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SPECIAL ISSUE OF INTERNATIONAL SEMINAR CUM WORKSHOP ON ENVISIONING INCLUSION: TRANSFORMING VISION INTO REALITY

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EXPERIMENTAL STUDY ON THE DEVELOPMENT OF BASIC LITERACY AND ARITHMETIC SKILLS AMONG THE STUDENTS OF MADRASA

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"Inclusion is not just about changing the education system but about changing attitudes and perceptions towards diversity".

Abstract

Madrassa generally provides religious education to its learners. It involves teaching Arabic to enable students to read religious books and perform religious duties and responsibilities. Their students are well versed with Arabic language but lack access to basic literacy and arithmetic skills. To study the same an experimental research was conducted in the form of a community programme. A pre-test was conducted on the sample of 30 under privileged students of Madrassa which included questions in English related to self and basic arithmetical operations. An intervention programme in the form of community work of 22 sessions of two hours each was conducted by B.Ed. students for these students to develop basic concepts of conversational English and Maths which can be applied in day to day life. The interventions included teaching of English language, mathematical concepts and art and craft related activities to develop artistic skills and give opportunities of expression to the students. After interventions, a post test was conducted. Comparative results of pre-test and post-test reflected significant improvement in the basic literacy and arithmetic skills of under privileged students of Madrassa. This whole activity proved fruitful not only for these students by improving their skills but also for the B.Ed. students by making them understand that the weapon of knowledge that they have been bestowed with can be widely used to serve the greatest purpose of bringing about a change in the lives of unfortunate ones.

Key words: Under-privileged, access, basic literacy, arithmetic skills, community work

Introduction

With the advancement and expansion of the education system in the current scenario, Inclusion has not remained a mere utopian concept. It has rather become a dire necessity of the moment. Inclusive education is a paramount step towards creating a society where diversity is celebrated, uniqueness is appreciated and everyone is valued. It is the best approach to ensure that every child has an equal opportunity to attend school, learn, and acquire the skills necessary for success. Diverse groups are able to flourish alongside one another in inclusive systems because they recognise and value the distinct contributions that students from different backgrounds make to the classroom. UNESCO believes that every learner matters equally. However, millions of individuals around the world are still denied access to education due to a variety of factors, such as gender, sexual orientation, language, nationality, ethnicity, or social origin, as well as aptitude or economic status. From curricula to pedagogy and

instruction, inclusive education aims to recognise and eliminate all obstacles to education.

Madrassa and Its Education system

A madrassa is a Muslim educational institution that is frequently housed within a mosque. The Arabic name for any kind of educational institution, whether secular or religious (of any faith), whether for primary education or higher learning, is madrasa, also spelt madrasah or madrassa. Outside of the Arab East, the term is typically used to describe a certain kind of religious institution or college where students study Islam, though not exclusively.

In its early years, a madrassa was a higher education establishment that offered solely the "religious sciences" as part of its curriculum; philosophy and other secular studies were sometimes left out. The curriculum gradually started to broaden, and in the later years, a large number of madrasas taught both "secular sciences" and religious subjects like philosophy, logic, and mathematics. A few madrasas also included courses in chemistry, astronomy, medicine, metaphysics, music, politics, history, and ethics. However, gradually the focus on other secular and academic subjects reduced considerably limiting it to mainly Islamic religious knowledge. This creates lopsided education system leading to insufficient knowledge of other subjects. Consequently, the students suffer from lack of basic proficiency of literacy and arithmetic skills needed for practical day to day life.

With a view to explore this issue, an experimental research was conducted in the form of community programme by the B.Ed. students consisting of 22 sessions of 2 hours each which focused mainly on developing basic literacy and arithmetic skills among the students of Madrassa, Munshi compound, Mira Road in the Thane district of Maharashtra.

Basic Literacy is the ability to read, write, and comprehend. Although, these students were well versed with Arabic text, they lacked ability to read, write and comprehend in English Language which is a universal language, the literacy of which improves the chances of making them access education beyond madrassa.

Similarly they are well versed with numbers in Arabic but lacked arithmetic skills in English, the application of which is of utmost importance in our day to day life.

The importance of above two ignited the need to assess the level of students in English and arithmetic skills through pre-test and post-test and accordingly plan interventions for their development.

Objectives of the Study

The research was conducted with the following Objectives:

· To introduce the under-privileged students the basic concepts of conversational English to develop basic literacy in the language

· To make students aware and equipped with basic arithmetic skills helpful in day to day life.

· To give them opportunities to express themselves through art and craft related activities.

· To develop a sense of compassion and service towards society among the students of B.Ed.

