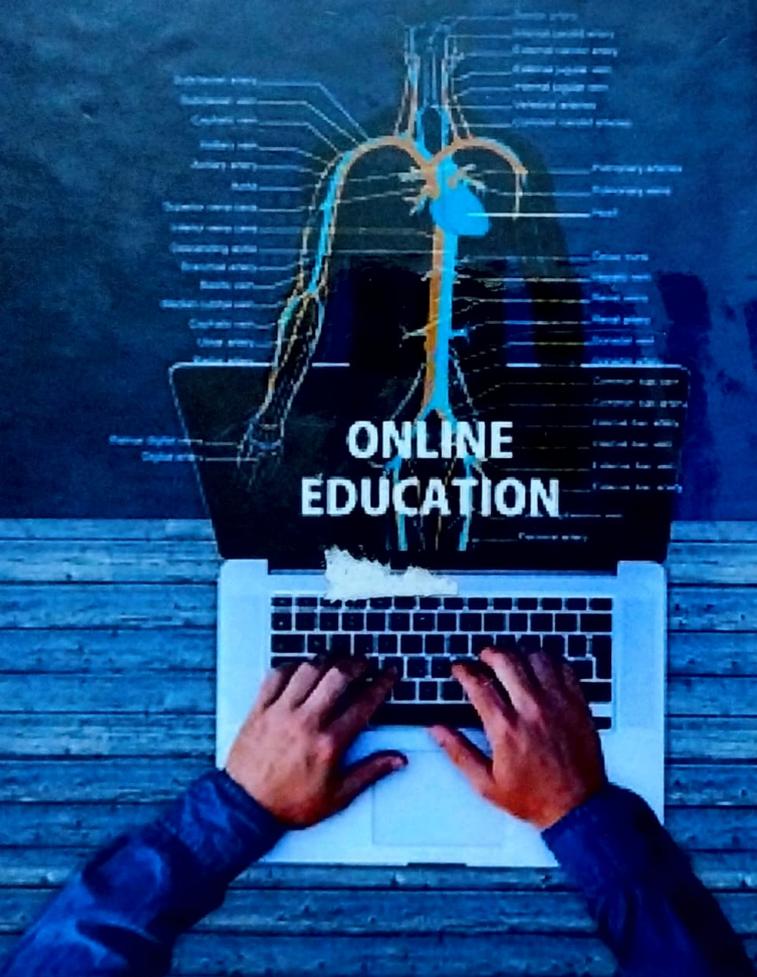


TEACHING-LEARNING ONLINE: STRATEGIES AND SELECT CONCERNS



Editor
Dr. Sameer Babu M.

Published by
S.B. Nangia
A.P.H. Publishing Corporation
4435-36/7, Ansari Road, Darya Ganj,
New Delhi-110002
Phone: 011-23274050
e-mail: aphbooks@gmail.com

2021

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Typeset by
Ideal Publishing Solutions
C-90, J.D. Cambridge School,
West Vinod Nagar, Delhi-110092

Printed at
BALAJI OFFSET
Navin Shahdara, Delhi-110032

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A Study of Attitude of Student Teachers Towards Online Learning, Online Instruction and Digital Classroom Climate

Dr. Bijoy K. Thomas*

ABSTRACT

In the 21st Century, the digital classroom environment plays an essential role in student's Online learning process. The teachers, educators and educational institutions strive to provide a better digital classroom climate for their academic growth. Many researchers have done research studies on the aspect of digital classroom climate. (Ranka, 2016ⁱ; Agarwal, 2016ⁱⁱ). Most of them have concluded that the digital classroom climate plays a vital role in online instruction and online learning. Digital classroom climate was defined as the digital experiences designed by the teacher for the overall growth and development of the child through the virtual multimedia-based curriculum. Thus, the digital classroom climate helps the child mould their behaviour in cognitive, psychomotor, and affective domains. Research studies have been done regarding the impact of quality digital classroom climate on academic achievement. Lim, D. H., Morris, M. L. (2009) states that a quality online learning environment positively influences students' academic performance. Most of the research studies are based on developing a new pedagogical paradigm to improve

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Su GyaanTM

Management Journal of Siva Sivani Institute of Management

ISSN : 0975-4032

Volume: XII

Issue - 1

Jan - June, 2020

Global Impact Factor (GIF) for 2012 - 0.421 & 2013 - 0.493

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V.Shanbhag (2017). "performance@results",

Mumbai: Himalaya Publishing House.



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Website: www.ssim.ac.in

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INFORMATION LITERACY, INFORMATION SEEKING BEHAVIOUR AND USER SATISFACTION: A CONCEPTUAL FRAMEWORK

Meena S. Suryavanshi*

ABSTRACT

An information literate person is one who is able to recognise when information is needed, and have the ability to locate, evaluate and use effectively the needed information. User education and information literacy programmes had impact on information seeking of students, teachers, researchers and on many others of society. It was found that changing pattern of new syllabus was a major environment factor, that influence information seeking behaviour. Professional students had high level of information seeking behaviour than the non-professional students. This paper explores the world of information literacy describing, Information Seeking Behaviour and Reader's Satisfaction, and Effective use of Social Media for users. This paper explore conceptual framework of information literacy for users' satisfaction resulting in a progressive society.

Keywords: *Information Literacy, Reader's Satisfaction & Information Seeking Behaviour, Information Literacy Programmes.*

Introduction

Most people think of information literacy as a set of abilities requiring individuals to recognise when information is needed and have the ability to locate-evaluate and use effectively the need information. Information literacy is a survival skill in the information age. Information literacy responsibilities are increasing in all areas of life. Information literacy bridges the gap between digital divide that we observe at grassroots level. Initiatives in India, in the form of Common Services Centre's Village Knowledge Centres, CIC's, Gyandoot etc. were ushered in with the participation of NGO's developmental agencies and corporate organizations. Government of India recently established National Knowledge Commission to formulate national plans and policy framework for nurturing knowledge-based economy in India and addressing challenges of globalization.

