

# CHAPTER

## I

### Conceptual Framework

शोधो हि महतो ज्ञानं, शोधो हि परमं बलम्  
शोधो हि सततं कार्यः, नित्यं विद्यावतां हितम् ॥

*This verse emphasizes that research is the source of great knowledge. It also states that research is the ultimate strength, highlighting that the power of knowledge surpasses all other strengths. The shloka encourages continuous research, emphasizing that intellectual inquiry should be ongoing. Finally, it asserts that research is always beneficial for those who seek wisdom and knowledge.*

# CHAPTER I

## CONCEPTUAL FRAMEWORK

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### 1.0 Introduction

Transformation through the education is a inspirational force that can shape individuals and societies. At its core, education aims to foster the holistic development of learners by equipping them with the skills, knowledge, and values needed to navigate and contribute to an ever-changing world (UNESCO, 2004). In the context of 21st-century demands, education must go beyond rote memorization to promote creative thinking, problem-solving, digital literacy, social responsibility, and respect for diversity. A broad range of philosophical, cultural, and psychological underpinnings guide educational initiatives worldwide, emphasizing the centrality of learners' experiences, the importance of contextual relevance, and the role of educators as facilitators of knowledge.

Language education is critical to this process because language serves not only as a medium of instruction for other subjects but also as a foundational platform for the development of cognitive, social, emotional, and cultural competencies (Aurorin, 1977; The centrality of language in shaping identities, preserving heritage, and fostering global dialogue underscores its importance in educational settings. In India, which is characterized by linguistic and cultural diversity, language education has to grapple with the complexities of multilingual contexts. The National Education Policy (NEP) 2020 places particular emphasis on mother tongue instruction as a way to enhance comprehension, cultural awareness, and self-esteem among learners.

This chapter provides a broad conceptual framework for understanding language teaching in the Indian context, with a specific focus on Gujarati at the secondary level. It begins by outlining the purpose and importance of education and then transitions into a discussion of how language education supports cognitive development, moral reasoning, and intercultural sensitivity. Thereafter, it examines the existing policies especially NEP 2020 that influence language teaching. Finally, the chapter delves into the importance of activity-based teaching (ABT) methodologies for developing LSRW skills. By situating these discussions in relevant theoretical perspectives, we explore how ABT can meaningfully bolster Gujarati language education at the secondary level.

## **1.1 Education as a Transformative Process**

The transformative power of education lies in its potential to facilitate personal growth, social cohesion, and economic progress. Educational processes, when effectively implemented, help learners evolve into well-rounded citizens who can participate actively in democratic processes and contribute to social welfare (National Curriculum Framework, 2000). While formal education often takes place in structured institutional settings such as schools and universities, the broader notion of education also encompasses informal experiences through family, community, and the media.

Teachers serve as the primary architects of this transformative endeavor. They interpret curricula, design pedagogical strategies, and guide learners through various developmental stages. In many traditional educational settings, teachers function as the central authority figure, delivering content to passive recipients. However, contemporary pedagogical theories advocate for a more interactive and learner-centred approach, wherein teachers act as facilitators who encourage collaboration, critical thinking, and experiential learning (NCFTE, 2009). These methods underscore the pivotal role of language in communication and knowledge construction; for instance, learners who can articulate ideas clearly and engage in reasoned discussion with peers are likely to achieve a deeper understanding of academic concepts.

### **1.1.1 Linking Education and Values**

Modern discourses on education also stress the need to incorporate moral, ethical, and societal values into the curriculum. Education is not merely about acquiring subject-specific knowledge; it is also about fostering empathy, respect, and social responsibility (Chand, 2017). In India, educational policy documents such as the National Policy on Education (NEP, 1986) National Education Policy 2020 highlight the significance of character formation, respect for diversity, and national integration. Language, as a powerful means of expression, becomes a conduit through which values can be communicated and internalized.

## **1.2 The Centrality of Language in Education**

Language is a precious gift to the human for transmitting knowledge and interpersonal connections are formed (Bernstein, 1970). Beyond its functional aspects, language embodies cultural heritage, collective memory, and worldviews passed down through generations (NCERT, 2000). As Aurorin (1977) explains, language is not simply a string of words and grammatical rules; it is a sociocultural phenomenon that evolves alongside human societies. In the Indian educational landscape, mother tongue instruction has

repeatedly been affirmed as critical, particularly during the foundational years, as it fosters better comprehension and more robust cognitive growth (NCFTE, 2009).

### **1.2.1 Language as a Cognitive Tool**

Cognitive psychologists and sociolinguists assert that language profoundly influences thought processes. Lev Vygotsky (1978) posited that language is pivotal to the construction of meaning, enabling learners to develop higher mental functions such as reasoning, conceptualization, and problem-solving. This perspective has profound implications for classroom practice. When teachers encourage dialogic engagement through class discussions, group projects, and reflective writing they do more than just teach content; they nurture the very thought processes that undergird deeper learning (NEP, 2020).

### **1.2.2 Language as a Cultural Bridge**

India's pluralistic ethos, with its mosaic of languages and dialects, underscores the importance of culturally sensitive language education. Teaching regional languages such as Gujarati goes beyond enabling students to pass exams; it serves as a cultural bridge linking learners to their ancestral heritage and local traditions (Indian Education Policy Draft, 2019). Stories, poems, and proverbs in Gujarati culture often carry moral, historical, or philosophical insights, providing learners with unique perspectives on their social environment. Thus, the integration of local traditions into the language curriculum supports a sense of identity and belonging.

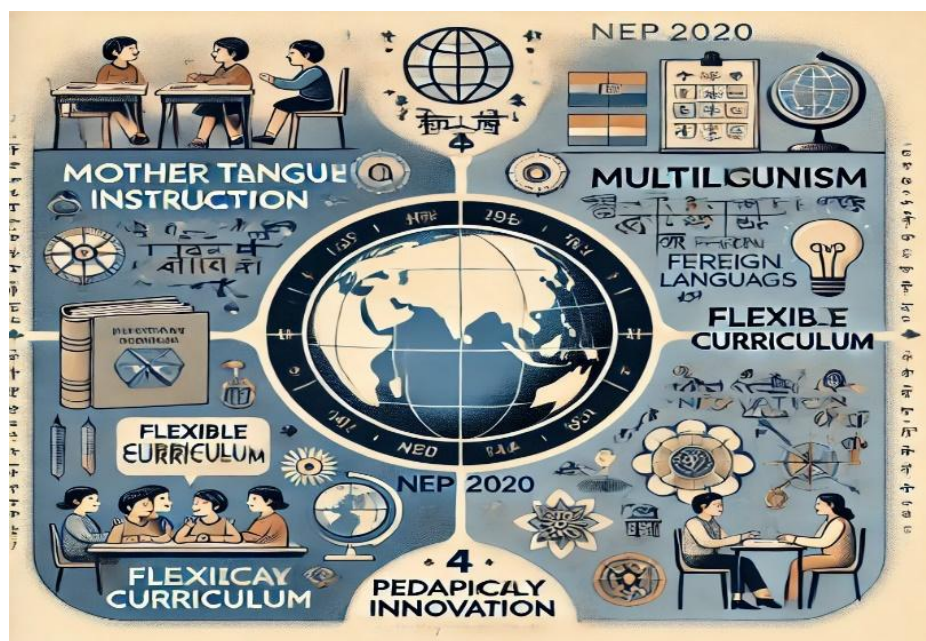
### **1.2.3 Language as a Means of Empowerment**

Proficiency in language can also serve as a means of empowerment. When learners can articulate their thoughts confidently, they are better positioned to advocate for themselves and others, participate in public dialogues, and recognize social inequities (Kothari Commission, 1966). It is for these reasons that Gujarati teaching at the secondary level demands pedagogical innovation, updated training for educators, and continuous research on effective classroom strategies.

