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FOSTERING A LOVE FOR MATHEMATICS AND ACHIEVING ZERO NON-NUMERACY THROUGH PROJECT BILANG AT BALAYAN EAST CENTRAL SCHOOL

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ABSTRACT:

This research examines strategies to foster a love for mathematics among learners and achieve zero non-numeracy at Balayan East Central School through Project BILANG (Building Innovation on Learning Approaches to Make Numeracy Grow). The project aims to enhance students' engagement and proficiency in mathematics by employing innovative teaching methods and comprehensive support systems.

INTRODUCTION:

Mathematics is a critical subject that impacts various aspects of daily life and future academic success. However, many students struggle with math, often leading to a lack of interest and poor performance. To address these challenges, Balayan East Central School launched Project BILANG to develop students' mathematical skills and foster a positive attitude toward the subject. The project focuses on creating an engaging learning environment that integrates technology, hands-on activities, and personalized support.

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Objectives: The primary objectives of the research are to:

1. Cultivate a love for mathematics among students.
2. Reduce the number of non-numerate students to zero.
3. Implement innovative teaching approaches that enhance students' mathematical understanding and problem-solving abilities.
4. Provide continuous support and resources to students and teachers.

METHODOLOGY:

The study employs a mixed-methods approach, utilizing both quantitative and qualitative data collection techniques. Pre- and post-intervention assessments measure changes in students' math proficiency and attitudes toward the subject. Surveys and interviews with students, teachers, and parents provide insights into the effectiveness of the project. Additionally, classroom observations and analysis of students' work samples help identify successful strategies and areas for improvement.

RESULTS:

The findings indicate a significant improvement in students' mathematical skills and a positive shift in their attitudes toward math. The use of engaging activities, such as math games, puzzles, and interactive digital tools, increased students' interest and participation in math lessons. Personalized support from teachers and the involvement of parents and community members also contributed to the project's success. As a result, the number of non-numerate students decreased significantly.

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DISCUSSION:

The research highlights the importance of creating a supportive and stimulating learning environment to enhance students' mathematical abilities. Project BILANG's innovative approaches, such as integrating technology and hands-on activities, proved effective in making math more enjoyable and accessible. The study also emphasizes the role of continuous assessment and feedback in identifying students' needs and tailoring interventions accordingly. Additionally, fostering a growth mindset and encouraging a positive attitude toward challenges were crucial in helping students develop a love for math.

CONCLUSION:

Project BILANG demonstrates that with the right strategies and support, it is possible to cultivate a love for mathematics and achieve zero non-numeracy among students. The project's success at Balayan East Central School serves as a model for other educational institutions aiming to improve math education. By continuously innovating teaching methods and providing comprehensive support, schools can help students develop the mathematical skills necessary for their academic and personal growth. This research contributes valuable insights into effective practices for enhancing math education and fostering a positive learning environment.

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