



*Let the mind manage the body
Que l'esprit gère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE
NCE 2025**

GRADE 9

Marathi

Subject code: N640

EXAMINERS' REPORT

Introduction

The assessment of Marathi focusses on different linguistic competencies:

- Reading comprehension (25%)
- Writing (25%)
- Grammar and use of language (40%)
- Translation (10%)

These assessment objectives are as follows:

- Evaluate the ability to understand nuances in a variety of texts
- Evaluate the range and accuracy of appropriate vocabulary and language techniques
- Measure the ability to organize thoughts and express ideas clearly and logically
- Understand and apply the proper Marathi grammar rules in their writing
- Measure accuracy in spelling, grammar and punctuation and consistency of style and tone.
- Use the language appropriately and effectively
- Carry out accurate translation

A salient feature of the assessment is that each competency is assessed at different levels with greater fairness and candidates get a better chance to show their competency levels.

Key Messages

- Candidates should read instructions carefully.
- Candidates are advised to read and understand the questions thoroughly and carefully before writing answers.
- Candidates should read widely to build their vocabulary in Marathi
- Candidates need to be acquainted with grammatical terms and rules in Marathi.

- In reading comprehension, literal understanding has been generally mastered by most candidates.
Some candidates still struggle with higher order reading skills and vocabulary in context.
- In writing, candidates should pay more attention to their use of grammar, spelling and punctuation. Candidates should use varied sentence structures and a wide range of vocabulary to sustain reader's interest. More sophisticated vocabulary remains the hallmark of stronger candidates.
- Extended writing remains a challenge for many candidates. Candidates should know the difference between narrative and descriptive essays. Narrative essays require candidates to develop a storyline and use varied sentence structures and a wide-ranging vocabulary to sustain the reader's interest. Descriptive Essays require candidates to have a secure understanding of descriptive techniques and show a wide range of vocabulary to create an atmosphere. Far too often narrative essays were produced instead of descriptive ones. Evidence of sensory language must be shown.
- Some candidates used material from elsewhere in the question paper to write their essays which is penalised. A candidate wrote functional writing and extended writing in English language. Candidates are reminded that no credit will be given to such practices.
- In translation, candidates did well. The only problem was when they applied grammatical rules which seemed challenging for some of them.
Candidates had the tendency to use Hindi words.
- In grammar, some candidates are still having difficulty with the following:
 - Subject-verb agreement
 - Transforming sentences into the negative form. Candidates struggled with the correct syntax and grammatical form required in such transformation.
 - Using sentences in the active/passive voice
 - Using conjunctions in sentences

- Noun-adjective agreement
- Relative pronoun and its agreement in the relative clause
- Sentences with appropriate punctuations
- Transformation of words and error-hunt exercise
- Drawing words from their own knowledge for cloze text

General Comments

This year the number of candidates has increased. The pass rate for Marathi in 2025 is 77.91 % as compared to 89.7 % in 2024. In comparison to the overall performance in 2024, quality-wise the performance has improved. 13 candidates achieved Grade 1, 7 candidates scored Grade 2, 10 candidates achieved Grade 3, 11 candidates Grade 4, 15 candidates Grade 5 and 11 candidates Grade 6 and 19 candidates did not achieve the pass mark. This shows that response to the paper was better and a great majority of students have acquired the essential skills in reading and writing. A significant number of candidates performed well on the basic and intermediary tasks across the competencies assessed. However, performance in the higher order skills of extended reading and writing still requires improvement.

Concerning vocabulary, tasks assessing the knowledge and application of basic vocabulary words were well-performed by most candidates. However, candidates struggled with tasks requiring the use of vocabulary in context and varied and precise vocabulary in writing.

In Reading Comprehension, the candidates' performance was really good as they were able to identify, locate and retrieve explicit information from the given text and demonstrated good writing skills when it came to showing literal understanding. A few candidates found it challenging to deal with

higher order reading skills showing overall understanding of a text, looking for the meaning of given vocabulary items. In this year's paper, item 9 was differently set, which required students to describe two characters and item 10 required students to look for the synonym of the words from the passage.

It is worth noting that only a handful were able to write compositions creatively using appropriate grammar, rich and varied vocabulary and complex sentence structures. A majority of candidates struggled to communicate their ideas and their language was not always accurate with regard to grammar. Some students had difficulty describing the scene at the seaside and they instead narrated a day at the seaside.

In general, good responses indicate that students were well prepared for the exams. Examiners found some candidates' responses often engaging, effective and accurate. There were a number of blank responses, notably for question 8, 10-Extended writing, which may indicate issues with time management or candidates not having understood the questions. Poor time management during examinations can lead to incomplete questionnaires.

Specific comments

Question 1

Question 1 assesses an array of grammatical structures through multiple-choice items and open-ended questions to test students' ability to apply essential grammatical rules.

The grammatical items tested were to choose the correct use of tenses, use of cases, grammatically correct sentences, use of pronouns, adjectives, prepositions, plural, using punctuation, writing the sentence in the proper order, interrogative, negative forms, gender and the use of conjunctions. This year also many candidates were able to score full marks for this question. These items were generally well-attempted by most candidates. The best items done were:

Item 1 उद्या अजय मेढ्रोने शाळेला जाईल. This item was well done overall

Item 2 दादाने एक सुंदर मोटार विकत घेतली. This item on the use of cases was mostly well attempted by the candidates.

Item 4 आज राजूने आंब्याचे झाड लावले. This item on verb tenses was well attempted.

Item 5 काळ माझा मित्र पोर्ट लुईसला गेला. This item using prepositions was well done overall.

Item 12 मीनाक्षी सुंदर चित्र काढते का? Candidates managed to transform the sentences into interrogative form.

The following items were found to be challenging:

Item 3 पुढच्या वर्षी माझे आजोबा लंडनहून येतील. Candidates still have confusion with this item on possessive pronouns that has to be in accordance with the gender of the subject.

Item 6 अमरकडे एक छोटे खेळणे आहे. For this item many wrote **छोटासा** instead of छोटे.

Item 8 भाजीवाल्याकडे फणस, भोपळा, बटाटा आणि वांगी आहेत. Candidates had to punctuate the given sentence correctly. They had to put commas in two places but very few of them were able to do it correctly. Many students had inserted only 1 comma and some had inserted 3 commas.

Item 9 आई आणि मी becomes **आम्ही** ; Candidates are still confused for such types of pronouns. Some wrote **त्या, तुम्ही**

Item 10 विमान आकाशात खूप वेगाने उडते. Many students had difficulties answering this question correctly.

