CHAPTER – 5
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CHAPTER – 5
ANALYSIS AND INTERPRETATION OF DATA OF THE VALUE OF NATIONAL INTEGRATION IN THE TEXTBOOKS OF STD. VIII, IX, AND X

1.0 INTRODUCTION

In this chapter, the value of National Integration expressed in lessons was examined after analyzing the content in text books of Gujarati subject of Std. VIII, IX & X. The content analysis sheet was developed with a view to collecting the data from prose and poetries from all the three text books. Then the researcher has analyzed and interpreted the data according to objectives of the study.

2.0 THE LESSONS INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD.VIII

Total 31 Lessons were analyzed including 13 lessons of prose section and 18 poems of poetry section in Textbook of Gujarati subject of Std. VIII. The selected lessons were stated as below.

Poem Section

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>Title of the poem</th>
<th>Lesson No.</th>
<th>Title of the poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>છણવે છણવે</td>
<td>16</td>
<td>મીનધરીલી</td>
</tr>
<tr>
<td>3</td>
<td>સદાભર હ૆ડા શ્રીમુદ્રાકંદ દે!</td>
<td>18</td>
<td>વતનવાડે ભયાંયર</td>
</tr>
<tr>
<td>4</td>
<td>અમર કુલ વેજાઓ</td>
<td>20</td>
<td>ઘૂંણિયે ભારણ</td>
</tr>
<tr>
<td>6</td>
<td>શાસ્ત્રકારીઓ અને શોક</td>
<td>22</td>
<td>ટલાખો</td>
</tr>
<tr>
<td>7</td>
<td>ના છેટવું</td>
<td>23</td>
<td>સમધાણ સોનું</td>
</tr>
<tr>
<td>9</td>
<td>બ્રસમા વીરને</td>
<td>25</td>
<td>કાનુનનેલી બાંધો છે વીરના છોટે છાંદો</td>
</tr>
<tr>
<td>11</td>
<td>કાલપાણ</td>
<td>27</td>
<td>વસ્તું કાલ્પણાં</td>
</tr>
<tr>
<td>13</td>
<td>ધિંધી જાળાઓ, પંચી</td>
<td>29</td>
<td>ખાને</td>
</tr>
<tr>
<td>15</td>
<td>અમલ પાંડીશી</td>
<td>31</td>
<td>કુટી-ક્ષેત્ર-ખાત્કુ ખાને</td>
</tr>
</tbody>
</table>
Prose Section

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>Title of the prose</th>
<th>Lesson No.</th>
<th>Title of the prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>વાણિજ્યનામંદિર</td>
<td>19</td>
<td>પેલુલંબા સરદાર</td>
</tr>
</tbody>
</table>
| 5          | બીજા કશ્મીર | 21         | અંજલભપાણી |}
| 8          | ટીવીઓ | 24         | હિંદમટિ |
| 10         | મોટી બે અની | 26         | છીલું |
| 12         | મંગલસૂત્ર | 28         | માટીનો સ્પષ્ટ : અલુનો સ્પષ્ટ |
| 14         | બાબુનું જમ્મુન | 30         | રસિક ડે, રસઝો !|
| 17         | જસેનામિયન |    |                      |

3.0 PRESENTATION OF PROSE / POEM ANALYSIS SHEET OF TEXTBOOK OF GUJARATI SUBJECT OF STD. VIII

13 prose lessons and 18 poems out of total 31 lessons from Textbook of Gujarati subject of Std. VIII were included. The researcher had developed the content analysis sheet for analysis of these 31 lessons. The data was collected keeping in mind the following points.

1. No of the Prose/Poem
2. Title of the Prose/Poem
3. Writer of the Prose/Poem
4. Form of Literature of the Prose/Poem
5. Central Idea of the Prose/Poem
6. Analysis of References of National Integration, Presented In The Composition.

6.1 Analytical Presentation of Reference no - 1
   (A) Reference
   (B) Interpretation of Reference
   (C) Characteristics of National Integration, Involved In the Reference
6.2 Analytical Presentation of Reference - 2

(A) Reference

(B) Interpretation of Reference

(C) Characteristic of National Integration, Involved In The Reference.

6.3 ........................................................................................................
........................................................................................................

In this way the researcher had collected information from prose and poetry lessons. The characteristic of National Integration was found in poem no.11 out of total 18 poems in poetry section. Some references showing characteristics of National Integration were found in lesson no – 2, 17 and 19 out of total 13 prose lessons. Here the information of analysis is mentioned.

1. No of the Prose - 02
2. Title of The Prose – अर्थस्थब्धम
3. Writer of the Prose – Gandhiji
4. Form of Literature of the Prose An Autobiography
5. Central Idea of the Prose

Some remembrances of student life are painted in words in simple language by Gandhiji. Troubles in study due to his child marriage, his shy nature and tendency to render selfless service etc. are mentioned. He had expressed his thoughts about education clearly.

6. Analysis of References of National Integration Expressed In The Prose

6.1 Analytical Presentation of Reference no - 1

(A) Reference

“ऐवे तो हूँ अनेवं मानुं हूं हे भारतवर्णा उत्स्विय विविधत्रिंशं स्तवाभायं ऐष्ट्रं राष्ट्राभायं हिंदी, संस्कृत, सारसी, अर्थश्री अन्वे अंग्रेजम द्वारा होमुं शोरिनों।”
“Now I believe that vernacular language should have place at higher secondary level beside national language Hindi, Sanskrit, Arabian, Persian and English.”