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STEAM Education: A Journey towards Discovery of Knowledge

RIEB/CSE-21/T1-12

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ABSTRACT

Art and Craft as a learning tool has always been appealing through the ages. However, imparting critical and creative thinking could be said to be of paramount importance in the present times. But how to create critical and creative thinkers? One of the means to achieve this would be the integration of STEAM education into the curriculum. This paper draws out the association between Edgar Dale's Cone of Learning Experience and Craft & Art-based teaching activities to imbibe different concepts. According to the recent National Education Policy, 2020 Art based teaching activities are classified for age and standard. Similar to traditional teaching and learning activities, art-based teaching and learning activities

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ABSTRACT 2020-21

also lead to certain outcomes and gains. Based on the adaptation of the revised Bloom's Taxonomy, this



National Council of Educational Research and Training
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(NAAC Accredited A+ Grade Institute)

In collaboration with
Department of School Education,
Govt. of Madhya Pradesh (India)

**National Conference
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The Relationship Between Online Teaching- Learning on The Mental Health of Bachelor of Education Students

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Abstract

“Mental health and mental balance are critical to leading a healthy life.” Due to the pandemic the academic year 2019- 2020 began with online teaching-learning. Online teaching- learning became the new normal in the education system. Online teaching-learning had affected the entire education system and the students doing Bachelor of Education too were not left out. Since the colleges were closed, the modus operandi of teaching moved from classroom to virtual mode. Lectures for the session began online and students started attending them regularly. Long hours of synchronous lectures took a toll on the mental health of the students as they complained of watering of eyes, insomnia or severe headaches. Few students didn't have proper physical environment in their homes to attend the classes or conduct classes. The student teachers were not prepared for these types of uncertainties in the environment. Having a smart phone or a computer with internet facility became a basic necessity. The students had to do internship with fifteen lessons and administer a unit test to school students. Internship is generally done by visiting schools, which became difficult in the lockdown. The student teachers gave lessons online in Google classrooms and few Student teachers gave live lessons in schools. There were many curricular and co-curricular activities for students, which were also completed online. The entire program had to be done online and this created mental stress. The study focuses on the relationship between online teaching-learning and its effect on their mental health. Regular lectures, mentoring and co-curricular activities and examinations were conducted online. Few students also suffered from the Coronavirus and had to be quarantined either at home or in a center. A few students had family members suffering from the virus which indirectly affected them. The pandemic was affecting each and every one in some way or the other. The guidelines from the Education department were to conduct the Internship as well as the entire B. Ed program online. The key words are - Online teaching - learning, mental health, Internship etc.

“Mental Health needs a great deal of attention. It's a final taboo and it needs to be faced and death with”.

Adam Ant

Introduction –

Due to COVID 19, the colleges shut down unexpectedly. The institution could not open physically so the classes opened online. The trainee teachers started their course online in the third semester. The students were to teach in schools as a part of their internship. They had to first get used to learning and then teaching online. The student teachers had to go to schools to teach the students. Most of the schools were open online but did not give permission to student teachers to teach online on their google platform. So, the student teachers took lessons in their peer groups in the google classrooms. Very few students gave lessons in

schools on their online platform. The students who volunteered to teach in schools gave two lessons in schools out of fifteen lessons. There was a complete switch from offline to online learning.

By mental health of a student is meant her/his mental condition. As physical health of a student is meant by the proper maintenance and functioning of all her/his external and internal body organs, in the same way, mental health is meant the proper maintenance and functioning of his/her mind.

Mental health is defined as a person's condition with regard to their psychological and emotional well-being. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every

stage of life, from childhood and adolescence through adulthood.

The Main Objectives:

- To find out the effect of online teaching on the mental health of Bachelor of Education Students.
- To understand the stress and strain due to the online mode of teaching and learning.
- To study the effect of educational stress in the online mode.
- To study how co- curricular activities and examination could be dealt with on the online mode.
- To study the dependence on internet and computers for teaching and learning.

Statement Of Aim:

The Relationship between Online Teaching-Learning on the Mental Health of Bachelor of Education Students.

Operational Definitions:

Mental health – By mental health, it is meant, the ability of human being to limit his feelings, desires, aspirations and ideals on the real surface, to adjust himself according to his environment according to himself/herself.

Student Teachers- The students studying in S.Y.B. Ed (Semester III)

Online teaching and learning - Online teaching and learning is a faculty – delivered instruction via the internet.

The Need For The Study:

- To study the mental health of the student
- To keep a check on the stress level of students
- To make teaching and learning meaningful and joyous online

Sample:

There were 33 Student teachers from the S.Y. B. Ed (Semester III) class. They were selected as sample from Second Year of the Two-Year Bachelor of Education Course.

The Tools Used For This Study:

The researcher used a self-prepared Questionnaire with 30 statements with YES and NO as responses. The student teachers were asked to choose either YES or NO for the statements framed.

Method Of The Study:

The researcher looked at each statement to look into the area of **stress of the students** studying in Second Year Bachelor of Education (Semester III).

Data Collection:

- The Tool – A self-prepared **questionnaire** was mailed to the students via Google form to be filled up.
- The data was finally tabulated using Google application.

