

APPENDIX – 1

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APPENDIX I BIBLIOGRAPHY

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<http://www.google.co.in>

www.coloradostateuniversitywriting@csu

www.thefreedictionary.com

<https://www.youtube.com/watch?v=kZlXWp6vFdE> (Powerful Inspirational true story...Don't give up!)

<https://www.youtube.com/watch?v=1BZmuz88KEY> (This is a beautiful story of a father and son who don't see eye-to-eye and forget what family is but they come back together when.)

<https://www.youtube.com/watch?v=2SMpx-1dV24> (My Beautiful Woman Video Inspirational Unconditional Love Will Touch Your Heart)

<https://www.youtube.com/watch?v=Wc7LKNgyDcY> (A Day in a Bird's Life - A Reminder of God's Grace)

<https://www.youtube.com/watch?v=Ef8ZHgxxK0> (A heart touching Love story that would make you cry!)

<https://www.youtube.com/watch?v=nqlgFpdal5Y> (Inspiring Video (it's really make you cry)_(360p))

<https://www.youtube.com/watch?v=hVRpZIKtFG8> (LOOK AT YOURSELF AFTER WATCHING THIS.mp4_(360p))

https://www.youtube.com/watch?v=nIdumuiI_F4 (MIHIR SEN_ India's Greatest Long Distance Swimmer)

<https://www.youtube.com/watch?v=7Ik0EF70P6M> (The refund of Fritz Karinthy_(360p))

<https://www.youtube.com/watch?v=MbV7WuNWHe4> (Young elephant survives attack by 14 Lions)

https://www.youtube.com/watch?v=rvK1X_MdMN0 (Benedict Cumberbatch opens BBC's London 2012 Olympics Coverage)

<https://www.youtube.com/watch?v=5Zq384S2s0Q> (BBC F1 2012 Season In Review)

<https://www.youtube.com/watch?v=aYKKsRxhcro> (First Presidential Debate: Obama vs. Romney)

<https://www.youtube.com/watch?v=vvhAzpssGXM> (Eurovision 2012 Full Voting BBC)

<https://www.youtube.com/watch?v=Skki22-BrBo> (2012 5 29 BBC London news)

<https://www.youtube.com/watch?v=QSiYKyFtpVw> (BBC Breakfast News 30 April 2012)

<https://www.youtube.com/watch?v=Ai3K2pBU2wA> (BBC Breakfast News 26th December 2012)

www.kidsworldfun.com/kids/poems

http://www.myenglishpages.com/site_php_files/listening-song-thank-you-for-being-dad.php

<https://www.youtube.com/watch?v=CWY1vFMdma0>

APPENDIX – 11

PRINCIPAL'S PERMISSION LETTER

APPENDIX – III

PRE TEST

AND

POST TEST

TOOL

APPENDIX III

TESTING OF LSRW SKILLS

F.Y.P.T.C.

ENGLISH

DATE:

TIME : 1 1/2 Hrs.

SECOND LANGUAGE

MARKS : 40

(TO TEST WRITING SKILLS)

Q.1. Read the following extracts and answer the questions given below in [02]

three or four sentences:

Kanji had a money box. It was a nice money box. The only thing was that it was empty. So, Kanji decided to earn some coins to put in his money box.

Kanji thought many kinds of work he could do, but in the end he decided to grow and sell vegetables! So, he put on his boots and went down in the garden to find the gardener. Old Ramubhaiya listened to him carefully and then said that he would help him.

- **Why did Kanji decide to earn some coins?**
- **What did he decide to do?**

Long years ago, there was a camel who did not work but said ‘Humph!’ The dog, the horse and the ox asked him to trot, fetch and plough. “Humph!” said the camel and no more.

Then came the Djinn- the ruler of all deserts. “Djinn” said the horse, “Is it right for anyone to be lazy?” “Certainly not” said the Djinn. “Well,” said the horse, there is a camel that never works. He only says, “Humph!”

- **What did the dog, the horse and the ox ask the camel to do?**
- **What was the complain made by the horse to the Djinn?**

Q.2. Read the following poem and answer the questions given below in [02]

one sentence each:

My Shadow

I have a little shadow that goes in and out with me,

And what can be the use of him is more than I can see.