Research Methodology

It is an experimental research conducted on the sample of 30 Madrassa students of Munshi compound. The tools used for the research are self-made pre-test and post-test having questions in English related to self, literacy skills and basic arithmetical operations.

Sample and Sampling Technique

The sample consisted of 30 students of Madrassa of Munshi compound in Thane which was selected through convenience sampling.

Tools used

Self-constructed pre-test was administered having questions related to self and arithmetic concepts. The same test was conducted as post test after making interventions for 22 sessions of 2 hour each.

Interventions

Pre-test results showed lack of basic literacy skills and low understanding of arithmetic concepts among the students of Madrassa. After analyzing the results, the detailed plan for interventions was framed. The interventions were conducted by the B.Ed. students as per their internship groups on rotation basis. Every internship group planned their interventions on the basis of interventions conducted by previous internship group so that there is connectivity in all the activities and plan can be executed smoothly.

Every Saturday interventions were conducted during the community programme slot in the campus itself which consisted of 2 hours. The activities included the following topics:-

Basic literacy: Introduction of Self, Poems and Rhymes, forming three-letter words, action words, vowels and consonant, opposite words, noun, small and capital letters, days of the week, preposition, parts of body, missing letters, Composition writing, Extempore, daily vocabulary, Sense organ and their functions, Rhyming words, Hobbies, Describing yourself, Physical exercises related to parts of the body, articles

Arithmetic Skills: Addition and subtraction, addition using dice and ludo, counting, greater than- less than, equal to, tables of 2, 3, 4, Numbers 1-100, number names, before and after, ascending- descending order, Shapes- identifying shapes and adding it, Whole numbers and natural numbers, measurement of shapes using ruler, concept of time, origami using pencil shavings, concept of clock, odd and even numbers, Identifying shapes in real life objects, Housy, matching and counting numbers.

Art and Craft activities: Art and Craft using ice-cream sticks, animal face mask, Origami, Paper-tearing activity, using shapes to make a figure, Lantern making, paper shirt making, Christmas tree decoration, Snowman, Kite-making on Makar sankranti, Indian flag making using millets, flower vase making using pencil waste, Coloring on the occasion of Gudi Padwa, Santa Clause face making, Mask making from paper plate, designs using Geometric patterns.

Qualitative Analysis:

Qualitative analysis was conducted for both pre-test and post-test. After making the interventions, a post test was conducted to check improvement in the basic literacy and arithmetic skills which were found lacking in pretest and following inferences can be drawn on the basis of objectives of the research:

· To introduce the under-privileged students the basic concepts of conversational English to develop basic literacy in the language

Variety of basic concepts were introduced to students during 22 sessions of interventions. In the post test,

it was observed that vocabulary of students has improved which they are able to use in their day to day life and also now they are aware of concepts of English. They are able to read English with help. Students were able to comprehend the questions asked in English and were able to answer correctly. Improvement was also seen in the handwriting of the students.

· To make students aware and equipped with basic arithmetic skills helpful in day to day life.
Number of mathematical concepts were introduced to the students during interventions ranging from familiarizing them with English numerals to concepts of addition, subtraction and multiplication. After post-test it was analyzed that students were able to understand the mathematical concepts and are able to use basic mathematical operations in their day to day life.

· To give them opportunities to express themselves through art and craft related activities.
Number of art and craft activities were organized by all groups as per the occasion every week. These activities helped students to showcase their creativity in unique ways and express themselves freely through art and craft. The students of Madrasa enjoyed all the activities with great zeal and showed enthusiasm for participation.

· To develop a sense of compassion and service towards society among the students of B.Ed.
As B.Ed. students participated in the community work in groups on rotation basis, it helped in developing among them a sense of responsibility towards providing access of education to the underprivileged students of Madrasa. Their compassion and service towards the students could be seen through the planning of various activities meticulously done by all groups that were supervised by mentors of the schools as well as principal of the college. The B.Ed. students felt happy and fulfilled to conduct each activity. They were actively involved in the entire process. Besides teaching, they were also paying attention to the overall needs of the students. The whole experience of conducting the community service was a humbling experience which made B.Ed. students realize how fortunate they are to have the access to the educational facilities and the opportunities to develop themselves. The whole experience instilled in them the sense of gratitude and humility. It also made them understand that the weapon of knowledge that they have been bestowed with can be wisely used to serve the greater purpose of bringing about a change in the lives of the unfortunate ones. It made them conscious of their responsibility serve the society by uplifting the marginalized section through education and to contribute towards building a better India for future generations.

