A Study of The Gujarati Language Proficiency of Students of Secondary Schools of Vadodara City

A dissertation

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DECLARATION

I , **Gohil Anita S.** hear by declare that the dissertation entitled " **A Study of The Gujarati Language proficiency of Students at Secondary schools of Vadodara city**" conducted and submitted by me for the partial fulfilment of the M.Ed. programme at The Department of Education , Faculty of Education &Psychology ,The Maharaja Sayajirao University of Baroda, Vadodara , is my original work and has not been submitted earlier either to The Maharaja Sayajirao University of Baroda or to any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

Place: Vadodara   Anita S. Gohil

Date: 20th April 2020   Investigator

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CERTIFICATE

This is to certify that **Anita S. Gohil** has conducted her dissertation work entitled "**A STUDY OF THE GUJARATI LANGUGAE PROFICIANCY OF STUDENTS AT SECONDARY SCHOOLS OF VADODARA CITY**" under my guidance and supervision for the partial fulfilment of the degree of Master of Education (M.Ed.) at Centre of Advanced study in education (CASE) , Faculty Education and Psychology , The Maharaja Sayajirao University of Baroda, Vadodara. To the best of my knowledge, this dissertation is her genuine and original work. I find it satisfactory and fit for submission and evaluation.

Dr. Jyotsna A. Amin

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Acknowledgement

In my entire life of education, the walking down the memory lane for entire year of Master of Education is most memorable period of my life. I feel that this memorable journey not have been possible without special persons and their guidance, faith, inspiration, motivation and support of everyone's in my life and gratitude to everyone for their all support. After reaching the milestone, it's my pleasure to express my feelings upon the path I have covered. I am thankful to all from my deepest heart and soul.

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Place: Vadodara   Mis. Anita S. Gohil

Date: 20th April   M.Ed. Students

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Chapter One:

Conceptual Framework

1.0   INTRODUCTION

Education plays an important role in the overall development of human beings. In school education helps in the formation of children. In schools' classrooms different subjects in different way. Each subject has its own importance. Education is one of the most important building blocks for a nation as is serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Language has its own importance, peculiar role and function to play in education. Right from birth, many words and by imitation child by family members. Unconsciously child picks up those words and by imitation child express those words. Thus, by words or speech, child is practicing to learn language.

Language is the most important in the world. From birth to death, all our activities are regulated by language. The human knowledge and culture are stored and transit in language. Language dominates every aspect of human life. In fact, it is yardstick to separate us from other beings. Language is a mean of communication. With the help of language, we can express our thoughts and feelings to others. Without language, society would be impossible.

1.1   Concept of Language

According to **Bernstein (1970)** "Language is a socially shared code or conventional system that represents ideas through the use of arbitrary symbols and rules that govern the combination of symbols." According to **Salim (2001)** "Language is purely human and non-incentive method of communicating ideas emotion and desires by means of system of voluntarily produced symbols." **Parameswaran (2000)** asserted "There has been a consistent relationship the complexity and development of its languages."

Language communication and human needs are unquestionably linked. Human beings have various needs individual, social, economic, political and cultural- and it is to fulfil these that man needs language. Even the youngest infant expresses its needs-which are primarily biological to begin with. As the infant grows and his needs become more complex or gurgling with pleasure the individual reaches the stage where he starts reflecting on his needs.

Language plays a very important role in human lives. It is a social phenomenon. One of

the main goals of language is to communicate with people and to understand them. When someone speaks, he intends a specific purpose. He wants to convey a massage through that language. A person uses his language to many different purposes for example, to express his feelings, to ask for help and to apologize.

1.1.1 Functions of Language

Generally, Language is used to convey the message to the recipient verbally and in written from. It is to be a characteristic as part of common society. So, the development and upliftment of the society and citizens are depending on it. Language is used in communication and it has a definite structure and pattern. It is a valuable base for emerging society. People use some functions to say a sentence, to ask, to reply, to greet and etc. In fact, forms say, "what is your name?" he is showing a form of a question. Let us take another example, "I want to play football," functions as a statement.

Geoffrey Leech (1974) mentioned that language has five functions.

Figure no. 1.1.1 Introduction of Five Dimension of Language
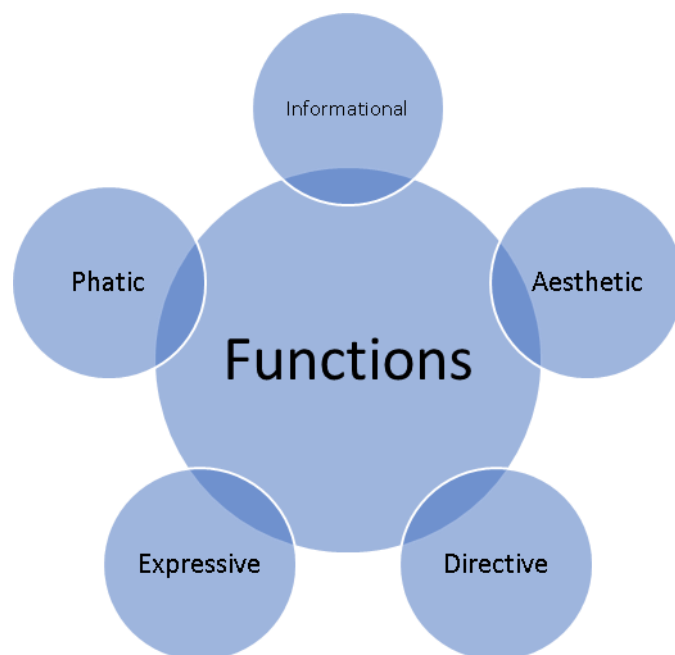
Informational function which everyone tends to assume is most important. In fact, this function concentrates on the message. It is used to give new information. It depends on truth and value. Let us look at this example, "the car is big, the bus is crowded." Language can have an **expressive function**; that is, it can be used to express its originator's feeling and attitudes- swear words and exclamations are the most obvious instance of this. Examples of this kind are, "I am very happy".

The third function of language is the **directive function** whereby we aim to influence the behavior or attitudes of others. The most straightforward instances of the directive function are commands and requests. This function of social control places emphasis on the receiver's end, rather than the originator's end of the message: but it resembles the expressive function in giving less importance, on the whole, to conceptual meaning, particularly affective and connotative meaning. Examples of this kind are, "I want a cup of tea or close the door." It is learned hear that; we use the language in a direct way. We ask someone to do something. Sometimes we can use a sentence to express two functions. For example, "I am thirsty." The previous example could be used to show the condition of the speaker or writer or express the feeling. In a way that a person asks someone to give him water. The fourth function is the **aesthetic function**, which is the use of language for the sake of the linguistic artefact itself, and for no purpose. This aesthetic function can have at least as with affective meaning. The function the associated with the message the vehicle- is the poetic or aesthetic function: All art understood as art is taken to embody this function, and any object valued for its beauty rather than for its ideological value or usefulness-whether a gorgeous car, an elegant teapot, or some acreage of untouched real estate takes on this function. According to Leech, the fifth function is the **phatic function.** The function of keeping communication lines open, and keeping social relationships in good repair. We can say about this function that it is used for normal talks. An example of this "when two people meet each other accidently in a place," they start talking about something unimportant for the sake of communication like, how are you? How are your children? And so on. We can say that it is a kind of daily talking. It is not meaning but is good.

Language is just like hub around which remaining subjects are moves. All the subjects are inter related and inter depended on each other. Language help us in providing and availing various useful information also generate information. This information should be expressed and coordinated through well define directing plan, which it shows the creditability and utility. Language always emphasis on co- ordination, which synchronized the various elements of the language.

1.1.2.1 Language skills

Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these is a skill (action). Language is divided in four categories listening skill, reading skill, speaking skill, and writing skill. The four major skills of languages are providing the right key to success. Teaching – learning of Gujarati language while ensuring focus on all these four skills provide a platform for learners to hone their proficiency in the language well. Skills relate to different aspects of using language; such as listening, reading, writing or speaking. Skills are our ability to do these things. They are usually divided into two types: receptive and productive.

1.1.2.2 What are receptive and productive skills?

Receptive skills are those used in understanding; reading or listening. Productive skills involve producing language; speaking or writing.

Figure no.1.1.2 Given Information About Language Skills

Sources of Online language learning blog "netlanguages"

It is important to consider skills when designing language learning materials. This helps to identify the aims of an activity or lesson. It is generally accepted that receptive skills should come before productive skills; however, it is important to remember that communication is interactive and requires the use of all skills most of the time. Dividing language into skill areas for teaching and evaluation purposes does not necessarily reflect how language is really used. Ideally, learning materials have a multi-layered skills approach, where all skills are covered and combined in a realistic way.

1.1.2 Language Proficiency

Language proficiency is the ability to use a language spontaneously for real world purposes. The language proficiency test is an evaluation of how well at person can use language to communicate in real life.

1.1.3 Language Competency

Language competence is a broad term which includes linguistic or grammatical discourse competence, sociolinguistic or socio-cultural competence, and what might be called textual competence. The specific learning outcomes under the heading Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications.

1.1.4 Language Literacy

Literacy is usually thought of as the ability to read and write. However, there is more to it than that. To be literate means, "to be educated or cultured" and literacy is "having or showing extensive knowledge, experience or culture." A literate person is able to participate fully in society- more than simply being able to read and write, a literate person can fulfill social, civic and economic roles.

What extent the world is meaningful and useful for the society, that is the proficiency of language. Language should be more constructive knowledge and to be execute its application in logical manner. Language should be readable and writeable for common people that is to be considered as a part of language literacy.

1.2   Characteristics of Language

Language is the expression of human communication through which knowledge, belief and behavior can be expressed, explained and shared. It is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. The characteristics of language are as follows:

• Language is a sign, symbol, character, word, which are used of common understanding. When act this thing have a common understanding as for one and all then it is considered as language. It must be meaningful, valuable, understandable, and reliable. So, use it pass from generation to generation, which consists of pronunciations, fluency, vocabulary, writing pattern etc., Each language has its own aspects for civilized culture. Mostly these languages are popular which can easily be speaking and reading usable for all. Nation, region, territory or section of society is also be identified by its language.

• Language is learnt: The learning process may be natural or structured.
• Language is a system: The complexity of the various facets of it are organically inter-related, such sounds, words and structures in integrated with one another and constitute the complex and organic whole which is called language.

• Language is a system of symbols: Its effectiveness consists in its usage when the symbols are commonly shared and known to all those who are sharing a common experience.

• Language system can be arbitrary: The is no logical relation between the words and the objects they stand for except for the Chinese and the other pictorial languages. Here again, the characters, though pictorial, do have any resemblance with the reality that they stand for. However, in sound language, it is necessary that the sounds have a specific meaning.

Every language, may be Gujarati is a living language. With the needs and requirements of speakers it changes constantly and developing. Words are practically being borrowed and absorbed in the language from time to time.

1.3   Three Language Formula

The Three Language Formula was devised in the chief ministers' conferences held during 1961. The National Commission on Education known as the **Kothari Commission** examined and recommended a graduated formula which was

recommended by the 1968 policy are:

- The First language to be studied must be the mother tongue or the regional language.

- The second language in Hindi speaking States, the second language will be some other modern Indian language or English. In non-Hindi speaking States, the second language will be Hindi or English.

- The Third language in Hindi Speaking States, the third language will be English or a modern Indian language not studied as the second language. In Non_Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.

The National Policy on Education (NPE) -1986 reiterated the need formula for the implementation of the three-language formula in its true spirit while recording the unsatisfactory implementation of the formula in some parts of the country.

The National Curriculum Framework- 2005 developed after a nation-wide debate and discussion approved by Central Advisory Board of Education (CABE) makes the following guidelines on language education:

- Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the classroom as a resource. Home language of children, should be the medium of learning in schools. If a school does not have provisions for teaching in the child's home language at that higher levels primary school education must still be covered through the home language. It is imperative that we honor the child's home language. According to Article 350A of us Constitution, it shall be the endeavor of every State to provide adequate facilities for instruction in the mother- tongue at the primary stage of education to children belonging to linguistic minority groups.

- Children should receive multilingual education from the outset. The three-language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.

- In the non-Hindi-speaking states, children learn Hindi. In the case of Hindi speaking states children learn a language not spoken in their area. Sanskrit ay be studied as a Modern India Language (MIL) in addition to these languages. At later stages, study of classical and foreign language may be introduced. The major objective of three language formula is to promote language harmony and equality among languages in

school education by making provision for the study of three languages with ten years of schooling. The National Curriculum Framework (NCF)- 2005 brought out by NCERT provides guidelines foe effective implementation of three language formula. The document states that bilingualism or multilingualism confers definite cognitive advantages. Three language formula is an attempt to address the challenges and opportunities of the linguistic situation in India. It is a strategy that should really serve as a launching pad for spirit. Its primary aim is to promote multilingualism and national harmony.

Teaching of Gujarati as a mother tongue begins from standard 1st in the Gujarat. In primary classes the emphasis is on the development of four basic skills of learning.

These skills have to be further developed in higher classes also. The knowledge of the native language is a crucial aspect of a person's life. It not only stimulates their confidence but also creates awareness of their individual and cultural identity, facilitates learning and adoption of other languages, creates job opportunities and keeps families tightly knit.

1.4   Objectives of Language Teaching

The teaching of language has very specific objectives in the school curriculum. According to NCERT (2006) the major objectives of language teaching are:

- To equip learners with the ability to become literate, and read and write with understanding.

- To equip learners with such politeness strategies and powers of persuasion that they are able to negotiate all communication encounters with tolerance and dignity.

- Learner must be able to employ various non-verbal cues coming from the speaker for understanding what has been said.

- Learner must be able to construct meaning by drawing inference and relating the text with his/her previous knowledge.

- Learner should be able to engage in a discussion in a logical, analytical, and creative manner.

- Learner should get ample space to develop their imagination and creativity.

Thus, the main purpose of language teaching is enhancing the creativity and communication skills of the learner.

1.5   Gujarati As a Language

Gujarati is part of the greater Indo-European language family. It has evolved from Sanskrit and is an Indo-Aryan language.it is one of the 22 official recognized languages of India. Gujarati is native language to State of Gujarat. Gujarati, in contrast with most other Indian language is considering to be a relatively young language, with its origins traced back to around the 12th century AD. A formal

grammar of this language was written by Jain monk and scholar Hem Chandra Acharya. This was referred to as an Apabhramsha grammar, signifying a "corrupted" from of the formal language of the time, Sanskrit and Ardhmagdhi Pakrut. The earliest literature in the language survives in oral tradition and can be traced to the Krishna devortee and grate equalitarian Narsinh Mehta. The first work of poetry in Gujarat is conceded to be "Bharteshver Bahubli Rasa" composed by Shalibhadrasuri, a 7th century Jain monk. A member of Jain sadhus followed his examples and composed short storytelling poems called "Rasas" till the end of the 18th century AD.

After the rise of Mahatma Gandhi's relative importance in a steadily strengthening struggle for independence and social equality, a great volume of poetry, written by poets like Umasankar, Sundaram, Shlesh, Suresh Joshi, Suresh Dalal, Snehrasmi and Betai among paths were centred on the existing social order, the travails of Mahatma Gandhi himself Post-Independence Gujarati poetry displays a higher from of subjectively and explores philosophies and lines of thoughts and imagery. As with most language, Gujarati comes in various regional dialects that differ in pronunciation, vocabulary, and grammar.

The origin of Gujarati Language is traced to Sanskrit- later on Prakrit Sanskrit as distinguished from the language of the Vedas, which is called Maha Sanskrit. The Gautam Buddha, who preferred to preach to nations in the spoken tongue, the pali language was recognized as the spoken tongue of Northern India.

Truly speaking Gujarati character are borrowed from Sanskrit or rather are Sanskrit themselves with a slight modification, the most outstanding being that the top line of each letter is done away with Gujarati. Thus, the Gujarati is easy and do not present many obstacles to the student. As a conversational language, it is concise simple and well adapted for social and domestic intercourse. Though not very copious, it is flowing of forceful. There for, investigator is interested in the area of Gujarati language teaching

and proposed present study.

Gujarati is the mother tongue of the Gujarati's. Mother tongue is the language of the home and widely spoken in the state. Mother tongue should be the medium of instruction all through the school. Study of language constituted by NCERT (1986) recommends in its report that the medium of education should be the mother tongue of the learners. In the Indian context, it is all the more necessary because:

- It enables people to participate in national reconstruction.
- It frees knowledge from the pressures of limited elites.
- It builds interactive and interdependent societies.
- It provides greater opportunity for the advice and consent of a greater number of groups thus is a better defense of democracy.
- It leads to the decentralization of information and ensure free as opposed to controlled media and it is gives greater access to education and personal development to a greater number of people.

Education in the mother tongue will facilities richer classroom transaction, greater participation of learners, and better learning outcomes. All efforts must be made to positive attitude towards mother tongue education must be part of all these, so that learners do not hesitate in the medium with which they are comfortable.

Up to some extent in Gujarat state Gujarati as mother tongue has not given more important. There are not found concrete research but some assumptions are available for that according to Patel (2008):

- Teachers and students believe that "there is nothing to teaching and learning in Gujarati language". So not given more emphasis on language skills and communication skills.
- Teaching of language is not given more emphasis on language skills and communication skills.
- Teachers are not more serious about pre planning for teaching and not make efforts for providing depth and innovative language knowledge.

Some solution and suggestions also mention there are:
- Serious attitude required for teaching mother tongue and teaching of language should effective.
- For language teaching point of view, it should to enhance the listening, speaking, reading and writing skills.
- Teacher should always update with current knowledge and pre plan for teaching

is require.
ujarati as a Mother Tongue

Gujarati is an Indo-Aryan language native to the Indian state of Gujarat. Gandhi has Gujarati is taught as another language in primary and secondary schools. The mother tongue - Gujarati is also medium of instruction up to graduate level in most of the universities of Gujarat, so it is very essential for students to master it at the early stages to make a smooth progress ahead. In Gujarat state it is taught as a medium of instruction and as a subject. Mother tongue is the most vital factor for the children's intellectual, emotional and spiritual growth. Ballard (1961) says that "the mother tongue is important because thought and Language are inextricably linked together" Their perception, comprehension, responses, creative expression, thinking and analysis all are maximally developed, therefore it ought to be the mother tongue at all the stages of school education. (NCF,2000) Tagore (1972) clarifies: "There is no joy, no expression, no blossoming of the faculties without mother tongue," The mother tongue has drawn the attention of those who have known and recognized the importance of the mother tongue in making human individuals express their views, feelings, aspirations and demands.

1.6   Gujarati Language as a Subject

"The move will increase pride first Gujarati as a language as all children studying in Gujarat will be conversant with local language. The state has taken a cue from most states across India where local language is compulsory taught in primary schools" said **Chudasama.** Currently, Gujarati is introduced as a subject from class 5 in English medium schools affiliated with Gujarat secondary and Higher Secondary Education Board (GSHSEB) while it is offered as an optional subject in CBSE schools in classes 5-10. IN ICSE schools, Gujarati is taught as an optional subject in classes 6-10. School managements welcomed the move. "We believe that students in Gujarat should learn to read and write Gujarati language. In fact, even in our international school, we teach Gujarati subject in classes 3-8," said MP Chandran, president of Association of Progressive Schools in Ahmedabad. President of the Matrubhasha Abhiyaan organization that had some time back filed a PIL (Public Interest Litigation) in Gujarat high court seeking promotion of Guajarati language including introducing it as a mandatory subject in primary schools said:" This will help to promote the language among not only Gujarati but also non-Gujarati students. We believe that if a child learns mother tongue at the onset of schooling, he or she is able to express herself better.

1.7   Proficiency

The state of being proficient, skill, expertness or accomplish make progress be useful. In the present research the researcher assesses Gujarati Proficiency of Gujarati taught as the language in the school students.

"Proficiency of language means application of language in daily life without interruption. It has greater adaptability of changes over period of time. Generally middle school students belong to 12-16 years age groups. They are capable to use appropriate language in their daily life for e.g. at school, at home within society they used different parameter while using language. Certain technological changes must be accommodating in literature part to increase utility of a particular language. Language must be considered as a core part of the communication on message. Within few words if should express whole theme of a story. Definition of proficiency;

(i)   Advancement in knowledge or skill: PROGRESS
(ii)   The quality or stage of being proficient
Proficiency-skillfulness in the command of fundamentals deriving from practice and familiarity. Language proficiency is the ability to use a language spontaneously for real word purpose. Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in a language. As theories among pedagogues as to what constitutes proficiency go, there is little consistency as to how different organization classify.

Lexicographer carter (1973) in his Dictionary of education has explained the term 'proficiency' the degree of ability already acquired. Skill in a comprehensive sense, including not only motor or manual activities such as competence in a language, book keeping, economics, mathematics etc.

From the above discussion about the proficiency the presenter will gather the following concepts of about the Proficiency. Proficiency means the degree of ability acquired. Proficiency is related to subjects like: skill or knowledge. It is presumed that the learners of standard 9th are less proficient in the first language skills. A part from the reasons of their weakness in Gujarati proficiency, it is expected that they should be proficient in the language skills.

1.7.1 Nature of Language Proficiency

The above definitions of the term proficiency' will help in understanding the meaning of the

term Language Proficiency': Language proficiency cy of an individual consists of his ability to communicate to others effectively as well as to receive communication" signals from others and interpret them exactly and expeditious. Language proficiency may be explained as the present Language ability to perform the basic skill effectively. It can be said the proficiency implies certain in stock of language abilities with the individual at a particular moment. Whenever one is given the opportunity, one has to show his Language proficiency. From the view of mechanics, it implies an efficient use of devices of speech and written language for adequate expression and interpretation of the experience of and individual. Proficiency, thus, in understanding the structure of a language, is attain ed by treating the subject as a science, by studying the theory; but proficiency in the use of language can only be achieved as a result of" perfectly formed habits.

1.7.2 Gujarati Language Proficiency

The above definitions of the term proficiency will help in understanding the meaning of the term Language Proficiency: Language proficiency of an individual consists of his ability to communicate to others effectively as well as to receive communication signals from others and interpret them exactly and expeditiously.

Findings show that strength of identification with Gujarati ethnicity and culture is partially Signiant in explaining variations in language proficiency. In addition, three

factors were significantly associated with language proficiency among the participants: amount of language use, language input/exposure, and knowledge of other North Indian languages.

The current study has important implications for understanding heritage language learning as well as ethnic identity formation and maintenance. Furthermore, it provides an original contribution to the led by performing a multi-site study to investigate the varying proficiency among heritage language learners.

First of all, Gujarati is the mother tongue of the state Gujarat. It is the language of our ancestors and it is to be considered as part of Gujarati culture. Such language has many useful areas which development the personal in all the aspects of society and required by the society? Today's Gujarati language teacher must have brought the students beyond the textbook and use appropriate technique of language. So, students should positively develop interest. The main aspect of the researcher study is focus of the importance of the mother tongue proficiency. So, today child and parents ready to take education in Gujarati language rather than other language. Proficiency, thus in understanding the structure of a language is

attained by treating the subject as a science by studying the theory, but proficiency in the use of language can only be achieved as a result of perfectly formed habits.

1.9.1 Language Proficiency of the Students at Secondary School Level

Secondary stage of school education is the stage in between elementary stage and higher secondary stage of education. This stage generally comprises of grad 9th and 10th. Secondary school students usually fall in the age group of 14 to 16 years. Students of this age group are going to crucial stage of adolescence period where they are, they facing in language proficiency in writing ability, listening skills and other. In this phase, language importance role in student's life.

Language Proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. In the secondary schools the attempt should be to lay a solid foundation of linguistic skills and power in Gujarati, which should enable the students, even after leaving the secondary schools to continue the process of

developing additional linguistic skill and power according to his need. Thus, discussion has elevated that a working knowledge of first language will be valuable asset for all student and reasonable proficiency in the language will be necessary for those who effective learning. The students have been held responsible for the successful implementation of policy and outcome of Gujarati. Thus, learning of Gujarati as a first language, expects better proficiency of language on the part of the learners too. The learner's proficiency in English help acquiring proficient in Gujarati. But what level of proficiency in Gujarati do the learners of a particular standard possess?

Language proficiency in relation to learner's role raises a related question as to what is the role of learner's language proficiency in the process of learning? This is because the student is also considered responsible for the success or failure of the course of study. Overall proficiency implies that knowing a language and the mastery of a great number of specific habit and skills without giving any criteria for weighing the importance of each of these habits and skills.

