

**PREPARATION AND MAINTAINENCE OF ZOHOB BOOKS FOR
EDUCONNECT LEARNING CENTER**

CHAPTER - 1

INTRODUCTION:

Educational methods ask students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion. Timely feedback, from either the instructor or fellow students, is critical to this learning process. Education research shows that incorporating active learning strategies into university courses significantly enhances students' learning experiences.

A learning center is **a self-contained section of the classroom in which students engage in independent and self-directed learning activities**. A learning center is a space set aside in the classroom that allows easy access to a variety of learning materials in an interesting and productive manner.

Learning is **“a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”**. The change in the learner may happen at the level of knowledge, attitude or behavior.

Students can use centers or learning stations to explore further and practice skills you've taught them in class. Children that learn by doing may thrive more in a space that allows them to be independent of traditional classroom instruction.

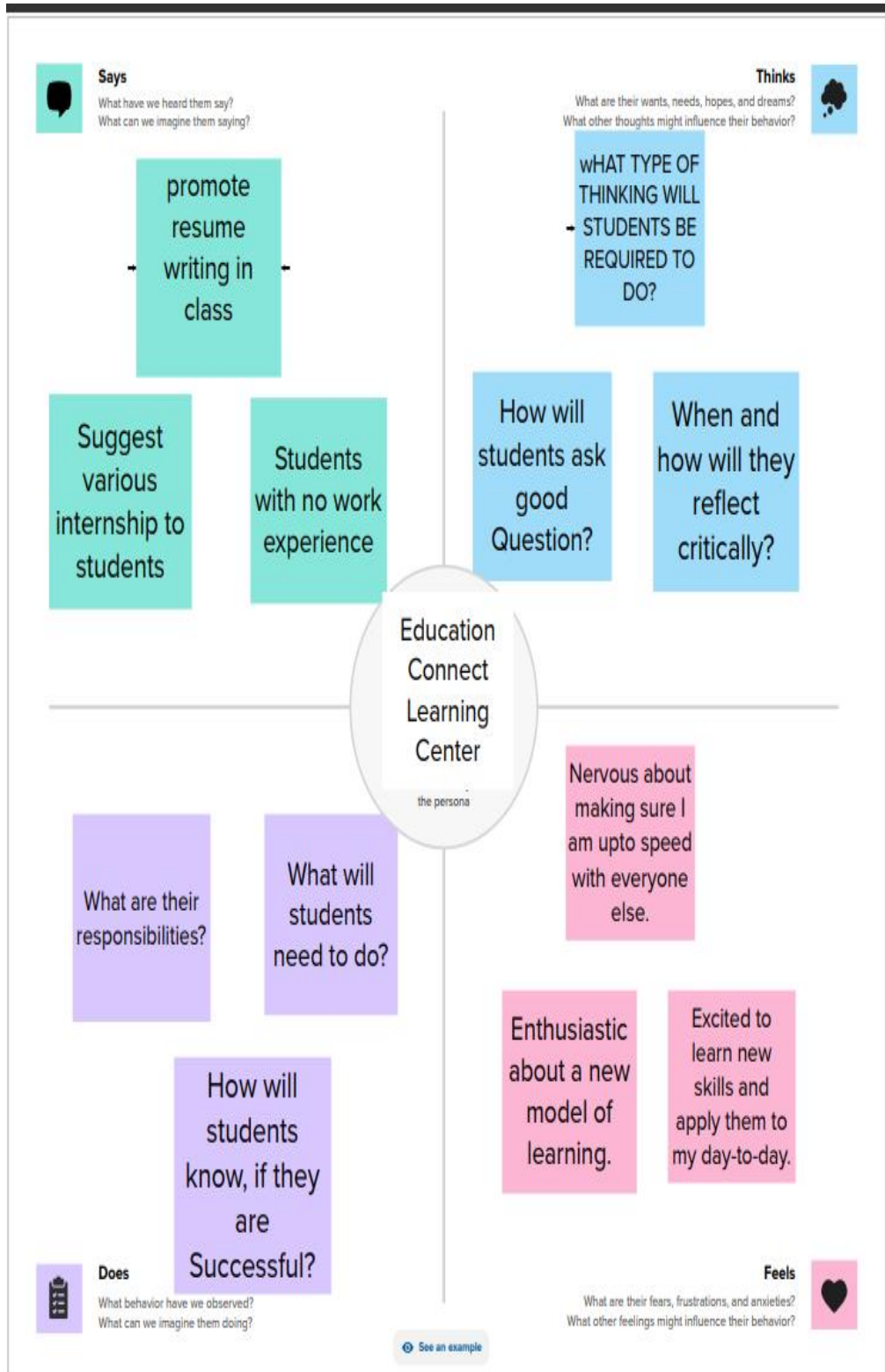
PURPOSES:

- Opportunities to process course materials through thinking, writing, talking, and problem solving give students multiple avenues for learning.
- Applying new knowledge helps students encode information, concepts, and skills in their memories by connecting it with prior information, organizing knowledge, and strengthening neural pathways.
- Receiving frequent and immediate feedback helps students correct misconceptions and develop a deeper understanding of course material.
- Working on activities helps create personal connections with the material, which increases student's motivation to learn.
- Regular interaction with the instructor and peers around shared activities and goals helps create a sense of community in the classroom.
- Instructors may gain more insight into student thinking by observing and talking with students as they work.
- Knowing how students understand the material helps instructors target their teaching in future lessons.