## **1.3 Policy Perspectives: NEP 2020 and Language Teaching**

Educational policies shape the goals, methods, and outcomes of schooling, and they often reflect societal aspirations. NEP 2020 is a landmark policy document in India that envisions a shift toward holistic, learner-centred education. With respect to language teaching, NEP (2020) emphasizes the following:

- ✎ **Mother Tongue Instruction:** Encourages to interact in mother tongue and use as the learning tool.
- ✎ **Multilingualism:** Stresses on importance for the multilingual proficiency, suggesting that language classes provide exposure to Indian and foreign languages.
- ✎ **Flexible Curriculum:** Allows schools more freedom to tailor language instruction to local contexts, ensuring that the learning materials resonate with students' lived experiences.
- ✎ **Pedagogical Innovation:** Supports the adoption of activity-based, experiential learning methods to foster deeper comprehension and student engagement.



**Figure 1: NEP 2020 emphasis on Language criteria**

This policy framework calls for creative, context-relevant teaching approaches, urging educators to break away from rote methods and adopt student-centred pedagogies that prioritize conceptual clarity over memorization. While these directives are promising, the practical implementation often varies due to resource availability, teacher preparedness, and institutional culture.

#### **1.4 Nature and Functions of Language for Human Development**

Human beings have an innate tendency to express thoughts, emotions, and ideas through language. This innate capacity for language use begins early in childhood and continues to evolve over a person's lifetime (Chand, 2018). By engaging with the spoken and

written word, learners not only acquire knowledge but also refine their cognitive capacities, learn how to reason and negotiate meaning, and develop social bonds.

#### **1.4.1 Informative and Expressive Functions**

Language serves two core roles: informative and expressive (Aurorin, 1977). The informative function deals with communicating factual content, such as conveying instructions or sharing research findings. The expressive function pertains to the articulation of personal thoughts and emotional states. In an educational context, both functions matter. Students need to master the informative function to excel in written assignments, presentations, and comprehension exercises. Simultaneously, expressive skills are crucial for debates, creative writing, and literature appreciation (NCERT, 2000).

#### **1.4.2 Directive Functions and Social Interaction**

Languages also have a directive function, influencing how people respond to requests, commands, or guidance. Teachers employ directive language when giving instructions for group work or explaining norms in the classroom. Understanding the nuances of directive speech is crucial for appropriate social interaction, as it involves not only the words used but also tone, intonation, and body language.

#### **1.4.3 Language Learning and Emotional Well-Being**

Emotions and language learning are intricately connected. When children or adolescents engage with literary texts poetry, drama, or narratives they encounter a spectrum of human emotions and experiences. This immersion can spark empathy, emotional resilience, and deeper cultural awareness (NPE, 1986). Therefore, language is not merely a subject to be mastered for scholastic success; it is also a foundational aspect of emotional and social development, linking students to their own feelings and those of others.

### **1.5 Importance of Language Education in Secondary School Curriculum**

Secondary education is an inflection point where learners refine their foundational skills and apply them to more complex academic tasks. Language education, in this stage, undergirds the comprehension and mastery of all other school subjects (Bernstein, 1970). a robust language curriculum in secondary schools:

- ✎ **Fosters Advanced Literacy:** Secondary school students should be able to interpret advanced texts, write coherent essays, and comprehend disciplinary-specific language.

- ✎ **Enhances Cognitive Skills:** Engagement with literature, vocabulary expansion, and writing tasks shape learners' abstract thinking abilities.
- ✎ **Promotes Values and Ethics:** Through moral narratives, historical texts, or contemporary literature, students can discuss and internalize values such as integrity, honesty, and empathy.
- ✎ **Facilitates Career Preparedness:** Employers increasingly seek individuals who are adept at writing reports, delivering presentations, and collaborating effectively. Strong language skills fulfil these workplace demands.
- ✎ **Supports Emotional and Social Growth:** Literature circles, drama activities, and group discussions can improve self-confidence, listening skills, and respect for differing viewpoints.

In the case of Gujarati, the secondary-level curriculum typically includes a balanced diet of prose, poetry, grammar lessons, and composition exercises. Teachers play a vital role in bridging learners' existing linguistic knowledge with new concepts by incorporating interactive strategies that emphasize creative expression, cultural context, and critical thinking (Khint, 2018).

## 1.6 Purpose of Language learning

Widdowson (1978) postulated that the goals of language teaching can be broadly categorized into language skills. In addition to LSRW, many modern curricula integrate literary analysis, cultural awareness, digital literacy, and social responsibility as major objectives (NCERT, 2006). Below are the core aims for language instruction at secondary school:

### 1. Listening Skills:

- ✎ Enable students to comprehend spoken language in varied accents and contexts.
- ✎ Help learners identify main ideas, supporting details, and implied meanings.
- ✎ Develop empathy and respect for diverse viewpoints expressed verbally.

### 2. Speaking Skills:

- ✎ Encourage accurate pronunciation, intonation, and fluency.
- ✎ Facilitate logical organization of thoughts for discussions, debates, and presentations.
- ✎ Foster the ability to communicate confidently in formal and informal settings.

### 3. Reading Skills:

- ✎ Cultivate comprehension of a variety of texts, from news articles to literary works.

- ✎ Enhance vocabulary through contextual clues and dictionary usage.
- ✎ Promote critical analysis, inference-making, and inter-textual connections.

#### 4. Writing Skills:

- ✎ Strengthen competency in constructing coherent paragraphs, essays, and research reports.
- ✎ Encourage creativity and originality in written expression.
- ✎ Develop the capacity to tailor writing to specific genres, audiences, and purposes.

#### 5. Cultural and Moral Dimensions:

- ✎ Incorporate texts and activities that highlight cultural heritage and universal values.
- ✎ Encourage the use of language as socially and ethically.
- ✎ Foster respect for cultural diversity and an appreciation for literary aesthetics.

These objectives form the foundation for language curricula worldwide, but the actual success in achieving them depends on pedagogical choices made by educators, the availability of resources, and policy directives guiding assessments and standards.

