program."
Example 3: "We petted the cats after they ate their food."

Sentence Fragments
Remember that every complete sentence must have two components: a subject and a verb.
Examples: "I eat", "You walk", "They slept"

Sentences may also add an object of the verb, and words or phrases that modify nouns or verbs:
Example: "I slowly ate dinner."

What’s wrong with these fragments?
Example: "Papers lying all over the place."
Problem: No obvious verb
Possible solution: "Papers (subject) were lying (verb) all over the place."
Example: "Because I dropped it."
Problem: Explaining why something is the case, but not telling us what that something is
Possible solution: "The vase (subject) broke (verb) because I dropped it."

Sometimes sentence fragments can be used to create effective impact
Example: "She asked them to clean their desks, but what did she find when she got back? Papers lying all over the place!"
But this works only because we already know what the fragment refers to.

In a formal essay, fragments should not be used, and they should be used very sparingly in other types of writing.

Adjective and Adverb
Confusion
Remember the definitions of each type of word:
Adjective: modifies a noun or pronoun; tells you its qualities
Adverb: modifies a verb, tells you how or when the action took place; also modifies an adjective or other adverbs
Sometimes people mix up the two types of modifiers, using them to describe the wrong type of word.
Examples of Adjective and Adverb Confusion
Incorrect: "She sings loud."
Correct: "She sings loudly."
Why? “Loud” is an adjective that describes the quality of a noun (in this case, the sound). “Loudly” is an adverb that describes how someone is singing.

Other Examples of Adjective and Adverb

Confusion

Incorrect: “He walks incredibly quick.”

Why? “Quick” is an adverb, modifying the verb “walks.” It should therefore be “quickly.” “Incredibly” is another adverb, modifying “quickly.”

Incorrect: “You should be real careful.”

Why? “Real” is an adverb, modifying the adjective “careful.”

So it should be “really.”

Comma Splice

If you write two complete sentences, each one should end with a period.

However, you can join these sentences together and make one larger sentence, but only if you put a comma between them and use a conjunction, or joining word, like “and,” “but,” “or,” “since,” and so on.

If two sentences are joined without both a comma and a conjunction, the result is called a comma splice.

Examples of Comma Splices

Example: “I wrote my essay, I haven’t turned it in.”

This example is made of two different sentences:

Sentence #1: “I wrote my essay.”
Sentence #2: “I haven’t turned it in.”

One way to make these into one sentence is to use the comma and a conjunction:

Example: “I wrote my essay, but I haven’t turned it in.”

The previous example might go unnoticed because the sentences were related to each other.

So let’s use two unrelated sentences:

Example: “I wrote my essay, the dog bit me.”
Sentence #1: “I wrote my essay.”
Sentence #2: “The dog bit me.”

Can you see how these two complete sentences can’t go together in the example sentence? Let’s fix the problem:

“I wrote my essay, and then the dog bit me.”

Other types of sentence errors may involve:

- sequence of tenses
- shifting of pronouns
- logical comparisons
- coordination and subordination

Our one-on-one writing courses can help you overcome these and other sentence errors, to improve your writing, making it clearer and more interesting.

Additional examples for common errors in English usage:

