

CHAPTER IV

Data Analysis & Interpretation

सततं चिन्तनं कार्यं, संशयो हि विनश्यति।
अन्वेषणपरः सदा, सत्यं ज्ञानं च विन्दति॥

Continuous thinking and contemplation must be pursued, as doubts get destroyed through deep inquiry. One who is always engaged in exploration ultimately attains truth and knowledge. This shloka emphasizes the importance of persistent questioning, critical thinking, and research in uncovering the truth and expanding one's knowledge.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter serves as the core analytical section of this research, where the collected data is systematically analysed to address the research objectives. The study focuses on evaluating the enhancement of LSRW skills through activity-based Gujarati teaching among students of Standard IX. The analysis highlighted the effectiveness of the ABGTP and its influence on students' enhancement in LSRW skills in this chapter. This chapter gives an overall process of data collection and data analysis that shows how investigator conducted the research work. The data for this research was gathered through a combination of qualitative and quantitative methods, including pre-test and post-tests, reaction scale, rating scale, and student feedback. The primary objective of this chapter is to interpret the results in light of the ABGTP implemented to enhance LSRW skills during the study. To analyse the collected data with appropriate data analysis techniques can give the actual outcomes of the research.

The nature of the current investigation is exploratory. With an experimental group and a control group, it used a quasi-experimental research design. At the conclusion of the experiment, the data was gathered to determine the improvements in the experimental group's LSRW language proficiency. The investigator used a rating scale, feedback form, reaction scale, and the LSRW competency test for Gujarati subjects to gather data. For the purpose of equating the two groups, the researcher administered the skill test at the start of the experiment. A proven Activity Based Gujarati teaching program was used to teach Gujarati to the experimental group's pupils in order to improve their LSRW skills. In contrast, the teacher in the control group taught Gujarati to the pupils using the conventional approach.

During a meeting with the subject teacher in front of the school principal, the investigator advised the subject teacher to use LSRW skills when teaching Gujarati. At the conclusion of the experiment, both the experimental and control groups took the LSRW skill exam. Students were given a feedback sheet so that their opinions on how to improve their LSRW skills through ABGTP experience could be gathered. An experimental group was used to test the efficacy of the ABGTP using a five-point Likert type reaction scale. The data were analysed qualitatively and quantitatively.

4.1 Interpretation and Analysis of Data

Mann-Whitney U and Wilcoxon rank tests were used to statistically analyse the data, and the frequency, percentage, and intensity index were computed for the reaction scale. Content analysis was used to qualitatively examine the feedback sheets. Since the sample in this study was specifically chosen, the parametric statistics assumption did not align with the current data. The Mann-Whitney U-test, which is seen as being comparable to the t-test of the parametric family, was thus employed as the non-parametric for Hypothesis 1. The ABGTP underwent a descriptive analysis. The Wilcoxon rank test was used to analyse the LSRW skill exam in order to accomplish objective 3. to investigate how the pupils responded to the activity-based program designed to improve LSRW abilities A Likert-type five-point reaction scale was used to gather data on the students' responses to the Activity Based Program designed to improve LSRW skills in the Gujarati topic. Percentage, frequency, and intensity index were used to analyse the data. The table provides a full analysis pertaining to this goal. The feedback of the students was collected through a feedback sheet and descriptive content analysis was done for it.

Table: 4.1: Objectives-wise Tools and Data Analysis Techniques

Sr. No.	Objectives	Tool	Data analysis technique
1	Objective 1	ABGTP	Content Analysis
2	Objective 2	ABGTP	Content Analysis
3	Objective 3	LSRW Skill test	Maan Whitney Wilcoxon Rank Test
4	Objective 4	Reaction Scale	Frequency, percentage, Intensity index
5	Objective 5	Feedback Sheet	Descriptive content analysis

As it is mentioned in table no 4.1 to achieve the objectives the data collection process, data analysis and interpretation techniques process are presented in this chapter.

4.2 Development of Activity based Gujarati Teaching Programme

The Activity-Based Gujarati Teaching Programme (ABGTP) was developed over the academic years 2020–2021 and 2021–2022. This section details the process undertaken to finalize the ABGTP.

✎ Analysis of the textbook

The investigator examined the Gujarat State Textbook Board's recommended textbook for Standard IX. The analysis concentrated on the goals of teaching Gujarati at the secondary school level, as well as the integration of speaking, listening, reading, and writing. (LSRW) abilities, the content's nature, the kinds of poetry and prose that are covered, and the opportunity to include exercises that improve LSRW abilities.

✎ Identify the level of students and possibilities with psychological aspects of language learning at secondary level

It is as a bridge, consolidating skills, abilities, and capacities developed at the primary level while preparing students for higher secondary education. The investigator assessed the criteria for enhancing language skills in relation to students' age, interests, and intellectual levels. At this stage, students exhibit capabilities such as innate reasoning, content analysis, critical and creative thinking, spontaneous reflection, and the generation of innovative ideas. The investigator designed activities tailored to these criteria, aiming to enhance LSRW skills effectively.

✎ Identify the possibilities of activities to enhance the LSRW skills

The activities were finalized based on three key considerations: (i) The nature of the content (prose and poetry). (ii) The objectives of secondary education. (iii) The scope for developing LSRW skills. The chapters in the secondary school curriculum were aligned to objectives and psychological aspects of students' language learning abilities. Based on the content analysis, the investigator identified concepts and chapters suitable for activity-based learning to promote language proficiency.

✎ Observation from previous research work done by investigator

The investigator had previously conducted experimental research involving the development and implementation of an activity-based program for teaching Gujarati at the primary level. The findings indicated that activity-based teaching was effective not only in enhancing students' content knowledge but also in improving their language skills.

✎ Observations of Gujarati Teaching Practices at the Secondary Level

To gain further insights, the investigator observed Gujarati teaching practices in secondary schools. Discussions with teachers revealed that traditional methods predominated, with

minimal focus on developing LSRW skills. These observations informed the design of activities aimed at enhancing students' LSRW skills within the ABGTP.

✎ **Discussion with an experts**

Discussions were conducted with subject experts and school teachers who incorporate innovative activities into their teaching. It was observed that LSRW skills were often neglected during instruction. Students particularly faced difficulties in speaking and writing. Additionally, the teaching methods for the Gujarati subject were found to be monotonous, largely teacher-centred, and lacked sufficient emphasis on the importance of learning the mother tongue.

Based on these observations, a draft of the Activity-Based Gujarati Teaching Programme (ABGTP) was developed. The draft considered all relevant aspects, including the enhancement of LSRW skills, the design of engaging activities, and alignment with students' levels, interests, age, intellectual abilities, and learning capacities. It also addressed the ground realities of secondary school teaching practices and incorporated expert suggestions to ensure the program's comprehensiveness and effectiveness in achieving the study's objectives. The draft of the ABGTP is presented in Table 4.2.

Table 4.2: First Draft of Activity-Based Gujarati Teaching Program for Students of Standard IX

Sr.no	Skills	Activities	Objectives	Teaching aid
1	Listening Speaking Reading Writing	<p>Orientation on LSRW and ABGTP</p> <p>Orientation was given by the investigator to make them aware about the LSRW and the purpose of why enhancement is a necessity at secondary level. Through effective use of LSRW skills they can get success not only in academic achievements but also in the different aspects of life.</p>	To make them aware about the importance of LSRW skills and Activity based Gujarati teaching program	Flashcards
2	Listening Speaking Reading Writing	<p>Game with words</p> <ul style="list-style-type: none"> ✎ Making words from last letter of one word ✎ Related words ✎ Rhyming words ✎ Epanalepsis words (Dvirukti) ✎ Snake and bite game of words ✎ Make pairs of words with and without punctuation marks. ✎ Make the word with last specific letter ✎ Make words from pictures <p>(Find out meaning, synonyms, opposite words of particular words and make sentence) and display it on the bulletin board</p> <p>Investigator had given information, instruction, involved students and motivated them for active participation in activity.</p>	<p>To make them able to use vocabulary in speaking and writing.</p> <p>To make them aware of their thinking ability to speak words as per specific context.</p> <p>To make them aware to develop imaginative ability to speak and write words.</p> <p>To make them able to use words as per the need.</p>	Pictures Flash cards Chart

3	Listening Speaking Reading Writing	Game with sentences <ul style="list-style-type: none"> ✎ Frame sentence with using if and then ✎ Frame sentence with use of conjunction ✎ Frame sentences with use of adjective ✎ Frame sentences with use of adverb ✎ Frame sentences with specific words. 	To make them able to use sentences in different uses of language. To make them able to develop thinking ability to speak sentences. To make them able to develop imagination for writing and speaking sentences. To make them able to use words as per the need of sentence framing.	Pictures Flash cards
4	Listening Speaking Reading Writing	Describe the picture with time limit Describe the picture with <ul style="list-style-type: none"> ✎ Meaning, ✎ Observation ✎ Interpretation ✎ Message given in the picture.	To make them able to use the skill of describing in the proper way. To make them aware, develop the ability to create meaning. To make them aware to develop the ability of observation and interpretation before speaking.	Pictures

5	Listening Speaking Reading Writing	Create a ‘Haiku’ (a form of poetry) on different topics Investigator explained form and characteristics of Haiku with examples then students have to write own way <ul style="list-style-type: none"> ✎ God Krishna ✎ Gujrat ✎ Indian Culture ✎ River Narmada ✎ Hard work (Purusharth) ✎ Life ✎ Nature 	To make them able to apply their own ideas and thoughts in poems. To make them able to write creative poems in their own way.	Pictures
6	Listening Speaking Reading Writing	Complete the incomplete lines of poem Investigator had given two lines, students needed to create and develop other lines to complete the poem as per their imagination, thinking and creativity.	To make them able to write their own poem.	Flash cards
7	Listening Speaking	Perform poetry with recitation and singing in creative way Investigator has given information, explained the importance and given a demonstration. <ul style="list-style-type: none"> • Recitation of poems as a style of poetry by students. • Perform poem as a rap song • Singing poems as per figure of speech. 	To make them able to perform poems in their own way. To make them able to recite the poem in a specific and creative manner.	Audio Videos

8	Listening Speaking Reading	<i>Kavisanmelan</i> Investigator has given information, its importance and demonstration. <ul style="list-style-type: none"> ✎ Students need to perform the role of a specific poet. ✎ All poems of semester 1 ✎ Poems related to syllabus 	To make them able to perform poems as the poet. To make them able to know about the literary contribution of the author and perform it in different ways.	Book mark
9	Listening Speaking Reading Writing	Perform role of Radio Jockey Investigator had given orientation and demonstration on RJ. Students need to write a script to perform role of RJ on different topic in different way (Dialogue, Song, Interview) <ul style="list-style-type: none"> ✎ Ideal student ✎ Independent Bharat ✎ Incredible Bharat Culture and Nature	To make them able to write their own script and perform as RJ.	Audio Video
10	Listening Speaking	Perform <i>Bhavai</i> Creative <i>Bhavai</i> written by the investigator on cleanliness and students need to perform it for enhancing speaking skill.	To make them able to perform <i>Bhavai</i>. To make them able to understand content for a long time.	Script PowerPoint presentation

11	Listening Speaking Reading Writing	Write a script of a drama and perform. Investigator explained about how to write drama in different way and Divide students in different group and they have to find out topic, do the discussion, framing dialogue and performance of drama by students. <ul style="list-style-type: none"> ✎ On Thoughts of mahatma Gandhiji ✎ Work is worship Mother: a wonderful creation of God	To make them able to write drama in their own way. To make them able to perform drama.	PowerPoint presentation
12	Listening Speaking Reading Writing	Create Riddles and quiz Investigator explained about the form and characteristics and give examples on it. After that will motivate students to write riddles and quiz. Students created the riddles on <ul style="list-style-type: none"> ✎ Name of poet ✎ Name of poem ✎ Name of prose ✎ Theme of poem and prose ✎ Values reflected in poem and prose 	To make them able to think critically and create riddles and quiz	PowerPoint presentation Reference book

13	Listening Speaking Reading Writing	Imagination of said words and reflection on it <ul style="list-style-type: none"> ✎ Imagine the said words by the investigator, to think, to feel involved in it then reflect, express ideas and experience. ✎ Investigator presented the ideas and informed students to imagine the spoken words and students will express views, ideas and experience on it. 	To make them able to think imaginatively and critically. To make them able to express their ideas, views and experience.	Audio
14	Listening Speaking Reading Writing	Orientation on Gujarati spelling (<i>Jodani</i>) and pronunciation <ul style="list-style-type: none"> ✎ Investigators organized an orientation on Gujarati spelling and pronunciation for correct use of language in speaking, reading and writing. 	To make them able to speak, read and write in the correct manner.	PowerPoint presentation
15	Listening Speaking Reading Writing	Orientation on develop listening and writing skill <ul style="list-style-type: none"> ✎ Investigator organized and orientation given on listening and writing skills with Use of transcript to develop listening skill 	To make them able to listen and write in the correct manner.	Audio
16	Reading Writing	Orientation on comprehension. (Pross) Investigator organized a program with activity of analyses of the pross with different aspects for comprehension.	To make them able to use comprehension ability for the pross.	PowerPoint presentation

17	Reading Writing	Orientation on comprehension. (Poetry) Investigator organized a program with activity of analyses of the poetry with different aspects for comprehension.	To make them able to use comprehension ability for poetry.	PowerPoint presentation
18	Speaking Writing	Self-evaluation Investigator arranged activities for students for self-evaluation and present own way <ul style="list-style-type: none"> ✎ To use blank paper of peace in your own creative way. ✎ To write 5 strength and limitation ✎ To write about introducing himself in a unique way and present it in a different manner. 	To make them able to use speaking and writing in a unique way. To make them able to understand their own self.	Pictures Videos
19	Speaking Writing	Developing the story Investigator explained the form, characteristics and examples and demonstration of stories. <ul style="list-style-type: none"> ✎ Students need to develop a story from Strep with different chronological points. ✎ Develop story from picture ✎ Develop story own way 	To make them able to write creative stories.	Strep paper Pictures

20	Listening	Collect information about the subject and present it in a unique way. Students need to collect information from <ul style="list-style-type: none"> ✍ News papers ✍ Magazines ✍ Books Present in unique way <ul style="list-style-type: none"> ✍ Charts ✍ Small dairy ✍ Flash cards ✍ Book mark ✍ As a news reporter 	To make them able to use reading skills from different sources. To make them able to present information in different forms.	Newspaper cutting Magazines Books Flash card Book marks
	Speaking			
	Reading			
	Writing			
21	Reading	Write and maintain Diary and scrapbook on syllabus. Students need to write information and maintain diary and scrapbook for developing creative, critical thinking and	To make them able to write and present creatively.	Dairy Craft material
	Writing			
22	Writing	Use of black board to present own ideas <ul style="list-style-type: none"> ✍ Discussion on topic To write creative thoughts, poem or symbols on the black board about topic and with using that information write an essay	To make them able to apply their own ideas and thoughts. To make them able to use thinking, imagination and creative ideas in essay writing.	Reference
23	Reading	Book review Demonstration of book review was given by the investigator Students have to read a book and give a review on it.	To make them able to understand the importance of books.	Books

24	Reading	Book fair Investigator organized a book fair at school level and the student's role was as presenter as per different sections. <ul style="list-style-type: none"> ✎ Story ✎ Poem ✎ Magazine ✎ Newspaper ✎ Dictionary 	To make them able to know different types of books and authors. To make them able to use reading skills. To make them able to know the use of the library and its importance.	Books Magazines Dictionaries
25	Speaking	Take an interview with a teacher or Nobel personality. Students need to arrange interview of teacher or Nobel personality	To make them able to enhance their speaking ability. To make them able to take interviews with teachers or Nobel personalities.	List of question paper
26	Writing	Letter writing with use of post card Investigator had given information about letter writing in detail. Students have to write letter with use of postcard	To make them able to write letters with correct steps and in an innovative way.	Postcards
27	Speaking Writing	Perform (street play) <i>Nukkad natak</i> Investigator has to guide students about <i>Nukkad natak</i>. Students have to write and perform (Street play play) <i>Nukkad natak</i>. on different topics. <ul style="list-style-type: none"> ✎ Social issues ✎ Cleanliness ✎ Importance of mother 	To make them able to write and perform street play <i>Nukkad natak</i>.	Video

28	Listening Writing	Prepare Audiobook: Investigator guide to develop and maintain audio books. Students have to prepare audio books on poems and specific paragraphs of pros and informative details.	To make them able to write scripts and prepare audiobooks.	Audio
29	Speaking	Presentation on inspirational experiences of life. Investigator presented own experience and information to make it effective. Students have to present ideas on inspirational experiences of life.	To make them able to write and speak about their own inspirational experience.	Video

The developed program was based on total thirty activities with objectives, required time and details of the activity for enhancing the LSRW skills.

4.3 Implementation of an ABGT Programme

Table 4.3: Final Activity-Based Gujarati Teaching Program for Students of Standard IX

Sr. no.	Skills	Activities	Objectives of the activities	Method/ Approach/ Strategy/ Learning Experience	Learning outcomes of activities	Time
1	Listening Speaking Reading Writing	Orientation on LSRW and ABGTP Orientation was given by the investigator to make them aware of the LSRW and the purpose of why enhancement is a necessity at secondary level. Through effective use of LSRW skills they can get success not only in academic achievements but also in the different aspects of life.	To make them aware of the importance of LSRW skills and the Activity-based Gujarati teaching program	Orientation Introduction Lecture cum discussion	Be aware about the ABGTP and LSRW	35 minutes

2	Listening	Game with words ✎ Making words from the last letter of one word ✎ Related words ✎ Rhyming words ✎ Epanalepsis words (Dvirukti) ✎ Snake and bite game of words ✎ Make pairs of words with and without punctuation marks. ✎ Make the word with last specific letter ✎ Make words from pictures (Find out meaning, synonyms, opposite words of particular words and make sentence) and display it on the bulletin board Investigator has to give information, instruction, involve students and motivate them for active participation in activity.	To make them able to use vocabulary in speaking and writing.	Activity learning	Based	Improve vocabulary and ability to use words appropriately, creatively, innovatively.	70 (35x2) minutes
	Speaking		To make them aware of their thinking ability to speak words as per specific context.	Game learning			
	Reading		To make them aware to use imaginative ability to speak and write words.	Narration discussion			
	Writing		To make them able to use words as per the need.	Cooperative learning			

3	Listening Speaking Reading Writing	Game with sentences ✂ Frame sentence with using if and then ✂ Frame sentence with use of conjunction ✂ Frame sentences with use of adjective ✂ Frame sentences with use of adverb ✂ Frame sentences with specific words.	To make them able to use sentences in different uses of language. To make them able to develop thinking ability to speak sentences. To make them able to develop imagination for write and speaking sentences. To make them able to use words as per the need of sentence framing.	Game based learning Activity based learning Narration cum discussion Cooperative learning	Improve to frame sentences and ability to use statements appropriately, creatively, innovatively.	70 minutes (35x2)
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4	Listening	Describe the picture with time limit ✎ Describe the picture with ✎ Meaning, ✎ Observation ✎ Interpretation Message given in the picture.	To make them able to use the skill of describing in the proper way.	Narration cum discussion Activity Based learning Participative	Improve to use of speaking ability with utilise with imagination, observation, thinking, analytical,	70 minutes (35x2)
	Speaking		To make them aware of the ability to create meaning.			
	Reading		To make them aware to develop the ability of observation and interpretation before speaking.			
	Writing					

5	Listening Speaking Reading Writing	Create a <i>Haiku</i> (a form of poetry) on different topics Investigator explained form and characteristics of Haiku with examples then students have to write own way <ul style="list-style-type: none"> ✎ God Krishna ✎ Gujrat ✎ Indian Culture ✎ River Narmada ✎ Hard work ✎ Life ✎ Nature 	To make them able to apply their own ideas and thoughts in poems. To make them able to write creative poems in their own way.	Lecture cum discussion Activity based participative	Able to use creative writing and create a poem on different topic	70 minutes (35x2)
6	Reading Writing	Complete the incomplete lines of poem Investigator has given two lines and students would create and develop other lines to complete the poem as per their imagination, thinking and creativity.	To make them able to write their own poem.	Constructivist approach Activity based learning	Improve ability to write poem	70 minutes (35x2)
7	Listening Speaking Reading	Perform poetry with recitation and singing in creative way Investigator has given information, explained the	To make them able to perform poems in their own way. To make them able to recite the poem in a	Performance based learning Drama based learning	Able to perform poetry recitation with reading components	140 minutes (35x4)

		<p>importance and given a demonstration.</p> <ul style="list-style-type: none"> ✎ Recitation of poems as a style of poetry by students. ✎ Perform poem as a rap song ✎ Singing poem as per figure of speech. 	specific and creative manner.				
8	<p>Listening</p> <p>Speaking</p> <p>Reading</p>	<p><i>Kavisanmelan</i></p> <p>Investigator has given information, its importance and demonstration.</p> <ul style="list-style-type: none"> ✎ Students need to perform the role of a specific poet. ✎ All poems of semester 1 ✎ Poems related to syllabus 	<p>To make them able to perform poems as the poet.</p> <p>To make them able to know about the literary contribution of the author and perform it in different ways.</p>	<p>Activity learning</p> <p>Drama learning</p>	<p>Based based</p>	<p>Able to perform poetry recitation with reading components as poet</p>	<p>70 Minutes (35x2)</p>
9	<p>Listening</p> <p>Speaking</p>	<p>Perform <i>Bhavai</i></p> <p>Creative <i>Bhavai</i> written by the investigator on cleanliness and students need to perform it for enhancing speaking skill.</p>	<p>To make them able to perform <i>Bhavai</i>.</p> <p>To make them able to understand content for a long time.</p>	<p>Activity learning</p> <p>Drama learning</p>	<p>Based based</p>	<p>Able to perform <i>Bhavai</i> with speaking components as poet</p>	<p>140 minutes (35x4)</p>

10	Listening Speaking Reading Writing	Perform drama Investigator explained about the criteria of performing drama with components of speaking skill and as per the different characters of drama.	To make them able to write drama in their own way. To make them able to perform drama.	Activity Based learning based Drama based learning	Able to perform drama with speaking components as poet	140 minutes (35x4)
11.	Listening Speaking Reading Writing	Create Riddles and quiz Investigator explained about the form and characteristics and give examples on it. After that, motivate students to write riddles and quiz. Students created the riddles on. ✎ Name of poet ✎ Name of poem ✎ Name of pross ✎ Theme of poem and prose ✎ Values reflected in poem and prose	To make them able to think critically and create riddles and quiz	Activity Based learning Constructivist approach	Able to create a riddles and quiz with innovative use of creative writing skill	70 Minutes (35x2)
12	Listening Writing	Imagination of said words and reflection on it Imagine the said words by the investigator, to think, to	To make them able to think imaginatively and critically.	Narration cum dissection Story telling	Able to use ability to thinks, reflect, create and express	70 minutes (35x2)

		<p>feel involved in it then reflect, express ideas and experience.</p> <p>Investigator presented the ideas and informed the students to imagine the spoken words and students will express views, ideas and experience on it.</p>	To make them able to express their ideas, views and experience.		with speaking and writing ability	
13	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Orientation on Gujarati spelling (<i>Jodani</i>) and pronunciation</p> <p>Investigator has focused on the Gujarati spelling and pronunciation for correct use of language in speaking, reading and writing.</p>	To make them able to speak, read and write in the correct manner.	<p>Lecture cum</p> <p>discussion based</p> <p>Activity learning</p>	Able to write with correct use of language aspects and grammar	70 minutes (35x2)

14	Listening Speaking Reading Writing	Orientation on develop listening and writing skill Investigator organized and orientation given on listening and writing skills Use of transcript to develop listening skill	To make them able to listen and write in the correct manner.	Narration cum discussion Activity Based	Able to use listening and speaking skill appropriately	70 minutes (35x2)
15	Reading Writing	Orientation on comprehension. (Prose) Investigator organized a program with activity of analyses of the prose with different aspects for comprehension.	To make them able to use comprehension ability for the pross.	Narration cum discussion Activity based	Able to use reading skill and comprehend all the aspects of pross	105 Minutes (35x3)
16	Reading Writing	Orientation on comprehension. (Poetry) Investigator organized a program with activity of analyses of the poetry with different aspects for comprehension.	To make them able to use comprehension ability for poetry.	Narration cum discussion Activity based	Able to use reading skill and comprehend all the aspects of poetry	70 Minutes (35x2)

17	Speaking Writing	Self-evaluation Investigator arranged activities for students for self-evaluation and present own way To use blank paper of peace in your own creative way. To write 5 strengths and limitations. To write about introducing himself in a unique way and present it in a different manner.	To make them able to use speaking and writing in a unique way. To make them able to understand their own self.	Activity based Group activity	Able to introduce oneself in a unique way with strength and limitation with using a speaking skill.	70 Minutes (35x2)
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18	Speaking Writing	Developing the story Investigator explained the form, characteristics and examples and demonstration of stories. Students need to develop a story from Strep with different chronological points. Develop story from picture Develop story own way	To make them able to write creative stories. To make them able to use imagination, thinking and connection of one part of text to other text.	Activity Based Narration cu discussion Story telling	Able to develop a story as per own thinking and analytical	70 minutes (35x2)
19	Listening Speaking Reading Writing	Collect information about the subject and present it in a unique way. Students need to collect information from <ul style="list-style-type: none"> ✎ News papers ✎ Magazines ✎ Books Present in unique way <ul style="list-style-type: none"> ✎ Charts ✎ Small dairy ✎ Flash cards ✎ Book mark For example, As a news reporter	To make them able to use reading skills from different sources. To make them able to present information in different forms.	Activity based Project based method	Able to improve my reading. Books magazines and books	70 minutes (35x2)

20	Reading	Book review Students have to read a book and give a review on it.	To make them able to understand the importance of books.	Activity based learning		105 minutes (35x3)
21	Reading	Visit of Library Investigator had organized a book fair at school level in the school library and students played the role as presenter as per different sections. <ul style="list-style-type: none"> ✎ Story ✎ Poem ✎ Magazine ✎ Newspaper ✎ Dictionary 	To know different types of books and authors. To use reading skills. To know the use of libraries.	Participative and self-learning based Activity based	Aware to give book review with reflections of own thoughts	70 minutes (35x2)
22	Reading Writing	Write and maintain Diary and scrapbook on syllabus. Students need to write information and maintain diary and scrapbook for developing creative, critical thinking and	To make them able to write and present creatively.	Activity based	Aware to improve the reading and writing skill and self-awareness	70 minutes (35x2)

23	Writing	Use of black board to present own ideas Discussion on topic To write creative thoughts, poem or symbols on the black board about topic and with using that information write an essay	To make them able to apply their own ideas and thoughts. To make them able to use thinking, imagination and creative ideas in essay writing.	Participative constructivist	Able to create an innovative idea and implement it in form of essay	70 Minutes (35x2)
24	Speaking	Take an interview with a teacher or Nobel personality. To arrange an interview of a teacher or good personality on his/her good practices for the students.	To make them able to enhance their speaking ability. To make them able to take interviews with teachers or Nobel people.	Participative and interactive Activity based	Aware to use speaking ability to conduct interview	105 minutes (35x3)
25	Speaking	Extempore Investigator had given demonstration, discussion on different aspect of topic: Independent India (Atmanirbhar Bharat) Students were involved in the discussion on different aspects of the topic.	To make them able to speak spontaneously.	Activity based and narration cum discussion	Able to speak spontaneously as per the previous knowledge.	70 minutes

26	Writing	Report writing Investigator had given the orientation on report writing with narration cum discussion. Students have to write the report and perform as a news reporter.	To make them able to write reports in an appropriate manner.	Narration cum discussion	Able to write reports by following the format of report writing.	70 minutes (35x2)
27	Writing	Letter writing with use of post card Investigator had given information about letter writing in detail. Students have to write letter with use of postcard	To make them able to write letters with correct steps and in an innovative way.	Activity Based Participative	Able to develop writing skill and letter with proper format and language aspects	70 minutes (35x2)
28	Writing	Translation from Hindi to Gujarati Investigator had guided them about the aspects of translation and to how they can translate Students have to translate	To make them able to translate with proper meaning and gist of the content	Narration cum discussion	Able to translate in Gujarati from Hindi	70 minutes (35x2)

The ABGTP was implemented for the enhancement of LSRW skills. The program was implemented during the academic year 2022-2023. The details of all the activities with concerned skill, objectives, method- approach-strategy used, learning outcomes and time are in table 4.3. and the details are given below.