(B) **Interpretation Of Reference**

According to Gandhiji, the languages like Hindi, Sanskrit, Arabic, Persian and English should be given importance besides the mother tongue. He had advocated giving proper place to foreign languages which indicates the National Integration.

(C) **Characteristic Of National Integration Included In The Reference**

**Language Unity**

1. **No of the Poem - 11**
2. **Title of The Poem – कल्याण**
3. **Writer of the Poem – Chandravadan Mehta**
4. **Form of Literature of the Poem An Epic**
5. **Central idea of The Poem**

The content of a warrior named Kalyan was inspired by love to nation and sacrificed himself is in center. His old mother shaped the personality of Kalyan as a true soldier and prepared him to follow the way of his father and grandfather. Though Kalyan’s mother had lost his son in war, she was glad for this great sacrifice. His mother’s dedication to country is shown. Her character is spread out as ‘Virmata’ in this poem.

6. **Analysis of references of National Integration expressed in the Poem**

6.1 **Analytical presentation of reference no - 1**

(A) **Reference**

कल्याण है छी छती हेषाण, खाइ छाती अम बड़ी दुःखाण;
भागत्ताण वेंही सूंही दुःखाण अे:
ने दुःखाणी स्मरीने नम्बो अे:
Kalyan had feelings of patriotism,
He loved the reputation of his motherland;
Hearing the words of mother he got up:
And bow down in reverence to his Goddess:
Oh, righteous my mother land;
Awaken patriotism in my whole body;
Yes, the country is mine, my feelings,
Is the great strength for her?
Drums of war heard in every where,
And demand a virtuous son of family;
This way offer the whole strength,
Such was the great patriotism
Son, awake! The country demands sacrifice,
Chute everywhere here at yard mark,
Not become slow to practice religion,
Can my son be betrayal to country?
(B) Interpretation of Reference

The love and dedication to nation is found splashing in the warrior named Kalyan. His old mother made his sacrifice as pride for the protection of the country which shows personal integration and love to nation. Such feelings are needed to preserve national integration.

(C) Characteristic of National Integration Included In The Reference

Love for nation, Individual unity

1. No of the Prose - 17
2. Title of the Prose – নৌকা জয়
3. Writer of the Prose – Krishnalal Sridharani
4. Form of Literature of the Prose - A One Act Play
5. Central Idea of the Prose

An incident of struggle for freedom is focused in this one act play. The patriot named Dipak fell down and got injured due to fear of his father while putting the national flag on the his house. He continuously utters about the national flag in such serious situation. The struggle between patriot son and the father who was faithful to Britishers is disclosed in this one act play. As soon as Dipak’s life is ended, the heart of Sir Amal Derasari is changed. The harsh words, expressed by Mean, for misbehavior of her husband towards the son create a live character. A bright picture of freedom movement is presented here. Love for nation is found in the whole lesson.

6. Analysis Of References Of National Integration Expressed In The Prose

6.1 Analytical Presentation Of Reference no - 1

(A) Reference

টীকাকে: জীবি দেবাঙ্গুণ নাড়ি, কো. রাষ্ট্রব্যাবসায় কান্না দুই আগাসীরে হয়, ভাপু রেমে জুরে এর সন্দে উলাম করতা গোয়ান অনে পরি গোয়ানে নমুনা তারো বাং নয়.
Deepak: Abelu n bholo, naBaka. Jate bholo cho tyaar ahe ahe bhaya chhe ke jhalo maa maaya pasno paro choti gyapo ane svaroHini jem mukkin bhoori thaka maaye. (saMaj chra) pashya aha, dha pashi gyapo tyaar rekyo te 'to, naH? maaHaar gaaR j jdeo? dha to raHHuRg jyakvantus padhyo.

Deepak: raHHuRg jene dha jdeo bhulN, bapu? aamoH bha pruN dhha, tyaar jhalo amuB amaa amaa dsaHryi, saMaj aha biiHa pahlamaa waraHaiH chay chhe ane anHaH tarakamona HHthiyoo puraH chhe. aamoH haharaN dha toye tyawah tyawah ahe j jag jangyo.

Deepak: shi bholi gama, bapu? dha pruN dha? aamoH bhoj bhoj bhoj dha pruN dha? ameN jaaR shiN? jaaN, jame amarRe bhojaka uuvar raHHuRg jyakvantus naHHi ahe, teHHi shi jame dyaH bhayo te te amaH dha moyo re.

Aha, tuPh aabhiN? bapuN ama naHHi. aamoH saMunHa jakh hoaH bhaHto ahBiH. xam aHHi aabhi te tuvar aHHyo. dhoo!

Aha, dha dha dha dha shi dha aabhiN jene saMunHa aajyn ahBiN ahe, ke deepak dha dha gyapo dha? pashya ameN bhoj ke deepak jilow jilow tyo bhaHto karHto RaHHyo.

Deepak: Urmii, Don’t cry, ok? I climbed on the terrace to hang the national flag. I was afraid, the father would see me so I hurried and fell down. It is not your fault.

Deepak: Nandkaka, Don’t speak like this. When you speak, I feel like my dressing is untied and blood started flowing. But mother, when I fell down, I didn’t cry, did I? How can I cry? I fell down while I was hanging the national flag.

Deepak: How can I forget the national flag? When ever I close my eyes, the whole sky is found divided in saffron, white and green stripes and the spinning wheel made of stars is found in it. When I open my eyes, the three colors are found on all the walls.

Deepak: What did you speak, father? Collapsing? Is our bungalow collapsing? May I tell the reason? See, you don’t hang the national flag on our bungalow so if you hang the national flag, the bungalow will stand straight.