Findings:

The findings and conclusion of the study were as follows-

1.	<p>Recording of internship lessons took a long time. Sometimes I was unable to sleep due to the time taken for recording of the lesson.</p> <p>90.9 per cent students suffered from lack of sleep and discomfort while 9.1 per cent were satisfied with the recording of the internship lessons. (30 YES : 3 NO). The institution made it mandatory to record the lessons and the students were left with no choice but to record the lessons for internship. The lessons were uploaded in the Google Clasroom.</p> <p>Conclusion : Mental health issues manifest themselves in many ways, from insomnia to eating disorders to emotional mood swings and self- harming, all of which can be treated given the right interventions. Majority of students suffered from insomnia as it took a long time to record and upload the lessons to be given during internship. The student teachers didn't have to prepare files for record checking thereby reducing the use of paper and space for storage of physical files. A paper free submission was good for the environment.</p>
2.	<p>Internship resulted in lack of sleep, increased stress and no social interaction etc.</p> <p>97 per cent of students had lack of sleep due to the internship program while 3 per cent students opined that there was no stress. It increased their stress level as they had to wait till all the family members slept</p>

	<p>and there was no sound from the outside environment. The students were required to give 15 lessons (10 General lessons, 2 theme based lessons Experiential lessons and 3 Co-teaching lessons with school teacher) in the third semester. The guidelines for the students didn't reduce the number of lessons to be given by students but certain liberties were given. The students were allowed to choose a lesson of their choice and teach in their own peer group. (32 YES :1 NO)</p> <p>Conclusion: Same as above.</p>
3.	<p>Coach's expectation could be easily matched during internship. 78.8 per cent students could match the expectations of the coach expectation's while 21.2 per cent could not match with the expectations of the coach. For most part of the internship lessons the coach and the supervisor were the same teacher. Therefore, many students could match with the expectations of the coach. (26 YES : 7 NO)</p> <p>Conclusion: The coaches could be a little reasonable in their expectations as all students were not the same. A survey was done to check the student's resources with respect to mobiles and computers at home. It was found that some students lacked these gadgets required to record lessons.</p>
4.	<p>Planning of lessons was very easy during the lock down as the lessons were self-selected. 81.8 per cent of students were satisfied with the lessons they selected for teaching while 18.2 per cent were not happy with the lessons they chose to teach. The lessons were generally allotted by the school teachers in schools. Due to the online mode of teaching and lockdown the students selected their own lessons. Very few students opted to give live lessons in school . (27 YES :6 NO)</p> <p>Conclusion: The students were given a choice to select the lessons they want to teach. Most of them were happy with the selection of lessons for Internship.</p>
5.	<p>Giving live lessons or in classrooms was satisfactory experience for most of us. 60.6 per cent students were satisfied with the internship while 39.4 per cent were unsatisfied. Internship is major part of the teacher education program. Majority of the students gave lessons in their peer group. They were satisfied with their performance. (20 YES :13 NO)</p> <p>Conclusion: After delivering 4 to 5 lessons students became comfortable with the online mode of giving lessons. Initially, there had teething problems and technological glitches but later they became experts in teaching online.</p>
6.	<p>It was easy to use e-tools and other tools to make the lessons interesting. 81.8 per cent students could easily use e- tools to teach while 18.2 per cent didn't find it interesting to use them. Many students could use e-tools to make their lessons interesting. The most common software used were Word-Wall, Jamboard, Renderforest, Google forms, Canva etc., in order to teach, (27 YES : 6 NO)</p> <p>Conclusion: The students were quick to update themselves with the latest technology as they were free in the summer. They attended many webinars which helped them to have hands on experience with the applications mentioned above.</p>
7.	<p>I enjoyed being part of the webinars organized by the method masters. 90.9 per cent students were happy to be a part of the organizing committee of method related webinars whereas 9.1 per cent were not happy. The students generated Google forms and certificates for the webinars. They were the co-host and master of ceremonies of the webinars. Flyers, certificates and Whatsapp groups were created by student teachers. While 0.9 per cent didn't want to be part of the webinars may be because they didn't have the technical support and other gadgets required. (30 YES:3 NO)</p> <p>Conclusion: Since the webinars were conducted by the method masters and were not marked activities, students enjoyed being a part of them as they were learning things in a new way. The speakers were eminent in their fields and the student gained a lot of insight in the methods selected by them.</p>
8.	<p>Online platform for Co-curricular activities was well organized by Student Council. 100 per cent students happy with the online platform for co-curricular activities. The co-curricular activities were part and parcel of the Bachelor of Education program. Mass for St. Ignatius, Independence Day, Teacher's Day, etc., other important days were celebrated on online. (33 YES : 0 NO)</p> <p>Conclusion: For co-curricular activities, it was best to go online. All students agreed with this statement. The students could coordinate well online.</p>
9.	<p>I had the opportunity to learn many new things on the computer by attending webinars organized by</p>

	<p>different institutions. 86.9 per cent students learnt new things on the computer by attending webinars organized by institutions not only from Mumbai but any part of the country. 12.7 per cent didn't gain much from these webinars. (29 YES :4 NO) Conclusion: The students took advantage of the webinars organized by many institutions to learn new skills as most of them were for free and got a certificate too as an incentive.</p>
10.	<p>Lectures were conducted online which was very efficient way of teaching-learning and covering the syllabus. 90.9 percent were happy the way the general lectures were conducted online while 9.1 per cent were unsatisfied. The college teachers too were using the online platform for the first time. They too had to update themselves with the latest computer technology. Google classrooms were prepared on the LMS. (30 YES :3 NO) Conclusion: The only way out to move on with the syllabus was to go online. The students could attend online classes instead of wasting their time waiting for the college to reopen. Very few students had problems with this online mode. It was easy to attend all lectures in time as there was no need to travel. Some students had moved out of Mumbai and could not return due to the lockdown. They could take advantage of the online mode of lessons. One student got married in the lockdown and moved out of India. One student reported that her husband has got transferred out of Mumbai. Therefore, online classes were a blessing in disguise for them. The students could easily complete the course.</p>
11.	<p>It was easy to attend all lectures in time as there was no need to travel. 87.6 per cent were happy with the way lectures were organized by the institution while 12.7 per cent were not satisfied. Lectures were kept in order to reduce stress in the student's life. (27 YES : 6 NO) Conclusion: Lectures and time table-table for the month were prepared in advance to complete the syllabus on time. The students managed to study without losing out on time. The university examinations too were conducted online.</p>
12.	<p>Mentoring as an activity was very efficient because it was easy to discuss day to day problems. 87.9 per cent felt that mentoring and counselling helped the students to reduce stress while 12.1 per cent students did not feel it was helpful. (29 YES: 4 NO) Conclusion: Mentoring and counseling helps those students who were without any means. The institution was quick to organize mentoring and counseling sessions for students. This helped the students in order to reduce mental health and stress.</p>
13.	<p>Examinations were not stressful as they were online. 72.7 per cent felt that examinations were not stressful while 27.3 per cent felt that they were stressful. Examinations had always been stressful for students. In the online mode if there was a power failure or if the internet signal was low meant that the students could fail. There was a constant fear in the mind of the students. (29 YES :4 NO) Conclusion: Examinations were stressful for all. The online mode helped the students to cope up with the stress of examination as they were at home. The weak internet and electricity were some of the issues with students.</p>
14,	<p>I was very happy with the internet facility in my place. 48.5 per cent were happy with the internet facility in their place while 51.5 per cent students were unhappy with the internet facility in their place. More than half of the population had weak internet connectivity in their homes. (16 Yes: 7 No) Conclusion: The internet was a must in online teaching-learning. Without the internet there was no teaching and learning. The students were upset with the internet connectivity in their place. The power failure was another reason for being upset with online mode of teaching and learning. Mobile phones with data pack was used as back up.</p>
15.	<p>I had a good smart phone and computer to attend online classes. 72.7 per cent students agreed that they had good smart phones and computer while 27.3 per cent didn't not</p>