He is very, very like me from the heels up to the head.
And I see him jump before me when I jump into my bed.
The funniest thing about him is the way he likes to grow-
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller, like an Indian rubber ball,
And he sometimes gets so little there's none of him at all.
One morning very early, before the sun was up,
I rose and found the shining dew on every butter cup:
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Robert Louis Stevenson

i. How does the shadow grow?

ii. What happened to the shadow one early morning?

Q.3. Do As Directed:

[04]

1. You can not preach honesty. You yourself do not practise it. (Join using 'Unless').
2. Pravin said, "What did you bring for me from the market yesterday?" (Change into Indirect Speech)
3. We should always obey the traffic rules. (Change the Voice)
4. I expect to meet Rohan tonight. (Change into Complex Sentence)
5. I saw a dog which was wounded. (Change into Simple Sentence)
6. Hearing their teacher's footsteps the boys ran away. (Change into Compound Sentence)
7. Speak slowly or go out. (Use 'either...or')
8. He is too lazy to work. (Remove 'too')

Q.4. Rewrite the paragraph selecting the correct words from those

[02]

given in the bracket:

_____ [When, As] a boy, I was very fond of the old soldier in _____ [our, hours] little town. He had only one _____ [leg, legs] having lost the other somewhere in Assam in 1942. He used to sit _____ [in, on] the bank of our small river _____ [and, but] tell me about _____ [he, his] adventures. He told me that he had _____ [run, ran] away from home to join the army _____ [when, since] he was eighteen. He had experienced his _____

[one, first] battle in the Libyan desert in the Second World War. He used to tell me dozens of war _____ [story, stories] but one I liked_____ (a, the) best was the one of his escape _____ [to, from] a prison of Burma.

(TO TEST READING SKILLS)

Q.5. A) Read the following advertisement and answer the questions in one sentence each: [02]

| |
|---|
| <p>DIWALI DHAMAKA!</p> <p>50% DISCOUNT ON ALL DRESS MATERIAL</p> <p>AT VIMAL SHOWROOM, RELIEF ROAD-AHMEDABAD</p> <p>AND</p> <p>TAKE HOME A GIFT VOUCHER</p> |
|---|

1. What is this advertisement about?
2. Where is the Vimal Showroom?

B) Here is a conversation between Raju and Shilpa. Oral fill in the blanks and say the dialogue using the phrases given in bracket: [05]

Raju:

Shilpa: Good morning, Raju.

Raju: Are you prepared for the English Exam?

Shilpa: Yes, of course,

Raju: Take it easy. I too am feeling the same.

Shilpa: Oh, there are our friends! Should we.....to them?

Raju: No, let us not disturb them. Theyrevising their lessons.

Shilpa: Oh, the bell has rung! I think we.....

Raju: All the best.

Shilpa: and same to you.

[but still I am unsure, are busy, Thank you, go and talk, That sounds fine, go inside,
Hello Shilpa, Good morning.]

C) Read this page from Mr. Sunil's diary for tomorrow and [03]

make meaningful sentences:

Sunday (9th Sept. 2006)

Get ready : 7.00

Eat breakfast : 7.15

Go to the school : 7.30

Will conduct a test : 9.15 to 11.15

(TO TEST LISTENING SKILL)

Q.6. A) Dictation of Words: [05]

Appeared, consoled, despised, environment, frightened, habitation, ignorance, opportunity,
prosperous, rigorous.

B) Dictation of a Passage: [05]

My Ambition in life

We are all ambitious. But ambitions differ from person to person. Some want to amass wealth where as some others wish to become actors, doctors or collectors. Yet some others like to be leaders or pleaders. Every person likes to enjoy a significant position in the society.

My ambition is to become a world class sportsman. I want to be the world champion in running. The flying Singh Mr. Mika Singh and the sprint queen Mrs. P.T. Usha are my inspirers. I have a strong desire to reach my goal. So a very good coach was engaged by me to teach me proper techniques of running. I am grateful to my coach for his constant and continuous guidance. One should be ambitious to achieve something in life, he says. I do hard work as suggested by my coach. I concentrate on my studies as well as get good results. These qualities in me are the assets my guide saw in me. That is why he planned to introduce me in world sports

after five long years of rigorous training. He is sure about my success. My intuition tells me that one day several gold medals will be won by me for my country. To fulfill my ambition I have already started practicing regularly. I believe in doing my duty and leave the rest to God.