Item 11 नीताच्या घरासमोर सुंदर बगीचा आहे. Candidates lost marks because of wrong order of words.

Item 13 बाबांनी मोदक तयार केले नाहीत. This item tested candidates' knowledge of negative structures in Marathi. They had to show knowledge

both of the syntax of negative structures in Marathi and of the grammatical form of the verb that is required in such structures. Many candidates struggled with this item, with a variety of wrong answers in the work of candidates, such as

Item 14 Candidates had to write the masculine of **घोडी.... धावते**. Many candidates have wrongly attempted this question. Common incorrect answers were **घोड, घोडीन, some** wrote only **घोडा** and did not change the verb.

Question 2 Basic vocabulary

The question assessed knowledge of basic vocabulary items and logical understanding in Marathi through multiple choice items. On the whole, it was very well done, suggesting that knowledge of the basic vocabulary items has been acquired by most. Candidates are encouraged to read widely to build up their vocabulary, which will help them attempt these types of questions.

The best items done were:

Item 1. नदीत खूप पाणी आहे. आम्ही पोहू शकत नाही.

Item 4. तुला शाळेला जायला उशीर होत आहे. लवकर चल.

Question 3A

The purpose of this question was to assess candidates' ability to read an advertisement about a mother who is looking for a baby sitter to look after her child and to answer questions based on it. Candidates demonstrated understanding of the text and seemed to be used to the habit of answering the question precisely. However a few students had resorted to lifting which

resulted in loss of marks. In this kind of task, brief and precise answers are necessary. Overall, candidates fared very well, demonstrating that the basic reading skill of literal understanding had been acquired.

Question 3B

The purpose of this question was to assess candidates' ability to read and understand a poster on 'World book day' and to answer questions related to it. In this task also, extensive answers are not required. Candidates are reminded of the importance of answering with precision and avoid indiscriminate lifting. Most candidates have understood that answers have to be precise and clear.

candidates were confused with these two questions:

कोणता समारंभ आहे?

हा समारंभ कोणी आयोजित केला आहे?

Students should look for key words in the question which indicates what to focus on.

Question 4

This question assesses candidates' ability to write the correct form of a word or transform words in context. A short passage on a bus scene was set, with words needing transformation in brackets. Students attempted this question fairly well, but some candidates found it difficult to transform the words correctly. Thus, this question was well attempted by many candidates, but a few managed to score full marks. Educators are reminded that despite the fact that candidates have to apply transformational rules to words in context, it remains that those words should be grammatically correct and free from spelling mistakes. Candidates should have more practice for such questions.

Item 1 The word **डोळा** had to be transformed to **डोळ्यांवर**. Many candidates had difficulty transforming the word properly. Incorrect answers included **डोळ्याला, डोळ्याना, डोळे**. Candidates should get more practice for such word transformation.

Item 2 The word **डोके** had to be transformed into **डोक्याला**. Many candidates were unable to transform the given word.

Item 3 The word transformed was easier for candidates (**हात-हातात**).

Item 4 The word was wrongly transformed by some candidates. They had to transform '**सोने** to **सोन्याचे / सोनेरी**'. A noticeable number of students had difficulty with this item. A list of words that are transformed from nouns to adjectives should be given to students to strengthen their vocabulary.

Item 5 The word to be transformed was **पिवळा** to **पिवळ्या रंगाचा**.

Candidates should have regular practice for such transformational words.

Recommendations:

Educators are well advised to give sufficient practice to candidates in terms of application of grammatical rules in context. This will also help them to improve their writing skills.

Question 5

In this question candidates were required to correct the underlined mistakes. A short text containing grammatical and spelling mistakes was set. But here also very few of them were able to score full marks. The grammatical mistakes evaluated were:

Item 1 The plural form of the word 'प्रकारचे' corrected to 'प्रकारच्या' was required here. Some candidates had put 'प्रकारची' and 'प्रकारचा' which were incorrect. Many candidates had difficulty correcting this mistake properly. Candidates should get used to the gender of the words to be able to attempt such a question.

Item 2 Candidates had to write 'सर्वांनी'. For this item also many candidates had difficulties in transforming the word.

Item 3 Candidates had to write 'अंगणात'. This item was mostly well done by the majority of students.

Item 4 The word to be transformed was 'लावल्या'. A noticeable number of students had difficulty with this item.

Item 5 Candidates should know that for the plural of 'कपडा', it becomes 'कपडे'.

Question 6A

Question 6 is the closed cloze text; a higher order task assessing the candidates' overall knowledge of language which requires them to guess the suitable word to fill in the gaps. Thus, to be able to work out this question, candidates need to make guesses of what word might be suitable in the given gaps. The question was generally well attempted by a majority of candidates and many students were able to score full marks.

Item 1 बाहेर

Item 2 आकाश

Item 3 भिजेल

Item 4 लगेच

Item 5 निघाला

Most candidates gave the appropriate answers.

Question 6B

Part B, the second part of the cloze test which is the open cloze text is a higher order task which assesses candidates' overall knowledge of language (grammar, syntax and vocabulary). In this part, words were not provided. It required candidates to use the given context and draw on their linguistic knowledge to guess which word might be suitable in the given gaps.

Several candidates struggled to find the missing words. Many did not have the required vocabulary to write the correct answers. Others were able to

find a plausible option for the gaps. For some candidates, it seemed that either the items were found to be difficult or maybe confusing. Some gaps were left empty.

Item 1 **वर्गात** A few proposed alternative answers such as **शाळेत, आपला** were also accepted here.

Item 2 **सांगितले** It seems this was difficult for many candidates.

Item 3 **मदत** is accepted in the context. Many candidates wrote answers which do not fit the context.

Item 4 **ऑफिसमध्ये** Many students were able to find a plausible answer to this item.

Item 5 **वेळानंतर/वेळाने** This item was quite easy for candidates to guess the word but many students could not write the word correctly.

Question 7 - Functional writing

This year's functional writing was an easy one. This question generally assesses candidates' ability to write a functional piece of continuous prose. This year, candidates were asked to write a formal letter of about 50 to 60 words. Some key points were given. Candidates were not expected to elaborate on the given points but to simply address them clearly using accurate G/S/P and show good awareness of the audience and purpose. In this year's task, candidates were asked to write an informal letter to invite a friend for your birthday celebrations. . A successful answer had to address the following points:

- When will the birthday celebration be held?
- Where will the birthday celebration be held?
- At what time will the birthday start?
- Who else is invited?
- What are the different games to be played?