According to **Lado (1961)** language proficiency level plays a significant role in the classroom interaction. The interaction verbal or non-verbal or between a student or between a student and a teacher, has become necessary but this can only be possible, if it could be carried out through the effectives use of language. For this, a student has to get proficiency over new words, morphemes, stress, intonation, sounds, structures, the 14

lexical items and their conventional representation. He has to get mastery over various skills of language learning. E.g.; listening speaking reading and writing skills.

Language proficiency is a power of language to adopt changes time to time and enhance various skills related to language like dynamism vocabulary, fluency, pronunciation and writing style. Gujarati language has its vast heritage, there are certain literature written and published in language from ancient time. Development of any language is depending on its standardisation and simplification. So common man (Lehman) can use it gently. It is only possible through Guajarati language proficiency.

Generally, socio economic development based on the development of its local language. As we know that Gujarati language is used in every corner of a country as well as in so many parts of the world.

1.10 Research Questions

1. What is the status of Gujarati language proficiency of Ninth standard students in Vadodara city?
2. Does Academic achievement have impact on Gujarati language proficiency of Ninth standard students in Vadodara city?

1.10.0 SPECIFICATION OF RESEARCH STUDY

1.10.1 Statement of Problem

The Gujarati Language Proficiency of students at Secondary Schools of Vadodara City

1.10.2 Objectives of the Study

1. To study Gujarati Language proficiency of 9th standard students of Vadodara city.
2. To study the correlation of Academic achievement and Gujarati language proficiency of 9th standard students in the schools of Vadodara city.

1.10.3 Explanation of Term

Proficiency: According to encyclopedia of education (2006) Proficiency means ability to perform a special behavior (task, learning objective) to the established performance standard in order to demonstrate mastery of the behavior. It is the quality of having great facility, competence, and Skillfulness in the command of fundamentals deriving from practice and familiarity.

Language proficiency: Language proficiency or linguistic proficiency is the ability of an individual to write or perform in an acquired language. It is also related to 15

vocabulary, listening skills and receptive capacity. (The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the **productive** or active skills of speaking and writing.

1.10.4 Operational definition of the term:

Gujarati Language Proficiency: For the proposed study it will comprise of proficiency test. The score obtained for each segment will be considered as a proficiency score in Gujarati Language.

Academic Achievement: For the proposed study Academic Achievement is the result of students in Grade-8th Gujarati subject.

1.10.5 Delimitation of The Study:

The present study will be delimited to 9th standard students studying in the schools affiliated to GSHSEB, Gandhinagar of Vadodara city. It is further delimited to grant in aid, Gujarati medium schools during the academic year 2019-20.

Chapter: Two
Review of Related Literature

2.0   Introduction

Main purpose of review of related literature is that to out past scenario and present trends of a discipline. Use insight into reality by understanding and application of research a language. By this was researcher find out the further scope of research and to introduce something innovation in language which enhance further knowledge. Various research developed and published by the researcher gradually increase the level of interest of the user in particular language. This review related of literature are divided in two parts as below:

2.1   Review of Related Literature

For the present study, 18 studies are review on Language skills and Language Proficiency.

The studies have been presented in the form of

1.   Review of the studies conducted in the area of Language Skills.
2.   Review of the studies conducted in the area of Language Proficiency.

Vaze (1975) studied effect of modelling and microteaching on the acquisition of certain skills in questioning with the following objectives. 1. To develop different type of models deporting the use of three different skills in asking questions. 2.To study the effects of modelling and micro teaching on the acquisition of three skills in questioning at different stages of the acquisition. 3. To study the effects of training in questioning skills on the classroom performance. The ten student-teachers were selected as the sample of the study. Out of which four student-teachers offered Hindi three had Geography and other three had science as their method. The student- teachers offering Hindi were two males and two females. Those who selected geography were two males and one female. Same is the case with rest of the three student-teachers offering science. The tools developed during the pilot study, namely,' Teaching skill evaluation proforma' was used for data collection in both

the stages which produced these findings. 1. Significant changes in self-assessment in the four aspects of probing question were indicated. Judging from the correlation between teach and re- teach no definite pattern appeared to have been maintained. 2. There appeared to have significant changes in the behaviours of student-teachers according to peer observation. In five out of eight significant correlations were obtained indicating a greater consistency in the order of change. 3. Supervisors also noted from their assessments that significant changes in probing behaviour had taken place. From the rating scale and open-ended questions of the 'self-evaluation' of micro teaching programme, the following trends in thinking of the students-teachers were detected: 1. The student-teachers had positive regard for both theoretical explanation and practical exercise of the two skills.2. Seventy-eight percent of the student-teachers indicated their preference for real students in micro-lessons while fifty-six percent found the observations by the FIACS both tedious and time consuming.

Skanthakumari (1987) conducted a study on development of strategies for improvement of reading skills in English at middle school level. The objective of the study was 1. To identify the tasks involved in reading and comprehension and 2. To develop the skills of reading and comprehensive through the strategies. The major findings of the study were 1. The intervention strategy helped to improve the reading ability of the students of both the high group being high group and 2. The percentage of increase in the achievement of reading ability of the students and the mental ability score of the students of the high and low groups were significantly related.

Sharma (1989) conducted a study to design a course in written English for the High School stage. The objective of the study was 1. To design a course in written English for the school stage based on the communicative approach. 2. To prepare a remedial teaching programme to meet the students and 3. To find out the effectiveness of the programme. Both survey and the experimental design were used for study. The sample for the study was drawn from a secondary school consisting of 90 students belonging to standard VIII, IX and X. Collection of data was done through a questionnaire. Pre-test and post-test were conducted to find out the effectiveness of the design course and remedial programme. The major findings of the study were, 1. A large number of the students were poor in written English.

2.The well- designed communicative syllabus incorporating the needs of the students tension free, interactive in class room, create the satisfying and positive attitude towards learning, writing and 3. Enhance the skill of writing and revising.

Mehta (1998) conducted study An Exploratory study of Gujarati Language Teaching in Upper Primary School of Baroda City. Objectives were 1. To study the clarity of objectives of teaching Gujarati on the part of teacher. 2. To study the problems faced by teachers in teaching Gujarati. 3. To study the achievement of students in the subject of Gujarati. Sample for the 440-teachers selected out 550 were sample for the study, from total of 1218 students 400 were selected. Experts were selected from amongst primary and secondary school teachers from other educational institutions of Baroda. Tool and technique were frequency and percentage responses and technique were frequency and percentage responses and content analysis also product moment correlation and ANOVA were employed. And findings were: 1. Majority of the teachers were not aware of objectives of teaching Gujarati. 2. Majority of the teachers were found making efforts to develop various language skills. 3. Teaching of Gujarati not done in an expected manner. 4. No significant different was found in the mean achievement scores of boys and girls of std. V and VI in the subject of Gujarati.

Malav (2000) A study of the Language Proficiency in Gujarati of the students of STD IX of Mehsana district in relation to some socio psycho variables. The objective of the study was 1. To con struct and to standardise Gujarati proficiency test. 2. To study the influence of sex, area and caste ND Various interaction like, sex X area, area X caste, caste X sex and sex X area X caste, on Gujarati proficiency of class IX students. Sample of the study is divided in two parts; one is developing tool and two is to find out the proficiency of the students of the standard IX. The population of the present study is the students of students of standard IX studying in the Mahesana district. The sample for the try- out was drawn randomly. The size of the sample was 300 for try- out of the test. The sample drawn for the final administration of the test was 750 selected using stratified random sampling technique. The final run test- selected sample was sufficiently representative and unblessed of the schools of Mahesana district. Out of 750 students chosen for the 384 366 were urban students, 413 were boys and 337 girls. The study was conducted on students of std. IX studying in secondary schools of Mahesana district. In the sample 1000 students (545 boys

and 455 girls) were selected following the stratified random sampling method. In study major findings are 1. Sex- The girls were found significantly better than boys in terms of proficiency in Gujarati. 2. Area _ The rural students were found significantly better than urban students in terms of proficiency in Gujarati. 3. Cast _ The open category students were found significantly better were better in terms of proficiency in Gujarati.

Cooks (2002) studied how explicit writing instruction, within different learning environments, impacts the development of expository writing skills of secondary students. The research question guiding this investigation was how does explicit writing instruction within two technology-based Website-impact students' construction of expository texts in a social studies classroom? Through participant observation as a ninth-grade social studies teacher, the investigator collected the following data: audiotapes of student's interaction, transcriptions, interviews and student writing samples. These particular types of data provided insights into more effective instructional practices to develop expository writing skills across content areas. The analysis included evaluation measures documenting the stages in writing development of student's expository texts in varying learning and teacher assessment of student produced work.

Kothiwala (2004) developed a strategy for enhancing English speaking skills through the Language laboratory by framing these objectives. 1. To develop an instructional strategy for enhancing English speaking skills. 2. To study the effectiveness of the instructional strategy in terms of (a) the performance of the students towards the instructional strategy. (b)the reaction of the students towards the instructional strategy the study was based on experimental research design by using the following Tools. 1. Pre-test and post-test. 2. Rating scale. 3. Opinionnaire which brought these findings. 1. The evolved strategy was found to be successful in terms of improvement and enhancement in students' ability to speak. 2. All the students gave highly favourable opinion towards the evolved strategy. 3. All the teachers showed a highly favourable opinion towards the evolved strategy to develop English speaking skills.

Nambiar (2006) measured the effectiveness of intervention on the writing skills in English Objective of the study were:

1. To develop and provide intervention for overcoming the writing difficulties faced by the students in experimental group and 2. To find the effectiveness of intervention in the difficulties uncounted by the students on pre-test. The sample of study constituted of 200 students from Government and Government aided schools of Malayalam medium. These 200 students who were selected from Government and Government aided school on the basis of performance on the pre=test was split into experimental and controlled group. The intervention was given for a period 3 months. The evaluation was done through post testing and each language component was analysed separately. The performance of the experimental group was compared with that of controlled group.

Abd El Fattah Torky (2006) studied the Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. the study had four objectives, (i) Identifying the speaking skills necessary for first year secondary school students, (ii) Identifying appropriate strategies for designing a task- based program in the light of the cognitive approach to develop the speaking skills of first year secondary students, (iii) Constructing a program to develop first year secondary school students' speaking skills and (iv) Measuring the effectiveness of the program in developing first year secondary students' overall speaking skill as well as speaking sub- skills. A group of seventy-six first year secondary students were randomly selected from one of Cairo governmental secondary schools, in the school year 2005-2006 (38 students in the experimental group and 38 students in the control group). The reason this school was selected is that it was seen to be a representative sample of Egyptian secondary stage governmental schools, with a large population of first year secondary students. The findings of the study revealed that the program proved to be effective in enhancing the experimental group students' speaking skill in general and speaking sub-skills in particular. The teaching strategy raised students' awareness of spoken language features. The study also affirmed that exposing students to authentic texts, helps to raise their consciousness and encourages them to draw insights especially about the lexical phrases and expressions used in authentic rather than artificial about the lexical phrases and expressions used in authentic rather than artificial spoken discourse.

Custar (2011) explored through a qualitative correlation actional study, the association between receptive oral language proficiency (listening comprehension) and academic achievement. The convenience sample included 802 high school students enrolled in an ELL (English Language Learners) programme. Linear regression analysis was an ELL (English

Language Learners) programme. Linear regression analysis was ability and academic achievement. The finding suggested a positive association between academic achievement and receptive oral language proficiency.

Parthiban (2011) measured the effectiveness of task-based language teaching in improving listening skills of secondary school students. The major objectives of the study were: (i) to prepare Task-Based Language Teaching activities to improve listening skills in English in secondary school students and (ii) to find out the effectiveness of task-based language teaching approach in developing listening skill in English among the students at secondary level. The study tried to find out the effectiveness of the task-based language teaching approach with regard to various variables such as gender, parents' income, parents' education, community and locality. Class IX students of Government Higher Secondary School, Anna vasal, Pudukkottai formed the sample for the study. There were 50 students in both the control and experimental group. Both the groups were made equal on the basis of the pre-test scores. The students were assigned to the experimental group and the control group by the flip of a coin. The experimental group was taught listening skill in English through Task-Based Language Teaching Approach for a period of 45 days at the rate of one and half hours per day. To find out the significance of difference between the mean scores of the pre-test and the post-test between the control group and the experimental group the researcher used t-test. Major finding of the study revealed that there was significant difference between the post-test mean scores of the control group and the experimental group in understanding different features of English through listening. Experimental Group students scored significantly higher than the Control Group students in learning the language features of English through listening. It indicated that the Task-Based Language Teaching Approach had made strong and positive effects on the performance of the Experimental Group students.

Pandya (2011) conducted study on enhancement of proficiency in English language through co-operative learning method among the IX standard students. The objectives of the study were (i) to analyses the proficiency in the reading skill (ii) to analyse the proficiency in the speaking skill (iii) to analyse the proficiency in the writing skill. The major findings of the study were 1. All the students more or less improve in their skills of English language, as individual's active participation enrich their skills of English language. 2. Writing skill was improved by and large in all the students. Reading and speaking skill improved less as compered writing skill. 3. Students were found more comfortable in learning within group. 4. Public speaking and communication skills improved in few students. 5. Self-learning was enhanced over all in all the students which sustain critical thinking and creative thinking of

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individuals. It also supports students to develop their habit of using vocabulary. 6. This method assisted in improving the level of willingness and confidence among the students.

Valliammai (2012) measured the effectiveness of interactive language learning in improving the communication skills of secondary school students in Tamilnadu. The major objectives of the study were: (i) to teach communication skills through inter active way (spoken skills and written skills) for ninth standard students, (ii) to find out whether there is any significant difference between the pre-test mean scores of control group and experimental group students' communication skills in English, (iii) to find out whether there is any significant difference between the pre-test and post- test mean scores of control group students' communication skills in English and(iv) to find out whether there is any significant difference between the pre-test and post-test mean scores of control group students in different components of spoken English skills. Students studying in standard IX at Alagappa Model Higher Secondary School, Karaikudi and Government Higher Secondary School, Kuruvi Karambai formed the sample of the study. Eighty students were selected from both the schools and they were divided into two groups. One group was considered to be the control group and the other is experimental group. These two groups were matched on the basis of their previous performance in English and also based on their skills of speaking and writing tested through a pre-test developed for the purpose.

Ranjana (2014) English Language Proficiency of Collage Students of Punjab in Relation to Socio-Economic Background and Medium of Instruction in School. The objectives of the study 1. To study English language proficiency of college students in relation to medium of instruction in school. 2. To study English language proficiency of college students in relation to socioeconomic background. 3. To study English language proficiency of college students in relation to gender. 4.To study the interaction effect of medium of instruction and socio-economic background on English language proficiency of college students. 5. To study the interaction effect of medium of instruction and gender on English language proficiency of college students. 6. To study the interaction effect of socio-economic background and gender on English language proficiency of college students. 7. To study the interaction effects of medium of instruction, socio-economic background and gender on English language proficiency of college students. Sample of the study, the sample was selected from six-degree colleges situated in rural and urban areas of Punjab. The colleges were affiliated to Panjab University, Chandigarh and Punjabi University, Patiala. Two hundred seventy-three first year college students studying in arts, science and commerce stream including both boys and girls coming from rural and urban areas comprised the sample; which was further checked for its

distribution according to medium of instruction, socio-economic background and gender. In all, 273 college students were selected out of which 91 were male and 182were female students.

Kotak (2015) Development of a course for increasing the reading proficiency in English of the post high school students of Gujarat. The objective of study 1. To select the components of reading in English as a foreign language relevant the post high school stage. 2. To prepare and try out auto instructional materials for developing proficiency in each component end in the act of reading as a whole.3. To prepare a pre-test for evaluating the outcomes of the course as a whole. 4. To prepare a pre-test and a post test for evaluating to outcomes of the outcomes as a whole. In a research the sample is of utmost importance because on the sample depends the validity of the study and the applicability of the findings. Looking the first objective of the first try=out where a rough approximation of the suitability of different aspects of the course was to be had, and then functioning of the course at various achievement levels rather than with individual students was to be studied, it was thought that about 20 students in a group would serve purpose. Now distribution of the entire range of 40 to 70 percent marks in English into intervals of five yielded six groups, having 20 students in each group meant a total of 120. This number was thought adequate for the purpose of the first try-out.

Charles (2015) Developing language skill in adults attending English improvement courses. The objective of the study 1. To prepare (i) auto - instructional and support material in English for the development of speaking, reading and writing skills in adult who attend English Improvement courses, and (ii) To sequence the course with lecture, tape-recorder, discussion, practical work, unit tests and feedback sessions. 2. To study the effectiveness of the course as a whole in terms of student's performance on the criterion tests after each of the three units and a comprehensive test at the end.
3. To study the effectiveness of different techniques used in each of the units in terms of student's reactions. The sample of the study constituted all the adult learners who attended the English Improvement Class run by the Department of Adult and continuing Education of M.S. University of Baroda during summer 1980. Initially the group consisted of academic qualification, occupation, intelligence level and socio- economic status. However, for the purpose of experiment only thirty were included who were regular in attendance and from whom the desired data could be gathered. Research findings Sinha (1967) of the central militates of English and foreign languages, Hyderabad, conducted a study entitled 'Remedial work in English for pre- University and first year's degree students in Hindi speaking areas.

His findings indicate that 93% of the errors were in the use of articles, wrong choice, omission or insertion of the prepositions 'in' 'to' 'on' 'at' 'with' and 'from', verbal from and patterns, and punctuations. Nair (1966) conducted a study of the common language difficulties in English of Secondary school pupils in Kerala. His findings are on similar lines. He reports that 20% of the total errors in the area of grammatical structure are in the use of articles, 15% in the use of prepositions, more than 65% in the area of grammatical structure. Punctuation was another area where the students were found to have difficulty.

Mahindroo (2015) Language proficiency and content knowledge of English among plus2 students in relation to locality and stream of study. The objective of the study1. To measure the Language Proficiency in English among +2 students with the help of Language Proficiency Test in English. 2. To Compare the Language Proficiency in English of English Medium and Hindi Medium Students at +2 stage. 3. To Study the Language Proficiency in English of English Medium students at +2 stage in relation to: i. Locality (Urban and Rural) ii. Stream of Study (Science and Arts) 4. To Study the Language Proficiency in English of Hindi Medium students at +2 stage in relation to: i. Locality (Urban and Rural) ii. Stream of study (Science and Arts). 5. To measure the Content Knowledge of English among +2 students with the help of Content Knowledge Evaluation Test. 6. To Compare the Content Knowledge of English Medium and Hindi Medium students of +2 Stage. 7. To Study the Content Knowledge of English of English Medium students at +2 stage in relation to: i. Locality (Urban and Rural) ii. Stream of Study (Science and Arts) 8. To Study the Content Knowledge of English of Hindi Medium students at +2 stage in relation to: i. Locality (Urban and Rural) ii. Stream of Study (Science and Arts) 9. To study the relationship between Language Proficiency and Content Knowledge of English Medium Students at +2 stage. 10. To study the relationship between English Language Proficiency and Content Knowledge of English Hindi Medium Students at +2 stage. The sample of the study of 600 students of +2 stage will be taken as the subject for the present study. Further 150 taken from Science stream of study and 150 from Arts stream of study from both urban and rural school.

Lakhera (2017) Development and Implementation of a Package for Enhancing Listening, Speaking, Reading and Writing (LSRW) Skills in English Language among Secondary CBSE Students. The objective of the study 1. To develop a package for enhancing LSRW skills in English among secondary CBSE students. 2. To implement the developed package among secondary CBSE students for enhancing their LSRW skills in English. 3. To study the effectiveness of the developed package in terms of improvement in LSRW skills in English among secondary CBSE students. 4. To study the reaction of secondary CBSE students

towards the developed package for enhancing LSRW skills. The sample of the study was Considering the nature of the present study, sample for the study was selected using convenient sampling. One CBSE secondary school of Baroda city i.e. Ambe Vidyalaya, Manjalpur was selected as the school provided permission for experimentation. There were two sections of standard IX in the school selected to perform the experiment. One section was considered as the experimental group and the other section was considered as the control group. There were 43 students in the experimental group and 40 students in the control group. Pre-test was administered on both the sections at the beginning of the academic session. On the basis of their pre- test achievement score in LSRW skills in English language, the experimental and control groups were made equivalent. It is also called matching of the groups. Creswell (2012) describes this process as a process of identifying one or more characteristics which can influence the outcome and assigning individuals with that characteristic equally to the experimental and control group. Matching of the groups reduces the risk of selection bias. After matching of the groups on the basis of pre-test scores the sample size was 33 in both experimental and control group. The finding of the study was 1. The developed package was found to be significantly effective in enhancing the listening skill of secondary CBSE students. 2. The developed package was found to be significantly effective in enhancing the listening skill of secondary CBSE students. 2. The developed package was found to be significantly effective in enhancing the speaking skill of secondary CBSE students. 3. The developed package was found to be significantly effective in enhancing the reading skill of secondary CBSE students. 4. The developed package was found to be significantly effective in enhancing the writing skill of secondary CBSE students. 5. The developed package was found to be significantly effective in enhancing the overall communication (LSRW) skill of secondary CBSE students. 6. The developed package was found to be effective in terms of the overall favorable reactions of the secondary CBSE students. 7. Students' reactions were found strongly positive towards the developed package 8. Most of the students felt positive and favorable regarding the grade appropriateness of the package, its implementation and adequate time allocation for each activity. 9. Most of the students also reacted favorably towards the activities in the package asserting that the package helped them to enhance their listening, speaking, reading and writing skills in English. They also felt strongly favorable towards communicative competence in English.

2.2 Implication of the Reviewed Studies for the Present Study
In proposed study the researcher has classified the reviews of the studies into two categories first language skills and second language proficiency. In review related studies total eighteen

studies were observed that were provide main view to the researcher's mind. The researcher found many studies such as conducted in the area of languages skills and language proficiency in the school based with respect to the importance with different language (Gujarati, English). Almost of the above- mentioned studies are based on primary and upper primary students. Few studies are conducted at primary, secondary level and higher education level in the area of qualification of teachers, teaching process, language ability.

Reading ability, writing ability of teacher of teachers in classroom and their impact on students, availability of resource utilization of it, socio- economic factors which affect the language learning. The study conducted by **Vaze (1975)** conducted that effect of modelling and microteaching on the acquisition of certain skills in questing. It was found that significant changes in self-assessment in the four aspect of probing question were indicated. **Kothiwala (2004)** conducted study developed a strategy for enhancing English speaking skills through the language laboratory. This study finding was the evolved strategy found to be successful in terms of improvement and enhancement in students' ability to speak. All students gave highly favourable opinion towards the evolved strategy. The researcher did not come across any study that to know the Gujarati language skills at secondary students. Mehta (1998) conducted study on Gujarati Language Teaching in Upper primary School and Implementations of multimedia package for teaching Gujarati subject. The main focus of this studies was clarity of objectives of teaching Gujarati on the part of teacher and develop multimedia package in Gujarati subject for standard VIII students and effectiveness of multimedia package in the terms of achievements of students. Sample for study 440 teacher selected out of 550.Tool and technique were frequency and percentage responses and content analysis also product moment correlation and ANOVA were employed. And findings were:1. Majority of the teachers were not aware of objectives of teaching Gujarati. 2. Majority of the teachers were found making efforts to develop various language skills. 3. Teaching of Gujarati not done in a expected manner. 4. No significant was found in the mean achievements scores of boys and girls of standard V and VI the subject of Gujarati. Researcher felt throughout these studies for to enhance the academic achievement and language development the objectives of the teaching of Gujarati must clear for teacher who teach the Gujarati subject. And the multimedia package for teaching Gujarati is not only very helpful for to make easy and effective teaching. In second area that is the review related to language proficiency. According to the study conducted by **Malav (2000)** it was found that Sex the girls were found significantly better than boys in terms of proficiency in Gujarati. Area the rural students were found significantly better than urban students in terms of proficiency in Gujarati. Cast the open category students

were found significantly better in terms of proficiency in Gujarati. The sampling techniques used are out of 750 students chosen for the 384 were urban students, 413 were boys and 337 girls.

