

❖ **Method Used for the Research:-**

- Diagnostic Test (Pre-Test) : Used to detect learning difficulties.
- Remedial Teaching: Included step-by-step explanations, visual aids, peer learning, and practice sessions.
- Group Discussions: Encouraged collaborative learning and conceptual understanding.
- Post-Test (Evaluation): Measured the effectiveness of the intervention.
- Data Analysis: Compared pre-test and post-test results.

❖ **Analysis of information:-**

- Average Pre-Test Score (out of 20): 9.27
- Average Post-Test Score (out of 20): 16.33
- Percentage Improvement: 76.15%
- The data confirmed significant improvement in students' conceptual clarity and performance.
- Misconceptions were reduced, and learners showed better problem-solving skills and confidence.
- TLMs and group discussions made learning more engaging and effective.

❖ **Conclusion :**

The action research concluded that diagnostic and remedial teaching methods are highly effective in improving students' learning of algebraic formulas. Identifying individual weaknesses and providing focused support led to substantial academic progress, resulting in students becoming more confident and interested in mathematics.

❖ **Suggestions for Future Work :**

- Apply these strategies to other areas like geometry and trigonometry.
- Increase the sample size for a broader analysis.
- Integrate ICT tools and interactive apps for digital learning.
- Conduct long-term studies to test concept retention.
- Encourage more activity-based and real-life problem-solving methods.

જુ વ્યક્તિત્વ પોતાને પેરિત
કરી શકે છે તે કોઈને રોકી
શકતો નથી.

**Personality is
not what you
wear, it is what
you are**



Topic : The Effectiveness of a Book Review Project for Students and Teachers

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❖ **Introduction :**

In the digital era, encouraging students to develop a genuine reading habit poses a major challenge. Curriculum-centered teaching leaves limited scope for independent reading and literary appreciation. This action research aimed to enhance students' reading interest, analytical ability, and writing skills through a structured Book Review Project. The project sought to determine whether participation in a guided reading and review process could improve comprehension, critical thinking, and engagement among Grades 6–9 students, as well as teachers from the English Medium Section.

❖ **Subject of Research :**

Objective: To evaluate the effectiveness of the Book Review Project for students and teachers in Narayan Vidyalaya, Bharuch (English Medium Section). Participants: 50 students (Grades 6–9; 10 from each class) and approximately 20 teachers. The study examined how involvement in reading and reviewing books impacted reading frequency, comprehension, and communication.