Mother, will you come, won’t you? We will erect the flag in the forest. If any one comes, we will quarrel with him.
Mother, after my going out, will you write to Gandhiji that Deepak is out? Also write that wherever Deepak goes, he will keep the flag fluttering.

(B) Interpretation of Reference

The patriotism of eight year old Dipak touches the hearts. He never cares for life and death and wants to keep moving the TRIRANGA. The respect to the national flag is expressed as well as her personal integration toward nation is expressed in his thought and behavior. It touches the national integration.

(C) Characteristic of National Integration Included In The Reference

National symbols, individual unity, Love for nation

1. **No of the Prose - 19**
2. **Title of The Prose** – भेदूलोक सरदार
3. **Writer of the Prose** – Ishvarbhai Patel
4. **Form of Literature of the Prose** - An Essay
5. **Central Idea of the Prose**

   The struggle of Bardoli is a chapter full of pride in our freedom movement. Vallabhbhai Patel gathered farmers against unjust and harsh policy related to revenue collection of British Government. He led this movement and became true ‘Sardar’ of people. Brave, fearless and just personality of Vallabhbhai is disclosed here.

6. **Analysis of References of National Integration Expressed In the Prose**

6.1 Analytical Presentation of Reference No. - 1

(A) Reference

“सम्म भ्रजाने साधमां लहि अभम्बे सन्तापणसे क्रास नवो अने लोको भोजवावे निल, हिंगत हारे निल, सांप सांप ने मण्डल रडू ते माम अभम्बे कसावेला लोकसेवकांने सुनंदा अर्थकर्तांनांने ठेक ठेकले गोंधली छावलहूनो चतापी, लोकांने फुस्सो टडावी साधवा संग्राम गीतो ने शोर्इ–गीतोंली रमणं वलावी. भर्तोनांने साधवा बेंवा कार्यकर्तां भर्तोनांने वृम्मतं वाण्या.”
With the help of all people, he decided for ‘Satyagraha’. He established camps with strong volunteers and selected workers so that the people can not be discouraged and stay united. To increase the spirit of people, they sang songs of heroism and war continuously. Women volunteers were working to join women in this work.”

If you want to fight in war, you can’t afford to enjoy the festivals. Tomorrow you will have to close the house and keep wandering in farms from morning to evening. You will have to stay in camps. Poor and rich, all the classes and masses will have to be united like one class.

Milk diluted in water to mixed is not never retire milk boils the water milk and milk to prevent burns from the first go it self does defend it. The milk of water immediately to defend him self run over used to smother the fire in the fire is doing. As a banker and farmer help each other. Up keep a wedge can not kill.

(B) Interpretation of Reference

Sardar Patel encouraged the farmers to oppose the unjustified policy of British Government. It expresses the feeling of individual unity for country. It also enables the people of all religions to be united without discord of poor and rich and fight for country. Here true and real unity is established removing economical and religious prejudices which are very necessary to maintain national integration.
(C) **Characteristic Of National Integration Included In The Reference**

Economical equality, religious unity, emotional integrity.

4.0 **THE VALUE OF NATIONAL INTEGRATION INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD.VIII**

The detail of lessons of the Textbook of Gujarati subject of Std. VIII which consist the value of national integration is presented in table - 5.1.

In table 5.1 the characteristics of national integration included in the study are shown in columns and the lesson no. are mentioned in rows. The mart (✓) shows that characteristic is reflected in the related lesson. At the end, total no. of characteristics of the value of national integration included in each lesson is mentioned.
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Characteristics of National Integration</th>
<th>Poem Section</th>
<th>Prose Section</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 3 4 6 7 9 11 13 15 16 18 20 22 23 25 27 29 31</td>
<td>2 5 8 10 12 14 17 19 21 24 26 28 30</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Individual Unity</td>
<td>✓</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Social Unity</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economical Equality</td>
<td></td>
<td>√</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Language Unity</td>
<td></td>
<td>√</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Religious Unity</td>
<td></td>
<td>√</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Emotional Integrity</td>
<td></td>
<td>√</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>National Symbols</td>
<td></td>
<td>√</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Affectionate Unity</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Cultural Unity</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Love for Nation</td>
<td>√</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>2 - - - - - - - - - - - - - - - - - - - - 1 - - - - - - 3 3 - - - - - -</td>
<td>09</td>
<td></td>
</tr>
</tbody>
</table>
Table – 5.1 Shows that two characteristics in one poem of the value of national integration were found in poetry section in the Textbook of Gujarati subject of Std. VIII. Those were love for nation and individual unity. In love for nation, faithfulness and spirit of patriotism are involved. The willingness to perform the duty as a citizen of Indian by speech, behavior and thought is expressed in personal integration.

In the prose section, seven characteristics of the value of national integration are found in total three lessons which were Emotional integrity, love for nation, national symbols, individual unity, Language unity, economical equality and religious unity. Faithfulness to nation in love for nation and respect to national flag in national symbols are included. The person performs his duty as the citizen for welfare of the country. There is no difference of rich and poor is called economical equality. Religious unity means people of all religions work to gather united. The wish that all the languages should be given equal place in education is linguistic unity. The spirit of being united by heart is involved in spiritual unity.

The characteristics of the value of national integration were found in poem no.11 in poetry section and lesson no 2, 17 and 19 in prose section in text book. No any characteristic of the value of national integration was found except those four lessons in the Textbook of Std. VIII.

