



# CREATING CENTERS OF EXCELLENCE: ENABLING AND EMPOWERING TEACHERS

## HSNC UNIVERSITY, MUMBAI BOMBAY TEACHERS' TRAINING COLLEGE



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## CHAPTER 20

### EXPLORING IN-SERVICE SCHOOL TEACHERS' INTEGRATION OF LIFE SKILLS: COMPREHENDING SKILL-BASED EDUCATION

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#### **Abstract:**

*Give a man a fish and you feed him for a day, teach a man to fish and you feed him for a life time.' An Old Proverb.*

*The National Education Policy NEP 2020, focuses on empowering the future citizens of the country with Life Skills. Life skills help each child to realize their fullest potential and blossom as happy individuals. Moreover the life skills equip them to contribute meaningfully in society as an effective citizen.*

*NEP 2020 provided a range of 21<sup>st</sup> Century Skills under the three major skills, viz. Learning Skills, Life Skills and Literacy skills to promote Skill Based Education. Learning 21<sup>st</sup> Century Skills and practicing them in day to day life leads the society to take first step towards progress.*

*The teachers are having major role in inculcating the life skills in learners. The life skills need to be integrated in the daily teaching learning practices of the teachers to enhance core competences of the learners.*

*Present study focuses on understanding to mind set of in-service school teachers regarding integration of life skills to promote Skill Based Education. The objectives of the study are: 1. To explore the practices of in-service school teachers in integration of life skills. 2. To study the challenges faced by the school teachers in integration of life skills*

*1. To explore the interest of the institutions in integration of life skills. 4. To provide suggestions regarding integration of life skills. The objectives are framed to explore the nature and challenges face by the in-service school teachers in the integration of life skills. A google form is generated and content validity is done. The form is shared to the in- service school teachers of Mira-Bhayander Municipal Corporation, irrespective of the type of the schools they are working in. Simple Random Sampling is done. Verbal Communication is also done on challenges faced by them along with suggestions. The collected data is analysed qualitatively. It has been observed that majority of them are aware about life skills and try to integrate them. Although there are some challenges, majorly time constraints, lack of proper training for faculties, absenteeism and lack of interest in learners. The suggestions are provided constructively.*

*The study will significantly provide the information of present situation with regards to in-service teachers' life skills integration. Moreover, the study would be significant as it shall give a direction for further research studies to explore more and provide constructive support and guidelines in this area.*

**Key words:** Skill Based Education, NEP 2020, 21<sup>st</sup> Century Skills, In-service school Teachers, Life Skills.

### Introduction:

The National Education Policy (NEP)2020 is a well-structured and dynamic reform of Indian Education from grass root level to tertiary level.

One of the visions of NEP 2020 is: To instil a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen (*National Education Policy 2020*).

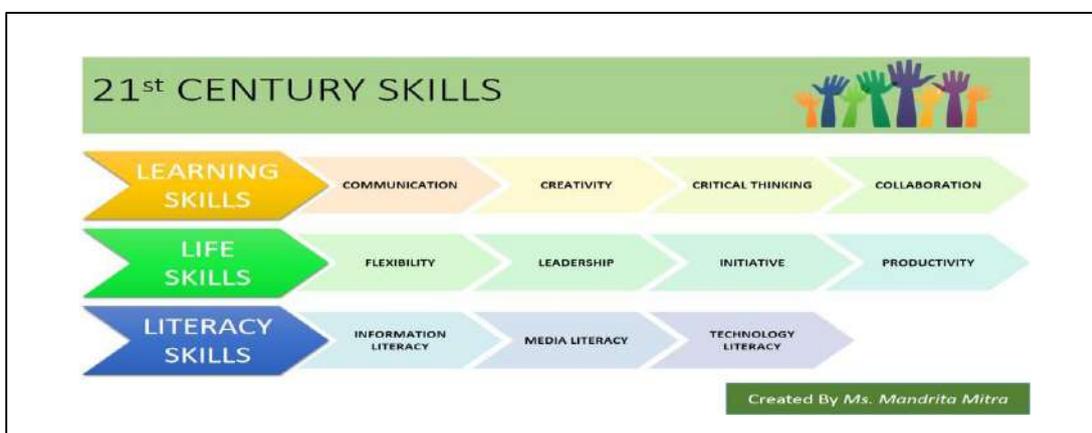
This vision reflects in recommendation of NEP 2020 in imparting crucial skills/life skills to learners which is instrumental for their holistic development. It will prepare our youth to meet the diverse national and global challenges of the present and the future. *Draft Curriculum for Life Skills (Jeevan Kaushal) 2.0*.

NEP 2020 and Skilled Based Education

Skill Based Education provides hands on experience with real-world exposure and practical application of their skills. NEP 2020 in one of its salient features reinforces reformation of school curricula and pedagogy which directs the stakeholders towards value based and skill-based education. Promotion of skill-based education is also aligning to the vision of NEP 2020.

### 21<sup>st</sup> Century Skills and Life Skills:

Inculcation of 21<sup>st</sup> Century skills is a multi-dimensional approach to the learning experience to empower students. The major three skills are: learning skills, life skills and literacy skills, which are again bifurcated as follows:



Life Skills are one of the major skills of 21<sup>st</sup> Century Skills which equip an individual in social adaptability. According to *World Health Organisation (WHO) Program on Mental Health 1997*, the life skills are, “the abilities for adaptive and positive behavior that enables individuals to deal effectively with the demands and challenges of everyday life.” Adaptive denotes that an individual is flexible in approach and is able to adjust in different societal circumstances. Positive behaviour reflects the perspective of an individual to look forward in difficult situation.

### In-service School Teachers and Life Skills:

In-service school teachers of the country are the nation builders. The growth and development of the country depend upon the young citizens of the country who are the finest product of the educational institutions. The country needs the reformation of curricula and pedagogy which can only be possible by

the well-trained in-service teaching professionals. Skill based education should be promoted and practiced by the present century teachers. Integration of Life skills along with other 21<sup>st</sup> Century Skills are the need of the hour with well-structured curricula and appropriate teaching-learning strategies.

**Need of the study:**

The Education Policies time to time emphasized to promote skill-based education in school curriculum. NEP 2020 revamped the curriculum to provide more and more experiential learning which will definitely inculcate life thriving skills among the learners. It is the need of the hour to implement the NEP2020 by the stakeholders. In- service teachers of 21<sup>st</sup> Century are needed to be well equipped with different prescribed skills in NEP 2020 by undergoing effective training modules. This study will shed some light into the implementation part of one of the major 21<sup>st</sup> Century Skills that is Life Skills.

**Review of the Related Literature:**

**Dr. Behrani Priyanka ( 2016)** studied the problems of teachers and administrators in implementation of life skills education programs in CBSE schools found that time constraints, lack of proper training to grasp the ideas of CBSE to implement programs, evaluation of qualitative skills like: social and emotional aspects, lack of students interest due to fear, lack of confidence and academic burden, improper arrangements, improper time slots, burden of proxy classes and extracurricular activities, lack of strict action against faulty schools were some of the problems mentioned for unsuccessful implementation. The researcher suggested for proper teacher preparedness, developing interest in parents, proper rules and regulations for implementation to strengthen the programs of Life skills education.

**Kibret Belay Tefera (2016)** worked on, ‘Life Skills Training (LST) Program for Young People: Justifications, Foundations and Contents’, which extracted from a bigger national document, ‘National Life Skills training program for young persons in Ethiopia,’ submitted to the former Ministry of Youth, Culture, and Sport with the present author as a principal consultant, found that life skills training can make significant contribution in promoting development and protecting risk factors among the adolescents. The researcher also found that narrow definition of LST, lack of consensus in conceptualizing life skills, and absence of collaborative exercises among stakeholders were common problems in Life Skills Training Programming in Ethiopia. The researcher suggested in structuring of LST (meaning, goal and content) according to the contextual perspective (social, cultural, and economic) of the country to cater the need of developmental profile of young persons.

**Monteiro Roshan and Shetty Lohith (2016)** studied the role of life skill education in curriculum for creative and positive social functioning among young students assessed that most of the adolescents are having lack of self-esteem and average students acquired life skills the researchers suggested in implementation of adolescent education for schools and colleges in mandatory basis which aims to develop awareness and positive attitude towards population and development issues. This will lead to responsible behavior among students and teachers. This educational approach will also affect parents indirectly and the community at large.

**Dr. Jain,Paras (2017)** conducted a study to focus on the need of life skills education among the primary school teachers. Descriptive survey method was applied and 100 teachers were randomly selected. The study revealed that the teacher requires good training so that they can integrate life skills effectively. Moreover, he emphasized on proactive involvement of teachers to cater life skills in their daily activities of teaching.

**Kumar,Mahesh K. and Dr. Rajeswari,K. (2020)** conducted a research to enhance Life Skills in pre-service teachers to evaluate the effectiveness of Life Skill Enhancement Program on pre-service teachers. The researchers adopted experimental design where they used Life skill scale and situational scale to

identify pre and post program levels of life skills in the pre-service teachers. The study reflected the positive effect of conducted activities in statistical data which revealed significant effect on pre-service teachers. The conducted activities were able to enhance the levels of life skills in pre-service teachers.

**Objectives:** Following objectives were framed to explore the nature and challenges face by the in- service school teachers in the integration of life skills:

1. To explore the practices of in-service school teachers in integration of life skills.
2. To study the challenges faced by the school teachers in integration of life skills
3. To explore the interest of the institutions in integration of life skills.
4. To provide suggestions regarding integration of life skills.

**Plan and Procedure:**

**Diagrammatic representation of plan and procedure:**



**Tool of the study:**

A google form was circulated. Content validity was established. The form was shared to the in-service school teachers of Mira-Bhayander Municipal Corporation, irrespective of the type of the schools were included as sample. Non- Probability Convenient Sampling technique was employed. Verbal Communication with the teachers on challenges faced by them along with suggestions was also conducted.

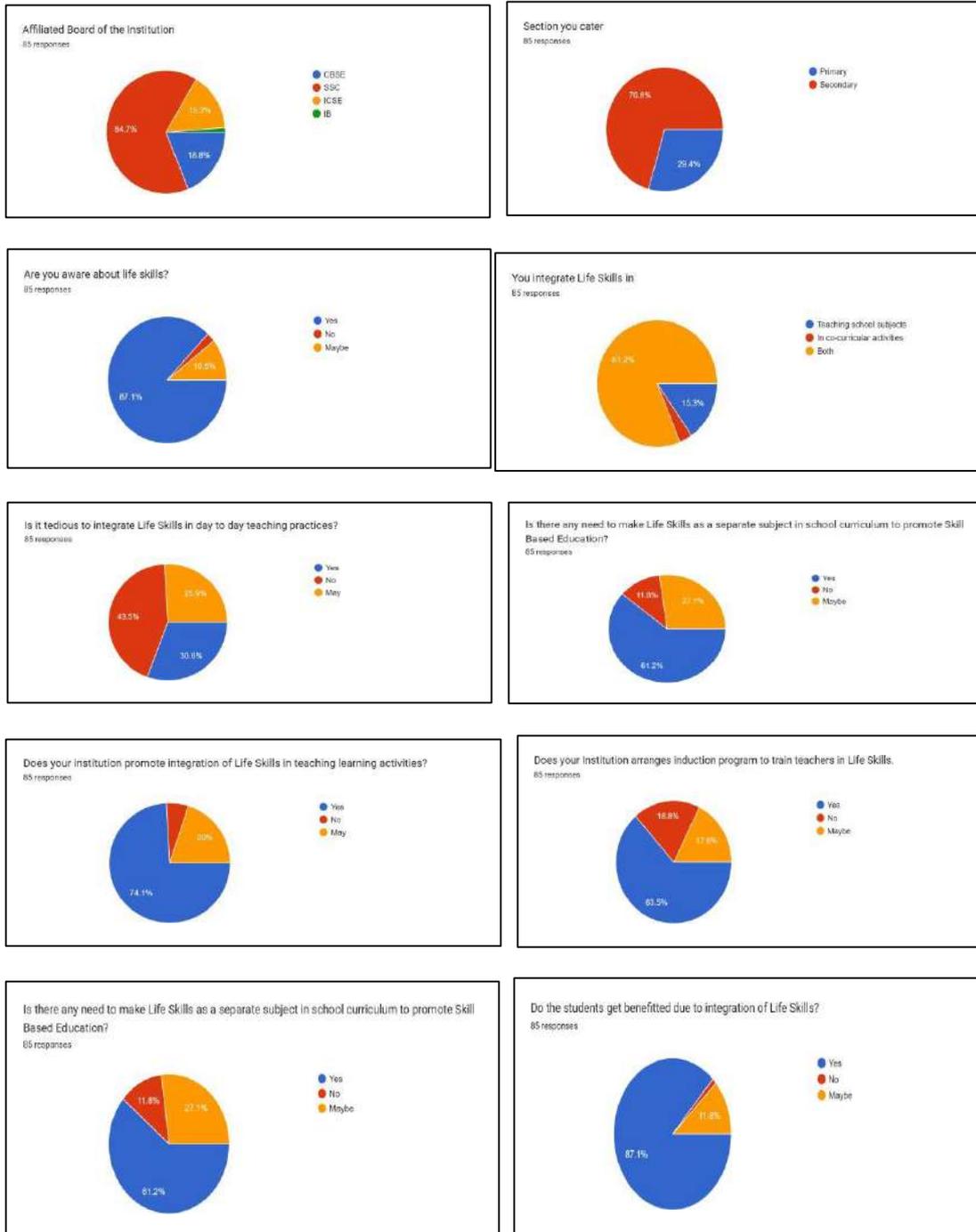
**Sample and Sampling Technique:**

The sample was drawn by Non- Probability Convenient Sampling technique. 85 in- service teachers from both primary and secondary section and irrespective of gender of Mira-Bhayander Municipal Corporation (MBMC) under Thane District of Maharashtra were taken as sample of the study. All affiliated boards of schooling were included.

