



District Institute of Education and Training Surendranagar



Research Abstract Collection Series

Inspired By

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"Innovation and research are the pillars of progress."



It gives me immense pleasure and pride that the 'Research Compendium Series', prepared by our institution in alignment with the guidelines of the National Education Policy (NEP-2020), is being published. This book is a living reflection of the intellectual capacity, hard work, and scientific approach of our professors and students.

The National Education Policy (NEP-2020) is not limited merely to theoretical knowledge, but places special emphasis on the practical application of knowledge, an interdisciplinary approach, and creative research. Only when research and innovation are at the core of our education system can we achieve the goal of becoming a global 'Knowledge Superpower'.

The research abstracts on various topics included in this compendium prove that our researchers are committed to finding solutions to real societal problems. I have firm faith that this stream of knowledge will serve as an inspiring beacon for the next generation of students and fellow researchers.

I extend my heartfelt congratulations and best wishes for a bright future to Dr. Rajenkumar D. Pitaliya, Lecturer, DIET-Surendranagar, who worked tirelessly day and night to make this monumental task successful, as well as to all the enthusiastic teacher-researchers.

"Knowledge is the Ultimate Power"

Dr. C. T. Tundia
Principal,
DIET-Surendranagar

:: NEW EDUCATIONAL HORIZON ::

Educational Transformation Through Action Research



The National Education Policy (NEP–2020) is committed to bringing a epoch–making transformation to the Indian education system. Rather than purely theoretical knowledge, this policy emphasizes practical, skill–based, and student-centric education. To bring these goals of NEP–2020 into the classroom, the teacher acts as a crucial link. 'Action Research' is the most powerful medium for finding scientific and logical solutions to everyday classroom challenges.

It is the need of the hour that teachers themselves play the role of a researcher to drive foundational transformation in the field of education. To realize this vision, this 'Action Research Abstract Book' has been compiled by gathering the best action research conducted by enthusiastic and dedicated teachers.

Main Objectives of this Abstract Book:

- **NEP–2020 Implementation :** To apply the principles of the educational policy in the classroom on an experimental basis.
- **Exchange of Innovative Practices :** To disseminate successful experiments and innovative teaching practices developed by teachers to other educators.
- **Addressing Classroom Issues :** To present practical solutions for issues such as language deficiencies, mathematical learning gaps, absenteeism, and student behavior modification.
- **Professional Development :** To foster a research-oriented mindset among teachers to enhance their professional growth.

Every research included in this compendium stems from real-life classroom situations. It offers a glimpse of successful efforts aimed at improving the academic levels of struggling students, making creative use of digital tools, and facilitating joyful learning. Due to the concise and accurate summaries, other teachers will also be able to easily implement these experiments in their own schools.

As an editor, I am fully confident that this abstract book will not remain merely a document, but will serve as a guide and a source of inspiration for teachers. This compilation will bring new energy to our collective efforts to improve the quality of education.

I express my heartfelt gratitude to Dr. C.T.Tundiya, Principal, DIET–Surendranagar, for providing encouragement and guidance in creating this research compendium. I commend the sincere efforts of all the teacher–researcher colleagues who contributed their invaluable work to this book. I also express my sincere thanks to all stakeholders who directly or indirectly helped make this endeavor successful.

Let us move forward towards research–driven education to realize the vision of NEP-2020.

Dr. Rajenkumar D. Pitaliya
Lecturer,
DIET–Surendranagar

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Research-1

- (1) **Theme/Subject** : Sanskrit Grammer
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : A study of the pronunciation errors made by standard-6 students of Shri Methan Pay-Center School in Sanskrit concerning Anusvara, Visarga, and Anunasika characters.
- (4) **Name and Address of the investigator** : Dr. Mitaben M. Vyas
- (5) **Name of the Institution where the Research was conducted** : Shri Methan Pay-Center School, Dhrangadhra
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

An action research project was undertaken by the researcher to identify the errors made by standard-6 students of Shri Methan Pay-Center School in the pronunciation of 'Anusvara', 'Visarga' and 'Anunasika' letters in Sanskrit, and to implement remedies for their rectification.

(11) **Objectives**

- To identify the errors made by students in the pronunciation of Anusvara, Visarga, and Anunasika letters while reading Sanskrit.
- To design an Educational program to rectify the errors occurring in pronunciation.

(12) **Methodology**

After examining the possible causes of the problem, a specific pre-planned experiment of eight hours, two hours a day for four days, was conducted.

(A) **Sample**

In the present study, 35 students from standard-6 of Shri Methan Pay-Center School, Dhrangadhra were included as the sample group.

(B) Sample technique

In this present study, the researcher chose the purposive sampling method from the non-probability sampling method.

(C) Tools

Charts, word chits, and various educational games were used in this study. For assessment, the direct observation method was utilized.

(D) Analysis

In this study, the researcher prepared a list of potential causes and attempted to reach the root of the problem. Priority was assigned to these potential causes. Based on this, the blueprint for the experimental work was formulated. In this study, the researcher utilized simple percentages to analyze the collected data.

(13) Findings

At the beginning of the experiment, only 4 out of 35 students (11.42%) could correctly pronounce words containing Anusvara, Visarga, and Anunasika letters. Following the experimental fieldwork, 24 students (68.57%) were able to correctly pronounce words containing Anusvara, Visarga, and Anunasika letters.

(14) Implication

- Provide students frequent and regular exposure to Sanskrit pronunciation and reading practice.
- Diversify and introduce variety into co-curricular activities.
- Encourage students who pronounce words correctly.
- Strengthen foundational knowledge by providing repetitive practice to students who make errors.

(15) Abstract Prepared / Submitted by : Dr. Mitaben M. Vyas

(16) Key Words :

Pronunciation Errors

Research-2

- (1) **Theme/Subject** : English
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : A study of problems occurring in English reading among standard-6 students
- (4) **Name and Address of the investigator** : Harshaben R. Pankuta
- (5) **Name of the Institution where the Research was conducted** : Jegadva Upper Primary School, Dhrangadhra
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished

(10) Introduction

The present action research was undertaken by the researcher to find out why standard-6 students of Jegadva Upper Primary School, Dhrangadhra experience difficulties in English reading and to formulate remedies for them.

(11) Objectives

- To investigate the causes of the difficulties experienced by students while reading English.
- To design an educational program to remedy the errors occurring in English reading.

(12) Methodology

After examining the possible causes of the problem, an eight-week experiment was conducted with a specific pre-planned activity of at least 10 minutes and a maximum of 20 minutes every day.

(A) Sample

In the present study, 25 students from standard-6 of Jegadva Upper Primary School, Dhrangadhra were included as the sample group.

(B) Sample technique

In this present study, the researcher chose the purposive sampling method from the non-probability sampling method.

(C) Tools

Flash cards, word games, various types of games were used in the present study. Pre-test and post-test were designed by the researcher for assessment.

(D) Analysis

In this study, the researcher prepared a list of potential causes and attempted to reach the root of the problem. Priority was assigned to these potential causes. Based on this, the blueprint for the experimental work was formulated. In this study, the researcher utilized simple percentages to analyze the collected data.

(13) Findings

The average score of the students in the previous test was 12 marks. While the average score of the students in the post-test was 18 marks. Thus, an improvement of 50% was seen.

(14) Implication

- Conduct group reading activities in the classroom for at least 10 minutes every day.
- Enrich vocabulary through activities like flashcards, word games, and word matching.
- Motivate students towards supplementary reading.
- Encourage students who can read English confidently.

(15) Abstract Prepared / Submitted by : Harshaben R. Pankuta

(16) Key Words :

Reading fluency

Research-3

- (1) Theme/Subject** : Shrimad Bhagvad Geeta (optional Subject)
- (2) Stage of Education** : Middle Stage
- (3) Topic of Research** : Standard-6 students are unable to properly chant the verses of Shrimad Bhagavad Geeta
- (4) Name and Address of the investigator** : Varshaben H. Pandya
- (5) Name of the Institution where the Research was** : Primary School No. 10,

- conducted Dhrangadhra
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024–2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

While teaching Shrimad Bhagvad Geeta, the researcher observed that students were unable to correctly chant the verses of Shrimad Bhagvad Geeta. They felt hesitant while chanting the verses, mispronounced words, and read with incorrect pronunciation. This action research was undertaken by the researcher to identify the underlying reasons and find solutions for them.

(11) **Objectives**

- To investigate the reasons for not being able to chant the verses of Shrimad Bhagvad Geeta properly.
- To design an educational program for correcting errors.

(12) **Methodology**

After examining the possible causes of the problem, a specific pre-planned experiment of ten hours, two hours a day for five days, was conducted, in which audio-visual equipment was used.

(A) **Sample**

In the present study, 28 students of class–6 from Primary School No. 10, Dhrangadhra were included as the sample.

(B) **Sample technique**

In this present study, the researcher chose the purposive sampling method from the non-probability sampling method.

(C) **Tools**

Audio–visual aids were used in the present study.

(D) **Analysis**

The researcher prepared a list of probable causes to reach the root of the problem. Priority was assigned to these probable causes, based on which the outline of the experimental work was prepared. The researcher used simple percentages to analyze the obtained data in the present study.

(13) Findings

- 85% of students developed an interest in chanting verses.
- 80% of students were able to chant verses with confidence.
- 68% of students were able to memorize the verses due to repetition of chanting.

(14) Implication

- Make the verses recited in rhyme with the help of audio–visual aids in the classroom.
- Make the meaning of the verse clear through suitable examples.
- Make the verse reinforced repeatedly.

(15) Abstract Prepared / Submitted by : Varshaben H. Pandya

(16) Key Words :

Verses

Research-4

- (1) Theme/Subject : Gujarati**
- (2) Stage of Education : Middle Stage**
- (3) Topic of Research : Standard–6 students of Narali Upper Primary School make errors in identifying tenses in the Gujarati subject**
- (4) Name and Address of the investigator : Mayurdhvaj P. Kathola**
- (5) Name of the Institution where the Research was conducted : Narali Upper Primary School**
- (6) Category : Action Research**
- (7) Language of Research Report : Gujarati**
- (8) Year of completion : 2024–2025**
- (9) Published/Unpublished : Unpublished**
- (10) Introduction**

Students were making mistakes in identifying the tense of a sentence. To know the causes and find remedies for them, the present action research was undertaken by the researcher.

(11) Objectives

- To investigate the reasons for not being able to identify tenses.
- To design an educational program for the remedy of errors.

(12) Methodology

A total of ten hours of carefully planned experimental work was conducted to investigate the possible causes of the problem. In this, sentence boxes, sentence strips, cards, grammar charts, etc. were used. The researcher implemented a pre-experimental design, one of which was a group pre-test and post-test design.

(A) Sample

In the present study, 7 students of standard-6 of Narali Upper Primary School were included as a sample.

(B) Sample technique

In this present study, the researcher chose the purposive sampling method from the non-probability sampling method.

(C) Tools

Pre-test and post-test were designed by the researcher in this study.

(D) Analysis

In this study, the researcher prepared a list of probable causes to reach the root of the problem. Probable causes were prioritized, and based on this, the framework of the experimental work was prepared. The researcher analyzed the data obtained in this study based on a t-test.

(13) Findings

In the present study, the t-value obtained was 3.86, which was significant at the 0.01 level. Thus, a significant difference was observed between the scores obtained by students in the pre-test and post-test. Thus, the experimental work was successful.

(14) Implication

- Conduct activities for all tenses included in the curriculum.
- Various media should be used to clarify the understanding of tenses.
- Provide practice for tenses.
- Conduct various activities to strengthen the understanding of tenses.

(15) **Abstract Prepared / Submitted by** : Mayurdhvaj P. Kathola

(16) **Key Words** :

Identifying tenses, Make errors

Research-5

(1) **Theme/Subject** : Home Work

(2) **Stage of Education** : Middle Stage

(3) **Topic of Research** : Standard-6 students of Primary School No. 14, Dhrangadhra do not do homework with understanding

(4) **Name and Address of the investigator** : Hardikkumar D. Dhamecha

(5) **Name of the Institution where the Research was conducted** : Primary School No. 14, Dhrangadhra

(6) **Category** : Action Research

(7) **Language of Research Report** : Gujarati

(8) **Year of completion** : 2024-2025

(9) **Published/Unpublished** : Unpublished

(10) **Introduction**

Students were not doing homework with understanding. Knowing the causes and for their remedy, the present action research was undertaken by the researcher.

(11) **Objectives**

- To find out the reasons for not bringing homework done with understanding.
- To design an educational program so that students do homework regularly and with understanding.

(12) **Methodology**

A specific pre-planned experiment was conducted to investigate the possible causes of the problem.

(A) Sample

In the present study, students of standard-6 of Primary School No. 14, Dhrangadhra were included as a sample.

(B) Sample technique :

In this present study, the researcher chose the purposive sampling method from the non-probability sampling method.

(C) Tools

Various activities were organized in the present study. Observation method was used for assessment.

(D) Analysis

The researcher prepared a list of probable causes to reach the root of the problem. Probable causes were prioritized, and based on this, the framework of the experimental work was prepared. The researcher used simple percentages to analyze the data obtained in this study.

(13) Findings

- 90% of students started doing homework regularly and with understanding.

(14) Implication

- Proper coordination should be maintained while giving homework for various subjects.
- The benefits of doing homework regularly and with understanding should be explained.
- Teachers should check homework regularly.

(15) Abstract Prepared / Submitted by : Hardikkumar D. Dhamecha

(16) Key Words :

With understanding

Research-6

- (1) Theme/Subject : Sanskrit**
- (2) Stage of Education : Middle Stage**
- (3) Topic of Research : Some students of standard-8 of Satapar Primary School face difficulty in memorizing verses**
- (4) Name and Address of the investigator : Krishnaben M. Vyas**

- (5) **Name of the Institution** : Satapar Primary School,
where the Research was conducted Dhrangadhra
- (6) **Category** : Action Research
- (7) **Language of Research** : Gujarati
Report
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

While teaching the subject of Sanskrit, the researcher experienced that students are unable to properly chant the verses. They feel hesitant while chanting verses, read by breaking words, mispronounce them, and are unable to memorize the verses. Knowing these causes and for their remedy, the present action research was undertaken by the researcher.

