Miranda House
UNIVERSITY OF DELHI

Departmental Annual Report- 3

Departmental Activities: Curriculum and Beyond

Department: Elementary Education

Academic Year: 2020-2021

Part A.1

Students undertaking project work/field work/internship as part of experiential learning Component of course work

Programme: Elementary Education
Semester: Annual Mode
Course: B.El.Ed
Duration; 1 Year
Course Code: 363

PROJECT WORK

S.No	Name of the Student	Project Title	Supervised by
1	Aashita Saini	Role of children literature in developing Independent readers	Ms. Swarnlata
2	Aastha Chawla	Importance of self efficacy in learning and development	Dr. Suvasini
3	Achint Kaur	The role of textbooks in a classroom	Dr.Barnali Biswas
4	Anshu Singh	Child's violent and indiscipline behaviour reasons	Ms. Richa
5	Arushi Rohilla	Understanding first generation school goers	Dr. Suvasani
6	Bhumika	Understanding bullying among 4th graders	Dr. Upali
7	Chetna	Textbook culture in Indian education system	Dr. Mukul
8	Deepali Pal	.Teaching English in Primary Grade	Dr. Archana

9	Deepshikha	Influence of family social backgroud on child's Learning	Mr. Kamal
10	Garima Bisht	Teacher's well-being and workload during pandemic	Ms. Rekha
11	Gurleen Kaur	Effect of children literature on learnig language	Ms. Swarnlata
12	Hemika	Teaching mathematics in primary grade	Ms. Ashu Threja
13	Himanshi	Effect of economic conditions and parenting style on child'slearning	Dr. Shilpa
14	Jyoti Kumari	The role of teacher as a facilitator in education system	Dr. Sita
15	Kanika Malik	Effective management of classrooms to make them a betterlearning space	Mr. Suday
16	Kavita Nitwal	Advantages & disadvantages of online teaching	Dr. Shilpa
17	Khushboo	Textbook culture in Indian education system	Mr. Suday
18	Kirti Raj	Importance/Role of scaffolders in child learning anddevelopment	Ms. Richa
19	Kirti Rawat	How children's mental health is important for developmentallearning.	Dr. Suvasani
20	Komal	Effects of economic conditions in childrens ' lives and studies.	Dr. Upali
21	Komal Kaushik	Changing Educational Processes in pandemic and it's impacton learners.	Dr Barnali Biswas
22	Kumari Neha	Impact of online education on the learner's health andperformance.	Dr. Mukul
23	Kunika	Role of social media in children’s life and learning	Mr. Kamal,

24	Lavanya Sagar	English as a Second Language in India	Dr. Archana
25	Mahika	Role of teacher in online teaching	Dr Barnali Biswas
26	Manjulata	Education in pandemic and gender gap	Mr. Suday
27	Megha Gupta	e- literacy in times of Pandemic	Ms. Swarnlata
28	Monika	Use of TLM in maths classroom	Ms. Ashu Threja
29	Muskan	Effect of positive reinforcement on child's performance inclass.	Dr. Upali
30	Namita Lamba	Can online teaching become the new normal?	Dr. Shilpa
31	Neera Sewalia	The authority of teacher and its role in education	Mr. Suday
32	Neha Chhuria	Teaching learning resources - e- resources/ offline resources	Dr. Sita
33	Nikita Kumari	Effect of praise and awards in learning.	Mr. Kamal
34	Nikita Sharma	Attitude of teachers towards students (needs to defined)	Ms. Rekha
35	Nishima Bali	Importance of feedback and award in a classroom	Dr. Shilpa
36	Nitasha Yadav	Teacher's role in shaping student's motivation	Dr. Upali
37	Pallavi Priya	Role of drama pedagogy in classroom	Ms. Swarnlata
38	Pinky	Importance and effectiveness of parent- teacher communication	Ms. Richa
39	Priya	The impact of online teaching on children and on their life	Ms. Neetu
40	Rachna Deswal	Role of civil society organisations in Education (particularly inpandemic)	Dr. Mukul

41	Rishika	Process of online examination in schools	Dr Barnali Biswas
42	Roopal Rathee	Classroom management and online teaching.	Ms. Geetanjali
43	Sakshi Arora	Influence of media in a child's life	Ms. Richa
44	Saumya Mishra	Story telling as a pedagogical tool	Ms. Geetanjali
45	Shalu Kaushik	Crucial role of Teaching learning resources in classroom	Ms. Ashu Threja
46	Shivanshi	Uses of textbook and other tlm in classroom.	Ms. Neetu
47	Sonali Malik	Technology access gap in the pandemic for mcd students	Dr. Sita
48	Sweety Prakash	Teaching during pandemic how it affects MCD school childrenand their parents	Ms. Neetu
49	Tania Sharma	Various Factors affecting Comprehensibility of language and itsdevelopment in Learners	Dr. Archana
50	Tanisha Arora	Challenges of teaching online	Ms. Geetanjali
51	Tisha Goswami	Components of sustainability literacy in EVS curriculum	Dr. Sita
52	Uma Chauhan	Role of economic conditions on children's education	Ms. Neetu
53	Varsha Dalal	Role of textbooks in classroom	Ms. Ashu Threja
54	Yukti	continuing education during uncertainties : the pandemic andhow it affects the MCD school children	Ms. Rekha

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Programme: Elementary Education

Semester: Annual Mode

Course: B.El.Ed

Duration; 12 Weeks

Course Code: 363

Paper – Primary School Internship (Field Work)

S.No	Roll No	Name of the Student	Year	Supervised By	Field Work
1	1357	Aashita Saini	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Havlock square School
2	1250	Aastha Chawla	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Moti Bagh School
3	1239	Achint Singh	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kidwai Nagar School
4	1247	Anshu Singh	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Lodhi Road School
5	1299	Arushi Rohilla	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Aurangzabe Lane School
6	1405	Bhumika Lothra	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Havlock square School

7	1401	Chetna Chauhan	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Moti Bagh School
8	1411	Deepali pal	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Gole Market School
9	1249	Deephiskha Verma	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kaka Nagar School
10	1248	Garima Bisht	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Aliganj School
11	1286	Gurleen Kaur	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Moti Bagh School
12	1163	Hemika	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kidwai Nagar School
13	1254	Himanshi Sharma	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Lodhi Road School
14	1296	Jyoti Kumari Jareda	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kidwai Nagar School
15	1392	Kanika Malik	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Gole Market School
16	1395	Kavita Nitwal	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kidwai Nagar School
17	1358	Khushboo Gautam	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Lodhi Estate School
18	1394	Kirti Raj	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Lodhi Estate School
19	1390	Kirti Rawat	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Mandir Marg School
20	1300	Komal	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kamraj Lane School
21	1446	Komal Kaushik	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Laxmibai Nagar

					School
22	1366	Kumari Neha	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Bapu Market School
23	1349	Kunika Kaushik	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Mandir Marg School
24	1261	Lavanya Sagar	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Moti Bagh School
25	1255	Mahika	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Mandir Marg School
26	1350	Manjulata Meena	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Gole Market School
27	1257	Megha Gupta	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Bapu Dham School
28	1742	Monika	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Ashoka Road School
29	1244	Muskan Kumari	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Aurangzabe Lane School
30	1259	Namita Lamba	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Lodhi Road School
31	1253	Neera Sewalia	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Ashoka Road School
32	1228	Neha Churia	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kamraj Lane School
33	1369	Nikita Kumari	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Mandir Marg School
34	1367	Nikita Sharma	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kaka Nagar School
35	1421	Nishima Bali	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Mandir Marg School

36	1258	Nitasha Yadav	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kaka Nagar School
37	1407	Pallavi Priya	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Bapu Dham School
38	1275	Pinky	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Gole Market School
39	1265	Priya Chaudhary	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Gole Market School
40	1246	Rachna	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kamraj Lane School
41	1393	Rishika Bhardwaj	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Aurangzabe Lane School
42	1260	Roopal Rathee	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Lodhi Estate School
43	1352	Sakshi Arora	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Gole Market School
44	1409	Saumya Mishra	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Laxmibai Nagar School
45	1403	Shalu Kaushik	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Laxmibai Nagar School
46	1354	Shivanshi Sinandi	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Moti Bagh School
47	1277	Sonali Malik	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Bapu Market School
48	1408	Sweety Prakash	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Moti Bagh School
49	1351	Tania Sharma	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kidwai Nagar School

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50	1252	Tanisha Arora	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Kamraj Lane School
51	1391	Tisha Goswami	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Aliganj School
52	1263	Uma Chauhan	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Bapu Dham School
53	1410	Varsha Dalal	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Aurangzabe Lane School
54	1245	Yukti	4th Year	All Fculty Members of B.el.ed dept.	Internship in NDMC Lodhi Road School

Programme: Elementary Education

Semester: Annual Mode

Course: B.El.Ed

Duration; 4 Weeks

Course Code: 363

Paper – Middle School Internship (Field Work)

S.No	Name of the Student	School Name	Year& Subject	Supervised By	Field Work
1.	Khushboo	NDMC School Lodhi Estate	4th Year & Language	Dr.Suday &Dr.Archana	Middle school Internship
2.	Kirti Raj	NDMC School Lodhi Estate	4th Year & Language	Dr.Suday &Dr.Archana	Middle school Internship
3.	Roopal Rathee	NDMC School Lodhi Estate	4th Year & social science	Dr.Suday & Mr.Kamal	Middle school Internship
4.	Anshu	NDMC School Lodhi Road	4th Year & Language	Ms.Ashu &Dr.Archana	Middle school Internship

5.	Himanshi	NDMC School Lodhi Road	4th Year & social science	Ms.Ashu & Mr.Kamal	Middle school Internship
6.	Namita Lamba	NDMC School Lodhi Road	4th Year & Language	Ms.Ashu &Dr.Archana	Middle school Internship
7.	Yukti	NDMC School Lodhi Road	4th Year & Language	Ms.Ashu &Dr.Archana	Middle school Internship
8.	Deepshikha	NDMC School Lodhi Road	4th Year & social science	Ms.Ashu & Mr.Kamal	Middle school Internship
9.	Nitasha Yadav	NDMC School Lodhi Road	4th Year & social science	Ms.Ashu & Mr.Kamal	Middle school Internship
10.	Nikita Sharma	NDMC School Lodhi Road	4th Year & Language	Ms.Ashu &Dr.Archana	Middle school Internship
11.	Aashita	NDMC School Havlock Square	4th Year & social science	Dr.Shilpa & Mr.Kamal	Middle school Internship
12.	Bhumika	NDMC School Havlock Square	4th Year & social science	Dr Shilpa & Mr.Kamal	Middle school Internship
13.	Nikita Kumari	NDMC School Boys Mandir Marg	4th Year & social science	Dr Sita & Mr.Kamal	Middle school Internship
14.	Kunika	NDMC School Boys Mandir Marg	4th Year & Language	Dr Sita & Ms.Swarn	Middle school Internship
15.	Kirti Rawat	NDMC School Boys Mandir Marg	4th Year & social science	Dr Sita & Dr Barnali	Middle school Internship
16.	Mahika	NDMC School Boys Mandir Marg	4th Year & social science	Dr Sita & Dr Barnali	Middle school Internship
17.	Nishima Bali	NDMC School Boys Mandir Marg	4th Year & Language	Dr Sita & Ms.Swarn	Middle school Internship

18.	Aastha	NDMC School Boys Mandir Marg	4th Year & social science	Dr Sita & Dr Barnali	Middle school Internship
19.	Gurleen	NDMC School Boys Mandir Marg	4th Year & Language	Dr Sita & Ms.Swarn	Middle school Internship
20.	Varsha Dalal	NDMC School Aurangzeb lane	4th Year & Language	Dr Suvasini & Dr Archana	Middle school Internship
21.	Arushi Rohilla	NDMC School Aurangzeb lane	4th Year & Language	Dr Suvasini & Dr Archana	Middle school Internship
22.	Rishika	NDMC School Aurangzeb lane	4th Year & Language	Dr Suvasini & Dr Archana	Middle school Internship
23.	Muskan Sah	NDMC School Aurangzeb lane	4th Year & social science	Dr Suvasini & Dr Barnali	Middle school Internship
24.	Neera Sewalia	NDMC School Aurangzeb lane	4th Year & Language	Dr Suvasini & Ms.Swarn	Middle school Internship
25.	Monika	NDMC School Aurangzeb lane	4th Year & social science	Dr Suvasini & Dr Barnali	Middle school Internship
26.	Komal	NDMC School Laxmibai Nagar	4th Year & Language	Ms.Geetanjali &Ms.Swarn	Middle school Internship
27.	Shalu Kaushik	NDMC School Laxmibai Nagar	4th Year & social science	Ms.Geetanjali -Dr Barnali	Middle school Internship
28.	Saumya	NDMC School Laxmibai Nagar	4th Year & Language	Ms.Geetanjali &Ms.Swarn	Middle school Internship
29.	Jyoti	NDMC School Kidwai Nagar	4th Year & Language	Dr Upali & Ms.Swarn	Middle school Internship
30.	Hemika	NDMC School Kidwai Nagar	4th Year & social science	Dr Upali & Dr Barnali	Middle school Internship
31.	Achint Kaur	NDMC School Kidwai Nagar	4th Year & Language	Dr Upali & Ms.Swarn	Middle school Internship

32.	Kavita Nitwal	NDMC School Kidwai Nagar	4th Year & social science	Dr Upali & Dr Barnali	Middle school Internship
33.	Tania Sharma	NDMC School Kidwai Nagar	4th Year & Language	Dr Upali & Ms.Swarn	Middle school Internship
34.	Tisha	NDMC School Aliganj	4th Year & social science	Dr Mukul & Ms.Neetu	Middle school Internship
35.	Garima Bisht	NDMC School Aliganj	4th Year & social science	Ms.Neetu & Ms.Neetu	Middle school Internship
36.	Uma Chauhan	NDMC School Bapu Dham	4th Year & Language	Ms.Geetanjali & Dr Mukul	Middle school Internship
37.	Pallavi Priya	NDMC School Bapu Dham	4th Year & Language	Ms.Geetanjali & Dr Mukul	Middle school Internship
38.	Megha Gupta	NDMC School Bapu Dham	4th Year & social science	Ms.geetanjali & Ms.Neetu	Middle school Internship
39.	Sakshi	NDMC School Girls Gole Market	4th Year & Language	Ms.Geetanjali & Dr Mukul	Middle school Internship
40.	Manjulata	NDMC School Girls Gole Market	4th Year & Language	Ms.Rekha & Dr Mukul	Middle school Internship
41.	Pinky	NDMC School Girls Gole Market	4th Year & Language	Ms.Rekha & Dr Mukul	Middle school Internship
42.	Priya	NDMC School Girls Gole Market	4th Year & Language	Ms.Rekha & Dr Mukul	Middle school Internship
43.	Deepali	NDMC School Girls Gole Market	4th Year & social science	Ms.Rekha & Ms.Neetu	Middle school Internship
44.	Kanika Malik	NDMC School Girls Gole	4th Year &	Ms.Rekha & Ms.Neetu	Middle school

		Market	social science		Internship
45.	Chetna	NDMC School Girls Gole Market	4th Year & Language	Ms.Rekha & Dr Mukul	Middle school Internship
46.	Sweety	NDMC School Girls Gole Market	4th Year & social science	Ms.Rekha & Ms.Neetu	Middle school Internship
47.	Shivanshi	NDMC School Babu Market	4th Year & social science	Ms.Richa & Ms.Neetu	Middle school Internship
48.	Lavanya Sagar	NDMC School Babu Market	4th Year & Language	Ms.Richa & Dr Mukul	Middle school Internship
49.	Kumari Neha	NDMC School Babu Market	4th Year & social science	Ms.Richa & Ms.Neetu	Middle school Internship
50.	Sonali Malik	NDMC School Babu Market	4th Year & social science	Ms.Richa & Ms.Neetu	Middle school Internship
51.	Neha Churria	NDMC School Bengali Girls	4th Year & social science	Ms.Richa & Mr.Kamal	Middle school Internship
52.	Komal	NDMC School Bengali Girls	4th Year & social science	Ms.Richa & Dr Barnali	Middle school Internship
53.	Tanisha	NDMC School Bengali Girls	4th Year & social science	Ms.Richa & Mr.Kamal	Middle school Internship
54	Rachna	NDMC School Bengali Girls	4th Year & Language	Ms.Richa & Dr Mukul	Middle school Internship

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Programme: Elementary Education

Semester: Annual Mode

Course: B.El.Ed

Duration; 2 Weeks (12 Days)

Course Code: 363

Paper – Classroom Management (Block Teaching-Field Work)

S.No	Roll No	Name of the Student	Year	Supervised By	Field Work
1.	1480	Aastha Garg	3rd Year	Dr.Sita, Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
2.	1361	Ananya Sachdeva	3rd Year	Dr.Sita, Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
3.	1467	Anjali Priya	3rd Year	Dr.Sita ,Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
4.	1434	Anjali Sharma	3rd Year	Dr.Sita ,Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
5.	1331	Anju Bala	3rd Year	Dr.Sita ,Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
6.	1527	Anshu	3rd Year	Dr.Sita, Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
7.	1375	Apoorva Prakash	3rd Year	Dr.Sita ,Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
8.	1444	Arisha Iqbal	3rd Year	Dr.Sita, Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal

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9.	1397	Bhavya	3rd Year	Dr.Sita, Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
10.	1377	Chhavi Malik	3rd Year	Dr.Sita ,Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
11.	1522	Deepti Sharma	3rd Year	Dr.Sita ,Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
12.	1391	Devyanshi	3rd Year	Dr.Sita, Dr.Archana &Dr. Shilpa	Shankaracharya Marg Shahed Bhai Bal Mukund
13.	1469	Diksha Bhasin	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
14.	1474	Dinky Khurana	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
15.	1365	Divya Sukhija	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj - SKV
16.	1354	Garima Singh	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
17.	1525	Gracy Chaudhary	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
18.	1357	Granthana Dutta	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
19.	1530	Harshita	3rd Year	Ms Neetu, Dr Shilpa,	Malka Ganj -SKV

				Ms.Swarnlata & Ms. Geetanjali	
20.	1370	Harshita Pal	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
21.	1477	Himani Saini	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj – SKV
22.	1529	Ifra Saifi	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
23.	1478	Jagriti	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj -SKV
24.	1388	Jyoti	3rd Year	Ms Neetu, Dr Shilpa, Ms.Swarnlata & Ms. Geetanjali	Malka Ganj – SKV
25.	1521	Jyoti Chauhan	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
26.	2017/1365	Kashish	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
27.	1468	Komal	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
28.	1528	Manshi Kumari	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
29.	1485	Mansi Dutt	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
30.	1441	Muskan Joshi	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
31.	1490	Nandini Sharma	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV

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32.	1465	Pragya Jaiswal	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
33.	1449	Priya	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
34.	1393	Priyansha Sahay	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
35.	1466	Radha Kumari	3rd Year	Ms. Neetu Ms Swarnlata, Ms Ashu	Shakti Nagar No.1-SKV
36.	1514	Resham Vij	3rd Year	Ms Neetu, Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
37.	1475	Sakshi Dixit	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
38.	1482	Sakshi Sharma	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
39.	1447	Sanchita Sharma	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
40.	1445	Shivani	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
41.	1455	Shruti Bagoriya	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
42.	1363	Shweta Gautam	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
43.	1491	Simran	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
44.	1461	Simran Baxla	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV
45.	1407	Soni Tiwari	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir

					Chand-SV
46.	1386	Tannu	3rd Year	Ms Neetu Dr. Archana, Ms. Ashu, Mr. Kamal	Sham Nath Marg, Shaheed Amir Chand-SV

Programme: Elementary Education

Semester: Annual Mode

Course: B.El.Ed

Duration; 10 Weeks

Course Code: 363

Paper – School Contact Programme (Field Work)

S.No	Name of the Student	School Name	Year& Subject	Supervised By	Field Work
1.	Aanchal Tiwari	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
2.	Aishwarya Tomar	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
3.	Aliya Fatima	New Police Line –	1st Year	Dr. Archana	SCP

		SV	SCP		
4.	Alka Kumari	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
5.	Anjali Khandelwal	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
6.	Anjali Saini	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
7.	Anjali Yadav	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
8.	Aparna Topno	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
9.	Chhavi jain	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
10.	Diya Bansal	New Police Line – SV	1st Year SCP	Dr. Archana	SCP
11.	Divya Bisht	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
12.	Garima Arora	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
13.	Harshita	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
14.	Heena	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
15.	Himani	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
16.	Himanshi	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
17.	Himanshi	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
18.	Indul	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
19.	Ishita gupta	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
20.	Ishita Vohra	New Police Line- SV	1st Year SCP	Ms. Rekha	SCP
21.	Jasmine Rana	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
22.	Jyoti Saxena	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
23.	Khushboo Kumari	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
24.	Khushboo Yadav	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP

25.	Khushi	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
26.	Khushi Sharma	New Police Line- SV	1st Year SCP	Mr. Kamal	SCP
27.	Kiran	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
28.	Komal Bhadana	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
29.	Kumari Pooja	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
30.	Laiba	New Police Line – SV	1st Year SCP	Mr. Kamal	SCP
31.	Latika Verma	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
32.	Lavanya	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
33.	Mahima Yadav	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
34.	Manya Tyagi	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
35.	Marisha Gupta	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
36.	Megha Mishra	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
37.	Mitushi Gupta	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
38.	Nancy Yadav	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
39.	Nasreen Anjum	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
40.	Nikita Bara	New Police Line – SV	1st Year SCP	Ms. Ashu Threja	SCP
41.	Pratishtha Chuphal	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
42.	Preeti Yadav	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
43.	Radhika Kaushik	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
44.	Rajni Yadav	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
45.	Ramandeep Kumar	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
46.	Rishika Tyagi	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP

47.	Ritu Gautam	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
48.	Riyanshi Gambhir	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
49.	Riya Goel	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
50.	Ruchika	New Police Line – SV	1st Year SCP	Dr. Barnali	SCP
51.	Sarla Meena	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
52.	Sheetal	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
53.	Shurti	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
54.	Shurti Goyal	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
55.	Shruti Yadav	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
56.	Sonia	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
57.	Soumya Pandey	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
58.	Sushmita Sen	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
59.	Tanishka	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
60.	Tanishka Dabas	New Police Line – SV	1st Year SCP	Ms. Swarnlata	SCP
61.	Vanshika Azad	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
62.	Vanshika Pal	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
63.	Vidhi	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
64.	Vishakha	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
65.	Yashi Bansal	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
66.	Yashika Bisht	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
67.	Yashika Vats	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP
68.	Yogita Sagar	New Police Line – SV	1st Year SCP	Ms. Rekha	SCP

Miranda House
UNIVERSITY OF DELHI

Programme: Elementary Education

Semester: Annual Mode

Course: B.El.Ed

Duration; 3 Days

Course Code: 363

Miranda House
UNIVERSITY OF DELHI

Paper – Classroom Management

Task---Virtual / Online Session with Krishnamurti Foundation Rishi Valley School (Field Work / Experiential Learning)

Note ; Session was done Online /Virtual for three day with Rishi Valley School because 2020-21 was the year of the COVID pandemic.

S.No	Roll No	Name of the Student	Year	Supervised By	Interactive Session
1.	1480	Aastha Garg	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
2.	1361	Ananya	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
3.	1467	Anjali Priya	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
4.	1434	Anjali Sharma	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
5.	1331	Anju Bala	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
6.	1527	Anshu	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
7.	1375	Apoorva	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
8.	1444	Arisha Iqbal	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School

9.	1397	Bhavya	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
10.	1377	Chhavi Malik	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
11.	1522	Deepti Sharma	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
12.	1391	Devyanshi	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
13.	1469	Diksha Bhasin	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
14.	1474	Dinky	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
15.	1365	Divya Sukhija	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
16.	1354	Garima Singh	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
17.	1525	Gracy	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
18.	1357	Granthana	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
19.	1530	Harshita	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
20.	1370	Harshita Pal	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms.	Online Session with Rishi Valley

				Geetanjali, Mr.Kamal	School
21.	1477	Himani Saini	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
22.	1529	Ifra Saifi	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
23.	1478	Jagriti	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
24.	1388	Jyoti	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
25.	1521	Jyoti Chauhan	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
26.	2017/1365	Kashish	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
27.	1468	Komal	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
28.	1528	Manshi	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
29.	1485	Mansi Dutt	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
30.	1441	Muskan Joshi	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
31.	1490	Nandini	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School

32.	1465	Pragya Jaiswal	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
33.	1449	Priya	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
34.	1393	Priyansha	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
35.	1466	Radha Kumari	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
36.	1514	Resham Vij	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
37.	1475	Sakshi Dixit	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
38.	1482	Sakshi Sharma	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
39.	1447	Sanchita	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
40.	1445	Shivani	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
41.	1455	Shruti	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
42.	1363	Shweta	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School

43.	1491	Simran	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
44.	1461	Simran Baxla	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
45.	1407	Soni Tiwari	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School
46.	1386	Tannu	3rd Year	Dr.Sita Dr.Archana Dr. Shilpa, Ms Neetu, Ms. Geetanjali, Mr.Kamal	Online Session with Rishi Valley School

Permission letter for Internships / Block Teaching / School Contact Programmae

Miranda House
UNIVERSITY OF DELHI

NEW DELHI MUNICIPAL COUNCIL
PALIKA KENDRA: NEW DELHI
EDUCATION DEPARTMENT

No. F-42 (III)/D-1251/DEO(G)/Edn./2020 Dated:- 28/8/2020

To

Acting Principal
Department of Elementary Education,
Miranda House

Subject: - Permission for B.El.Ed. internship programme in NDMC schools.

With reference to your letter on the subject cited above, your request has been considered in NDMC Education department. It is intimated that Competent Authority has agreed to grant permission for Internship to the Trainee Teachers, Department of Elementary Education, Miranda House from September, 2020 to March, 2021 in all Atal Adarsh Prathmik Vidyalayas & Atal Adarsh Vidyalayas.

Terms and conditions for Interns during the Internship Programme:-

1) They will do their online teaching under the control of Head of the concerned schools and the concerned teacher, follow all the directions issued by the HOS
2) The Head of the organization will also observed the trainee teacher time to time and ensure that the interns are taking online classes on the scheduled time table decided by the HOS/Class Teacher of the concerned School.

Instructions to HOS of the concerned schools:-

1) The HOS should cooperate with the organization.
2) The HOS must ensure that the interns are taking online classes properly and maintaining their records of the Classes taken by them.
3) The Academic Consultants, Sh. S.K. Arya (M. No. 9810692682) & Smt. Seema Agrawal (M.No.9312353358) is requested to coordinate with the organization and to depute trainee teachers as per the requirement of Primary and Middle Wings of all NDMC Schools. Keep the record of the performance of the trainee teachers.

Yours faithfully,
28/8/2020
(Rakesh Kumar)
Dy. Edn. Officer (Gen.)

Copy to:-

1. HOS of all NDMC Schools: For kind information and to co-ordinate with both the Academic Consultants.
2. Academic Consultants: To post the trainee teachers as per requirement of Primary and Middle wings NDMC Schools
3. PA to Director (Edn.) for kind information.
4. Office Copy

Permission letter for Internships / Block Teaching / School Contact Programmae

Miranda House
UNIVERSITY OF DELHI

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: SCHOOL BRANCH
OLD SECRETARIAT: DELHI-110054

No.DE.23(02)/Sch.Br/2020-21/845 Dated:- 10/11/2020

To

The Principal
Miranda House,
University of Delhi,
Delhi – 110007.

Sub: Grant of Permission for allotment of schools for conducting School Practicums - School Contact Programme for B.El. Ed. Ist and 3rd year students of session 2020-21.

Sir/Madam,

In reference to your letter dated 15.10.202020, the permission is granted for conducting School Practicums - School Contact Programme for 1st and 3rd year students of the B.El.Ed. course of the Institute/College. The following 09 Govt. Schools of Directorate of Education, GNCT of Delhi are allotted for the said programme as per schedule.

List of 6 schools allotted for students of 3rd year

S No.	School ID	Name of School	Duration & Timeline
1	1207008	Shankaracharya Marg Shahed Bhai Bal Mukund- SV	Observation – One week between 15 Nov to 30 Nov., 2020 Practice – Two weeks Between Jan. 15 to March 15, 2021
2	1207011	Government Sarvodaya Vidyalaya No.3, Shakti Nagar	
3	1207035	Malka Ganj- SKV	
4	1207037	Shakti Nagar No. 1 -SKV	
5	1207107	Sham Nath Marg, Shaheed Amir Chand -SV	
6	1207112	Magazine Road- SKV	

List of 3 schools allotted for students of 1st year

S No.	School ID	Name of School	Duration & Timeline
1	1309003	Dr. Mukharjee Nagar-SV	Ten weeks For the Session 2020-21
2	1309004	New Police Lines-SV	
3	1309027	Guru Teg Bahadur Nagar-SKV	

The schools are allotted on the condition that the trainee will not replace the regular teacher but will be allowed to participate in the class activities through class whatsapp groups with the help of the regular teacher during the training period. The schools are being allotted as per availability. The schools once allotted will not be changed.

This issues with the prior approval of the Competent Authority.