It was encouraging to note that a big proportion of candidates fare very well on this question, showing good mastery of writing accurate Marathi. Most students understood the requirement of the task. The purpose and situation proved to be very straightforward for most candidates. Many candidates were able to adopt an appropriate register and there was clear evidence of purpose, audience and format. It has been observed that many candidates could have performed better had they been more ambitious in their writing. Some candidates' responses seemed to respond in a more focussed manner. But a few of them did not even tackle this question. There were repeated spelling and grammatical mistakes in some letters which resulted in loss of marks. Some candidates wrote the letter in English. For bullet point 4, candidates were confused with the word 'अजून'. Many candidates wrote अजून as a friend they will invite.

Educators are reminded that Examiners will be looking at the following criteria when assessing functional writing:

- Clear awareness of audience and purpose
- All required points addressed
- Grammar, Spelling, Punctuation and Syntax very accurate
- Accurate and appropriate vocabulary
- Organisation of ideas and coherence

The linguistic challenges that remain are:

- The coherence of tenses
- Subject-verb agreement
- Spelling and punctuation
- Disjointed writing
- Inaccurate vocabulary
- Multiple errors confuse meaning

The following samples illustrate the range of answers obtained this year. They are provided to give Educators an idea of standards and of examiners' expectations. Each letter is provided with comments to highlight the strengths and weaknesses of the writing.

Functional Writing 1

प्रिय मैत्र,

मला आशा करते की तुम्ही बरी आहे. मी तुम्हाला माझ्या वाढदिवसासाठी बोलवायचे आहे. वाढदिवस
समारंभ

माझ्या घरात होता. तो सात जावता सुरु होता. हा दिवशी नाते आणि मावसा आणि माझी मावशी येतात.
आम्ही डोमिंटोल, खेळत होता. आम्ही खूप मजे घ्या .

जरूर आये !

तुमची विश्वासू,

प्रितिका

This was very poor response. The given points were not properly addressed. Thus, it could only score very low marks. This response did not have a clear purpose. The candidate struggled to adopt an appropriate register. The number of words was not respected and the candidate was not able to make appropriate use of grammar, spelling and proper sentence structure. Thus, this response did not achieved good marks.

Functional Writing 2

प्रिया रोहन,

मी तुम्हाला माझ्या वाढदिवसासाठी बोलवायचे आहे. वाढदिवस समारंभ शनिवार २ मार्चला आहे.
समारंभ माझ्या घरीला होणार. समारंभ एक वाजता सुरु होणार आहे. अजून तू आपला पालक बोलावले
आहे. अनेक प्रकारची खेळ होणार आहे जसे की डॉमिनो , लुडो. मी तुमची उत्तराची वाट पाहू होणार
आहे. तुमचा विश्वासू,

जयंत

This was an average response, although all key points were briefly addressed. The language was too clumsy for this candidate to score highly. There were countless grammatical and spelling mistakes which tended to make the meaning unclear.

Functional Writing 3

प्रिय प्रतीक,

नमस्कार. मी आशा करते की तू ठीक आहेस. मी तुला माझ्या वाढदिवसासाठी आमंत्रण देणार आहे. वाढदिवस समारंभ माझ्या घरी आहे. समारंभ संध्याकाळी एक वाजता सुरु होईल. अजून मी तुम्हाला तुमच्या पालकांना बोलावले आहे. मी डोमिओ व अनेक प्रकारचे खेळ करायचे ठरवले आहे. अवश्य ये. मला फोन करा!

तुमची विश्वासू,

आलेशा

This piece of work also had many weaknesses, although points were addressed.

Errors were noticeable. This work scored low marks as well.

Functional Writing 4

प्रिया हर्षी,

मला आशा आहे की तू चांगले आहेस. मी हे पत्र तुम्हाला लिहिते कारण मी तुम्हाला माझ्या वाढदिवसाला आमंत्रण देते. रविवारी २५ मी वाढदिवस समारंभ करित आहे. समारंभ साडे पाच वाजता सुरु होईल. वाढदिवस समारंभ घरी आहे. समारंभात अनेक खेळ करायचे ठरवले आहेत. अजून रिया, आशी, केविन, राजू आणि किही मातांना बोलावले आहेत. मला आशा आहे की तू वाढदिवसाला येशील. तुमची विश्वासू, आशना

This work despite having grammatical and spelling mistakes was far better than the previous functional writing. All points were developed but still there were some occasional slips but it scored better marks.

Functional Writing 5

प्रिय राज,

मला आशा आहे की तू अत्यंत ठीक आहेस. मी हे पत्र लिहिते कारण मी तुला माझ्या वाढदिवसासाठी निमंत्रण देत आहे. वाढदिवस २२ मेला आहे. वाढदिवसाचा ठिकाण डोमेन आणा आहे. समारंभ सकाळी नऊ वाजता सुरु होईल. मी रीनाला, रामला व इतर कुटुंबांना बोलावले आहे. मीना सुद्धा येईल. अनेक खेळ असतील जसे की पकडा पकडी, डॉमिनो, ल्युडो वगैरे. आम्ही खूप मजा करू. आता इथेच माझे पत्र संपते. मला आशा आहे की तू नक्की येशील.

तुमची विश्वासू,

येलेना

Functional writing 5 showed an awareness of audience and purpose. All the points were developed. The linguistic aspects were essentially accurate. As far as vocabulary was concerned, it was accurate. This piece of writing was organised and deserved high marks. It had a clear sense of audience, tone and register.

Functional Writing 6

प्रिया रीना,

मी आशा करते की तू ठीक आहेस आणि तुझ्याकडे सर्व ठीक आहे. मी तुला माझ्या वाढदिवसासाठी आमंत्रण

देते. माझ्या वाढदिवसाची तारीख ८ मी २०२५ आहे. हा कार्यक्रम संध्याकाळी ६. ०० वाजता सुरु होईल. आमचा मित्र रोहनला माझ्या वाढदिवसाला बोलावले आहे. मी माझ्या सर्व नातेवाईकांना बोलावले आहे.

येथे

अनेक खेळ होतील जसे की लुडो, डोमिनो आणि इतर काही खेळ. मी आशा करते की माझ्या वाढदिवसाला तू

नक्की येशील. मी इथे थांबते. तुझ्या आईवडिलांना साष्टांग नमस्कार. काळजी घे. आम्ही लवकर भेटूया.