(11) **Objectives**

- To investigate the reasons for not being able to memorize verses.
- To design an Educational Program

(12) **Methodology**

A specific pre-planned experiment was conducted to investigate the possible causes of the problem.

(A) **Sample**

In the present study, students of standard-8 of Satapar Primary School, Dhrangadhra were included as a sample.

(B) **Sample technique**

In this present study, the researcher chose the purposive sampling method from the non-probability sampling method.

(C) **Tools**

Audio-visual aids were used in the present study.

(D) **Analysis**

The researcher prepared a list of probable causes to reach the root of the problem. Probable causes were prioritized, and based on this, the framework of the experimental work was prepared. The researcher used simple percentages to analyze the data obtained in this study.

(13) Findings

- 72% of students developed an interest in verse chanting.
- 65% of students were able to chant verses with self-confidence.
- Due to the repetition of verse chanting, 60% of students were able to memorize the verses.

(14) Implication :

- Chanting of verses in a proper meter should be practiced in the classroom with the help of audio-visual aids.
- The meaning of the verse should be clarified through appropriate examples.
- Frequent practice and recitation of verses should be conducted.

(15) Abstract Prepared / Submitted by : Krishnaben M. Vyas

(16) Key Words :

Difficulty in memorizing, Verses

Research-7

- (1) Theme/Subject : Gujarati**
- (2) Stage of Education : Middle Stage**
- (3) Topic of Research : Study of errors occurring in the process of dictation in Gujarati subject by standard-6 students of Shri Gediya Primary School**
- (4) Name and Address of the investigator : Abdulrahim A. Vadgama**
- (5) Name of the Institution where the Research was conducted : Shri Gediya Primary School, Patdi**
- (6) Category : Action Research**
- (7) Language of Research Report : Gujarati**
- (8) Year of completion : 2024-2025**
- (9) Published/Unpublished : Unpublished**
- (10) Introduction**

Students of standard-6 of Shri Gediya Primary School were making mistakes while doing dictation. To know the underlying causes and for their remedy, the present action research was undertaken by the researcher.

(11) Objectives

- To investigate the reasons for errors made by students in dictation with respect to alphabets and grammar.

(12) Methodology

A six-hour, carefully planned experiment was conducted to investigate the possible causes of the problem.

(A) Sample

In the present study, 20 students of standard-6 of Gediya Primary School were included as a sample. The researcher implemented a pre-experimental design, in which a group pre-test-post-test design was used.

(B) Sample technique

In this present study, the researcher chose the purposive sampling method from the non-probability sampling method.

(C) Tools

Pre-test and post-test were conducted by the researcher in the present study.

(D) Analysis

In this study, the researcher prepared a list of probable causes to reach the root of the problem. Probable causes were prioritized, and based on this, the framework of the experimental work was prepared. The researcher used simple percentages to analyze the data obtained in this study.

(13) Findings

The average of marks obtained in the post-test was found to be higher than the average of marks obtained in the pre-test. Thus, the implemented program was successful.

(14) Implication

- Parents should be contacted periodically so that children come to school regularly.
- Practice of conjunct consonants (jodakshars) should be provided to children.
- Efforts should be made to remove regional variations.
- Special attention should be given to weak children.

- Various games and activities should be organized to increase interest in writing.

(15) **Abstract Prepared / Submitted by** : Abdulrahim A. Vadgama

(16) **Key Words** :
Study of errors, Dictation

Research-8

- (1) **Theme/Subject** : Mathematics
- (2) **Stage of Education** : Middle stage
- (3) **Topic of Research** : Study of difficulties faced by standard-6 students in the calculation of addition and subtraction of decimal numbers
- (4) **Name and Address of the investigator** : Dr. Digant L. Dave
- (5) **Name of the Institution where the Research was conducted** : Shri Rajpar Pay-Center School, Patdi
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished

(10) **Introduction**

To know the causes behind the difficulties faced by standard-6 students in the calculation of addition and subtraction of decimal numbers and for their remedy, the present action research was undertaken by the researcher.

(11) **Objectives**

- To find out the reasons for the difficulties faced by standard-6 students in the calculation of addition and subtraction of decimal numbers.
- To design an educational program for the remedy of errors.

(12) **Methodology**

After examining the possible causes of the problem, a six-day, two-hour daily experiment, i.e. a total of 12 hours, was conducted with precise pre-

planning. The researcher implemented a pre-experimental design, in which a group pre-test and post-test design was used.

(A) Sample

In the present study, 30 students of standard-6 of Shri Rajpar Pay-Center School, Patdi were included as a sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

Pre-test and post-test were designed by the researcher in the present study.

(D) Analysis

In the present study, the researcher calculated simple percentages as well as various measures of central tendency and quartile deviation to analyze the data obtained.

(13) Findings

- The average of marks obtained in the post-test was found to be higher than the average of marks obtained in the pre-test.
- The number of students scoring less than 40% was 8 in the pre-test, whereas it decreased to 3 in the post-test. Thus, a decrease of about 38% occurred.
- The number of students scoring between 40% and 60% was 14 in the pre-test, whereas it decreased to 9 in the post-test. Thus, a decrease of about 64% occurred.
- The number of students scoring between 60% and 80% was 7 in the pre-test, while it was also 7 in the post-test.
- The number of students scoring more than 80% was 1 in the pre-test, whereas it increased to 11 in the post-test. Thus, an increase of 11 times occurred.

(14) Implication :

- Students should be given proper understanding of the decimal point.
- Students should be given proper understanding of the place value of decimal numbers.
- Proper understanding regarding the uses and calculation of decimal

numbers should be provided.

- Students should be given practice in practical word problems based on addition and subtraction of decimal numbers.

(15) **Abstract Prepared / Submitted by** : Dr. Digant L. Dave

(16) **Key Words** :

Study of Difficulties, Addition and Subtraction, Decimal Numbers

Research-9

(1) **Theme/Subject** : Gujarati

(2) **Stage of Education** : Middle Stage

(3) **Topic of Research** : Students of standard-7 of Degam Primary School in Patdi taluka cannot present a story in an interesting way

(4) **Name and Address of the investigator** : Dr. Chandrakant B. Parmar

(5) **Name of the Institution where the Research was conducted** : Degam Primary School, Patdi

(6) **Category** : Action Research

(7) **Language of Research Report** : Gujarati

(8) **Year of completion** : 2024-2025

(9) **Published/Unpublished** : Unpublished

(10) **Introduction**

Students of standard-7 of Degam Primary School, Patdi were not able to present stories in an interesting way. To know the causes of this issue and for their remedy, the present action research was undertaken by the researcher.

(11) **Objectives**

- To find out the reasons why students of standard-7 of Degam Primary School, Patdi were not able to present stories in an interesting way.
- To design an Educational program for the remedy of the problem.

(12) **Methodology**

A four-day, six-hour experiment was conducted with precise pre-

planning to investigate the possible causes of the problem.

(A) Sample

In the present study, 28 students of standard-7 of Degam Primary School, Patdi were included as a sample, which included 16 boys and 12 girls.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, media such as charts, posters, and ICT were used by the researcher. Techniques and methods such as questionnaires, group discussions, dialogue, and observation were used for evaluation.

(D) Analysis

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the experimental design was prepared. The researcher used simple percentage technique to analyze the data obtained in the present study.

(13) Findings

- 89% of students were able to present stories in an interesting manner.
- The understanding of punctuation marks was strengthened in 90% of students.
- 70% of students were motivated to undertake extensive reading.

(14) Implication :

- Reading-related weaknesses of students should be removed.
- Students should be given thorough understanding of punctuation marks.
- Story books should be procured for the school library.
- The teacher should present any one unit in the form of a story before the students with proper facial expressions and modulation.
- Story-telling competitions should be organized at the school level.

(15) Abstract Prepared / Submitted by : Dr. Chandrakant B. Parmar

(16) Key Words :

In an interesting way

Research-10

- (1) **Theme/Subject** : English
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : Students of standard-8 are not interested in English subject
- (4) **Name and Address of the investigator** : Chirag B. Lakhatariya
- (5) **Name of the Institution where the Research was conducted** : B.R.C. Co-ordinator, Muli
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

The present action research was conducted by the researcher to understand the reasons for the apathy of standard-8 students towards the subject of English and to find solutions to it.

(11) **Objectives**

- To know the reasons for the vapidness/dullness of English subject.
- To design an educational program to solve the problem.

(12) **Methodology**

A specific pre-planned experiment was conducted to investigate the possible causes of the problem.

(A) Sample

In the present study, students of standard 8 were included as the sample.

(B) Sample technique

In the present study, the researcher selected the school through purposive sampling method among the non-probability sampling methods. All the students studying in standard-8 in that school were included in the sample.

(C) Tools

In the present study, the researcher used Spelling Games, Word building Games, Storytelling, Role-play. Techniques and methods like questioning, group discussion, dialogue, observation were used for assessment.

(D) Analysis

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the experimental design was prepared. In the present study, the researcher used simple percentage to analyze the information obtained.

(13) Findings

- Good progress was seen in Listening and Speaking Skills.
- Group work helped develop communication skills among students

(14) Implication :

- Activity-based learning should be done in the classroom.
- Audio-visual aids should be used appropriately.
- Simple sentences that are useful in daily life should be practiced

(15) Abstract Prepared / Submitted by : Chirag B. Lakhatariya

(16) Key Words :

Interest

Research-11

- | | | |
|---|----------|---|
| (1) Theme/Subject | : | Discipline |
| (2) Stage of Education | : | Middle Stage |
| (3) Topic of Research | : | Students do not attend school for one–two days after three–four days of long holidays |
| (4) Name and Address of the investigator | : | Dr. Mahipalsinh P. Parmar |
| (5) Name of the Institution where the Research was conducted | : | C.R.C. Co-ordinator, Sarla, Muli |
| (6) Category | : | Action Research |

- (7) **Language of Research** : Gujarati
Report
- (8) **Year of completion** : 2024–2025
- (9) **Published/Unpublished** : Unpublished

(10) **Introduction**

To know the causes why students do not attend school for one–two days after three–four days of long holidays and for their remedy, the present action research was undertaken by the researcher.

(11) **Objectives**

- To find out the reasons behind not attending school.
- To design an Educational program for the remedy of the problem.

(12) **Methodology**

A specific pre-planned experiment was conducted to investigate the possible causes of the problem.

(A) Sample

In the present study, students of standards 6 to 8 were included as a sample.

(B) Sample technique

One school from the Sarla cluster was purposively selected by the researcher. All the students from class 6 to 8 studying in this school formed the sample of the present study.

(C) Tools

In the present study, techniques and methods such as direct observation, interviews, and observation were used by the researcher.

(D) Analysis

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the experimental design was prepared. In the present study, the researcher used simple percentage to analyze the obtained data according to the objectives.

(13) Findings

- Students did not come to school for a day or two after the festival, which was a public holiday.
- Co-curricular activities were organized at the school level, which reduced the incidence of student absence.

(14) Implication :

- Students who attend school regularly and on time should be encouraged.
- Co-curricular activities, cultural programs, competitive programs should be organized at the school level.
- Teachers should meet parents face to face.

(15) Abstract Prepared / Submitted by : Dr. Mahipalsinh P. Parmar

(16) Key Words :

Absenteeism / Extended Absence, Long Holidays / Extended Breaks

Research-12

- (1) Theme/Subject : Gujarati**
- (2) Stage of Education : Middle Stage**
- (3) Topic of Research : Students make mistakes in identifying Samasa (Compound Words)**
- (4) Name and Address of the investigator : K. T. Bhayani**
- (5) Name of the Institution where the Research was conducted : C.R.C. Co-ordinator, Muli**
- (6) Category : Action Research**
- (7) Language of Research Report : Gujarati**
- (8) Year of completion : 2024-2025**
- (9) Published/Unpublished : Unpublished**
- (10) Introduction**

The present action research was undertaken by the researcher, to know the causes of mistakes made by standard-8 (A) students in identifying 'Samasa' and for its remedy.

(11) Objectives

- To study the mistakes made in identifying 'Samasa' and their causes.
- To design an Educational program for the remedy of the problem.

(12) Methodology

An experimental work was carried out with specific pre-planning for one hour a day for a week, examining the possible causes of the problem.

(A) Sample

In the present study, students of standard-8 (A) were included as a sample.

(B) Sample technique

The researcher used purposive sampling method among the non-probability sampling methods.

(C) Tools

In the present study, mediums like charts and ICT were used by the researcher to clarify the concept of 'Samasa' among students.

(D) Analysis

The researcher prepared a list of probable causes to reach the root of the problem in the present study. Probable causes were prioritized. Based on this, the framework of the experimental work was prepared. The researcher used simple percentages to analyze the data obtained in the present study.

(13) Findings

- Students became eager to learn grammar.
- Students became able to identify Samasa.

(14) Implication :

- The teacher should explain the problem by giving sufficient and varied examples.
- Proper planning should be made for reinforcement and revision

(15) Abstract Prepared / Submitted by : K. T. Bhayani

(16) Key Words :

Samasa

Research-13

- (1) **Theme/Subject** : Psychology
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : Some students stay back in the classroom during recess (break) time
- (4) **Name and Address of the investigator** : Mori Jaypalsinh
- (5) **Name of the Institution where the Research was conducted** : C.R.C. Co-ordinator, Muli
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished

(10) **Introduction**

To know the reasons behind why some students remain seated in the classroom during recess, the present action research was undertaken by the researcher.

(11) **Objectives**

- To find out the reasons why students prefer to sit in the classroom during recess instead of spending time with friends on the playground.

(12) **Methodology**

A specific pre-planned experiment was conducted to investigate the possible causes of the problem.

(A) Sample

In the present study, primary school students of Muli taluka were included as a sample.

(B) Sample technique

Among the non-probability sampling methods, purposive sampling method was used by the researcher.