CHAPTER - 2

PROBLEM DEFINITION&DESIGN THINKING:

EMPATHY MAP:



IDEATION&BRAINSTORMING MAP

Brainstorm & idea prioritization

Use this template in your next brainstorming session to generate ideas, sort them by relevance and sort them by priority. You can also use it to sort ideas by relevance and sort them by priority.

1. Relevance (priorities)
2. Relevance (priorities)
3. Relevance (priorities)

Before you collaborate

1. Before you collaborate

2. Before you collaborate

3. Before you collaborate

Define your problem statement

1. Define your problem statement

2. Define your problem statement

3. Define your problem statement

Brainstorm

1. Brainstorm

2. Brainstorm

3. Brainstorm

Group ideas

1. Group ideas

2. Group ideas

3. Group ideas

Prioritize

1. Prioritize

2. Prioritize

3. Prioritize

After you collaborate

1. After you collaborate

2. After you collaborate

3. After you collaborate

CHAPTER - 3

RESULT:

PROFIT AND LOSS ACCOUNT:

GPKU Edu connect learning center

Profit and Loss

Basis: Accrual

From 01/04/2023 To 31/03/2024

Account	Total
Operating Income	
Sales	27,50,000.00
Total for Operating Income	27,50,000.00
Cost of Goods Sold	
Cost of Goods Sold	1,20,000.00
Total for Cost of Goods Sold	1,20,000.00
Gross Profit	26,30,000.00
Operating Expense	
Other Expenses	5,000.00
Rent Expense	1,00,000.00
Salaries and Employee Wages	10,00,000.00
Total for Operating Expense	11,05,000.00
Operating Profit	15,25,000.00
Non Operating Income	
Total for Non Operating Income	0.00
Non Operating Expense	
Total for Non Operating Expense	0.00
Net Profit/Loss	15,25,000.00

**Amount is displayed in your base currency INR

BALANCE SHEET:

GP KU Edu connect learning center

Balance Sheet

Basis: Accrual

As of 31/03/2024

Account	Total
Assets	
Current Assets	
Cash	
Petty Cash	2,88,200.00
Total for Cash	2,88,200.00
Bank	
ICICI Bank-001	14,97,200.00
Total for Bank	14,97,200.00
Accounts Receivable	2,95,000.00
Other current assets	
Prepaid Expenses	1,18,000.00
Input Tax Credits	0.00
Input CGST	19,800.00
Input SGST	19,800.00
Total for Input Tax Credits	39,600.00
Total for Other current assets	1,57,600.00
Total for Current Assets	22,38,000.00
Total for Assets	22,38,000.00
Liabilities & Equities	
Liabilities	
Current Liabilities	
Accounts Payable	1,18,000.00
GST Payable	0.00
Output CGST	2,47,500.00
Output SGST	2,47,500.00
Total for GST Payable	4,95,000.00
Total for Current Liabilities	6,13,000.00
Total for Liabilities	6,13,000.00
Equities	

CHAPTER - 4

ADVANTAGES:

- ❖ Students develop learning and other skills and gain meaningful knowledge that will help
- ❖ them throughout life.
- ❖ It can help to build social skills and self-esteem.
- ❖ And also students gain more emotional and cognitive support from their peers.
- ❖ The relationship between rights and responsibilities is learned.
- ❖ Students discover that learning is interesting and fun.
- ❖ Teachers have less traditional work to do.
- ❖ Students are more attentive and willing to participate in the class.
- ❖ Complaints about irrelevance and unfairness decrease.
- ❖ Reports and papers generated by students increase a teacher's collection of useful information.
- ❖ The pupil has more of an active role to play in their learning.
- ❖ Students can adapt the way they learn, to make their studies more effective.
- ❖ The ideal situation for this type group work is that weaker students should be placed with
- ❖ more able students to act as scaffolding.
- ❖ Students work on projects or problems in teams with both personal and team
- ❖ accountability for conceptual understanding.
- ❖ Students work together in achieving goals by upholding the norms of the group.
- ❖ Students are actively helping and motivating spirit to succeed together.
- ❖ Active role as peer tutors to further enhance the group's success.
- ❖ Interaction between students with increasing their ability to argue.
- ❖ Complaints about irrelevance and unfairness decrease.
- ❖ Reports and papers generated by students increase a teacher's collection of useful information.

