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ENHANCED USE OF ICT DURING AND POST PANDEMIC IN FOREIGN-LANGUAGE CLASSROOMS

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Abstract:

The pandemic of Covid-19 brought about a paradigm shift in teaching-learning processes. Pedagogical practices were largely dependent on ICT-tools. In the Indian context, where studies have shown the retarded transition of education towards the use of ICT, how did the Indian teachers adapt to the new modalities of teaching? This article studies the impact of the pandemic on the integration of ICT-tools in French language classrooms. Interviews with French teachers reveal a broadening of teachers' perspective, leading to the enhanced use of ICT in the language classrooms, not only during but also after the pandemic.

Key words: *ICT, Foreign-language Learning, Pandemic, Online-Learning, FFL.*

Introduction:

Educational modalities were subject to physical and social restrictions due to the pandemic of Covid-19. Educational institutes had to fall back on virtual modes of teaching and learning. Students and teachers alike were confronted with unheard of learning-teaching processes. In the case of language classrooms, where interaction forms the basis of all learning, the virtual and online modalities of teaching had to be conducive to these specificities of foreign-language learning. In this virtual setting, in what way did information and communication technology (ICT) support the educational processes? In French-language classrooms, how did the teachers use ICT for language-acquisition? What changes did the teachers bring about in their teaching strategies? In the post-pandemic phase, did the teaching practices revert to their original techniques?

In order to answer these questions, we conducted an in-depth study of classroom experiences of French-language teachers. The objective of this research is to define the scope of ICT in the pedagogical practices of French-language teachers, during and after the pandemic. In this article, we review the literature pertaining to the scope of ICT in education and identify the particular challenges of the Indian context. The research methodology is then presented concisely, to be followed by the results and the analysis of the results. The results are discussed in order to highlight the long-term impacts of the pandemic on the use of ICT in French-language classrooms.

Review of Literature:

Information and communication technology (ICT) has become an integral part of human life today. Lebrun-Brossard (2021) describes ICT and digital mediums as a social, cultural and semiotic phenomenon to which humans are gradually adapting. ICT has thus become an inherent component of human life and social relations. Meunier (2017), on the other hand, highlights languages as semiotic tools rooted in human relations. It is thus

imperative to acknowledge the impact of ICT on languages. Lacelle et al. (2017) opine that though we are an early stage of ICT integration in human life, it has an impact on the way humans manipulate language to deal with social relations.

ICT has an overarching impact on all aspects of human life, not only interpersonal relations and language but also the domain of education and learning. Taking into account the variable relationship between languages and ICT, the impact of ICT on language-learning is also undeniable. Speaking about the communicative approach of foreign-language teaching, Troncy et al (2021) emphasise on ICT as predominantly effective tools for language learning. The advantages of the integration of ICT in language-learning have been proven (Cakici, 2016; Jayanthi and Kumar, 2016). Certain studies show the particular usefulness of specific ICT tools and how they allow for creativity and improvisation by the students; such as Kahoot (Hong, 2020) and blogs and emails (Rodriguez & Parra, 2005).

With respect to the Indian context, the National Education Policy (NEP) of 2020 highlights the importance of ICT and insists on its integration in Indian classrooms. "Extensive use of technology will be made for teaching and learning of different languages and to popularize language learning" (NEP, 2020, p. 13). Singh (2019) highlights the potential of Indian classrooms to integrate ICT as a tool for education, while also citing certain challenges with respect to the same. For Singh, the negative attitude towards ICT as well as lack of training in technological innovations for the teachers is the major challenge to be tackled. Salehi & Salehi (2012) point out that Indian teachers lack the skills to organise ICT resources and process them for use in classrooms. The integration of ICT in Indian classrooms is thus retarded by concerns specific to teachers (Oradini & Saunders, 2008; Goswami 2014).

At this juncture, we question the teaching processes used by the teachers during the pandemic. Worldwide, educational institutes shifted to online modalities and ensured the continuity of learning. In this scenario, how did Indian teachers, straddled with technological challenges, attune to the new learning environment? In what way did they adapt to the use of ICT tools for teaching? In French language classrooms, what was the impact of the online environment on the pedagogical practices of teachers? Through this research, we aim to study the manner in which Indian teachers reconciled their teaching strategies with ICT tools.

Methodology:

This study dwells on the use of ICT in French language classrooms in India. The focal point of this study is the enhanced integration of ICT in classroom activities, with respect to the shift in classroom modalities due to the pandemic. In order to study this transition, we focused our attention on Indian schools, and interacted with the school teachers to gain insights about their teaching methodologies. We conducted interviews with thirty teachers of the French language, in the state of Maharashtra. These teachers were teaching in schools affiliated to varied boards of education- SSC, CBSE and ICSE, as well as the IGCSE, prevalent predominantly in Mumbai. The teachers were asked questions pertaining to three broad themes— the consequences and problems of online learning, the adaptation of teaching methods to the online modality, with the integration of ICT and the post-pandemic phase of learning. The questionnaire comprised of the following questions:

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- According to your experience, did online classes have a positive or negative impact on student participation and motivation?

- What kind of problems did you face?

- In what way did you adapt your teaching techniques to the online mode?

- Which new tools did you exploit in your French language classroom?

- How have the students adapted to the classroom after the pandemic?

- What changes did you notice in the classroom in the post-pandemic phase?

Given that the teachers were experts of the French language, the interviews were conducted in French. The questions (as presented supra) as well as the responses of the teachers (presented further-on in the study) have been presented as appropriate English translations. The interviews were conducted on the Zoom platform. They were recorded and then transcribed. The open-ended questions allowed the teachers to respond descriptively and openly about their experiences. Thus, the responses of the teachers form the corpus of this study. In the next section, we will represent the classified data of the corpus, to be analysed and discussed in the later sections.

Results:

In this section the data has been regrouped under three broad themes, as elaborated in the previous section, and has been presented in the form of figures and tables.

At the outset, we studied the teacher interviews in order to identify the problem areas with respect to the online modality of language learning. The teachers were asked to point out the difficulties faced by them in the teaching-learning process during the pandemic. Figure 1 represents the problems that ensued and the number of teachers who claimed to have faced these problems in their respective classrooms.

Figure 1 : Problems faced by the teachers
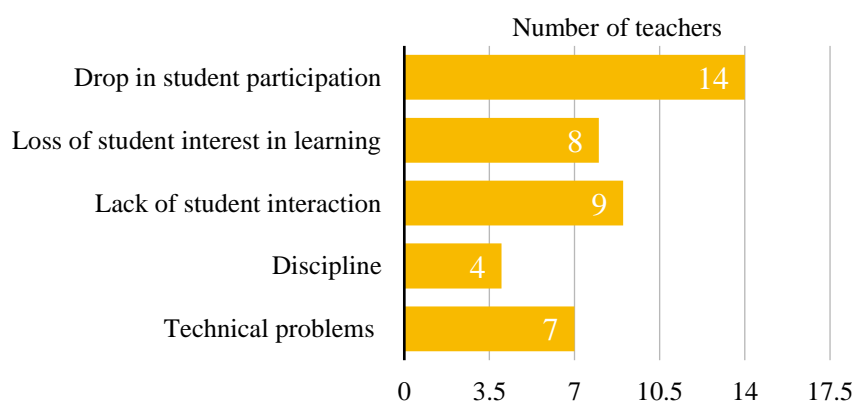
The teachers were then asked about the modifications brought about by them in the teaching techniques and practices, in order to effectively teach online and overcome these problems. Amongst the thirty teachers interviewed, majority of the teachers claimed to have largely modified their teaching (Figure 2).

Figure 2 : Modifications in teaching techniques
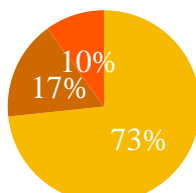
■ Largely modified techniques   ■ Moderately modified techniques

The teachers opinions, as presented below, are indicative of the efforts put in by the teachers to make learning more cohesive for the students.

"Yes, we had to change our strategy a lot."

"We as teachers learnt a lot, new techniques, new online games, making videos."

Earlier we used to use the chalk and the board but then with changing times we started making PPTs which helped the students."

The teachers were then asked to elaborate on the new tools that they used in their online classrooms. Evidently, the tools mentioned by them were ICT tools, used for three purposes. Firstly, the teachers mentioned the use of online platforms and learning management systems (LMS) which posed as the classroom environment and facilitated coordination. Secondly, teachers mentioned softwares and programmes that allowed them to create content and reference material for learning. Lastly, teachers mentioned online ressources which allowed them to complement their teaching through activities. Amongst such tools mentioned, we noticed an emphasis on game-based tools. The following table presents all the new tools exploited and integrated by the teachers in their online classrooms.

Table 1 : Tools used by teachers

Online platforms and LMS	- Microsoft Teams - Google Classroom - Google Meet - Zoom - Webex
Programmes for content creation	- PowerPoint (PPT) - YouTube - Video Recorders - Inshot
Tools for classroom activities	- Google forms - Quizzes on Google forms - Story Board

| | - Jumper |
| | - Kahoot |

The teachers spoke of the positive effects of the use of these tools in online classroom.

"They have loved it. We have played quizzes."

"Short clips. They have loved it. They have absolutely loved it."

"I said we will watch a French video. Everybody was super motivated."

The teachers were then questioned about the post-pandemic phase, where the students returned to offline classrooms. The teacher-opinions reflect the renewed enthusiasm of the students and their increased interest in learning. However, in spite of this, the teachers mentioned that they continued to use the ICT tools in the classrooms.

"There are the things I started using online and even after pandemic I am continuing it, so it's actually beneficial."

"So even now, we are continuing to use Google classroom. We are still sharing material through PPTs."

"Yes, we still do Kahoot and Padlet in class. It's fun for the students."

These results give us an overview of the problems faced by the teachers during the pandemic, their adaptation strategies, the tools exploited by them and the continued use of these tools in the post-pandemic phase. In the next section, we have analysed this data in detail and discussed the transition in the use of ICT in the French-language classrooms.

Analysis and Discussion:

The results presented in the previous section shed light on the various ICT tools integrated in the French language classrooms. In this section we have studied the integration of these tools from the point of view of two timelines- the first, during the pandemic and the second, in the post-pandemic phase. The study of this transition is, in principle, an attempt to define the change in teachers' orientation with respect to the use of ICT.

In the first timeline, initially, the teachers had to adapt to the online learning environment, with platforms like Zoom and Google Meet. Though this ensured that learning was not hampered due to the sanitary situation, teachers faced the lack of participation of students.

"When we tried to interact with the students, there was no reply at all. The participation was completely zero."

In order to overcome these problems, majority of the teachers had to rethink their teaching strategies. The teachers thus explored different modes of content-creation and activity-based tools for enriching the learning experience. The teachers opined that the students enjoyed these type of activities. This goes to show that, the online modality of learning was not, in itself, sufficient to ensure continuity of learning. The teachers had to resort to ICT tools to encourage the students and involve them in the work. Thus, during the pandemic, teachers upgraded their skills and learned the use and integration of ICT tools in the classroom, which showed favourable results with respect to student motivation and involvement.

In the second timeline, i.e. the post-pandemic phase, the teachers noticed the enthusiasm of the students and their motivation in learning, due to the opening-up of schools.

"I saw a very different behaviour of the students after the pandemic. They had not really studied in the two years of online classes. But they were happy to be back at school, meeting their friends, they were participating in class and taking efforts. So that was good."

Thus, the teachers need not have resorted to ICT tools for their teaching and could have resumed their previous techniques of content-delivery and teaching. However, with the experience of the pandemic, the teachers recognised the potential of the ICT tools and continued to use them even in the offline and regular modalities of the classroom.

We thus notice a paradigm shift in the teachers' perspective with respect to the ICT tools. Firstly, the pandemic led the teachers to adapt to an online teaching environment. Secondly, they had to develop technical skills and remodel their teaching techniques, for creating a conducive learning process. During the pandemic, the teachers continued to gain insights on the effective use of ICT in French language classrooms. They thus continued to integrate the various ICT tools in their regular classes as well. This has opened up new realms of pedagogical innovations for the teachers. We may thus deduce that, ICT, which imposed itself as the solitary tool for learning during the pandemic, became a part of the preferred techniques of language teaching in the post-pandemic phase.

Conclusion:

The objective of this research was to study the impact of the pandemic on the use of ICT in French language classrooms. The results have brought out the enhanced use of ICT tools by the language teachers. Thus, the pandemic gave way for exploring new teaching techniques, and in fact, gave impetus to the use of ICT and to innovation in language classrooms. The teachers, initially forced to modify their teaching techniques, gradually adapted to the new teaching environment and implemented ICT-based pedagogical practices, which have continued to be a part of the language classrooms even in the post-pandemic phase. In this way, the trying period of the pandemic paved the way for technologically-skilled teachers, and thus an evolved pedagogy. We can therefore conclude that the pandemic has proven to be the driving force of enhanced ICT-integration in language classrooms. Now that the language teachers are accustomed to and well aware of the prospects of an ICT-based pedagogy, it has multiplied the avenues for further research. We wish to broaden our perspective in the coming years and explore the scope of an ICT-based pedagogy across spectrums of foreign-language learning.

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THE IMPORTANCE OF INCLUSIVITY AND THE SAFE LEARNING ENVIRONMENT FOR DIVERSE LEARNERS: STRATEGIES FOR INCLUSION CLASSROOM

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Abstract:

This paper explores the importance of constructing an inclusive and safe learning environment in educational settings. An inclusive and safe learning environment fosters an environment of respect, equality, and understanding where everyone feels welcomed, valued, and respected, regardless of their background, identity, or experiences. The paper highlights the benefits of creating an inclusive and safe learning environment, including increased engagement, motivation, and academic success for students. It also discusses the importance of cultural competency, addressing the impact of implicit bias, implementing inclusive teaching practices, encouraging open communication, and providing resources and support to students. The paper argues that constructing an inclusive and safe learning environment requires intentional effort and a commitment to understanding and respecting the diverse backgrounds and experiences of all students.

Key words: *Academic success, Cultural competency, Implicit Bias*

What is the inclusive learning environment?

An inclusive and safe learning environment is a setting where all students, regardless of their background, identity, or experiences, feel welcomed, valued, and respected. In such an environment, students are free to express themselves, share their thoughts and ideas, and learn without fear of discrimination or harassment. An inclusive and safe learning environment promotes a sense of belonging and community, fosters respect for diversity, and ensures that every student has an equal opportunity to succeed academically. It is a place where teachers, instructors, and administrators recognize and celebrate the unique qualities and experiences of each student and strive to create an environment that is free from bias, discrimination, and harassment.

The benefits of inclusive and safe learning environment:

Creating inclusive and safe learning environment has several benefits, including:

1. **Increased academic success**: When students feel valued and respected in their learning environment, they are more likely to be engaged and motivated, leading to improved academic performance and success.

2. **Improved mental health**: An inclusive environment promotes a sense of belonging and community, which can help to reduce stress, anxiety and improve overall mental health.

3. **Enhanced social skills**: Students in an inclusive and safe learning environment learn to interact with people from diverse backgrounds, which helps to improve their communication and social skills.

4. **Reduced discrimination and prejudice**: An inclusive learning environment fosters respect for diversity. It

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also reduces discrimination and prejudice which promotes a culture of inclusivity and acceptance.

5. **Better teacher-student relationships**: When teachers create an inclusive environment, students feel more comfortable and confident in their interactions with their teachers, leading to better teacher-student relationships.

6. **Helps to remove disgrace attached to the disability:** It helps the abled children to understand needs of disabled students amidst them, and become more thoughtful towards them and their feelings.

7. **It Prepare students for life after school:** An Inclusive education, prepare students for life after school by allowing them to learn in various settings along with different types of learners. This prepares them for the real world, where they will face people from all walks of life. It will help students learn how to work together and respect other's differences. It is an important life skill which will help them to be successful in their personal and professional lives.

Overall, inclusive and safe learning environment benefits, both students and teachers, creating a positive and welcoming environment that promotes academic success and personal growth.

The Importance of the cultural competency:

Cultural competency refers to the ability to understand, appreciate, and respect the cultural differences of others. In an educational setting, cultural competency is essential for creating an inclusive and safe learning environment. Here are some reasons why cultural competency is important:

1. **Recognizing and respecting diversity**: Cultural competency enables teachers and instructors to recognize and respect the diverse backgrounds and experiences of their students, including their cultural, ethnic, and linguistic backgrounds.

2. **Fostering an inclusive environment:** Teachers who are culturally competent are better equipped to create an inclusive and safe learning environment, where students from diverse backgrounds feel welcomed and valued.

3. **Developing effective teaching strategies:** Culturally competent teachers are able to adapt their teaching strategies to meet the needs of diverse learners, including those who may have different learning styles, language barriers, or cultural expectations.

4. **Enhancing communication and collaboration:** Cultural competency enables teachers and instructors to communicate and collaborate effectively with students from diverse backgrounds, building relationships based on mutual respect and understanding.

5. **Reducing discrimination and prejudice:** Teachers who are culturally competent are less likely to exhibit implicit bias or discriminate against students based on their cultural backgrounds.

Overall, cultural competency is critical for creating an inclusive and safe learning environment that fosters respect for diversity and promotes academic success for all students.

The Impact of implicit bias:

Implicit bias refers to unconscious attitudes, beliefs, and stereotypes that individuals hold about certain groups of people, often without their awareness. In an educational setting, implicit bias can have a significant impact on

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students, particularly those from marginalized groups. Here are some ways in which implicit bias can impact students:

1. **Unequal treatment:** Teachers who hold implicit biases may inadvertently treat students from certain groups differently, either by giving them less attention or more negative feedback.
2. **Lower expectations:** Implicit bias can also lead teachers to have lower expectations of students from certain groups, leading to a self-fulfilling prophecy where these students perform worse academically.
3. **Reduced motivation:** Students who perceive that they are being treated unfairly due to implicit bias may experience reduced motivation and engagement in their studies.
4. **Diminished sense of belonging:** Implicit bias can also contribute to a diminished sense of belonging among students from certain groups, leading them to feel excluded and unwelcome in the learning environment.
5. **Reinforcing stereotypes:** Implicit biases can reinforce negative stereotypes about certain groups of people, perpetuating discrimination and prejudice.

Overall, implicit bias can have a detrimental impact on students' academic performance, motivation, and the sense of belonging. It is important for teachers and instructors to be aware of their implicit biases and take steps to address them, such as implementing diversity training and cultivating cultural competency. Creating an inclusive and safe learning environment requires a commitment to understanding and respecting the diverse backgrounds and experiences of all students, and addressing implicit bias is an essential part of this process.

Implement inclusive teaching practices:

Inclusive teaching practices refer to strategies and methods that teachers and instructors can use to create an inclusive and safe learning environment for all students, regardless of their background, identity, or experiences. Here are some inclusive teaching practices:

1. **Create a welcoming and safe environment:** Teachers can create a welcoming and safe environment by setting clear expectations for behavior and communication, and by ensuring that all students feel valued and respected.
2. **Use diverse teaching materials**: Teachers can use diverse teaching materials, such as books, videos, and other resources, to expose students to different perspectives and experiences.
3. **Adapt teaching strategies:** Teachers can adapt their teaching strategies to meet the needs of diverse learners, such as providing different modes of instruction or offering additional support to students who need it.
4. **Encourage collaboration and interaction**: Teachers can encourage collaboration and interaction among students from diverse backgrounds, creating opportunities for them to learn from one another and develop social skills.
5. **Provide feedback and support**: Teachers can provide regular feedback and support to all students, helping them to identify their strengths and areas for improvement and providing resources and support to help them succeed.
6. **Address implicit bias:** Teachers can address implicit bias by being aware of their own biases and taking steps to address them, such as implementing diversity training or cultivating cultural competency.

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Overall, implementing inclusive teaching practices requires a commitment to understanding and respecting the diverse backgrounds and experiences of all students. By creating an inclusive and safe learning environment, teachers can help to promote academic success and personal growth for all students.

Encourage open communication:

Encouraging open communication is an important aspect of creating an inclusive and safe learning environment. Here are some ways, teachers and instructors can encourage open communication among their students:

1. **Build trust:** Teachers can build trust with their students by being approachable, non-judgmental, and respectful of their opinions and experiences.

2. **Establish clear communication guidelines:** Teachers can establish clear guidelines for communication, such as respectful language and active listening, to ensure that all students feel comfortable sharing their thoughts and ideas.

3. **Use collaborative learning activities:** Collaborative learning activities, such as group discussions and projects, can encourage students to share their ideas and perspectives and learn from one another.

4. **Provide feedback and encouragement:** Teachers can provide feedback and encouragement to students who participate in class discussions or other communication activities, helping to reinforce positive communication behaviors.

5. **Address conflict and disagreement:** Teachers can use conflict resolution strategies to help students address disagreements and conflicts in a respectful and productive manner.

6. **Respect diversity:** Teachers can respect the diverse backgrounds and experiences of their students by avoiding assumptions and stereotypes and being open to different perspectives and ideas.

7. **Develop rapport with every student**: By building a rapport with students you may better be able to understand them. Being positive and empathetic throughout conversation. Students may thus be more willing to trust teachers and open up.

Overall, encouraging open communication can help to foster an inclusive and safe learning environment where all students feel comfortable sharing their thoughts and ideas. By establishing clear communication guidelines, providing feedback and encouragement, and addressing conflict in a respectful and productive manner, teachers can help to promote positive communication behaviors and support academic success for all students.

Provide resources and support:

Providing resources and support is an important part of creating an inclusive and safe learning environment. Here are some ways, teachers and instructors can provide resources and support to their students:

1. **Identify and address individual needs:** Teachers can identify and address individual student needs by getting to know their students and understanding their strengths, challenges, and learning styles.

2. **Provide academic support**: Teachers can provide academic support to students by offering extra help sessions, tutoring, or academic resources such as study guides and online materials.

3. **Offer emotional support:** Teachers can offer emotional support to students by creating a safe and supportive environment where students feel comfortable sharing their thoughts and feelings. This can include offering

counselling services, mental health resources, and referrals to outside professionals if necessary.

4. **Connect students to resources**: Teachers can connect students to resources within the school or community, such as academic or career counselling, financial aid, or cultural organizations.

5. **Provide accommodations:** Teachers can provide accommodations for students with disabilities or special needs to ensure they have equal access to the curriculum and can participate fully in class.

6. **Foster a growth mind-set**: Teachers can foster a growth mindset by encouraging students to see challenges as opportunities for growth and improvement, and by emphasizing effort and perseverance over natural ability or talent.

Overall, providing resources and support to students can help to create an inclusive and safe learning environment where all students can thrive. By identifying and addressing individual needs, providing academic and emotional support, connecting students to resources, providing accommodations, and fostering a growth mindset, teachers can help to promote academic success and personal growth for all students.

Conclusion:

Inclusive education benefits all students by providing them with an equal opportunity to learn and grow. It is the key to creating a more just and equitable society for everyone. In addition to fostering academic success, an inclusive and safe learning environment can also have positive impacts on the student's social emotional wellbeing. When students feel that they are part of the supportive community, they are more likely to feel a sense of belonging and connectedness, which can help to reduce stress and improve overall mental health. Overall, creating an inclusive and safe learning environment is an important step in ensuring that all students have the opportunity to succeed academically and personally.

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THE IMPACT OF ONLINE LEARNING ON STUDENT SATISFACTION – CONCEPTUAL STUDY

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Abstract:

The foundation of online education dates back more than 150 years. Digital literacy gained ground in academia with the introduction of the Internet in 1994, paving the path for online courses. However, COVID 19 has forced its entry, penetrated into the education system and established its reign with a paradigm change from conventional to online learning. This shift has changed the whole dynamics of education provided, leaving every member in a state of urgency and utter confusion. This paper focuses on providing an outlook to students' need in the new norm of an online era an overview to students' satisfaction in online learning, which needs to be upgraded constantly so that each one gets a fair chance in adapting and flourishing with the new system.

Keywords- *Online Learning, Student Satisfaction, COVID 19, Paradigm Shift.*

Introduction:

Across several economic sectors, the effects of Covid 19 will last for years. Millions of pupils are trapped at home, looking at screens and passively taking part in academic teaching, severely harming education. The closing of schools or other institutions has reportedly had an impact on approximately 1.6 billion children in 190 countries, according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO). Despite the country's significant digital gap, this unique scenario hastened the opening of the digital education interface. (Tyagi & Malik, 2020) Kebritchi, Lipschuetz, & Santiague (2017) have explored these components in their study by reviewing numerous other studies and had come up with the diagram for a better comprehensive outlook, which incorporates these components at best.

The three major components in an online education environment given by Kebritchi, Lipschuetz, & Santiague (2017).
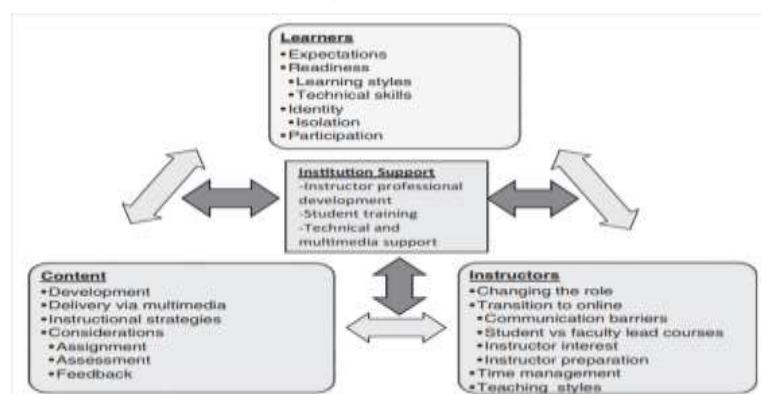
Objectives:

1. To find the reasons prompting students' satisfaction with online learning.
2. To study the impact of the forced shift in the education system.
3. To project the challenges with online learning with the sudden paradigm shift.

Operational Definition:

Student's Satisfaction: For the purpose of the study, the term 'student's satisfaction' has been operationally defined with respect to online learning in terms of students' engaged learning, assessment and their sense of the agency.

Research Methodology:

The research methodology is descriptive in nature. This study solely relies on secondary data sources, which were gathered from academic papers, journals, presentations, reports, and websites on the internet.

Challenges in Online Teaching and Learning:

Accessibility, cost, flexibility, learning methodology, life-long learning, and educational policy are the fundamental difficulties of online learning. Spending more time on virtual platforms due to online learning may have left youngsters exposed to online exploitation such as cyberbullying, etc. Student assessments are completed online, resulting in a great deal of trial and error, ambiguity, and misunderstanding among instructors, students, and parents. The method used to administer online exams differs depending on the convenience and skill of educators, as well as the compatibility of the learners. Teachers are at a loss as to which internet resources to use and which are the most successful. (Pokhrel & Chhetri ,2021)

The Effect of Covid 19 On Education:

With regards to how badly COVID has had effected the learning section in India, UNESCO has provided the following the graph which shows the approximate percentage of students affected by the pandemic. As the picture clearly depicts, COVID 19 majorly had hit primary and secondary students, closely followed by tertiary students (34.11%) that includes undergraduate degree, post-graduate degree and doctoral degree in the educational sector of India.

Distribution of students affected by COVID 19 in India.

Source: UNESCO

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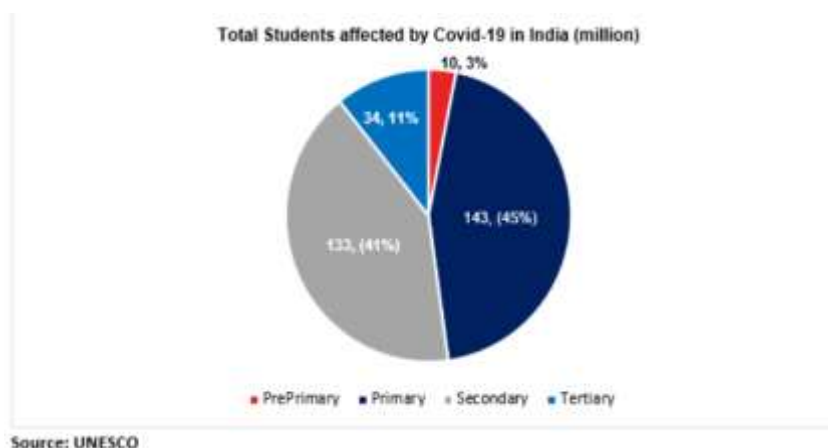
The transition from conventional classroom to virtual classroom can be a completely distinct challenge, both for the students as well as the teachers. (Jena, 2020)

Broadly following are the negative impacts as given by Jena (2020) :

- Educational activity hampered: The education system was adversely affected as the schools were suspended, exams were postponed, the admission process got delayed too.
- Unprepared teachers/students for online education: The sudden shift compelled both the parties to adopt to online learning without much practice or exposure. Dealing with online tools, its aspects would have been difficult.
- Mental health, psychological impact was also to a large extent where students have fallen into depression.

Online Learning and Student Satisfaction:

The educational institutions switched from offline to online learning in response to the current worldwide condition (Dhawan, 2020). Online instruction initially began by teachers who were lacking in prior expertise with it (Wang, Zhang, et al., 2020). With this, mankind witnessed the most massive live experiment in the history of civilization in switching from formal to online education (Jones & Sharma, 2020). (Faize & Nawaz, 2020)

Therefore, it is very essential to know how students perceive this online mode of learning with respect to their satisfaction levels. Up until now, various studies have attempted to explore and conceptualize students' satisfaction. According to Elliot & Shin's definition from 2002, satisfaction among learners refers to a person's attitude towards their educational experience and results. According to Carey et al., student satisfaction is the outcome of the corresponding level of experiences and perceived performance of educational amenities.

It is very essential to constantly improve and upgrade as per students' need in the new norm of the online era, which includes dimensions like; peer interaction, teacher-student interaction, course content, accessibility, assessment methods, etc. All these dimensions mentioned; provides an overview to students' satisfaction in online learning, which needs to be upgraded constantly so that each one gets a fair chance in adapting and flourishing with the new system.

The instructional design, the instructor's calibre, the promptness of the feedback, and the requirements of the students are the four main factors that affect learning results and satisfaction among learners during online classes. (Lee,2014)

Therefore, broadly stating the factors that play a significant role in determining satisfaction are:

- Content design
- Learner's engagement
- Learning Assessment
- The Interaction between Teacher and student
- Accessibility to internet connection

To briefly say studies have shown the aforesaid factors affect students' satisfaction with online learning majorly.

The Effect of Online Learning on Students' Satisfaction:

As stated by Allen et al. (2002) and Wang (2003), in any educational environment, a student's happiness may be

gauged by both his degree of enjoyment and the quality of the instruction he receives. To state very briefly by Malik (2010), following can be accumulated and presented:

1. **Student Factors:** The learner himself is the primary consideration. The student's attitude, their impression, or level of familiarity with utilising ICT technologies is a key factor in determining how satisfied they are with their online education. This factor is highly influenced with computer literacy.

2. **Instructor and Course Factors:** The role of instructor/teacher greatly influence student satisfaction. Factors like the teacher's attitude, aptitude in using ICT tools easily, teaching style, student engagement persuasion of interaction between students and providing quality content plays very important here. Among others, flexibility in accessing content, content framework has been some of the vital reasons that influence student satisfaction.

3. **Technical Factors:** It is essential for technological traits to be of high quality in order to achieve optimal execution and satisfaction among students. In addition to these factors, the quality of the virtual programme and sufficient technical assistance availability have positive effects on students' happiness.

Conclusion:

Expansion of technology has affected global learning approaches. The teaching methods used by teachers and students both constantly change. Learning via online resources in the form of interactive lessons and manuals is a very alluring strategy for students. Students would rather study from online resources than in a traditional classroom. The pandemic has left its aftereffect in the education system in the form of paradigm shift, urgency in curriculum change, implementation to cope with its impact.

To state in crisp manner studies have suggested that students are the main beneficiaries of online learning; if they are not happy, it would be impossible to successfully adopt an online learning environment. The key aspects that contribute to student happiness are those related to the student, the instructor, and technology, the student's attitude or level of virtual learning satisfaction. A learner's contentment will be positively impacted by his favourable attitude towards new technologies. Computer proficiency is a skill that is crucial for enrolling in programmes online. Substantially, computer literacy has impacted learner satisfaction to a great extent. Similarly, the teacher's attitude, style of teaching, course structure is also some of the widely discussed factors that have largely created changes in satisfaction among learners with online learning, especially after COVID 19 that made e-learning the only mode of a transaction.

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EXPERIENTIAL LEARNING: A CONSTRUCTIVIST LEARNING APPROACH FOR HOLISTIC LEARNER DEVELOPMENT

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Abstract:

Education as a field is constantly evolving which continuously adapts its structure, vision and objectives which enables it to successfully meet the challenges and significant changes occurring in society. Experiential learning is a suitable alternative which directly focuses on the skills and attitudes related to critical thinking and problem solving, being less reliant on mechanical learning and memorizing. We can describe experiential learning as a process. Experiences that we have in our daily lives are generated through our various ongoing interactions and engagement with the world around us and thus learning becomes a definite product of our experience. Experiential learning theory is different from the various other learning theories as it focuses on a more holistic approach. Experiences play a very important role in our learning; they are formed by the interaction of our emotions, cognition and environmental factors. In this paper we aim to look at how experiential learning provides a great scope for research as to what the experiential learning cycle looks like, the practical use in order to improve upon the human thought process and understand the learning in a better way thus giving an insight into the benefits of this model of learning, and its application in different areas of life.

Keywords: *Cognitive Development, Abstract Conceptualization, Kinesthetic Imprint.*

Introduction:

Education guides you how to play; experiences master you when to take those right strokes. Everyone deserves optimal access to education, but it is of equal importance to provide opportunities to learn in a manner that respects every individual's needs and differences. Traditional models of learning seem to be more in favour those with a good memory, but learning is much more than just succeeding in an examination. Experiential learning considers the importance of the role that experiences play in the learning process. It lays emphasizes our emotions, cognition and environmental factors. Behaviourists have developed conceptualizations of learning which imply that effectiveness of learning can be measured by the number of facts or habits a person has learned in response to the stimulus conditions. The elements of thoughts are fixed and the present goal is how to acquire more of them. Contrary to this idea experiential learning advocates that the ideas are not fixed, rather they form and re-form through experience. Every experience provides scope for new learning.