(C) Tools

In the present study, the observation method was used by the researcher.

(D) Analysis

The researcher prepared a list of probable causes to reach the root of the problem in the present study. Probable causes were prioritized. Based on this, the framework of the experimental work was prepared. The researcher used simple percentages to analyze the data obtained in the present study.

(13) Findings

- Students became able to make good use of recess time.

(14) Implication :

- Students should be engaged in various games.
- Students with introvert personalities should be guided.

(15) Abstract Prepared / Submitted by : Mori Jaypalsinh

(16) Key Words :

Recess / Break time

Research-14

- | | | |
|---|----------|--|
| (1) Theme/Subject | : | Psychology |
| (2) Stage of Education | : | Middle Stage |
| (3) Topic of Research | : | Students of standard-6 like to read only exam-oriented details and books, consider other reading as futile |
| (4) Name and Address of the investigator | : | Dineshkumar N. Joshi |
| (5) Name of the Institution where the Research was conducted | : | Shri Limli Kumar Primary School, Muli |
| (6) Category | : | Action Research |
| (7) Language of Research Report | : | Gujarati |
| (8) Year of completion | : | 2024-2025 |
| (9) Published/Unpublished | : | Unpublished |

(10) Introduction

To find out the reasons why standard-6 students of Limli Primary School, Muli do not like extra reading activities, the present action research was undertaken by the researcher.

(11) Objectives

- To find out the reasons why standard-6 students of Limli Primary School do not like extra reading activities.

(12) Methodology

A specific pre-planned experiment was conducted to investigate the possible causes of the problem.

(A) Sample

In the present study, students of standard-6 of Limli Primary School in Muli taluka were included as a sample.

(B) Sample technique

Researcher used purposive sample technique.

(C) Tools

In the present study, the observation method was used by the researcher.

(D) Analysis

The researcher used simple percentages to analyze the data obtained in the present study.

(13) Findings

- 80% of students could be inclined towards extra reading activities.

(14) Implication :

- Students should be introduced to the library. They should be familiarized with various books available in the school library.
- Students should be given adequate time and space for reading.

(15) Abstract Prepared / Submitted by : Dineshkumar N. Joshi

(16) Key Words :

**Exam-Oriented Reading (Rote / Curriculum-Focused Reading),
Futile Reading (Non-Academic / Extracurricular Reading)**

Research-15

- (1) **Theme/Subject** : English
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : Study of difficulties faced by standard-6 students in English reading
- (4) **Name and Address of the investigator** : Khyati H. Mehta
- (5) **Name of the Institution where the Research was conducted** : Shri Jegadva Upper Primary School, Dhrangadhra
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished

(10) Introduction

To find out the reasons why standard-6 students of Shri Jasapar Upper Primary School, Muli experience difficulties in English reading, and to provide remedies for the same, the present action research was undertaken.

(11) Objectives

- To investigate the reasons for the difficulties faced by students while reading English.
- To design the Educational program for the remedy of errors occurring in English reading.

(12) Methodology

After examining the possible causes of the problem, a specific pre-planned experiment was conducted for four days, two hours each day, for a total of eight hours. In which the students were given practice in English reading through methods such as word cards, word games, sentence strips, picture-based stories, and role-play. The researcher implemented a pre-experimental design, in which a group pre-test-post-test design was used.

(A) Sample

In the present study, 24 students of standard-6 at Jegadva Upper Primary School, Dhrangadhra were included as a sample.

(B) Sample technique

Researcher used purposive sample technique to select the sample for her study.

(C) Tools

In the present study, flashcards, sentence strips, and various games were used. Pre-tests and post-tests for evaluation were designed by the researcher.

(D) Analysis

The researcher used simple percentages to analyze the data obtained in the present study.

(13) Findings

- Six students had a 90% to 100% reduction in reading errors.
- Six students had a 60% to 70% reduction in reading errors.
- Twelve students had a 30% to 50% reduction in reading errors.

(14) Implication :

- Group reading activities should be conducted in the classroom for at least 10 minutes daily.
- Vocabulary should be enriched through activities such as flashcards, word games, and word matching.
- Students should be inspired and motivated to do supplementary reading.
- Students who are able to read English confidently should be encouraged.

(15) Abstract Prepared / Submitted by : Khyati H. Mehta

(16) Key Words :

Reading Difficulties

Research-16

- | | |
|---|--|
| (1) Theme/Subject | : English |
| (2) Stage of Education | : Middle Stage |
| (3) Topic of Research | : A study of Lesson planning to simplify the difficult learning outcomes of Standard-6 English subject based on the results of the quarterly test |
| (4) Name and Address of the investigator | : Dhvaniben A. Mendha |

- (5) **Name of the Institution** : Shree Kukada Primary School,
where the Research was conducted Muli
- (6) **Category** : Action Research
- (7) **Language of Research** : Gujarati
Report
- (8) **Year of completion** : 2024–2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

In the present study, the researcher designed a lesson plan to simplify the difficult learning outcomes of the English subject of Standard–6 based on the results of the quarterly test.

❖ EN626 places appropriate punctuation marks in sentences and paragraphs.

Learning Points :

- Identifying Punctuation Marks
- Listening to Punctuation Marks
- Reading Punctuation Marks
- Writing Punctuation Marks

The researcher created 26 activities to simplify the difficult learning outcomes of EN626. If these activities are conducted sequentially by the teacher within the classroom, the students' understanding of punctuation can be further strengthened.

❖ EN630 describes pictures or objects in three to five sentences.

Learning Points :

- Students identify the picture by observing.
- Students speak and write the names of the objects in the picture in English.
- Classify objects into singular and plural.
- Make sentences using the form of to be.
- Use pronouns (prepositions) in sentences.

EN630 The researcher created up to 10 activities to facilitate the difficult learning outcomes

❖ EN625 can display the time in English

Learning Points:

- Students will be able to listen and understand the time in English.
- Students will be able to tell the time in English.
- Students will be able to read the time in English.
- Students will be able to write the time in English.

The researcher created 14 activities to simplify the EN625 hard learning outcomes.

(11) **Abstract Prepared / Submitted by** : Dhvaniben A. Mendha

(12) **Key Words** :

Lesson Planning, Learning Outcomes

Research-17

- (1) **Theme/Subject** : Science
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : In Standard-7, students face difficulties in understanding certain terms such as pollination in Chapter-8, time period in Chapter-9, the difference between concave and convex mirrors and lenses in Chapter-11, and decomposition, deforestation, etc., in Chapter-12
- (4) **Name and Address of the investigator** : Goradhanbhai Rathod
- (5) **Name of the Institution where the Research was conducted** : Mota Kandhasar Primary School, Chotila
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

The present action research was undertaken to find out the reasons behind the difficulties experienced by students in understanding certain

technical terms in the Standard-7 Science subject and to devise solutions for them.

(11) Objectives

- To investigate the causes of difficulties experienced by students in comprehending certain technical terms in the Science subject.
- To design an Educational program to solve the current problem.

(12) Methodology

An experimental work was carried out with precise pre-planning of various activities for four hours, examining the possible causes of the problem.

(A) Sample

Standard-7 students of Mota Kandhasar Primary School were included as a sample in the present study.

(B) Sample technique

The purposive technique was used by researcher.

(C) Tools

In the present study, materials such as hibiscus flowers, mirrors and lenses, a simple pendulum, and mobile phones were used.

(D) Analysis

Percentage technique was used by the researcher to analyze the data obtained in the present study.

(13) Findings

- Students became well-informed about pollination.
- Students were able to understand the difference between concave and convex mirrors.
- Students were able to know the effects of deforestation.

(14) Implication :

- Teachers should collect different flowers and explain the parts of a flower through live specimens and make them understand.
- Concave and convex mirrors and lenses should be directly demonstrated and explained in the classroom.

(15) Abstract Prepared / Submitted by : Goradhanbhai Rathod

(16) Key Words :

Pollination, Time Period

Research-18

- (1) **Theme/Subject** : Psychology
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : A Study on the Apathy of Standard-6 Students
Towards Library Book Reading
- (4) **Name and Address of the investigator** : Dr. Sweetiben C. Pujara
- (5) **Name of the Institution where the Research was conducted** : Primary School No. 3,
Chotila
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished

(10) Introduction

The Standard-6 students of Primary School No. 3, Chotila, showed apathy towards reading library books. To find the reasons behind this problem and to provide remedies, the present action research was undertaken.

(11) Objectives

- To find out the causes of apathy towards book reading.
- To design the Educational program for the remedy of the problem.

(12) Methodology

An experimental work was carried out with specific pre-planning of weekly activities by examining the possible causes of the problem.

(A) Sample

Standard-6 students of Primary School No. 3, Chotila, were included as a sample in the present study.

(B) Sample technique

Researcher used purposive technique to select sample for her study.

(C) Tools

In the present study, a checklist was prepared by the researcher.

(D) Analysis

In the present study, the researcher prepared a list of possible causes to reach the root of the problem. The possible causes were prioritized, and based on that, the outline of the experimental work was prepared. Percentage technique was used by the researcher to analyze the data obtained in the present study.

(13) Findings

- 80% success was achieved.

(14) Implication :

- Arrangements should be made at the school level to ensure regular reading of books.
- All children should be encouraged to make proper use of the library.
- If a child loses or tears a book, instead of punishing them, the matter should be handled with love and care.
- Books should be purchased keeping in mind the age and mental level of the children in the library.

(15) Abstract Prepared / Submitted by : Dr. Sweetiben C. Pujara

(16) Key Words :

Apathy

Research-19

- | | | |
|---|----------|---|
| (1) Theme/Subject | : | Gujarati |
| (2) Stage of Education | : | Middle Stage |
| (3) Topic of Research | : | A study of the difficulties faced by standard-7 students in writing Gujarati essays |
| (4) Name and Address of the investigator | : | Bhavanaben G. Parmar |
| (5) Name of the Institution where the Research was conducted | : | Shri Pay-Center School No. 1 Chotila |
| (6) Category | : | Action Research |
| (7) Language of Research Report | : | Gujarati |
| (8) Year of completion | : | 2024-2025 |

(9) Published/Unpublished : Unpublished

(10) Introduction

The Standard-7 students of Shri Pay-Center School No. 1, Chotila; made errors in Gujarati essay writing. When this problem came to the researcher's attention, the present action research was undertaken to find out the reasons and provide remedies for them.

(11) Objectives

- To find out the errors made by students in Gujarati essay writing and their causes.
- To design an educational program for the remedy of the problem.

(12) Methodology

An experimental work was carried out with specific pre-planning of weekly activities by examining the possible causes of the problem.

(A) Sample

A total of 30 students of Standard-7 at Shri Pay-Center School No. 1, Chotila, were included as a sample in the present study.

(B) Sample technique

Researcher used purposive sampling technique to select sample.

(C) Tools

In the present study, a checklist was prepared by the researcher. Additionally, pre-test and post-test assessments were conducted.

(D) Analysis

In the present study, the researcher prepared a list of possible causes to reach the root of the problem. The possible causes were prioritized, and based on that, the outline of the experimental work was prepared. The scores of the pre-test and post-test were analyzed to draw conclusions. Percentage usage was used by the researcher to analyze the data obtained in the present study.

(13) Findings

- 70% of students showed improvement in their essay writing skills.
- 55% of students improved their post-test scores by 50% over their pre-test scores. Thus, the Educational programme applied by researcher was successful.

- (14) **Implication** :
- Essays should be categorized into different categories such as festivals, sports, current issues, etc., and attention should be paid to how to begin the essay, what kind of original and experiential text to write in the middle, and what to write at the end.

(15) **Abstract Prepared / Submitted by** : Bhavanaben G. Parmar

(16) **Key Words** :

Difficulties / Problems Faced

Research-20

- (1) **Theme/Subject** : Gujarati
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : A Study on the Understanding of Adjectives Among Students of Standards 6 to 8.
- (4) **Name and Address of the investigator** : Priyankkumar M. Kosthi
- (5) **Name of the Institution where the Research was conducted** : BRC Co-ordinator, Thanagadh
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

The students of Standards 6 to 8 in primary schools of Thanagadh taluka made errors in identifying adjectives in Gujarati. When this problem came to the researcher's attention, the present action

- (11) **Objectives**
- To find out the errors made by students in identifying adjectives and their causes.
 - To design an Educational program for the remedy of the problem.

(12) **Methodology**

An experimental work was carried out with specific pre-planning of weekly activities by examining the possible causes of the problem. The

researcher implemented a pre-experimental design, in which a group pre-test and post-test design was used.

(A) Sample

Students of Standards 6 to 8 from primary schools of Thanagadh taluka were included as a sample in the present study.

(B) Sample technique

The researcher used a stratified random sampling method.

(C) Tools

In the present study, experimental work was undertaken by the researcher. The researcher designed a pre-test and a post-test, as well as an instructional program which included a presentation with examples clarifying the concept of adjectives through pictures, picture cards, etc.

(D) Analysis

The researcher analyzed the data collected through the research instrument in accordance with the objectives of the study using the simple percentage technique.

(13) Findings

- The program prepared by the researcher proved to be effective.

(14) Implication :

- First of all, the understanding of adjectives should be reinforced through various examples.
- Each type of adjective should be explained with various and sufficient examples.

(15) Abstract Prepared / Submitted by : Priyankkumar M. Kothi

(16) Key Words :

Lack of understanding

Research-21

- (1) Theme/Subject : Gujarati**
- (2) Stage of Education : Middle Stage**
- (3) Topic of Research : A Study of Noun-Related Understanding among standard-6 Students of Pay-Center School No. 7, Wadhwan**

- (4) **Name and Address of the investigator** : Dr. Rajenkumar D. Pitaliya
- (5) **Name of the Institution where the Research was conducted** : Lecturer,
DIET – Surendranagar
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024–2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

Learning Outcome Code G6.5.6 : *Identifies proper nouns, collective nouns, common nouns, material nouns, and abstract nouns, and uses them as required.*

A pre-test was conducted to assess the students' contextual knowledge. During the pre-test, a total of 25 students (12 boys and 13 girls) were present. The results obtained were as follows:

- 48% of students had an understanding regarding proper nouns.
- 40% of students had an understanding regarding common nouns.
- 44% of students had an understanding regarding collective nouns.
- 84% of students had an understanding regarding material nouns.
- 56% of students had an understanding regarding abstract nouns.