1. Using the wrong form

<table>
<thead>
<tr>
<th>SI.No</th>
<th>Wrong sentence</th>
<th>Correct sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The man was absorbed at his work.</td>
<td>The man was absorbed in his work.</td>
</tr>
<tr>
<td>2</td>
<td>She accused the man for stealing</td>
<td>She accused the man of stealing</td>
</tr>
<tr>
<td>3</td>
<td>I’m accustomed with hot weather</td>
<td>I’m accustomed to hot weather</td>
</tr>
<tr>
<td>4</td>
<td>Laura is afraid from the dog</td>
<td>Laura is afraid of the dog</td>
</tr>
<tr>
<td>5</td>
<td>She aimed on (or against) the target</td>
<td>She aimed at the target</td>
</tr>
<tr>
<td>6</td>
<td>The teacher was angry against him.</td>
<td>The teacher was angry with him.</td>
</tr>
<tr>
<td>No.</td>
<td>Original Sentence</td>
<td>Corrected Sentence</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>They’re anxious for his health</td>
<td>They’re anxious about his health</td>
</tr>
<tr>
<td>8</td>
<td>We arrived to the village at night</td>
<td>We arrived at the village at night</td>
</tr>
<tr>
<td>9</td>
<td>He’s now ashamed of his conduct</td>
<td>He’s now ashamed of his conduct</td>
</tr>
<tr>
<td>10</td>
<td>We believe in God</td>
<td>We believe in God</td>
</tr>
<tr>
<td>11</td>
<td>James boasted of his strength.</td>
<td>James boasted of (or about) his strength</td>
</tr>
<tr>
<td>12</td>
<td>Elke’s very careful for her health</td>
<td>Elke’s very careful of/about her health</td>
</tr>
<tr>
<td>13</td>
<td>He travelled with the train yesterday</td>
<td>He travelled by train yesterday</td>
</tr>
<tr>
<td>14</td>
<td>Annette complained for the weather</td>
<td>Annette complained about the weather</td>
</tr>
<tr>
<td>15</td>
<td>Our class is composed from thirty students</td>
<td>Our class is composed of thirty students</td>
</tr>
<tr>
<td>16</td>
<td>I have great confidence to you</td>
<td>I have great confidence in you</td>
</tr>
<tr>
<td>17</td>
<td>We must conform with the rules.</td>
<td>We must conform to the rules</td>
</tr>
<tr>
<td>18</td>
<td>I congratulate you for your success</td>
<td>I congratulate you on your success</td>
</tr>
<tr>
<td>19</td>
<td>A year consists from twelve months</td>
<td>A year consists of twelve months</td>
</tr>
<tr>
<td>20</td>
<td>The mountains are covered by snow</td>
<td>The mountains are covered with/in snow</td>
</tr>
<tr>
<td>21</td>
<td>The man was cured from his illness</td>
<td>The man was cured of his illness</td>
</tr>
<tr>
<td>22</td>
<td>It depends from her</td>
<td>It depends on (or upon) her</td>
</tr>
<tr>
<td>23</td>
<td>Nelson Mandela was deprived from his freedom.</td>
<td>Nelson Mandela was deprived of his freedom.</td>
</tr>
<tr>
<td>24</td>
<td>Many people have died from malaria</td>
<td>Many people have died of malaria</td>
</tr>
<tr>
<td>25</td>
<td>My book is different than yours</td>
<td>My book is different from yours</td>
</tr>
<tr>
<td>26</td>
<td>Phillipa was disappointed from the low mark she got in the test</td>
<td>Phillipa was disappointed by/about/at the low mark she got in the test.</td>
</tr>
<tr>
<td>27</td>
<td>Jane was disappointed from her son</td>
<td>Jane was disappointed with/in her son</td>
</tr>
<tr>
<td>28</td>
<td>I divided the cake in four parts</td>
<td>I divided the cake into four parts</td>
</tr>
<tr>
<td>29</td>
<td>I’ve no doubt for his ability</td>
<td>I’ve no doubt of (or about) his ability</td>
</tr>
<tr>
<td>30</td>
<td>The woman was dressed with black</td>
<td>The woman was dressed in black</td>
</tr>
<tr>
<td>31</td>
<td>This is an exception of the rule</td>
<td>This is an exception to the rule</td>
</tr>
<tr>
<td>32</td>
<td>He exchanged his collection of matchboxes by some foreign stamps</td>
<td>He exchanged his collection of matchboxes for some foreign stamps</td>
</tr>
<tr>
<td>33</td>
<td>Steven failed from maths last year</td>
<td>Steven failed in maths last year</td>
</tr>
<tr>
<td>34</td>
<td>The jar was full with (or from) oil</td>
<td>The jar was full of oil</td>
</tr>
<tr>
<td>35</td>
<td>I’ll be glad to get rid from him</td>
<td>I’ll be glad to get rid of him</td>
</tr>
<tr>
<td>36</td>
<td>Francis was glad from (or with) receiving your letter.</td>
<td>Francis was glad about receiving your letter.</td>
</tr>
<tr>
<td>37</td>
<td>My sister’s good in maths</td>
<td>My sister’s good at maths</td>
</tr>
<tr>
<td>38</td>
<td>You must guard from bad habits</td>
<td>You must guard against bad habits</td>
</tr>
<tr>
<td>39</td>
<td>They’re leaving to England soon</td>
<td>They’re leaving for England soon</td>
</tr>
</tbody>
</table>