CONCLUSION:

Education is the fundamental right of every child whether they are privileged or under privileged. If the nation is to progress towards development collectively, no section however small they may be should be left out of the education system. Efforts must be taken by all, along with the government bodies and educational institutions to make significant contribution in providing access to education to those who are in need. Educational institutions can play an important role in achieving the target of universalization of education by making efforts on their parts. These efforts, however small may be will definitely bring positive change in providing education to the underprivileged students. Ideally the education system of Madrassas should incorporate basic literacy in English and arithmetic skills to help their students in day to day living along with religious education that they generally provide. It will help their students in

adjusting well in the society and be a part of general education system. It will lead to more acceptance of these students of Madrassas by society. The programs like community service serve the dual purpose of sensitizing the future teachers towards their social responsibilities and providing education to the deprived groups.

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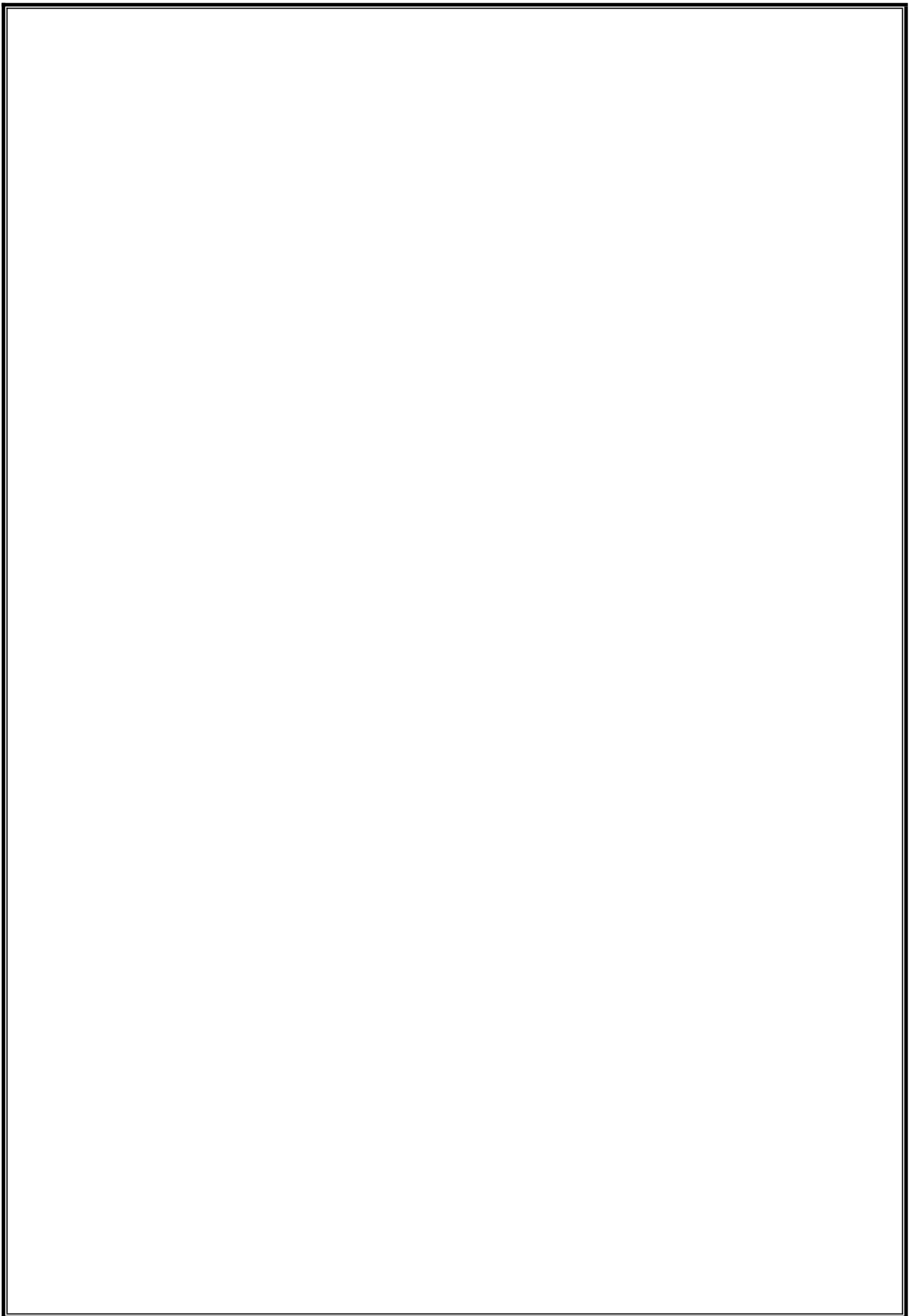
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Saturday, 10th February 2024

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found at 8% glucose as a substrate and 1% CaCO3 as an inducer in a fermentation medium at pH 5.8, 100 rpm and 37°C for a period of 4 days. The microorganism used on the electrode and mediators dissolve in buffer. All the methods resulted in effective glucose amperometric biosensor.