Activity 1: Orientation on LSRW and ABGTP

The activity focused on orienting participants toward the significance of language skills and their enhancement. The investigator conducted the orientation to emphasize the importance of these skills and the necessity of their development at the secondary level. Mastery of LSRW skills is essential not only for academic success but also for overall personal and professional growth. The program aimed to highlight the relevance of LSRW skills and introduce an activity-based Gujarati teaching program designed to enhance them. A lecture-cum-discussion method was employed to explain the program and underscore the role of LSRW skills in language learning. The orientation session, which lasted 35 minutes, provided insights into how LSRW skills are integrated into the curriculum and explored strategies for their enhancement during the process of language acquisition.

Plate 4.1: Orientation on LSRW and ABGTP



Activity 2: Games with words

The activities were designed to enhance the language skills. The exercises included creating words from the last letter of a given word, generating related words, identifying rhyming words, using epanalepsis (*Dvirukti*), engaging in the "snake and bite" word game, forming word pairs, constructing words based on a specific final letter, and identifying synonyms and antonyms from visual stimuli. The investigator provided detailed instructions, guided the students through the activities, and motivated them to actively participate. As a result, students demonstrated improved vocabulary usage in both speaking and writing. They engaged in reflective thinking and contextual word application, enhancing their ability to use vocabulary effectively. Additionally, the activities stimulated their imaginative abilities, enabling them to generate and use words creatively and innovatively. The structured activities aimed to facilitate learning and skill enhancement. Observations by the investigator revealed significant improvements in students' vocabulary, their ability to use words appropriately in various contexts, and their creative and innovative application of language.

Plate 4.2: Games with words



Activity 3: Games with sentences

This activity was conducted to enhance language skills. The investigator provided an orientation and detailed instructions regarding the activity, which involved the use of a game incorporating specific sentence-construction tasks. Students were guided to frame sentences using "if-then" structures, conjunctions, adjectives, adverbs, and specific vocabulary. Hints and example sentences were provided to stimulate thinking and reflection. During the activity, students actively engaged in cognitive processes such as listening to the investigator's and peers' inputs, speaking to articulate their reflections, writing to construct sentences, and reading the given sentences to ensure comprehension and accuracy. The activities were designed by the investigator to encourage active participation and foster creative thinking. The investigator observed that students adhered to the provided instructions and effectively constructed sentences relevant to the game's requirements. They demonstrated the ability to think critically, imagine scenarios, and connect sentence references appropriately. Through the process of listening, reading, reflecting, and writing, students improved their capacity to frame sentences accurately and creatively. Narration and discussion methods were employed to orient the students about their roles in the activity and to ensure clarity in their understanding of the tasks. As a result, it was observed that students showed significant improvement in their ability to construct meaningful sentences and use statements innovatively and appropriately.

Plate 4.3: Games with sentences



Plate 4.4 Games with Sentences



Activity 4: Describe the picture with a time limit

This activity aimed improve speaking skill. The investigator provided clear instructions, demonstrated the process, and guided participants on how to utilize these skills effectively. The task required students to describe a given picture, focusing on its meaning, observations,

interpretations, and the message conveyed. The investigator ensured the students were well-oriented and prepared to participate in the activity. During the process, students actively engaged in describing the picture comprehensively, striving to extract and convey meaning. They closely observed and interpreted the images, reflecting on the underlying message presented.

The investigator observed that students attentively listened to the initial demonstration and the descriptions provided by their peers. They wrote their observations and thoughts during the activity, spoke confidently to describe the picture, and read aloud their self-written sentences. Additionally, students utilized their imagination, observational skills, critical thinking, and analytical abilities to formulate responses. This multifaceted approach allowed students to integrate and practice various language skills in a meaningful and interactive context.

Plate 4.5: Describe the picture with a time limit



Plate 4.6: Describe the picture with a time limit



Activity 5: Create a *Haiku* (a form of poetry) on different topics

The activity was designed for writing skill. The investigator began by explaining the form and characteristics of Haiku poetry, providing examples to illustrate its structure and essence. Following this, students were tasked with creating their own Haiku or poems inspired by the Haiku style. While not all students were able to adhere strictly to the Haiku format, they made an effort to express their ideas creatively through poetry. To guide their efforts, the investigator provided several topics aligned with the syllabus, such as God Krishna, Gujarat, Indian Culture, the River Narmada, hard work, life, and nature. It was observed that students successfully applied their own ideas and thoughts, producing creative poems in their unique styles. The activity was conducted in a participative environment, incorporating a lecture-cum-discussion approach and activity-based learning. The primary focus was on developing students' writing skills, particularly their ability to compose poetry. During the orientation, students actively engaged by listening to instructions, participating in discussions, and then composing their poems. Once the poems were written, students presented their work by reading it aloud to the class. As an extension of the activity, the investigator assigned a creative writing task,

Activity 6: Complete the incomplete lines of the poem

The activity was designed for writing skill. The investigator provided detailed instructions and explained the objectives and process for completing the task. To stimulate creativity, the investigator supplied the opening two lines of a poem and encouraged students to use their imagination, critical thinking, and creativity to develop and complete the remaining lines of the poem. The activity was conducted in an interactive, activity-based learning environment that fostered engagement and participation. This approach aimed to empower students to explore their own ideas and express them through poetry. It was observed by the investigator that students utilized their imagination, interpretation, and creative thinking to construct and complete the poems. Through this process, students actively employed their LSRW skills: they listened to instructions, engaged in discussions, read the given lines carefully, and wrote original poetry. This integrated approach not only strengthened their linguistic abilities but also encouraged individual creativity and expression.

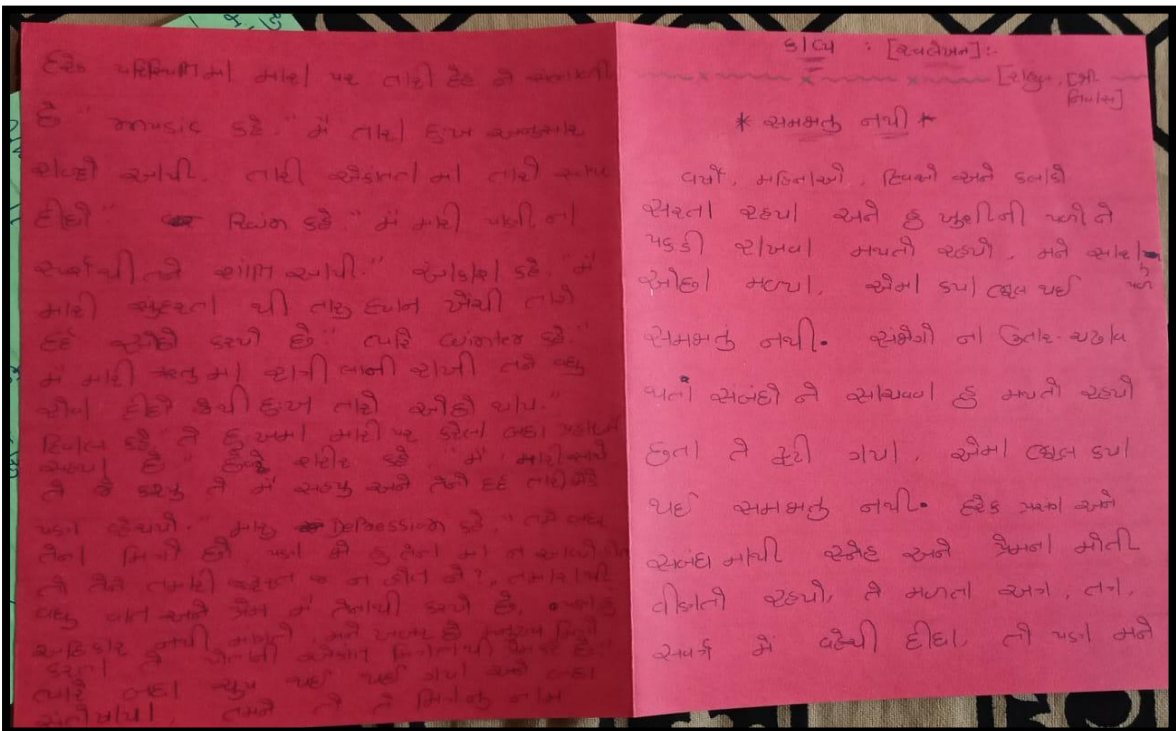
Plate: 4.9 Complete the incomplete lines of the poem



Plate: 4.10 Complete the incomplete lines of the poem



Plate: 4.11 Complete the incomplete lines of the poem



Activity 7: Perform poetry with recitation and singing in creative way

The activity was meticulously designed for reading skill. The investigator provided comprehensive instructions, clearly outlining the objectives and steps involved in completing the task. To foster creativity and critical thinking, the investigator supplied the opening two lines of a poem, encouraging students to use their imagination and analytical skills to develop and complete the remaining lines.

The activity was conducted within an interactive, activity-based learning environment that promoted active engagement and participation. This learner-centred approach aimed to empower students to explore their ideas and express themselves creatively through poetry. During the process, the investigator observed that students effectively utilized their imagination, interpretation skills, and creative thinking to construct and complete their poems. The integrated nature of the activity ensured that students actively engaged with all aspects of their LSRW skills. They listened attentively to the instructions, participated in discussions, read the provided lines with focus, and crafted original poetic compositions. This multifaceted approach not only enhanced their linguistic proficiency but also nurtured individual creativity, self-expression, and the ability to think critically.

Plate: 4.12 Perform poetry with recitation and singing in a creative way



The activity fostered a learning environment rooted in activity-based and drama-based pedagogies. During the demonstration sessions conducted by the investigator, students utilized their listening skills to understand the nuances of effective recitation. When other students performed, the audience further honed their listening abilities. Before performing, students were required to write the poem along with its meaning, central idea, and summary, thereby engaging their writing skills. During the program, they utilized their speaking skills to convey the poem's essence effectively. This integrated approach ensured that students actively developed and applied their language skills while gaining a deeper appreciation for literature and performance art.

Plate 4.14: Kavisanmelan



Plate 4.15: *Kavisanmelan*



Plate 4.16: *Kavisanmelan*



Plate 4.17: *Kavisanmelan*



Plate 4.18: *Kavisanmelan*



Plate 4.19: *Kavisanmelan*



Activity 9: Perform *Bhavai*

The activity was designed for speaking skill, authored by the investigator, on the theme of cleanliness. This *Bhavai* was aligned with the chapter provided in the textbook and required students to perform it as a means to improve their speaking abilities. During the classroom sessions, the investigator explained the concept, provided a demonstration, and guided the students on effectively using their speaking skills for stage performance. A drama-based teaching approach was employed to conduct this activity.

The *Bhavai* program was organized in the school auditorium by the investigator, where students performed in front of their peers and teachers. Their efforts were highly commended by senior faculty members. The investigator observed that the students not only performed the *Bhavai* but also gained an in-depth understanding of the literary contribution of the author and demonstrated versatility in their interpretations. This engagement facilitated a deeper and more lasting comprehension of the content.

The learning environment fostered by this activity was both activity-based and drama-oriented. Students utilized their listening skills during the investigator's demonstration and while observing their peers' performances. Before performing the *Bhavai*, students were required to write about it, including its meaning, central idea, and summary. This preparatory phase

encouraged reflective writing, while the performance itself emphasized speaking skills, thereby integrating multiple language development facets into the learning process.

Plate: 4.20 Bhavai

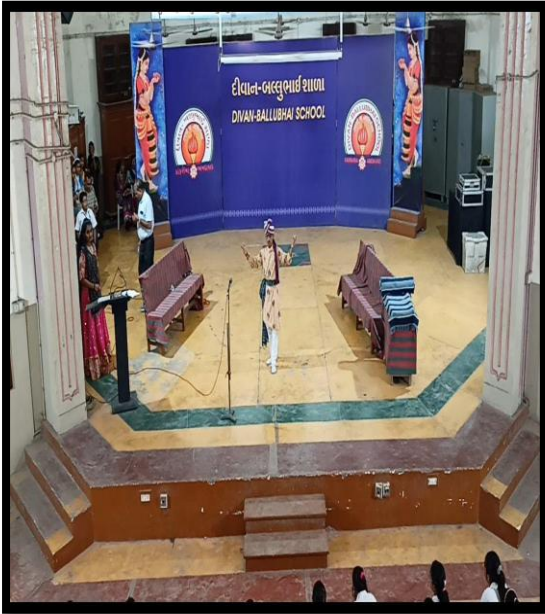


Plate: 4.21 Bhavai



Plate: 4.22 Bhavai



Activity 10: Perform Drama

This activity was designed to enhance speaking and listening skills through a drama-based learning approach. The investigator provided detailed instructions on the criteria for performing drama, emphasizing the components of speaking skills and the specific

characteristics of each role. The script for the drama, authored by the investigator, was adapted from the story of *Akbar and Birbal* and incorporated multiple languages, highlighting the linguistic expertise of a Brahmin language specialist in the narrative. The drama performance program was organized by the investigator in the school auditorium, where students presented their interpretations before an audience of peers and teachers. The students' efforts received commendation from senior faculty members. The investigator observed that the students not only demonstrated their theatrical abilities but also gained an appreciation for the literary contributions of the author. This multifaceted engagement contributed to a deeper and more enduring understanding of the story.

The activity fostered an interactive learning environment that combined activity-based and drama-based pedagogical methods. Students actively employed their listening skills during demonstrations conducted by the investigator and while observing peer performances. Prior to performing the drama, students were required to write about it, analysing its meaning, central idea, and the gist of the story. This preparatory phase strengthened their reading and writing skills. During the performance, students utilized their speaking skills, effectively integrating all four language skills - listening, speaking, reading, and writing into a cohesive learning experience.

Plate 4.23 Drama Performed by Students



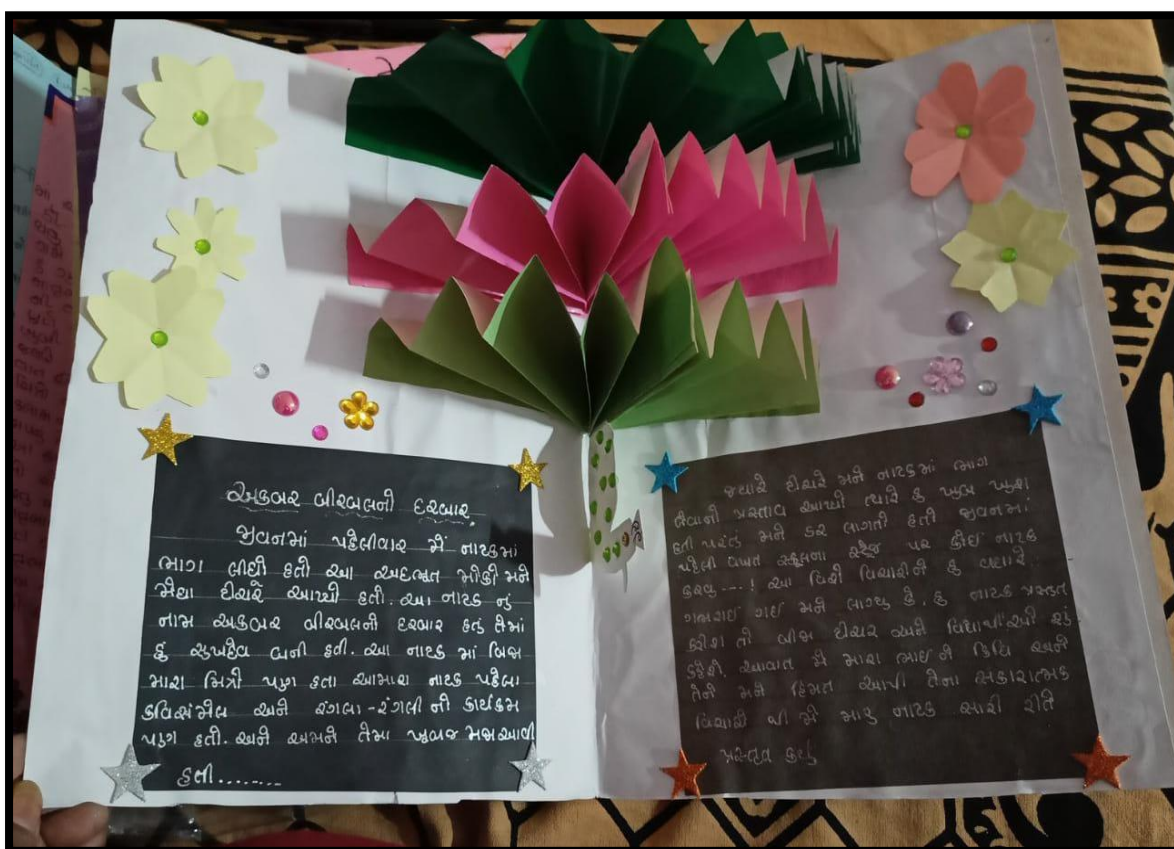
Plate 4.24 Drama Performed by Students



Plate 4.25 Drama Performed by Students



Plate 4.26 Drama Performed by Students



Activity 11: Create Riddles and quiz

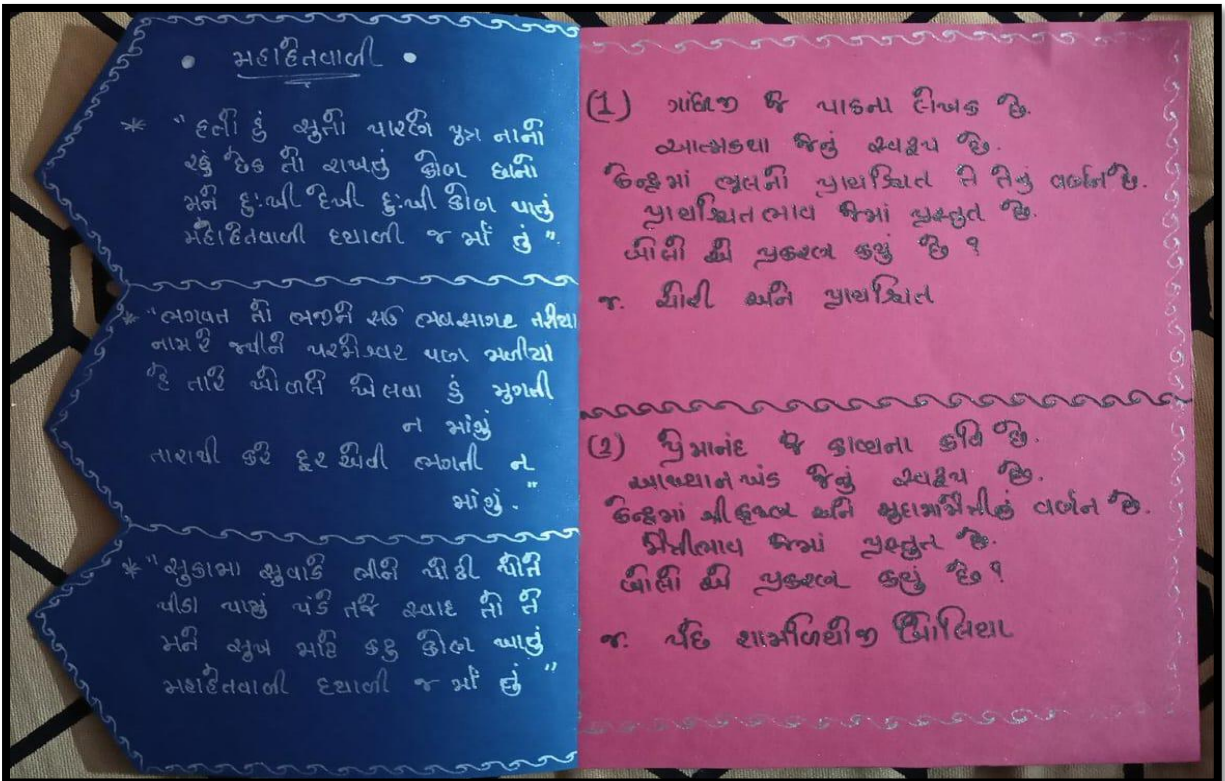
This activity was designed to enhance LSRW skills. The investigator began by explaining the form and characteristics of riddles and quizzes, providing examples for better understanding. Following this, students were encouraged to create their own riddles and quizzes based on the content of the chapters they had studied. To construct these riddles, students were required to read and analyse essential information, including details about the author, the form and type of the text, and the central ideas presented in the chapter.

In addition to identifying the name of the poet and specifying whether the work was prose or poetry, students were asked to reflect on the values conveyed in the poem or prose. The investigator observed that students enjoyed the activity and demonstrated their ability to think critically while crafting riddles and quizzes. The students utilized their listening skills during the investigator's demonstration and while observing their peers' work. They further engaged their reading skills by reviewing the basic information of the chapters, which provided the foundation for their writing tasks. Through this process, students employed their writing skills to create riddles and quizzes, thus integrating the development of multiple language skills in a single activity.

Plate: 4.27 Create Riddles and quiz



Plate 4.28: Create Riddles and quiz



Activity 12: Imagination of said words and reflection on it

This activity aimed to enhance LSRW skills. The investigator conducted an exercise in which students were instructed to visualize specific words provided by the investigator, engage emotionally with them, and then reflect upon and express their thoughts and experiences. The investigator observed that students actively engaged in imaginative and critical thinking, effectively articulating their ideas, perspectives, and personal experiences.

Narration, discussion, and storytelling techniques were utilized as the core methods for this activity. During the storytelling session led by the investigator, students were encouraged to listen attentively. Afterward, they were tasked with writing their reflections based on the story. Once their writing was complete, students read their reflections aloud and shared them with the class. This process not only strengthened their listening and writing skills but also provided an opportunity for practicing reading and speaking as they presented their reflections to their peers.

Plate 4.29 Create Riddles and quiz



Plate 4.30 Create Riddles and quiz



Activity 13: Orientation on Gujarati spelling (*Jodani*) and pronunciation

This activity was designed to enhance students' listening and writing skills. The investigator provided an orientation on the correct spelling and pronunciation of Gujarati, emphasizing the importance of accurate language use in speaking, reading, and writing. The investigator also explained the rules for proper writing to facilitate correct speaking and reading practices.

Students were engaged in dictation exercises and were encouraged to write creatively. The investigator observed that while students made progress in improving their speaking and reading skills, writing accurately required additional practice. The lecture-cum-discussion method was employed to facilitate this activity, allowing for both direct instruction and interactive engagement.

Plate: 4.31 Orientation on Gujarati spelling (*Jodani*) and pronunciation



Activity 14: Orientation on develop listening and writing skill

This activity was designed to enhance students' listening and writing skills. The investigator provided an orientation on listening and writing techniques, utilizing a transcript to facilitate the learning process. Students were required to listen attentively to the transcript, reflect on its content, and then express their reflections in writing. The goal was to enable students to listen and write accurately and thoughtfully.

The narration-cum-discussion method was employed for this activity, allowing students to engage with the material both passively through listening and actively through writing. The investigator observed that students were able to listen, think critically, reflect, imagine, and analyse the content presented in the transcript. They then wrote their reflections in their notebooks, demonstrating active engagement with the activity.

Plate: 4.32 Orientation on Gujarati spelling (*Jodani*) and pronunciation



Plate: 4.33 Orientation on Gujarati spelling (*Jodani*) and pronunciation



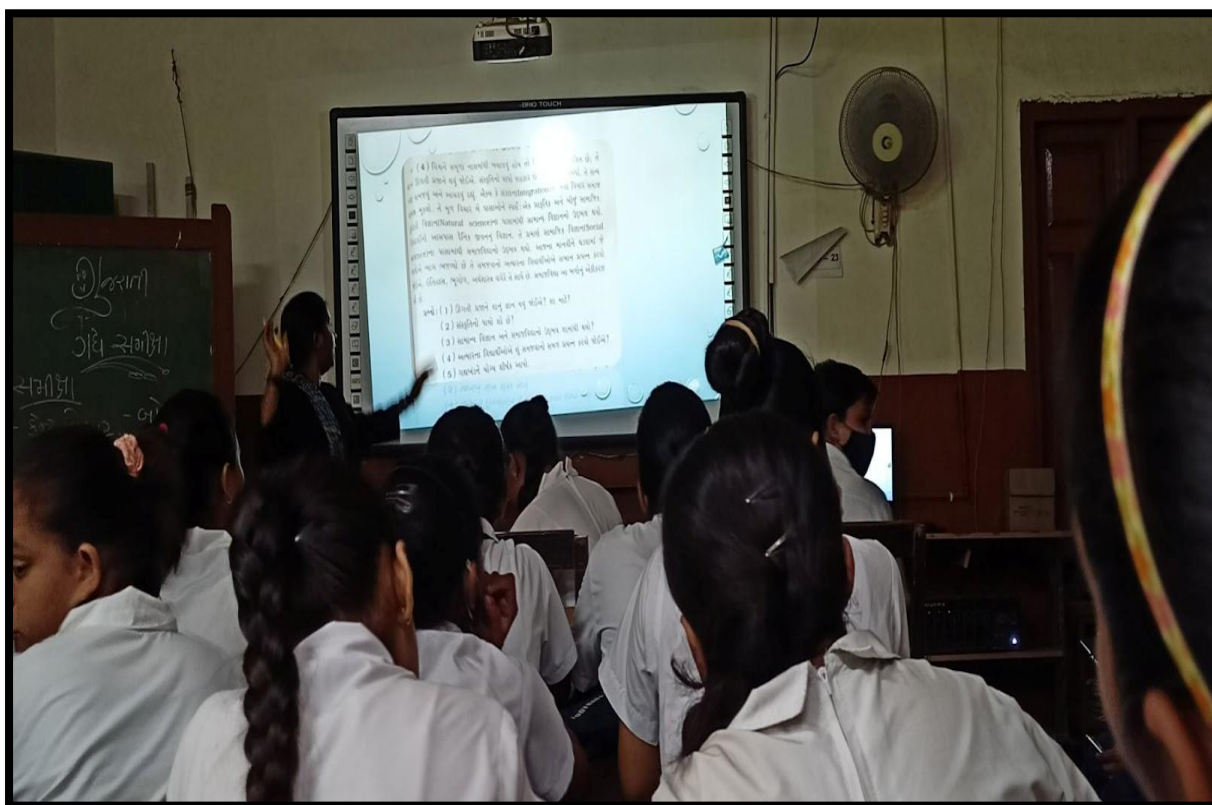
Plate: 4.34 & 4.35 Orientation on Gujarati spelling (*Jodani*) and pronunciation



Activity 15: Orientation on comprehension. (Prose)

This activity aimed to enhance LSRW skills.. The investigator organized a program that involved the analysis of prose through the exploration of various aspects of a poem and comprehension exercises. Students were required to read the poem and identify key elements such as the central idea, gist, values, emotions, and language aspects, responding to a set of guiding questions. They were then tasked with writing their analyses in a structured and appropriate manner. The lecture-cum-discussion method was employed to facilitate this activity, fostering both instruction and interactive engagement. The investigator observed that students were able to effectively understand how to think critically, interpret, and analyse the prose in relation to its various aspects. This process helped students develop a deeper comprehension and analytical approach to the text.