The measure of success therefore moves beyond acquisition of facts, learning through experiences become an incipient process where the learner is placed at the centre of the process. Learning through experiences is based on where the learner is, their relationship with what happened previously, and where they want to be in future. With the interaction taking place between the environment and the learner, the resulting experience and

knowledge is found to be more applicable in wider contexts, due to the fact that the knowledge is the result of testing and hypothesis, ratherthan learning by rote. Learning that is stimulated to provide experiences should contain the following elements:

✓ Being able to reflect upon and critically analyze the situation.

✓ Provide meaningful opportunities for students to be initiators, decision makers, and thus hold accountability for their results.

✓ Provide experiences for students to stimulate their intellect and creativity.

✓ Making the learners capable to learn from natural settings and thus learn from their mistakes and successes.

What is experiential learning?

Experiential learning is contributed to two different elements:

1) Learning by oneself

2) Experiential Instruction

Experiential learning theory explores the continual recurring pattern of all learning experiences through reflection. Experiential learning theory emphasizes on the importance of the role that true experiences play in the learning process. It is this emphasis that distinguishes experiential learning from other learning theories. Cognitive theories lay its emphasis on cognition whereas Behavioural learning theories deny any role for subjective experience in the learning process.

Researches in the field of education mainly perceive two contrasting views on the concept of experiential learning. The first views experiential learning as a of learning which enables learners to apply newly acquired knowledge in a relevant setting. The relevant setting could be any institution of learning with trainers, instructors, teachers or professors to guide them. The other defines experiential learning as "education that is gained through learning by directly participating in the various events of life."

David. A. Kolb an American educational theorists supports the second definition of experiential learning by developing a model which explains in detail the learning process through experience. Kolb's (1975) experiential learning model is a continuous process consisting of four basic elements:

1) Concrete experience   3) Forming abstract concepts

2) Observation and reflection   4) Testing in new situations

Immediate and concrete experiences form the basis for observation and reflections. These reflections gained through experience are comprehended and broken down into abstract concepts which lays the foundation from which new implications for action can be drawn.

According to the theories of Kolb and Fry (1975), the learner proceeds to the next step once he or she processes their experience in the previous step. This results into a conclusion that learning is not achieved in a formal setting, but through the practice of varied reflection of our daily experiences.

The origin of the theory of experiential learning:

Experiential learning traces its roots back in history and is still found prevalent in our modern day society. It is either found to formalized by educational institutions or occurring informally in day-to-day life. Experiential learning is not an alternative approach, infact it is the most traditional and fundamental method of human

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learning. David Kolb is best known for his work on the theoryof experiential learning or ELT. Experiential learning theory model was published in 1984, influenced from the work of other great theorists including John Dewey, Kurt Lewin and JeanPiaget. The initial two stages of the cycle i.e. concrete learning and reflective observation involve grasping an experience, the second two i.e. abstract conceptualization and experimentation focus on transforming an experience. Kolb is of the opinion that effective learning is seen as the learner goes through and proceeds into this cyclic experience, and that they can enter into the cycle at any time.

The idea of experience:

As quoted by Albert Einstein "Information is not knowledge. The only source of knowledge is experience. You need experience to gain wisdom."

Human body assimilates information through their senses. We take in information through our senses, yet the information is processed into knowledge by doing. First, human senses help us to watch, listen, feel and perceive different thing in our environment. We then attempt doing things on our own. It results into a sense of achievement a n d sparks our interest thus, motivating us to self-discover. Learning through experiences can be found in various basic activities of our day-to-day life like learning to ride a bicycle, use a mobile phone, or learning to speak. We take an action, see the out-turn of that action, and choose either to continue, or to take a new and different action. In this case what allows us to gain mastery over the new skill is our active participation and our reflection over the learning. Experiences and reflections are found to teach us more than any manual or lecture ever could. Experiential learning is a direct interaction and engagement the phenomena being studied rather than merely considering the possibility of doing something about it. The work of David. A. Kolb in his highly influential book "Experiential Learning: Experience as a source of learning and development" published in 1984, describes learning as a four-step-process. He identifies the steps as:

1) watching

2) thinking (mind)

3) feeling (emotion)

4) doing

thus drawing his ideas and inference primarily based on the works of Dewey (who emphasized the need for learning to be grounded in experience) and Jean Piaget. Kolb describesthat learners have immediate concrete experiences that allow us to reflect on new experience from different perspectives. It is from these reflective observations, we engage in creating abstract concepts, creating generalizations or principles that culminate our observations into sound theories. These generalizations or the theories act as guidelines for further action. Hands on active experimentation allows us to test what we learn in new and more complex situations.

Kolb's Experiential Learning Cycle:

David. A. Kolb, a Professor of Organizational Behaviour has built upon the earlier work by John Dewey and Kurt Levin. According to Kolb "Learning is the process where knowledge is created through the transformation of experience".(Kolb,1984). The theory presents a continual model of learning, consisting of four stages as shown below. A learner may enter the process at any stage and follow each other in sequence:

- Concrete experience (Involving themselves in active learning experiences)

- Reflective observation (Observe the outcomes and reflect upon the same)
- Abstract conceptualization (Think rationally and conceptualize)
- Active experimentation (Application)

Kolb's four stage learning model gives us a brief idea on how experience is interpreted through reflection into concepts, which in turn are used as guidelines for active experimentation and the choice of new experiences. The first stage, concrete experience, in which the learner actively experiences hands on learning which could be in a formal setting or an informal experience. The second stage, reflective observation, this stage involves the learner to mindfully reflect on that experience. The third stage, abstract conceptualization, at this stage the learner attempts to conceptualize the theory or model of what is observed. The fourth stage, active experimentation, is where the learner tries to evaluate his learning and is able to apply and connect with in real world situations. Learning cycle can begin at any of the four points and should be approached as a continuous cycle.

Kolb identified four learning styles that highlight conditions under which learner learns better. These styles are:

Assimilators: Learners who learn better by understanding and creating theoretical models. They are more often oriented towards abstract ideas.

Converges: Learners who develop a better understanding and tend to learn better when provided with practical applications of theories and concepts.

Accommodators: Pupils who learn better when they are provided with "hands-on" experiences.

Diverges: Pupil who learn better with concrete experiences and reflective observation
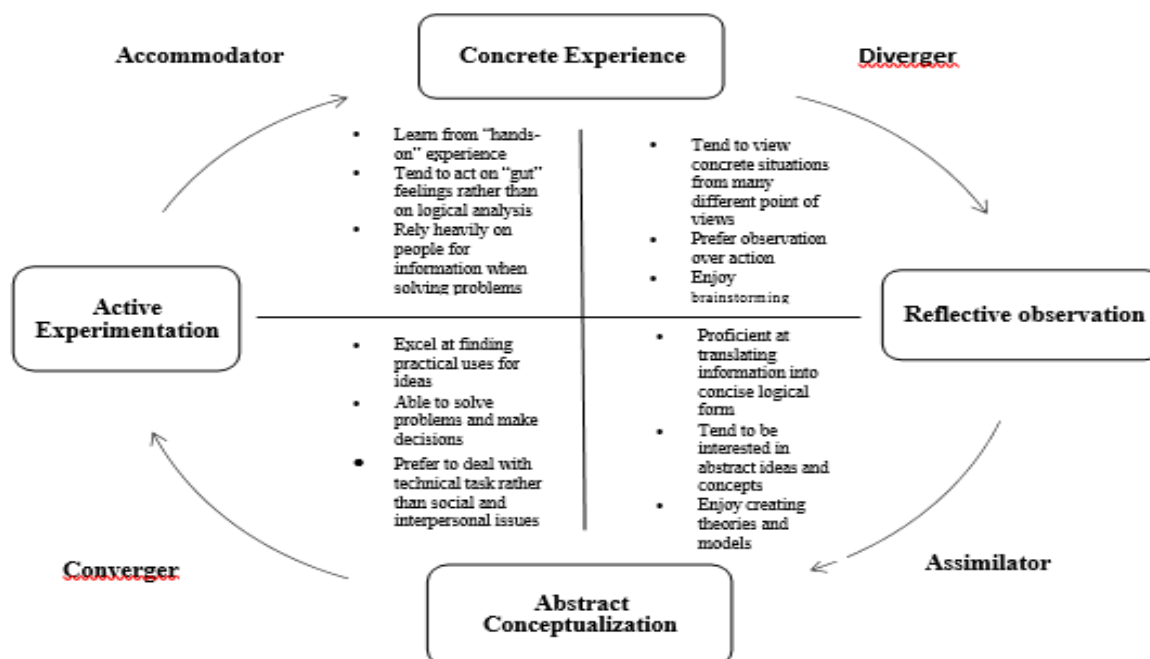
Figure.1 *Kolb's model of learning styles,* **Adapted from Kolb, 1985**[1]

Having an understanding of one's preferred learning style has two benefits:

It helps in getting a better understanding of the areas of strengths and weaknesses, thus givingus the opportunity to work on becoming proficient.

It helps an individual to develop likeliness towards a particular experience which might beuseful in certain social situations, such as deciding a career.

Why is Experiential Learning so effective?

It provides scope for more equal opportunities:

There is more scope for novel experiences where all participants are equalin their knowledge about any task and project which they will undertake. Experiential learning provides a unique set of projects and situations require people to draw upon genuine team process skills as opposed to just functional ones.

Creates real-world experiences:

Experiential learning involves using data and ideas and therefore uses them in hands-on activities, creating real results. Hand-on activities with a connect with real life provides a real experiences that helps the learners to grasp it more easily thus helping them to retain the learning for a long time period.

Experiential learning helps to accelerate meaningful learning outcomes:

In higher education experiential learning provides opportunities for learners to develop multiple skillset such as problem-solving and effective decision-making skills simultaneously. While applying the theories students learn to discard methods that don't work, the process of trying something new and improving on the outcomes becomes a valuable part of the learning process.

Experiential learning is helpful for Meta learning:

Reflective observation becomes an integral part of experiential learning. With the help of concrete experiences leading to development of abstract concepts and reflecting on the outcome, students are able to engage their brains into deeper aspects of learning and thus be make personal connections with the material.

Experiential learning leaves a kinesthetic imprint on the learners:

Learners have a kinesthetic imprint on their mind and body as experiential learning plays a pivotal role in development of cognitive material. Experiential learning helps in the development of cognitive principles because the learning is graphic as it involves multiple dimensions of physical, mental and behavioural development.

Experiential learning encourages risk taking:

Since learning is based on trial and error students engage in hands-on-tasks thus discovering one approach works better than another. Experiential learning enables the learners and encourages the learners to take new risks and try on new role. It enables them to learn through mistakes without the fear of failure.

Experiential learning nurtures diversity of strengths:

Co-operative learning encourages team work. Teamwork enables learners to improve their communication and social skills When learners are working as a team they learn how to listen to their leaders in order to perform their individual roles. They learn how to listen to one another in order to function as a cohesive unit. Teamwork nurtures diversity in individual learner differences thus teaching them how to respectfully and confidently

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express their ideas and opinions effectively in a group setting.

Conclusion:

Principles of modern education are derived from the changes taking place at different levels of the society, thus shaping the educational skills of the learners. Experiential learning had led to elimination of gap between practical experiences and theoretical concepts. It is helpful in creating meaningful connections between formal and informal education thus giving more importance to the practical aspects of the concepts being taught. Effective integration of ICT with experiential learning helps developing the skills and abilities which are essential to face real life challenges.

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SOCIAL - EMOTIONAL COMPETENCY AMONG TEACHERS – A PRE-REQUISITE FOR SOCIAL EMOTIONAL LEARNING AMONG STUDENTS

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Abstract:

This paper focuses on the need and urgency of developing the Social Emotional Competency of teachers as well as the students. Teachers play an important role in helping students deal with their social and emotional crises. In order to enable the students SEL, the teachers themselves should be well-equipped with this soft skill. Hence the 21st century teachers should first be aware of their own social-emotional needs and the ways and means of handing their personal crises, only then can they help her wards. SEC is one of the essential core competencies in today's challenging world so as to foster the students SEL.

Key words*: Social- Emotional competency, Social – Emotional Learning,*

Introduction:

"When educating the minds of our youth, we must not forget to educate their hearts", says Dalai Lama.

The heart represents social and emotional skills. But in order to impart Social-Emotional skills to students, the teacher herself should be equipped with these skills. Thus Social- Emotional Competency is the need of the hour in today's chaotic classrooms. Social interaction between the teacher and the student and the quality of their relationship are essential for the students' cognitive, social, and affective-motivational development (Cornelius-White, 2007; Roorda et al., 2011;Kunter et al., 2013;Hamre et al., 2014;Aldrup et al.,2018a).

Teachers experience a wide range of emotions varying from extremely positive to extremely negative emotions such as joy, pride, satisfaction, happiness, contentment, enthusiasm and hope to sadness, dissatisfaction, anger, frustration, hopelessness, lethargy anxiety, depression and burnout.

In the Indian classroom the teacher finds herself in the midst of a multitude of crises such as demotivated students, chaotic administration, stress, lack of communication, misbehaviour, competition and criticism from colleagues, lack of financial stability, lack of job satisfaction, over expectations of stakeholders, excessive workload, poor service conditions, lack of congenial work environment, racial or sexual harassment, pressure from the educational department, lack of job security and the list is endless. Over a period of time, the teachers' feelings such as anger or anxiety and the inability to interact efficiently and the inability to build positive relationships with the students are associated with a low occupational well-being (Schutz and Zembylas, 2009; Klassen et al., 2012; Dicke et al., 2015; Aldrup et al., 2017, 2018b). According to Darling-Hammond (2001), stress and poor emotion management lowers a teacher's intrinsic motives, reduces the feelings of self-efficacy,

and are the most common causes of a teacher's dissatisfaction and resignation. In this regard, many researchers have repeatedly emphasized the crucial role of the teachers' social-emotional competence for over a decade (Brackett and Katulak, 2006; Jennings and Greenberg, 2009).In this context, we see that the SEC of the teacher plays an important role in the Social Emotional growth of her students.

Social-Emotional Competency (SEC):

SEC roots from Social competence and Emotional competence. However, these two competencies are interrelated. Social competencies are defined as the skills facilitating individuals 'to live together in the world' (Arendt 1958) consisting of aspects of interpersonal, intercultural, social and civic competencies. Lerner (2007) defines emotional competence as "the ability to identify and manage one's emotions.These two competences-Social competency and Emotional competency are intimately intertwined (Denham et al., 2002; Halberstadt, Denham, & Dunsmore, 2001). Social-emotional competence involves a person's knowledge, skills, and motivation necessary to master social and emotional situations (Elias et al., 1997; also see Weinert, 2001).Hence SEC encompasses a variety of skills such as recognising and managing emotions, social skills, responsible decision making, and high ethical standards.

According to CASEL (Collaborative for Academic, Social, and Emotional Learning), the five core SEL (Social-Emotional Learning) competencies are -

1. Self - Awareness: is about being true to oneself.

2. Self- Management: is the ability to manage one's emotions

3. Responsible decision making: implies making the right decisions and taking responsibility for them.

4. Social Awareness: is about empathizing with others.

5. Relationship skills: involve the ability to make, nurture and sustain positive relationships.

Assessment of Teachers' Social-Emotional Competence:

Different questionnaires for self-reporting can be used to assess the emotion parameter and relationship management skills. E.g. the Emotion Regulation Questionnaire (ERQ - Gross and John, 2003) which asks the partakers to rate how many times they apply reappraisal and suppression. The ICQ - Interpersonal Competence Questionnaire (Buhrmester et al., 1988) measures the degree to which people view themselves as able to initiate a relationship so as to pursue and provide emotional care, to assert themselves and for the resolution of conflicts.

Significance of SEC:

- SEC helps the teacher as well as the students to have positive social and emotional growth.

- It helps in improving the academic scores.

- It gives satisfaction to the teacher as well as students.

- It helps in increasing their self-esteem. SEC nurtures a positive social relationship between the teacher and her students.

- It helps in reducing mental health issues. Healthy development of the Cognitive and Psychomotor domain takes place.

- It enhances interpersonal and intrapersonal skills. It is known to bridge the gap between the teacher

- student and teacher - stakeholders.

- SEC enhances the student's ability to conduct favourable behaviours, build and sustain healthy positive relationships with others and also show a better school performance (Elias, 2019; Greenberg et al., 2017; Schonert-Reichl, 2019).Social-Emotional wellbeing creates a safe and secure congenial learning environment.

- It helps in building a positive institutional climate. SEC helps the teacher in managing the classroom efficiently.

- It enhances the teacher's classroom effectiveness and productivity.

- SEC of the teacher increases her job satisfaction.

- It satisfactorily dictates the physical, mental and social health of the teacher and students.

Thus, SEC plays a very important role in today's educational system. According to Patricia Jennings and Mark Greenberg, the foremost experts in the field of SEL, prove that teachers who hold a high SEC are less likely to experience burnouts as they are capable of handling their Social Emotional states and also of their students.

Emerging Trends in SEL:

According to the **NEP 2020**, the educational system must target to develop good human beings proficient of rational thought and actions possessing compassion and empathy for the holistic development of the children. NEP 2020 explicitly speaks about the need to include SEL in the daily school curricula. It emphasizes the importance of counselling and mental health services in the schools today.

ISELF: Indian Social and Emotional Learning Framework, developed by The Teacher Foundation is a national -level research based educational resource to foster SE development among Indian children. Its main objective is to assist teachers and counsellors to develop the firm social-emotional competencies in children.

Labhya Foundation, is a non-profit organization which focuses on creating SEL programs for students in India. This organization works not only for the social and emotional well-being of the students but also of the teachers.

"Happiness Curriculum" launched by the Delhi State Education team aims at helping students and teachers to practice emotional regulation, relationship building and action orientation. The students have a bi-weekly Happiness for 45 minutes.

Hence, SEL is a core competency in the changing world of today. SEL requires a constant sharing of the onus by the stakeholders such the policy makers, educators, parents, researchers and investors.

Thus in a digitally ever evolving world of AI, SEC is one of the core competency that will make us truly human. Therefore improving the teachers SEC would not only enhance the teacher's classroom efficiency but on the whole would elevate the overall quality and standard of education. SEC is thus recognized as an important and teachable characteristic and it should to be acquired by both children and by adults (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Huitt & Dawson, 2018; Inna, 2017; Schonert-Reichl, Kitil, & Hanson-Peterson, 2017). A research study revealed that when social and emotional skills were taught by teachers in the school, the students' conduct and attitude toward the school enhanced (Durlak et al., 2011).

Hence SEC among teachers is a pre-requisite for the SEL among students.

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TEACHER'S AI DIGITAL COMPETENCIES: AN INVESTIGATION BASED ON THE COVID-19 PANDEMIC EXPERIENCES.

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Abstract:

Artificial Intelligence (AI) has become one of the most discussed terms in these recent years. The Application of AI is evident in different areas of our day-to-day life. In a sense, it is a wonder to the ordinary person, hence fascinating. The outbreak of Covid 19 has bought many obstacles in the smooth run of human life worldwide. The reflection of this is visible in the educational sector too. A sudden transformation to the online mode of teaching-learning throughout the year, from the KG section to the higher level, happened during these periods. Kerala's education field is of no exemption.

Moreover, the Application of Artificial Intelligence in education is the most discussed topic these days. In this context, the investigator tried to determine Kerala school teachers' awareness of using Artificial intelligence in their teaching process. Data was collected using an awareness test from a sample of 80 school teachers for the study. Percentage analysis showed that the teachers have an average awareness of artificial intelligence. The study also revealed that gender has no differential effect on teachers' attention to artificial intelligence, but their mainstream study has.

Keywords: *Artificial Intelligence (AI), Awareness, Covid 19, School Teachers.*

Introduction:

Artificial Intelligence is not a new term in this century. It has become one of the most exciting topics of discussion for the last few years. Many films have exhibited the range of artificial intelligence before us. It has knowingly or unknowingly become a part of our daily life. Social networking, online shopping, communications apps, search engines, etc., are using artificial intelligence (Subrahmanyam & Swathi, 2018). The reflection of technological advancement can be seen reflected in the education field. In another way, the education field is coping with technological advancement without any delay or confusion. Application of artificial intelligence in education is the most experimented area today. Many pieces of research are being conducted on the pros and cons of using artificial intelligence in the educational sector.

AI is used in many institutions for admission purposes, grading students, taking attendance, communicating with parents, etc.

AI can be used to make administrative tasks much more manageable. One of the hectic tasks of the teachers is evaluating the homework and other works and grading the students. Many teachers are aware of using multiple-

choice questions and their automated valuation and grading. However, when it comes to essays or other descriptive works, it is not easy. Efforts are taken to develop such software. The Application of AI can give teachers more time to be with their students more comfortably. It can help to make the teaching more individualized (Swaminathan & Swathi, 2018; Goksel& Bozkurt, 2019).

Background of the Problem:

The pandemic Covid 19 brought a sudden break in the smooth flow of human life worldwide. Humans all over the world were set in a dilemma. At the same time, many inventions and experiments have been done in almost all fields. While considering the educational field, a drastic change to a full-time online teaching mode occurred. Teachers, as well as students, had a novel experience in this aspect. New means and modes were experimented with to make the learning process exciting and bring novelty to each class. The Application of Artificial Intelligence has gained much importance these days. It emerged as a trending topic of discussion in the education field too. The timely evaluation and online administrative processes have been challenging for the teachers. The teaching process during Covid 19 assures the importance of being aware of the Application of AI in education.

Statement of the Problem:

The researcher tried to determine school teachers' awareness of using Artificial Intelligence. Hence the problem is stated as "Awareness of school teachers on using Artificial Intelligence: An investigation based on Covid-19 experiences."

Objectives of the study:

The study focused on the following objectives:

1. To find the level of awareness of school teachers on using Artificial Intelligence in the teaching-learning process

2. To find whether there exists any significant difference in the awareness of school teachers on using Artificial Intelligence in the teaching-learning process for the sub-samples classified based on

   a) Gender (Female/Male)

   b) The mainstream of study (Arts/Science)

Hypotheses of the Study:

1. School teachers differ in the level of awareness of using Artificial Intelligence in the teaching-learning process.

2. There exists no significant difference in the awareness of school teachers on using Artificial Intelligence in the teaching-learning process for the sub-samples classified based on

   a) Gender (Female/Male)

   b) The mainstream of study (Arts/Science)

Material and Methods:

For the present study, we adopted the normative survey method. An awareness test was prepared to collect data regarding the school teachers' awareness of using Artificial Intelligence. Eighty teachers from different schools constituted the sample for the present study. Data collection was done via the online platform. The collected data

were scored and subjected to statistical analysis. Descriptive statistics were employed to find the normality of the data. In order to test the hypothesis, the collected data were subjected to percentage analysis and independent-sample *t*-test.

Results and Discussion:

The responses of the teachers were scored and subjected to statistical analysis. Preliminary analysis was employed to check the normality of the distribution. Percentage analysis and *t*-test were used to test the hypothesis.

Preliminary analysis of the data:

The summary of the descriptive statistics of the scores on awareness of school teachers on using Artificial Intelligence is presented in Table 1.

Table 1

Summary of the Descriptive Statistics of the Scores of Awareness of School Teachers on using Artificial Intelligence

N	M	M_{dn}	M_o	SD	S_k	Ku
80	19.90	19.00	17.20	7.47	-0.03	-1.24

Table 1 shows that the mean, median, and mode obtained for the awareness scores are 19.90, 19.00, and 17.20, respectively, with a standard deviation of 7.47. The value of skewness and kurtosis is -0.03 and -1.24, respectively.

Discussion.

The scores of measures of central tendency obtained denote that the data obtained are almost equal, which shows that the data is not much scattered. The value of kurtosis denotes that the distribution is platykurtic. The average score (19.90) hardly reached half of the total score of the tool administered.

A graphical representation of the distribution of the scores of awareness of school teachers on using Artificial Intelligence is given in figure1.
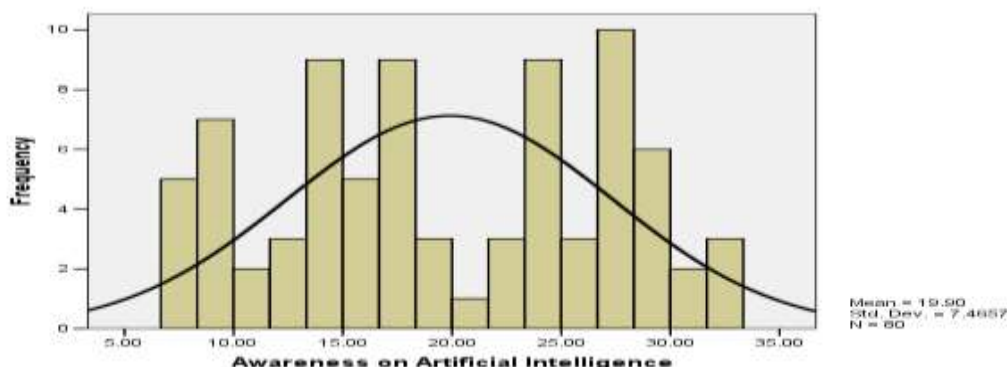
Figure 1. Graphical representation of school teachers' awareness of using Artificial Intelligence in the teaching-learning process

Level of awareness of school teachers on using Artificial Intelligence.

By finding the σ distance from the mean, μ, the awareness scores were classified as high, average, and low. The number and percentage of the sample falling into each group are presented in Table 2.

Table 2

Number and Percentage of School Teachers Falling Into the Three Groups of Awareness of Artificial Intelligence (High, Average, and Low)

Variable	Group	Score	n	%
Awareness	High	≥ 27.37	15	18.75
	Average	27.37- 12.43	50	62.50
	Low	≤ 12.43	15	18.75
	Total		80	100.00

Out of the total sample, 50 percent falls into the average group. Fifteen percent of the sample is found to be falling into the high group as well as the low group.

Discussion. The percentage analysis of the scores depicts that school teachers differ in their awareness of using artificial intelligence in education. Most of the teachers fall into the average level. The difference in awareness may be due to their experience and exposure to the latest technologies. Interest and attitude are also reasons for the difference in the awareness level. Thus the first hypothesis is substantiated.

Figure 2 graphically represents the distribution of the total sample among the different levels of awareness of using artificial intelligence.
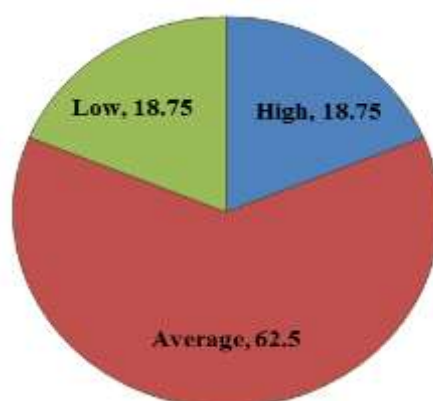
Figure 2. Graphical representation of different levels of school teachers' awareness of using Artificial Intelligence.

There is a significant difference in awareness of school teachers' on using Artificial Intelligence related to gender and mainstream study.

The result obtained for the employed independent sample *t*-test is shown in Table 3.

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Table 3

Test of Significance of Difference in the Mean Scores of Awareness of School Teachers on Using Artificial Intelligence for the Sub-samples classified based on Gender and Main Stream of Study

Sub-Sample		*n*	*M*	*SD*	*t*	*p*
Gender	Female	52	19.94	7.37	0.069	0.945
	Male	28	19.82	7.78		
Main Stream	Arts	39	17.74	7.59	2.611*	0.011
	Science	41	21.95	6.82		

Note. * denotes the value is significant at 0.05 level.

The *t* value obtained for the test of significance of the difference in the mean scores of school teachers' awareness of using artificial intelligence for the subsample classified based on gender is 0.069, less than the table value 1.96 at a .05 level of confidence. That means the difference is not significant.

The critical ratio for the test of significance of the difference in the mean score of school teachers' awareness of using artificial intelligence for the subsample classified based on their academic stream is 2.611 ($p = 0.011$). The value obtained is greater than the table value of 1.96 at the .05 level. Hence, the difference is significant.

Discussion. For the subsample gender, the *t* value obtained is less than 1.96 at the .05 level, which shows that gender has no differential effect on school teachers' awareness of artificial intelligence. At the same time, teachers' awareness is found to be significantly different when classified based on their mainstream of study. Those who have studied the Science stream are found to be more aware of using artificial intelligence in the teaching-learning process. Hence the second hypothesis is partially accepted.

The graphical representation of the difference in the mean score of awareness of school teachers on using artificial intelligence based on the mainstream of study is given in Figure 3.
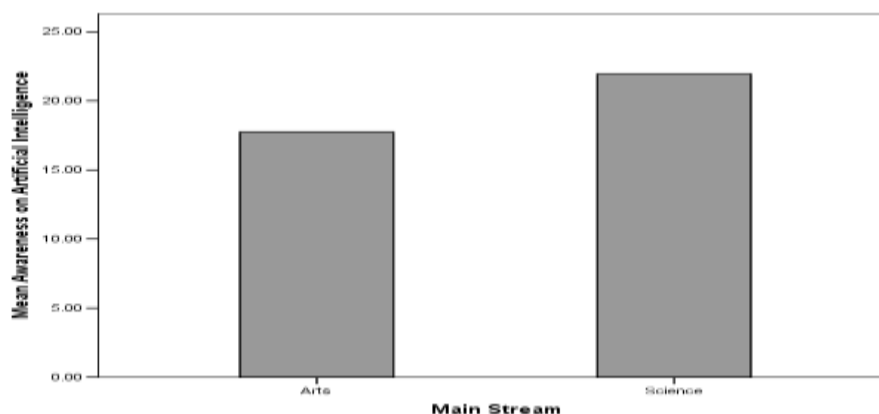
Figure 3. Graphical representation of the mean scores of awareness of school teachers on using artificial intelligence classified based on their mainstream of study.

Findings of the Study:

From the analysis of the data following the formulated hypothesis, the researcher came to the following findings:

1. The school teachers have an average awareness of using artificial intelligence in teaching-learning.
2. There is no significant difference in female and male school teachers' awareness of using artificial intelligence in the teaching-learning process.
3. The school teachers who have studied science as their main subject are found to have high awareness compared to those studying arts subjects.

Educational Implications:

The study highlights the importance of giving teachers more up-to-date training to cope with the changing world. The technologies are developing at a drastic speed. Moreover, the education field should be fully equipped to meet the needs of the new generation. For this, the teachers should be given periodic training in this regard. An academic year entirely dependent on the online platform was a novel experience for the teachers as well as for the students and parents. However, the education sector managed to cope up with this situation. This experience makes those in the education field aware of the need to give further advanced training to teachers and administrators.

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Author Contributions

The authors are the only contributor to this work, and it permits publication.

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Declaration of Interest:

The author declares that the author does not have any competing interest

Data Availability:

The data can be made available on request.

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THE ROLE OF SCHOOL IN DEVELOPING EMOTIONAL INTELLIGENCE IN ADOLESCENTS

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Abstract:

The ability to recognize, utilize, comprehend, and control one's emotions as well as emotional data is referred to as emotional intelligence (EI). Teenage development is greatly influenced by emotional intelligence. There is a lot of evidence to suggest that it helps students deal with stress, build relationships, and adapt to change. Pre-adulthood is the time of pressure and tempest" as properly said by G. Stanley in 1904. The transition from childhood to adulthood is crucial during adolescence (age 12 to 18). Children start to think about the future in terms of jobs, relationships, families, housing, etc., and become more self-regulating. Erik Erikson (born 1902– 94). The singular requirements to have a place with a general public and fit in. The child must learn the roles he or she will play as an adult during this crucial developmental stage. Teachers play a crucial role in the development of emotional intelligence in adolescents' schools. Emotional intelligence is very important for academic success and healthy relationships. There are a bunches of jobs the capacity to understand people on a deeper level plays in the progress from youth to adulthood. The researcher focuses primarily on Daniel Goleman's E.I. mixed model of Emotional Intelligence in this paper, which attempts to develop E.I. in students through school, teacher family, and peers. Emotional intelligence concepts are very important for students' overall development and can help them deal with anxiety, low self-esteem, and stress, as various theories of emotional intelligence demonstrate. Nevertheless, it contributes to the development of social skills, empathy, motivation, mental health, problem-solving abilities, and decision-making abilities.

Keyword: *Emotional Intelligence, Adolescents, Components of E.I, School.*

Introduction:

According to N. Gayathri and K. Meenakshi, the concept of emotional intelligence (EI) could not have come at a more appropriate time, as society is moving toward terrible depths of intolerance and violence at the slightest provocation. 2013). In 1997, John Gottman in his book, "Bringing up a Sincerely Canny Kid", talked about the recognizable contrast in the mind and strategy of youngsters to various issues. He saw that youngsters from the mid 1970's to late 1980's had become more glum, irascible, anxious, discouraged and forlorn. With both the guardians utilized to satisfy the monetary needs, families becoming atomic, kids were confronting an absence of public life. They were going to contraptions for diversion and communication and time enjoyed with family members and companions were turning out to be less. After fifteen years, we can see what is going on has just returned further. In this way, the idea of connecting and driving the highest point of feelings towards better life handles vow to what's to come.