2. **Misuse of Infinitive**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Incorrect Sentence</th>
<th>Correct Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do your work without speaking</td>
<td>Do your work without speaking</td>
</tr>
<tr>
<td>2</td>
<td>He went away instead to wait</td>
<td>He went away instead of waiting</td>
</tr>
<tr>
<td>3</td>
<td>They’re quite capable to do that</td>
<td>They’re quite capable of doing that</td>
</tr>
<tr>
<td>4</td>
<td>She’s always fond to talk.</td>
<td>She’s always fond of talking</td>
</tr>
<tr>
<td>5</td>
<td>Simon insisted to go to London</td>
<td>Simon insisted on going to London</td>
</tr>
<tr>
<td>6</td>
<td>I object to being treated like this</td>
<td>I object to being treated like this</td>
</tr>
<tr>
<td>7</td>
<td>The rain prevented me from going</td>
<td>The rain prevented me from going</td>
</tr>
<tr>
<td>8</td>
<td>Paula succeeded to win the prize</td>
<td>Paula succeeded in winning the prize</td>
</tr>
<tr>
<td>9</td>
<td>I often think of going to England</td>
<td>I often think of going to England</td>
</tr>
<tr>
<td>10</td>
<td>The customer got tired of waiting</td>
<td>The customer got tired of waiting</td>
</tr>
</tbody>
</table>
11 She’s used to get up early.
12 Please excuse my being so late
13 Have you finished to speak?
14 Annette complained for the weather.
15 The music went on to play all day
16 Would you mind to open the door?

3. Use of Wrong tense

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Wrong sentence</th>
<th>Correct sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did you went to school yesterday?</td>
<td>Did you go to school yesterday?</td>
</tr>
<tr>
<td>2</td>
<td>I did not went to school yesterday</td>
<td>I did not go to school yesterday</td>
</tr>
<tr>
<td>3</td>
<td>Does the gardener waters the flowers?</td>
<td>Does the gardener water the flowers?</td>
</tr>
<tr>
<td>4</td>
<td>The man doesn’t waters the flowers.</td>
<td>The man doesn’t water the flowers.</td>
</tr>
<tr>
<td>5</td>
<td>Ian can speaks English very well.</td>
<td>Ian can speak English very well.</td>
</tr>
<tr>
<td>6</td>
<td>He said (that) he will/’ll come tomorrow</td>
<td>He said (that) he would/’d come tomorrow.</td>
</tr>
<tr>
<td>7</td>
<td>I’ve forgot to bring my book</td>
<td>I’ve forgotten to bring my book</td>
</tr>
<tr>
<td>8</td>
<td>I have seen a good film yesterday</td>
<td>I saw a good film yesterday</td>
</tr>
<tr>
<td>9</td>
<td>The clock struck</td>
<td>The clock has struck</td>
</tr>
</tbody>
</table>

4. Incorrect Omissions

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Wrong sentence</th>
<th>Correct sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I want to tell me the truth</td>
<td>I want you to tell me the truth.</td>
</tr>
<tr>
<td>2</td>
<td>Is very hot in the Sudan</td>
<td>It’s very hot in the Sudan</td>
</tr>
<tr>
<td>3</td>
<td>When he saw the teacher, stood up</td>
<td>When he saw the teacher, he stood up</td>
</tr>
<tr>
<td>4</td>
<td>’I’m learning English,’ said</td>
<td>I’m learning English,’ he said</td>
</tr>
<tr>
<td>5</td>
<td>The unfortunate was shot dead</td>
<td>The unfortunate man was shot dead</td>
</tr>
</tbody>
</table>

Kothari, C.R (2003), Research methodology, Wishwa Prakash, 4835 24, Ansari Road, Daryaganj, New Delhi – 110002, pp.418-419.
UNIT - IV

Chapter I: Introduction
Need for the Project: Here the importance of the Project is to be mentioned. How it will help the villagers, the village, the PRAA and others must be mentioned is a brief way. The period during which the project was conducted must find a place here.

Chapter II:
Basic information about the village is to be explained with reference to the specific profession to which the PRAA belongs. The various items must be diagrammatically shown with explanation of one or two lives.

Chapter III: Time Line
The major events for a period 40 or 50 years in relation to the specific profession like Animal Husbandry, Agriculture, and Home science must be indicated.

Chapter IV: Seasonal Analysis
Seasonal Analysis with reference to specific profession is to be explained with special reference to abnormalities steps may be mentioned is away brief way. How are abnormalities reported will help in the preparation of action plan. What learning the PRAA has got which would help him or her in future must be specifically stated.

Chapter V: Climatic Diagram
How the identified dry months and rainy months will help for the betterment of the village is general and for the action plan is particular may be specified.

Chapter VI: Boundary Transect
How the boundary appears and boundary mark is identified must be reported and shown is the boundary transect so that any reader can mentally visualize the boundary of the village.