**Data Analysis:**

Data analysis was done qualitatively. The pie charts represent basic information related to integration of life skills. Qualitative data analysis was done by tabulating the raw data drawn from google form as well as verbal communication on challenges faced by the school teachers. The data reduction process was applied to jot down the findings.

## Pie Charts Represent Basic Information of Integration of Life Skills



### Findings:

Based on data analysis, the major findings are:

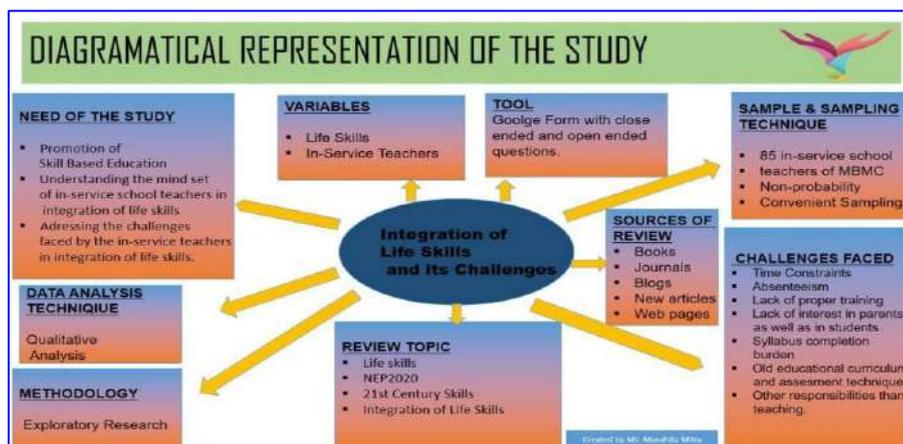
1. Majority of the in-service school teachers are aware about Life Skills and 21st Century Skills
2. Majority couldn't name the 10 core Life Skills (WHO) & 21st Century Skills
3. Majority of the in-service school teachers are aware about NEP2020, but the knowledge about it is superficial
4. Majority of the in-service school teachers informed that they integrate life skills both in core subjects and CCA
5. More than half of the in-service school teachers gave the opinion that the integration of life skills is tedious job.

6. Teachers are in requirement of good training sessions on process and techniques of integration of life skills
7. Majority of the in-service school teachers opined for separate subject entity
8. CBSE Board school teachers provided their suggestion to reduce documentation work instead focusing on actual integration
9. Workshops conducted for CBSE teachers lack newer perspective
10. SSC Board Schools have initiated the practice but not proactive.

**The major challenges that the teachers face is:**

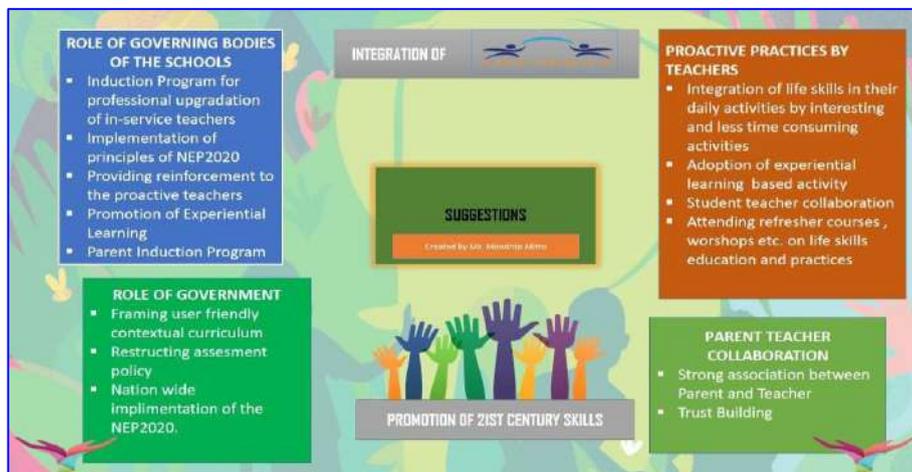
- Time Constraints
- Absenteeism of the students
- Lack of proper training, specifically with state board school teachers
- Lack of interest in parents as well as students
- Syllabus completion burden
- Old educational curriculum and assessment techniques
- Other responsibilities and portfolios
- Lack of reinforcement in integration of life skills by the school governing bodies

**Diagrammatic Representation of the Study**



**Suggestions:**

Suggestions were framed on the basis of field work experience of the researcher and verbal communication with the in-service teachers.



**Diagrammatic Representation of the Suggestions**

**Conclusion:**

Researcher has worked extensively on social life skills of Effective Communication, Empathy and Teamwork and Cooperation. She has interacted with students, in-service teachers, principals, B.Ed interns of the schools of her fieldwork schools. Her insightful journey of field work of six months supported immensely to do in depth study in this area. She has faced the challenges and observed the challenges faced by the in-service teachers in integration of life skills. Hence constructive suggestions are the outcome of her experiences. More qualitative and quantitative studies can be taken up by the enthusiastic researchers in this area.

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## CHAPTER 45

### METACOGNITIVE AWARENESS OF READING STRATEGIES AMONG SECONDARY SCHOOL STUDENTS

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**Abstract:**

*Reading is an essential skill which provides opportunities for readers to learn many mechanisms. Readers can improve their reading skills when they are aware of their reading strategies. The purpose of this study is to investigate the metacognitive reading strategies employed by secondary semi-Marathi medium school students Mumbai (India). A questionnaire was adapted from Metacognitive Awareness of Reading Strategies Inventory (MARSII). Findings of the research indicated that the secondary school students have a preference in utilizing the problem-solving strategies as compared to Global Reading Strategies and Support Reading Strategies. The result of this study should help language practitioner to train students on how to adapt or use different strategies effectively when reading different types of text.*

**Keywords:** *Metacognitive Awareness, Metacognitive Reading Strategies.*

**Introduction:**

In language development, reading comprehension is a vital factor. Reading comprehension is a complex process as proven by many researchers. If we try to analysis the scenario of today's classroom teacher does not train students for reading comprehension. For developing the language, she focuses on decoding the words and vocabulary. For reading comprehension she either translates or paraphrases the text. The students of ESL face more difficulty and if at the school level, they are not trained for reading comprehension, in future they will face problems in higher education.

As per a study conducted by the Organization for Economic Co-operation and Development (OECD) for the Program for International Student Assessment (PISA) defined Reading literacy as "The ability to understand, use, and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society" (OECD, 2001a, p.21).

Metacognitive reading strategies is related to an individual's mental process and the behaviours that control the reader's effort of deriving the meaning and understanding of the context. To be successful in reading comprehension, awareness of strategies helps them to figure out the problem and how to find out the solution.

Anderson affirmed that metacognition combines a variety of thinking and reflective processes. The strategies of metacognition can be classified into five primary components: 1) preparing and planning for learning, 2) selecting and using learning strategies, 3) monitoring strategy use, 4) orchestrating various strategies and, 5) evaluating strategy use learning. Flavell cognitive enterprises occur through the action and interaction of four classes of phenomena: 1) Metacognitive knowledge, 2) Metacognitive experience, 3) Goals, 4) Tasks. According to Gregory Schraw metacognition is a multidimensional phenomenon and it can be general in nature and metacognition knowledge and regulation. Nelson and Naren suggested two

factors: meta level and object level. Efklides presented three components: Metacognition knowledge, Metacognition experience and Metacognitive skills. A study by Sheorey and Mokhtari showed that successful readers have a higher metacognitive awareness as compared to less successful readers. Therefore, the reading of metacognitive strategies help students to monitor or regulate their thoughts and can be used either deliberately or automatically. Hence, L2 readers are encouraged to use metacognition reading strategies to improve their reading skills.

This study focuses on reading strategies when reading academic texts, these strategies are subdivided into three categories; Global Reading strategies, Problem-solving Reading Strategies and Support Reading Strategies. Readers who have high awareness of metacognitive reading strategies are recognized as skilled readers. Hence, this study was conducted to determine the reading strategies employed at semi-Marathi medium secondary school, Mira-road, Thane Maharashtra while reading academic texts to determine whether they are categorized as successful readers or unsuccessful readers.

### **Review of Related Literature:**

#### **Metacognitive Reading Strategies:**

Azizah Rajab, Hamidah Abdul Rahman, Shah Rollah Abdul Wahab, Faizah Mohd Nor, Wan Zarina (2017) conducted a study on metacognitive reading strategies on undergraduates in University Teknologi Malaysia. The findings show that the undergraduate students have a great preference in utilizing the Problem-solving strategies as compared to Global and support reading strategies.

Asma Shahid Kazi, Shagufta Moghal, Zoobia Asad (2020) conducted a study on undergraduate students in Pakistan and the findings reported that Problem-solving and Support strategies are equally preferred over Global strategies.

These two studies used the same tool for second language users to know the awareness among them related to the metacognitive reading strategies. This study also used the tool but in an Indian context on secondary students.

### **Methodology:**

#### **Instrument, Sample, Analysis:**

In this study a set of questionnaires was used to assess metacognitive awareness and the perceived use of reading strategies while reading academic texts which was adapted from the Metacognitive Awareness of Reading Strategies Inventory (MARSII-4). The respondents of this study were 35 secondary school students in Mira-road. The questionnaire consisted of 30 items with 3 strategy subscales, global reading strategies (13 items), problem-solving reading strategies (8 items), and support reading strategies (9 items) as seen in table 1–5-point Likert scale was used with a scale of -1 – I never or almost never do this, 2- I do this only occasionally, 3- I sometimes do this, 4- I usually do this and and 5 – I always or almost always do this. The data were analysed using the statistical tool as Mean, SD.

**Table 1: Distributions of Metacognitive Reading Strategies Items**

<b>Metacognitive Reading Strategies</b>	<b>Item</b>	<b>Total</b>
Global (GLOB)	S1,S3,S4,S7,S10,S14,S17,S19.S22,S23,S25, S26,S29	13
Problem-solving (PROB)	S8,S11,S13,S16,S18,S21,S27,S30	8
Support (SUP)	S2,S5,S6,S9,S12,S15,S20,S24,S28	9

**Table 2: Level of Reading Strategies**

Categories / Level	Mean Score
Low	1. 2.49
Moderate	2.50 - 3.49
High	3.50 – 5.00

**Results:****Table 3: Frequency and Level of Global Reading Strategies**

Global Reading Strategy			
Categories	Levels	Frequency	Percent (%)
Low	2.49-Lower	1	2.8%
Moderate	2.50-3.49	14	40%
High	3.50-5.00	20	57%
Total		35	100%

**Table 4: Frequency and Level of Problem-Solving Reading Strategies**

Problem-Solving Reading Strategy			
Categories	Levels	Frequency	Percent (%)
Low	2.49-Lower	0	0%
Moderate	2.50-3.49	6	17%
High	3.50-5.00	29	82.8%
Total		35	100%

**Table 5: Frequency and Level of Support Reading Strategies**

Support Reading Strategy			
Categories	Levels	Frequency	Percent (%)
Low	2.49-Lower	1	2.8%
Moderate	2.50-3.49	7	20%
High	3.50-5.00	27	77%
Total		35	100%

**Table 6: Overall Use Of Reading Strategies**

Strategies	No of students	Minimum	Maximum	Mean	Standard Deviation
Global Reading Strategies	35	2.38	4.23	3.4	0.70
Problem-solving Reading Strategies	35	2.75	4.87	3.9	0.81
Support Reading Strategies	35	2.11	4.87	3.7	0.87
Overall Reading Strategies	35	2.33	4.33	3.5	0.42

**Table 7: Overall Frequency And Level Of Reading Strategies**

Usage	Global RS	Problem-solving RS	Support RS	Overall RS
High	20 (57%)	29 (82.8%)	27 (77%)	20 (57%)
Moderate	14 (40%)	29 (17%)	7 (20%)	14 (40%)
Low	1(2.8%)	0 (0%)	1 (2.8%)	1(2.8%)
Total	35(100%)	35(100%)	35(100%)	35(100%)

**Discussion:**

The findings, indicate that secondary students in semi-marathi medium have a high use of problem-solving reading strategies with  $m=3.9$  which was higher than the rate for support reading strategies ( $m=3.7$ ) and global reading strategies ( $m=3.4$ ) as seen in table 6. *I read slowly and carefully to make sure I understand what I am reading* and *I try to get back on track when I lose concentration* were reported to be the most common strategies used by students. This indicated that students were mostly likely to use problem-solving strategies to solve reading comprehension problems when the text is difficult. Global reading strategies were the least frequently used strategies with lowest mean of 3.4 (Refer to table 6). Strategy such *I have a purpose in mind when I read* and *I try to guess what the content of the text is about when I read* were two common global strategies applied by all students in the study. This shows that students have a purpose in the mind while reading and some time they guess the content to comprehend it and I use typographical features like bold face and italics to identify key information was the least common strategy used by students. The findings showed that students were not able to use complex strategies such as paraphrasing or summarizing which requires good reading skills, thus they decided to utilize these strategies less frequently.