5.0 THE LESSONS INCLUDED IN GUJARATI SUBJECT TEXTBOOK OF STD.IX

Total 20 poems from poetry section and 16 lessons from prose section out of total 36 lessons were analyzed from Textbook of Gujarati subject of Std. IX. The detail list of all lessons is mentioned as below.
Poem Section

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>Title of the Poem</th>
<th>Lesson No.</th>
<th>Title of the Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>संतो! अबे रे बलेवारिया</td>
<td>11</td>
<td>वैसी विद्यावय</td>
</tr>
<tr>
<td>2</td>
<td>गोविंदो प्राण अमारो रे</td>
<td>12</td>
<td>याचना</td>
</tr>
<tr>
<td>3</td>
<td>अंग्रेजनरी</td>
<td>13</td>
<td>आला आदमींतूं गीत</td>
</tr>
<tr>
<td>4</td>
<td>गोविंदमनगिरिविकास</td>
<td>14</td>
<td>आपणा ह्या हा केवळ जोर?</td>
</tr>
<tr>
<td>5</td>
<td>नाजुक असम, तारी वीजनी रे ......</td>
<td>15</td>
<td>वितारो</td>
</tr>
<tr>
<td>6</td>
<td>सिध्द पाना</td>
<td>16</td>
<td>आपणे</td>
</tr>
<tr>
<td>7</td>
<td>न हु जाता मागुं</td>
<td>17</td>
<td>कन्याविद्याय</td>
</tr>
<tr>
<td>8</td>
<td>अपाठ मुलांची गयं</td>
<td>18</td>
<td>बोध</td>
</tr>
<tr>
<td>9</td>
<td>विशारण जंगविस्तारे......</td>
<td>19</td>
<td>मंदन</td>
</tr>
<tr>
<td>10</td>
<td>छाह मारा देशे</td>
<td>20</td>
<td>हुझामुक्तकमुऩक्क</td>
</tr>
</tbody>
</table>

Prose Section

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>Title of the Prose</th>
<th>Lesson No.</th>
<th>Title of the Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>जवरम मझं जम्मा भेंढ़</td>
<td>9</td>
<td>दितबल</td>
</tr>
<tr>
<td>2</td>
<td>दैनिकसनुं अंड भांडऱ</td>
<td>10</td>
<td>कृषियुं</td>
</tr>
<tr>
<td>3</td>
<td>क्रिस्टियनो मुंजाल साथे मेलप</td>
<td>11</td>
<td>साफर में दडळे संजूप</td>
</tr>
<tr>
<td>4</td>
<td>शोभा अने सुशिमा</td>
<td>12</td>
<td>मार्कबल साथे मेनी</td>
</tr>
<tr>
<td>5</td>
<td>गोविंदमन भेंडर</td>
<td>13</td>
<td>नेप्सरम जीवाणाई</td>
</tr>
<tr>
<td>6</td>
<td>स्वर्ग अने पुढळी</td>
<td>14</td>
<td>पतंजली</td>
</tr>
<tr>
<td>7</td>
<td>शरणार्थना सूर</td>
<td>15</td>
<td>मे घर के दूर सुरूं?</td>
</tr>
<tr>
<td>8</td>
<td>रायवरना सहकारकारें</td>
<td>16</td>
<td>स्वाश्च्रय</td>
</tr>
</tbody>
</table>
6.0 PRESENTATION OF LESSON ANALYSIS FORMAT OF TEXTBOOK OF GUJARATI SUBJECT OF STD. IX

16 prose lessons and 20 poems from poetry section out of total 36 lessons of Gujarat subject Textbook of Std. IX were included. The researcher had developed the content analysis format for these 36 lessons. The data was collected keeping in mind the following points

1. No of the Prose/Poem
2. Title of the Prose/Poem
3. Writer of the Prose/Poem
4. Form of Literature of the Prose/Poem
5. Central Idea of the Prose/Poem
6. Analysis of References of National Integration, Presented In The Composition.

6.1 Analytical Presentation of Reference no - 1
(A) Reference
(B) Interpretation of Reference
(C) Characteristics of National Integration, Involved In the Reference

6.2 Analytical Presentation of Reference - 2
(A) Reference
(B) Interpretation of Reference
(C) Characteristic of National Integration, Involved In the Reference.

6.3 ...............................................................
..............................................................

In this way the researcher had collected information from prose and poetry lessons. References showing characteristics of National Integration were found in poem no. – 10 out of total 20 poems. References showing characteristics of National Integration were found in lesson no. – 2, 3, 8 and 13 out of total 16 prose lessons. The detail of information is stated as blow.
1. No of the Poem – 10
2. Title of The Poem – छठ भार देशे
3. Writer of the Poem – Jasvant Desai
4. Form of Literature of the Poem - A Sonnet
5. Central Idea of the Poem
   
   In this sonnet, the poet has painted the tragic picture of millions of poor people of our country who lead their lives without commodities of basic needs. The poet has dreamt to turn such conditions to happy lives. The large numbers of homeless people haven’t enough clothes to save themselves from rain in monsoon. They find roots of plants in dry lakes in intense heat in summer to satisfy their hunger. The poet has depicted the situation of such hungry people. He dreamt that a heaven will be created and such tragic condition will be ended.

   The creative feeling of working to gather for the progress of the country is expressed in this sonnet.