Plate: 4.36 Orientation on comprehension. (Prose)



Activity 16: Orientation on comprehension. (Poetry)

This activity aimed to enhance LSRW skills. The investigator organized a program that involved the analysis of a poem, focusing on various aspects of the poem and comprehension. Students were required to read the poem and identify key elements such as the central idea, gist, values, emotions, and language aspects, responding to a set of guiding questions. They were then tasked with writing their analyses in a clear and appropriate manner. The lecture-cum-discussion method was employed for this activity, combining direct instruction with interactive engagement. The investigator observed that students were able to understand how to think critically, interpret, and analyse the poem from multiple perspectives. This approach enabled them to develop a deeper comprehension of the text and its various elements.

Plate: 4.37 Orientation on comprehension. (Poetry)



Plate: 4.38 Orientation on comprehension. (Poetry)



Activity 17: Self-evaluation

This activity was designed to enhance students' speaking and writing skills. The investigator organized an activity that encouraged self-evaluation, allowing students to present themselves in a unique manner. Each student was provided with a blank sheet of paper and asked to introduce themselves creatively, highlighting five strengths and limitations. After completing their self-reflection, students were required to present their findings to the class. The activity was well-received by the students, who actively engaged in both speaking and writing in a distinctive manner. The investigator observed that students demonstrated creativity in their presentations, effectively utilizing their speaking and writing skills. Additionally, the activity provided students with valuable insights into their own strengths and limitations, fostering a deeper self-awareness.

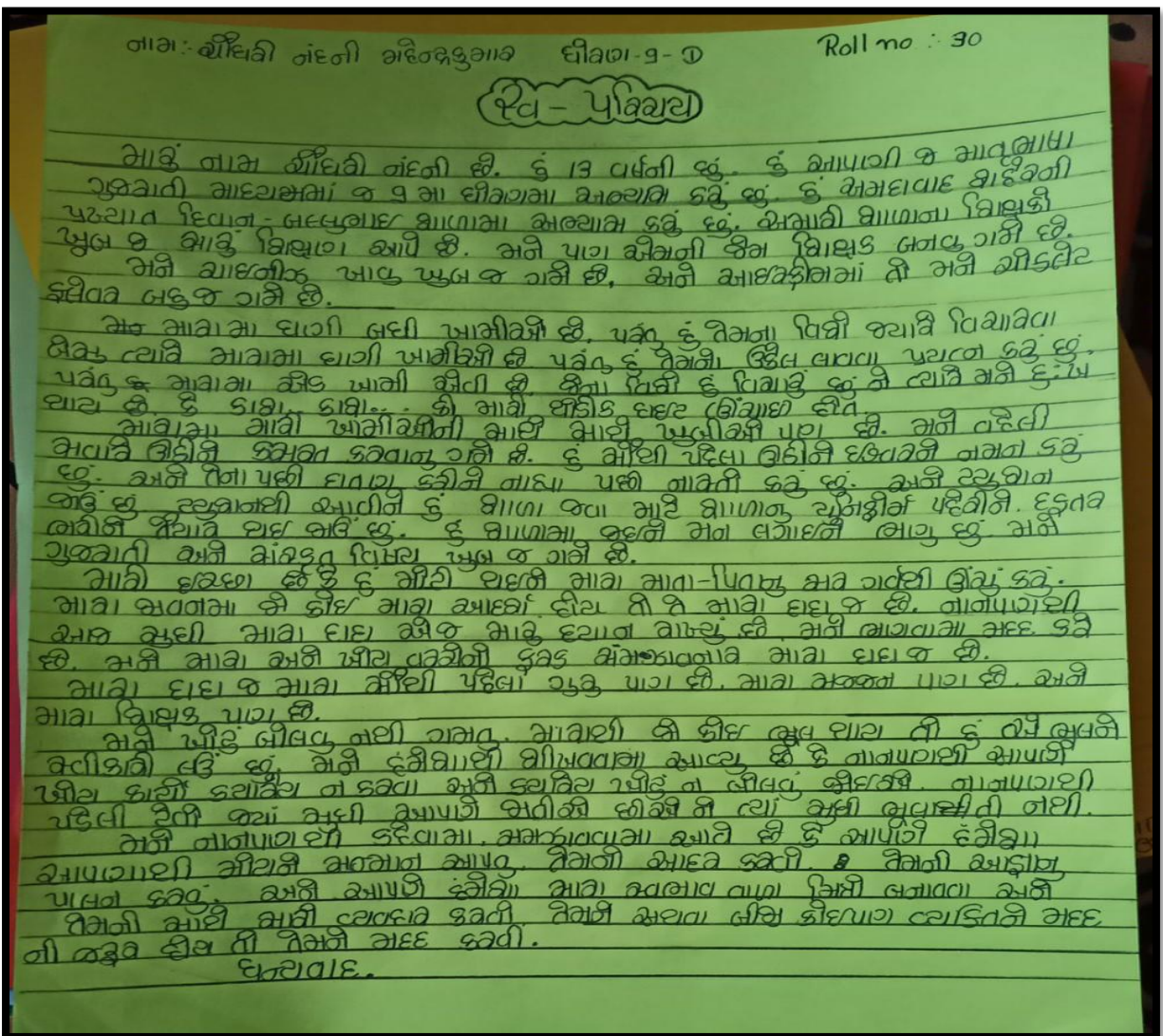
Plate: 4.39 Self-evaluation



Plate: 4.40 Self-evaluation



Plate: 4.41 Self-evaluation



Activity 18: Developing the story

This activity aimed to enhance LSRW skills. The investigator provided an explanation of the form, characteristics, and examples of story development, along with a demonstration of how to construct a story. Students were tasked with developing a narrative from a given picture, incorporating different chronological points. They were required to think critically, imagine creatively, analyse the content, and establish logical connections between the initial statement and subsequent events.

The narration-cum-discussion and storytelling methods were employed to facilitate this activity. Students developed their stories based on the image, expressing their ideas in their own unique ways. The investigator observed that students were able to write creative stories, demonstrating their ability to use imagination, critical thinking, and connect various parts of the narrative effectively.

Plate: 4.42 Developing the story



Plate: 4.43 Developing the story



Plate: 4.44 Developing the story



Plate: 4.45 Developing the story



Plate: 4.46 Developing the story



Activity 19: Collect information about the subject and present it in a unique way.

This activity aimed to enhance LSRW skills. The investigator provided an orientation on reading from various sources for different purposes. The activity was organized in the library, where students were tasked with collecting information from newspapers, magazines, and books. Subsequently, they were required to present their findings in a creative manner, using tools such as charts, diaries, flashcards, and bookmarks.

The narration and discussion methods were employed to guide the activity, fostering both individual reflection and group interaction. The investigator observed that students enjoyed the activity and demonstrated notable improvement in their reading and speaking skills as a result of their engagement.

Plate: 4.47 Collect information about the subject and present it in a unique way.



Plate: 4.48 Collect information about the subject and present it in a unique way.

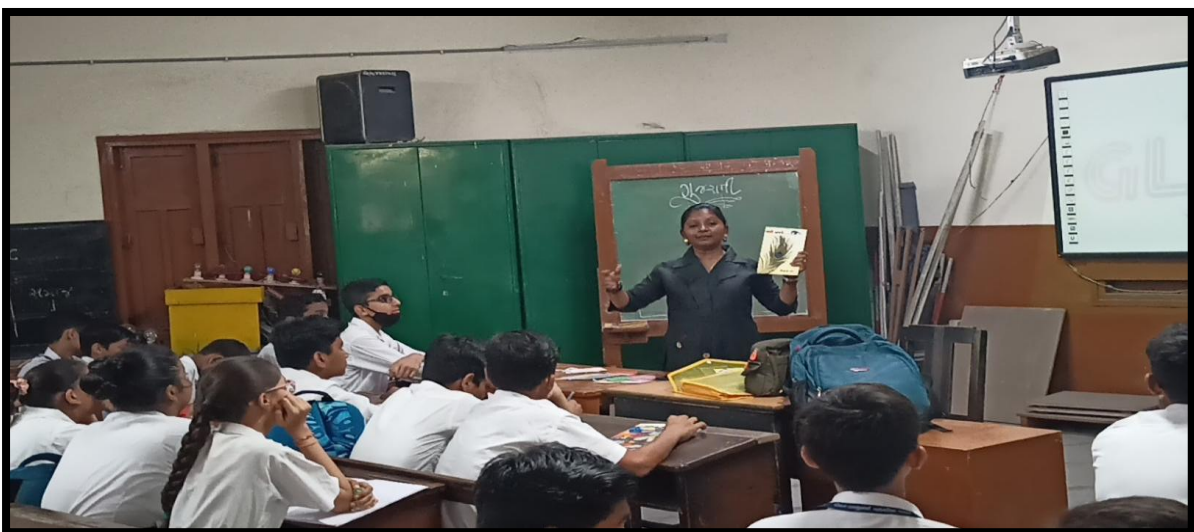


Plate: 4.49 Collect information about the subject and present it in a unique way.



Activity 20: Book review

This activity was designed to enhance students' listening, speaking, reading, and writing skills. The investigator provided an orientation on how to read from various sources for different purposes. The activity took place in the library, where students were required to identify books related to the syllabus, including works by the author, prose, poetry, forms, vocabulary, grammar, as well as magazines and general knowledge sources.

After gathering relevant materials, students were tasked with presenting their findings in a creative manner using charts, diaries, flashcards, and bookmarks. The narration and discussion methods were employed to facilitate the activity, encouraging both individual and group engagement. The investigator observed that students not only enjoyed the activity but also demonstrated significant improvement in their reading and speaking skills as a result of their participation.

Plate: 4.50 Book review



Plate: 4.51 Book review



Plate: 4.52 Book review



Plate: 4.53 Book review



Plate: 4.54 Book review



Plate: 4.55 Book review



Plate: 4.56 Book review



Activity 21: Visit of library

This activity aimed to enhance LSRW skills. The investigator provided an orientation on how to read from various sources for different purposes. The activity was organized in the school library, where the investigator arranged a school-level book fair. During the event, students took on the role of presenters, showcasing different sections such as stories, poems, magazines, newspapers, and dictionaries. Additionally, students were tasked with finding books related to the syllabus, including works by the author, vocabulary, grammar, magazines, and general knowledge.

Following the selection of materials, students were required to provide a book review, including details such as the title, author, publisher, and the significance of the book. The narration and discussion methods were employed to guide the activity, fostering both individual reflection and group interaction. The investigator observed that students not only enjoyed the activity but also showed improvement in their reading and speaking skills as a result of their involvement.

Plate 4.57: Visit of library



Plate 4.58: Visit of library



Plate 4.59: Visit of library



Plate 4.60: Visit of library



Plate 4.61: Visit of library



Activity 22: Write and maintain Diary or scrapbook for Gujarati subject

This activity aimed to enhance LSRW skills. The investigator provided an orientation on how to note important aspects of chapters, authors, literary forms, and creative writing techniques. Students were instructed to record information and maintain a diary and scrapbook to foster creative and critical thinking, as well as to develop their writing and presentation skills.

The narration-cum-discussion method was employed to guide the activity. The investigator provided each student with a book and a mini diary to support their writing practice. It was observed that students enjoyed maintaining the book and diary, and noticeable improvements were seen in their writing and speaking behaviours as a result of their engagement in this activity.

Plate 4.62: Write and maintain Diary or scrapbook for Gujarati subject



Plate 4.63: Write and maintain Diary or scrapbook for Gujarati subject



Plate 4.64: Write and maintain Diary or scrapbook for Gujarati subject



Plate 4.65: Write and maintain Diary or scrapbook for Gujarati subject



Activity 23: Use of black board to present own ideas

This activity was designed to enhance students' writing skills. The investigator provided an explanation of the format and components of essay writing. The topic for the essay, "My Dream School," was introduced, followed by a discussion exploring various aspects of the topic. During the discussion, students were actively involved to write on the blackboard. This collaborative brainstorming helped students develop a comprehensive understanding of the topic, which they then used to write their essays.

The narration-cum-discussion method was employed to facilitate the activity, promoting active engagement and critical thinking. They enjoyed the activity and participated enthusiastically. They reflected their creative thoughts, lines from poems, or symbolic ideas on the blackboard, which then served as a foundation for writing their essays. This process enabled students to generate innovative ideas and effectively express them in the form of an essay.

Plate:4.66 Use of black board to present own ideas



Plate:4.67 Use of black board to present own ideas



Plate:4.68 Use of black board to present own ideas



Plate:4.69 Use of black board to present own ideas

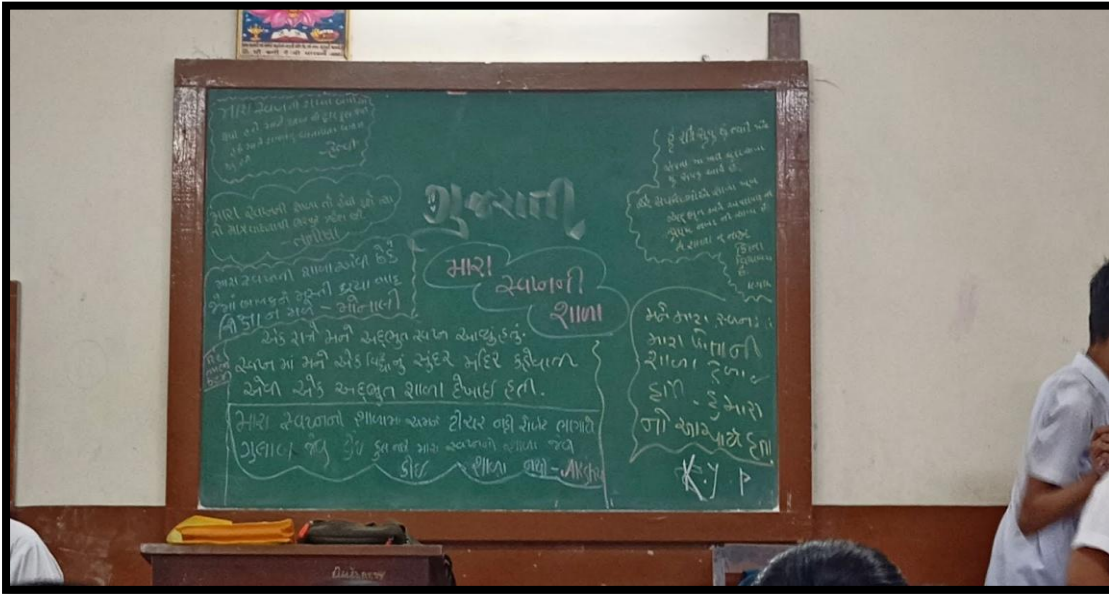
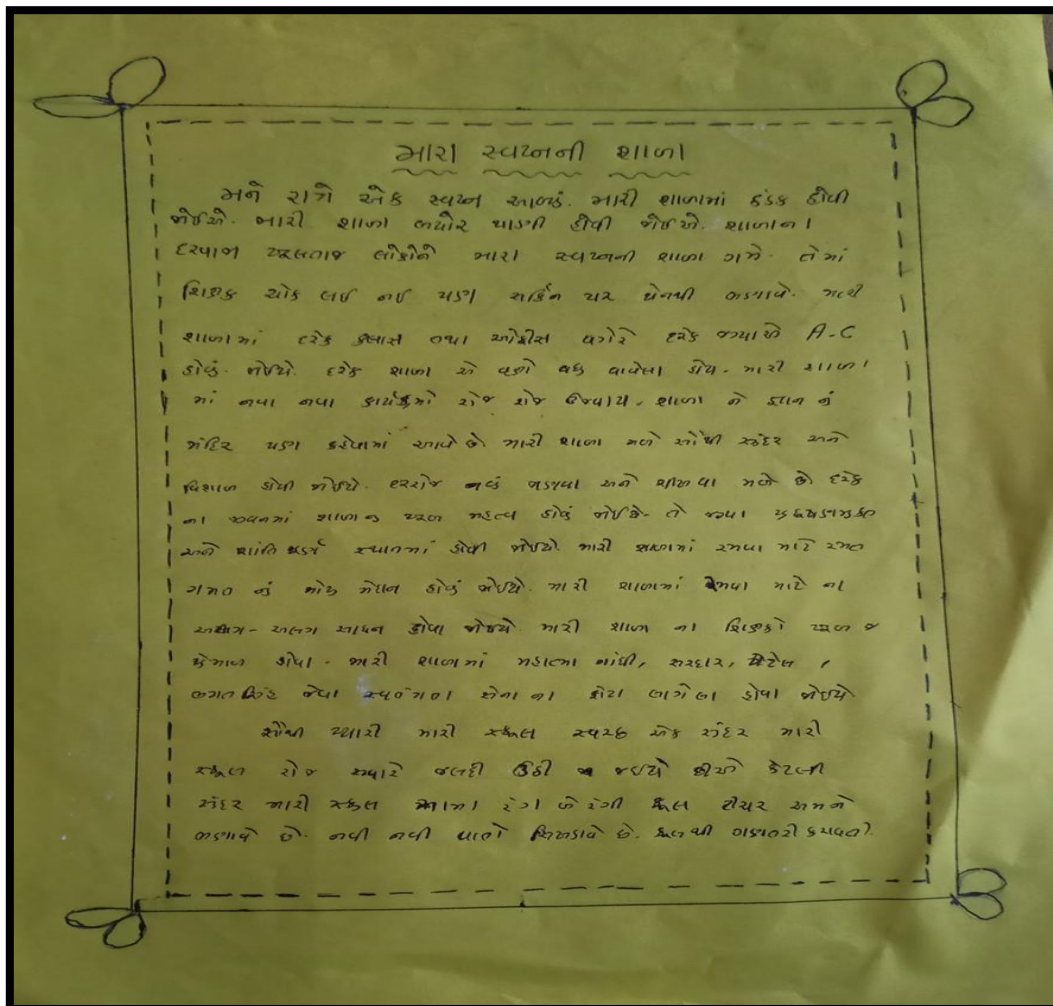


Plate:4.70 Use of blackboard to present own ideas



Activity 24: Take an interview with a teacher or Nobel personality.

This activity was designed to enhance students' speaking skills. The investigator organized an interview session aimed at improving students' ability to communicate effectively. Initially, the investigator demonstrated the process by playing both the roles of interviewer and interviewee. Following the demonstration, students were tasked with conducting interviews as part of the activity. For this, they were assigned to interview parents, school teachers, and notable personalities. The activity was organized as a show titled "Vichar Valonu" (Brainstorming), which encouraged students to engage in thoughtful dialogue. The investigator observed that students thoroughly enjoyed the activity, actively utilizing their speaking skills. They demonstrated proper pronunciation, appropriate word selection, effective sentence framing, and the ability to respond thoughtfully to the questions posed.

Plate:4.71 Take an interview with a teacher or Nobel personality.



Plate:4.72 Take an interview with a teacher or Nobel personality.



Plate:4.73 Take an interview with a teacher or Nobel personality.



Plate:4.74 Take an interview with a teacher or Nobel personality.



Plate:4.75 Take an interview with a teacher or Nobel personality.



Plate:4.76 Take an interview with a teacher or Nobel personality.



Plate:4.77 Take an interview with a teacher or Nobel personality.

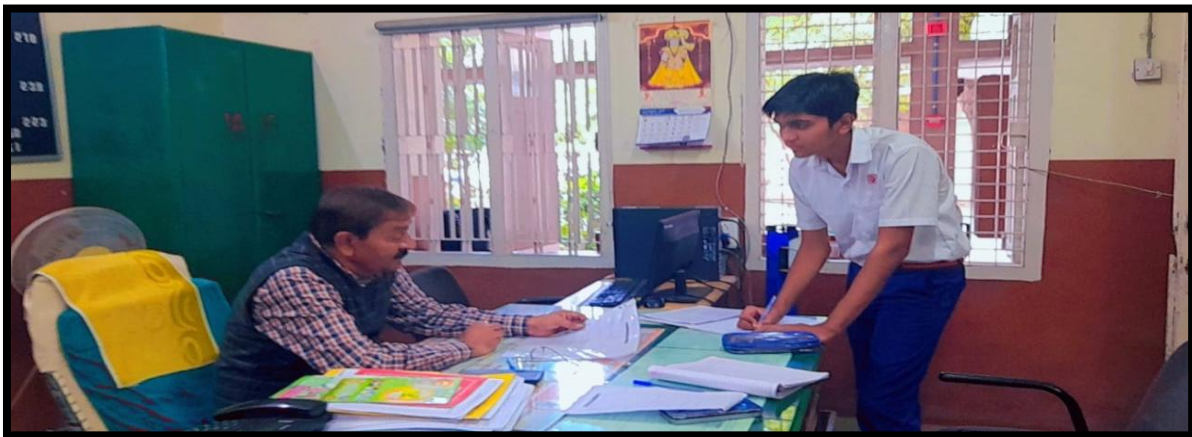
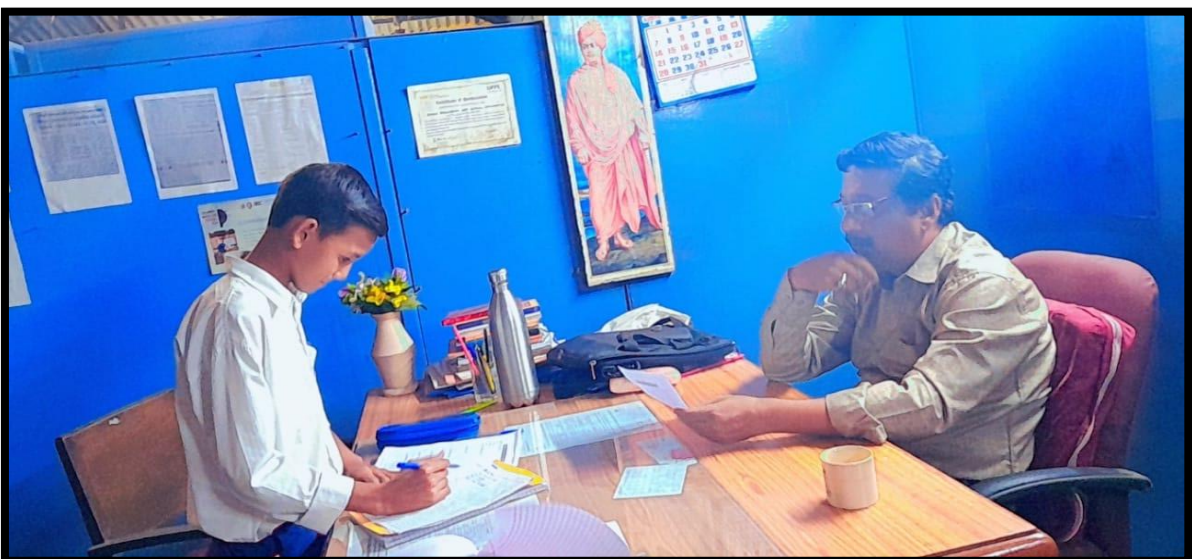


Plate:4.78 Take an interview with a teacher or Nobel personality.



Activity 25: Extempore

This activity was designed to enhance students' speaking skills. The investigator provided a demonstration and led a discussion on various aspects of the topic, "Independent India: *Atmanirbhar Bharat*." Students were actively involved in the discussion, exploring different perspectives of the topic. The narration-cum-discussion method was employed to guide the activity, encouraging both structured and spontaneous participation. The investigator observed that while students initially engaged in the discussion, they appeared fatigued when required to speak spontaneously. This indicated the need for further practice in enhancing their ability to express ideas fluently and without hesitation.

Plate:4.79 Extempore



Activity 26: Report writing

This activity was designed to enhance students' writing skills. The investigator provided comprehensive information on the purpose, format, and importance of report writing. Students were tasked with writing reports on various activities conducted at the school and nationwide. The primary objective was to enable students to write reports following the correct procedures, format, and style. The teaching approach was centred around the activity of report writing, which fostered active participation and engagement among students. After completing the activity, the majority of students demonstrated.

The activity was conducted over two periods, each lasting 70 minutes. The first period was dedicated to explaining the meaning, format, types, and significance of report writing, along with a discussion on its various aspects. In the second period, students engaged in the activity of writing their own reports.

Plate:4.80 Report writing



Activity 27: Letter writing with use of post card

This activity was designed to enhance students' writing skills. The investigator provided detailed instruction on letter writing, covering various aspects such as purpose, format, and types of letters. Students were tasked with writing letters using postcards, with the objective of helping them master the correct steps and write creatively. The activity focused on writing a creative letter to a friend or family member, encouraging active participation and engagement. The activity was conducted over two periods, each lasting 70 minutes. The first period was dedicated to explaining the meaning, format, types, and key aspects of letter writing. In the second period, students actively engaged in the letter-writing activity, applying the knowledge gained in the first period.

Plate:4.81 Letter writing with use of post card



Plate:4.82 Letter writing with use of post card



Plate:4.83 Letter writing with use of post card



Activity 28: Translate the story in Gujarati from Hindi

This activity was designed to enhance students' writing skills, specifically in the area of translation. The investigator provided guidance on the key aspects of translation, emphasizing how to maintain the meaning and essence of the original content. The objective was to enable students to translate effectively, ensuring accuracy and clarity in conveying the intended message. The narration-cum-discussion method was employed for this activity, facilitating both explanation and interactive engagement. The investigator observed that students were able to translate from Hindi to Gujarati with proficiency. They were instructed to pay careful attention to the vocabulary of both languages and to frame sentences that preserved the meaning in both Hindi and Gujarati.

Through this activity, students gained a deeper appreciation for the nuances of language, recognizing the beauty, similarities, and differences between Hindi and Gujarati. They were able to respect and understand the intricacies involved in translating between languages.

Investigator observed that it was impactful and brought transformation in the students in terms of enhancement of LSRW skills and improved knowledge of the Gujarati subject throughout the implementation of the ABGTP. Almost the implementation was as per the development of ABGTP. During the implementation the investigator observed the situation, time taking process of activities and level of the student to complete the task few activities were changed and modified.

4.4 Effectiveness of ABGT Programme

4.4.1 Analysis of mean post-test scores for LSRW Skills of Experimental and Control group.

The Analysis of mean post-test scores for LSRW Skills of Experimental and Control group was done. The interpretation of results is mentioned below on hypothesis 1.

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

The Mann-Whitney U test is a non-parametric statistical test used to compare differences between two independent samples. The outlines of the results and interpretation of the data analysed using the Mann-Whitney U Test which is given in the table 4.4

Table 4.4: Mean post-test scores for LSRW Skills of Experimental and Control group.