The study was conducted on students of std. IX studying in secondary schools of Mahesana district. In the sample 1000 students were selected random sampling method. **Mahindroo (2015)** conducted study on language proficiency and content knowledge of English plus two students in relation to locality and stream of study. The main focus of these studies' clarity of objectives of. To measure the Language Proficiency in English among +2 students with the help of Language Proficiency Test in English. The sample of the study of 600 students of +2 stage will be taken as the subject for the present study. Further 150 taken from Science stream of study and 150 from Arts stream of study from both urban and rural school. This study for to check the language proficiency and content knowledge of English and check the difference between to locality and stream. **Lakhera (2017)** Development and Implementation of a Package for Enhancing Listening, Speaking, Reading and Writing (LSRW) Skills in English Language among Secondary CBSE Students. The objective of the study 1. To develop a package for enhancing LSRW skills in English among secondary CBSE students. 2. To implement the developed package among secondary CBSE students for enhancing their LSRW skills in English. 3. To study the effectiveness of the developed package in terms of improvement in LSRW skills in English among secondary CBSE students. 4. To study the reaction of secondary CBSE students towards the developed package for enhancing LSRW skills. The sample of the study was Considering the nature of the present study, sample for the study was selected using convenient sampling. One section was considered as the experimental group and the other section was considered as the control group. There were 43 students in the experimental group and 40 students in the control group. Pre-test was administered on both the sections at the beginning of the academic session. On the basis of their pre-test achievement score in LSRW skills in English language, the experimental and control groups were made equivalent. It is also called matching of the groups. After matching of the groups on the basis of pre-test scores the sample size was 33 in both experimental and control group. The finding of the study was the developed package was found to be significantly effective in enhancing the listening skill of secondary CBSE students. The developed package was found to be significantly effective in enhancing the listening skill of secondary CBSE students. The developed package was found to be significantly effective in enhancing the speaking skill of secondary CBSE students. Researcher felt throughout this study for

to development and implementation of package for enhancing four skills in English language. This study check to CBSC students of secondary. **Charles (2015)** Developing language skill in adults attending English improvement courses. The objective of the study 1. To prepare (i) auto -instructional and support material in English for the development of speaking, reading and writing skills in adult who attend English Improvement courses, and (ii) To sequence the course with lecture, tape- recorder, discussion, practical work, unit tests and feedback sessions. 2. To study the effectiveness of the course as a whole in terms of student's performance on the criterion tests after each of the three units and a comprehensive test at the end. 3. To study the effectiveness of different techniques used in each of the units in terms of student's reactions. The sample of the study constituted all the adult learners who attended the English Improvement Class run by the Department of Adult and continuing Education of M.S. University of Baroda during summer 1980. Initially the group consisted of academic qualification, occupation, intelligence level and socio-economic status. However, for the purpose of experiment only thirty were included who were regular in attendance and from whom the desired data could be gathered. The researcher felt from the study that to develop language skill in adults attending English improvement courses which can improv the students' performance by discussion and unit tests. **Nambiar (2006)** measured the effectiveness of intervention on the writing skills in English Objective of the study were: 1. To develop and provide intervention for overcoming the writing difficulties faced by the students in experimental group and 2. To find the effectiveness of intervention in the difficulties uncounted by the students on pre-test. The sample of study constituted of 200 students from Government and Government aided schools of Malayalam medium. These 200 students who were selected from Government and Government aided school on the basis of performance on the pre=test was split into experimental and controlled group. The intervention was given for a period 3 months. Researcher throughout this study to experimental study to assess the effectiveness of intervention on the writing skills in English. To develop and provide intervention for overcoming the writing difficulties faced by the students. **Pandya (2011)** the researcher found in this study found that to enhancement of proficiency in English language through cooperative learning method. To analysis on reading, writing and speaking skills. improving the level of willingness and confidence among the students. All the students more or less improve in their skills of English language, as individual's active participation enrich their skills of English language. Writing skill was improved by and large in all the students. Reading and speaking skill improved less as compered writing skill. Students were found more comfortable in learning within group.

Valliammai (2012) measured the effectiveness of interactive language learning in improving the communication skills of secondary school students in Tamilnadu. The major objectives of the study were: (i) to teach communication skills through inter active way (spoken skills and written skills) for ninth standard students, (ii) to find out whether there is any significant difference between the pre-test mean scores of control group and experimental group students' communication skills in English, (iii) to find out whether there is any significant difference between the pre- test and post-test mean scores of control group students' communication skills in English and(iv) to find out whether there is any significant difference between the pre-test and post-test mean scores of control group students in different components of spoken English skills. Students studying in standard IX at Alagappa Model Higher Secondary School, Karaikudi and Government Higher Secondary School, Kuruvi Karambai formed the sample of the study. Eighty students were selected from both the schools and they were divided into two groups. One group was considered to be the control group and the other is experimental group. These two groups were matched on the basis of their previous performance in English and also based on their skills of speaking and writing tested through a pre-test developed for the purpose. **Ranjana (2014)** it was found that English Language Proficiency of Collage Students of Punjab in Relation to Socio-Economic Background and Medium of Instruction in School. To study English language proficiency of college students in relation to medium of instruction in school. To study English language proficiency of college students in relation to socioeconomic background. To study English language proficiency of college students in relation to gender. To study the interaction effect of medium of instruction and socio-economic background on English language proficiency of college students. To study the interaction effect of medium of instruction and gender on English language proficiency of college students. To study the interaction effect of socio-economic background and gender on English language proficiency of college students. To study the interaction effects of medium of instruction, socio- economic background and gender on English language proficiency of college students. Sample of the study, the sample was selected from six-degree colleges situated in rural and urban areas of Punjab. The colleges were affiliated to Panjab University, Chandigarh and Punjabi University, Patiala. Two hundred seventy-three first year college students studying in arts, science and commerce stream including both boys and girls coming from rural and urban areas comprised the sample; which was further checked for its distribution according to medium of instruction, socio-economic background and gender. In all, 273 college students were selected out of which 91 were male and 182were female students. In this study the researcher was found the

English proficiency of relation between socio-economic background and instruction medium in school difference search in collage.

Parthiban (2011) measured the effectiveness task-based language teaching in improving listening skills of secondary school students. to prepare Task-Based Language Teaching activities to improve listening skills in English in secondary school students and to find out the effectiveness of task-based language teaching approach in developing listening skill in English among the students at secondary level. The study tried to find out the effectiveness of the task-based language teaching approach with regard to various variables such as gender, parents' income, parents' education, community and locality. Class IX students of Government Higher Secondary School, Anna vasal, Pudukkottai formed the sample for the study. There were 50 students in both the control and experimental group. Both the groups were made equal on the basis of the pre-test scores. The students were assigned to the experimental group and the control group by the flip of a coin. The experimental group was taught listening skill in English through Task-Based Language Teaching Approach for a period of 45 days at the rate of one and half hours per day. To find out the significance of difference between the mean scores of the pre-test and the post- test between the control group and the experimental group the researcher used t-test. Major finding of the study revealed that there was significant difference between the post-test mean scores of the control group and the experimental group in understanding different features of English through listening. Experimental Group students scored significantly higher than the Control Group students in learning the language features of English through listening. It indicated that the Task-Based Language Teaching Approach had made strong and positive effects on the performance of the Experimental Group students. This study researcher to major the listening skill through activity based and more focus on secondary students. None of them completely observes writing aspect of Gujarati language proficiency. The researcher decided to take up proposed study as none of the reviewed studies explained that completely observes writing skills, vocabulary test, listening skills and receptive test. So, the researcher proposed study the Gujarati language proficiency of students at secondary.

Researcher found that through and depth of these all reviews that, the status of Gujarati teaching was not satisfactory and to improve the position of Gujarati language proficiency by academic achievement and language proficiency of 9th standard. The researcher wants to check the language proficiency of students. So, researcher decided to go for it, so the present study is an attempt in this area. The previous chapter focused on the studies that the researcher reviewed ad implications that she derived for the present study.

Chapter: Three

Research Methodology

3.0   Introduction

Methodology refers to the process and procedure that one adopts while carrying out a study in order to achieve the particular objectives specified for one's study. The scope of research methodology is wider than of research methods. Thus, when we talk of research methodology was use in the context of our research study and explain why we are not using others. So, those research results are capable of being evaluated either by the researcher her-self or by others.

3.1   Rationale of the Study

Mother tongue has an important place in education. Gujarati is the mother tongue of the Gujarat state. It is taught as a medium of instruction and as a subject. Mehta (1998) conducted that the achievement of the students of upper primary level in Gujarati subject. Due to which parents, teacher and even children think that there is no need of learning Gujarati language as they already know it and that as they grow, they will gain mastery over it. Because of this wrong belief the children are not appropriate knowledge regarding Gujarati language. Language play important role in our life. As a multilingual country the constitution of India has recognized 22 languages as regional languages. Gujarati has also been accepted as a regional language and mother tonguage of the majority of the people of the Gujarat state. Gujarat state has accepted the tree language formula since 1948. According to that formula, the first place is given to the mother tongue or regional language which is Gujarati in case of Gujarat. Mother tongue has important place in education. Gujarati is taught as a mother tongue in primary and secondary schools. The mother tongue Gujarati is also medium of instruction up to graduate level in most of the universities of Gujarat, so it is very essential for students to master it at the early stage to make a smooth progress ahead. As per the view of some educationist of Gujarat state it is taught as a medium of instruction and as a subject.

Proficiency could be acquired in any language. Of course, the proficiency as we have known in foregone pares depends upon potentialities training and exercises, the person gets a lot of excises and training in the first language and hence gets full advantage of potentialities. Consequently, a person does not attain a high type of language proficiency as in first language. It is presumed that learners of standard IX are less proficient in the first language skills. Language proficiency develop the student's ability in vocabulary, writing, and listening skills. With testing the researcher check student academic achievement in Gujarati language

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proficiency. Language proficiency may be explained as the present language ability to perform the basic skill effectively. Proficiency thus, in understanding the structure of a language is attained by treating the subject as a science by studying the theory, but proficiency in the use of language can only be achieved as a result of perfectly formed habits. In the secondary level in adolescence period they understand easily language proficiency. Classroom teaching today affords a little scope for creative works. It is mostly concerned with teaching the content than nurturing the creative abilities; instead of being centers of inquiry, classrooms still continue to be lesson hearing and note taking rooms. The activities in the classroom are generally centered on the teacher and he/she is dominating the activities most of the time. The material provide to the pupils is a polished, finished product which provides a little scope to choose, thinking, infer or innovations. The pupils have been, thus taught to find the right answer and until recently schools provided a little opportunity to exercise imagination and alternative thinking skills. (Joseph, 2001)

In the secondary school standard IX is very crucial stage. Secondary education demands more skills, vocabulary and proficiency in language. Researcher take Gujarati medium school of Vadodara city. This provokes the researcher to take the study Gujarati language proficiency of secondary students of Vadodara city.

3.2 Methodology of the Study

3.3 Design of the study

Present study was carried out to know the status of SCE in the school of Vadodara city. Hence, the design of the study is Descriptive Survey which is quantitative in nature. Proposed study was of Survey type and quantitative in nature.

3.3.1 Population

Total number of schools in Vadodara city as per the record received from DEO office on 28.02.2018 is as follows:

Type of School	Grant-in-Aid School	Non- Granted Schools
English	33	11
Gujarati	153	39
Sub- Total	186	50
Total Schools	236	

All the **students** studying (9,440) in the 9th standard Guajarati medium schools of Vadodara city during the academic year 2019-20 constituted the population for the study.

3.3.2 Sample

In order to draw out sample from the population, stratified random sampling technique was used. Lottery method was used for select schools. From the list obtained for the Guajarati medium schools grant in aid schools of Vadodara city, 10% schools were selected from each of the Four SVS. Total number of Gujrati medium grant in aid schools in Vadodara city is 153 and **Fifteen schools** were selected for the study. From these school's **50** students studying in 9th standard was selected randomly for the study. Thus, **approximately 534 students** were the sample for the study. As there are one hundred and ninety-two (192) secondary GSHSEB schools in Vadodara city. Which were classified into two major groups i.e. Grant in aid schools and Non grant in aid schools. In Grant in aid schools,153 schools are grant in aid. Then, non- grant in aid schools are 33 and grant in aid schools are 11. We used lottery method was applied in order to select 25% schools from each division. And thus 30 schools were selected as a sample. List of all 30 schools has been attached in annexure four.

After select 30 school's researcher select stratified random schools was 15. And after dividing each school with minimum 50, investigator got 534 students as a sample for her present study.

3.3.3 Source of data

For present study, to collect data regarding above mentioned objective, students of secondary section used as a source for data collection and to get data from student's tests was given to them.

3.3.4 Tools and Techniques

For the purpose of data collection Gujarati language proficiency test was developed by the researcher herself. For the collection of the data regarding the present study, the investigator prepared Questionnaire for the students, who were selected as sample of the study. For the preparation of questionnaire, investigator had gone through questionnaire model prepared by Malav (2000). Investigator also went to the D.E.O. office to get book of list of schools of Vadodara city. Investigator was first making blue print under guides of guide This was classified in different section. The first tool was given to expert for validation. First Draft of Language Proficiency was given in Annexure No. 6

Table No. 1.1 First Initial Draft

Indicators	Dimension	No of Items
1.Vocabulary	1. Synonyms	10
	2. Antonymy	10
	3. Word set	10
	4. Word sets	05
	5. Correct words	10
	6. Idioms	05
	7. Talpada Shabd	07
	8. Write same words	05
	9. One word	04
	10.Meaningful words	04
	11. Fill in the blanks	10
2. Writing Expression	1. Punctuations	04
	2. Meaningful sentences	07
	3. Noun	07
	4. Verbs	05
	5. Adjectives	05
	6. Make Sentences	07
	7. Past Tense	06
	8. Verbs	05
	9. Pronouns	07
	10. Ornaments	05
3.Receptive Capacity (Comprehension)	1. Poem Reading	08
	2. Poem Reading	10
	3. Paragraph Reading	07
	4. Paragraph Reading	07
	5. Poem Reading	10

The expert was some Department of Education and some of out of faculty the list was given in annexure no. 7 After validation the tool investigator take suggestion of

guide. The investigator not any modification taken pilot test. The school was select Shree Ambe Vidhyalaya, on five (5) students the test was conducted by the investigator. In pilot test investigator sometime of students for test. The students were taken different time for complete the tool test. Then as per the suggestion of expert and conduct pilot test further modification was done. The final Questionnaire was ready for apply the school's students. The Questionnaire was divided in three parts and divided sub parts also which were as follow.

1) First part of questionnaire was Vocabulary sub parts was Synonyms words, Antonymy words, One word, idioms, Gujarati talpada words, correct words, and Rudhiprayogo. There were seven sub parts in the first section.

2) Second part was Written Expression. In this section there were seven sub parts. In this sub part there were Punctuation, write correct meaning words, Noun, Verbs, Adjectives, Pronoun, Ornaments (Alankar). There were the items of second section.

3) Third section was Receptive Capacity (Comprehensive). There were four sub parts in this section. Two paragraphs were given and two poems also given in this sub parts. Students were writing to answer.

Final tool draft items are given in the below table and Language Proficiency Tool was attached in Annexure no.9.

Table No. 1.2 Final Draft of Language Proficiency Tool

Indicators	Dimension	No. of items
1.Vocabulary	1.Synonyms	05
	2.Antonomys	05
	3.One word	05
	4.Idemos	05
	5.Talpada	05
	6.Correct Spelling	05
	7.Orthodoxy	05
2.Writting Expression	1. Puctuations	04
	2. Meaningful Words	04

	3.Nouns	04
	4.Verbs	04
	5.Adjectives	04
	6.Pronouns	04
	7.Ornaments (Alankar)	03
3.Receptive Capacity (Comprehension)	1.Poem Reading	04
	2.Poem Reading	06
	3.Paragraph Reading	07
	4.Paragraph Reading	05

In order to study the **Gujarati language proficiency** of the school's students, test of Gujarati language proficiency developed and standardised by C.P. Patel (2005) was examined. It consisted of three major items viz. Vocabulary test, listening skill test and receptive test. The test is for 100 marks- 40 marks of vocabulary test, 30 marks of listening skill test and 30 marks for receptive capacity test. Proficiency test was divided into three parts: First vocabulary, second was listening skill and third was receptive capacity.

Academic achievement of standard eight in Gujarati subject of the students was considered for studying its correlation with Language proficiency in standard 9.

3.4 Data Collection

The investigator visited aa selected 15 GSHSEB schools of Vadodara city personally to collect data through the tool which was prepared by Investigator herself and to take permission investigator visited almost each school more than two-three time of tool. The Investigator has first taken pilot test in one school of Vadodara city (shree Ambe Vidhyalaya on Five students). And finally, investigator could get permission to administer tool in thirteen (13) schools. Investigator tried to collect the tests from the schools on the same day but still she had to visit almost each school, for at least two three times to collect back the tests. Investigator has personally visited the schools for the actual data collection and data was collected from students present on the date of data collection from sampled schools. Thus, data for the present study was collected. Thus, the final size of the sampled students is 534.

The investigator started data collection from 9th December 2019 to 21st December

2019. Data collection was done by the investigator personally by employing the language Proficiency test on the samples. Academic Achievement was collected by the investigator from the school records.

3.5 Data Analysis

The data collected with the help of tools was analyzed. The investigator first checked all answer sheets. Second step the investigator makes excel sheet entry. Third step was used JASP descriptive statistics software. Investigator was got mean, standard deviation, standard error mean, percentage, linear regression and average of the data entry. Then after descriptive statistics analysis the investigator make table related of data and objectives. The investigator makes tables and write interpretation of the data analysis. The investigator writes all in detail. The investigator described the data according to the view points of the students and finally the data was interpreted by the investigator.

Chapter Four:
Data Analysis and Interpretation

4.0   Introduction

After data collection, it is very important to do analysis of it because any raw data does not provide any answer. And so, to interpret finding or result of research first we need to do analysis of data. The present chapter gives detail about the method used for data analysis and data interpretation. It also tells about the steps followed to analysis the data in particular method.

4.1   Data Analysis and Interpretation

The design of the present study was survey type. Questionnaire was developed by the researcher as a tool to collect data as per objectives of the study. The chapter presented the data analysis with the help of each test category item such as vocabulary, writing and receptive capacity. There achievement score was also collected.

The analysis of language proficiency test score was carried out using JASP statical software. The initial data was entered in excel sheet and later converted into CSV format. Thus, analysis data was presented in form of descriptive analysis in first stage. Further, category viz descriptive analysis is presented for clarity. Second stage analysis involved finding correlation between achievement of the students in 9th standard subject and language proficiency test conducted by investigator.

4.2   Preparation of Language Proficiency Test

Before actual data collection Language Proficiency Test to decide time and relevant for items. The investigator was made Language Proficiency Test to use different indicator for that. The investigator was instructed to complete all the questions in the vocabulary, written expression and Receptive Capacity (Comprehension) of the questionnaire. For each correct response one and two scores was given and incorrect responses were given zero**.**

4.2.1 Pilot Study of the Test of Proficiency in Gujarati Language

The draft tool prepared for assessing the Proficiency of Gujarati Medium School of 9th standard students of Vadodara city, in Gujarati language was given to the panel of experts in field of Department of Education foe evaluating the worth of items in the tool. Based on their suggestions and recommendations some of the items were modified.

Thus, the content validity of the tool was established.

The pilot test was undertaken to established the validity of the test items. The test was randomly selected five students. Five students were selected from Shree Ambe School, Wagodia, Vadodara city. The sample includes the students of 9th standard. The test of proficiency in Gujarati language were conducted to the students personally by the researcher. The researcher conducted test and collect the answer sheet. The test was 100 marks and time was given to 90 minutes for conduct the test. All the three categories were given in different weightage.

Language testing was particularly based on the four major language skills viz., Listening, Speaking, Reading, and Writing (LSRW). But different proficiency tests were considered as best test tests for measuring the knowledge of a person about a particular language, course or profession. Proficiency in a language implies adequate over the basic skills and the elements of language (sounds, grammar, vocabulary and meaning). It was also used to put students into different categories based on their knowledge or proficiency in a language.

4.3 Gujarati Language Proficiency of Standard 9th students of Vadodara City

Table 4.3 Analysis of Gujarati Language Proficiency of standard 9th students of Vadodara City.

N	534
Mean	54.264
S.D.	13.379
S.E.M	0.579
Minimum	14.000
Maximum	84.000
Percentage	54.264

From the analysis of data of the Gujarati Language Proficiency of standard 9th students, the researcher found that the total marks were 100. Numbers of students was 534. The researcher was found that the Mean of the data 54. 264.It was average of the data collection. The researcher also found S.D. (Standard Deviation) 13.379, S.E.M. (Standard Error of Mean) 0.579. The minimum scores of 14.000, and Maximum score was 84.00.

4.3.1 Analysis of Vocabulary indicator in Gujarati Language Proficiency of Standard 9

In this indicator the investigator was taken test in different schools of Vadodara city. In this indicator synonyms, antonymy word set, idioms, correct spelling etc. According to sub parts of the vocabulary the investigator was analysis the data.

Table No. 4.3.1 Analysis of vocabulary

Mean	28.307
S.D.	7.641
S.E.M.	0.331
Minimum	7.000
Maximum	59.00
Percentage	11.32

It can be observed from the table no. 4.3.1 that in Vocabulary 534 students show their synonyms, Antonyms, Shabdsamuh vachak shabd, Idioms, etc. In this analysis the researcher was found that the Mean was 28.307. Standard Deviation was 7.641, Standard Error Means was 0.331 and minimum and maximum was 7.0000and 59.00. Percentage was 11.32. The researcher was found that Mean was average. The vocabulary test was 40 marks. In this test there were different items. The minimum marks were got seven, and maximum marks was fifteen marks.

4.3.2 Analysis of Written Expression indicator in Gujarati Language Proficiency of Standard 9

In this indicator the investigator was select some dimension for test. Punctuations, noun, pronoun, verbs, adjectives, ornaments etc…

Table No. 4.3.2 Analysis of Written Expression

Mean	13.075
S.D.	3.346
S.E.M.	0.145
Minimum	3.000
Maximum	25.000
Percentage	3.92

From the table it was found that mean was 13.075. S.D. was 3.346, S.E.M. was 0.145. Minimum marks were 3.000, and Maximum marks was 25.000. The analysis of written

expression found that in these tests about alankar, adjective, adverb, verbs, nouns all indicator was used in this test. In this table percentage was 3.9225.

4.3.2 Analysis of Receptive Capacity (Comprehension) indicator in Gujarati Language Proficiency of Standard 9

In this indicator the investigator was used poem and paragraph reading comprehension use. According to dimension the investigator done data analysis.

Table No. 4.3.3 Analysis of Receptive Capacity (Comprehension)

Mean	12.966
S.D.	4.937
S.E.M.	0.214
Minimum	2.000
Maximum	24.00
Percentage	3.88

Table No. 4.3.3 subjective comprehensive proficiency was measured of the students for passage reading and writing skill. Minimum 2.00 indicator level of comprehensive understanding in Gujarati language whereas maximum 24.00 shows fluency in comprehension tests. Out of 30 marks average of the student's results was 12.966 which was moderated too good or bad., in such areas need to be improved. Students should provide answers with multiple choice, which it to be responded.

4.3.3 Analysis of Comprehensive Gujarati Language Proficiency Along with Indicator

The investigator checked the test papers of students and given marks the test was total 100 marks. The test was divided in three parts. Achievement marks also write in this analysis.

Table No. 4.7 Analysis of Total Data

	Q.1 Vocabulary	Q.2 Written Expression	Q.3 Receptive Capacity	Total	Achievement
No. ofstudents		534			
Mean	28.307	13.075	12.966	54.264	63.953
S.D.	7.641	3.346	9.937	13.379	12.644
S.E.M.	0.331	0.145	0.214	0.579	0.547
Minimum	7.000	3.000	2.000	14.00	35.00
Maximum	59.00	25.00	24.00	84.000	90.00
Percentage	70.75	43.56	43.2	54.26	63.95

In table no. 4.3.4 overall test was conducted for 534 students of the government schools which was located in Vadodara city. It may be observed from the table 4.7 that 193 out of 534 (37 %) schools' students of class 9th scored below average in Gujarati Language Proficiency test. Which was not remarkable at all? And 341 out of 534 (63%) students of class 9th scored above average in such test entire test was divide in three parts. First was Vocabulary, second was written expression, third was comprehension. There were marks divided in 40, 30 and 30. Overall test was conducted in100. The marks of the students were compared with achievement in 8th standard.

From below Graph 4.1, it can be seen that the analysis of Gujarati Language Proficiency Test of 9th standard students of Vadodara city with indicators such as Vocabulary, Writing Expression, Receptive Capacity (Comprehensive).