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According to Downey, Mount Stephen, Lloyd, and Stough (2008), "Emotional Intelligence has been directly connected to scholastic success among young people." Even though some studies (Woitaszewsky & Aalsma, 2003) indicate that emotional intelligence does not significantly influence teenagers' social and academic success; It has frequently been portrayed as even more serious than the Intelligence Quotient in terms of its importance to success (Goleman, 1995). The ability to recognize and respond to one's own and other people's emotions is called emotional intelligence. It typically incorporates 3 abilities: 1. The ability to recognize one's own and other people's emotions is part of emotional awareness. 2. The capacity to interface feelings and apply them to errands how to think and tackle issues; 3. ability to control one's feelings, which includes being able to control our own feelings and being able to please or appease another person. Emotional intelligence skills typically fall into four categories: self-awareness, self-regulation, and social situations. mindfulness, self-administration, social-mindfulness and relationship the board. Social intelligence that enables people to recognize their own and other people's moods is known as emotional intelligence. Emotional intelligence also makes it possible for people to separate these feelings from their thoughts and actions. This is insight which can be learned, created and upgraded. Emotional intelligence is defined as "the ability to observe one's own and others' emotions and feelings, distinguish between them, and use it information to guide thinking and action," according to Salvoes and Mayer (1990). Three EI models make up it. The ability model developed by Peter Salovey and John Mayer places an emphasis on the development of individual skills as well as emotional information and its use for social environment navigation. Konstantin Vassili Petridis created the functional model, which "covers behavior slope and independent skills and are measured by self-report." Skills and attributes are combined in the mixed model. According to Daniel Goleman, it refers to EI as "the set of skills and potentials that guide leadership." Studies have demonstrated that "people with high EI have higher mental health," as well as traditional work, performance, and more management skills. For instance, in Goleman's concentrate in the book "Working with The capacity to understand people on a profound level" showed that the extent of EQ was 67% of the abilities thought about essential performed better as pioneers and had twofold as much importance than specialized capability or intelligence level. Before a few decades, there was a lot of support for EI techniques and methods, as well as its development. In addition, studies began to provide evidence that could be used to describe emotional intelligence-related neural devices. Emotional intelligence has been shown to predict academic success and other cognitive outcomes (Adenuga and Ayodele, 2009; 2009, by Deniz Tras and Aydogan; 2008 by Berenson, Boyles, and Weaver; Harrod and Scheer, 2005). Psychologists, educators, management theorists, and business leaders are paying attention to emotional intelligence (Burbach, et al.). 2003).

According to Daniel Goleman Components of Emotional Intelligence are:

1. Self-Awareness.

2. Self-Regulation

3. Motivation.

4. Empathy.

5. Social Skills.
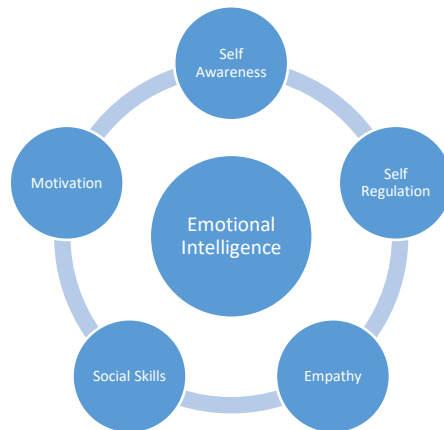
Fig: 1.1 Components of Emotional Intelligence according to Daniel Goleman.

The capacity to accurately convey emotions and to be self-aware of them is the first step in emotional perception. A person moves on to a higher level, emotional integration, when he or she is aware of the emotions he or she is going through. Emotional integration entails distinguishing between the various emotions he or she is going through and recognizing the emotions that have an impact on how his or her thoughts develop. He gains emotional understanding as a result of this ability, which enables him to comprehend complex emotions and distinguish between them. By that time, he has learned how to deal with his emotions and is now able to control them by connecting with or disconnecting from any emotion in any situation. He has complete control over his impulses as a result, allowing him to think critically and behave appropriately in any circumstance. The entire procedure is entirely intellectual. Intelligence is required to comprehend emotions and prevent them from manifesting. Reuven Bar-On and Goleman, on the other hand, propose a variety of ability models that include particular personality traits as well. The emotional intelligence model developed by Bar-On (2002) emphasizes the potential for performance and achievement rather than actual performance or achievement, and it is regarded as being more course-oriented than product-oriented. It endeavors to distinguish in an individual Intrapersonal the secret expertise of being sincerely canny.

Regarding Adolescence:

The Latin verb puberty, which means "to grow," is the root of the word "teenager." The essence of the term "teenager" refers to a period of rapid development and transformation in nearly every facet of a child's physical, mental, social, and emotional life. Because of this, it is very difficult to display the precise region regarding the chronological years of adolescence. In contrast to Western nations, Indian children enter puberty earlier than their Western counterparts. This is due to favorable climatic conditions. In India, boys typically have ages between 13 and 19 and girls have ages 11 to 17. In Western nations, the average age of inside puberty for boys is between 15 and 21 years old, and the average age for girls is between 13 and 21 years old. The crucial period between childhood and adulthood is adolescence. Boys and girls between the ages of 13 and 19 reach physical maturity as adults, but they are impulsive and emotionally unstable. This period is in many cases depicted

storms and featured Physical, mental, profound and social change and improvement.

Review of Literature:

The possibility of the capacity to appreciate individuals on a deeper level means pursuing choice or taking care of issues inside the setting of conditions and relational relationship. A cognitive ability known as emotional intelligence enables individuals to comprehend and control a variety of emotions. Additionally, it may aid in the intellectual and emotional growth of children. Salovey and Mayer, a Yale psychologist, proposed the term "Emotional Intelligence" in addition to "intelligence" and "emotions" as the cognitive ability. Male students' emotional intelligence was slightly higher than female students', but there was no significant difference between the genders (Arun). P. 2016). Tamannaifar et.al. (2010) it was found from the review that ability to understand anyone on a profound level, self-idea and confidence of understudies was viewed as seriously connected with their scholastic achievement. Girls should be guided by their teachers, made aware of their capabilities, and encouraged to strive for maximum development in order to boost their confidence. For that, particular preparation projects ought to be coordinated by their instructive organizations now and again. The presumption connected with Scholastic Accomplishment and The capacity to understand anyone on a deeper level shows that the understudies having high Scholarly Accomplishment are better in Ability to appreciate people at their core and the understudies having low Scholastic Accomplishment are less in Close to home Intelligence(Kapil. D.2016). Children's lifelong development is actually affected by emotional intelligence. Emotional intelligence continues to be a predictor of happiness in relationships, social skills, and marriage even in adulthood (Schutte et al.). al., 2001). Juvenile generally need getting, appreciation which continues to improve their fearlessness and confidence. Consequently, we want to open up our brains and assist them with finding their most elevated limits of each and every person alongside permitting them to be how they are or they need to be. As each individual has their own exceptional character (Shivangi. S; 2021).

How to Develop E.I. Among Adolescents:

1. School and Teachers:

Teachers can have an impact on the level of emotional intelligence in their students' behavior because of their role. Depending on the context, emotional intelligence is present. It isn't connected with the advancement of the organ or to it physiological interaction. Emotionalintelligence gives educators another methodology, itinvolve the understudies learning in more detail than customary schooling. Teachers can perform at their best in class if they have positive feelings and emotions.

1. Self-control: Teachers can encourage students to stick to their responsibilities and adapt to changing circumstances, as well as assist them in building and managing their emotions.

2. Self-Awareness: Students have ample opportunities to develop their self-awareness in the classroom. They are able to recognize their feelings and observe how they affect their thoughts and behavior. As each understudy distinguishes their assets and shortcomings.

3. Social Awareness: Students meet their peers every day so that they can comprehend other people's emotions, needs, and concerns, recognize the power dynamics of a group or organization, and feel at ease socially.

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4. School students can manage conflicts, work well in groups, communicate clearly, inspire and influence others, and build and maintain positive relationships.

2. Family:

Family is a critical variable during all phases of a singular's turn of events. Giving an understanding and reinforcing family working examples would be compelling in upgrading a person's close to home turn of events (A. Chandran.& B.P.Nair2015). Adolescents' need for social interaction and independence from their parents grow as they get older. At this age, where youths and family healthy interactions result in trait EI, family adaptability (flexibility) and cohesion (connectedness) are effective in developing better trait EI (Alegera, 2012; Also Benson (2010) On the other hand, a lack of family cohesion and rigidity weakens individual EI. According to Ozbaci (2006), family functioning could be improved if family members recognized and covered up each other's emotions and moods.

3. Peers:

Their Peers were the teen's closest friends. Numerous studies demonstrate that fostering empathy and social skills in adolescents through their peers is the most effective method for developing emotional intelligence.

The capacity to understand individuals on a profound level effects:

1. Performance or academic success of students.
2. Actual Strength of understudies.
3. Psychological well-being of Understudies.
4. Relationship with Other People
5. Intelligence social
6. ability to communicate.
7. Skills for solving problems
8. Skills for making decisions

Conclusions:

The hypothesis of the ability to understand people on a profound level vows to foresee and further develop the fundamental abilities of people. The theory's proponents hold the belief that the key to improving one's quality of life is comprehending, analyzing, and managing one's own and other people's emotions. According to previous research, boys have a higher emotional intelligence than girls do. In addition, school plays a significant role in the development of Emotional Intelligence among adolescents. Emotional intelligence helps in the development of an ability to understand emotions, emotional knowledge, and reflective regulation of emotions to promote emotional and intellectual growth. As a result, teenagers with emotional intelligence can improve their social relationships, reduce stress and frustration, gain a better understanding of other people's emotions, and prevent or reduce delinquency.

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RECONCEPTUALIZING EDUCATION FOR SUSTAINABLE DEVELOPMENT: ANALYSING THE IMPACT OF INTERVENTION PROGRAM TOWARDS FOSTERING GLOBAL COMPETENCE FOR TRANSFORMATION TOWARDS SUSTAINABILITY

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Abstract:

Global Competence is the ability to examine local, global and intercultural issues, ability to understand and appreciate diverse perspectives and world views, ability to have successful and respectful interaction with people and to take responsible action towards sustainability and collective well-being. The main aim of the research was to analyze the impact of an intervention program. For the present study the researcher has used experimental method. The design selected for the study was quasi experimental Pre-test – Post-test Non-Equivalent Group Design. The sample consist of an intact class of grade IX school students. The Control group and Experimental group were both from Government aided English medium schools from Mumbai, Maharashtra. The tools used for the study was Global Competence scale, designed and tested for validity and reliability. The reliability score of Cronbach's alpha was found to be 0.93 which is considered to be a good score. The result of the study shows a significant difference in the post-test of control group and experimental group on global competence for sustainability. The findings of the study reveal no significant difference in the pre-test scores of control group and experimental group on global competence for sustainability but still greater mean scores of experimental group proves that students of experimental group were more globally competent compared to students of control group. The study also shows a moderate effect of intervention program on the dependent variable.

Keyword: *Intervention Program, Global Competence, Sustainability*

Introduction:

Today's learner is living in a world which is quite unpredictable and erratic compared to the stable world in which their elders used to live. Rapid change is observed in almost all sectors like science & technology, economy, agriculture, medicine, environment as well as in society in which man lives. These changes benefits humans but at the same time brings unprecedented challenges. Accelerating rate of globalization, increased population growth, mass migration, shortage of food, poverty, global warming and climate change etc are triggering new concerns which are endless. Due to erratic changes the future is uncertain and unpredictable and demands for a new kind of education. Education needs to be redefined as per the changing requirements and concerns of the world (Boix Mansilla & Jackson, 2013) The new education should enhance knowledge and understanding of the learners beyond the bookish knowledge. The main role of novel education is to prepare

learners to be successful not only in their studies but also in their real lives. To achieve success in this new global age, learners need capacities that go beyond reading, writing, science and mathematics. They need to be more knowledgeable and curious about the world and real-world issues and develop attitude and skills required to solve real issues. The concept of Global competency involves mobilization of knowledge, skills, attitude and values to meet complex demands of the changing world. Global Competence is a multi- dimensional construct. A globally competent individual possesses, knowledge, skills, attitudes and values and can effectively apply these to solve Global problems and issues that the world is facing today.

DIAGRAMATIC REPRESENTATION OF THE RESEARCH THEME

Adapted from https://link.springer.com/chapter/10.1007/978-3-030-77414-1_8#Fig1

Review of Literature:

Global Competence as defined by PISA, 2018 is the ability to examine local, global and intercultural issues, ability to understand and appreciate diverse perspectives and world views, ability to have successful and respectful interaction with people and to take responsible action towards sustainability and collective well-being. The study conducted by Hinton and her team gathered data from teachers and students from 147 schools, in 34 countries across 6 continents. The study explored statistical correlation between 5 learning activities with multiple global competencies. Along with quantitative analysis the study also carried out qualitative analysis in order to glean insights about the effective implementation of the learning activities towards development of global competence. In alignment with the studies conducted by Hinton and her team, an exploratory descriptive case study conducted by Billian, (2014) also tried to analyze the definition of global competence. The conclusion drawn from review of literature done by her highlight the fact that there is no common definition for global competence as the competencies varies for various institutions. Todd, (2017) constructed a preliminary survey in order to create baseline information regarding global competence. The study analyzed various definitions and developed its own definition and theoretical framework for global competence. In concordance with the study of Todd, (2017), a SERU Survey was administered by (Shcheglova et al., 2017) on undergraduate students via

online mode in order to self-assess global competency. Students' participation in globally oriented activities was found to be significantly related with increased sense of global competence with variation patterns. By the same token (Schenker, 2019) foster global competence through a short term summer program for 4 weeks in US and 4 weeks in Germany. The results revealed that for increasing global awareness group projects and assignment should distinctly focus on cultural comparisons and global issues. With the help of semi-structured interviews and multiphase thematic coding, Tamerat, (2020) built a conceptual model in which students funds of knowledge was leveraged in achieving global competence within the conceptual third space. Skill development, Substantive knowledge of global topics, Action and Disposition were four selected global competence domain of interest which was placed as the central component of the model. For easy emergence of the notion of global competence, methods and contexts for educational pathways for pre-service teachers were also identified by the results of the study conducted by Parmigiani et al., (2022).

Education for sustainability is an integral component of quality education (Hamón et al., 2020). The result of study conducted by (Hamón et al., 2020) shows that University has sustainable campus, university promotes research pertaining to sustainability, university also includes content where sustainability is being taught in inclusion and university also have programs for sustainable development and they plan to implement those programs for improvising knowledge, to bring in positive attitude and change in behavior pertaining to embed sustainability in the life of student for a longer period of time. Furthermore Sadeghinia, (2021) conducted an investigation on the effectiveness of global competency based program modules. The study also concluded that most of the student perceived UN SDGs was important and was related for a fulfilling basic need and also for decent standard of living. Global Education Activities which were focused on Global issues like SDGs and Migration, Climate change etc had significant positive effects on variables such as emotions associated with teaching, attitude about sustainability, mitigation of negative attitude for migrants etc. Baumber, (2022) conducted a case study on incorporating urban sustainability into various courses run by transdisciplinary school at university of technology in Sydney, Australia. The case study stated the significance of student's obtaining transdisciplinary skillsets via education and educators adopting transdisciplinary approach for curriculum design. In alignment with the case study conducted by Baumer, (2022) on incorporating sustainability Sommier et al., (2022) also conducted a similar case study. The study highlighted the need for structural support in order to integrate sustainability in a more meaningful way in the curriculum of higher education and also while teaching. Furthermore, Liu et al., (2022) also conducted a case study on Integrating Sustainability themes in order to enhance interdisciplinarity in teaching and learning in course of study. The implication of the study shows a compatible relationship between sustainability and interdisciplinarity in order to rethink and present an innovative approach in teaching & learning at higher education and due to this learner's try to construct future in a sustainable way. Recently last year (Corazza et al., 2022) designed a study in which the researchers have applied a critical approach on education for sustainable development (ESD) activity.

Aim of the Study:

The main aim of the research is to analyse the impact of intervention program towards fostering global

competence for transformation towards sustainability.

Objectives of the Study:

To achieve the aim, following objectives were formulated:

i. To compare pre-test scores of control group and experimental group on global competence for sustainability.

ii. To compare post-test scores of control group and experimental group on global competence for sustainability.

iii. To compute the effect size of the treatment on global competence for sustainability.

Hypotheses of the Study:

To achieve the objectives of the study following null hypotheses had been formulated:

i. There is no significant difference in the pre-test scores of control group and experimental group on global competence for sustainability.

ii. There is no significant difference in the post-test scores of control group and experimental group on global competence for sustainability.

iii. There is no significant difference in the effect size of the treatment on global competence for sustainability.

Research Design and Methodology:

The study undertaken by the researcher makes use of experimental method and the design selected for it is quasi experimental design. It is described as follows:

a.) Pre-test – Post-test Non-Equivalent Group Design

O1 X O2

O3 C O4

Where O1 and O3 are pre-test

O2 and O4 are post-test

X- Experimental group (Treatment given)

C- Control group (No treatment given)

Sample and Sampling:

The sample for the study was an intact class of students of standard IX of English medium Government aided school from Mumbai. One school was selected as control group and another school from the same area was selected as an experimental group. The researcher had used Simple Random sampling technique for the selecting the schools for the present study.

Tools for the Study:

The tool used by the researcher was 'Global Competence Scale' which was made by herself. The validity and reliability were ascertained by taking the feedback of experts in the educational field. Global Competence Scale consists of 20 items for sustainable futures and 60 items for other dimensions. The total Cronbach's alpha was 0.93 which is considered as a good scale.

Data Analysis and Hypothesis Testing:

Testing of Hypothesis 1: The null hypothesis states that there is no significant difference in the pre-test scores of control group and experimental group on global competence for sustainability. The technique used to test this

hypothesis was Independent two-sample t-test. The t-ratio for comparison of pre-test scores of control group and experimental group on global competence for sustainability is not significant because the p-value is 0.09 which is more than 0.05 hence the null hypothesis is accepted.

TABLE 1: RELEVANT STATISTICS OF PRE-TEST ON GLOBAL COMPETENCE FOR SUSTAINABILITY

Sr No.	Variable	Group	N	Mean	S. D	t	P (two tailed)	LOS
1.	Global Competence for Sustainability	CG	53	68	7.40	-1.69	0.09	NS
		EG	47	73	7.53			

Testing of Hypothesis 2: The null hypothesis states that there is no significant difference in the post-test scores of control group and experimental group on global competence for sustainability. The technique used to test this hypothesis was one-way ANCOVA. Table 2 shows that the P = 0.003 which means P < 0.05 which implies that a significant difference is found between control group and experimental group. Thus, the null hypothesis is rejected.

TABLE 2: ANCOVA FOR POST-TEST MEAN OF GLOBAL COMPETENCE FOR SUSTAINABILITY OF CG AND EG

Sources of variation	SS	df	MS	F-ratio	P
Adjusted Means (A)	518.27	1	518.27	9.21	0.00309
Adjusted error (B)	5459.3	97	56.28		
Adjusted total (A+B)	5977.58	98			

Testing of Hypothesis 3: The null hypothesis states that there is no significant difference in the effect size of the treatment on global competence for sustainability. The technique used to test this hypothesis was calculating wolf's coefficient which is used to measure the impact of the treatment in fostering global competence for transformation towards sustainability. After calculating wolf coefficient value is 0.7 which as per the table of wolf's chart shows the intervention program has moderate effect on developing competences for sustainability.

Findings of the Study:

The findings of the study reveals that there is no significant difference in the pre-test scores of control group and experimental group on global competence for sustainability but still greater mean scores *(Mean = 73)* of experimental group proves that students of experimental group were more globally competent compared to

students of control group *(Mean = 68).* The findings of the study also show a significant difference in the post-test scores of global competences for sustainability from control and experimental group. The mean global competence score of EG is significantly greater than that of CG after partial out the effect of pre-test of global competence for sustainability. The findings also revealed that the effect size of the treatment on global competence for sustainability was found to be 0.67 which is rounded off to 0.7 which is moderate in magnitude.

Discussion:

The findings show that there was a significant difference in the post-test of global competence for sustainability of the experimental and control groups. This may be because of the implementation of intervention program which was conducted on experimental group. The intervention program was activity based including charts and puzzles for raising awareness about SDGs this was found to be in alignment with the studies conducted by (Hinton, n.d.) ; Sadeghinia, (2021) and Corazza et al., (2022) Learners enhanced their communication skills, reflective skills while discussing about global issues such as global warming, climate change, pollution etc this was in agreement with the studies conducted by Tamerat, (2020). In concordance with the study conducted by (Hamón et al., 2020) the students were developing positive attitude towards sustainability and appreciating 3R sustainable practices at individual level, in their home, at school etc. Learners developed knowledge and understanding in learning global topics, calculating ecological footprints while studying ecosystem was also observed in the study conducted by Tamerat, (2020); Sommier et al., (2022) ; Liu et al., (2022). Last but not the least in order to develop positive attitude and to construct permanent behavioral change towards sustainable life, small actions were implemented during the intervention like switching off the fans when not in use, use of cloth bags instead of plastic bags, planting tree in school campus etc these actions were also highlighted in the study conducted by (Hamón et al., 2020)

Conclusion:

Education in schools should be transformed and more focused on developing global competence in students which includes attainment of knowledge & understanding about global topics and developing positive attitudes towards sustainability. Teachers should motivate the students to actively participate in promoting awareness on global problems, arrange sessions with fun filled and recreational activities where they can enjoy and at the same time learn to solve global problems at individual level. Integrating classroom learning with global issues can further enhance student's knowledge on real world problems. School can promote sustainability by conducting activities like best out of waste, DIY art & craft which further integrates the 3R (Reduce, Recycle, Reuse) approach at student level which helps in enhancing the sustainability skills of the students. Furthermore, the schools can arrange for skill-based competitions like painting, drawing, poster making, collage making, elocution, debate based on themes highlighting global issues like climate change, global warming etc. Once in a week schools can arrange for thought provoking activities like role play, skits, drama, field visits, etc to inculcate values and principles for leading life in a sustainable way.

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Original Research Article

NOMOPHOBIA EXACERBATION AMONG THE MILLENNIAL LEARNERS IN THE 'NEW NORMAL'

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Abstract:

The mobile technology has revolutionized the world so hastily that to fathom the degree of the impact is practically impossible. Smartphones owing to their ubiquitous element are synonymous to the most basic bodily needs of humans and indispensable. COVID 19 accelerated the use of smartphones to unprecedented levels which led to an emergence of high numbers of technological addicts. Nomophobia understood as phobia associated with "no mobile phone" is a state of experiencing irrational fear and anxiety by individuals when not able to access their mobile phones or in situations when they are not online. Mobile phone addiction is serious and alarming. Self-esteem, personality, anxiety, stress, mental and physical health issues, academic performance are all getting affected due to nomophobia. The present study while reviewing the research done in the field of nomophobia seeks to answer two research questions- 1. What is the prevalence and levels of nomophobia among students? 2. How severe is the impact of nomophobia among students? In the wake of the potential threats posed by nomophobia, the paper presents some strategies that education systems can adopt to curb the challenges posed due to smart phone addiction in educational spaces.

Keyword*: nomophobia, anxiety, mental health, education*

Introduction:

There is no denying that the revolutionary digital era is credited with creating communication networks that have transcended world boundaries. A mobile phone is now next to probably oxygen and nutrition in the basic need hierarchy. Information technology is so intricately integrated in the life systems that a world without smart phones and likewise gadgets is now out of question.

 COVID-19 scare led to a confinement in the home during the lockdown and even post it. There was a massive shift in the way one processed the daily life activities which included both the routine and the non-routine personal and professional life. Mobile phones became an inseparable component of lives as their indispensability lied in their capacity to become drivers of professional lives. Be it working from homes, scheduling tasks and jobs in online modes to teaching learning, e commerce and online transactions, all were now done with the smart phone in the hand.

Education systems saw remarkable and extremely quick transformations because of COVID 19. Online education models which were hastily adopted dominated educational spaces. There is no denying that across the world, access to the digital world tremendously supported education during the pandemic phase. Education

systems without undergoing the gestational phase of preparing for online teaching and even weighing the outcomes joined the bandwagon. Online education became the buzz world. There was no choice but to extensively use mobiles and other devices for learning purposes. The students were given smartphones and gadgets as there was no other choice.

Lockdown, social distancing, online education, and lots of other sociological, psychological factors led to a voluminous increase in the usage of mobile phones. The initial idea of using the smartphones as a mean of work and education undermined the fact that the mobile phones were now utilized for entertainment purposes. A world of extensive gaming, surfing social sites, watching videos, shopping, exploring apps etc slowly infused with the routine life. However, as the fear of pandemic diluted, the world now witnesses the underlying surface issues that emerge in enormous prominence post pandemic. While the world pre corona had also been showing a dominant trend of being addicted to mobile phones which included school going children, post corona the addiction has increased multi fold. The post corona generation emerged as a Nomophobes

Decoding Nomophobia:

Deciphering the portmanteau of the multiple words for a simpler comprehension – Nomophobia can be understood as "no mobile phone" as well as "phobia," due to this. A new psychological construct that as per clinical psychology is comprehended in terms of experiencing a state of irrational fear and anxiety in by individuals in situations when either they are unable to be online or cannot get an access their mobile phones.

This modern age phobia is a by-product of mobile addiction. Rampant developments in technological world leading to unprecedented increase in usage of mobile technology have given rise to a technological addiction called Nomophobia. (Bragozzi et al. 2019) which is characterised by discomfort faced due to not being in touch with the virtual communication world. Nomophobia when seen as a public health problem seem to be very typical type and is characteristic of the digital revolution (Antonio-Manuel Rodríguez-García , Antonio-José Moreno-Guerrero and Jesús López Belmonte, 2020)

A UK research agency called YouGov in 2008 can be credited with first coining the word 'Nomophobia' as a result of a survey conducted to investigate the anxiety and stress experienced by mobile phone users when they were separated from their devices. The results of the survey revealed that 53% of mobile phone users experienced anxiety and stress when they were unable to use their devices. Since then, research has shown that nomophobia is a real and growing problem in the modern world, particularly among young people. A research study from Pakistan found that 73% of the participants experienced nomophobia (Yildirim & Correia, 2015). Another study conducted in India in the same year found that 64% of the participants experienced nomophobia (Pavithra & Madhukumar, 2014). In 2019, a study conducted in Iran found that 87.8% of the participants experienced nomophobia (Koohestani et al., 2019). A study conducted in South Korea in the same year found that 55.3% of the participants experienced nomophobia (Hong et al., 2012).A meta-analysis of studies on nomophobia conducted between 2010 and 2020 found that the global prevalence of nomophobia was 52.5% (Elhai et al., 2021).

There has been a growing concern regarding nomophobia. The present study seeks to review researches done

in the field area of nomophobia in order to answer the following research questions

R1: What is the prevalence and levels of nomophobia among students?

R 2: How severe is the impact of Nomophobia among students?

Prevalence and Levels of Nomophobia among Students:

There is absolutely no denying that globally one witnesses massive wide spread internet addictions (Shapira et al., 2003) and addictions to video games (Ko, Yen, Chen, Chen, & Yen, 2005).However, these technology driven including addiction to mobile phones have not yet gained the required clinical prominence (Blaszczynski, 2006) due to lack of substantial research evidences which are more concretized and examining the addictions in the context of a range of variables.

Mobile phone addiction is as serious and alarming as substance addiction (Tyagi, Prasad & Bhatia, 2021). Extensive usages of smartphones can result in addictive and antisocial behaviours along with threats of perceived risks (Ansari, Alas & Sulaiman 2019; Sharma, K et al., 2022). Addictions of any kind are alarming and to be taken seriously because addiction of one kind may increase the susceptibility of falling for more addictions. COVID 19 further led to a significant increase in the usage of mobile phones and comparative analysis among different professions revealed that people engaged in online teaching-learning were most impacted in terms of health problems (Tyagi et al. 2021).

A study conducted in Oman reported 65% of the university students to be having severe nomophobia (Qutishat et al. 2020). Approximately 57% and 35% of Indian university students were found in the moderate and severe Nomophobia category respectively (Kaur, Sharma & Kumari, 2021). India boasts of having the second highest mobile connections in the world after China, with more than 90 connections per 100 people.

Severity of the Impact of Nomophobia among Students:

Studies conducted across (Prasad et al. 2017; Lee et al. 2017; Ahmed et al. 2019) have revealed negative effects of nomophobia on academic performances as well as learning outcomes. A study conducted among the university students in Malaysia found that high levels of nomophobia were associated with poor academic performance (Panova & Carbonell, 2018).

Many of the research focussing on nomophobia have found that factors like self-esteem, personality, anxiety, stress, mental and physical health issues, academic performance are all getting affected due to nomophobia. Research done by Bragazzi et al (2019) indicates nomophobic people exhibit maladaptive coping strategies in stressful situations. Amongst those who were in the category of high levels of nomophobia, dysfunctional coping strategies like denials, self-destruction, and self-blame, venting and resorting to emotional support were more predominant and significantly correlated with increased number of hours spend using mobile. Study conducted by Dziurzyńska et al. (2017)shows that those who are addicted to mobile phones when faced with stress respond to it by means of dejection, shifting blame onto others, self-pity, feeling hopeless, resigning, or doing substitute gratification.

Studies examining the relationship between low self-esteem and nomophobia a have found them to be closely connected. Students with low self-esteem were twice likely to exhibit comparatively higher level

of nomophobia against those with normal or high self-esteem. (Vagka, E., Gnardellis, C., Lagiou, A., & Notara, V. 2023). As per the study conducted by Buctot, D. B., Kim, N., & Kim, S. H. (2023), a significant and negative correlation was observed between health related quality of life and adolescent lifestyle profile. On the other hand, the study reveals that increased usage of smartphone leads to addiction, causes nomophobia, and poses threats of perceived risks.

A survey of university students in Japan during the pandemic found that students using their smartphones for longer durations had higher levels of anxiety and depression (Ozdemir et al., 2021). The study done by Gajdics, J., & Jagodics, B. (2022) focused on separation anxiety on a day when students did not carry their mobile phones to class. The study reported an increase in the anxiety levels of the participants on a mobile free school day. However, their classroom engagements were not impacted. Molina et al. (2022) found a significant relationship between anxiety and nomophobia in students engaged in learning through virtual environments during the course of pandemic.

A study done by Denprechavong, V., Ngamchaliew, P., & Buathong, N. (2022), acknowledges that the emergence of nomophobia as a mental health problem in students and a reduction in the smartphone usage is needed. The study conducted by Emiretkin et al. (2019) revealed that problematic smartphone addiction directly and indirectly positively impacted emotional abuse among adolescents and factors like depression, social anxiety as well as body image dissatisfaction were instrumental in mediating these relationships.

Excessive phone use, especially before bedtime, can lead to disrupted sleep patterns, which can result in fatigue, poor concentration, and irritability (Exelmans & Van den Bulck, 2017). Overuse of mobile phones can lead to more instances of becoming socially isolated and a fall in episodes of face-to-face communication. Both of these negatively affect mental health and social development (Twenge et al., 2018). Poor posture, eye strain, and decreased physical activity associated with excessive mobile phone use can lead to physical health problems like neck and back pain, eye strain, as well as obesity (Kim et al., 2018).

Strategies to mitigate the potential risks of nomophobia amongst students:

It is crucial to educate the students regarding how to use the technology for their benefit but not overuse it to become addicted to it and develop nomophobia (Sharma et al (2022). Strategies need to be implemented which tare instrumental in early identification, timely intervention to manage social interaction and prevention of (Kaur, A., Ani, A., Sharma, A., & Kumari, V. 2021). Certain regulations, limiting actions and polices are needed in educational spaces to restrict extensive usage of mobile phones.

Some strategies that educational institutions can deploy are:

- Promoting digital wellness and conducting programs which provide resources and education on healthy mobile phone use can be effective in reducing nomophobia and improving mental health among university students (Panova & Carbonell, 2018).
- Setting guidelines and policies for mobile phone use, such as limiting phone use during class or designated study times. Studies have shown that university students who had strict rules regarding mobile phone use had lower levels of nomophobia (Davey et al., 2021).

- Encouraging face-to-face communication by promoting social events and group activities. A United States study on college students reported that students with higher levels of face-to-face communication had lower levels of smartphone addiction (Lepp et al., 2015).

- Providing alternative activities that do not involve mobile phone use, such as sports, arts, or other hobbies. A study conducted in Turkey showee that engaging in physical activity contributed to lowering the levels of nomophobia (Can, 2021).

Conclusion:

The over usages of technology in an irrational manner by youngsters who are mindful only of the advantages of technology and not aware of the potential risks it carries is something to be concerned about (Correr, R.; Bijos, M.T. 2017). The review of related literature reveals that the research done in the area of nomophobia is still in the exploratory and nascent stage. The research done have predominantly focussed on anxiety, health related issues, psychological variables, personality, and social problems. Educational systems cannot further overlook the potential effects of nomophobia and must constructively respond. There is no U turn post corona to go back to the era of mobile phones not very much evident in educational spaces. Education systems must acknowledge the omnipresence of smartphones and gear up to combat the challenges they pose. In the 'New normal' the learners have drastically changed, and educational spaces need to remodel and redesign themselves accordingly.

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EXPLORING THE EFFECT OF FLIPPED CLASSROOM MODEL ON SELF-EFFICACY OF STUDENT-TEACHERS'

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Abstract:

Flipped classroom model is a form of blended learning that combines both face-to-face and online learning and at the same time it flips the learning process i.e. learning starts at home and homework which is termed as classwork is completed in the form of tasks and activities during class time. The study investigates the effect of flipped classroom model based intervention program on self-efficacy of student-teachers in the experimental group and traditionally taught the control group as per the quasi-experimental design. The results indicate that there is a significant increase in the self-efficacy of student-teachers in the experimental group.

Keyword: *Flipped Classroom Model, Self-Efficacy, B.Ed Student-Teachers*

Introduction:

A person's life can be greatly impacted by their education. Through the development of hands-on and mind-on approaches towards teaching and learning, education should have the capacity to improve intellectual engagement and facilitate deep comprehension. The education system has been improved and maintained using a variety of channels and techniques in order to make it the most beneficial for students. The internet is one such addition to the educational system. The introduction of the internet has helped to improve education, which is crucial for an individual's future. India is investing in its education system and fundamental classrooms to foster learners, using ICT-based or ICT-integrated education to make education more learner-centric.

A type of education known as blended learning combines several methods of traditional and online learning with the use of all available technology. Blended learning is collaborative in nature as it combines both online and offline learning in a seamless, integrated manner. Because blended learning recognizes that creating knowledge is a complicated process, it gives teachers and students the chance to work together to create and evaluate their learning. It is a type of instructional methodology that blends offline, physical environment with computer-assisted activities, meaning that the information is delivered online. The key strength of this strategy is that it makes the most of both face-to-face and computer-assisted instructional delivery of the content. Online learning and traditional methods are thus combined to varying degrees to form blended learning processes.