Thus, this research was undertaken by the researcher to find out the reasons behind the errors made in identifying nouns and to remedy them.

(11) Objectives

- To identify the causes of errors made by students in identifying nouns.
- To design and test an educational program for remedial intervention to overcome these errors

(12) Methodology

A pre-planned experiment was conducted for a total of four hours, one hour per day for four days, to investigate the possible causes of the problem. The researcher implemented a pre-experimental design, in which a group pre-test and post-test design was used.

(A) Sample

In the present study, 30 students of standard-6 (A) from Pay-Center School No. 7, Wadhwan, were included as the sample, which consisted of 16 boys and 14 girls.

(B) Sample technique

The researcher selected one cluster from among the various clusters of Wadhwan taluka and selected one school from it by using purposive technique. The selected school had two classes of standard-6, out of which one class was selected randomly. All the students studying in it were included in the sample.

(C) Tools

In the present study, charts, work cards, and presentations were prepared. As well as 20 mark test was developed by the researcher for student assessment.

(D) Analysis

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the experimental design was prepared.

In the present study, the researcher used simple percentage to analyze the data obtained according to objectives of this study.

(13) Findings

- 92% of students developed an understanding regarding proper nouns. Thus, there was an increase of 44%.
- 88% of students developed an understanding regarding common nouns. Thus, there was an increase of 48%.
- 84% of students developed an understanding regarding collective nouns. Thus, there was an increase of 40%.
- 100% of students developed an understanding regarding material nouns. Thus, there was an increase of 16%.
- 94% of students developed an understanding regarding abstract nouns. Thus, there was an increase of 38%.

(14) Implication :

- Teachers should appropriately utilize Innovative Pedagogy while teaching grammar.
- Teachers should make special use of media/activities such as play-way learning, quizzes, dialogues/role-plays, and ICT while teaching grammar concepts.
- Teachers should present an adequate number of examples while teaching grammar-related topics and prepare appropriate grammar learning materials.
- Information regarding nouns occurring in sentences should be provided while conducting prose reading.
- Planning should be made to assign creative/activity-based homework to students.

(15) Abstract Prepared / Submitted by : Dr. Rajenkumar D. Pitaliya

(16) Key Words :

Study / Understanding, Noun-Related / Nouns

Research-22

- (1) Theme/Subject : Psychology**
- (2) Stage of Education : Secondary Stage**
- (3) Topic of Research : A study of students of standard-11 do not participate in Morning Assembly (prayer)**
- (4) Name and Address of the investigator : Sureshbhai B. Dhoriya**
- (5) Name of the Institution where the Research was conducted : Dr. J. D. Kothari Secondary School, Chokdi, Chuda**
- (6) Category : Action Research**
- (7) Language of Research Report : Gujarati**
- (8) Year of completion : 2024-2025**
- (9) Published/Unpublished : Unpublished**

(10) Introduction

It came to the researcher's notice through observation that male students of standard-11 at Dr. J. D. Kothari Secondary School were not actively participating in the morning assembly. To examine the underlying reasons behind this and to resolve the problem, the present study was undertaken by the researcher.

(11) Objectives

- To identify the reasons behind male students not actively participating in the morning assembly program.
- To design an Educational program and test its effectiveness for resolving the problem.

(12) Methodology

The experiment was carried out weekly with specific pre-planning by checking the possible causes of the problem. Students were taught rhythmically with musical instruments during the last hour of each day.

(A) Sample

There were 31 students in Dr. J. D. Kothari Secondary School, Chokdi, out of which 21 were female students and 10 were male students. In the present study, 10 male students were included as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, the observation method was utilized by the researcher.

(D) Analysis

In the present study, the researcher used simple percentage analysis to analyze the collected data.

(13) Findings

Before the experiment, male students were not participating in the morning assembly. After the experiment, 6 out of 10 male students actively joined the prayer assembly. Thus, the researcher achieved a success rate of approximately 60%.

- (14) **Implication** :
- Teachers should make efforts to eliminate stage fear among students.
 - Students should initially be assigned small tasks.
 - The morning assembly program should be made diverse and engaging.
 - Musical instruments should be utilized during assembly programs.

(15) **Abstract Prepared / Submitted by** : Sureshbhai B. Dhoriya

(16) **Key Words** :

Standard–11 students, Morning Assembly, Non–Participation, Study

Research–23

- (1) **Theme/Subject** : English
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : A Study of Picture Description Understanding
among Class–8 Students of Shri Morathala
Primary School No. 1, Thangadh
- (4) **Name and Address of the investigator** : Jayendrakumar K. Jadav
- (5) **Name of the Institution where the Research was conducted** : C.R.C. Co–ordinator,
Devaliya
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024–2025
- (9) **Published/Unpublished** : Unpublished

(10) **Introduction**

When the researcher visited Shri Morathala Primary School No. 1, Thangadh, the following points came to light :

- Students did not have adequate understanding of English sentence structure.
- Students' English vocabulary was extremely minimal.
- Teachers did not provide sufficient practice in picture description/demonstration.

Among the students studying in Class–8, 65% of students faced

difficulty in English writing. To eliminate this problem, the researcher undertook the present study.

(11) Objectives

- Students were unable to frame/write sentences in English based on pictures or objects (to identify the reasons behind Learning Outcomes E827, E630, and E730).
- To design an Educational program to address this issue and test its implementation.

(12) Methodology

After examining the possible causes of the problem, a week-long, one-hour-a-day experiment was conducted with a specific pre-planned schedule for a total of eight hours.

(A) Sample

Students of Class–8 of Shri Morathala Primary School No. 1, Thangadh were included as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, a post–test (assessment tool) was constructed by the researcher.

(D) Analysis

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the experimental design was prepared. The researcher used simple percentage technique to analyze the obtained data.

(13) Findings

- 95% of students gained clear identification/understanding of pronouns.
- 85% of students started writing simple sentences in English.
- 80% of students developed their vocabulary.

- (14) **Implication** :
- Teachers should clarify the understanding of sentence structure in both Gujarati and English.
 - Various activities should be planned to enhance students' vocabulary.
 - Teachers should provide opportunity to every student and ensure full practice.

(15) **Abstract Prepared / Submitted by** : Jayendrakumar K. Jadav

(16) **Key Words** :

Capitalization, Pronunciation, Observations, Picture understanding

Research-24

- (1) **Theme/Subject** : English
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : A Study of the Lack of Handwriting Skills in Hindi Subject among Some Students of Class-6 of Shri Juna Jasapar Primary School
- (4) **Name and Address of the investigator** : Girishkumar Z. Rathod
- (5) **Name of the Institution where the Research was conducted** : Shri Juna Jasapar Primary School, Sayla
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

It came to the researcher's notice that the Class-6 students of Shri Juna Jasapar Primary School were not receiving proper guidance for writing. Teachers were not paying sufficient attention to the curves/strokes of letters, resulting in a noticeable lack of handwriting skills in Hindi subject among students. To resolve this problem, the researcher conducted the present study.

(11) **Objectives**

- To design and test a handwriting improvement program.

(12) Methodology

After examining possible causes of the problem, total of nine hours of carefully planned experimentation was carried out by the researcher to solve the problem.

(A) Sample

Students of Class–6 of Shri Juna Jasapar Primary School were included as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, transcription (copy writing) and dictation practice were conducted by the researcher for the students.

(D) Analysis

In the present study, the researcher prepared a list of probable causes and attempted to reach the root of the problem. Priority was assigned to the probable causes, based on which an outline for experimental work was prepared. In the present study, the researcher analyzed the collected data using simple percentage technique.

(13) Findings

- 64% of students started writing with good handwriting.

(14) Implication :

- Teachers should provide proper guidance regarding Hindi letters/alphabets.
- Frequent practice of sentence writing should be provided.

(15) Abstract Prepared / Submitted by : Girishkumar Z. Rathod

(16) Key Words :

Hindi handwriting skills, Writing difficulties

Research-25

- (1) **Theme/Subject** : English
- (2) **Stage of Education** : Preparatory Stage
- (3) **Topic of Research** : Students of standard-3 of Shri Chiroda bhadar Primary School make mistakes in reading in English subject
- (4) **Name and Address of the investigator** : Nayanaben R. Rana
- (5) **Name of the Institution where the Research was conducted** : Shri Chirodabhadar Primary School, Chotila
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

This action research was undertaken to understand the reasons why Class-3 students of Shri Chiroda bhadar Primary School experience difficulties in English reading and to address/remedy those issues.

(11) **Objectives**

- To investigate the types of difficulties experienced by students while reading English and the underlying reasons.
- To design an Educational program to remediate/correct errors made in English reading.

(12) **Methodology**

An eight-week experiment was conducted to investigate possible causes of the problem, with specific pre-planned activities lasting a minimum of 10 minutes and a maximum of 20 minutes per day.

(A) Sample

In the present study, 21 students of Class-3 of Shri Chiroda bhadar Primary School were included as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique.

(C) Tools

In the present study, flashcards, word games, and various educational games were utilized. Pre-test and post-test instruments were constructed by the researcher for assessment.

(D) Analysis

The researcher used t-test to analyze the obtained data.

(13) Findings

The mean difference t-value derived from the pre-test and post-test scores of Class-3 students was 3.86, which was statistically significant at the 0.01 level. Thus, it can be concluded that the implemented program was effective.

(14) Implication :

- Enrich vocabulary through activities such as flashcards, word games, and word matching/word pairs.

(15) Abstract Prepared / Submitted by : Nayanaben R. Rana

(16) Key Words :

Class-3 students, English reading skills, Reading errors

Research-26

- | | | |
|---|----------|---|
| (1) Theme/Subject | : | Hindi |
| (2) Stage of Education | : | Middle Stage |
| (3) Topic of Research | : | Class-8 students make spelling (word writing) mistakes in Hindi subject writing |
| (4) Name and Address of the investigator | : | Arunaben M. Bochiya |
| (5) Name of the Institution where the Research was conducted | : | Shri Chamundanagar Primary School, Chotila |
| (6) Category | : | Action Research |
| (7) Language of Research Report | : | Gujarati |
| (8) Year of completion | : | 2024-2025 |
| (9) Published/Unpublished | : | Unpublished |

(10) Introduction

This action research was undertaken to identify the causes of spelling (word writing) mistakes made by Class–8 students of Shri Chamundanagar Primary School, Chotila in Hindi writing and provide appropriate remedial measures.

(11) Objectives

- To study the reasons for spelling errors made by students in Hindi subject writing.
- To design an Educational program to prevent spelling errors.

(12) Methodology

A four-hour experiment was conducted with specific pre-planned activities to investigate the possible causes of the problem.

(A) Sample

In the present study, the students from Grade–8 of shri Chamundanagar Primary School, Chotila were included as the sample group.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, word writing, charts, picture stories, and a spelling dictionary were used.

(D) Analysis

In the present study, the researcher analyzed the collected data using simple percentage technique.

(13) Findings

Out of the total Class–8 students, 85% of students began writing Hindi without spelling errors.

(14) Implication :

- Students should be provided regular practice in Hindi writing.
- Students should be encouraged to make use of dictionaries.

(15) Abstract Prepared / Submitted by : Arunaben M. Bochiya

(16) Key Words :

Word Errors

Research-27

- (1) **Theme/Subject** : Mathematics
- (2) **Stage of Education** : Middlestage
- (3) **Topic of Research** : Standard-8 Students of Shri Parali Primary School Do Not Understand the Concepts in the Unit 'Basic Concepts of Geometry' in Mathematics
- (4) **Name and Address of the investigator** : Alpeshkumar K. Chakravarti
- (5) **Name of the Institution where the Research was conducted** : Shri Parali Primary School, Limbdi
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

Class-8 students of Shri Parali Primary School, Limbdi faced difficulties in understanding the basic concepts of geometry in Mathematics. This action research was undertaken to identify the causes and provide remedial solutions.

(11) **Objectives**

- To study the causes of difficulties faced by Class-8 students in understanding the basic concepts of geometry in Mathematics.
- To design an Educational program for remediation.

(12) **Methodology**

After examining the possible causes of the problem, a nine-day improvement program was planned to resolve the present problem.

(A) Sample

In the present study, all 52 students of Class-8 of Shri Parali Primary School, Limbdi were included as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, a nine-day remedial program was designed and implemented by the researcher.

(D) Analysis

In the present study, the researcher analyzed the collected data using simple percentage methods.

(13) Findings

Out of the total Class 8 students, 92% of students became well-acquainted with the basic concepts of geometry. Thus, the remedial program designed by the researcher proved to be effective.

(14) Implication :

- Basic concepts of geometry should be explained to students practically.

(15) Abstract Prepared / Submitted by : Alpeshkumar K. Chakravarti

(16) Key Words :

Conceptual understanding, Learning Gap, Remedial teaching

Research-28

- | | | |
|---|----------|---|
| (1) Theme/Subject | : | Environment / Environmental Studies |
| (2) Stage of Education | : | Middle Stage |
| (3) Topic of Research | : | A study on the lack of awareness regarding waste management among students of standard 6 to 8 of P M SHRI Ranagadh Primary School No. 1 |
| (4) Name and Address of the investigator | : | Brijesh R. Panchani |
| (5) Name of the Institution where the Research was conducted | : | PM SHRI Ranagadh Primary School No. -1, Limbdi |
| (6) Category | : | Action Research |
| (7) Language of Research Report | : | Gujarati |
| (8) Year of completion | : | 2024-2025 |
| (9) Published/Unpublished | : | Unpublished |

(10) Introduction

This action research was undertaken by the researcher to foster a positive attitude towards the environment among the students of PM SHRI Ranagadh Primary School No. -1.