These findings demonstrate that secondary semi-marathi medium students are aware of how to apply metacognitive reading strategies when reading academic texts. Second language students gained considerable success in all academic areas by improving reading comprehension. This study also discovered that secondary semi-marathi medium students are able to plan, monitor and evaluate their learning activities by employing the appropriate metacognitive reading strategies whenever appropriate. secondary semi- marathi medium students select the appropriate metacognitive reading strategies when they are reading academic texts to understand the texts better. This shows that they already have metacognitive awareness as they are conscious of their actions and know what should be done when they face problems in reading academic texts. Secondary semi- marathi medium students set their objectives and identify the difficulty level of the text so that they can select the suitable reading strategy that match the text difficulty. Complex and difficult text require a strategy is understood by the students and this is the reason they use problem solving strategy more comparatively to global and support reading strategies.

**Conclusion:**

The objectives of the study were to investigate the metacognitive reading strategies used by secondary semi-marathi medium students while reading academic texts. The finding show that when students have difficulties in comprehending academic texts they tend to use more problem-solving reading strategies than global or support reading strategies. The finding shows that students are not aware about the most effective strategies but they know how to use strategy effectively. Therefore, they were able to identify suitable metacognitive reading strategies that should be employed for different types of academic text.

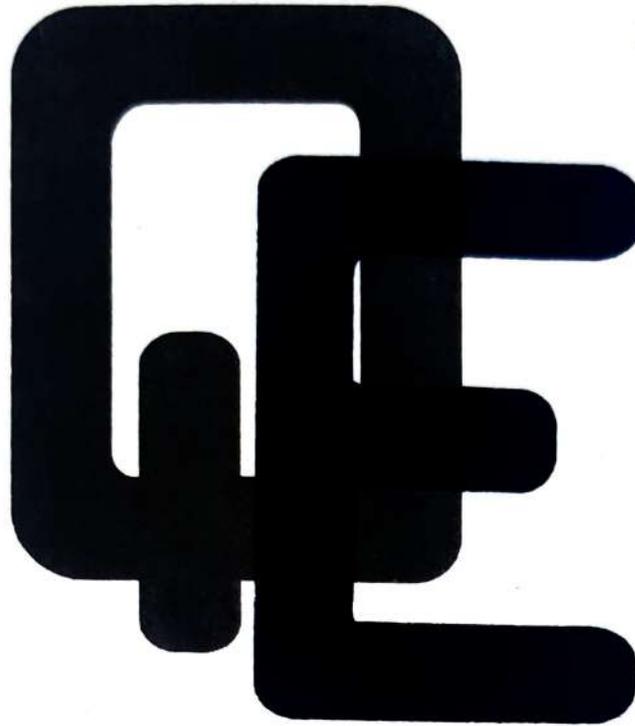
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# EFFECT OF ONLINE TEACHING LEARNING ACTIVITIES ON THE PERSONAL CORE VALUES OF ELEMENTARY STUDENTS OF RBK SCHOOL

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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.*

### **Introduction**

The global COVID-19 pandemic has compelled the world to engage in the use of virtual learning. The phrase "new normal" has been one of the most popular terms after the pandemic. The rising usage of online learning resources is the new standard in education. Novel approaches to education have been spurred by the COVID-19 pandemic. Online learning is at the Centre of the new normal, which is a reimagined idea of education. Digital learning is becoming an essential tool for students and educators worldwide.

The need for online education has grown dramatically in the last few months and is only going to get bigger.

However, increasing reliance on online education is also having an adverse effect on the value system of students which is a matter of concern to all educationalists as drastic changes can be seen in the value system of students in the post-Covid period.

### **ONLINE TEACHING-LEARNING EXPERIENCES**

Learning online entails studying from a distance. It is also known as e-learning or distance learning. This alternate kind of education involves using the internet to study at home or any other location. All instruction, resources, help, and tests are provided online.

Numerous benefits come with online learning, including effective instruction and learning, flexibility in terms of time and location for learning, cost savings over traditional classroom settings, increased student attendance, and support for a range of learning styles.

It is still a very popular method of teaching and learning despite a number of drawbacks, including the inability to focus on screens, technological difficulties, a sense of isolation, lack of in-person connections, shortage of qualified teachers, health risks such as weak eyesight, headaches, body posture etc.

### **PERSONAL CORE VALUES**

Values are the underlying attitudes, behaviour, and beliefs that society has long recognised as morally righteous. They are seen as the virtues that an individual possesses in their life in the broadest sense. Values are typically seen to be an individual's inner reality as expressed in their relationships, habits, behaviour, beliefs, and expectations.

Values serve as the cornerstone for a person's thought and behaviour patterns. They are essential in shaping one's views, attitudes, and decision-making processes.<sup>1</sup>

One's personal values have a big impact on everything in their life. Individual or personal values are the principles that guide a person's actions and to which they feel a strong commitment.

A person's personal core values are a collection of tenets and convictions that aid in helping them distinguish between right and wrong. Personal values impact actions, interpersonal connections, and daily existence. They impact our personal growth and help us make crucial decisions. Everybody has a different set of principles. They contribute significantly to one's sense of self. They help to define one's true self and provide direction and significance. Therefore, the self's realisation of personal values is essential and dictates the self's existence and progress in any circumstance. On the other hand, appreciating the values that another person holds dear is equally important.<sup>2</sup>

## ONLINE LEARNING AND PERSONAL CORE VALUES

Effects of online teaching learning activities on the personal core values are immense. While online teaching and learning can be beneficial in many ways, it can also have some adverse effects on students. For example, students may experience feelings of isolation or disconnection from their peers and instructors, which can negatively impact their motivation and engagement. Additionally, online learning can be challenging for students who struggle with time management or self-discipline, as they may find it difficult to stay on track without the structure of a traditional classroom environment. Finally, students who are not comfortable with technology may find online learning to be frustrating or overwhelming, which can lead to decreased confidence and reduced learning outcomes. Often many a times it is seen that excessive screen-time can lead to all sorts of physical ailments like poor posture or headaches. Lack of focus as the internet is geared to distract students with social media and entertainment just a click away from the learning material.

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<sup>1</sup> Eyal, N. (n.d.). Common Values: If We're All So Different, Why Do We Share So Many? Retrieved from <https://www.nirandfar.com/common-values/>

<sup>2</sup> Global Indian International School, Tokyo. (n.d.). Teaching Values to Primary Students. Retrieved from <https://tokyo.globalindianschool.org/blog-details/teaching-values-to-primary-students>

Concern over the gradual deterioration of youth morals over the past few years has grown, and it is still getting worse. Simultaneously, promoting value growth has emerged as the biggest obstacle facing the education sector. Since tolerance, social justice, open-mindedness, empathy, and a profound respect for others are values, they are being developed with great importance in this new century. Values education is becoming more important in order to maintain the continuity of civilizations, since acquiring values and integrating them into one's personality are intimately related to education. One area that has recently attracted increasing attention is the role that education plays in shaping students' moral, spiritual, and social lives.

### **OBJECTIVES OF THE STUDY**

Keeping the importance of values in mind an action research is conducted with the following objectives:

- 1) To understand the effect of online teaching - learning activities on personal core values of students.
- 2) To identify personal core values which are positively and negatively affected by online teaching learning activities.
- 3) To find out reasons behind positive and negative effect of online teaching - learning activities on personal core values.
- 4) To take appropriate measures for developing personal core value among students.

### **AREA OF PROBLEM**

During the internship of 11 weeks at RBK School it was observed during regular and proxy periods of elementary classes that students lack personal core values. It was also found that students were being ungrateful, disrespectful and arrogant at times. It was observed that they have ungrateful behaviour towards their classmates, disrespect teachers by not greeting them and answering to the teacher in a disrespectful manner. The students were well aware about the content being taught in the classroom and hence do not participate actively. On the basis of the observations, it was found that students are lacking basic personal core values like honesty, respect towards elders, cleanliness, punctuality, etc. It was also seen that because of excessive use of mobile phones (online learning) students were having eye problems and headaches.

## SPECIFICATION OF THE PROBLEM

**“EFFECT OF ONLINE TEACHING LEARNING ACTIVITIES ON THE PERSONAL CORE VALUES OF ELEMENTARY STUDENTS OF RBK SCHOOL”** Effect: Positive and Negative effect.

**Online teaching learning activities:** YouTube, brainly, byjus, toppr, doubtnut.

**Personal core values:** Respect, communication, thankful, patience, self-control, tolerance, health, cleanliness, friendship, unity, responsibility, result oriented, winning.

**Elementary students:** Class VI - B

**School:** RBK School, Mira Road

## PROBABLE CAUSES OF THE PROBLEM

1. **LACK OF DIRECT SUPERVISION** - In an online learning environment, direct supervision by teachers and educators is often limited compared to traditional classrooms which leads to students feeling less accountable for their actions.
2. **LACK OF PHYSICAL INTERACTION** - Online learning can create a sense of anonymity and detachment among students and they may feel less connected to their peers and the learning community as a whole.
3. **LACK OF SOCIAL INTERACTION** - In an online learning environment, social interactions are often limited to virtual platforms, making it harder for students to establish meaningful connections and develop these values.
4. **DECREASED IMPORTANCE OF VALUES** - In online learning, the time lag between behaviour and consequences can be longer, which may weaken the impact of disciplinary measures and decrease the perceived importance of values like honesty and respect.
5. **DECREASED CONCENTRATION SPAN** - Online learning requires the use of technology, which can be a source of distraction for students. The presence of distractions, such as social media or online games, can divert students' attention away from the learning environment.
6. **IMPACT OF HOME ENVIRONMENT** - Online learning generally takes place in students' homes where the influence of family dynamics and external factors can play a significant role.

### **FORMULATION OF ACTION HYPOTHESIS**

Following Hypothesis is prepared according to the most relevant probable causes of the problem:-

- (i) If students are oriented towards the importance of good conduct then their behaviour with others will improve.
- (ii) If students are oriented towards the importance of practicing meditation and exercise in their daily life then improvement in their health can be seen.
- (iii) If students are oriented towards the importance and power of practicing honesty in their life then they'll start practicing it in their daily life.

### **SAMPLE AND SAMPLING TECHNIQUE**

Sample consisted of 33 students of elementary class of RBK School which are selected on the basis of Survey method.

### **TOOLS USED**

It is conducted with the help of self-made questionnaire consisting of open ended and objective questions and 5 point rating scale.

### **DATA COLLECTION TECHNIQUES:**

**Pre-test:** After finding the problem, the investigator undertook a pre-test comprising of total 40 questions. A self-made questionnaire was used as pre-test and post-test. The questionnaire was divided into two sections Part- A and Part- B wherein Part-A consisted of open and close-ended questions and Part-B as rating scale. The questions were mainly based on the effects of prolonged screen-time due to online mode of learning. Questions were framed to get responses related to health problems, mood swings, reduction in tolerance level and patience and lack of self-control. Through Pre-test it was observed that most of the students lack discipline and self-control. They also face anger issues, mood swings and have developed an unhealthy lifestyle due to excessive screen time.