DISADVANTAGES:

- ❖ It requires a longer time for students so it is difficult to achieve curriculum targets.
- ❖ Take a long time for teachers so that teachers in general do not want to use cooperative learning.
- ❖ One of the main disadvantages of this is that the classroom would be noisy and busy most of the time.
- ❖ The discipline of the class would be at the bottom.
- ❖ At the students take over the learning process there is a chance that the students might miss some important facts.
- ❖ There arises a problem with the introverts and the students who prefer to learn alone.
- ❖ According to some researchers, despite a teacher's best efforts, certain students do not relate well to student-centered learning.

CHAPTER - 5

APPLICATIONS:

Learning centers are student focused. Since all ESL classrooms are multi-level in some way, using learning centers allows slower students to spend more time practicing lessons from class while more advanced students deepen their understanding and ability to use the target skills or Language. Students are not rushed nor bored. Learning centers put the control into the student's hands. Adults appreciate being able to focus their learning on what is most important in their lives. Because students are involved in different games and activities at the same time, there is no down time. Students are constantly practicing and learning, which also alleviates chatter and use of native languages. Learning centers are extremely useful in classes that have rolling admission. New students entering the class can use the learning center time to catch up with what the class had finished before they began attending.

Learning centers are **student centered, engaging activities which are also self-checking and self-selecting**. The activities are used to focus on a set of skills and deepen the students' knowledge and abilities in that area. Students can work alone, in pairs, or in small groups.

In order to implement more effective, authentic learning centers in the classroom, it is important to first examine how students learn. The way in which students are taught should reflect the fact that each classroom includes students of varying academic abilities, interests, and needs (Tomlinson, 2000). Students will not truly learn at the learning centers unless centers are set up to meet students' diverse needs. Several learning theories will be examined to help explain the different ways in which students learn, their varied abilities and needs, and how to apply this information to the development of differentiated learning centers.

CHAPTER - 6

CONCLUSION:

The learning centers were designed to allow students of different intelligences to complete tasks using their specific skills and abilities. By giving students an opportunity to employ their talents in the classroom, the learning experience became more interesting and meaningful to the student. Based on the surveys, observations, and student work samples, this showed in the students' increased engagement in the activities, improved student work, and increased ability to apply the information outside of the learning centers.

Learning centers that directly related to the classroom curriculum and contained a critical thinking component were implemented in the Kindergarten classroom. Students participated in learning center activities created and implemented by the researcher. Changes were made to insure that students had more direction and structure during learning centers. Students' talents, interests, and needs were considered when developing the new learning centers in order to meet the needs of diverse learners. Activities with self-check allowed students to be more responsible for their work. Discussions, share-time, and follow-up activities also allowed students to feel a sense of pride in their completed products.

In order to encourage critical thinking in the Kindergarten students, the activities were designed to have three steps. The steps of the activity correlated with Bloom's taxonomy, increasing in the level of thinking skills necessary to complete each step. The three steps allowed for the purpose of each learning center to be clearly explained, and gave clear steps to follow to reach the goal of each learning center. Major changes were noted between the original learning centers, and newly implemented learning centers based on the two sets of Learning Centers Surveys, observations, and student work samples. The new learning centers showed stronger support for classroom instruction, more critical thinking components, an increased ability to keep students engaged, an increase in the number of students completing the activities successfully, and an increased ability for students to apply the information outside of the learning centers. An environment of high expectations was established as students

became more involved in their work. Although the learning centers had become more challenging, students performed well beyond the expectations.

CHAPTER - 7

FUTURE SCOPE:

This study was developed based on the impression from experience, observation, and research, that many teachers do not use learning centers effectively in their classrooms. Often, teachers use learning centers as a way to keep students occupied as they work with small groups of students, usually during guided reading. While a small group of students receives valuable instruction from the teacher, the other students often complete meaningless tasks that provide no reinforcement for classroom curriculum. Using learning centers as a cover for play time, busy work, and monotonous tasks should not be acceptable simply because it is convenient for the teacher. The time students spend away from the teacher in learning centers should be equally engaging, meaningful, and challenging as direct instruction from the teacher.

. Effective learning centers need to be directly related to the curriculum, provide students with activities that reinforce classroom instruction, give students an opportunity to practice new skills, and challenge students to think more deeply about the concepts or skills through critical thinking. The critical thinking component is crucial, as young students will not build value or meaning from the learning center activities unless they are encouraged to use higher level thinking skills to apply, analyze, or evaluate content.

Learning and modern innovations have brought about a major shift in the way society and students perceive education. Combine that with technology and we have a new pedagogy structure for the Indian education system. As education practices are being recalibrated to complement technological capacities with the emergence of the National Education Policy , the future of the Indian education system appears bright.

From the very basic to the higher secondary levels at schools, cramming is seen as a specific way to get through those assessments and activities. Naturally, educationists are now becoming aware of how much upgradation and innovation are needed to prepare students for future trends. Only when this is understood well will **the future education system of India** and **the scope of education** overall will see improvement.