(11) Objectives

- To create environmental awareness among students.
- To develop an understanding of waste management among students.
- To make activity-based environmental education.
- To instill environment-friendly habits in the school.

(12) Methodology

This was experimental research. The researcher implemented a pre-experimental design, in which a group pre-test and post-test design was used.

(A) Sample

In the present study, students of Classes 6 to 8 of P M SHRI Ranagadh Primary School No. 1, Limbdi were included as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, a questionnaire was prepared by the researcher to gather information. An observation sheet was prepared to gauge students' awareness towards the environment.

(D) Analysis

- Compared the results of the pre-test and post-test.
- Statistical analysis of the data was carried out.
- Qualitative analysis of observation-based data was conducted.

(13) Findings

- Students learned proper waste disposal techniques.
- Cleanliness was observed in the school campus.
- Compost manure started being prepared from waste.
- Students started taking care of plants.

- (14) **Implication** :
- An Eco-Club / Environment Club should be established in the school.
 - Students or groups demonstrating best performance should be encouraged/rewarded.

(15) **Abstract Prepared / Submitted by** : Brijesh R. Panchani

(16) **Key Words** :

Waste Management

Research-29

- (1) **Theme/Subject** : Gujarati
- (2) **Stage of Education** : Preparatory Stage
- (3) **Topic of Research** : Students of Class-2 of Shri Wadhwan Primary School No. 11 make errors in Word Reading
- (4) **Name and Address of the investigator** : Madan D. Makwana
- (5) **Name of the Institution where the Research was conducted** : C.R.C. Co-ordinator, Wadhwan-13
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

This action research was undertaken to eliminate various errors and difficulties observed during word reading among Class-2 students of Shri Wadhwan Primary School No. 11. This study focused on improving children's ability in letter recognition, pronunciation, and reading conjunctive letters (jodakshar).

(11) **Objectives**

- To resolve students' reading difficulties with level-specific letters and similar-looking letters (e.g., વ-ઘ, ઙ-ડ, ઢ-ઢ).
- To enable proper and clear pronunciation of characters like ર, ર્, ળ, ળ.

- To teach error-free reading of words with mantras, short/long 'i' (હસ્ત-દીર્ઘ ઈ), and suffixes.
- To overcome difficulties in reading complex/difficult letters (૫, ઢ, ળ, ળ), anusvara (nasal marks), and conjunct words.

(12) Methodology

- In this research, experimental and remedial teaching methods were used.
- Various educational activities, games and TLM-based experimental work were designed and implemented.

(A) Sample

In the present study, all 18 students of Class-2 of Shri Wadhwan Primary School No. 11 were included as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

- Pre-test and Post-test.
- Appendices 1 to 5 for alphabet, simple words, words with suffixes, complex letters, anusvara-conjunct words respectively.

(D) Analysis

- Compared the results of the pre-test and post-test.
- Statistical analysis of the data was carried out.
- Qualitative analysis of observation-based data was conducted.

(13) Findings

- **Alphabet/Letters** : Increased from 50% to 80%
- **Simple Words** : Increased from 48% to 80%
- **Words with Suffixes/Matras** : Increased from 44% to 75%
- **Complex/Difficult Letters (૫, ઢ, ળ, ળ)** : Increased from 38% to 65%
- **Anusvara and Conjunct Words** : Increased from 30% to 60%

- (14) **Implication** :
- **Regular Practice** : Regular reading practice with proper pronunciation should be conducted for children daily in school.
 - **Activity-based Learning** : While teaching conjunct or complex words, suitable actions or games (e.g., bird flying action) should be arranged according to the word.
 - **Use of TLM** : Maximum use of educational materials like charts, letter hanging festoons (toran), level trees, etc. in the classroom is essential.
 - **Teacher Training** : Teachers should emphasize model reading and listening skills to minimize the influence of local dialects or colloquial speech in language instruction.
- (15) **Abstract Prepared / Submitted by** : Madan D. Makwana
- (16) **Key Words** :
- Class-2, Word reading, Reading errors, pronunciation, Reading skills, Reading fluency, Word Recognition.**

Research-30

- (1) **Theme/Subject** : Pragna Approach
- (2) **Stage of Education** : Preparatory Stage
- (3) **Topic of Research** : A Study of Difficulties Faced by Class 1 and 2 Students in Pragna Classes of Limbdi Cluster
- (4) **Name and Address of the investigator** : Devarajbhai V. Sindhav
- (5) **Name of the Institution where the Research was conducted** : C.R.C. Co-ordinator, Limbdi-9
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

This action research was undertaken by the researcher to find solutions to the difficulties encountered in foundational literacy and numeracy (FLN),

number sense, and classroom participation among Class 1 and Class 2 Pragna classroom students across schools in the Limbdi-9 cluster.

(11) Objectives

- **Increase FLN Score :**

To increase FLN score by 15% or more within 8 weeks through Pragna activity cards, micro-TLM, and accurate station rotation.

- **Improve Classroom Participation :**

To increase student classroom participation by providing rubric-based feedback twice a week.

- **Parental Involvement :**

To achieve up to 20% improvement in letter/word recognition through parental contact and reading kits.

(12) Methodology

The researcher implemented a pre-experimental design, in which a group pre-test and post-test design was used.

(A) Sample

In the present study, 6 primary schools were purposefully selected from the primary schools under Limbdi Cluster-9. From each school, 20 students were randomly selected. Thus, a total of 120 students were included in the sample.

(B) Sample technique

Because the sampling process occurred in distinct successive stages, the primary overarching sampling design used in this study is multistage sampling (specifically combining purposive sampling at the school level and simple random sampling at the student level).

(C) Tools

- For an eight-week duration, activity cards, TLM kits, peer co-learning (Pair & Trio), micro-teaching (weekly two mini-lessons), home reading kits and fortnight parent dialogue sessions were implemented.
- Three 20-minute daily stations (Language, Mathematics, and Independent

Reading/Playful Station) were conducted.

(D) Analysis

Data was collected through the following instruments before and after the research (Pre-test) and after the research (Post-test) to assess the students :

- Language : Letter-recognition, sound-matching, word and sentence reading.
- Mathematics : Number-recognition (1-99), counting and object-relationship.
- Classroom behavior: 5-point rubric for attention and material handling.
- Compared the results of the pre-test and post-test.
- Statistical analysis of the data was carried out.

(13) Findings

In language, students scored higher marks in the post-test compared to the pre-test in letter recognition, word recognition, sentence reading, and comprehension. In mathematics, the post-test results for number recognition and simple mathematical operations were also found to be higher than the pre-test results.

(14) Implication :

- **Classroom Management** : Selection of cards according to the ladder inside the Pragna classroom, sharing information about tray/basket organization, and instilling the habit of placing cards back in their proper place after completion.
- **Encouraging Self-Learning** : Creating a fear-free environment where children sit in their chosen groups, work independently without hesitation or external guidance, and write in appropriate workbooks.
- **Teacher Training** : It is necessary to train teachers in station rotation, utilization of micro-TLM, and rubric-based continuous evaluation (green/yellow/red coding).

(15) Abstract Prepared / Submitted by : Devarajbhai V. Sindhav

(16) Key Words :

Pragna

Research-31

- (1) **Theme/Subject** : Hindi
- (2) **Stage of Education** : Preparatory Stage
- (3) **Topic of Research** : A Study of Errors Committed by Class-4 Students in Writing Hindi Alphabet
- (4) **Name and Address of the investigator** : Vinodbhai J. Sumera
- (5) **Name of the Institution where the Research was conducted** : C.R.C. Co-ordinator, Chuda
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

This study was conducted by the researcher to resolve the issue of errors committed while writing Hindi alphabets by the Class-4 students of Shri Nawi Morwad Pay-Center School, Chuda.

(11) **Objectives**

- To eliminate errors committed by students in writing Hindi alphabets.

(12) **Methodology**

- 16 different possible reasons were prepared to find out the reasons for the errors made by students in Hindi alphabet writing.
- An experimental method based on activity, game and smart technology was used.

(A) **Sample**

A total sample of 45 students was included in the present study.

(B) **Sample technique**

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) **Tools**

- Smart board, smart TV, and computers were used as educational teaching aids.

- Colors, cardstock sheets, and slips with written letters were used for activities.

(D) Analysis

- A simple percentage method was used to analyze the statistical data.

(13) Findings

Before the experiment, 22 out of 45 students (49%) had a low understanding of writing letters. After the experiment, 20 out of those 22 students (91%) were able to perform writing work proficiently.

(14) Implication :

- The use of TLM charts and modern smart boards should be increased in classrooms.
- Teachers must pay special attention to initial handwriting instruction and letter strokes/formation.
- Continuous practice of alphabets through games and activities is highly recommended.

(15) Abstract Prepared / Submitted by : Vinodbhai J. Sumera

(16) Key Words :

Hindi Alphabet, Writing improvement

Research-32

- | | |
|---|---|
| (1) Theme/Subject | : Gujarati |
| (2) Stage of Education | : Middle Stage |
| (3) Topic of Research | : A Study of Understanding of Adverbs Among
Class 6 to 8 Students |
| (4) Name and Address of the investigator | : Prashantkumar P. Bhatt |
| (5) Name of the Institution where the Research was conducted | : C.R.C. Co-ordinator, Bhugupur-2,
Chuda |
| (6) Category | : Action Research |
| (7) Language of Research Report | : Gujarati |
| (8) Year of completion | : 2024-2025 |
| (9) Published/Unpublished | : Unpublished |

(10) Introduction

- This research was aimed at solving a practical problem in education.
- This experiment was conducted in the upper primary section of Bhugupur Pay-Center School No. 2.

(11) Objectives

- To develop an understanding of adverbs among students.
- To make the teaching of Gujarati grammar interesting and simple.

(12) Methodology

This study was experimental research.

(A) Sample

- The selection of the school was done purposefully in this study.
- All students studying in Classes 6 to 8 of the upper primary section in Bhugupur Pay-Center School No. 2 were selected as the sample.

(B) Sample technique

The selection of the school was done purposefully in this study. All the students of sample school studying in standard 6 to 8 was selected.

(C) Tools

- Smart boards, smart TVs and computers were used as Educational teaching aids.
- PPTs, stories, and games were utilized for Education.

(D) Analysis

- Students' adverb-related understanding was monitored before and during the experiment.
- Activity-based assessment was conducted.
- Simple percentage method was used to analyze the statistical data.

(13) Findings

- Students' ability to identify adverbs increased.
- Innovative pedagogical methods proved to be highly effective.

(14) Implication :

- Adopt innovative methods to teach grammar.
- Make maximum use of ICT and TLM in the classroom.
- Teach students through group work and games.

(15) **Abstract Prepared / Submitted by** : Prashantkumar P. Bhatt

(16) **Key Words** :

Understanding, Adverbs, Study

Research-33

(1) **Theme/Subject** : English

(2) **Stage of Education** : Middle Stage

(3) **Topic of Research** : A Study of Students' Lack of interest and participation in English Learning

(4) **Name and Address of the investigator** : Rameshbhai P. Chavda

(5) **Name of the Institution where the Research was conducted** : C.R.C. Co-ordinator, Chuda-2

(6) **Category** : Action Research

(7) **Language of Research Report** : Gujarati

(8) **Year of completion** : 2024-2025

(9) **Published/Unpublished** : Unpublished

(10) **Introduction**

This action research was undertaken by the researcher to identify the reasons for the lack of interest (disinterest) towards the English subject among Class-8 students and to resolve the issue.

(11) **Objectives**

- To identify the reasons for students' lack of interest in the English subject.
- To design an educational program/action plan to address and resolve the problem.

(12) **Methodology**

A specific pre-planned experiment was conducted to investigate the possible causes of the problem.

(A) Sample

In the present study, 25 students of Class 8 from Gobarvala Primary School were included as the sample

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In this study, Spelling Games, Word Building Games, Storytelling, and Role-play were used by the researcher. Techniques and methods such as Questioning, Group Discussion, Dialogue, and Observation were utilized for assessment.

(D) Analysis

In the present study, the researcher used the simple percentage method to analyze the collected data.

(13) Findings

- Good progress was observed in Listening and Speaking Skills.
- Dialogue skills were developed among students due to group work

(14) Implication :

- Activity-based teaching work should be conducted in the classroom.
- Proper use of Audio-Visual aids should be made.
- Students should be given practice in simple sentences that are useful in daily life.

(15) Abstract Prepared / Submitted by : Rameshbhai P. Chavda

(16) Key Words :

Lack of interest, Learning difficulties

Research-34

- | | | |
|---|----------|---|
| (1) Theme/Subject | : | Hindi |
| (2) Stage of Education | : | Preparatory stage |
| (3) Topic of Research | : | Grade-5 students participate in Hindi grammar classes, but make errors in identifying adjectives and their types. |
| (4) Name and Address of the investigator | : | Sunilkumar D. Baraiya |
| (5) Name of the Institution where the Research was conducted | : | C.R.C. Co-Ordinator, Kanthariya, Chuda |
| (6) Category | : | Action Research |
| (7) Language of Research Report | : | Gujarati |

(8) **Year of completion** : 2024–2025

(9) **Published/Unpublished** : Unpublished

(10) **Introduction**

- This research aimed to solve a practical problem in education.
- This experiment was conducted in Grade-5 of Sondha Primary School under the Kanthariya Cluster.

(11) **Objectives**

- To develop understanding of adjectives among students.
- To develop understanding of types of adjectives among students.
- To make Gujarati grammar teaching interesting and simple.

(12) **Methodology**

This study was based on experimental research.

(A) **Sample**

- The selection of the school in the present study was done purposively.
- A sample of 48 students studying in Grade-5 of Sondha Primary School, Kanthariya Cluster, was selected.

(B) **Sample technique**

The selection of the school in the present study was done purposively.

(C) **Tools**

- Smart Board, Smart TV, and Computer were used as educational aids.
- PPTs, stories, and games were utilized for teaching.

(D) **Analysis**

- Students' understanding of adjectives was monitored before and during the experiment.
- Activity-based assessment was conducted.
- Simple percentage method was used to analyze the statistical data.