Statistic	Experimental group	Control Group
Sum of Ranks	4928	3073
Mean of Ranks	86.46	44.54
U-Value	658	3275
Standard Deviation	204.02	
Z-Score	-6.41113	
p-Value	< 0.00001	

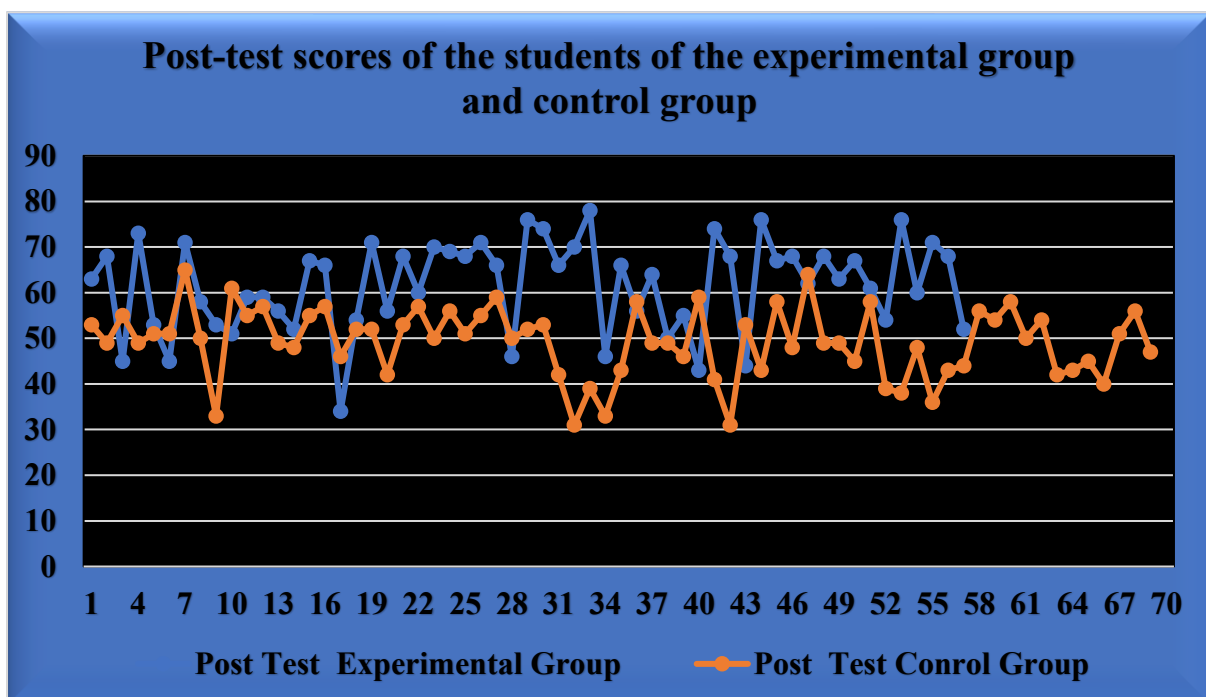
The hypothesis (H01) stated that there was no significant difference between the mean post-test scores of the students in the experimental and control groups. However, the statistical analysis of the data contradicts this claim.

The results, as displayed in Table 4.4, show that the sum of ranks for the experimental group was 4928, with a mean rank of 86.46, while the control group had a sum of ranks of 3073 and a mean rank of 44.54. The computed U-value was 658, with a standard deviation of 204.02.

The Z-score was -6.41113, and the corresponding p-value was less than 0.00001. Since the p-value is significantly lower than the standard threshold of 0.05, the results indicate a statistically significant difference between the two groups. Consequently, the null hypothesis (H01) is rejected, confirming that the intervention had a meaningful impact on the students' post-test performance.

The statistical findings suggest that the ABGTP implemented in the experimental group had a significant effect on students' learning outcomes. The higher mean rank of the experimental group indicates superior performance in post-test scores compared to the control group. These results highlight the effectiveness of the instructional method used in the experimental group, suggesting its potential for broader application in educational settings.

Graph: 4.1. Difference between the Post-test scores of the students of the experimental group and control group



4.4.2 Analysis of mean post-test scores for listening Skill of Experimental 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.

The hypothesis (H02) stated that there was no significant difference between the mean post-test scores of the listening skills of students in the experimental and control groups. The statistical analysis provided in the table. 4.5

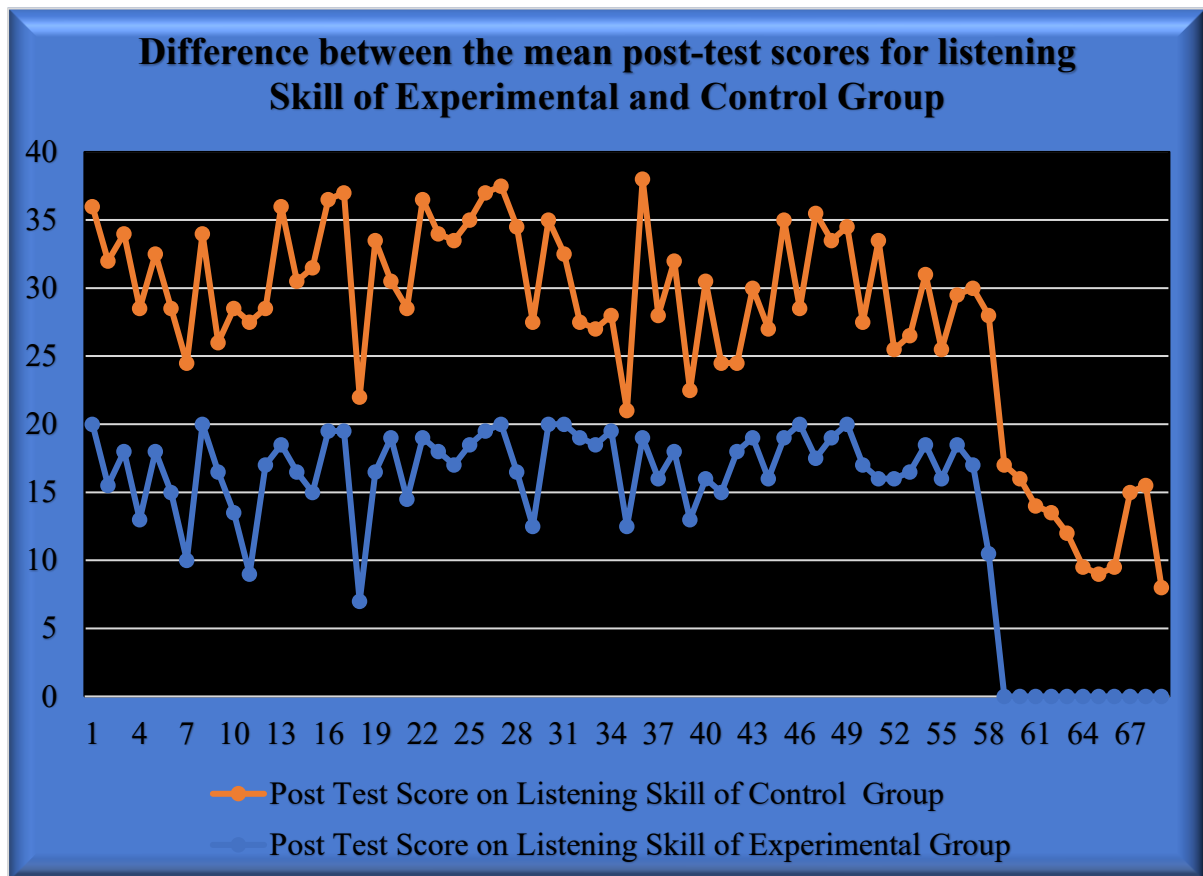
Table 4.5 Mean post-test scores for listening Skill of Experimental and Control group.

Statistic	Experimental Group	Control Group
N	57	69
Sum of Ranks	4711	3290
Mean of Ranks	82.65	47.68
U-value	875	3058
Standard Deviation	204.02	
Z-score	-5.34751	
p-value	< .00001	
Significance	Significant at p < .05	

The experimental group consisted of 57 students, while the control group had 69 students. The sum of ranks for the experimental group was 4711, with a mean rank of 82.65, whereas the control group had a sum of ranks of 3290 and a mean rank of 47.68. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 875, with a standard deviation of 204.02. The Z-score was -5.34751, and the p-value obtained was less than .00001. Since the p-value is significantly lower than the conventional significance threshold ($p < .05$), the result is statistically significant. This indicates that there is a meaningful difference in listening skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H_0) is rejected.

The statistical analysis suggests that the ABGTP applied to the experimental group had a significant impact on improving listening skills compared to the control group. The higher mean rank of the experimental group suggests superior performance in the post-test, likely due to the ABGTP implemented. This finding implies that the treatment or pedagogical approach utilized in the experimental group was effective in enhancing students' listening skills, warranting further investigation into its broader applicability in educational settings.

Graph: 4.2. Difference between the mean post-test scores for listening Skill Experimental and Control Group



4.4.3 Analysis of mean post-test scores for speaking Skill of Experimental 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.

The Analysis of mean post-test scores for speaking Skill of Experimental and Control group was done. The interpretation of results is mentioned below in table 4.6

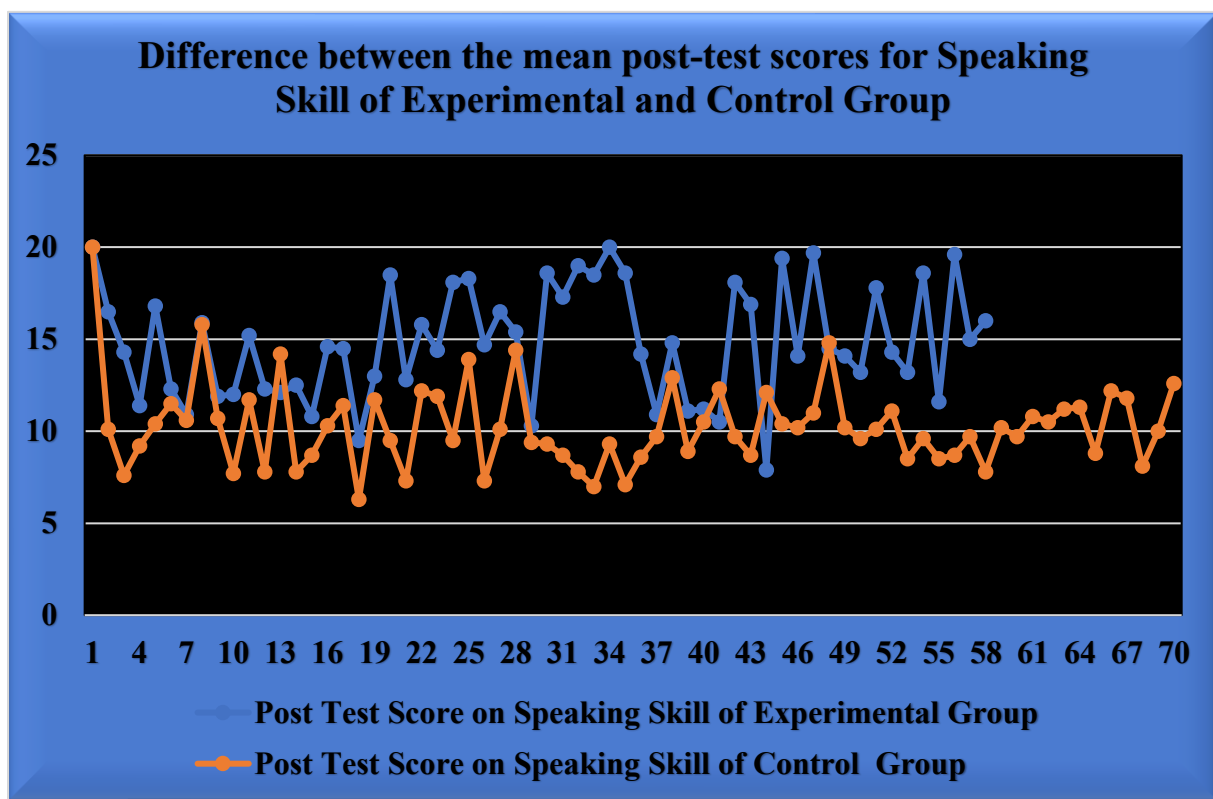
Table 4.6 Mean post-test scores for speaking Skill of Experimental and Control group

Statistic	Experimental Group	Control Group
N	57	69
Sum of Ranks	5189.5	2811.5
Mean of Ranks	91.04	40.75
U-value	396.5	3536.5
Standard Deviation	204.02	
Z-score	-7.69286	
p-value	< .00001	
Significance	Significant at p < .05	

The experimental group consisted of 57 students, while the control group had 69 students. The sum of ranks for the experimental group was 5189.5, with a mean rank of 91.04, whereas the control group had a sum of ranks of 2811.5 and a mean rank of 40.75. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 396.5, with a standard deviation of 204.02. The Z-score was -7.69286, and the p-value obtained was less than .00001. Since the p-value is significantly lower than the conventional significance threshold ($p < .05$), the result is statistically significant. This indicates that there is a substantial difference in speaking skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H03) is rejected.

The statistical findings confirm that the ABGTP applied to the experimental group had a significant positive effect on students' speaking skills. The higher mean rank of the experimental group indicates superior performance in the post-test, suggesting that the ABGTP contributed to improved speaking proficiency. These results provide strong evidence supporting the effectiveness of the intervention in enhancing students' speaking abilities, highlighting its potential for broader implementation in language education.

Graph: 4.3. Difference between the mean post-test scores for Speaking Skill of Experimental and Control Group



4.4.4 Analysis of mean post-test scores for Reading Skill of Experimental 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.

The hypothesis (H04) stated that there was no significant difference between the mean post-test scores of the reading skills of students in the experimental and control groups. However, the statistical analysis reveals a significant difference between the two groups statics mentioned in table 4.7

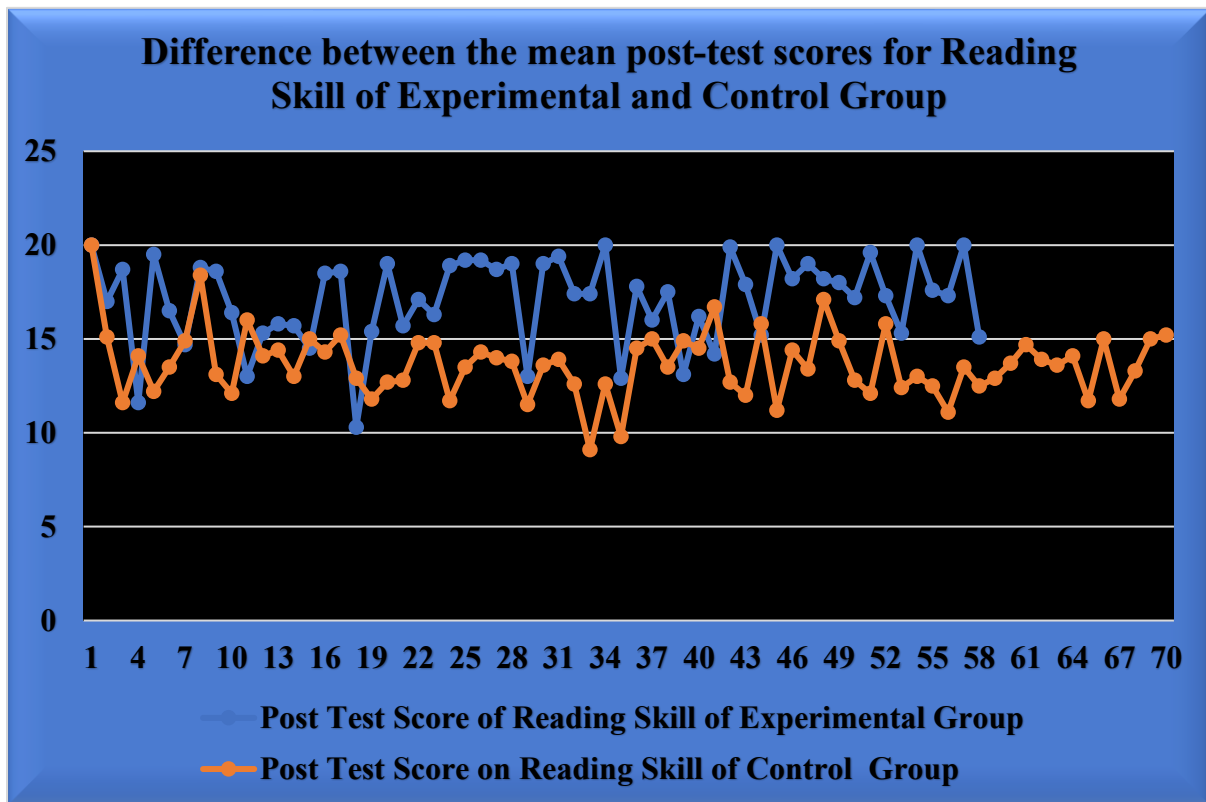
Table 4.7 Mean post-test scores for Reading Skill of Experimental and Control Group

Statistic	Experimental Group	Control Group
N	57	69
Sum of Ranks	5138	2863
Mean of Ranks	90.14	41.49
U-value	448	3485
Standard Deviation	204.02	
Z-score	-7.44044	
p-value	< .00001	
Significance	Significant at p < .05	

The experimental group consisted of 57 students, while the control group had 69 students. The sum of ranks for the experimental group was 5138, with a mean rank of 90.14, whereas the control group had a sum of ranks of 2863 and a mean rank of 41.49. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 448, with a standard deviation of 204.02. The Z-score was -7.44044, and the p-value obtained was less than .00001. Since the p-value is significantly lower than the conventional significance threshold ($p < .05$), the result is statistically significant. This indicates that there is a substantial difference in reading skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H_0) is rejected.

The statistical findings suggest that the ABGTP applied to the experimental group significantly enhanced students' reading skills compared to the control group. The higher mean rank of the experimental group indicates superior performance in the post-test, implying that the instructional method or intervention used contributed to improved reading proficiency. These results provide strong evidence supporting the effectiveness of the ABGTP in enhancing students' reading abilities and suggest its potential for broader adoption in educational settings.

Graph: 4.4. Difference between the mean post-test scores for Reading Skill of Experimental and Control Group



4.4.5 Analysis of mean post-test scores for Writing Skill of Experimental 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.

The hypothesis (H05) stated that there was no significant difference between the mean post-test scores of the writing skills of students in the experimental and control groups. The statical data are given in the table 4.8

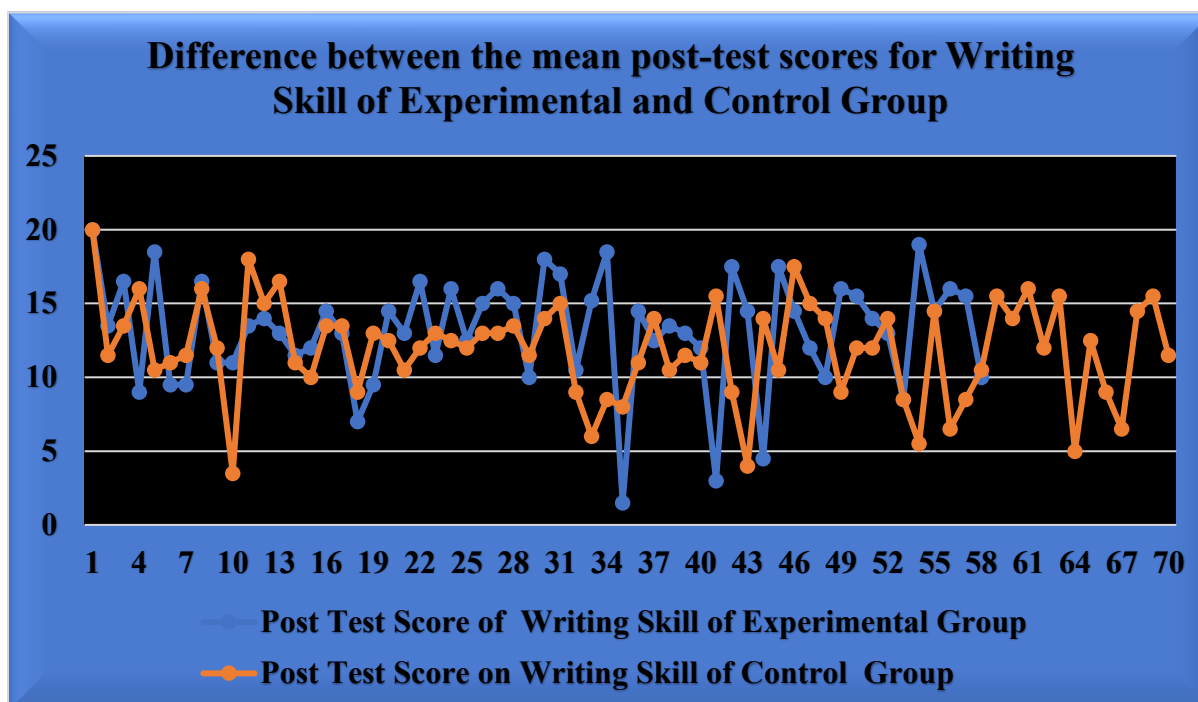
Table 4.8. Mean post-test scores for Writing Skill of Experimental and Control Group

Statistic	Experimental Group	Control Group
N	57	69
Sum of Ranks	4097	3904
Mean of Ranks	71.88	56.58
U-value	1489	2444
Standard Deviation	204.02	
Z-score	-2.338	
p-value	.01928	
Significance	Significant at $p < .05$	

The experimental group consisted of 57 students, while the control group had 69 students. The sum of ranks for the experimental group was 4097, with a mean rank of 71.88, whereas the control group had a sum of ranks of 3904 and a mean rank of 56.58. The Mann-Whitney U-test was conducted to determine the statistical significance of the difference between these two groups. The calculated U-value was 1489, with a standard deviation of 204.02. The Z-score was -2.338, and the p-value obtained was .01928. Since the p-value is less than the significance threshold ($p < .05$), the result is statistically significant. This indicates a meaningful difference in writing skill post-test scores between the experimental and control groups. Consequently, the null hypothesis (H_0) is rejected.

The statistical findings confirm that the intervention applied to the experimental group had a significant positive effect on students' writing skills. The higher mean rank of the experimental group indicates improved writing performance in the post-test, suggesting that the ABGTP used contributed to enhanced writing proficiency.

Graph: 4.5. Difference between the mean post-test scores for Writing Skill of Experimental and Control Group



The analysis of hypothesis 6 mean Pre-test scores and post-test scores for LSRW Skills of Experimental and Control group. As well as the hypothesis of 7 to 10 the mean Pre-test scores and post-test scores for individual Listening, Speaking, Reading and Writing Skills of Experimental and Control group were analysed with the Wilcoxon rank test. Wilcoxon Signed-Rank Test was used to analyse the paired pre-test and post-test scores of students in the experimental group. This test is a non-parametric method that evaluates differences in two related samples, particularly when the data do not meet the assumption of normality (Wilcoxon, 1945).

4.4.6 Analysis of mean Pre-test scores and post-test scores for LSRW Skills of Experimental 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.

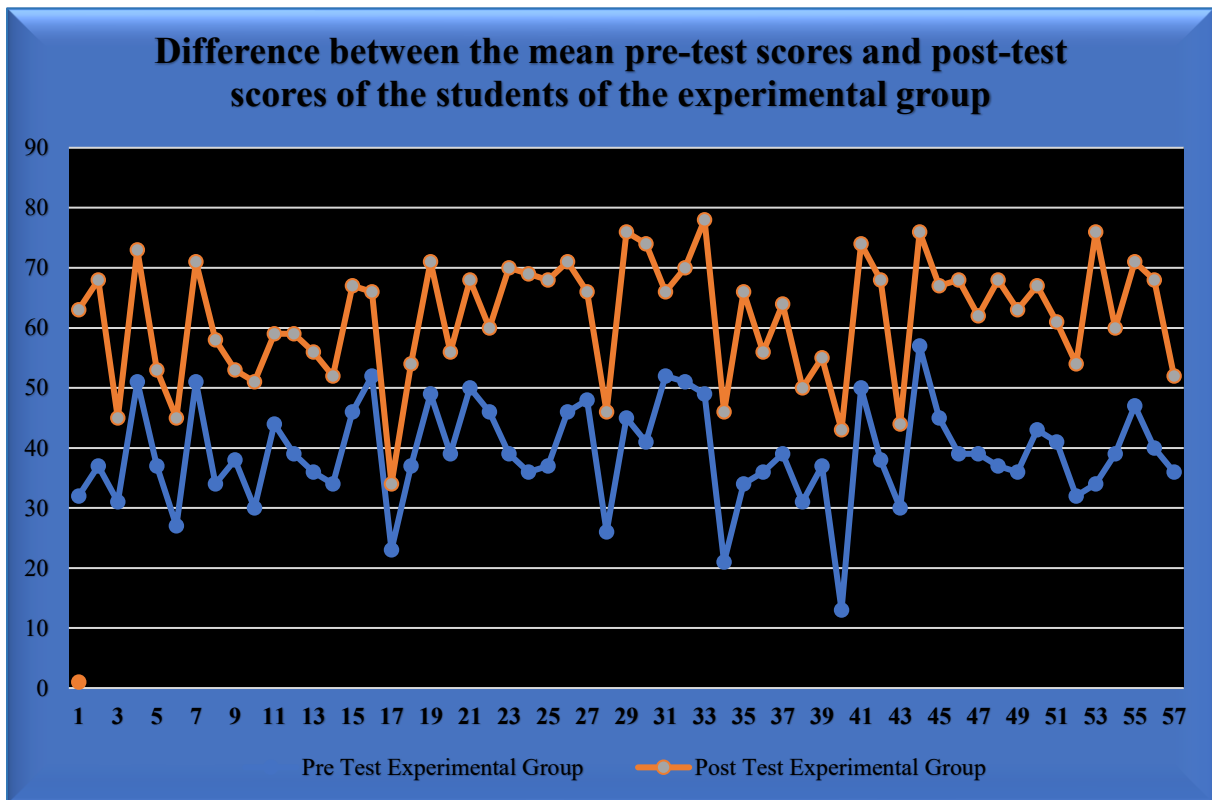
The analysis of mean Pre-test scores and post-test scores for LSRW Skills of Experimental and Control group. The pre-test and post-test scores of the experimental group were analysed, and the results of the Wilcoxon Signed-Rank Test are presented in Table 4.9

Table 4.9 Descriptive Statistics and Wilcoxon Test Results for the Experimental Group

Statistic	Value
Sample Size (N)	57
Mean Difference	-28.93
Sum of Positive Ranks	0
Sum of Negative Ranks	1653
W-Value	0
Z-Value	-6.5667
Mean (W)	826.5
Standard Deviation (W)	125.86
Significance Level (p)	< .00001

Hypothesis Testing and Statistical Significance detail are mentioned in table 4.4 and analytical description is given here. The z-value of **-6.5667** corresponds to a p-value of **< .00001**, which is well below the standard significance level of $p < .05$. This indicates a statistically significant difference between the pre-test and post-test scores of the experimental group. As a result, the null hypothesis (H_0) is rejected. The analysis reveals a significant improvement in LSRW skills among students in the experimental group following the ABGTP. The negative mean difference 28.93 indicates that the post-test scores were substantially higher than the pre-test scores. The W-value of 0, combined with the large sample size and highly significant z-value, reinforces the reliability of the results. These findings confirm that the intervention effectively enhanced the LSRW skills of the students in the experimental group. The results provide strong evidence for the efficacy of the ABGTP in enhancing LSRW skills. The significant increase in scores from pre-test to post-test underscores the importance of employing ABGTP to enhance language proficiency.

