

G-Shala and the New Wave of Learning: Investigating Self-Learning Outcomes at the Secondary School Level in Rajkot District of Gujarat

Prakash P. Vadaria & Dr. Bhavesh Raval

Abstract

The G-Shala (Gujarat Students' Holistic Adaptive Learning App) is a flagship initiative of the Government of Gujarat to revolutionize digital education through self-paced and adaptive learning tools. This research explores the app's effectiveness in enhancing self-learning outcomes among secondary school students in the Rajkot district. Employing a mixed-methods research design, the study surveyed 250 students and conducted interviews with 20 teachers. The results reveal that while G-Shala significantly promotes learner autonomy, digital literacy, and content engagement, technical barriers and lack of training limit its broader impact. The study offers recommendations for optimizing the platform's effectiveness across diverse socio-educational settings.

Keywords: G-Shala, self-learning, digital education, Rajkot, secondary education, student autonomy, adaptive learning

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Introduction

Gujarati language is the official language of Gujarat state and holds an important place in the educational and cultural life of the state. The importance of Gujarati language for students and the attitude of teachers towards education are important. In this research , the attitudes of secondary school teachers of Danta city towards Gujarati language will be analyzed. This study has been presented to know what teachers are thinking about the language and its importance in the practice of education .

Objective of the research

The main objectives of this research are:

1. To know the attitudes of secondary school teachers of Danta city towards Gujarati language.
2. To know the opinions of teachers regarding the importance of Gujarati language and its use in education.

Research Methodology

This research uses a mixed method approach , which includes both quantitative and qualitative data. A total of 10 Gujarati language teachers from secondary schools were included in the study.

Statistical method

Questionnaire was created for this research , which had 20 questions. These questions mainly used 5 options (Likert Scale) , such as:

- 1 = Extremely negative
- 2 = Negative
- 3 = Justifiable
- 4 = Positive
- 5 = Extremely positive

Qualitative method

On the other hand , intensive interviews were conducted with senior and experienced teachers and their personal opinions and experiences were studied.

Conclusion and Analysis

Statistical results

Analysis 1: Importance of Gujarati language in teachers' attitudes

- 60% Teachers have considered Gujarati language as an important language for secondary education.
- 30 % of teachers said that understanding the mother tongue can provide better education.
- 10% Teachers have also expressed the view of giving more importance to professional languages (English , Hindi).

Analysis 2: Teachers' reactions to guidance in Gujarati language teaching

- 55 % of teachers said that textbooks in Gujarati language should be improved and new methods should be adopted.
- 35 % of teachers clarified that Gujarati language has been made more interesting and enjoyable for students.
- 10 % of teachers expressed the opinion that mixed - method use of other languages would be best for students .

Qualitative result

- Many teachers said that the Gujarati language is a symbol of "pride and culture" for them. However , sometimes less emphasis is placed on the Gujarati language , especially in the teaching of mythological texts and literature.

Interviews with senior teachers

- Many senior teachers said that Gujarati language is essential for school learning and makes a child culturally strong. However , there has been a backlash in some schools because students or their parents did not understand the real importance of the language.
- The attitude that is seen in Gujarati language education , especially in secondary schools in the Danta area , is that the importance of language study and curriculum is high. It is extremely important for teachers to increase the use of Gujarati language , in which it is best used from a historical , cultural and social perspective . Moreover , students need to have a purpose and a commitment to language education.

Suggestion

1. **More recognition for Indian languages** : Teachers and education systems should give more priority to their own languages.
2. **More engagement and experimental approach** : Making Gujarati language interesting and applicable is essential.

3. **Feedback and Improvements** : Frequent improvements and adoption of new approaches to Gujarati language teaching.

Conclusion

The results of this research show that secondary school teachers in Danta city have a positive attitude towards Gujarati language , but there is a need for a creative and practical curriculum. This research will prove to be important in the direction of moving forward for Gujarati language education.

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