Graph 4.1 Analysis of Gujarati Language Proficiency Test of 9th Standard Students of Vadodara City
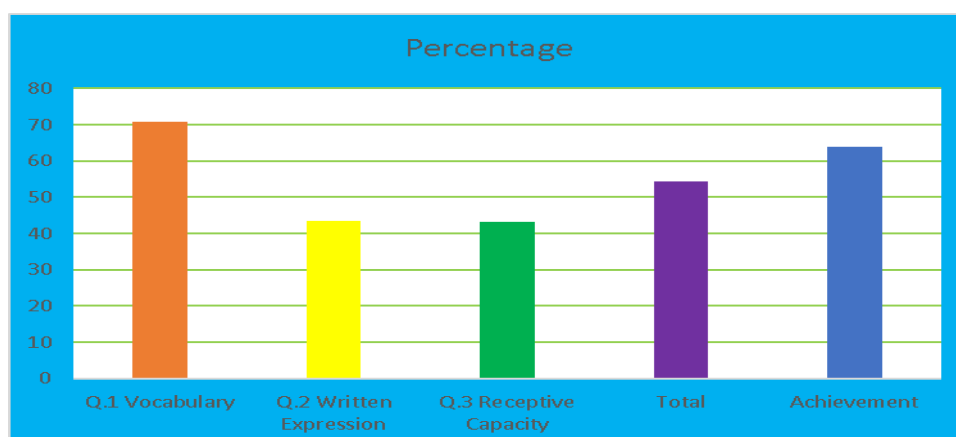
Graph no. 4.1 showing the values of Gujarati Language Proficiency. It found that higher score of Vocabulary (70.75%) in the Gujarati Language Proficiency Test. It seen in graph different in each indicator. It was seen that 63.95% achievement score in Gujarati Language Proficiency of Gujarati medium grant in aid schools in Gujarati subject of Vadodara city. It was seen that Writing Expression and Receptive capacity near of score. And total score of Gujarati Language Proficiency test 54.26%. From above graph clearly seen that students getting in Proficiency Test receptive capacity and writing expression lower than vocabulary. It can see that vocabulary was very high more than another indicator. It can see that students Language Proficiency with written expression (43.56%). and receptive capacity (43.2%). It was the nearest of Gujarati Language Proficiency test.

4.4 Analysis of Students Gujarati Achievement Score in Subject During Standard 8th

Here, the investigator was checked the achievement of previous standard. The investigator was taken marks of 8th standard students already pass out this standard. The investigator taken information from the schools.

Table No. 4.4 Analysis of Achievement

Mean	63.953
S.D.	12.644
S.E.M.	0.547
Minimum	35.000
Maximum	90.000
Percentage	63.95

In Table no. 4.4 the researcher was found that the achievement of students in 8th standard was minimum 35.00, maximum was 90.00. Overall performance of the students was average mean 63.953, S.D. 12.644, and S.E.M. 0.547. The percentage of the students were 63. 95.

4.5 Correlation between students Achievement score of Gujarati Language Proficiency of 9th standard

The investigator was checked correlation between Achievement scores of in 8th standard and scores of Gujarati Language Proficiency test taking by investigator in schools.

Table No. 4.5 Correlation between students Achievement score of Gujarati Language Proficiency of 9th standard

Sr. No,		Mean	Percentage	S.D.	Correlation
1.	Achievement score of students in Gujarati Language Proficiency	54.264	54.26	13.379	
2.	Achievement score of students in 8th standard in Gujarati subject	63.953	63.95	12.644	0.958

Here, correlation is highly positive of the student's achievement in Gujarati Language proficiency and achievement score of students in 8th standard in Gujarati subject. From about interpretation of correlation between score of achievement of 8th standard and Proficiency of Gujarati Language. It means there were exit between Language Proficiency and Gujarati achievement in Gujarati subject.

Chapter: Five
Finding and Discussion

5.0   Introduction

This chapter in a nutshell presents the heart of research i.e. the major findings and discussion wherein the researchers is free to open her heart out, presenting not just the finding but also the context, the probable reason is for it, the process, the feedback and expressions of the sample group in the process of implementation which otherwise the scientific paradigm does not provide a scope to the researcher to break the shackles and freely flow through the different aspects of research from the researcher's eye keeping in view the previous researchers in the area as also the potential researches to follow.

5.1   Status of Gujarati Language Proficiency through the test and observation

The investigator carried out this study to investigate poisons the Gujarati language proficiency. And mainly investigator wanted to study different aspects of the students in Gujarati language proficiency. After implementation of plan and procedure and application of the suitable tool the investigator was able to study different aspects of Gujarati Language Proficiency. To reveal clear picture of finding, investigator will categorize the finding objective wise as follow. Finding about the perception of the students of secondary classes with respect to.

5.2.1 Finding about Gujarati Language Proficiency of Standard 9th Students

- As per the investigator observation students were high level in Gujarati language proficiency.
- Gujarati language Proficiency was found more learning in grammar.

Through there was positive response about the Gujarati Language Proficiency of Standard 9th students, many students not able to read properly that why he/she know the answer but not read properly that why they not able to give the answer.

5.2.2 Finding about indicator of Vocabulary
- In this indicator the investigator was found that average of in Gujarati language Proficiency test.
- Students were in this part given answer of grammar part.
- This indicator was highly positive response given by students.

5.2.3 Finding about Writing Expression

- In this indicator give below average response, so teacher can try to increase the Gujarati Language Proficiency in schools.

- Through the observation status of Writing Expression students were not write proper spelling in Gujarati.

- In this indicator many students not given proper response because of they were not read properly.

- Through the test the status of Writing Expression of the students 43.56 % students was given proper answer for test.

5.2.4 Finding about Receptive Capacity (Comprehension)

- Through the test observation in Receptive Capacity students get minimum two marks out of thirty, and maximum twenty-four in this indicator.

- In this item's students have been writing and reading skill outcome.

- Investigator observe that students are not understand, because students are not able to read properly.

5.2.5 Finding about Total of Gujarati Language Proficiency and Achievement

- In this the investigator found that achievement score of students were 63.95 % and total score of Gujarati Language Proficiency test of students were 54.26. There was average performance of students.

- Through the observation the investigator seen that vocabulary highly positive in compare of writing expression and receptive capacity.

5.2.6 Finding about Achievement of 8th Standard Students

- The language achievement of 9th standard students in Gujarati subject is found to be on the basis of their school examination.

- The average and below average students differed significantly and students having average achievement found significantly better than below average in terms of Gujarati Proficiency.

- Through the observation achievement score of students in 8th standard minimum

thirty-five and maximum ninety out of hundred.

5.2.7 Finding about Correlation between students Achievement score of Gujarati Language Proficiency of 9th standard

- Here investigator observed that there was high positive correlation between the achievement score in Gujarati Language Proficiency and achievement score of 8th standard in Gujarati subject.

- The value of the correlation found that 0.958 it is highly positive relation.

5.2 Discussion

It is very difficult to estimate proficiency in the language and it is next to impossible to assess the proficiency in the mother tongue. As investigator has already provided detail of her finding in analysis and interpretation of data in fourth chapter, and have also presented the jest of her finding in above discussion. But there is some discrepancy found in the finding and investigator is making an attempt to discuss those discrepancy in detail and also do comparison of finding with earlier study of Custar (2011) the finding suggested a positive association between academic achievement and receptive oral language proficiency. The investigator found that study was highly positive of correlation between achievement score of 8th standard students and Gujarati language Proficiency test. Lakhera (2017) the finding that enhancing the listening, speaking, reading, and writing skills in CBSC students. The researcher wants overall communication skills of secondary CBSC student. Students reactions were found that strongly positive towards the develop package. Most of the students also reacted favorably towards the activities in the package asserting that the package helped them to enhance their listening, speaking, reading and writing skills in English. They also felt strongly favorable towards communicative competence in English. As per the investigator finding she gave more focus on vocabulary, writing comprehensive and receptive capacity. Students reaction found that strongly high positive in vocabulary in compare of writing expression and receptive capacity. The investigator taking Gujarati Medium schools at secondary level students of 9th standard, but secondary 9th standard students face many problems. Few of students are not able to read proper, options are already given in tool but they are not able to understand and to write.

The Investigator finding in this study students are more score in vocabulary, but getting less score in writing expression and receptive capacity.

Even such lack of seriousness and readiness was found during the analysis of data, as Language Proficiency test, 54.26% students given proper answer in this test. And in achievement test score getting 63.95% students to given proper answer.

Malav (2000) the major finding of this study was Sex- The girls were found significantly better than boys in terms of proficiency in Gujarati. Area _ The rural students were found significantly better than urban students in terms of proficiency in Gujarati. Cast _ The open category students were found significantly better were better in terms of proficiency in Gujarati. The researcher main finding that study main focus on different local language people, and cast, sex, and area of the people. More compare of girls and boys. In this study investigator main focus on Gujarati language proficiency test for 9th standard students only and check correlation between achievement of 8th standard. Correlation is highly positive.

Chapter: Six

Summary and Implications

6.0 Introduction

Mother tongue has an important place in education. Gujarati is the mother tongue of the Gujarat state. It is taught as a medium of instruction and as a subject. Mehta (1998) conducted that the achievement of the students of upper primary level in Gujarati subject. Due to which parents, teacher and even children think that there is no need of learning Gujarati language as they already know it and that as they grow, they will gain mastery over it. Because of this wrong belief the children are not appropriate knowledge regarding Gujarati language. Language play important role in our life. As a multilingual country the constitution of India has recognized 22 languages as regional languages. Gujarati has also been accepted as a regional language and mother tonguage of the majority of the people of the Gujarat state. Gujarat state has accepted the tree language formula since 1948. According to that formula, the first place is given to the mother tongue or regional language which is Gujarati in case of Gujarat. Mother tongue has important place in education. Gujarati is taught as a mother tongue in primary and secondary schools. The mother tongue Gujarati is also medium of instruction up to graduate level in most of the universities of Gujarat, so it is very essential for students to master it at the early stage to make a smooth progress ahead. As per the view of some educationist of Gujarat state it is taught as a medium of instruction and as a subject.

Proficiency could be acquired in any language. Of course, the proficiency as we have known in foregone pares depends upon potentialities training and exercises, the person gets a lot of excises and training in the first language and hence gets full advantage of potentialities. Consequently, a person does not attain a high type of language proficiency as in first language. It is presumed that learners of standard IX are less proficient in the first language skills. Language proficiency develop the student's ability in vocabulary, writing, and listening skills. With testing the researcher check student academic achievement in Gujarati language proficiency. Language proficiency may be explained as the present language ability to perform the

basic skill effectively. Proficiency thus, in understanding the structure of a language is attained by treating the subject as a science by studying the theory, but proficiency in the use of language can only be achieved as a result of perfectly formed habits. In the secondary level in adolescence period they understand easily language proficiency. Classroom teaching today affords a little scope for creative works. It is mostly concerned with teaching the content than nurturing the creative abilities; instead of being centers of inquiry, classrooms still continue to be lesson hearing and note taking rooms. The activities in the classroom are generally centered on the teacher and he/she is dominating the activities most of the time. The material provide to the pupils is a polished, finished product which provides a little scope to choose, thinking, infer or innovations. The pupils have been, thus taught to find the right answer and until recently schools provided a little opportunity to exercise imagination and alternative thinking skills. (Joseph, 2001)

In the secondary school standard IX is very crucial stage. Secondary education demands more skills, vocabulary and proficiency in language. Researcher take Gujarati medium school of Vadodara city. This provokes the researcher to take the study Gujarati language proficiency of secondary students of Vadodara city.

The chapter of summary having an important place in dissertation writing deals with giving of whole work done by investigator write from choosing problem to findings and conclusion. It also gives objectives, plan and procedure of the research study.

6.0 Research Questions

• **What is the status of Gujarati language proficiency of Ninth standard students in Vadodara city?**

• **Does Academic achievement have impact on Gujarati language proficiency of Ninth standard students in Vadodara city?**

6.2.   SPECIFICATION OF RESEARCH STUDY

6.2.1 Statement of Problem

The Gujarati Language Proficiency of students at Secondary Schools of Vadodara City

6.2.2 Objectives of the Study

1. To study Gujarati Language proficiency of 9th standard students of Vadodara city.

2.To study the correlation of Academic achievement and Gujarati language proficiency of 9th standard students in the schools of Vadodara city.

6.2.3 Explanation of Term

Proficiency: According to encyclopedia of education (2006) Proficiency means ability to perform a special behavior (task, learning objective) to the established performance standard in order to demonstrate mastery of the behavior. It is the quality of having great facility, competence, and Skillfulness in the command of fundamentals deriving from practice and familiarity.

Language proficiency: Language proficiency or linguistic proficiency is the ability of an individual to write or perform in an acquired language. It is also related to vocabulary, listening skills and receptive capacity. (The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the **productive** or active skills of speaking and writing.

6.2.4 Operational definition of the term:

Gujarati Language Proficiency: For the proposed study it will comprise of vocabulary, listening skills and receptive capacity in the Gujarati Language in the proficiency test. The score obtained for each segment will be considered as a proficiency score in Gujarati Language.

Academic Achievement: For the proposed study Academic Achievement is the result of students in Grade-8th Gujarati subject.

6.2.5 Delimitation of The Study:

The present study will be delimited to 9th standard students studying in the schools affiliated to GSHSEB, Gandhinagar of Vadodara city. It is further delimited to grant in aid, Gujarati medium schools during the academic year 2019-20.

6.3 Methodology of the Study

6.3.1 Design of the study

Present study was carried out to know the status of SCE in the school of Vadodara nature. Proposed study will be of Survey type and quantitative in nature.

6.3.2 Population

Total number of schools in Vadodara city as per the record received from DEO office on 28.02.2018 is as follows:

Type of School	Grant-in-Aid School	Non-Granted Schools
English	33	11
Gujarati	153	39
Sub-Total	186	50
Total Schools	236	

All the **students** studying in the 9th standard Guajarati medium schools of Vadodara city will constitute the population for the study.

6.3.3 Sample

In order to draw out sample from the population, stratified random sampling technique was used. Lottery method was used for select schools. From the list obtained for the Guajarati medium schools grant in aid schools of Vadodara city, 10% schools were selected from each of the Four SVS. Total number of Gujrati medium grant in aid schools in Vadodara city is 153 and **Fifteen schools** were selected for the study. From these school's **50** students studying in 9th standard was selected randomly for the study. Thus, **approximately 534 students** were the sample for the study. As there are one hundred and ninety-two (192) secondary GSHSEB schools in Vadodara city. Which were classified into two major groups i.e. Grant in aid schools and Non grant in aid schools. In Grant in aid schools,153 schools are grant in aid. Then, non- grant in aid schools are 33 and grant in aid schools are 11. We used lottery method was applied in order to select 25% schools from each division. And thus 30 schools were selected as a sample. List of all30 schools has been attached in annexure four. After select 30 school's researcher select stratified random schools was 15. And after dividing each school with minimum 50, investigator got 534 students as a sample for

her present study.

6.3.4 Source of data

For present study, to collect data regarding above mentioned objective, students of secondary section used as a source for data collection and to get data from student's tests was given to them.

6.3.5 Tools and Techniques

For the purpose of data collection Gujarati language proficiency test was developed by

the researcher herself. For the collection of the data regarding the present study, the investigator prepared Questionnaire for the students, who were selected as sample of the study. For the preparation of questionnaire, investigator had gone through questionnaire model prepared by Malav (2000). Investigator also went to the D.E.O. office to get book of list of schools of Vadodara city. Investigator was first making blue print under guides of guide This was classified in different section. The first tool was given to expert for validation.

The expert was some Department of Education and some of out of faculty the list was given in annexure no.7 After validation the tool investigator take suggestion of guide. The investigator not any modification taken pilot test. The school was select Shree Ambe Vidhyalaya, on five (5) students the test was conducted by the investigator. In pilot test investigator sometime of students for test. The students were taken different time for complete the tool test. Then as per the suggestion of expert and conduct pilot test further modification was done. The final Questionnaire was ready for apply the school's students. The Questionnaire was divided in three parts and divided sub parts also which were as follow.

1)   First part of questionnaire was Vocabulary sub parts was Synonyms words, Antonymy words, One word, idioms, Gujarati talpada words, correct words, and Rudhiprayogo. There were seven sub parts in the first section.

2)   Second part was Written Expression. In this section there were seven sub parts. In this sub part there were Punctuation, write correct meaning words, Noun, Verbs, Adjectives, Pronoun, Ornaments (Alankar). There were the items of second section.

3)   Third section was Receptive Capacity (Comprehensive). There were four sub parts in this section. Two paragraphs were given and two poems also given in this sub parts. Students were writing to answer.

Final tool draft items are given in the below table and Language Proficiency Tool was attached in Annexure no.9.

In order to study the **Gujarati language proficiency** of the school's students, test of Gujarati language proficiency developed and standardized by C.P. Patel (2005) was examined. It consisted of three major items viz. Vocabulary test, listening skill test and receptive test. The test is for 100 marks- 40 marks of vocabulary test, 30 marks of listening skill test and 30 marks for receptive capacity test. Proficiency test was divided

into three parts: First vocabulary, second was listening skill and third was receptive capacity.

Academic achievement of standard eight in Gujarati subject of the students was considered for studying its correlation with Language proficiency in standard 9.

6.4 Data Collection:

The investigator visited aa selected 15 GSHSEB schools of Vadodara city personally to collect data through the tool which was prepared by Investigator herself and to take permission investigator visited almost each school more than two-three time of tool. The Investigator has first taken pilot test in one school of Vadodara city (shree Ambe Vidhyalaya on Five students). And finally, investigator could get permission to administer tool in thirteen (13) schools. Investigator tried to collect the tests from the schools on the same day but still she had to visit almost each school, for at least two three times to collect back the tests. Investigator has personally visited the schools for the actual data collection and data was collected from students present on the date of data collection from sampled schools. Thus, data for the present study was collected. Thus, the final size of the sampled students is 534. The investigator started data collection from 9th December 2019 to 21st December 2019.

Data collection was done by the investigator personally by employing the language Proficiency test on the samples. Academic Achievement was collected by the investigator from the school records.

6.5 Data Analysis

The data collected with the help of tools was analyzed. The investigator first checked all answer sheets. Second step the investigator makes excel sheet entry. Third step was used JASP descriptive statistics software. Investigator was got mean, standard deviation, standard error mean, percentage, linear regression and average of the data entry. Then after descriptive statistics analysis the investigator make table related of data and objectives. The investigator makes tables and write interpretation of the data analysis. The investigator writes all in detail. The investigator described the data according to the view points of the students and finally the data was interpreted by the investigator.

6.6 Major Findings

6.6.1 Finding about Gujarati Language Proficiency of Standard 9th Students

- As per the investigator observation students were high level in Gujarati language proficiency.

- Gujarati language Proficiency was found more learning in grammar.

6.6.2 Finding about indicator of Vocabulary

- In this indicator the investigator was found that average of in Gujarati language Proficiency test.

- Students were in this part given answer of grammar part.

- This indicator was highly positive response given by students.

6.6.3 Finding about Writing Expression

- In this indicator give below average response, so teacher can try to increase the Gujarati Language Proficiency in schools.

- Through the observation status of Writing Expression students were not write proper spelling in Gujarati.

- In this indicator many students not given proper response because of they were not read properly.

- Through the test the status of Writing Expression of the students 43.56 % students was given proper answer for test.

6.6.4 Finding about Receptive Capacity (Comprehension)

- Through the test observation in Receptive Capacity students get minimum two marks out of thirty, and maximum twenty-four in this indicator.

- In this item's students have been writing and reading skill outcome.

- Investigator observe that students are not understand, because students are not able to read properly.

6.6.5 Finding about Total of Gujarati Language Proficiency and Achievement

- In this the investigator found that achievement score of students were 63.95 % and total score of Gujarati Language Proficiency test of students were 54.26%. There was average performance of students.

- Through the observation the investigator seen that vocabulary highly positive in compare of writing expression and receptive capacity.

6.6.6 Finding about Achievement of 8th Standard Students

- The language achievement of 9th standard students in Gujarati subject is found to be on the basis of their school examination.

- The average and below average students differed significantly and students having average achievement found significantly better than below average in terms of Gujarati Proficiency.

- Through the observation achievement score of students in 8th standard minimum thirty-five and maximum ninety out of hundred.

6.6.7 Finding about Correlation between students Achievement score of Gujarati Language Proficiency of 9th standard

- Here investigator observed that there was high positive correlation between the achievement score in Gujarati Language Proficiency and achievement score of 8th standard in Gujarati subject.

- The value of the correlation found that 0.958 it is highly positive relation.

6.7 Implications for the Present Study

- Present study has implication Gujarati Language Proficiency Test are developed through conducting test of 9th standard students of Vadodara city. So, secondary students the language proficiency of the secondary school student enables them to solve their future problems. If proper care is taken there is possibility for their progress in mother tongue. From time to in the need of present time, so it was obligatory for the investigator to study.

- Gujarati Language as a subject Gujarati in the school. In Gujarati medium school in 9th students not able to write proper and read properly.

- Also, the developed all Gujarati Language Proficiency will help in further study like in 10th and graduation.

- The study can further help the state and the school and college.

- By analyzing the Gujarati Language of students in Gujarati by making the test, students will know that whose Gujarati language are average, below and medium.

6.8 Suggestion for Further Research

- This study suggests certain areas to investigate further which are as follows,

- This study is done only in one language. The study can also do in other language also like Hindi, English and Marathi.

- This study is focus on correlation of score. So, further study can divide girls and boys score in Gujarati Language Proficiency.

- This study is done on Gujarati medium school. So further study can do the students of the English medium schools in Gujarat,

- A comparative study of proficiency in Gujarati of arts and science graduates in Gujarat.

- For further study can do the study of language proficiency on arts Gujarati students.

- As the study is also done in only 9th standard Gujarati language proficiency, the further study can do change the standard and taken 10th or 8th also.

6.9   Conclusion

On the basis of analysis, the following conclusions have been drawn. From the above discussion, analysis of data and findings, it can be conducted that study is a useful one to achieve objectives and purpose. Gujarati language is playing an important role as a mother tongue language for all Gujarati students. The status of Gujarati subject loop in the school. Now a day's parents are more creased on English medium school. So, child not proper guide about Gujarati language, they speak but not write and reding properly. The status of Gujarati Language Proficiency was found different through questionnaire and observation. Status of Gujarati language Proficiency test that observed that students are more in vocabulary high positive response. But students are average in writing expression and receptive capacity. So, teacher can try to more focus on students writing and reading skills. So, students can improv them writing and reading skills. Whereas through the observation the of vocabulary was higher than another indicator.

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Annexure no.1 Permission letter for D.E.O office

Department of Education (CASE&IASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara- 390 002
Phone No.: 0265 2795

_____

Anita Gohil
M.Ed. – I Student
The M. S. University of Baroda
Date: 27th February 2019

To,

The District Education Officer,
District Institute of Education and Training
Vadodara

Subject: Request to collect the data for M.Ed. Dissertation 2019 - 2020

Dear Sir/Madam,

I, Anita Gohil the student of the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, pursuing a dissertation entitled "Gujarati language Proficiency of Students at Secondary Schools of Vadodara City" to be submitted for the partial fulfillment of M.Ed. degree for the year 2019-20, hereby request you to kindly permit me for collecting data from your esteemed institution.

The data required will be related to the list of schools located in Vadodara City. The data will be kept highly confidential and will be used for the research purpose only.

Your cooperation in this regard will be highly appreciated.

Thanking you,

Yours Sincerely,

Anita Gohil

Dr. Jyotsna Amin
Guide
Department of Education (CASE)
The Maharaja Sayajirao University of Baroda

Annexure no.2 Permission letter for tool validation

FROM:

Anita Gohil
M.Ed. student (Roll No: 02)
Department of Education,
Faculty of Education and Psychology,
The Maharaja Sayajirao University of Baroda, Vadodara

Respected Sir/Madam,

I am pleased to inform you that I am perusing my M.Ed. (ROLL NO: 02) from Department of education, the Maharaja Sayajirao University of Baroda, and conducting M.Ed. dissertation work for the requirement as a part of course for the academic year 2019-20 under the guidance of Dr. Jyotsna Amin.

The title of the research work is "Gujarati Language Proficiency of Students at Secondary school of Vadodara City".

The objective of the same as below.

1. To study Gujarati language proficiency of 9th standard students of Vadodara city.
2. To study the correlation of Academic achievement and Gujarati language proficiency of 9th standard students in the schools of Vadodara city.

Language Proficiency:

For the proposed study language proficiency is the score obtained by the students on a language proficiency test develop by researcher.