तुमची विश्वासू,

शेषना

The successful candidate addressed all prompts given and showed a clear awareness of audience and purpose. All required points were fully developed. The grammar, spelling and punctuation were very accurate and the vocabulary was appropriate. The overall task was organised and coherent. This functional writing scored very highly.

Question 8

The Extended Reading Comprehension task was meant to assess reading with understanding. A range of reading comprehension skills were assessed through different items testing literal understanding, overall meaning of vocabulary words among others. The responses to be identified was considered to be an easy process as paragraph numbers were included in the questions' section to facilitate candidates. This year a narrative passage was set in which a young brother Rahul and his sister Rina helped and supported each other after the death of their parents. Rahul gets a scholarship to go abroad after his HSC examinations and his sister is happy for his success.

Candidates are reminded of the following:

- They should read the text and all the questions carefully. This gives them a purpose for reading and helps them identify what information to look for.
- Skim the passage quickly to get a general understanding of the main idea and then scan for key words or specific details(names, dates, places) mentioned in the questions.
- Lifting is acceptable if the question does not ask candidates to answer in their own words, but must not contain excessive information.
- Excess information in an otherwise correct answer is not given credit.
- Grammatical and spelling mistakes are not penalised if meaning and understanding are made clear.
- The number of marks often indicates the expected length and detail of your answer. A one-mark question might need a simple sentence, while a two-mark question requires a more detailed explanation.
- Allocate time to review your answers for clarity, accuracy and any grammatical mistakes

The candidates generally performed satisfactorily on questions that called for a literal understanding of the passage. This year a good proportion of candidates showed understanding of the story and many of them satisfactorily answered the questions.

It is worth highlighting that a vast majority of candidates were able to answer almost all the questions as the answers were fairly direct. Even the item that dealt with vocabulary in context was well-attempted.

However, a few candidates were unable to score full marks for the vocabulary question.

Item 9 was a new type of question this year. Students had some difficulties writing about the character of the two persons mentioned. The vocabulary question required candidates to give the meaning of 3 words/expressions in the context of the passage. They had to look for the synonyms from the passage.

Overall, the best items done were:

Item 1 सुरीनाम गावात

Item 2 तो तिचा चांगला मित्र होता. पालकसुद्धा होता

Item 5 त्याला प्रदेशात अभ्यास करण्यासाठी शिष्यवृत्ती मिळणार होती.

Item 6 प्रदेशात गेल्यावर रीनाला कोण पाहणार, म्हणून राहुल दुखी झाला.

Item 7 आणखी पैसे मिळवण्यासाठी

Item 9 required candidates to describe Rahul and Mrs Meena's character. Although this type of question was set for the first time, many candidates tackled the question well. Candidates came up with a variety of adjectives to describe Rahul and Mrs Meenal. Any plausible inference was accepted such as he was hard-working, good, generous, a loving brother and for Mrs Meenal responses such as a good neighbour, a loving person, a supportive person, helpful, kind, compassionate were accepted.

Question 9A

This question assesses candidates' ability to translate 5 words from English to Marathi. It was encouraging to note that the response to this question was far better. Many candidates were able to do the translation. The words were common ones used normally in basic writing tasks. Yet, a few were unable to do it. It has been noticed that there is a huge influence of Hindi in this task.

The best items done were:

Item 1 - Water - पाणी/जल

Item 3 - Slowly- हळूहळू

Item 4 - but - परंतु/पण

However, some candidates struggled with items :

Item - banana- केळे Some candidates wrongly wrote the word changing its meaning.

Item - to sleep- झोपणे

Question 9B

This question assesses candidates' ability to translate a short text from English to Marathi. This year's response was far better than previous years. Many candidates scored highly for this question.

Yet, the words 'different things', 'returned' and 'after three hours' were found challenging by some candidates.

Educators are well advised to train students to apply grammatical rules in translation. In Marathi subject – object – verb co-ordination and the correct spelling of basic words are primordial. This will also help them with their writing skills.

Question 10

Question 10 assessed candidates' ability in extended writing. Candidates had to write a composition of about 150 words. This question normally assesses higher order writing skills.

Those candidates who attempted it were able to communicate with clarity, with an appropriate sense of purpose and some apt use of form, tone and register.

Successful candidates showed the ability to:

- develop a given storyline creatively
- make use of accurate grammar
- use varied sentence structures
- express themselves using rich and appropriate vocabulary
- demonstrate organized and coherent structure in their writing.

This year candidates were given to describe the atmosphere, the scene, the people at the seaside on a sunny day or to write a story with the following line: " he was very happy when he saw his friend running towards him..." Additional information was given in brackets to help students build their responses. More successful candidates were able to write entertaining and engaging responses that sharply focussed on the task. They were able to use spelling, punctuation and grammar .

Performance on this question was better than last year. Yet being able to write in accurate Marathi remains a vital skill for some candidates. It has been observed that many candidates could have performed better had they been more ambitious in their writing or had they been given more practice and proper guidance.

Educators are reminded that Examiners will be looking at the following criteria when assessing extended writing:

- Elaboration of content
- Accurate grammar, Spelling, punctuation and syntax
- Accurate and wide vocabulary
- Varied sentence structures
- Sustained reader's interest

- Writing in a logical and coherent manner

This year more candidates opted for the narrative essay rather than the descriptive one. Descriptive essays require more attention to details. On the other hand, narrative essays are easier to structure: with a clear beginning, middle and end to create atmosphere. Candidates can frame their story around a sequence of events, which helps them to stay focussed and complete the essay within the limited time of the exam.

Other pertinent issues noted were:

- Weak/vague introductions and conclusions that do not clearly address the topic
- A significant number of candidates dwelled on lengthy introductions which often did not address the question
- Abrupt endings
- Lack of structure and organisation

Linguistic issues that candidates struggled with:

- Coherence of tenses(mixing present and past tense inappropriately)
- Subject -Verb agreement
- Correct use of Direct/Indirect speech
- Spelling and punctuation
- Lack of a rich repertoire of vocabulary words
- Repetitive language and ideas which reduces clarity
- Inappropriate syntax due to mother-tongue/French interference/Hindi interference
- structure and paragraphing
- use of English language

The descriptive task proved fairly popular and a significant number of candidates who opted for it were able to describe the scene at the seaside. Stronger responses generally had a strong sense of the appropriate form for the task, a clear focus on the question as well as relevant content. There was also intentional focus on the

following elements from the question namely what you see, hear, the people and the atmosphere to fully achieve the task set. Strong responses depicted the full range of senses to give descriptions of their surroundings and made effective use of details to bring the scene to life.