(13) **Findings**

- Students' ability to identify adjectives increased.
 - 50% of the students were able to identify adjectives in sentences.
 - 42% of the students could identify adjectives as well as state their types.
- Thus, modern pedagogical methods proved to be very effective.

- (14) **Implication** :
- Adopt innovative teaching methods for teaching grammar.
 - Maximize the use of ICT and TLM (Teaching Learning Material) in the classroom.
 - Teach students through group work and games.

(15) **Abstract Prepared / Submitted by** : Sunilkumar D. Baraiya

(16) **Key Words** :

Identify, Adjectives

Research-35

- (1) **Theme/Subject** : Psychology
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : Students do not attend school for one or two days after a long holiday of three to four days
- (4) **Name and Address of the investigator** : Jaypalsinh J. Masani
- (5) **Name of the Institution where the Research was conducted** : C.R.C. Co-ordinator, Dhrangadhra
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

This action research was undertaken by the researcher to find out the reasons why students do not attend school for one or two days after a long holiday of three to four days, and to remedy the situation.

(11) **Objectives**

- To find out the reasons behind students not attending school.
- To design an educational program for resolving the problem.

(12) **Methodology**

The researcher had formulated about 20 possible causes of the problem. After examining which, the following statements were found to be in the top

rank.

- Parents are not aware about the irregularity of the students.
- Co-curricular activities are not conducted in the school.
- Teachers do not conduct teaching work for one or two days after the holidays. Teachers are also on leave etc...

Keeping these statements in mind, an experimental work was carried out with specific pre-planning.

(A) Sample

In the present study, Class 6 (A) of Khambhada Upper Primary School was selected purposively. The students studying in this class constituted the sample of the study.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, the researcher used techniques such as direct observation, interview, and questionnaire.

(D) Analysis

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the experimental design was prepared. The researcher used simple percentage technique.

(13) Findings

By organizing co-curricular activities at the school level right after long holidays, the rate of student absenteeism decreased significantly.

(14) Implication :

- Students who attend school regularly and on time should be encouraged/rewarded.
- Co-curricular activities, cultural programs, and competitive events should be organized at the school level.
- Teachers should conduct face-to-face visits with parents.

(15) Abstract Prepared / Submitted by : Jaypalsinh J. Masani

(16) **Key Words** :

Attendance Rate

Research-36

(1) **Theme/Subject** : Psychology

(2) **Stage of Education** : Middle Stage

(3) **Topic of Research** : Students shows indifference towards the books/library

(4) **Name and Address of the investigator** : Ravirajsinh D. Zala

(5) **Name of the Institution where the Research was conducted** : C.R.C.Co-ordinator, Sauka Limbdi

(6) **Category** : Action Research

(7) **Language of Research Report** : Gujarati

(8) **Year of completion** : 2024-2025

(9) **Published/Unpublished** : Unpublished

(10) **Introduction**

During visits to primary schools in Sauka Cluster of Limbdi Taluka, the researcher observed that students are moving away from books and the library. Therefore, to find out the reasons behind this and to remedy the issue, the present study was undertaken by the researcher.

(11) **Objectives**

- To find out the reasons behind students becoming disinterested in books and the library.
- To design an educational program for resolving the problem.

(12) **Methodology**

The researcher created 21 possible reasons. After examining them, the following statements were found to be in the top position.

- Students are more interested in games than reading.
- Students feel bored while reading.
- Students do not get sufficient guidance from teachers about which books to read.
- Books according to the students' interests are not available in sufficient

numbers in the school library, etc.

Keeping these statements in mind, a ten-day experiment was conducted with specific pre-planning.

(A) Sample

In the present study, six schools from Sauka Cluster were selected purposively. Students studying in Grades 6 to 8 in these schools constituted the sample of the study.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, techniques like direct observation, personal interviews, and field observations were used by the researcher.

(D) Analysis

In the present study, the researcher used simple percentage method to analyze the collected data.

(13) Findings

- After the experiment, 50% of the students started visiting the school library regularly.
- 30% of the students started reading articles from magazines and newspapers.
- 30% of the students joined the library committee.

(14) Implication :

- A book introduction section should be included twice a week during prayer assembly.
- Teachers should guide students on which books to read according to their age level and mental level.
- Teachers should also use reference books during teaching work.
- A library committee should be formed at the school level.
- Activities that develop reading skills in students should be conducted.

(15) Abstract Prepared / Submitted by : Ravirajsinh D. Zala

(16) Key Words :

Indifference

Research-37

- (1) **Theme/Subject** : Psychology
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : A Study on the Low Usage of Library Books by Students of standard 6 to 8
- (4) **Name and Address of the investigator** : Sanjaykumar V. Gabu
- (5) **Name of the Institution where the Research was conducted** : Shri Ramdevgad Primary School, Chuda
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

During a visit to Shri Ramdevgad Primary School in the Chuda-3 Cluster of Chuda Taluka, the researcher observed that students of standard 6 to 8 were making low usage of library books. Therefore, to find out the reasons behind this and to remedy the issue, the present study was undertaken by the researcher.

(11) **Objectives**

- To find out the reasons why students are becoming disinterested in books and the library.
- To design an Educational program for resolving the problem.

(12) **Methodology**

The researcher created 12 possible reasons. After examining them, the following statements were found to be in the top rank.

- Students are not easily able to get their favorite books from the library.
- Lack of a proper system for giving books.
- Teachers are not providing adequate guidance.
- Books according to the students' interests are not available in sufficient numbers in the school library, etc.

Keeping these statements in mind, a ten-day experiment was conducted with specific pre-planning.

(A) Sample

In the present study, Shri Ramdevgad Primary School of Chuda-3 Cluster was selected purposively. A total of 34 students studying in standard 6 to 8 of this school constituted the sample of the study.

(B) Sample technique

In this present study, researcher used purposive sampling technique to select a school. The researcher selected one school of his cluster using purposive sampling method. In which the studying students of class 6 to 8 were randomly selected.

(C) Tools

In the present study, techniques like direct observation, personal interviews, and field observations were used by the researcher.

(D) Analysis

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the experimental design was prepared.

In the present study, the researcher used simple percentage to analyze the information obtained.

(13) Findings

- After the experiment, 73% of the students started utilizing library books.

(14) Implication :

- A book introduction section should be included twice a week during prayer assembly.
- Teachers should guide students on which books to read according to their age level and mental level.
- Teachers should also use reference books during teaching work.
- A library committee should be formed at the school level.

(15) Abstract Prepared / Submitted by : Sanjaykumar V. Gabu

(16) Key Words :

Low Usage of Library

Research-38

- (1) **Theme/Subject** : English
- (2) **Stage of Education** : Middle Stage
- (3) **Topic of Research** : Lack of English Vocabulary Observed Among Grade-6 Students
- (4) **Name and Address of the investigator** : Hetal M. Shukla
- (5) **Name of the Institution where the Research was conducted** : C.R.C. Co-ordinator, Zampodhar, Wadhwan
- (6) **Category** : Action Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

A major lack of English vocabulary was observed among Grade-6 students of Shri Zampodhar Primary School, Wadhwan Taluka, Surendranagar District. This problem of weak linguistic foundation is not limited to a single school or classroom; however, to maintain scientific rigor in research, this action research was limited specifically to standard-6 students. In the past, traditional efforts were made by teachers—such as having students read, providing basic foundational knowledge, and adjusting or increasing English period durations—but expected success was not achieved.

(11) **Objectives**

- To scientifically identify the real and underlying causes behind the lack of English vocabulary in standard-6 students.
- To eliminate students' fear, disinterest, and hesitation in speaking English.
- To significantly increase students' vocabulary by implementing modern teaching methods and various engaging activities.

(12) **Methodology**

The present study used a systematic and scientific 'Action Research' methodology. A data-driven approach was adopted to verify whether the problem is merely a perception or a real fact.

(A) Sample

For this research, a total of 40 students from the standard-6 of Shri Zampodhar Primary School were selected as the sample.

(B) Sample technique

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) Tools

In the present study, two primary methods were adopted to reach the root of the problem : Observation and Testing.

(D) Analysis

- Information about the child's situation was obtained through interviews with the school principal and other teachers and through questioning.
- The socio-economic situation of the home and the educational environment were studied by meeting the parents of the students face to face.
- The students' past results were checked and an attempt was made to find out their real problems by organizing questionnaire-based tests.
- The students' previous academic records were analyzed and supplementary information was collected by meeting their friends.
- Based on the information collected, 17 possible causes were analyzed.

(13) Findings

- At the beginning of the experiment, only 10 out of 40 students could understand English words, whereas by the end, 22 students showed a major increase in vocabulary usage.
- 30 students in the class were able to easily give synonyms and antonyms, and 33 students started making active attempts to answer.
- Out of the 30 students who never used to respond, 23 started speaking in class; and out of 26 who felt hesitant, 24 started answering without hesitation.

(14) Implication :

- **Activity-Based & Experiential Learning** : NEP emphasizes experiential

learning over rote learning. Language teaching methods using charts, pictures, sports/games, and dramatization (Action) as demonstrated in this study should be made widespread in primary schools.

- **Technology and Multimedia Integration (ICT Integration) :** The education policy advocates digital literacy. Using audio-visual media, educational videos, and ICT tools in classrooms can make complex subjects interesting.
- **Transformation in Teacher Training (Teacher Capacity Building) :** Traditional strict behavior of teachers acts as a barrier to learning. Modules should be added in teacher training (B.Ed. / D.El.Ed.) curricula to train teachers in creating a child-centric, affectionate, and empathetic environment.
- **School-Community Engagement (Parent & Community Engagement) :** Dialogue between school and parents is essential for a student's holistic development. Bringing awareness among rural and underprivileged parents through regular parent meetings (SMC meetings) to ensure their participation in the educational process is a key objective of NEP.

(15) **Abstract Prepared / Submitted by :** Hetal M. Shukla

(16) **Key Words :**

Lack of English Vocabulary

Research-39

- | | | |
|-----|---|--|
| (1) | Theme/Subject | : English |
| (2) | Stage of Education | : Middle Stage |
| (3) | Topic of Research | : A study of the students of standard-8 of Shri Chamraj Pay-Center School make mistakes in English Pronunciation |
| (4) | Name and Address of the investigator | : Sneha S. Khandhar |
| (5) | Name of the Institution where the Research was conducted | : C.R.C. Co-ordinator, Latuda, Wadhwan |
| (6) | Category | : Action Research |

- (7) **Language of Research** : Gujarati Report
- (8) **Year of completion** : 2024–2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

Students of standard–8 of Shri Chamaraj Pay–Center School in Surendranagar district were observed making mistakes in English pronunciation. The present study was undertaken by the researcher to identify the reasons behind this problem and to find a solution scientifically.

(11) **Objectives**

- To develop interest in the English language among students.
- Students learn to understand and speak English.
- To remove shyness and fear towards the English language.
- Students learn to pronounce English correctly

(12) **Methodology**

This study was based on action research.

(A) **Sample**

In the present study, 20 students of standard–8 from Shri Chamaraj Pay–Center School were included in the sample.

(B) **Sample technique**

In this present study, researcher used purposive sampling technique among various sampling methods.

(C) **Tools**

In the present study, techniques like direct inspection, interviews and observations were used by the researcher.

(D) **Analysis**

In the present study, the researcher tried to get to the root of the problem by preparing a list of possible causes. The possible causes were given priority. Based on this, the outline of the experimental work was prepared.

- Students were made to read an English paragraph in the classroom.
- Discussions were held with teachers, principal and students.

- A questionnaire was prepared to find out the possible causes of the problem.
- Responses were obtained from the students through the questionnaire.

In the present study, the researcher used simple percentage method to analyze the collected data.

(13) Findings

- Students made mistakes due to stage fear in themselves.
- Teachers themselves made some incorrect pronunciations, which affected the students.
- Students lacked confidence and basic knowledge.
- Students did not get enough opportunities to speak English.

(14) Implication :

- **Teacher Training** : Special training should be provided to teachers to refine and correct their own pronunciation.
- **Fear-Free Environment** : As per NEP guidelines, stage fear should be removed through games, sports, and activities in the classroom.
- **Foundational Literacy** : Remedial Teaching should be provided to strengthen basic English knowledge.
- **Speaking Opportunities** : The use of language labs or modern tools (TV, Radio) should be increased.

(15) Abstract Prepared / Submitted by : Sneha S. Khandhar

(16) Key Words : Study, Pronunciation Errors

Research-40

- | | | |
|---|----------|---|
| (1) Theme/Subject | : | Testing and Assessment |
| (2) Stage of Education | : | Preparatory and Middle Stage |
| (3) Topic of Research | : | A Study of the Educational Achievement of Students of standard V, VII and VIII of Surendranagar District Under The Gujarat Achievement Survey (GAS)-6 |
| (4) Name and Address of the investigator | : | Dr. Rajenkumar D. Pitaliya |
| (5) Name of the Institution where the Research was conducted | : | DIET-Surendranagar |
| (6) Category | : | Survey |
| (7) Language of Research Report | : | Gujarati |
| (8) Year of completion | : | 2024-2025 |
| (9) Published/Unpublished | : | Unpublished |
| (10) Introduction | | |

The present study was conducted by the researcher to study the academic achievement of a total of 11 (eleven) subjects of students of standards 5, 7 and 8 in terms of some variables and to identify standard-wise and subject-wise difficult Learning Outcomes by the lecturer of C.M.D.E. (Curriculum Material Development & Evaluation) branch of District Education and Training Building, Surendranagar.

(11) Objectives

- To examine the academic achievement of students of standards 5, 7 and 8 of schools in Surendranagar district.
- To identify standard-wise and subject-wise difficult sections in standards 5, 7 and 8 of schools in Surendranagar district.
- To identify difficult learning outcomes based on the standard-wise and subject-wise difficult sections identified in standards 5, 7 and 8 of schools in Surendranagar district.
- To conduct a comparative study of the results of GAS-1, GAS-2, GAS-4, GAS-5 and GAS-6.