**Post-test:** After analysing the responses of the pre-test, on the basis of the data obtained by the students, the investigators decided to undertake remedial activities to reduce the health problems and increase the level of patience, tolerance, self-control and inculcate values of respect, discipline, responsibility and gratitude among students. The post-test indicated improvement in the behaviour and personality areas showing inculcation of values.

### PLAN OF ACTION

NO	NAME OF THE ACTIVITY	PROCEDURE	TIME REQUIRED
	ACTIVITY 1 : Exercise and meditation (Eyes and neck exercise and meditation for five to seven minutes)	For catering to the strain caused in eyes and neck of students due to excessive use of gadgets, eye and neck exercise were done along with meditation.	20 minutes
	ACTIVITY 2 : The art of tolerance (Video along with thought provoking questions)	To check the tolerance level of student which they felt has reduced, firstly a video on what is tolerance was shown and tips on how to be tolerant was shared. Later few questions were discussed to judge the tolerance level.	20 minutes
	ACTIVITY 3 : Paragraph writing on teacher who they respect the most and why	Students were asked about what according to them respect means and were instructed to write a paragraph about any teacher who they respect the most and why	Homework
	ACTIVITY 4 : HONESTY Situations were given related to honesty and students were judged on the basis of questions asked	Situations were presented to students in the form of PPT and responses of students in similar situation were analysed to check the honesty among them. Later discussed the importance and power	20 minutes

		of honesty.	
	ACTIVITY 5 : Tips and exercises related to reduction of headache and suggestions related to healthy diet	Some precautions and exercises were discussed through PPT and also the importance of practicing of healthy diet was discussed.	20 minutes

### QUALITATIVE ANALYSIS

The responses of 33 students on Pre-test and Post-test are qualitatively analysed and the following conclusion can be drawn:

#### After Pre-test:

During COVID times the students' usage of online gadgets was more due to online schooling. Due to this habit of more screen time they were exposed to many other kind of gaming websites and ill content. They started facing issues of eyes, headache, neck pain, restlessness and anxiety. They became tired easily and developed unhealthy eating habits and also paid less attention to their hygiene because of which they were scolded by their parents. Spending more time on screen has decreased their tolerance power making them angry easily and disrespecting their parents as well as teachers. Hence they spend more time on phone and developed online friends also.

#### After Post-test:

There has been significant improvement in the health of the students as they have started practicing exercise and yoga in their daily routine and also tried to reduce their screen time by using less gadgets. They are trying more outdoor activities and interaction with others to understand them leading to the increase in their tolerance level. They also started understanding the importance of elders' i.e. parents and teachers in their life and started respecting them. Thus the improvement in the areas of health, tolerance level, respect and honesty can be reflected in the post test.

Following can be interpreted from the comparative analysis of student's responses on Pre-test and Post-test after execution of the activities of plan of action:

- There has been reduction in screen time of the students
- The students initially were interested in online learning because of its being accessibility anytime and anywhere and having new approaches of learning but now after use of new innovative methodologies by school teachers they are finding it interesting
- There has been significant reduction in unhealthy habits of the students like munching on junk food, addiction to screen, wrong postures
- The students now understand the health issues which can occur due to excessive screen time and try to inculcate yoga and exercises in their life
- They try to interact with parents to increase their communication and to have quality family time and also developed habit of mediation to increase their tolerance level
- They have understood the importance and power of honesty in one's life and started practicing it in their daily life
- They have become empathetic to people and are always helpful and available for their friends

#### MAIN FINDINGS

- Students started practicing meditation and exercises in their daily schedule wherein improvement in their health can be seen.
- Students became respectful towards their classmates and teachers.
- Students started to be honest in their day to day life, friendship and relationships.
- The classrooms are now clean as compared to earlier and every student were in proper school uniforms i.e. the value of cleanliness was inculcated.
- It can be observed that the tolerance level of students was increased as they have stopped talking rudely to their friends, teachers and parents.

#### RECOMMENDATIONS AND SUGGESTIONS

**Set limits and establish a screen time schedule:** Parents should create a reasonable daily or weekly limit for screen time and stick to it. Clear boundaries could be set for it, such as no screens during meal times or before bedtime.<sup>3</sup>

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Kraff Eye Institute. (n.d.). 8 Easy Eye Exercises to Improve Vision: Techniques and Tips. Retrieved from <https://kraffeye.com/blog/8-easy-eye-exercises-to-improve-vision-techniques-and-tips>

2. **Lead by example:** Children often imitate their parents' behaviour. Parents need to be mindful of their own screen time habits and make an effort to reduce its usage. They should try to engage in activities that do not involve screens.
3. **Encourage outdoor and physical activities:** Encourage children to engage in physical activities such as sports, playing outside, or participating in hobbies that require physical movement.
4. **Provide alternative activities:** Offer a variety of alternative activities that children can engage in instead of spending time on screens such as reading books, doing puzzles, engaging in creative arts and crafts, playing board games, cooking or gardening.<sup>4</sup>
5. **Engage in conversations about values:** Parents and teachers should use real-life examples, stories, or even media content to help illustrate these values.<sup>5</sup>
6. **Encourage media literacy:** Parents and Teachers should teach children to critically evaluate the media content they consume and develop a healthy skepticism towards online information.
7. **Collaborate with teachers:** Parents and teachers should work in collaboration to reinforce values and support each other's efforts to promote healthy screen habits and positive values.
8. **Being patient and flexible:** It may be challenging at first, but be patient and persistent in promoting reduced screen time and positive values.

## CONCLUSION

The findings of this research support the notion that reducing screen time and promoting engagement in value-based activities positively influence children's well-being and character development. The observed improvements in social interaction, critical thinking, creativity, and the development of values underscore the importance of striking a balance between screen usage and offline experiences. Various activities were conducted in the areas of health, tolerance level of students, honesty and respect towards others. The objective was to improve their habits, tolerance level and to make changes in their lifestyle to become healthy and fit. There were improvements in children who have reduced their screen time and increased their engagement in value-based. Overall, the observed improvements in children reinforce the importance of finding a healthy balance between screen time and offline experiences to foster their holistic development.

<sup>4</sup> Agarwal, A. (n.d.). Inculcation of Values in Schools: 5 Strategies. Your Article Library. Retrieved from <https://www.yourarticlelibrary.com/education/values-education/inculcation-of-values-in-schools-5-strategies/86982>

<sup>5</sup> TEDx Talks. (2019, June 26). How to Teach Kids to Be Kind. [Video]. YouTube. [https://www.youtube.com/watch?v=e\\_9Hv85wtZ1](https://www.youtube.com/watch?v=e_9Hv85wtZ1)

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I will give you a talisman. Whenever you are in doubt, or when the self becomes too much with you, apply the following test. Recall the face of the poorest and the weakest man [woman] whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to him [her]. Will he [she] gain anything by it? Will it restore him [her] to a control over his [her] own life and destiny? In other words, will it lead to swaraj [freedom] for the hungry and spiritually starving millions? Then you will find your doubts and yourself melt away." Mahatma Gandhi - *The Last Phase, Volume II*- One of the last notes left behind by Gandhi in 1948, expressing his deepest social thought.

# 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<sup>6</sup>**

*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<sup>7</sup>**

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

<sup>6</sup> Elizabeth Warren, Elizabeth Warren Quotes (n.d.) Retrieved from: [https://www.brainyquote.com/quotes/elizabeth\\_warren\\_690801](https://www.brainyquote.com/quotes/elizabeth_warren_690801)

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## Review of Related Literature:

### Innovations in Teaching Methods

**M.Vijayalakshmi** Avinashilingam University, (2019)<sup>8</sup>, conducted a study on innovations in teaching methods and found that Innovation in Teaching Methods is an effective approach to make positive change in students' behavior and attitude towards learning, to improve their motivation and engagement. She opined that the results of the change have bilateral nature – they can affect students' results and understanding of the educational content and create conditions for an effective learning process. She concluded that Innovative teaching methodologies will lead to a learning society in which the creative and intellectual abilities of students will allow them to meet the goals of transformation and development.

### Innovative Teaching Methods in Higher Education

**Dr. Shobhana Puranik** (2020)<sup>9</sup>, Teacher Educator, Pune conducted a study on innovative teaching methods in higher education and asserted on what many researchers have already concluded that application of innovative methods of teaching and learning resulted significantly in the student performance and as has also been reported by a number of institutions that class room attendance also improved as a result of the use of innovative teaching learning methods. Overall, feedback on innovative methods of teaching from students and teachers has been quite encouraging.

### A Study about Various Innovative Teaching Methods

**Dr. Paras Jain, Dr. Rishu Agarwal, Soman Malaiya, Anupam Jain** (March 2017)<sup>10</sup>, conducted a study on various innovative teaching tools and their influence on student's knowledge, interest and confidence. The study showed that innovation in teaching methods has increased knowledge, interest and confidence. Number of learnt student percentage using conventional method was only 34% which increased up to 77% after using visual teaching and 74% due to

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<sup>8</sup>M.Vijayalakshmi, Innovations in Teaching Methods(2019), Journal of Applied Science and Computations Volume VI, Issue I, January/2019ISSN NO: 1076-513, retrieved from: [https://www.researchgate.net/publication/331149966\\_Innovations\\_in\\_Teaching\\_Methods](https://www.researchgate.net/publication/331149966_Innovations_in_Teaching_Methods)

<sup>9</sup>Dr. Shobhana Puranik, Innovative Teaching Methods in Higher Education  
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<sup>10</sup>Dr. Paras Jain, Dr. Rishu Agarwal, Soman Malaiya, Anupam Jain, A Study about Various Innovative Teaching Methods  
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field work teaching method. Subject interest was also found to increase by innovation. Visual methods increased subject interest by 81% and performing art by 77% while conventional teaching produced subject interest only 39%. Data regarding confidence showed 31% students got confidence by conventional teaching but this percentage reached up to 80% using field work and 76% using performing art. Data analysis also recommended that visual teaching and field work are best innovative methods.

### **Importance of Innovative Teaching Methods**

**Jayalaxmi (2016)<sup>11</sup>**, Department of Commerce and Management Studies, Madhava Pai Memorial College, Manipal, Udupi, Karnataka conducted an evaluative study on the traditional and modern teaching techniques. Primary data collected from the questionnaire and face to face interview showed that more than 60% of the students strongly agreed that students are independent and problem finders and they will seek guidance from themselves, motivation is intrinsic, they respect individual differences and they are able to study through observation and thereby they can acquire knowledge through the study materials. 10% of the respondents disagreed all the above and opined that in modern teaching methods also there are some difficulties to learn and they have to face the challenges in modern competitive world. The researchers recommend that the teaching would be highly effective if the teacher starts to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching.

### **Innovative Online Teaching in Chemistry**

**Reetu Gupta and Sushila Sheel (2023)<sup>12</sup>**, (Research Scholar, University of Rajasthan, Jaipur) conducted an experimental study to determine the impact of innovative teaching in Chemistry on the perception capacity of 100 senior secondary students selected from the rural government school of Jaipur district in Rajasthan. She concluded that when the students of the experimental group were taught chemistry through innovative online teaching, their concepts related to chemistry were clear which influenced their perception capacity positively thereby leading to overall improvement in their learning ability.

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<sup>11</sup> Jayalaxmi, Importance of Innovative Teaching Methods  
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<sup>12</sup> Reetu Gupta and Sushila Sheel, Innovative Online Teaching in Chemistry  
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[https://www.aiu.ac.in/documents/AIU\\_Publications/University\\_News/UNIVERSITY%20NEWS%20VOL-61,%20NO-24,%20JUNE%2012-18,%202023.pdf](https://www.aiu.ac.in/documents/AIU_Publications/University_News/UNIVERSITY%20NEWS%20VOL-61,%20NO-24,%20JUNE%2012-18,%202023.pdf)

Education enables man to ask the most fundamental questions of life, to understand the complex laws of universe, to reflect upon our own existence, to realize our inner potentials and ultimately to serve the society in the best way. As nobody can deny the truth that change is the only constant, it has also been a common consensus that education is the most powerful agent to bring change in the society and teachers have the most impactful role to play in the educational system. They can shape the future of the nation. Children in the classrooms of today are the leaders of tomorrow and therefore teachers are the future leader makers. It is in the hands of the teachers that the students are nurtured and transformed into the inspired and responsible citizens of tomorrow.

In today's scenario, when the latest of knowledge, facts, technologies and inventions are becoming outdated at a shocking pace, It is highly pertinent to teach the present and the future generations 'how to learn' rather than 'what to learn'. The New Education Policy of 2020 aims to revolutionize the present education system of India making the education learner-centered, inquiry-driven, flexible, experiential and holistic. The policy also introduced new and innovative approaches to teaching and learning, promoting research and innovation, and improving the quality and accessibility of education for all.