My country will be served by me without caring for money or other benefits. I will coach and guide several aspiring young lads. If I become a top runner and win gold medals for my country it will be a red letter day in my life.

(TO TEST SPEAKING SKILL)

Q.7. Say in your own words in about 50 words on any one of the following [05]

topic:

A. AT THE RAILWAY STATION

Station name-noisy place-many people-many platforms-ticket window-many stalls of books, ice-cream, juice, cold drink-coolies-carry passengers' luggage-train comes-some passengers get down-some passengers get in-train whistles-the guard shows green flag-train leave-platform quiet.

OR

THE FARMER

Lives in a village – small house – gets up early, takes his plough and goes to the field – works hard – eats a simple meal – returns home in the evening –provides food to the country – merchants and money lenders cheat him – sometimes does not get enough to feed his family.

B. See the Pictures on the Chart and construct a story: [05]

- a). The Crow and the Fox
- b). The Fox and the Grapes
- c). The Hare and the Tortoise
- d). The Clever Crow

APPENDIX – IV

OPINIONNAIRE

APPENDIX IV
OPINIONNAIRE

STUDENT'S NAME:

DATE:

GRADE: P.T.C.

INSTRUCTIONS:

1. Read the statements carefully. Put tick (√) mark in any one box from 'Agree', 'Cannot Say' and 'Disagree' on the basis of your level of agreement to the statement.
 2. This is not your exam. Therefore, there is no right or wrong answer.
-

1. Learning English was fun.
Agree Cannot Say Disagree
2. The lessons were very meaningful.
Agree Cannot Say Disagree
3. The exercise at the end of each lesson was helpful.
Agree Cannot Say Disagree
4. Grammar teaching through PPT made learning grammar easy.
Agree Cannot Say Disagree
5. Grammar lessons were taxing.
Agree Cannot Say Disagree
6. I liked action songs.
Agree Cannot Say Disagree
7. Use of 'Flash Cards' made learning vocabularies faster.
Agree Cannot Say Disagree
8. 'Spelling Bee' game helped a lot.
Agree Cannot Say Disagree
9. Singing English songs enriched me.
Agree Cannot Say Disagree
10. Story Charts helped me in constructing sentences correctly.
Agree Cannot Say Disagree
11. The technique of story-telling made me more effective.
Agree Cannot Say Disagree
12. Listening to BBC News helped in getting the right pronunciation.
Agree Cannot Say Disagree
13. Fr. Tucker's Audio CD on pronunciation practice was educative.
Agree Cannot Say Disagree
14. Various sound production exercises were useful.

- | | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
15. Pair work gave me confidence in speaking.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 16. Group Activities fostered co-operative learning.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 17. Declamation instilled in me the power of speech-making.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 18. Tongue-twisters were amusing.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 19. Visual learning through the use of LCD Projector was good.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 20. Reading practice at the end of each lesson was commendable.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 21. Reading from the newspapers, advertisements, articles, post-cards was constructive.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 22. Matching the Headlines with the Articles improved my reading skills.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 23. Debate exercises helped speaking and listening skills and targets critical thinking skills.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 24. Describing a picture that was shown was interesting.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 25. Spinning Yarns competition was hilarious.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 26. The game of detecting miscommunication due to poor listening skills was enjoyable.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 27. Video clippings, voice-mail messages, etc sharpened my listening skills.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 28. Role-play and Dialogue practice forced me to speak.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 29. Role-play activities helped to build team spirit and we got the chance of learning by doing.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|
 30. On the whole, I liked the systematic presentation of the modules.

| | | | |
|--|---|--|--|
| | Agree <input style="width: 50px; height: 20px;" type="checkbox"/> | Cannot Say <input style="width: 50px; height: 20px;" type="checkbox"/> | Disagree <input style="width: 50px; height: 20px;" type="checkbox"/> |
|--|---|--|--|