- To examine the effect of gender on the academic achievement of students of standards 5, 7 and 8 of schools in Surendranagar district.
- To examine the effect of area on the academic achievement of students of standards 5, 7 and 8 of schools in Surendranagar district.

(12) Methodology

In present research, the researcher used the survey method among descriptive research methods.

(A) Sample

In the present research, a total of 150 schools of Surendranagar district randomly selected by GCERT were included in the sample. Five primary schools per taluka were randomly selected, i.e. 15 primary schools per taluka were selected. Thus, a total of 150 primary schools were selected. Students of each standard of the selected school were taken as a sample. In the present study, 3650 students were included in the sample. Out of which the number of boys and girls was 1851 and 1799 respectively. There were 3138 students from rural areas and 512 students from urban areas.

(B) Sample technique

The researcher used random sampling technique.

(C) Tools

An achievement test developed and validated by the Gujarat Council of Educational Research and Training (GCERT), Gandhinagar, was used.

(D) Analysis

In the present research, test papers of Gujarati, Mathematics, Environment, Social Science and Science subjects of standards 5, 7 and 8 of ten talukas of Surendranagar district were received. The purpose of this research was to know the achievement of each subject of that standard. With the help of a computer program, the average and standard deviation and t-value of all the above tests were found standard-wise, subject-wise, gender-wise and area-wise. On the basis of which the achievement score of the district was found. Also, standard-wise and subject-wise difficult points were found to know what the students find difficult. For the analysis and interpretation of the collected data related to the objectives of the study, a guidance workshop was organized by

GCERT, Gandhinagar from 22/04/2025 to 24/04/2025 (three days). The researcher used various statistical methods to analyze the obtained data.

(13) Findings

The findings of the present study were as follows.

▣ Comparison of standard-wise and subject-wise academic achievement of students of standard 5, 7 and 8 of primary schools in Surendranagar district.

- The OVER ALL average academic achievement obtained by students in Standard-5 was 63.05%. Comparing the information obtained, it is seen that the achievement in the environment subject was high. Thus, there is a need to focus on language and mathematics in Standard-5.
- The OVER ALL average academic achievement obtained by students in Standard-7 was 54.69%. Comparing the information obtained, it is seen that the achievement in language, mathematics and social science subjects was high. Thus, there is a need to focus on science in Standard-7.
- The OVER ALL average academic achievement obtained by students in Standard-8 was 59.86%. Comparing the information obtained, it is seen that the achievement in only language subject was high. Thus, there is a need to focus on mathematics, science and social science in Standard-8.

From a psychological point of view, as a student enters the higher standard, i.e. as his age increases, his ability increases. Here, that result was obtained.

▣ Standard-wise and subject-wise classification of difficult sections of primary schools in Surendranagar district and their percentage.

- In Standard-5, Section 20 of Mathematics was found difficult.
- In Standard-7, Sections 9 and 10 of Gujarati; Section 25 of Mathematics; Sections 39 and 44 of Science while Sections 52 and 57 of Social Science were found difficult.
- In Standard-8, Sections 12 and 15 of Gujarati; Section 30 of Mathematics; Sections 39 and 44 of Science while Section 48 of Social Science were found difficult.

Determination of difficult learning outcomes based on standard-wise and subject-wise difficult sections of primary schools in Surendranagar district

Standard-wise and subject-wise tough learning outcomes

STD	Subject	Hard Items	No. of LOs	Learning Outcome
5	Maths	20	503.2	Angles formed in the surrounding environment are represented as right angles, short angles, and acute angles.
7	Gujarati	9, 10	G705.3	Uses multiple adjectives and adverbs to make the expression precise and effective.
	Maths	25	M712.1	Identify the pair of angles formed by the intersection of two parallel lines. Also, find the measure of another angle from the given measure of one angle.
	Science	39, 44	• SC705 • SC706	• Connects processes and events to causes. • Explains processes and events.
	S.S.	52, 57	• SS718 • SS701	• Compares the policies of different rulers. • Identifies the main internal layers of the Earth, types of rocks, and layers of the atmosphere through diagrams.
8	Gujarati	12, 15	G819	Knows and uses operative grammar.
	Maths	30	M804.13	Finds the smallest number by which a given number can be multiplied or divided to obtain a perfect cube.

Science	39, 44	• SC804 • SC809	• Connects processes and events with causes. • Draws diagrams/flowcharts with names of processes and organisms.
S.S.	48	SS808	Analyzes the factors responsible for the production of different crops in important countries. (e.g., marks the countries known for the production of wheat, rice, cotton, flax, etc. on the world map.)

☛ The impact of gender on academic achievement

- In Standard-5, there was no effect of gender on achievement test of Gujarati, Mathematics and Environment subjects.
- In Standard-7, there was no effect of gender on achievement test of Gujarati and Science subjects. While there was an effect of gender on academic achievement of Mathematics and Science subjects. Here, boys were seen to be superior compared to girls.
- In Standard-8, there was an effect of gender on academic achievement of Gujarati, Science and Science subjects. Here, girls were seen to be superior compared to boys.

☛ Effect of area on educational achievement

- In Standard-5, the effect of area was seen on the achievement test of Mathematics. Hence, it can be said that the achievement of students from urban areas was higher than that of rural areas.
- In Standard-7, the effect of area was seen on the achievement test of Mathematics, Science and C.S. subjects. The achievement of students from rural areas was higher than that of urban areas.
- In Standard-8, the effect of area was seen on the achievement test of Gujarati, Mathematics, Science and C.S. subjects. The academic achievement of students from urban areas was higher than that of rural areas. While the academic achievement of students from rural areas in Gujarati was higher.

■ Analysis of responses to the Student Questionnaire (PQ) given by students

★ School Attendance & Accessibility

- 97.07% enjoy coming to school.
- 81.07% face no difficulty reaching school.
- 17.60% experience some travel difficulties.
- 22.80% missed over seven consecutive days.

★ Parental Background

- **Mothers:** Mostly agricultural laborers, housekeepers, daily workers, or marketers.
- **Fathers:** Mostly farmers.
- **No schooling:** 23.47% of mothers and 8.53% of fathers.
- **Primary education:** Highest group, accounting for 50% of parents.
- **Higher education:** 20% secondary, 10% higher secondary, and only 7% graduates.

★ Classroom & Language

- **Language:** Teacher instructions match the language spoken at home for most.
- **Comprehension:** 95% of students understand their teacher.
- **Participation:** 85% join all activities, and most ask questions.

★ Early Education & Home Habits

- **Starting point:** 50.40% Anganwadi, 37.33% Standard 1, and 6.80% Balwatika.
- **Home discussion:** 64.67% share daily learnings; others need motivation.
- **Study help:** Most receive academic help from family members.
- **Extra reading:** Most read non-textbook literature only once a week.

★ Subject Preferences & Activities

- **Favorite subjects:** Mathematics (35.73%), Language (23.07%), and Social Science (20.93%).
- **Games:** 76.67% follow teacher instructions; 13.33% prefer independent play.
- **Top activities:** Sports, reading, drawing, coloring, and computer games.

★ School Resources

- **Library:** Most borrow books once or twice a week or month.
- **Computers:** Only 8.27% use them daily; 6.13% report no computers available.

▣ **Analysis of responses to the Teacher Questionnaire (TQ) given by teachers**

• **Demographics & Qualifications :**

The survey mainly consists of full-pay teachers aged 31–50 (77%) with postgraduate degrees, secondary teacher-training (B.Ed. or above), and 11–20 years of total experience, teaching subjects aligned with their specialization.

• **Teaching Practices & Resources :**

Language (28%) and Mathematics (23%) are the most taught subjects, with teachers relying daily on teacher manuals, educational kits, and learning outcome booklets while incorporating methods like discussions, peer evaluations, and experiential learning.

• **Professional Engagement & Research Gap :**

Teachers show high engagement in BRC/CRC meetings (81%) and regular parent discussions (91%), but display indifference toward research, with only 21% interested in research and 18% participating in action research.

• **Key Challenges & Satisfaction :**

Despite high job satisfaction and strong support structures, about 50% of teachers face major daily challenges, including large class sizes, indiscipline, multi-grade teaching, and inadequate physical or educational resources.

▣ **Analysis of responses to the School Questionnaire (SQ) given by the school principal**

• **Awareness and Orientation of NEP 2020 :**

Principals reported high awareness of NEP 2020 recommendations among teachers and active orientation of both students and School Management Committee (SMC) members regarding their respective roles.

• **Modern Pedagogical Practices and Resource Usage :**

Schools demonstrate a strong focus on student-centric learning—featuring self/peer evaluations, open discussions, active library use, and routine co-

curricular events (science, arts, sports) – with half of the schools constantly using the DIKSHA digital platform.

- **Institutional Strengths vs. Resource Challenges :**

While teacher satisfaction, professional development, and collective efforts toward student success remain high, principals highlighted that shortages of teachers and support staff directly impair instructional quality.

- **Strong Administrative Oversight and Guidance :**

District and taluka-level officers conducted frequent visits (exceeding three visits per school in 2024–25), delivering targeted guidance on teaching-learning processes, resource utilization, and co-curricular integration.

(14) Implication :

(A) Curriculum & Pedagogy Implications

- **Targeted remedial training** is vital for Standard-5 Language/Math, Standard-7 Science, and Standard-8 Math/Science/Social Science due to low subject performance.
- **Geometry and advanced math teaching** must be simplified, as learning outcomes linked to angles, parallel lines, perfect cubes, and world mapping are major pain points.
- **Rote learning must change** to cause-and-effect learning, since students struggle heavily with connecting processes to their root causes.

(B) Teacher Support & Infrastructure Implications

- **Classroom infrastructure needs expansion** because 50% of teachers face structural challenges like high student-to-teacher ratios and multi-grade teaching.
- **Action research training is critical** to address the fact that teachers are currently indifferent toward educational research.
- **Digital integration must increase** since only 8.27% of students use computers daily and 50% of principals state teachers do not use the Diksha platform consistently.

(C) Socio-Economic & Demographic Implications

- **Urban-rural disparities require tailored strategies** because rural students perform better in Standard-7, while urban students excel in Standard-5 and Standard-8.

- **Gender-focused teaching methods** are needed, as boys excel in Standard-7 Math/Science while girls significantly outperform boys across Standard-8 subjects.
- **Simplified parent communication** is necessary because over 23% of mothers have no schooling, and the majority of parents have only completed primary education.

(D) Student Well-being Implications

- **Attendance tracking needs stricter rules** because a learning 22.80% of students were absent for more than seven consecutive days.
- **Library culture must be incentivized** since students currently read external literature only once a week or month.

(15) **Abstract Prepared / Submitted by** : Dr. Rajenkumar D. Pitaliya

(16) **Key Words** :

Educational Achievement, Study, GAS

Research-41

- (1) **Theme/Subject** : Educational Philosophy
- (2) **Stage of Education** : Preparatory Stage
- (3) **Topic of Research** : A Study of Shree Gijubhai Badheka's Thoughts on Education
- (4) **Name and Address of the investigator** : Dr. Rajenkumar D. Pitaliya
- (5) **Name of the Institution where the Research was conducted** : DIET-Surendranagar
- (6) **Category** : Large Scale Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

Shri Gijubhai Badheka has made a significant contribution to many experiments in the world of education. Shri Gijubhai Badheka holds a unique place in the world of education as a child educator, so it is natural to be curious about his educational thought. By imbibing Maria Montessori's educational thought, Shri Gijubhai Badheka gave an independent thought of 'child' and

'child education', and among the best efforts made in Gujarat to test Mahatma Gandhi's educational thought at an experimental level, Shri Gijubhai Badheka's educational experiment is one that demands independent study.

Thus, the researcher has tried to understand the educational thoughts of Shri Gijubhai Badheka through the present study. The study of his educational thoughts is presented here which is interesting and attractive.

(11) Objectives

- To study the thoughts of Shri Gijubhai Badheka on the concept of Education.
- To study the thoughts of Shri Gijubhai Badheka on the nature of Education.
- To study the thoughts of Shri Gijubhai Badheka on the principles of Education.
- To study the thoughts of Shri Gijubhai Badheka on the purposes of Education.
- To study the thoughts of Shri Gijubhai Badheka on the curriculum of Education.
- To study the thoughts of Shri Gijubhai Badheka on the method of Education.
- To study the thoughts of Shri Gijubhai Badheka about discipline.
- To study the thoughts of Shri Gijubhai Badheka about the teacher.

(12) Methodology

Since the present study is a practical type of research, the content analysis method was used among the descriptive methods.

(A) Sample

Shri Gijubhai Badheka's books, articles, lecture notes, educational institutions founded by him, practical ideas can be considered as the scope and model of this study.

(B) Sample technique

The researcher used purposive sampling technique.

(C) Tools

Shri Gijubhai Badheka's books, articles, lecture notes, educational institutions founded by him, practical ideas etc.

(D) Analysis

- The researcher used the self-composed books of Shri Gijubhai Badheka to collect information relevant to the study.
- Books written by other writers and thinkers about the life, poetry and works of Shri Gijubhai Badheka were also studied.
- Books related to the present study were studied by visiting various libraries and necessary notes were made.
- Keeping in view the objectives of the present study, the researcher prepared various cards. It included issues like meaning of education, objectives of education, curriculum, teaching method, discipline, evaluation.
- Various chapters were prepared based on the above points.

(13) Findings

✎ Regarding the concept of Education

- **Lifelong Human Development**

Education is a continuous, lifelong effort synonymous with life itself, focusing on the balanced physical and mental growth of an individual.

- **Philosophical and Cultural Enrichment**

True education shapes a person's core philosophy of life and molds them into deeply cultured, values-driven individuals.

✎ Regarding the Nature of Education

- Education should be constantly innovated.
- The school environment should be free for students.
- Values should be nurtured in children through education.
- True education is that which teaches through the struggle of life.
- True education is that which teaches through hard work.

✎ Regarding the Principles of Education

- **Child-Centered and Free Activity**

Education should be a free, non-restrictive process tailored to each child's unique ability, awakening their latent powers through nature-based and activity-driven learning.