There are several unique models included in the blended learning. The flipped classroom model is just one example of this. In a typical educational setting, lessons on a concept are taught in class, and afterward, homework is assigned for completion at home. However, in a flipped classroom, learners receive learning

resources like audios, videos, etc. to go through and understand at home and "homework" then becomes "classwork" wherein the learners are expected to work on small activities/ tasks either in small groups or individually.

The traditional lecture and assignment components of a course are inverted in a flipped classroom. Bicen and Beheshti (2019) found that the interesting and thorough nature of flipped classroom instructional infographics stimulated students' motivations in the experimental group more than the control group, which allowed them to comprehend concepts more readily, retain knowledge more quickly, and grow more confident in the educational process. According to Barahona et al. (2022) through online content delivery and lectures, students learn at home, while teachers use class time for teacher-guided and student-led classwork. Under this structure, teachers can use class time for activities other than giving lectures. The students emphasised the necessity for this kind of technology-focused experience in order to build the skills required to put technology-assisted, student-centred teaching practises into effect. The ability to examine the content at their own pace by watching online videos and to take part in class discussions using the classroom response system were other features that the students appreciated.

The opportunity to ask questions, learn more, and apply that knowledge to the assignment right away is increased through the flipped classroom model, which also enables better information evaluation, synthesis, and analysis. In order to help students achieve lower levels of revised blooms taxonomy of learning i.e. to acquire, comprehend, and apply the knowledge they learn, learning models like the flipped classroom is really helpful as the lower levels may be achieved at home itself thereby giving scope for focusing on higher order levels during class time . This helps students establish and strengthen their higher order thinking skills. Constructivism serves as the foundation for the flipped classroom model.

Need of the Study:

Research conducted by Veeramani (2015)) found that 86% students felt that the flipped classroom approach was better at fulfilling the stated learning objectives than the conventional didactic teaching. After conducting an experimental study, Clark (2013) found that the student participants' responded well to the flipped classroom model of learning and showed a rise in engagement. Although no significant differences in academic performance were found between students using the flipped classroom model of learning and those who were taught in a traditional classroom setting. According to Schwankl (2013) the study revealed no significant differences in perception were found in survey replies, although all scores were higher for the students who were taught using the flipped classroom model. Nouri (2016) results revealed that a large majority of the students had a positive attitude towards flipped classroom. Low achievers significantly responded more positively as compared to high achievers.

The researcher's decision to think about the effects of the flipped classroom approach was justified by the studies described in the preceding discussion. A flipped classroom model is particularly useful for training future teachers because they will be exposed to it and might use it in their classes in the future. When combined with the self-efficacy variable, it essentially gives us an idea of how confident student teachers are in their ability to

carry out the necessary behaviours. The researcher decided to investigate the impact of a flipped classroom intervention programme on student-teacher self-efficacy as a result. Brown (2015) found that students exposed to flipped instruction request significantly less tutoring compared to students in the traditionally taught sections of the course but did not exhibit a difference in scores on the final exam when compared to the traditional course. According to Cabi (2018), the experimental group, where students were taught using the flipped classroom model of learning, and the control group, where students were taught using the traditional classroom lectures, did not have any statistically significant differences in their scores. Carlisle (2018) students expressed less anxiety, greater amounts of self-efficacy, as well as a greater interest in mathematics within the flipped classroom on open-ended questions and interviews. Hojnacki (2018) showed that the control group continued to prefer a traditional lecture format and grammar-based instruction while the flipped classroom section gave equal preference to all formats of learning including face-to-face lecture, online videos, and interactive group work. The studies conducted on flipped classroom model belonging to different countries show that it has a positive effect on achievement, motivation, attitude and favourable perception towards flipped classroom at the same time variables like self-efficacy, self-concept, self-regulated learning etc have not been studied much in regards to flipped classroom. No studies were located by the researcher that used the flipped classroom approach in a classroom of pre-service student teachers and included self-efficacy as a variable, particularly in the Indian setting which represents the need to study such a variable.

Variables of the Study: The study has the following variables:

Independent variable: Flipped classroom Model

Dependent variable: Self-Efficacy

Operational Definition of the Terms

Flipped Classroom Model: It is an instructional setting where the students receive learning resources to learn off-campus. The students learn that content at home and do the work associated with it (apply, discuss etc. and clarify misinterpretations if any) in the classroom on-campus through a collaborative approach with their peers and their teachers too.

Self-Efficacy: It refers to a student's convictions and confidence about his/her abilities to mobilize the motivation; cognitive resources a course of action needed to excel in his/her studies and thereby achieve success

Aim of the Study: The study was conducted with the following broad aim:

- To study the effect of flipped classroom model on self-efficacy of student-teachers.

Objectives of the Study: The study was conducted with the following specific objectives:

- To develop an instructional programme for flipped classroom model in the subject of learning and teaching.
- To compare the post-test scores of self-efficacy of student-teachers of experimental and control groups.

Null Hypothesis of the Study:

- There is no significant difference in the post-test scores of self-efficacy of student-teachers of experimental and control groups.

Methodology of the Study:

In the present study, the experimental method of the quasi-experimental experimental research design type has been used. It is further described symbolically as follows:

Pre-Test Post-Test Non-Equivalent Groups Design

$O_1 X O_2$

$O_3 C O_4$

Tools of the Study:

The researcher utilized Self-Efficacy Scale (D'Souza, 2007) in order to get quantitative data. The Self-efficacy Scale comprised of ten dimensions i.e. perseverance strategies (8), cognitive strategies (6), resource management strategies (6), self-regulate learning (5), ability to meet parental expectations (8, self-assertiveness (2), social self efficacy (5), academic self-efficacy (5), enlisting parental support (6). It included 25 negatively worded items and 26 positively worded items. Numerous educational experts were consulted in an effort to ensure the scale's content validity. The internal consistency reliability of the scale was found to be 0.89. The coefficient of stability obtained for test-retest reliability of the scale was 0.77. The scoring was done using four-point rating scale. Every item in the scale is marked on a 4-point scale, (Never = 1 point," "Sometimes= 2 points," "Often= 3 points," "Always= 4 points,").

Instructional Programme:

The researcher developed an instructional package for one module based on the flipped classroom model for the current study. The sessions utilising the flipped classroom model, in which the experimental group completed the course paper in the intervention programme while the control group received instruction in the same module using the conventional approach. Pre-class, in-class, and post-class activities were the three main components of the flipped classroom sessions. The purpose of the pre-class activities was to pique students' interest in learning by having them interact with learning materials (such as videos, research articles, powerpoint presentations, stories, etc.) before class. Each session also included one quick pre-class activity. Different activities, such as debates, discussions, tests, puzzles, puzzle situations, cases, and many other activities were done in class. Lastly, the post-class activity includes additional materials including links to books, research articles, websites, videos, and other materials to deepen their understanding of the subject. The pre-test was given to both the experimental and control groups by the researcher, who then conducted the intervention programme in the former and used conventional teaching methods in the latter. Again, both the experimental and control groups received the post-test. The duration of the programme 24 hours.

Sample:

The sample of the study included 106 student-teachers studying in Semester III in colleges of Education situated in Greater Mumbai, affiliated to University of Mumbai and with English as the medium of instruction. The study has used a three-stage sampling technique for selecting the sample.

At the first stage, B.Ed. colleges were selected using simple random sampling technique (lottery method). At the second stage, the selected B.Ed. colleges were classified as experimental and control groups using simple random

sampling technique (tossing of a coin). At the third stage, participants of the study were selected using cluster sampling technique from the selected B.Ed. colleges. The total participants of the study were 54 B.Ed student-teachers in experimental group and 52 B.Ed student-teachers in the control group from each of the two B.Ed.Colleges.

Data Analysis:

The researcher used ANCOVA to analyze the data. The post-test scores on self-efficacy of student-teachers from the experimental and control groups were compared using ANCOVA to see if there was a statistically significant difference. Here, the pre-test scores on self-efficacy were used as co-variate. This was done since the student-teachers in both groups were not randomly selected and might have differing levels initially. The researcher statistically eliminated such initial differences by using ANCOVA.

TABLE 1.1
POST TEST SES OF EG AND CG

Groups	Experimental	Control
Observed Mean	152.19	150.27
Adjusted Mean	155.48	146.85

Comparison of Post-Test scores on self-efficacy of experimental and control groups:

The hypothesis states that there is no significant difference in the post-test scores on the student self-efficacy of student-teachers from the experimental and control groups. The data analysis shows that significant difference is found between experimental and control groups. Thus the null hypothesis is rejected. Therefore, it can be concluded that there is a significant difference between the experimental and control groups' post-test scores on student-teachers' self-efficacy.

Results:

When the technique of one-way ANCOVA was applied to compare the post-test scores on self-efficacy after partialling out the effect of pre-test scores, the F-ratio was found to be 5.08 ($p < 0.0001$). The Mean post-test score on self-efficacy from the experimental group (155.47) was found to be significantly greater than that of the control group (146.84) after controlling for the pre-test scores using ANCOVA.

Conclusion:

There is a significant difference in the post-test scores on the self-efficacy of student-teachers from the experimental and control groups. In conclusion it can be said that the flipped classroom program was more effective in enhancing the self-efficacy of the student-teachers in the experimental group than the control group.

Discussion and Implication:

The study's findings can be used to draw the conclusion that the intervention program's implementation of a flipped classroom model to teach a module of learning and teaching course paper to B.Ed student-teachers has increased the experimental group's students' self-efficacy. This is consistent with the results of some research, which showed that using the flipped classroom paradigm for learning led to significant increases in self-efficacy.

Namaziandost et al. (2020) conclude that flipped classroom model was found to considerably raise the participants' self-efficacy. As demonstrated by the higher test scores after implementing the flipped classroom model, the activities in this model supports students' cognitive engagement and help them interact with the learning content more effectively than in lecture-based teaching, which ultimately enhances and promotes their perception of their self-efficacy.

The three stages in which the student teachers' learning took place are another significant component. The pre-class, the in-class, and the post-class activities in the flipped classroom sessions were divided into three key components, with well-designed exercises and games that invariably increased the student-teachers' self-efficacy with the subject matter thereby giving them more scope for convictions and confidence in their capacity and path of action required to succeed in their academics. This perspective is in line with earlier studies on self-efficacy. Fathi and Barkhoda (2021) showed that the experimental group's participants performed significantly better than those in the control group, and that flipping the classroom is an effective way to raise students' reading comprehension through increased participation in group projects and conversations. As a result, the incorporation of flipped instruction into the usual lessons may help to improve learning all around. The experimental group members may have felt more confident and self-assured as a result of having access to learning materials prior to the session. Additionally, more interaction and feedback during class time could have given the students more opportunities to feel competent, in control, autonomous, and positive about themselves, all of which would have boosted their self-efficacy. The chance to take ownership of what they learn in a flipped classroom and set a pace and level of proficiency necessary for better learning outcomes, which might have boosted their sense of efficacy. Using this program may have double benefit for student-teachers as they also get to experience flipped classroom model, understand its benefits and limitation and which may in turn help them to implement when they become teachers in future.

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LEARNER'S SELF-ENGAGING SPACE: A STEP TOWARDS CREATING COGNITIVELY ACTIVE LEARNERS

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Abstract:

The end result of the teaching learning process has to be actualised at the learners end and by the learner himself / herself. In spite of effective teaching, the onus of learning rests upon the learner. Do our current pedagogical / andragogical practices give the learners space to uptake, digest and reflect upon the learnt content in an own unique way? Probably not. The author recommends a practice called LSS – Learner's Self-engaging Space in teaching where the teacher discontinues talking giving learners a silent cognitive space to reflect and consolidate the learning. The learner would thus get a better opportunity for information uptake. S/he would be able to 'construct' knowledge independently and with reference to his / her unique context. The author further describes the logistics of LSS and highlights its benefits.

Key Words: *Engaging Learners, Constructivism, Pedagogical Practices, Cognitively Active Learners.*

"Tell me and I forget, teach me and I remember, involve me and I learn" – Xun Kuang

Research into the teaching learning process has opened up the floodgates of evidence-based 'dos and donts' for practicing teachers. Right from an overall wrap up of Kuang given above to several researches diving deep into the nitty-gritties of the learning process, have highlighted the role of engaging learners in learning process. The focus has been how to enhance, accelerate or ease out the learning process for a learner by a teacher. Constructivism, for example, advocates facilitating the learner to connect new knowledge with previous knowledge. Concept attainment Model too highlights facilitating inductive thinking among learners by providing ample opportunities. Educational thinkers like Gijubhai Badheka, Tarabai Modak or Ramesh Panse have described a teacher's role to be of a helper in unfolding knowledge. Thus, there is a generic acceptance that although the role of a teacher is rather visible, the **'doer' in the learning process is the learner.** Learners are expected to combine content pieces in order to draw independent conclusions; teachers are expected to facilitate the process.

The well researched and the tried / tested concept of active learning is very relevant here. The website of the Harvard University which advocates active learning, claims "Active learning includes type of instructional activities that engages students in **learning beyond listening, reading and memorizing**. Active learning commonly includes collaboration between students in pairs or in larger groups (but it also includes) independent activities that involve reflection or writing."

Many teachers mistake active learning to exclusively mean 'learning by doing' (learning where a learner is involved in some physical motor activity). 'Learning by doing' is definitely active learning, but the term active learning need not be restricted to physical motor activity. In a much deeper way, **active learning is also where the learner is active cognitively** not necessarily with his / her hands and eyes. LSS provides the opportunity and space for working on the concepts and connecting dots in learning. A**ctive learning has three dimensions**: Any physical motor engagement of a learner, collaborative engagement in pairs / groups and engagement with himself / herself to make sense and reflect. The present article and the concept of LSS target the third dimension. Search engines are crammed with strategies to engage learners. Enthusiastic teachers do use many of these thanks to some internal or external 'push'. But are the teachers' strategies and efforts per se adequate enough (how much ever sincere and creative these are) to complete the process of learning at the learners end? They are essential but not adequate enough to complete the process of learning. A teacher may use fancy strategies to bring the morsel to the mouth, may even ensure that the morsel is tasty but swallowing has to be done by the learner. There is many a slip between cup and lip. **The end result of learning has to be actualised at the learner's end**. After the rigorous back and forth construction of knowledge during the teaching learning process, ultimately the ball for the **uptake of knowledge** lies in the court of a learner. The simple questions need to be addressed here are – when exactly in the process of teaching learning, does a learner do 'learning'? Only when listening to teacher or interacting with the teacher? In a current classroom conditions and practices, where is the **space marked for learner's unique personal uptake of the information to be able to 'construct' it into knowledge?**

The article shifts the readers' attention from 'how' to 'when' of learners' role in the process. The focus of this article is not to discuss how to increase the learner participation in the learning process, but it is to discuss how to ensure that expected participation by simply giving them the space to do so. The objective of the article is to present a strategy called **LSS – Learners' Self-Engaging Space** used by the author while practicing andragogy for several years.

Meaning of LSS: LSS simply refers to teacher taking a silent pause while teaching in order to give learner a **defined space clearly marked for processing** the exposed information in his / her own unique way. The teacher is expected to remain silent after spells of talking / interacting / presenting the content during the teaching learning process. This requires to be done in order to step back from the driver's seat handing over the wheel of uptake to the learner.

What LSS is not: LSS is not a soft break which is given to (adult) learners on the basis of the research into the attention span of the adults. It is well accepted today that the attention span of an adult learner is 8 to10 minutes (7). Adult learners therefore need a soft break every 10 minutes to be able to sustain the learning process effectively. This means the learning discontinues during the soft break. On the other hand, the learning process continues during an LSS, in fact, learning is expected to get more personalised and in-depth during LSS.

LSS is also not a pause which teachers often take after asking a question. That pause is necessary and leads to thinking among learners. LSS is not introduced to substitute that pause. The learners use the post-question

pause to answer the readymade questions given by the teachers. Purpose of LSS is to gear up learners to ask questions to themselves and connect dots. They may or may not share what they did during the LSS.

Logistics of LSS: For the interest of those who wish to practice and explore having LSS while teaching, here are a few details which need to be researched further before formalising.

How long? The duration of the LSS depends on the complexity of content, the level of learners and frequency of LSSs. In general, 120 – 180 seconds would be enough to set the process. The duration needs to be flexible and both, the teacher and the learners may decide these on the spot.

How many? The frequency of LSSs depends on the lecture duration and nature of content. In general, LSS may be taken every 20 minutes but number of minutes is not a parameter for taking LSS – it is the completeness of a point being covered. It is like paragraphing in a written text – point structure is more relevant than the number of words while deciding where to change the paragraph.

When? It could be after a new point / after an expected difficult spot in teaching / after a key point / or at regular intervals used habitually. A teacher who is using LSS for a while and the learners who are exposed to it earlier would figure out when LSS is needed. Ideally, learners should be able to request an LSS while a teacher is teaching.

What exactly is to be done? After a point is covered or to be covered, the teacher takes a pause (stops talking) and lets learners process and reflect upon the exposed information. Before discontinuing talking h/she reminds the learners that it is time for them to interact with themselves and consolidate learning points. They may write their notes, simply close their eyes to understand, mark the doubts or star mark important points. They complete the note taking and enhance its use for later reference. The teacher observes the learners during the LSS to decide how long the LSS needs to be stretched. The teacher may share probes / questions before taking the LSS to direct the learners' thinking but it is neither essential nor recommended.

How do learners respond to LSS: They process the learning cognitively, use paper pencil if they wish and separate the 'un-understood' part from the 'understood'. They may share this with class or not. They may take time to form this cognitive habit (it is a very common experience to see the students go blank when a teacher tells them to 'think, process and consolidate' learning) but once they do it, learning would be more effective.

LSS also provides time for teachers to reflect on how more value can be added to the point covered or to be covered. This is absolutely essential and is in general, missing in current teaching practices.

Obvious Benefits of practicing LSS in a typical classroom situation are illustrated here on the basis of the professional judgement acquired after practicing it for more than a decade. All these can be accepted in a careful manner since evidence-based research to support the claim is awaited.

Connecting dots of learning: The human brain is special, but the collection of cells does not make it special. According to 'Brain.Facts.org' - "It is the connections between those cells that make the brain so amazing." (3) The best way to ensure better connections is ensuring experience and exposure to the child accompanied by an opportunity for processing the information in a unique way. The process of learning too emphasizes equipping learners to be able to connect information pieces effectively. Such connections are at least of two types. Firstly,

connecting previous knowledge to the new knowledge – to be able to make sense using already known information (as prescribed by the constructivism). Secondly, it also refers to connecting relevant points learnt under different subject heads holistic integrated learning prescribed in NEP 2020). LSS is expected to facilitate both if learners are groomed to use the space for the purpose.

Separating the 'understood' and the 'un-undersood' areas of learning: Researchers have chased the questions– "How do we know that we know something? The feeling of knowing has an important role in school settings because it is a key determinant of students studying" (6). Hence, it is very important for learners to process the information and separate what s/he has understood from what s/he has not. In a typical class setting a teacher keeps teaching without a pause for learners to digest the information and reflect upon it. LSS is such a pause which allows learners digest the information and identify 'un-understood' parts. In an article, "why students think they understand when they don't', the authors say: "Students often think they understand a body of material and believing that they know it, stop trying to learn more." But during examinations, it becomes evident that they had not understood it to the level where they can independently describe it. Cognitive science tells us, why students are commonly mistaken about what they know and don't know. "Familiarity fools our minds into thinking – we know more than we do" (6). But this thought is illusive and LSS may **facilitate learners to move from familiarity of the concept to the attainment of the concept**.

Reflecting or adding original unique perspective: Learners, particularly the adult learners are unique in their objective and context of learning. Teaching, however, cannot be and is not done with reference to the context and the objectives of each of the learners. It is left to the learner to tune the generic or broader knowledge to his / her specific needs. In that case, the curriculum transaction is expected to give space to learners to be able to reflect upon how the given information is to be understood in her / his unique context. LSS is one such opportunity which learners can be trained to use for unique reflections.

LSS ensures additional benefits like:

- The learners are expected to reflect upon the learnt content after the class. Most of them keep it pending. This time lag between teacher teaching and the learner struggling to learn it later can be decreased if the teacher provides an opportunity to consolidate the content there and then.
- LSS places the onus of the success of the teaching learning process on the learner.
- LSS is expected to help attaining attitude related Course Learning Objectives where reflections play a direct role.
- Learners' 'Teach me face' is illusive for teachers where learners create the impression that they are in the learning loop of the class when they actually may not be. LSS can pull back such wanderers.
- LSS facilitate metacognitive thinking – it facilitates thinking about thinking which is an aid to learning.

The author's conviction out of her professional judgement is: LSS is applicable to pedagogy and heutagogy as effectively as it is during andragogical practices. In fact, there are clear reasons to believe that creating silent spaces in the learning process where the learner is left to himself / herself to process the newly exposed information is more required for dependent learners (children). LSS will benefit the child learner due to the

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points referred above without doubts. Moreover, being in the habit-forming conditioning age, a child learner is likely to cultivate a cognitive habit or style wherein s/he constantly sees information in a unique independent way relevant to him / her. This would help the learner walk the path of becoming more independent and reflective learners.

To conclude, LSS, unique personal learning space, is yet another tip for teachers, easily doable and with no side effects. It may not guarantee a learner actually processing the information uniquely every time but they are entitled to an opportunity for sure. Teachers are recommended to do it 100% of the time. Even if the students use and draw benefit for 50% of the time, the purpose of creating cognitive spaces will have been served.

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CONSTRUCTING INCLUSIVE AND SAFE LEARNING ENVIRONMENTS

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Abstract:

First of all, we learn about what is inclusive education. Inclusive education is an education system that includes all children despite their physical, intellectual, social, sensitive, etymological, or other conditions. In inclusive education, we can count children with different capabilities, and as they are from different backgrounds they have to be met by creating a child-centered pedagogy accomplished of magnificently educating all children. This Present research article emphasizes the right to education and its aim of counting ALL children in conventional education. It elaborates on the concept of inclusive education. It also tried to discover how to make an inclusive learning-friendly classroom and safe learning environment and also contracts with the aspects of creating an inclusive classroom. It is also able to acquire and access equal prospects for education and learning.

In very simple meaning we can say that inclusion in education means believing every child, doesn't matter what their personal requirements or difficulties with learning, they have an equal opportunity to learn and the same opportunities to attain. Inclusion in schools doesn't mean only providing supplementary support to children with special educational needs. It's about generating a cultural atmosphere that works for all children, whether they have an incapacity, learn English as a supplementary language, are a member of a minority community, come from a middle-class low-income family – or find it difficult to learn and achieve for other reasons.

To meet the particular requirements of children in our class, it is generally necessary to keep some special strategies, there are a number of things that all teachers can do to build a safe, happy, determined, and inclusive environment. To construct an inclusive and safe learning environment all-purpose examples of inclusion in the classroom are covered in this article.

Key Words: *All students, Inclusive education, interaction, learning, friendly classroom, inclusive teaching*

Introduction:

One of the important aspects of classrooms in our nation is student diversity. If all learners have to take advantage of quality education, a melodramatic swing from exclusiveness to inclusivity is required. Since the last so many years, the term 'inclusive education' has come to exchange for the term 'integrated education'. Inclusive systems have the possibility to respond to the learning styles of each and every student, teach them values and ethics of respect for different cultures, foster collective approaches, and build social responsibilities. This underscores the important role inclusive education has to play in the current scenario. Inclusive Education as a movement got motivation since the adoption of the 1994 Salamanca statement in the 'World Conference on Special Needs Education: Access and Quality', organized by UNESCO in Salamanca, Spain. At the conference it is officially

adopted for the first time, inclusive education as the most effective means of securing education for all (UNESCO 1994). The Indian Constitution also guarantees the provision of equal access to opportunities. The Government of India has announced numerous policies since the country's independence in 1947. The Right of Children to Free and Compulsory Education (RTE) Act 2009 passed by the Indian Parliament in 2009 mandates free and compulsory education for all children of 6-14 years of age until they complete elementary education in a neighborhood school. If we want to make inclusive education a success and build our nation's social responsibility, all the inclusive schools, parents, and society community have to make hands in hands This is possible when we understand what exactly inclusive education means.

Concept of inclusive education:

Inclusive education is the most popular way to give an equal chance to all children to go to school and learn and develop their potential. An inclusive class may have amongst others, children with disability or gifted children, street or construction site working children, children from remote or nomadic populations' children belonging to ethnic, linguistic, or cultural minorities, or children from other disadvantaged or marginalized groups. 'Inclusion means full inclusion of children with diverse abilities in all aspects of schooling that other children are able to attain and enjoy. Inclusion is an educational approach and philosophy that provides all students to excel them with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique requirements and learning styles are attended to and valued. Inclusion has been defined as the getting of all pupils within the conventional education system, taught within a common framework, and identified as the responsibility of all teachers. Inclusive education is based on the principle that

• All students are equivalent and should be appreciated and valued.

• Every child has the right to go the school.

• All the children in the school are greeted.

Inclusive education is an important way towards the development of Education for All (EFA) and life-long learning. It is an approach to the entire education system (from education policy to schools and classes) to strengthen and accelerate energies in order to help achieve a proper amalgamation between equity and quality.

Why inclusion in education?

Inclusion in education refers to all students being able to access and gain equal opportunities for education and learning. It is considered in the framework of special education built on the idea that it is more effective for students. It refers to the context also that with special attention, they can get more experience and can become more successful in social relations. With the help of this, they can get more success in their life. The philosophy behind the implementation of the inclusion model does not prioritize but still provides for the consumption of special classrooms and special schools for the education of students with disabilities.

But what does inclusion actually mean, in the context of schools and education? What does inclusion look like in the classroom? **And most importantly, how can teachers create an inclusive classroom that benefits all students, no matter what their individual requirements?**

Why Inclusion is Important?

Inclusion classroom works because it gives children what everyone wants and desires: a bondage of togetherness. Creating an inclusive classroom where everyone feels important is unbelievably influential. One might not consider himself or herself to be the best teacher in the world, but one can be the best role model in a student's life—the one they always remember, who had the greatest impact on them—by including them and making them feel safe and overwhelmed and important.

The aim of inclusive teaching is to improve each child's participation and learning, rather than concentrating on the subject matter assessment and examinations. There are no easy methods and straight ways solutions to follow. The important thing is to have a positive attitude toward change and a firm commitment to creating an Inclusive, Learning-Friendly Environment.

Strategies of an inclusive classroom:

Describe strong least ethics of behavior.

Every child in a class should absolutely know about what the minimum, basic acceptable levels of behavior are. In a class, rules should be made and implemented by both teacher and student. After that, every student is to sign a class contract By signing this contract they are sure enough that they understood the rules and regulations of the class and to follow the rules of a class is everyone's responsibility. A teacher should keep the rules short and sweet, so everyone can understand them. Try to make these rules not about learning, specifically, but about ensuring everyone feels safe and respected. Some Examples of rules that might be followed are:

- Students should be kind and polite to everyone
- Don't fight and argue with anybody. Keep your hands and feet to yourself.
- Always use kind words and be humble
- One should not harm the property of others.
- Create an atmosphere to feel safe and respected

Enforce those ethics consistently.

When rules are made perfectly clear and understood one must also agree on consequences when those rules are broken. These consequences must be balanced and consistently applied

Obviously, there might have been some incidents when students will not follow the system which we have set for them. Try to find out the reason why they are behaving like this. You should get into the habit of being inquisitive to find out about this changing scenario. A teacher should connect and interact with the students to get in touch with them and to find out their behavioral changes. Through this one can find out the reason in a calmer and more positive manner

Deal with low-level disturbance in a sensitive way.

A teacher should not write the name of the child on the board. This is because it is an insensitive way of dealing with any matter, which brings a student's name in front of everyone. The other way to deal with this situation is that a teacher should write the name of the child on a piece of paper. They know that they have misbehaved. They will try to stop themselves and improve their behavior without further behavior

Bring an atmosphere to give a chance to all learners.

This strategy is mainly important when there are conflicts or fights among students in the class. To solve this problem this strategy should be implemented. A teacher should give the chance to every student to explain totally about the incident which happened in the class. She should also give the chance them to tell about their sadness. In this way, every child will feel his or her importance. This helps them in engaging with learning also. They also add it in their classroom rules. When students are given a chance to speak they feel respected and to have cared.

Be attentive to the special requirements of all the learners in a **class.**

To run a fair inclusive classroom, it's not enough only to know which children have Special Educational Needs and Disabilities (SEND). One should know which, are on Free School Meals (FSM), which are caregivers, which are in foster care, which have English as an Additional Language (EAL), and which children are from the particularly vulnerable Roma or traveller communities. Knowing this will help anyone consider every aspect of the classroom, and how one makes it inclusive, safe, and meaningful.

The support system in an inclusive classroom benefits all students in a class.

Some inclusion activities are so globally important for all learners that they can be done in every classroom. For example, many students with dyslexic personalities find it difficult to read pure black text on a pure white background. Simply changing the colors one can use on one's slides, avoiding black on white, can help not only children with a dyslexia diagnosis but *all* children.

This is only one example of an inclusive change that benefits all children, but there are many, more examples.

Build a peaceful, meaningful learning atmosphere.

This is one more strategy through which inclusion is promoted in a classroom. It should be in everyone's behavior that while learning one should remain calm. But promoting a calm atmosphere in a classroom is a difficult task. But for special children, it is necessary to create a calm environment. So for that make the classroom a paradise of calm where they can come to feel relaxed and able to learn.

Clearly present timetables and important information.

This is another strategy through which one can make changes and make it more helpful for the learners and makes all children feel included. Some children with dyslexic and dyspraxic traits struggle with organization, as do some with Autistic Spectrum Disorders (ASD). Clearly displaying timetables (visual timetables are great, especially for younger learners) helps them, and all the children, feel involved in the school day.

With a displayed timetable, students can find out their lovable activities and they can prepare for it mentally: they may think to themselves 'How will I show everyone how good I am at History later on?' or 'How will I cope with PE today?' Sharing the timetable for all to see includes children and authorizes them.

Give opportunity to learners to choose how to show what they have learned

As in inclusive education, all get equal opportunity for learning, so one should give them to showcase their talent and help them to find out their progress. One should give them many ways to express themselves and tell their success story to others also.

Don't compare the progress of one child to another; personal progress is key.

And so, our final, and possibly most important strategy for an inclusive environment that benefits all students is that don't compare them to one another. Learning is not a competition. It is a never-ending process, a journey.

Constructing a safe learning environment:

A protected classroom learning atmosphere environment is one where learners feel from every aspect comfortable. They feel safe physically, and emotionally. They also know that their requirements are taken care of. They also in this thought process that they are protected by loving caring mindful teachers and the members of society. Students can learn better when they find a safe environment around them; in fact, an unsafe classroom environment is not all that favorable to learning.

Physical Safety:

Physical safety is protecting students from bodily harm - throughout the day, and there are some following tips for making sure the classroom is a physically safe environment:

- Students should keep the classroom clean and organised.
- Consider physical transitions when arranging the classroom.
- Build in time for exercise and movement.

Emotional Safety:

Emotionally safe children are stronger and better achievers because they always feel happiness and easiness. Emotional safety is the safety to feel and express a range of emotions. Emotionally safe children don't mean that all the time they are happy but they feel supported. They can express their feelings and they can also ask for their requirement. In addition an emotionally safe classroom, children take care of one another's needs and feelings also help them and are careful also if they hurt any other student.

Conclusion:

We may conclude that constructing an inclusive and safe learning environment is a process in which one can remove the barriers in one's path and can participate and learn equally. In our society all students, young and old people have the right to learn equally so that they can interconnect with each other enhance their skills build relationships, and acquire knowledge for everyday life. They should not underestimate themselves in comparison to others. Inclusive education means that learners with and without incapabilities take part and learn together in the same classes. Inclusive education follows the basic idea that every learner and his family members are important equally and deserves the same chances and experiences. It's about building friendships, membership, and having opportunities just like everyone else. Inclusive education is a dynamic process because it develops all aspects of child development – emotional, physical, intellectual, creative, social, etc. It is about celebrating assortment and changing the inflexible school system in order to meet the needs of all children and giving them equal opportunities

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ENGAGING EXPERIENTIAL TEACHING-LEARNING PRACTICES

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Abstract:

The Experiential Learning methodology is a well- known model in education, training, facilitation, coaching, and organizational development. It is an immersive, concentrated, active approach to literacy that involves learners of all periods, backgrounds, and experience situations in an emotionally engaging literacy Experiential Learning focuses on creating experiences that have a practical operation of knowledge and to real- world experiences to increase learners' knowledge and develop capability into actions. It's effectively used in seminaries, advanced education, remedy, commercial training, and other areas for educational learning, personal development and skills building. The conception of experiential learning was first explored in education and literacy environment by John Dewey, Kurt Hahn, Kurt Lewin and Jean Piaget, among others. It was made popular by David A. Kolb. The Participants witnessing the experience are incontinently suitable to feel the results of their conduct by sharing in the experience. During the processing of the experience with the facilitator, they get to realize the immense difference that can be made by changing their thinking and mannerism to more ways of performing as an individual or as group.

Keywords: Experiential Learning, Model of the Experiential Learning Cycle.

Introduction:

Gandhiji has himself explained - "By education I mean all-round drawing out of the best in child's and man's body, mind and spirit. Literacy is neither the beginning nor the end of education. This is only a means through which man or woman can be educated."

What's Experiential Learning

The Experiential Learning methodology is a well- known model in education, training, facilitation, coaching, and organizational development. It is an immersive, concentrated, active approach to literacy that involves learners of all periods, backgrounds, and experience situations in an emotionally engaging literacy Experiential Learning focuses on creating experiences that have a practical operation of knowledge and to real- world experiences to increase learners' knowledge and develop capability into actions. It's effectively used in seminaries, advanced education, remedy, commercial training, and other areas for educational learning, personal development and skills building. The conception of experiential learning was first explored in education and literacy environment by John Dewey, Kurt Hahn, Kurt Lewin and Jean Piaget, among others. It was made popular by DavidA. Kolb.