	<p>have good smart phone and computer. The students come from different socio-economic class. Some students had to share the smart phones with their siblings and other members at home. Therefore a few students cannot afford expensive phones and computers. (24 YES: 9 NO)</p> <p>Conclusion: Since many people lost their jobs during the pandemic, few students could not afford to buy laptops and mobiles. Some students were sharing these resources with their siblings. Some financial help could be given to students who could not afford these gadgets by the government or non-government institutions. Students were applying for concessions in their tuition fees in the institution,</p>
16.	<p>I had a good laptop and internet to attend the classes, complete the assignments and perform online examinations. 51.5 per cent agreed with this statement while 48.5 per cent did not agree. This shows that the students have good phones but internet facility was a problem. (17 YES :16 NO)</p> <p>Conclusion: For young college students, the institution offers social networks and exposes them to new ideas and avenues, creates aspirations far beyond their social milieu. This could not be done in the online mode. The institution provides computers and free internet facilities on the premises but could not provide the same services to the students studying at home.</p>
17.	<p>I was overwhelmed by the e-resources I could use. 78.8 per cent agreed that they had choices to use e- tools whereas 21.2 per cent were not excited about the e tools. (26 YES :7 NO)</p> <p>Conclusion: The Students could use the new knowledge they had acquired with respect to online teaching- learning.</p>
18.	<p>It was difficult to understand the teacher’s expectation online. 57.6 per cent students found it difficult to understand what the teachers expected in the lessons given by student teachers during internship from them. 42.4 per cent students could understand what the teachers expected from them. Since there are eight teachers teaching different methods, in the college, each one has a different expectation from the students. (19 YES:14 NO)</p> <p>Conclusion: On one- to- one basis (Coach and student) the students could understand the teacher’s expectations. The teacher from different methods supervised the lessons they gave a different type of feedback. Therefore, the students got confused. The students belong to different methods and each and every method had a different method of teaching. For mathematics and science methods there were applications which could be easily used by the student to teach online but the other methods had to adopt to other strategies like MCQs in order to evaluate.</p>
19.	<p>It was easy to interact and co-ordinate with the peers. 51.5 per cent students found it easy to interact online whereas 48.5 per cent students found it difficult to interact. (16 YES :14 NO)</p> <p>Conclusion: It was difficult to interact online with peers. Socialization was not possible online. For co -teaching two students pair up and teach the same lesson. Co-teaching lessons needed coordination while teaching which was slightly difficult on the online mode as the students were physically away from each other.</p>
20.	<p>I started missing face to face interaction with my peers and teachers due to the lockdown. 78.8 per cent students missed face to face interaction whereas 21.2 per cent students didn’t miss face to face interaction. (26 YES :7 NO)</p> <p>Conclusion: The students were missing interacting with their colleagues and teachers. For students, college provides socio- economic environment which was not possible online.</p>
21.	<p>Online mode had many distractions at home, which I could not foresee. 78.8 per cent students found many distractions at home whereas 21.2 per cent students didn’t find any distractions at home. (26 YES :7 NO)</p> <p>Conclusion: Majority of the student teachers are females. The student teachers were either married or unmarried. If</p>