D.D.E (School)

No.DE.23(02)/Sch.Br/2020-21/845 Dated:- 10/11/2020

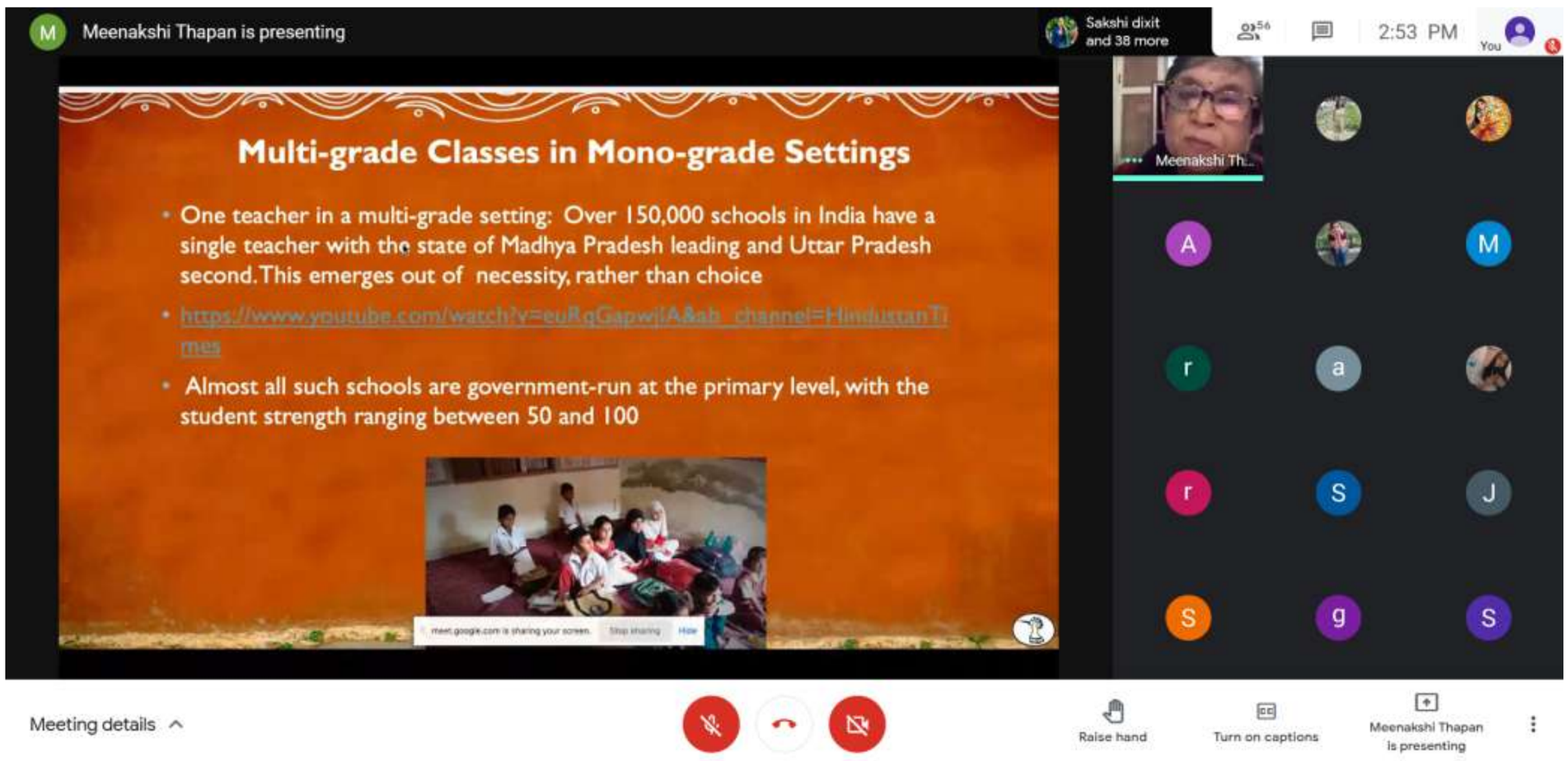
Copy for information to :-

1. DDE, Distt. North and North West A.
2. Concerned HOS.
3. Guard file.

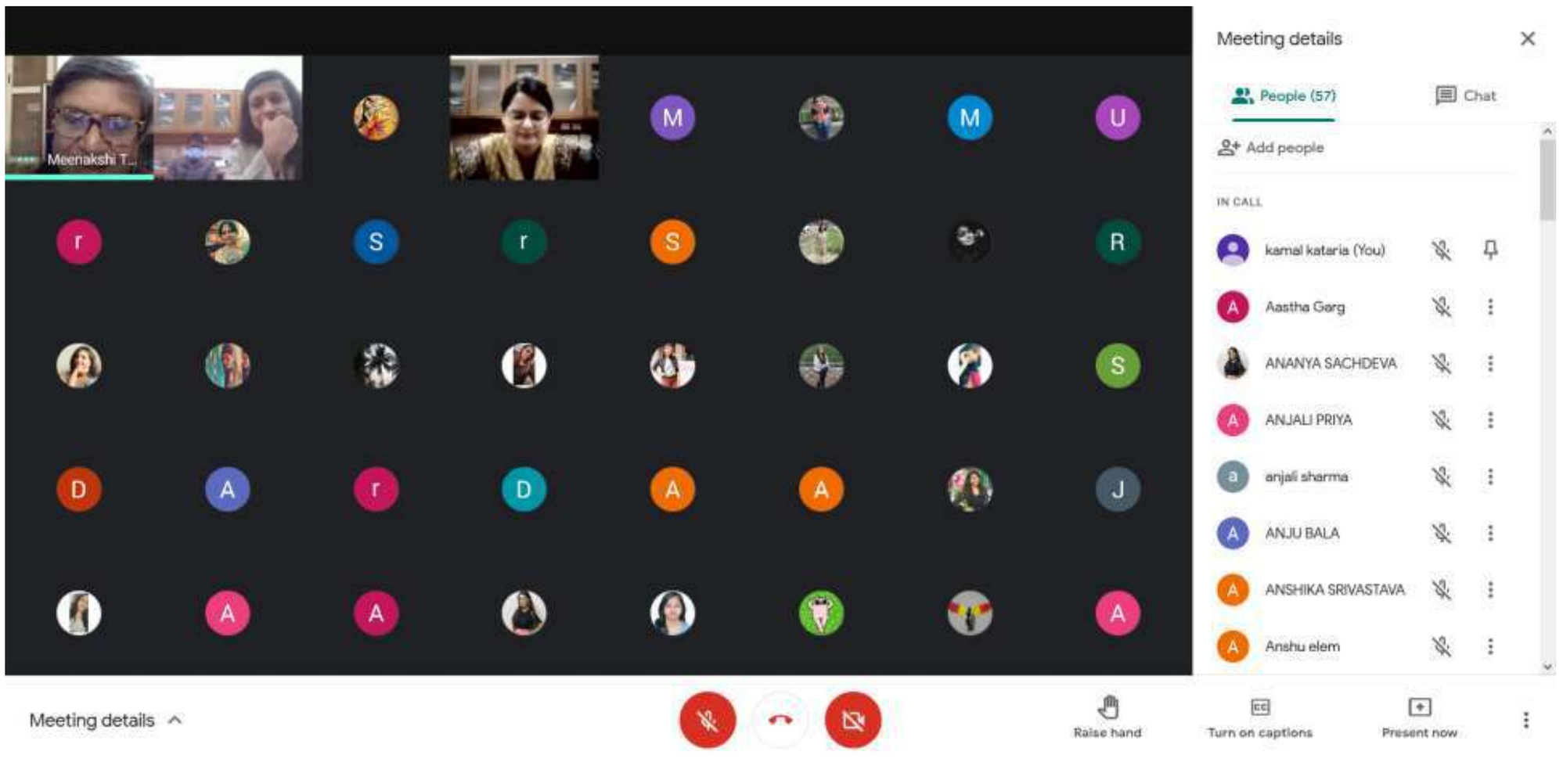
OSD (School)

Miranda House
UNIVERSITY OF DELHI

PRESENTATION
GROUP 2 - INNOVATI



Innovative School Sessions with Rishi Valley School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ANANYA SACHDEVA
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ANJU BALA
ANSHIKA SRIVASTAVA
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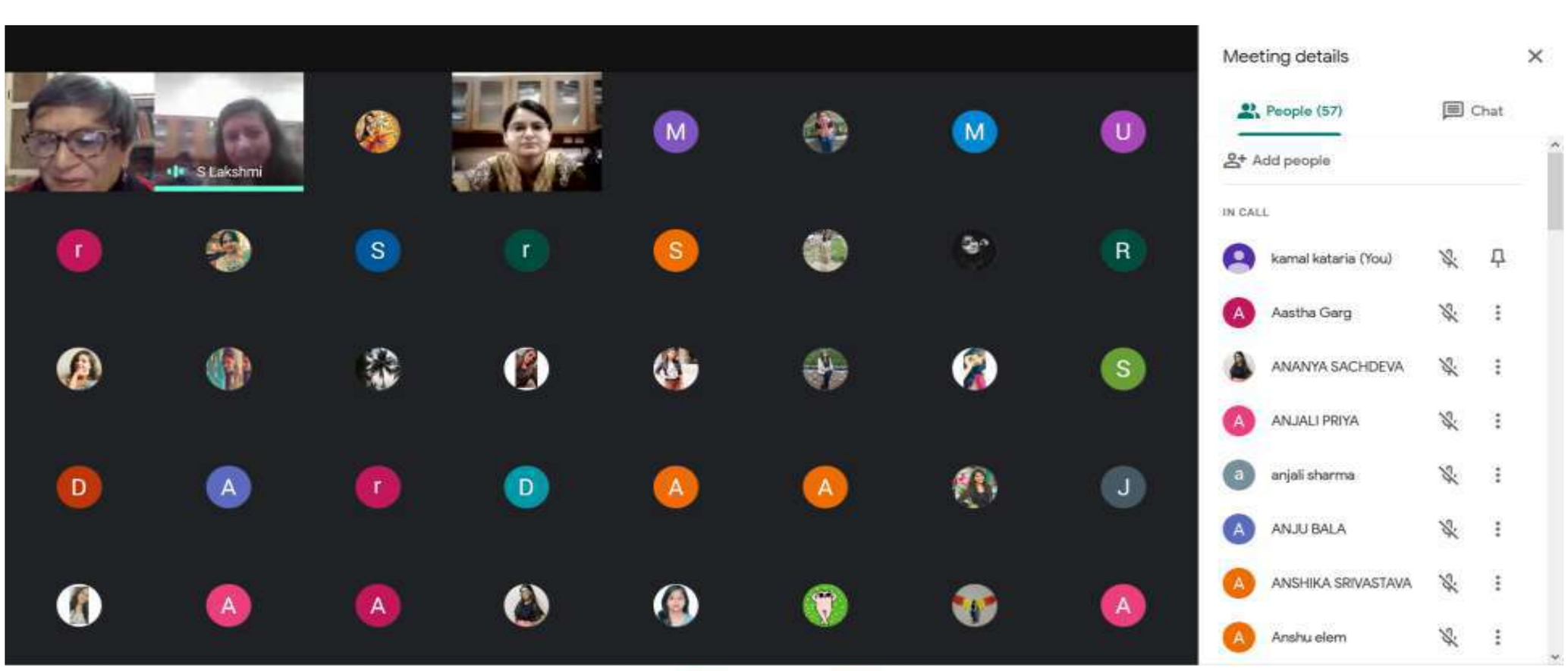
Raise hand
Turn on captions
Present now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Meeting details
Raise hand
Turn on captions
Present now

Innovative School Sessions with Rishi Valley School

Innovative School Sessions with Rishi Valley School

Miranda House
UNIVERSITY OF DELHI

14:33 • 70%

Short film of 6 KFI Schools at 247 PM (Webinar tomorrow)

External Inbox

C **coregroup KFI** 12/02/2021
to coregroup, bcc: me

Dear Participant,
Short film about 6 KFI Schools at 247 PM tomorrow (Saturday 13th February 2021) before the start of the webinar.
We are happy to have you participate in the webinar tomorrow.
Before the start of the webinar we will be playing **'Connecting with Nature'** a short film of 6 KFI Schools. This is of 12 minutes duration and made by the alumni of KFI Schools. This film makes an effort to bring out the natural setting of these schools and tries to convey the spirit of the 6 schools of Krishnamurti Foundation India.
To accommodate the viewing of this film, webinar will be open for admission tomorrow from 240 PM. The film will be played from 247 PM. You can get into the Webinar anytime from 240PM.
In case you have not registered yet you may do so by clicking the Register Now link in the communication below

Best wishes
Vishwanath
Core Group

14:36 • 69%

Link for today's session with B.El.Ed. Miranda House Inbox

S **S Lakshmi** 11/02/2021
to Meenakshi

From S Lakshmi • a.r.sitalakshmi@mirandahouse.ac.in
To Meenakshi Thapan • meenakshi@rishivalley.org
Date 11 Feb 2021, 13:44
See security details

Dear Prof Thapan,

We thank you for taking out time to address our B.El.Ed. students and faculty members today.

Link for the session

https://meet.google.com/zpp-feyw-bwt

Date : 11 Feb 2021
Time- 2.30- 4 .00 pm

Looking forward to your address. Kindly confirm Ma'am.

Regards
Sitalakshmi

Projects

Miranda House
UNIVERSITY OF DELHI

School Internship
Research Project

Name: Shivanshi Sinandi

Department: B.EL.ED, 4th yr

Roll No: 1354

College: Miranda House

Submitted to: Neetu Maam

Research Project pdf 1.pdf

Effectiveness of children literature on oral expression

Gurleen Kaur
1286

Project 2.docx

Projects

Miranda House
UNIVERSITY OF DELHI

PROJECT WORK

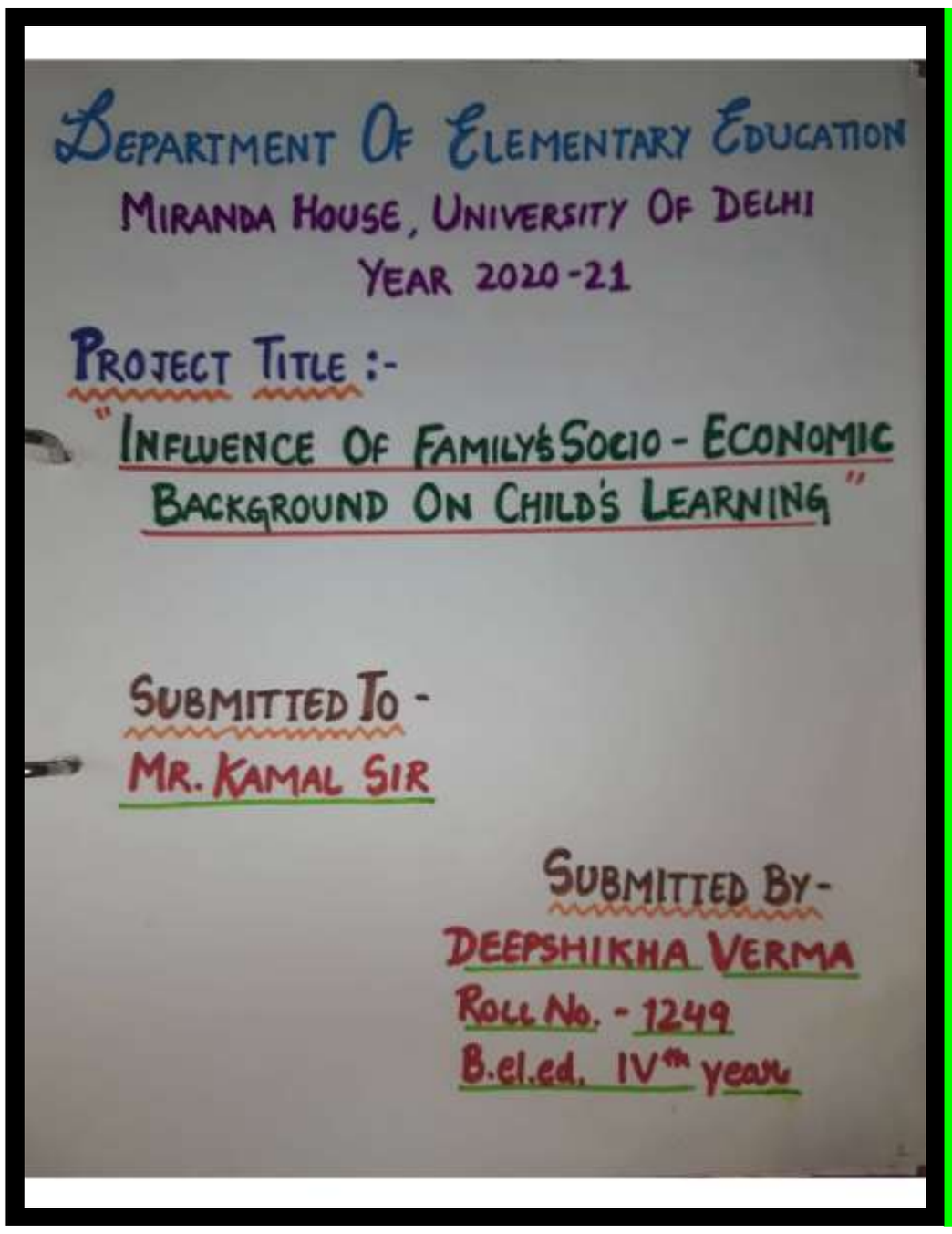
TITLE OF THE PROJECT

To study the perspective of teachers and students for expository text- NCERT, EVS textbook.

SUBMITTED BY-
Sweety Prakash
Roll no.-1408
Course- B.el.ed.4th yr.
College-Miranda House,Delhi University

Under the Guidance of
Mrs.NEETU RANA

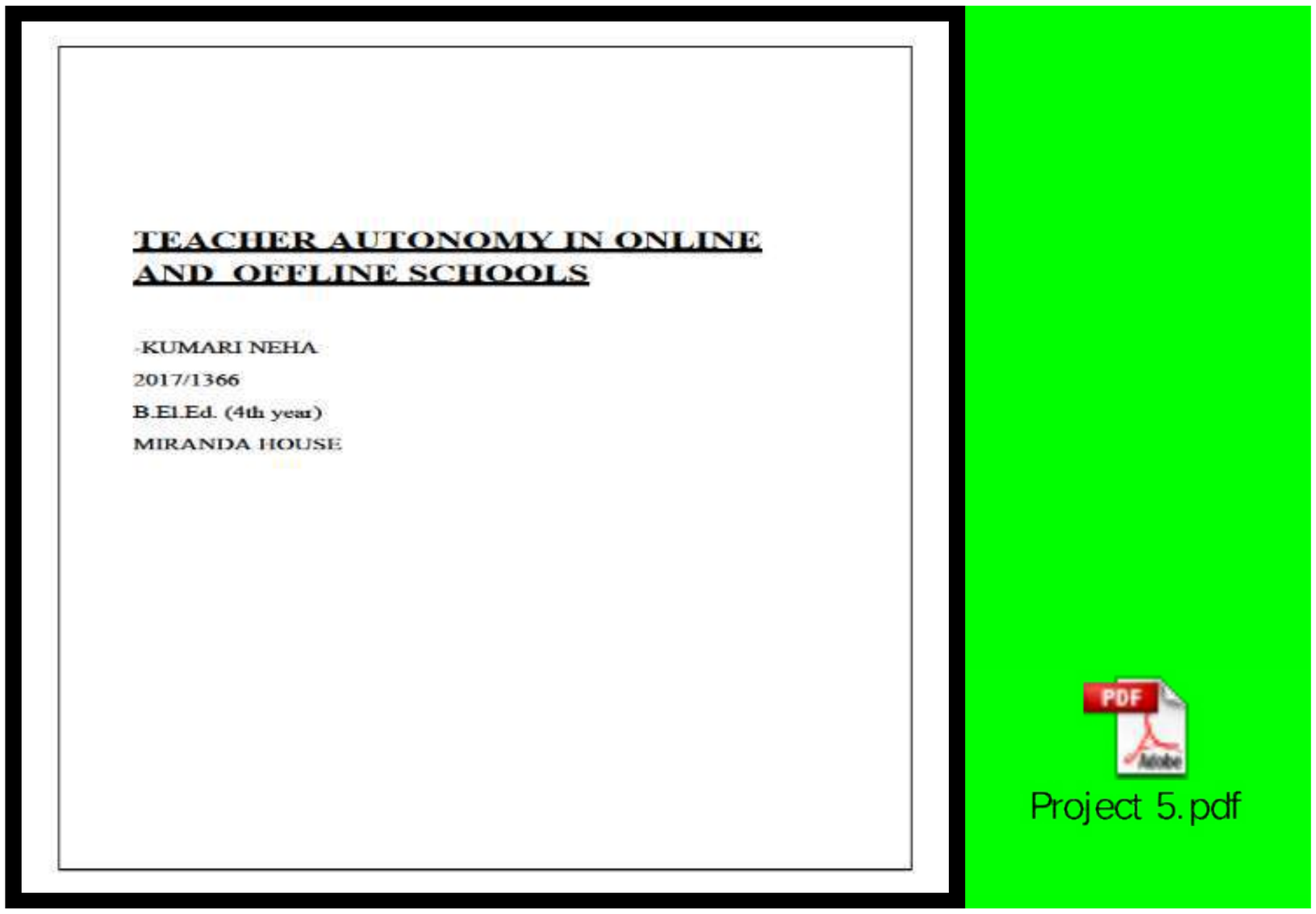
PROJECT 3.pdf



Project 4.pdf

Projects

Miranda House
UNIVERSITY OF DELHI



TEACHER AUTONOMY IN ONLINE AND OFFLINE SCHOOLS

-KUMARI NEHA
2017/1366
B.El.Ed. (4th year)
MIRANDA HOUSE

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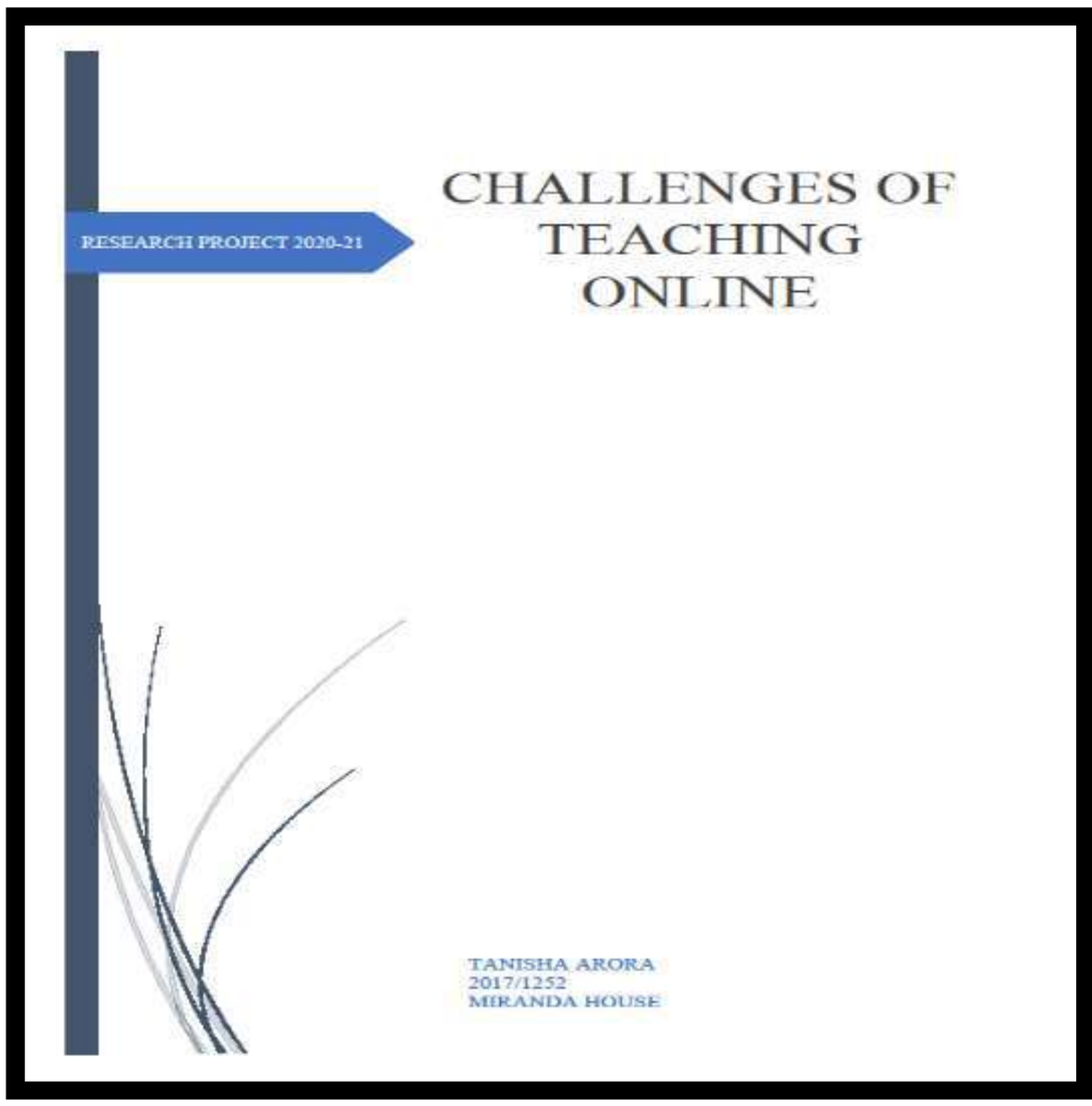

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RESEARCH PROJECT

Education for Sustainable Development: A study of its integration in curriculum and implementations to make green schools.

SUBMITTED BY -
Tisha Goswami
B.El.Ed ,4th Year
2017/1391

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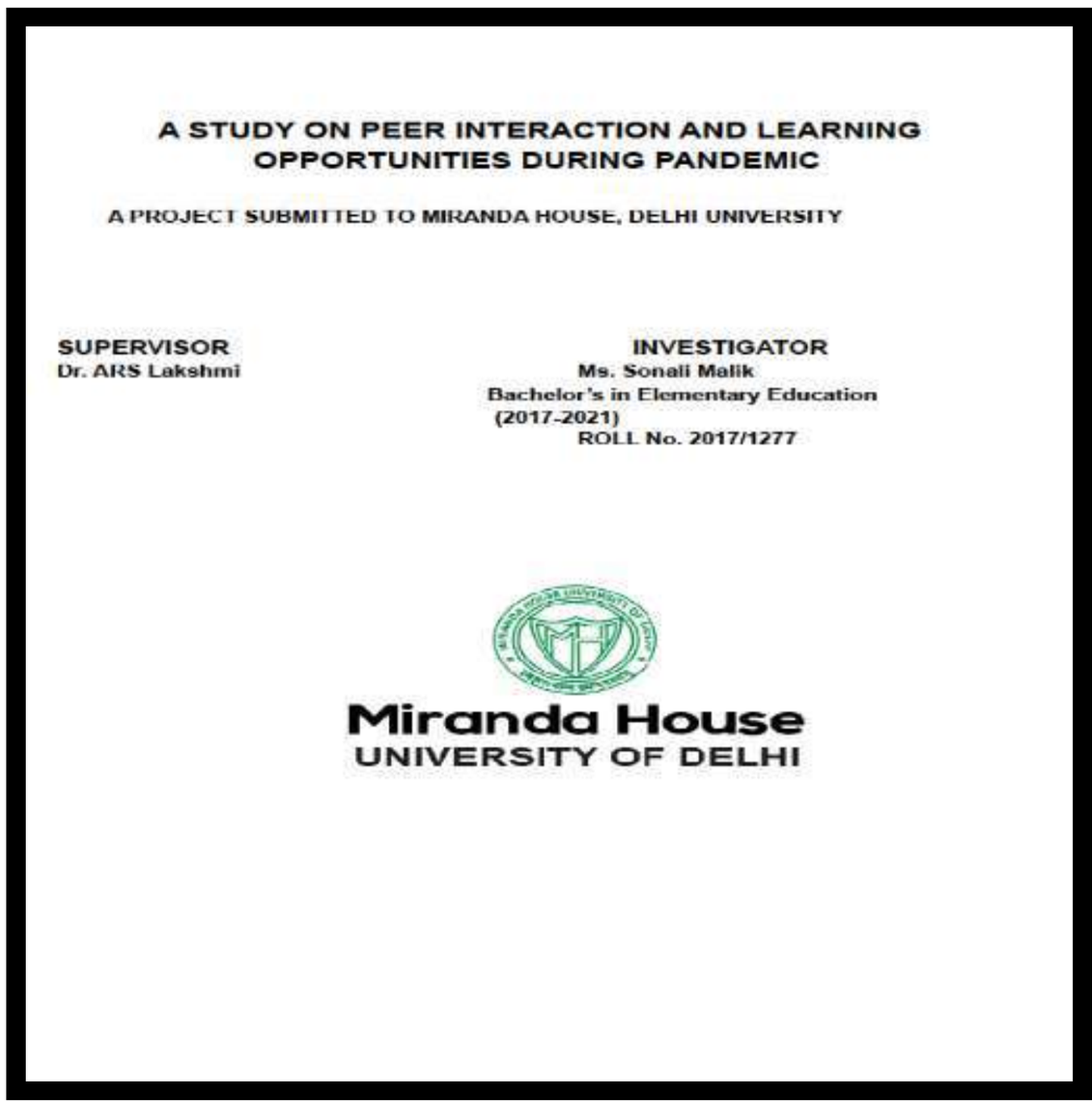

A STUDY ON PEER INTERACTION AND LEARNING OPPORTUNITIES DURING PANDEMIC

A PROJECT SUBMITTED TO MIRANDA HOUSE, DELHI UNIVERSITY

SUPERVISOR
Dr. ARS Lakshmi

INVESTIGATOR
Ms. Sonali Malik
Bachelor's in Elementary Education
(2017-2021)
ROLL No. 2017/1277

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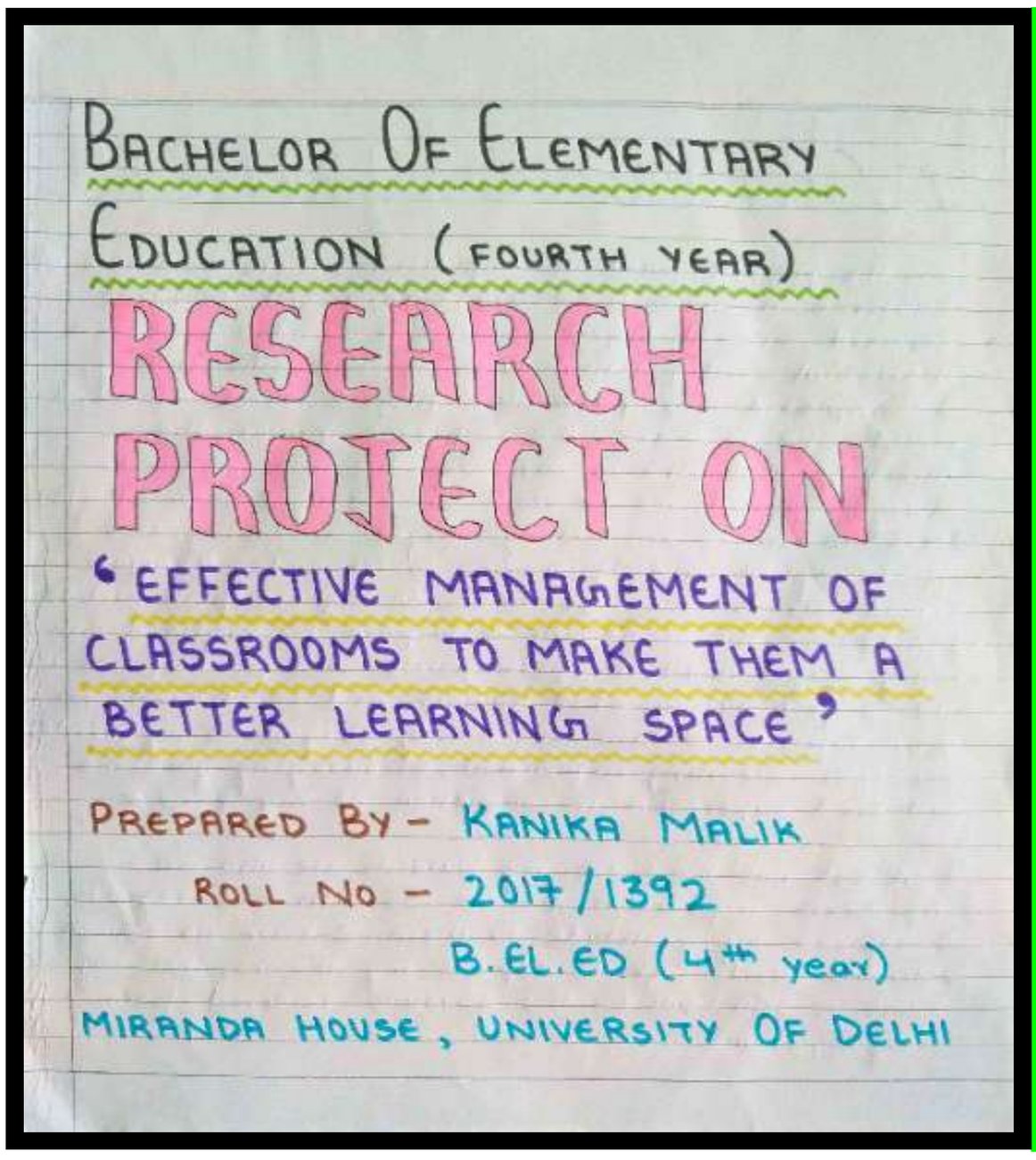

BACHELOR OF ELEMENTARY EDUCATION (FOURTH YEAR)

RESEARCH PROJECT ON

'EFFECTIVE MANAGEMENT OF CLASSROOMS TO MAKE THEM A BETTER LEARNING SPACE'

PREPARED BY - KANIKA MALIK
ROLL NO - 2017/1392
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MIRANDA HOUSE, UNIVERSITY OF DELHI

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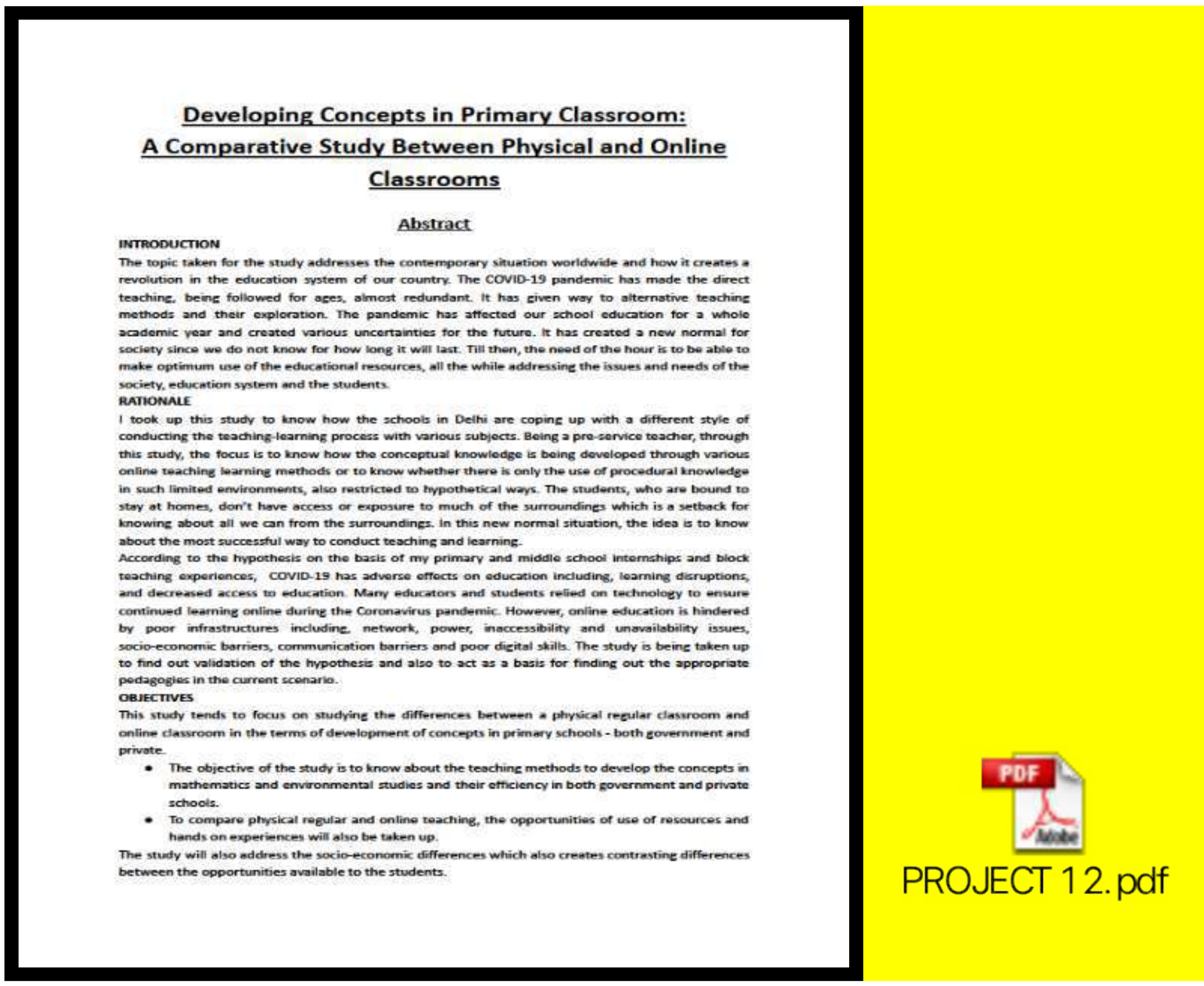

Developing Concepts in Primary Classroom:
A Comparative Study Between Physical and Online Classrooms

Abstract

INTRODUCTION

The topic taken for the study addresses the contemporary situation worldwide and how it creates a revolution in the education system of our country. The COVID-19 pandemic has made the direct teaching, being followed for ages, almost redundant. It has given way to alternative teaching methods and their exploration. The pandemic has affected our school education for a whole academic year and created various uncertainties for the future. It has created a new normal for society since we do not know for how long it will last. Till then, the need of the hour is to be able to make optimum use of the educational resources, all the while addressing the issues and needs of the society, education system and the students.