Keywords: Glucose oxidase, Aspergillus sp., fermentation medium, biosensor, Glucose

OP - 03

A study on Earth conscious practices in waste management

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Abstract

In today's fast-paced world, changes are occurring at a lightning speed in all the sectors especially fashion, hospitality, and manufacturing industries. Advancement and development in all the fields due to technological boon has resulted in the in improved lifestyle, increased purchasing power of people ultimately leading to increase in consumerism and materialism. Consequently, developing nations are dealing with a significant challenge—handling a large number of discarded materials from more economically advanced nations, creating various problems. In the midst of these changes, the way consumers behave with their preferences, habits, and buying power, is undergoing a profound shift. These global changes contribute to the worsening crisis of global warming, leading to extensive depletion of natural resources, higher temperatures, and noticeable changes in nature's patterns. The planet is feeling the impact of these activities. At this crucial juncture we are faced with an alarming question: What actions can be taken? The choice is clear—a decision between passive acceptance of resource depletion or taking on the role of an advocate for Earth protection. This paper aims to explore the complex challenges faced by the world, particularly focusing on developing nations dealing with significant waste. It aims to propose comprehensive solutions starting at the basic level. The key to effective waste management lies in the active involvement of educational institutions, taking the lead in educating the next generation about the vital importance of waste management for a sustainable and resilient planet.

Keywords – fashion, resource depletion, consumerism and materialism, Role of educational institutions, sustainability.

OP - 04

A comprehensive study of role of NGOs towardsEnvironment sustainability.

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Abstract:

Statutory provisions and legal enforcement play a pivotal role in maintaining environmental sustainability. Constitutions worldwide are sensitive and concerned

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an attempt to use the commonly available aquatic plants for clearance of dyes from the aquatic system. The aim of this study is to observe the uptake of the organic dyes (Methyl Orange and Crystal Violet) used in this project, by Pistia stratiotes and Cyperus papyrus plants.

Keywords: Methyl Orange, Crystal Violet, Degradation, Phytoremediation, Cyperus papyrus, Pistia stratiotes.

OP- 49

Utilization of Pomegranate peel waste for production of Fungal Tannase to remove Tea Stains

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Abstract:

Pomegranate food processing industry produces 40% of waste. Its peel has 46.48% of carbon content. It contains high amount of tannins, some amount of proteins, lipids, carbohydrates and reducing sugars. It supports growth of fungi which are predominant organisms growing on waste. Aspergillus species isolated from agricultural waste of decomposing pomegranate peel were screened and used for tannase production using pomegranate peel powder as cheap source of carbon. Tannase enzyme hydrolyse tannic acid and forms gallic acid and glucose. Tannase is a widely used enzyme in a variety of industries, including foods, animal feeds, cosmetics, pharmaceuticals, chemicals, and the leather industry, among others. It is an extracellular enzyme. It is also called as Tannin acyl hydrolase. Pomegranate peel powder was used as a sole source of carbon for optimization of tannase production. Stained fabric cloths were used, crude tannase enzyme obtained from broth was used for removal of tea stains. Maximum enzyme activity was obtained at 2% concentration of pomegranate peel powder. The maximum activity was 50.56 Units/ml of substrate under shaker condition. The tea stains started coming out after 5 minutes in 1:2 dilution of the enzyme and after 10 minutes complete removal of stain was observed with both dilutions of the enzyme.

Keywords: Agricultural waste, pomegranate peels, fungi, tannase, stain removal.

OP – 50

Trends in Teacher Education in Environmental Sustainability

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Abstract:

In India, and specifically in Maharashtra, there's a growing emphasis on integrating sustainable development into education. Initiatives include incorporating environmental studies, promoting renewable energy awareness, and fostering eco-friendly practices in schools.

Additionally, there's a push for holistic education that encompasses social, economic, and environmental dimensions to prepare students for a sustainable future. Our research paper explores the different trends in teacher education in the field of environmental sustainability. Following are the trends that we the student teacher of Royal College of Education and Research for Women have catered: Outcome based activity, Skill development for green job, Experiential learning, reaching the community through extension activity. Sustainability Education is not just about teaching students about the science of the environment, but also it makes the teachers aware about the different practices of Environmental Sustainability and how this can be passed on to the future generation in an holistic manner, equipping them with the skills and knowledge they need to make positive changes in their own lives and communities.

Keywords: - Environmental Sustainability, Eco- friendly, Holistic Education.