APPENDIX – V

ATTITUDE SCALE

APPENDIX – V

A SCALE FOR ATTITUDE TOWARDS ENGLISH LANGUAGE

Kindly tick off the *Agree/Disagree/Can't Decide* columns against each statement given below as per your choice of answer after reading it carefully :

| No. | Statements | Agree | Disagree | Can't Decide |
|-----|---|-------|----------|--------------|
| 1 | I like English | | | |
| 2 | English is easy to learn | | | |
| 3 | It is necessary to learn English | | | |
| 4 | English should be taught from Std.-I onwards | | | |
| 5 | English should be made a compulsory subject till the H.S.C. | | | |
| 6 | English is important for Higher studies | | | |
| 7 | Having good knowledge of English will raise social status | | | |
| 8 | Knowledge of English will help in business | | | |
| 9 | English will help to go abroad | | | |
| 10 | English is an international language | | | |
| 11 | Class interaction should be in English only | | | |
| 12 | English has to be taught seriously in school | | | |
| 13 | Spoken English must be insisted upon | | | |
| 14 | English has to be taught in simple and interesting way | | | |
| 15 | Oral Exam is a better option to test proficiency in English | | | |
| 16 | The periods of English should be reduced | | | |
| 17 | The rules of English Grammar should not be taught | | | |

| | | | | |
|----|---|--|--|--|
| 18 | Home work in English is not needed | | | |
| 19 | Marks in English should not be counted in the exam | | | |
| 20 | Mother tongue is more useful than English | | | |
| 21 | English is a foreign language | | | |
| 22 | Learning English makes us anti-nationals | | | |
| 23 | English destroys our culture | | | |
| 24 | Learning Sanskrit has more value than English | | | |
| 25 | English is very boring | | | |
| 26 | Only a few students take part in class interaction in English | | | |
| 27 | No English environment at home at all | | | |
| 28 | I do not watch or hear TV or Radio news at home | | | |
| 29 | I go for tuition for other subjects except English | | | |
| 30 | I spend less than 1/2 for English at home everyday | | | |
| 31 | English opens the door to the world | | | |
| 32 | I enjoy English Prose | | | |
| 33 | I like English Poetry | | | |
| 34 | English rhymes and songs arouse interest | | | |
| 35 | I like the Cricket commentary in English | | | |
| 36 | English is meant for city students | | | |
| 37 | English language is very complicated | | | |
| 38 | English is a very difficult subject | | | |
| 39 | The rules of grammar in English are confusing | | | |
| 40 | English is the language of the rich and high class people | | | |

APPENDIX – VI

MODULES

1 TO 8

APPENDIX VII

PRE TEST - POST TEST MARKS OF EXPERIMENTAL GROUP

APPENDIX – VII

PRE TEST MARKS OF EXPERIMENTAL GROUP

| No. | Name | Listening Skills | Writing Skills | Reading Skills | Speaking Skills | Total |
|-----|-------------------------------------|------------------|----------------|----------------|-----------------|-------|
| | | Marks | Marks | Marks | Marks | Marks |
| | | 10 | 10 | 10 | 10 | 40 |
| 1 | JINNATBAHEN BHARATBHAI PATEL | 0 | 2 | 1 | 2 | 5 |
| 2 | HETALBAHEN RUMALBHAI KATARA | 0 | 1.5 | 1 | 3 | 6 |
| 3 | RINABAHEN JAYANTIBHAI CHAUDHARI | 0 | 0.5 | 1 | 1 | 3 |
| 4 | JAIMINIKUMARI SURESHSINH RAHEVAR | 0 | 1.5 | 1 | 2 | 5 |
| 5 | ROSHANIKUMARI HASMUKHBHAI CHAUDHARI | 1 | 3 | 2 | 3 | 9 |
| 6 | DIPTIBEN CHIMANBHAI PRAJAPATI | 0.5 | 1.5 | 2 | 2 | 6 |
| 7 | KOMALBAHEN LALABHAI KOTADIYA | 1.5 | 2 | 2 | 4 | 10 |
| 8 | DIPLATTABEN SHANKARBHAI BAMANA | 0.5 | 1 | 1 | 2 | 5 |
| 9 | CHANDRIKABEN SHAMALBHAI VANKAR | 0.5 | 3 | 2 | 3 | 9 |
| 10 | JAIMINIBAHEN HARIBHAI CHAUDHARI | 0 | 2 | 2 | 3 | 7 |
| 11 | KAJALBEN SURESHBHAI PATEL | 0.5 | 1.5 | 2 | 3 | 7 |
| 12 | ANIKSHA JASHWANTBHAI PATEL | 0 | 2.5 | 2 | 3 | 8 |
| 13 | JASHIBEN LEBABHAI BHARVAD | 0 | 2 | 2 | 2 | 6 |
| 14 | VIDHYABAHEN ISHWARBHAI PRAJAPATI | 0 | 3 | 2 | 3 | 8 |
| 15 | RIYANKABAHEN AMRUTBHAI PRAJAPATI | 0 | 0.5 | 1 | 2 | 4 |
| 16 | REKHABAHEN KALUBHAI DAMOR | 0 | 0.5 | 1 | 1 | 3 |
| 17 | PRIYANKA BALVANTBHAI MAHERA | 0 | 1.5 | 1 | 2 | 5 |