	<p>they were married the had children and other family members at home. It was difficult to find space to learn in their homes as there were many distractions. Unmarried students too had problems as many of the apartments in Mumbai were small, this made it difficult to teach during internship with their camera on. Few students live very close to noisy places like the railway stations and highways. While recording their lessons they have to wait till mid night so that the background noise becomes less. All this could lead to mental health issues.</p>
22.	<p>It was easy to prepare notes for the examinations in the pandemic without going to the library. 39.4 per cent students found it easy to prepare notes for the examination while 60.6 per cent found it difficult. The students could not visit the library due to the pandemic. Therefore, they found it difficult to prepare notes from the books in the library. Teachers provided notes which were sufficient to give examinations. Some books were scanned and uploaded by the librarian. (13 YES : 20 NO) Conclusion: The students were dependent on books which were available online and professor’s notes. The examination pattern changed to Essay type questions and short answers (with option of choice) to MCQs and Short Answers for which the student teachers had to go through the entire syllabus. As the students could not visit the institution and the library, they found it difficult to prepare notes and this led to mental frustration and illness.</p>
23.	<p>Student forum helped me voice out my problems. 78.8 per cent students felt that student forum helped them to voice out their problems whereas 21.2 per cent students felt that student forum did not help the students. (26 YES:7 NO) Conclusion: The student forum was a platform for students to voice out their problems to the staff and management. It really helped the students at large.</p>
24.	<p>I could multi-task as I was studying at home. 57.6 per cent students agreed that it was easy to multi task whereas 42.4 per cent students could not multi- task being at home. (19 YES: 4 NO) Conclusion: Majority of student teachers were females, household chores had to be done by them if they were at home. They had to look after their toddlers and complete their college work too.</p>
25.	<p>I could easily understand the instructions given by my teachers. 66.7 per cent students could understand the instructions given by the teachers whereas 33.7 per cent students could not understand the instructions of the teachers. (22 YES :11 NO) Conclusion: The students could understand the instructions given by the teacher. The teacher repeated the instructions till she/he confirmed from the student if they understood it well.</p>
26.	<p>Long hours of screen time effects my health specially my eyes. 96.7 per cent students agreed that studying online brings in health issues whereas 3.3 per cent students had no health issues. The long hours of screen time effected the eye sight of individuals. (32 YES:1 NO) Conclusion: Long hours of screen time on mobile and computer would definitely affect an individual. Majority of the students were affected health wise. There was no reduction in the syllabus,</p>
27.	<p>I had good mental health while completing my task. 15.2 per cent students said they had good mental health whereas 84.8 per cent did not have good mental health. 28 Students did not have good mental health whereas 5 students had good mental health. (5 YES : 28 NO) Conclusion: Mental health was a major issue with the students. Initially the students had to buy gadgets like mobile or laptop with internet facility. There were loss of life or job or employment of the working parent or guardian due to the pandemic. Majority of the students suffered in some way or the other.</p>
28.	<p>I am waiting for the college to reopen. 48.5 per cent students were waiting for the college to reopen whereas 51.5 per cent students didn’t wish the college to reopen. (16 YES :17 NO). Therefore, it had seen that almost half of the students want to</p>

	attend college while the other half didn't want to attend physical college. Few students had gone to their native places and could not return. They could attend classes online. Some students had to move with their husband/ father as they got transferred and were not able to attend college. Conclusion: A little more than half of the population, were not waiting for the college to reopen because of the fear of the pandemic. The Coronavirus was contagious and could be fatal if not cured on time. There was no treatment for the virus. The only way was to be safe was by staying at home, sanitizing the home and hands and maintaining social distance.
29.	I don't want the college to reopen as I fear that I might suffer from the pandemic. 87.9 per cent students didn't want college to reopen due to the fear of the pandemic whereas 12.1 per cent want to attend college. (29 YES:4 NO) Conclusion: As the vaccine for the pandemic was not out for the public, students didn't want to take a chance by travelling to college by any means of transport and catching the disease. Suffering from coronavirus meant symptoms like high fever, loss of taste, body ache and weakness and death. The patient had to be quarantined at home or in a quarantined center.
30	I was disturbed as few of my near and dear ones were suffering from the pandemic. 69.7 per cent students were disturbed when someone was suffering at home and 30.3 per cent students were not disturbed. They may not be disturbed, as no one was suffering at home. Some students had parents working in the hospitals as doctors and nurses or were front line workers. They were very disturbed as they didn't see their parents for long. (23 YES:10 NO) Conclusion: During the pandemic, it must be remembered that students had to bear the loss of loved ones, often a parent, or had to witness illness personally. Even normal grieving process had been curtailed in the pandemic, leading to further stress on students. The COVID related death patients were cremated by the authorities and no family members were allowed to attend the funeral.

Main Findings - Out of the 30 statements – These statements show that the student teachers did not have good mental health.

- Internship resulted in lack of sleep, increased stress and no social interaction. 97% Yes
- Long hours of screen time effects my health specially my eyes. 97% Yes
- I had good mental health while completing my tasks. 84.8% No

Conclusion

In the pandemic times, the streets were isolated and people were at home. In school and colleges, the examinations, lectures, co-curricular activities, student forum, internship etc were all completed online. As the saying goes that “the show must go on”. The students and the teachers too were adapting to the new way of living. The students were mentally disturbed due to spread of coronavirus. People had to maintain social distancing, sanitize their hands, wear a mask etc. in order to prevent the spread of the virus. There were

travel restrictions too. Few students and staff suffered from coronavirus. There were students reporting of a family member suffering from the virus. They had to be home quarantined or stay in a center for 14 days in isolation. With all the sickness around the students had to study. They still had to complete their assignments and examinations on time. This pressure created mental stress among students. Staff meetings and preparation for inspections took a toll on everyone's health. Social distancing and isolation had pushed the students from poor families even more to the margins than before. There was mass unemployment as most of the offices had shut the doors. Some students had to study as well as work to look after themselves. Therefore, to conclude, the student teachers suffered from mental health issues in the online mode of teaching learning mode. But learning had to continue even in the most difficult times ... I end my paper with Mahatma Gandhi's Quote – *“Live as if you were to die tomorrow, learn as if you were to live forever.”*