Weaker descriptions contained minimal imagery, relying on somewhat vague language or repetition of common words that did not vividly depict a clear picture for the reader. Instead of showing the scene through detailed descriptions, they tend to tell what was happening, missing opportunities to engage the reader's senses.

The following candidates' responses illustrate examiners' expectations in descriptive essays. Such responses showed effective built-up of the atmosphere by close description. The candidate focuses on what (s)he hears and what he/she sees to describe the beach/seaside.

Composition 1

माझी मीत्र व मी समुद्रकाठी जातात. समुद्रकाठी खूप सुंदर आहे. समुद्राकाठीच आकाशात सूर्य चमकत आहे. अनेक लोक आहे. हवामान फार जाण आहे. मूळे वातावरणाचे खळतात. माझी मीत्र व मी एक झाड बसतात . नंतर माझी मीत्र व मी समुद्र पोहायला जातो.

This descriptive essay is very short and barely relevant. Descriptions are quite unclear. As for the language, it is very clumsy and uncertain throughout and does not create any interest for the readers. In addition, the essay is replete with numerous grammatical and correct spelling mistakes which means that it can only score very low marks.

Composition 2

गेल्या शनिवारी हवामान छान होता. बाबाने समुद्रकाठी जाण्याची ठरवले. वेळ न घालवल्यावर आई सैपाकघरात तळलेले तांदूळ तयार केले. जेव्हा बाबाने ताई रिता आणि मी हा बातमी दिले तेव्हा आमच्या चेहेरे फुलवतो.

ताई आणि मी आमच्या खोलीत आपापल्या सामान पिशवीत ठेवले. नंतर जेव्हा ताई-रीता बाबांबरोबर मोटारीत सामान ठवलो. तेव्हा मी आईची मदत केली. सडे दहा वाजता आम्ही मोटारीत बसू आणि समुद्रकिनाऱ्याला गेलो. काही वेळा नंतर आम्ही तेथे पोहोचलो.

समुद्रकाठी पोहोचल्यावर मी आनंद गगनात मावेनासा होती. ताईने एक छान स्थळ पाहिले. आम्ही तेथे बसून गेलो. आकाशात सूर्य खूप चमकत होते. काही मिनिटांनंतर रीना आणि मी वढलात खेळायला गेलो. आम्ही खूप मजे करत होतो.

बारा वाजता आई आम्हाला हाक मारली आणि म्हणाली “ जेवण तयार आहे! हा ऐकल्यावर मी लगेच आईकडे गेली. हा तळलेले खूप स्वादिष्ट होता. जेव्हा घेण्यानंतर आम्ही आई-स्त्रीम विकत घेतलो. काहो काही वेळानंतर बाबा,ताई आणि मी समुद्रात पोहायला गेलो.

साडे अकरा वाजता आईने घरी जाण्यापूर्वी आम्हाला हाक मारली. या दिवशी मला खूप मजा वाटली.

The essay would certainly have scored higher if the focus had been on description. The candidate was not able to give clear descriptions and the essay contained more narration than description. Although the vocabulary was accurate, it had little relevant content.

Composition 3

जून महिन्यापासून सोमवारचा दिवस आहे. सकाळची वेळ आहे. निळ्या आकाशात सूर्य चमकत आहे. नेहमी प्रमाणे राहुल आणि रिमा लवकर उठतात आणि त्यांच्या पालकांना नमस्कार करतात. “बाबा, आज हवामान चांगला आहे मग आम्ही समुद्रकाठी जाऊ का?

मग आई आणि बाबा दोघे समुद्रकाठी जाण्यासाठी ठरवतात. काही मिनिटांनंतर सर्वजन बसने बेल मारच्या दिशेने जातात. काही वेळांनंतर सर्व कुटुंब समुद्रकाठी पोहोचतो आणि आकाशात अनेक वेगवेगळ्या पक्ष्या दिसत आहेत. हे पक्षी चिवचिव करत आहेत आणि काही लोक पाण्यात पोहतात. किंवा काही माणसे सायकल चालवतात.

काही तासांनंतर सर्व कुटुंब एक उपहारगृहात स्वादिष्ट जेवण घेतात. आणि रिमा व राहुल पाण्यात पोहतात. ते खूपच आनंद वाटतात व त्याचे पालक एक सूर्यस्नान घेतात. मग दोघे झपा झपा पावले टाकून आईस्क्रीम विकत घेतात. साधे तीन वाजता होते म्हणून सर्वजन घरी जाण्यासाठी ठरवतात. अनेक पेक्ष्या, निळ्या आणि गरम पाण्यात पोहतात.

The composition was more narrative than descriptive but compared to composition 3, it had some elements of descriptions which were simple and may be confused with narratives. The vocabulary was accurate but simple sentences dominated overall. This composition could have scored highly if there were more details to create the atmosphere at the seaside.

Composition 4

आज रविवार आहे. मला समुद्रकाठी नेहमी जाते. म्हणजे माझ्या आईवडील व मी सात वाजता समुद्रकाठी पोहोचतो.

समुद्रकाठी आकाशात सूर्य चमकत आहे. काही मुलगे पायचेंडू खेळतात व काही मुली डॉमिनो खेळतात. सूर्य खूप सुंदर आहे. माझे वडील समुद्रकाठीच्या फोटो काढतात. सर्वाना खूप आनंद वाटतात. आकाशात निळा आहे व ढगा नाही.

अनेक झाडे आहेत व समुद्रकाठी खूप स्वच्छ आहे. काही माणसे पुस्तके लिहितात. निळ्या आकाशात विमान उडते. वाहवा! किती सुंदर आहे. समुद्रकाठी ही माझी आवडती जगा आहे. सर्वाना समुद्रकाठी जाणार खूप आवडतो.

This composition contained elements of description but lacked details. The candidate should have elaborated more on the description of the place, by describing what (s)he sees, hears, the people and the surroundings. Although the vocabulary was accurate, simple sentences dominate. The number of words also needed to be respected.

Composition 5

मॉरिशसमध्ये समुद्राकाठ खूप सुंदर आहेत हे सर्वांना कळते, परंतू त्या दिवशी समुद्रकाठला पाहून “अरे वा! हे म्हटले.