Graph 4.6: Difference between the mean pre-test scores and post-test scores of the students of the experimental group



4.4.7 Analysis of mean Pre-test scores and post-test scores for Listening Skills of 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.

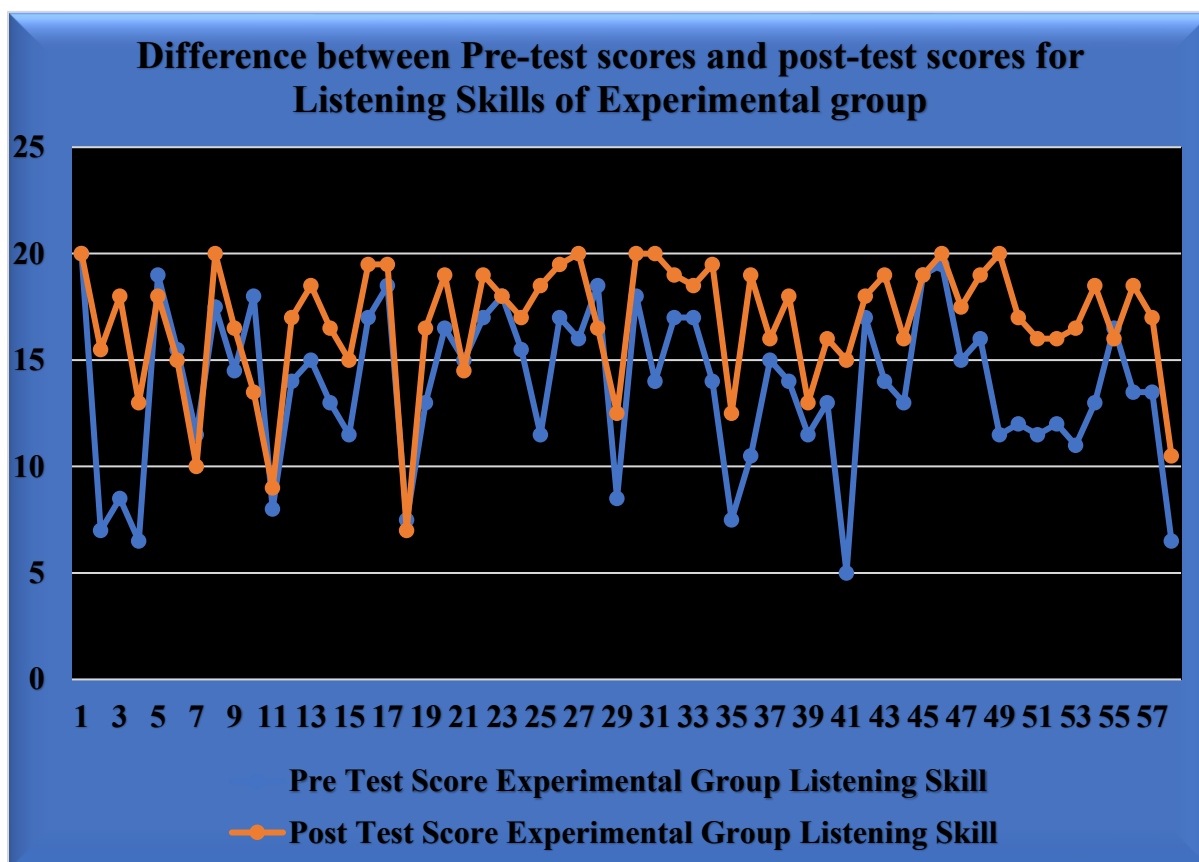
The analysis of mean Pre-test scores and post-test scores for Listening Skills of Experimental group. The interpretation of results is mentioned below in table 4.10 on hypothesis 7.

Table: 4.10 Mean Pre-test scores and post-test scores for Listening Skills of Experimental group.

Statistics	Value
Sample Size (N)	55 (After excluding ties and zero differences)
Sum of Positive Ranks	89
Sum of Negative Ranks	1451
Mean Difference	-4.47
W-value	89
Mean (W)	770
Standard Deviation (W)	119.35
Z-value	-5.7058
Significance Level	p < 0.05
p-value	< 0.00001

The interpretation of table no 4. Results are given here. The computed **Z-value is -5.7058**, with a **p-value less than 0.00001**. Since the **p-value is significantly lower than the 0.05** threshold, the null hypothesis (H07) is rejected. This indicates that there is a statistically significant difference between the pre-test and post-test scores of the experimental group. The intervention of ABGTP has had a positive effect on improving listening skills among the students in the experimental group. This analysis confirms the positive impact of the intervention on the listening skills of the experimental group.

Graph 4.7 Difference between Pre-test scores and post-test scores for Listening Skills of Experimental group



4.4.8 Analysis of mean Pre-test scores and post-test scores for Speaking Skills of 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.

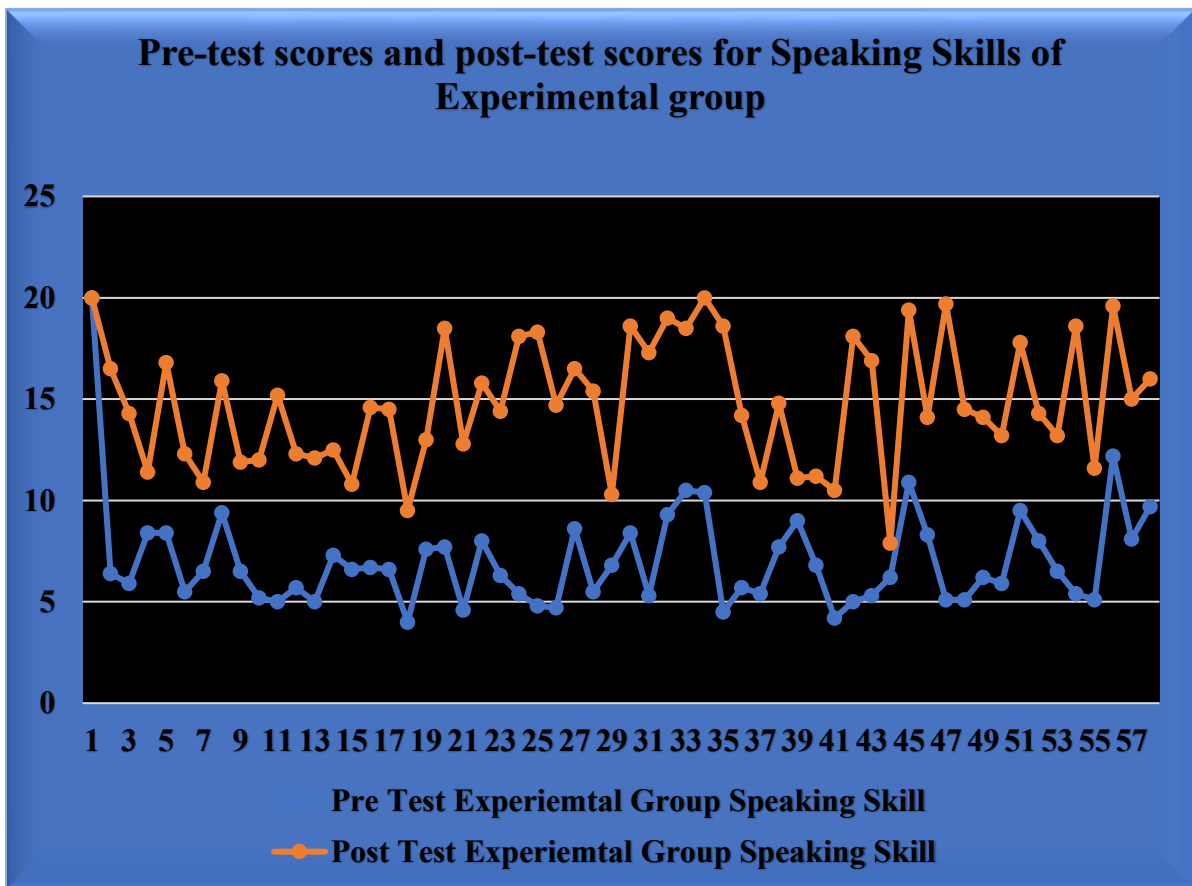
The analysis of mean Pre-test scores and post-test scores for Speaking Skills of Experimental group. The interpretation of results is mentioned below in table 4.11 on hypothesis 8.

Table: 4.11 Mean Pre-test scores and post-test scores for Speaking Skills of Experimental group.

Statistic	Value
Sample Size (N)	57
W-value	0
Sum of Positive Ranks	0
Sum of Negative Ranks	1653
Mean Difference	-7.48
Mean (W)	826.5
Standard Deviation (W)	125.86
Z-value	-6.5667
p-value	< 0.00001

Interpretation of results as per the table 4. and 4. The analysis yielded a Z-value of -6.5667 and a p-value less than 0.00001. As the p-value is significantly lower than the 0.05 threshold, the null hypothesis (H08) is rejected. This result indicates a statistically significant difference between the pre-test and post-test scores for speaking skills in the experimental group. The intervention of ABGTP has demonstrated a meaningful improvement in the speaking skills of the students, as evidenced by the negative sum of ranks and large Z-value, reflecting a substantial shift in performance post-intervention.

Graph 4.8: Difference between Pre-test scores and post-test scores for Speaking Skills of Experimental group



4.4.9 Analysis of mean Pre-test scores and post-test scores for Reading Skills of 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.

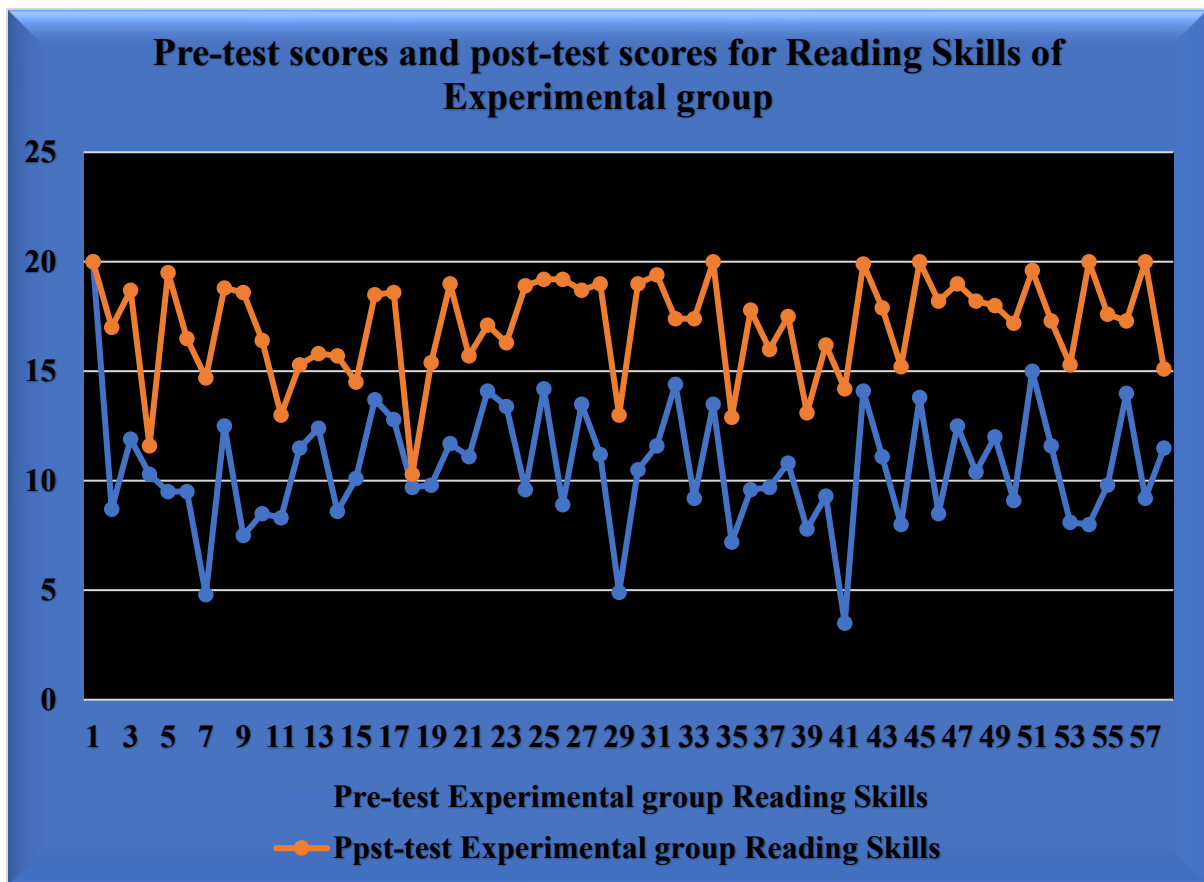
The analysis of mean Pre-test scores and post-test scores for Reading Skills of Experimental group. The interpretation of results is mentioned below in table 4.12 on hypothesis 9.

Table 4.12 Mean Pre-test scores and post-test scores for Reading Skills of Experimental group

Statistic	Value
W-value	0
Mean Difference	-8.24
Sum of Positive Ranks	0
Sum of Negative Ranks	1653
Z-value	-6.5667
Mean (W)	826.5
Standard Deviation (W)	125.86
Sample Size (N)	57
p-value	< .00001

The p-value is significant at $p < .05$. The z-value of -6.5667, with a p-value less than 0.00001, indicates a statistically significant difference between pre-test and post-test scores. Given the sample size ($N = 57$), the z-value was deemed appropriate for hypothesis testing. The significant negative z-value suggests that post-test scores were consistently higher than pre-test scores, as reflected in the mean difference of -8.24. The absence of positive ranks and the accumulation of negative ranks further support this finding. These results reject H_0 , confirming that the intervention of ABGTP significantly improved reading skills in the experimental group.

Graph 4.9 Difference between Pre-test scores and post-test scores for Reading Skills of Experimental group



4.4.10 Analysis of mean Pre-test scores and post-test scores for writing Skills of 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.

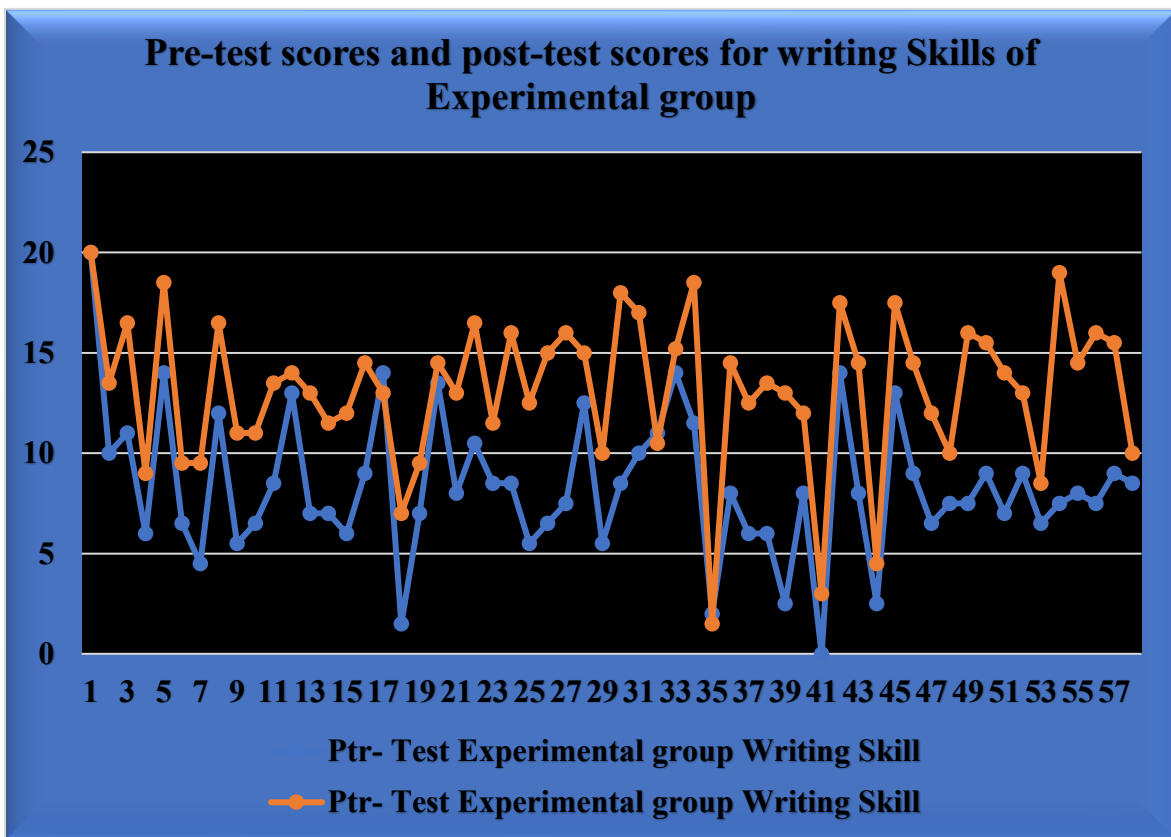
The Analysis of mean Pre-test scores and post-test scores for writing Skills of Experimental group. The interpretation of results is mentioned below in table 4.13 on hypothesis 10.

Table 4.13 Mean Pre-test scores and post-test scores for Writing Skills of Experimental group

Statistic	Value
W-value	7
Z-value	-6.5111
Mean Difference	-8.38
Sum of Positive Ranks	7
Sum of Negative Ranks	1646
Mean (W)	826.5
Standard Deviation (W)	125.86
Sample Size (N)	57
Significance Level (p)	< .00001

The **z-value of -6.5111** yielded a p-value of $<.00001$, indicating that the observed difference between pre-test and post-test scores is statistically significant. The mean rank of the negative differences (1646) overwhelmingly exceeded that of the positive differences (7), suggesting a consistent improvement in writing skills among the experimental group. The analysis provides strong evidence to reject the null hypothesis H_0 , affirming that the intervention led to significant improvements in the writing skills of the experimental group. The negative z-value highlights the direction of change, indicating that post-test scores consistently surpassed pre-test scores. This result suggests that the applied ABGTP was effective in enhancing the writing capabilities of the participants. The magnitude of the mean difference (-8.38) further underscores the practical significance of these findings. Thus, ABGTP was effective with reference to writing skill.

Graph 4.10 Difference between Pre-test scores and post-test scores for writing Skills of Experimental group



The results across all hypotheses indicate significant differences between the experimental and control groups. The experimental group consistently outperformed the control group in listening, speaking, reading, and writing skills. This suggests that the intervention of ABGTP employed in the experimental group was effective in improving language acquisition

4.5 Analysis of the responses of Student about the developed ABGTP on Reaction Scale

Table 4.14 Reaction scale

પ્રતિક્રિયા માપદંડ							
ક્રમ	પ્રવૃત્તિ દ્વારા ભાષા કૌશલ્ય આધારિત કાર્યક્રમના ઘટકો	સંપૂર્ણ સહમત	સહમત	તટસ્થ	અસહમત	સંપૂર્ણ અસહમત	Intensity Index
		5	4	3	2	1	
1	મને પ્રવૃત્તિ દ્વારા ગુજરાતી ભાષાના કૌશલ્યનો અભ્યાસ કરવાનું ગમ્યું	38 (66.67%)	17 (29.82%)	1 (1.75%)	0 (0.00%)	1 (1.75%)	4.59649123
2	મને ગુજરાતી ભાષાના કૌશલ્ય વિકાસની પ્રવૃત્તિઓ મારા રસ રૂચિના આધારે લાગી.	23 (40.35%)	30 (52.63%)	3 (5.26%)	1 (1.75%)	0 (0.00%)	4.31578947
3	ગુજરાતી ભાષા કૌશલ્યની પ્રવૃત્તિઓમાં ભાષાના કૌશલ્ય આધારે વિવિધતા હતી.	37 (64.91%)	14 (24.56%)	5 (8.77%)	1 (1.75%)	0 (0.00%)	4.52631579
4	પ્રવૃત્તિ દ્વારા શિક્ષણના કારણે મારી પ્રત્યાયન કલા અને કથનાત્મક અભિવ્યક્તિમાં પરિવર્તન ન આવ્યું.	3 (5.26%)	4 (7.02%)	5 (8.77%)	19 (33.33%)	26 (45.61%)	1.92982456
5	પ્રવૃત્તિ દ્વારા શિક્ષણના કારણે આ વિષય પ્રત્યે મારી રૂચિ વધી.	24 (42.11%)	19 (33.33%)	12 (21.05%)	2 (3.51%)	0 (0.00%)	4.14035088
6	ભાષા કૌશલ્ય શિક્ષણની તમામ પ્રવૃત્તિઓ ગુજરાતી વિષયને સમજવામાં ઉપયોગી રૂપ લાગી.	35 (61.40%)	16 (28.07%)	6 (10.53%)	0 (0.00%)	0 (0.00%)	4.50877193

7	મને પ્રવૃત્તિ દ્વારા ગુજરાતી ભાષાના કૌશલ્ય અંગેના શિક્ષણમાં સક્રિયતા સાથે પ્રવૃત્ત રહેવાનું ન ગમ્યું.	1 (1.75%)	3 (5.26%)	4 (7.02%)	28 (49.12%)	21 (36.84%)	1.85964912
8	પ્રવૃત્તિ દ્વારા શિક્ષણ થકી મારી કલ્પના શક્તિ, ચિંતન શક્તિ અને વિચાર શક્તિનો વિકાસ થયો.	33 (57.89%)	21 (36.84%)	3 (5.26%)	0 (0.00%)	0 (0.00%)	4.52631579
9	પ્રવૃત્તિ દ્વારા શિક્ષણ થકી મારી સ્વ-અધ્યયનની ક્ષમતામાં વધારો થયો.	26 (45.61%)	25 (43.86%)	4 (7.02%)	2 (3.51%)	0 (0.00%)	4.31578947
10	પ્રવૃત્તિ દ્વારા શિક્ષણના માધ્યમથી મારી સહ-અભ્યાસિક પ્રવૃત્તિઓમાં રુચિ વધી.	27 (47.37%)	19 (33.33%)	10 (17.54%)	1 (1.75%)	0 (0.00%)	4.26315789
11	મને પ્રવૃત્તિ દ્વારા ભાષા કૌશલ્ય વિકાસ માટેનો કાર્યક્રમ રસપ્રદ ન લાગ્યો.	3 (5.26%)	2 (3.51%)	3 (5.26%)	18 (31.58%)	31 (54.39%)	1.73684211
ભાષા કૌશલ્ય આધારિત પ્રવૃત્તિઓ							
1	શબ્દ રમત દ્વારા મારા શબ્દ ભંડોળ જ્ઞાનમાં વૃદ્ધિ થઈ.	27 (47.37%)	28 (49.12%)	2 (3.51%)	0 (0.00%)	0 (0.00%)	4.43859649
2	વાક્ય રમત દ્વારા મારી વાક્ય રચનાની રીતમાં સુધારો થયો.	36 (63.16%)	17 (29.82%)	3 (5.26%)	1 (1.75%)	0 (0.00%)	4.54385965
3	કવિતા સાંભળીને તેના ભાવની અનુભૂતિ દ્વારા મારી કાવ્યના અર્થને સમજવાની શક્તિ વધી.	32 (56.14%)	22 (38.60%)	2 (3.51%)	0 (0.00%)	1 (1.75%)	4.47368421
4	ચિત્ર આધારે તેનું વર્ણનની પ્રવૃત્તિ દ્વારા મારી વર્ણન શક્તિનો વિકાસ થયો.	22 (38.60%)	26 (45.61%)	9 (15.79%)	0 (0.00%)	0 (0.00%)	4.22807018

5	કવિ સંમેલનની પ્રવૃત્તિ દ્વારા મારી કાવ્ય પઠનની રીતમાં સુધારો થયો.	28 (49.12%)	23 (40.35%)	6 (10.53%)	0 (0.00%)	0 (0.00%)	4.38596491
6	મુલાકાત (ઇન્ટરવ્યૂ)ની પ્રવૃત્તિ દ્વારા મારી વાત કરવાની રીત અને પ્રત્યાયન ક્ષમતામાં વધારો થયો.	26 (45.61%)	22 (38.60%)	7 (12.28%)	1 (1.75%)	1 (1.75%)	4.24561404
7	ભવાઈની પ્રવૃત્તિ દ્વારા ‘છાલ છોતરા અને ગોટલા’ પ્રકરણ સમજવાનું મને સરળ લાગ્યું.	21 (36.84%)	27 (47.37%)	8 (14.04%)	1 (1.75%)	0 (0.00%)	4.19298246
8	ભવાઈની પ્રસ્તુતિ દ્વારા મારી મૌખિક અભિવ્યક્તિમાં પરિવર્તન આવ્યું.	15 (26.32%)	28 (49.12%)	13 (22.81%)	1 (1.75%)	0 (0.00%)	4
9	નાટક દ્વારા વાર્તાની પ્રસ્તુતિ થકી વાર્તાનો બોધ સમજવાનો મને સરળ લાગ્યો.	29 (50.88%)	21 (36.84%)	5 (8.77%)	0 (0.00%)	2 (3.51%)	4.31578947
10	નાટકમાં મૌખિક અભિવ્યક્તિ કરવાના અભ્યાસથી મારા આત્મવિશ્વાસમાં વધારો થયો.	24 (42.11%)	19 (33.33%)	10 (17.54%)	4 (7.02%)	0 (0.00%)	4.10526316
11	સમાચાર-પત્રની માહિતી એકત્રિત કરી વાંચન કરવાથી મારા વિશેષ જ્ઞાનમાં વધારો થયો.	28 (49.12%)	18 (31.58%)	10 (17.54%)	1 (1.75%)	0 (0.00%)	4.28070175
12	ગદ્ય અને પદ્ય સમીક્ષા આધારિત પ્રવૃત્તિના માધ્યમથી મારી અર્થગ્રહણ અને અર્થઘટન શક્તિનો વિકાસ થયો.	23 (40.35%)	25 (43.86%)	7 (12.28%)	1 (1.75%)	1 (1.75%)	4.19298246
13	પુસ્તકાલયમાં વિવિધ પુસ્તકો વિશે માહિતી મેળવવાની અને અભિવ્યક્તિ કરવાની પ્રવૃત્તિ મને ગમી.	33 (57.89%)	19 (33.33%)	4 (7.02%)	1 (1.75%)	0 (0.00%)	4.47368421