OP – 51

Role of NGO collaboration for developing environmental sustainability among future teachers

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Abstract:

Environmental sustainability is the moral use of natural resources to satisfy present demands without endangering the capacity of future generations to satisfy their own. NGOs aid in the promotion of environmental sustainability through a variety of initiatives like community involvement, afforestation and reforestation projects, waste management programs, supporting renewable energy initiatives etc. NGO work in collaborations with number of individuals, organizations and groups on voluntary basis. Among these, collaborations with future teachers can go a long way in achieving the goal of environment sustainability as they are in direct reach with the future younger generation. This objective can be achieved by making future teachers aware about various environmental sustainable practices which they can incorporate in their teaching and also follow in their day to day life. To study the same, a survey was conducted with 15 B.Ed. Students through a self-constructed questionnaire to know their environmental sustainability awareness and implementation of various practices that they have learnt through their collaborations with NGOs like mission green Mumbai. It was qualitatively analysed that ngo collaboration have brought a positive impact on future teachers towards this. These collaborations will surely help in making this world a better place to live for the generations to come.

Keywords: environmental sustainability, ngo, collaborations, future teachers

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Green Business Practices: A Conscious Step of Youth Towards A Sustainable Future

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Abstract

Green business practices are eco-friendly business practices that encourage judicious usage of natural resources, aligning towards sustainable development goals. The anthropogenic usage of natural resources is increasing daily with the booming of the business. The outcome of it, although positive for economic growth, has a huge negative impact on the environment, so to sustain a long way, it is the need of the hour that entrepreneurs and businessmen should adopt green business practices. Youth is the backbone of any nation. They are the future entrepreneurs, business persons, leaders, collaborators, and consumers.

They play a vital role in the economic growth and development of any nation. Therefore awareness and positivity towards green business practices are very much needed in society to walk on the pathway of sustainable development.

The present study is aiming to explore the level of awareness and aptitude toward green business practices among youth from 18 to 23 years old. A Google Form is structured and shared with the target group to conduct the survey. Collected data is analyzed by using the statistical tool.

Keywords: Green Business, Sustainable Development, Eco-friendly, Youth.

OP – 53

Synthesis, Spectroscopic and Biological investigation of Fe(II), Co(II), Ni(II), Pd(II), Cu(II) and Mn(II) complexes with (1E,2E)-N-hydroxy-1,2-diphenyl-2-(2-phenylhydrazinylidene)ethanimine ligand

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[2]Principal, Royal College of Arts, Science and Commerce, Mira Road (East), Maharashtra

Abstract:

A host of new Fe(II), Co(II), Ni(II), Pd(II), Cu(II) and Mn(II) complexes with (1E,2E)-N-hydroxy-1,2-diphenyl-2-(2-phenylhydrazinylidene)ethanimine ligand have been prepared and characterized through physico-chemical and analytical data. Electronic and Magnetic moment data studies classify the reported as 5 or 6 membered coordinated geometry. The FT(IR) spectra scrutiny between the (1E,2E)-N-hydroxy-1,2-diphenyl-2-(2-phenylhydrazinylidene) ethanimine ligand, its bivalent metal complexes and in analogy with the crystal structure analysis indicate that the (1E,2E)-N-hydroxy-1,2-diphenyl-2-(2-phenylhydrazinylidene)

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A Study On The Metacognitive Language Learning Strategies Among Secondary School Students

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Abstract:

Communication is an essential skill which requires socio-psychological activity involving habit formation. Students can learn language skill through metacognitive strategies. The purpose of this study is to investigate the metacognitive language learning strategies employed by secondary semi-Marathi medium school students Mumbai (India). A questionnaire was adapted from Metacognitive language learning Strategies Inventory (MLLS). Findings of the research indicated that the secondary school students have a preference in utilizing the Social, Metacognitive, and cognitive strategies as compared to other strategies. The result of this study should help language practitioner to train students on how to adapt or use different strategies effectively while language learning.

Introduction:

Learning a second language is a socio-psychological activity involving habit formation which is achieved through an active participation and by adopting various learning strategies. The attainment of communication competence is often seen as a difficult task specially in an unfavorable environment. Thats why the teacher must provide a favorable environment to students to learn target language. Language learning strategies can simply be described as characteristic ways in which learners acquire, remember, and use new language. The field of language learning is complex and multi-layered.

Oxford (2003) advocates for increased learning autonomy in language learning classroom whereby students are knowledgeable of a variety of different learning strategies and know how to utilize them for maximal learning. Oxford believes that "language learning styles and strategies are among the main factors that help determine how and how well our students learn a second or foreign language" (p-1).

If the students are trained with metacognitive skills to attain language competence it will be helpful for students to learn them. The goal of metacognitive

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strategy training is to develop self-diagnosis, create awareness of how to learn target language most efficiently, developing problem solvingskills, experimenting familiar and unfamiliar learning strategies, decision making about how to approach a task, monitoring and self-evaluation, transferring successful learning strategies to new learning context, and enabling students to become more independent, autonomous, and lifelong learners(Allwright,1990;Little,1991,cited in Oxford, (2003).