### 1.7 Gujarati Language Education: Current Scenario

Gujarati, one of the major regional languages in India, has a rich literary tradition spanning centuries. Despite this rich heritage, research suggests that Gujarati language instruction in some schools faces challenges tied to resource constraints, teacher preparedness, and a prevalent notion that native speakers “naturally” learn the language without explicit instruction (Patel, 2008). Additionally, the rise of English-medium education and societal pressures often relegates Gujarati to a secondary status in some urban and semi-urban schools.

- ✎ **Curricular Emphasis:** Gujarati curricula at the secondary level generally include grammar, literature (prose and poetry), comprehension exercises, and creative writing. However, some teachers may prioritize rote learning over experiential engagement (Gajjar, 2015).
- ✎ **Methodological Gaps:** Traditional pedagogy often relies on lectures and question-answer sessions. While these methods can impart factual knowledge, they do not necessarily encourage critical thinking or language fluency. More robust pedagogical models, such as ABT, remain underutilized in many settings (Activity-Based Learning in India, 2011).

- ✎ **Need for Innovation:** Technological integration, collaborative projects, and real-world applications i. e. field research, interviewing community elders are areas where Gujarati language teaching can expand to capture learners' interests and foster a deeper understanding of texts.

Despite these challenges, there is a growing consensus spurred in part by NEP 2020 that revitalizing mother tongue instruction through interactive and culturally responsive methods can greatly enhance learners' overall academic and personal growth (Indian Education Policy Draft, 2019).

### **1.8 Activity-Based Teaching (ABT): Philosophical Foundations**

Activity-based teaching (ABT) is anchored in constructivist and experiential learning theories that date back to thinkers such as John Dewey, Jean Piaget, Lev Vygotsky, and David Kolb (Kochhar, 2006). The core principle underlying ABT is that learners construct knowledge, to connect learning, link to real-life contexts (Lavine & Guy, 2007).

- ✎ **Constructivism (Dewey, 1916; Piaget, 1970):** Argues that learning is an active, rather than passive, process. Learners build upon prior knowledge to form new understandings, making reflection a critical step in the learning cycle.
- ✎ **Social Learning (Vygotsky, 1978):** Highlights the importance of social context and collaboration. Learners benefit from scaffolding, wherein teachers and peers offer support that is gradually withdrawn as the learner gains competence.
- ✎ **Experiential Learning (Kolb, 1984):** Proposes a four-stage cycle (concrete experience, reflective observation, abstract conceptualization, active experimentation) that individuals pass through to internalize new knowledge.

When combined, these theories advocate for a classroom environment where learners explore concepts through firsthand experiences, discussions, group work, and critical reflection. Language lessons grounded in ABT thus shift from teacher-centred lectures to student-centred explorations of literature, grammar, and cultural contexts.

### **1.9 Rationale and Benefits of Activity-Based Language Teaching**

ABT seeks to harness learner curiosity and creativity, transforming language lessons from rigid academic routines into vibrant explorations of meaning, context, and expression. For Gujarati language teaching, ABT can be particularly beneficial:

- ✎ **Enhanced Engagement:** When students are presented with tasks such as role-playing Gujarati folk tales, conducting community interviews, or collaborating on group projects, their motivation spikes. This sense of involvement promotes deeper learning and better retention of linguistic structures (Aggarwal, 2008).

- ✦ **Real-World Application:** ABT tasks can mimic real-life scenarios—such as writing a letter to a newspaper editor or creating a short documentary about local customs—helping students see the practical relevance of language skills.
- ✦ **Collaborative Learning:** Group-based tasks encourage students to negotiate roles, debate ideas, and provide peer feedback. This fosters social skills and empathy while reinforcing language use in authentic interactions (Vygotsky, 1978).
- ✦ **Development of 21st-Century Skills:** Communication, critical thinking, creativity, and collaboration often referred to as the “4Cs” of 21st-century learning are naturally embedded in ABT. Language instruction that leverages these skills prepares learners for modern workplaces and civic life (NEP, 2020).
- ✦ **Addressing Diverse Learning Styles:** ABT is flexible; it incorporates visual, auditory, and kinaesthetic activities. Thus, students who may struggle in traditional settings can thrive in an environment that values multiple intelligences (Gardner, 1983).

### **1.10 Implementing Activity-Based Teaching in Gujarati**

Designing an ABT curriculum for Gujarati at the secondary level involves deliberate planning and resourcefulness. Below are examples of how teachers can contextualize ABT to develop LSRW skills within the Gujarati language classroom:

#### **1.10.1 Listening Activities**

Invite students to sit in a circle and listen to short stories, historical anecdotes, or folklore. The teacher can pause intermittently to ask predictive questions: “What do you think will happen next?” Such interjections cultivate active listening, comprehension, and imagination (International Listening Association, 2023). Use recordings of speeches, songs, or radio programs to sharpen students’ comprehension of different dialects, accents, and intonations. Follow-up activities can include group discussions or quizzes about the content. Occasionally host local writers, poets, or community elders who can share personal experiences, thereby exposing learners to varied registers of Gujarati usage.

#### **1.10.2 Speaking Activities**

Students can enact scenes from Gujarati literature or re-create historical events relevant to heritage. This nurtures fluency, clarity of expression, and self-confidence (Chand, 2018). Assign contemporary social or environmental issues. Students defend positions, present rebuttals, and engage in structured dialogues, thereby refining their argumentative and speaking skills. Learners can teach each other certain grammar or

vocabulary points in small groups. This process compels them to articulate explanations in Gujarati, reinforcing their own understanding while helping peers.

### **1.10.3 Reading Activities**

Encourage students to bring Gujarati newspapers to class. In small groups, they can examine headlines, editorials, and feature articles, discussing how language shapes public opinion. Divide the class into groups, each reading a different Gujarati short story or poem. After reading, students analyse characters, themes, literary devices, and cultural references, then present findings to the class. Ask learners to maintain a reading journal where they reflect on new words, personal connections to the text, or critical evaluations of plot and character motivations.

### **1.10.4 Writing Activities**

Provide prompts linked to students' experiences, such as "Write a personal anecdote describing your favourite local festival," ensuring learners incorporate descriptive language and narrative structure. In pairs or small groups, learners might draft short skits, poems, or newsletters in Gujarati. Peer editing encourages them to refine grammar, spelling, and clarity. Engage students in writing scripts for short plays that depict contemporary issues in local communities. In doing so, they integrate creativity with social awareness.

Each of these strategies requires thoughtful scaffolding, teacher facilitation, and relevant assessment methods. By weaving together listening, speaking, reading, and writing within active, student-centred contexts, learners develop linguistic competencies in tandem with critical thinking, cultural awareness, and collaborative aptitudes.