14	સર્જક, સ્વરૂપ અને કેન્દ્ર વિચારના આધારે મને ઉખાણા બનાવવાથી મારી લેખન ક્ષમતાનો વિકાસ થયો.	23 (40.35%)	21 (36.84%)	9 (15.79%)	4 (7.02%)	0 (0.00%)	4.10526316
15	પત્ર-લેખનની પ્રવૃત્તિ દ્વારા પત્ર લેખન કરવાની રીતમાં સુધારો થયો.	32 (56.14%)	18 (31.58%)	5 (8.77%)	0 (0.00%)	2 (3.51%)	4.36842105
16	અન્ય ભાષામાં રજૂ થયેલ વાર્તાનો ગુજરાતી ભાષામાં અનુવાદ કરવાનું મને ગમ્યું.	23 (40.35%)	26 (45.61%)	8 (14.04%)	0 (0.00%)	0 (0.00%)	4.26315789
17	શબ્દની સાપસીડીની રમત દ્વારા મારા શબ્દ ભંડોળના જ્ઞાનમાં વધારો થયો.	32 (56.14%)	18 (31.58%)	7 (12.28%)	0 (0.00%)	0 (0.00%)	4.43859649
18	‘શ્યામ ફલક પર મુક્ત વિચારોની અભિવ્યક્તિ’ની પ્રવૃત્તિ દ્વારા મારી નિબંધ લેખનમાં વિચારો રજૂ કરવાની રીતમાં પરિવર્તન આવ્યું.	28 (49.12%)	16 (28.07%)	12 (21.05%)	0 (0.00%)	1 (1.75%)	4.22807018
19	સ્વ-પરિચયની પ્રવૃત્તિ દ્વારા મારી મૌખિક અભિવ્યક્તિમાં પરિવર્તન આવ્યું.	32 (56.14%)	20 (35.09%)	5 (8.77%)	0 (0.00%)	0 (0.00%)	0.00
શ્રવણ કૌશલ્ય							
1	શ્રવણ કૌશલ્ય વિકાસની પ્રવૃત્તિ દ્વારા મારી સાંભળીને અર્થગ્રહણ કરવાની ક્ષમતા વધી	29 (50.88%)	19 (33.33%)	8 (14.04%)	1 (1.75%)	0 (0.00%)	0.00
2	કવિતા સાંભળીને તેની ભાવ અનુભૂતિ કરવાથી મારી અર્થગ્રહણ કરવાની રીતમાં પરિવર્તન આવ્યું.	27 (47.37%)	18 (31.58%)	9 (15.79%)	2 (3.51%)	1 (1.75%)	4.19298246

3	અનુલિપિના આધારે લેખન કરવાથી મારી શ્રવણ ક્ષમતાનો વિકાસ થયો.	26 (45.61%)	21 (36.84%)	10 (17.54%)	0 (0.00%)	0 (0.00%)	4.28070175
4	રેકોર્ડિંગ સાંભળીને તેના આધારે લેખિત અભિવ્યક્તિ કરવાથી મારી અર્થગ્રહણ ક્ષમતાનો મને ખ્યાલ આવ્યો.	28 (49.12%)	25 (43.86%)	3 (5.26%)	0 (0.00%)	1 (1.75%)	4.38596491
5	શિક્ષક દ્વારા પ્રસ્તુત શબ્દો સાંભળી 'કલ્પના દ્વારા અનુભૂતિ'ની પ્રવૃત્તિ થકી મારી સાંભળીને અર્થગ્રહણ કરવાની ક્ષમતામાં વધારો થયો.	25 (43.86%)	22 (38.60%)	9 (15.79%)	1 (1.75%)	0 (0.00%)	4.24561404
કથન કૌશલ્ય							
1	કથન કૌશલ્ય આધારિત પ્રવૃત્તિઓ દ્વારા મારી વિચારો વ્યક્ત કરવાની રીતમાં પરિવર્તન આવ્યું.	27 (47.37%)	24 (42.11%)	6 (10.53%)	0 (0.00%)	0 (0.00%)	4.36842105
2	પ્રવૃત્તિઓ દ્વારા શિક્ષણથી મારી આત્મવિશ્વાસ સાથે અભિવ્યક્તિ કરવાની ક્ષમતાનો વિકાસ થયો.	27 (47.37%)	19 (33.33%)	7 (12.28%)	3 (5.26%)	1 (1.75%)	4.19298246
3	કથન કૌશલ્ય આધારિત પ્રવૃત્તિ દ્વારા મંચ પર અભિવ્યક્તિ કરવાનો મારો ડર દૂર થયો.	29 (50.88%)	17 (29.82%)	6 (10.53%)	1 (1.75%)	4 (7.02%)	4.15789474
4	પ્રવૃત્તિ દ્વારા શિક્ષણ થકી ઉચિત હાવ ભાવ, આરોહ અવરોહ અને શુદ્ધ ઉચ્ચારણ સાથે મૌખિક અભિવ્યક્તિ કરવાની રીતમાં સુધારો થયો.	27 (47.37%)	25 (43.86%)	4 (7.02%)	1 (1.75%)	0 (0.00%)	4.36842105

5	કથન કૌશલ્ય આધારિત પ્રવૃત્તિઓના કારણે મારી સર્જનાત્મક અને અસરકારક કથનાત્મક અભિવ્યક્તિનો વિકાસ થયો.	26 (45.61%)	22 (38.60%)	9 (15.79%)	0 (0.00%)	0 (0.00%)	4.29824561
વાંચન કૌશલ્ય							
1	વાંચન કૌશલ્યના વિકાસ આધારિત પ્રવૃત્તિઓ દ્વારા મારી વાંચનની રીતમાં સુધારો થયો.	39 (68.42%)	14 (24.56%)	3 (5.26%)	0 (0.00%)	1 (1.75%)	4.57894737
2	વાંચન કૌશલ્યના વિકાસ આધારિત પ્રવૃત્તિઓ દ્વારા મારો વાંચનનો શોખ વધ્યો.	25 (43.86%)	24 (42.11%)	5 (8.77%)	2 (3.51%)	1 (1.75%)	4.22807018
3	વાંચન કૌશલ્યના વિકાસ આધારિત પ્રવૃત્તિ દ્વારા મારી આરોહ-અવરોહ અને હાવ ભાવ સહિત વાંચનની ક્ષમતાનો વિકાસ થયો.	20 (35.09%)	27 (47.37%)	8 (14.04%)	2 (3.51%)	0 (0.00%)	4.14035088
4	વાંચનના આધારે મારી અર્થગ્રહણ અને અર્થઘટન કરવાની ક્ષમતાનો વિકાસ થયો.	26 (45.61%)	19 (33.33%)	11 (19.30%)	1 (1.75%)	0 (0.00%)	4.22807018
5	પ્રવૃત્તિ દ્વારા શિક્ષણ થકી મારી કાવ્ય પઠન અને ગદ્ય પઠનની રીતમાં સુધારો આવ્યો.	32 (56.14%)	19 (33.33%)	6 (10.53%)	0 (0.00%)	0 (0.00%)	4.45614035
લેખન કૌશલ્ય							
1	લેખન કૌશલ્ય આધારિત પ્રવૃત્તિઓ દ્વારા મારા લેખન કૌશલ્યનો વિકાસ થયો.	31 (54.39%)	23 (40.35%)	2 (3.51%)	0 (0.00%)	1 (1.75%)	4.45614035
2	લેખન કૌશલ્ય આધારિત પ્રવૃત્તિ થકી મારી સર્જનાત્મક લેખનની ક્ષમતા વધી.	25 (43.86%)	20 (35.09%)	10 (17.54%)	0.00 (0.00%)	2 (3.51%)	4.15789474

3	પ્રવૃત્તિ દ્વારા શિક્ષણથી મારી નિબંધ લેખન ક્ષમતાનો વિકાસ થયો.	27 (47.37%)	22 (38.60%)	6 (10.53%)	1 (1.75%)	1 (1.75%)	4.28070175
4	પ્રવૃત્તિ દ્વારા શિક્ષણ થકી મારી અહેવાલ લેખનની રીતમાં સુધારો થયો.	26 (45.61%)	18 (31.58%)	10 (17.54%)	1 (1.75%)	2 (3.51%)	4.14035088
5	પ્રવૃત્તિ દ્વારા શિક્ષણ થકી મારી સ્વ-રચિત કાવ્ય લેખનની ક્ષમતા વધી.	26 (45.61%)	22 (38.60%)	7 (12.28%)	2 (3.51%)	0 (0.00%)	0.0
6	લેખન આધારિત પ્રવૃત્તિઓના કારણે આયોજનબદ્ધ લેખન કૌશલ્યનો ઉપયોગ કરવાનો અભ્યાસ થયો.	26 (45.61%)	20 (35.09%)	8 (14.04%)	2 (3.51%)	1 (1.75%)	1.75

The interpretation and description of each statement of reaction scale are given below. The reaction scale was divided into 6 parts. (i) Activity Based Language skills teaching Program (ii) Language skills-based activities (iii) Listening skill (iv) Speaking skill (v) Reading skill (vi) Writing.

4.5.1 Activity Based Language skills teaching Program

1. I like practicing to learn Gujarati language skills through activities.

In terms of the reactions of students towards this statement were positive. 66.67% students strongly agree, 29.82 % were agree, 1.75 % neutral, 0.00 disagree and 1.75 % totally disagree respectively with this statement. The intensity index rating of 4.59 shows that the students had a positive reaction to ABGTP. They like to participate in learning Gujarati language skills through activities.

2. I found Gujarati language skill development activities are based on my interest.

Students responded well to this statement in terms of their reactions. 66.67% of students strongly agree with this statement, compared to 29.82% who agree, 1.75 percent who are neutral, 0.00 percent who disagree, and 1.75% who completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.59. They enjoy taking part in activities that teach them Gujarati language skills.

3. Gujarati language skills activities were different based on language skills.

Students' responses to this statement were generally positive. Regarding this remark, 64.91% of students highly agreed, 24.56% agreed, 87.7% were indifferent, 1.75% disagreed, and 0.00% completely disagreed. The students responded favorably to ABGTP, as seen by their intensity index value of 4.52. They discovered that the Gujarati language skill exercises varied according to language proficiency.

4. Learning through activity did not change communication skills and verbal expression.

Students' responses to this statement were generally positive. Students' opinions on this statement are as follows: 5.26% highly agree, 7.02% agree, 8.07% are neutral, 33.33% disagree, and 45.61 percent completely disagree. The students' good response to ABGTP is indicated by their intensity index rating of 1.92%. It indicates that they accept the lessons learned through exercises that alter language expression and communication skills.

5. Learning through activity has enhanced my interest in Gujarati subjects.

Students' responses to this statement were generally positive. Of the students that responded to this statement, 42.11% strongly agreed, 33.33% agreed, 21.05% were indifferent, 3.51% disagreed, and 0.00% completely disagreed. The students responded favorably to ABGTP, as seen by their intensity index value of 4.14. They discovered that their interest in Gujarati subjects has increased as a result of the activity-based learning.

6. All the language skill teaching activities were found useful in understanding the Gujarati subject.

Students' responses to this statement were generally positive. Of the students that responded to this statement, 61.40% highly agreed, 28.07 percent agreed, 10.53 percent were neutral, 0.00 percent disagreed, and 0.00 percent completely disagreed. The students' positive response to ABGTP is indicated by their intensity index rating of 4.50. They discovered that every language skill training exercise helped students grasp the Gujarati language.

7. I did not like to actively engage in learning about Gujarati language skills through activities.

Students' responses to this statement were generally positive. According to this statement, 1.75% of students highly agree, 5.26 percent agree, 7.02% are indifferent, 49.12% disagree, and 30.84% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 1.85%. It indicates that they disagree that actively participating in activities to gain Gujarati language skills was not enjoyable.

8. Learning through activity developed my imagination, thinking and thinking abilities.

Students' responses to this statement were generally positive. Of the students that responded to this statement, 57.89% strongly agreed, 36.84 percent agreed, 5.26% were indifferent, 0.00% disagreed, and 0.00% completely disagreed. The students responded favorably to ABGTP, as seen by their intensity index value of 4.52. They discovered that learning by doing enhanced their capacity for creativity, critical thinking, and reasoning.

9. Through the activity-based teaching, my self-learning ability increased.

Students' responses to this statement were generally positive. Regarding this remark, 45.61% of students highly agreed, 43.86 percent agreed, 7.02% were impartial, 3.51% disagreed, and 0.00% completely disagreed. The students responded favorably to ABGTP, as seen by their intensity index value of 4.31. They discovered that their capacity for self-learning improved as a result of activity-based instruction.

10. My interest in co-curricular activities grew through activity-based learning.

Students' responses to this statement were generally positive. Regarding this remark, 47.37% of students highly agreed, 33.33% agreed, 17.54% were neutral, 1.75% disagreed, and 0.00% completely disagreed. The students' positive response to ABGTP is indicated by their intensity

index rating of 4.26. They discovered that activity-based learning increased their interest in extracurricular activities.

11. I did not find interest in the activity-based teaching program for enhancement of language skills.

Students' responses to this statement were generally positive. Students' opinions on this remark are as follows: 5.26% highly agree, 3.51% agree, 5.26% are neutral, 31.58% disagree, and 54.39% completely disagree. The pupils' good response to ABGTP is indicated by their intensity index rating of 1.73%. It indicates that they disagree that the activity-based training method for improving language skills did not pique their attention.

(ii) Language skills-based activities

1. My vocabulary knowledge grew through the game with words.

Students' responses to this statement were generally positive. Regarding this remark, 49.12% of students highly agree, 3.51% agree, 3.51% are neutral, 0.00% disagree, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.43. They discovered that playing the word game increased their vocabularies.

2. Games with sentences improved my way of sentence framing.

Playing games with sentences helped me get better at crafting sentences. Students' responses to this statement were generally positive. Regarding this statement, 63.16% of students highly agree, 29.82% agree, 5.26 percent are indifferent, 1.75 percent disagree, and 0.00 percent completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.54. They discovered that playing sentence-related games enhanced my sentence structure.

3. My ability to understand the meaning of poetry increased by listening to poetry and feeling its value.

Students' responses to this statement were generally positive. Students' opinions on this statement are as follows: 56.14% highly agree, 38.60% agree, 3.51% are neutral, 0.00% disagree, and 1.75% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.47. They discovered that playing sentence-related activities helped me get better at framing sentences.

4. My narrative skills developed through the activity of describing it based on a picture.

Students' responses to this statement were generally positive. Students' opinions on this statement are as follows: 38.60% strongly agree, 45.61% agree, 15.79% are neutral, 0.00% disagree, and 0.00% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.22. They discovered that the task of expressing it using an image improved their narrative abilities.

5. My way of reciting poetry improved through the activity of *Kavisammelan*.

Students' responses to this statement were generally positive. With regard to this statement, 49.12% of students highly agree, 40.35% agree, 10.53% are indifferent, 0.00% disagree, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.38. They discovered that the *Kavisammelan* exercise enhanced their poetry recitation style.

6. My speaking and communication skills improved through the interview activity.

Students' responses to this statement were generally positive. Regarding this statement, 45.61 percent of students strongly agree, 38.60 percent agree, 12.28 percent are neutral, 1.75% disagree, and 1.75% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.24. They discovered that the interview exercise enhanced their ability to speak and communicate.

7. I found it easy to understand the chapter '*Chhal Chhotra and Gotla*' through *Bhavai's* activity.

Students' responses to this statement were generally positive. Regarding this remark, 36.84 percent of students strongly agree, 47.37 percent agree, 14.04 percent are neutral, 1.75% disagree, and 1.75% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.19. Through *Bhavai's* action, they discovered that the chapter "*Chhal Chhotra and Gotla*" is simple to understand.

8. My oral expressive ability was transformed by the presentation of *Bhavai*.

Students' responses to this statement were generally positive. Regarding this statement, 26.32 percent of students strongly agree, 49.12 percent agree, 22.81% are indifferent, 1.75% disagree, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4. They discovered that the presentation of *Bhavai* changed their capacity for speech expression.

9. I found it easier to understand the moral of the story through the presentation of the story through drama.

Students' responses to this statement were generally positive. According to this statement, 50.88 percent of students strongly agree, 32.84% agree, 87.7% are neutral, 0.00% disagree, and 3.51% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.31. They discovered that the story's message is simpler to comprehend when it is told in a dramatic manner.

10. Practicing in drama increased my confidence.

Students' responses to this statement were generally positive. According to this statement, 42.11 percent of students highly agree, 33.33 percent agree, 17.54 percent are neutral, 7.02% disagree, and 3.51% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.10. They discovered that acting exercises boosted their self-esteem.

11. Collecting and reading newspaper information has increased my knowledge.

Students' responses to this statement were generally positive. According to this statement, 49.12% of students highly agree, 31.58% agree, 17.55% disagree, 17.54% are neutral, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.28. They discovered that reading and gathering information from newspapers has improved my knowledge.

12. My comprehension and interpretation skills developed through Activity on comprehension of prose and poetry.

Students' responses to this statement were generally positive. Regarding this remark, 40.35 percent of students highly agree, 43.86 percent agree, 12.28 percent are neutral, 1.75% disagree, and 1.75% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.19. They discovered that the activity on prose and poetry comprehension improved their ability to understand and interpret.

13. I liked the activity of getting information and expressing about different books in the library.

Students' responses to this statement were generally positive. Students' opinions on this statement are as follows: 57.89% highly agree, 33.33 percent agree, 7.02% are neutral, 1.75%

disagree, and 0.00% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.47. They discovered that they enjoyed the process of learning about and discussing various library books.

14. Creating riddles based on creator, form and central idea developed my writing skills.

Students' responses to this statement were generally positive. Regarding this remark, 40.35 percent of students highly agree, 36.84 percent agree, 15.79 percent are indifferent, 7.02% disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.10. They discovered that my writing abilities improved when I made riddles based on creator, form, and main concepts.

15. My Letter-writing practice improved through activity of letter-writing.

Students' responses to this statement were generally positive. Regarding this statement, 56.14 percent of students highly agree, 31.58% agree, 87.7% are neutral, 3.51% disagree, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.36. Through letter-writing exercises, they discovered that their letter-writing skills increased.

16. I liked translating a story presented in another language into Gujarati.

Students' responses to this statement were generally positive. Regarding this remark, 40.35 percent of students highly agree, 45.61 percent agree, 14.04 percent are neutral, 0.00 percent disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.26. They discovered that translating a story from another language into Gujarati was enjoyable.

17. My vocabulary knowledge increased through the word snake and bite game.

Students' responses to this statement were generally positive. Regarding this statement, 56.14 percent of students highly agree, 31.58 percent agree, 12.28 percent are neutral, 0.00 percent disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.43. They discovered that playing the word snake and bite game improved their vocabularies.

18. The activity of 'Free expression of ideas on the blackboard' changed the way I presented ideas in my essay writing.

Students' responses to this statement were generally positive. According to this statement, 49.12% of students strongly agree, 28.07% agree, 21.05% are indifferent, 0.00% disagree, and 1.75 percent completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.22. The 'Free expression of ideas on the chalkboard' exercise altered the way I conveyed concepts in their essay writing, they discovered.

19. My oral presentation ability changed through the activity of self-introduction.

Students' responses to this statement were generally positive. Regarding this statement, 56.14 percent of students highly agree, 35.09 percent agree, 8.77 percent are neutral, 0.00 percent disagree, and 0.00 percent completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.47. They discovered that the self-introduction exercise altered their capacity for oral presentations.

(iii) Listening skill

1. My listening comprehension increased through the activities of listening skill.

Students' responses to this statement were generally positive. With regard to this statement, 50.88 percent of students highly agree, 33.33 percent agree, 14.04 percent are neutral, 1.75% disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.33. They discovered that the listening skill exercises improved their listening comprehension.

2. Listening to poetry and feeling its value changed my way of perceiving comprehensive ability.

Students' responses to this statement were generally positive. According to this statement, 47.37% of students strongly agree, 31.58% agree, 15.79% are indifferent, 3.51% disagree, and 1.75 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.19. They discovered that their perception of comprehensive ability was altered as a result of their exposure to poetry and appreciation of its worth.

3. Writing based on transcription developed my listening skills.

Students' responses to this statement were generally positive. Regarding this remark, 45.61 percent of students highly agree, 36.84 percent agree, 17.54 percent are neutral, 0.00 percent

disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.28. They discovered that their transcription-based writing improved their listening abilities.

4. Listening to the recording and writing based on it made me aware of my comprehension ability.

Students' responses to this statement were generally positive. According to this statement, 49.12% of students highly agree, 43.86% agree, 5.26% are indifferent, 0.00% disagree, and 1.75% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.38. They discovered that they become more conscious of their comprehension skills after listening to the recording and writing about it.

5. Listening to the words presented by the teacher increased my listening comprehension through the activity of 'Imagination through Perception'.

Students' responses to this statement were generally positive. Regarding this statement, 43.86 percent of students highly agree, 38.60 percent agree, 15.79 percent are neutral, 1.75% disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.24. They discovered that the 'Imagination via Perception' exercise improved their listening comprehension while they listened to the teacher's remarks.

(iv) Speaking skill

1. Speaking skills-based activities changed the way I express my thoughts.

Students' responses to this statement were generally positive. Regarding this remark, 47.37% of students highly agree, 42.11 percent agree, 10.53% are neutral, 0.00% disagree, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.36. They discovered that their speaking skills-based exercises altered the way they communicate their ideas.

2 . Learning through activities developed my ability to express myself with confidence.

Students' responses to this statement were generally positive. Regarding this statement, 47.37% of students highly agree, 33.33% agree, 12.28% are indifferent, 5.26% disagree, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity

index rating of 4.19. They discovered that their speaking skills-based exercises altered the way they communicate their ideas.

3. My fear of expressing myself on stage was overcome by a speaking skill-based activity.

Students' responses to this statement were generally positive. According to this statement, 50.88 percent of students strongly agree, 29.82 percent agree, 10.53 percent are neutral, 1.75% disagree, and 7.02% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.15. They discovered that a speaking skill-based exercise helped them get over their fear of expressing themselves on stage.

4. Teaching through activity improved the way of oral presentation with proper voice modulation and pure pronunciation.

Students' responses to this statement were generally positive. Regarding this statement, 47.37% of students highly agree, 43.86% agree, 7.02% are indifferent, 1.75% disagree, and 0.00% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.36. They discovered that using activities to educate enhanced oral presentations with clear pronunciation and appropriate voice modulation.

5. Speaking skills-based activities developed my creative and effective speaking skill.

Students' responses to this statement were generally positive. Regarding this remark, 45.61 percent of students strongly agree, 38.60 percent agree, 15.79 percent are neutral, 0.00 percent disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.29. They discovered that speaking skills-based exercises improved their ability to speak effectively and creatively.

(v) Reading skill

1. My reading skills improved through reading skill enhancement-based activities.

Students' responses to this statement were generally positive. According to this statement, 68.42% of students highly agree, 24.56% agree, 5.26% are indifferent, 0.00% disagree, and 1.75% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.57. Through reading ability enhancement-based activities, they discovered that their reading abilities improved.

2. My hobby of reading increased through activities based on development of reading skills.

Students' responses to this statement were generally positive. Regarding this statement, 43.86 percent of students highly agree, 42.11 percent agree, 8.77 percent are indifferent, 3.51% disagree, and 1.75% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.22. Through activities focused on improving their reading abilities, they discovered that their love of reading grew.

3. My reading ability with proper voice modulation and expression developed through activity-based development of reading skills.

Students' responses to this statement were generally positive. Regarding this statement, 43.86 percent of students highly agree, 42.11 percent agree, 8.77 percent are indifferent, 3.51% disagree, and 1.75% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.22. Through activities focused on improving their reading abilities, they discovered that their love of reading grew.

4. My comprehension and interpretation skills are enhanced based on reading.

Students' responses to this statement were generally positive. Regarding this statement, 45.61 percent of students highly agree, 33.33 percent agree, 19.30 percent are neutral, 1.75% disagree, and 0.00 percent completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.22. They discovered that reading helped them improve their interpretation and comprehension abilities.

5. Learning through activity improved my poetry recitation and prose reading style.

Students' responses to this statement were generally positive. Regarding this remark, 56.14 percent of students highly agree, 33.33 percent agree, 10.53 percent are neutral, 0.00 percent disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.45. They discovered that their activity-based learning enhanced their ability to read prose and recite poetry.

(vi) Writing skills

1. My writing skills are enhanced through activities based on writing skills.

Students' responses to this statement were generally positive. Of the students that responded to this statement, 54.39 percent highly agreed, 40.35 percent agreed, 3.51% were indifferent,

0.00% disagreed, and 1.75% completely disagreed. The students' positive response to ABGTP is indicated by their intensity index rating of 4.45. They discovered that writing-skills-based exercises improved their writing abilities.

2. My creative writing skills increased through writing skill-based activities.

Students' responses to this statement were generally positive. Regarding this remark, 43.86 percent of students highly agree, 35.09 percent agree, 17.54 percent are neutral, 0.00 percent disagree, and 3.51% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.15. They discovered that writing skill-based exercises improved creative writing abilities.

3. Learning through activity developed my essay writing skills.

Students' responses to this statement were generally positive. Regarding this statement, 47.37% of students highly agree, 38.60% agree, 10.53% are indifferent, 1.75% disagree, and 1.75% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.28. They discovered that the activity-based learning improved their ability to write essays.

4. Learning through activity improved my report writing style.

Students' responses to this statement were generally positive. Regarding this remark, 45.61 percent of students highly agree, 31.58% agree, 17.54 percent are neutral, 1.75% disagree, and 3.51% completely disagree. The students responded favorably to ABGTP, as seen by their intensity index value of 4.14. They discovered that the activity-based learning enhanced the way they wrote reports.

5. My ability to write self-composed poetry increased through learning through activity.

Students' responses to this statement were generally positive. Regarding this statement, 45.61 percent of students highly agree, 38.60 percent agree, 12.28 percent are neutral, 3.51% disagree, and 0.00 percent completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.26. They discovered that learning through activity improved the capacity to generate poetry on one's own.

6. Practice of writing-based activities lead to organized writing skills.

Students' responses to this statement were generally positive. Regarding this remark, 45.61 percent of students highly agree, 35.09 percent agree, 14.04 percent are neutral, 3.51%

disagree, and 1.75% completely disagree. The students' positive response to ABGTP is indicated by their intensity index rating of 4.19. They discovered that engaging in writing-based activities helps people develop organized writing abilities.

The response to the entire statement demonstrates that the ABGTP was successful in improving LSRW proficiency for the Gujarati course. 3.793233083 is the overall intensity index. Therefore, the ABGTP is beneficial in terms of how the pupils respond to it.

4.6 Analysis of the Student' feedback on the ABGTP at the end of the implementation

A feedback sheet was used to examine how LSRW abilities were improved and to assess the program's efficacy. While the feedback sheet is used to examine students' opinions, experiences, and thoughts regarding the improvement of LSRW skills through the ABGTP, the reaction scale is used to determine how the students feel about the practice. The purpose of the twelve open-ended questions was to learn about the students' experiences and reflections. Below is the feedback sheet's descriptive content analysis.

Question 1: Do You Like the Activity-Based Gujarati Teaching Program? Why? State the Reason.

The feedback collected from students regarding the Activity-Based Gujarati Teaching Program (ABGTP) highlights the program's effectiveness and student satisfaction. Below is a thematic analysis of the responses:

- ✎ Thirty-six pupils admitted that the ABGTP helped them enhance their LSRW skills. Pupils frequently highlighted how the training improved their language proficiency in speaking, writing, reading, and understanding. Numerous students reported that they were able to write essays more effectively, write haiku, and read more accurately and quickly. The ability to make appropriate facial expressions while reading was especially acknowledged by a few students.

- ✎ Majority of the students accepted that the activity-based teaching approach was described as enjoyable and memorable. Students appreciated the innovative methods, which made learning the subject dynamic and engaging in fruitful activities. The joyful nature of the activities helped them retain content more effectively.

- ✎ Total 25 Students highlighted the intellectual benefits of the program, including enhanced thinking ability, creativity, comprehension, and recalling skills. The activities also reportedly fostered self-confidence and curiosity among students.
- ✎ Total 27 students stated that they had not encountered such an engaging and activity-rich teaching method before this activity-based teaching. This novel approach motivated them to learn and explore more about the Gujarati language.
- ✎ Most of the students appreciated the practical nature of the activities, including conducting interviews and participating in events like *Kavisanmelan* and drama performances. These experiences not only enriched their academic skills but also contributed to their personal growth and life skills, such as perseverance and developing good habits.
- ✎ Total 13 students confessed that the program helped students focus better on learning and strengthened their mental capacity. Several students observed an increase in their curiosity and awareness, which led to sustained interest in the subject.
- ✎ Most of the students are agree with the activity-based approach inspired students to strive for improvement and seek more knowledge. The students expressed a desire to continue learning and improving their LSRW skills.