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How experiential Learning Works:

The introductory model of the experiential learning cycle is" Do Reflect Decide". Kolb's Experiential Learning Theory(David Kolb, 1984) defines experiential learning as" the process whereby knowledge is created through the metamorphosis of experience. Knowledge results from the combination of grasping and transubstantiating experience."
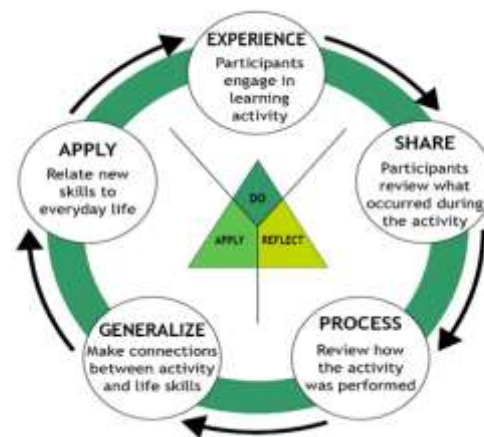
Kolb's Experiential Learning Theory presents a cycle of four rudiments

1. Concrete Experience

2. Reflective Observation

3. Abstract Conceptualization

4. Active Experimentation

Kolb described two different ways of grasping experience

1. Concrete Experience

2. Abstract Conceptualization

He also linked two ways of transubstantiating experience

 1. Reflective Observation

2. Active Experimentation

Understanding the 4 Stages of Experiential Learning Cycle

1. Concrete Experience

   Concrete experience describes the hands- on knowledge that we learn from. It's then that we try new effects, face problems and step out of our comfort zone. These could be anything in our particular or professional lives.

2. Reflective Observation

   The 'reflective observation' phase of the experiential learning cycle is about reflection on the gests which include both conduct and emotions. It's during this stage that we consider on the gests. We get to reflect on

what went right and what could be bettered. It's also a chance to observe how it could have been done else and to learn from each other.

3. **Abstract Conceptualization**

Once we've linked and understood the defining characteristics of an experience, we can decide on what we can do else coming time. This is a time for planning and brainstorming way for success.

4. **Active Trial**

The active trial phase of the literacy cycle is where we get to trial with our ideas. It's time to put our plan of action to the test in the real world! exemplifications of Experiential Learning For illustration, let's imagine that you're going to learn how to drive a auto. Some people might choose to begin learning via reflection by observing other people as they drive. Another person might prefer to start further abstractly, by reading a driving instruction book. Yet another person might decide to just jump right in and get behind the seat of a auto to exercise driving on a test course.

Significance of Experiential Learning:

• Makes learning relatable to participants**:** Participants build on what they already know and are provided with opportunities to make connections between new concepts and existing ones.

. • Increases the effectiveness of learning peoples engage in critical thinking, acquire problem- solving knack and engage in taking right decision.

• Links proposition to practice Participants have the chance to engage in the experience and exercise what they've learned, see the operation of the theoretical generalities in practice, process that operation and make conceptions.

• Increases Participants engagement, by encouraging collaboration and scaffolding between learners.

• assistances in memory retention, by erecting strong connections between passions and allowing processes. Participants have the capacity to learn successfully when the information is associated with values and passions.

• Leads to the development of skills for lifelong literacy, by aiding in the attainment of essential qualities and encouraging Participants to reflect, conceptualize, and plan for the coming way.

Implementation of Experiential Learning by Educators.

Kolb's model can be used by Educators to design literacy gests that are emotionally engaging, immersive, and near to real- life operations. Educators can support participants to learn more efficiently and effectively by combining learning styles with the literacy cycle helping preceptors to target more specific learning sessions for them in a real- world, conditioning and learning gests should be developed in ways that make upon each stage of the existential literacy cycle and take the actors through the whole process in sequence making it a wholesome literacy experience.

How schools and Education can use experiential learning for teaching and Learning Process:

There are numerous ways in which schools use experiential learning by having scholars engaged in hands- on learning

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1. Mock trials or debates

2. Undertaking drills to develop specific physical aspects.

3. Community service openings, similar as work passages to support underprivileged communities.

4. Study tour to abroad universities where students witness on- campus experiences and take over undergraduate study

5. Every film or new study in English, where a pupil enters the world of the story and lingers on the complications of the perspective of the protagonist.

6. Scientific trials or open-end inquiries to determine cause and effect

7. Case studies of civic development in Geography

8. part- playing influential literal numbers in order to understand particular provocations in a history class

9. Interactive classroom games, similar as Kahoot or Socrative.

Conclusion:

The Participants witnessing the experience are incontinently suitable to feel the results of their conduct by sharing in the experience. During the processing of the experience with the facilitator, they get to realize the immense difference that can be made by changing their thinking and mannerism to more ways of performing as an individual or as group.

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PRE-SERVICE AND IN-SERVICE TEACHERS' PERCEPTION ABOUT EQUITY IN EDUCATION

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Abstract:

Education, in this 21st century, is broadly re-imagined in terms of its role in building human capital and productivity. Equity in education enhances social unity and trust. It makes the society fairer and helps avoid the large social costs of marginalised adults with few basic skills. The "National New Education Policy 2020" aims to make education more inclusive, equitable, and accessible to all, with a special emphasis on marginalized communities. It emphasizes the development of skills for the 21st century, such as life skills, creativity, critical thinking, and problem-solving, establishment of new institutions, such as digital universities, as well as the use of technology to support students in learning. Teachers, whether trainees (pre-service) or in-service, have a greater responsibility of ascertaining equity in education.

A research study was conducted to find out the perception of pre-service and in-service teachers about equity in education. The study reveals that there lies significant difference in the perception of pre-service and in-service teachers about equity in education.

Introduction:

The life of a person is greatly influenced by the quality of education being received. Therefore, aim of the schools is to provide children with knowledge, understanding, skills and interpersonal competences that are essential for their development of adult life / livelihood and contributions to economy and society. Schools can provide unique learning opportunities that may not be available to children in disadvantaged environments, especially if their home environment lacks resources and support for learning. More and more countries are seeking to enhance the performance of all students to reduce achievement gaps between different groups of students (race, language, religion, class, clans, culture, gender, ability). There has been greater focus on ensuring that resources are directed to those areas where improvements in teaching and learning can be achieved better. An optimal distribution and use of resources (man&material) would achieve both efficiency and equity objectives together, by ensuring that resources are channelled to where they are most needed.

Equity as inclusion means ensuring that all students reach at least a basic minimum level of skills. Equity as fairness implies that personal or socio-economic circumstances, such as gender, ethnic origin or family background are not obstacles to educational success. Hence, it is a responsibility to ensure that every student has access to the resources and educational rigor they need during their education irrespective of race, gender,

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ethnicity, language, disability, family background or family income. India's New Education Policy 2020 is framed with a goal of providing equitable education that is fair and inclusive and support the children to reach their learning potential without either formally or informally pre-setting barriers or lowering expectations.

In this 21st century, education is broadly re-imagined in terms of its role in building human capital and productivity. Contemporary rationalisations of equity in policy are not only linked to the economy but it is capable of operating in stratified education systems, defined by an increasing array of market technologies. Responsiveness to user demand seems to be the new policy mantra. In this environment, schools are thus required to be equitable places, committing to provide 'every child, every opportunity'. They should be flexible and adaptive to service providers, capable of packaging different types of education for consumption by different young people and communities.

Key terms:

"Pre-service teachers" are the student teachers of B.Ed college.

"In-service teachers" are the teachers who are already working as school teachers.

"Equity in education" means that each child receives what they need to develop to their full academic and social potential in various dimensions–school system, educational practice, community&parents, resources.

Reviews:

The researcher has gone through many researches on equity in education such as Pre-service teachers' initial perceptions of equity in education: implications for multicultural pedagogy in teacher education (James Christopher McShay, Iowa State University), Perception of Educational Equity and School Climate (Elisabeth Ferreira D'Azevedo, George Fox University), Equity and social justice in teaching and teacher education (Baljit Kaur), Exploring Teachers' Understanding of Equity and Inclusive Education and Their Pedagogical Choices, Kelley Porteous Jones, Teachers' Perceptions of Dealing with Mixed Ability Classrooms (Smruti Mirani &SugraChunawala).

Need of the study:

Equity in education enhances social unity and trust. Equity in education would help reduce school failure and dropout rates. It makes the society fairer and helps avoid the large social costs of marginalised adults with few basic skills.

From various researches it is understood that the term equity is being used in many ways by different thinkers, educators and policy makers. The conceptual framework defined in the OECD Report "*No More Failures"*, equity in education can be seen through two dimensions: fairness and inclusion (Field, Kuczera and Pont, 2007). Equity in education has been mentioned in various education policies of India. Indian Constitution has committed itself in providing free and compulsory education to all children up to the age of fourteen. Earlier National Policy on Education, 1968 and 1986 also laid special emphasis on removal of disparity and equalize educational opportunity by attending to the specific needs of those who had so far been denied equality. Glenn C. Savage, discussed "Tailored equities in schools as a response to local conditions, the needs and desires of local communities and markets". PingPing Zhu Lincoln described "educational equity as the software of an equal

education that ensures students the spiritual equity of education from educational, cultural, and psychological aspects".

In the Sarva Shiksha Abhiyan (SSA), 2001 and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 2010 special focus has been given regarding access to education to disadvantaged groups, minorities and girls who are often left behind. As per the Right of Children to Free and Compulsory Education (RTE) Act, every child between the age of six and fourteen years has the fundamental right to education. The RTE Act makes child friendly quality education, the fundamental right of every child. A child-friendly school (CFS) ensures every child an environment that is physically safe, emotionally secure and psychologically enabling. Inclusive Education (IE) is also an approach ensuring equity by educating the children with disability and learning difficulties with that of normal ones within the same roof. It helps bringing all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students.

Similar treatment to all individuals from the point of view of rights and opportunities is called equality. The right of equality has been provided to all in our Indian Constitution but special concessions (facilities) have been provided to scheduled tribes, scheduled castes, backward castes and classes, women and children. Here, we have various types of schools run by different agencies, i.e., government, government aided, private and minority institutions, providing educational access to children from diverse backgrounds. The NEP 2020 is also based on the principle of full equity and inclusion in educational institutions ensuring all students to thrive in the educational system. This policy aims to make education more inclusive, equitable, and accessible to all, with a special emphasis on marginalized communities. It emphasizes the development of skills for the 21st century, such as life skills, creativity, critical thinking, and problem-solving.

Thus teaching and teachers are crucial in the process of social justice and transformation. Teachers may bring their values, assumptions, and judgments to play in the fields in which they operate as "teachers". The purpose of being a teacher and their relationship to their students is to be understood. Therefore, equity must be explicitly embedded in teacher education programme for the pre-service teachers.

Teachers whether trainees or already in-service have a greater responsibility of ascertaining equity in education. In India the pre-service teachers have a course on equity and inclusive education, where they acquire the knowledge and understanding about equity. The national system of education, on par with international organizations, has adopted an education system that emphasizes education for all. This is why pre-service and in-service teachers typically should have regard for equitable teaching as being a priority in the school education environment.

Taking into consideration the present scenario, it is very much essential that the teachers should have proper attitudes, values, knowledge, understanding and skills to function sensitively and responsibly in the increasingly diverse democratic schools and society. In an educational system for all students to benefit and succeed, teachers being the champion of social justice ensure that equity in education is attained.

Since the meaning of equity in education is gradually evolving and becoming more flexible and, more and more voice is raised about the importance of social justice, multiculturalism, inclusiveness in education, it is interesting

to know how the teachers who are the leading actors of providing equity in education perceive and implement it in the present scenario. In earlier researches perception of teachers of equity in education in relation to race, school climate, diverse learners is found. But in this present study attempt has been made to find out the perception of both pre-service and in-service teachers about equity in education mainly in four dimensions: school system, educational practices, parent & community and resources.

Delimitations of the study:

The present research study is delimited to Navi Mumbai only. The pre-service and in-service teachers of Navi Mumbai have been taken as samples for this study. Pre-service teachers are the student teachers of B.Ed colleges of Navi Mumbai. The In-service teachers are the teachers of ICSE, CBSE and State Board English medium schools of Navi Mumbai.

Objectives of the study:

1. To study the perceptions of pre-service and in-service teachers about equity in education in various dimensions – school system, educational practice, community&parents, resources.
2. To find out the difference between the perceptions of pre-service and in-service teachers about equity in education.
3. To find out the difference in perceptions of teachers of different boards about equity in education.

Hypotheses

- There is no significant difference in perceptions of pre-service and in-service teachers about equity in education.
- There is no significant difference in perceptions of teachers of different boards about equity in education.

Methodology: For the present research descriptive survey method is used.

Sample: 200 pre-service and in-service teachers have been taken as sample for the present research study by simple random sampling technique.

Tool: For the collection of data, questionnaire on perception of pre-service and in-service teachers about equity in education was prepared by the researcher. The tool consists of 33 items under four dimensions-School system, Educational practice, Community&Parents, Resources. The test-retest reliability coefficient of the tool is .84. The content validity of the questionnaire was ensured through the consultation with experts in the field.

Results and Discussion:

Table-1: Perceptions of Pre-service and In-service teachers about equity in education in various dimensions

Dimensions	Pre-service teachers' perception		In-service teachers' perception		t value	Significance at .05 level
	Mean	SD	Mean	SD		
School system	48.68	3.42	48.01	3.90	1.29	NS
Educational practice	34.14	2.37	33.47	2.82	1.82	NS
Community& Parents	23.28	2.23	23	2.56	.83	NS
Resources	30.19	2.81	29.05	2.57	2.99	Sig

Table-1 depicts the mean and standard deviations of perceptions of pre-service and in-service teachers about equity in education with respect to dimensions such as, school system, educational practice, community&parents, resources. It is observed that the pre-service and in-service teachers do not significantly differ in their perceptions about equity in education in school system, educational practice and community&parents. But they differ significantly in their perceptions about equity in education in resources.

Table-2: Difference in perceptions of pre-service and in-service teachers about equity in education

Categories	N	Mean	SD	t value	Significance at .05level
Pre-service teachers	100	136.32	7.57	2.06	Sig
In-service teachers	100	133.93	8.78		

The t value is 2.06. The p value is .0406. The result is significant at p<.05

From Table-2, it is evident that there is significant difference in perceptions of pre-service and in-service teachers about equity in education. Hence, the hypothesis 1 is to be rejected. According to hypothesis 1 there is no significant difference in perceptions of pre-service and in-service teachers about equity in education. But from the result it was found that the t value 2.06 is significant at 0.05 level. Therefore the stated null hypothesis is rejected.

Table-3: Result of ANOVA on difference in perceptions of teachers from different boards about equity in education

Categories/School Boards	Sources of Variance	Sum of Squares	df	Mean of Squares	F Value	Significance at .05 level
State Board ICSE Board	Between	55.7714	2	27.8857	.34566	NS
				80.6751		
CBSE Board	Within	8228.8571	102			

The F ratio value is .34566. The p value is .708583. The difference is not significant at p<.05.

From Table-3, it is evident that there is no significant difference in perceptions of teachers from State Board, ICSE Board and CBSE Board schools about equity in education. Hence, the second hypothesis is accepted and retained. The teachers from State Board, ICSE Board and CBSE Board do not significantly differ in their perceptions about equity in education.

Conclusion:

This study reveals that teachers of different boards-State Board, ICSE and CBSE do not significantly differ in their perception about equity in education. But the pre-service and in-service teachers' difference in perceptions about equity in education was found to be significant. It is also observed that the differences in perceptions of pre-service and in-service teachers about equity in education with respect to school system, educational practice and community&parents is not significant.

Result shows that both pre-service and in-service teachers are very well aware of and understand that the equity

in education in school systems in form of policies, safe environment and administration can be attained. They believe that schools can adopt various innovative strategies in curriculum in order to meet the needs of diverse learners. Both pre-service and in-service teachers also realize that without the involvement of other helping professionals from community and participation of parents, equity in education is not possible. The pre-service teachers have better understanding about the mobilization of resources for achieving equity in education where as the in-service teachers do not have much clarity about the availability of various resources like, basic infrastructure, instilling moral behaviour among students, incentives to dedicated teachers, providing professional development to teachers that can be utilized for the benefit of students and the society at large. This difference between perceptions on resources availability and utilisation among pre-service and in-service teachers could be due to level of their exposures and awareness in various forms of resources. The in-service teracher appear to have not kept themselves updated with the developments and have limited their understanding of resources as infractructure and equipment availability. However, the resources, actually, has a broader outlook and concept which includes all aspects of our environment. Resources are all those that communities need to function effectively, undertake change and facilitate adoption of a healthy life based on the current development and energy sources.

NEP 2020 provides wider picture of resources such as life skills, greater emphasis of creativity, critical thinking and basic skills. Life skills certainly helps us to understand our inner conflicts, encourage creative and constructive use of our mind and enable us to learn how to optimise life and not to be a victim of situations. Education is not just for giving us livelihood but giving us the art of living wholly and enjoyably. Therefore, resources are to be understood as those that is potentially available to us which are then used effectively and efficiently for the development and creation of new things for the betterment of the mankind and society. Within the ambit of the wider perspectives of resources, it is possible to attain equity in education in India that provides resources to children from diverse background.

Both pre-service and in-service teachers understand that inequitable education policies and practices have a negative impact on individuals and also it limits economic and social development. Effective school systems require the right combination of high quality and well-trained personnel and teachers, adequate educational resources and facilities, and motivated students ready to learn. Designing the right policies to improve equity and reduce school failures is essential. NEP 2020 has rightly enlisted full equity and inclusion in its fundamental principles. It believes in an education institution in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists with wide range of learning experiences, good physical infrastructure and appropriate resources conducive to learning are available to all students.

It is observed that schools that foster participation by parents and help parents to support their children in their school work tend to have definitely better outcomes. Schools need to measure success in improving equity, performance and quality education. The school and its management with their available resources need to ensure that they are being directed to those most in need.

Teachers' perception and understanding of equity in education is very essential and beneficial for the smooth

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functioning of school and the society. Efforts are needed to bring about an attitudinal change among school management. A collective effort on the part of schools and the community is needed for addressing all forms of inequities in education. All educational institutions should realise that investing in equity in education has high returns: in the current context, it represents one of the best strategies that schools, governments and societies can adopt.

Recommendations:

The above major findings and conclusions helped the researcher to suggest the following for achieving equity in education.

- In the present education scenario multiple challenges related to equity, equality and quality can be tackled with multi-pronged, context-specific strategies for addressing the needs of children from diverse backgrounds.

- In preparation of study materials much care should be taken for the inclusion of multilingualism and bilingual approach.

- All teachers should be trained on humane concerns such as caring and sharing, recognizing and valuing each other's contributions, promoting diversity, tolerance, and learning to live together. These concerns should be integrated with disciplinary knowledge, as well as topics related to gender, life skills, environment, conflict management, and social tensions, in order to provide a comprehensive and holistic approach to education.

- In the school system, safe and supportive environment can be ensured by providing classrooms with proper ventilation, lighting, basic facilities and medical aid with equipment for catering to medical exigencies of teachers and students.

- Provisions should be made for mentoring programs to support new teachers and create a conducive work environment that enhances teacher effectiveness and retention. Additionally, adequate financial and career incentives should be developed to attract and retain highly committed teachers who demonstrate high-quality performance.

- Early tracking of students through selection should be deferred.

- Schools should give more emphasis in reducing the dropout rates and increasing the enrolment, retention and performance of students.

- Schools can offer learning experiences like socio-emotional skills that a child may not obtain at home, particularly if he or she is living in a disadvantaged environment.

- It is good to strengthen the links between school and home to help disadvantaged parents help their children to learn.

- There should be proper mechanism for monitoring information on attendance, performance and involvement of students in school activities.

- Teachers can provide clear guidelines on what is expected from parents.

- Efforts should be focused on directing existing education expenditures towards promoting equity in education. This requires a targeted approach that ensures that education funding is distributed in a way that

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- supports equal access to quality education for all students, especially those who are disadvantaged.
- Instead of trying to get recognition only on the basis of results, schools should emphasise on redistribution of educational resources and representation of all the diverse groups in the educational process to bring out the best of the students.

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ENHANCING THE SOCIO-EMOTIONAL WELL-BEING THROUGH COLLEGE

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Abstract:

The socio-emotional wellbeing of college students is a critical issue that requires attention from colleges and universities. This paper aims to explore the ways in which socio-emotional wellbeing can be enhanced through college. A literature review was conducted to identify effective interventions and factors that can promote college students' socio-emotional wellbeing. The literature reviews identified several key interventions that can be effective in promoting college students' socio-emotional wellbeing, including mindfulness-based interventions, peer support programs, exercise interventions, cognitive-behavioral therapy, positive psychology interventions, and social support networks. Additionally, the literature reviews emphasised the significance of tackling variables such as sleep, resilience, and self-compassion in promoting college students' socio-emotional wellbeing. By implementing these interventions and addressing these factors, colleges and universities can support the mental health and wellbeing of their students, which can in turn contribute to their academic success and overall quality of life. Overall, the findings suggest that promoting a multi-dimensional approach to enhancing college students' socio-emotional wellbeing, tailored to address the unique needs and experiences of individual college students, is critical for achieving this goal.

Keywords*: Socio-Emotional Wellbeing, College Students, Mental Health, Interventions, Quality Of Life.*

Introduction:

College can be a significant time of personal growth and development, and it offers many opportunities for enhancing socio-emotional wellbeing. Here are some ways that college students can work on improving their emotional and social health during their time on campus:

Build supportive relationships: College provides many opportunities to build meaningful connections with peers and mentors. Students can join clubs, participate in extracurricular activities, and attend campus events to meet like-minded individuals and form supportive friendships. These relationships can provide a sense of belonging and help students cope with stress.

Develop self-awareness: Students in college are figuring out who they are and what they want out of life. Developing self-awareness through activities such as journaling, meditation, or therapy can help students identify their strengths, weaknesses, values, and goals. This self-awareness can lead to better decision-making and a greater sense of purpose.

Practice self-care: College can be a stressful time, and taking care of one's physical, mental, and emotional

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health is essential. Students can prioritise self-care by eating nutritious foods, sleeping adequately, exercising regularly, and participating in activities that offer them joy and relaxation.

Seek out resources: Colleges typically offer a variety of resources to support students' mental health and wellbeing, such as counselling services, peer support groups, and wellness programs. Students should take advantage of these resources if they need additional support or guidance.

Get involved in community service: Volunteering and community service can provide students with a sense of purpose, help them develop empathy and compassion for others, and foster a sense of community. Colleges often have opportunities for students to get involved in service projects and community outreach programs.

Practice mindfulness: Mindfulness is the practise of being fully present in the present moment. It can help reduce stress, improve concentration, and promote emotional regulation. College students can practice mindfulness through techniques such as deep breathing, meditation, or yoga.

Build resilience: Resilience is the ability to bounce back from adversity and overcome challenges. College can be a time of significant stress and setbacks, so building resilience is crucial. Students can work on resilience by reframing negative thoughts, setting achievable goals, and seeking out support when needed.

Develop communication skills: Effective communication is essential for building strong relationships and navigating conflicts. Students can practise their communication skills in college through group projects, presentations, and discussions. Students can also seek out workshops or courses on communication skills to improve their abilities.

Explore interests: College is a time to explore new interests and hobbies. Activities that are aligned with one's passions can foster a sense of purpose and fulfilment. Students can try new activities, take courses outside of their major, or attend lectures and events on topics that interest them.

Practice gratitude: The practise of identifying and appreciating the pleasant aspects of one's life is known as gratitude. Gratitude practise has been found in studies to boost mood, resilience, and social interactions. College students can practice gratitude by keeping a gratitude journal, expressing appreciation to others, or participating in gratitude exercises.

By focusing on these areas, college students can build a strong foundation for socio-emotional wellbeing that will benefit them long after their college years.

Objective:

The objective of the study is to provide guidance and advice to college students on how they can enhance their socio-emotional wellbeing during their time on campus. The topic highlights various strategies and practices that college students can engage in to improve their mental and emotional health, build resilience, and develop healthy relationships. Ultimately, the goal is to help college students develop skills and habits that will promote their overall wellbeing and set them up for success in all areas of their lives.

Methodology:

The methodology for this paper was a review of the literature on enhancing socio-emotional wellbeing through college. The search terms used included "socio-emotional wellbeing", "college students", "mental health",

"interventions", "mindfulness-based interventions", "peer support programs", "exercise interventions", "cognitive-behavioral therapy", "positive psychology interventions", "social support networks", "sleep", "resilience", and "self-compassion". After searching and screening the articles, the relevant studies were selected for inclusion in the review. The studies were analyzed for their key findings, which were then summarized and synthesized in the literature review. The literature review aimed to identify effective interventions and factors that can promote college students' socio-emotional wellbeing and to provide recommendations for colleges and universities to enhance their students' mental health and wellbeing.

Literature review:

Building supportive relationships:

Several studies have highlighted the importance of building supportive relationships for college students' socio-emotional wellbeing. Gifford-Smith et al. (2013) discovered, for example, that students who reported having more supportive relationships had lower levels of anxiety and despair. Similarly, Sánchez et al. (2016) discovered that students who reported higher levels of social support had better mental health outcomes and were more likely to continue their education.

Developing self-awareness:

Developing self-awareness can help college students identify their strengths, values, and goals, which can contribute to their overall wellbeing. Research has shown that self-awareness is positively associated with academic success, psychological wellbeing, and life satisfaction (Nieto-Rodriguez et al., 2020).

Practicing self-care:

Practicing self-care is an essential aspect of college students' socio-emotional wellbeing. Self-care practises such as obtaining adequate sleep, exercising frequently, and engaging in leisure activities have been demonstrated in studies to help reduce stress and enhance mental health outcomes. (Liu et al., 2021; Williams et al., 2018).

Developing resilience:

Developing resilience is crucial for college students to cope with stress and overcome challenges. Research has shown that resilience is positively associated with psychological wellbeing, academic success, and career readiness (Bogdanovica & Cernova, 2019; Wu et al., 2020).

Exploring interests:

Exploring interests can help college students develop a sense of purpose and fulfilment, which can contribute to their overall wellbeing. According to research, participating in activities that correspond with one's interests is connected with psychological well-being and life satisfaction.

Mindfulness and Meditation:

Mindfulness and meditation have been shown in studies to improve college students' socio-emotional well-being by reducing stress and increasing mental health outcomes. Galante et al. (2018) discovered that a mindfulness-based intervention increased the psychological well-being and academic performance of college students. Similarly, Khoury et al. (2015) discovered that mindfulness-based therapies were beneficial in lowering symptoms of anxiety and depression among college students in a meta-analysis.

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Social-Emotional Learning Programs:

Social-emotional learning (SEL) programmes are intended to improve students' socio-emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and decision-making responsibility. SEL programmes have been shown in studies to increase college students' socio-emotional well-being and academic outcomes. A study by Schonert-Reichl et al. (2017) found that a mindfulness-based SEL program improved college students' social-emotional skills and reduced symptoms of anxiety and depression.

Peer Support Programs:

Peer support programs involve students providing emotional and informational support to their peers. Research has shown that peer support programs can improve college students' socio-emotional wellbeing and academic outcomes. A study by Correia et al. (2017) found that a peer support program improved college students' sense of belonging and academic engagement.

Physical Activity:

Engaging in regular physical activity has been linked to improved socio-emotional wellbeing among college students. A study by Craft et al. (2020) found that college students who engaged in more physical activity reported lower levels of stress and anxiety. Similarly, a study by Kim et al. (2018) found that college students who engaged in regular exercise had better mental health outcomes and higher levels of life satisfaction.

Cognitive Behavioral Therapy (CBT):

CBT (Cognitive Behavioural Therapy) is a type of psychotherapy that focuses on changing negative thought patterns and behaviours. CBT has been found in studies to be useful in increasing the socio-emotional well-being of college students. A study by Levin et al. (2019) found that a CBT intervention improved college students' mental health outcomes, including depression, anxiety, and stress. Similarly, Blanco et al. (2019) discovered that CBT was helpful in lowering symptoms of depression and anxiety among college students in a meta-analysis.

Art Therapy:

Drawing, painting, and sculpting are examples of creative processes used in art therapy to improve mental health results. Art therapy has been shown in studies to improve the socio-emotional well-being of college students. Myers et al. (2017) discovered that an art therapy intervention improved mental health outcomes in college students, including depression, anxiety, and stress. Similarly, Malchiodi et al. (2018) discovered that art therapy was helpful in lowering symptoms of anxiety and depression among college students in a meta-analysis.

Resilience Programs:

Resilience programs are designed to enhance students' ability to cope with stress and adversity. Research has shown that resilience programs can improve college students' socio-emotional wellbeing and academic outcomes. A study by Furr et al. (2019) found that a resilience program improved college students' mental health outcomes, including anxiety and depression. Similarly, Conley et al. (2015) discovered that resilience programmes were beneficial in increasing college students' academic performance and lowering dropout rates in a meta-analysis.

Mindfulness-Based Interventions:

Mindfulness-based interventions (MBIs) involve practices such as meditation and yoga to promote present-moment awareness and reduce stress. Research has shown that MBIs can be effective in improving college students' socio-emotional wellbeing. A study by de Bruin et al. (2018) found that a mindfulness training program improved college students' mental health outcomes, including stress, anxiety, and depression. Similarly, a meta-analysis by Khoury et al. (2015) found that MBIs were effective in reducing symptoms of anxiety and depression among college students.

Peer Support Programs:

Peer support programs involve connecting college students with trained peers who can provide emotional and social support. Peer support programmes have been found in studies to be successful in increasing the socio-emotional well-being of college students. A study by Wilcox et al. (2018) found that a peer support program improved college students' mental health outcomes, including anxiety and depression. Similarly, a meta-analysis by Pinto et al. (2016) found that peer support programs were effective in improving college students' self-esteem and reducing loneliness.

Exercise Interventions:

Exercise interventions involve physical activity such as aerobic exercise, strength training, or yoga. Research has shown that exercise interventions can be effective in improving college students' socio-emotional wellbeing. A study by Stubbs et al. (2018) found that a yoga program improved college students' mental health outcomes, including anxiety and depression. Similarly, Schuch et al. (2016) discovered that exercise therapies were beneficial in lowering symptoms of depression among college students in a meta-analysis.

Key findings:

From the literature reviews on enhancing socio-emotional wellbeing through college, the following key findings can be summarized:

❖ Mindfulness-based interventions, such as meditation and yoga, can be effective in improving college students' mental health outcomes, including reducing stress, anxiety, and depression.

❖ Peer support programs, where college students are connected with trained peers who can provide emotional and social support, can be effective in improving college students' self-esteem and reducing loneliness.

❖ Exercise interventions, such as aerobic exercise, strength training, and yoga, can be useful in lowering depressive symptoms and improving mental health outcomes among college students.

❖ Cognitive-behavioural therapy (CBT) can be effective in improving mental health outcomes among college students, particularly for those with anxiety and depression. CBT is a type of therapy that aims to identify and change harmful thought patterns and behaviours.

❖ Positive psychology interventions, which focus on promoting positive emotions, behaviors, and attitudes, can be effective in improving college students' wellbeing. For example, gratitude interventions, in which students are encouraged to express thankfulness, have been shown to be beneficial in reducing

symptoms of depression and boosting life satisfaction among college students.

❖ Social support from family, friends, and romantic partners is important for promoting college students' socio-emotional wellbeing. College students who report higher levels of social support tend to experience lower levels of stress, anxiety, and depression.

❖ Sleep is an important factor for college students' socio-emotional wellbeing. Sleep deprivation has been associated with increased stress, anxiety, and depression among college students. Therefore, promoting good sleep habits, such as maintaining a consistent sleep schedule and reducing caffeine intake, may be an important component of promoting college students' socio-emotional wellbeing.

❖ Resilience, or the ability to adapt and recover from adversity, is a critical aspect in improving socio-emotional well-being among college students. Programmes aimed at increasing resilience, such as mindfulness-based programmes, have been shown to improve mental health outcomes among college students.

❖ Self-compassion, or treating oneself with kindness and understanding, is another important factor for promoting college students' socio-emotional wellbeing. Self-compassion interventions, such as self-compassion meditation, have been shown to be beneficial in lowering symptoms of depression and anxiety among college students.

Conclusion:

In conclusion, enhancing socio-emotional wellbeing through college is an important goal for colleges and universities to strive towards. The literature reviews highlighted several effective interventions and factors that can contribute to promoting college students' socio-emotional wellbeing, such as mindfulness-based interventions, peer support programs, exercise interventions, cognitive-behavioral therapy, positive psychology interventions, sleep, resilience, self-compassion, and social support networks. By promoting a multi-dimensional approach that addresses the unique needs and experiences of individual college students, colleges and universities can support the mental health and wellbeing of their students, which can in turn contribute to their academic success and overall quality of life. Colleges and universities must prioritise their students' mental health and well-being and give tools and support to help them overcome the obstacles of college life.

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DEVELOPING MOODLE BASED E-LEARNING COURSE TO ENHANCE THE KNOWLEDGE OF FUNCTIONS OF EDUCATIONAL MANAGEMENT OF B. ED. STUDENT-TEACHERS

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Abstract:

The present century is rightly called the technological century. The revaluation in ICT is influencing the practices of educational system worldwide. Teacher Education is an essential, important and powerful means for the upliftment of educational standards in the country. Teacher educators play an important role in developing knowledge, attitudes, aptitudes, abilities, skills and values of future teachers by proper training and guidance and now with adding technology into teaching learning process. This study focused on developing Moodle based e-learning course for B. Ed. student-teachers to enhance the knowledge of Functions of Educational Management. In the present study the researcher has conducted experimental research and found effectiveness of Moodle based e-learning course.

Keywords: *Moodle, E-learning course, Functions of Educational Management*

Introduction:

The educational system aims to provide direction as well as build and expand upon human capabilities and capacities. Gaining knowledge, understanding and skills are the chief determination behind the educational process, involves a continuous exploration of new methods, techniques and devices to support learning. The educational system shifts from the traditional chalk board and lecture methods to digitizing the pedagogical approach through technical devices.