For the purpose of the study I am preparing the language proficiency test, a copy of which is attached herewith. I request you to kindly provide your suggestions for the same. Kindly check the content of the tool and its level of difficulty for validation purpose.

Thanking you,

Yours' faithfully

(Anita Gohil)

Department of Education (CASE & IASE)
Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda
Vadodara- 390 002
Phone No.: 0265 2795516

सत्यं शिवं सुन्दरम्

From:
Anita Gohil
M.Ed. -II Student
The M.S. University of Baroda, vadodara
Date : 05/12/2019

To,
The Principal,

Subject: Permission for data collection for M.Ed. Dissertation 2019 - 2020

Dear Sir/Madam,

I, Anita Gohil the student of the Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, pursuing My Masters of Education and conducting a dissertation work entitled **"Gujarati language Proficiency of Students at Secondary Schools of Vadodara City"** as partial fulfillment of M.Ed. degree for the year 2019-20. As a parat of it, I want to collect the data from your school as it is one of the sampled school in ramdom selection. The students of any one section from 9th standard in your school for one hour will be engaged by me for the purpose of data collection.

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

Your cooperation in this regard will be highly appreciated.

Thank You

(Anita Gohil)

Dr. Jyotsna Amin, (GUIDE)
Department of Education
Faculty of Education & Psychology,
The Maharaja Sayajirao University of Baroda, Vadodara.

Annexure no.4 List of sampled school

List of Sampled Schools

Sr. No.	Schools Name
1.	Shree M.K. High School
2.	M.E. S. Boys School
3.	Swami Vidhyanandji Vidhyavihar
4.	Jeevan Prakash Vidhyalay
5.	Gayatri Vidhyalay
6.	Lalbahadur Vidhyaly
7.	Shree Shaishav School
8.	Sardar Vallabh Vidyalaya
9.	Sofia School
10.	Shree Aadarsh Nivasi School
11.	Shree Vallabh Vidyalaya
12.	Vandana Vidyalaya
13.	Jeevan Chetna Vidyalaya
14.	Shree Gangabai Sarvjanik High school
15.	Shree Narayan Vidyalaya
16.	Sant Kabir School
17.	Shree Vidhya Vikas Vidyalaya
18.	Shree Vallabh Vidyalaya
19.	Parivar Vidyalaya
20.	Syaji Vidhyavihar
21.	Shreyas Vidyalaya
22.	Shree Sayaji Boys High School
23.	Baroda High School
24.	Swami Vivekananda Vidyalaya
25.	Shree Vidhya Kunj Vidyalaya
26.	Shree Rand Avadhut Vidyalaya
27.	Sharda Mandir High School
28.	Shree Shard Kanya Vidyalaya
29.	Panchratna High School
30.	M. E.S. Binanagar Secondary School

Annexure no. 5 List of school's permissions granted for tool

List of school's permissions granted for tool

Sr. No.	School Name
1.	Jeevan Bharti Vidhyalay
2.	Swami Vivekananda Vidhyalay
3.	Gayatri Vidhyalay
4.	Shree Vidhya Vikas Vidhyalay
5.	Vandana Vidhyalay
6.	Lalbahadur Vidhyalay
7.	Sardar Vallabh Vidhyalay
8.	Swami Vidhyanandaji Vidhya vihar
9.	Shree Vallabh Vidhyalay
10.	M. E. S. Boys High School
11.	Jeevan Chetna Vidhyalay

Annexure no.6 First Draft of Language Proficiency Tool

Blueprint table: Table: 01 Vocabulary Items

વિભાગ ૧ શબ્દભંડોળ કસોટી	Dimension	Number of items	Marks covered
ક	સામાનર્થી	૧૦	૧૦
ખ	વિરુધાર્થી	૧૦	૧૦
ગ	શબ્દસમૂહ	૧૦	૧૦
ઘ	શબ્દસમહો	૦૫	૦૫
ચ	યોગ્ય શબ્દ શોધો	૧૦	૧૦
છ	કહેતો	૦૫	૦૫
જ	તળપદા શબ્દો	૦૭	૦૭
ઝ	અર્થથની દ્રષ્ટટએ સરખા શબ્દો	૦૫	૦૫
ટ	શબ્દસમૂહ યોગ્ય શબ્દ	૦૪	૦૪
ઠ	અર્થથસૂચક સ્પટટીકરણ શબ્દ	૦૪	૦૪

૬	ખાલી જગ્યા પ ૂરો	૧૦	૧૦
વિભાગ – ૦૨ લેખિત અખભવ્યક્તત કસોટી	Dimension	No of items	Marks covered
ક	વિરામખચહ	૦૪	૦૪
ખ	અર્થપ ૂણથ શબ્દ	૦૭	૦૭
ગ	સંજ્ઞા	૦૭	૦૭
ધ	ક્રિયાપદો	૦૫	૦૫
ચ	વિશેષણ	૦૫	૦૫
છ	શબ્દોને યોગ્ય િમમાં	૦૭	૦૭
જ	ભ ૂતકાળ	૦૬	૦૬
ઝ	ક્રિયાપદોન ુ ં યોગ્ય રૂપ	૦૫	૦૫
ટ	સિથનામ	૦૭	૦૭
ઠ	અલંકાર	૦૫	૦૫

Table: 03 Receptive Capacity

વિભગ -03 અર્થગ્રહણ કસોટી	Dimension	No of Items	Marks covered
ક	કાવ્ય પઠન	૦૮	૦૮
ખ	કાવ્ય પઠન	૧૦	૧૦
ગ	ગદ્ય પઠન	૦૭	૦૭
ઘ	ગદ્ય પઠન	૦૭	૦૭
ચ	કાવ્ય પઠન	૧૦	૧૦

ગજરાતી ભાષાસામર્થ્યકસોટી

ધોરણ ૯ નાંવિદ્યાર્થી માટેનીચેઆપેલકસોટીઓ ભાષાસામર્થ્યથનીપ્રીાણતાની ચકાસણી કરિા માટે બનાꞁ꞉ꞁ꞉માંꞁ꞉આી છે. આ કસોટી પક્સ્તકામાંꞁ꞉તમારેજિબ આપિાનાંછે.

આ પક્સ્તકામાંꞁ꞉કસોટીઓ ત્રણ વિભાગમાંꞁ꞉ઈેઁચિામાંꞁ꞉આી છે. કસોટી પ્રશ્નો,વ્યાકરણ, કાવ્ય, ગદ્યખંડો ꞁ꞉ગેરેનાઆધારેરચિામાંઆવ્યા છે. પ્રત્યેકકસોટીની શરૂઆતમાંજરૂરી સચનાꞁ꞉ આપેલછે. તો ꞁ꞉ꞁ꞉ચી સમજી ꞁ꞉મશ꞉ જિબો આપશો. વિદ્યાર્થીનેતેનેꞁ꞉ꞁ꞉ચીનેજિબ આપિાની સમયમયાથદાબેકલાક આપિામાંꞁ꞉આશેઅનેતેનાગણભારુ ૧૮૦ છે. આ માસ્ટર ઓફ એજુકેશનના ભાગરૂપે છે.અને તમારા પ્રતયતરોꞁ꞉꞉ (જિબો) નેગોપનીય રાꞁ꞉ામાંꞁ꞉આશે.

Dr. Jyotsna Amin   Ms. Anita Gohil
Assistant Professor   M.Ed. Students

કસોટી – ૧

નીચેશબ્દ અનેતેની સામેકેટલાક સમાનાર્થી શબ્દો આપ્૦૦ાછે.તેમાંથી શબ્દનો અર્થયસૂચિતા શબ્દના ક્રમાંક ઉપર ઉતરપત્રમાં"ની વનશાની કરો.

ઉદાહરણ – હેમ (ક) સોનુ(ખ) ઋાકળ (ગ) નામ (ધ) રસાદ

૧. કકડો (ક) કાપડ (ખ) ટુકડો (ગ) પર્થર્શંર (ધ) ફકડો

૨. ઼ગડો (ક) ઼ા�•દર (ખ) ઼ાગોડ (ગ) જ ં•ગલ (ધ)઼ગડો ૩. કંજ (ક)ઘટા (ખ) ગલી (ગ) લતા (ધ) કંજોૂ ૪. રાત (ક) સંધ્૦ા (ખ) રાવત્ર (ગ) ઼ાર ઘ)અંધકાર

૫. ગાડું(ક) શકટ (ખ) દમવનયંૂ(ગ) બેડડયંૂ(ધ) ગાડરંૂ

૬. સમો (ક) જ઼ો (ખ) સામે(ગ) આગળ (ધ) સરખો ૭.

વિસ્મૂ (ક) સ઼ૂ•ં (ખ) અવિરામ (ગ) અચંબો (ધ) વિરહ

૮. મેંહ (ક) મેહરબાની (ખ) ઼રસાદ (ગ) મોહ (ધ) લાગણી

૯. પષ્પુ (ક) ફુલ (ખ) પણાય(ગ) પાન (ધ) અતર ૧૦. કાંટો

(ક) કંટક (ખ) શળુ (ગ) શૂળી (ધ) કંટાળી

કસોટી-૨

નીચેશબ્દ અનેતેની સાર્થેકેટલાક શબ્દો આપ્૦૦ા છે.તેમાંથી સૂચયત શબ્દનો વિરુધાર્થી સૂચિતા શબ્દના ક્રમાંક ઉપર ઉતરપત્રમાંx 'ની વનશાની કરો.

ઉદાહરણ- ઉદાર (ક) વનરાકર (ખ) અનદારુ (ગ) અનાદર (ધ) આકાર

૧. ઼ીણ (ક) મીઠી (ખ) ઼ીણા (ગ) ફ઼ીણ (ધ) કડિ

૨. સ઼ાધીનતા (ક) સંકુચયિંત (ખ) પ્રસન્નતા (ગ) પરાધીનતા (ધ) સત્કાર

૩. ઼ખાણ (ક) પ્રત્૦ક્ષ (ખ) વનિંદા (ગ) વનભય્ (ધ) ડિકર

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૪. શ્રેષ્ઠ (ક) સડહત (ખ) સદભાગ્ય (ગ) કવનષ્ઠ (ધ) ગોષ્ઠ

૫. કૃપા (ક) દયા (ખ) લાગણી (ગ) ઉપકાર (ધ) અકૃપા

૬. સગંધ (ક) રસ (ખ) દુર્ગધ (ગ) મધરતા (ધ) અંતર

૭. પ્રાચીન (ક) આધવનક (ખ) સમકાલીન (ગ) નીન (ધ) અર્વાચીન

૮. અકરાંવતયુ(ક) ખાઉધરું(ખ) શાકાહારી (ગ) વમતાહારી (ધ)

માંસાહારી ૯. ઉત્સાહ (ક) આનંદ (ખ) શોખ (ગ) ઉપકાર (ધ) વનરુત્સાહ

૧૦. મંદ (ક) હાસ્ય (ખ) મનોહર (ગ) જલદ (ધ) જંગલ

કસોટી-૩

નીચેકેટલાક શબ્દસમહો આપ્યા છે.તેની સાર્થેશબ્દો કેશબ્દસમહો દશાયવ્યા છે. સૂચયત શબ્દસમહોનો યોગ્ય અર્થય સૂચિતા શબ્દકેશબ્દસમૂહના ક્રમાંકપરઉ ઉતરપત્રમાંx'' ની વનશાની કરો .

ઉદાહરણ – પીળા રંગન વસ્ત્ર (ક) પોશાક (ખ) ધોતી (ગ) <u>પીતાંબર</u>(ધ) સિણયુ

૧. જાતનંસગંધી લાકડું(ક) સીસમ (ખ) સાગ (ગ) વાંસ (ધ) ચંદન

૨. કાનમાંપહેરિાનંએક ઘરેણું(ક) કડુ (ખ) કિય (ગ) નપરુ (ધ) કંદોરો

૩.એક રૂપ્યના સોમા ભાગનો તાંબાનો એક વસક્કો (ક) ઢબુ(ખ) આનો (ગ) કોડી (ધ)

દોકડો ૪. ગોરના પત્ની (ક) ગોરાણી (ખ) ગોરી (ગ)ગૌરી (ધ) ગરુસ્ત્રી

૫. જાડી ધારેિરસતો િરસાદ (ક) અનરાધાર (ખ) ખાંડાધાર (ગ) મસરધારુ (ધ)

ધોધમાર ૬. દૂરદૂરનંજોિાનંયંત્ર (ક) કેમેરા (ખ) દૂરબીન (ગ) દૃશાિણ (ધ)

દૂરદશયન ૭. કોલસાની ખીણ (ક) ખાઈ (ખ) ખીણ (ગ)ગંજી (ધ) કોલીારી ૮.

વક્ષોનૃેિનિપલ્લવિત કરનારી ઋતુ(ક) િસંત (ખ) ગ્રીષ્મ (ગ) શરદ (ધ) હેમંત

૯.મત્યુયુપામેલાના નજીકના સગાની પોક (ક) ચીસ (ખ) મરણપોક (ગ) વિલાપ (ધ) આકરંદ ૧૦.

જમીન ખોિાનંએક ઓજાર (ક) પાિડો (ખ) વત્રકમ (ગ) દાંતરડું(ધ) કાનસ

કસોટી -૪

નીચ ⬚ાક્યમાં ઉપ⬚ોગી આ ટલાકકે ⬚ાક્યાંશો આપ⬚⬚ાં⬚છે. તેની સાર્થેશબ્દો કેશબ્દસમહો⬚ દશાયવ⬚⬚ા છે.

તો ⬚ાક્યાંશોનો ⬚⬚ગ્⬚ અર્થયસૂચિતા શબ્દ કેશબ્દસમહના⬚ ક્રમાંક ઉપર ઉતરપત્રમાં'x' ની વનશાની કરો.

ઉદાહણ ઉપર ઉપરનં⬚(ક) ઉપર ચોતીયં⬚(ખ) સારં⬚(ગ)ઊચં⬚(ધ)

<u>છીછરં⬚</u> ૧.ગરમા ગરમ (ક) ગરમ (ખ) ખૂબગરમ (ગ) ઓછં ગરમ (ધ)

કાનોકાન

૨. કાનોકાન (ક) કાનર્થી (ખ) સગેકને(ગ) ધીમી ચચાય(ધ) ઓછો

અ⬚જ ૩.લખી લખીને(ક) ⬚⬚રિાર (ખ) અવતશ્ લખીને(ગ) ઉતા⬚િ

૪.જો⬚ ન જો⬚ (ક) જો⬚ ⬚િગર (ખ) ઊભા ઊભા (ગ) મળીનેજીવ ⬚⬚(ધ) થૉડો સમ્ જીવ ⬚⬚

પ.રાતોરાત (ક) મોડીરાતે(ખ) રાત – ડદિસે(ગ) એજ રાતે(ધ) રાતેનેરાતે

કસોટી -૫

નીચેકેટલાક શબ્દો આપ⬚⬚ા છે. આ શબ્દોમાંજે શબ્દ બંધ બેસતો ન હ⬚ે તેના ક્રમાંક ઉપર ઉતરપત્રમાં 'x' ની વનશાની કરો .

ઉદાહણ (ક) <u>હેમ</u>(ખ) ચાંદી (ગ) સોન ⬚(ધ) કનક

૧. (ક) માણસ (ખ) નરેશ (ગ) માનિ મનજ

૨. (ક) જરૂર (ખ) ચોક્કસ (ગ) નક્કી (ધ) અિશ⬚=

૩. (ક) ભાઈબંધ (ખ) વમત્ર (ગ) ભાઈચારો (ધ) સખા

૪. (ક) આંસ ⬚(ખ) જળ (ગ) નેત્રાબ ⬚(ધ) ઝળઝચળ⬚ાં

પ. (ક) ઝેર (ખ) વિષ (ગ) હળાહળ (ધ)⬚ખ

૬. (ક) વિદ્યા (ખ) વશક્ષણ (ગ) કેળિણી (ધ) ભણતર

૭. (ક) નાનપણ (ખ) બાળપણ (ગ) ડકશોરાિસ્થા (ધ) શિશિ

૮. (ક) મેહનત (ખ) શ્રમ (ગ) મહેનતી (ધ) ઉદ્યમી

૯. (ક) સીમ (ખ) સરહદ (ગ) અસીમ (ધ) પાદર

૧૦ . (ક) સમદ્ર (ખ) રત્નાકર (ગ) સરોવર (ધ) સાગર

કસોટી -૬

નીચે 'અ' વિભાગમાં કહેવતો આપી છે. 'બ' વિભાગમાં કહેવતોના અર્થ આપેલા છે. તેમાંથી યોગ્ય પસંદ કરી લખો .

૧. આંબા હાર્થ માંગા   (ક) કમનસીબ વ્યકવતને માર્યે દુઃખ જ આવે

૨. ડહમતેમદાયમદદેખદા   (ખ) વિધારેલાડ કરો તો છોડેનડહ

૩. ધારેતેપામે   (ગ) આંબા હાર્થ રચળામણા

૪. પાળયંકતરૂપગેવળગે   (ધ) ઈચ્છા હો તો મળે

૫. અક્કરમીનો પડિયો કણો   (ચ) જે સાહસ કરે તેને પરમાત્મા મદદ કરે છે

કસોટી -૭

નીચે 'અ' અને 'બ' વિભાગમાં શબ્દો આપ્યા છે. બંને વિભાગના શબ્દોને અર્થયની દ્રષ્ટીએ ક્રમશઃ સરખાવતા જાઓ. જો બંને શબ્દોના અર્થય સરખા લાગેતો તેના ક્રમાંક વાળી ઉતરપત્રની ખાલી જગ્યામાં ખરા ની વનશાની કરો . જો બંને શબ્દોના અર્થય સરખા લાગેતો તેના ક્રમાંક વાળી ઉતરપત્રની ખાલી જગ્યામાં ખોટાની વનશાની કરો.

વિભાગ – અ	વિભાગ – બ
૧. લખમી	(ક) ચાલો
૨. છતર	ખ) સમ્
૩. હાલો	(ગ) લક્ષ્મી
૪. ચલ્ો	(ધ) દેશ
૫. વિાળા	(ચ) છત્ર
૬. મલક	(છ) તરિ
૭. ભણી	(જ) લો

કસોટી -૮

નીચે'અ ' અને'બ' વિભાગમાં વાક્યો આપલાે છે.તેમનેઅર્થયની દૃષ્ટ્યએ સરખા ક્રમાંક મજબુ સરખાિતા જાઓ. જે બે વાક્યોનો અર્થયસરખો લાગેતેના ક્રમાંક વાળી ઉતરપત્રની ખાલી જગ્યાામાં ખરા ની વનશાની અનેજ બે વાક્યોનો અર્થયચભન્ન લાગેતેની સામેઉતરપત્રમાંખોટાની વનશાની કરો .

વિભાગ -અ   વિભાગ -બ

ઉદાહરણ અાી ટીકાર્થી મનેમાઠુંલાગ્યંુ.   ક) અાી વનિંદાર્થી મનેમાઠુંલાગ્યંુ.

૧. ગાંધીજીએ શાંવતર્થી એ પત્ર લખ્યાે .   ક) ગાંધીજીએ ઉચાટર્થી એ પત્ર લખ્યાે.

૨. રસોડામાંપ્રિશતાંએમણેપણ છોકરાંની તનમાંખ) રસોડામાંઘસતા એમણેપણ છોકરાંની સાદમાં

    તાન પરાિઠીુ.   સાદ પરાિઠીુ.

૩. કાબરીનેજબાન હોત તો કહેત કદાચ.   ગ) કાબરીનેજબાન હોત તો બોલત કદાચ.

૪.જાિન પાણીના પરપોટા જેવંુછે.   ઘ) જાિન કાચના વાસણ જેવંુછે.

૫. બડિાલા પહાડો ઊચ્યેર્થી એવેઅરેસ્ટ તરિ   ચ) બડિાલા પહાડો ઊચ્યેર્થી એવેઅરેસ્ટ તરિ

    પ્રાણ કય.યંુ   ચાલિાનંચાલુકયુ.ંુ

કસોટી -૯

નીચેના વાક્યમાંલીટી દોરેલા અક્ષરોના શબ્દસમૂહનો અર્થયસૂચવિતા માટે ગ્ય શબ્દ ક્રમાંક અનસારૂ ઉતરપત્રમાંસૂચવેલી ખાલી જગ્યાામાંનોધો .

ઉદાહરણ મારા મનમાં વિચારોની ગડમર્થલહતી .

        ઉતર – મનોમર્થ

૧. ત્યાંજ શેરપાએ આંચકો લાગેતેવાેલ વાત કહી . ઉતર – _____

૨. નાનજીભાઈએ ડકતીમંદદર્યાદગીરી માટેબનાવેલંુપ્રવતક છે. ઉતર – _____

૩. શરીર પરના છંદણાદાદા બાળડીમાંરહેશેરે. ઉતર – _____

૪. તેના શશિનાે સ્મરણો લાંબા સમ્ સધીું યાદ અાતા. ઉતર – _____

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કસોટી -૧૦

નીચે 'અ' વિભાગમાં શબ્દ અને તેનું અર્થસૂચક સ્પષ્ટીકરણ આપ્યું છે. 'બ' વિભાગમાં ઉક્ત અર્થસૂચક સ્પષ્ટીકરણનો સૂચક થી શબ્દ ઉત્તરપત્રમાં સૂચિની ખાલી જગ્યામાં લખો.

ઉદાહરણ (અ) ધ્યાન – મનથી કાન દઈ જ તે સાંભળે.

(બ) ------- - જે જ તે સાંભળી માં ધ્યાન નથી તે.

૧. (અ) ખબર – જેને બધી જ તેની જાણ હોય તે.

(બ) ------- - જેને કોઈ પણ જ તેની જાણ નથી તે.

૨. (અ) ભ – જેનાથી ડર લાગે તેવું

(બ) ----- - જેનાથી જરા પણ કોઈ પણ સ્તથ્ ડર ન

લાગે તેવું ૩. (અ) સ્ વસ્થ – ગભરાટ કે ઉચાટ જિગરન

(બ) -------- - જેનું મન ગભરાટ કે ઉચાટ અનુભવતું હોય તે

૪. (અ) સ્મત – જે હમેશાં હાસ્ કરત હો તે

(બ) ------ - જે હમેશાં રડત હો તે

કસોટી -૧૧

નીચેની ખાલી જગ્યા કૌસમાં આપેલા યોગ્ય શબ્દ દ્વારા પૂરો.

ઉદાહરણ આપઘાત કરિ -------- કોણ આપે? (ઝેર, જર)

ઉત્તર – ઝેર

૧. બીડી ફૂંકાની ટેવ ગંદી ને ---------- છે. (હાવનકારક, હાનીકારક)

૨. નદીએ ------- આવ્યા ઘણાં, તને સાંભરે રે? (પૂર, પર)

૩. મહારાજ દૂર દેખાતી ટેકરીએ --------- માંડી ને જોતા હતા.

૪. દિાખાનાની જ તથી અમરતકાકીની આંખમાં ------- થી જતાં. (જરજળીં, ઝળઝળાં)

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૫. આપણે--------- નંબુપીપ પાસેપઇંબુહ્બૈ તો પણ ગોટલા તો બહાર જ નાખીએ છીએ .
(મવનસીપાલીતીબુ , મ્યવનવસપાચલટી)બુ

૬. બિબાડમાં------ નોચળબ જ નડઙ પણ કાળોતરા નેમાંજરના જુબિનમરણના સંગ્રામો ખેલાતા હ્બૈ
છે. (શાપ ,સાપ)

૭. ચાંદ,--------- નેતારા મળશે.(સૂરજ, સરજ)

૮. હોસ્પટલના ----------- અનેબિમાબુંબવસસ્ટેરક્તદાન કયુઅનંબૈએનેસ્થેવસબા વિના
અરુચણમાના પગનંબુ ઓપરેશનર્થય.બંબુ(દાકતર , ડોક્ટર)

૯. ગજરાતીબુ વિષ્માં---------- ઓછાં માક્સય મળબા(ગૂણ.,ગણુ)

૧૦. એમન બંબુઘર બાળ પૌત્ર-પૌત્રીઓર્થી -------------- હસી ઉઠત.બંબુ(ખીલખીલાટ , ખીલખીલાત)

વિભાગ – ૨ લેચખત અચભવ્બુસ્ક્ત કસોટી

કસોટી – ૧

નીચે'અ' વિભાગમાંકેટલાક બિબાક્યો આપ્બા છે.બિબાક્યમાંકુદડીબિબાળી જગ્બબાએ
વિરામચચહ્સૂચિબિબાનંબુછેજે તેબિબાક્યની સામે'બ' વિભાગમાંચાર વિરામચચહ્નો સૂચવ્બબા છે.તેમાંર્થી
બિબાક્યનેઉચચત વિરામચચહ્ના ક્રમાંક ઉતરપત્રમાં'x' ની વનશાની કરો.