## **1.11 Role of the Teacher in Activity-Based Teaching**

The teacher's role in an ABT environment is significantly different from that in traditional lecture-based classrooms (NCFTE, 2009). Rather than being the primary source of knowledge, the teacher orchestrates learning experiences by:

- ✎ **Curating Relevant Content:** Selecting engaging texts, historical documents, multimedia resources aligned with learners' interests and curriculum goals.
- ✎ **Designing Interactive Activities:** Crafting activities that promote inquiry and collaboration, such as simulations, role plays, or group research projects.
- ✎ **Scaffolding Learning:** Offering just enough guidance to support learners through complex tasks. This may include modelling a skill, providing leading questions, or organizing group structures that facilitate peer support (Vygotsky, 1978).

- ✎ **Monitoring and Feedback:** Actively observing group dynamics, clarifying misconceptions, and offering constructive feedback that strengthens comprehension and performance.
- ✎ **Reflection and Assessment:** Encouraging students to reflect on what they have learned and how they have learned it, thereby reinforcing metacognitive skills. The teacher also employs both formative and summative assessments to gauge progress. Ultimately, an ABT teacher becomes a facilitator who recognizes that knowledge is co-constructed in social contexts. By carefully designing activities, the teacher supports students in taking ownership of their learning journey, fostering autonomy, motivation, and a deeper appreciation for language.

### 1.12 Theoretical Underpinnings

To fully appreciate the power of ABT in language classrooms, it is instructive to delve deeper into the works of John Dewey, Lev Vygotsky, and Howard Gardner, each of whom provides a unique lens on how learners engage with knowledge.

Dewey critiqued traditional educational models that emphasize passive absorption of facts, advocating for active, reflective experiences that connect school knowledge to real-life situations (Dewey, 1916). In the context of language teaching, a Deweyan approach might integrate community-based projects, such as interviewing local authorities or organizing cultural exhibitions. These experiences cultivate inquiry, social awareness, and linguistic proficiency concurrently. Dewey believed that democracy in education is crucial. Thus, ABT, which involves group discussions and student leadership in tasks, resonates with Dewey's vision of participatory learning environments.

Vygotsky in Chand (2018) that learning takes place within the Zone of Proximal Development. In this student can, with help from adults to children who are more advanced, master concepts and ideas that they cannot understand on their own. In an ABT environment, the teacher's role is to scaffold linguistic tasks like analysing a complex Gujarati poem so that students can gradually build their interpretive and expressive abilities. Peer interactions, central to Vygotskian theory, encourage students to internalize new concepts, as they must articulate their thinking and negotiate meaning through language.

Gardner's theory of multiple intelligences (1983) expands our definition of "intelligence" beyond logical-mathematical and linguistic dimensions, recognizing additional modes such as spatial, musical, bodily-kinaesthetic, interpersonal, and

intrapersonal intelligence. ABT leverages these multiple intelligences by providing varied activities: for instance, kinaesthetic learners benefit from drama-based lessons, while musical learners might enjoy creating songs or rhythms in Gujarati. By acknowledging learners' diverse cognitive proclivities, Gardner's framework encourages inclusive teaching strategies that can significantly enhance language acquisition.

These theories offer a comprehensive view of learning as a dynamic, interactive, and multifaceted process. They underscore why ABT can be so effective in language classrooms, particularly those oriented toward mother tongue or regional language education.

### **1.13 Challenges in Adopting Activity-Based Teaching**

While ABT carries many advantages, teachers often encounter challenges when attempting to adopt these methods in real-world classrooms. Such challenges include:

#### **✘ Resource Limitations:**

Schools may lack supportive infrastructure, such as multimedia labs, libraries with diverse Gujarati literature, or even enough space for group activities.

#### **✘ Time Constraints:**

The demands of standardized examinations, coupled with rigid timetables, can limit the opportunity for extended hands-on projects. Teachers sometimes feel pressured to cover the syllabus quickly rather than engage in in-depth explorations (Dhand, 1995).

#### **✘ Professional Development Gaps:**

Many teacher education programs do not emphasize ABT or do so only superficially. Consequently, educators may feel unprepared to implement interactive strategies effectively.

#### **✘ Assessment Systems:**

Traditional testing methods often focus on memorized content rather than critical thinking or creativity. Without systemic reforms in evaluation methods, teachers may feel inhibited from fully embracing ABT (NCF, 2000).

#### **✘ Resistance to Change:**

Colleagues, administrators, or even parents may be resistant to non-traditional pedagogies, fearing that interactive projects waste time or deviate from "serious" academics.

To overcome these barriers, policymakers, educators, parents, and school administrators must collaborate in reimagining the curriculum, forging supportive learning environments, and offering robust professional development opportunities.

#### **1.14. Strategies to Support ABT in Gujarati Subject:**

Addressing the above challenges requires multi-pronged strategies for effective implementation of activity-based teaching.

##### **✎ Teacher Training and Mentoring:**

Organize in-service workshops and continuous professional development sessions focused on ABT. Encourage peer mentoring circles, where experienced teachers can demonstrate model lessons and offer feedback. Provide resources such as lesson plan templates, sample activities, and curated reading materials in Gujarati.

##### **✎ Institutional Support:**

Administrators can adopt flexible timetabling to allow extended blocks for ABT-related projects. Allocate funds for teaching aids, local field trips, or inviting guest speakers. Recognize teachers who implement innovative, student-centred approaches, thereby building a culture of pedagogical experimentation.

##### **✎ Community and Parental Engagement:**

Encourage parents to participate in cultural exhibitions, literacy drives, or language fairs, reinforcing the value of mother tongue education. Involve local community members and experts (e.g., writers, artists, historians) to showcase diverse uses of Gujarati. Use surveys or feedback forms to gauge parent expectations and integrate constructive suggestions into classroom practices.

##### **✎ Revising Assessment Methods:**

Supplement traditional exams with performance-based tasks, portfolios, and group projects. Develop rubrics that assess critical thinking, creativity, collaboration, and cultural awareness in language learning. Communicate the rationale for such assessments to learners and parents, ensuring transparency and understanding.

So, the combining these strategies, schools can create an ecosystem that not only supports ABT but also promotes a rich and dynamic Gujarati language learning experience.

##### **✎ Activity-Based Teaching for Developing LSRW Skills**

As per the previous research work done by the investigator was effective. The experimentation of activity-based teaching and that experience shows the illustrate the multi-dimensionality of ABT in language instruction, consider a unit that

integrates LSRW skills through a different strategies and activities. Different types of activities can be arranged in which active participation and involvement of students can give scope to enhance LSRW skills. Choose a culturally relevant theme for instance, “Festivals of Gujarat.” Invite local community members to discuss traditional practices associated with specific festivals. Students listen, take notes, and pose follow-up questions. Students form small groups to role-play festival activities, narrating the origin stories or legends linked to these festivals. Each group can dramatize a short scene, focusing on clear diction and expressive intonation. Provide curated Gujarati texts that detail cultural significance or historical accounts of these festivals. Students then form literature circles to discuss their readings. Students create an anthology of festival memories essays, reflective journal entries, or short poems. They may also produce a collaborative “Festivals of Gujarat” class newsletter, which includes interviews, articles, and creative pieces.

So, weaving together these activities, learners internalize vocabulary, practice grammatical structures, and deepen their cultural knowledge. As well as can learn skills such as collaboration, leadership, and event management, forging connections between academic content and everyday life.