RATIONALE

I took up this study to know how the schools in Delhi are coping up with a different style of conducting the teaching-learning process with various subjects. Being a pre-service teacher, through this study, the focus is to know how the conceptual knowledge is being developed through various online teaching learning methods or to know whether there is only the use of procedural knowledge in such limited environments, also restricted to hypothetical ways. The students, who are bound to stay at homes, don't have access or exposure to much of the surroundings which is a setback for knowing about all we can from the surroundings. In this new normal situation, the idea is to know about the most successful way to conduct teaching and learning.

According to the hypothesis on the basis of my primary and middle school internships and block teaching experiences, COVID-19 has adverse effects on education including, learning disruptions, and decreased access to education. Many educators and students relied on technology to ensure continued learning online during the Coronavirus pandemic. However, online education is hindered by poor infrastructures including, network, power, inaccessibility and unavailability issues, socio-economic barriers, communication barriers and poor digital skills. The study is being taken up to find out validation of the hypothesis and also to act as a basis for finding out the appropriate pedagogies in the current scenario.

OBJECTIVES

This study tends to focus on studying the differences between a physical regular classroom and online classroom in the terms of development of concepts in primary schools - both government and private.

- The objective of the study is to know about the teaching methods to develop the concepts in mathematics and environmental studies and their efficiency in both government and private schools.
- To compare physical regular and online teaching, the opportunities of use of resources and hands on experiences will also be taken up.

The study will also address the socio-economic differences which also creates contrasting differences between the opportunities available to the students.

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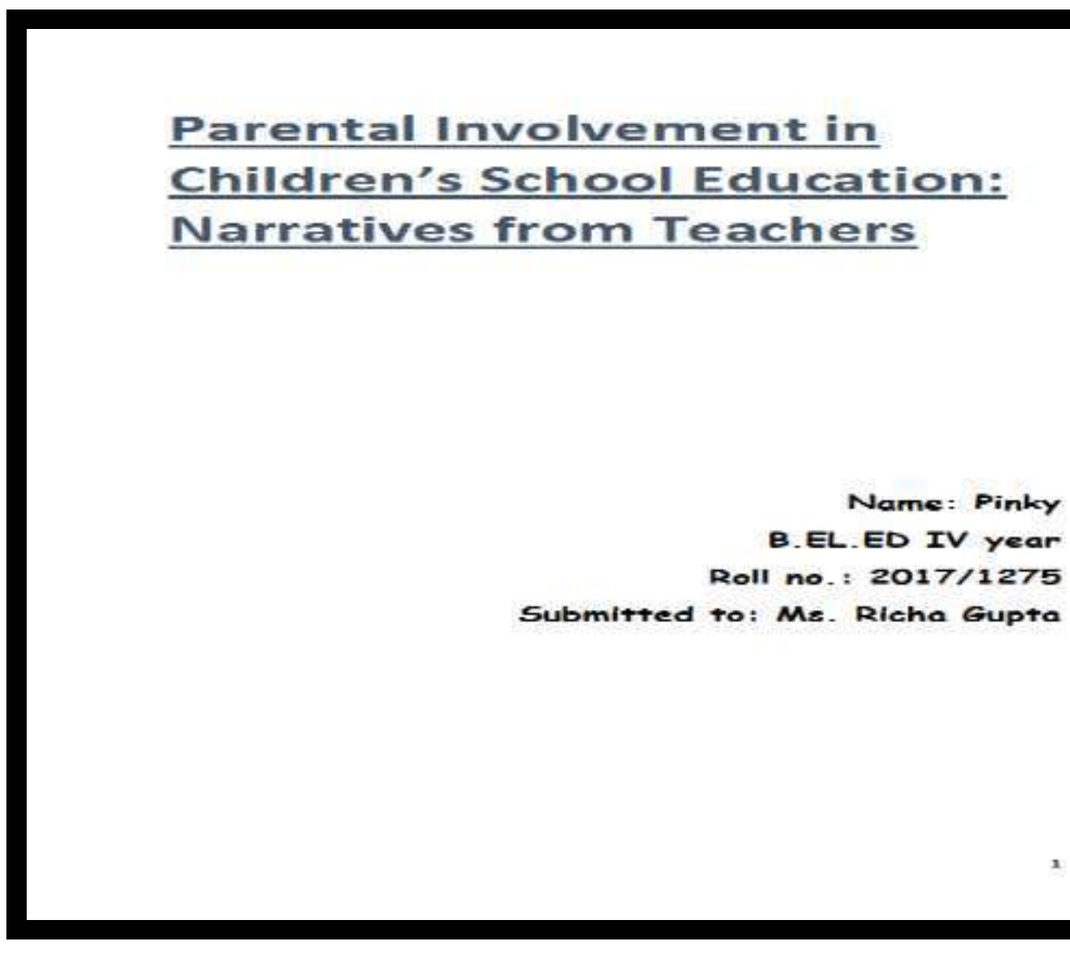

Parental Involvement in Children's School Education: Narratives from Teachers

Name: Pinky
B.EL.ED IV year
Roll no.: 2017/1275
Submitted to: Ms. Richa Gupta

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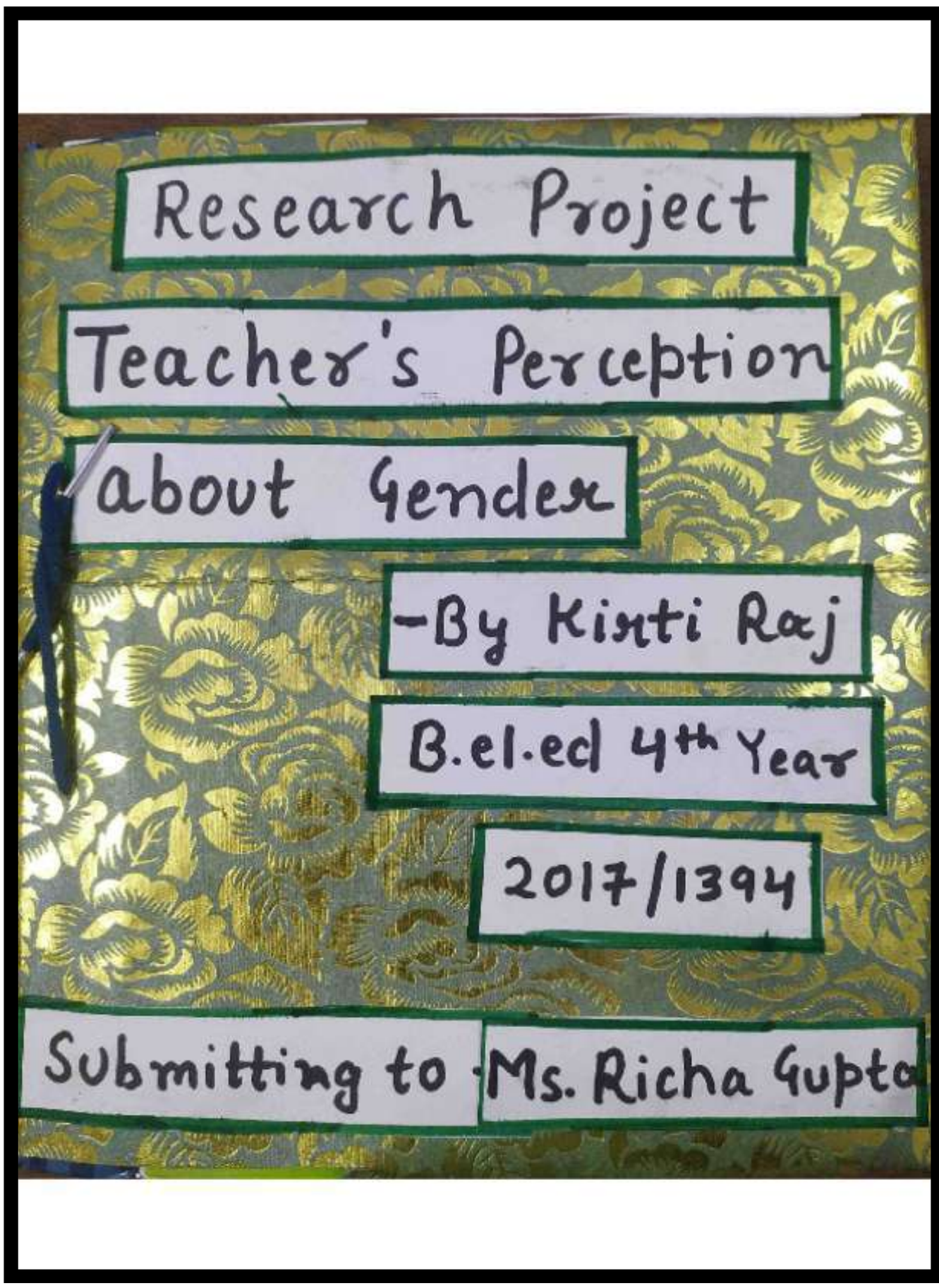

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School Internship Research Project

Name: Shivanshi Sinandi

Department: B.EL.ED, 4th yr

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College: Miranda House

Submitted to: Neetu Maam

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Chapter- 1: Theoretical Framework

Title of the Project: Role of audios and videos in EVS classroom

Name: Shivanshi Sinandi

ENVIRONMENT: DEFINITIONS

A portion of the significant definitions for Environment are: 'The term Environment is utilized to depict, in the total, every one of the outer powers, impacts and conditions, which influence the life, nature, conduct and the development, advancement and development of living organic entities.' - Douglas and Holland(1998). 'The Environment is all that influences the person with the exception of his qualities.' - Anastasi(2000). An individual's current circumstance comprises the aggregate of the incitement which he gets from his origination until his demise.' - Baring(2005). The previously mentioned definitions explicitly note that the substances of the Environment are of enhanced powers like scholarly, political, financial, physical, social, good, social and passionate. Environment has been distinguished as the combination of outside powers, condition and impacts influencing nature, life, development and conduct, development and advancement of living creatures.' All these ecological definitions are essential for natural instruction that shows up as the premier response towards shallow and oversimplified methods of enhancements. Be that as it may, the equivalent has an inside and out and far reaching element in the instructive methodology. It stays a multi-disciplinary life measure and is in connection with the whole biosphere. Natural examinations is recognized as a multi-disciplinary science as it holds various investigations like physical science, science, clinical science, agribusiness, life science, sterile designing, general wellbeing, and so forth all in all it is about actual marvels occurring with the climate and exploration over responses, sources, impact, transport, and actual destiny of organic species that are influenced by human movement. It is a deep rooted approach for learning multi-disciplinary areas that can help with appreciating and understanding the Environment and deciding associations of the equivalent alongside their effect. The whole methodology creates information, mindfulness and comprehension about the decent and inspirational perspectives towards the environment. It adds abilities in understudies for having the option to evaluate ecological conditions. Ecological examinations get ready people for a biologically supportable life later on and additionally enable us in reestablishing and keeping up normal frameworks of Earth. The fundamental thought is to cultivate sufficient help in the production of prosperity for the forthcoming ages through the method of advancing a practical way of life. It requests the information to accomplish a reasonable state among social, ecological and monetary turns of events. It incorporates the demonstration of esteeming and regarding past accomplishments and supports for the protection of the environment.

ENVIRONMENTAL EDUCATION: MEANING

The wellspring of life on earth is the environment. It incorporates every one of the actual pieces of the earth in particular air, soil, water, minerals, rocks, and so on just as living beings to be specific plants and creatures. "Environmental Studies/instruction" gives a methodology towards understanding the environment of our planet Earth and the impact of human existence on the environment. It is the way to advance breadth and mindfulness about the relationship of man and for his entire life related exercises with nature. The essential concern is tied in with building up an important awareness of others' expectations for protection, conservation and environmental improvement oversaw 'from' and 'for' the whole environment of Earth. The interaction is a sort of learning intended to 'structure the

environment' as the environment gets utilized as a cost to gather information, originations and abilities about decided scholarly teachings. There is the need to create abilities, perspectives and right assessment of capacities to oversee property and build up the environment gets recognized as 'education for the environment'.

Meaning of Teaching Aids:

In the teaching of EVS at essential level teaching material fills in as a way to assist an instructor with presenting or clarify a point successfully. Fair or well-planned teaching takes place in the presence of teaching aid only. Teaching material makes the teaching-learning measure intriguing by breaking the dullness in the classroom. Effective teaching aids increase the process of the teaching-learning process. Teaching material actuates the intellectual, emotional and psychomotor spaces of students learning.

Purpose of using teaching-learning materials:

Various serves the purpose of using teaching-learning material in social science teaching:

- Teaching-learning materials helps in making learning simple.
- Teaching-learning materials helps in making learning to stay in the personalities of the students for a more extended time.
- Teaching-learning materials helps in making the exercise seriously intriguing.
- Teaching-learning materials empower the educator to communicate the proposed ideas of learning successfully.
- Teaching aids in social studies helps in representing common natural phenomena like volcano, rain, earthquake etc.
- Teaching helps in social studies teaching assists with characterizing a thought, idea in a better way. For instance: to clarify the bearing in a guide or on a globe.
- Teaching help is useful in reviving and building up students' learning when there is trouble in making a real atmosphere or situation related to the topic.

Characteristics of teaching Aids:

Following are the characteristics of teaching aids are:

- Teaching aids ought to be modern in each viewpoint.

- Teaching aids ought to be basic, improvised from time to time.
- Teaching aids ought to be exact and honest.
- Teaching aids ought to be informative and as per the psychological level of the students.

Classification of teaching aids:

Teaching aids are of three types -

1] Audio aids: Audio aids are those aids of teaching which we can hear as it were. These aids utilize hearing sense as it were. For instance: Tape recorder, language laboratories, voice recordings etc.

2] Visual aids: These aids utilize the student's visual sense or organs as it were. For instance blackboards, diagrams, maps, pictures, cheat sheets, maps, banners, recordings, narratives and so forth.

3] Audio-visual aids: These are the aids where learners utilize hearing just as the visual feelings of the learners. These aids help in achieving the psychological, full of feeling and psychomotor areas of the learners. For instance Television, OHP, films, PCs, slides, and so forth.

AUDIO –VISUAL METHOD OF TEACHING

Attributable to the acknowledgment of the job of technology in viable teaching and learning, the educational professionals began utilizing the mechanical contraptions in their interaction of teaching. Among the different devices utilized during the time spent teaching, the TV with VCR is discovered to be exceptionally well known even among the educators working at primary level. Other than utilizing the electronic devices to fill the shortfall of an instructor in the study hall, the equivalent are likewise utilized as supporting vehicles for the educators' teaching. The electronic media have become a basic piece of teaching at all levels of teaching especially at primary level in the recent years, on account of acknowledgment of the strength of the technology in making teaching and learning powerful and more significant. As of recent years the arrangement of education all through the world is particularly impacted by the developing advances. It is somewhat hard to see an arrangement of education without the impact of technology and henceforth the educational organizers everywhere on the world feel it is alluring to have the technology. In the field of education to fortify the cycle of education, it is likewise settled that technology is the most relevant medium that is accessible to take care of various issues which are inherent in the process of education . The different parts of education can be fortified by the utilization of the standards and the result of technology. It is obviously that the technology in education has become an irreversible need. Particularly at the primary school level Audio – Visual techniques for teaching are entirely reasonable to make learning powerful and simple.

THEORETICAL PERSPECTIVES OF AUDIOS AND VIDEOS IN EDUCATION BY EDUCATIONAL THINKERS

Audios and Videos are in effect generally utilized in teaching and learning rehearses and grow better approaches for learning, for example, online and distance learning. It offers a famous, simple to-use for instructional materials in light of the fact that practically all students approach a video player at homes, and they are likewise regular at school. As indicated by **Thorpe (2006)**, when video is fittingly coordinated with explicit instructional objectives, video materials assist more students with accomplishing more elevated levels and will in general draw in a lot more students in manners that are more convincing than printed assets.

American financial expert **JOHN KENNETH GALBRATH** characterizes technology(audios and videos) and tlm for teaching as "The deliberate utilization of logical or other coordinated information to pragmatic errands utilizing distinctive tlm's particularly videos". This perspective on the idea of technology presently centers around technology as an interaction, a way to deal with and take care of the issues. Audios and videos guidance as per **ROBERT HEINICHI** "is a teaching learning pattern designed to provide reliable and effective instruction to each learner through used technologies of instruction are criterion referenced instruction, competency based instruction and mastery learning. All these systems require technology assistance to education.

The technologies of instruction are of recent origin. The advancements of guidance are of ongoing source. The popular therapist **psychologist B.F. SKINNER**, moved the instructors to adjust their traditional practices to place into impact new standards of learning arose as an experimental psychology. Skinner's theory of operant conditioning which is widely known as reinforcement theory accrues a new outlook to the teaching and learning process.Indeed, even the more perplexing conduct can be coordinated to accomplish information, understanding and abilities adequately through teaching materials.

Analyst **Psychologist Fred S. Keller** has coordinated a customized arrangement of guidance which is by and large known as Keller – Plan. The customized arrangement of guidance sets skinner reinforcement theory in motion. The children work separately at their own speed, utilizing an assortment of instructional materials masterminded in a consecutive request and expert the subject. In the learning process in any society media plays an important role. **S. N. Postlewait** has evolved an audio tutorial system.It was because of an instinctive reaction to the felt issue. He planned some audio tapes to give some learning exercises to the students. Students utilized audio frameworks and have shown critical changes in learning behaviour. He changed a customary science research center into learning where the students can adapt freely utilizing the audio framework. Media alludes to whatever conveys information between a source and a collector. Regularly the educator utilizes media with no reference to manage the standards of the experience contained in those media utilized by learners. The media might be a film, a TV, a radio, a chronicle, a photo, a projected visual, a literature and the like or correspondence. The majority of the educators utilize explicit materials precisely without a good theoretical rationale and present it to the learners. The small kids respond rapidly to the circumstances and react in like manner. The separating capacity among the children must be created by appearing well and their sense organs alert. The instructors need to put together the experience of learners

such that assists them with changing their exhibition in a significant manner. The media gives an immediate encounter to the student.

Burner built up a theory of guidance dependent on direct experience. The succession wherein the student experiences the media directly affects the mastery of the task as indicated by the burner. When a learning task is introduced in a sequence the level of involvement of the student makes learning more powerful. concrete experience facilitates learning and the acquisition, retention and reliability of abstract symbols than abstract experience. This instructional media gives the essential concrete encounters as well as assists the students with coordinating. Past experience, the central purpose of instructional media is improving the harmony among concrete and abstract learning experience. Most instructional materials are utilized not in detachment but rather in a mix of at least two. There have been numerous analysts in the field of instructional media which presumed that the overall viability of verbal guidance stood out from the idea of guidance and the personality of the learners, incorporating their past experience with target material. Media supports the consideration of the individual student and makes the classroom more meaningful. Truth be told it is vital that the media use control so it should be taken so as often as possible with no reference to learning circumstances. The utilization of the media should know the impact of any material used in his day to day teaching.

Mayer (2001) explains that viewing, while it might give off an impression of being latent, can include the high intellectual action essential for active learning: "well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive". The content and context of the viewing are both crucial elements for engaging students as active learners. content ought to be age-and skill appropriate, as "the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television" **(Stanovitch & Cunningham, as cited in CPB, 2004, p. 8)**. Different parts of video that have been exhibited to draw in students in dynamic learning are its location to various types of insight, its utilization of numerous modes for content conveyance and its enthusiastic appeal to watchers.

THEORETICAL PERSPECTIVES OF AUDIOS AND VIDEOS IN EDUCATION BASED ON MAJOR POLICIES

National Policy on Information and Communication Technology (ICT) as a TLM In School Education

The National Policy on Education 1986, as modified in 1992, focused on the need to utilize educational technology to improve the quality of education. The arrangement explanation prompted two significant midway supported plans, specifically, Educational

Technology (ET) and Computer Literacy and Studies as a tlm in Schools (CLASS) preparing for a more complete halfway supported plan – Information and Communication Technology at Schools in 2004. Educational technology likewise tracked down a critical spot in another plan on upgradation of social science and science education. The critical job ICT as TLM can playin school education has additionally been highlighted in the **National Curriculum Framework 2005 (NCF) 2005.**

Utilization of ICT for quality improvement additionally figures in Government of India's lead program on education, **Sarva Shiksha Abhiyan (SSA)**. Once more, ICT has figured extensively in the standard of tutoring suggested by the **Central Advisory Board of Education (CABE), in its report on Universal Secondary Education, in 2005**.

With the assembly of innovations, it has gotten basic to investigate all conceivable information and communication advances for improving school education in the country. The far reaching decision of ICT for all encompassing advancement of education can be constructed uniquely on a sound policy. The activity of ICT Policy in School Education is propelled by the huge capability of ICT for upgrading effort and improving quality of education. This arrangement attempts to give rules to help the States in improving the utilization of ICT in school education within a national policy framework.

National IT Task Force, 1998

The Prime Minister established the National IT Task Force in 1908 which made a few suggestions for making accessible PCs, internet and educational programming to instructors and students of schools, universities and polytechnics continuously in 2003 and route for a more far reaching halfway supported plan to be specific Information and Communication Technology in Schools as a significant TLM's in 2004. During a decade ago, thousands of PCs have been introduced in upper primary and secondary/higher secondary schools under various schemes of central and state government Some States have introduced computers as an optional subject in SSC Board examinations. Legislature of India additionally gives help to States to create **audio, videos and media programs** through **State Institute of Education Technology [SETI]** under the general direction and backing of Central Institute of Education Technology.

National Curriculum Framework 2005 (NCF)

NCF has likewise featured the 'critical part' of Tlm particularly Technological teaching learning material - ICT. It can play in school education. It discussed the fundamental part identified with the foundation of 'smart schools' intended to become technology demonstrators. ICT use improvement in excellence likewise figures in Government of India's lead program on education, Sarva Shiksha Abhiyan (SSA). Once more, the Central Advisory Board of Education (CABE) in the standard of tutoring figured ICT thoroughly, in its report on Universal Secondary Education, in 2005. The Information and Communication Technology (ICT) in Schools was dispatched in December, 2004 and modified in 2010 to offer freedoms

to secondary stage students to primarily build their ability on ICT abilities and cause them to acquire through PC supported learning measures. The plan as of now covers both Government and Government supported Secondary and Higher Secondary Schools. Monetary help is given to obtainment of PCs and peripherals, educational programming, preparation of instructors, improvement of e-substance, Internet availability and set up of smart schools. Up until this point, roughly 87033 government and government helped secondary and higher optional schools have been endorsed for inclusion under ICT in Schools Scheme.

Twelfth Five Year Plan of MHRD

On the utilization of tlm and technology in education it is point by point in Twelfth Five Year Plan of MHRD that a large portion of the secondary schools have restricted accessibility of computer facilities. This compels the students from procuring ICT-related abilities fundamental in the information economy and limits educators' capacity to redesign their topic information and students' capacity to get to fundamental learning materials. ICT can conceivably have a critical effect in improving quality in teaching learning. The National Policy of ICT in School Education imagines and accommodates the advancement of an all encompassing structure of ICT support in the educational system.

Mission Mode Project (MMP) on School Education is now under the National e-Governance Plan (NeGP)

This project by the government would enable comprehensive technology adoption at school level education. Particularly this would cover the following aspects of school education sector:

1.Developing ICT abilities and handling diverse TLM's capacity to of all heads of schools, teachers, non-teaching staff and students;

2. Making a repository of quality-assured digital contents in English, Hindi and provincial dialects in all subjects particularly in social science and arithmetic;

3. Training and empowering teachers to create and utilize e-content;

4. Making arrangements for ICT in classrooms or versatile offices like a cell phones/PC/iPad and a projector with battery-powered battery, and carry out ICT-incorporated education;

5. Empowering arrangement of ICT-incorporated assessment and e-administration at the institutional and fundamental level including setting up of education portal(s) with viable teaching learning material. The MMP additionally imagines exhaustive utilization of technology to guarantee conveyance of administrations to students, teachers, self-sufficient

foundations and accomplices on an ‘anytime-anywhere’ premise by utilizing the Common Service Centers (CSC) set up to the town level the nation over.

SAKSHAT- a ‘one stop education portal’ by MHRD

Understanding the significance of Information and Communication Technology (ICT) the Ministry of Human Resource Development according to the Mission Document, ICT is the instrument in education accessible to improve the current enrolment rate in Higher Education, at present 15% to 30 percent before the finish of the eleventh Plan time frame.

The Ministry likewise dispatched an online interface named "SAKSHAT" a 'One Stop Education Portal'. The excellent e-content once created will be transferred on SAKSHAT in all controls and subjects. A few activities are in the finishing stage and are required to change the manner in which teaching and learning is done in India.

A valid example is the undertaking, "Creating appropriate instructive techniques for different classes, scholarly types and examination in e-learning," moored by IIT Kharagpur. Resources from all the IITs and a few NITs are taking an interest in this educational plan improvement project.

The National Mission on Education through Information and Communication Technology (ICT) has, under its aegis, made Virtual Labs, Open Source and Access Tools, Virtual Conference Tools, Talk to Teacher programs, a Non-Invasive Blood Glucometer and additionally for reproduced lab analyzes, a Di. Electric recurrence shift application improvement of resonator for minimal effort oscillators.

National Policy On Education, 1992

In 1992 the NPE of 1986 was altered to smooth out, advance and keep up proficient standards. As a feature of this, it presented a typical selection test on an all-India reason for expert and specialized education to decrease the physical, mental and monetary weight of students and guardians because of the assortment of assessments. It additionally stressed on changing teaching strategies through the presentation of **'audio-visual aids and electronic gadget'** in higher education. Association of computer education programs as a supportive TLM, directly from the school stage was likewise underscored in this arrangement. **The accentuation was on the acquaintance of new technology with improved access, quality and administration of advanced education, and distance learning programmes.** Many Central government programs like the Computer Literacy and Studies in Schools (CLASS), selection of information and communication technology (ICT) in schools were developed as a piece of the educational strategy.

MOOCs Guidelines

In order to provide access to most of the people, Government of India has recently

formulated MOOCs guidelines for developing and implementing OERs. While the overall rules are given by the government, there is a need to outline OER arrangements by each foundation of higher learning keeping in view of infrastructure and HR. We need to separate between the organizations that have communities for distance learning and the individuals who don't have to arrange the MOOCs strategy. For instance**, the MOOCs strategy imagines that the online courses created under the approach will be kept on the public entry SWAYAM, where learners can have free admittance to the educational materials. Yet, a base expense will be charged for assessment evaluation, and certification.**

THEORETICAL PERSPECTIVES OF AUDIOS AND VIDEOS IN EDUCATION BASED ON MAJOR THEORIES

Constructivist learning theory

Constructivists see learning as a development of abstract ideas in the mindto address reality. They posit that learning occurs when a learner constructs internal representations for his or her unique version of knowledg**e. Constructivist scholars like Piaget and Vygotsky** contend that bury interactive exercises in which learners assume active parts can draw in and rouse learning more successfully than exercises where learners are uninvolved or passive. People are accepted to learn better when they find things without anyone else and when they control the speed of learning. Subsequently, it is normal to expect that self coordinated, intelligent learning would improve learning results. Constructivists put more emphasis on engaging students in the process of learning than on finding a correct answer. Numerous constructivists call for more extravagant learning environments that appear differently in relation to the common less intelligent classroom environments depending on instructors, textbooks, and lectures. Illustrations, video, and other media can help by fascinating and connecting with learners.

Brandt, another psychologist recommended that constructivism should be a reason for Web-based learning. Web-based education upheld by the constructivist theory should hence empower learners to engage in interactive, creative, and collaborative activities during knowledge construction.

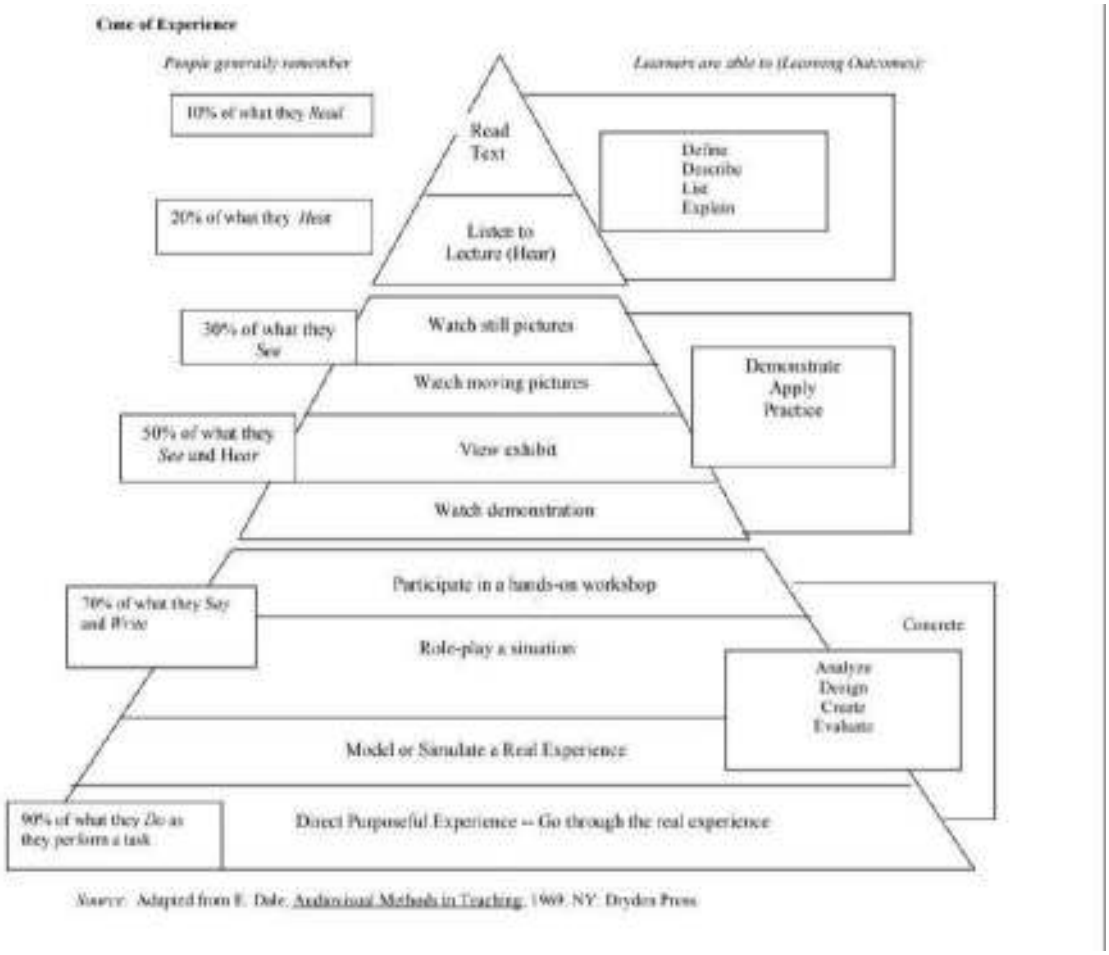
Cognitive information processing theory

Cognitive information processing theory is an expansion of the constructivist model, in light of a model of memory. It proposes cycles and constructions through which an individual gets and stores information and spotlights on cognitive cycles during learning; these include processing instructional information **D. Zhang et al. /Information and Management (2006)** 15–27to create, test, and refine mental models until they are adequately explained and dependable to be viable in novel critical thinking circumstances. The recurrence and power with which a student is tested to measure and utilize instructional info should then decide the pace of learning. A major assumption of the cognitive learning model is that a learner's attention is limited and therefore selective. With more intuitive and more interactive media accessible, a student who leans towards an intelligent learning style has greater adaptability to address individual needs. In light of this, it is accepted that an instructional strategy like audios and videos that provides a greater variety of interactions and richer media should be more effective.

Naturalism by pestalozzi, Froebel, John Dewey and Edgar Dale (and his cone of experience)

Naturalist like **Pestalozzi (1746 – 1827)**, who pioneered the idea of learning through action, and **Froebel (1782 – 1852),** who initially advanced the rule that children have unique needs and capabilities, Edgar Dale's work was most intensely impacted by John **Dewey (1859-1952).** Dewey focused on the significance of the coherence of learning experiences from schools into this present reality and contended for a more noteworthy spotlight on higher request results and significant learning.

Edgar Dale in his first release of Audiovisual Methods in Teaching (1946), Dale expanded Dewey's idea of the progression of learning through experience by building up the "Cone of Experience" which relates a concrete to abstract continuum to audiovisual media choices (Seels, 1997). Dale (1969) viewed the Cone as a "visual analogy" to show the movement of learning experiences from the concrete to the abstract as opposed to as a solution for guidance with media. In the last release of Audiovisual Methods in Teaching (1969), Dale incorporated Bruner's (1966) three methods of learning into the Cone by classifying learning experiences into three modes: enactive (i.e., learning by doing), iconic (i.e., learning through observation), and symbolic experience (i.e., learning through abstraction).