- **Inspirational Character Building**

Rather than commanding students, learning should build character

naturally by studying the inspiring lives and impactful works of great people.

✎ **Regarding the objectives of Education**

- **Child-Centric and Burden-Free Learning**

Schooling must prioritize a stress-free environment that grants children the freedom to engage in active learning and discover their own potential.

- **Ethical Character and National Unity**

The core purpose of education is to instill consistency, altruism, and moral values that build individual character while preserving national culture and unity.

✎ **Regarding the Curriculum**

Gijubhai Badheka places more emphasis on linguistics, science, history, geography, social studies, industrial subjects, mathematics, English, painting, music, botany, and physical education.

✎ **Regarding Teaching Methods**

- **Experiential and Active Learning**

Education should rely on direct experiences like travel, sports, hobbies, storytelling, role-playing, and hands-on crafts such as pottery and weaving to replace rigid lectures.

- **Flexible and Modern Methodology**

Schools must combine formal and informal environments, leverage tactile educational equipment, and adopt specialized pedagogical frameworks like the Montessori and repetition methods.

✎ **Regarding Discipline**

- Students should be taught with love.
- The virtues of good manners, self-control, and fearlessness should be cultivated.
- Children should be taught self-discipline and the ability to distinguish between good and bad.

✎ **Regarding the teacher in the Education process**

- **Nurturing and Compassionate Mentorship**

The teacher must cultivate a deep, intimate, and motherly bond with

students, showing patience and pure language to free them from anger, greed, and negative influences.

- **Inspirational and Adaptive Leadership**

As a lifelong learner, the teacher should combine high self-respect with innovative methods to stimulate student imagination, independent thinking, and spiritual growth.

(14) Implication :

- **Holistic and Vocational Skills**

Schooling must move beyond basic literacy to include creative hands-on work, local toy-making, health skills, and vocational training that fosters economic self-reliance.

- **Social Responsibility**

Education should cultivate civic duty by actively engaging teachers and students in community relief work during natural or man-made disasters.

(15) Abstract Prepared / Submitted by : Dr. Rajenkumar D. Pitaliya

(16) Key Words :

Contribution in Education, Educational Thoughts

Research-42

- | | | |
|---|----------|--|
| (1) Theme/Subject | : | Teachers' Training |
| (2) Stage of Education | : | Middle Stage |
| (3) Topic of Research | : | Implementation of teacher training at the school level in Surendranagar district : Opinions of teachers from grades 6 to 8 |
| (4) Name and Address of the investigator | : | Vimal U Dangi |
| (5) Name of the Institution where the Research was conducted | : | DIET - Surendranagar |
| (6) Category | : | Major Research |
| (7) Language of Research Report | : | Gujarati |
| (8) Year of completion | : | 2024-2025 |
| (9) Published/Unpublished | : | Unpublished |

(10) Introduction

Under the Gujarat Outcomes Accelerated Learning (GOAL) project, keeping in mind the training needs of teachers across the state, including SoE schools, and based on the results and findings of NAS 2017, Gunotsav 2.0, unit and periodic tests, as well as the Gujarat State Level Achievement Survey (G-SLAS), key challenge areas have been identified. The training for Grades 1 to 5 in Gujarati, Mathematics, and Social Science focuses on how teachers can teach the content to children easily and effectively, how to make concepts clear to students, how to use innovative pedagogy in the classroom, and how to simplify difficult points with more activities. These aspects can be really useful for teachers in their classroom teaching practice.

(11) Objectives

- Study the effectiveness of DLI 4 teacher training for grades 6 to 8.
- Study the effectiveness of teacher training by grade/subject.
- Teachers get informed about the difficult learning outcomes of language, social science, and science-math subjects from grades 6 to 8.
- Teachers know the ways to simplify difficult study outcomes in language, social science, and science-math subjects for grades 6 to 8.
- Teachers use ways to simplify tough learning outcomes in language, social studies, and science-math subjects for grades 6 to 8 in the classroom and get familiar with higher-order thinking questions.

(12) Methodology

(A) Sample

Teachers teaching in standards 6 to 8 in Surendranagar district

(B) Sample technique

The researcher used stratified random sampling method.

(C) Tools

- Pre-test and Post-test for Language, Mathematics, and Social Science created by GCERT Gandhinagar were used.

(D) Analysis

- The researcher used t-test to analyze the obtained data.

(13) Findings

- In Grade 6 to 8 DLI - 4 teacher training, the first hypothesis was accepted, meaning that in Gujarati, there was no significant difference between the average scores teachers got in the pre-test and post-test.
- In Grade 6 to 8 DLI - 4 teacher training, the second hypothesis was rejected, meaning that in Mathematics, there was a significant difference between the average scores teachers got in the pre-test and post-test.
- In Grade 6 to 8 DLI - 4 teacher training, the third hypothesis was rejected, meaning that in Social Science, there was a significant difference between the average scores teachers got in the pre-test and post-test.

(14) Implication :

- Study the effectiveness of teacher training based on area and caste.
- Conduct state-wide research to check the effectiveness of teacher training.

(15) Abstract Prepared / Submitted by : Vimal U Dangi

(16) Key Words :

Teacher training, DLI - 4

Research-43

- (1) Theme/Subject :** Gujarati
- (2) Stage of Education :** Foundational Stage
- (3) Topic of Research :** A Study of Opinions on the Gujarati Adhyayan
Samput of Standard 1 and Standard 2
- (4) Name and Address of the investigator :** Dr. Gayatriben J. Dave
- (5) Name of the Institution where the Research was conducted :** DIET-Surendranagar
- (6) Category :** Major Research
- (7) Language of Research Report :** Gujarati
- (8) Year of completion :** 2024-2025
- (9) Published/Unpublished :** Unpublished
- (10) Introduction**

Aligning with global Sustainable Development Goal 4 and the National

Education Policy 2020, India's foundational education framework focuses on holistic child development across Balvatika and standard 1 and 2. Starting in 2024, the state curriculum integrated the 'NIPUN Bharat Mission' and 'National Curriculum Framework' guidelines by introducing activity-oriented learning materials known as the Adhyayan Samput (Learning Kit).

Built on learning outcomes across 13 developmental goals, this pilot learning kit includes teacher handbooks and activity suggestions for standard 1 and 2. Pursuant to a directive from GCERT Gandhinagar dated October 25, 2024, DIET Surendranagar assigned this research study to evaluate stakeholder opinions on the effectiveness of these pilot materials.

(11) Objectives

- To construct an opinionnaire to ascertain teachers' opinions regarding the Gujarati Adhyayan Samput for Standard 1 and Standard 2.
- To study teachers' opinions regarding the Gujarati Adhyayan Samput for Standard 1 and Standard 2.
- To identify opinions of teachers teaching Gujarati in Standard 1 and Standard 2 based on gender.
- To identify opinions of teachers teaching Gujarati in Standard 1 and Standard 2 based on geographical area.

(12) Methodology

(A) Sample

With the assistance of BRP NIPUN from each taluka, the researcher purposively selected teachers teaching Gujarati in Grades 1 and 2 using the Adhyayan Samput from 10 rural and 10 urban primary schools in each taluka, along with 10 BRP NIPUNs from the ten talukas. Thus, the sample size was 212.

(B) Sample technique

The researcher used stratified random sampling method.

(C) Tools

An opinionnaire was constructed to evaluate teachers' opinions regarding the Grade 1 and 2 Gujarati Adhyayan Samput. Although not standardized, systematic tool-construction steps were followed. First, the researcher analyzed the Grade 1 and 2 Adhyayan Samput and decided to gather opinions across six dimensions:

1. Opinions related to the Adhyayan Samput
2. Opinions related to the teacher's perspective
3. Opinions related to classroom/instructional processes
4. Opinions related to students
5. Opinions related to Foundational Literacy (FLN - Reading/Writing) / Student Comprehension Level
6. Opinions related to evaluation/assessment

(D) Analysis

The percentage method was used for data analysis and interpretation of the responses obtained through research tools.

(13) Findings

★ General findings based on responses from all teachers teaching Gujarati in Grades 1 and 2:

- **High Consensus Areas (Teacher, Student & Literacy Perspectives):** Teachers demonstrated uniform, highly consistent opinions regarding general teacher perspectives, overall student-related factors, and Foundational Literacy and Numeracy (FLN) comprehension levels.
- **Mixed Opinions on Instructional & Evaluation Practices:** Responses lacked consensus on classroom implementation—specifically whether full justice could be given to all activities—and showed divergence regarding the specific rating criteria used for evaluating these activities.
- **Inconclusive Feedback on Adhyayan Samput Material:** Teachers provided mixed and indecisive feedback concerning the physical and structural aspects of the Adhyayan Samput, including the volume of activities, paper quality, footer font size, and the age-appropriateness of story lengths.
- ★ **Findings in the context of Gender (Male and Female):**
 - **High Consensus Across Genders :** Male and female teachers held

significantly similar views on students, Foundational Literacy and Numeracy (FLN) comprehension levels, overall teacher perspectives, and assessment practices.

- **Key Areas of Divergence :** Disagreements emerged regarding classroom instruction—specifically whether teachers can do full justice to all classroom activities—and on the use of activity evaluation rating scales.
- **Inconclusive Feedback on Materials :** Teachers provided no clear consensus regarding physical and content aspects of the *Adhyayan Samput*, such as reducing activities, paper quality, footer font size, and age-appropriateness of story lengths.

★ **Findings in the context of area (Rural and Urban) :**

- **High Consensus on Core Student Outcomes :** Teachers across rural and urban settings shared significantly consistent views regarding student performance, Foundational Literacy and Numeracy (FLN) levels, and general student comprehension.
- **Broad Alignment on Pedagogy and Assessment :** Strong agreement was observed between rural and urban educators on overall teacher perspectives and assessment methods, with only minor differences regarding specific activity rating criteria.
- **Mixed Feedback on Content Design and Classroom Execution :** Responses varied widely on practical instructional challenges—such as allocating sufficient classroom time for all activities—and remained inconclusive regarding *Adhyayan Samput* design elements like paper quality, font size, story length, and activity count.

(14) **Abstract Prepared / Submitted by :** Dr. Gayatriben J. Dave

(15) **Key Words :**

Adhyayan Samput, Opinions

Research-44

- (1) **Theme/Subject** : Teachers' Training
- (2) **Stage of Education** : Preparatory and Middle Stage
- (3) **Topic of Research** : A Study of the Subject wise opinions of Teachers of standards 3 to 5 of Surendranagar District on the Implementation of Teacher Training at the School Level for the year 2024-25
- (4) **Name and Address of the investigator** : Dr. Rajenkumar D. Pitaliya
- (5) **Name of the Institution where the Research was conducted** : DIET-Surendranagar
- (6) **Category** : Major Research
- (7) **Language of Research Report** : Gujarati
- (8) **Year of completion** : 2024-2025
- (9) **Published/Unpublished** : Unpublished
- (10) **Introduction**

NEP 2020 requires teachers to complete 50 hours of Continuous Professional Development (CPD) every year. In 2024-25, the Gujarat Council of Educational Research and Training (GCERT) arranged special teacher readiness training under the GOAL project for grades 3 to 10 to improve classroom teaching methods and technology use.

It is not enough for teachers to receive training, but it is equally important to know whether teachers implement it in the classroom after receiving the training, what difficulties they face in implementing the training, and what kind of results they get. The present research was conducted by the researcher to find out all these things.

(11) **Objectives**

- To know the opinions of teachers of standard 3 to 5 of Surendranagar district regarding the implementation of professional readiness (CPD) teacher training at the school level.

- To know the subject-wise opinions of teachers of Surendranagar district regarding the implementation of methods/activities learned in professional readiness (CPD) teacher training at the school level.
- To know their opinions about the difficulties faced by teachers of Surendranagar district regarding the implementation of professional readiness (CPD) teacher training at the school level.
- To know their opinions about the results obtained by teachers of Surendranagar district regarding the implementation of professional readiness (CPD) teacher training at the school level.
- To get suggestions from teachers to make the upcoming teacher trainings of standard 3 to 5 of Surendranagar district more effective.

(12) Methodology

In the present research, the opinions of teachers of standard 3 to 5 were found out regarding the implementation of teacher training at the school level in Surendranagar district in the year 2024–25 and a survey of the conditions was conducted in this regard.

(A) Sample

For the present research, the sample selection process was carried out through stratified random sampling of probability sampling. The total number of teachers included in the sample was 905.

(B) Sample technique

For the present research, the sample selection process was carried out through stratified random sampling of probability sampling.

(C) Tools

A Google Form was created keeping in mind the objectives of the research to obtain opinions on training related to the present research. First, a questionnaire was created in accordance with the objectives of the research. The questionnaire was designed in two parts. The first was a controlled questionnaire in which a total of 6 questions were designed based on three points (yes, neutral and no). The second section was an open-ended questionnaire in which a total of 5 open-ended questions were created.

(D) Analysis

The responses of teachers and other respondents to the questionnaire were analyzed using simple statistical techniques such as percentages and frequency distributions. Content analysis method was used to analyze the open-ended data.

(13) Findings

- 46.85% of teachers believed that they get enough time to implement the trainings taken in the classroom. While 44.53% of teachers were of the opinion that they do not get enough time.
- 92.49% of teachers gave positive feedback regarding the usefulness of the training module.
- 85.97% of teachers gave the opinion that they were able to make classroom teaching effective based on the things learned in the training.
- 93.26% of teachers gave a positive opinion that the innovative methods/activities learned in the training have been useful during classroom teaching.
- 84.64% of teachers were of the opinion that effective results have been achieved at the school level due to the implementation of the trainings taken during classroom teaching.

(14) Implication :

- Training should be organized at the beginning of the year.
- The additional workload of teachers should be reduced.
- The duration of training should be reduced when training is to be given in all the subjects taught.
- Training should be organized on how to make education more effective by using the latest technology.

(15) Abstract Prepared / Submitted by : Dr. Rajenkumar D. Pitliya

(16) Key Words :

Teachers' training, Opinions