### **1.15. Significance for Secondary Education and Beyond**

Secondary education is frequently described as the last universal stage of formal education. For many learners, it forms the terminal point before they either enter the workforce or embark on specialized higher education programs. Given this reality, the quality of language instruction at this level is decisive in shaping long-term academic trajectories and employability. Moreover, well-designed language programs can fuel a lifelong love for reading, creative writing, and cultural pursuits. Individuals who can articulate ideas convincingly, write coherent professional documents, and interpret complex texts are more likely to excel in leadership roles (Bernstein, 1970). Gujarati language proficiency, in the local context, opens up avenues in regional media, government, NGOs, and cultural organizations.

#### **✎ Fostering Responsible Citizenship**

Language education at the secondary level lays the groundwork for active and informed citizenship. Students who appreciate cultural nuances, can empathize with diverse communities, and utilize language to advocate for social changes are better equipped to participate in democratic processes (NCERT, 2006). This includes

reading and engaging with policy documents, writing effective petitions, or conducting dialogues on civic matters.

#### ✎ **Personal Enrichment**

Finally, a deep engagement with one’s mother tongue fosters emotional well-being, a sense of belonging, and personal identity. By immersing themselves in Gujarati literature ranging from folk tales and bhajans devotional songs to modern novels students encounter existential questions, moral quandaries, and poetic expressions that can shape their personal philosophies and emotional intelligence (Gajjar, 2015).

### **1.16. Expanding Activity-Based Teaching Approaches: Advanced Suggestions**

While the aforementioned discussion outlines foundational ABT activities, there is immense scope to innovate further:

#### ✎ **Blended Learning:**

Incorporate digital resources like online Gujarati dictionaries, educational apps, or e-books. Use virtual collaboration tools that allow students to jointly edit documents or record podcasts in Gujarati. Host online forums where learners can discuss literary texts or local issues under teacher moderation.

#### ✎ **Research-Based Projects:**

Assign extended projects where students study a cultural artifact (e.g., a type of folk dance or a historical monument) and produce a research paper in Gujarati. Encourage students to collect oral histories from local elders, preserving linguistic nuances and personal narratives. Pair these research tasks with field visits, photography, or video documentation to enrich data collection.

#### ✎ **Interdisciplinary Integration:**

Collaborate with teachers of other subjects, such as history or geography, to create joint projects that explore Gujarati historical events or environmental issues. Develop cross-curricular assignments in which students write bilingual reports, comparing terms and concepts in English and Gujarati for a more comprehensive understanding.

#### ✎ **Reflective Exercises:**

Implement “exit tickets” where students write short reflections in Gujarati about the day’s lesson, focusing on personal takeaways and areas of confusion. Maintain a collective “class log,” updated weekly, summarizing key learnings, outstanding questions, and notable student contributions.

Such expansions in ABT can keep the curriculum fresh, maintain high learner motivation, and address complex 21st-century competencies. By integrating technology, research, and interdisciplinary perspectives, educators can transcend the bounds of the language classroom to foster global, cross-cutting understanding.

### **1.17 Monitoring and Evaluating ABT Effectiveness**

Implementing ABT demands systematic monitoring and evaluation to ensure it yields the intended outcomes. Formative assessments are particularly useful as they offer real-time insights into student progress and help in course corrections (NCF, 2000). Some strategies for evaluation include:

#### **✎ Rubrics:**

Develop clear criteria for each task: for instance, a role-play rubric might assess clarity of speech, correct grammar usage, collaborative spirit, and creativity. Share these rubrics with students beforehand so they have a clear sense of expectations.

#### **✎ Portfolios:**

Have students compile a portfolio of their written work, recorded speeches, and project reflections. Regularly review these portfolios to track improvement in language skills and critical thinking.

#### **✎ Peer and Self-Assessment:**

Encourage peer assessment where classmates evaluate each other's performances or written work based on established criteria. Self-assessment tasks, such as reflective essays on one's growth in Gujarati proficiency, promote metacognitive awareness.

#### **✎ Focus Groups or Interviews:**

Conduct periodic sessions where students share their experiences of ABT, discussing both strengths and potential areas for improvement. Teacher reflections, documented through personal journals or professional learning communities, can also inform iterative refinements to curriculum design.

This way triangulating different assessment methods rubrics, portfolios, self-evaluation, and group feedback teachers can gather a holistic picture of learner engagement, language development, and the overall effectiveness of ABT methodologies.

### **1.18 Addressing Diversity and Inclusivity in Gujarati Language Classrooms**

Indian classrooms, even within a single linguistic community, display a wide range of socioeconomic, cultural, and learning backgrounds. Some students may speak a slightly different dialect of Gujarati at home, while others may have a better

command of English than their peers. ABT can be a powerful approach to address this diversity:

✎ **Differentiated Instruction:**

Tailor tasks to accommodate varying language proficiencies. Assign simpler readings to those who need foundational support while challenging advanced learners with more complex texts or analytical essays. Offer diverse activity choices like drawing storyboards, composing songs, or writing reflective journals so learners can leverage their strengths.

✎ **Multicultural and Multilingual Perspectives:**

In schools where students come from mixed linguistic backgrounds, encourage them to share words or phrases from their languages that closely approximate Gujarati meanings. Incorporate comparative tasks, such as contrasting similar proverbs in Gujarati, Hindi, or English, to showcase linguistic richness and universal human values.

✎ **Gender Sensitivity:**

Select texts and activities that highlight gender equality and female contributions to Gujarati literature. Encourage all students regardless of gender to take leadership roles in group tasks, debates, or dramatizations.

Thus, foregrounding inclusivity, Gujarati language classrooms can become safe spaces where every learner feels represented, respected, and motivated to participate.

### **1.19 Integrating Technology in Gujarati Language Teaching**

The digital revolution has opened new frontiers for language education. While resource constraints remain in some schools, the growing availability of mobile devices, computer labs, and internet connectivity can be harnessed to enrich ABT:

✎ **E-Libraries:**

Schools and communities can create online repositories of Gujarati texts short stories, poetry, plays, etc. ensuring that students have easy access to varied reading materials. Teachers can curate lists of recommended websites or digital archives that feature articles, videos, or interactive stories in Gujarati.

✎ **Multimedia Projects:**

Encourage students to create short documentary films on local issues. This integrates language learning, video editing skills, and social awareness. Use platforms that allow audio recording for listening tasks and voice notes, enabling students to practice pronunciation and intonation.

### ✂ **Educational Apps:**

Develop or adopt apps that gamify Gujarati vocabulary, grammar, or idiomatic expressions. By turning learning into a playful challenge, learners of diverse proficiency levels can benefit. Offer collaborative mind-mapping or brainstorming tools where students visually organize ideas in Gujarati, reinforcing conceptual clarity.