In Dale's point of view (1972), most students in schools learn how to think, find and solve real problems. Maybe, students had to retain realities and information in many schools, and thus, any information they procured was idle in their genuine lives. Hence, he contended that we ought to have progressive ways to deal with improve the nature of educational learning environments. To construct learning environments mixed with rich experiences, Dale contended for the improvement of new materials and strategies for instructions. Dale advanced the capability of audiovisual materials, accepting that they could give distinctive and significant experiences and expand them paying little heed to the constraints of existence. Dale (1969) contended:

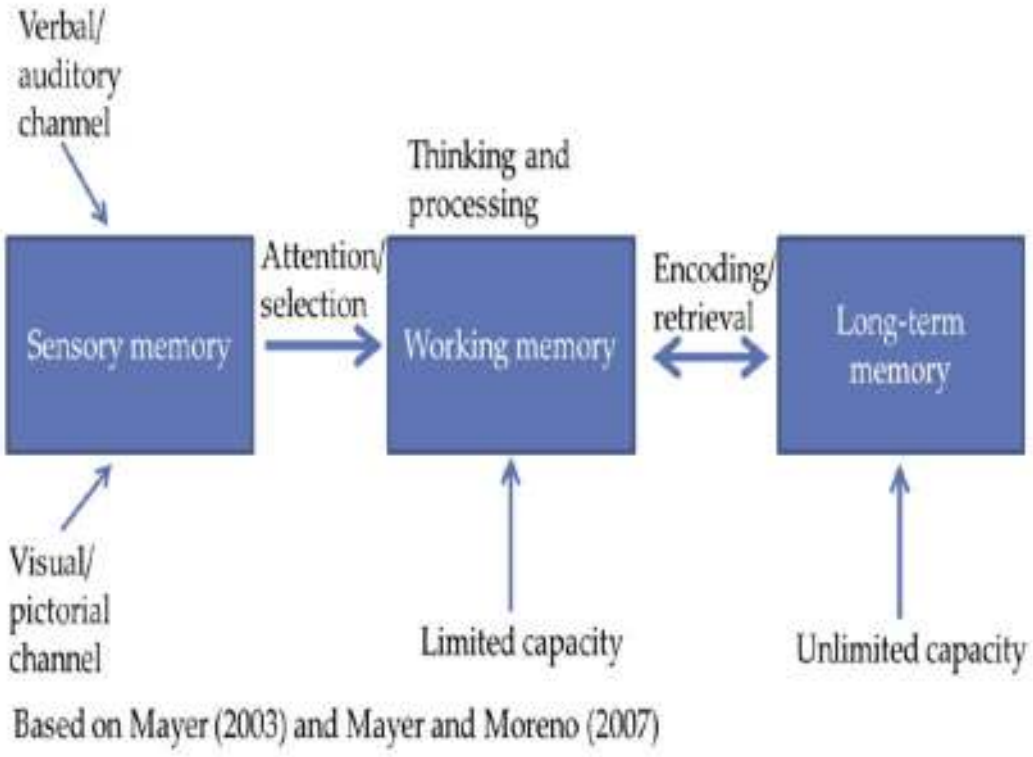
> **Thus, through the skillful use of radio, audio recording, television, video recording, painting, line drawing, motion picture, photograph, model, exhibit, poster, we can bring the world to the classroom. We can make the past come alive either by reconstructing it or by using records of the past.**

Dale accepted that audiovisual materials could assist students with learning others' direct experience, or vicarious experience. **Dale (1967) guaranteed, "Audiovisual materials outfit one particularly successful approach to broaden the scope of our vicarious experience". Dale inferred that audiovisual materials could give a concrete premise to learning ideas,, heighten students' motivation, encourage active participation, give**

needed reinforcement, widen student experiences and improve the effectiveness of other materials.

COGNITIVE THEORY OF MULTIMEDIA LEARNING

The Cognitive Theory of Multimedia Learning expands on the Cognitive Load Theory, noticing that working memory has two channels for information acquisition and processing: a visual/pictorial channel and a hear-able/verbal processing channel **(Mayer and Moreno, 2003).** Although each channel has a restricted limit, the utilization of the two channels can work with the reconciliation of new information into existing cognitive designs. By utilizing the two channels, working memory's ability is boosted—yet either channel can be overpowered by high cognitive load. In this way plan strategies that deal with the cognitive load for the two directs in multimedia learning materials guarantee to upgrade learning. In addition, two key suspicions of double channel processing and restricted working memory limit, the Cognitive Theory of Multimedia Learning likewise explains the objective of any learning as "meaningful learning," which requires cognitive processing that incorporates focusing on the introduced material, intellectually putting together the introduced material into a rational construction, and coordinating the gave material existing information (Mayer and Moreno 2003)



Based on Mayer (2003) and Mayer and Moreno (2007)

So lately the arrangement of education all through the world is particularly impacted by the developing advances as a tlm particularly audios and videos. It is somewhat hard to see an

arrangement of education without the impact of technology and thus with this part of theoretical framework, I came to know how the educational organizers everywhere on the world, various different thinkers, psychologists, policy makers and many other influential educationist feel it is desirable to have the technology- audio and video as an important tlm in our classroom.

Chapter-2 : Review of related Literature

Title of the project : Role of audios and videos in Evs classroom

INTRODUCTION

"Basically all human information can be found in books and libraries. Dissimilar to different creatures that should begin with every age man expands upon the amassed and recorded information on the past."

This section manages the different studies being directed in India and abroad. Some of them with their significant discoveries are referenced in this section.

According to Scot and Werthmier (1932) "Reviews of related literature may avoid unnecessary and may help to make progress towards the solution of new problems".

It is through literature reviews that examination reports will accomplish orchestrated archives. These surveys will be made by the specialist and are archives that as of now exist concerning the chosen subject; it is the obligation of the examiner to stay mindful of those investigated works that have significance to the current examination. Proper determination of the reports will contribute substantial components to the examination; else it will be a disappointment. These connected studies are the base for the scientist regarding knowing the neglected territories in the connected field. Also, these reports help the specialist for getting a handle on the work appropriately. It illuminates the extent of the significant subject.

The investigation of related literature can never be overlooked in an exploration or project.

DEFINITION AND PURPOSE OF REVIEW OF RELATED LITERATURE

Literature Review can be composed as a significant section of any dissertation or thesis. It can stay as an independent survey as far as composing a subject. In both the cases, the reason can be noted as:

- Putting each work in decided setting and contributing towards the understanding of chosen subject under legitimate survey
- Outline of relationship among each chose settings go under contemplations
- Fresher approaches to examine and decipher holes from past research
- Settling clashes among opposing explanations in past studies
- Acknowledgment of regions with earlier grant for forestalling duplication
- Bringing up futuristic research.
- Putting original work (for such dissertations) according to current writing.

According to C. V. Good: "Without a critical study of related literature the investigator will be grouping the dark and perhaps uselessly repeat makes up a problem for research work already done"

Accordingly, to preserve assets, energy and time, definite just as entering study ought to be considered in all the accessible literature.

LITERATURE: COMPONENTS

Like primary examination, different advancements are noted in literature reviews. These can be arranged as:

- Formulation of the Problem— which field/point will be analyzed and which parts will be chosen?
- Quest for Literature — determining and investigating explicit materials for the subject
- Assessment of Data — assurance of literature with important commitment towards the understanding of chosen point
- Interpretation and Analysis — examining determinations and closing with relevant literature.

LITERATURE REVIEW: ELEMENTS

- Subject outline, theory/issue to be considered with points of literature review
- Work division under unmitigated reviews (like, importance to position, against elective postulations)
- Clarification of comparable work and the manner in which it changes from others
- Ends ought to be achieved according to best of the contemplations and in agreement to the contention. Most persuading sentiments and most prominent commitment will be acknowledged for understanding just as examination advancement.

ASSESSMENT OF LITERATURES TO:

- Provenance-What are noted as qualifications of the creators? Are the contentions of the creators getting upheld by decided proof (as history-based primary material, stories, contextual analyses, insights, current logical inductions)?

- Objectivity-is the viewpoint of the creator biased and fair? contrastive information getting thought of or some relevant information get overlooked to make the statement of the creator?

- Persuasiveness- Which are the theories of the creator with most or least persuading?

- Value- Are contentions just as the finish of the creator persuading? Does the exploration add to an understanding level of the subject?

ASSESSMENT OF LITERATURES TO:

IMPORTANCE OF STUDY OF RELATED LITERATURE

About the significance of review of related literature, Samuel has composed the admirable proclamation, with a right feeling of mind that the significance of related literature can't be denied in any examination.

"Though it is time consuming but it is a fruitful phase of any scientific investigation. The main purpose is to systematically portray the relevant aspects of the study into a theoretical framework".

Study in any field of information, the examination laborer needs to obtain exceptional information about what has been instructed and done in the specific territory from which he takes up an issue for research.

Underscoring the significance of study related literature, **C.V. Good** and other have unmistakably brought up that:

"Study of related literature assists us with realizing whether proof effectively accessible can tackle issues enough minus any additional examination and consequently may take care of issues sufficiently without duplication".

From the above see it very well may be expressed the review of related literature assumes an extremely critical part particularly in region of the research problem.In the present study it was not possible, on the part of the investigator, to get access to the entire published or unpublished research in the field, yet an attempt was made to embrace a few such information.

SOME STUDIES AND DISSERTATIONS RELATED TO TLM ARE REPRODUCED IN INDIA HERE AS UNDER:

Author-JOSHI, SNEHA AND TOMAR, ARCHANA,

Year- 2002

Title- Instructional strategies used in teaching topic food in EVS in assam.

Findings- Created and executed an instructional bundle for seven units of standard IV in the subject of environmental science .It was tracked down that the distinction among pretest and post-test scores for every one of the units and a wide range of tests was critical. The plausible justification this could be the extent of innovativeness autonomy, more corporations among researchers and understudy's action arranged teaching, utilization of various techniques and media by the researcher for carrying out the intercession program. The mediation program helped the learners ,not exclusively to refine their past scholarly presentation, yet additionally assisted them with creating higher cognitive capacities, meta cognitive capacities, psychomotor abilities and a few viewpoints identified with emotional areas. To achieve a more successful food and nourishment education program, the utilization of a mix of instructional methodologies is suggested. An exhaustive methodology is food and nourishment education with coordinated topics can bring about elevating the adequacy of each branch of knowledge.

Author- KANDI, JAYA SREE AND RAO, DIGUMARTI BHASKARA

Year- (2004)

Title- Effective teaching methods used in telugu at secondary level with technologies

Findings- the techniques for teaching each subject assume a significant part in improving the proficiency of their experts. The creator underlined on after focuses:- • All trouble to be taken out in the class, teaching ought not continue further except if all students understand to keep away from private educational costs. • Less schoolwork ; more work in school, • Effective utilization of Audio-visual aids and Educational Technology. • Use of PCs. • Environmental Approach is to be utilized.

Author- TIWARI, MEGHA,

year- (2010)

Title- Technological Teaching Techniques in Education

Finding- The educator needs to execute progressive teaching procedures in education to achieve the teaching objective. There are explicit benchmarks dependent on which the teaching method should be carried out. These benchmarks incorporate understudy mindfulness levels, the settings and the gathering of learning destinations set in the educational program. The response of students varies to the shifted strategies of teaching. A

portion of the affecting teaching methods are as per the following: Questioning Explaining Modeling Demonstrating Collaborating In the current occasions, teachers utilize different strategies to give quality education notwithstanding the depicted procedures. Education has seen the inception of changed methods including pretend, story or games, classes, introductions, workshops, gatherings, conceptualizing, contextual analysis, educational excursions and current audio-visual aids like narrative movies, PCs, web and the like.

Author: Chetan Lal, Neera
Year: 1991
Title: "The production and validation of video teaching – learning material in home science for senior secondary students of Delhi."

Findings:
problem: A self learning bundle including video and module was created and relative viability was concentrated with that of video helped guidance and ordinary teaching.

objective:

(I) To examine the similar adequacy of Video Teaching Learning Material (VTLM), Video Aided Instruction (VAI) and Conventional Teaching (CT) in accomplishment of ideas in chose units of home science,

(ii) to create instructional material in the chose units home science for three unique medicines, (iii) to research the near adequacy of three medicines gave to three identical gatherings having a place with three levels of insight in maintenance of ideas in chose units of home science, and

(iv) to assess the demeanor of students towards video teaching – learning material.

Approach: The example of the examination included 102 students from three schools. The apparatuses utilized comprised of Criterion Referenced Test, Retention of Concept Test and Attitude Scale dependent on Likert's technique were created by the specialist. The information gathered were dealt with utilizing chi-square, ANOVA, Sum of Ranks test and 't' test.

Significant Findings:

(1) On pre-test scores the F-proportions for the three gatherings having a place with three levels of knowledge and collaboration impacts were not discovered to be huge.

(2) The distinction in mean post – test scores were critical. Students presented to VTLM and VAI accomplished higher when contrasted with CT.

(3) There was no critical contrast between two medicines of VTLM and VAI.

(4) The low knowledge students accomplished higher when presented to VTLM when contrasted with VAI.

(5) On maintenance scores, huge contrasts were seen in three unique medicines. Students presented to VTLM and VAI held more ideas in home science when contrasted with students

in CT. (6) Students presented to VTLM accomplished higher when contrasted with VAI. (7) most of the students had an ideal mentality towards video teaching – learning material.

SOME STUDIES AND DISSERTATIONS RELATED TO TLM THAT ARE CONDUCTED ABROAD

Author- TEWKSBURY AND HARRIES

Year- (1982)

Title-Popular methods of teaching and materials used in new zealand

Findings- tracked down that the most well known strategy is conversation utilized by 91% of teachers, and this is trailed by audio-visual aids (74%), open air studies (64%), and field outing and local area assets (60%). Almost 40% teachers utilize material aides and 29% visitor addresses. PC helped guidance come least with 2%teachers utilizing it.

Author-BOURNER, TOM

Year-(1997)

Title-Using Educational Video in the Classroom: Theory, Research and Practice

Findings- Their investigation stressed on learning brings about conversations identified with teaching strategies in advanced education (HE). The investigation set forth six fundamental learning results and ten regular teaching procedures for every one of the learning results. The investigation finds that extension of the scope of teaching strategies that the scholastic individuals can utilize goes about as a technique to lessen the earnestness of the compromise among teaching viability and teaching accomplishment as there is a decrease of teaching assets consistently.

Author- CHALKLEY, TREVOR. W AND NICHOLAS DAVID,

Year- (1997)

Title-Streaming media in higher education: Possibilities and alls

Findings-Their printed study connoted that the PC establishes a minor job contrasted with other educational program activities as teachers have neglected to join information technology with other teaching methods in the study hall. Then again, it should be noted that most of this examination relies upon insightful strategies that incorporate self-assessment and self-revealing by the actual teachers. There has been restricted observational examination and there is a further necessity to approve the analytical examination with the study hall examinations. The example for the investigation consisted of 11 teachers and 253 understudies in shifted classes in 3 primary schools situated in London. The derivations made embrace before studies as per which PCs are utilized temporarily. In any case, there were significant varieties noted in the work of PCs in classrooms where students had the freedom to choose their individual activities in contrast with classrooms where teachers chose the activities. These varieties show PC technology is utilized when the teachers don't

have to adjust their teaching philosophy or game plan of classrooms. Further, there was additionally a distinction in the time spent on PCs by both the more youthful young men and young ladies in the classrooms.

Author-LAM, KOKIN AND ZHAO, XIANDE

Year-(1998)

Title:. Video in Language Teaching

Findings-They expected to recognize the utilization of value capacity to improve the teaching quality. They prescribed and tried a procedure to contemplate fluctuated teaching strategies and for evaluating their adequacy in achieving educational points thinking about the viewpoint of the students. The paper showed how the work of the quality capacity arrangement (QFD) and logical progression measure (AHP) were useful in laying out teaching methods and habits and in evaluating their adequacy in accomplishing educational points.

Author: WASHINGTON COUNTRY, MARYLAND, WEISS

Year: 1957

Title: "Use of Television in classes of Washington Schools"

Findings- Reported that teachers, understudies and directors were excited about the nature of learning and the more noteworthy subject inclusion made conceivable by the utilization of TV classes than that of traditional classes.

Author : ANNIES

Year:1958

Title: 'Compare with television section and face teaching effectiveness."

Findings- Revealed, after his visit to guidance TV in ten major urban areas that the T.V. Teachers as a rule have an extraordinary esteem an incentive for more youthful students and they might have the option to animate and rouse learning. Maybe the more youthful understudies are bound to favor TV teachers while the more seasoned students are bound to incline toward vis-à-vis teaching.

Author: In an experiment by Gorden

Year: 1960

Title: "Use of the television programmes compared with the traditional method"

Findings- Students in 20 Hawaiian schools who had articulation issues were shown therapeutic discourse by one or the other TV or their own customary educator. A similar jury evaluated the students tape chronicles when the therapeutic program. Students educated by TV were superior to the students instructed by standard teachers.

Author: Suchy and Banmann

Year: 1960

Title: Experiment with conventional and TV Programmes"

Findings:Directed a long term analyze in which secondary school students were shown American history either by TV or by customary guidance. In both the first and second year, the T.V. the gathering scored essentially higher than the regular guidance bunch.

Author: Johnson

Year: 1960

Title: "Use of television programmes in teaching geography with conventional method"

Findings:Announced that the students encouraged basic topography by customary guidance had essentially preferable accomplishment over students educated by TV.

Author: kanade

Year: 1983

Title: "Impact of Television Programmes on Elementary School Childrens".

Findings:In his investigation on the conduct of the country primary younger students, tracked down that the instructional TV decidedly affects the 66 innovative conduct, language familiarity and mentality towards school. Both knowledge and station alongside instructional TV don't appear to influence the conduct viable.

SOME OF THE ARTICLES RELATED TO TLM PRODUCED IN INDIA

1] Article-1

Name of the article: Evolving Perception of Materials
By: Hridaykant Dewan
Published on: 2018
Published by: Azim premji foundation

About the article:TLMs are apparatuses for the guide of teachers and children, except if there is clearness of direction between these most basic players, materials must be an obstacle to the activity of the brain by the kid. It might likewise be imperative to perceive that materials can impede the exertion of visualization and mental development of thoughts that are abstract despite the fact that they can be seen inserted in many live experiences and recognizable articles. So except if the educator is fundamental to the undertaking of considering, creating and choosing the utilization of materials our classrooms would keep on leftover uneven conveyance. The lone change being the retrograde one, that rather than the educator it is presently the materials that are the wellspring of all information and furnish the student with the reason and substance that will be learnt. The discussion on teaching-learning materials accordingly needs to begin from the motivation behind utilizing them and their material and calculated openness to teachers and children. They ought not be forced to learn directions and errands to be followed precisely.

2) Article- 2

Name of the article: Creative Use of Teaching-Learning Materials
By: Kamala V Mukunda
Published on: 1984
Published by: eklavya

About the article- At long last as a grown-up 'playing' with teaching-learning materials for viable playing of it by the youngster - the material ought to be for valuable play considering lively development and not simple development ; making the kid its proprietor and client as well as the maker.

3] Article-3

Name of the article:Effective Teaching Learning Material (TLM)
Published by: teachers of india
Written by: Deepak Dixit

Published on:Nov 1, 2013

About the article: adequacy of TLM... here it discusses what TLM really is solely after having these experiences. There are numerous perspectives to TLM. TLM are not simply to be utilized for exhibit in the study hall and are not to be made and utilized by the educator as it were. Except if TLM is "By the learners, for the learners and of the learners" it turns out to be only an enhancing piece, that's it. Until we include the learners during the time spent making the TLM, that feeling of responsibility for measure and that level of understanding won't create. In the event that a facilitator is imaginative and has a specific level of understanding, he/she may propose to the students to utilize the things available from their environmental factors. There is no compelling reason to hurry to the store to purchase material. It's dependent upon the facilitator to control the learners and urge them to make and utilize their own TLM.

SOME GOVERNMENT REPORTS RELATED TO TLM DONE IN ABROAD

Author: VERNON

Year: 1953

Title: " the use of television in the classroom".

Findings: The learning circumstance could be upgraded, when TV visuals gave a solid impression of the real world, since this appeared to be a significant factor in exciting revenue in watchers, 84% of the watchers of educational TV had recollected precisely a logical exhibition of teaching focuses, made in the initial segment of a brief program 90% were reviewed, yet just 56% from the subsequent part were recalled neglected. It appears, accordingly, that the survey range for assimilation purposes might be restricted, to the initial couple of moments conceivably being the best.

Author: TANNENHEIM

Year: 1956

Title: "Achievement of pupils taught biology through television"

Findings:By the TV guidance the accomplishment of students was superior to students who were educated by teachers face to face albeit the thing that matters was not critical.

Author: MACOMBER

Year: 1956

Title: "Compared television instruction and conventional instruction in a College human biology course".

Findings: He tracked down that the T.V. taught students scored fundamentally higher than the up close face to face taught students.

SOME GOVERNMENT REPORTS RELATED TO TLM DONE IN INDIA

Author: Singh. J, and Singh N.K.

Year: 1983

Title: "The impact of Education Television Programs"

Findings:In their studies on the effect of educational TV programs on the children of classes I and II, demonstrated that, a three pronged methodology of

(1) Improving the working of TVs,

(2) Improving the nature of educational TV programs,

(3) Improving usage of educational TV programs, ought to be embraced to accomplish better outcomes.

Author: Goel and Jaiswal

Year: 1991

Title: "A report on IGNOU ETV: pedagogical analysis"

Findings: The investigation uncovers that these projects are very powerful. Yet at the same time there is an extension for refining the nature of these projects. Generally these projects are radiated in English and a couple in Hindi. As indicated by the points of IGNOU ETV, as the program is for multilingual gatherings, the mode of guidance ought to be, for example, is comprehensible to all. Due weight age could be given to every one of the courses which can

be sedated through TV. The substance volume is well in relation to the time available and the level of the watchers. The substance is all around sequenced and the individual teaching focuses harped on sufficiently. Diverse teaching focuses are dealt with ideally. The change from one shot to reformist shot is very smooth. The music is with the end goal that it assists with concentrating and contributes is very adjusted zeroing in on what is required. More projects are required at idea and rule levels. Abilities of examining, addressing and reinforcement could be all the more altogether incorporated. The assortments of teaching aids are utilized ideally. Still there could be an assortment in the techniques and arrangements of the projects. The IGNOU ETV programs are very obvious and engaging. Thus, the recurrence of the IGNOU ETV projects might be expanded.

SOME CHAPTERS OF THE BOOKS RELATED TO TLM BY INDIAN AUTHORS

1] BOOK

Book name: Teaching-Learning Resources for School Education

N:9789351509264, 9351509265

Page count:452

Published:17 January 2019

Format:Paperback

Publisher:SAGE Publications

Language:English

Editor:Disha Nawani

Chapter no.4: meaningful use of TLRs in the classroom

About the chapter:This chapter addresses the necessities of students–teachers and instructor instructors by giving an extensive understanding of different parts of teaching and learning assets (TLRs) in the Indian setting.

No educational exertion or change can be finished without perceiving the significance of TLRs, their real turn of events and intelligent use. This exceptional course reading, with commitments from a diverse blend of scholastics, researchers and experts, manages the turn of events and successful utilization of TLRs to develop a significant learning environment for children.

Teaching-Learning Resources for School Education addresses and satisfies a need over and again communicated by instructors at various discussions.

Key Features

• Helps to conceptualize and grasp TLRs from instructive, youngster improvement and socio-political points of view

• Examines the intelligent utilization of TLRs, staying inside the disciplinary structure of explicit space regions

• Discusses issues identified with getting ready, examining, creating and scattering successful TLRs in useful settings

• Provides fundamental help for significant utilization of TLRs in the study hall to accomplish alluring learning targets.

2] BOOK

Book name: The Use of Audio Aids in the EFL Class at the Tertiary Level - a Plus Or a Minus?

ISBN:9783640109203, 3640109201

Page count:56

Published:July 2008

Format:Paperback

Publisher:GRIN Verlag

Language:English

Author:M. Maniruzzaman, M. M. Rahman

Chapter name: language teaching and audios and videos

About the chapter: Audio aids work as learning facilitators and teaching machines, and inspire the student and capture his/her consideration during the instructional interaction. Despite the fact that such aids are extraordinarily useful in L2 teaching and constantly expanding their degree with the availability and advancement of technology, their utilization in the EFL class particularly at the tertiary level in Bangladesh is as yet restricted. This investigation was then intended to deliver shifted issues identified with the utilization of audio aids in the EFL class at the tertiary level in Bangladesh. It infers that the utilization of audio aids in the EFL class is an or more, however the absence of educator training, audio gear and material and managerial help genuinely limits it. Subsequently, the creator suggests legitimate instructor training, satisfactory audio gear and material, essential managerial help, and an exceptional language lab to guarantee the ideal utilization of audio aids, and along these lines ensure the student's greatest advantage.

3]BOOK

Book name: Principles, Methods & Techniques Of Teaching, 2E

ISBN:9788125910565, 8125910565

Page count:427

Published:November 2009

Format:Paperback

Publisher:Vikas Publishing House Pvt Limited

Language:English

Author:J. C. Aggarwal

Chapter name: classroom and methods and techniques

About the chapter :The central highlight of this chapter is on assisting teachers with teaching better. The goal is stringently utilitarian and is intended to fill in as a solid manual for the work in the study hall. The part likewise offers viable ideas for making the teaching-learning measure viable, persuasive and intriguing. It consolidates the methodologies suggested by famous educational savants and specialists. A point by point review of the significant teaching practices continued in India and abroad additionally track down a significant spot in the section.

SOME CHAPTERS OF THE BOOKS RELATED TO TLM BY FORIEGN AUTHORS

1] Book- 1

Book name: Teaching and Learning with ICT in the Primary School

ISBN:9780415215046, 0415215048

Page count:270

Published:2000

Format:Hardcover

Publisher:Routledge/Falmer

Language:English

Editors:John Meadows, Marilyn Leask

Chapter name: towards better classrooms

About the chapter:teaching and Learning with ICT in the Primary School acquaints teachers with the scope of manners by which ICT can be utilized to help and expand the teaching and

learning open doors in their classrooms. Parts cover zones, for example, proficiency, numeracy, science, and their relationship with ICT; overseeing educational program projects utilizing ICT; making and utilizing multimedia applications.Ideas and exercises for teachers to attempt depend on attempted and tried techniques from creative schools around the UK and abroad. Rehearsing teachers and students will track down this a significant guide on the most proficient method to cooperate to expand their abilities and information in the space of ICT.

2] Book- 2
Book name : Adaptive Educational Technologies for Literacy Instruction

ISBN:9781317298212, 1317298217

Page count:332

Published:17 June 2016

Format:E-book

Publisher:Taylor & Francis

Language:English

Editors:Danielle S. McNamara, Scott A. Crossley

Chapter name: Technology for promoting improved content comprehension for english language learners

About the chapter:While current educational advances can possibly on a very basic level upgrade proficiency education, a considerable lot of these instruments stay obscure to or unused by the present specialists because of an absence of access and backing. Versatile Educational Technologies for Literacy Instruction presents significant information to teachers, directors, and researchers about available educational advances that give versatile, customized proficiency guidance to students of any age. These open, extensive sections, composed by driving researchers who have created frameworks and methodologies for classrooms, present powerful advancements for understanding perception and composing abilities.

With this chapter I came to realize that a proper framework of linked literature is is epitomized by a reasonable progression of ideas; surviving and relevant references with nonstop, appropriate way of referring to; proper work of dictionary; and a total point of view identified with before examinations led on a similar topic. The flow exercise rehashes a few helpful examinations connected to the strategy utilized for environmental education embraced in India and abroad; this was gainful to the researcher to plan and further expand her investigation.

Chapter- 3

Rationale, Objectives And Methodology

Title definition:-

Audio-visual aids is guidance where specific consideration is paid to the audio and visual introduction of the material to improve understanding and retention.

As indicated by the Webster Dictionary, audio-visual aids are characterized as "training or educational materials directed at both the send the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes".

The objective of audio-visual aids is to improve an educator's capacity to introduce the exercise in basic, successful and straightforward ways for the students. Audiovisual materials make learning more lasting since students utilize more than one sense. The visual guidance makes abstract thoughts more concrete to the learners. This is to give a premise to schools to understand the significant jobs in empowering and supporting the utilization of audiovisual assets.

Audio-visual are those gadgets by the utilization of which communication of thoughts among people and gatherings in different teaching and training circumstances is helped. These are additionally named as multi-tactile materials (Dale Edgar, 1964). Kinder, S. James additionally characterized audio-visual aids as any gadget which can be utilized to make the learning experience more concrete, more sensible and more powerful.

Rationale of the project

TLMs are any collection of materials and objects that a teacher may use to facilitate teaching and learning situations to achieve desired learning objectives. Instructional

material aids students in concretizing a learning Experience so as to make learning more exciting, interesting and interactive.

We use different kinds of TLM in a classroom like charts, stories, poems, puzzles, flashcard riddles etc but we know how the entire system of education throughout the world shifted to the use of technology due to pandemic. So my aim to choose this topic for the project is that as earlier we know how audios and videos used as teaching learning resources. But during my observation and classroom teaching I realise how it is the audios and videos on which our entire teaching learning process becomes dependent. It is the audios and videos that help most of my learners to Express in my classroom as they feel comfortable with it. In my experience I realise now audios and videos are playing and fulfilling an entire different role than earlier.

Objectives:

1) To study the changing role of audios and videos in online teaching learning process.

2) To understand how much students like to learn through audios and videos.

3) To identify what are the problems faced by the students as well as the teachers with audios and videos in online teaching learning process.

4) After identifying the problem then analyse how we can make it more effective and useful.

Methodology

In part II, a short review on the studies alluded to, are introduced, which helped me in formulating the plan of action for the present project.This section is separate for introducing methodological aspects of the study (viz) the method of study, the design of the study, sample of the study etc.

Method of study

As a matter of fact, all research and task includes the components of perception, portrayal, and the investigation of what occurs in specific situations. A fairly straightforward three point investigation might be utilized to arrange educational research Historical review and test. Essentially all studies fall under one or a mix of these sorts.

1. Historical research which portrays what was?

2. Quantitative research which portrays what is

3. Subjective illustrative research which utilizes non-quantitative techniques to portray what is?

4. Exploratory research which portrays what will be the point at which certain factors are deliberately controlled or controlled. The attention is on factor connections. It includes an intentional control of factors.

The purpose of this study is to test the part of audio-visual techniques in teaching Evs through at primary level particularly third class.For any exploratory plan the arrangement ought to be in a wonderful way. Subsequently for the current investigation a task configuration is formed considering the factors to be covered and as such the plan of the examination is introduced in the accompanying segments.

Design of the study

This study is qualitative and descriptive research. It is a powerful tool for change and improvement at local level. The fundamental characteristic of both types of research is that they involve naturalistic data. The study attempts to observe the role of audios and videos in EVS classrooms within its natural settings without any intervention or manipulation of variables.

The objective of descriptive research is to portray a a phenomena and its characteristics. The research is more concerned with "what" yet in addition with "how" and "why" tlm work in the classroom. Therefore, observation, interview survey tools are used to gather data. In research, the data may be collected qualitatively but it is often analysed quantitatively using frequencies, percentage, averages for other statistical analysis to determine relationships.

Subjective research is more all encompassing and often includes an enormous Collection of information from different sources to acquire a more profound understanding of individual members, including their assessment, viewpoint and perspectives. Subjective research gathers information subjectively and the strategy for examination is additionally primary quantitative. This often includes an inductive investigation of the information to distinguish repeating subjects, designs or the ideas and then portraying and deciphering those classifications. In subjective research, the information gathered subjectively can likewise be investigated quantitatively. This happens when the researcher initially inspects the subjective information altogether to track down the applicable topics and thoughts and then proselyte them into mathematical information for the correlation and assessment.

This project brings out what are the tlm that students prefer/likes and dislikes, and more specifically to understand how much students like to learn through

audios and videos. It also tries to bring out the problems faced by the students as well as the teachers with audios and videos in the teaching learning process and how we can critically analyse the situations as well as to make it more effective.

Sample of the study

To make derivations identified with huge gatherings, experts utilize an example.

In this way an example is viewed as a minuscule picture that represents the whole gathering of normal from which it has been determined.

An example is a segment of the general population that stands for the whole people. An example ideally permits the experts to accurately assess the suppositions and behaviors of the whole people. It is a small fragment picked for assessment and assessment. One can make explicit allowances identified with the general population which it represents by examining the credits of the example; this is resistance to notable viewpoints that examples are not chosen randomly. It isn't sensible to cooperate with the whole people. The researcher needs to collaborate with not many individuals who represent the whole people. This section is known as the example.

As per Good-"An example is a smaller than expected populace .To be valid, example should be illustrative of the populace and should be satisfactory in number."

Planning the example calls for three choices:-

• Who might be explored? (The example) It is pivotal for the expert to investigate what sort of subtleties would be required and who might presumably have every important detail.

• What is the quantity of people that would be explored? (Test size) When contrasted and a more modest example, it is conceivable that a bigger example gives more reliable results. Then again, it isn't fundamental for focus on the complete people.

• What is the strategy to choose the example? (examining) The researcher may utilize a random procedure to pick the example individuals (likelihood test)

The investigators may pick people who might easily give the essential points of interest (non-likelihood test)

Thus, in this project- Delhi was the selected location for the current analysis of the project. The sample was selected by employing the stratified random sampling method. The sample size was total 15 and the sample consisted of 10 students and 5 teachers teaching environmental studies in Class 3 in NDMC school, park B- avenue, sarojini nagar.

Methodology employed/ tools for data collection

Post choosing the example, the researcher needs to pick the suitable strategies or methods to accumulate information. The researcher can choose from the various methods available

for different researches to assemble novel and unidentified information. One requires specific instruments to gather new subtleties or to examine new areas. The procedures subsequently used to accumulate information or pick strategies for a particular research depends on various musings including the research points, presence of fitting tests and individual abilities of the researcher to deal with the score and understand the results and trustworthiness and legitimacy of the scale.

The researcher has the alternative of utilizing at least one procedure to achieve the insightful points. Here I decided to utilize the **SELF PREPARED QUESTIONNAIRE** in the current investigation of the job of audios and videos in Evs classroom.