6. Analysis of References of National Integration Expressed In the Poem

6.1 Analytical Presentation of Reference No. - 1

(A) Reference

"छठ भार देशे जन कई केही निवः:तां, पवे अेखां–हें ऊः पुर ू तुः छायः, न निवः, अगाः जे गृहाः अद्वीताः थरे ने बीतरः, गः तरी अः, आः तर विसभ, भुः तर जनमाः; ै भार देशे भन ज कई वैर नव शके, तनो बाँडः पूः, शिशर भडः बंगोटी बढःने, सूः दणः, कांटा सीम भडः य भूः व पव वीः, उः तीने पवः समुः तापः करः; ै भार देशे धवः व व भः गृः फः रः, सुः ताः काः ते मनुः (नाविः, प्रेतो अवभूः), रः पोः; प्राणः अगः ठः ते करः काः वरः; वः तुः फः: भः दवः व भ आः जः नामः; पवः तुः ताः भः नामः आ भः सस्त्री तथः सः तेः काः करः, परः नौः कटाः हा! ताः वाः करः करः काः नः: शेः नामः!
“Cores of people live in my country.
In houses which have roof of grass, not tiles.
Which percolate in monsoon and the people inside?
Suffering from cold, fever and cough;
Cores of people have not cloths to cover
Their bodies, but a strip of cloth in winter,
Gather dry branches and thorns with bare legs,
Protect from cold with bone fire.
Yet in my country, many people (No, half hungry ghosts)
Dig the land in dry ponds in fierce heat of
Summer, if they got any edible bulbous root,
They eat and be satisfied. And Hope for second day of life.
We will change this land and create
The heaven. Till then, many generations
Will be passed away in the ages and ages.

(B) Interpretation of Reference

The tragic and pitiable condition of people is painted in this sonnet. The poet is ready to work hard to change such condition and create an ‘Indradham’ for our country people and put the sufferings to end. Here it is wished that the economical condition should be equal among all people so that national integration can take place easily.

(C) Characteristic of National Integration Included In the Reference

Economical equality

1. No of the Prose – 02
2. Title of The Prose – इलियरसूं अंक पुस्तक
3. Writer of the Prose – Gulabdas Brokar
4. Form of Literature of the Prose - A One Act Play
5. Central Idea of the Prose
In this one act play a historical incident related to ‘Quit India Movement’ of 1942 is presented by characters like Vasant and Sarla. On 8th August, 1942, the British Government had sent all the important leaders including Mahatma Gandhi to jail. Then the activities of people were divided into two parts. Some wanted to follow the way of non-violent movement and some started spreading violence for freedom. Some of the leaders went underground and encouraged the movement with the help of revolutionary followers. Here the character of Vasant dominates a devoted and faithful revolutionary so the poem has become taste worthy.

6. Analysis of References of National Integration Expressed In the Prose

6.1 Analytical Presentation of Reference No. - 1

(A) Reference

"वसंत: मारे पली द्रूप नंभीर नथी. अगस्त नी दीयंशा वर्द. महात्माजी ने सरकारे तङ अ गिरी ने फडी जीवा. देश सत्याग्रह राज क्ष्यों. अमान जेवा जवळनियांगो तेमां जोडणया. सुमे अेवो सरकारे नरिकर करवा लाग्या, ने अेना परिणांम आए अडी बेकडी कीमे. एडारों म साक्षर क्ष्यो छ. एडारों पक्राया छ. एडारों म साज भमी छे नेगु पत्र भमीध. नंभीर शु अभ्यं अभा?"

"Vasant: Nothing is serious. Declaration of Aught was done. Mahatmaji was not given any chance and arrested. The country started ‘Satyagraha’. Youth like us joined it. They protested the government and the result is that we are here. Thousands of people suffered and arrested. Thousand of people went to jail and I will go. What is serous in that?

(B) Interpretation of Reference

Vasant and Sarla start Satyagraha against British rule to get freedom. They fight without any care for themselves. It has the wish of national integration. When the police arrest them, the dialogues in the police station are full of spirit of love for nation.
(C) Characteristic of National Integration Included In The Reference

Love for nation, Affectionate unity

1. No of the Prose – 03
2. Title of The Prose – कीर्तिदेवनो मुंजाल सारे मेनाप
3. Writer of the Prose – Kanaiyalal Munshi
4. Form of Literature of the Prose - A Part of a Novel
5. Central Idea of the Prose

Kirtidev goes to meet Munjal, the counselor of Patan as the representative of war and peace of Avanti. The disunity is found among all states of Bharatkhand. So they are shattered. The protection from attacks of enemies on the whole country was needed. Kirtidev wanted the help of Munjal to reunite the states. Here glorious, brave, dreamful and well-wishing personality of Kirtidev is disclosed. He was the young man who tried to change the impossible things into possible in the whole Aryavarta.

6. Analysis of References of National Integration Expressed In the Prose

6.1 Analytical Presentation of Reference No. - 1

(A) Reference

“महाराज ! तमारा जेवाने मान एक राज्यानी राजनीति पाण्या जीवन समर्पित न होईप्रे ; आपना आर्मास्तनी राजनीति धाय घरो. छिन्नमीत भरई जगेखा राष्ट्रो, कुसंपी बनेखा जगेखने एकत्तेप्रेषे, तमारा जेवानी शक्तित बिना ते कोई करी शक्तिवाँ नथी.”