### ✂ **Online Discussions:**

Host moderated forums or social media groups where learners discuss literary works, share book reviews or pose questions. In a blended classroom setup, teachers can supplement face-to-face lessons with online quizzes or polls that offer immediate feedback. The synergy of ABT and technology can appeal to digital-native learners, making language study more interactive, relevant, and dynamic.

## **1.20 Looking Ahead: The Future of Gujarati Language Teaching**

The landscape of education is continually evolving, reflecting broader societal, technological, and cultural shifts. For Gujarati language teaching, future directions may include:

### ✂ **Research on ABT Effectiveness:**

More empirical studies are needed to know the retention rates, creativity, and student motivation. Collaboration between educational researchers and teachers can yield data-driven insights, guiding policy amendments and curriculum design.

### ✂ **Policy Support and Funding:**

Continued advocacy for mother tongue instruction and its benefits can prompt government bodies and NGOs to allocate resources for curriculum updates, technology integration, and teacher training. Strong leadership at the administrative level through policy reforms and clear guidelines can mainstream ABT rather than leaving it as an optional or experimental approach.

### ✂ **Global and Local Linkages:**

While focusing on Gujarati language, educators can initiate global linkages by connecting with diaspora communities or exploring parallels with other regional languages. Building partnerships with publishing houses, literary festivals, and cultural organizations can give students exposure to authentic language usage and contemporary literary developments.

### ✎ **Sustainable Development Goals (SDGs):**

Incorporate aspects of the UN's SDGs such as gender equality, climate action, and poverty reduction into language lesson projects. This positions Gujarati not just as a subject but as a medium for discussing critical issues. Students can propose local solutions through Gujarati writing or oral presentations, thereby linking classroom learning with community problem-solving.

Through these evolving pathways, Gujarati language education can remain at the forefront of pedagogical innovation, preserving heritage while equipping learners for modern challenges.

In summation, at secondary level Gujarati subject teaching a cultural imperative and an educational necessity. Language education in the mother tongue aligns with national educational policies and global research that underscores the value of linguistic diversity, cognitive development, and cultural inclusion (NPE, 1986; NEP, 2020). While challenges remain ranging from resource shortages to entrenched teaching habits Activity-Based Teaching (ABT) offers a powerful framework for fostering engagement, critical thinking, collaborative learning, and creativity.

Grounded in constructivist and experiential theories from Dewey, Vygotsky, and Gardner, ABT reframes classrooms as vibrant communities of inquiry, reflection, and action. Learners in such environments do not merely memorize content; they explore ideas, co-construct knowledge, and become active participants in their own academic and personal growth. The integrated approach to LSRW skills ensures learners acquire comprehensive language competencies, preparing them for higher education, future employment, and active citizenship. In light of India's linguistic and cultural diversity, the revitalisation of regional languages like Gujarati stands as a cornerstone of educational reform. By weaving together policy support, continuous professional development, creative curriculum design, and innovative assessment strategies, schools can transcend the limitations of rote learning. The ultimate vision is to create spaces where Gujarat's rich literary heritage coexists with modern pedagogical techniques, nurturing a generation of students who are both rooted in tradition and prepared for global challenges. As education continues to evolve, the role of activity-based, inclusive, and technology-enriched methodologies in language teaching will remain pivotal in shaping the intellectual, emotional, and social well-being of learners.

### **1.21 Rationale:**

The ultimate purpose and manifestation of best from the students. It can not only help in academic achievement but also for a better life. In education, there are many teaching methods and approaches for making the teaching-learning process effective. When one considers that students are individuals with different learning patterns and styles, we realise that activity-based teaching imposes for better learning. Through these modes of learning, teachers can create a participative environment in the classroom so as to make learning effective, interesting, helpful and worthy. In Activity based teaching there is scope of involving multiple senses of the learners to a greater extent during the teaching-learning process. It gives the chance for self-learning, self-direction and self-understanding to the student. It gives a scope for using creativity and inner potential and the teacher can make an interactive classroom environment and students can learn the language easily and effectively.

According to draft **NEP (2019)**, “It is well-understood that students learn and grasp concepts most quickly in their home language/mother tongue.” The great philosophers Gandhiji, Rabindranath and Swami Vivekananda emphasized that teaching should be in the mother tongue, because they can express their original thoughts and ideas creatively, easily and effectively in their mother tongue rather than the other language. According to **Carroll (1956)** “the cognitive, social, and cultural patterns that govern our perception of the world are largely shaped, formulated and even directed by the structures of the language we speak.” Thus, the language is very useful for human beings to live life more meaningfully. According to **NCF (2005)** our current concern in the curriculum need to bring changes in the present education system, it seems activity-based teaching is a suitable and appropriate method for teaching any language in general and Gujarati in particular. Investigators found very few studies for teaching Gujarati through activities. Gujarati being the mother tongue of the majority of the students has a wider scope for higher level literary skills to be incorporated in designing activities for the students. So, the investigator is proposing this study. It provides an opportunity for acquiring knowledge.

The secondary give exposure to enhance their abilities in Gujarati language through activity-based teaching programmes and check its effectiveness as compared to the traditional method. We need to create a proper learning atmosphere. Activity-based language teaching is not only useful to create a live environment but helpful in

enhancing good qualities of students i.e. sharing, caring, credibility, clarity of thoughts and enthusiasm etc. It helps to link language learning with life, psychology, sociology, science as well as with other subjects. Scope of language education can allow potential journalism and creative writing like poem, story and articles, to become a radio jockey. It also helps to develop the personality of the student. Through this, an independent learning environment can be creating an effective contribution of the student to create new things, students learn to take responsibility when they are exposed to such events. The main thing is that it helps to enhance self-esteem, self-motivation, self-direction and self-confidence of students. It is observed that teachers enact various roles i.e. as an artist, motivator, guide, administrator, mother, singer, counsellor, organiser, philosopher, friend, facilitator, supervisor, dramatist to teach effectively in classrooms. In language teaching while teaching prose, poetry, grammar and composition, the teacher has wider scope in using various activities and learning situations.

Enhancement of language proficiency remains a focal concern in educational research globally. In India, the National Education Policy (NEP, 2020) has intensified discussions around the role of the mother tongue as a medium of instruction, highlighting both cultural and pedagogical benefits when children learn in the language they speak at home. Despite this policy directive, classroom practices often remain rooted in teacher-centric approaches, overshadowing the potential of learner-oriented strategies. Consequently, many secondary-level learners, even in their mother tongue, struggle to achieve well-rounded skills. (Duan, 2021; Vania, 2015). This situation is particularly notable in the Gujarati context, where limited empirical investigations have examined comprehensive, activity-based interventions that target LSRW development among secondary school students (Gajjar, 2015; Mehta, 1998). This study, titled Enhancement of LSRW Skills Through Activity-Based Gujarati Teaching Among the Students of Standard 9, seeks to bridge the gap between policy prescriptions and classroom realities by designing, implementing, and evaluating an activity-based teaching (ABT) framework tailored to Gujarati language instruction. The following sections articulate the rationale for this investigation, synthesizing key insights from pertinent literature to underscore the urgency, uniqueness, and prospective impact of the proposed research.