A questionnaire refers to a group of queries put forth for replies to the participant. The participants have to read the queries, understand them and reply to the queries themselves. A decent questionnaire incorporates a subject that is pivotal. All inquiries in the questionnaire should be relevant or connected to the subject or issue being talked about. Further, the questions should be effortlessly grasped and clear. A decent survey is one that attempts to gather information that can't be gathered from different sources including schools reports, registration information and the like.

For assessing and understanding the answers gave in the questionnaire, the information capability and evaluation is required which is accomplished by classifying and tallying the information. It is important to refine the deductions organized altogether or to the extent of normal. The information is quantitatively expressed relying upon people whose reactions are classified under different portions of the survey. In any case, for broad outcome treatment, it is vital to frame free information fragments.

Description of the questionnaire

Self-prepared questionnaire

The questionnaire for studying the role of audios and videos in (environmental studies) E.V.S classroom at primary level is prepared by me[investigator].The questionnaire consisted of four parts viz. Part-A, Part-B, Part-C. PART-D, PART-E, PART-F.

On the first page general instructions and information will be given:-

1. This survey is set up to examine the part of audios and videos in Evs classroom.

2. Kindly give your answer by writing it in the space given.

3. Your answer will be kept totally private.

4. Kindly provide your trustworthy answers with the best of your knowledge and belief.

5. Your collaboration is requested.

6. Thanks for your honest cooperation.

The self prepared questionnire is attached at the last section of this project.

Data collection

Generally, there are 2 types of data and they are:

1. Primary Data – The primary data will collect for the 1st time.

2. Secondary Data – The secondary are the one which is already available (i.e. it has been gathered and analyzed by some researchers else).

This project makes use of primary data collection methods.

Methods for primary data collection

There are a few methods for primary data collection:-

- **Observation Method** – Here, the information is gathered by my own direct observation dependent on individuals, circumstances, and activities during primary school entry level position with asking the information from the respondent.

- **Survey Method** – Survey method is the one, which is fit well for gathering distinct information.

There are two kinds of survey methods:

I. Structured Surveys – Here, formal arrangements of inquiries were utilized for posing to the inquiries to all respondents.

II. Unstructured Surveys – Here, interviewer pick the respondents and likewise direct the interview dependent on their answers.

Surveys research might be Indirect or Direct:-

• Direct Approach – Here, the researcher will pose direct inquiries about the musings and conduct.

• Indirect Approach – The indirect methodology may assist the researcher with social affair different sorts of information. While contrasting and the exploratory and observation method, by utilizing this method, cost is low and additionally conceivable to finish rapidly.

- **Contact Methods**-Here, information will be gathered by: –

-Phone
-Mail and
-Individual interview – The individual interviews will be in after kinds I. Block interviewing

II. Individual interviewing

III. Gathering Group interviewing

- **Interview Method**

Interview method is otherwise called experimental research of impact and cause method. Interview method is date based research, and it incorporates ends which are checked with investigation or observation. Interview research is most reasonable when it is fundamental to get proof for the specific factors.

In this investigation, I assemble the information personally. Here, I acquire authorization from the teacher to gather the information. I gave a questionnaire to the teachers and to students and likewise guaranteed them that every one of the reactions acquired are rigorously secret

according to the standards and they were just utilized for research purposes as it were. Aside from these, I obviously clarified the reason for the questionnaire and additionally persuaded them. Here, there was no time limit and so respondents took almost around 20 to 25 minutes to finish the questionnaire.

Data analysis techniques

What is Data Analysis?

The deliberate utilization of factual and legitimate strategies to depict the data scope, modularize the data structure, gather the data portrayal, represent through pictures, tables, and charts, and assess measurable tendencies, likelihood data, to infer significant ends, is known as Data Analysis. These logical techniques empower us to actuate the fundamental surmising from data by killing the pointless disorder made by the remainder of it. The age of data is a ceaseless cycle; this makes data examination a constant, iterative interaction where the collection and performing data investigation at the same time. Guaranteeing data trustworthiness is one of the fundamental parts of data investigation.

Prior to jumping anything else inside and out, make the accompanying essentials for legitimate Data Analysis:

- Guarantee availability of the fundamental scientific abilities
- Guarantee proper execution of data collection methods and investigation.
- Decide the factual importance
- Check for improper investigation
- Guarantee the presence of genuine and fair-minded deduction
- Guarantee the unwavering quality and legitimacy of data, data sources, data examination methods, and deductions determined.
- Record for the degree of examination.

Data Analysis Process

When we set out to gather data for examination, I was overpowered by the measure of information that I found to make an understood, succinct choice. With such a lot of data to handle, I need to distinguish significant data for my investigation to infer a precise end and settle on educated choices. The accompanying straightforward advances assist me with recognizing and sort out my data for examination.

1. Data Requirement Specification - define my scope:

- Characterize short and direct inquiries, the responses to which you at last need to settle on a choice.
- Characterize estimation boundaries
- Characterize which boundary you consider and which one you will arrange.
- Characterize your unit of estimation. Ex – Time, Currency, Salary, and more.

2. Data Collection

- Accumulate your data dependent on your estimation boundaries.
- Gather data from databases, sites, and numerous different sources. This data may not be structured or uniform, which makes us to the following stride.

3. Data Processing

- Put together your data and try to add side notes, assuming any.
- Cross-check data with dependable sources.
- Convert the data according to the size of estimation you have characterized before.
- Bar unessential data.

4. Data Analysis

- Whenever you have gathered your data, perform arranging, plotting, and distinguishing connections.
- As you control and arrange your data, you may have to navigate your means again all along, where you may have to change your inquiry, rethink boundaries, and redesign your data.
- Utilize the various instruments available for data examination.

5. Infer and Interpret Results

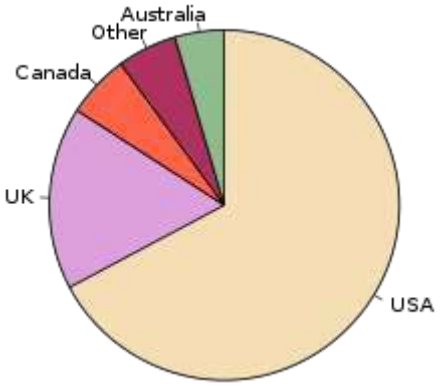
- Review if the outcome responds to your underlying inquiries
- Review in the event that you have thought about all boundaries for settling on the choice
- Review if there is any ruining factor for executing the choice.
- Pick data visualization strategies to impart the message better. These visualization methods might be graphs, charts, shading coding, and more.

When you have a derivation, consistently recall it is just a theory. Genuine situations may consistently meddle with your outcomes. During the time spent Data Analysis, there are a couple of related phrasings that relate to various periods of the cycle.

Technique used: Pie chart

A **pie chart** (or a **circle chart**) is a circular statistical graphic, which is divided into slices to illustrate numerical proportion. In a pie chart, the arc length of each slice (and consequently its central angle and area), is proportional to the quantity it represents. While it is named for its resemblance to a pie which has been sliced, there are variations on the way it can be presented. The earliest known pie chart is generally credited to William Playfair's *Statistical Breviary* of 1801.

Pie charts are very widely used in the business world and the mass media However, they have been criticized, and many experts recommend avoiding them as research has shown it is difficult to compare different sections of a given pie chart, or to compare data across different pie charts. Pie charts can be replaced in most cases by other plots such as the bar chart, box plot, dot plot, etc.example-



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chapter 4- Students and Teachers data analysis and Interpretations

INTRODUCTION

"When the data has been obtained, it is necessary to organize that for interpretation and presentation. Qualitative data may have to be summarized and qualitative data may have to be treated statistically to make their significance clear." -OLIVER R.A.C

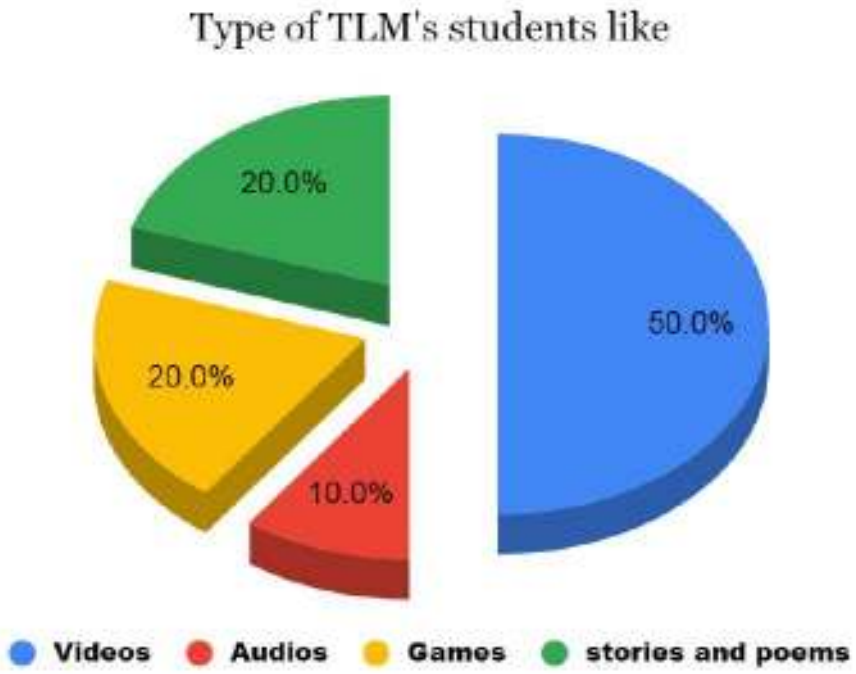
MEANING AND IMPORTANCE

Data analysis is the concentrating of organized material to analyze innate truth or realities. Examination of data incorporates separating the current variables into basic parts and making the segments together in another manner for the understanding reason. The data investigation and translation includes the fundamental point of researchers that have the research to acquire the ideal goals that got from data to acquire the reality or their connection to the referenced issue.

Category 1: Likes and Dislikes of the students

- Type of TLM's students prefer

TLM of students	Number of students	Percentage of students
Stories and poems	2	20%
Videos	5	50%
Audios	1	10%
Games	2	20%
Puzzles and Riddles	0	0%
Total number of students	10	100%



Interpretation of data

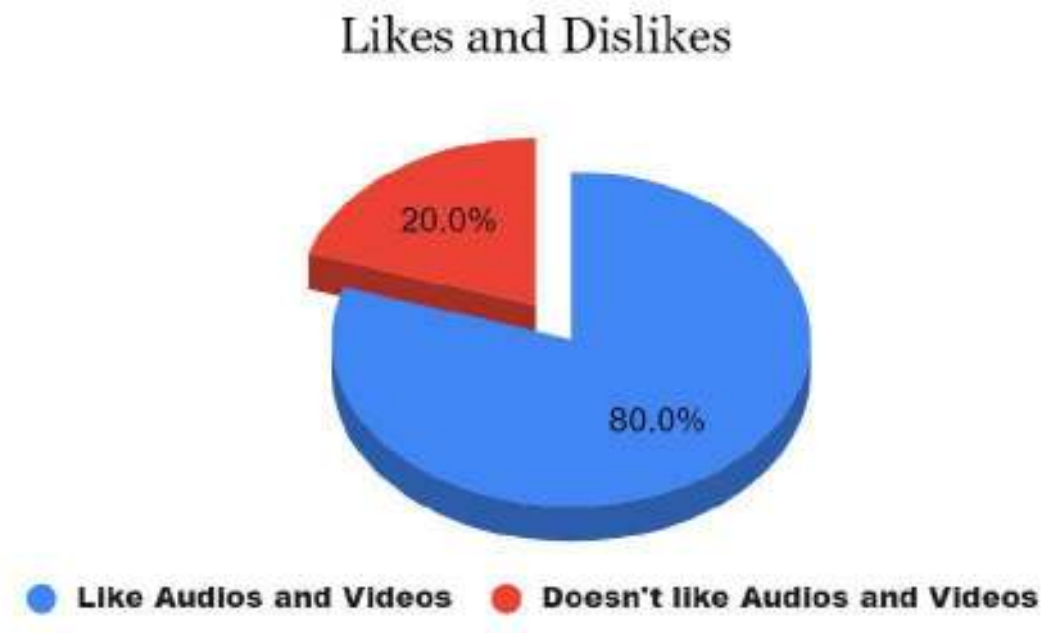
From the data given above it is clear that 50% of students prefer videos and 10% of students prefer audios in the teaching learning process. However 20% of students prefer games, stories and poems. This data shows that about 60% of the students choice of tlm is audios and videos.

The reason behind most of the learners prefer audios and videos is that learners really feel more connected with teachers and their peers especially in the online mode of learning. Some of the learners even shared that they love audios and videos because they can hear their classmates' voices as well as their teachers which gives them a very positive environment to study, even if they are at home.

- ## Audios and Videos as TLM in Evs classroom

Likes and dislikes of audio and videos	Number of students	Percentage of students

Like audio and videos	8	80%
Dislike audio and videos	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 80% of the students like audios and videos used as a tlm in their EVS classes. While 20% of the students don't like the audios and videos.

This data shows that more than half of the students like audios and videos. Learners share their various responses about why they like audios and videos particularly in EVS classroom:-

* They shared that they can pause the video and audios and can ask their doubts as per their convenience.

* With the help of audios and videos there is conceptual clarity and easy to understand.

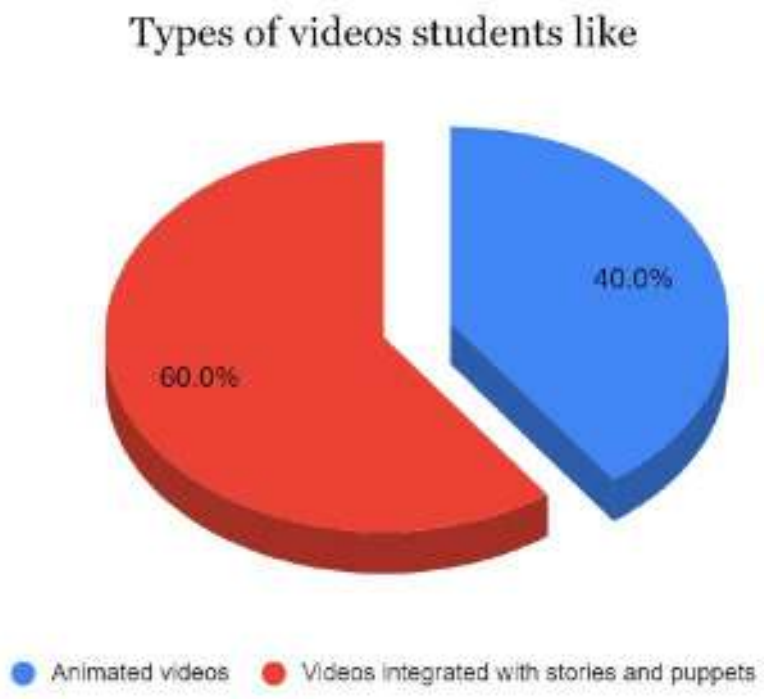
* It becomes an enjoyable experience when Videos consists of various stories, puppets and animations.

Thus, it suggests that audios and videos is one of the popular and effective tlm to be used in EVS classrooms.

Category 2: students preference in types videos as a TLM in Evs classrooms

- Types of videos students like

Types of videos students like	Number of students	Percentage of students
Animated videos	4	40%
Videos integrated with stories and puppets	6	60%
Videos by reading the chapter only	0	0%
Total number of students	10	100%



Interpretation of data

With this above data it is clear that about 60% of the students like to learn from the videos that are integrated with stories and puppets. And 40% of students like animated videos. It is important to note that not even a single child likes to learn from the videos that consist of only reading of the chapters.

This data shows that more than half of the students like to learn from the videos that are integrated with stories and puppets. Learners share their experiences and responses why they like to learn from these type of videos in EVS classroom:-

* They feel videos only by reading the chapter are boring and they feel sleepy.

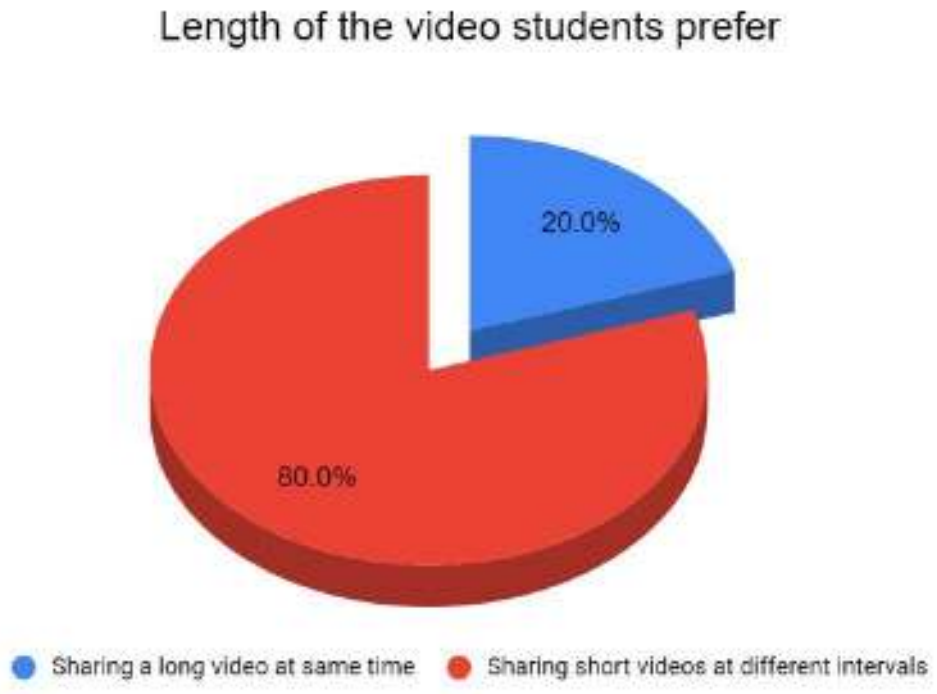
* However the animated videos give them an enjoyable environment and they can relate easily that was mentioned in NCF, to provide fear free and enjoyable environment.

* Most of the learners like to learn from the videos integrated with stories and poems because they feel it is interesting,Voice modulation with stories and poems make it more engaging. They feel they are not forced to rote memorize. As they can clearly understand the concept by relating it with their experiences.

Thus, it suggests that videos integrated with stories and the puppet is one of the popular and effective videos in the EVS classroom among students.

- Length of the video students prefer

Length of the video students prefer	Number of students	Percentage of students
Sharing a long video at same time	2	20%
Sharing short videos at different intervals	8	80%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that about 80% of students like the short videos shared at different intervals. And 20% of students like long videos shared at the starting of the starting of class.

This data represents that more than half of the students like to learn from the short videos shared at different intervals. Learner share their experiences and responses that why the like to learn from this type of videos in EVS classroom:-
* They feel with long videos they cannot retain too much information at the same time, they lose their interest, get bored and create confusion.

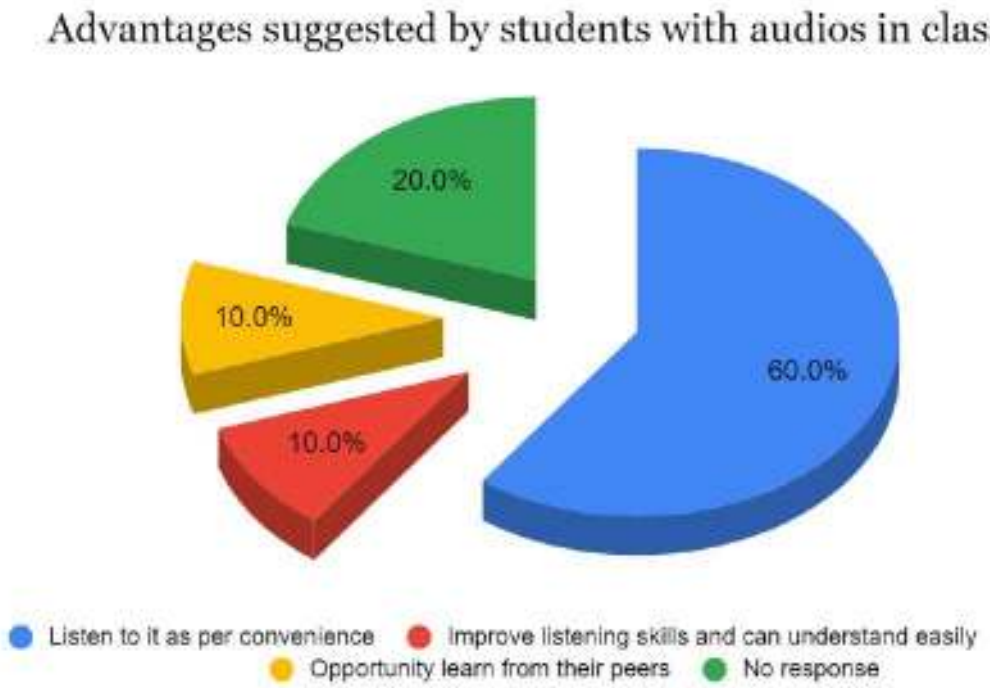
*However, with short videos it is easy to understand as it doesn't create any confusion and they don't have to face any problems about retaining the concepts.

Thus, it suggests that students like the short videos shared at different intervals. So while sharing any TLM we should keep students' cognitive level and attention span in the mind especially for the young learners.

Category 3: Opinions Of The Students Regarding Advantages And Disadvantages Of Both Audios And Videos as a TLM

- ## Advantages suggested by students with audios in classroom

Advantages suggested by students with audios in classroom	Number of students	Percentage of students
Listen to it as per convenience	6	60%
Improve listening skills and can understand easily	1	10%
Opportunity learn from their peers	1	10%
No response	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 60% of the students feel that the greatest advantage of the use of audios in EVS classrooms as a tlm is that they can listen it to as per their convenience. While 10% of students say that with audios it helps them to understand the concepts easily and improve their listening skills. Another 10% of the students feel that by listening to audios of their peers and the Teachers have them to develop a positive connection that provides them an opportunity to learn from their peers. There was no response from the rest of the 20% of the students.

This data represents that students feel the following advantages of the use of audios in their EVS classroom as a tlm :-

* Listen to it as per their convenience by going back to the particular chapters.

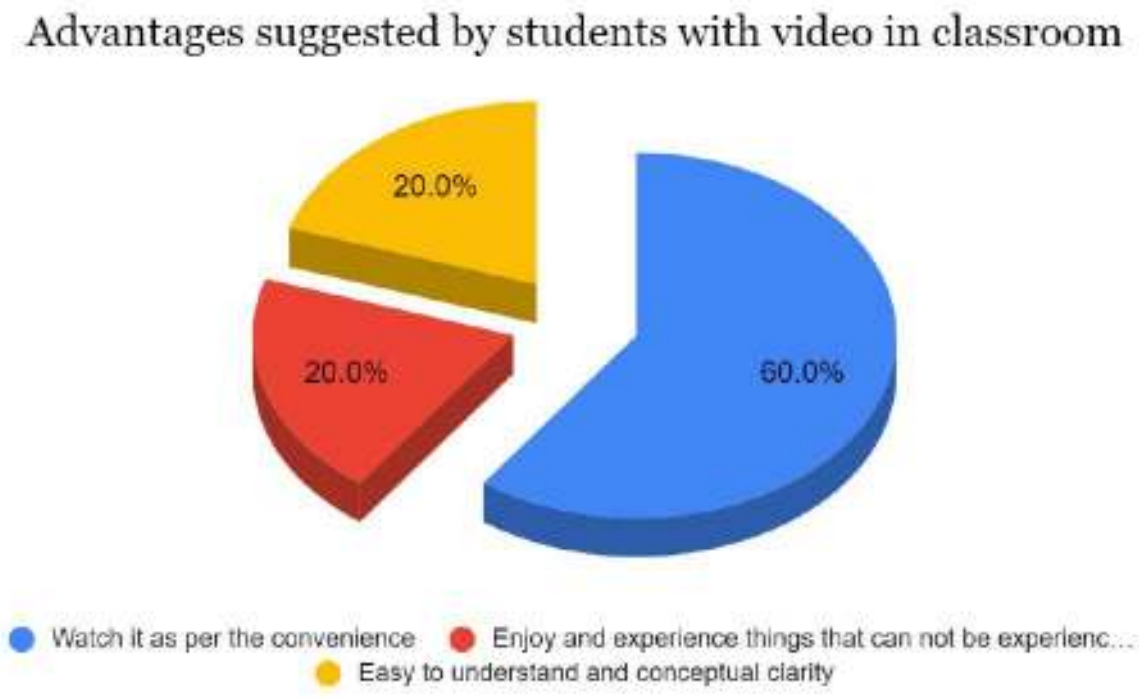
* Improve listening skills

* Easy to understand

* Peer learning etc.

- Advantages suggested by students with video in classroom

Advantages suggested by students with video in classroom	Number of students	Percentage of students
Watch it as per the convenience	6	60%
Enjoy and experience things that can not be experienced directly	2	20%
Easy to understand and conceptual clarity	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 60% of the students feel that the greatest advantage of the use of videos as a tlm in the EVS classroom is that they can watch the video as per their convenience. 20% of the students shared that they enjoy and experience things with the videos that cannot be experienced directly. Rest of 20% of the students feel that the use of video in the classroom helps them to understand the concept easily and give conceptual clarity.

This data represents that students feel the following advantages of the use of videos in their EVS classroom as a tlm :-

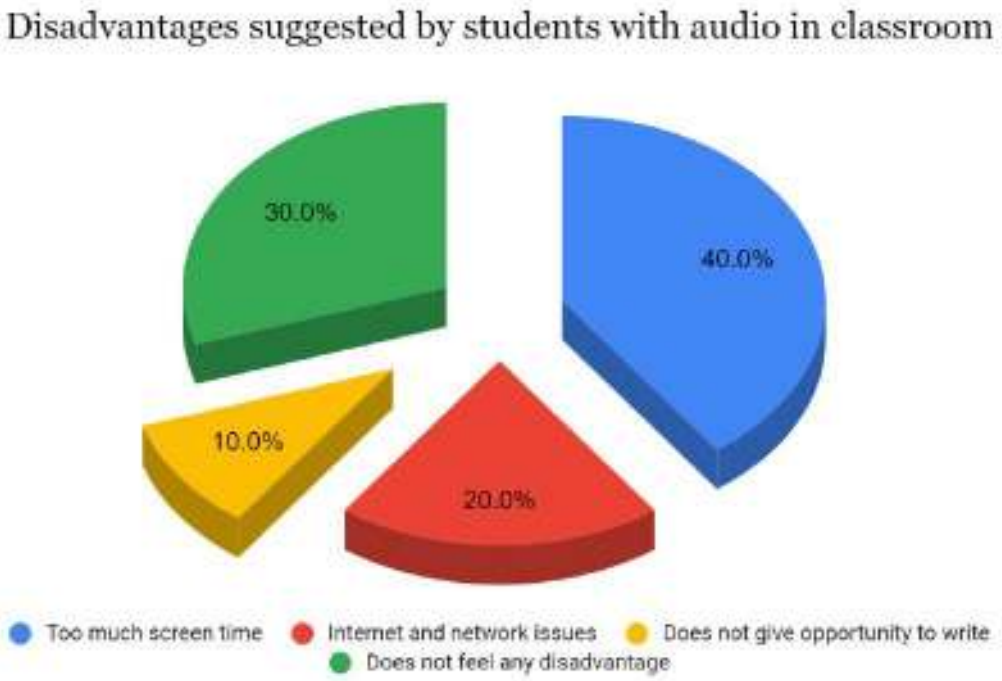
* Listen to it as per their convenience by going back to the particular chapters.

* Enjoyable and experience things that cannot be experience directly

* Easy to understand and gives conceptual clarity.

- ## Disadvantages suggested by students with audio in classroom

Disadvantages suggested by students with audio in classroom	Number of students	Percentage of students
Too much screen time	4	40%
Internet and network issues	2	20%
Does not give opportunity to write	1	10%
Does not feel any disadvantage	3	30%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that about 40% of the students feel that the greatest disadvantage of the use of audios as a TLM in the EVS classroom is excessive screen time. 20% of the students feel Network and internet issues create a barrier in the effective use of audios as a TLM while 10% of the students feel it doesn't give them the opportunity to write.

This data represents that students feel the following disadvantages of the use of audios in their EVS classroom as a tlm :-

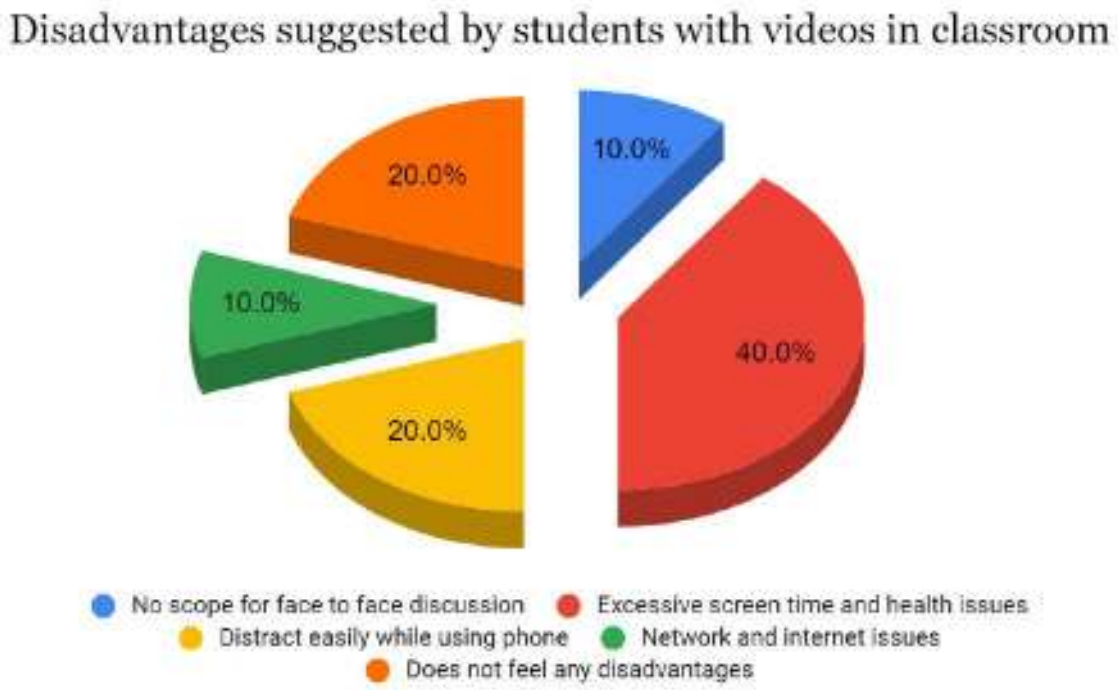
* excess screen time

* internet and network issues

* does not give them the opportunity to write.

- Disadvantages suggested by students with videos in classroom

Disadvantages suggested by students with videos in classroom	Number of students	Percentage of students
No scope for face to face discussion	1	10%
Excessive screen time and health issues	4	40%
Distract easily while using phone	2	20%
Network and internet issues	1	10%
Does not feel any disadvantages	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that about 40% of the students feel the greatest disadvantage of the videos as a tlm in EVS classroom is the excessive screen time and health issues related with it like headaches, burning sensations in the eyes etc. 20% of the students feel they get distracted easily while using the phone. 10% of the students feel the network and internet issues impose a challenge on the use of videos as Tlm. 10% of the students also feel that videos don't give them opportunity to face to face discussion especially in online classes.