महाराज ! मान पाटल अने अंग्रेजी वर्णे कुसंपचे छ अंम नथी ; सपाडहल (अजमेर ) अने माणवाने वेजे छे ; अम्युख्यार्डियम (कोणजना आविष्कार) अंडेहव महाराज मणवा अने सपाडवल बे साखे वडे छे ; चेजिरज ( जुदेवभंगना राजा ) कीर्तित वर्णवा वा साखे वडे छे ; विनेकना रणवणी मेहेश्वर दिनाग्रिहितिन वधणी जय छे. आ भड्डाना वेद समावाने छे. अब बधाने बेगि रुकी एक मादा प्रजन भाव चंदा करवुँ छे. अब बधुं कटा आधारतने एक मुन्नाडो होईप्रे छे ; अब पहली तमेव वेसो ?
“Lord! You should not devote your life behind the politics of one state. Hold down the politics of the whole Aryavarta. Bind the scattered nations and disunited states into one string. Nothing can do it except your power.

Not only between Patan and Avanti but also Ajmer and Malva are also disunited. Kanoj’s king Chandradeva fights with sapaddaksha (Ajmer) and Chediraj (Bundelkhand’s king) fights with Krtivarma. Ambition of Chitor’s Raval is increased day by day. They should be united. They are to get together and produce a large strong army. For this, Aryavarta needs a resolution. Will you take this responsibility?

(B) Interpretation of Reference

The sharp dialogues of Kirtidev expressed the spirit of love for nation and individual unity. It has also expressed the feelings of organization of all the nations and cooperation among them. It wants to save the national integration.

(C) Characteristic of National Integration Included In The Reference

Love for nation, Affectionate unity and individual unity

1. No of the Prose – 08
2. Title of The Prose – राधवन के साहित्यकर
3. Writer of the Prose – Dhiruben Patel
4. Form of Literature of the Prose - A Short Story
5. Central Idea of the Prose

Raghvan goes to Mumbai to find a job from Madras. The main cause was his poverty and responsibility of family on him. He was always busy with his work and so he became favorite to his boss, but co-workers disliked him. Raghvan’s reserved nature was due to his poverty, responsibility and his aim to complete college study. When Raghavan was seriously ill, his friends co-operated him with love and sympathy.
The distance between them is removed after the realization. We are citizens of the same country even if we live in different areas is the message of this story.

6. Analysis of References of National Integration Expressed In The Prose

6.1 Analytical Presentation of Reference No. - 1

(A) Reference

Raghavan’s eyes were still motionless to see the college fee receipt of second term. The name was his. Before he can understand anything, he saw the detail notes of all lectures of second term of his college. On the first page, a small sentence was written, “To Raghvan from his colleagues.”
He was surprised when he saw all his colleagues gladly before him. What a great feelings on his face! Rangildas saw them proudly and some shamefully as if he was finding words to speak.

He realized suddenly. He could not speak a word. The common men had gathered money and paid his fees. Those matured men went to college and prepared the notes of lectures so that his year could be saved. He was always unjust to them. Raghvan’s eyes were filled with tears thinking his unworthiness. He could not speak a single word of thanks.

(B) Interpretation of Reference

When colleagues of Raghvan realized the truth, they cooperated him in work of office and study during his illness. Here unity is established heartily between Raghvan and his friends. They were coming from different regions but citizens of the same nation. This individual unity is established.

(C) Characteristic of National Integration Included In The Reference

Individual unity, Emotional integrity

1. No of the Prose – 13
2. Title of The Prose – स्नेहरश्मि जीवनमृत
3. Writer of the Prose – Jayant Pandya
4. Form of Literature of the Prose - A word picture
5. Central Idea of the Prose

In this word-picture, characterization of our famous poet Zinabhai Desai, known as ‘Snehrashmi’ is painted. The virtues like loving and joyous, nature lover, educationalist, freedom fighter, head of an educational institute, literary person etc. are disclosed in his varied personality. The description of Snehrashmi’s parents is also taste-worthy. The internal and external personality is beautifully painted in this prose.
6. Analysis of References of National Integration Expressed In The Prose

6.1 Analytical Presentation of Reference No. - 1

(A) Reference

“1820 ईं 1834 तवहीनां शीर वर्ष जीनाभाईजी राधामोनो आनुभविन वार्तालालक प्रवृत्तिते आयो में दरमियां तेनां द्वारा देखाई, कल्याणक मलता, आयो गीतवाणी, अयो कृपावाणी, महत्मा गांधी अने आश्रमानां तेम्ना अंतवाणीया, न्यानाभाव, वण्वितवाणी काहरे, मेघाणी, ज्वाहरलाल, अनुद्रव गहराणों, सुभाषचंद्र अना ते उपशांत नानामोटा अनेक अनावरणानां परिपक्वानां आवावाना वर्ग अं विरल अने अविश्वसनीय अनुमोदने लेतो. आयो देश जीवने देखाये अन्य अं घायते अने तेना छालको देखाने उत्साहाची तर्कशोध करी मूर्ती.

“Zinabhai passed fourteen years (1920 to 1934) in public activities related to National Movement. During this time, he had to come to meet the leaders like Dayalji Desai, Kalyanji Mehta, Acharya Gidvani, Acharya Kripilani, Mahatma Gandhi and Co-living of Ashram, Nhanalal, Balvantray Thakore, Meghani, Javaharalal Neharu, Abdul Gafarkhan, Subhashabu etc. It was an extraordinary and unforgettable experience.

(B) Interpretation of Reference

Here the personality of Zinabhai is swelled up as a freedom fighter. He had handled many activities to free our country. Love for nation, faithfulness etc. are found in this composition.