The feedback reveals that the Activity-Based Gujarati Teaching Program is a highly effective pedagogical method. By combining intellectual development with joyful and practical learning experiences, the program successfully enhanced language skills, fostered personal growth, and instilled a deep appreciation for the Gujarati language among students.

Plate:4.86 Feedback of question no 1.

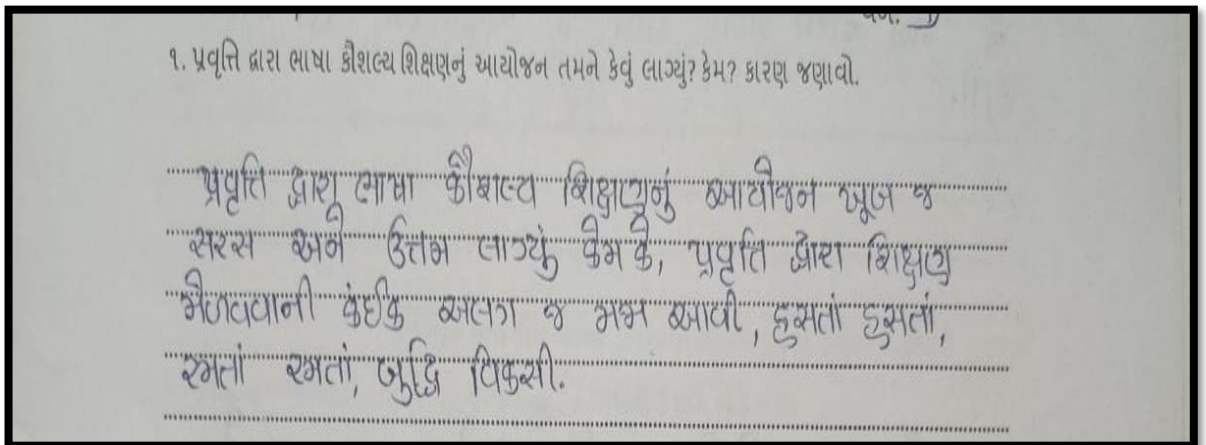
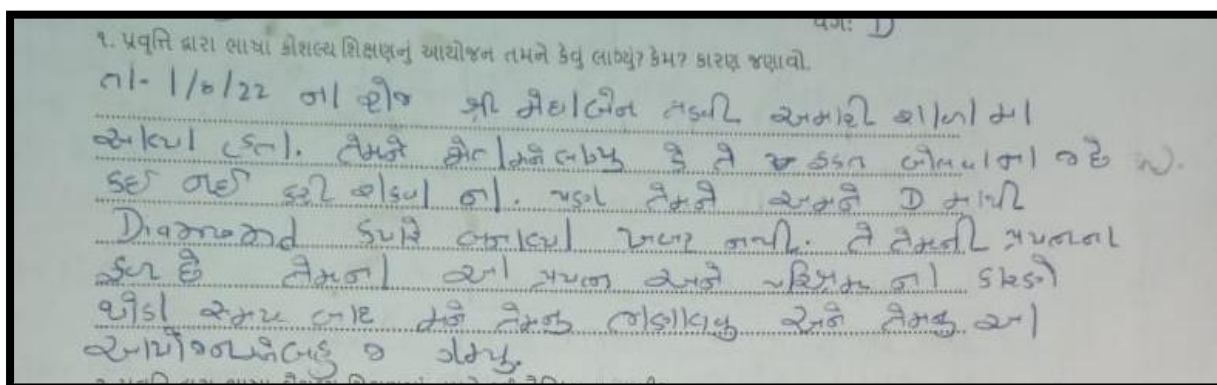


Plate:4.87 Feedback of question no 1.



Question 2: Which variations do you find in the ABGTP?

The students highlighted a wide range of innovative and unique activities in the ABGTP that contributed to the enhancement of their listening, speaking, reading, and writing (LSRW) skills.

Key variations are outlined below:

Listening Activities

- ✎ Total 30 students confessed that improvement in active listening through the ABGTP. Students participated in exercises that required them to listen carefully, imagine the concept, and analyse spoken words. These tasks enhanced their ability to focus and interpret information.

Speaking Activities

- ✎ Total 34 students accepted that they improved their speaking skill through ABGTP. Activities such as *Kavisanmelan* (poetry recitation), *Bhavai* (folk drama), and teacher interviews boosted self-confidence and speaking skills.
- ✎ Most of the Students learned effective speaking techniques, including the use of voice modulation, proper pronunciation, and facial expressions.
- ✎ Many of the students accepted that the picture narration, self-introduction, and activities involving conceptual imagination helped students improve their storytelling and communication abilities.

Reading Activities

- ✎ Total 36 students confessed the enhancement in reading skill. Students improved reading techniques. The program introduced students to proper book-

handling techniques, voice modulation, intonation, and pronunciation, which enhanced their reading fluency and comprehension.

- ✎ Most of the students are able to shift their perspective. Students reported gaining new insights into reading, acknowledging areas for improvement, and appreciating the multifaceted dimensions of reading.
- ✎ Total 16 students accepted that the collected information from diverse sources such as books, magazines, newspapers, and dictionaries, increasing their interest in reading.

Writing Activities

- ✎ Total 33 students agree that they are able to enhance the writing with organised way. Students observed variations in writing exercises, such as essay writing, creative poetry composition, story development through "Streep stories," and letter writing. These activities encouraged creativity and structured writing.
- ✎ Most of the students tired first time the interactive writing. Unique activities included word and sentence-based games, such as the "snake and bite" game, and creating riddles and puzzles.
- ✎ Many of the students confessed that they improved the ability of reflective writing. Exercises that required students to listen, reflect, and identify errors helped develop critical thinking and interpretation skills before writing.
- ✎ Total 21 students agree with the activities such as imagining concepts, interpreting ideas, and expressing them in writing fostered intellectual growth and improved analytical abilities. Students able to enhance writing with imaginative thoughts.
- ✎ Most of the students like reflecting on the "school of my dreams" and writing on the board offered students a unique, hands-on learning experience.

Holistic Skill Development

- ✎ Most of the students reflected that the play-based approach to learning stood out as a distinct alternative to traditional methods. Activities were joyful, engaging, and knowledge-driven, which helped students improve their intellectual abilities and retain content for an extended period. Through activity-based teaching, students learned practical skills, including reducing mistakes in LSRW, and gained confidence in their abilities.

- ✎ Many of the students accepted that they developed the sense that the appreciation for Gujarati Language: The program emphasized that Gujarati is not just a language but also a skill set. Students acknowledged the future benefits of mastering LSRW in Gujarati.
- ✎ Few of the students expressed that these innovative activities should be implemented widely in schools, as they make learning engaging and memorable while promoting skill development.

In conclusion, the ABGTP introduced a variety of creative, reflective, and skill-enhancing activities that significantly improved students' LSRW skills. These activities offered a joyful and practical approach to learning, leaving a lasting impact on their academic and personal growth.

Plate:4.88 Feedback of question no 2

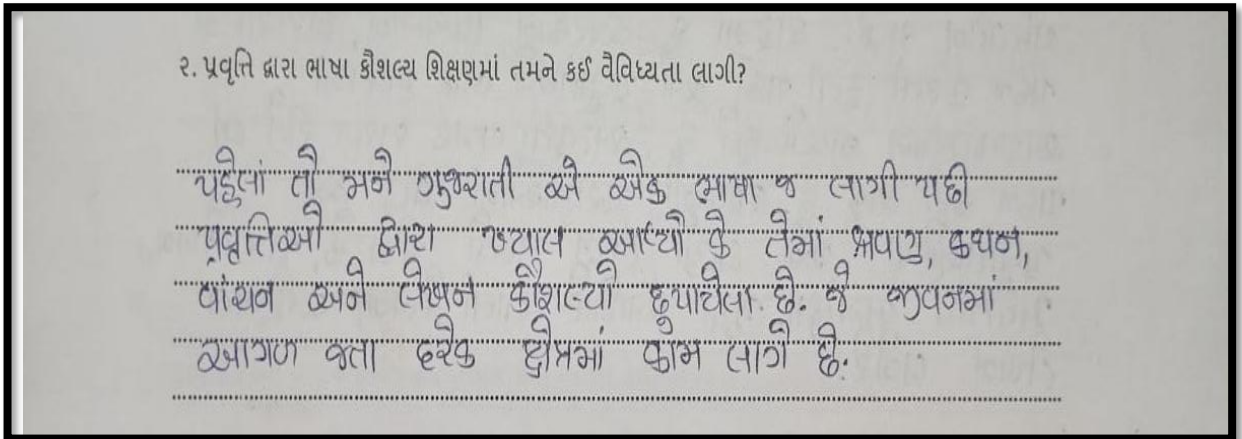


Plate:4.89 Feedback of question no 2

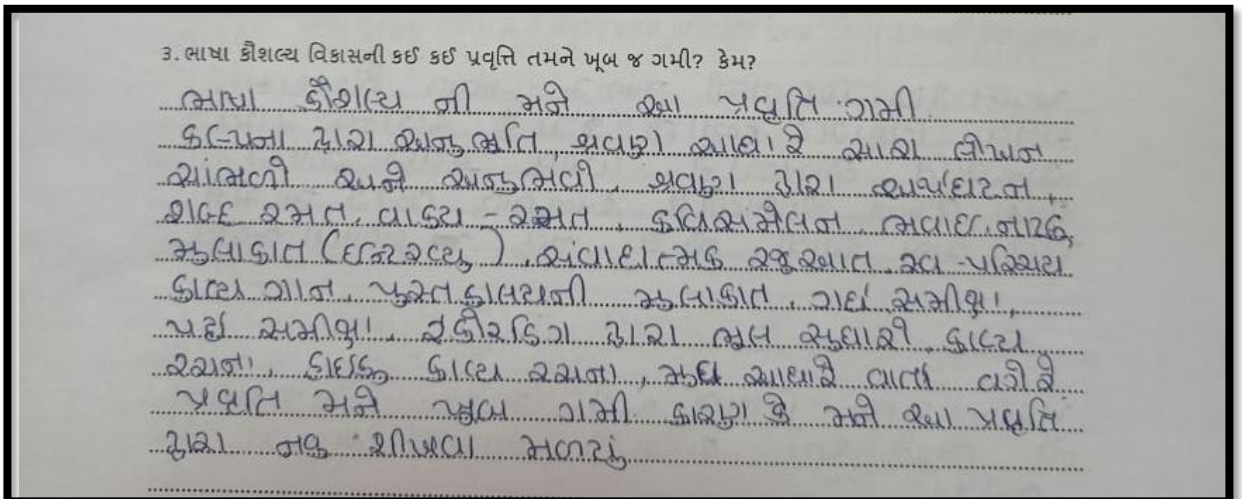
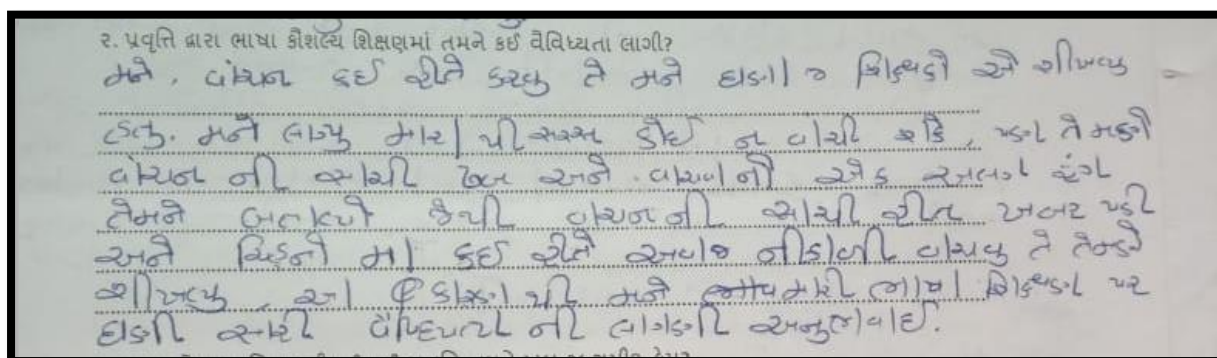


Plate:4.90 Feedback of question no 2



Question 3. Which activity did you enjoy the most to enhance LSRW through ABGTP? Why?

Students expressed appreciation for a wide range of activities designed to enhance their Listening, Speaking, Reading, and Writing (LSRW) skills through Activity-Based Group Teaching and Practice (ABGTP). Their feedback highlighted key preferences and learning outcomes, which are summarized as follows:

- ✎ Most of the students reported enjoying all the activities as the teaching methods fostered interest and focus on learning. Activities were perceived as engaging and innovative, creating an inclusive environment for participation. Activities such as games with words and sentences, self-introductions, and presenting ideas on the board—particularly the activity titled "My Dream School"—were highly appreciated. Students valued the opportunity to articulate and write their thoughts independently, which contributed to their linguistic development and self-expression.
- ✎ According to 25 students confessed that the drama and Bhavai (a traditional dramatic form) activities were among the most favoured due to their engaging narratives and diverse characters. Students noted that performing on stage for the first time enhanced their self-confidence and public speaking abilities.
- ✎ Total 29 Students enjoyed poetry recitation in Kavisanmelan, total 13 students like translation-based writing, and 25 students like to write on the board with own original thoughts. These activities improved their vocabulary, sentence construction, and ability to articulate original ideas. Translation exercises, in particular, helped students gain proficiency in a new language.
- ✎ Activities such as brainstorming sessions, Total 19 students like "snake and ladder" and 29 students like the word games, total 24 students like the game with sentences. they

were appreciated for their ability to merge learning with entertainment. Brainstorming sessions also encouraged respectful communication and inquiry, fostering critical thinking and interpersonal skills.

- ✎ Total 23 students like the activity of poetry recitation, 15 students like to take an interview, total 20 students like narration of picture, 23 students like to create a 'Haiku' and poem, total 29 students like to create riddles and puzzles. Total 17 students like to listen and reflect, total 18 students like to listen, imagine and reflect, total 12 students like to visit a library and read. Total 29 students like reading activity of prose and poetry comprehension, total 21 students like self-evaluation based self-introduction activity. Total 26 students like to develop a story, total 15 students like the letter writing, total 23 students like collect the information and presentation. Students highlighted the benefits of activities focused on listening, interpretation, and writing. These exercises improved their comprehension skills and allowed them to develop imaginative and empathetic perspectives.

The feedback underscores the effectiveness of ABGTP in enhancing LSRW skills. By integrating diverse, student-centric activities, the program not only improved academic abilities but also instilled confidence, creativity, and a lifelong enthusiasm for learning.

Plate:4.91 Feedback of question no 3

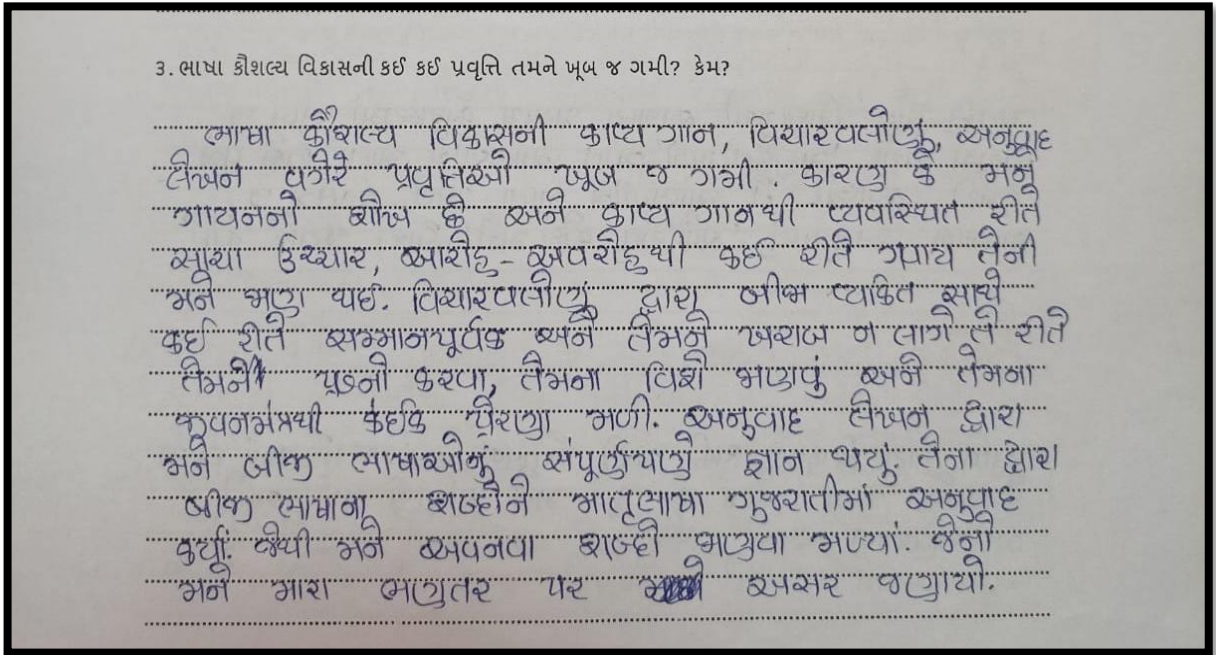


Plate:4.92 Feedback of question no 3

3. ભાષા કૌશલ્ય વિકાસની કઈ કઈ પ્રવૃત્તિ તમને ખૂબ જ ગમી? કેમ?

ભાષા કૌશલ્ય ની મને આ પ્રવૃત્તિ ગમી
 કાવ્યના દ્વારા શબ્દભૂતિ અવકાશ આપી શકાય તે આવા લીખન
 આત્મકી શબ્દો આત્મકી, અવકાશ દ્વારા આપવાનું
 શબ્દ સમત, વાક્ય - સમત, કલિસમીલન ભવાઈ નાટક,
 મુલાકાત (દાનવલ્ય), અવાદાત્મક સુસ્વાત આ પશ્ચિમ
 કાવ્ય ગાન પુસ્તકાલયની મુલાકાત, ગદ્ય સમીક્ષા,
 પદ્ય સમીક્ષા, રીકોરડિંગ દ્વારા ભૂત સુધારી કાવ્ય
 સ્વાત, કાવ્ય કાવ્ય સ્વાત, મધ્ય આધારી વાતી વાતી
 પ્રવૃત્તિ મને ખૂબ ગમી કારણ કે મને આ પ્રવૃત્તિ
 દ્વારા મને શીખવા મળે છે.

Plate:4.93 Feedback of question no 3

3. ભાષા કૌશલ્ય વિકાસની કઈ કઈ પ્રવૃત્તિ તમને ખૂબ જ ગમી? કેમ?

ભાષાના સંદર્ભે મેં આ રીતે કહી શકું છું કે,
 1. રીકોરડિંગ દ્વારા ભૂત સુધારી, કૌશલ્ય અભ્યાસ કરી વાક્ય
 વાક્ય માં આ કૌશલ્ય વહે છે.
 2. કવિ સંમીલન કૌશલ્ય દ્વારા કવિ રીતે મને વાક્યની મારી
 રીકોરડિંગ આપી, કૌશલ્ય દ્વારા વાક્ય તે અભ્યાસ કરી.
 3. દાનવલ્ય કૌશલ્ય, ગાનના મારી મને અભ્યાસ કરી કે
 મને આ રીતે મને આ કૌશલ્ય વહે છે.
 4. ગાનના અને કાવ્ય દ્વારા મને અભ્યાસ કરી
 રીતે કવિ ભૂત ગાન મળ્યું.
 5. કાવ્ય સ્વાત દ્વારા અભ્યાસ કરી મને કવિ રીતે અભ્યાસ
 રીતે કવિ અભ્યાસ કરી પ્રકાર મને આ કૌશલ્ય ભૂત ગાન
 મળ્યું. મને આ રીતે
 6. પુસ્તકાલય ની મુલાકાત કે મને કૌશલ્ય અભ્યાસ કરી કે
 રીકોરડિંગ મારી છે અને ભૂત ગાન આ સમયે મને
 અને અભ્યાસની ની લખી તેમના દ્વારા આપી છે.

Question 4. Activities Disliked for Enhancing LSRW Skills through ABGTP.

Students were asked to identify activities they did not enjoy while engaging in the Activity-Based Group Teaching and Practice (ABGTP) approach aimed at improving Listening, Speaking, Reading, and Writing (LSRW) skills. The analysis of their feedback is as follows:

- ✘ Total 41 students accepted that they like all the activities there are nothing to dislike any activity.

- ✎ The students dislike few activities. A minority of students reported challenges with certain activities. "*Vichar Valonu*" (interviews) were mentioned as being less enjoyable for a few participants.
- ✎ was one such activity that some students found less engaging. Total 3 students dislike the "*Vichar Valonu*". Total 5 students dislike writing Haiku. It was also highlighted as a difficult task due to the creative and structured nature of the activity.
- ✎ Total 9 students indicated a lack of interest in writing and 5 students in reading activities, attributing their disinterest to a general dislike for reading-related tasks.
- ✎ Some students expressed reluctance toward writing-focused tasks, particularly those requiring detailed compositions. These tasks were perceived as demanding, requiring significant effort and skill development, which some students found challenging.
- ✎ Despite these reservations, the majority of students emphasized that they appreciated all the activities overall. They acknowledged that each task offered unique learning opportunities and contributed to their development of LSRW skills.
- ✎ While students generally liked all the activities, a few mentioned that they enjoyed all except for three specific activities: interpretation based on listening, interviews, and *Kavisanmelan* (poetry gatherings).

Although some activities, such as brainstorming, Haiku writing, and interviews, were reported as less enjoyable by certain students, the overall sentiment remained positive. The majority of students recognized the value of all activities in fostering skill development and enhancing their learning experience. This feedback underscores the importance of tailoring educational activities to balance challenge and engagement, ensuring an inclusive and productive learning environment.

Plate:4.94 Feedback of question no 4

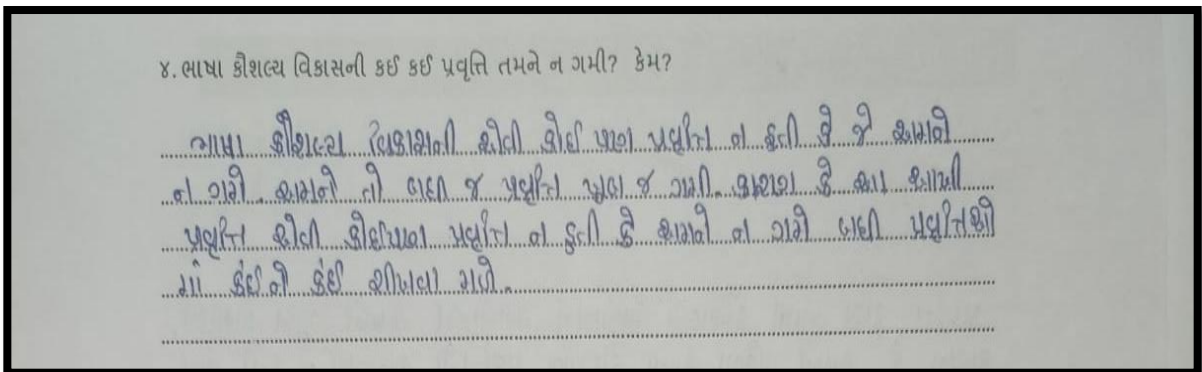


Plate:4.95 Feedback of question no 4

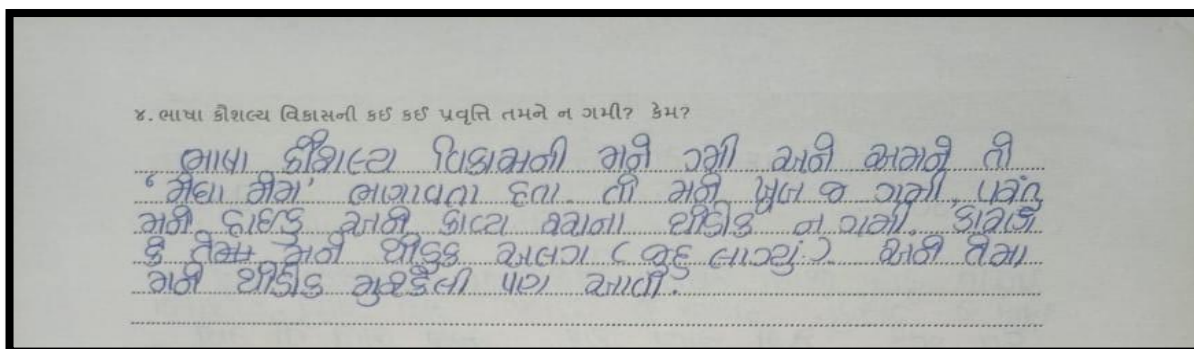
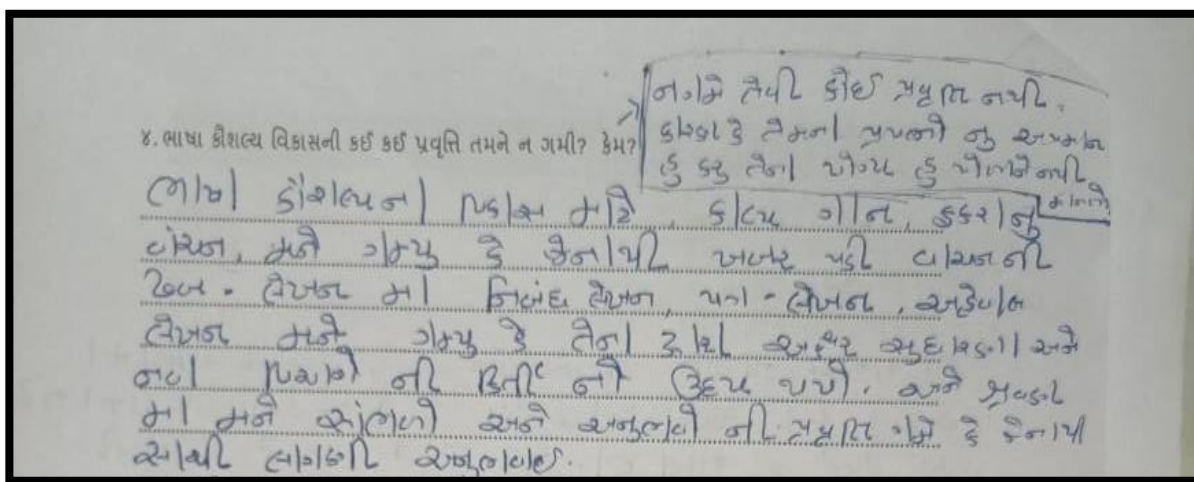


Plate:4.96 Feedback of question no 4



Question 5: Write about the change in you through the ABGTP.

ABGTP reveals significant developmental improvements across multiple domains of content knowledge, confidence, and critical thinking skills. The ABGTP program appears to have had a profound impact on students' abilities in listening, speaking, reading and writing which foster both academic and personal growth.

Listening Skill

- ✎ Total 33 students noted an increased ability to interpret information effectively through active listening and the ability to adapt their writing and reading patterns to meet academic standards.