This data represents that students feel the following disadvantages of the use of videos in their EVS classroom as a tlm :-

* excess screen time

* internet and network issues

* just start easily while using phone

Interpretation of data

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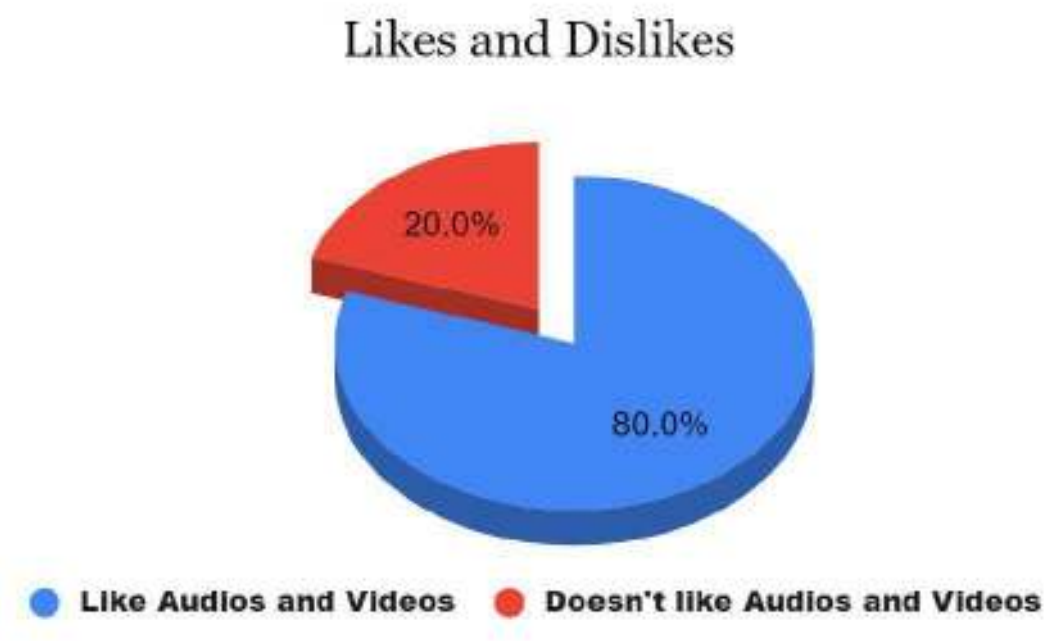

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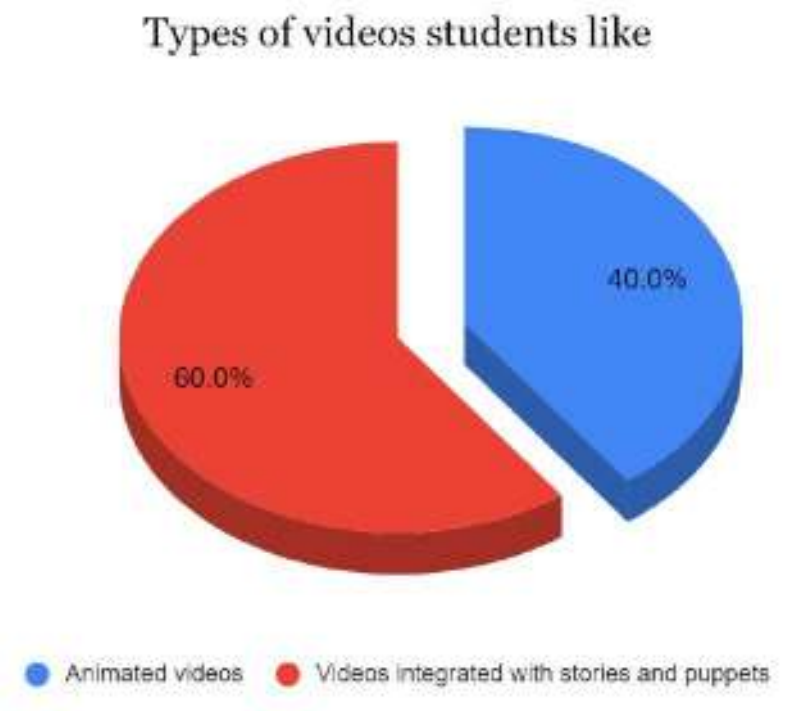

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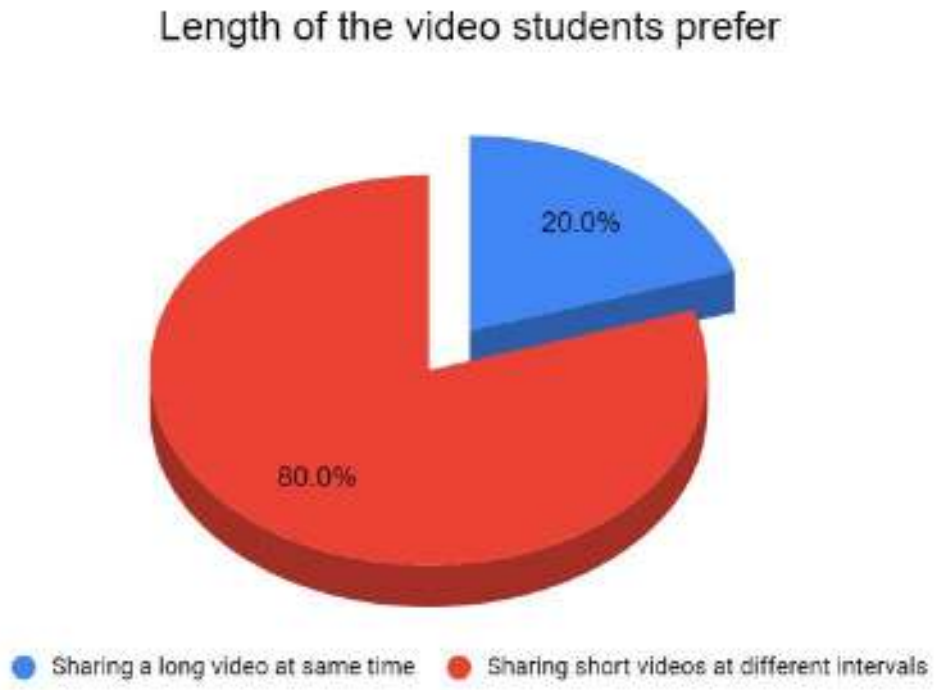

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This data represents that more than half of the students like to learn from the short videos shared at different intervals. Learner share their experiences and responses that why the like to learn from this type of videos in EVS classroom:-

* They feel with long videos they cannot retain too much information at the same time, they lose their interest, get bored and create confusion.

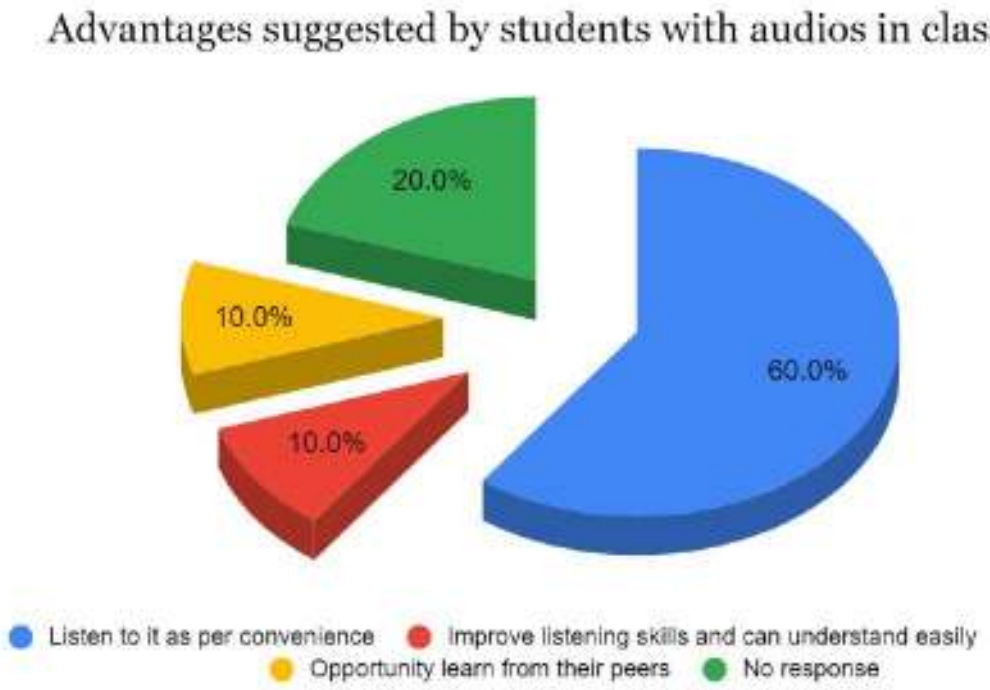
*However, with short videos it is easy to understand as it doesn't create any confusion and they don't have to face any problems about retaining the concepts.

Thus, it suggests that students like the short videos shared at different intervals. So while sharing any TLM we should keep students' cognitive level and attention span in the mind especially for the young learners.

Category 3: Opinions Of The Students Regarding Advantages And Disadvantages Of Both Audios And Videos as a TLM

- Advantages suggested by students with audios in classroom

Advantages suggested by students with audios in classroom	Number of students	Percentage of students
Listen to it as per convenience	6	60%
Improve listening skills and can understand easily	1	10%
Opportunity learn from their peers	1	10%
No response	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 60% of the students feel that the greatest advantage of the use of audios in EVS classrooms as a tlm is that they can listen it to as per their convenience. While 10% of students say that with audios it helps them to understand the concepts easily and improve their listening skills. Another 10% of the students feel that by listening to audios of their peers and the Teachers have them to develop a positive connection that provides them an opportunity to learn from their peers. There was no response from the rest of the 20% of the students.

This data represents that students feel the following advantages of the use of audios in their EVS classroom as a tlm :-

* Listen to it as per their convenience by going back to the particular chapters.

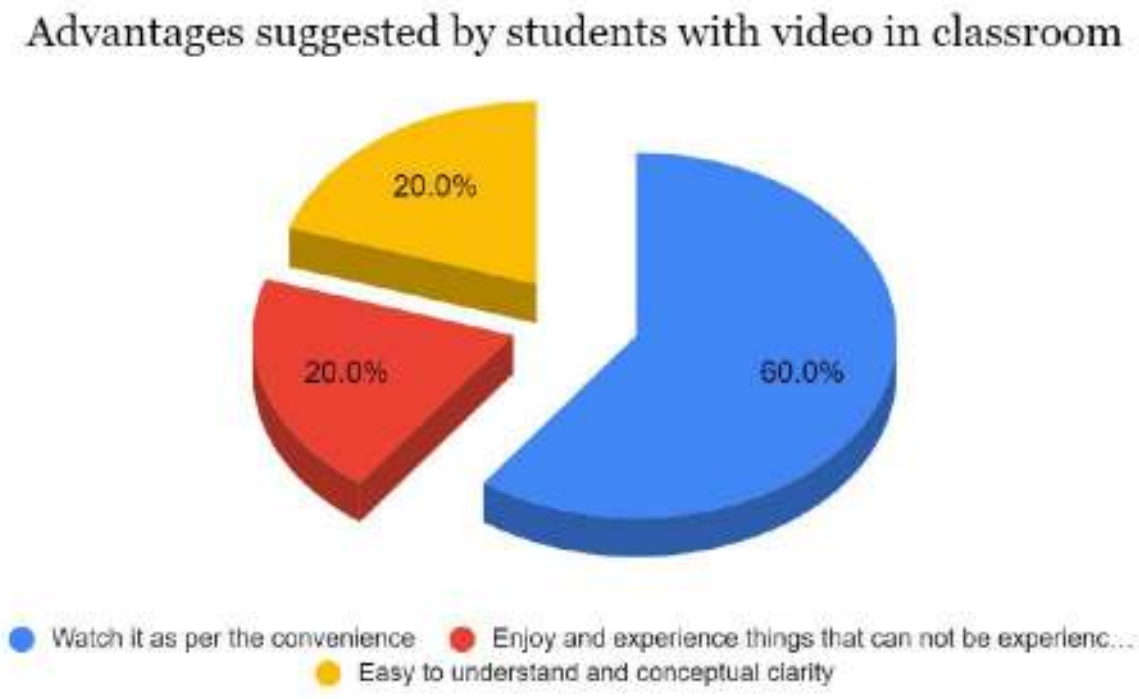
* Improve listening skills

* Easy to understand

* Peer learning etc.

- Advantages suggested by students with video in classroom

Advantages suggested by students with video in classroom	Number of students	Percentage of students
Watch it as per the convenience	6	60%
Enjoy and experience things that can not be experienced directly	2	20%
Easy to understand and conceptual clarity	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 60% of the students feel that the greatest advantage of the use of videos as a tlm in the EVS classroom is that they can watch the video as per their convenience. 20% of the students shared that they enjoy and experience things with the videos that cannot be experienced directly. Rest of 20% of the students feel that the use of video in the classroom helps them to understand the concept easily and give conceptual clarity.

This data represents that students feel the following advantages of the use of videos in their EVS classroom as a tlm :-

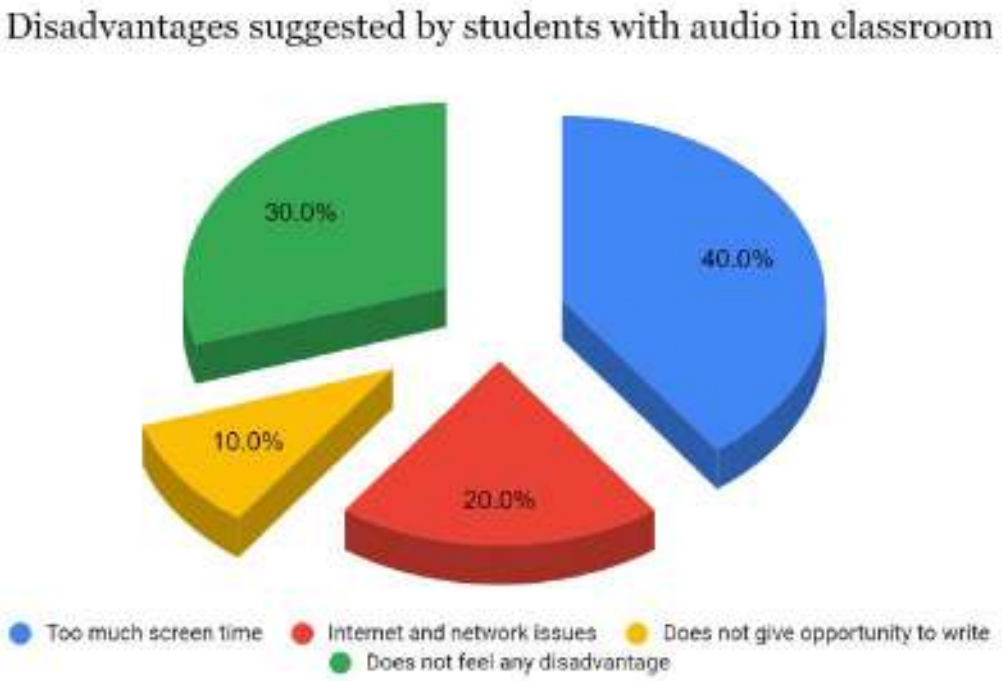
* Listen to it as per their convenience by going back to the particular chapters.

* Enjoyable and experience things that cannot be experience directly

* Easy to understand and gives conceptual clarity.

- ## Disadvantages suggested by students with audio in classroom

Disadvantages suggested by students with audio in classroom	Number of students	Percentage of students
Too much screen time	4	40%
Internet and network issues	2	20%
Does not give opportunity to write	1	10%
Does not feel any disadvantage	3	30%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that about 40% of the students feel that the greatest disadvantage of the use of audios as a TLM in the EVS classroom is excessive screen time. 20% of the students feel Network and internet issues create a barrier in the effective use of audios as a TLM while 10% of the students feel it doesn't give them the opportunity to write.

This data represents that students feel the following disadvantages of the use of audios in their EVS classroom as a tlm :-

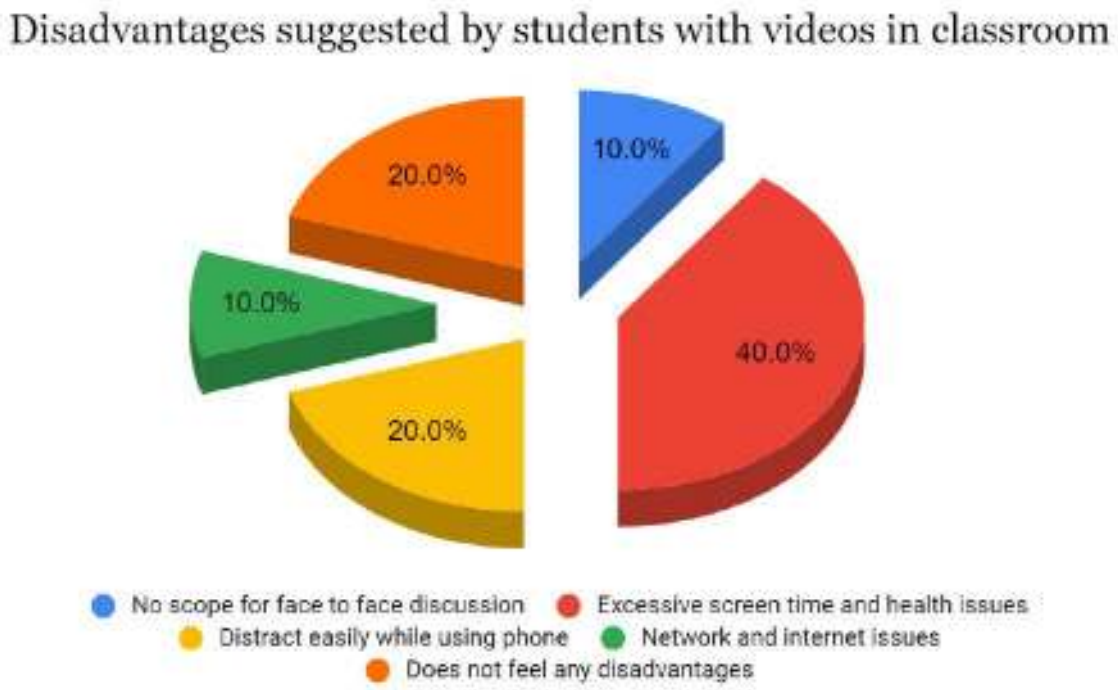
* excess screen time

* internet and network issues

* does not give them the opportunity to write.

- Disadvantages suggested by students with videos in classroom

Disadvantages suggested by students with videos in classroom	Number of students	Percentage of students
No scope for face to face discussion	1	10%
Excessive screen time and health issues	4	40%
Distract easily while using phone	2	20%
Network and internet issues	1	10%
Does not feel any disadvantages	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that about 40% of the students feel the greatest disadvantage of the videos as a tlm in EVS classroom is the excessive screen time and health issues related with it like headaches, burning sensations in the eyes etc. 20% of the students feel they get distracted easily while using the phone. 10% of the students feel the network and internet issues impose a challenge on the use of videos as Tlm. 10% of the students also feel that videos don't give them opportunity to face to face discussion especially in online classes.

This data represents that students feel the following disadvantages of the use of videos in their EVS classroom as a tlm :-

* excess screen time

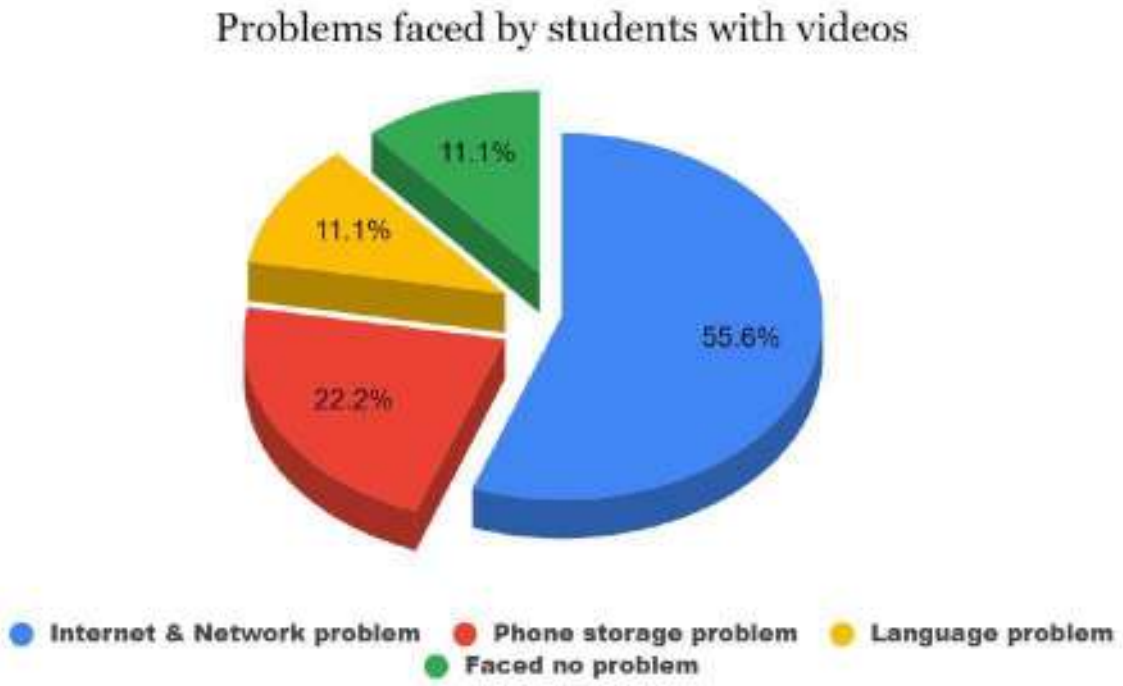
* internet and network issues

* just start easily while using phone

Category 4: Problems Faced By Students With Audios And Videos As A TLM In Evs Classroom

- ## Problems faced by students with videos

Problems faced by students with videos	Number of students	Percentage of students
Internet & Network problem	5	55.6%
Phone storage problem	2	22.2%
Language problem	1	11.1%
Faced no problem	1	11.1%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 55.6% of the students failed internet and network issues with the use of videos in the EVS classroom. While 22.2% students faced phone and storage problems. And about 11.1% students faced language problems and the rest of the 11.1% of the students faced no problems.

This data represents that how children faced different type of problems with videos used in EVS classroom:-

* **socio-economic problems:** about 77.8 % of the students faced internet, network and phone storage problems that shows that learners from different socio-economic backgrounds face barriers as there is only one phone in their house, limited data pack as well as difficulty in downloading heavy files lead to creating problems in accessing quality education. This also hinders the role of videos as a useful TLM in the classroom.

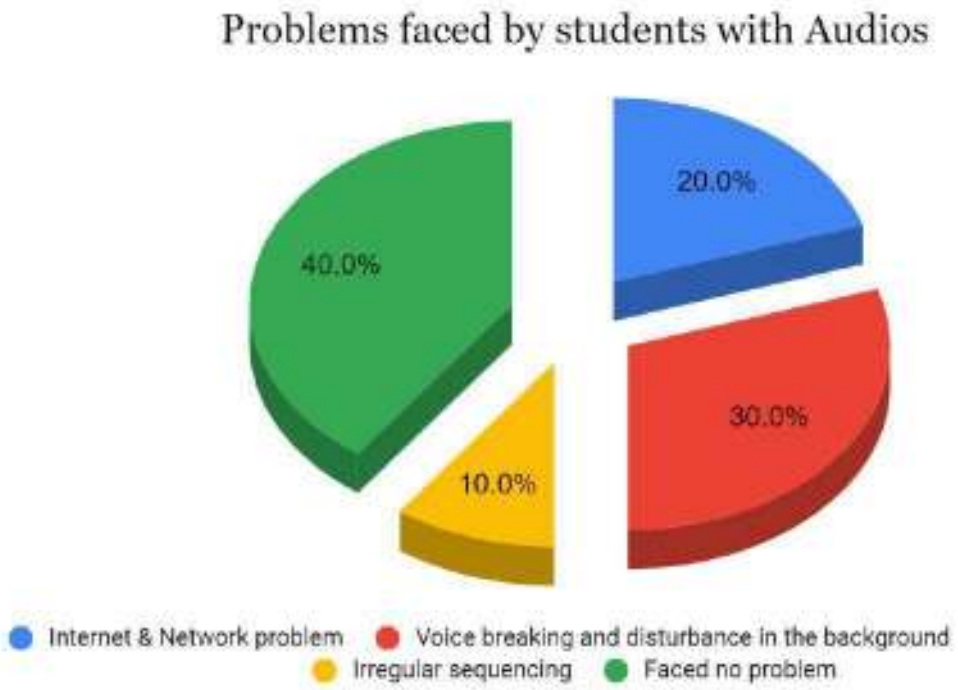
* 11.1% of the students also shared that they faced a language problem while accessing videos.

Thus, this data suggests that the use of videos also have some drawbacks that we should keep in mind while using them as a TLM. For this we should try to share

small videos by compressing their storage size. Some of the students also suggest that to overcome the language problems video should also consist of captions that will make it more comprehensive for the students.

- Problems faced by students with Audios

Problems faced by students with Audios	Number of students	Percentage of students
Internet & Network problem	2	20%
Voice breaking and disturbance in the background	3	30%
Irregular sequencing	1	10%
Faced no problem	4	40%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 40% of the students faced no problem while 30% of the students faced continuous voice breaking and disturbance in the background. 20% of the students faced internet and network problems while 10% of the students faced irregular Sequencing of the audios.

This data represents that how children faced different type of problems with videos used in EVS classroom:-

* **socio-economic problems:** about 20% of the students faced internet, network and phone storage problems that shows that learners from different socio-economic backgrounds face barriers as there is only one phone in their house, limited data pack as well as difficulty in downloading heavy files lead to creating problems in accessing quality education. This also hinders the role of audios as a useful tlm in the classroom.

* about 30% of the students shared that they faced voice breaking and disturbance in the background.

* 10% of students faced irregular Sequencing of the audios as a problem in Evs classroom.

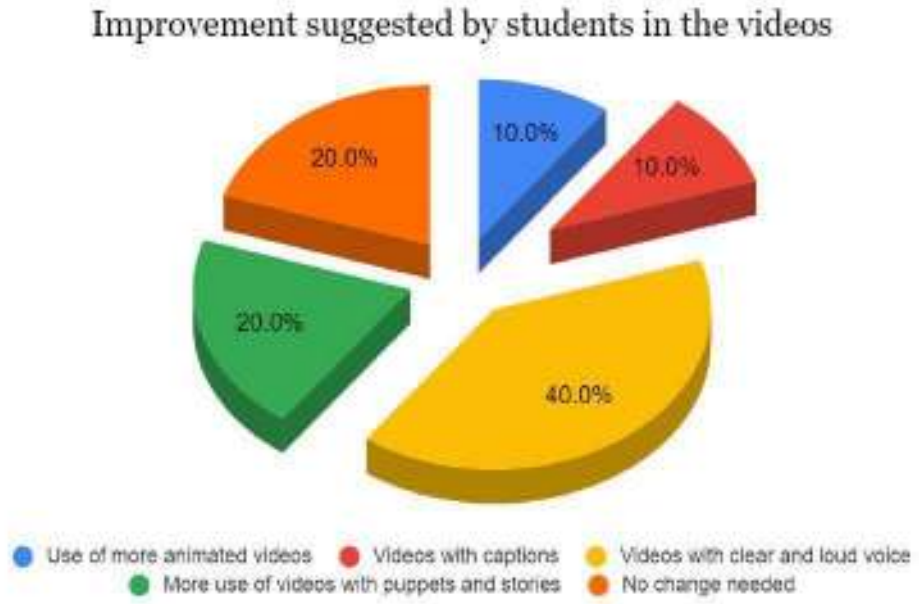
Thus, this suggests that the use of Audios also has some drawbacks that we should keep in mind while using them as a tlm. For this we should try to share small audios by compressing their storage size.

For irregular Sequencing of the audios we should try to share our audios by numbering them so it will be easier for the students to look at the order of the audios shared in the classroom.

Category 5: Improvements And Suggestions By Students For Audios And Videos As A TLM In Evs Classroom

- Improvement suggested by students in the videos

Improvement suggested by students in the videos	Number of students	Percentage of students
Use of more animated videos	1	10%
Videos with captions	1	10%
Videos with clear and loud voice	4	40%
More use of videos with puppets and stories	2	20%
No change needed	2	20%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 40% of the students want the video to be created with a clear and loud voice. 20% of the students feel that videos should contain more stories and puppets. 10% of the students want the use of animated videos more in the classroom. 10% of the students feel that the video should contain

captions with it so that it will become easier to comprehend. The rest of 20% of students feel there is no need to change the videos.

This data shows that, what are the various improvements that we can bring on the basis of student suggestions to make video as a more effective tlm in our classrooms. The suggestions are:-

* more use of videos with Puppets and stories

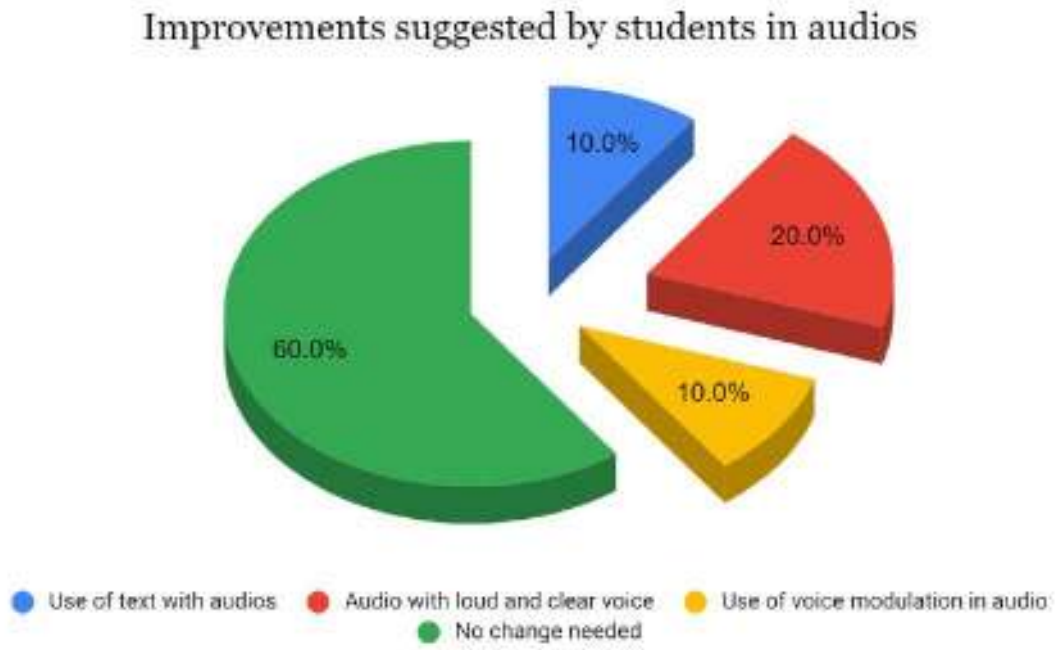
* videos with loud and clear voice

* use of more animated videos

* videos with captions

- Improvements suggested by students in audios

Improvements suggested by students in audios	Number of students	Percentage of students
Use of text with audios	1	10%
Audio with loud and clear voice	2	20%
Use of voice modulation in audio	1	10%
No change needed	6	60%
Total number of students	10	100%



Interpretation of data

From the data given above it is clear that 60% of the students feel there is no need to bring changes in the use of audios as a TLM in EVS classrooms. 20% of the students feel that audios should have a loud and clear voice. 10% of the students feel that with audios there should be a connective text with it, because if they can't download audios they could read the text. The rest of 10% of the students feel that there should be voice modulation in the audios.

This data shows that, what are the various improvements that we can bring on the basis of student suggestions to make audio as a more effective tlm in our classrooms. The suggestions are:-

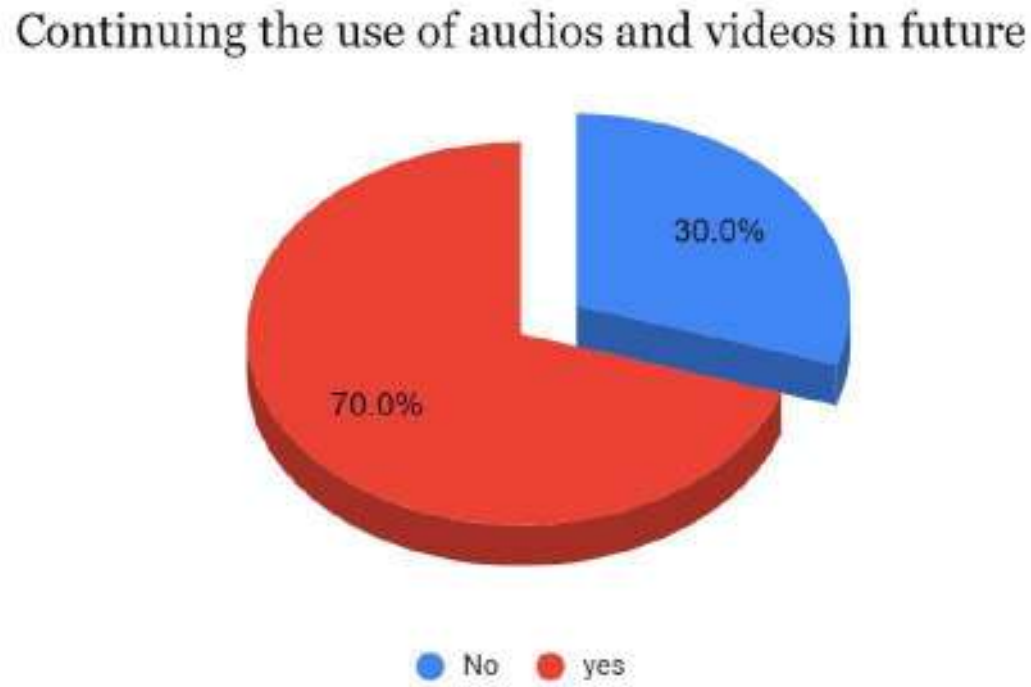
* audio with loud and clear voice

* use of text with audios

* voice modulation is in audios

- Continuing the use of audios and videos in future

Continuing the use of audios and videos in future	Number of students	Percentage of students
No	3	30%
yes	7	70%
Total no of students	10	100%



Interpretation of data

From the data given above it is clear that 70% of the students want the use of audios and videos as a tlm in their future classes. And about 30% of the students don't want to use audios and videos in the future of the Network and internet issues.

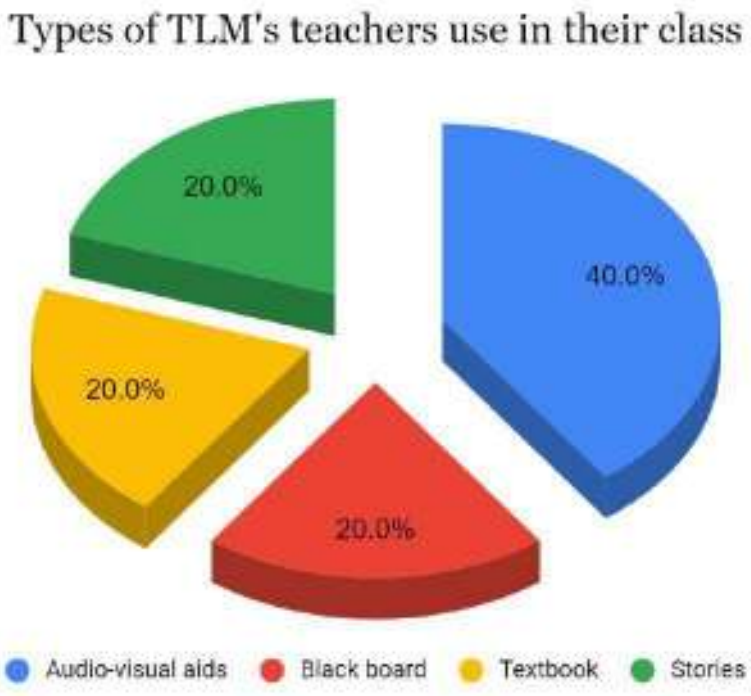
This data shows that students want the future use of tlm in their traditional classroom as well.