(C) Characteristic of National Integration Included In The Reference

Love for nation

7.0 THE VALUE OF NATIONAL INTEGRATION INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD.IX

The detail of lessons/poems of the Text book of Gujarati subject of Std. IX which consist the value of national integration is presented in table-5.2
In table 5.2 the characteristics of national integration included in the study are shown in columns and the lesson no. are mentioned in rows. The mart (✓) shows that characteristic is reflected in the related lesson. At the end, total no. of characteristics of the value of national integration included in each lesson is mentioned.
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Characteristics of national integration</th>
<th>Poem Section</th>
<th>Prose Section</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Individual Unity</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social Unity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economical Equality</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Language Unity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Religious Unity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Emotional integrity</td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>National Symbols</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Affectionate Unity</td>
<td></td>
<td>√ √</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Cultural Unity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Love for Nation</td>
<td></td>
<td>√ √</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td>
<td>2 3 2</td>
<td>09</td>
</tr>
</tbody>
</table>

Table – 5.2
Value Of National Integration Included In The Textbook of Gujarati Subject Of Std. IX
Table – 5.2 shows that one characteristics of value of national integration were found in one lesson in the poem section of Textbook of Gujarati subject of std-IX which were economical equality. The wish to make the country economically equal is expressed in economical equality.

Eight characteristics of the values of national integration were found in four lessons in the prose section in which love for nation was found in three lessons, affectionate unity in two lessons, individual unity was found in two lessons, Emotional integrity were found in one lessons. Spirited dialogues of faithfulness towards nation are found in love for nation. The wish to save the country as a whole is expressed in national integration. Creation of hearty unity among people is expressed in spiritual unity. To live amicably to gather is also expressed. The willingness of improving the pitiable condition of unhappy and suffering people is expressed in economical equality.

In this way the characteristics of national integrations were involved in poem no 10 in poetry section and lessons no 2, 3, 8 and 13 in prose section in text book. The characteristics of national integration were not found in other lessons in the Textbooks of Std. IX.

8.0 THE LESSONS INCLUDED IN GUJARATI SUBJECT TEXTBOOK OF STD.X

Total 13 poems from poetry section and 12 lessons from prose section out of total 25 lessons were analyzed from Text book of Gujarati subject of Std. X. The detail list of all lessons is mentioned as below.
### Poem Section

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>Title of the Poem</th>
<th>Lesson No.</th>
<th>Title of the Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>भक्ति पदार्थ</td>
<td>8</td>
<td>प्रमन</td>
</tr>
<tr>
<td>2</td>
<td>शांति छप्पा, वोपारी, उभार</td>
<td>9</td>
<td>तीव्रतम</td>
</tr>
<tr>
<td>3</td>
<td>तन्द्रो लेखन—भननो</td>
<td>10</td>
<td>अतीतो संगठ</td>
</tr>
<tr>
<td>4</td>
<td>मन नो रने</td>
<td>11</td>
<td>तपासीोने</td>
</tr>
<tr>
<td>5</td>
<td>दीर्घरी परीवा</td>
<td>12</td>
<td>कुंजबड़ी रे</td>
</tr>
<tr>
<td>6</td>
<td>अतिसान</td>
<td>13</td>
<td>हुसू— मुक्तक</td>
</tr>
<tr>
<td>7</td>
<td>ज्यून पियरवर</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Prose section

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>Title of the Prose</th>
<th>Lesson No.</th>
<th>Title of the Prose</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>जनरी</td>
<td>20</td>
<td>प्रवृति दी भाषा समनो</td>
</tr>
<tr>
<td>15</td>
<td>वान : वर्ण</td>
<td>21</td>
<td>अ.पी.जे.अन्धूक क्यामुं घटनर</td>
</tr>
<tr>
<td>16</td>
<td>छेकरो</td>
<td>22</td>
<td>आआका</td>
</tr>
<tr>
<td>17</td>
<td>सनीकेवली</td>
<td>23</td>
<td>वृक्ष</td>
</tr>
<tr>
<td>18</td>
<td>टाटे मटेनज</td>
<td>24</td>
<td>पूववीवलाम</td>
</tr>
<tr>
<td>19</td>
<td>सोनना वृक्ष</td>
<td>25</td>
<td>सूरपाषण्यावर</td>
</tr>
</tbody>
</table>

### 9.0 PRESENTATION OF PROSE / POEM ANALYSIS SHEET OF TEXTBOOK OF GUJARATI SUBJECT OF STD.-X

Twelve prose lessons and 13 poems from poetry section out of total 12 lessons of Gujarati subject Text book of Std. X were included. The researcher had constructed the content analysis format for these 25 lessons. The data was collected keeping in mind the following points.
In this way the researcher had collected information from prose and poetry lessons. References showing characteristics of National Integration were not found in total 13 poems. References showing characteristics of National Integration were found in lesson no. – 21 out of total 12 prose lessons. The detail of information is stated as blow.

1. No of the Prose – 21
2. Title of The Prose – अ.पी.जे. अब्दुल कालम
3. Writer of the Lesson – A. P. J. Abdul Kalam
4. Form of Literature of the Prose - An Autobiography
5. Central Idea of the Prose
In this topic of autobiography, the memory of childhood of Dr APJ Abdul Kalam is mentioned. The subtle influence of education and teaching of his parents and teachers during childhood is worded in this lesson. The author has also noted about the influence of Jalaluddin and cousin Samshuddin on his life and the bitter experiences during that period.

6. Analysis of References of National Integration Expressed In The Prose

6.1 Analytical Presentation of Reference No. - 1

(A) Reference

“अभागी विश्वास महाद ॲंशे मुस्लिम भ्रष्टो केहों के हस्तो, परंतु त्यां बोळा हिंदू भ्रष्टो पण्डेवां हस्तां अनेक बाधा पूर्ण हुणीमणिने रेखात मानती.” पृ. 58

“Our area was full of Muslim families. But some Hindu families also lived there. We lived peacefully together.”