There are many researches evidence that metacognitive strategies play more significant role than other learning strategies in this process because once a learner understands how to regulate his/her own learning with the use of strategies, language acquisition should proceed at a faster rate (Anderson, 2003)

Need of the study:

In Indian school, metacognitive strategy training is not integrated with teaching learning. Most of the teachers are not aware of metacognitive strategies and if some of them are aware they did not pay attention to these strategies while designing their lessons. Language skills do not receive its due importance and students are not sufficiently trained to use metacognitive language learning strategies. At national and international level many researches have been conducted related to metacognitive strategies and recommended to integrate them while instruction. This study emphasizes to know the awareness of secondary students about metacognitive language learning strategies while communication.

Objectives of the study:

The purpose of the study is to find the awareness of metacognitive language learning strategies among secondary semi- Marathi medium school students in Mira- Bhayandar, (Mumbai)

Sample and sampling Technique:

Sample consisted of 35 secondary semi-marathi medium students which were selected on the basis of convenience sampling.

Tools used: In this study a set of questionnaires was used to assess metacognitive awareness and perceived use of language learning strategies for speakers of other languages learning English. The MLLS consists of 50 items in the two dichotomous constructs of direct (29 items) and indirect (21 items) learning strategies. Direct strategies are subdivided into memory (9 items), cognitive (14items), and compensation (6 items) strategies, whereas indirect strategies are subdivided into metacognitive (9 items), affective (6 items), and social (6 items) strategies.

Data Analysis:

Table 1: Distribution Of Metacognitive Language Learning Strategies

Metacognitive language strategies	Type	Item	Total
Direct	Memory	1,2,3,4,5,6,7,8,9	9
	Cognitive	10,11,12,13,14,15,16,17,18,19,20,21,22,23	14
	Compensation	24,25,26,27,28,29	6
Indirect	Metacognitive	30,31,32,33,34,35,36,37,38	9
	Affective	39,40,41,42,43,44,	6
	Social	45,46,47,48,49,50	6

Table 2: Level Of Language Learning Strategies

Categories/ Level	Mean Score
	1.5 to 2.4
Low	1.0 to 1.4
Medium	2.5 to 3.4
	3.5 to 4.4
High	4.5 to 5.0

Result:

Table 3: Frequency And Level Of Memory Strategies

Memory strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to 2.4	0	0
	1.0 to 1.4		
Moderate	2.5 to 3.4	15	44%

High	3.5 to 4.4	19	56%
	4.5 to 5.0		
Total		34	100%

Table 4: Frequency And Level Of Cognitive Strategies

Cognitive strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to2.4	1	3%
	1.0 to 1.4		
Moderate			
	2.5 to 3.4	13	38%
High	3.5 to 4.4	20	59%
	4.5 to 5.0		
Total		34	100%

Table 5: Frequency and Level Of Compensation Strategies

Compensation strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to2.4 1.0 to 1.4	0	0
Moderate	2.5 to 3.4	22	65%
High	3.5 to 4.4 4.5 to 5.0	12	35%
Total		34	100%

Table 6: Frequency and Level of Metacognitive Strategies

Metacognitive strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to2.4 1.0 to 1.4	0	0
Moderate	2.5 to 3.4	13	38%
High	3.5 to 4.4 4.5 to 5.0	21	62%
Total		34	100%

Table 7: Frequency and Level of Affective Strategies

Affective strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to2.4 1.0 to 1.4	0	0
Moderate	2.5 to 3.4	15	44%
High	3.5 to 4.4 4.5 to 5.0	19	56%
Total		34	100%

Table 8: Frequency and Level of Social Strategies

Social strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to2.4 1.0 to 1.4	0	
Moderate	2.5 to 3.4	8	24%
High	3.5 to 4.4 4.5 to 5.0	26	76%
Total		34	100%

Table 9: Overall Use of Language Learning

Cognitive strategies			
Categories	Levels	Frequency	Percent
Low	.24 and below	0	0
Moderate	.25 to .34	1	3%
High	.35 and above	33	97%
Total		34	100%

Table 10: Overall Use of Language Learning Strategies

Strategies	No of students	Mean	Standard Deviation
Memory	34	3.54	0.72
Cognitive	34	3.48	0.74
Compensation	34	3.25	0.44
Metacognitive	34	3.65	0.84
Affective	34	3.28	0.73
Social	34	3.78	0.88
Overall strategies	34	0.41	0.08

Discussion: Language strategies while communication

The findings indicates that secondary semi-marathi medium students in Mira-Bhayandar , Mumbai (India) have a high use of social strategies while learning language with M=3.78 which was the higher than the other language learning strategies. Metacognitive strategies are also used mostly by students with M=3.65, Cognitive strategies are commonly used by the students while communication with M=3.48. compensation strategies and affective strategies are very less used by the students comparatively with other strategies. This indicates that as language is developed and learnt in the society so students are aware about it and making use of those strategies more. Apart from social strategies students are using metacognitive strategies and cognitive strategies as they

are aware about the strategies where and how to use them. Compensation strategies and Affective strategies are not used by students as they are not aware about it and require training for it.