Teachers data analysis and Interpretations

Category 1: Common TLMs Used By Teachers In Evs Classroom

- Type of tlm teachers use in their class

Types of tlm teachers use in their class	Number of Teachers	Percentage of Teachers
Audio-visual aids	2	40%
Black board	1	20%
Textbook	1	20%
Stories	1	20%
Total number of Teachers	5	100%



Interpretation of data

From the data given above it is clear that 40% of the teachers used audio visual aids in the classroom. However 20% of the teachers use black board as well as 20% of teachers used textbooks as the only TLM in there EVS classroom. The rest of 20% of the teachers like to use stories as tlm there EVS classrooms.

This data shows that the majority of the teachers like to use audio visual aids in their classrooms. Teachers share their various responses about various TLMs use:-

* Audio visual aids: teachers believe that with the use of this type of tlm it helps to develop scientific attitudes and skills that was also mentioned in the position paper of EVS and ncf 2005. They feel it helps to link with the experiences and background knowledge of the students.

* Blackboard: they usually use this type of tlm in the classroom because it is not hectic and they can teach easily.

* Textbooks: teachers use this because it helps to teach from the exam point of view.

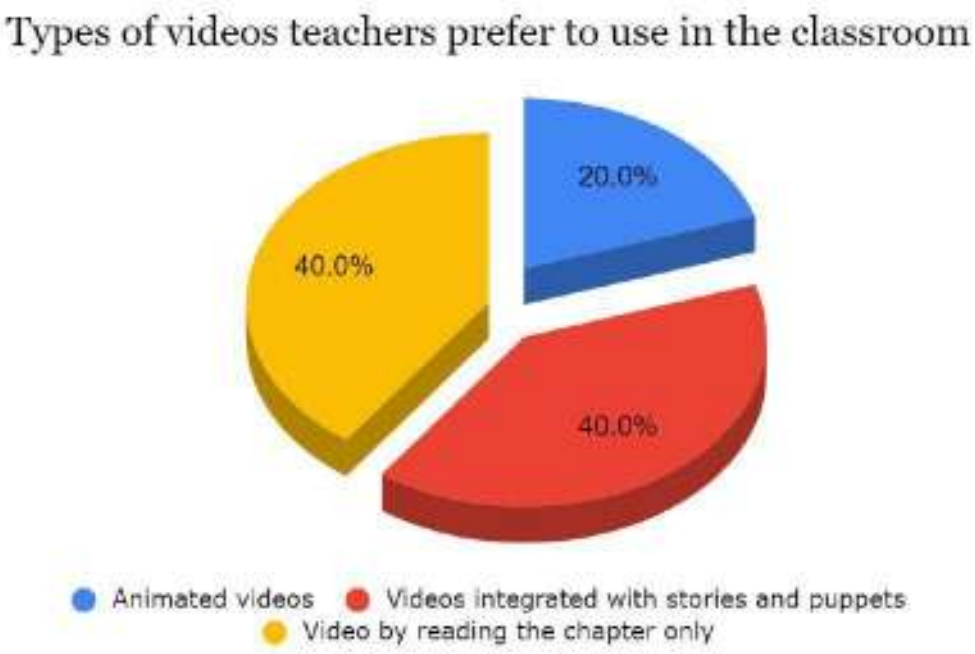
* Stories: teachers feel it creates an enjoyable environment and brings imagination of the students in the classroom.

These data suggest that blackboard and textbooks used as a tlm only to impart information and prepare children for the exams. However, the majority of the teachers use audio visual aids in their classrooms to develop a link with the previous knowledge of the students and for student scientific attitudes and values as mentioned in ncf 2005.

Category 2: Teachers Preference In Types Audios And Videos As A TLM In Evs classrooms

- Types of videos teachers prefer to use in the classroom

Types of videos teachers prefer to use in the classroom	Number of Teachers	Percentage of Teachers
Animated videos	1	20%
Videos integrated with stories and puppets	2	40%
Video by reading the chapter only	2	40%
Total number of Teachers	5	100%



Interpretation of data

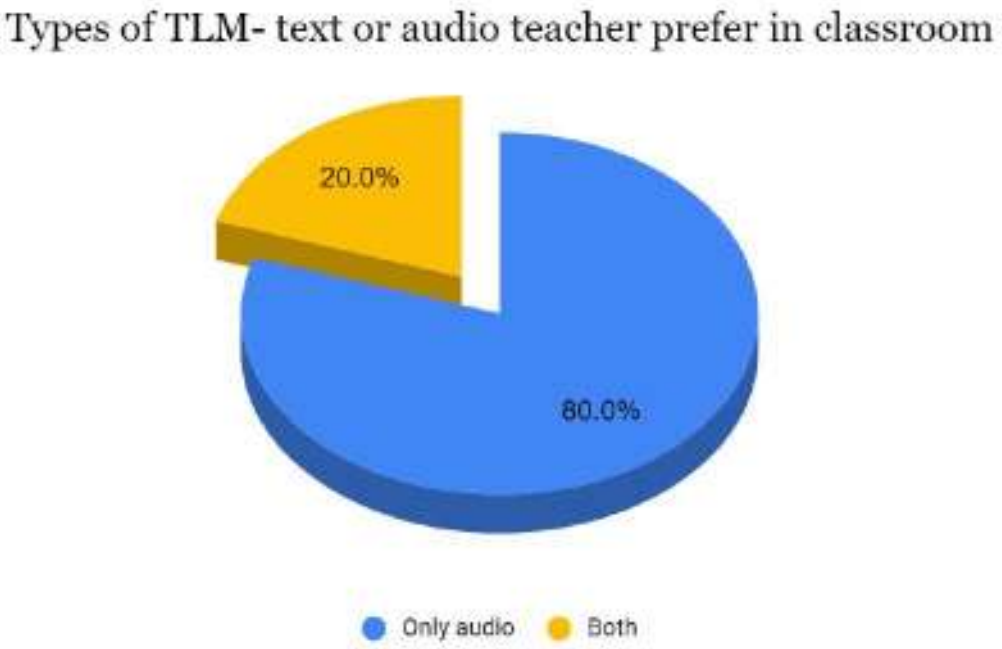
From the data given above it is clear that 40% of the teachers used videos by reading the chapter only. And 40% of the teachers use videos integrated with stories and puppets, the rest of 20% teachers use animated videos in their classroom.

This data shows that besides teachers' use of audio visual aids in their classroom about 40% of the teachers use videos by reading the chapter only, to prepare children for the exams. While 40% of the teachers genuinely use videos as an effective tlm by integrating it with stories and puppets and 20% use animated videos so that learners can understand the concepts easily instead of forcing them to rote memorise it.

Thus, it suggests that half of the teachers use videos to prepare children for the exam and half of the pictures use videos so that students can construct their own meaning instead of rote memorization.

- ## Types of TLM- text or audio teacher prefer in classroom

Types of TLM- text or audio teacher prefer in classroom	Number of Teachers	Percentage of Teachers
Only audio	2	20%
Only text	0	0%
both	8	80%
Total number of Teachers	5	100%



Interpretation of data

From the above data given it is clear that 80% of the teachers use both text and audios in the classroom while 20% of the teachers use only audios.

This data shows that majority of the teachers like to use both audios and text together because of the following reasons:-

* Socio economic factor: if students do not have enough data packs or phone storage then they can easily get to know about the messages if text and audios are used.

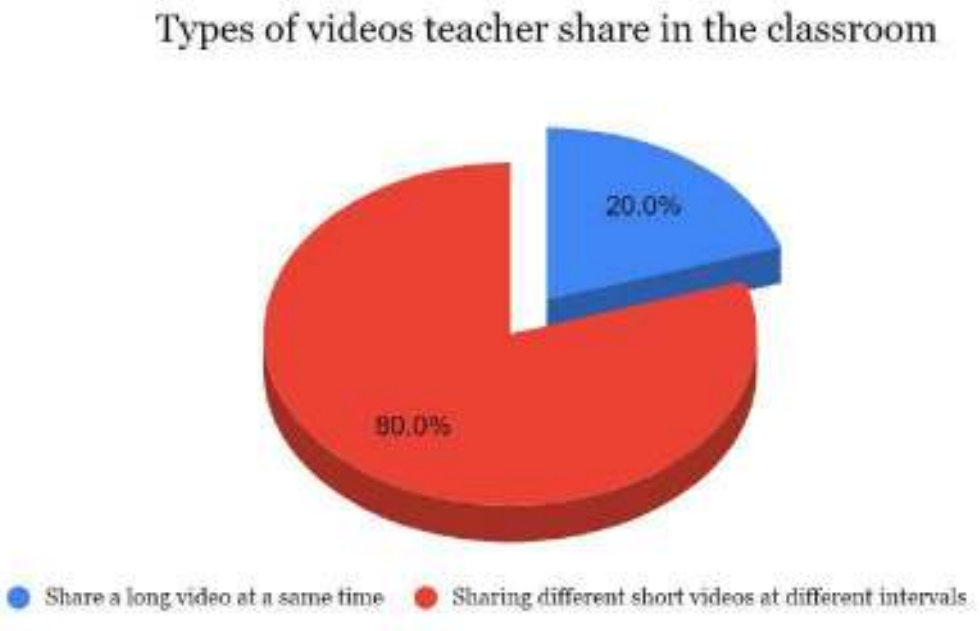
* Text and audio assist students in reading and understanding messages.

* Students have the liberty to express themselves in any form.

Thus, it suggests that teachers take children's social economic background in consideration and try to use tlm to support and and give freedom to children to express themselves in any form rather than imposing a single method.

- Types of videos teacher share in the classroom

Types of videos teacher share in the classroom	Number of Teachers	Percentage of Teachers
Share a long video at a same time	1	20%
Sharing different short videos at different intervals	4	80%
Total number of Teachers	5	100%



Interpretation of data

From the above data given it is clear that 80% of the teachers like to share short videos at different intervals of time. Whereas 20% of the teachers like to share long videos at the same time.

This data shows that majority of the teachers like to share small videos at different intervals because of the following reasons:-

* It is effective as it gives little information to students to process and engage in classroom discussion.

* Young learners find it difficult to grasp concepts if the video is too long due to the limited attention span and cognitive level.

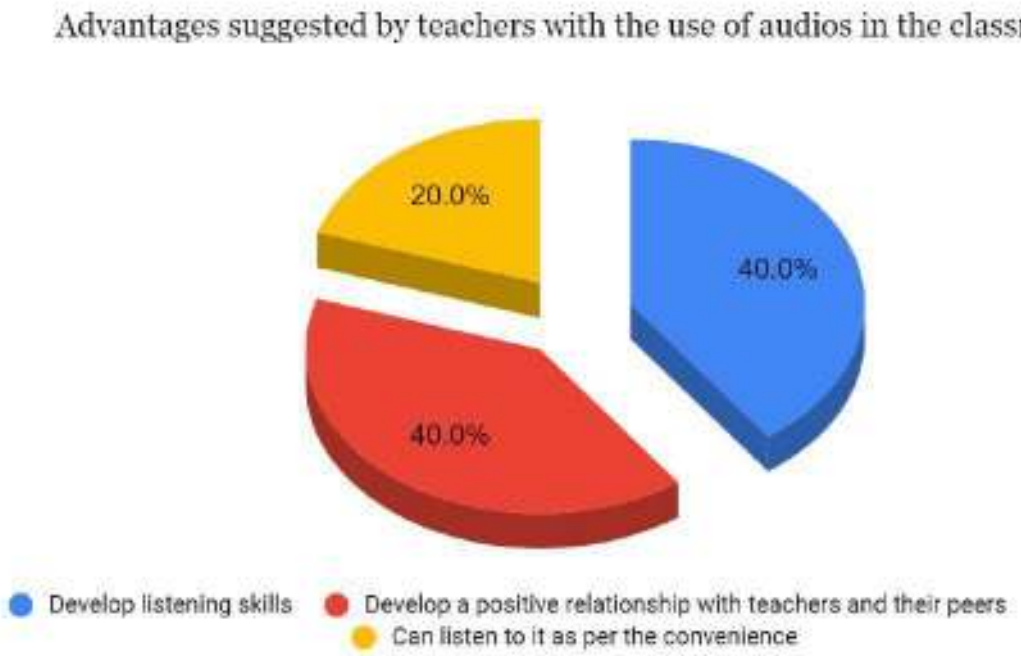
* It also does not create any phone storage problems in mobile phones of the students.

Thus, it suggests that teachers are sensitive about students' socioeconomic background and also they keep students' cognitive level in mind while using any tlm.

Category 3: Opinions Of The Teachers Regarding Advantages And Disadvantages Of Both Audios And Videos as a TLM

- Advantages suggested by teacher with the use of audios in the classroom

Advantages suggested by teachers with the use of audios in the classroom	Number of teachers	Percentage of Teachers
Develop listening skills	2	40%
Develop a positive relationship with teachers and their peers	2	40%
Can listen to it as per the convenience	1	20%
Total number of teachers	5	100%



Interpretation of data

From the above data it is clear that 40% of teachers feel audios develop a positive relationship with the teachers and their peers. 40% of teachers feel that audios help in developing listening skills among students. The rest of 20% of teacher's feel it gives students the freedom to listen to it as per their convenience.

This data shows that teachers feel following advantages with the use of audios in the EVS classroom:-

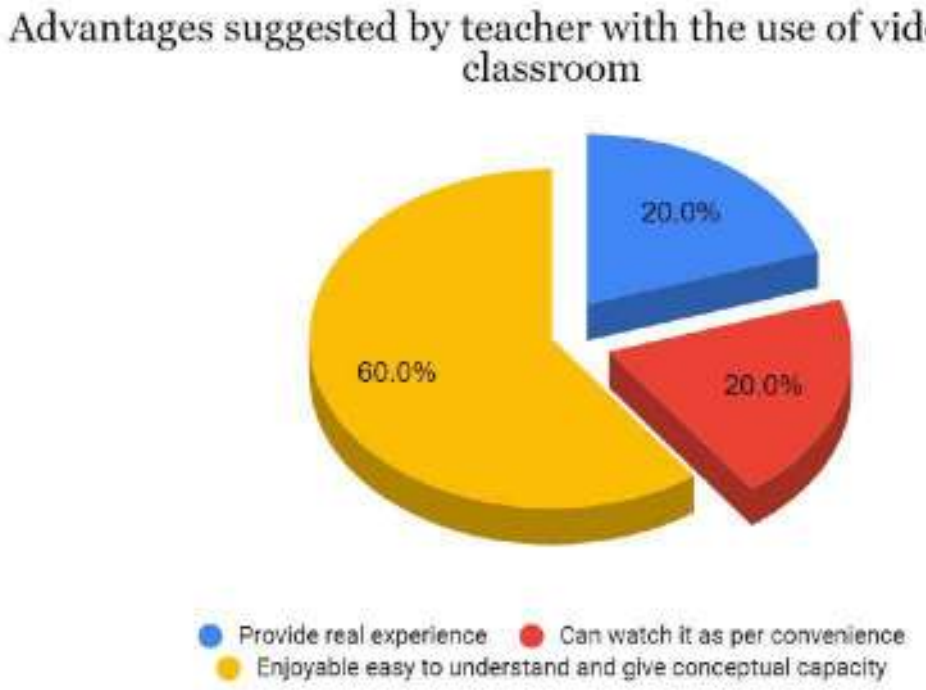
* Develop a positive relationship with teachers and their peers.

* Develop listening skills.

* Give freedom to the students to listen to it as per their convenience.

- Advantages suggested by teacher with the use of videos in the classroom

Advantages suggested by teacher with the use of videos in the classroom	Number of teachers	Percentage of teachers
Provide real experience	1	20%
Can watch it as per convenience	1	20%
Enjoyable easy to understand and give conceptual capacity	3	60%
Total number of teachers	5	100%



Interpretation of data

From the above data it is clear that 60% of teachers feel the greatest advantage of the video is that it is enjoyable, easy to understand and gives conceptual clarity to the students. And 20% of the Teacher's feel that it can be watched as per the students convenience. The rest of 20% of the Teacher's feel that videos are the

outstanding example of providing real experiences to the students that they cannot experience directly.

This data shows that teachers feel following advantages of the use of videos as a tlm in EVS classroom:-

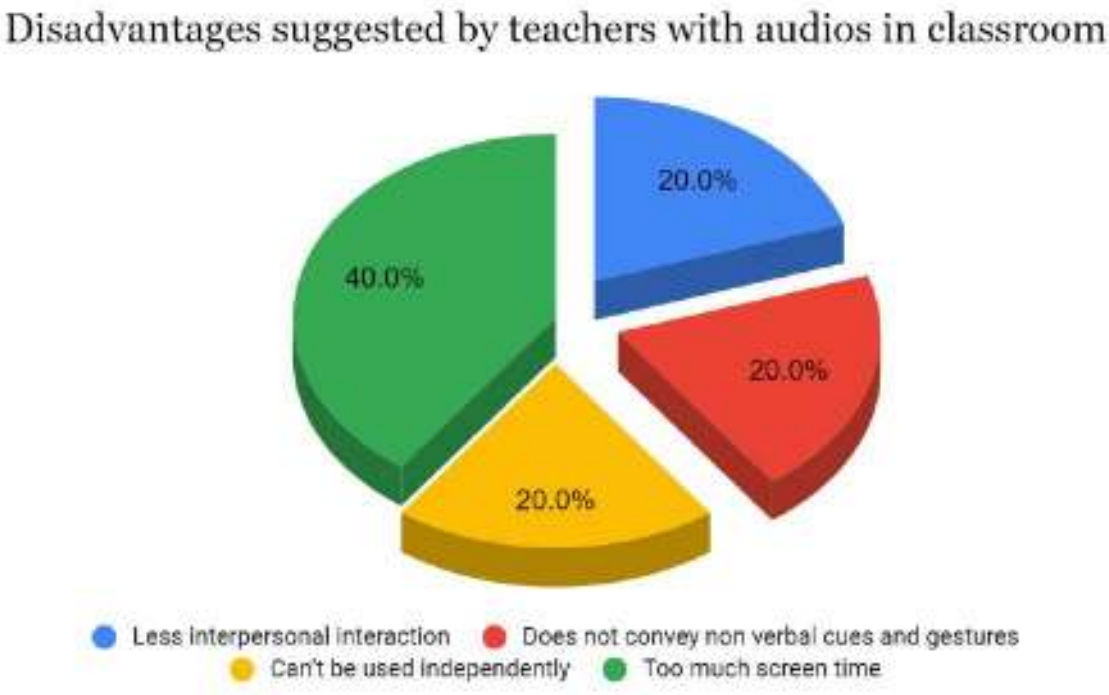
* Provide real experiences that cannot be experienced directly.

* Enjoyable, easy to understand and give conceptual clarity.

* Can watch it as per the convenience.

- Disadvantages suggested by teachers with audios in classroom

Disadvantages suggested by teachers with audios in classroom	Number of teachers	Percentage of teachers
Less interpersonal interaction	1	20%
Does not convey non verbal cues and gestures	1	20%
Can’t be used independently	1	20%
Too much screen time	2	40%
Total number of teachers	5	100%



Interpretation of data

From the data given above it is clear that 40% of the Teacher's feel that the greatest disadvantage of the use of audios is too much screen time. And 20% of the teachers feel it doesn't convey non verbal cues and gestures. With respect to audio as a tlm 20% of the teachers shared that audios can't be used independently. The rest of 20% teachers feel that it lacks interpersonal interactions.

This data shows that teachers feel following disadvantages with the use of audios in the EVS classroom:-

* Excessive screen time.

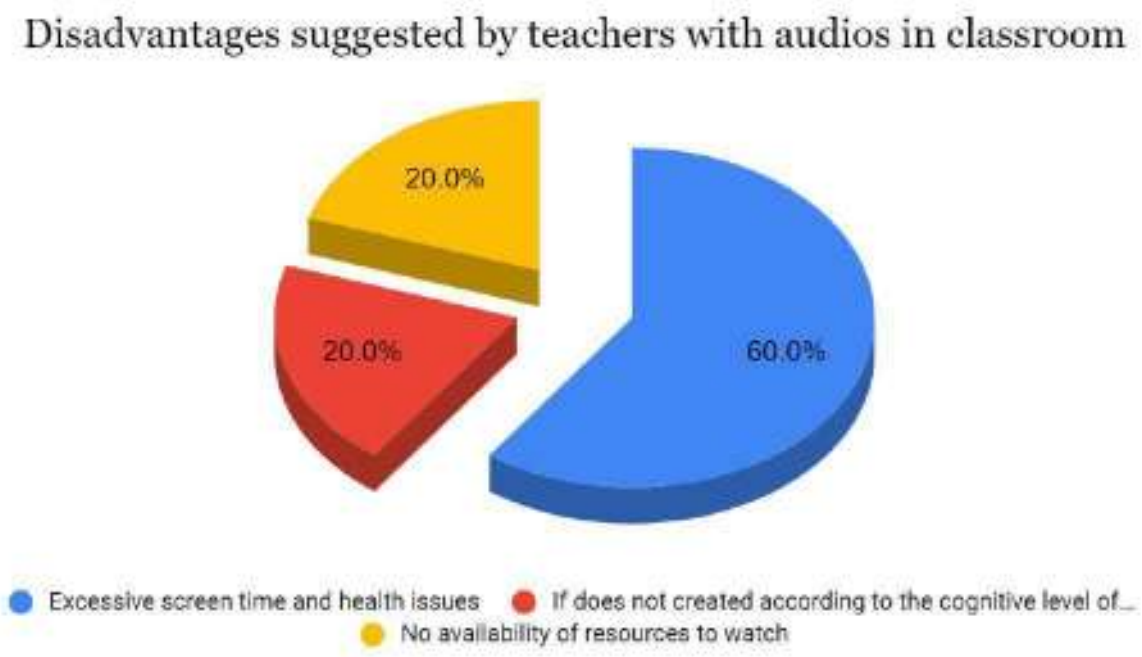
* Cannot be used independently.

* Less interpersonal interactions.

* Does not convey non verbal cues and gestures.

- ## Disadvantages suggested by teachers with videos in classroom

Disadvantages suggested by teachers with audios in classroom	Number of teachers	Percentage of teachers
Excessive screen time and health issues	3	60%
If does not created according to the cognitive level of the students	1	20%
No availability of resources to watch	1	20%
Total number of teachers	5	100%



Interpretation of data

From the data given above it is clear that 60% of the teachers in the greatest disadvantage of the video is exercise screen time that results in various health issues like headache burning, sensation in the eyes etc. And 20% of teachers feel if videos are not created according to the cognitive level of the students then it can

create a problem. However the rest of 20% of the Teacher's feel no availability of resources to watch can hinder the role of video as a tlm in the classroom.

This data shows that teachers feel following disadvantages of the use of videos as a tlm in EVS classroom:-

* Excessive screen time and related health issues like headache and burning sensations in the eyes.

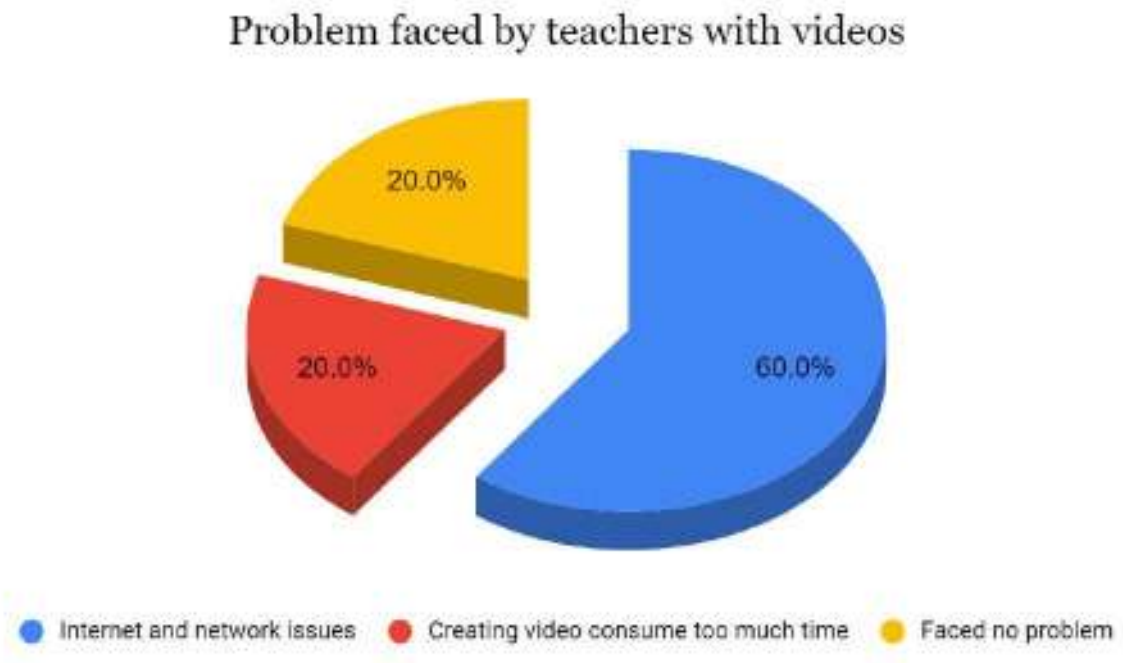
* If videos are not created according to the cognitive level of the students.

* Social economic problems: no availability of resources to watch.

Category 4: Problems Faced By Teachers With Audios And Videos As A TLM In Evs Classroom

- Problem faced by teachers with videos

Problem faced by teachers with videos	Number of Teachers	Percentage of Teachers
Internet and network issues	3	60%
Creating video consume too much time	1	20%
Faced no problem	1	20%
Total number of Teachers	5	100%



Interpretation of data

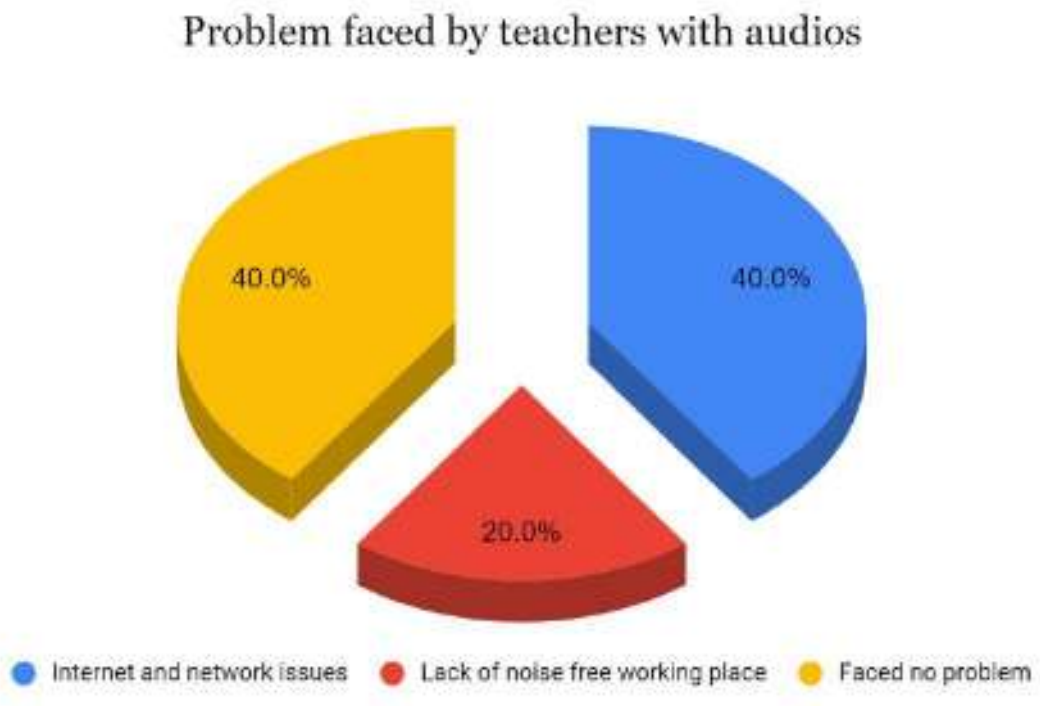
From the above data it is clear that 60% of the teachers failed internet and network issues while using videos as a tlm in EVS classroom. Whereas 20% of teachers feel creating video consumes too much time. The remaining 20% of teachers faced no problem at all.

This data shows that the majority of the teachers faced internet and network issues. Which depicts that it is not only the students that faced internet and network issues, teachers also faced similar kinds of problems. However with this teachers also faced time constraints as creating videos required too much of time.

Thus, this data suggests that it is not only students who are facing these challenges, we should also try to be patient with teachers too while teaching, because there are some things that cannot be controlled even by the teachers.

- Problems faced by teachers with audios

Problem faced by teachers with audios	Number of Teachers	Percentage of Teachers
Internet and network issues	2	40%
Lack of noise free working place	1	20%
Faced no problem	2	40%
Total number of Teachers	5	100%



Interpretation of data

From the above data it is clear that 40% of the teachers faced internet and network issues while 20% of the teachers faced lack of noise free working place. The remaining 40% of the teachers faced no problem at all.

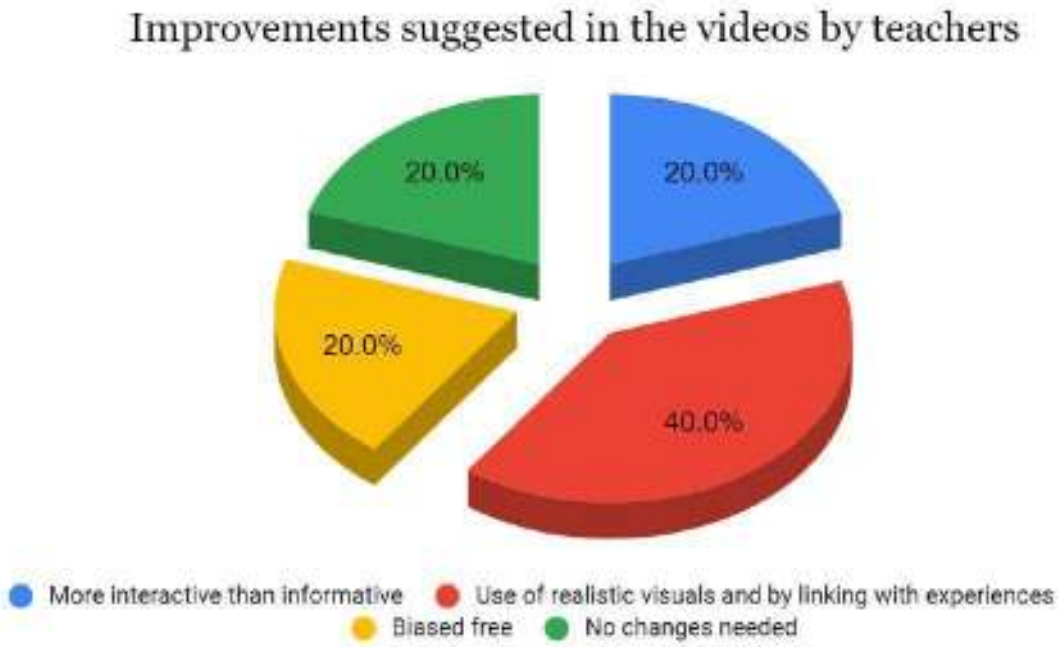
This data shows that the majority of the teachers faced internet and network issues. Which depicts that it is not only the students that faced internet and network issues, teachers also faced similar kinds of problems. However teachers shared that use of audios in the class as a tlm they sometimes faced lack noise free working environment.

Thus, this data suggests that it is not only students who are facing these challenges, we should also try to be patient with teachers too while teaching, because there are some things that cannot be controlled even by the teachers.

Category 5: Improvements And Suggestions By Teachers For Audios And Videos As A TLM In Evs Classroom

- Improvements suggested in the videos by teachers

Improvements suggested in the videos by teachers	Number if students	Percentage of Teachers
More interactive than informative	1	20%
Use of realistic pictures/visuals and by linking with learners ideas experience and background	2	40%
Biased free	1	20%
No changes needed	1	20%
Total number of Teachers	5	100%



Interpretation of data

From the above data it is clear that 40% of the teachers feel that videos should use more off of realistic pictures and visuals that's linked with learners, ideas, experiences and background. 20% of the teachers shared that video should be more interactive than informative. 20% of the teachers feel that videos should be Biased free while the rest of the 20% of the Teacher's feel there is no change needed in the videos.

This data shows that how teachers want to improve the quality of videos used as a tlm by giving these suggestions:-

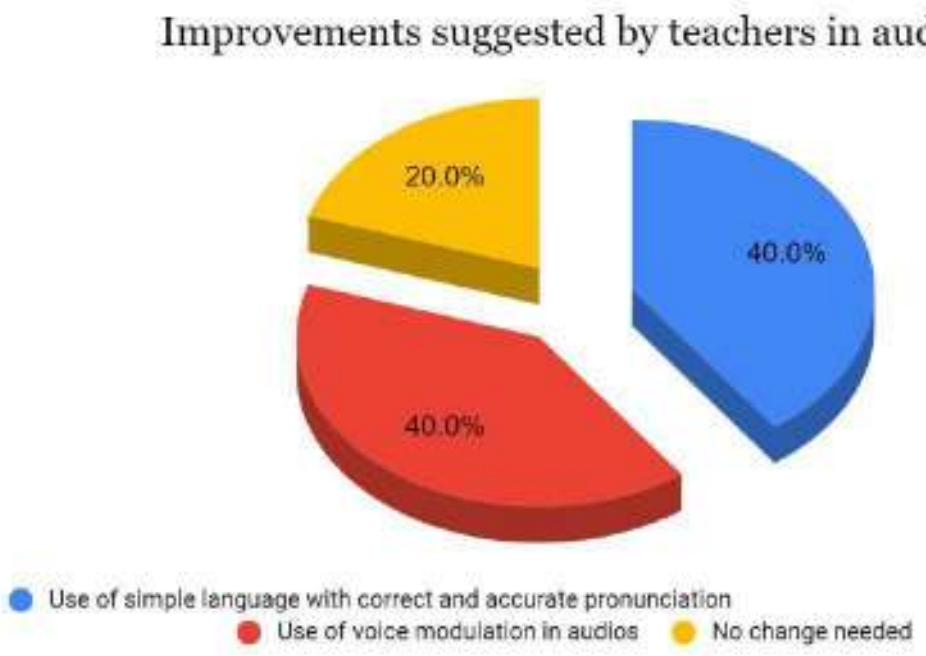
* Video should be more interactive than informative.