Chapter VII: General Transect
This must be prepared is such way that at a glance the reader can get a bird’s eye view of the village.

Chapter VIII: Disciplinary Ecology Map
The Chapter must be write in such a way that each item of content of ecology map shown some relation to the profession concerned.

Chapter IX: Social Map:
Social map chapter must be prepared converging all the items of content of social map. In any case of an item does not find a place is the chapter the reason for it must be mentioned.

Chapter X: Resource Map
Both natural and manmade resources found is the village must find a place in the report. How each item will help for village upliftment has to be specified here.

Chapter XI: Time Trend
Indicate here why the specific item was chosen for time trend and indicate how this knowledge will help in increasing the standard of living of the villagers.

Chapter XII: Daily Routine Diagram
How the daily routine diagram analysis of a village women and a village man could help or affect the introduction of new technologies must be indicated after preparing the daily routine diagram.

Chapter XIII: Mobility Map
After explain the content of the mobility map, how the action plan will reduce the mobility of the villages to outside so that time could be used for productive purpose right is the village.

Chapter XIV: Venn Diagram
After describing Venn diagram, mention how similar efforts could be under taken for the various problem reported by the villagers during problem identification.
Chapter XV: Technology Map

After explaining the various types of behavior, indicate how this will be utilized in introducing new technologies in the village is the concerned profession.

Chapter XVI: Direct matrix Ranking

After identifying the various criteria for different types of technology decision behavior, indicate how you will be cautious is avoiding discontinuance and / or active rejection and promote adoption and reinvention.

Chapter XVII: Decision Tree

After describing the decision Tree, indicate how this can be used by PRAA, extension workers and others to promote positive decision among villagers for various technologies mentioned is the action plan.

Chapter XVIII: Consequence Diagram

Describe the consequence diagram of the technology carried out is the village. Indicate how these positive consequence and negative be used in advocating various technologies included is the action.

Chapter XIX: Farm House Hold Map

Describe the Farm household map carried use in the village. Indicate, the external features which could be encouraged in other houses and which could be avoided in other farm houses in the village and is other villages.

Chapter XX: Bio – Resource Flow Diagram and Analysis

After indicating bio resource flow and its analysis, mention, which bio resources flow could be advocated in other farm houses

Chapter XXI: Wealth Ranking

After reporting wealth ranking, describe for which houses which government schemes (on going only) could be implementation by various government agencies.

Chapter XXII: Livelihood analysis

Describe the livelihood analysis in the village for the various wealth categories. Indicate the variables which should be encouraged among the members of various health categories in the village and in other villages. Also indicates which variables must be modified and or/ or avoided by the villages, belonging to different wealth categories.

Chapter XXIII: Economic Plant Resource

Describe the various plants herbs, shrubs and trees of economies importance. Indicate how the knowledge will be used in advocating the farmers to grow and use of various herbs, shrubs and trees which could help the villages is any form.

Chapter XXIV: Success Ranking

After describing success ranking indicate the set of criteria for success when other development programmes are introduced in the village.

Chapter XXV: Problem Identification Technique

After indicating the process of problem identification, mention the action to be taken by various extension agencies, voluntary organisations and other organization concerned for the various non – researchable problem. Also, indicate the various expected technologies for the various problems on which concentration must be done by various research disciplines in various research organization of central and state governments.

Chapter XXVI: Problem Tree

Describe problem tree in a detailed way. Indicate which organization has to do what regarding the various interventions suggested is the problem tree.

Chapter XXVII: ITK Map

Explain the various, types of Indigenous Technical Knowledge. Mention the various types of villages who could make use of the various Types of ITK identified in the project.
Chapter XXVIII: Technology Assessment in Agriculture

Explain the score each criterion got for a specific technology for which TAI was done. Indicate other technologies which are in use in the village for which TAI has to be done so that organizations interested can do it.

Chapter XXIX: Sustainability of the profession concerned

Explain the indicators indentified for the specific profession, clearly and how they could be used for future purpose. If any of the indications indentified, in your opinion, could be used for measuring the sustainability of other professions, this may be explained clearly.

Chapter XXX: Action plain preparations

The Action Plain is the end product of the PRA. Hence, it must be clearly reported in the PRA report. The columns describing what, where, How, When, Who, cost and results expected must be reported in detailed way so that persons implementing the action plan do not have even an iota of doubt about anything explained is the action plan prepared and described is the PRA report.