हया दिवशी हवामान खूप छान होता व आकाशात सूर्य चमकत होता. मी व माझ्या कुटुंब समुद्रकाठी फिरायला गेलो. तेथे अनेक माणसे नव्हता म्हणून वातावरण खूप शांत होता. फिलाओ झाडावर रंगीबेरंगी पक्षी होते आणि आम्ही चिवचिव ऐकत होतो.

निळ्या समुद्रात काही छोटी मुले हसताना पाहिले. एक पुरुष आरामात सागरात पोहले. समुद्राचे वास खूप छान होते व पाणीला चमकत होते. दूर समुद्राला मी एका पांढरा जहाज पाहिला व वाळूवर अनेक कोळ्याचे नावे होतात. दिवसभर मी व माझा भाऊ गरम वाळूवर बसलो व विविध किल्ले बनवले.

हा दिवस मला आठवले किती सुंदर मॉरिशसचे समुद्राकाठ आहेत. मी आणि माझ्या कुटुंब खूप छान वेळ घेतलो व आनंदाने दुपारी घरी परतलो.

This piece of writing showed that the student has some grasp over the language and was able to describe the scenery at the seaside. Despite that the descriptions were present in the composition, there were errors when complexity were attempted. The vocabulary was accurate but simple with many grammatical and spelling mistakes which made meaning unclear. The verb tenses were not appropriate.

Composition 6

मॉरिशसमध्ये अनेक सुंदर समुद्रे आहेत. आज मी ग्रँड बे समुद्राकाठीला जाते. समुद्रकाठी आकाशात सूर्य चमकत आहे. समुद्रकाठी पोहोचल्यानंतर मला खूप आनंद होतो. हा समुद्र खूप मोठा व स्वच्छ आहे.

काही दिवशी समुद्राला खूप गर्दी आहे पण काही दिवशी तो खूप शांती आहे. वाळू खूप गरम व पिवळा आहे. पाणी निळा व अधिक साफ आहे. समुद्रकाठी अनेक लांब फिलाओ झाडे आहेत. तेथे फलवाले विविध फळे विकतात जसे की नारळ, अननस , लिंबू पाणी इत्यादी. ग्रँड बेचे हॉटेल्स महाग आहेत कारण अनेक पर्यटक तेथे जातात.

पाण्यात रंगीबेरंगी छोटे व मोठे मासे पोहोतात. काही कोळी मासे पकडतात व त्याला विकतात. दूर समुद्रावर मला एक जहाज दिसतो. जहाज पोर्ट लुईसला जातो. समुद्राला लोक गप्पा गोष्टी, खेळ व आराम करतात. काही समुद्राचे खेळ पायचेंडू, वोलीबॉल व इत्यादी केलं खेळतात. अचानक मला एक पुरुष दिसतो. तो व्यायाम करतो.

ग्रँड बे एक खूप सुंदर व स्वच्छ समुद्रकाठी आहे. मी अनेक दिवशी तेथे जाते. मला हा समुद्र खूप आवडते.

The candidate was able to describe the seaside. There were several spelling and grammatical mistakes which made the language basic. With some effort, the candidate could have written a better essay with proper vocabulary and use of sophisticated language.

Composition 7

साडे दहा वाजता आहे. मी आईवडील आणि दादा आम्ही सगळे ब्लू - बेच्या समुद्राकाठीला जातात. काही मिनिटांनंतर आम्ही समुद्रकाठी पोहोचतो. समुद्रकाठी आकाशात सूर्य चमकत आहे. समुद्रकाठी अनेक माणसे आहेत. काही माणसे पाण्यात पोहतात मग काही फिलाओ झाडांमागे झोपतात. अनेक मुले समुद्राकाठीवर धावत आहेत व काही आईस्त्रीम खातात.

काही माणसे आपापल्या मित्रांसाठी व कुटुंबांसाठी गप्पा मारतात व काही जीवनाची मजा घेतात. समुद्राच्या निळ्या पाण्यात दादा आणि मी एक लाल चेंदूबरोबर खेळतात. काही वेगवेगळ्या वेळांत आकाशात आम्हाला अनेक प्रकारचे विमान दिसतात.

प्रत्येक समुद्रात आम्हाला अनेक मोठे किंवा लहान नावे दिसतात. पाण्यात समुद्रात आम्हाला लहान लहान मासे पाहायला मिळतात. काही माणसे आपल्या कुत्र्यांना पोहोण्यासाठी आणतात. काही चालण्यासाठी आणतात. समुद्राकाठीचे वातावरण खूप आनंदी राहतात.

The descriptions were well-developed and language showed complexity in parts. The vocabulary was wide and precise and the candidate made good use of varied sentence structures. Despite some spelling and grammatical issues in this piece of writing, there was a flow of ideas which could be noted. It contained varied sentence structures which were used consistently. This composition lacked sophistication but it was accurate and the reader's interest was sustained throughout. This also was a candidate who with some more effort and under proper guidance could aspire for more marks.

Narrative Essay

Candidates had to write a story based on the line, “ he was very happy when he saw his friend running towards him”.

Composition 1

शाळेची सुट्टी होता. मी माझ्या चुलत भावाबरोबर बागातेल शॉपिंग मॉलला गेली. आम्ही येथे अनेक कपडे विकत घेतले.

चालताना राज माझा चुलत भाऊ तिचा मित्राला दूर पाहिले. राज त्याचा नाव सांगितले. तो खूप आनंदात होता जेव्हा त्याने आपल्या मित्राला त्याच्याकडे धावत येताना पाहिले. राज आनंदाने त्याचा भेट केला. तो विनयला, त्याचा मित्र आमच्यासाठी सिनेमाला जाण्यास आमंत्रण दिला. तो खूशी खूशी होय सांगितला.

आम्ही सिनेमाला “Avengers “चा मूर्वी पाहिला गेला. अनेक वाजतानंतर मूर्वी कथम होता. मग मी माझा चुलत भाऊ व त्याचा दोस्त बरोबर एक स्वादिष्ट जेवण खाल्ला. नंतर मी विणायला तिच्या घरी सोपली.

घरी आली. राज खुश होतो. तो मला सर्व दुपारयात सांगितले की तो विनयला बाहर गेल्याचा आमंत्रण दिला.

The narratives in this composition were very simple. Persistent grammatical errors, limited vocabulary and poor punctuation further detracted from clarity. The candidate made use of English and Hindi words and errors were quite frequent

which made meaning unclear. This essay hardly contained a developed storyline. Thus, it could only score very low marks.