(B) Interpretation of Reference

The families of Hindu and Muslim live peacefully together in the same area. Here religious unity is expressed.

(C) Characteristic of National Integration Included In The Reference

Religious unity

6.2 Analytical Presentation of Reference No. - 2

(A) Reference

“आ निरोप भाण्योना मनमां सामाजिक असमानता अने पार्श्विक असहिष्णुतां हे एर न प्रसरवय वुं.” पृ. 72

“The poison of social inequality and religions intolerance should not be spread among these innocent children.”

(B) Interpretation of Reference

The content which cultivates the understanding of social equality and religious tolerance should be placed before children so that they can learn to lead their life with spirit of social equality
and religious unity. National integration can be cultivated within them at the stage of childhood.

(C) **Characteristic of National Integration Included In The Reference**

Social unity, Religious unity

**6.3 Analytical Presentation of Reference No. - 3**

(A) **Reference**

“They tried a lot to break social restrictions so that the people coming from various society can meet amicably.”

(B) **Interpretation of Reference**

Here all people are live with each other free from social restrictions; without discrimination can and different societies have established social equality in published report.

(C) **Characteristic of National Integration Included In The Reference**

Social unity

**10.0 THE VALUE OF NATIONAL INTEGRATION INCLUDED IN THE TEXTBOOK OF GUJARATI SUBJECT OF STD.X**

The detail of lessons of the Text book of Gujarati subject of Std. X which consist the value of national integration is presented in table - 5.3.

In table 5.3 the characteristics of national integration included in the study are shown in columns and the lesson no. are mentioned in rows. The mart (✓) shows that characteristic is reflected in the related lesson. At the end, total no. of characteristics of the value of national integration included in each lesson is mentioned.
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Characteristics of National Integration</th>
<th>Poem Section</th>
<th>Prose Section</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13</td>
<td>14 15 16 17 18 19 20 21 22 23 24 25</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Individual Unity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social Unity</td>
<td></td>
<td>✓</td>
<td>01</td>
</tr>
<tr>
<td>3</td>
<td>Economical Equality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Language Unity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Religious Unity</td>
<td></td>
<td>✓</td>
<td>01</td>
</tr>
<tr>
<td>6</td>
<td>Emotional integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>National Symbols</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Affectionate Unity</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Cultural Unity</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Love for Nation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Total</td>
<td>- - - - - - - - - - - - - - - - - - - - - - 02</td>
<td>- - - - - - 02</td>
<td></td>
</tr>
</tbody>
</table>
Table – 5.3 shows that two characteristics of value of national integration were found in one prose section in the Textbook of Gujarati subject of std-X which were social unity and religious unity.

There are total 25 lessons in the Textbook of Gujarati subject of Std. X. References showing characteristics of National Integration were not found in total 13 poems in poetry section. References showing characteristics of National Integration were found in lesson no. – 21 out of total 12 prose lessons which were social unity and religious unity. It is wished that all children should learn to live with social and religious unity at the school level.

11.0 THE CHARACTERISTICS OF NATIONAL INTEGRATION IN TEXTBOOK OF GUJARATI SUBJECT

With a view point of all the lessons included in text books of Std. VIII, IX and X, out of the characteristics of the value of national integration, individual unity was found in four lessons, social unity in one lessons, economical equality in two lessons, emotional integrity in two lessons, language unity in one lessons, national symbols in one lessons, affectionate unity in two lessons, religious unity in two lessons and love for nation was found five lessons. The characteristics of cultural unity were not found in any of lessons.

There are total 31 lessons in the Textbook of Gujarati subject of Std. VIII. In poetry section, the love for nation and individual unity were found in only poem no. 11 out of total 18 poems. Out of total 13 lessons in prose section, the characteristics of value of national integration were found in lesson no 2, 17 and 19 in which individual unity was found in two lessons, religious unity in one, national symbols in one, love for nation in two, emotional integrity was found in one lesson and economical equality one lesson. The characteristics like social unity, language unity affectionate unity and cultural unity were not found in any of the lesson.
There are total 36 lessons in the Textbook of Gujarati subject of Std. – IX. In poetry section, Economical equality, were found in poem no. 10 out of total 20 poems. Out of total 16 lessons in prose section, characteristics of value of national integration were found in lesson 2, 3, 8 and 13 lessons which love for nation was found in three lessons, individual unity in two lessons, Affectionate unity in two lessons Emotional integrity in one lessons Economical equality was found in one lesson. The characteristics like and religious unity, social unity, languages unity, cultural unity, national symbols were not found in any of lessons.

There are total 25 lessons in Textbook of Gujarati subject of Std. – X. No characteristics of value of national integration were found in 13 lessons in poetry section. Out of 12 lessons in prose section, social unity and religions unity is involved in lesson no 21. Other characteristics love for nation, individual unity, affectionate unity, emotional integrity, economical equality, languages unity; cultural unity national symbols were not found in any lessons.

It can be concluded that the lessons cultivating national integration have less proportion in the text books of Gujarat subject at secondary level. More lessons/poems should be added which involve the understanding of national integration. So that we can often mention the characteristics of national integration while teaching those lessons or poems and cultivate this value successfully. It can’t be taught within the period of one or two weeks. It can be taught effectively when we teach them while teaching the lessons or poems interwoven with this value. We can only develop the value of national integration when more and more lessons/poems are added in the text books which involve this value.