Integrating Activity-based teaching-learning in Gujarati creates a student-centred classroom climate by creating an interactive and innovative environment for teaching-

learning process. From the studies on activity-based teaching Varthak (2001), Attar (2009), Daphne (2015), Lonkar (2016), Rathod (2018) and Amin (2011) all have shown positive effects of activity-based teaching on student's achievement. None of them was in Gujarati language. Tadvī (2015) reported that for Gujarati language teaching also it was effective and showed a difference in the achievement.

India's NEP 2020 underscores the necessity of mother tongue or regional language instruction, especially in foundational and middle years of schooling (NEP, 2020). According to policy guidelines, teaching children in a language they understand best not only fosters better comprehension of curricular content but also helps preserve cultural identity, build emotional bonds, and encourage active participation (Noreen & Khan, 2019). However, a persistent shortfall is the scarcity of concrete frameworks or empirical studies that illustrate how these ideals can be put into practice (Gor, 1986; Soumini, 1984). This discrepancy between policy aspirations and on-the-ground practice is further highlighted by teacher-driven methodologies, minimal use of interactive resources, and limited professional development avenues for educators (Hazra, 2019; Mehta, 1998).

In Gujarat, the mother tongue Gujarati is widely spoken, yet school contexts often exhibit an overemphasis on rote learning, grammar drills, and textbook summaries rather than dynamic, student-centred pedagogy (Rathod, 2018; Suthar, 1974). By demonstrating how an Activity-Based Teaching (ABT) model can be strategically implemented within Gujarati classrooms. NEP (2020) recommendations, seeking to offer a replicable model that benefits other regional languages as well.

Language scholars universally agree on the centrality of language skills to achieving comprehensive language competence (Widdowson, 1978; Bhatt, 2018). Listening and reading constitute receptive faculties, enabling learners to assimilate ideas and expand their knowledge, whereas speaking and writing are productive channels through which individuals convey thoughts, emotions, and arguments (Shaik, 2015). Together, these skills are fundamental not just for literary pursuits or examinations, but also for effective communication, creative expression, higher education opportunities, and professional readiness (Deborah, 2019; Patil, 2017).

In the Gujarati context, such skills also play a crucial sociocultural role. Proficiency in Gujarati often fosters community cohesion, local identity, and a sense of heritage (Khint, 2018). Yet, research indicates a paucity of comprehensive programs that move beyond superficial grammar exercises and rote textbook recitations (Mehta, 1998).

The relative neglect of structured listening and speaking drills in mother tongue classrooms leads many students to remain passive recipients of knowledge, undermining their active engagement in the learning process (Parmar, 2009). The proposed study confronts this challenge by designing tasks that demand active learner involvement in each of the four skill areas, from group discussions to reading comprehension tasks contextualized in Gujarati culture and environment.

Activity-Based Teaching (ABT) has gained prominence in various educational systems as an antidote to passive, lecture-centric instruction (Daphne, 2015; Mishra & Yadav, 2013). ABT typically involves structured group tasks, project-based assignments, and interactive sessions, all designed to encourage creativity, collaboration, and deeper cognitive engagement (Lavine & Guy, 2007). Numerous studies across different contexts ranging from mathematics (Noreen & Khan, 2019) to foreign language learning (Duan, 2021) underscore how ABT's hands-on strategies improve learner motivation, concept retention, and active use of target linguistic features.

Within language classrooms, especially for English as a Second Language (ESL), ABT has demonstrated measurable improvements in reading comprehension, communicative fluency, and writing organization (Attar, 2009; Duan, 2021; Joseph, 2021). Techniques may include role-plays, collaborative writing, peer reviews, and group-based reading exercises. Students become protagonists in their own learning, actively constructing meaning rather than merely memorizing rules (Vygotsky, 1978). Although most of these initiatives center on ESL contexts (Shaik, 2015; Abraham, 2018), the theoretical underpinnings are equally relevant for mother tongue instruction, where authentic engagement with texts, peer discussions, and context-driven writing tasks can spark interest and linguistic competence (Rathod, 2018; Das, 2015).

Despite the rich evidence base, ABT's systematic adaptation to Gujarati teaching remains minimal (Gajjar, 2015; Khint, 2018). At the primary level, initiatives like the "Pragna" approach in some government schools have indicated positive outcomes in children's engagement and fundamental language skills (Rathod, 2018). However, these efforts rarely extend to standard 9 or the integrated development of LSRW. As a result, learners often enter higher secondary classes without robust communicative competencies or deep-rooted cultural-linguistic appreciation for Gujarati (Mehta,

1998). Thus, developing a rigorous and carefully structured ABT program that addresses these lacunae is both a practical necessity and an academic imperative.

Many studies in Gujarati focus narrowly on grammar acquisition or reading comprehension alone (Parmar, 2009). While grammar is certainly critical, the language classroom demands a more holistic approach to foster genuine linguistic agility. Scholars in language pedagogy emphasize that listening, speaking, reading, and writing are interdependent (Widdowson, 1978; Chand, 2018). Neglecting any one skill can result in fragmented mastery, eroding overall language proficiency. Therefore, a key rationale for the current study is its commitment to systematically incorporate all four skills into ABT modules, ensuring a multidimensional advancement of Gujarati literacy.

Although the mother tongue is an increasingly popular subject for policy discussions (NEP, 2020), empirical literature remains skewed toward English, especially in the Indian subcontinent (Shaik, 2015). Studies investigating Gujarati rely predominantly on surveys or small-scale action research, lacking a robust experimental design that measures skill growth using validated tools (Gajjar, 2015). The present investigation aims to fill this void by employing a quasi-experimental or experimental methodology to gauge the effect of ABT on standard 9 students' reading fluency, writing coherence, listening comprehension, and speaking clarity in Gujarati.

Effective ABT implementation hinges on teachers who can skilfully design activities, facilitate group dynamics, and adapt to learners' evolving needs (Hazra, 2019). Past investigations suggest that teachers often lack appropriate training and familiarity with ABT methods in mother-tongue contexts (Daphne, 2015). Moreover, minimal guidance exists on how to align ABT with Gujarat Secondary Education Board (GSEB) curricula or how to evaluate outcomes beyond conventional paper-and-pencil testing (Mehta, 1998). By offering structured orientation and providing a model for classroom-level adaptation, the current study intends to address teacher competency and support issues, thereby fostering a sustainable shift in pedagogical practice.

Gujarati, with its long literary tradition, forms a cornerstone of local identity in Gujarat (Khint, 2018). Strengthening LSRW skills in Gujarati not only benefits academic performance but also ensures that students remain rooted in their cultural heritage. The act of composing stories, reading local folklore, participating in group discussions on region-specific topics, and verbally expressing personal viewpoints in the mother tongue can deepen learners' pride and affiliation with their community

(Suthar, 1974). This intangible value often goes unrecognized in mainstream language research focused on global languages like English (Patel, 2016).