Experiential Learning has been highlighted by NEP-2020 in all the stages of Educational system. Experiential learning methodology is based on the philosophy that children learn best when they are actively involved in the teaching learning process. It involves giving opportunities to the students to construct their own knowledge based on the direct experience provided to them. Therefore, Experiential Learning Methodology views students as active knowledge builders rather than the passive information takers. In the traditional classroom set up, students were mainly uninvolved and unmotivated whereas in experiential learning situations, they learn by doing. They also learn to cooperate, collaborate and coordinate with one another thereby learning to help each other to achieve individual learning objectives. It provides the learners with avenues to take initiatives, ask questions, analyse critically, think logically and communicate effectively and present skillfully.

In order to meet the challenges of diverse, growing and changing demands of the skills of the human resource of the present times, teachers need to shift towards newer and more innovative teaching strategies. We need to incorporate experiential learning methodology catering to the development of Life Skills, Learning Skills and Literacy Skills making the learning process more learner-centered, engaging and fruitful.

## **Innovations in Teaching Methodology:**

**“Technology will not replace great teachers but technology in the hands of great teachers can be transformational.” – George Couros<sup>13</sup>**

Innovation and education go hand in hand. They complement each other. In the struggle of keeping pace with the changing times, innovation helps the educational system. Education in turn leads to advancement and innovation in every field. Innovation in education implies the embracing of changes, opening up to newer approaches, technologies and methodologies, identifying the problems, issues and the challenges within the system and looking at them with a fresh perspective to find creative solutions.

Innovative teaching strategies are instructional approaches and methodologies involving the use of technology, hands-on activities, and other learning materials to help students learn in a meaningful way. Innovative teaching strategy is the need of the hour. They can be a helping hand to the teachers in the attainment of learning objectives of a diverse classrooms. They make the whole teaching-learning process easier, natural, engaging and more meaningful.

**Following are few noteworthy innovations in the educational landscape:**

### **Chat GPT:**

Chat GPT can generate study guides, tutorials, or interactive learning materials based on user queries. It can aid in language learning as it is useful for improving the language skills. It can integrate with educational games fostering a more interactive and engaging learning experience. It can facilitate virtual study group interactions and providing additional resources or references based on the group's learning objectives.

### **Gamification:**

A variety of apps, including Kahoot, Duolingo, Socratic, Quizlet, Babble, etc., use game-based learning methodology to teach various subjects making the learning process more enjoyable and interesting. It keeps the learners motivated and engaged throughout making the objectives of learner-centeredness and learners' participation easily attainable.

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<sup>13</sup> George Couros, georgecouros.ca, (n.d.) Retrieved from

<https://in.pinterest.com/pin/education->

### **Collaborative Learning in Virtual Spaces:**

Collaboration is a crucial skill one must have in the present times in order to successfully navigate through to achieve individual and group objectives in any given environment. In order to develop the skills of Collaboration and teamwork, teachers are looking for avenues to design learning experiences in the form of Virtual Spaces. These virtual spaces allow students to collaborate with peers from different regions or even countries, broadening their perspectives and enriching their learning experience.

### **Flipped Classroom Approach:**

Flipped Classroom model has been gaining increasing popularity in India. Unlike the traditional classroom set up, in which students received the instruction regarding the topic in the classroom first and were given projects and assignment to complete at home afterwards, in flipped classroom students are provided with the material and content to the students to learn at home. After the students have explored the topics on their own, the topic is taken up in the classroom for interactive discussion and elaborated further through problem-solving and hands-on activities. It results in the efficient use of classroom time to facilitate deeper understanding and critical analysis of the topic

### **Metaverse:**

**Metaverse is the latest technology that allows students to enter in a 3D world of imagination. They can view, experience and interact with their peers and the 3D objects around them. It gives the opportunity to the students to experience and have hands-on practice which can otherwise be risky and hazardous in a real-world setting. The experience ultimately makes concepts clearer and the learning experience more concrete.**

### **Artificial Intelligence Tools:**

**When so many of the students are already using AI technology, it is highly crucial that the teachers take the help of this technology and save time by automating routine tasks to be utilized in the planning of more meaningful learning experiences. These technology has the potential to be a great helping hand to the teachers in simplifying out various complicated routine tasks.**

### **Social Media:**

The impact of the social media in the lives of present generation might be alarming but the role it plays in the present world of communication cannot be over-looked. Realizing this, Teachers have started using social media as an important tool to communicate to the students.

As per a recent survey by Pearson, 59% of K-12 teachers and 79% of college faculty use social media in their classrooms. Through social media, teachers can have a wider reach and share the learning resources, materials and projects.

### **Objectives of the study:**

- To learn about the different teaching-learning methodologies used by the Teacher Trainees for transacting the lessons across subjects.
- To explore the innovative teaching methodologies used by the Teacher Trainees in their practice teaching lessons.

### **Research Question:**

- What are the different teaching learning methodologies used by the B.Ed. Teacher Trainees in their practice teaching lessons?
- What are the innovative teaching learning methodologies used by the B.Ed. Teacher Trainees in their practice teaching lessons?

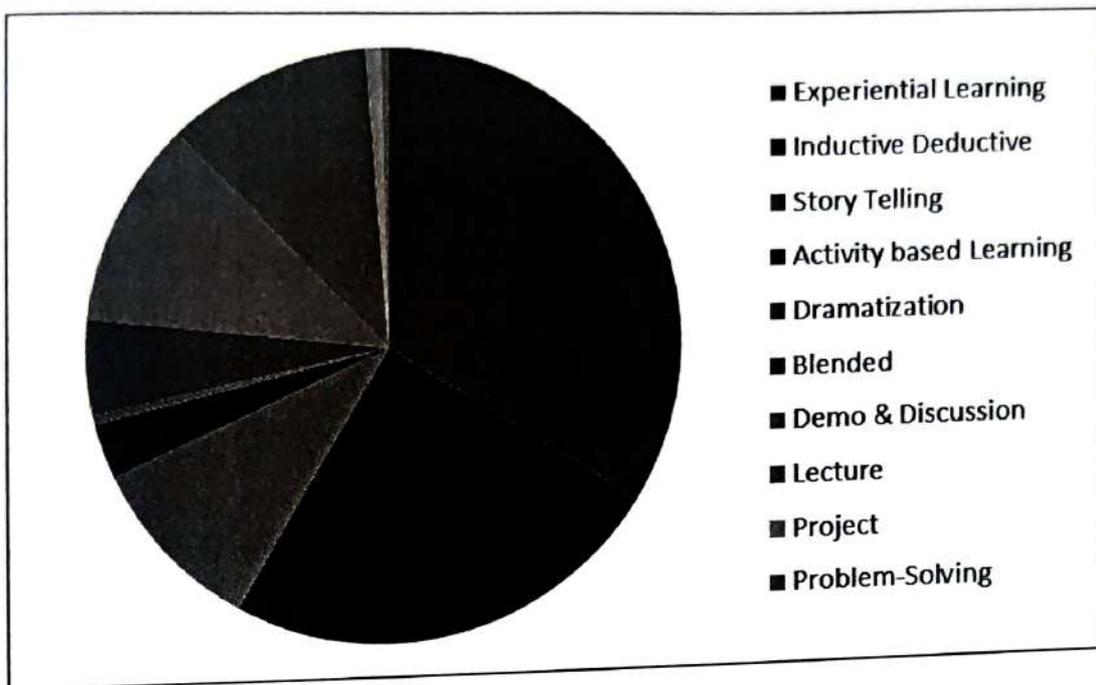
### **Research Methodology:**

This is an exploratory study to investigate about the use of different teaching-learning methodologies used by the B.Ed. teacher trainees in their practice teaching lessons. It is conducted with a purpose of exploring the innovative teaching learning methodologies used by the B.Ed. Teacher Trainees in their practice teaching lessons during their internship program. For this, primary data was collected from the practice teaching lesson plan journals of Teacher Trainees.

### **Sample and Sampling techniques:**

**The sample consisted of 236 lesson plans of 32 Teacher Trainees from Royal college of Education and research for women. Purposive sampling technique was used for the present study.**

**Data Analysis:** Data regarding the methodologies used in practice teaching lessons by 32 B.Ed. Teacher Trainees was acquired from their lesson plan journals and analyzed quantitatively. The data is presented in the form of a pie-chart below:



### Findings:

The data revealed that Student Teacher used experiential learning more than any other methodology in their practice teaching lessons as experiential learning methodology was used 33.89% of the times followed by inductive deductive methodology which was used 24.57 % of the times. Lecture method still seems to hold its place in the content transaction as it was used 11.01 % of the times. Story telling method was used 9.74 % of the times. Problem solving and project method remained the least popular methods with 0.42% and 0.84% respectively. The data also revealed the use of latest and hybrid methodologies in the form of blended methodology.

### Conclusion:

Thus, as per the data revealed in the study, the experiential method was used the most in the practice teaching lessons of the B.Ed. teacher trainees which is a good indicator. Nevertheless, we still need to be upgrading ourselves in the educational landscape. No matter the amount of advancement, there is always a scope for improvement. Innovation in education is a continuous process. In trying to stay updated and relatable to the present, we need to never stop thinking creatively. For, there is no limit to creativity. It makes us look at the problems and situations with a fresher perspective and can culminate into the simplest yet the most effective solutions and approaches.

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# DIGITAL TRANSFORMATIONS: INTEGRATING TECHNOLOGY IN MULTIDISCIPLINARY RESEARCH

Volume-1

EDITED BY  
Dr. Mohammed Abdul Raffey

**Digital Transformations: Integrating Technology in  
Multidisciplinary Research**

*Edited by : Dr.Mohammed Abdul Raffey*



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CHAPTER 16

**TO STUDY THE IMPACT OF AI TOOL -  
DUOLINGO APPLICATION BASED ACTIVITIES  
ON ENGLISH LANGUAGE SKILLS  
DEVELOPMENT OF SCHOOL STUDENTS**

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*Dr. Jasvanti Meghji Maru*

**Abstract:**

AI-powered applications provide customized learning experiences, instant feedback, and adaptable learning pathways designed for specific student requirements. English proficiency has become progressively crucial in a globalized world, with mastery of English correlating to improved educational and economic prospects. Conventional approaches to language learning, such as classroom teaching and textbooks, frequently fall short of addressing the changing requirements of learners. As a result, digital platforms such as Duolingo App. have become popular, providing students with a practical and engaging option. The findings show that t-ratio for Duolingo Application based Activities is significant at 0.0169 level. Hence, null hypothesis is rejected. There is a significant impact of Duolingo Application-based activities on language development of Std. IX students.

**Key words:** *AI-powered applications, English language skills, Duolingo App.*

**Introduction:**

**I**n recent years, the integration of AI tools into language learning environments has gained significant attention due to their potential to enhance teaching and learning experiences. AI-driven applications offer personalized learning experiences, immediate feedback, and adaptive learning paths tailored to individual student needs. This research investigates the effectiveness of AI tools in improving students' English language skills and examines the factors influencing their adoption and usage.

English proficiency has become increasingly essential in a globalized world, with proficiency in English being linked to enhanced educational and economic opportunities. Traditional methods of language learning, such as classroom instruction and textbooks, often prove inadequate in meeting the evolving needs of students. Consequently, digital platforms like Duolingo have gained traction, offering learners a convenient and interactive alternative.

Despite the widespread use of Duolingo, empirical evidence regarding its efficacy, particularly among students learning English, remains scarce and inconclusive. This study aims to fill this gap by conducting a comprehensive investigation into the impact of Duolingo on students' English language skills. By assessing various aspects such as vocabulary acquisition, grammar proficiency, and speaking abilities, we seek to provide nuanced insights into the platform's effectiveness.

### **Need and Importance of the study**

Research on AI tools in learning English is crucial for evaluating their effectiveness in improving students' proficiency. By identifying how AI can be personalized to cater to different learning styles and proficiency levels, it can enhance student engagement and motivation. This research can also help educators integrate AI into the curriculum, ensuring alignment with learning objectives. Ethical considerations such as privacy, data security, and transparency should be addressed. The long-term impact of AI on students' English proficiency, academic performance, and future career opportunities is also explored.

### **Statement of the Problem**

“To Study the Impact of AI tool- Duolingo Application Based Activities on English Language Skills Development of School Students”.

### **Review of Related Literature**

**Imanl Panly** (2022) conducted research on, “The Effect of Artificial Intelligent Technology Used (Duolingo Application) To Enhance English Learning.” Through this research he wanted to see if using Artificial Intelligence or the Duolingo app can help students improve their speaking and listening skills in English. An experiment was

carried out with two groups of students, one using Duolingo and the other not. The results showed that the students who used Duolingo had higher scores in speaking and listening. So, using Duolingo can really help students become better at speaking English.