Moodle is an abbreviation for 'Modular Object-Oriented Dynamic Learning Environment'. Moodle is an online platform which prepares personalised and customized learning environments for student-teachers as well as teacher educators. Teacher Educators can use Moodle for blended learning as well as to create online courses, add assignments, manage courses, interact with Student-teachers and specially keep an eye on the student-teachers progress. Student-teachers can use Moodle to work together to create new material as well as review the class calendar, submit assignments, take quizzes, and interact with peers. Teacher Educators can create and manage virtual classrooms, in which student-teachers can access and create videos, documents, do assignments, solves quizzes and tests. Some teacher educators may use Moodle to simply provide documents to student-teachers, while others may use it as the primary interface for quizzes, assignments and tests.

A Moodle learning environment can be created by downloading and installing, the Moodle software on a web server. The Moodle platform is open source and is built using a modular design, so that an advanced users

can modify the platform as and when needed. Individual users, such as teacher educators and student-teachers, can sign up for an account on the Moodle server and access content through either the "Moodle Desktop" application or the web interface.

Rationale of the study:

The invention of the Internet and worldwide web has opened the sources of information for all. Now a days, education has become learner-centric. The use of e-learning makes learning interesting and student-teacher friendly. The best thing about e-learning is that student-teachers can learn anytime and anywhere.

The significance of the present study is as follows:

➢ The present research will be useful to the student-teachers and Teacher Educator to enhance their knowledge in the field of education.

➢ The present research will make teaching and learning more effective and interesting.

➢ The present research study will increase the curiosity among the B. Ed. student-teachers. It is also the path for the scholars in this area.

➢ The present research is important to increase computer literacy in the society.

➢ The present research is helpful to increase student-teacher's audio and visual competency.

➢ The system will be helpful for the student-teachers to access at their own pace.

➢ The present research is also important as Moodle Based Learning package to enhance the knowledge and the interest in Functions of Educational Management.

Statement of the Problem:

"Developing Moodle Based e-Learning Course to Enhance the Knowledge of Functions of Educational Management for B. Ed. Student-teachers"

Objective of the study:

➢ To study the Pre-test Scores of Developing Moodle Based e-Learning Course to Enhance the Knowledge of Functions of Educational Management for B. Ed. Student-teachers.

➢ To develop the Moodle Based e-learning Course to Enhance the Knowledge of Functions of Educational Management for B. Ed. Student-teachers.

    I. Planning

   II. Organising and Staffing

  III. Directing and Controlling

➢ To study the Post-test Scores of Moodle Based e-learning Course to Enhance the Knowledge of Functions of Educational Management for B. Ed. Student-teachers.

➢ To compare the effectiveness of Pre-test and Post-test Scores of Moodle Based e-learning Course to enhance the knowledge of Functions of Educational Management for B. Ed. Student-teachers.

➢ To study the effectiveness of Moodle Based e-learning Course to Enhance the Knowledge of Functions of Educational Management for B. Ed. Student-teachers.

Plan of Action:

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Activities were planned and conducted to enhance the Knowledge of Functions of Educational Management for B. Ed. Student-teachers.

Preparation:

Researcher Prepared Moodle based e-learning course for B.Ed. student-teachers. Following are the sub topic included,

1. **Pre –Test**: Researcher prepared a questionnaire with the help of a plug in 'Quiz' available in Moodle. This test includes multiple choice type questions. 20 questions were given in the pre-test.

2. **Preparation of Course:** The researcher used Moodle platform to prepare this course. Following are the topics included in the course.

   ➢ **Topic one: Planning**: In this module researcher includes meaning and Importance of Planning. This information was presented in documents and Power Point Presentation.

   ➢ **Topic Two: Organising and Staffing:** In this module researcher includes Meaning and Importance of Organising and Staffing. This information was presented in the document and video was included.

   ➢ **Topic Three: Directing and Controlling:** Concept of MOOC was introduced. This information was given in Power point Presentation and Documents.

3. **Post–Test**: Researcher prepared a questionnaire with the help of a plug in 'Quiz' available in Moodle.

Implementation:

After Developing pre-test and course researcher enrolled the B. Ed. student-teachers in the e-learning course. First student-teachers completed pre-test then as per scheduled time. They completed course. Whenever they faced problem researcher guided them. After completing course student-teachers finished post-test.

Time/Schedule of Data Collection:

Table. 6.1. Time Schedule

Sr. No.	Activities	Time
1	Pre-Test	45 min
2	Planning	30 min
3	Organising and Staffing	30 min
4	Directing and Controlling	30 min
5	Post -Test	45 min

Sampling:

The purposive sampling Technique was adopted for finalising sample. 50 B. Ed. Student-teachers who are studying in the Guru Nanak College of Education and Research, Bhandup (W), Mumbai was taken as the sample of the study.

Tools Used:

The researcher used the following tools for research

1. Pre-test and Post-test: Researcher prepared questionnaire.

2. Moodle based e-learning package: The content-based Moodle based e-learning programme were developed for B. Ed. Student-teachers. Researcher developed Moodle course on the college Moodle 'GNCER Nurture

U' named as 'Educational Management: Functions of Educational Management'. The following topics were included in the course,

1. Pre-Test
2. Planning
3. Organising and Staffing
4. Directing and Controlling
5. Post-Test

Data Analysis:

The Statistical techniques used for data analysis were percentages.

Interpretation:

Table 10.1. To compare the effectiveness of Pre-test and Post-test Percentage of 'Planning' as a topic

Sr. No.	Sub-unit	Pre-test Percentage	Post-test Percentage
1	Planning	50	88

Interpretation: From the above table, it is interpreted that the score of pre-tests of 'Planning' as a topic is 50% and the score of student-teachers in post- test is 88%. It shows student-teachers performance is much better in post-test.

Table 10.2. To compare the effectiveness of Pre-test and Post-test Percentage of 'Organising and Staffing' as a topic

Sr. No.	Sub-unit	Pre-test Percentage	Post-test Percentage
2	Organising and Staffing	45	80

Interpretation: From above the table, it is interpreted that the score of pre-tests of 'Organising and Staffing'as a topic is 45% and the score of student-teachers in post- test is 80%. It shows student-teachers performance is much better in post-test.

Table 10.3. To compare the effectiveness of Pre-test and Post-test Percentage of 'Directing and Controlling' as a topic

Sr. No.	Sub-unit	Pre-test Percentage	Post-test Percentage
3	Directing and Controlling	45	85

Interpretation: From the above table, it is interpreted that the score of pre-tests of 'Directing and Controlling' as topic is 45% and the score of student-teachers in post- test is 85%. It shows student-teachers performance is much better in post-test.

Findings:

➢ Table 10.1 shows the percentage of student-teachers performance in pre-test score of 'Planning' as a topic

is 50% and the percentage of student-teachers performance in post-test score is 88%. Performance of post-test is better comparing to their pre-test performance. The difference is 38%.

It means student-teachers performance is much better in post-test as compared to pre-test scores of 'Planning' as a topic. In this topic, concept and Importance of Planning is discussed. Student-teachers learnt this topic as per their space and time. If student-teachers are not able to understand the topic, they can read the content again and again. This study shows that e-learning can be used as an effective learning strategy to enhance knowledge of the student-teachers. As B.Ed. student-teachers are matured and grown-up adults so they can do self-learning.

➢ Table 10.2 shows the percentage of student-teachers performance in pre-test score of 'Organising and Staffing' as a topic is 45% and the percentage of student-teachers performance in post-test score is 80%. Performance of post-test is better comparing to their pre-test performance. The difference is 35%.

It means student-teachers performance is much better in post-test as compared to pre-test scores of 'Organising and Staffing' as a topic. In this topic, concept and Importance of Organising and Staffing is explained. It includes Text, images and Video about Organising and Staffing. Student-teachers learnt this topic as per their space and time. Where ever and whenever required, student-teachers can read the content again. This study shows that e-learning can be used as an effective learning strategy to enhance knowledge of the student-teachers.

➢ Table 10.3 shows the percentage of student-teachers performance in pre- test score of 'Directing and Controlling' as a topic is 45% and the percentage of student-teachers performance in post-test score 85%. Performance of post-test is better comparing to their pre-test performance. The difference is 40%.

It means student-teachers performance is much better in post-test as compared to pre-test scores of 'Directing and Controlling' as a topic. In this topic, concept and Importance of Directing and Controlling is explained. Student-teachers learnt this topic as per their space and time. If required, student-teachers can read the content again. This study shows that e-learning can be used as an effective learning strategy to enhance knowledge of the student-teachers.

Implication:

The study will be of immensely beneficial to the different stakeholders in education.

The principal:

Moodle Based e-Learning Course is important because it provides affordable material to students, allows teacher educators to enhance their own work as well as it provides teacher educators with content for lectures. The principal should motivate teacher educators and student-teachers to use Moodle Based e-Learning Course as these are affordable and it will reduce the cost of books. The principal should encourage teacher educators to use Technology in Education.

For Students -Teachers and Teacher Educators:

This study will help student-teachers and teacher Educators and to understand the concept Moodle Based e-Learning Course. They will use Moodle Based e-Learning Course for their lesson preparation and for updating

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their knowledge. They can use internet resources without violating copyrights.

For Educational Institutions:

When the Student-teachers and teacher educators will use Moodle Based e-Learning Course for teaching-learning process, the cost of books required will be reduced and it will be helpful for the institution to plan their budget.

Conclusion:

In this digital age e-learning is part and parcel of education system. The e-learning reduces the cost of traditional Education such as for classrooms and educational material. Any Student-teacher can learn anytime, anywhere at his or her own pace. Moodle based e- learning course is important because it provides affordable material to student-teachers, allows teacher educators to enrich and develop their own work. Moodle Based e-Learning showed its importance in the methodology of learning at B. Ed. Level. Therefore, Teacher Educators should use Moodle based e-learning course in teaching-learning process.

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EIL COURSE EFFECTIVENESS: PRE AND POST EVALUATION STUDY AT STIE

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Abstract:

With globalization and technological advancement, Education today is undergoing great transformation. This has prompted re-engineering of Education which has impacted the society to inan enormous way. For the effective functioning of the Education system, there is need to respond tochange and sustain practices that are resilient. Stake holders are expected to reorient themselves to address the changing paradigms of teaching-learning, by gearing up for the change. Educational libraries also need to discuss and evolve ways and means of transforming the innovative practices to equip education functionaries with the required Next Generation Education skills, to upgrade and to facilitate progress in the education system. Present paper discusses the innovative initiative undertaken by St. Teresa's Institute of Education Library for making its teacher trainees Electronic Information Literate. It also tries to judge its effectiveness through Pre and Post Test.

Keywords: Electronic Information Literacy, Innovative Library Service, B.Ed. College Library.

Abbreviations: IL-Information Literacy, EIL-Electronic Information Literacy, STIE-St.Teresa's Institute of Education, Santacruz, Mumbai., ICT-Information Communication Technology

Introduction:

Lifelong learning with sustained research imposed the IL competency among students and academicians, especially for those who are in teaching profession.

Information Literacy (IL): "Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (ACRL, 2000).

IL educates and guides students to identify the exact information need, access the required information, evaluate its quality and authenticity and reorganize its application in new their knowledge architectural plan.

Literature Review:

Okki and Asiru (2011) postgraduate students need to use the electronic information sources frequently for their research work, writing research papers, to do the assignments and to excel in academics. This paper recommended conducting IL programs to improve the search skills of the students. Adeleke and Emeahara (2016) have discovered a substantial relationship between the use of e-information resources and IL Skills among users. They suggested to inclusion of ICT course with special focus on electronic information literacy in all the curriculum of postgraduate students. Somaratna (2015), in his study of the assessment of credit based information literacy module for science students of University of Colombo observed the lack of IL skills in undergraduates. IL Program Conducted by the university library helped them to enhance the retrieval skills for more authentic

and relevant information. Navalur et al., (2012) highlighted that information literacy programs are must for the maximum utilization of resources.

Significance of the Study:

In post pandemic era, entire knowledge society is turned into virtual teaching learning mode. Library and information centers are no exceptions to it. Users will now rarely access the print resources, instead they would prefer the electronic and web resources. There is tremendous information explosion on www**. Electronic Information Literacy (EIL) programs** have now become the need of the hour to help the users to reach and retrieve the most authentic and appropriate e-resources.

Course Need:
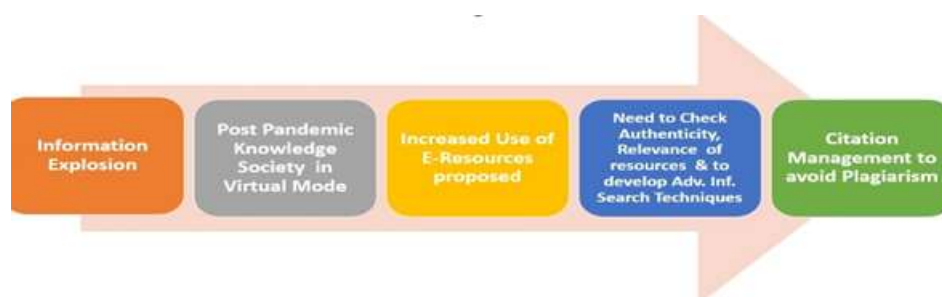
Keeping in view all the above points, a EIL pre-test was conducted for teacher trainees of St. Teresa's Institute of Education, a pioneering teacher education college affiliated to University of Mumbai, to measure their prior knowledge and to test their IL skills. There were in all 55 participants (49-SYBEd , 6-MA Education Students) participated in Pretest. It was a 20 Marks, 10 MCQ test conducted using Google forms to know about teacher trainees' awareness about following:

- the library webpage on institutional website.
- availability of types of resources in STIE library
- knowledge about the names of online databases in Teacher Education
- familiarity with the library catalogue
- article and bibliographic databases
- open access resources in Education
- self-confidence level related to search skills before and after ILI.

Pre-test results were carefully analyzed to develop the 5 Modules and Course Structure of EIL Certificate Course for STIE teacher trainees.

Objectives of the EIL course:

- To help teacher trainees get ready for inevitable change in the knowledge society due to post pandemic conditions in the internet age.
- To enhance their ability to search most authentic information on web by evaluating It on various parameters.

- To develop the skills for information search and retrieval through scholarlydatabases among the teacher trainees.

All the course modules were developed in such a way that they were harmonizing and fulfilling to each of the objectives and many other college activities. (Referencing for preparing the notes for the syllabus, makingthem ready for annual Book Review Competition, Retrieving biographies of Educational Psychologists, helping them to write better Action Research Report.)

5 Modules of EIL

1. E-information Resources: Evaluation Parameters
2. Advance Web Search Techniques
3. Scholarly Databases: Subscribed & Open Access
4. Citation Management to Avoid Plagiarism
5. Academic Writing

EIL Course Structure:

Participants
SyBEd
MA Part II
Students

Duration
3 Months
Total : 40 Hr
Sessions : 15Hr
Practicals : 20Hr
Assignments: 5Hr

Instruction Method
Zoom/GMeet Live
Sessions Prerecorded
Demonstrating
Videos

Evaluation
Google Form
Assignments Google
Quizzes, Practical
Projects, Final Test

Methodology:

After collecting and analyzing the pre-test results from the participants, EIL Course was conducted during July 2020 to September 2020 in online mode to fill in the IL skill gap of participants on

- retrieving significant information from online scholarly online resources
- formation of perfect search query
- narrowing down and expanding search using perfect filters
- advanced search techniques using bullion operators

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- accessing the most relevant and authentic literature
- use the library, and its resources effectively
- dos and don'ts for Academic Writing
- citation management etc.

Each session was followed by post session assignment which compelled the learners for lot of hands on experience.

A Post-test comprising of 15 questions were given in the questionnaire to measure the students IL skills after the Course of which first 10 questions were replica of pre-test. 4 unique questions were added to assess the effectiveness of EIL Course. An open ended question could gather the suggestions to improve the EIL course conducted by the library.

Data Analysis and Findings:

Participants knowledge and ability to apply it to retrieve most relevant hits is analyzed on various parameters with the help of questions based on the areas in Column 'A'. Post Test Score indicated the increased awareness among the participants about every aspect indicated.

Sr. No.	A: Questions Based on	B: No. of Correct Answers and (%) in Pre Tests	C: No. of Correct Answers and (%) in Post Test
1	Library Webpage	9 (16.36%)	41 (74.55%)
2	Library Recourses	12 (21.82%)	53 (96.36%)
3	NLIST (Subscribed Database)	3 (5.45%)	46 (83.64%)
4	Boolean Operators	7 (12.73%)	37 (67.27%)
5	Library OPAC	14 (25.45%)	41 (74.55%)
6	Open Access Databases in Education	5 (9.09%)	29 (52.73%)
7	Plagiarism	7 (12.73%)	39 (70.90%)
8	Citations and referencing	4 (7.28%)	44 (58.67%)
9	Search Query Formation	3 (5.45%)	27 (49.09%)
10	Evaluation of E-Resources	8 (14.55%)	38 (69.09%)

Analysis of Pre and Post Test results proved that EIL course conducted by library department was extremely effective in improving IL skills among teacher trainees on all parameters.

EIL Course Feedback Received from Participants:
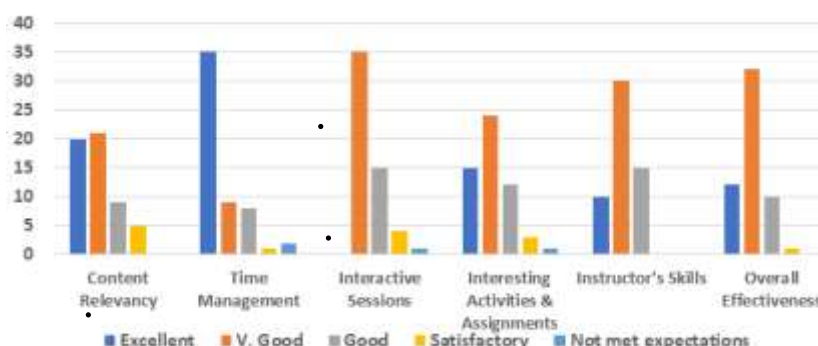
Nearly 94% participats rated EIL Course as Excellent, Very Good and Good on the parameters like

- Content Relevency (91 %)
- Time Allotted (94.46 %)
- Interactiveness of Sessions (92.73%)
- Interest Created through Assignments and Projects (94.46 %)
- Instuctor's Skill (100%)
- Overall Effectiveness (99%)

Participants were certified after completing the course on the basis of their attendence, attentiveness, assignments, projects, and post-test score.

Following Pie chart shows the percentage of students securing various grades in their EIL Course.

Learning Outcome: Grades Secured by Participants
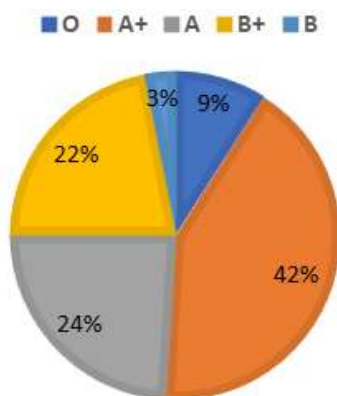
Visual Learning Outcome of the EIL Course:

(Source: https://nlist.inflibnet.ac.in/)
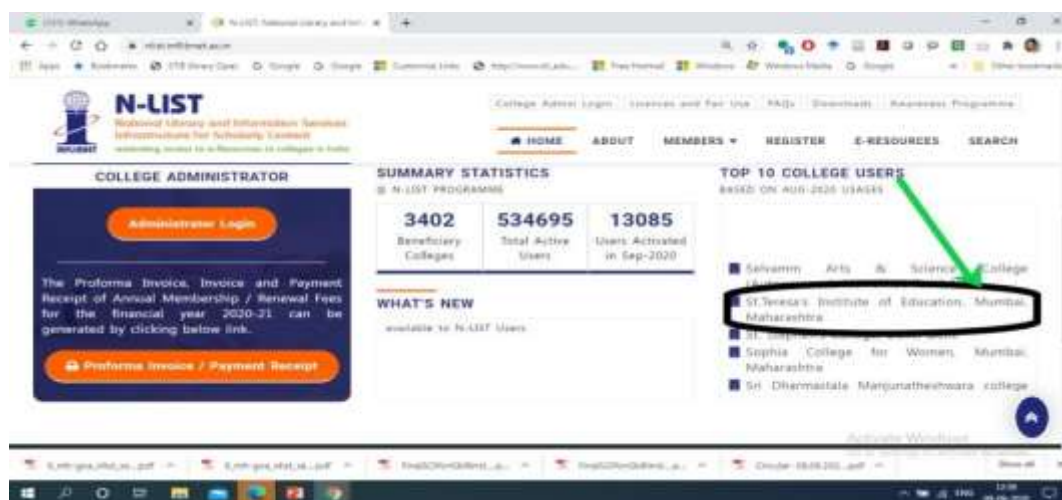
As per August 2020 statistics, STIE is 2nd in country in NLIST usage. Being a BEd college with intake capacity 50, STIE are ahead of thousands of DegreeColleges in the country with student strength of several thousand!

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This is result of Comprehensive NLIST Awareness Program conducted by Library Department as part of EIL Course.Though students were physically distant from the STIE library, they could make maximum utilization of E-Resources subscribed, and that's their step ahead towardsbecoming GenNext Teacher!

Recommendations and Conclusion:

Based on the assessment results above, the following recommendations have been made.

- Suitable studies can be conducted to analyze the effectiveness of EIL Course on the participants from various faculties

- Teaching faculties should collaborate with library department contribute to make EIL program more applicable, effective and comprehensive.

- Curriculum specific IL programs with more hands- on-experience should be designed for better understanding and maximum resource engagement.

The pre-test helped the course co-coordinators has identified the actual level of IL Skills. The

findings of the present study identified the areas which are needed to be focused upon while

developing next EIL Course. This Pre and Post-test Evaluation Study proved to be extremely helpful in assessing the effectiveness of EIL Course in the academic libraries.

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TEACHING DIGITAL CITIZENSHIP FOR EMPOWERING DIGITAL NATIVES IN THE INTERNET ERA

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Abstract:

"Digital citizenship" has been one of the most contentious topics over the past 20 years. The rapid advancements in digital technology and the COVID-19 pandemic have pushed people further into the digital realm. To ensure the welfare of the community, everyone who lives in society is required to abide by both written and unwritten rules. Similarly, one must be conscious of being a good digital citizen while seeing the digital world as a society. This paper offers a succinct note on the idea of "Digital Citizenship," The study emphasizes the necessity of educating the younger generation about digital citizenship.

Keywords: *Digital citizenship, digital natives, internet era*

Introduction:

The 21st century is now being lived on our planet. The world of today is not the same as it was 20 years ago. A significant change has taken place which reflects in all the realms of human life. Digital technology is to be credited with everything. The question, "Didn't digital technology exist in the previous century?" may come up naturally. Digital technology was there. However, the rapid development of digital technology has essentially made this globe fit on the tip of a finger. It has now become an integral part of every sphere of life.

The older generation has acclimated to a culture that is increasingly reliant on technology, albeit not fully and is working to do so fully in the wake of the digital age's recent emergence. The younger generation, on the other hand, is completely immersed in this so-called digital world. We refer to them as "digital natives." A digital native is a person who grew up along with technological developments and is comfortable with using digital devices and is fluent in technology. It is not unanticipated that children under a year old handle digital devices, particularly smartphones, more easily and comfortably than their parents and elders. Because, in contrast to older generations, their culture and world are already influenced by digital technology and social media.

Google, Facebook, and WhatsApp can be taken as three trendsetters in the digital world. Many other apps and sites are there before and after. The trends are changing. The digital world offers many platforms for different activities. Connecting with people, photos and video capturing, editing, sharing, expressing thoughts, responding to something, marking opinions, teaching, learning, researching, commerce and business-related activities, arts and crafts, medical field, astrology, astronomy, etc. In other words, digital technology is incorporated into every aspect of human life. In many ways, the development of digital technology reduces the need for human labour. It serves as entertainment for people as well. Slowly, it has occupied an unavoidable space in our life.

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It is a reality that the digital world gives humans access to a vast universe. Children are also exposed to the enormous digital world's contents. Are they capable of defending themselves against the hidden threats in the online world? Do they know the difference between good and bad content, genuine and fake news?? Are they capable of treating people with respect and maturity? These kinds of inquiries worry the older generation.

While residing on this planet, each person is required to abide by certain laws and rules. While residing in a country, each teaches its citizens some laws and rules. Being a social species, humans must consider those around them. He has no right to do something that may harm or disturb the peace of others. One should abide by social norms in the digital space as well since it is a digital representation of this society. Senior citizens should use their experiences to act logically on digital platforms. Children won't be conscious of how and when and the pros and cons of their activities. The older generation must raise the younger generation to be polite both in the real world and the digital world. Steps are to be taken to upraise the younger generation as responsible digital citizen.

Digital Citizenship:

Digital citizenship denotes one's ability to responsibly utilize the digital space by keeping oneself safe and at the same time actively participate in the digital space and contribute to it creatively and constructively to the digital space (Council of Europe, 2019)

A person who uses computers, the internet, smartphone and other digital devices and electronic gadgets in a responsible way to interact with society can be considered to be practising digital citizenship. (Tewari, 2020). Digital citizenship is not digital literacy. It denotes frequent, effective use of the Internet which incorporates civic engagement for the common good (Sadiku, Tembely, & Musa, 2018). Like, many researchers have given various explanations for digital citizenship. In a nutshell, digital citizenship may be explained as responsible behaviour in the online world, protecting oneself from the back holes of the internet and respecting others' feelings and privacy.

Ribble (2008) emphasized nine elements of digital citizenship, which should be considered while integrating digital citizenship into the curriculum (Figure 1)
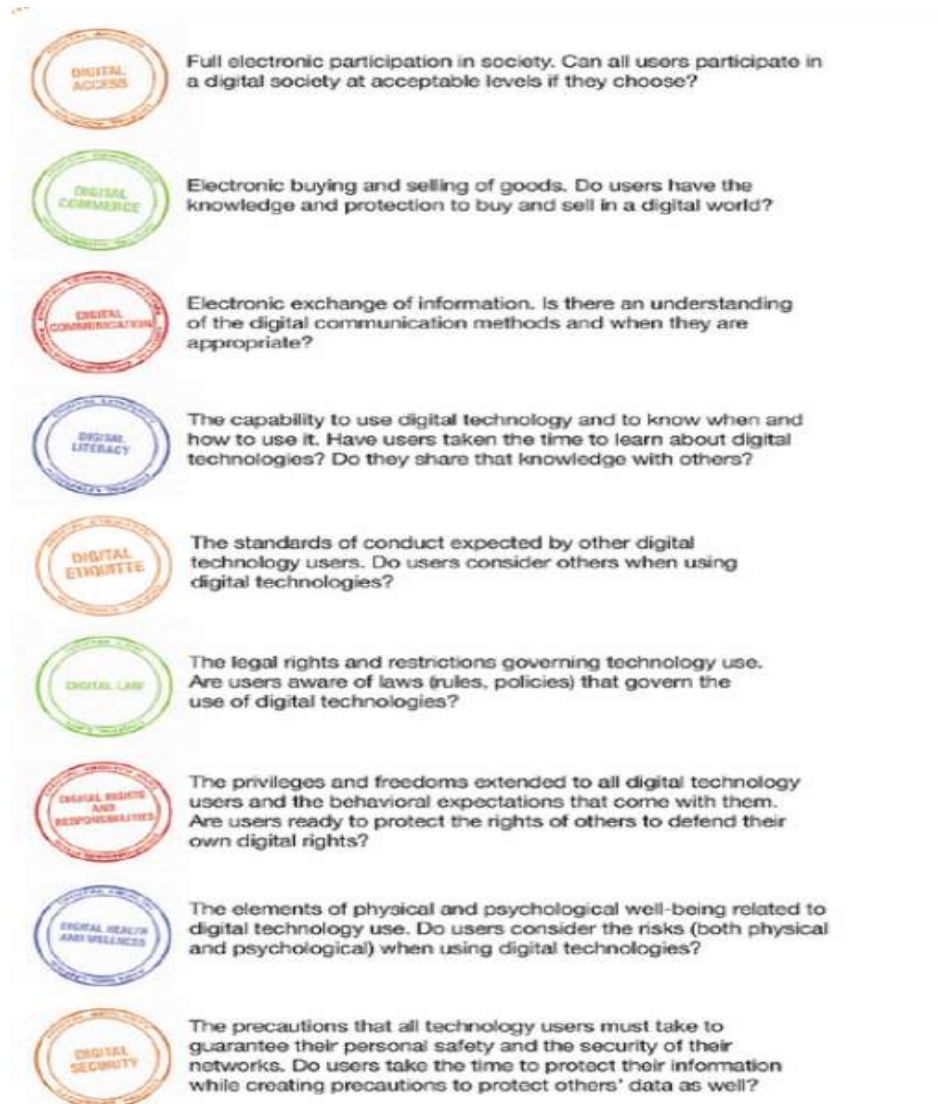
Figure 1. (Ribble, M (2008). Passport to Digital Citizenship)

Characteristics of a good digital citizen.

A good and responsible digital citizen,

- Promotes universal access to and equal rights in the digital space;
- Tries to think critically and analyse the digital content.
- upholds the rights of online users to their privacy, intellectual property, and other freedoms.
- Uses digital technology to support and develop personal and social goals.
- Take care of physical, emotional, and psychological well-being while using digital tools.
- Uses digital devices and technology to collaborate with other people in the digital environment.
- Realizes the permanence of the digital world

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Digital citizenship entails:

- Skilful, creative and constructive use of technology
- Active engagement in the digital world by following an ethical code of conduct.
- Continual learning in various contexts whether it is formal, non-formal or informal (Burns, 2019).

Need for Digital Citizenship Training and Digital Citizenship Curriculum

It is essential to make our young generation good enough in the life skills needed to go along with the 21st century. The training for behaving in society ethically and morally is given to a child from the family and then from the school. Likewise, to act responsibly with ethics in the digital world should be trained by the parents and teachers.

Today's children are more exposed to the internet world. The digital world is also a replica of the real world. There are threats hidden in the virtual world too. After the outbreak of COVID-19, there occurred a vast increase in the use of digital platforms. The learning environment got completely digitalized. The teaching-learning process is now integrating technology and using digital platforms for the transaction of curriculum. The learners have more opportunities for themselves to be online for more time duration.

Different social media platforms expand the connection of the learners. They get many from every corner of the world as their friends and acquaintance. They got connected mainly when they get interested in each other through their social media identity. Beyond friendship and peer group dynamics, the outside world also has a significant impact on how young people live their digital lives. There are lots and lots of chances to collide with "fake people" and willingly or unwillingly got trapped. Once entered into social media platforms, the chance of being prey to cyber crime is always there in front of us.

Digital media is always dynamic. It can be a medium for anything, like activism, sexual harassment, racism, political issues, nationalism, spreading fake news, and at the same time for making healthy relations, standing united for a good cause, showing sympathy, care, respect and love, uniting of the nation/world, showering love, support and encouragement for the needy, etc.

Many traps are waiting for everyone in the digital world. One has to be alert and aware of these and should pay attention to keep them safe. The safety of the younger ones is always a great concern for the parents and teachers. Here arouse the need for giving training for digital citizenship. Digital citizenship training aims to empower the younger generation to navigate and engage safely in the digital world. The digital citizenship training should focus on equipping children with critical thinking skills, digital literacy skills and socio-emotional skills. It should aim at making individuals know how to involve responsibly in the online world keeping themselves safe and also giving due respect to others' rights.

Those who have no access to the online platform are meagre in today's world. Studies are being conducted on the usage of digital gadgets and the screen time of people, the activities they are engaged in, etc. Studies report an increase in the percentage of individuals having access to online, own smartphones and other digital gadgets, screen time, etc. The combination of online and offline modes of education has bought an increase in the screen time of children too. Teens are reported as spending more time on digital media.

These all underline the need for enhancing the digital citizenship skills of the learners/children to engage in the digital world safely and responsibly.

The focus of digital citizenship education should be on

- Helping children learn to respect their self and other people in the digital society.
- Helping children acquire necessary digital skills, knowledge and appropriate practices to participate in the digital world.
- Training children to protect their self and other people in the digital environment.
- Helping children to become aware of possible threats in cyberspace and the ways to overcome them.
- Equipping children to engage in digital society constructively, actively, positively and responsibly as a responsible ethical digital citizen.
- Fostering netiquette. Digital citizenship training should focus on teaching acceptable and positive behaviour in digital space.

A teacher can.

- Stress the value of good online conduct: Teach the kids that their written words have just as much of an impact as they would if they were uttered out loud.
- Tries to keep students' stay online safe. (Prodigy, 2020)
- Teach them why and how they need for protecting their private data
- Make them aware of the Virus attacks they would have to face
- Make the learners know the art of creating strong, safe passwords
- Try to develop the ability of the learners to understand and separate false information from true one.
- Give awareness of *copyright*
- Make the learners aware of the term *digital footprint.* They should give the idea that even if the images posted in the virtual world create an online persona and hence to be highly responsible while posting something.

  As the online mode of learning has increased, teachers should be aware of the distractions the learners can have during online classes. Parents should supervise the learners while they are online. Proper awareness should be given to parents too on the need for keeping their children safe in the digital world. Parents and teachers together can do much to safeguard our younger generation in this digital world and bring up them as digital natives with good responsible digital citizenship training.

Digital Citizenship Training in India:

India is one of the most developing countries in the world. India stands on the top list in terms of internet usage. The rate of internet usage among children has also gone high with the pandemic situation arouse due to the coronavirus attack. Digital access has become a factor in the social divide in India, a developing country. It is the responsibility of elders to safeguard the younger generation from the trials waiting in the online world. Therefore measures are to be taken to educate the younger generation about the behaviour one has to follow in the digital world. The best method is to integrate it into the curriculum.

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Teachers and parents should be made aware of digital behavior. Teachers, as well as parents, should become a role model for the learners showing them how to be a good responsible digital citizen. It has become a subject in the school. But how much importance we are giving to make the learners aware of the ethical usage of the digital space still arises as a question to think. We can't say that no attention is given to this area. Initiatives are taken towards making the younger generation grow up to be responsible digital citizens.