Composition 2

सोमवारचा दिवस होता. आकाशात सूर्य चमकत होता. राम खूप आनंद होता कारण शाळेची सुट्टी होती.

सकाळी तो उशिरा उठतो, न्याहारी घेतला व तो त्याच्या कुत्राबरोबर चेंडू खेळला. मग तो आंघोळ केला व बागेत गेला. तो खूप आनंदात होता जेव्हा त्याने आपल्या मित्राला त्याच्याकडे धावत येताना पाहिले. राम पाहण्यास ते खूप आनंद होते. ते सांगितले, “ चल आम्ही मैदानावर जाऊ व पायचेंडू खेळतात.” या ऐकून राम त्याच्याबरोबर गेला.

वेळ न लावता ते पायचेंडू खेळले. एक तासानंतर ते बसले व पाणी पिली. यानंतर ते दुकानात गेले व एक स्वादिष्ट जेवण खाल्ले. ते खूप आनंद होता. ते हळूहळू चालले व झाडाखाली बसले. गप्पा गोष्टी केल्या.

हा दिवस खूप चांगले होता. नंतर ते त्याच्या घरी थकलेले परतले. घरी पोहोचणे राम त्याची आईला सर्व सांगितला. मग राम व त्याचा कुटुंब जेवण घेतले व रात्री साडे नऊ वाजता राम झोपायला गेला कारण तो खूप थकलेले होता.

काय दिवस होता!

This composition was partly relevant and loosely followed the storyline. There was some attempt to develop the narrative and there was a general sequence of events. However, the language was basic and at times awkward with numerous grammatical and syntactical errors such as incorrect verb forms. Despite these weaknesses, the composition demonstrated an understanding of the task and showed a minimal level

of coherence. With more attention to accuracy, variety and vocabulary development, this composition could have scored higher.

Composition 3

मंगळवारचा वार होता. राजू त्याच्या मित्रांबरोबर गेला. चेंडू बरोबर ते खेळत होते. ते खूप मजा करत होते.

राजू त्याच्या भावासाठी समुद्रात पाणी घेण्यासाठी गेला. तो लगेच धावताना समुद्रात गेला. दुर्दैवाने त्याच्या पायाला जखमी झाला. तो मोठ्याने रागावला. तो भिजलेले होते. काही वेळानंतर त्याचे मित्र त्याला दिसले. वेळ न लावता ते धावत त्याची मदत करण्यासाठी आले. तो खूप आनंदात होता जेव्हा त्याने आपल्या मित्राला त्याच्याकडे धावत येताना पाहिले.

त्याने त्याला लवकरच पाणीतून काढला. त्याला खूप थंड वाटत होता. त्याने त्याला गरम चहा दिला. त्याच्या जखमेला साफ केली व एका रुमालाने त्याचा पाय बांधले. काही वेळानंतर त्याला ठीक वाटले. थोडा वेळ गप्पा मारले व त्याने आपापल्या जेवण खाल्ले. दोन वाजता ते पायी घरी गेले. घरी आल्यावर राजू लगेच झोपू लागला कारण तो खूप थकलेला होता.

बुधवारी त्याचे सर्व मित्र त्याचा घरी आले होते कारण त्यांनी त्याचा खूप काळजी होत होते.

This composition made a noticeable attempt to develop the storyline. The narrative was rushed and underdeveloped with abrupt transitions and minimal detail. Therefore, while deserving some marks for being relevant, this work scored average marks, particularly due to insecurity shown in the use of language. With improved

structure, fuller development of events and attention to language accuracy, this story could be more engaging and effective.

Composition 4

सकाळी साडे आठ वाजता होता. रविवारचा दिवस होता. घरात राहून मला कंटाळा येत होतो. मी माझ्या मित्राला फोन केला व त्याला बोललो, “घरी ये. आम्ही पायचेंडू खेळू शकतो. परंतु त्याने बोलला की तो येऊ शकत नाही. मी निराश झालो.

काही मिनिटांनंतर मी खूप आनंदात होता जेव्हा मी माझ्या मित्राला माझ्याकडे धावत येताना पाहिला. मी बाहेर जाऊन त्याला भेटला. तो मला सांगितले की तो मजाक करत होता.

मी माझा पायचेंडू घेतला व मैदानाला गेलो. मैदानावर दोन मुलगे होते. आम्ही त्याच्याबरोबर खेळलो. नंतर आम्ही माझ्याकडे परतलो. आई आम्हाला चहा दिला.

बाबांनी आम्हाला बोलले, “चल आपण समुद्रकाठी जाऊ.” माझे बाबा, माझा मित्र व मी समुद्रकाठी गेलो. आम्ही मोटारीने तेथे गेलो. बाबांनी आमच्यासाठी आईस्क्रीम विकत घेतला. नंतर माझा मित्र आणि मी पोहायला गेलो. आम्ही खूप मजा करत होतो. समुद्राची पाणी थंड होती. साडे सहा वाजता आम्ही समुद्राकाठीतून परतला.

मी माझ्या बाबांना सांगितले की आम्हाला भूक लागत आहे. तो आम्हाला रोज हिलला आणला. तेथे आम्ही जेवण घेतलो. आम्ही एक स्वादिष्ट जेवण घेतले. नंतर आम्ही घरी परतलो. माझ्या बाबांनी माझ्या मित्राला त्याच्या घरी परतला. आम्ही खूप मजा केली.

This was a strong and engaging composition that met the requirements of the task effectively. The candidate used creativity and imagination to narrate an unexpected turn of events, maintaining the reader’s interest throughout. The composition also

demonstrated a good command of language. Overall, it reflected a solid effort that deserved high marks.

Composition 5

जून महिन्यातील पाच तारीख होता. हवामान खूप होता. सोमवारचा दिवस होता. रोहन एक दहा वर्षांचा मुलगा होता. त्या दिवशी तो घरी होता कारण शाळेची सुट्टी होती. तो दहा वाजता लवकर उठला आणि दात घासला. नंतर तो न्याहरी घेतला. तो पाव खाल्ला आणि चहा पिल्लं. तो खाताना टी .व्ही पहिला.