**Alvons Habibie (2020)** studied, “Duolingo as an educational language tool to enhance students’ motivation in writing”. This research looked at how Duolingo, or any other app that helps to learn different languages, can help students feel more motivated to write. The researcher talked to 40 students who were studying English and found that using Duolingo made them more excited to write. It's great to know that Duolingo can help beginners learn a new language and keep them motivated. The study also mentioned that Duolingo could add more words, grammar rules, and languages, especially English, since it's spoken all around the world.

**Lucky Portnoff (2021)** investigated a case study on, “Method for Language Learning Assessment at Scale: Duo Lingual Case Study”. This research talked about how student can learn on app new languages on their own choice and wherever and whenever they want. Duolingo learning help the student to learn with new language and also help to decide from where they have to start with the level. There are different levels, and we can start learning in an easy way.

### **Operational Definition of Variable**

#### **AI tools**

AI tools are software applications that use artificial intelligence techniques to perform tasks like natural language processing and image recognition, enhancing efficiency, accuracy, and automation across various industries and applications.

AI is a useful tool that utilizes artificial intelligence methods to enhance human capabilities and automate various tasks. It enhances human capabilities by analyzing data, identifying patterns, and making decisions, making AI a valuable tool in various fields.

#### **Duolingo Application**

Duolingo App. is a language-learning platform that provides online courses in multiple languages. It offers a gamified approach to language education, using interactive exercises, quizzes, and lessons to teach users reading, writing, listening, and speaking skills in a new

language. Duolingo is accessible through both web browsers and mobile applications, making language learning convenient and engaging for a wide range of users.

### **English Language Skills Development**

Language development in children is the process through which we gain the ability to comprehend and communicate through speech. Before acquiring fluency, a child may progressively comprehend fundamental verbal patterns and increase their vocabulary throughout this stage.

### **Scope and Delimitation of research**

- Duolingo offers a wide range of languages to learn, including English, Spanish, French, German, and more.
- The app provides a gamified learning experience, making it fun and engaging.
- Duolingo offers different levels and progress tracking to help you monitor your learning journey.
- The app includes various exercises and quizzes to practice vocabulary, grammar, and pronunciation.
- Duolingo also offers a community feature where you can connect with other learners and practice speaking with them.
- The app is accessible and free to use, making it a convenient option for language learning.
- Duolingo's mobile app allows you to learn on the go, anytime and anywhere.
- The app provides personalized learning recommendations based on your progress and areas of improvement.
- Duolingo offers a variety of language courses, including beginner, intermediate, and advanced levels.
- The app's interface is user-friendly and intuitive, making it easy to navigate and use.

### **Objectives of Research**

1. To conduct Duolingo App based Activities for School Students of Std. IX.
2. To compare the pre-test and post test scores of Std IX students.

### **Hypothesis of Research**

1. There is no significant difference between the pre-test and post-test scores of Std IX students.

2. There is no significant impact of Duolingo Application-based activities on language development of Std. IX students.

### Research Methodology

Action research is often reflected in 3 action research models: operational (sometimes called technical), collaboration, and critical reflection.

Operational (or technical) action research is usually visualized like a spiral following a series of steps, such as “planning → acting → observing → reflecting.



### ACTION PROGRAMME

Sr. No	Actions to be taken	Procedures and tools
1	The planning and selection of AI tool	Teacher searched various AI tools and language development apps and selected the app Duolingo
2	Pre-test conducted to know the students understanding of the English language skills.	Duolingo app was used to take test of the students in group of 5 from level 1 to 3

3	Preparation of Activities for increasing their language development skill	Extempo was conducted in the classroom where students came forward and express their opinion in English
4	Planning of post test	Online test was taken for post-test of students through Duolingo level 3 -6
5	Post test was conducted to understand and analyse the improvement of students.	Duolingo app was used to take post-test of the students in group of 5 in levels of their understanding.

### **Sample of the study**

In this present study, the investigators selected and conducted the action research on 34 students each of Standard IX students ' division B of Anjuman Islam M.I.J.Girls High School Bandra.

### **Techniques:**

t-test

### **Intervention Programme**

The data was collected in which Duolingo app was selected and test was conducted in Duolingo app in classroom of standard IX in School. After data collection verbal communication skills-based activities were conducted during the proxies such as back-to-back debate, Extempo to help them understand the importance of Language skill. After activity post-test was administered to check the improvement in their English Language skill.

### **Tool of the study: Duolingo Application**

Duolingo is a language-learning platform that offers courses in various languages. It's a fun and interactive way to learn new languages. Duolingo is a language-learning platform that offers interactive lessons and exercises to help you learn new languages. It's a fun and effective way to practice speaking, reading, and writing in different languages. You can choose from a variety of languages and track your progress as you go. It's a great way to expand your language skills.

**Data Analysis:****Testing of Hypothesis**

- There is no significant difference between the pre-test and post-test scores of Std IX students.
- There is no significant impact of Duolingo Application-based activities on language development of Std. IX students.

The following table shows the relevant statistics of the percentage/scores in English. t-test was used for data analysis.

**Table 1**  
**Relevant Statistics of Pre-Test and Post- Test**

Sr. No	Variable	Group	Frequency (N)	Mean	t	P (two tailed)	Inference
1	Duolingo Application based activities	Pre test	34	95.03	-2.45	0.0169	S
2		Post test	34	97.59			

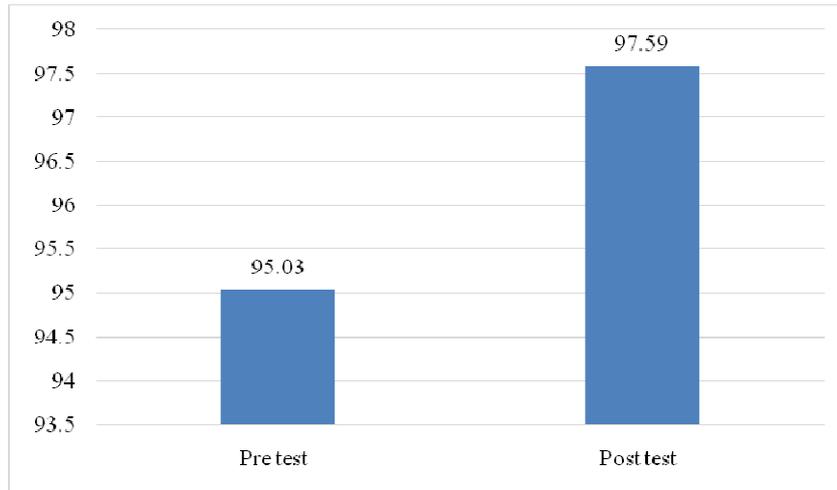
The proceeding table shows that the t-ratio for Duolingo Application based Activities is significant at 0.0169 level. Hence, null hypothesis is rejected. There is a significant difference between the pre-test and post-test scores of Std IX students.

The proceeding table shows that the t-ratio for Duolingo Application based Activities is significant at 0.0169 level. Hence, null hypothesis is rejected. There is a significant impact of Duolingo Application-based activities on language development of Std. IX students.

It may be concluded that the Mean pre-test and mean post-test scores on for Duolingo Application based Activities of students differ significantly. The mean pre-test for Duolingo Application based Activities of students is significantly lower than mean post test scores.

**Figure 1**

**Mean Pre-Test and Post Test Scores**



### **Finding and Discussion**

The findings of the study indicate that Duolingo effectively improves English language proficiency, enhances student motivation and engagement, and serves as a valuable supplementary tool for traditional language instruction.

The study delves deeper into the implications of these findings, discussing potential strategies for optimizing the use of Duolingo in language education settings. It addresses challenges and limitations, such as access to technology and the need for ongoing support and guidance for students using the app. Additionally, it explores future research directions, including longitudinal studies to examine the sustained impact of Duolingo on language skills retention.

Overall, the findings and discussion underscore the significance of incorporating innovative language learning tools like Duolingo into educational practices, paving the way for more effective and engaging language instruction.

### **Educational Implication**

- ✓ AI tools have the potential to greatly enhance educational strategies and make learning more personalized and effective.

- ✓ It's truly amazing how technology is revolutionizing education and opening up new possibilities.
- ✓ There are several AI tools being used in education. One example is intelligent tutoring systems that provide personalized learning experiences.
- ✓ Another example is virtual reality simulations that allow students to explore and learn in immersive environments.

### **Suggestion**

- **Incorporate Diverse Language Activities:** This could involve group discussions, role-plays, language games, or multimedia presentations to reinforce language concepts learned on the app.
- **Provide Regular Feedback:** Feedback can help students identify areas for improvement and stay motivated to continue learning.
- **Encourage Peer Interaction:** This could include pair or group activities, language exchange partnerships, or collaborative projects that encourage communication and collaboration in English.
- **Personalize Learning Experiences:** Offer differentiated activities, provide additional support or challenge as needed, and encourage students to set personal language learning goals to enhance their motivation and engagement.
- **Monitor Progress Continuously:** This will allow you to track students' language development over time and make adjustments to your instruction as needed.

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Dr. Mohammed Abdul Raffey is working as an Associate Professor in UGC- Malaviya Mission Teacher Training Center, Dr. Babasaheb Ambedkar Marathwada University Chhatrapati Sambhajnagar, Maharashtra, he has 20 years of teaching and research experience, he has obtained his Ph.D. degree in commerce from Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar, Maharashtra in the year 2010, under his able guidance 10 students of Management Science and 7 student of Commerce have completed their Ph.D. research work and currently 5 student are pursuing their Ph.D., he has published 75 research paper in various well reputed national and international journal with high impact factor and has attained in more than 80 national and international conference, he has also chaired many technical session and has delivered number of talk in many national and international conference, to his credit he has published 8 books which are used as a reference material for various courses of Management like B.B.A, B.C.A., B.Com., M.Com. and M.B.A., his Major area of specialization are Higher Education, Finance, Human Resource and General Management. He has successfully completed 2 Minor Research Projects and 2 Major Research Project funded by Indian Council of Social Science Research, apart from this he is also working as a researcher in MERGE project funded by European Union since, he also filed 3 patent out of which one South African patent have been granted.

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Issue - 357

## Recent Trends in Library Science



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## The Role of RCERW Library in Supporting Institutional NAAC Ranking

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### Abstract –

The library plays a pivotal role in supporting institutional rankings by providing essential academic resources, fostering research productivity, and enhancing teaching and learning experiences. By offering access to databases, journals, and digital tools, libraries empower faculty and students to produce impactful research that contributes to institutional visibility and citation metrics. In (RCERW), several qualitative initiatives have been undertaken in the library to support NAAC accreditation. These initiatives include activities such as Paper Reading, Book Review, Abstract Writing, and the Book Bank program. The library plays a crucial role in the accreditation process by ensuring compliance with academic standards, providing access to digital tools, and fostering a culture of continuous learning and innovation. The college publishes a quarterly E-Newsletter that documents all activities and programs conducted throughout the institution. This serves as a comprehensive record of events, highlighting the various initiatives and achievements of the college. Through knowledge dissemination, research support services, and collaboration initiatives, our library contribute significantly to the institution's academic reputation, ultimately influencing its global ranking and competitiveness. It also assists in accreditation processes by ensuring compliance with academic standards, offering digital tools, and fostering an environment of continuous learning and innovation.

**Key words-** Library, Library Activities, Learning & Innovation, Teaching & Learning

### Introduction:

The library plays a crucial role in supporting an institution's ranking by enhancing academic excellence, research productivity, and student learning experiences. A well-equipped library provides access to high-quality books, journals, and digital databases, enabling faculty and students to conduct impactful research, which increases citations and academic reputation—key factors in institutional rankings. Additionally, libraries support accreditation processes by offering comprehensive learning resources, research assistance, and digital archives. By integrating technology such as AI-driven search tools and remote access to scholarly materials, libraries improve accessibility and efficiency. Furthermore, they facilitate global collaborations and open-access repositories, increasing the institution's visibility in the academic community. Ultimately, a strong library infrastructure directly contributes to better research output, student satisfaction, and faculty development, all of which are essential for improving institutional rankings.

### The Importance Of Naac Rankings:

The National Assessment and Accreditation Council (NAAC) rankings play a crucial role in shaping the reputation and performance of higher educational institutions in India. The importance of NAAC rankings can be understood from the following perspectives:

#### 1. Quality Assurance and Benchmarking

NAAC rankings provide a structured assessment of institutions based on various criteria such as teaching-learning processes, research output, infrastructure, and governance.