APPENDIX = RELATION BETWEEN ONLINE TEACHING- LEARNING ON THE MENTAL HEALTH OF BACHELOR OF EDUCATION STUDENTS

S. No	Items	YES	NO
1	Recording of internship lessons took a long time. Sometimes I was unable to sleep due to the time taken for recording of the lesson.	30	3
2	Internship resulted in lack of sleep, increased stress and no social interaction etc.	32	1
3	Coach’s expectation could be easily matched during internship.	26	7
4	Planning of lessons was very easy during the lock down as the lessons were self selected.	27	6
5	Giving live lessons or in classrooms was satisfactory experience for most of us.	20	13
6	It was easy to use e- tools and other tools to make the lessons interesting.	27	6
7	I enjoyed being part of the webinars organized by the method masters.	30	3
8	Online platform for Co-curricular activities was well organized by Student Council.	33	0
9	I had the opportunity to learn many new things on the computer by attending webinars organized by different institutions. .	29	4
10	Lectures were conducted online mode which was very efficient way of teaching and learning and covering the syllabus.	30	3
11	It was easy to attend all lectures in time as there was no need to travel.	27	6
12	Mentoring as an activity was very efficient because it was easy to discuss day to day problems.	29	4
13	Examinations were not stressful as they were on conducted online.	24	9
14	I was very happy with the internet facility in my place.	16	17
15	I had a good smart phone and computer to attend online classes.	24	9
16	I had a good laptop and internet to attend the classes, complete the assignments and perform online examinations.	17	16
17	I was overwhelmed by the e-resources I could use.	26	7
18	It was difficult to understand the teacher’s expectation online.	19	14
19	It was easy to interact and coordinate with the peers.	17	16
20	I started missing face to face interaction with my peers and teachers due to lockdown.	26	7
21	Online mode had many distractions at home, which I could not foresee	26	7
22	It was easy to prepare notes for the examinations in the pandemic without going to the library.	13	20
23	Student forum helped me voice out my problems.	26	7
24	I could easily multi- task as I was studying at home.	19	14
25	I could easily understand the instructions given by my teachers.	22	11
26	Long hours of screen time affects my health specially my eyes.	32	1
27	I had good mental health while completing my tasks.	5	28
28	I am waiting for the college to reopen.	16	17
29	I don’t want the college to reopen as I fear that I might suffer from the pandemic.	29	4
30	I was disturbed as few of my near and dear ones were suffering from the pandemic.	23	10

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Vol. VIII
Number-2

ISSN 2319-8265
(March - April 2018 (Special Issue))

EDUCATION TIMES

**A Peer Reviewed Journal of
Education & Humanities**

APH PUBLISHING CORPORATION

ISSN : 2319-8265

EDUCATION TIMES

A Peer Reviewed/Refereed Journal

AN INTERNATIONAL JOURNAL OF EDUCATION & HUMANITIES

Vol. VIII, Number - 2

March-April, 2018

(Special Issue)

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Classroom Management: A Transformative Exercise

Dr. Vini Sebastian*

ABSTRACT

Teachers spend half their energies in classroom management rather than searching for new technologies and methodologies in teaching. A peep into this problem reveals that in most schools teachers are ill equipped with what they must do with their children when they go out of hand. Every teacher has some personality skills that helps her manage the class. One such skill identified in this paper is assertiveness. Each style of leadership has some extent of assertiveness and could possibly have a relationship with the classroom management style—the authoritarian style, the authoritative style, the laissez faire style and the indifferent style. The paper examines a study which attempts to ascertain this relationship.

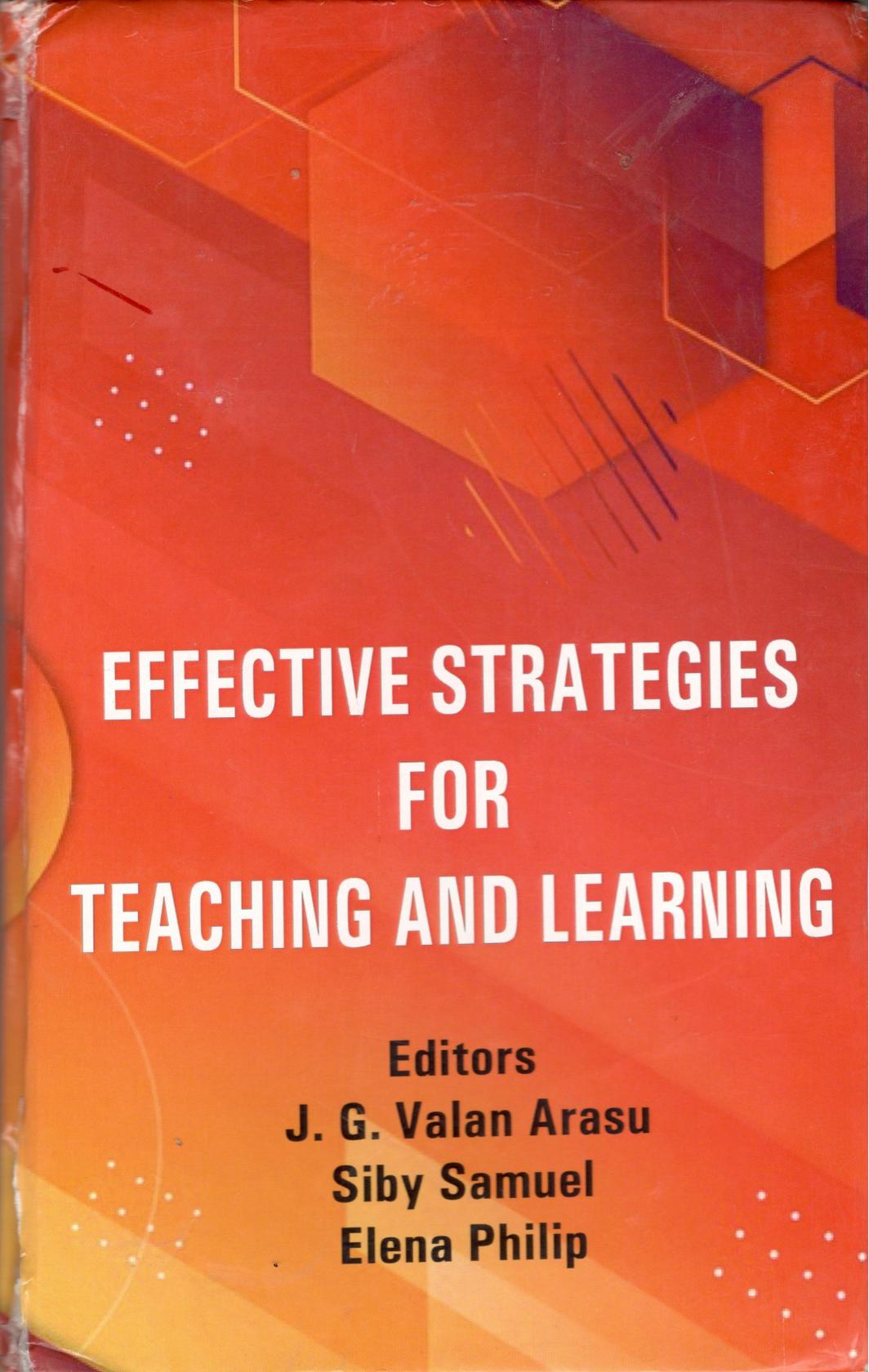
Keywords: Classroom management style, Assertiveness, leadership styles.