नंतर तो घराची साफसफाई केला. नंतर तो त्याची आई त्याला सांगितले की “रोहन तुला मला मदत कर कारण मला एक केक तयार करेन. आई मदत केल्यानंतर तो आवारात चेंडू खेळला. अचानक तो त्याचा मित्र जय पाहिला. तो खूप आनंदात होता जेव्हा त्याने आपल्या मित्राला त्याच्याकडे धावत येताना पाहिले. ते दोघे पायचेन्डू खेळले आणि नंतर रोहनच्या आईची केक खाल्ले. ते एक एक थंड ज्यूस प्याले आणि ते मोनोपॉली खेळले. ते तीन वाजता सायकलीने नदी गेले. तेथे ते नदीत पाहिले. नदी यांच्या घराजवळ होते. नंतर ते सायकलीने घरी पोहोचले. सायंकाळी होते आणि रोहन आणि रमेशच्या आईने दोघे त्यांना रागवले.

Composition 5, despite being a well-developed piece of work, had flawed language.

This essay displayed a certain level of sophistication that demarcated it from the rest. Firstly, it is worth noting the elaborate development of the storyline and the way it flows naturally. The essay was accurate and the reader's interest was sustained

throughout. But taking into consideration the grammatical and spelling mistakes, full marks could not be awarded to this essay. Thus, the candidate could not score highly in this essay. But with proper guidance, this could have been an outstanding piece of work.

Composition 6

एके सोमवारी होता व मुख्यागुरुजीनी घंटा वाजवली कारण साडे अकरा वाजता होता. मधली सुट्टी होती व सर्व मुले धावताना मैदानाकडे निघाले. राजू नावाचा एक हुशार व चांगला मुलगा होता. तो खुशीने पायचेंडू खेळत होता.

अचानक त्याने एक मुलगा दिसला. तो खूप आनंदात होता जेव्हा त्याने आपल्या मित्राला त्याच्याकडे धावत येताना पाहिले. मुलगाचा नाव राम होता . तो काही वर्षांसाठी फ्रान्स देशात राहण्यासाठी गेला होता. तो सुट्टी घालवण्यासाठी मॉरिशसला परतला. तो राजूचा जिवलग मित्र होता.

दोघे काही वेळांसाठी गप्पा मारली. नंतर रामने हुकूम दिला की तो राजूबरोबर खेळेल. म्हणून काही मित्रांबरोबर खेळणे सुरु केले. ते खूपच मजा केली. पण त्यांना कळले नाही की आनंद थोड्या वेळासाठी आहे.

खरंच धावताना राम घसरून गवतावर जोराने पडला. त्याचे पालक आले व वेळ न लावता त्याच्या बाबांनी त्याला रुग्णालयात आणला. तेथे डॉक्टरांनी त्याचा ईलाज केला. काही दिवसांनंतर मी त्याला भेटलो व तो हसू हसू म्हणाला , “मी मॉरिशसला पुन्हा येणार नाही”.

The candidate demonstrated a focussed and sustained attempt at crafting a piece of narration. The candidate had an elaborate storyline and the language was

essentially very accurate throughout. There was a highly accurate G/S/P with only occasional slips. This type of response scored very highly.

Composition 7

अवकाश नावाचा एक पंधरा वर्षांचा मुलगा होता. तो एका मोठ्या घरात पोर्ट लुईसच्या शहरात राहत होता. लहानपणापासून श्रीमंत असल्यावर, अवकाश थोडेसे अभिमान होता पण जनावरांकडे दयाळू व प्रेमळ होता.

त्यामुळे, एके दिवशी त्याच्या पालकांनी एका आजूबाजूच्या गावात, जेथे अनेक प्रकारचे पाळीव जनावरे दिसू शकत होते, त्याला तेथे आणण्याचे निर्णय घेतले. हे ऐकल्यावर, अवकाशाला घिन आला कारण त्याला माहिती मिळाली की गाव, हे एक मळके व कुरूप स्थळ आहे. परंतु त्याच्या आईवडिलांना प्रसन्न ठेवण्यासाठी अवकाशने हे निर्णय मानले.

गावात पोहोचल्यावर अवकाश धूळ पसरलेल्या रस्त्यावर हळूहळू चालत होता जसे की तो साक्षात कासव होता. त्याचे कपडे अस्वच्छ न होण्यासाठी तो असे चालत होता जेव्हा अचानक अवकाशने जवळच्या मळ्यात गाय व मेंदी गवत खाताना सापडले. हे पाहून अवकाशचा आनंद गगनात मावेनासा झाला व तो वेगाने त्यांच्याकडे वळला.

मळ्यामागे अवकाशचा सखा, आकाश एका छोट्या झोपड्यात राहत होता. तो खूप आनंदात होता जेव्हा त्याने आपल्या मित्राला त्यांच्याकडे धावत येताना पाहिले असे त्याला वाटले. तो पण धावत अवकाशकडे आला.

आकाशला तेथे पाहून अवकाश आश्चर्यचकित होता कारण त्याला माहितच नव्हता की त्याचा प्रिय मित्र एक गावकरी होता. वेळ न लावता दोघे गार्यींबरोबर खेळले मग आकाशने चहा पिण्यासाठी अवकाशला त्यांच्याकडे बोलावले.

This essay fulfilled the objectives of this question which was to produce a piece of work using creativity and imagination while making use of rich and varied vocabulary as seen in this composition: आनंद गगनात मावेनासा झाला, धूळ पसरलेल्या रस्त्यावर, वेळ न लावता as well as making use of a correct structure and paragraphing. There were numerous complex sentences used consistently and in a very natural way. This composition scored very highly, although there were some minor grammatical mistakes.

Conclusion

This report aims at giving all stakeholders an overview of the common and frequent errors committed by students and it provides detailed feedback on the students' performance. Students are expected to have a sound basic knowledge of the Marathi language. Otherwise, they will not be able to communicate and express themselves confidently. The better students have a strong grasp of grammar, vocabulary and read extensively which boosts their skill when speaking or writing in Marathi. Through consistent practice, candidates can not only refine their language skills but can also gain deeper insights into the structure and nuances of Marathi language. To achieve this aim, the cooperation of all Educators is solicited to take appropriate measures while teaching the language. In order to enhance the teaching and learning activity, Educators are advised to make use of digital technology and materials available. More focus should be laid on vocabulary, grammar, spelling and punctuation and aim at creating a conducive environment for the learning of Marathi.

Candidates should be encouraged to incorporate reading daily, establish a reading routine, having access to diverse materials, engaging in active technique and practising writing. Books, stories, movies and cartoons in Marathi are easily available online. Educators are requested to use different teaching strategies which

will make the teaching and learning exercise more interesting instead of restricting themselves to the prescribed textbooks only.