

ABSTRACT

The present study, titled "*Enhancement of LSRW Skills through Activity-Based Gujarati Teaching among Standard IX Students*," aims to develop and implement an Activity-Based Gujarati Teaching (ABGT) program to enhance Listening, Speaking, Reading, and Writing (LSRW) skills. This study investigates the effectiveness of activity-based methodologies in Gujarati language learning and evaluates their impact on secondary school students. The key objectives include designing the ABGT program, implementing it in classroom settings, and assessing its effectiveness in improving LSRW skills. The research adopts a quasi-experimental design, involving control and experimental groups, with pre-test and post-test assessments measuring students' proficiency in listening, speaking, reading, and writing. The effectiveness of the program is further examined through student performance data, feedback, and observed engagement. A set of hypotheses was formulated to determine whether the ABGT program significantly enhances LSRW skills. The findings reveal a statistically significant improvement in the post-test scores of the experimental group, thereby validating the efficacy of activity-based learning in Gujarati language acquisition. The ABGT program integrates a diverse range of activities, including word games, storytelling, poetry recitation, small group discussions, interviews, and creative writing exercises, all aligned with the Standard IX Gujarati curriculum. Additional activities, such as narration on pictures, brainstorming, learning through imagination, demonstrations, traditional *Bhavai* performances, library visits, *Kavi Sammelan* (poetry gatherings), translation exercises, riddle creation, video-based learning on authors and literary works, self-evaluation, project work, and letter writing, were also incorporated to provide a holistic learning experience.

The insights gained from this study underscore the effectiveness of the ABGT program in enhancing LSRW skills among Standard IX students. The findings confirm the value of activity-based methodologies in Gujarati language teaching and offer a foundation for broader application and further refinement of such pedagogical approaches. By integrating these strategies, educators and stakeholders can significantly improve language learning outcomes in secondary education. As expressed in the Sanskrit verse: "शब्दब्रह्मणि निष्णातो मन्त्रो वैद्यः प्रयोक्तुं च वागर्थज्ञानसंपन्नः सर्वेषां वन्दनीयकः॥"^m(*One who is well-versed in the power of words, understands language and meaning, and uses words effectively is revered by all.*) Language is the foundation of knowledge transmission, and mastering LSRW skills is essential for effective communication. Mere familiarity with words is insufficient; comprehension, context, and

expressive clarity are crucial. Proficiency in these skills empowers individuals to communicate with impact, influence minds, and gain societal respect.

In the context of education, a student-centered, activity-based learning approach fosters active participation, skill enhancement, and overall academic success. Communication skills play a vital role in personal and professional development, making language proficiency a key asset in all spheres of life. This study affirms that the ABGT program is an effective pedagogical tool for enhancing LSRW skills, with potential applications across various subjects and educational levels, contributing to a more dynamic and interactive learning experience.