INTRODUCTION

According to John Holt, a teacher is more like a gardener, tending, nurturing and providing the right environment for the flower to blossom. Thus, what schools need are not conventional 'teachers' but 'educators' who share with, care for and grow alongside with the child, making the educational experience a pleasurable and enriching one. Teachers concentrate mainly on covering the portion. Most parents complain that teachers hurry up with the portion and children have to then resort to extra tuitions that disturbs their recreational time. Due to the extra tuitions children feel bored in the class as the portion is already covered by the tuition teachers. Thus, it affects the child's readiness to learn. No amount of reinforcement will help for an already learned chapter. This caused disturbance in the class. It is possible that all children do not avail of the tuition and are totally dependent on the teacher. But due to the difference between the "haves" and the "have nots" the teacher will not be able to manage. The law of effect also does not work here as the experience provided in the class is not satisfying for the child. All this leads to classroom disturbance which hampers the classroom management.

What is classroom management? **Classroom management** refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task and academically productive during a class. Teachers while engaging in classroom management use three styles of management – **authoritative, authoritarian, laissez faire styles**. The **authoritarian** style of classroom management values obedience instantly, sets rules that students must not break, strict punishment and learning is mostly by imitation. The **authoritative** style of classroom management focusses on a more rational manner of disciplining, participative style of leadership and transferring responsibility of the behavior and the consequences onto the pupils themselves. This makes the students efficient in problem solving ability. The **laissez-faire** style is the hands-off approach, where

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**EFFECTIVE STRATEGIES
FOR
TEACHING AND LEARNING**

Editors

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Published by
S.B. Nangia
A.P.H. Publishing Corporation
4435-36/7, Ansari Road, Darya Ganj,
New Delhi-110002
Phone: 011-23274050
e-mail: aphbooks@gmail.com

2021

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Typeset by
Ideal Publishing Solutions
C-90, J.D. Cambridge School,
West Vinod Nagar, Delhi-110092

Printed at
BALAJI OFFSET
Navin Shahdara, Delhi-110032

PREFACE

"Education is the true alchemy that can bring India its next golden age. Our motto is unambiguous: All for knowledge, and knowledge for all."

Ex-President of India – Lt. Shri Pranab Mukherjee

Quality and excellence is of great significance both to the provider of higher education and education receiver in the process of building solid foundation of higher education and building capacities and capabilities of receivers, thus bridging the gap between underdeveloped and developed nation, rich and poor societies, less knowledgeable and erudite sections of population. In the realm of present day globalized world higher education is required to uphold creativity, talent, adaptability and quality. In order to fully utilize the fruits of higher education endeavors, the fundamental concern is to make sure that its quality and excellence are ensured, sustained and upgraded at all levels and appropriate policy measures are adopted to match our higher education system to international levels.

Quality in Teaching-Learning and Evaluation can be identified at the level of the institution, faculty, department or individual members of staff and can be applied in the context of the many different roles and functions of higher education institutions. It applies to both management and service delivery as well as the experience of staff and students and the outputs from study and research. Therefore, quality in Teaching-Learning and Evaluation is a concept and that aim to the culture and values of higher education and drives the motivation for continuous improvement.

We wish to express our gratitude to the contributors on the various themes related to quality and excellence in higher education which

Identifying Educational Outcomes and Designing Methods of Evaluation

Dr. Vini Sebastian*

ABSTRACT

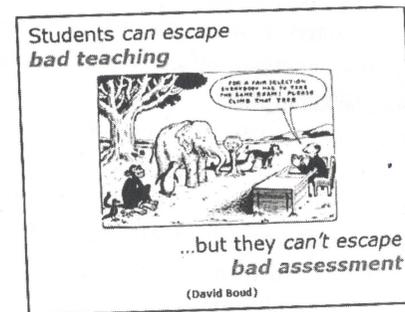
Learning outcomes are the desired behaviors expected from students after a completion of the course/program. Learning outcomes are defined as well defined statements which teachers and administrators apply as end point performance indicators for all students who have taken the course/program. The question is why a single is set of learning outcomes applicable for all students. Instead of the learning outcomes being course specific / program specific the paper highlights the need for considering it as student specific.

The problem behind assessing learning outcomes for a particular course are the variables associated with the teacher and the student. The paper has examined the context behind the assessment of learning outcomes as an obstacle for measuring them. The author brings home the realization the differences that exist between students in the class, along with the inherent differences in the teachers and also differences in the availability and use of the infrastructure. Thus the paper stresses on the 'Cafeteria Approach' of learning outcomes, as the context cannot be equalized.

The paper thus highlights the need to tackle the differences effectively, and has projected the need to have 'Differential assessment'. The different types of evaluation techniques are also briefly mentioned in the paper along with ways to support teachers for assessment. The author through the paper has reiterated the need for considering how to deal with the students' context rather than focusing only to measure the learning outcomes.

CONTEXT AS AN INTERFACE FOR LEARNING OUTCOMES

Assessment is the monitoring of the student's work in progress rather than measuring it at the end when nothing can be done about it. It is taking the student by the hand step by step and allowing him/her to develop their potential. It is formative in nature. It not only forms a thorough understanding of the students' understanding of the content and skills taught but also helps in understanding his/her own self.