Conclusion:

The objectives of the study were to investigate the Metacognitive Language Learning Strategies among semi-Marathi secondary students while communication. The findings show that when students have difficulties in communication, they tend to use more social strategies and then Metacognitive and Cognitive strategies comparatively to other strategies. The findings indicated that students are not focusing on knowing the most effective strategies, but rather on how to use strategies effectively and appropriately. Therefore, students were able to identify

suitable social, metacognitive, and cognitive strategies while communication. Fostering metacognition brings learners an awareness of the learning process and strategies that lead to success. When learners are equipped with this knowledge, they will understand their own thinking and learning process and accordingly, they are more likely to oversee the choice and application of learning strategies, plan how to proceed with a learning task, monitor their own performance on an ongoing basis, find solutions to problems encountered, and evaluate themselves upon task completion. Teacher must integrate these strategies while designing the lesson and train the students for the same.

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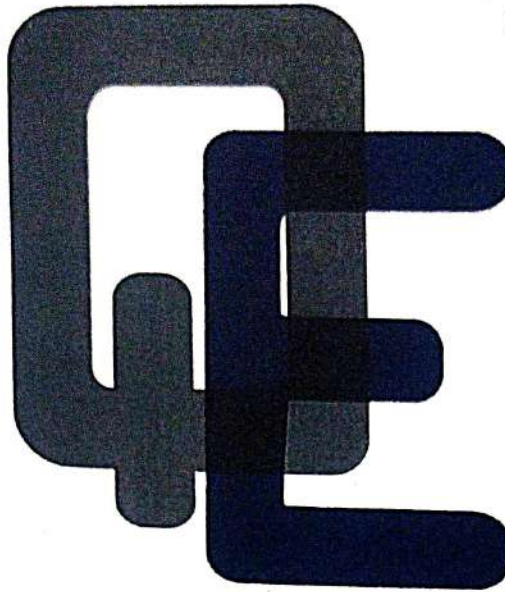4. Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. Regional Language Centre Journal, 39(2), 188-213

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QUEST IN EDUCATION

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EFFECT OF ONLINE TEACHING LEARNING ACTIVITIES ON THE PERSONAL CORE VALUES OF ELEMENTARY STUDENTS OF RBK SCHOOL

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ABSTRACT

Action Research is a method of systematic enquiry that teachers undertake as researchers of their own practice. Action research's strength lies in its focus on generating solutions to practical problems and its ability to empower practitioners, by getting them to engage with research and the subsequent development or implementation activities. The most common problem faced by teachers in the era of technological outburst is changes in the value system of students. Our education system has always given importance to value based education. It is of great importance in the present technological scenario where mobiles, laptops and gadgets have become an important part of students' lives. Post Covid-19, there has been a major changes in the teaching learning process as Online teaching learning have become an integral and essential part of it. Learners are preferring online apps, websites, and software for enhancing their learning which is affecting the personal core values of them. To study this, an action research has been undertaken on 33 students of elementary class of a school. It is conducted with the help of Pre-test and Post Test consisting of self-made questionnaire and rating scale. Data collected has been qualitatively analysed to know the values positively and negatively affected by it and taking suitable measures to inculcate the values among students through activities.

THE TEACHING LEARNING METHODOLOGIES USED BY THE B.ED. STUDENTS: A STUDY

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''A good education is a foundation for a better future.'' – Elizabeth Warren[6]

The importance of education in the lives of human beings, societies, communities and a nation can never be over-emphasized. It is the education that builds up the path of future development of any country. In order to keep up with the rapidly and constantly changing world and its demands, every country needs to update and transform its educational system.

