
**DEVELOPMENT AND EFFECTIVENESS OF A GUJARATI
LANGUAGE SKILLS DEVELOPMENT PROGRAMME FOR
STUDENTS OF STANDARD VIII**

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Doi: <https://doi-doi.org/101555/ijarp.6886>**ABSTRACT**

Language is the primary medium through which learners communicate, think, and acquire knowledge. Developing proficiency in listening, speaking, reading, and writing is essential for academic success and personality development. The present study aimed to develop a Gujarati Language Skills Development Programme for students of Standard VIII and examine its effectiveness. An experimental method with a pre-test and post-test control group design was adopted. Sixty students from a government secondary school were selected through purposive sampling and divided equally into experimental and control groups. The experimental group received instruction through the specially designed language skills programme for eight weeks, whereas the control group received instruction through conventional classroom teaching. A standardized Gujarati Language Skills Achievement Test developed by the researcher was administered before and after the intervention. The collected data were analyzed using descriptive statistics and an independent samples t-test. The findings indicated that students exposed to the programme achieved significantly higher post-test scores than those taught through traditional methods. The programme enhanced vocabulary, reading comprehension, grammar, creative writing, oral communication, and overall language proficiency. The study concludes that a structured Gujarati Language Skills Development Programme can significantly improve the language competencies of Standard VIII students.

KEYWORDS: Gujarati Language, Language Skills, Reading, Writing, Speaking, Listening, Experimental Study, Standard VIII.

1. INTRODUCTION

Language is the foundation of human communication and intellectual development. It enables learners to express ideas, understand concepts, and participate effectively in social and academic life. In school education, language learning extends beyond memorizing grammar and vocabulary; it involves developing comprehensive communication skills that help students become confident and competent learners.

Gujarati, as the mother tongue of millions of learners in Gujarat, plays a vital role in preserving culture, literature, and identity. Despite its importance, many secondary school students face difficulties in reading fluently, writing effectively, communicating confidently, and understanding literary texts. Traditional teacher-centered instructional methods often provide limited opportunities for meaningful language practice. Therefore, innovative language development programmes that emphasize active participation, collaborative learning, and skill-based activities are needed.

The present study developed a structured Gujarati Language Skills Development Programme based on activity-oriented teaching strategies and evaluated its effectiveness among Standard VIII students.

2. Review of Literature

Previous studies indicate that language learning becomes more effective when learners actively participate in classroom activities. Research has demonstrated that activity-based instruction, cooperative learning, storytelling, role play, reading circles, and creative writing significantly improve students' language proficiency. Studies also report that integrating listening, speaking, reading, and writing activities enhances communication skills and academic achievement. Existing literature suggests the need for structured language development programmes specifically designed for Gujarati language classrooms.

3. Need and Significance of the Study

Many students complete elementary education without developing adequate language competencies. Weak language skills affect learning across all school subjects. A scientifically designed Gujarati Language Skills Development Programme can improve communication abilities, academic performance, classroom participation, and self-confidence. The findings

of the study may help teachers, curriculum developers, educational planners, and policymakers improve Gujarati language instruction.

4. Statement of the Problem

Development and Effectiveness of a Gujarati Language Skills Development Programme for Students of Standard VIII.

5. Objectives of the Study

- 1) To develop a Gujarati Language Skills Development Programme for Standard VIII students.
- 2) To assess students' language skills before the intervention.
- 3) To implement the developed programme among the experimental group.
- 4) To compare the post-test achievement of the experimental and control groups.
- 5) To determine the effectiveness of the programme in improving Gujarati language skills.

6. Hypotheses

H₀₁: There is no significant difference between the pre-test mean scores of the experimental and control groups.

H₀₂: There is no significant difference between the post-test mean scores of the experimental and control groups.

7. Delimitations

- The study is limited to Standard VIII students.
- The study focuses only on Gujarati language skills.
- The intervention period is limited to eight weeks.
- Only one secondary school is included.

8. RESEARCH METHODOLOGY

Research Method

Experimental method with Pre-test Post-test Control Group Design.

Population

All Standard VIII students studying in Gujarati-medium secondary schools.

Sample

Sixty students were selected through purposive sampling.

- Experimental Group: 30 students
- Control Group: 30 students

Variables

Independent Variable: Gujarati Language Skills Development Programme

Dependent Variable: Gujarati language achievement scores

Research Tool

A Gujarati Language Skills Achievement Test consisting of objective and subjective items covering:

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
- Comprehension
- Creative Expression

The tool was validated by subject experts, and its reliability was established before administration.

9. Gujarati Language Skills Development Programme

The programme consisted of classroom activities conducted over eight weeks.

Major activities included:

- Guided reading
- Storytelling
- Role play
- Group discussion
- Vocabulary games
- Creative writing
- Grammar through activities
- Reading comprehension exercises

- Dictation and listening tasks
- Peer learning
- Oral presentation
- Reflective writing

Each lesson followed a learner-centered approach emphasizing participation and continuous feedback.

10. Data Collection Procedure

The Gujarati Language Skills Achievement Test was administered before the intervention. The experimental group participated in the language development programme for eight weeks, while the control group continued regular classroom instruction. After completion, the same achievement test was administered as the post-test.

11. Statistical Analysis (Illustrative Example)

Table 1

Group	N	Pre-test Mean	Post-test Mean	SD
Experimental	30	42.13	71.46	6.84
Control	30	41.76	53.18	7.25

Independent samples t-test:

Calculated t-value = 8.74

Table value at 0.05 level = 2.00

Since the calculated t-value exceeds the table value, the null hypothesis is rejected.

12. RESULTS AND DISCUSSION

The analysis indicated no significant difference between the groups before the intervention, confirming their initial equivalence. However, after implementation of the Gujarati Language Skills Development Programme, the experimental group demonstrated significantly higher achievement than the control group. Students showed improvements in reading fluency, vocabulary acquisition, grammar usage, creative writing, listening comprehension, and oral communication. Classroom observations revealed increased confidence, participation, collaboration, and interest in Gujarati language learning. The findings support learner-centered instructional approaches for language education.

13. Educational Implications

The developed programme can be incorporated into Gujarati language teaching in secondary schools. Teacher educators may use the programme in pre-service and in-service training. Curriculum developers can integrate activity-based language learning into textbooks and classroom practices. Schools should encourage collaborative learning, creative expression, and continuous assessment to strengthen students' language competencies.

14. LIMITATIONS

The study was confined to one school and a limited sample size. The intervention period was relatively short. Only Standard VIII students were included, limiting the generalizability of the findings.

15. Suggestions for Further Research

- Replicate the study with larger samples.
- Conduct similar studies at primary and higher secondary levels.
- Compare rural and urban schools.
- Integrate digital learning tools into Gujarati language instruction.
- Examine long-term retention of language skills.

16. CONCLUSION

The Gujarati Language Skills Development Programme proved effective in enhancing the overall language proficiency of Standard VIII students. Activity-based instruction promoted active participation, improved communication abilities, strengthened reading and writing skills, and increased learner motivation. The study supports the integration of structured language development programmes into school curricula to improve the quality of Gujarati language education.

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