'અ' વિભાગ	'બ' વિભાગ
૧. બિહાલાજીનંબુરૂપ મહાશભકારીબુ, રવસબા વિણ કેમ રહીએ *	ક) : ખ);ગ) . ધ) ?
૨. ઇં,ત્બબારેતો લોભેલોભેઆવ્બબા છો *	ક) – ખ) ,ગ)! ધ) :
૩. મહરાજે દૂરબીન બાજુપર મૂકી કહ્*બંબુ	ક):ખ);ગ)!ધ).
૪. આ એક જ બિદરૂબાદ હતી* દીકરાના બાળકો એમનેદીઠા ગમતાંનર્થી અનેગાંડા હીરાનેછાતીએર્થી અગલો કરતો નર્થી *	ક),ખ)!ગ):ધ);

કસોટી – ૨

નીચેકેટલાંક ☐ાક્યો ખાલી જગ્ ☐ા દશાવિતા આપ્ ☐ાો☐છે.આ ખાલી જગ્ ☐ા માટે☐ાક્યની નીચેકેટલાંક શબ્દો સચ્ ☐ેલા છેતેમાંથી ☐ાક્યનેઅર્થયપૂણયબના☐ેતે☐ા ☐ોગ્ ☐ શબ્દના ક્રમાંક ઉપર ઉતરપત્રમાંx' ની' વનશાની કરો.

૧. --------- મગુટ વશર સદરંુ ધડરઓ, કનેકંડજુ લેહેકે;

ક) પોપટ ખ) બલબુલુ ગ) મોર ઘ) બતક

૨. પણ ઝેર ખા☐ાની દહિમત ન ચાલે, તરંતુ ---------- નડહ થ્ ં તો ?

ક) આપઘાત ખ) મત્યુ યુગ) પ્રેમ ઘ) ઊંઘ

૩. થોંડાક ---------- ઓ ગોરડ બા☐ાનાંજાળાંઝંખરામાંથી નીચેકોતરમાંજતી કેદીઓ સા☐ચતીથી☐ ઊતરતા હતા .

ક) ખટકી ખ) વશકારી ગ) આડિવાસી ઘ) માછીમારી

૪. શંુઆપના છોકરાંકેરીનો રસ ખ્ ુ અને---------- નાંબચ્યાં ભૂખ્ ☐ાં?રહે

ક) મચ્છર ખ) મચક્ષકા ગ) મકોડો ઘ)ઈ◌ળ

૫. ઉનાળાની રાતે☐ાતો શીતળ પિન અનેવશ☐ાળાની સાિરનો -------- તડકો અનેરો આહલાક આપે છે.

ક) નરમ ખ) કોમળ ગ) કડક ઘ) મીઠો

૬. આપણી ભીતર કોઈક ----------- વસનગ્ય ,ચિડ, કઠોર અનેજ્☐તિરાિળી ☐સ્ત ◌ુછે,જ બદલાતી નથી.

ક) સાક્ષર ખ) શાશ્વત ગ) અવનત ☐ ઘ) ક્ષયણક

૭. પૂ☐ય આડિકામાં વશક્ષણ,સંસ્કાડરતા અનેસમદ્ધિનાં ☐ િનાં----------- માંડ્યા .

ક) પગલ ◌ુખ) શરૂઆત ગ) પગરણ ઘ) પાર્થરણ ◌ુ

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કસોટી – 3

નીચેકેટલાંક વાક્યો ખાલી જગ્યા દેશાયિતાંઆપવામાં છે. આ ખાલી જગ્યા માટેવાક્યની નીચેસંજ્ઞા પદોમાંથી વાક્યને અર્થયપૂર્ણયબનાવેતેવા સંજ્ઞાનાં ક્રમાંક ઉપર ઉતરપત્રમાંx'ની 'વનશાની કરો.

ઉદાહરણ સમેશામચળ્ો વહાલો , --------- ઓે. (વ્ર્સ્ક્તિાચક)

    (ક) ઘરેથી (ખ) જગલમાંથી (ગ) વદાઇનથીુ (ધ) ગામડાથી

૧. ઝેર ખાવાની ---------- ન ચાલે. (ભાવવાચક)

    ક) તાકાત ખ) બરજબરી ગ) ડહ્મંત ધ)ડર

૨. -------- આપઘાતનંુપડરણામ આવ્યંુ. (

    દશયકીાચક) ક) તે ખ) આ ગ) પલાઇ ધ) તમે

3. આગગાડીના ડબામાં-------- બીડી ફંકાતી હતી . (માત્રસૂચક)

ક) ઘણી ખ) ઓછી ગ) કેટલીક ધ) માત્રા

૪. બાંધો રેનદીયનાંુ ---------- . (દ્રવ્યવાચક)

    ક) પહાડ ખ) નીર ગ) તેલ ધ) ઘી

પ. જજિંદગીનો---------- અનભિુ છે.(ભાવવાચક)

    ક) થાીક ખ) હાસ્ ગ) લાગણી ધ) પ્રેમ

ક. ગ્ા ગરજતા ઓાટ વિકરાલ --------- . (જાવતિાચક)

    ક) ભાસ્કર ખ) વનરાકાર ગ) રત્નાકર ધ) આકાર

૭. વિક્ત ------------ જ વિસ ભલેજિ.(સંખ્ાવાચક)

    ક) ઘણાંખ) સોળ ગ) કેટલાંક ધ) થોંડાં

કસોટી -૪

નીચેકેટલાંક વાક્યો ખાલી જગ્યા દશાર્વિતાંઆપ્યા છે.આ ખાલી જગ્યા માટેવાક્યની નીચેસચ્યુરેલા ક્રીપદોમાંથી વાક્યનેઅર્થયપૂર્યબનાવે તેવંુડકૃાપદ તમારેસૂચિવાનંુછે.તો યોગ્ય ડકૃાપદના ઉપર ઉતરપત્રમાંx'' ની વનશાની કરો.

ઉદાહરણ મારે તારી ક્ષમા-------------- છે.

(ક) માગિની (ખ) આપિની (ગ) સ્વીકારિની (ધ) મેળિવિની

૧. મારા એક સગાની સાર્થેમનેબીડી પીવાનો ----------- થ્યો .

(ક) આનંદ (ખ) શોખ (ગ) મન (ધ) આઘાત

૨. તેઆભપરાનો છાંયો મૂકીનેઅહીં શા સારુજમીન ------છો?

(ક) આપો (ખ) લેવિ (ગ) દેવિ (ધ) માંગો

૩. વનયખલનેદાદાજીની વાત ----------------.

(ક) પકડાઈ (ખ) સમજાઈ (ગ) વિસરાઈ (ધ) જાણી

૪. દીકરી માનેમોંએ જ ----------દેતી.

(ક) સંભરાવિતો (ખ) સંભળાવિી (ગ) સાંભળતી (ધ) સાંભળ્વિ

૫. ભરતી સંસ્કવતન્ૃઆપનેજાળિની છેઅનેઆગળ ----------------છે.

(ક) વિધારિની (ખ) પાછળની (ગ) અટકિની (ધ) આતની

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કસોટી – ૫

નીચે આપેલા વાક્યોમાંથી કયો વિકલ્પ વિશેષણ નથી તેસાચા ઉપર ઉતરપત્રમાં 'x' ની વનશાની કરો.

ઉદાહરણ પણ એ તો પરાણીુ વાત થઈ.

(ક) વાત (ખ) એ તો (ગ) <u>બહુપરાણીુ</u> (ધ) પણ

૧. એક ખેડુમાણસેઅીનેપ્રણામ કરી કઈ વળ ભેટ ધ‌રાય.

(ક) ખેડુ (ખ) એક (ગ) પ્રણામ (ધ) કઈ

૨. વિવિધ આધ્ર‌ાજત્મક પ્રવવતઅ‌ે તર્થા ભૂગાઢ અનેગૂઢ ચચિંતન ચાલ્યંુછે.

(ક) ચચિંતન (ખ) વિવિધ (ગ) ગાઢ (ધ) ગૂઢ

૩. મારી વ‌ેણીમાંચાર ચાર ફુલ, અંબોડલેસોહેસોહામણી ઝૂલ.

(ક) મારી (ખ) ચાર, ચાર (ગ) સોહે (ધ) સોહામણી

૪. એ મીઠો બોળો : અનેએથ્ીંમીઠી એની સાચકલીુ ગાળો!

(ક) મીઠો (ખ) બોળો (ગ) મીઠી (ધ) સાચકલીુ

૫. આડો મોટો મલક આપણો.

(ક) આપણો (ખ) મલક (ગ) મોટો (ધ) આડો

કસોટી – ૬

નીચેઆપલાંશબ્દોનોગ‌ુ ક્રમમાંગોઠીનેખરંુવાક્ય બનાવ‌ી રીથ્ી લખો.

ઉદાહરણ ત્રણ થઈ ગ‌ા રસ તો ક‌ે માંગણી.

ઉતર માંગણી ક‌ે તો રસ ત્રણ થંઈ ગ‌ાં.

૧. મોકલો બેછોકરાનેઊીચા મેદાનમાં.

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૨. કપડા પહેરિસિદ ભાગ લેનારેસમૂહગીતમાં.

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૩. વપતાજીના હાર્થમાંચચહી ધ્રજતુઍમેંહાર્થેમૂકી.

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૪. બદલેખાટલાનેલાકડાની તેઓ ઇાપરતા પાટ.

૫.ઇળ તો રોકીઍ મારનેપાઙેનદીના મીઠાં.

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૬. માટેગઇલો સોદા હ્ઙુમારડમાંમગિળીના.

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૭. દસન,ઇઙુશ્ઙઙામેસોમદ્રષ્ટ કરી ખોઇા દાડરઙ પછી

_____

કસોટી – ૭

નીચેઆપલાંઇઇાક્યોનેભૂતકાળમાંઇઇરી લખો.

ઉદાહરણ   નેઇાઇંમાંથી પાણી ટપકેછે.

    ઉતર   નેઇાઇંમાંથી પાણી ટપકતંઙુહત.ઙુ

૧. બેઇખત આંગળીઓ સૂંઘેછે.

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૨. પહેલાની પેઠેઍ મારી સાર્થેંગેલ કરતી નર્થી.

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૩. અહીં શા સારુ જમીન માંગો છો?

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૪. માર્થાનો અંબોડો દાદા મોળીડામાં રહેશે રે.

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૫. વરસાદ ઝરમર ઝરમર વરસે છે.

_____

૬. બાળકો પાણીમાં છબછબ છબછબ કરે છે.

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કસોટી – ૮

નીચે આપેલાં વાક્યો સાર્થ કૌસમાં સૂચના આપી છે. સૂચના પ્રમાણે ક્રિયાપદોનું યોગ્ય રૂપ બનાવી ખાલી જગ્યા પૂરો.

ઉદાહરણ બરાબર દસ વરસ ઉપરની વાત _____. ('કરો' ક્રિયાપદન સદા વર્તમાન કાળન રૂપ

લખો.)

ઉત્તર કરું છે

૧. ઘાટ જોવા હું સાત ટુકાનો _____.

('ફરવ' ક્રિયાપાદનું સદા ભૂતકાળનૂ રૂપ લાખો.)

૨. હું ધર્મશાળા _____.

('બાંધી' ક્રિયાપાદનું સાદા ભવિષ્યન રૂપ લાખો.)

૩. હું તો પહેલેથી જ   હતી.

('કહેવ' ક્રિયાપ્દનું વર્તમાન ક્રૂદન્તનું રૂપ લખો.)

૪. અમરતકાકીએ રવિના સમાચાર _____.

   ('પછવૂ'ક્રિયાપાદનું કમથણી રચના રુપ લખો.)

પ. પ્રાર્થના_____ તો રિસાદ આિશે.

   ('કરી' ક્રિયાપાદન ભવિટયકાળમાં રુપ લખો.)

<div align="center">કસોટી – ૯</div>

નીચે કેટલાંક ાક્યો ખાલી જગ્યા દશાિથતાં આપ્યાં છે. આ ખાલી માટે ાક્યની નીચે સ ૂચિલા સિથનામનાં પ્રકારનાં ાક્યને અર્થથપ ૂણથ બનાાામાંકતેાઉપર ઉતરપત્રમાં'x' ની વનશાની કરો.

ઉદાહરણ આ આપધાતનુંપકરણામ આવ્ય.

   ક) સ્થાળિાચક ખ) પરુષિાચક ગ) દશથકિાચક ધ) સાાચક

   ઉતર દશથકિાચક

૧.વપતાજી પોતેમને મારશે ઔો ભય તો ન જ હતો.

   (ક) સ્થાળિાચક (ખ) દશથકિાચક (ગ) પરુષિાચક (ધ) સાાચ

૨. આપણ સ ૂતા એક સાર્થેરે,તને સાંભરે? રે

   (ક) સમિાચક (ખ) અવનવિતિાચક (ગ) પરુષિાચક (ધ) દશથકિાચક

૩. એ મંકદર અપ ૂજરહે છે.

   (ક) અવનવિતિાચક (ખ) દશથકિાચક (ગ) પરુષિાચક (ધ) સ્થાળિાચક

૪. પણ ત્યાંયમ ૂવતિને નામે આશરો સૌને મળે તેમ કરજો.

   (ક) સ્થાળિાચક (ખ) દશથકિાચક (ગ) પરુષિાચક (ધ) સમિાચક

પ. ત્યારે કામ કહ ૂગોરાણીએ, તને સાંભરે? રે

   (ક) સમિાચક (ખ) અવનવિતિાચક (ગ) પરુષિાચક (ધ) સાાચક

૬. પણ તમે કઇંક ચમત્કાર જોયો હશે.

(ક) દશથકિચક (ખ) સમયિચક (ગ) અવનિતિચક (ધ) પરુષિચક

૭. આમ અમરતકાકીનો આશાભર્યો માગશર મહનો આવ્યો.

(ક) દશથકિચક (ખ) સમયિચક (ગ) રીતિચક (ધ) પરુષિચક

કસોટી – ૧૦

નીચેઆપેલાં ⬡ વાક્યોના અલંકાર શોધી લખો.

ઉદાહરણ દમયંતીનો મખચંદ્ર શોભી રહ્યો.

(ક) ઉપમા અલંકાર (ખ) રૂપક અલંકાર (ગ) વ્યવતરેક અલંકાર

ઉતર (ખ) રૂપક અલંકાર

૧.ઝરમર ઝરમર મેહલો ⬡ રિસે, ભીંજે મારા સાળુડાની કોર.

(ક) અવતશયોક્તત અલંકાર (ખ) ⬡ ણાથનપ્રાસ અલંકાર ગ)(ઉપમ અલંકાર (ધ) વ્યવતરેક અલંકાર

૨. વિશ્રાડીનેસફખલતુ કરિ નસનસર્થી રસ અપ્યાથ.

(ક) અવતશયોક્તત અલંકાર (ખ) વ્યવતરેક અલંકાર (ગ) પ્રાસસાંકળી અલંકાર

(ધ)માઉપઅલંકાર ૩. ખેતર ખેડીને કરો સીમ સોહામણી.

(ક) ઉત્પ્રેક્ષા અલંકાર (ખ) ઉપમા અલંકારગ)(અવતશયોક્તત અલંકાર (ધ) ⬡ ણાથનપ્રાસ

અલંકાર ૪. ખચિંતા ખચતા સમાન છે દેહદમન કરનાર.

(ક રૂપક અલંકાર (ખ) વ્યવતરેક અલંકાર (ગ) અવતશયોક્તત અલંકાર (ધ) ⬡ ણાથનપ્રાસ

અલંકાર ૫. ભગતનો અ ⬡ જ જોયો હોય તો ⬡ સલી જ ⬡.

(ક) ઉત્પ્રેક્ષા અલંકાર (ખ) રૂપક અલંકાર (ગ) ઉપમાઅલંકાર (ધ) વ્યવતરેક અલંકાર

કસોટી – ૧

નીચેઆપેલાંકાવ્યનુંધ્યાનથી પઠન કરી પ્રશ્નોના ઉતર સચનાુ પ્રમાણેઉતરપત્રમાંલખો.

અસ્ત થર્તાંરવિ પ ુછતો અિવનને :

સારશે કોણ કતથવ્ય મારાં?

સાંભળી પ્રશ્ન એ સ્તબ્ધ ઊભાંસહુ,

મોં પડ઼ ં સિથનાં સાિ કાળાં .

તેસમેકોકડયુંએક માટી તણું,

ભીડનેકોક ખણેર્થીુ બોલય ં:

'મામ ૂલી જટલી મારીત્રેિડ, પ્રભ ુ!

એટલુંસોંપજો, તો કરીશ હ.ું'

-રિબ્દ્રનાર્થ ટાગોર (અનિાદઃુ ઝિરચંદ મેઘાણી)

નીચેકેટલાં પ્રશ્નો આપ્યા છે. ઉપર કાવ્ય ંંચી દરેક પ્રશ્નોના ઉતર આપિ તમારે શ ુંકરિાન ુંછે. તે અંગેની સચનાુ તેપ્રશ્નોના મર્થાંબેઆપેલી છે. તેધ્યાનપિથઙ્ ંંચી સચનાનુસારુ ઉતરપત્રમાંદશાિથ.

પ્રશ્ન – નીચે પ્રશ્નો માટે તેના ઉતર દશાિથતાં વિધાનો આપ્યાંછે.તેમાંથી યોગ્ય ઉતરના િમાંક ઉપર "x" ની વનશાની કરો.

૧. અસ્ત થર્તાં રવિ કોને પ્રશ્નપછે છે?

   (ક) શશી (ખ) કોકડયું(ગ) પ્રભુ(ધ) અિવનને

૨. ભીડનાંકોક ખણેર્થદ્ કોણ બોલય?ં

   (ક) રવિ (ખ) શશી (ગ) અિવન (ધ) કોકડયું

૩. અસ્ત થતો રવિ શો પ્રશ્ન પ ૂછે ?છે

(ક) હુંઉગુંનકહ તો (ખ) હુંગસ્સો ૂ કરીશ તો (ગ) કોકડયુંબનિા (ધ) જિવનનેપ્રકાશ આપિનું મારુ
કતથવ્ય કોણ બજાિશે?

૪. કાવ્યનેયોગ્ય શીષથક શુંઆપશો?

(ક) સયથૂ(ખ) જિવન (ગ) કોકડયું(ધ) અસ્ત રવિ

કાવ્યના િસ્તનુધ્યાનમાં,રાખી નીચે એક વિધાન ખાલી જગ્યા સાર્થે આપ્યુંછે. વિધાનનેસાર્થથક
બનાિિા માટે યોગ્ય શબ્દના િમાંક ઉપર ઉતરમાંx' ની' નીશાની કરો.

પ. આ કાવ્યમાં કેદ્રસ્થાને------------------- િાત છે .

(ક) અસ્ત થતાં રવિની (ખ) કોકડયાની (ગ) ભીડની (ધ) જિવનની

પ્રશ્ન – નીચે કાવ્યમાં એક પંક્તત આપિામાંિીઆછે .તેનીનીચે ગદ્યમાં તેને સ્પટટ કરતા વિધાનો
િમાંક સાર્થે આપ્યા છે. યોગ્ય વિધાનનામાંકિ'x' ની વનશાની કરો.

૬. માત્ર ૂ લી જેટલી મારી ત્રેિડ,પ્રભ ુ! એટલ ુિસોંપજો, તો કરીશ હ.ુિ

(ક) મારી શક્તત પ્રમાણેકામ આપવું(ખ) થૉડુંકામ આપજો (ગ) મામલી ુ જેટલી મારી શક્તત પ્રમાણે

(ધ) કોકડયાની જેમ ભલે આપણામાં ઓછી શક્તત હોય,પણ આપણનેપ્રભ ુજે કામ

સોંપેતેવનભાિવું જોઈએ

પ્રશ્ન - નીચે આપેલાં શબ્દો િમશઃ સ ૂચવ્યા ચી. તે શબ્દને માટે કાવ્યમાં બીજા ક્યાં શબ્દો પ્રયોજાયા છે તે
ઉતરપત્રમાં િમાંકની સામે . લખો

૭. સયથૂ----------

૮. જિવન ---------

કસોટી – ૨

નીચેઆપેલાંકાવ્યનુંધ્યાનથી પઠન કરી પ્રશ્નોના ઉતર સચનાૃ પ્રમાણેઉતરપત્રમાંલખો.

કાંચળી જોઇને કાયર ભાગેને મૌિર માંડે મરદ

સાત પાતાળના ભોયરા ભેદીને આિતી નાગણ

રાગનુંએનેય દરદ....

િસમાં ઘેરાય િાયરો,્યાર્થી

ઊપનેમધુિેણ,

નેણ- લભામનું રૂપની રેતઈ

ડોલતી રમેફેણ;

આપણી સામે ચલ જિી હોય, હોય આપણી તેિી મરદ .....

ઊજળો દા 'ડો હોય કાળો અંધાર

ચારેગમ મોતની ડણક,

આપણો એ ટંકાર બોલે ઈમ.

રાખીએ તાણી તીરની પણછ;

દાિ ચક્યાનૂુંકામ નહી, અહી આિડુંએનો અરધ.......

– રાજેન્દ્ર શાહ

નીચેકેટલાંક પ્રશ્નો આપ્યા છે. ઉપરનુંકાવ્ય િુંચી દરેક પ્રશ્નોના ઉતર આપિ તમારેશુંકરિનુંછે. તેઅંગેની સચનાૃ તેપ્રશ્નના મર્થાિેઆપેલી છેતેધ્યાનિપિથફ્ક િુંચી સચનાૃ અનસારુ ઉતરપત્રમાં દશાિથો.

૧. કાંચળી જોઇને--------------- ભગે છે .

(ક) મરદ (ખ) કાયર (ગ) કવિ (ધ) નાગણ

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૨.નીચેકાવ્યનેઅનરુપ ચાર શીષથકો આપ્યા છે. તેમાંથી ઉતમ શીષથકના માંક ઉપર ઉતરપત્રમાં'x' ની વનશાની કરો.

(ક) સાત પાતાળના ભોયરા ભેદીને આતી નાગણ

(ખ) ચારેગમ મોતની ડણક

(ગ) ડોલતી નાગણ

(ધ) કાંચળી જોઇને...........

પ્રશ્ન – નીચે આપેલાં વિધાનોનેમાટે તેના કારણ દશાથિતા ચાર વિધાનો આપ્યા છે. તેમાંથી ઉતમ કારણનાં માંક ઉપર ઉતરપત્રમાં' ની' વનશાની કરો.

૩. નાગણ સાત પાતાળના ભોંયરા ભેદીને આ છે કારણકે......

(ક) તેને રોગના દરદ છે.

(ખ) તે નાગને મળા આ છે.

(ગ) તેને રાગન દરદ છે.

(ધ) તેને ર ળવુંછે.

૪. નાગણની ફેણ ડોલેછેકારણકે......

(ક) તેદુશ્મનોથી ઘેરાઇ ગઈ છે.

(ખ) તેમધરુ મોરલીના રાગ પ્રત્યેઆકથષાઈ ડોલેછે.

(ગ) તે સળીના અ જથી ડોલે છે .

(ધ) તેપિનના સસિાટાથી ડોલેછે.

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૫. ઉજળો કદિસ પણ કાળો અંધાર હોય છે કારણકે.....

(ક) કદિસ ાદળોથી છિાયેલો હોય છે.

(ખ) સ ્યથગ્રહણ થિાંથી.

(ગ) ચારેબાજુમોતની ડણક હો ાથી

(ધ) કોઈને મોતનો ભય નથી હોતો.

૬. કવિ તૈયાર રહે ા જણા છે કારણકે......

(ક) તક ારં ાર આતી નથી.

(ખ) આ લો દા યકી ુ ન જિય જથી.

(ગ) આડે તેનો કોઈ અર્થય નથી.

(ધ) તેનેયધ્યુ માટેસમાચાર મળ્યા હતા.

પ્રશ્ન – કાવ્યના સ્તનુ ધ્યાનમાંરાખી, નીચેએક વિધાન ખાલી જગ્યા સાર્થેઆપ્યુંછે. તેવિધાનને સાર્થથક બના ા માટે યોગ્ય શબ્દના ાંક ઉતરપત્રમાંx' ની' વનશાની કરો.