APPENDIX – VII

POST TEST MARKS OF EXPERIMENTAL GROUP

| No. | Name | Listening Skills | Writing Skills | Reading Skills | Speaking Skills | Total |
|-----|---|------------------|----------------|----------------|-----------------|-------|
| | | Marks | Marks | Marks | Marks | Marks |
| | | 10 | 10 | 10 | 10 | 40 |
| 1 | JINNATBAHEN BHARATBHAI PATEL | 7 | 5.5 | 7 | 7 | 27 |
| 2 | HETALBAHEN RUMALBHAI KATARA | 6 | 4.5 | 7 | 6 | 24 |
| 3 | RINABAHEN JAYANTIBHAI CHAUDHARI | 6 | 2.5 | 6 | 6 | 21 |
| 4 | JAIMINIKUMARI SURESHSINH RAHEVAR | 7.5 | 6 | 8 | 7 | 29 |
| 5 | ROSHANIKUMARI HASMUKHBHAI CHAUDHARI | 9.5 | 7.5 | 8 | 9 | 34 |
| 6 | DIPTIBEN CHIMANBHAI PRAJAPATI | 7.5 | 5 | 6 | 6 | 25 |
| 7 | KOMALBAHEN LALABHAI KOTADIYA | 9.5 | 4.5 | 7 | 6 | 27 |
| 8 | DIPLATTABEN SHANKARBHAI BAMANA | 6 | 4.5 | 7 | 7 | 25 |
| 9 | CHANDRIKABEN SHAMALBHAI VANKAR | 9 | 3 | 7 | 6 | 25 |
| 10 | JAIMINIBAHEN HARIBHAI CHAUDHARI | 7 | 7.5 | 8 | 8 | 31 |
| 11 | KAJALBEN SURESHBHAI PATEL | 8.5 | 6 | 7 | 7 | 29 |
| 12 | ANIKSHA JASHWANTBHAI PATEL | 8 | 7 | 8 | 7 | 30 |
| 13 | JASHIBEN LEBABHAI BHARVAD | 4.5 | 7 | 7 | 6 | 25 |
| 14 | VIDHYABAHEN ISHWARBHAI PRAJAPATI | 6.5 | 7 | 7 | 7 | 28 |
| 15 | RIYANKABAHEN AMRUTBHAI PRAJAPATI | 7 | 5.5 | 6.5 | 6.5 | 26 |
| 16 | REKHABAHEN KALUBHAI DAMOR | 7 | 3.5 | 6.5 | 6 | 23 |
| 17 | PRIYANKA BALVANTBHAI MAHERA | 3.5 | 3 | 5 | 5.5 | 17 |