Introduction:

"Education is the movement from darkness to life"- Allan Bloom[7]

With the identification of gap between the contemporary education system and the demands of the constantly evolving global ecosystem, the NEP 2020 was launched by the Ministry of Education of India. This, being the first educational policy of the century proposes highly aspirational and much needed transformation of the entire education system of the nation. It strives to develop students into the individuals who can think critically, are inquisitive, confident, self-aware and able to construct their own learning. Experiential learning involving active participation of learners in the form of various activities like debate, discussion, drama, experiment highly complements the vision and objectives of NEP 2020. Consequently, the policy laid special significance on the use of Experiential learning methodology to transact different teaching learning content across subjects. With this view, this study attempts to explore the different teaching learning methodologies used by the teacher trainees of the B.Ed. course during their practice teaching lessons. The data collected by the study is analyzed quantitatively to find out about the use of experiential learning as a teaching -learning methodology.

Key Words: NEP 2020, Experiential learning, teaching -learning methodology, educational system, future development, Ministry of Education of India, educational policy

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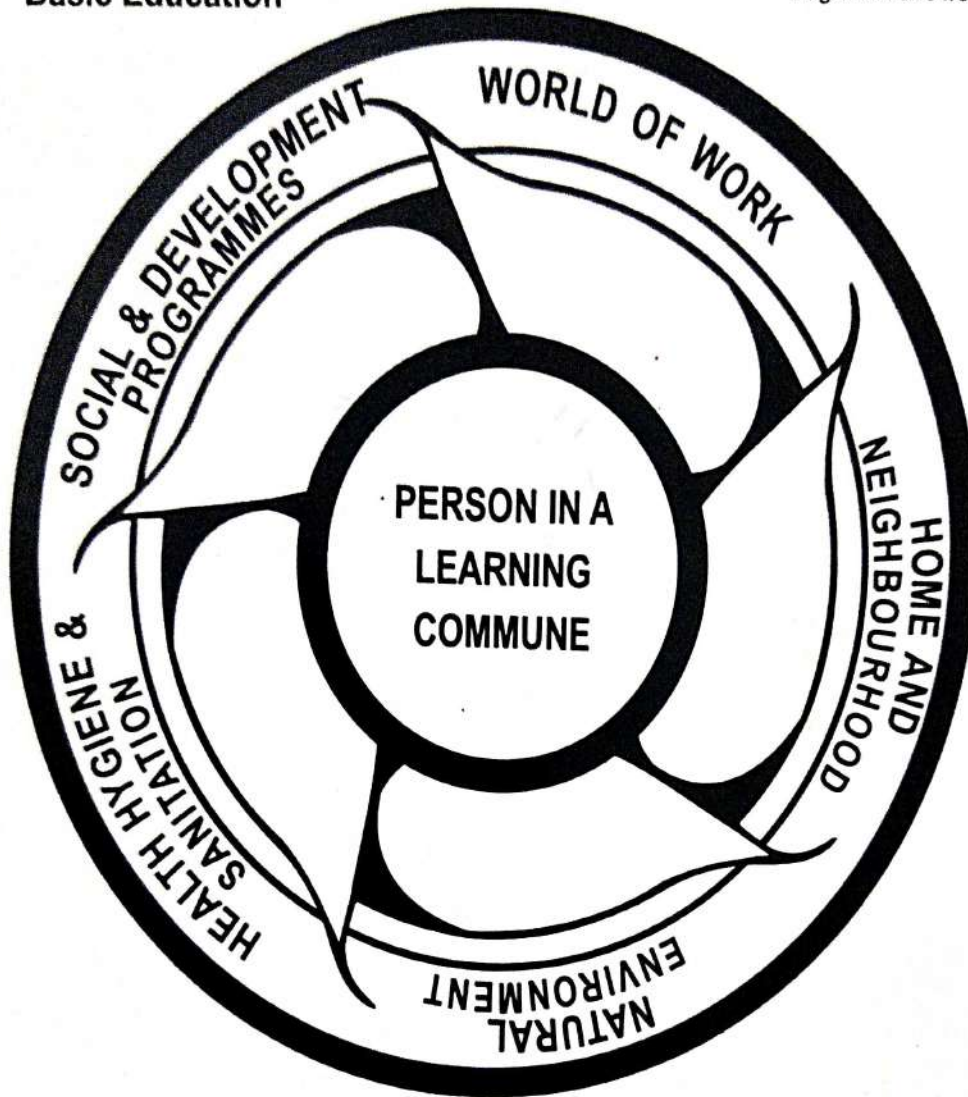[6] Elizabeth Warren, Elizabeth Warren Quotes (n.d.) Retrieved from: https://www.brainyquote.com/quotes/elizabeth_warren_690801

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GANDHI SHIKSHAN BHAVAN

Functional Education

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Develpment of well-integrate personality is possible if :

a. Educational experiences and work experiences interweave, intersect and reinforce each other.
b. Students and teachers participate actively in the community services such as adult education, promotion of better health, hygiene and sanitation etc.
c. Curriculum provides for self-directed learning and
d. Education concerns itself with the development of the human person.