૭. આ કાવ્યમાં કવિ----------- મહત્ ા આપે છે.

(ક) દા ચ ૂતનારને

(ખ) ણ આડે તેને

(ગ) દા ન ચ ૂતનારને

(ધ) મૌ રને

પ્રશ્ન – નીચે કાવ્યમાંથી એક પંક્તત આપ ામાં આી છે.તેનીનીચેગદ્યમાં તેની સ્પટટ કરતા વિધાનો ાંક સાર્થે આપ્યા છે. યોગ્યવિધાનના ાંકઉપર ઉતરપત્રમાં x' ની ઈશાની કરો.

૮. સાત પાતાળના ભોયરા ભેદીને આતી નાગણ.

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(ક) સાત નાગણ પાતાળના ભોંયરા ભેદીને ઊભે છે.

(ખ) પાતાળના સાત ભોંયરા ભેદીને નાગણ ઊભે છે.

(ગ) સાત ભોંયરા ભેદીને નાગણ પાતાળમાં ઊભે છે.

(ધ) સાત નાગણ પાતાળના ભોંયરામાં જતી રહેછે.નીચે આપેલાં શબ્દો ક્રમશઃ

પ્રશ્ન – નીચે આપેલાં શબ્દો ક્રમશઃ સૂચવ્યા છે. તે શબ્દને માટે કાવ્યમાં બીજા ક્યાં શબ્દો પ્રયોજાયા છે. તે ઉતરપત્રમાં તેના ક્રમની સામેલખો.

૯. નયન ------

૧૦. દુઃખ ------

કસોટી – ૩

નીચે આપેલાં પકરચ્છેદન ુલખાણ ધ્યાનપિથફ ____ચી પ્રશ્નોના ઉતર સચનાુ પ્રમાણેઉતરપત્રમાં દશાશ્થિ.

અભ્યાસનુંમહત્ત ્ આપણા દેશમાંબહુલાંબા કાળથી સમજાયેલુંછે. પણ અભ્યાસ સાર્થેબીજી કેટલીક બાબતો પર ધ્યાન ગયુંનથી. અભ્યાસ _ીણા સંસ્કાર દ્રઢ થતાંનથી એ જણાયુંએટલેગમેતેરીતે આપને અભ્યાસ કરા___ મથ્થીએ છીએ. દરેક ક્રિયા ત્રણ રીતે કરી શકાય છે. ભયથ્થી,લાલચથ્થી કે પ્રેમથ્થી. ભયથ્થી અનેલાલચથ્થી પણ સંસ્કાર પડી શકાય છેએમાંઅભ્યાસ કરનારી વિ___કબદ્ધિનુ ખીલ___ નથ્થી પડતી. સરકસનાં મેનેજરો જનાૃ___રોને ભયથ્થી જ કે___છે. શાળાના વશક્ષકો પણ એ જ રીત અપનાૃ___ છે. ઘણાં ધમથગરુ___ઓ પણ ભય કેઆશા બતાૃ___ીનેસારી તેૃ___ પાડિનો પ્રયત્ન કરિ છે પણ આ રીતે પડેલી ટેૃ___માંથ્થી જ્યારે વિશ્વાસ ઊઠી જાય ત્યારે સૈકાની તેૃ___ પણ થૉડાજ સમયમાં નાશ પામે છે.

- ૬ કશોરલાલ મશરુ___ાળા

નીચે પકરચ્છેદનાંઆધારે કેટલાંપ્રશ્નો આપિામાં આવ્યા છે. દરેક પ્રશ્નનો જિબ આપિાતમારે શ ુ ં કરિાનુંછેતેપણ પ્રશ્ન ઉપરની સચનામાંુજણાૃ___લ છે. તેધ્યાનપિથફ ____ચી સચનાુ પ્રમાણેઉતર આપશો.

નીચે વિધાનની નીચે તેના કારણરૂપ કેટલાંક વિધાનો આપેલાં છે. તેમાંથી યોગ્ય ધીજ઼ાબ શો ઉતરપત્રમાં તેના ઇમાંક ઉપરx' ની' વનશાની કરો.

૧. અભ્યાસન ૦ઃમહત્ત આપણે શા માટે સ્ઇીકારીએ છીએ?

   (ક) વિ઼ેકબદ્ધિનુેખીલિ઼ા માટે

   (ખ) ધમથગરુ૦ઓ પણ ભય કેઆશા બતાઇીને

   (ગ) ભય કે લાલચથી઼ી કે પ્રેમથી઼ી

   (ધ) સંસ્કાર માટે

૨. દરેક ક્રિયા કઇ ત્રણ રીતે રીક શકાય છે?

   (ક) ભયથી઼ી, લાલચથી઼ી કે પ્રેમથી઼ી

   (ખ) વિ઼ેકબદ્ધિ માટે

   (ગ) અભ્યાસ વિના સંસ્કાર દ્રઢતા

   (ધ) સરકસ , શાળાના વશક્ષકો કેધમથગરુ૦ઓ

3. આ પાઠમાં કેંદ્રસ્થાને--------ની ઇાત છે .

   (ક) અભ્યાસની

   (ખ) સંસ્કારની

   (ગ) ભયની

   (ધ) વિ઼ેકબદ્ધિની૦

૪. ભય કે લાલચથી઼ી પડેલી તેઇ ક્યારે નાશ પામે? છે

   (ક) સંસ્કારથી઼ી (ખ) વિ઼ેકબદ્ધિથી઼ી૦ (ગ) પ્રેમથી઼ી (ધ) વિશ્વાસ ઉઠી જતાં

પ. ગદ્યખંડને યોગ્ય શીર્ષક આપો.

(ક) વિવેકબદ્ધિનુ મહત્વ (ખ) સંસ્કાર દ્રઢતા (ગ) વશક્ષણ (ધ) અભ્યાસનુંમહત્વ

પ્રશ્ન – નીચે આપેલાંશબ્દો ક્રમશ: સૂચવ્યા છે. તે શબ્દને માટે ગદ્યમાં બીજા ક્યાંપ્રયોજાયાશબ્દો છે. તે ઉતરપત્રમાં તેના ક્રમની સામે લખો.

૬. કર -------

૭.લોભ --------

કસોટી – ૪

નીચેનો પકરચ્છેદ કાળજીપૂર્વક વાંચી પછેલા પ્રશોના ઉતર આપો.

મહાત્માજીનુંબધુંગ્ય,વ્યાખ્યાનો, લેખો,ગેરેસિથજનતાના ઉદેશીનેલખાયેલુંછે.- આ કેટલાંક વિધાનો છે,જેઓ પોતાનુંસાહત્ય માત્ર વિધાનો માટેજ છેએમ માનેછેઅનેએમણેકશુંખોટુંલાગતું નથી. ગાંધીજી સિથનેમાટેલખેછે. તેઓ સિથના ઉદય માટેલખેછે. અનેમાટેસિથસમજે એવુંલખેછે. તેઓનો સિથને સમજીનો વિષય છે. તેમણેકહ્યું છે કેમનેજેમાંથી લાભ થયો હોત તો તેસ્ત સિથ સમજે અનેફાયતેનો લાભ લેએમ હુંઇચ્છંછં. તેમનામાંઆખી જનતા માટેપ્રેમ છેઅનેમાટેતેઓ આખી જનતા માટેલખેછે. સિથસમજે એવુંએમનુલખાણ ન થાય ત્યાંસધી તેનેઅપણથૂમાનેછે. આને લીઘેતેમનીભાષા, વાક્યરચના, દાખ્લાદ્રલીલ, સિથ સદા અને સિથ સમજે આહોય છે. તેમના વાક્યો ટકા વાક્યોનાંતો તેમનેકલાકાર કહી શકાય પણ સાદી ભાષાનો અર્થથગૌરિ વિનાના નકહ તેમની ભાષાસ્તના ગૌરિનેબરાબર વ્યતત કરેછે. તેનેમાટેસંસ્કૃત શબ્દો પણ વાપરેછે. તેમની ભાષા સદી છતાં, વનબથળ નકહ, તેમના ગદ્યમાં શબ્દની પસંદગીની ભારે ચીવટ જોિવામળેછે, અને સત્યાગ્રીને ભાષા અચોક્કસ રાખી પાલિનકહ. સત્યનેખાતર વમતભાશીય એ ગદ્યનો એક મહત્વનો ગણ છે.

<div align="right">- રામનારાયણ વિ. પાઠક</div>

નીચેના પ્રશ્નોના જિબ આપો.

૧. મહાત્માજીનુંગદ્ય કોનેઉદેશીનેલખાયેલુંહોય છે?

(ક) ગરીબોને ઉદેશીને (ખ) સિથ જનતાને ઉદેશીનેવિદ્વાનોને(ગ) ઉદેશીને (ધ) સુને ઉદેશીને

૨. મહાત્માજી કેવા ગદ્ય સર્જનને અપ ૂણ માનતા હતા?

(ક) સિથજનો ન સમજે તેને. (ખ) વિદ્વાનો ન સમજે તેને(ગ) સિથજન સમજે તેને(ઘ) પરુલખાણ ન લખાયુંહોય તેને.

૩. તેમની ભાષા કેવી હતી?

(ક) તેમની ભાષા સદી સરળ છે.

(ખ)તેમની ભાષા ખ ૂબ જ કઠીન

છે.

(ગ) તેમની ભાષા ભ ૂતિાળી છે.

(ઘ) તેમની ભાષા મધ્યમ કક્ષાની હોય છે.

૪. ગાંધીજી શાના કલાકાર છે?

(ક) તેઓ લાંબા િાક્યોના કલાકાર છે.

(ખ) તેઓ ટંકા િાક્યોના કલાકાર છે.

(ગ) તેઓ સારા અક્ષરના કલાકાર છે .

(ઘ) તેઓ ખરાબઅક્ષરના કલાકાર છે .

૫. તેમના ગદ્યમાં શબ્દ પસંદગી કેવી હોય? છે

(ક) ભારે ચીિટિાળી હોતી નર્થી.

(ખ) ભારે ચીિટિાળી હોય છે.

(ગ) ગમે તેિા શબ્દોનો ઉપયોગ કરતા હોય છે.

(ઘ) ખ ૂબ જ નબળી જોિા મળે છે.

૬. સત્યાગ્રહીને કેવી ભાષા ન પાિિ?

(ક) અચોક્કસ ભાષા……

(ખ) ચોક્કસ ભાષા.........

(ગ) સદી અને સરળ ભાષા......

(ઘ) વમતભાષીય.

૭. આ પકરચ્છેદનુયોગ્ય શીષથક આપો?

(ક) ગાંધીજીન ◌ંગદ્ય

(ખ) ગાંધીજીની શૈલી

(ગ) ગાંધીજીનુંસાકહત્ય

(ઘ) ગાંધીજીની લેખનકળા

કસોટી – ૫

નીચેઆપેલાંકાવ્યનુંધ્યાનપ ◌ૂિથક પઠન કરી પ્રશ્નો ઉતર સચના◌ુ પ્રમાણેઉતરપત્રમાંલાખો.

મારી બંસીમાંબોલ બે◌ંગાડી તુંજા,

મારી ◌ીણાની ◌ાણી જગાડી તુંજા.

ઝંઝાના ઝાંઝરનેફેરી પધાર વપચા.

કામના કમાડ મારા ઢંઢોળી જા .

પોઢેલી પાંપણના પડદા ઉપાડી જરા

સોનેરી સોણલુંબતાડી તુંજા. મારી ......

સ ◌ૂની સકરતાને તીર પહેરી પીતામ્બરી,

કદલનો દડૂલો રમાડી તુંજા,

ભ ◌ૂખી શબરીના બોર બેએક આરોગી,

જનમ ભખીનેૂજમાડી તુંજા, મારી......

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ઘાટે બંધાણી મારી હોળી છોડી જા,

સાગરની સેરેઉતારી તુંજા,

મનના માખલક તારી મોજના હલેસે,

ફાત્યાંએણેહંકારી તુંજા, મારી...

- સ્દરમુ

નીચે કેટલાંક પ્રશ્નો આપ્યા છે. ઉપર કાવ્ય ંચી દરેકનાપ્રશ્નોઉતર આપિ.

૧. કવિ જનમની ભ ૂખી કોને કહે? છે

(ક) સીતાને (ખ) ીણાનેગ)(માખલકને (ઘ)

શબરીને ૨. ક્રી કોની ાણી જગડાિની ાત કરે છે?

(ક) શબરીની (ખ) પ્રભની (ગ) ીણાની (ઘ)

સકરતાની ૩. 'સની ૂ સકરતા' એટલેશ?ં

(ક) ઈશ્વરની (ખ) પ્રભની (ગ) ઝિર-જિર ગરની નદી (ઘ) કોલાહાિલાળી નદી

પ્રશ્ન – નીચે આપેલાં શબ્દો મશ: સ ૂચવ્યા. હ્હેતે શબ્દને માટે કાવ્યમાં બીજા ક્યાં શબ્દો પ્રયોજાયા છે. તે ઉતરપત્રમાં તેના મની સામે લખો.

૪. સ્પ્ન --------

૫. નદી ------

૬. ંસળી------

પ્રશ્ન – નીચે આપેલાં પ્રશ્નોનાશબ્દસમ ૂહમાટે એકશબ્દનો ઉતર લખો.

૭. પિન સાર્થે પડતો રસાદ------------

૮. પીળું છેજન વ્રસ્ત તે----------

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પ્રશ્ન – નીચેઆપેલાંવિરુંધાર્થી શબ્દના ઉતર આપો.

૯. પોઢેલીx ------

૧૦. ભ ૂખ્યાx --------

Annexure no.7 List of Expert of Department of Education

List of experts of Department of Education

Sr. No.	Names
1.	Dr. Jyotsna Amin (Guide)
2.	Dr. Bhavin Chauhan (Language expert)
3.	Dr. Anjali Mehta (Language expert)
4.	Dr. Dipti Oza (Professor)
5.	Megha Tadvi (Language Teacher)
6.	Rakesh Jadav (Language Teacher)

Annexure no.8 List of Expert from outside

List of Expert from outside

Sr. No.	Names
1.	Jaimini Rathwa
2.	Avani
3.	Jigar Shah

Annexure no. Final Draft of Language Proficiency Tool

Final Draft of Language Proficiency Tool

વિભાગ – ૧ શબ્દ ભંડોળ કસોટીઓ

કસોટી – ૧

નીચે શબ્દ અને તેની સામે કેટલાકસમાનાર્થી શબ્દો આપ્યાછે. તેમાંથી શબ્દનો અર્થંથ સૂચિતા શબ્દના ક્રમાંક ઉપર ઉતરપત્રમાં ' ✓ 'ની વનશાની કરો.

ઉદાહરણ – હેમ

(ક) સોનુ   (ખ) ઝાકળ

(ગ) નામ   (ધ) િરસાદ

૧. કકડો

(ક) કાપડ   (ખ) ટુકડો

(ગ) પથ્થર   (ધ) ફુકડો

૨. િગડો

                    (ખ)
(ક) િાઃંદર   િાગોડ

(ગ) જ ઃગલ   (ધ)િાડો

૩. કુંજ

(ક)ઘટા   (ખ) ગલી

(ગ) લતા   (ધ) ફુજોં

૪. રાત

(ક) સંધ્યા   (ખ) રાવત્ર

(ગ) સિાર   (ધ)અંધકાર

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પ. ગાડું

(ક) શકટ　　　　(ખ) દમવનયું

(ગ) બેડડયું　　　(ધ) ગાડરું

કસોટી-૨

નીચે શબ્દ અને તેની સાર્થે કેટલાક શબ્દો આપ્યાતેમાંથીછે. શબ્દના ક્રમાંક ઉપર ઉતરપત્રમાં ' ✔ ' ની વનશાની કરો.

ઉદાહરણ- ઉદાર

(ક) વનરાકર　　　(ખ) અનદારુ

(ગ) અનાદર　　　(ધ) આકાર

૧. ⬭ણ

(ક) મીઠી　　　　(ખ) ⬭ીણા

(ગ) ફ⬭ણ　　　 (ધ) કડી

૨. સ⬭ાધીનતા

(ક) સંકુચચિંત　　(ખ) પ્રસન્નતા

(ગ) પરાધીનતા　　(ધ) સત્કાર

૩. ⬭ખાણ

(ક) પ્રત્યક્ષ　　　(ખ) વનિંદા

(ગ) વનભથય　　(ધ) ડિકર

૪. શ્રેષ્ઠ

(ક) સડહત　　　(ખ) સદભાગ્ય

(ગ) કવનઝ　　　(ધ) ગોષ્ઠ

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પ. કૃપા

(ક) દયા   (ખ) લાગણી

(ગ) ઉપકાર   (ધ) અિકૃપા

કસોટી-૩

નીચેકેટલા શબ્દસમહોઙ આપ્યા છે. તેની સાર્થે શબ્દો શબ્દસમકેહોઙ દશાથવ્યા છે. સચચતૂ શબ્દસમહોનોઙ યોગ્ય અર્થથસચિતાૂ શબ્દ કે શબ્દસમ ઙૂહના ક્રમાંક ઉપર ઉતરપત્રમાં ' ' ની વનશાની કરો.   ✓

ઉદાહરણ – પીળા રંગન ઙૂઁસ્ત્ર

(ક) પોશાક   (ખ) ધોતી

(ગ) પીતાંબર   (ધ) સિણથુ

૧. જાતનુંસગંધીઙ લાકડું

(ક) સીસમ   (ખ) સાગ

(ગ) ઙૂઁૂસ   (ધ) ચંદન

૨. કાનમાંપહેરિનુંએક ધરેણું

(ક) કુંડળ   (ખ) કિચ

(ગ) નપરુ   (ધ) કંદોરો

૩.એક રુવપયાના સોમા ભાગનો તાંબાનો એક વસક્કો

(ક) ઢબુ   (ખ) આનો

(ગ) કોડી   (ધ) દોકડો

૪. ગોરના પત્ની

(ક) ગોરાણી   (ખ) ગોરી

(ગ)ગૌરી   (ધ) ગરુઙ્સ્ત્રી

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પ. જાડી ધારે ꠰રસતો ꠰રસાદ

(ક) અનરાધાર   (ખ) ખાંડાધાર

 (ગ) મસરધારુ   (ઘ) ઘોધમાર

<center>કસોટી -૪</center>

નીચે 'અ' વિભાગમાં કહે꠰તો આપી છે. 'બ'વિભાગમાં કહે꠰તોના અર્થથ આપેલા છે. તેમાંથીી યોગ્ય પસંદ કરી લખો .

'અ' વિભગ   'બ' વિભાગ

૧. ઝાઝા હાર્થ માંગિા   (ક) કમનસીબ વ્યકવતને થૈમાદ:ખ જ આ꠰

૨. ડહમતેમદાથમદદેખદ꠰   (ખ) ꠰ધારેલાડ કરો તો છોડે નડહ

૩. ધારે તે પામે   (ગ) ઝાઝા હાર્થ રચળયામણા

૪. પાળયુંક્ફતરુંપગે꠰ળગે   (ઘ) ઈચ્છા હોય તો મળે

પ. અક્ક્ર્મીનો પડડયો કણો   (ચ) જે સાહસ કરે તેને પરમાત્મા મદદ કરે છે

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કસોટી -૫

નીચે'અ' અને 'બ'વિભાગમાં શબ્દો આપ્યા છે. બંનેવિભાગના શબ્દોનેઅર્થથની દ્રષ્ટીએ ક્રમશુ: સરખાિતા જાઓ. જો બંનેશબ્દોના અર્થથ સરખા લાગે તો તેના ક્રમાંકિાળી ઉતરપત્રની ખાલી જગ્યામાં ખરા ની વનશાની કરો . જો બંને શબ્દોના અર્થથ સરખા લાગે તો તેના ક્રમાંકિાળી ઉતરપત્રની ખાલી જગ્યામાં ખોટાની વનશાની કરો.

વિભાગ – અ	વિભાગ – બ
૧. લખમી	(ક) ચાલો
૨. છતર	(ખ) સમય
૩. હાલો	(ગ) લક્ષ્મી
૪. ચલયો	(ધ) દેશ
૫. િાળા	(ચ) છત્ર
૬. મલક	(છ) તરિ
૭. ભણી	(જ) લો

કસોટી -૬

નીચેની ખાલીજગ્યામાં સાચીજોડણી શોધી કૌસમાં આપેલા યોગ્યશબ્દ દ્વારા પ ૂરો.

ઉદાહરણ આપઘાત કરિ -------- કોણ આપે? (ઝેર, જેર)

ઉતર – ઝેર

૧. બીડી ફંકિની ટેિ ગંદી ને---------- છે. (હાવનકારક ,હાનીકારક)

૨. નદીએ ------- આવ્યા ઘણાં, તને સાંભરે રે? (પ ૂર, પર) ૩.

મહારાજ દૂર દેખાતી ટેકરીએ --------- માંડીનેજોતા હતા.

૪. િોખાનાની િાતથી અમરતકાકીની આંખમાં------- િી જતાં. (જરજળીયાં,ઝળઝળયાં)

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પ. આપણે--------- ન ઼ીપ પાસેપડ ઼હોય તો પણ ગોટલા તો બહાર જ નાખીએ છીએ . (મવનસીપાલીતી઼ , મ્યવનવસપાચલટી)઼

કસોટી -૭

નીચે આપેલા રુઢપ્રયોગોના અર્થથમાંથીસાચો અર્થથઅલગ છે, તે શોધી સાચા ઉતર સાર્મે" ' ની વનશાની કરો.

ઉદાહરણ – દઊિંમતન ચાલિી

(ક) વનબથળ થઇ જવું   (ખ) કમજોરી આિ઼ી

(ગ) વિશ્વાસ ન રહેિ઼ો   (ધ) કાયર થંઇ જવ ઼

ઉતર – (ગ) વિશ્વાસ ન રહેિ઼ો

૧. ભારેથંઇ જવ ઼

(ક)઼જનદાર લાગવું   (ખ) ઼જન ઼ધારવું

(ગ) અધર઼ંલાગવું   (ધ) કઠોરતા દશાથિ઼ી

૨. પરાધીનતા ભોિગ઼ી

(ક) લાચારી સહેિ઼ી   ખ)(પરિશ ન રહેવું

(ગ) સ઼િતંત્રતા ગમી   (ધ) નોકરી ગમાિ઼ી઼

૩. જીભ ન ઉપડી

(ક) બોલિિની ડહમત ન થિ઼ી   (ખ) જીભ બહાર ન કાઢિ઼ી

(ગ) જીભ ન ઼ાળિી   (ધ) જીભ ન હલાિ઼ી

૪.તેડી લાિવું

(ક) કેડમાં   (ખ) બોલાિ઼ી લાિવ ઼

તેડીનેિવલા઼ (ગ)   (ધ) તેડવું

આમંત્રણ આપવું

પ. હૃદય સાર્થે ચાંપવ ું

(ક) હૃદય ભરાઈ આવું   (ખ) પ્રેમર્થી ભેટવ ું

(ગ) આચલિંગન આપવું   (ધ) ભેટી આપવું

વિભાગ – ૨ લેખત અચભવ્યક્ત કસોટી

કસોટી – ૧

નીચે 'અ' વિભાગમાંકેટલાક ળક્યો આપ્યા છે. ળક્યમાં ફદડીળળી જગ્યાએ
વિરામચચહસિળનૂચ છે જે તે ળક્યની સામે 'બ' વિભાગમાં ચાર વિરામચચહનો સ ૂચવ્યા
છે.તેમાંર્થી ળક્યનેળવિરામચચહનાઉચચ ક્રમાંક ઉતરપત્રમાં ' ' ની વનશાની કરો.

            'અ' વિભાગ   'બ' વિભાગ

૧. ળહાલાજીનુંરૂપ મહાશભકારીળ, રવસ્યા વિણ કેમ રહીએ   ક) :   ખ) ;   ગ) .   ધ) ?
*

૨. હં, ત્યારે તો લોભેલોભે આવ્યા છો*   ક) –   ખ) ,   ગ) !   ધ) :

૩. મહરાજે દૂરબીન બાજુપર મકી ળ કહ*ળ   ક) :   ખ) ;   ગ) !   ધ) .