Institutions with higher grades (e.g., A++ or A) are recognized for their commitment to maintaining quality standards in education.

## **2. Accreditation for Government Funding**

Government agencies, such as the University Grants Commission (UGC), consider NAAC accreditation while allocating funds and grants to institutions.

Institutions with better NAAC grades are more likely to receive research funding, infrastructure development support, and financial aid for faculty improvement programs.

## **3. Enhanced Reputation and Student Enrollment**

A higher NAAC ranking enhances the reputation of an institution, attracting talented students and faculty.

Prospective students often prefer NAAC-accredited colleges and universities, as it assures them of quality education and better career prospects.

## **4. International Recognition and Collaboration**

Institutions with a strong NAAC ranking are more likely to establish partnerships and collaborations with international universities.

It facilitates student and faculty exchange programs, joint research opportunities, and global recognition.

## **5. Improved Placement Opportunities**

Employers value NAAC-accredited institutions while recruiting candidates, as it indicates that graduates have received a high standard of education.

Strong rankings can improve campus placement opportunities and industry tie-ups.

## **6. Continuous Improvement and Institutional Growth**

The NAAC evaluation process encourages institutions to continuously upgrade their academic standards, research output, and administrative efficiency.

Institutions use NAAC recommendations to identify areas for improvement and develop strategies for long-term growth.

## **7. Autonomy and Academic Privileges**

Higher NAAC grades can make institutions eligible for autonomous status, enabling them to design their own curriculum, introduce new courses, and implement flexible examination systems.

This autonomy helps institutions respond better to changing industry demands and academic trends.

## **8. Government Recognition and Compliance**

Many state and central government schemes and policies require institutions to maintain a minimum NAAC score for participation in initiatives such as *RUSA* (Rashtriya Uchchatar Shiksha Abhiyan) and *NIRF* (National Institutional Ranking Framework).

## **9. Access to Research Grants and Scholarships**

NAAC-accredited institutions have better access to research grants from bodies such as UGC, AICTE, and DST.

It also allows students to apply for scholarships that require enrollment in accredited institutions.

## **10. Credibility in Online and Distance Education**

With the rise of online education, NAAC rankings provide credibility to institutions offering distance and online courses.

It assures learners of the quality and recognition of their degrees.



### **Importance Of Reerw Library In Naac**

The library plays a crucial role in the National Assessment and Accreditation Council (NAAC) accreditation process for educational institutions in India. NAAC evaluates institutions based on various criteria, and the library significantly contributes to several of these, particularly in terms of **learning resources, student support, and research facilitation.**

#### **Criterion 1: Curricular Aspects**

##### **Library Facilities for Self-Study:**

- Provision of a conducive environment for self-study.
- Availability of physical and digital books to support individual learning.
- Wide access to study materials relevant to the curriculum.

#### **Criterion 2: Teaching-Learning and Evaluation**

##### **Support for Faculty and Students:**

- Provision of study materials for academic programs.
- The **Book Bank Facility** provides semester-wise textbooks to all students, allowing them to keep the books for the entire semester. This eliminates the need for frequent issuing and returning, ensuring uninterrupted access to study materials.
- Access to **research journals** to aid both faculty and student research activities.

#### **Criterion 3: Research, Innovations, and Extensions**

##### **Research Support:**

- Subscription to **INFLIBNET** for accessing e-books, e-journals, and research databases.
- Facilitating academic research through digital library resources.

#### **Criterion 4: Infrastructure and Learning Resources**

##### **Access to Resources:**

- Rich collection of books, periodicals, and previous years' question papers.
- **E-Granthalaya Library Software:** Library automation for seamless resource management and tracking.
- INFLIBNET integration for enhanced learning and teaching support.

##### **Student Motivation Activities:**

- Conducting programs like **abstract writing, book reviews, and reading challenges** to foster a reading culture.

#### **Criterion 5: Student Support and Progression**

##### **Assistance with Reference Materials:**

- Resources for paper presentations, competitive exams, and academic assignments.
- Availability of reference materials, including examination papers and books for competitive examinations.

#### **Criterion 6: Governance, Leadership, and Management**

##### **Library Automation:**

- Use of advanced tools like **E-Granthalaya** for effective resource management and automation.
- Emphasis on continuous improvement in resource accessibility and library operations.

#### **Criterion 7: Institutional Values and Best Practices**

##### **Sustainable Practices:**

- Promotion of **paperless access** through e-books and e-journals.
- Efforts toward environmentally friendly practices by reducing reliance on physical materials.

### Rcerw Library And Its Quality Initiatives In Tune With Naac

The library plays a crucial role in supporting students' academic growth and overall development. It serves as a hub of knowledge by providing a wide range of resources, including physical books, digital materials, and specialized software such as E-Granthalaya, which helps in managing library operations efficiently.

One of the key facilities offered by the library is the **Book Bank Facility**, where students can borrow textbooks for an entire semester and return them after their exams. This initiative greatly benefits students, especially those who may not have easy access to essential study materials.

In addition to providing resources, the library also conducts various **academic activities** that contribute to students' learning. For instance, students are encouraged to read periodicals and write abstracts, helping them enhance their comprehension and summarization skills. The library also organizes **book review activities**, where students critically analyze books, fostering critical thinking and analytical abilities.

Moreover, the library promotes **reading programs** that encourage students to develop consistent reading habits, ultimately improving their vocabulary, knowledge base, and academic performance. These initiatives not only support their coursework but also cultivate a lifelong love for reading and learning.

Overall, the library plays a vital role in shaping students' academic journeys by providing essential resources and engaging them in activities that enhance their knowledge, analytical skills, and intellectual growth."

### Literature Review:

Libraries play a vital role in enhancing institutional NAAC rankings by supporting academic and research activities. According to Kumar & Verma (2019), well-resourced libraries positively impact teaching, learning, and research, which are key NAAC evaluation criteria.

Libraries contribute to curricular aspects by providing access to textbooks, reference materials, and digital resources. Gupta (2020) emphasizes the role of libraries in student engagement through digital literacy programs and online learning support. For research and innovation, Sharma & Patel (2021) highlight that libraries provide access to scholarly databases, institutional repositories, and research assistance, enhancing research output.

In terms of infrastructure, Rajan (2018) notes that digital libraries and ICT-based services improve NAAC scores. Libraries also support student progression by offering career guidance and skill development resources (Mishra, 2017). Effective governance practices, such as automation and e-governance, further align with NAAC's emphasis on institutional efficiency (Bansal, 2020).

Best practices for enhancing NAAC rankings through libraries include implementing Library Management Systems (LMS), subscribing to research databases, conducting digital literacy programs, and integrating MOOCs and e-learning platforms. These initiatives strengthen institutional accreditation by fostering academic excellence and research productivity.

### Objectives of the study :

- To understand the role of Library in Institutional Rankings.

### Research Methodology:

This study adopts a quantitative research methodology to analyze the role of libraries in supporting NAAC rankings. A structured questionnaire was developed to collect data from our



students. The questionnaire covered aspects such as library usage frequency, resource satisfaction, service effectiveness, and its impact on institutional ranking.

**Data Collection:**

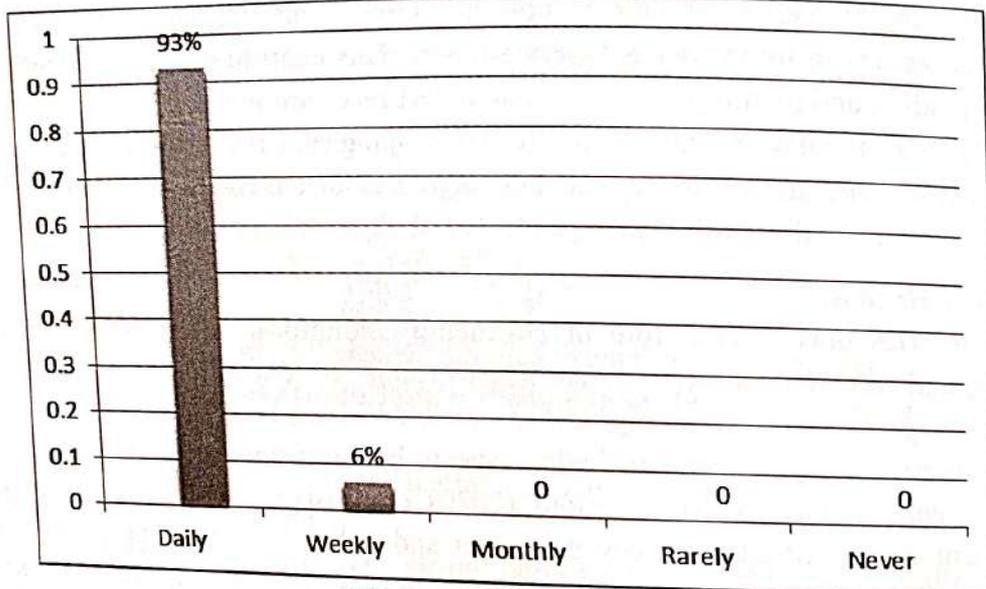
A survey method was employed, where respondents were asked to rate various aspects of the library. The questionnaire was distributed online to ensure wider participation.

Data analysis is conducted to determine the significance of libraries for NAAC rankings and all the resources utilized, as well as how libraries contribute to NAAC accreditation.

**1. How often do you utilize the library?**

Frequency	Quantity	Percentage
Daily	29	93%
Weekly	2	6%
Monthly	0	0
Rarely	0	0
Never	0	0

**Table.1**



**Chart.1**

The table.1 and chart.1 is showing how often people utilize the library. Based on this, it seems that the vast majority (93%) of individuals use the library daily, with only 6% using it weekly. No one uses it monthly, rarely, or never.

**2.How would you rate the following library resources? (1 - Poor, 5 - Excellent)**

Resource Type	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
Books	9.7	6.5	12.9	16.1	54.8
Journals/Periodicals	6.5	0	22.6	16.1	54.8
Online Databases/Research Portals	6.7	26.7	13.3	20	33.3
E-books	16.7	20	16.7	23.3	23.3
Reference Materials	3.3	3.3	30	16.7	46.7
Audio-Visual Materials	13.3	20	30	16.7	20

**Table. 2**

The above table is elaborated as given below:

- **Books:** Most respondents rate books highly (54.8% with a 5), indicating a strong preference for this resource. Fewer respondents rated it poorly (9.7% with a 1).
- **Journals/Periodicals:** Similar to books, journals/periodicals receive a high rating of 5 from 54.8% of respondents, but 22.6% rate it as average (3), showing some mixed feedback.
- **Online Databases/Research Portals:** These are rated more variably, with 26.7% giving a 2 and 33.3% giving a 5. It seems there's a moderate appreciation for this resource, but also room for improvement.
- **E-books:** E-books show a more balanced distribution, with ratings spread across 1, 2, 4, and 5. There is no strong consensus, suggesting varied opinions or usage habits.
- **Reference Materials:** This resource gets a high rating (46.7% with a 5), but also 30% rate it as average (3), indicating it's useful but not universally preferred.
- **Audio-Visual Materials:** This category has a similar spread to e-books, with a fair mix of high (30%) and moderate ratings (20%). It's moderately favoured, but not overwhelmingly so.

**3. Please rate the following library services (1 - Poor, 5 - Excellent)**

Resource Type	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
Books	9.7	6.5	12.9	16.1	54.8
Journals/Periodicals	6.5	0	22.6	16.1	54.8
Online Databases/Research Portals	6.7	26.7	13.3	20	33.3
E-books	16.7	20	16.7	23.3	23.3
Reference Materials	3.3	3.3	30	16.7	46.7
Audio-Visual Materials	13.3	20	30	16.7	20

**Table.3**

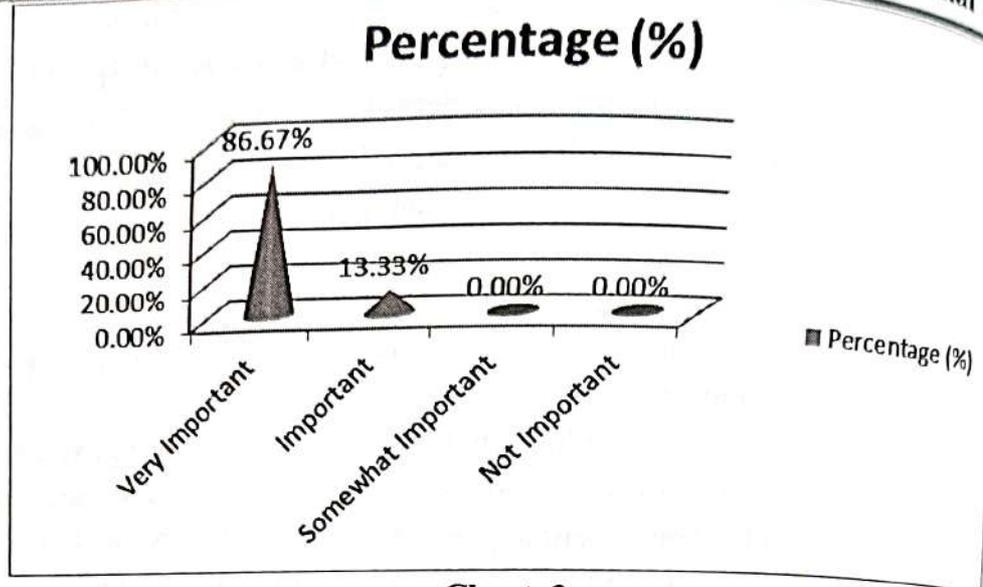
- **Reference Services and Research Assistance** receive the highest ratings of 5 (48.4% each), indicating satisfaction with these services.
- **Information Literacy Training** has a strong percentage (41.9%) rating it as excellent (5), but there are also a number of moderate ratings (29% rating it 4).
- **Inter-library Loan Services and Digital Services** show a more mixed distribution of ratings, with ratings of 4 (35.5% and 26.7%) still quite significant, but lower ratings also present.