APPENDIX VIII

PRE TEST - POST TEST MARKS OF CONTROL GROUP

APPENDIX – VIII

PRE TEST MARKS OF CONTROL GROUP

| No . | Name | Listenin g Skills | Writin g Skills | Readin g Skills | Speakin g Skills | Total |
|---------|--------------------------------------|----------------------|--------------------|--------------------|---------------------|-------|
| | | Marks | Marks | Marks | Marks | Marks |
| | | 10 | 10 | 10 | 10 | 40 |
| 1 | PRIYANKABEN JAYANTIBHAI CHAUDHARI | 0 | 2 | 1 | 3 | 6 |
| 2 | DIPIKABA PRAVINSINH JADEJA | 0.5 | 1.5 | 1 | 2 | 5 |
| 3 | PINALBEN CHIMANBHAI CHAUDHARI | 1 | 1 | 1 | 2 | 5 |
| 4 | FORAMBEN HASMUKHBHAI PATEL | 1 | 1 | 2 | 4 | 8 |
| 5 | KANCHANBAHEN NARSINHBHAI VANKAR | 1 | 1 | 2 | 2 | 6 |
| 6 | DAMINIBAHEN JASUBHAI CHAUDHARI | 0 | 1 | 1 | 2 | 4 |
| 7 | SONALBAHEN RAMESHBHAI THAKARDA | 0.5 | 2 | 2 | 2 | 7 |
| 8 | AVANIBAHEN JAGDISHBHAI CHAUDHARI | 0 | 1 | 1 | 2 | 4 |
| 9 | KINJALBEN SURESHBHAI PATEL | 0.5 | 1.5 | 1 | 2 | 5 |
| 10 | KAJALBEN MAHENDRAKUMAR PANCHAL | 0 | 2 | 2 | 2 | 6 |
| 11 | BENZIRBEN RAJAKBHAI MANSURI | 1 | 1.5 | 1 | 1 | 5 |
| 12 | KINJALBEN RAMANBHAI PARMAR | 0 | 1.5 | 1 | 1 | 4 |
| 13 | KAMINIBEN SURENDRABHAI TARAL | 0 | 1 | 1 | 2 | 4 |
| 14 | DAXABEN BABUBHAI MAKWANA | 0 | 1.5 | 1 | 1 | 4 |

APPENDIX – VIII

POST TEST MARKS OF CONTROL GROUP

| No. | Name | Listening Skills | Writing Skills | Reading Skills | Speaking Skills | Total |
|-----|-----------------------------------|------------------|----------------|----------------|-----------------|-------|
| | | Marks | Marks | Marks | Marks | Marks |
| | | 10 | 10 | 10 | 10 | 40 |
| 1 | PRIYANKABEN JAYANTIBHAI CHAUDHARI | 0 | 1.5 | 3 | 2.5 | 7 |
| 2 | DIPIKABA PRAVINSINH JADEJA | 0.5 | 3.5 | 3.5 | 3.5 | 11 |
| 3 | PINALBEN CHIMANBHAI CHAUDHARI | 1 | 2.5 | 3 | 3 | 10 |
| 4 | FORAMBEN HASMUKHBHAI PATEL | 2.5 | 2.5 | 3.5 | 3 | 12 |
| 5 | KANCHANBAHEN NARSINHBHAI VANKAR | 2 | 4 | 4 | 3 | 13 |
| 6 | DAMINIBAHEN JASUBHAI CHAUDHARI | 0.5 | 2.5 | 3 | 3 | 9 |
| 7 | SONALBAHEN RAMESHBHAI THAKARDA | 0.5 | 3 | 3.5 | 3 | 10 |
| 8 | AVANIBAHEN JAGDISHBHAI CHAUDHARI | 0 | 3.5 | 2.5 | 2 | 8 |
| 9 | KINJALBEN SURESHBHAI PATEL | 3.5 | 2 | 3.5 | 3 | 12 |
| 10 | KAJALBEN MAHENDRAKUMAR PANCHAL | 0.5 | 3 | 3 | 2.5 | 9 |
| 11 | BENZIRBEN RAJAKBHAI MANSURI | 0 | 4.5 | 3 | 2.5 | 10 |
| 12 | KINJALBEN RAMANBHAI PARMAR | 0.5 | 2.5 | 2.5 | 2.5 | 8 |
| 13 | KAMINIBEN SURENDRABHAI TARAL | 2.5 | 2 | 3 | 2 | 10 |
| 14 | DAXABEN BABUBHAI MAKWANA | 0 | 2.5 | 2 | 2 | 7 |