Researchers argue that robust language proficiency facilitates academic success across disciplines (Bernstein, 1970; Bandyopadhyay, 2017). When students can interpret instructions, read textbooks critically, and articulate responses coherently, their performance in mathematics, science, and social sciences improves as well (Nanthini, 2020). By investing in activity-based Gujarati learning at standard 9, educators can equip students with the cognitive scaffolds necessary for advanced critical thinking. In turn, these scaffolds empower learners to decode subject-specific terminologies and engage in interdisciplinary research or discussions.

Language is more than a collection of phonemes and syntax; it is a channel for emotional expression and social bonding (Aurorin, 1977; Chand, 2018). By fostering a supportive, activity-rich environment, students learn to cooperate, handle disagreements with sensitivity, and share personal narratives in Gujarati (Vania, 2015). Such socio-emotional development often overshadowed by test-oriented goals plays a significant role in shaping self-confidence, empathy, and leadership qualities in adolescents (Anwer, 2019). In a standard 9 setting, structured group tasks and reflective writing sessions can provide safe spaces for adolescents to discuss real-life challenges, strengthening their sense of solidarity and belonging.

A standout contribution of this investigation is the creation of an Activity-Based Teaching Program specifically tailored to the Gujarati language and the standard 9 curriculum. Rather than presenting theoretical ideals alone, the study will offer a concrete teaching-learning sequence—lesson plans, sample activities, alignment with the GSEB syllabus, and formative evaluation strategies. This robust framework aims to be easily replicable by teachers, schools, or educational authorities.

By utilizing reliable pre- and post-tests, rubrics for LSRW assessment, and possibly qualitative measures such as observation checklists or student reflections, the study ensures that any instructional gains can be empirically validated (Baserer, 2020). In this manner, it builds a credible foundation for future scaling or adaptation in other standard levels or subjects, potentially broadening the scope of mother-tongue research across India (Gayathri, 2014).

In many mother-tongue classrooms, inertia persists because teachers lack clear roadmaps or face time constraints (Mehta, 1998). This study aims to empower educators by showcasing how to integrate ABT efficiently, demonstrating that

fulfilling curriculum needs and developing well-rounded skills can co-exist (Patil, 2017). Policymakers, having long championed mother-tongue learning, can use this study's outcomes as an evidence-based endorsement, advocating resource allocation and consistent teacher training. Ultimately, successful results could persuade curriculum designers to incorporate more ABT elements into official textbooks or teacher manuals (Rathod, 2018).

Investigators being from the field of Gujarati language and having experience of teaching Gujarati language to secondary and higher secondary students for a few years felt it a worthy task to be carried out. Researchers in the area of language teaching also suggested focusing on Gujarati language. Thus, exploring and contributing in this area of Activity Based Programme for teaching Gujarati.

### **1.23 Specification of Research statement**

**"Enhancement of LSRW Skills through Activity-Based Gujarati Teaching among Students of Standard IX,"**

#### **1.23.1 Title of the study**

**Enhancement of LSRW skills through Activity based Gujarati teaching among the students of standard IX**

#### **1. 24 Objectives of the study:**

1. To develop the Activity Based programme to enhance LSRW skills for Gujarati teaching among the students of standard IX.

2. To implement the developed Activity Based Programme to enhance LSRW skills for Gujarati teaching among the students of standard IX.

**I.** To study the effectiveness of the developed Activity Based programme in terms of: I. Efficiency in Listening Skills in Gujarati subject among the students of standard IX.

**II.** Efficiency in Speaking Skills in Gujarati subject among the students of standard IX.

**III.** Efficiency in Reading Skills in Gujarati subject among the students of standard IX.

**IV.** Efficiency in Writing Skills in Gujarati subject among the students of standard IX.

3. To study the effectiveness of the programme through reaction of the students about the ABGT programme in the students of standard IX.
4. To study the effectiveness of the programme through feedback of the students about the ABGT programme in the students of standard IX.

#### **1.24.1 Hypothesis:**

In order to achieve the above stated objectives, the following hypotheses were formulated for the enhancement of LSRW skills through the developed ABGT program.

**H01.** There was no significant difference between the mean post-test scores of the students of the experimental group and control group.

**H02.** There was no significant difference between the mean post-test scores of the listening skill of students of the experimental group and control group.

**H03.** There was no significant difference between the mean post-test scores of the speaking skill of students of the experimental group and control group.

**H04.** There was no significant difference between the mean post-test scores of the reading skill of students of the experimental group and control group.

**H05.** There was no significant difference between the mean post-test scores of the writing skill of students of the experimental group and control group.

**H06.** There was no significant difference between the mean pre-test scores and post-test scores of the students of the experimental group.

**H07.** There was no significant difference of mean pre-test scores and post-test scores of listening skill of the students of the experimental group.

**H08.** There was no significant difference of mean pre-test scores and post-test scores of speaking skill of the students of the experimental group.

**H09.** There was no significant difference of mean pre-test scores and post-test scores of reading skill of the students of the experimental group.

**H010.** There was no significant difference of mean pre-test scores and post-test scores of writing skill of the students of the experimental group.

All the above-mentioned hypotheses are accepted at 0.05 confidence.

#### **1.24. 2 Operationalization of the terms:**

✎ **Enhancement of LSRW skills:**

**Listening Skill:** Enhancement of listening skill is quantified as the score obtained by the students in a listening skill test prepared by the investigator.

**Speaking Skill:** Enhancement of speaking skill is quantified as the score obtained by the students in a speaking skill test prepared by the investigator.

**Reading Skill:** Enhancement of reading skill is quantified as the score obtained by the students in a reading skill test prepared by the investigator.

**Writing Skill:** Enhancement of writing skill is quantified as the score obtained by the students in a writing skill test prepared by the investigator.

✎ **Activity-Based programme:**

Activity Based Programme for teaching Gujarati includes different activities to which student exposed, such as game with words and sentences, narration on the picture, brainstorming, learning by imagination, demonstration, playing *Bhavai*, visits to library, *Kavisanmelan*, poetry recitation, translation from one language to other, create riddles, showing video on author and book etc., small group discussion, interview, project work, use of board work to present own ideas, creative writing, interview of teacher or Nobel personality, self-evaluation, developing the story, collect information and letter writing, creating riddles, etc., these activities were decided on the basis of content of textbook of Gujarati subject of Standard IX.

**Effectiveness:**

The effectiveness of the current study was fully demonstrated by the following outcomes: a difference in the post-test mean scores of the experimental and control groups' students in relation to the treatment provided by the created program;

- ✎ A difference in the students' post-treatment reactions.
- ✎ The difference in the reaction of the student after treatment.
- ✎ Feedback given by the students.

**1.24.3 Delimitation of the study:**

- ✎ This study was delimited to secondary schools located in Ahmedabad city, Gujarat.
- ✎ The study was delimited to Gujarati-medium and IX-standard pupils who were following the GSEB syllabus.
- ✎ The study was delimited to enhance LSRW skills in Gujarati subjects.