CBSE has launched a skill-based module intended for the 6th to 8th standard on digital citizenship. It's a three-level curriculum, which is activity oriented. Through case studies, reflections, and activities, students will apply concepts and theory to situations in the real world as part of this curriculum. A handbook has been provided for the teachers as a support for them to equip their learners to be ethical digital citizens. CBSE offers capacity-building programmes for teachers through which teachers will be given pieces of training on digital safety and digital wellness.

The National Policy on Education 2020 also focuses on digital citizenship training, if implemented effectively can bring up the new generation as good digital citizens.

The Ministry of Home Affairs has taken a step forward in terms of digital safety. Intending to make the students, teachers and parents aware of digital safety the ministry proposes to observe *Cyber Jaagrookta Diwas* on the first Wednesday of each month. The theme planned for the September 2022 session was *Being Safe and Responsible Digital Citizen.* (Central Institute of Educational Technology [CIET] (2022)). The Cyber wing of central and state force can give hands-on-aid to the education field to make them digital citizen who is responsible, following good conduct and ethics.

Conclusion:

Digital technology can't be left aside in this era as it has rooted in human life so deeply. The digital world has become a parallel world which has lessened the distance. The new generation is more digital citizens than the elder ones. Learning, entertainment, knowledge sharing, marking own opinion, and sharing feelings are all happening through digital media. So, one should have to be more responsible and follow the ethical and moral principles as they are in society. Many challenges are awaiting there for them. They should be equipped for facing those challenges and overcome the barriers there. They have to be responsible for themselves and others. They should give due respect to others' feelings, privacy, opinions, etc. These all come under the term *Digital Citizenship.* Education is the key means to making learners foster up as a good digital citizens. The curriculum should have to be made in such a way as to mould our younger generation come out a responsible good digital citizens. Efforts have to be taken from the field of education to give quality education on good digital citizenship and also to make them advocate that.

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ONLINE V/S TRADITIONAL EDUCATION – A STUDY OF STUDENT PREFERENCES

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Abstract:

The Internet world in the last two decades has upgraded the way people socialize, communicate, shop, make business and think about learning and exploring new knowledge. Adding on to the distance learning, a new twist of online schooling is modifying the method of traditional offline classrooms and making education more accessible and easily available than ever before. It is kind of a rich learning environment and is much more flexible than a traditional classroom. On the other hand, traditional learning primarily focuses on classroom education which is very much limited to a predetermined time duration and at a specific location where the learners are expected to be present and attend the class. The educators have shifted their traditional pedagogical approach to the online teaching style to tackle new conditions and adapt to the changing situations. This transformation brought forth the daunting question of effectiveness of online versus traditional education. With this question in view, the researcher decided to conduct a study to identify student preferences about online versus traditional learning.

Key Words*: Online Learning, Traditional Education, Student Preferences*

Introduction:

In the last two decades, the Internet world has grown from being almost non-existent into the largest, most accessible database of data and information that has been ever created. It has also upgraded the way people socialize, communicate, shop, make business and think about learning and exploring new knowledge. Adding on to the distance learning, a new twist of online schooling is modifying the method of traditional offline classrooms and making education more accessible and easily available than ever before.

With virtual education, students can acquire knowledge and education from anywhere with Internet access and electric power supply and can turn that place into a classroom. The virtual learning may include learning through audio, video, text, animations, live chats with teachers. It is kind of a rich learning environment and is much more flexible than a traditional classroom. When used to its maximum potential, virtual education via the internet has been shown to be more effective than physical face-to-face interaction. It can be interesting, engaging, fun and good enough to fit almost each and everyone's schedule including teachers and students.

On the other hand, traditional learning primarily focuses on classroom education which is very much limited to a predetermined time duration and at a specific location where the learners are expected to be present and attend the class. The learners are required to join into the group discussions in the classroom along with their mentors and give their input and also show active participation in all the group activities that are conducted in the classroom. In traditional learning the students become more active and social and the whole learning process is

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in a controlled environment when everything is supervised by a teacher. Students can directly share their opinions and ideas and clarify their own queries with the teacher, thus getting their questions answered right away Students get hands – on experience of the learning process. Continuous interaction between the teachers and students in a traditional classroom setup helps students get rid of most of their academics related fears, which is rarely possible in an online environment.

However, today online teaching is no more an option but a necessity. The (COVID-19) pandemic made institutions to switch from offline mode to online mode of pedagogy. This crisis made the institutions to accept modern technology which were earlier reluctant to change. Many universities all over the world have completely digitized their operations. There was an overnight shift of normal classrooms into the virtual classrooms. The educators have shifted their traditional pedagogical approach to the online teaching style to tackle new conditions and adapt to the changing situations. This transformation brought forth the daunting question of effectiveness of online versus traditional education. With this question in view, the researcher decided to conduct a study to identify student preferences about online versus traditional learning.

Need of the study:

The COVID-19 caused schools to shut all across the world. Universally, over 1.2 billion children are out of the classroom. As a result, education changed intensely, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. With this sudden shift away from the classroom in many parts of the globe, the online learning has continued post-pandemic.

The COVID-19 pandemic activated new ways of learning. Nowadays, advanced learning has developed as a fundamental asset for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they had to accept. In this transition from traditional education to online education, students had to relearn new ways of educating themselves and coping with the new strategies introduced. Thus, the researcher felt the need to conduct a research on the study of student preferences about online v/s traditional education.

Objective:

The main objective of the study is to determine the student preferences about online v/s traditional education among the secondary school students

Methodology:

For this research the researcher has selected Descriptive Research Design, wherein the researcher collected data from the students using a questionnaire.

Sample of the study:

For the present study the sample size was 148 students of secondary schools of SSC Board from Greater Mumbai.

Tools used in the study:

The researcher used a self-prepared questionnaire for the purpose of collection of data for this study.

Significance of study:

The study focuses on the English competencies of the students and it will benefit the Principals to understand

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student's preference of online and traditional classroom. It will also make them aware about the difficulties faced by the students during the online classes. The study will help teachers come to know the teaching method they are following is benefitting the students or not also how teachers can improve their way of teaching and interacting with the students. The study will help students to be more aware about their preferences regarding online and traditional learning. They will gain an opportunity to voice their likes and dislikes about online learning, the problems and health issues. This study can also be beneficial to the Parents as they will gain an insight about the problems faced by their children, their interactions and take positive measures to motivate their children to enhance learning experiences

Findings of the study:

The student preferences about online v/s traditional education were assessed using a questionnaire. Following is the question-wise analysis:

1) I feel comfortable using mobile/computer applications for my online class.
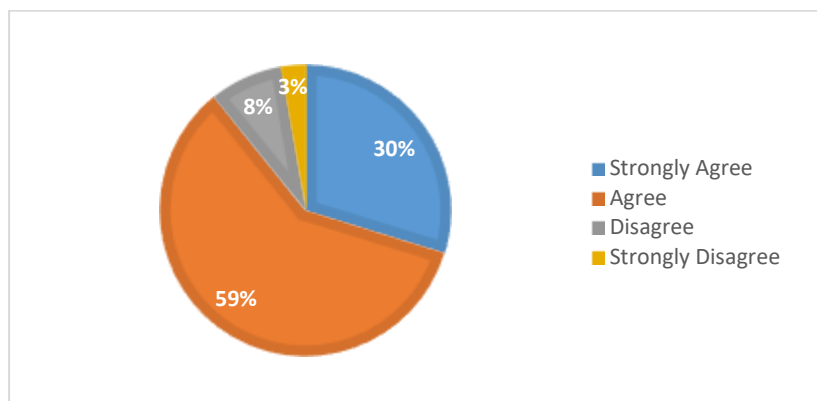
Interpretation: In the above graph, 30% students strongly agree that they feel comfortable using mobile/computer applications for their online class, 59% students agree to be comfortable using mobile/computer applications for their online class, only a few percent students Disagree and strongly disagree to the statement.

2) I find it easy to access uploaded videos, pause and rewind a video as per my need and ability.
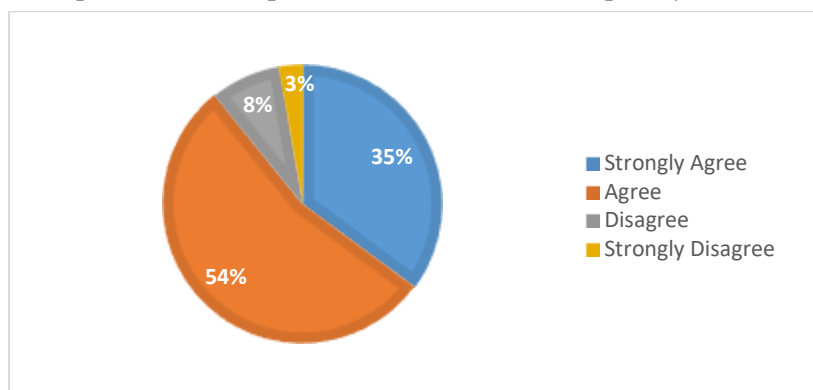
Interpretation: In the above statement, 35% students strongly agree that they can access the uploaded videos

also they can pause and rewind a video as per their need and ability, 54% students agree that they find it easy to access the videos, only a few percent students Disagree and strongly disagree to the statement.

3) I find it difficult to understand subjects like physics and chemistry because of lack of access to the required scientific apparatus.
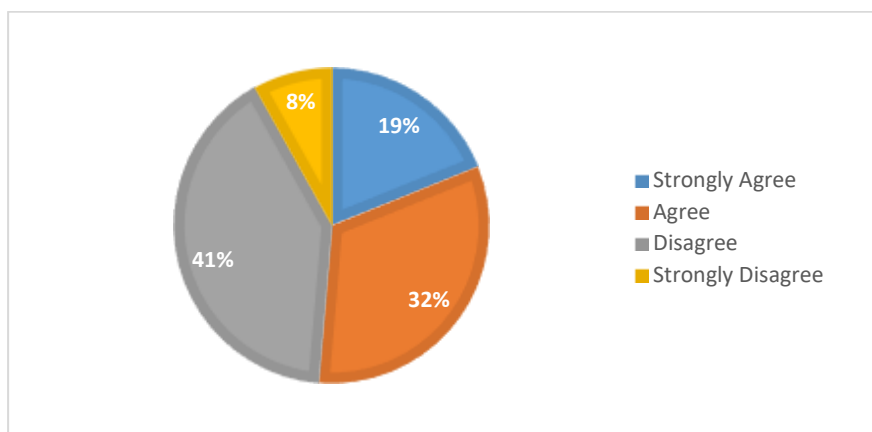
Interpretation: In the above statement, 19% students strongly agree that they find it difficult to understand subjects like physics and chemistry, 32% students agree that they find it difficult to understand subjects like physics and chemistry, 19% students Disagree to the statement and only 8% strongly disagree to the above statement.

4) In online classes, I feel connected with the teacher and I feel free to ask my teacher for help when I can't understand a concept taught in the class.
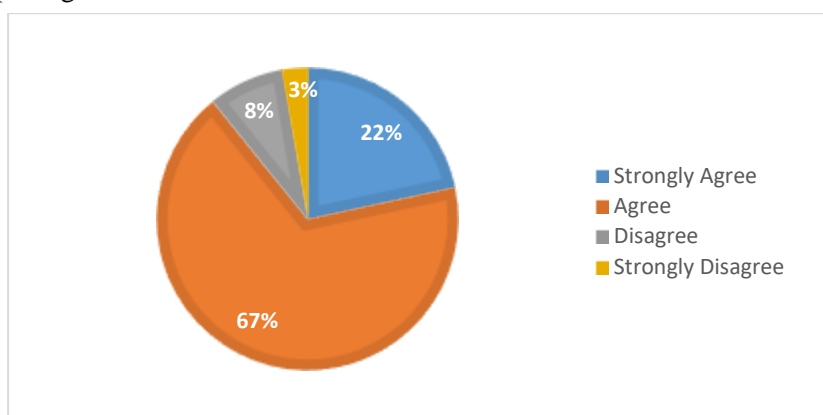
Interpretation: In the above statement, 22% students strongly agree that they feel connected with the teachers in the online class and also they can freely ask doubts if they have not understood anything, 67% students agree to the above statement while 8% students disagree with the statement and only 3% student strongly disagree to the above statement.

5) I am able to cope up with the speed of the teacher in my online class.

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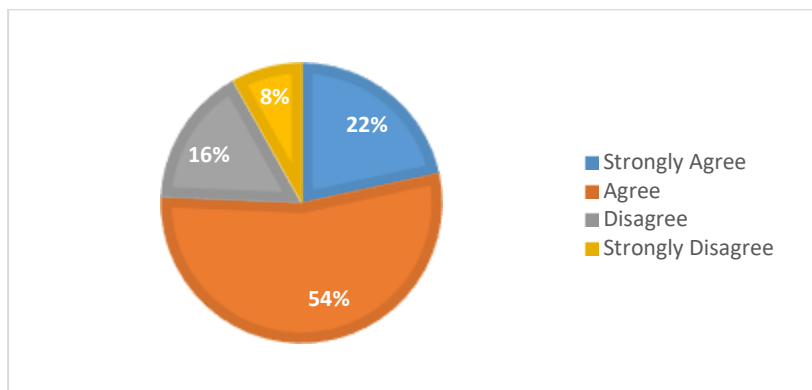
Interpretation: In the above statement, 22% students strongly agree that they are able to cope up with the speed of the teacher in online class, 54% students agree to the above statement while 16% students disagree with the statement that they are able to cope up with the speed of the teacher in online class and 8% students strongly disagree to the above statement.

6) I feel that the absence of a supervisor makes it easier to copy in an online exam than in a physical test.
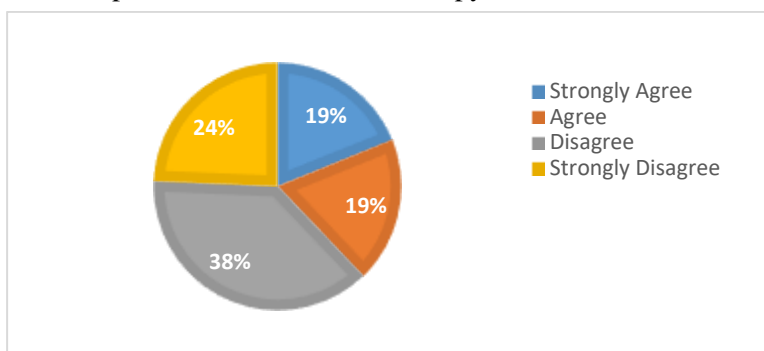
Interpretation: In the above statement, 19% students strongly agree that absence of a supervisor makes it easier to copy in an online exam than in a physical test, 19% students agree to the above statement while 38% students disagree with the statement that absence of a supervisor makes it easier to copy in an online exam than in a physical test and 24% students strongly disagree to the above statement.

7) I feel that technology makes it more convenient to copy in an online exam.
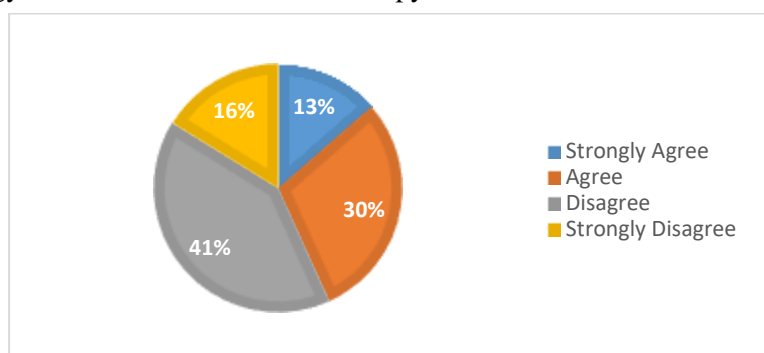
Interpretation: In the above statement, 13% students strongly agree that technology makes it more convenient

to copy in an online exam, 30% students agree to the above statement while 41% students disagree with the statement that technology makes it more convenient to copy in an online exam and 16% students strongly disagree to the above statement.

8) I feel an increased amount of pressure when it comes to meeting deadlines and giving an exam from home.
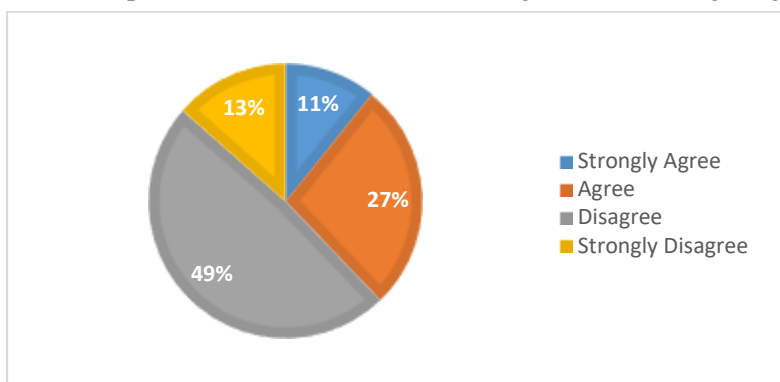
Interpretation: In the above statement, 11% students strongly agree that they feel an increased amount of pressure when it comes to meeting deadlines and giving an exam from home, 27% students agree to the above statement while 49% students disagree with the statement and 13% students strongly disagree to the overhead statement.

9) I find it difficult to submit my assignments on time in an online classroom.
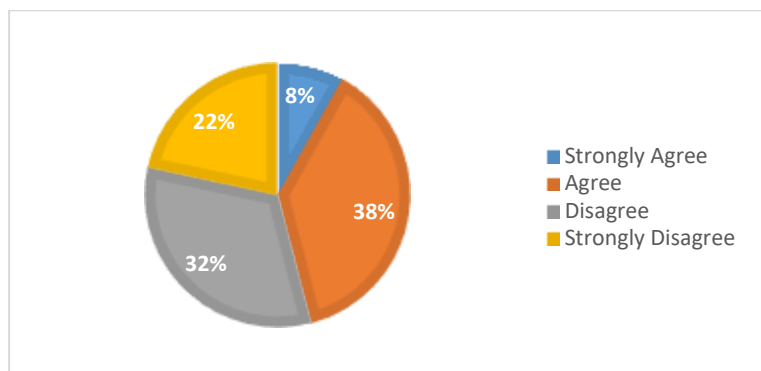
Interpretation: In the above statement, 8% students strongly agree that they find it difficult to submit their assignments on time in an online classroom, 38% students agree to the above statement while 32% students disagree with the statement that they find it difficult to submit their assignments on time in an online classroom and 22% students strongly disagree to the above statement.

10) Online Education has adverse effects on the eyesight and overall health of students as well as teachers.
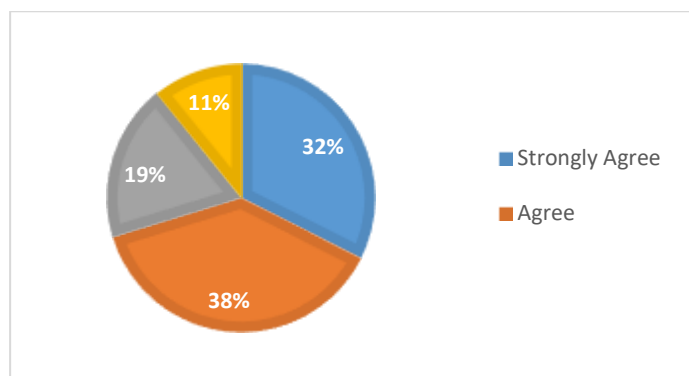
Interpretation: In the above statement, 32% students strongly agree that Online Education has adverse effects on the eyesight and overall health of students as well as teachers, 38% students agree to the above statement while19% students disagree that the Online Education has adverse effects on the eyesight and overall health of students as well as teachers and 11% students strongly disagree to the above statement.

Findings and Discussion:

The findings shows that majority of the students are comfortable using mobile/computer applications for their online class. Which shows that Students are very much comfortable in using their electronic gadgets for their online class. Very few students find it difficult to use the gadgets. Also majority of the students can access the videos and pause and rewind it as per their need. Also, ease of meeting deadlines for assignments and giving exams from home is preferred by most of the students. The findings also suggest that most of the students feel connected with the teachers in the online class and can clear their doubts during the lecture. They also are able to cope with the speed of the teachers in online class. This shows that students prefer online learning as they can learn through it by their own.

It is also evident that most of the students find it difficult to understand physics and chemistry due to lack of access of the required scientific apparatus. Very few students find it easy to understand these subjects without the scientific apparatus. Here, most of them feel it necessary to have traditional classroom. The graph shows that most of the students don't agree with the statement and feel that it does not makes easy to copy in absence of teacher in online class. Also majority of the students feel that technology does not make easy to copy. The findings show that most of the students feel that Online Education has adverse effects on the eyesight and overall health of students as well as teachers. Hence, students find traditional learning more convenient.

Conclusion:

The findings of the study suggest a mixed opinion of students in terms of their preference for online or traditional mode of education. In case of use of gadgets or technology for learning, assignments and examinations and ability to connect with the teachers on an online platform, majority of students prefer the online mode. Whereas in case of practicum and difficult subjects, health reasons concerning eyesight etc, students prefer the traditional mode of education. Thus a good blend of online and traditional education may benefit the overall development of the students.

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A STUDY OF SCHOOL-COLLEGE TRANSITION OF JUNIOR COLLEGE STUDENTS IN RELATION TO THEIR ACADEMIC SELF-EFFICACY

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Abstract:

The transition of a student from a secure, familiar and disciplined environment of a school to the unknown, unfamiliar environment of a college can be difficult. Such a difficulty could hamper a student's adjustment to the new environment, make him/her insecure and could also influence his/her studies negatively. This led to the researcher undertake the present study of junior college students with the objective of ascertaining their school-college transition in relation to their academic self-efficacy. The sample included 472 students including 280 girls and 192 boys from junior colleges situated in Thane and Navi Mumbai. The sample was selected randomly. The researcher, Sindhu (2020) developed the School-College Transition Scale and a known, Asharaf (2006) has developed the Academic Self-Efficacy Scale. The study found a substantial relationship between school-college transition in relation to their academic self-efficacy with 61.75% variance in school-college transition being associated with their academic self-efficacy. It implies that higher the academic self-efficacy of a student, better will be his/her transition to college from school.

Key Words: Transition, Academic Self-Efficacy, Substantial Relationship

Background:

Beck, M. (1986) quotes, "Any transition serious enough to alter your definition of self will require not just small adjustments in your way of living and thinking but a full-on-metamorphosis." truly states that it takes time for the students to adjust and adapt to the different changes happening when they go through high school- college transitions.

Many significant differences exist between college and high school, some noticeable while others are less. For example, college is the first setting where educators anticipate that students will be adults. Nearly all of the game's rules, which the student had spent the previous 13 years of schooling meticulously learning and mastering, are either abandoned or significantly changed. The nature of the student-teacher interaction and the expectations for participation, initiative, drive, and intellectual growth all shift significantly. All of this takes place at a time when many young students are first gaining, a substantial amount of independence from their families and from the role of a child. A lack of content alignment between high school exit exams and the junior college entrance exams is one of the many troubling disconnects between high school and junior college.

These students are taken aback by how much more is expected of them in college coursework than in high school. For the first time, they are asked to think deeply, daily reflect over different matter, write extensively and accept

straight forward critiques of their work. For some students there is a vast disconnect between their expectations regarding the junior college and the reality of their experiences. Students may not realize that what was expected of them in high school will differ greatly in college. It is this lack of understanding of the different expectations that can lead students to struggle academically, and can affect adjustment. Academic self-efficacy, on the other hand is the conviction that a person can successfully complete specific activities, which typically has a favourable impact on his or her own behaviour. And, self-efficacy denotes that we have the ability to control our behaviour in the long run, thereby facilitating the anticipated transition from high school to college.

Need of the Study:

Many of them confuse academic self-efficacy with self-efficacy and self-esteem. Academic self-efficacy refers to the student's belief in their abilities to succeed academically, as well as their confidence in their capacity to carry out fictitious tasks and have a thorough understanding of the subject matter. But when the review of the literature was done, the researcher noted that there are very few researches done abroad and none could be located in India related to the effect of the transition of high school-college on the academic self-efficacy of the junior college students. Hence, in the present study, the researcher is keen to conduct a study on the effect of the transition from high school-college on the academic self-efficacy of junior college students.

Objective of the Study :

To study the relationship of the academic self-efficacy factor with the school-college transition of junior college students.

Hypothesis of the Study:

Research Hypothesis:

There is a significant relationship between school-college transition and the academic self-efficacy of junior college students.

This research hypothesis was written in null form as follows so as to test it statistically:

Null Hypothesis:

There is no significant relationship between school-college transition and the academic self-efficacy of junior college students.

Methodology of the Study:

The present study was descriptive research of the correlational and causal-comparative types. It aims to study the academic self-efficacy of Junior college students in relation to their school-college transition.

Sample:

The present study included 472 junior college students. It included 280 females and 192 males. The study used a three-stage sampling technique. In the first stage, Junior Colleges were selected through stratified random sampling wherein the strata were Thane and Navi-Mumbai. In the second stage, the sampling technique was stratified random sampling and the strata were private-aided and private-unaided colleges. In the third stage, junior college students were selected from these colleges using simple random sampling procedures. The data

was collected from students of junior colleges situated in Thane and Navi Mumbai affiliated with the University of Mumbai.

Data Analysis:

The researcher adopted two types of analysis of data. They are descriptive analysis and inferential analysis.

DESCRIPTIVE ANALYSIS OF ACADEMIC SELF-EFFICACY (ASE)

The following Table 1 shows the measure of central tendency namely, mean, median, and mode and measures of variability namely, SD, Skewness & Kurtosis of Academic Self Efficacy (ASE) of the Total Number of Junior College Students (TNJCS).

Table 1 : DESCRIPTIVE STATISTICS OF THE ASE OF THE TNJCS

SAMPLE	MEAN	MEDIAN	MODE	SD	SKEWNESS	KURTOSIS
TNJCS	134.96	135	134	6.18	0.29	2.78

The sample selected is representative of the population. The distribution is slightly positively skewed for TNJCS. The kurtosis for TNJCS is 2.78, hence the distribution is said to be slightly platykurtic.

Fiduciary Limits:

The following Table 2 shows the standard error (SE) and the fiduciary limits (FL) of the mean and the standard deviation (SD) of the ASE of the TNJCS.

TABLE 2 : SE AND FL OF MEAN AND SD OF ASE

SAMPLE	SE OF MEAN	FL of MEAN at 0.95 Level	SE OF SD	FL of SD at 0.95 Level
TNJCS	0.29	[134.39, 135.53]	0.21	[5.78, 6.58]

The SE of mean ASE for TNJCS is 0.29. The fiduciary limit of the mean for TNJCS is 134.39 to 135.53 at 0.95 level. This indicates that the population mean of ASE for TNJCS lies between 134.39 and 135.53 with the probability of 0.95.

The SE of SD is 0.21 for TNJCS and the fiduciary limits of the SD is from 5.78 to 6.58 at 0.95 level which means that the population SD for TNJCS lies between 5.78 and 6.58 with the probability of 0.95.

Inferential analysis involved the use of statistical techniques to arrive at conclusions about the nature of the data.

Testing of Hypothesis:

H_1: The research hypothesis states that there is a significant relationship between academic self-efficacy and school-college transition of junior college students.

H_0: The null hypothesis states that there is no significant relationship between academic self-efficacy and school-college transition of junior college students.

The technique used to test this hypothesis was the coefficient of correlation.

The following table 3 shows the relevant statistics between the ASE scores and SCT scores of junior college students.

TABLE 3 : RELEVANT STATISTICS FOR RELATIONSHIP BETWEEN ASE AND SCT SCORES OF JCS

VARIABLES	N	MEAN	SD	'r'	df	Coefficient of Determination	P
ASE	447	134.96	6.18	0.79	445	61.75%	<.0001

SCT	447	5.97	11.11				

Interpretation:

Table 3 shows that junior college students' academic self-efficacy differs on the basis of their school-college transition. From the preceding table it is seen that the obtained 'r' for SCT and ASE is significant (P<0.0001). Hence the null hypothesis is rejected.

Conclusion:

The 'r' between SCT scores and ASE scores of JCS is 0.79 which is significant, positive and substantial in magnitude. Thus, the null hypothesis is rejected. It may be concluded that higher the academic self-efficacy of students, better will be the school-college transition of junior college students. 61.75% of the variance in school-college transition is associated with their academic self-efficacy.

The following figure shows the proportion of variance in school-college transition is associated with their academic self-efficacy.
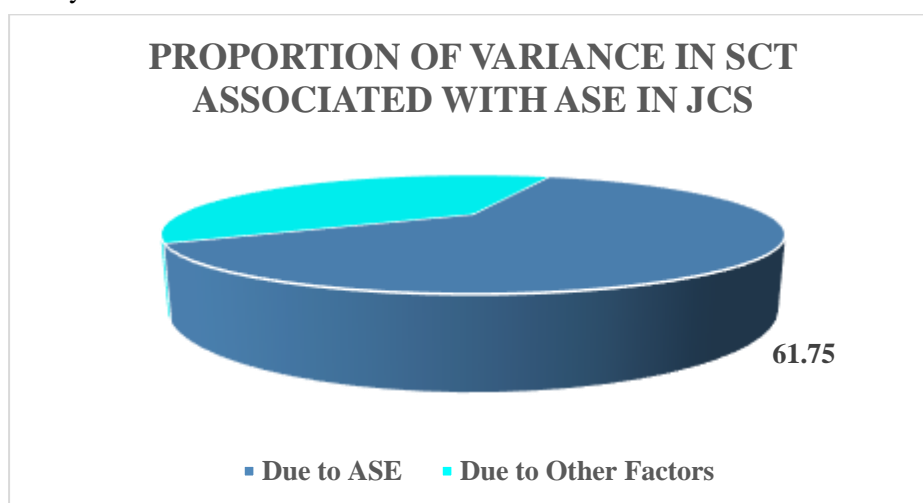
FIGURE 1

Discussion:

A significant relationship is seen between ASE and SCT. Students strive just as hard to get access to quality education and persistently seek clarity regarding not only the courses they choose for themselves to study right now but also about the vast majority of future endeavors that will aid in making their course of academic learning more fruitful. Academic self-efficacy is the conviction that a person can complete an academic task at a particular level or reach a particular academic objective (Bandura, 1997). According to Sharma (2020), self-efficacy is the belief that one can successfully plan and carry out a course of action in order to solve a problem or finish a task. This definition is based on the self-efficacy theory (Bandura, 1977). According to self-efficacy theory, task difficulty may have an impact on how strong academic self-efficacy is. According to recent studies, those with high self-efficacy approach tough activities with a sense of serenity, while those with low self-efficacy could

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perceive work as overwhelming. "Learning is not achieved by chance," as Adams (2009) famously said, "it must be searched for with ardour and attended to with devotion." Every student who chooses to attend college in order to further their academics must be eager to continue learning. The student's confidence in his academic talents, as mentioned, may inspire him to persevere in order to learn and perform better in college. Academic self-efficacy refers to the student's belief in their abilities to succeed academically, as well as their confidence in their capacity to carry out fictitious tasks and have a thorough understanding of the subject matter. Academic self-efficacy refers to a person's conviction that they can successfully complete a specific educational task or achieve a particular academic level. So, junior college students having high academic self-efficacy are found to have a smoother transition from school to college.

Implications of the Study:

The present study analysed the academic self-efficacy factor influencing the school-college transition. This study will be helpful to the students of junior college to know and have belief in their abilities to succeed confidently using their capacities to carry academic tasks efficiently to help them understand themselves more appropriately, which will enable them in a successful transition process from school-college.

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TREND IN RECONSTRUCTING THE HIGHER EDUCATION FOR SUSTAINABILITY: STUDENTS' AND TEACHERS' PERSPECTIVE IN THE ERA OF NEO-LIBERALISM

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Abstract:

This paper explores trend in reconstructing the higher education for sustainability: students' and teachers' perspective in the era of neo-liberalism. Study reveals different realm and possibilities like teachers' availability, job-related skills, competition, higher enrolment, conducive environment, and privatisation. In higher education this all are not a new terms in India. However, since India started grab the neoliberal policies in 1991, the objectives of higher education in India have increasingly shifted from philanthropy to profit-making. The present study took survey method of quantitative approach is used. Total sample comprises of 486 students and 46 teachers altogether 532 no. of sample surveyed. Three-stage sampling technique was used to select the samples. From HEIs from entire Navi Mumbai area. The attempt made to show how the trend in reconstructing higher education system in India is gradually changing to achieve its United Nations (UN) Sustainable Development Goals (SDG) commitments by 2030.

Key Words: Neo-Liberalism, Higher Education

Background: The term neoliberal implies a policy relating to or denoting a modified form of liberalism tending to favour free-market capitalism.

Neoliberalism: The term in English was first used by the French economist Gide (1898) to describe the economic beliefs of the Italian economist Pantaleoni. The term "néo-libéralisme" previously existed in French. Neoliberalism is a policy model aimed at bridging politics, social studies and economics and seeks to transfer control of economic factors to the private sector from the public sector.

Neoliberalism in Higher Education: Neoliberalism manifests in three major trends in higher education: privatization, commercialization and corporatization (Kezar, 2004). Neoliberal economic policies in higher educations are characterized by the growth of capitalist and corporate influence (Apple, 2000; Chomsky, 1998; Rhoades, 2003). "In the neoliberal model, higher education is ideally integrated into the system of production and accumulation in which knowledge is reduced to its economic functions and contributes to the realization of individual economic utilities" (Morrow, 2006) .

Sustainability In 1987, the United Nations Brundtland Commission defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs."

Education for sustainable development (ESD) is UNESCO's education sector response to the urgent and dramatic challenges the planet faces. ESD allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Three pillar of ESD environmental, social and economic.

Need of the Study: A review of the literature indicates that very little attention is given on the research area, namely, students' and teachers' perspectives on neo-liberalism in HE in the Indian context. A few studies conducted on teachers' availability, job-related skills competition and higher enrolment, conducive environment, privatisation in relation to ESD. There is a dearth of research studies on neo-liberalism in HE with a specific focus on students' and teachers' perspectives. Hence the researcher has decided to explore this hither to unexplored area.