૪. આ એક જ ળદરયાદ હતી* દીકરાના બાળકો એમને   ક),   ખ) !   ગ) :   ધ) ;
દીઠા

     ગમતાંનર્થી અને ગાંડા હીરાને છાતીએર્થી અગળો કરતો

     નર્થી *

કસોટી – ૨

નીચે કેટલાંક ળક્યો ખાલી જગ્યા દશાથિતાઆપ્યાં છે.આ ખાલી જગ્યા માટે ળક્યનીનીચે કેટલાંક
શબ્દો સચિલાળ છે તેમાંર્થી ળક્યને અર્થથપ ૂણથ બનાળ તેળ યોગ્ય શબ્દના ક્રમાંક ઉપર ✓
ઉતરપત્રમાં" ની વનશાની કરો.

૧. --------- મગુટ વશર સદરું ધડરયો, કનેકુંડળ લેહકે;

 ક) પોપટ   ખ) બલબુલુ

ગ) મોર   ઘ) બતક

૨. પણ ઝેર ખા_ની દહિંમત ન ચાલે,તરંતુ --------- નડહ થ્ઝાય તો ?

ક) આપઘાત   ખ) મત્યુ

ગ) પ્રેમ   ઘ) ઊંઘ

૩. થોૉડાક --------- ઓ ગોરડ બા_ળનાં જાળાંઝાંખરામાંથ્ઝી નીચે કોતરમાં જતી કેદીઓ સા_ચેતીથ્ઝી ઊતરતા હતા .

ક) ખટકી   ખ) વશકારી

ગ) આડિદાસી   ઘ) માછીમારી

૪. શ_આપના છોકરાંકેરીનો રસ ખાય અને--------- નાંબચ્ચાંભ_ખ્યાં રહે?

ક) મચ્છર   ખ) મચક્ષકા

ગ) મકોડો   ઘ)ઈયળ

કસોટી – ૩

નીચે કેટલાંક _ાક્યો ખાલી જગ્યા દેશાથિતાં આપ્યાં છે . આજગ્ચાખાલીમાટે _ાક્યની નીચે સંજ્ઞા અર્થથપ _ણથબના_ે તે_ સંજ્ઞાનાં ક્રમાંઉપર ઉતરપત્રમાં√ ’ ની વનશાની પદોમાંથ્ઝી_ાક્યને કરો.

ઉદાહરણ   સમે શામચળ્યો _હાલો, --------- આ_ે . (વ્યક્કિતાચક)

(ક) ઘરેથ્ઝી   (ખ) જ_ગલમાંથ્ઝી

(ગ) વદા_નથ્ઝી_   (ઘ) ગામડાથ્ઝી

૧. ઝેરખા☐☐ની ---------- ન ચાલે . (ભા☐☐ચક)

 ક) તાકાત   ખ) બરજબરી

 ગ) ડહમંત   ઘ)ડર

૨. -------- આપઘાતનુંપડરણામ આવ્યું. (દશથ☐ચક)

 ક)તે   ખ)આ

 ગ) પેલા   ઘ) તમે

૩. આગગાડીના ડબામાં-------- બીડી ફંકાતી હતી . (માત્રસચક)

 ક) ઘણી   ખ) ઓછી

 ગ) કેટલીક   ઘ) માત્રા

૪. બાંધો રે નદીયના☐ ---------- . (દ્રવ્યાચક)

   ક) પહાડ   ખ) નીર

ગ) તેલ   ઘ) ઘી

કસોટી -૪

નીચે કેટલાંક ☐ાક્યો ખાલી જગ્યા દશા☐તાં આપ્યાં છે. આ ખાલી જગ્યા માટેક્યની ☐ાનીચેસચિલા☐ ક્રીયાપદોમાંથી ☐ાક્યનેઅર્થથપણથૂબના☐તેવ ☐ડક્યાપદ તમારે સ ☐ૂચિ☐ન ☐છે. તો યોગ્ય ડકયાપદના ઉપર

ઉતરપત્રમાં' ✓ ' ની વનશાની કરો.

ઉદાહરણ મારે તારીક્ષમા -------------- છે .

 (ક) મા☐ની   (ખ) આપ☐ની

 (ગ) સ☐ીકારિની   (ઘ) મેળ☐ની

૧. મારા એક સગાની સાર્થે મને બીડી પી☐નો----------- થંયો .

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(ક) આનંદ   (ખ) શોખ

(ગ) મન   (ધ) આઘાત

૨. તે આભપરાનો છાંયોમ ઢૂકીનેઅહીં શા સારું જમીન ------છો?

     (ક) આપો   (ખ) લઈ

(ગ) દઈ   (ધ) માંગો

3. વનચખલને દાદાજીની ઈત----------------.

(ક) પકડાઈ   (ખ) સમજાઈ

(ગ) વિસરાઈ   (ધ) જાણી

૪. દીકરી માને મોઁએ જ---------દેતી.

(ક) સંભરાઈતો   (ખ) સંભળાઈી

(ગ) સાંભળતી   (ધ) સાંભળ્યો

કસોટી – ૫

નીચે આપેલા ઈક્ષ્યોમાંથ્ીી કયો વિકલ્પ વિશેષણ નથ્ીી તે સાચા ઉપર ઉતરપત્રમાં'ન્ીૃ વનશાની કરો.

એ તો પરાણીઉ ઈત

ઉદાહરણ : પણ થઈ.

     (ક) ઈત   (ખ) એ તો

(ગ)
બહુપરાણીઉ   (ધ) પણ

૧. એક ખેડુંમાણસેઅીનેપ્રણામ કરી કઈ ઈળ ભેટ ધયાથ.

(ક) ખેડુ   (ખ) એક

(ગ) પ્રણામ   (ધ) કઈ

૨. વિવિધ આધ્યાત્મક પ્રવવતઓ તર્થા ભ ૂગાઢ અનેગઢ ચિંતન ચાલ્યુંછે.

(ક) ચિંતન   (ખ) વિવિધ

(ગ) ગાઢ   (ધ) ગ ૂઢ

૩.મારી ◌ણીમાં ચારચાર ફલ, અંબોડલે સોહેસોહામણી ઝૂલ.

(ક) મારી   (ખ) ચાર, ચાર

(ગ) સોહે   (ધ) સોહામણી

૪. એ મીઠો બોલો : અનેએર્થીએમીઠી એની સાચકલી◌ ગાળો!

(ક) મીઠો   (ખ) બોલો

(ગ) મીઠી   (ધ) સાચકલી◌

<h2 style="text-align:center">કસોટી – ૬</h2>

નીચેકેટલાં ◌ાક્યો ખાલી જગ્યા દશાર્થિતાં આપ્યાંછે. આ ખાલીમાટે ◌ાક્યનીનીચે સચિલા◌ સિથનામનાં પ્રકારનાં ◌ાક્યને અર્થથપ ૂણર્થ બના◌ તે◌ ક્રમાંક ઉપર ઉતરપત્રમાં'નીવનશાની કરો.   ✓

ઉદાહરણ આ આપધાતનુંપડરણામ આવ્ય.◌

ક) સ્થળાિયક   ખ) પરુ◌ષાિયક

ગ) દશથકાિયક   ધ) સ◌◌ાયક
        ‾‾‾‾‾‾‾‾‾‾

૧.વપતાજી પોતેમને મારશે એ◌ ભય તો નજ હતો.

(ક) સ્થળાિયક   (ખ) દશથકાિયક

(ગ) પરુ◌ષાિયક   (ધ) સ◌◌ાય

૨. <u>આપણ</u> સ ુતા એક સાર્થરે,તને સાંભરે? રે

 (ક) સમચિયિચક   (ખ) અવનવિતિયચક

 (ગ) પરુ ુષિયચક   (ધ) દશથકિયચક

૩. <u>એ</u> મંદિર અપ ુજ રહે છે.

 (ક) અવનવિતિયચક   (ખ) દશથકિયચ

 (ગ) પરુ ુષિયચક   (ધ) સ્થિળીયચક

૪. પણ <u>ત્યાંય</u> મ ુવતિને નામે આશરો સૌને મળે તેમ કરજો.

 (ક) સ્થિળીયચક   (ખ) દશથકિયચક

 (ગ) પરુ ુષિયચક   (ધ) સમચિયિચક

<div align="center">કસોટી – ૭</div>

નીચે આપેલાં ાક્યોના અલંકાર શોધી લખો.

ઉદાહરણ દમયંતીનો મખચંદ્ર શોભી રહ્યો.

 (ક) ઉપમા અલંકાર   (ખ) <u>રૂપક અલંકાર</u>

 (ગ) વ્યવતરેક અલંકાર   (ધ) ઉત્પ્રેક્ષ અલંકાર

૧.ઝરમર ઝરમર મેહલો ુ રિસે,ભીંજે મારા સાળુદાની કોર.

 (ક) અવતશયોક્ત અલંકાર   (ખ) ાણાથનપ્રાસુ અલંકાર

 (ગ) ઉપમ અલંકાર   (ધ) વ્યવતરેક અલંકાર

૨. વિશ્ચિાડીનેસિચલતુ કરિ નસનસર્થી રસ અપ્યાથ .

 (ક) અવતશયોક્ત અલંકાર   (ખ) વ્યવતરેક અલંકાર

(ગ) પ્રાસસાંકળી અલંકાર   (ઘ) ઉપમા અલંકાર

3. ખેતર ખેડીને કરો સીમ સોહામણી.

(ક) ઉત્પ્રેક્ષાઅલંકાર   (ખ) ઉપમા અલંકાર

(ગ) અવતશયોક્ત અલંકાર   (ઘ) ણાથનપ્રાસુ અલંકાર

વિભાગ -૩ અર્થગ્રહણ કસોટીઓ

કસોટી – ૧

નીચે આપેલાંકવ્યન ધ્યાનથી પઠન કરી પ્રશ્નોના ઉતર સચનાુ પ્રમાણઉતરપત્રમાં લખો.

અસ્ત થર્તાં રવિ પૂછતો અવનને :

સારશે કોણ કતથવ્ય મારાં?

સાંભળી પ્રશ્ન એ સ્તબ્ધ ઊભાંસહુ,

મોં પડ્યં સિથનાં સાિ કાળાં .

તે સમેકોડડયુંએક માટી તણું,

ભીડનેકોક ખણેથીીુ બોલ્ય :

'મામ ૂલી જટલી મારી ત્રેિડ,પ્રભ ુ!

એટલુંસોંપજો, તો કરીશ હ.ુ'

-રીન્દ્નાર્થ ટાગોર (અનિાદઃ ઝિરચંદ મેઘાણી)

નીચે કેટલાંક પ્રશ્નોઆપ્યા છે. ઉપર કાવ્ય ીચી દરેક પ્રશ્નોના ઉતર આપિ તમારે શ કરિાન છે. તે અંગેનીસચનાુ તેપ્રશ્નોના મર્થાળે આપેલી છે. તેધ્યાનપિથફ ીચી સચનાનુસારુ ઉતરપત્રમાંદશાથિ.

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પ્રશ્ન – નીચે પ્રશ્નો માટે તેના ઉતર દશાિવતાં િવધાનોઆપ્યાં છે. તેમાંથી યોગ્ય રનાઉત ક્રમાંક ઉપર'
✓' વનશાની કરો.

૧. અસ્ત થતાં રિવ કોને પ્રશ્ન પૂછે? છે

(ક) શશી   (ખ) કોડડય

(ગ) પ્રભુ   (ધ) અિવનને

૨. ભીડનાં કો ખ ૂણોર્થીંઈ કોણ
બોલ્ય?

(ક) રિવ   (ખ) શશી

(ગ) અિવન   (ધ) કોડડયું

૩. અસ્ત થતો રિવ શો પ્રશ્ન પૂછે ?છે

                    (ખ) હુંગસ્સોૂ કરીશ તો

(ક) હુંઊિગુંનડહ તો

                    (ધ) અિવનનેપ્રકાશ આિપનુંમારૂકતથવ્ય કોણ બજાિશે?

(ગ) કોડડયુંબિના

૪. કાવ્યનેયોગ્ય શીષથક શુંઆપશો?

(ક) સ ૂયથ   (ખ) અિવન

(ગ) કોડડયું   (ધ) અસ્ત રિવ

કસોટી – ૨

નીચેઆપેલાંકાવ્યનુંધ્યાનથી પઠન કરી પ્રશ્નોના ઉતર સચનાૂ પ્રમાણેઉતરપત્રમાંલખો.

કાંચળી જોઇને કાયર ભાગેને મૌિરૃ માંડે મરદ

સાત પાતાળના ભોયરા ભેદીને આતીનાગણ

રાગનુંએનેય દરદ....

િસમાં ઘેરાય િૃૂાયરો,ન્ધાર્થી

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ઉપનેમધુ્ૈ્ેણ,

નેણ- લભામણું રૂપની રેતઈ

ડોલતી રમે્ૈ્ેણ;

આપણી સામે ચલ જ્ૈ્ી હોય, હોય આપણી તે્ૈ્ી મરડ .....

ઉજળો દા 'ડો હોય કાળો અંધાર

ચારેગમ મોતની ડણક,

આપણો એ ટંકાર બોલેઈ'મ.

રાખીએ તાણી તીરની પણછ;

દા્ૈ ચ ૂક્યાનુંકામ નહી, અડી આઽૈ્ૈએનો અરધ.......

– રાજેન્દ્ર શાહ

નીચેકેટલાંક પ્રશ્નો આપ્યા છે. ઉપરનુંકાવ્ય ્ૈ્ે્ૈચી દરેક પ્રશ્નોના ઉતર આપિ તમારેશુંકરિનુંછે. તે અંગેની સચના્ તેપ્રશ્ના મર્થાળે આપેલી છે તે નપધ્યા્િથફ્ ્ૈ્ે્ૈચી સચના્ અનસારુ ઉતરપત્રમાં દશા્ૈ્િો.

૧. કાંચળી જોઇને-------------- ભગે છે.

(ક) મરદ   (ખ) કાયર

(ગ) કવિ   (ઘ) નાગણ

૨.નીચેકાવ્યનેઅનરૂપ ચાર શીષથકો આપ્યા છે. તેમાંથી ઉતમ શીષથકનામાંકક ઉપર ઉતરપત્રમાં'✓' ની વનશાની કરો.

(ક) સાત પાતાળના ભોયરા ભેદીનેઆતી નાગણ

(ખ) ચારેગમ મોતની ડણક

(ગ) ડોલતી નાગણ

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(ધ) કાંચળી જોઇને...........

પ્રશ્ન – નીચે આપેલાં વિધાનોને માટે તેના કારણ દર્શાવિતા ચાર વિધાનો આપ્યામાંથીછે. તેઉતમ કારણનાં ક્રમાંક ઉપર ઉતરપત્રમાં ' ✓ 'ની વનશાની કરો.

૩. નાગણ સાત પાતાળના ભોંયરા ભેદીને આવે છે કારણકે ....

    (ક) તેનેરોગના દરદ છે .

    (ખ) તે નાગને મળવા આવે છે.

    (ગ) તેનેરાગનુંદરદ છે.

    (ધ) તેને ઝેર ઉતાળવું છે.

૪. નાગણની ફેણ ડોલેછે કારણકે......

    (ક) તેદુશ્મનોથી ઘેરાઈ ગઈ છે.

    (ખ) તેમધુર મોરલીના રાગ પ્રત્યે આકર્ષાઈ ગઈ છે.

    (ગ) તે નિસળીના અવાજથી ડોલેછે.

    (ધ) તેપવનના સસિાટાથી ડોલેછે.

૫. ઊજળો દહિસ પણ કાળો અંધાર હોય છે કારણકે.....

    (ક) દહિસ વાદળોથી છવાયેલો હોય છે.

    (ખ) સૂર્યગ્રહણ થીાંથી.

    (ગ) ચારેબાજુ મોતની ડણક હોવાથી

    (ધ) કોઈને મોતનો ભય નર્થી હોતો.

૬. કવિ તૈયાર રહે○ા જણા○ે છેકારણકે......

   (ક) તક ○ા○ં○ાર આતી નથી.

   (ખ) આ○લો દા○ ચકી○ ન જિય જેથી.

   (ગ) આડે તેનો કોઈ અર્થથ નથી.

   (ધ) તેનેયધ્ધુ માટેસમાચાર મળ્યા હતા.

<div align="center">કસોટી – ૩</div>

નીચે આપેલાંદરચ્છેદન ○લખાણ ધ્યાનપ ○થિક ○ા○ંચી પ્રશ્નો ઉતર સચના○ પ્રમાણે ઉતરપત્રમાં દશા○ાે.

અભ્યાસનુંમહત્○ આપણા દેશમાંબહુલાંબા કાળથી સમજાયેલુંછે. પણ અભ્યાસ સાર્થેબીજી કેટલીક બાબતો પર ધ્યાન ગયુંનથી. અભ્યાસ ○ીણા સંસ્કાર દ્રઢ થંતાંનથી એ જણાયું એટલેગમેતેરીતે આપને અભ્યાસ કરા○િ○ મર્થીએ છીએ. દરેક ડકયા ત્રણ રીતે કરી શકાયછે. ભયથી, લાલચથી કે પ્રેમથી. ભયથી અનેલાલચથી પણ સંસ્કાર પડી શકાય છેએમાંઅભ્યાસ કરનારી વિ○કબદ્ધિન્ ખી○િ○ી નથી પડતી. સરકસનાં મેનેજરો જના○િરોને ભયથી જ ○ે○ ળે છે. શાળાના વશક્ષકો પણ એ જ રીત અપના○ે છેઘણાં.ધમથગરુ○ઓ પણ ભય કે આશા બતા○િ○ીને સારી ○ોતે પા○િનો પ્રયત્ન કરિ છે પણ આ રીતે પડેલીટે○ોમાંથી જ્યારેવિશ્વાસ ઊઠી જાય ત્યારે સૈકાની તે○ો પણ થોડાજ સમયમાં નાશ પામે છે.

<div align="right">- ડકશોરલાલ મશરૂ○ા○ા</div>

નીચે પદરચ્છેદનાં આધારે કેટલાંપ્રશ્નો આપિમાં આવ્યા છે. દરેક પ્રશ્નનો○ાબજ આપિ તમારે શ ○ કરિન ○ે છે તેપણ પ્રશ્ન ઉપરની સ ○ચનામાં ના○ેલજ છે.તે ધ્યાનપ ○થિકાંચી સચના○ પ્રમાણે ઉતર આપશો.

નીચે વિધાનની નીચે તેના કારણરૂપ કેટલાંક વિધાનો આપેલાં છે. તેમાંથી યોગ્ય જિાબ શોધી ઉતરપત્રમાં તેના ક્રમાંક ઉપર ' ✓ 'ની વનશાની કરો.

૧. અભ્યાસન ◌ંમહત્ત◌ આપણે શામાટે સ◌ીકારીએ છીએ?

   (ક) વિ◌કબદ્ધિનુખીિલિ◌ માટે

   (ખ) ધમથગરુ◌ઓ પણ ભય કેઆશા બતાિ◌ીને

   (ગ) ભય કે લાલચથી કે પ્રેમથી

   (ધ) સંસ્કાર માટે

૨. દરેક ડક્યા કઇ ત્રણ રીતે કરી શકાય ?છે

   (ક) ભયથી, લાલચથી કે પ્રેમથી

   (ખ) વિ◌કબદ્ધિ માટે

   (ગ) અભ્યાસ વિના સંસ્કાર દ્રઢતા

   (ધ) સરકસ , શાળાના વશક્ષકો કેધમથગરુ◌ઓ

૩. આ પાઠમાંકેન્દ્રસ્થાને--------ની ◌ાત છે .

   (ક) અભ્યાસની   (ખ) સંસ્કારની

   (ગ) ભયની   (ધ) વિ◌કબદ્ધિની◌

૪. ભય કે લાલચથી પડેલી તે◌ો ક્યારે નાશ પામે? છે

   (ક) સંસ્કારથી   (ખ) વિ◌કબદ્ધિથી◌

   (ગ) પ્રેમથી   (ધ) વિશ્વાસ ઉઠી જતાં

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પ. ગદ્યખંડને યોગ્યશીર્ષક આપો.

(ક)   (ખ) સંસ્કાર દ્રઢતા
વિ◌કબદ્ધિનુંમહત્◌

(ગ) વશક્ષણ   (ઘ) અભ્યાસનુંમહત્◌

પ્રશ્ન – નીચે આપેલાં શબ્દોક્રમશુ: સ ◌ચવ્યાછે. તે શબ્દને માટે ગદ્યમાંબીજા ક્યાં શબ્દોપ્રયોજાયા છે. તે ઉતરપત્રમાં તેના ક્રમની સામે લખો.

૬. કર -------

૭.લોભ -------

કસોટી – ૪

નીચેનોપદરચ્છેદ કાળજિપિથ્ક ◌◌ચી પછેલા◌ પ્રશ્નોના ઉતર આપો.

મહાત્માજીનુંબધુંગ્ધ,◌વ્યાખયાનો, લેખો,◌ગેરેસિથ જનતાનાઉદેશીનેલખાયેલુંછે.- ◌આ કેટલાંક વિધાનો છે,જેઓ પોતાનુંસાડહત્ય માત્ર વિધાનો માટેજ છેએમ માનેછેઅનેએમણેકશુંખોટુંલાગતું નથ◌. ગાંધીજી સિથનેમાટેલખેછે. તેઓ સિથના ઉદય માટેલખેછે. અનેમાટેસિથસમજે એવુંલખેછે. તેઓનોસિથને સમજિનો વિષય છે. તેમણેહ્કુંછે કેમનેજેમાંર્થી ◌ લાભ થયો હોત તો તે◌સ્ત ◌સિથ સમજે અને◌◌◌તે◌◌ લાભ લેએમ હુંઇચ્છં છં. તેમનામાં આખી જનતા માટે છેપ્રે અને માટેઓતે આખી જનતા માટેલખેછે. સિથસમજે એવુંએમનુલખાણ ન થાય ત્યાંસધી◌ તેનેઅપણાથ્ૂમાનેછે. આ ને લીઘે તેમનીભાષા, ◌ક્યરચના, દાખલાલીલ, સિથ સદા અનેસિથ સમજે ◌આ હોય છે. તેમના ◌ક્યો ટકા◌ ◌ક્યોનાંતો તેમને કલાકાર કહી શકાય પણ સાદી ભાષનો અર્થથગૌરિ વિનાના નડહ તેમની ભાષા◌સ્તના◌ ગૌરિનેબરાબર વ્યક્ત કરેછે. તેનેમાટેસંસ્કૃત શબ્દો પણ ◌પરેછે. તેમની ભાષા સદી છતાં, વનબથળ નડહ, તેમના ગદ્યમાં શબ્દની પસંદગીનીભારે ચીટિ જો◌મળેછે, અને સત્યાઝ્ઞીને ભાષા અચોક્કસ રાખી પાલિ નડહ. સત્યને ખાતર વમતભાશીય એગદનો એક મહત્◌નો ગણુ છે.

                                        - રામનારાયણ વિ. પાઠક

નીચેના પ્રશ્નોના જિબ આપો.

૧. મહાત્માજીનુંગધ કોનેઉદેશીનેલખાયેલુંહોય છે?

(ક) ગરીબોને ઉદેશીને   (ખ) સિથ જનતાને ઉદેશીને

(ગ) વિદ્વાનોને ઉદ્દેશીને   (ધ) સૌને ઉદ્દેશીને

૨. મહાત્માજી કેવા ગદ્ય સર્જનને અપૂર્ણ માનતાહતા?

 (ક) સિધ્ધજનો ન સમજે તેને.   (ખ) વિદ્વાનો ન સમજે તેને

 (ગ) સિધ્ધજન સમજે તેને   (ધ) પરૂલખાણ ન લખાય હોય તેને.

૩. તેમની ભાષા કેવી હતી?

    (ક) તેમનીભાષા સદી સરળ છે .

    (ખ)તેમની ભાષા ખૂબ જ કઠીન

    છે.

    (ગ) તેમની ભાષા ભૂતિાળી છે.

    (ધ) તેમની ભાષા મધ્યમ કક્ષાની હોય છે .

૪. ગાંધીજી શાના કલાકાર છે?

    (ક) તેઓ લાંબા ાક્યોના કલાકાર છે.

    (ખ) તેઓ ટંકા ાક્યોના કલાકાર છે .

    (ગ) તેઓ સારા અક્ષરના કલાકાર છે.

    (ધ) તેઓ ખરાબ અક્ષરના કલાકારછે .

૫. તેમના ગદ્યમાં શબ્દ પસંદગી કેવી હોય? છે

    (ક) ભારે ચીિટાળી હોતી નથી.

    (ખ) ભારે ચીિટાળી હોય છે .

    (ગ) ગમે તેવા શબ્દોનો ઉપયોગ કરતા હોય છે.

    (ધ) ખૂબ જ નબળીજોવ મળે છે.