Speaking Skill

- ✎ Total 35 students accepted that they improved speaking skill. The opportunities to express personal ideas on stage, boosting creativity and stage presence. Enhanced

pronunciation and clarity of speech for effective communication. Additionally, students developed the skills necessary to analyse and interpret visual information, such as identifying and describing messages conveyed through pictures. Activities within the program also facilitated students' creative expression and empowered them to perform their own ideas confidently on stage, with improvements noted in pronunciation and clarity of speech. Increased confidence in public speaking and reduced fear of teacher interactions. Ability to deliver presentations effectively, including structuring speeches with clear beginnings and endings. Improved listening skills, aiding better interpretation and understanding. Ability to analyse and interpret visual messages, enhancing cognitive and descriptive skills.

Reading Skill:

- ✎ Total 44 students reported enhanced reading skill. The comprehension and an increased interest in reading beyond the classroom, with some engaging in additional independent reading to expand their global awareness. Enhanced reading comprehension and a growing interest in independent reading for global awareness. Improvement in reading patterns aligned with academic standards.

Writing Skill

- ✎ Total 42 students accept that they enhance the writing skill. Improvements in writing were also prominent, with participants expressing new found abilities in poetry composition, letter, report writing, and essay creation. These changes suggest that the program supported the development of both creative and academic writing skills. Handwriting improvements and the ability to produce "neat and clean" work were also highlighted, reflecting a focus on presentation skills. Development of writing skills, including poetry composition, letter/report writing, and essay creation. Improved handwriting and attention to neatness in written work.

In conclusion, the ABGTP program contributed significantly to students' overall development. By enhancing core literacy skills, promoting independence, and fostering creativity and confidence, the program provided students with the tools to excel academically and personally. Holistic development in literacy, confidence, and critical thinking. Tools and skills gained through the program enabled academic and personal growth, empowering students to excel. This structured overview highlights the key aspects of transformation observed in students participating in the ABGTP program.

Question 6: Write about your experience of the enhancement of your listening through ABGTP.

The student enhanced thinking ability through the listening skill-based activities. The students improve imaginative ability through listening and improved speed in writing. Students didn't learn this way of learning the Gujarati subject through listening and reflecting. That's why students like it.

- ✎ The feedback indicates that most of the students experienced significant improvement in their listening skills through the ABGTP activities. Total 16 student confessed these listening-based activities enhanced their ability to think critically and creatively, total 19 student accepted that the fostering imaginative thinking and total 18 student agreed that they improving their writing. Total 42 students reported that listening and reflecting on the materials helped them reduce mistakes in writing, allowing for more accurate and coherent expression.
- ✎ Total 9 students A specific example cited in the feedback is the poem “Mhahetwali,” which evoked a sense of respect and appreciation for mothers, demonstrating the emotional and reflective depth achieved through listening-based activities.
- ✎ Most of the students highlighted the ability to imagine, internalize, and write from transcripts as a form of cognitive exercise, describing it as both engaging and beneficial for their overall learning.
- ✎ Many of the students accepted the activities were characterized as a source of "joyful learning," which motivated students and encouraged their participation. The support and motivation provided by teachers played a crucial role in improving students' interpretation and comprehension abilities. Furthermore, students noted enhanced focus while listening, allowing them to absorb new concepts more effectively.

Previously, students faced challenges in pronouncing difficult words. However, the listening exercises helped overcome these difficulties, significantly reducing pronunciation errors. Overall, the feedback reflects that ABGTP was instrumental in fostering a positive, skill-enhancing learning environment. ABGTP activities significantly enhanced students' listening abilities, enabling critical and creative thinking. Fostered imaginative thinking and improved writing speed through listening-based activities.

Question 7. Write about your experience of the enhancement of your speaking through ABGTP.

This section presents a content analysis of feedback gathered from students regarding their experience of enhancing speaking skills through the Activity-Based Group Training Program (ABGTP). The analysis highlights the transformative effects of the program on their communication abilities and self-confidence, as articulated in their feedback.

- ✎ Total 32 students improved Communication and Sentence Structuring ability. Students reported significant progress in their ability to communicate effectively with others. Total 16 students developed skills in framing sentences. Total 27 students accepted that storytelling helps for improvement in organizing and articulating their thoughts.
- ✎ Majority of the students are able to enhanced expression and narration. The feedback indicated that participants experienced changes in their ability to present words, construct statements, and narrate ideas. This led to a more polished and systematic approach to speaking in class.
- ✎ Few of the students expressed that they could now speak in a well-organized, systematic, and confident manner in front of the class. This improvement was attributed to consistent practice and exposure to speaking opportunities.
- ✎ Few of the students were able to broadened perspectives beyond the syllabus. Initially limited to syllabus-specific knowledge, students noted a broader understanding of topics, which enhanced their ability to engage in diverse discussions effectively.
- ✎ Many of students highlighted a reduction in stage fear and a newfound ability to perform confidently with proper facial expressions and voice modulation.
- ✎ Total 15 students accepted that the conducting interviews with school teachers provided students with practical experience, enabling them to learn new concepts and develop interpersonal communication skills.
- ✎ Few of the students said extempore activities facilitated the development of impromptu speaking skills.
- ✎ Most of the students accepted that to use appropriate body language, posture, and voice modulation to deliver impactful speeches. The program enabled students to respond to questions in the classroom with confidence, fostering active engagement and reducing hesitation.

Overall, the feedback underscores the ABGTP's role in transforming students' speaking abilities, boosting their confidence, and preparing them for effective communication in academic and professional settings. These findings support the program's value as a pedagogical tool for fostering holistic linguistic and interpersonal development.

Plate:4.104 Feedback of question no 7

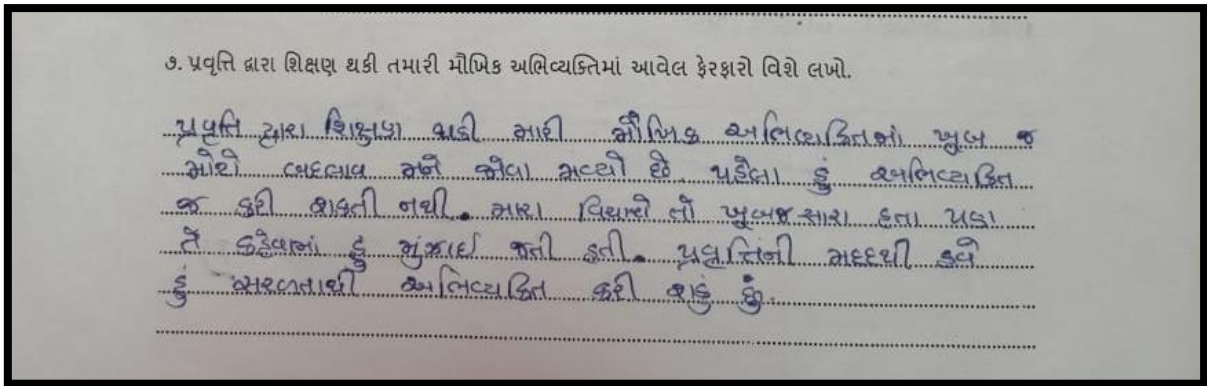
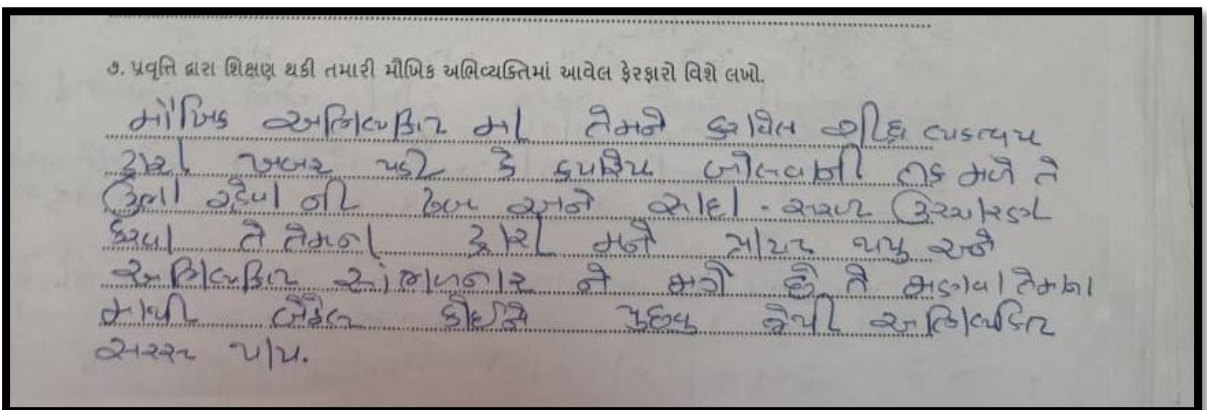


Plate:4.105 Feedback of question no 7



Question 8: Write about your experience of the enhancement of your reading through ABGTP.

The content analysis of feedback gathered from students regarding their experience of enhancing reading skills through the Activity-Based Group Training Program (ABGTP). The analysis highlights the transformative effects of the program on their reading competency, abilities and self-confidence, as articulated in their feedback.

- Majority of the students learned how to read with proper use of exclamation marks and voice modulation, improving fluency and reducing mistakes. Through the activity they

are able to know how to read and use the exclamation marks and voice modulation and are now able to read with continuity as well as reduce the mistakes.

- ✎ Total 36 student accepted that they enhanced ability to read with continuity and clarity. Through the reading skill activities students are able to know the proper way of holding a book, body language, 29 students accepted that they improved voice modulation, 27 students said that the facial expression and way of presentation during reading improved.
- ✎ Total 21 student accepted that poetry recitation and singing poem improved.
- ✎ Few of the students confessed that the reading improves the ability to create poems and being able to understand the words, meaning and correct way to write which is helpful for life.
- ✎ Total 12 students like the library visits and activities such as collecting information from newspapers, magazines, prose, and poetry comprehension enhanced reading skills.
- ✎ total 29 student like participation in “kavisanmelan” (poetry symposiums) fostered deeper literary understanding. Reading activities helped to improve intellectual ability. Through reading students were able to understand the hidden meaning of the text and increased the interest in reading.
- ✎ Many of the students said that previously they struggled with reading demonstrated the ability to read accurately, which proved beneficial in their personal and academic lives. Through visiting the library, collecting the information from the newspaper and magazine, prose and poetry comprehension and kavisanmelan activities helped to enhance reading skill. Activities helped students improve their reading speed while reducing errors.
- ✎ Few of the students said reading activities enhanced students’ ability to create poems, understand words and meanings, and learn the correct way to write, which they found valuable for lifelong learning. Students developed intellectual abilities, including understanding hidden meanings in texts, fostering a deeper interest in reading.
- ✎ Majority of the students said that the reading exercises emphasized the correct way of holding a book, using body language, facial expressions, and presenting during reading sessions.

Overall, the feedback highlights significant improvements in students’ reading skills through the implementation of ABGTP activities. the ABGTP activities proved instrumental in fostering

a positive and comprehensive improvement in students' reading skills, enhancing their intellectual and creative abilities while building confidence and interest in literary pursuits.

Plate:4.106 Feedback of question no 8

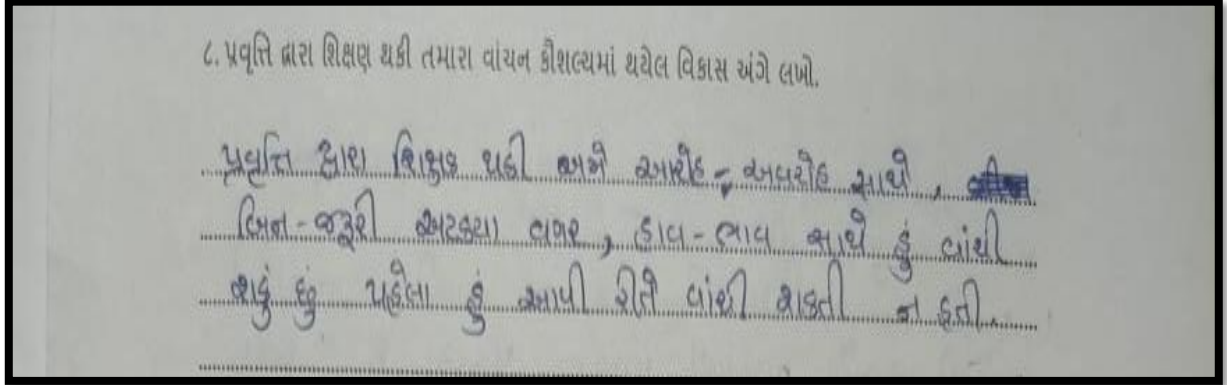
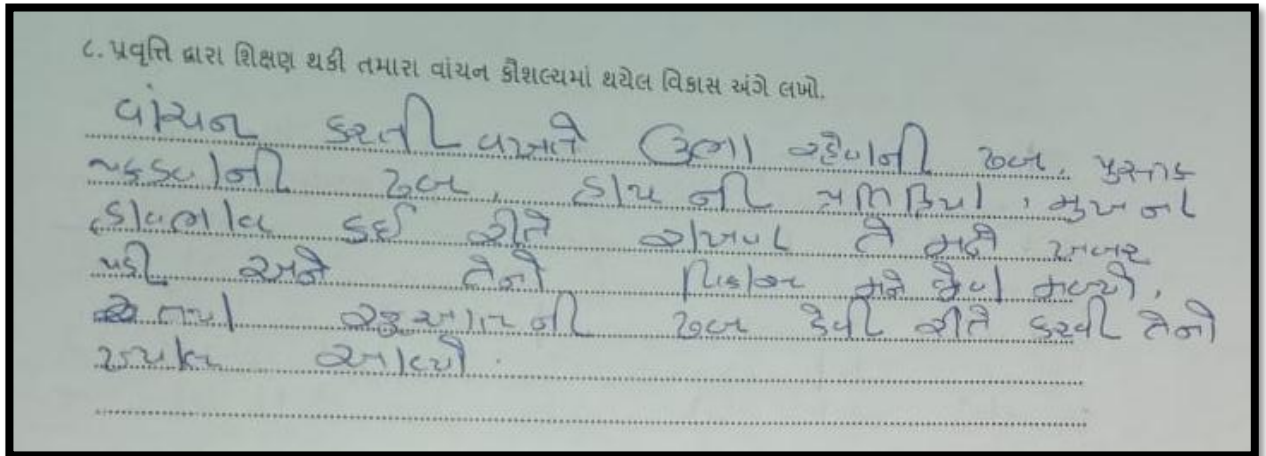


Plate:4.107 Feedback of question no 8



Question 9: Write about your experience of the enhancement of your writing through ABGTP.

The feedback illustrates substantial improvements in students' writing skills as a result of ABGTP activities. Activity-based teaching methods brought significant improvements in students' writing skills. Students learned how to write with clarity and focus by identifying key points.

- ✎ Total 18 students improved proficiency in various writing forms through ABGTP. Students gained the ability to write haikus, reports, letters, essays, and self-introductions, which they previously struggled to do. They became aware of the rules of Gujarati writing, which they had not understood earlier.

Question 10: Do you like the method of teaching? Why?

The feedback illustrates substantial improvements in students' learning through the method of teaching with ABGTP activities. Activity-based teaching methods brought significant improvements in students.

- ✎ Most of the students like the teaching method was highly appreciated for its uniqueness, innovation, and activity-based approach. The instructor effectively utilized play-based strategies and incorporated music to create an engaging and stimulating learning environment. This approach not only captured students' interest but also made the process enjoyable and interactive.
- ✎ Many of the student accept that the teaching method facilitated the development of core language skills—listening, speaking, reading, and writing—through simplified and practical activities.
- ✎ Few of them said before each activity, the teacher provided comprehensive instructions, ensuring students approached the tasks with clarity and enthusiasm. The inclusion of joy and entertainment in these activities further enhanced their appeal.
- ✎ Majority of the students expressed a strong preference for this method, noting that it differed significantly from traditional teaching approaches. They found the activity-based framework particularly beneficial for understanding and retaining concepts.
- ✎ Few of the students accepted that the investigator's teaching extended beyond textbook material, integrating additional knowledge and insights through the activities. This broadened the students' learning experience, making it more holistic and enriching.
- ✎ Most of the students agree that the investigator's enthusiasm and dedication to teaching were evident, which inspired and motivated students to actively participate and engage in the learning process. This mutual enthusiasm between the teacher and students contributed to a highly positive and dynamic educational experience.

In conclusion, the teaching method was widely appreciated for its creativity, innovation, and activity-based design. The investigator used play-based strategies and incorporated music, making the learning environment engaging, interactive, and enjoyable. The method effectively developed core language skills—listening, speaking, reading, and writing—through simplified and practical activities. Before each activity, the teacher provided comprehensive explanations, fostering clarity and enthusiastic participation among students. Students preferred this method

over traditional approaches, finding the activity-based framework more effective for understanding and retention.

Plate:4.110 Feedback of question no 10

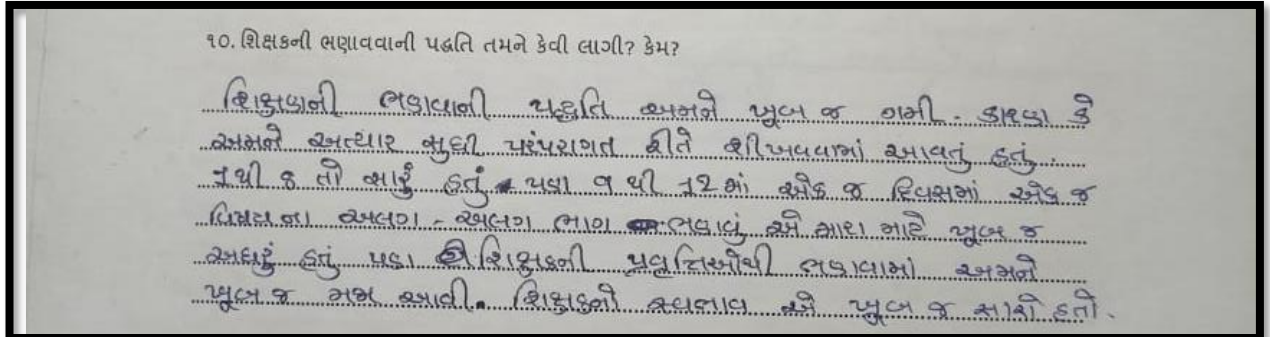
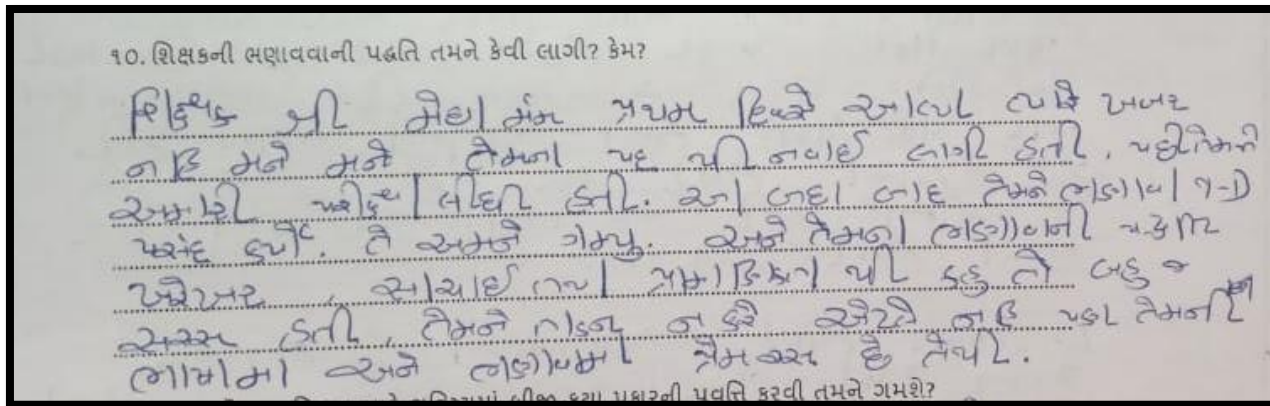


Plate:4.111 Feedback of question no 10



Question 11: What other activities would you like to do in the future to enhance language skills?

Students provided a range of suggestions to enhance language skills through diverse and engaging activities:

- ✘ Most of the respondents recommended continuing the activities implemented under the ABGTP program, emphasizing their ease and joyful learning outcomes.
- ✘ Total 44 of the students want to learn through the same activities which are done by the investigator. Suggestions included interactions with inspirational personalities and presenting self-created literary works, such as stories and poems. Drama and songs, especially in the mother tongue, were identified as valuable tools for language development. The importance of these activities being extended to English and Sanskrit subjects was also noted. Proposals included conducting classes in the library or in

Question 12: Present your experience and ideas about the ABGTP.

Students expressed a highly positive experience with the ABGTP, emphasizing its significant impact on their language skills and overall development:

✎ Experiences regarding language skill enhancement

Total 18 students noted that the activities helped them learn new concepts and improve their listening, speaking, reading, and writing (LSRW) skills. They particularly enjoyed poems like “*Ochintu Koi Mne*” and “*Hato Hu Suto*”, as these pieces taught them the importance of happiness and strengthening relationships with their mothers.

✎ Holistic Learning Approach

Total 17 of the students accepted that the teaching went beyond language skill development, incorporating lessons on manners and life skills. Students reported discovering their hidden talents and strengths. Many now see themselves as artists, inspired by the activity-based learning approach.

✎ Improved Academic Performance

Total 26 student’s respondent the integration of activities enabled students to better understand academic content. For example: Students comprehended the chapter “*Chhaal, Chhotra Ane Gotla*” through the performance of Bhavai. They also grasped the story of Akbar and Birbal in the context of identifying one’s mother tongue.

✎ Interest in Gujarati Songs and Literature

Majority of the students accepted that activity-based teaching encouraged students to listen to Gujarati songs and engage more deeply with the subject, leading to increased enjoyment and connection with their mother tongue.

✎ Overcoming Challenges

Total 33 students observed substantial improvement in their written and oral skills, particularly in Gujarati, which was previously a challenging subject. Enhanced reading, listening, and writing skills were accompanied by better handwriting, which contributed to improved academic results. The activities boosted students’ confidence and made them feel proud to learn in their mother tongue. Students expressed a desire for more widespread implementation of

૧મ - D (Diamond)

દિવાળી બહુભાઈ માધ્યમિક શાળા ની સ્ક્રીલ વિદ્યાર્થીની હું મારું નામ શ્રીક વીદ્યાની મનિષદુમાર હૈંદુ દોરલા - ૧-૭ મા અનુચામ કરું હું આઈ હું તમને જે નાટક માં રહી છતાં તેના વિષે તમને જણાવવા નો પ્રયત્ન કરીશ.....

સ્ક્રીલ દિવાળી દરમિયાન નો જેમ આમ લોકો સ્ક્રીલે વળતા વિદ્યાર્થીઓ તરિકા વિષય ભણવા હતા અને ત્યારે સ્ક્રીલ મેકમ આવીયા. આમ બધા વિદ્યાર્થી મા પડે ગયા કે આ મેકમ કીલ હૈં તેમને જયારે વર્ગમાં આયા ત્યારે તેમને કહ્યું કે "મારુ નામ મૈદાબેન હૈં". "કૈમ હૈં મમમા" આમ પછ કહીયું "મમમા" પછ તેમને કહીયું કે આજથી હું તમને દરરોજના છેલા બે તામ ગુજરાતી કૌશલ્ય શીખવવાની હું પણ તેની પહેલા તમારે સ્ક્રીલ પરીકા આપવાની હૈં જેમા તમારું પ્રવણ કૌશલ્ય, વંચન કૌશલ્ય, લેખન કૌશલ્ય જેવી સ્ક્રીલ પરીકા લેવા માં આપવી જયારે મૈદાબેનને આ કહીયું કે આમાથી પરિકા લેવાના હૈં તે હું મળીને થીંહુ કરી ગઈ કે આ કેવી પરિકા હૈં અને આ મને આપવની કે નહીં. મૈદા મેકમ કહીયું કે આમા કીઈ ક્ષિત્તા ની વાત નથી તમને જેટલુ આપકે તેટલુ લખવાનું અને ભોલવાનું જ હૈં અને આતી ગુજરાતી વિષય હૈં આમાં થીંકીને કાઈ દિવાળવારુ લીય.

આજ રીતે મૈદાબેન દેલાબદા દિવાળી માં આવીયા અને મૈદાબેનને આમને બધાને સ્ક્રીલ બુક આપી જેમાં આમારે બધુ લખવાનું. મૈદાબેનને આમને ઘણું બધુ શીખવીયું જેમ કે સ્વચરિત્રા કાવ્ય, સ્વચરિત્રા વાળાં, આપ્તકાવિની ભંગલ, શાન્દે ભંગલ, હાઈકુ, કીચડા, પત્ર લેખન, અર્થવાલ, આત્મનિર્ભરભાવલ, મારા સ્વપનની શાળા વગેરે તેમને આમને શીખવીયું અને મૈદાબેન સ્ક્રીલુ કહેવા કે દોરલા - ૧ માં અનુચામ કરવા વિદ્યાર્થીઓ મળી કાવ્ય પણ બનાવી શકે અને વાળાં પણ બનાવી શકે.

સ્ક્રીલ દિવાળી તેમને વર્ગમાં આપીયા અને કહીયું કે આપને સ્ક્રીલ કાર્કમ કરવાનો હૈં તેમાં તમારે કીઈને ભાગ લેવી લીય તી કલે. પહેલા તી મારુ મજ "ના" કહેયું હતું પણ પછી મને ઇયું સ્ક્રીલ વાર કરી લઈએ આમ પણ હું આ શાળા માં ગવી વિદ્યાર્થીની હું પહેલાવાર મને આવી મીકી મળીયા હૈં ત્યારે મૈદાબેનને કહીયું કે તેમાં તમા કાર્કમ ઇવાના હૈં (૧) કવિસંમીલન (૨) ભવાઈ (૩) નાટક જયારે નાટક નું નામ આવીયું ત્યારે મને ઇયું કે સ્ક્રીલ મારે ભાગ લેવીજ મૈદાબેન પછી મેં મૈદાબેનને કહીયું કે મેકમ મારે નાટક મા ભાગ લેવી હૈં તી મૈદાબેનને કહીયું કે "હા તમારે બહુભાઈનો રીલ કરવાની હૈં." પછી મૈદાબેનને મને સ્ક્રીલ સ્ક્રીલ આપી પછી તે સ્ક્રીલ વાંચી મને થીંકી ખુશી ઇઈ પછી દરે આવીને મમમા ને વાત કરી કે મમમા મેં સ્ક્રીલ નાટકમાં ભાગ લીધી હૈં મમમા આ વાત સાંભળીને ખુશ થયાં અને મને કહીયું કે નાટક માં વારે થું ભાગ ભજવવાની હૈં મેં મારા મમમાને કહીયું મારે બહુભાઈનો રીલ કરવાનો હૈં જે માં મને લેવી ભાગ મેકમને ભીલવાની હૈં મારા મમમા રહી કહીયું "મારું" બધુ આવીજ રીતે આ પ્રદા ડાયલીક મીકે કરી લેજે મારા મમમા રહી મને ડાયલીક મીકે કરવામાં અને સ્ક્રીલેગ કરવા માં ખુબ જ સપાઈ કરીયા મેં મારા મમમાને કહીયું મમમા મને તેની જ સ્ક્રીલ મારા મમમા રહી કહીયું આવી રીતે