We all are quite familiar with this picture and we know that every child is unique in his/her own way. Is this uniqueness a problem for assessment? Yes, the uniqueness determines the whole way of looking at a student, his precursors to learning experiences, his way of perceiving learning experiences and also his way of delivering the output of learning. Now how does a teacher take care of, all of this? It makes the teaching-learning situation all complicated. To add to individual differences of students, there are individual differences of teachers also. Each teacher behaves differently with the class and with the individual student. This affects the student's behavior towards the teacher. So, there is a whole

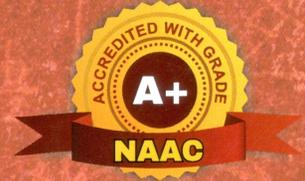
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विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

ISBN 978-81-952542-3-1



Proceedings of the 9th National Conference on Mathematics Education

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**REGIONAL INSTITUTE OF EDUCATION, BHOPAL
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Editors : **Dr. Ashwani Kumar Garg**
 Mr. Aji Thomas

Published By : Regional Institute of Education, NCERT,
 Shyamla Hills, Bhopal (M.P.) – 462002

ISBN No. **978-81-952542-3-1**

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First Published: 2021

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Prerna Publications

Deshbandhu Bawan, 26-B, Press Complex,
M.P. Nagar, Bhopal (M.P.)-462011

Tel : 0755-4940788, Email : prernapublicationbpl@gmail.com

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Critical Analysis of the Online Learning Environment

Vini Sebastian

Associate Professor, St. Xavier's Institute of Education, New Marine Lines, Mumbai

ABSTRACT

Mathematics as a subject consists of abstraction as well as generalisation as its content requirements. In order to achieve mastery in Mathematics subject, the teacher puts in effort to provide sensory concrete knowledge by using teaching-learning resources that the child can touch and feel and develop integrated concrete knowledge where concrete experiences are then connected to abstract knowledge. A Mathematics teacher has to thus fulfil the requirements of not only completing the portion by solving the problems but also ensuring that sufficient pupil interaction is taking place to solve the difficulties in Mathematics. Mathematics teaching has changed its platform from a face to face mode to an online mode. The online mode of teaching has heightened the anxiety of Mathematics teachers. It has also made students' and parents' anxious. A subject that was typically transacted through chalkboard is now done on whiteboard/online boards. The skills required are now different and all teachers had to acquire those skills. These and many more aspects are discussed in the study conducted to understand the challenges that teachers face in creating an appropriate online learning environment. The TPACK model help in understanding the online situation and also help in critical analysis of the whole situation to understand the challenges and also the anxieties which the challenges would cause. The paper thus highlights the various areas of the online situation and analyses the three aspects – content, technology and pedagogy to throw more light on the online learning environment for Mathematics teaching-learning.

Keywords: *Online skills, Online learning environment, Digital tools, TPACK model, Challenges in Mathematics learning.*

Introduction

Mathematics is known as abstract Science consisting of signs, symbols, numbers, quantities and shapes. Since Mathematics is an abstract concept, teaching the subject requires concerted efforts on the part of the teacher and students. For generations Mathematics is considered as a difficult subject and a lot of effort is put in by teachers and students to improve the performance. Mathematics is not devoid of problems that all other subjects face, that is difficulty in understanding concepts, learning difficulties and anxieties that are specific to this subject. The subject also has a psychomotor dimension to it, which is unless you don't do it; you will not understand it or master it. It is purely a psychomotor domain subject. In the COVID-19 situation we are all under lockdown and the teaching-learning has been conducted online. The present study has focused upon the state of Mathematics learning and the anxieties of its learning, under this circumstance.

Vol. IX
Number-3

ISSN 2319-5282
Jan.-Dec. 2020

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Pedagogical Analysis of Teaching English in Higher
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रामबालक प्रसाद दास, शोधार्थी राजनीति विज्ञान ति० मा० भा० वि०, भागलपुर ।

Global Orientation of Teacher Education Curriculum

Dr. Geeta S. Shetty*

INTRODUCTION

Most educators agree that students need to be equipped with the skills to interact and compete effectively in a global environment. The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in effective global problem solving and participate simultaneously in local, national, and global civic life.

Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their *global competence*.

Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use their knowledge and skills to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions.

The onus of developing globally competent students lies on teachers. In order to achieve this, it is imperative for teachers themselves to be global-minded and have global competence. Teachers of the future ought to be aware of global issues and be skilled enough to deal with these issues in the context of their subjects. Teacher preparation courses should consciously ensure the formation of teachers who have the capacity to recognize perspectives (others' and one's own) and the capacity to communicate ideas effectively across diverse audiences.

Against this backdrop it needs to be seen whether teacher education courses help to develop future teachers with intercultural and global sophistication and with skills to develop in their learners the competence to thrive in a flattened world. It is thus imperative to analyze the existing teacher preparation program to check its global orientation.

Teacher education programs would need to equip future teachers with the eagerness to know about the global issues, sensitivity towards them and the skills that would enable them to make a difference to the world at large. Teachers thus equipped would be able to instill world mindedness among the school children who would be the care takers of the future world.

The Bachelor of Education curriculum has undergone many changes to be in tune with the changes in the dynamic society. Global perspectives have been included in most of the parts of the syllabus. A separate elective on Global Education was also been included in the syllabus. These endeavours are welcome in the teacher preparation course. It needs to be seen if these efforts are in the right direction of developing global orientation in pre-service teachers or some more focused efforts are needed. It is in this background that the present study has been undertaken.

STATEMENT OF PROBLEM

The Problem is stated as;

A Study of the Effectiveness of the Bachelor of Education (B.Ed.) Curriculum in developing Global Orientation among Pre-service teachers.

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