**Section 3: Library's Contribution to Institutional Ranking**

4. In your opinion, how important is the library in enhancing the reputation of the institution?

Response	Count	Percentage (%)
Very Important	26	86.67%
Important	4	13.33%
Somewhat Important	0	0.00%
Not Important	0	0.00%

**Table .4**



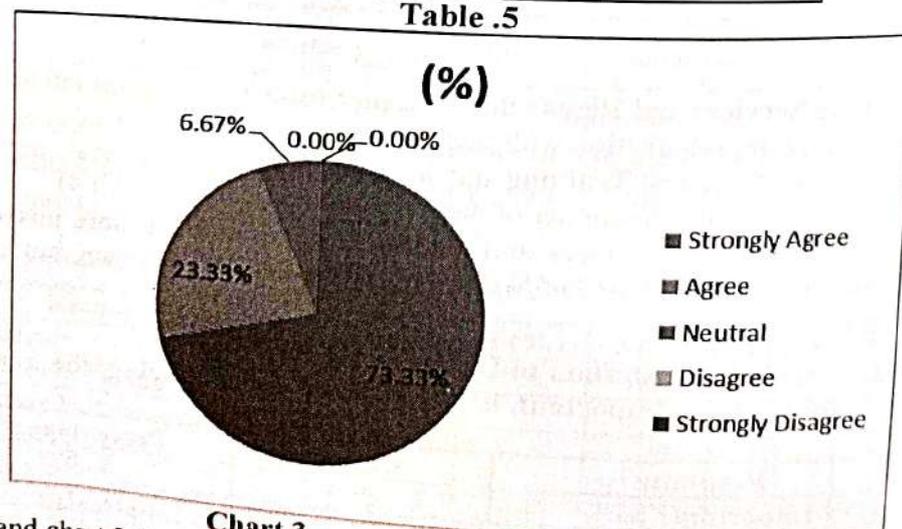
**Chart. 2**

The data indicates that (86.67%) of respondents consider the library to be *very important* enhancing the reputation of the institution. Additionally, 13.33% believe it is *important*, and none rated it as *somewhat important or not important*. This suggests that the library plays a crucial role in shaping the institution's prestige, likely due to its impact on academic excellence, research support, and overall student experience.

**5. Do you believe that access to library resources contributes to the academic performance of students?**

Response	Count	(%)
Strongly Agree	22	73.33%
Agree	7	23.33%
Neutral	2	6.67%
Disagree	0	0.00%
Strongly Disagree	0	0.00%

**Table .5**



**Chart 3.**

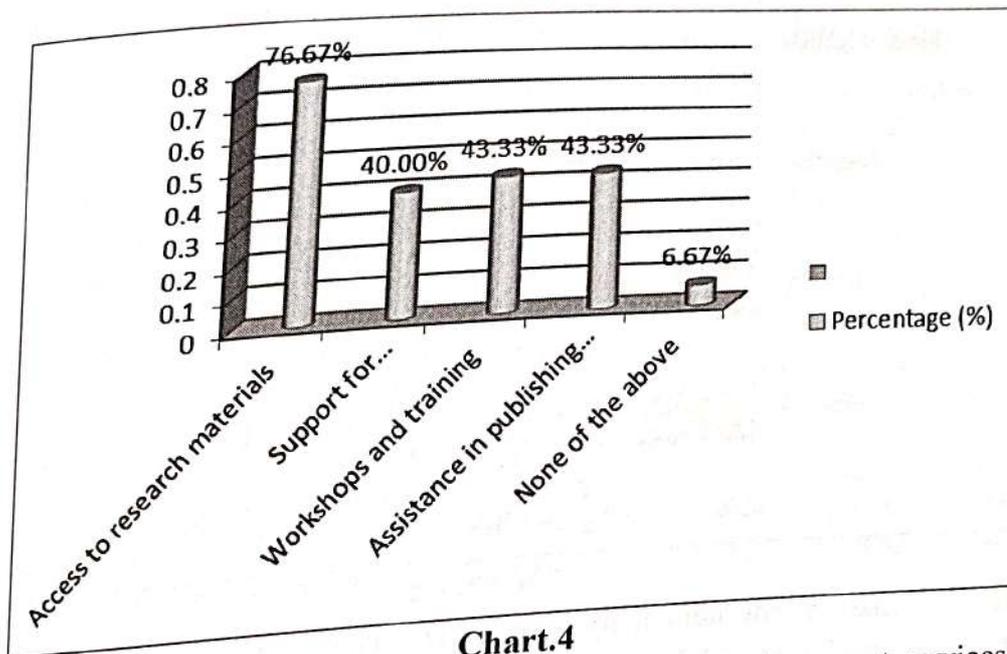
The Table.5 and chart.3 data strongly indicates that a vast majority (73.33%) *strongly agree* with this statement, while an additional 23.33% *agree*, bringing the total positive responses to 96.66%. Only 6.67% remain *neutral*, and no respondents *disagree or strongly disagree*. This

overwhelmingly positive response suggests that library resources are seen as essential in supporting student learning, research, and overall academic success.

6. How does the library support research activities related to institutional ranking?  
 (Choose all that apply)

Value	Count	Percentage (%)
Access to research materials	23	76.67%
Support for thesis/dissertation writing	12	40.00%
Workshops and training	13	43.33%
Assistance in publishing research	13	43.33%
None of the above	2	6.67%

**Table.6**



**Chart.4**

The table.6 and chart.4 data represents various types of research support services utilized by respondents, along with their corresponding counts and percentages.

1. **Access to Research Materials** - This is the most utilized service, with 23 respondents (76.67%) indicating its importance.
2. **Support for Thesis/Dissertation Writing** -About 40% of respondents (12 individuals) benefit from thesis and dissertation writing support.
3. **Workshops and Training** -Workshops and training are utilized by 13 respondents (43.33%), showing that nearly half of the participants find value in skill-building and professional development programs.
4. **Assistance in Publishing Research** -Similarly, 13 respondents (43.33%) seek support for publishing their research, emphasizing the importance of dissemination and academic contribution.
5. **None of the Above** - A small fraction (2 respondents, 6.67%) do not use any of the listed services, indicating either a lack of need or the possibility that alternative support mechanisms exist.

7. What additional services or resources do you think the library should provide to enhance institutional ranking?

The data highlights that library should offer more entry books, comics, and online resources to cater to users' information needs. It should also provide online novels and story

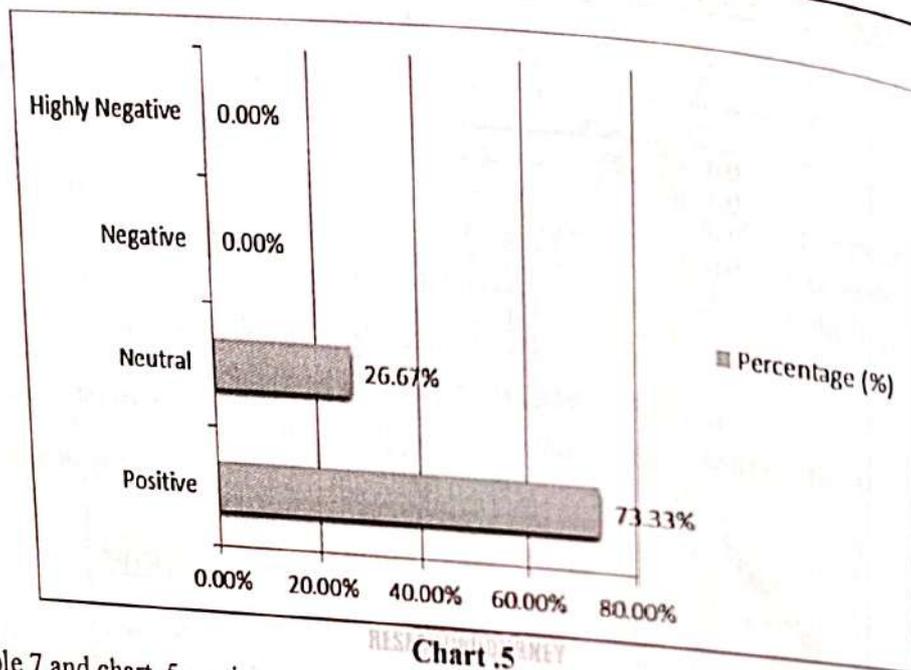
books to improve vocabulary. The library currently offers advanced digital research tools and books.

**Section 4: Overall Evaluation**

**8..How would you evaluate the overall impact of the library on institutional ranking?**

Sentiment	Count	Percentage (%)
Positive	11	73.33%
Neutral	4	26.67%
Negative	0	0.00%
Highly Negative	0	0.00%

**Table.7**



**Chart .5**

The table.7 and chart .5 sentiment analysis reveals overwhelmingly positive feedback:

- 1. Positive Sentiment (73.33%):** The majority of responses (11 out of 15) reflect a positive sentiment, indicating a high level of satisfaction with the subject being assessed.
- 2. Neutral Sentiment (26.67%):** A smaller portion of respondents (4 individuals) provided neutral feedback, suggesting that while they did not express dissatisfaction, they also did not find the experience exceptional.
- 3. Negative and Highly Negative Sentiments (0.00%):** There are no negative responses, highlighting the absence of significant complaints or dissatisfaction among respondents.

**9. Any additional comments or suggestions regarding the library's role in supporting institutional ranking**

The library is praised for its contributions to academic excellence and should continue to stay updated with the latest technologies and resources. It should also provide online books and research documents. The library should also support academic tools and maintain its commitment to excellence.

**Conclusion:**

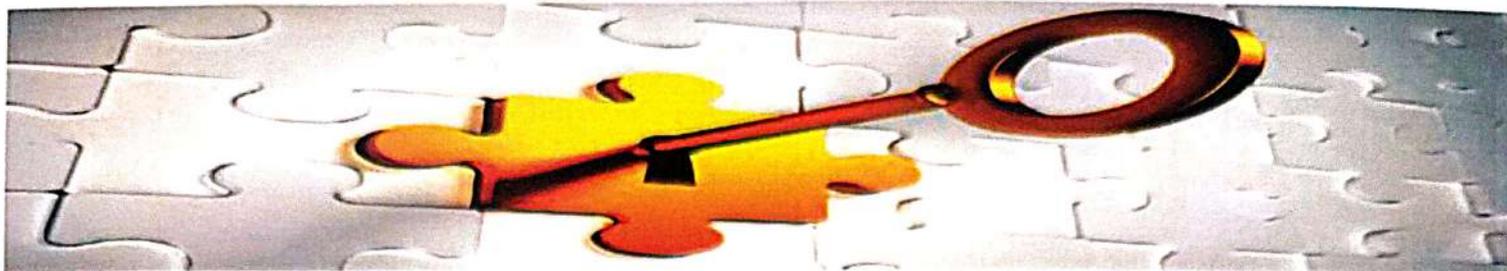
The data analysis highlights the significant role of the library in supporting NAAC rankings by providing essential resources, research assistance, and academic support. With 93% **daily usage**, the library is a vital part of institutional success. Respondents recognize its contribution to research, thesis support, and academic performance, with 86.67% **considering it**



very important for institutional reputation. Sentiment analysis shows 73.33% positive feedback, reinforcing its effectiveness. To further enhance its impact, respondents suggest expanding online resources, research tools, and diverse reading materials. Overall, the library plays a crucial role in fostering academic excellence and institutional growth.

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