Objective of the Study:

(a) To compare students' and teachers' opinion about the statement "Nowadays, students are consumers of education. Hence, teachers need to be available whenever students need them."

(b) To compare students' and teachers' opinion about the statement "In the present context, higher education gives importance to developing job-related skills in students rather than values"

(c) To compare students' and teachers' opinion about the statement "Competition between higher education institutions is more about the higher enrolment rather than actual learning outcomes."

(d) To compare students' and teachers' opinion about the statement "Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution."

Hypothesis of the Study: The study was conducted with the following hypothesis:

(a) Research Hypothesis 1: H_{11}: There is a significant difference in the students' and teachers' opinion about the statement "Nowadays, students are consumers of education. Hence, teachers need to be available whenever students need them."

(b) Null Hypothesis 1: H_{01}: There is no significant difference in the students' and teachers' opinion about the statement "Nowadays, students are consumers of education. Hence, teachers need to be available whenever students need them."

(c) Research Hypothesis 2: H_{12}: There is a significant difference in the students' and teachers' opinion about the statement "In the present context, higher education gives importance to developing job-related skills in students rather than values"

(d) Null Hypothesis 2: H_{02}: There is no significant difference in the students' and teachers' opinion about the statement "In the present context, higher education gives importance to developing job-related skills in students rather than values"

(e) Research Hypothesis 3: H_{13}: There is a significant difference in the students' and teachers' opinion about the statement "Competition between higher education institutions is more about the higher enrolment rather than actual learning outcomes."

(f) Null Hypothesis 3: H_{03}: There is no significant difference in the students' and teachers' opinion about the statement "Competition between higher education institutions is more about the higher enrolment rather than actual learning outcomes."

(g) Research Hypothesis 4: H_{14}: There is a significant difference in the students' and teachers' opinion about

the statement "Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution."

(h) Null Hypothesis 4: H_{04}: There is no significant difference in the students' and teachers' opinion about the statement "Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution."

Methodology of the study: The main aim of research is, study trend in reconstructing the higher education for sustainability: students' and teachers' perspective in the era of neo-liberalism. The present study is aimed at ascertaining the differences between students' and teachers' perspectives in the era of neo-liberalism about trend in reconstructing the higher education for sustainability: Therefore, the study will use the causal-comparative method.

Sample: In the present study, the survey method of quantitative approach is used. Total sample comprised of 486 students and 46 teachers. Sample selected consisted of boys and girls from degree colleges affiliated to the University of Mumbai. Three-stage sampling technique was used to select the samples. At the first stage, HEIs was selected from entire Navi Mumbai area. There are seven nodes in Navi Mumbai area like, CBD Belapur, Vashi, Nerul, Koparkhairane, Ghansoli, Sanpada and Airoli. At the second stage, HEIs using stratified sampling technique. At the third stage, students and teachers were selected from these selected HEIs using simple random sampling technique.

Data Analyses:

Objective 1: To compare students' and teachers' perspectives on neo-liberalism in higher education regarding "Nowadays, students are consumers of education. Hence, teachers need to be available whenever students need them."

Research Hypothesis 1: H_{11}: There is a significant difference in the students' and teachers opinion about the statement 1 "Nowadays, students are consumers of education. Hence, teachers need to be available whenever students need them."

Null Hypothesis 1: H_{01}: There is no significant difference in the students' and teachers opinion about the statement 1 "Nowadays, students are consumers of education. Hence, teachers need to be available whenever students need them."

This null hypothesis was tested using the Chi-square test.

Following table shows the data about chi-square analysis of statement 1.

TABLE 1: CHI-SQUARE DATA ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT 1

Sample	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree.	Total
Students (S)	3 (0.62%)	20 (4.12%)	30 (6.17%)	254 (52.26%)	179 (36.83%)	486
Teachers (T)	1 (2.17%)	11 (23.91%)	9 (19.57%)	14 (30.43%)	11 (23.91%)	46
Total	4	31	39	268	190	532

Following table shows chi-square analysis about students' and teachers' opinion on statement 1.

TABLE 2:CHI-SQUARE STATISTICS ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT 1

Sr. No.	Statement	N		χ^2	df	P	S/NS
1.	Nowadays, students are consumers of education. Hence, teachers need to be available whenever students need them.	S	486	45.84	4	**<.0001**	S
		T	46				

Finding:

The obtained chi square statistics reveals that for the Statement No. 1 about students' and teachers' opinion is 45.84 and P<0.0001. Thus the null hypothesis is rejected in this case. It may be concluded that there is a significant difference in the opinion of the students and teachers about statement 1. 89.09% and 51.34% students and teachers respectively agree with this statement. This implies that only half the number of teachers agrees with the fact that teachers need to be available to students whenever students need them.

Objective 2: To compare students' and teachers' perspectives on neo-liberalism in higher education regarding "In the present context, higher education gives importance to developing job-related skills in students rather than values".

Research Hypothesis 2: $H_{12:}$ There is a significant difference in the students' and teachers opinion about the statement 2 "In the present context, higher education gives importance to developing job-related skills in students rather than values".

Null Hypothesis 2: $H_{02:}$ There is no significant difference in the students' and teachers' opinion about the statement 2 "In the present context, higher education gives importance to developing job-related skills in students rather than values".

This null hypothesis was tested using the chi-square test.

Following table shows the data about chi-square analysis of statement 2.

TABLE 3: CHI-SQUARE DATA ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT 2

Sample	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree.	Total
Students (S)	15 (3.09%)	47 (9.67%)	50 (10.29%)	241 (49.59%)	133 (27.37%)	486
Teachers (T)	0 (0.00%)	6 (13.04%)	6 (13.04%)	25 (54.35%)	9 (19.57%)	46
Total	15	53	56	266	142	532

Following table shows chi-square analysis about students' and teachers' opinion on statement 3.

TABLE 4: CHI-SQUARE STATISTICS ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT GIVEN BELOW

Sr. No.	Statement	N		χ^2	*df*	P	S/ NS
1.	In the present context, higher education gives importance to developing job-related skills in students rather than values.	S	486	3.35	4	>0.501	NS
		T	46				

Finding:

The obtained chi square statistics reveals for the Statement No. 2 about students' and teachers' opinion is 3.35 and P>0.501 which is more than 0.05. Thus, the null hypothesis is accepted in this case. It may be concluded that there is no significant difference in the opinion of the students and teachers about statement 2. 76.96% and 73.92% students and teachers respectively agree with this statement.

Objective 3: To compare students' and teachers' perspectives on neo-liberalism in higher education regarding "Competition between higher education institutions is more about the higher enrolment rather than actual learning outcomes."

Research Hypothesis 3: H_{13}: There is a significant difference in the students' and teachers' opinion about the statement 3 "Competition between higher education institutions is more about the higher enrolment rather than actual learning outcomes."

Null Hypothesis 3: H_{03}: There is no significant difference in the students' and teachers opinion about the statement 3 "Competition between higher education institutions is more about the higher enrolment rather than actual learning outcomes."

This null hypothesis was tested using the Chi-square test.

Following table shows the data about chi-square analysis of statement 3.

TABLE 5:CHI-SQUARE DATA ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT 3

Sample	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree.	Total
Students (S)	5 (1.03%)	33 (6.79%)	77 (15.84%)	261 (53.70%)	110 (22.63%)	486
Teachers (S)	0 (0.00%)	4 (8.70%)	8 (17.39%)	21 (45.65%)	13 (28.26%)	46
Total	5	37	85	282	123	532

Following table shows chi-square analysis about students' and teachers' opinion on statement 3.

TABLE 6: CHI-SQUARE STATISTICS ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT 3

Sr. No.	Statement	N		χ^2	df	P	S/ NS
1.	Competition between higher education institutions is more about the higher enrolment rather than actual learning outcomes.	S	486	1.85	4	>0.7633	NS
		T	46				

Finding:

The obtained Chi Square statistics reveals for the Statement No 3 about students' and teachers' opinion is 1.85 and P>0.7633 which is more than 0.05. Thus the null hypothesis is *accepted* in this case. It may be concluded that there is no significant difference in the opinion of the students and teachers about statement 3. 76.33% and 73.91% students and teachers respectively agree with this statement.

Objective 4: To compare students' and teachers' perspectives on neo-liberalism in higher education regarding "Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution."

Research Hypothesis 4: H_{14}: There is a significant difference in the students' and teachers opinion about the statement 4 "Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution."

Null Hypothesis 4: H_{04}: There is no significant difference in the students' and teachers opinion about the statement 4 "Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution".

This null hypothesis was tested using the Chi-square test. Following table shows the data about chi-square analysis of statement 4.

TABLE 7: CHI-SQUARE DATA ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT 4

Sample	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree.	Total
Students (S)	11 (2.26%	32 (6.58%	91 (18.72%)	257 (52.88%	95 (19.55%)	486
Teachers (T)	0 (0.00%	4 (8.70%	6 (13.04%)	27 (58.70%	9 (19.57%)	46
Total	11	36	97	284	104	532

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Following table shows chi-square analysis about students' and teachers' opinion on statement 4.

TABLE 8: CHI-SQUARE STATISTICS ABOUT STUDENTS' AND TEAHCERS' OPINION ON STATEMENT 4

Sr. No.	Statement	N		χ²	df	P	S/ NS
1.	Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution.	S	486	2.33	4	>0.6753	NS
		T	46				

Finding:

The obtained Chi Square statistics reveals for the Statement No. 4 about students' and teachers' opinion is 2.33 and P>0.6753 which is more than 0.05. Thus the null hypothesis is *accepted* in this case. It may be concluded that there is no significant difference in the opinion of the students and teachers about statement 4. 72.43% and 78.27% students and teachers respectively agree with this statement. Maintaining conducive environment in educational institutions is becoming a challenge due to growing privatisation in higher education institution

Conclusion:

The preceding analysis reveals that a large majority of the students feel that teachers need to be available to students whenever students need them as compared to teachers. However, there is no significant difference in students' and teachers' opinions about developing job-related skills in students, strong competition between higher education institutions being more about the higher enrolment rather than actual learning outcomes and maintaining conducive environment in educational institutions becoming a challenge due to growing privatisation in higher education institution.

Implication of the Study:

Therefore, reconstructing HE should focus on development of job-related skills in students, giving more importance to achievement of learning outcomes and thinking of ways to create a conducive environment in the institution despite challenges of privatisation.

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Original Research Article

GOOGLE MEET: A REMOTE COMMUNICATION TOOL FOR THE DIGITAL AGE

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Abstract:

At the time of this research being conducted, schools have practiced the online learning mode and are slowly fluctuating back from the traditional offline mode, and hence the difference between online and offline teaching can be noticed by the students as well as the school authorities. Students from kindergarten right up to grade ten have spent a lot of time sitting in front of tools, trying to study through this new mode of learning. While some believe that the unplanned and rapid move to online learning without any training and with little preparation will result in a poor user experience, others believe that a new hybrid model of education will emerge, with significant benefits. For those who do have proper access to the right technology, there is an indication that learning online can be more effective in a few ways. Some researchers have found that on average, students retain more material when learning online compared to only in a classroom. However, the effectiveness of online learning varies amongst age groups.

'Education is the passport to the future, for tomorrow belongs to those who prepare for it today'.   -Malcom X
The petrifying impact of COVID-19 has shaken the world to its core. The Covid-19 pandemic hit the world and suddenly everything went on an involvement. Overnight, everything changed for everyone, in every section of society. Educational Institutions were one of the many that needed to come up with an action so that the students could carry forward with their education. The formation of schooling and learning, including teaching and assessment methodologies, was the first to be influenced. Only a handful of private schools could adopt online teaching methods. Their low-income private and government schools, on the other hand, completely shut down for not having an approach to e-learning solutions as they could not afford it. The pandemic converted the traditional teaching model to technology-driven teaching. This disruption in the delivery of education pushed legislators to figure out how to drive engagement at scale while ensuring comprehensive e-learning solutions.

At the time this research was being conducted, schools have practiced the online learning mode and are slowly ever-changing back to the traditional offline mode, and hence the difference between online and offline teaching can visibly be noticed by the students as well as the school experts. Students from kindergarten right up to grade ten have spent a lot of time sitting in front of technology, trying to study through this new mode of learning. While some believe that the impulsive and speedy move to online learning without any education and with little preparation will result in a poor user experience, others believe that a new hybrid model of education will emerge, with significant benefits. For those who do have proper access to the right technology, there is evidence that

learning online can be more effective in a few ways. Some researchers have found that on normal, students retain more substantial when learning online compared to only in a classroom. However, the effectiveness of online learning differs amongst age groups.

Statement of Problem:

A study of the effectiveness of Google Meet eLearning tool on secondary school students.

Variables:

1. Google Meet

2. Students of Secondary

Conceptual Definition:

An understanding of the application of Google Meet to gain knowledge and continue learning during Online mode.

Operational Definition:

Effectiveness: the degree to which something is successful in producing a desired result.

e-Learning: "eLearning is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials."

Need of Study:

In 2019, when Covid 19' hit the world, the functioning of schools came to a halt. Education is the most important tool for one's success and hence parents as well as the authorities were in search of a way to continue with the process of education. In this case, Online Education was the only ray of hope and hence the online methods of teaching and learning were accepted by all.

Teachers and students both were new to this concept and thus the search for a good application to execute learning began. Various options were considered by different institutes. Teachers had to undergo several pieces of training as it was their first time doing Online teaching. The teaching methods changed.

Google Meet was considered by a majority of the institutes because of its easy use and the teaching comfort it provides. Meet enables teachers to share their screens to show videos, documents, PPTs, teaching content, online games, etc. It supports every app that the teacher wishes to share with her class through the screen share option. Teachers also have the liberty to share a full screen, a window, or a tab as per their choice. Students can clear their doubts or answer by raising their hands through the 'raise hand' option. Teachers and students can exchange their thoughts and actions through the audio and video options provided by Google Meet. It is viewed as the most convenient App to execute Online teaching effectively.

Aim of the Study:

To comprehend the effectiveness of the use of Google Meet in eLearning among secondary school students.

Objectives of the Study:

1. To study the effectiveness of ICT tools in E-learning.

2. To examine the difficulties faced by students in studying with the use of Google Meet during online learning.

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Scope and Limitations of the Study:

1. The study is conducted in the Mumbai Suburbs of Maharashtra.

2. The sample included individuals consisting of students of the Secondary Section from class VIII.

3. The sample included both boys and girls.

4. The sample included students from the SSC board only.

5. The sample included students from an English medium school only.

6. This study is delimited to the secondary section of class VIII and does not include Primary or College students.

7. This study does not include students from other boards of school education.

8. This study does not include schools from other vernacular medium schools.

Methodology:

For the present study, researchers followed the descriptive research design where the researcher used a questionnaire to gather data.

Sample:

The sample for this study was a total of 38 students of std. VIII of S.S.C Board students. The sample included both, boys and girls who filled out a questionnaire.

Tool of the Study:

The data of the present study was quantified by assigning scores tabulating and drawing graphs for analysis of data.
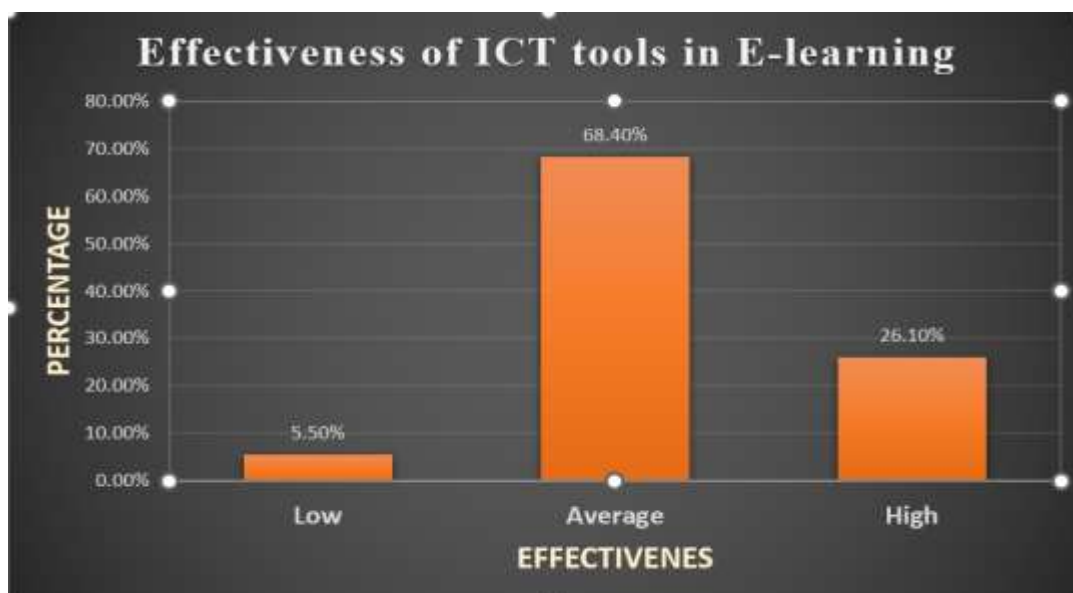
Interpretation:

The above graph makes it very clear that online learning has been effective during the pandemic. A very less amount, that is only 5.5% of students do not believe in the efficiency of ICT tools in online learning, while if we merge the positives, 94.5% of students have benefited from the use of ICT tools, Especially Google Meet.

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Findings of the Study:

The objectives set for the study were as follows:

1. To study the effectiveness of ICT tools in E-learning.

2. To examine the difficulties faced by students in studying with the use of Google Meet during online learning.

Objective 1 – Findings:

Concerning the first objective, it was found that many students find it a little difficult to concentrate for a longer time on the screen, though a majority of the students thought e-learning was effective. Through the research, the researcher could conclude that students could efficiently continue their education through E-learning. The effectiveness was high.

Objective 2 – Findings

Concerning the first objective, it was found that most of the students were comfortable studying through Google Meet. The various features provided by Google Meet are well used and they have benefitted a considerable number of students. Through this research, the researcher could conclude that Google Meet has been an easy-to-use and effective tool in e-learning.

Educational Implications:

The stakeholders of education, that is, the Board of Education, school, teachers, parents, and students can use the findings of this study to make E-learning effective for the learners.

The educational board can execute training programs for teachers using online tools to make the class interesting. Teachers can try to use a blended approach to teaching. They can use various online tools to make the class interactive and to ensure that the teacher is successful in attracting the attention of the students for a long time.

The students can use the tools to build up self-learning and try various ICT tools for future use.

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PERCEIVED STRESS AND ANXIETY AMONG SCHOOL STUDENTS DUE TO VIRTUAL LEARNING

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Abstract:

Due to the lockdown imposed during the pandemic, there was a shift from traditional classroom methods to virtual learning mode. The stress and anxiety level in students, the impact on their physical as well as mental health due to this virtual learning were some of the major concerns. The purpose of the research was to study the perceived stress and anxiety among students of standard IX due to virtual learning based on gender. Descriptive and survey method was used for this study. A 3-point rating scale prepared by the researcher was used to quantify the response. The findings of the study revealed that 42.1% of the students from the total sample have never felt nervous and stressed due to online mode of Instructions. Majority of the students were able to handle technology well without getting stressed. Most of them got the required emotional support from their parents and teachers during this virtual learning. The study shows that with time students were getting accustomed to this new normal.

Key Words: *Perceived Stress, Anxiety, virtual Learning.*

Introduction:

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world." – David Warlick

Virtual learning is an online learning environment that allows the teachers and students to communicate, interact, collaborate and explain ideas. Not everyone fits into the traditional school model and the online learning comes with the opportunities to meet the diverse needs of the students. In 2020, majority of the schools switched to online learning and that has had an impact on student's Academic growth. Virtual learning has made the students as well as the teachers more proficient with technology which is the need of the hour. As they continue to learn and study in an online world, they are bound to become confident and highly productive in using interactive online tools such as online tests, tools for homework; LMS, e-mail communications to teachers and fellow classmates, video and PowerPoint presentations by teachers. At the same time, this virtual experience can also have a profound impact on the physical as well as the mental health of the students. Increase in the screen times, an increase dependence on gadgets, decrease in physical activity, isolation, less physical communication is some of the negative aspects of virtual learning. For some of them, learning new virtual tools can be intimidating and stressful.

One of the major consequences of the COVID-19 pandemic has been a sudden disruption to the traditional

classroom learning. The schools had to make a transition from offline to virtual learning. It is necessary to embrace and adapt to this new way of teaching and to keep the focus on enhancing the learning achievements of the students. Virtual learning does not depend on the location and it opens innovative and new possibilities which can be incorporated into any educational format when students and teachers are fully resourced with 21st century technology. Amidst all this it is also important to assess the impact of virtual learning on the mental health of students. The stress and anxiety level in students due to distance mode was one of the major concerns.

Statement of the Problem:

A study of the Perceived Stress and Anxiety Among Students of Standard IX due to Virtual

Learning.

Objectives of the Study:

To study the Perceived Stress and Anxiety among students of Standard IX due to Virtual Learning.

Methodology of the Study:

The researcher has used Descriptive and Survey Method to carry out the research.

Sample:

The sample for the present study included 83 students from Std IX of Our Lady of Health, Sahar. Data was collected by Ms. Aswini Nair.

Sampling Technique: Convenience sampling technique was used.

Tool:

The researcher prepared a three-point Rating scale containing 14 item having - Never, Sometimes and Always as options.

Analysis of Data:

The researcher has used the Descriptive Analysis. Bar graphs and pie charts were used to represent the data.

Findings and Discussion:

Sr. No.	Question	Never	Sometimes	Always
1	Due to online mode of instruction, I have felt nervous and stressed.	42.1%	52.6 %	5.3 %
2	I am unable to manage time which makes me anxious about my performance.	60.5 %	36.8 %	2.7 %
3	I am worried about the cost involved in online mode of instruction.	52.6 %	36.8 %	10.5 %
4	Due to online mode of instruction, I often feel emotionally exhausted	57.9 %	34.2 %	7.9 %
5	My sleeping pattern has changed due to a change in school timings and that makes me irritable and annoyed.	52.6 %	36.8 %	10.5 %
6	Due to online mode of instruction, I have had very less time for Relaxation.	55.3 %	31.6 %	13.2 %
7	I am not very good with technology and that makes me feel inferior.	47.4 %	44.7 %	7.9 %

8	I often feel upset that online learning has distanced me from my classmates.	34.2 %	26.3 %	39.5%
9	I feel like my opinions are not heard out during a lecture due to online mode and that makes me disinterested.	68.4 %	28.9 %	2.7 %
10	I get enough emotional support from my parents during online learning	21.1 %	26.3 %	52.6 %
11	I get enough emotional support from my teachers during online teaching.	21.1 %	31.6 %	47.4 %
12	I find it stressful to learn new online tools and virtual platforms.	44.7 %	47.4 %	7.9 %
13	I feel restless and find it difficult to sit still for the online classes	50 %	39.5 %	10.5 %
14	I feel lonely and I worry about my future	44.7 %	28.9 %	26.3 %

This study was conducted with the sole purpose of understanding how this Virtual learning can have an impact on the students in terms of the perceived levels of stress and anxiety. When it comes to virtual learning, technology is an irreplaceable and a major component of virtual learning. It was assumed that many students had a low digital literacy level, considering that they were more accustomed to traditional teaching methods which primarily focused on physical resources. But the results shows that majority were able to cope up with this emerging need for enhanced use of technology. The lectures were conducted through online mode, but the students eventually got familiar with the basic use of the virtual platforms. The younger generation were more habituated with using mobile phones and laptops from a very young age, which might be the prime reason that they were comfortable with using technology for their everyday lectures.

The fact that many schools have been considerate and supportive as the children were new to this mode of learning has also helped them in many ways. The schools are providing G suite ID which gives unlimited storage and other benefits which can be highly useful to the students. Majority of the students agreed to the fact that they had got an emotional support from their teachers. The school had made provisions and accommodated the school timings, lecture schedules, duration of lectures, frequency of lectures considering the new mode of learning. If the school timings would have been like the regular physical classroom timings, it would have been very tiring for the students as virtual learning debars them from any form of physical activities. Students hardly felt restless or disinterested in the lectures despite the use of virtual mode. But many have felt distanced from their classmates and this has often made them feel upset. To make sure that the students interact with their classmates, more group projects, collaborative learning can be encouraged to keep them engaged in learning with their peers and feel less distanced. There have been studies conducted on how the home environment can have an impact on the virtual learning as a conducive environment is needed to stay focused during the lectures.

The results of this study shows that the parents were emotionally supportive throughout. Majority of the students seem to have a sound financial background as they were not very worried about the cost involved in virtual learning. Education should not be considered as a privilege instead a right that every child should have, irrespective of their financial status, background, disabilities, gender, etc. The needs of the children from marginalized society should not be overlooked upon as even during the pandemic there were articles about the

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children of migrant workers who were deprived of basic Education. Such issues should not be ignored instead it needs to be addressed and special provisions should be made for them. The Education policies should focus on bridging this gap and making Education accessible to each and every child.

Conclusion:

"Education is the most powerful weapon we can use to change the world." - Nelson Mandela. The power of Education cannot be overlooked upon but at the same time each and every child has the right to Education. The unfortunate COVID-19 situation had brought the physical classroom teaching to a complete standstill. Distance Education, Open learning has all been a part of this Education system in the recent years, but in the year 2020, the regular mainstream schools switched to Virtual learning.

Virtual learning has its own pros and cons. At the time of need it was the only alternative that could help the schools to continue teaching. Fortunately, the virtual learning has not had a profound impact on the stress and anxiety level of majority of the students but the ones who are facing mental exhaustion should be given a helping hand. The schools should implement and conduct various stress buster activities and stress management workshops, easily approachable counsellors should be appointed and there should be provisions for an early detection of stress and anxiety among the young students so as to avoid any hinderance in their learning achievements. Virtual learning has made learning together possible even when we are miles apart!

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ENHANCING WELL- BEING THROUGH POSITIVE EDUCATION PROGRAMME

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Abstract:

Good psychological health is an indicator of the overall well-being of a person. In today's times, well-being of people is at stake. Post pandemic there is higher risk of psychological problems due to the stressful environment, poverty, unemployment, debt, diet, bereavement of losing someone close, etc. All this adversely affects well-being of young students. Schools need to intervene to help students cope with such situation and equip them with knowledge and skills that promote well- being. Positive education is an approach to education that brings together well- being skills with academic learning. This study aims to ascertain the magnitude of the effect size of the positive education programme on academic resilience, psychological well- being and self- efficacy of pre-service teachers. The positive education intervention programme of 30 hours was developed for this purpose. The participants included in the study were 46 and 48 preservice teachers in control and experimental group respectively. The findings of the study reveal that the effect size of the treatment, i.e. positive education intervention programme on academic resilience and psychological well- being of pre-service teachers is high in magnitude. Whereas the effect size of the treatment, i.e. positive education intervention programme on teacher self- efficacy of pre-service teachers is moderate in magnitude.

Key Words: *Positive education programme, Academic Resilience, Psychological well- being, Teacher self-efficacy.*

Introduction:

The overall well- being of a person is not only about good physical health, but it is also importantly about psychological health. In case of physical health problems, professional help is sought. However, in case of psychological issues, there is a stigma attached to it. This deters people from acknowledging problems related to mental health and further seek any kind of help or support for such problems. But psychological health is as important as physical health. Good psychological health is an indicator of overall well- being of a person.

In today's times, well- being of people is at stake. Stress, anxiety, overwork, burnout, etc. commonly characterizes life of a human being. Students at school often face stress and anxiety about their academics, they face peer pressure, etc. Post pandemic there is higher risk of such psychological problems due to the stressful environment, poverty, unemployment, debt, diet, bereavement of losing someone close, etc. All this adversely affects well- being of young students. Schools need to intervene to help students cope with such situation and equip them with knowledge and skills that promote well- being.

Well- being is not only about feeling good momentarily, but it is about doing well in life and functioning well. As per Eudaemonic philosophy well- being is about living well and doing well. Thus, well- being as per

eudemonic viewpoint is about cultivation of personal strengths and contribution to a greater good, acting in accordance with one's inner nature and deeply held values (Waterman 1984 as cited in Ryff 1989), the realization of one's true potential (Ryff and Keyes 1995), and the experience of purpose or meaning in life (Ryff 1989). The field of positive psychology demonstrates experiencing well- being not just by feeling positive emotions but by experiencing meaning in life.

When principles of positive psychology are applied to the filed of education, it brings us to the area of positive education. Positive education is an approach to education that brings together skills of academic and character development. It is about combining well- being skills with academic learning. Thus it is defined as education for both traditional skills and happiness. Positive education entails educating students on certain life skills like resilience, character strengths, optimism, and growth mind-set among others.

Rationale of the Study:

There is bias among people towards physical health, they know to take care of their physical health. But same is not the situation in case of psychological health. Eating healthy food, maintaining oral hygiene, resting, etc are the efforts taken towards maintaining good health in physical aspect. But what about psychological health?

There is lack of knowledge and skills among people to take care of psychological aspect of their personality. Thus there is a need to integrate these skills in the curriculum so that students are equipped with knowledge and skills to upkeep their own well- being. If teachers' capacities are built, then through direct and indirect ways they will contribute towards the development of the well- being skills in students. Positive Education Programme is an approach to education that focusses not only on academic learning, but enhancement of well- being skills. Positive Education Programme was developed to study its outcome on pre-service teachers.

In the present study, an attempt is made to ascertain the magnitude of the effect size of the positive education programme on the following variables:

- Academic Resilience (ARS)
- Psychological Well- being (PWB)
- Teacher self- efficacy (TSES)

Objective of the study:

To compute the effect size of the Positive Education Programme, Socio- Economic Status, Faculty of Graduation and Marks at Graduation on the following variables:

a) Academic Resilience

b) Psychological Well-being

c) Teacher Self- efficacy

Methodology of the Study:

In present research, quasi experimental design of the pre-test post-test, non-equivalent groups type is used.

It can be described as follows: The pre-test-post-test non-equivalent groups design

O1 X O2

O3 C O4

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Where, O1 and O3 = Pre-test Scores O2 and O4 = Post- test Scores X: Experimental Group C: Control Group.

Sample of the Study:

In the present study, the sample has been selected consisting of one intact class each of S. Y. B. Ed. students from two different colleges of education situated in the Greater Mumbai. The study adopted a two-stage sampling technique. At the first stage, colleges were selected using a simple random sampling technique (lottery method). At the second stage, students were selected from these two colleges using the cluster sampling technique. The experimental group comprised of 48 student- teachers and the control group consisted of 46 student- teachers.

Tools of the Study: In the present study the following tools were used by the researcher to collect data:

1. Academic Resilience Scale (D'souza and Pandya, 2017)

2. Psychological Well-being Scale (Ryff, 1989)

3. Teachers' Sense of Efficacy Scale (Tschannen- Moran & Hoy, 2001)

4. Socio- Economic Status Inventory (Patel, 1997)

Intervention Programme:

The positive education intervention programme was conducted in the experimental group. The positive education intervention programme comprised of five modules namely, resilience, positive emotions, positive relationships, character strengths and meaning in life. The duration of the programme was of 30 hours. Each module of the programme was divided into sessions. Every session was further divided into some activities.

Data Analysis and interpretation:

The data analysis deals with computation of the effect size of the Positive Education Programme, Socio-Economic Status (SES), Faculty of Graduation (FOG) and Marks at Graduation (MAG) on the following variables:

- Academic Resilience (ARS)
- Psychological Well- being (PWB)
- Teacher self- efficacy (TSES)

In order to calculate the effect size of the positive education programme on the dependent variables Wolf's formula was applied. This helped in finding the effectiveness of the treatment on the dependent variables viz, academic resilience, psychological well-being and teacher self- efficacy.

Wolf's formula is as follows: $D = M_E - M_C / SD_C$

Where, M_E = Mean of the experimental group

M_C = Mean of the control group

SD_C = Standard deviation of the control group

The criteria for judging the effect size as given by Wolf is as follows:

Value	Effect size
>0.2,	No Effect
0.2- 0.4	Low Effect
0.4- 0.8	Moderate Effect
<0.8	High Effect

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Table 1 shows the effect size of the positive education programme on the dependent variables.

TABLE 1

EFFECT SIZE OF THE POSITIVE EDUCATION PROGRAMME ON THE DEPENDENT VARIABLES

Independent/ Moderator variables / Dependent Variables	Treatment	SES	FOG	MAG
ARS	1.21	1.23	1.18	1.21
PWBS	1.30	1.38	1.28	1.33
TSES	0.79	0.81	0.77	0.79

The effect size of the treatment, i.e. positive education intervention programme on Pre- service teachers' academic resilience was found to be 1.21 which is high in magnitude. Thus, it can be concluded that the positive education intervention programme has a high effect on academic resilience of pre-service teachers. The effect of SES, FOG and MAG on academic resilience of pre-service teachers is 1.23, 1.18 and 1.21 respectively which is high in magnitude.

The effect size of the positive education intervention programme on psychological well- being of pre- service teachers was found to be 1.30 which is high in magnitude. Thus it can be concluded that the positive education intervention programme has a high effect on psychological well- being of pre-service teachers. The effect of SES, FOG and MAG on psychological well-being of pre service teachers is 1.38, 1.28 and 1.33 respectively which is high in magnitude.

The effect size of the positive education intervention programme on teacher self- efficacy of pre- service teachers was found to be 0.79 which is moderate in magnitude. It is worth noting that the effect size of TSES is just 0.01 less than the score required for high effect. Thus it can be concluded that the positive education intervention programme has a moderate effect on teacher self- efficacy of pre-service teachers. The effect of SES on teacher self- efficacy of pre service teachers is 0.81 which is high in magnitude. The effect of FOG and MAG on teacher self- efficacy of pre service teachers is 0.77 and 0.79 respectively which is moderate in magnitude.

The Conclusion:

The effect size of the treatment, i.e. positive education intervention programme, SES, FOG and MAG on academic resilience and psychological well- being of pre-service teachers is high in magnitude. Whereas the effect size of the treatment, i.e. positive education intervention programme, FOG and MAG on teacher self-efficacy of pre-service teachers is moderate in magnitude. However, the effect size of SES on teacher self-efficacy of pre-service teachers is high in magnitude.

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