* Should use realistic pictures and visuals that link it with learners ideas, experiences and backgrounds.

* Should be Biased free without any preconceived notions about gender, caste class etc.

- Improvements suggested by teachers in audios

Improvements suggested by teachers in audios	Number of Teachers	Percentage of Teachers
Use of simple language with correct and accurate pronunciations	2	40%
Use of voice modulation in audios	2	40%
No change needed	1	20%
Total number of Teachers	5	100%



Interpretation of data

From the above data it is clear that 40% of the Teacher's feel that in audio simple language should be used with correct pronunciation. 40% of the Teacher's feel that audios should contain some voice modulation to be more effective. Rest of 20% teachers say that there is no change needed.

This data shows that teachers want to improve the quality of audios used as a tlm by giving these suggestions:-

* Use of simple language with correct and accurate pronunciation.

* Use of voice modulation in audio.

Category 6: Effects Of Audios And Videos On Teachers And Students Life And Performance

- Effect of videos and Audio on teacher's life and performance

Effects of videos on teacher's life and performance	Number of teachers	Percentage of teachers
Explore and create new resource	1	20%
Gained confidence and gets comfortable with ICT	2	40%
Too much of screen time health issues	1	20%
Time consuming	1	20%
Total number of teachers	5	100%

Interpretation of data

From the data given above it is clear that 40% of the teachers gain confidence and get comfortable with ICT. And 20% of the teachers shared by the use of audios and videos help them to explore and create new resources. Whereas other sets of teachers shared that it also brings some of the negative impacts in their life. Like 20% of the teachers feel that the use of audios and videos as a tlm is time consuming and the rest of the 20% feel due to excessive screen time it affects their health.

This data shows that teachers share the following effects of audios and videos as a tlm on their life and performances in the following ways:-

* Gain confidence and get comfortable with ICT.

* Explore and create new resources.

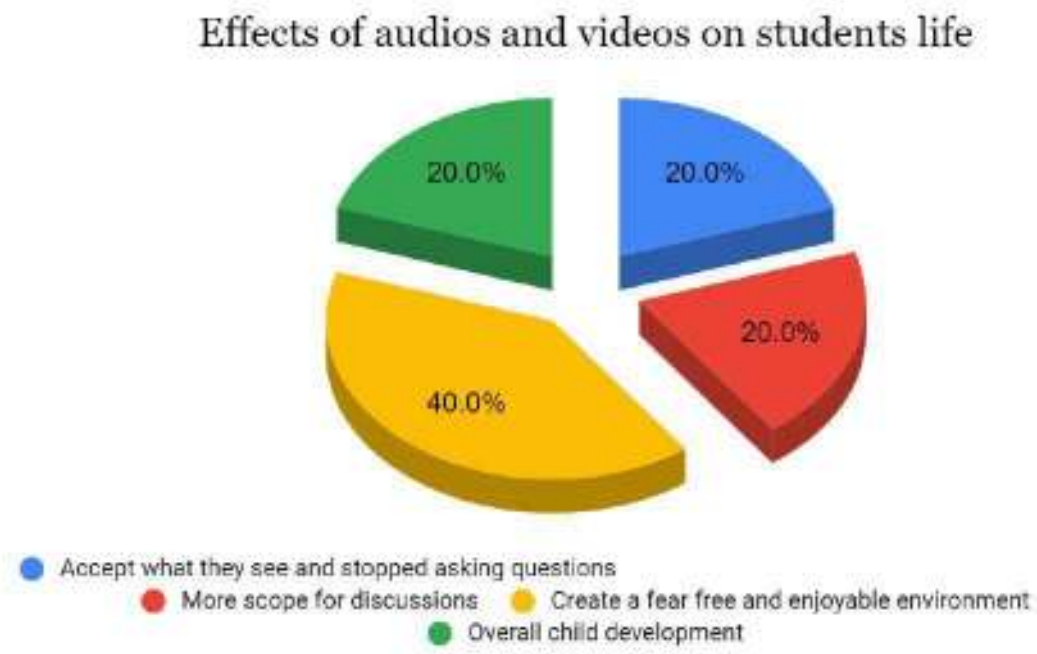
* Excessive screen time and health issues.

* Time consuming.

Thus, this data suggests that teachers experience both positive and negative impact on their life and performances with the use of audios and videos as a TLM in their classrooms.

- Effects of audio and videos on students life

Effects of audios and videos on students life	Number of teachers	Percentage of teachers
Accept what they see and stopped asking questions	1	20%
More scope for discussions	1	20%
Create a fear free and enjoyable environment	2	40%
Overall child development	1	20%
Total number of teachers	5	100%



Interpretation of data

From the data given above it is clear that about 40% of the teachers feel that the use of audios and videos as a tlm in EVS class creates a fear free and enjoyable environment which is also mentioned in ncf 2005. 20% of the teachers shared that it

gives more scope for discussion. And 20% of the teachers feel that it also sometimes leads to developing a habit among students that they accept what they see and stop asking questions. The rest of 20% of the teachers feel that it leads to overall child development of the students.

This data shows that teachers share the following effects of audios and videos as a tlm on student's life and performances in the following ways:-

* Create a peer free and enjoyable environment.

* More scope for discussion.

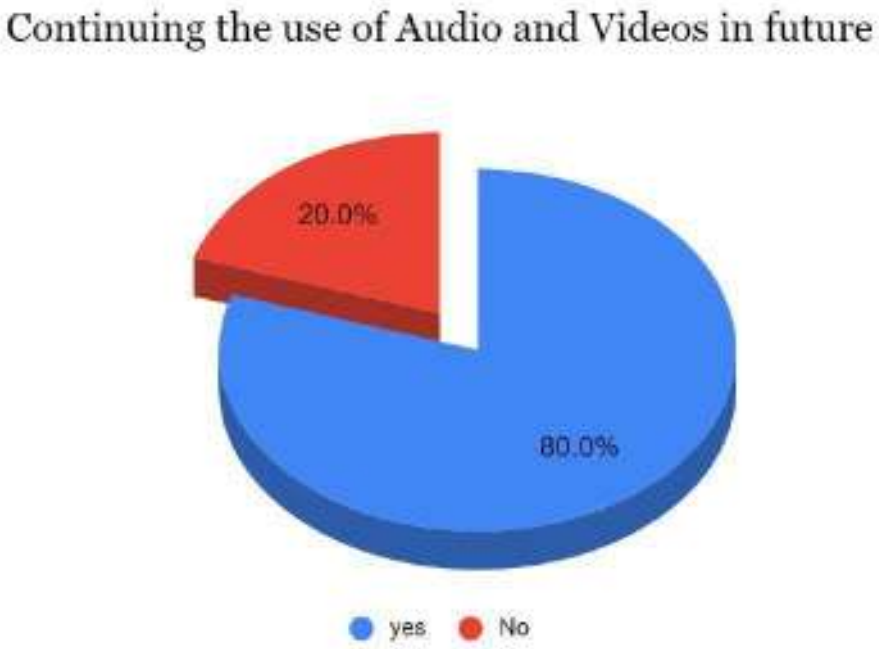
* Accept what they see and stop asking questions.

* Overall child development.

Thus, this data suggests that students experience both positive and negative impact on their life and performances with the use of audios and videos as a TLM in their classrooms. With overall child development.

- Continuing the use of audio and videos in future

Continuing the use of audio and videos in future	Number of teachers	Percentage of teachers
yes	4	80%
no	1	20%
Total number of teachers	5	100%



Interpretation of data

From the data given above it is clear that 80% of the teachers want to continue the use of audios and videos as a tlm in EVS classroom. The rest of 20 % of teachers don't want to use it in the future.

This data shows that 80% of the teachers want to use audios and videos as a tlm in EVS teaching. But they wanted to use them in a proportion with other TLMs. They feel that ICT must be integrated into conventional education as well.

Chapter 5- Conclusion, Suggestions For Further Studies,

And Bibliography

Conclusion

Cognitivists accept that the expansion of multimedia can help improve and increase the learning cycle of students as they see the idea in real life (Michelich, 2002). By utilizing visual and hear-able messages, students can handle the information speedier, which thus, helps encourage their learning acquisition of the material. The old saying that “a picture is worth a thousand words” holds true in this case in that moving images add authenticity and reality to the learning context.

With this project it is clear that learners really enjoy the classes when teachers use various TLMs. However, audios and videos is one of the popular and effective tlm that is being used and preferred by both students and teachers in EVS classrooms. The reason behind this likes and dislikes of the students is that learners really enjoy when videos are integrated stories and puppets. Fair amount of learners also enjoy animated videos as a tlm because they feel with this type of tlm they develop a sense of connection, enjoyable and makes it easy to understand the concept without forcing them to Rote memorize it.

Besides this students pointed out some problems in the use of audios and videos as a tlm in EVS classroom.

The problems are identified as:
• Internet and network issues
• Phone storage problems
• Voice breaking and disturbance in the background
• Regular Sequencing

For the above reasons it is clear that students face some problems with the use of audios and videos in EVS classrooms. Thus, to overcome such problems I asked students to give the suggestions to make it more effective and the suggestions are:-

• Share small videos and audios by compressing it that requires less data and storage.
• Share videos with captions and audios with the text.
• Use of loud and clear voice in both audios and videos
• More use of videos with Puppets in stories and voice modulation in audios.

With these suggestions the majority of the students want to continue the use of Audios and videos as a tlm in both online as well as offline classes in future.

Now let us look at the role of audios and videos in EVS classrooms from a teacher's perspective. This project shows that half of the teachers usually use audios and videos to prepare children from the exam point of view as they share videos by reading the chapter only without any further discussion on the video. While some teachers use audios and videos to help the child to construct their own meanings rather than rote memorizing it by integrating it with stories and puppets with discussions worksheets and different types of interactive activities.

Besides this teachers pointed out some of the problems with audios and videos used as a tlm in EVS classroom.The problems identified as:-

• Internet and network issues
• Preparation of tlm is a consuming task
• Lack of noise free working environment

For the above reasons it is clear that teachers face some problems with the use of audios and videos in EVS classrooms. Thus, to overcome such problems I asked teachers to give the suggestions to make it more effective and the suggestions are:-

• Sharing of small videos and audios that save data and acquire less space.
• Use of text with audios so that if a student can't download audios they could read the text.
• Use of realistic pictures and visuals by Linking it with learners ideas, experiences and backgrounds.
• Use of simple language with correct and accurate pronunciation.
• Use of loud and clear voice
• More interactive audios and videos then informative.
With these suggestions the majority of the students want to continue the use of Audios and videos as a tlm in both online as well as offline classes in future.

In this manner, video and audio can offer energizing freedoms for online teaching and learning. As learning online turns out to be to a greater extent a typical practice in education, web based video and audio will assume a greater part in conveying course materials to learners. This type of technology brings courses alive by permitting learners to utilize their visual and hear-able faculties to learn new ideas. Learning how to consolidate such media can be procured through online instructional exercises and workshop training. Numerous benefits and inconveniences are related with streaming media that should be weighed by the teacher. Educators are the ones who can choose what will work in their courses, and they should decide to do as such after altogether researching web based video's viability. At the point when the choice is made, adjusting a portion of the methods referenced in this venture can help advance a positive experience for the far off student. On the whole, video real

time permits teachers the chance to convey elective course materials to students who are not campus bound.

Suggestions For Further Studies

During the investigation of present project I felt that the following research area can be explored for further studies:

1. A similar study can be undertaken for other subjects like Science, English and Hindi etc.

2. The present study is confined to Delhi only. Similar studies can be conducted at other places.

3. A comparative study can be conducted between two districts.

4. An experimental study to see the effectiveness of a certain method of teaching can be conducted.

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Questionnaire used-

Students questionnaire

Introduction (Part-A)

1)आपका नाम क्या है?
2) आपको कौन सी प्रकार की क्लास में ज्यादा मजा आता है- ऑफलाइन या ऑनलाइन? क्यअॅ?

Likes And dislikes (Part-B)

3)आपका मनपसंद विषय कौन सा है?
4)क्या आपको Evs पढ़ना अच्छा लगता है - हां, तो क्यअॅ? नहीं, तो क्यअॅ?
5) आपको सबसे ज्यादा कौन सी चीजअॅ से पढ़ना पसंद है- ऑडियो वीडियो चार्ट गेम पजल etc और क्यअॅ?

Specific views on- Audios and videos (Part-C)

6)क्या आपको वीडियो और ऑडियो से पढ़ने में आनंद आता है? अगर हां, तो क्यअॅ?
7)आपको कौन सी वीडियो देखने में ज्यादा मजा आता है- एनीमेटेड वीडियो, जिसमें सिर्फ आवाज और पाठ लिखा हो, टीचर की आवाज में अलग-अलग कहानियां एवं कठपुतली के साथ? और क्यअॅ?
8)आपको क्या लगता है इनमें से कौन सी वीडियो से आप ज्यादा समझ पाते हैं- एक साथ भेजी गई एक लंबी वीडियो या छोटी वीडियो छोटे-छोटे अंतराल में भेजी हुई? और क्यअॅ?

Problems faced (Part-D)

9)वीडियो से पढ़ने में आपने क्या कोई दिक्कत का सामना किया है? अगर हां, तो क्या?
10) ऑडियो से पढ़ने में आपने क्या कोई दिक्कत का सामना किया है? अगर हां, तो क्या?

Their suggestions (Part-E)

11)आपके हिसाब से वीडियो में क्या बदलाव की जरूरत है? अपने सुझाव दीजिए|
12)आपके हिसाब से ऑडियो में क्या बदलाव की जरूरत है? अपने सुझाव दीजिए|

Opinions (Part-F)

13) आपके हिसाब से ऑडियो माध्यम से पढ़ाई में क्या लाभ है?
14) आपके हिसाब से वीडियो माध्यम से पढ़ाई का क्या लाभ है?
15)आपके हिसाब से ऑडियो माध्यम में पढ़ाई में क्या नुकसान है?

16)आपके हिसाब से वीडियो माध्यम में पढ़ाई से क्या नुकसान है?
17)) कक्षा में दिखाई गई कोई भी अपनी मनपसंद ऑडियो /वीडियो के बारे में अपने अनुभव द्वारा बताइए|
18)क्या आप चाहोगे आगे भी आपको ऑडियो/ वीडियो के माध्यम से शिक्षा दी जाए? हां/ ना तो क्यअॅ?

Teacher's questionnaire

Introduction (Part-A)

1) आपका नाम क्या है?
2) आप कौन सी कक्षा को पढ़ाते हो?

Likes And dislikes (Part-B)

3)आपको कौन सी तरह की क्लास पढ़ाने में ज्यादा आनंद आता है -ऑनलाइन या ऑफलाइन? क्यअॅ?
4) ऑनलाइन क्लासेस में आपको प्रभावी पाठ्य सामग्री कौन सी लगती है?

Specific views on- Audios and videos (Part-C)

5) क्या आपने कभी ऑडियो और वीडियो का कक्षा में इस्तेमाल करा है? क्या उसका अन्य पाठ्य सामग्री से कुछ अलग असर दिखाई दिया है?अगर हां, तो क्या?
6) आपके विचार से किस तरह की वीडियो कक्षा में बेहतर काम करती है-एनीमेटेड वीडियो, जिसमें सिर्फ आवाज और पाठ लिखा हो, टीचर की आवाज में अलग-अलग कहानियां एवं कठपुतली के साथ? और क्यअॅ?
7) आपके विचार से ऑडियो बेहतर तरीका है या टेक्स्ट/ मैसेज? क्यअॅ?
8) आपको क्या लगता है इनमें से कौन सी वीडियो कक्षा में ज्यादा कारगर होती है:-
- साथ भेजी गई एक ही लंबी वीडियो
- छोटी वीडियो, छोटे-छोटे अंतराल में भेजी गई? और क्यअॅ?

Problems faced (Part-D)

9)आपने वीडियो से पढ़ाने में क्या कोई दिक्कत का सामना किया है? अगर हां, तो क्या?
10)आपने ऑडियो से पढ़ाने में क्या कोई दिक्कत का सामना किया है? अगर हां, तो क्या?

Their suggestions (Part-E)

11) आपके हिसाब से वीडियो में क्या बदलाव की जरूरत है?
12) आपके हिसाब से ऑडियो में क्या बदलाव की जरूरत है?

Opinions (Part-F)

13) आपके हिसाब से ऑडियो माध्यम से पढ़ाई में क्या लाभ है?
14) आपके हिसाब से वीडियो माध्यम से पढ़ाई का क्या लाभ है?
15) आपके हिसाब से ऑडियो माध्यम में पढ़ाई में क्या नुकसान है?
16)आपके हिसाब से वीडियो माध्यम में पढ़ाई से क्या नुकसान है?
17)) ऑडियो /वीडियो के प्रयोग से आप की कार्य क्षमता में क्या असर आ रहा है?
18)आपके विचार से बच्चअॅ पर ऑडियो /वीडियो का क्या प्रभाव पड़ता है?
19)क्या आप चाहोगे आगे भी आपको ऑडियो/ वीडियो के माध्यम से शिक्षा दी जाए?
20) आपके विचार से आने वाले समय में ऑडियो/ वीडियो की क्या भूमिका रहेगी?

PROJECT WORK

TITLE OF THE PROJECT

To study the perspective of teachers and students for expository text- NCERT, EVS textbook.

SUBMITTED BY-
Sweety Prakash
Roll no.-1408
Course- B.el.ed,4th yr.
College-Miranda House,Delhi University

Under the Guidance of
Mrs.NEETU RANA

Chapter-1
Theoretical Framework

INTRODUCTION

Textbooks are an integral part of the contemporary education system,
and are widely used tools in teaching-learning processes across the world.
Textbooks are a powerful medium to achieve uniformity in what gets taught across the state or the nation. In this way textbooks are part of a strategy to control various aspects and results of the teaching-learning process.
Good textbooks are excellent teaching aids. They're a resource for both teachers and students. A textbook of any subject is a source which is written according to the syllabus and gives the outline of the course. Textbooks helps teachers students and parents in guiding supporting home works and evaluating kids understanding and evaluate progress in studies
Textbooks provide teachers with content support and how to transact content in the classroom Students read the textbook to understand the content and do exercises. Answer questions Additional activities. are Suggested to teachers and students for follow up,content in textbook shall be presented in a simple sentences clear to comprehend with diagrams coloured PICTURES tables and illustrations Quality of textbooks is more important in the education system.
As we know the role of the textbook is important for students and teachers in the classroom. Here in my Project I am going to talk about EVS textbook in which I will look at the features of text in the EVS textbook.
Before that first let's take a look at the background Of Environmental studies.

EVS textbook

Environmental Studies (EVS) has been recommended as a core curricular area at the primary level by different policy documents since the last many decades. It is taught as a separate subject from class III to V whereas at classes I and II, the environmental concerns are to be addressed through language and mathematics. Knowing the fact that children view their world holistically and do not compartmentalise it through different subject areas, it is important to present the learning experiences that blur the boundaries between different subject areas. EVS in the elementary education is visualized as an integrated subject area which draws upon insights from sciences (physical, chemical and biological), social studies (history,geography, civics, etc) and environmental education (protection and conservation).

Theorist,Philosopher and Thinkers

Many of the great educational philosophers and thinkers like Pestalozzi, John Dewey, Maria Montessori, , Krishnamurthy, Aurobindo, etc., have invariably reflected on the aim of education as helping a child to develop as a ‘wholesome individual’, cultivating the moral, emotional, physical, psychological and spiritual dimensions of personality. In essence they have visualized a ‘holistic’ education. Holistic education aims at helping children be the ‘most that they can be’, which amounts to development of a child’s

intellectual, emotional, social, physical, artistic, creative and spiritual potentials. This is done not by just rote learning in classes but through direct engagement with the environment. EVS, by enabling children to explore, understand, appreciate and value their environment, helps them to derive meaning and joy of learning through connecting with their immediate environment, natural world and the community. Thus, it is child-centered and focuses on “experiential learning” rather than “teaching”. EVS aims at developing in children a holistic or integrated perspective of our environment as a composite of natural and human-made surroundings with the interactions. The approach in EVS goes beyond single subject
approach and helps children to use the contents and methods of science and social sciences and environment to solve environmental problems/issues in future (Ravindranath, 2011).

Krishna Kumar in his book Education,
Conflict and Peace (Chapter 3, Between Science and Scientific Temper) according to my understanding he talks about that EVS textbook is not just a textual and rote memorization but to design materials which attempt to develop the idea of an adjustment with nature not just with animals and plants, but even with physical objects, such as rivers, mountains, and the ocean. Which means students can connect their knowledge with their experiences as well as connect with their surroundings.

Policy and Statement support in EVS

Basic Education: The movement of Basic Education launched by Mahatma Gandhi in 1937 was perhaps the first serious attempt at relating education in schools to local environmental needs. The essential elements of Basic Education were: productive activity in education; correlation of curriculum with the productive activity and the social environment; and intimate contact between the school and the local community. The best that Basic Education had to offer was incorporated in the Report of the Education Commission (1964-66) so as to relate it to the life, needs and aspirations of the nation. For the primary stage, the Report recommended that "the aim of teaching science in the primary school should be to develop proper understanding of the main facts, concepts, principles and processes in the physical and biological environment" (Kothari Commission).

The National Policy of Education (1986): NPE gave a definite thrust to EE in the school curriculum. It stated that “protection of the environment is a value which along with certain other values must form an integral part of curriculum at all the stages of education”. The thrust is evident from the policy statement which reads as “There is a paramount need to create a consciousness of the Environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process”.

The NPE, 1986 and the subsequent educational policies (NCFSE, 2000, NCF 2005) have given environmental education an explicit place in school education. The national system of education, as defined in the NPE, visualized a national curricular framework which contains a common core including several elements having direct bearing on the natural and social environment of the pupils, such as, protection of the environment, content essential to nurture national identity, and inculcation of scientific temper. These core areas are expected to occupy a place of prominence not only in the instructional materials, but also in the classroom and out of school activities. In addition, the curriculum of work experience, popularly known as Socially Useful Productive Work (SUPW), was reorganized to introduce a rigour and systematic gradation in the programme with the provision of direct participation of children in environment related fields, like planting and nurturing of trees, environmental sanitation, etc.

The National Conservation Strategy and the Policy Statement on Environment and Development (1992): A policy of the Govt. of India to respond to the need for laying down the guidelines that will help to weave in environmental considerations into the fabric of national life and developmental process. The policy statement mentions in detail the environmental problems seen in the country caused either due to poverty and under-development or due to the process of development itself and recognizes the importance of building environmental awareness and education in the population to progress towards sustainable development.

National Curriculum Framework (NCF, 2005):
The National Curriculum Committee had recommended in the 1975 policy document “The Curriculum for the Ten-year School: A Framework”, that a single subject ‘Environmental Studies’ be taught at the primary stage. It had proposed that in the first two years (Class I-II) Environmental Studies will look at both the natural and the social environment, while in Classes III-V there would be separate portions for social studies and general science termed as EVS Part I and Part II.
EVS is an approach to the learning of the environment in totality without being burdened by any disciplinary considerations.
The NCF,2005 focus is on

- Surroundings rather than content
- Situation rather than subject
- Experience rather than knowledge

The National Curriculum Framework 2005 indicates some of the objectives of teaching science and Social Sciences at the primary stage as follows:

• to train children to locate and comprehend relationships between the natural, social and cultural environment;
• to develop an understanding based on observation and illustration, drawn from lived experiences and physical, biological, social and cultural aspects of life, rather than abstractions;
• to create cognitive capacity and resourcefulness to make the child curious about social phenomena, starting with the family and moving on to wider spaces;

• to nurture the curiosity and creativity of the child particularly in relation to the natural environment (including artifacts and people);
• to develop an awareness about environmental issues;
• to engage the child in exploratory and hands-on activities to acquire basic cognitive and psychomotor skills through observation, classification, inference, etc.;
• to emphasise design and fabrication, estimation and measurement as a prelude to the development of technological and quantitative skills at later stages;
• to be able to critically address gender concerns and issues of marginalisation and oppression with values of equality and justice, and respect for human dignity and rights.

The syllabus for EVS (classes III-V) in the NCERT textbooks is woven around six common themes which are:

1. **Family and Friends:**
1.1 Relationships;
1.2 Work and Play;
1.3 Animals;
1.4 Plants
2. Food
3. Shelter
4. Water
5. Travel
6. Things We Make and Do

Structure of EVS textbook [NCERT]
The structure of the textbook is built on the provided syllabus from the curriculum and the given content in the NCERT EVS textbook.
The syllabus of the EVS textbook is created on theme based rather than chapter wise so that students can relate from their experiences and environment, also primarily keeping in mind the cognitive stage that we are addressing,whether Grades 3,4 or 5.
When we look at the structure of the NCERT EVS textbook it is divided in different sections like-
●page for the teachers and parents.
●Note for the teachers
●Text features and text content

1. **Note to the Teachers and Parents** - this includes the rationale of writing the textbook, the guiding principles that aligned the contents of the textbook to them, the approach to pedagogy in the textbook, kind of tasks included etc. The purpose of this note is to provide an overview of the textbook to both teachers and parents.
2. **Teacher's Page** – This page gives a brief account of the contents in the chapters related to a theme ,syllabus for the teacher using the textbook with the key concepts and objectives of each chapter.
3. **Teacher's Note** – With every chapter the teacher's notes are given. The purpose of these notes is to guide the teacher in teaching the concept being discussed on a particular concept.

The content of the note could urge the teacher to read more and explore the topic under discussion

4. **Symbols/icons for activities** – the use of symbols or icons to depict activities like Write, Think, Work in Groups, Let's Make It and so on will add to the visual appeal of the book as well as support the child in relating to the activities
through them. Which comes under the text feature.

Another very important inclusion in the textbook is illustrations and the different EVS skills which are being addressed by the theme like observation, discussion, expression, explanation, classification, questioning, analysis, experimentation, concern for
justice and equality and cooperation (Source Book of Assessment in EVS, Classes 1 to 5)

As above, talk about the structure of the NCERT EVS textbook. In which here we will talk about the text structure and the text content given in the text, because the purpose of my project is to look at the text structure that expository text given in the textbook.

Expository text

The term 'expository 'refers to an act to explain something or to make it clear. Expository text is a type of text where the purpose is to inform, describe or explain. In the textbook there are various techniques of exposition such as: use of examples,explanation of a process, comparison and contrast,reasons in support of a statement, classification, restatement, definition,analogy,cause and effect, analysis.

Expository texts could include essays,speeches, journals, government documents, newspapers and magazine articles,book reviews, instructions among other things,textbooks.

While each type of text shares certain characteristics with the others,they make their own demands on the reader through the unique use of structure, devices,**features** and conventions.

WHAT ARE TEXT FEATURES?

The term text features is used in an academic setting to describe all of the components or features associated with an article or nonfiction text that are not considered the main text. The most common text features of a book include the table of contents, the index, headings, captions, bold words, illustrations, photographs, the glossary, labels, graphs, charts, and diagrams,footnotes . Many of these text features can also be found in newspapers, magazines, or individual articles,textbooks .

Text features are used to help navigate and locate specific information provided in a nonfiction text in an easier and more efficient manner. Oftentimes, textbooks put information in the text features that are not included in the body of the text, so it is imperative to understand how to use them effectively.

TEXT STRUCTURES & ITS IMPORTANCE

Text features go hand-in-hand with comprehension. If the author wants a reader to understand where a country is in the world, then providing a map helps the reader visualize and understand the importance of that country's location. If the anatomy of an animal is vitally important to understanding a text, a detailed photograph with labels gives the reader the support he needs to comprehend the text.

Text features also help readers/learners determine what is important to the text and to them. Without a table of contents or an index, readers can spend wasted time flipping through the book to find the information they need. Special print helps draw the attention of the reader to important or key words and phrases.
In my experience, readers of all ages, especially struggling readers tend to skip over many of the text features provided within a text.The photographs/illustrations, charts, graphs, or maps information box helps students to understand the concepts more clearly.
When learners/readers know what kind of structure to expect, it helps them connect to and remember what they've read better.
It gives readers clues as to what is most important in the text.
It helps readers summarize the text. For example, if we're summarizing a text that has a sequence/time order structure, we want to make sure we summarize in the same structure. (It wouldn't make sense to tell an autobiography out of order.)

SOME COMMON TEXT FEATURES IN THE TEXTBOOK
In the EVS Textbook there are different text features are included those are:
Photographs, Pictures/drawings, Captions, Maps ,Charts, Timelines, Chapter titles Headings, Subheadings ,Index ,Glossary words ,Highlighted/bolded, Contents page Diagrams,Coloured boxes, Icons, Bullet points

Heading/subheadings : It indicates the main idea of a section of the text .

Captions: Help you better understand a picture or photograph

Comparisons: These sentences help you to picture something {Example: A whale shark is a little bit bigger than a school bus.}

Glossary: Helps you define words that are in the book
Graphics: Charts, graphs, or cutaways are used to help you understand what the author is trying to tell you
Illustrations/Photographs: Help you to know exactly what something looks like
Index: This is an alphabetical list of ideas that are in the book. It tells you what page the idea is on.
Labels: These help you identify a picture or a photograph and its parts
Maps: help you to understand where places are in the world
Special Print: When a word is bold, in italics, or underlined, it is an important word for you to know
Subtitles: These headings help you to know what the next section will be about
Table of Contents: Helps you identify key topics in the book in the order they are presented
Footnotes/Sidebars : in the textbook note for the children and teachers are given, in which extra information is given related to the topic.
Symbols/Icons: some symbols are given in the textbook ,each symbol is varied on the basis of text .

Here in my project from above structures I am going to talk about text features, Expository text given in the EVS textbook.
In EVS textbook there are different text features included like- Title,Index,headings subheadings, captions, Bullet points,**Footnotes,side note, bar notes.**
Footnote notes for the teachers, students.
Bar notes are something which give additional information related to the topic .
So from all these text features I wanted to do work on the footnotes,sidebars,note for the teacher, informative text in the boxes, additional information given in the EVS textbook.

Chapter-2
Review of Literature

What is literature review

A literature review in a project report is that section which shows the various analyses and research made in the field of interest and the results already published, taking into account the various parameters of the project and the extent of the project.

It is the most important part of a project as it gives us a direction in the area of our project.It helps us to set a goal for analysis.

When we write a literature review in respect of our project, we have to write the researches made by various analysts - their methodology (which is basically their abstract) and the conclusions they have arrived at. You should also give an account of how this research has influenced my project work.

Literature survey in a project report represents the ground study we have done for the completion of our project. It can include

1)A book: act as a reference for the concepts we used in our project.

2)Research papers: It can also act as a reference for the theories. However, in most cases we critically compare them and establish the purpose for the project and improvement.

3)Another project report or a thesis that helped to understand the content related to my project.

4)Articles,newspaper articles related to the topic .

Importance of Literature Review

- It gives a new interpretation of old material or combines new with old interpretations.
- It shows that you're aware of the type of previous research work done on that particular topic.
- It helps to situate the work on the current field of research work and highlight its importance.
- To see if there are any lack or loopholes in the works that have been done till now.
- It maps the progress on the research topic.
- Traces the relationship between the vast and diverse findings of all the studies.
- It helps readers see how a researcher’s work is original and provides something new.
- It helps a starting researcher make sure his work isn’t redundant or merely reproducing knowledge that’s already known in the field.

The purpose of a literature review :

- Place each work in the context of its contribution to understanding the research problem being studied.

- Describe the relationship of each work to the others under consideration.
- Identify new ways to interpret prior research.
- Reveal any gaps that exist in the literature.
- Resolve conflicts amongst seemingly contradictory previous studies.
- Identify areas of prior scholarship to prevent duplication of effort.
- Point the way in fulfilling a need for additional research.
- Locate your own research within the context of existing literature [very important].

1)**An EVS Textbook – Cover to Cover**

By-Chandrika Muralidhar and Ronita Sharma

From Azeem premji magazine learning curves, April ,2019.

Findings:

This articles talk about the EVS textbook, the structure of the textbook, researchers talk about what needs to be included in the primary EVS textbook structure, like a page for the teacher, notes for the students and teachers, pages for the parents, illustrations, what kind of questions should be included in the textbook to make them more interactive, children can think critically.

2)**Guiding Students Through Expository Text with Text Feature Walks**

By-Michelle J. Kelley, Nicki Clausen-Grace

From Readingrocket .org

Findings:

Most primary students have used the picture walk technique to preview text (Stahl, 2004). By looking at and talking about the illustrations in a text, students activate prior knowledge, make predictions, and set a purpose for reading (Clay, 1991; Fountas & Pinnell, 1996).

When students enter the intermediate grades, they are required to read more textbooks and informational texts to learn, but reading textbooks and informational texts can be difficult for students due to the higher level vocabulary and concept-dense content. In addition to these complexities, expository nonfiction also contains numerous text features that supplement and present important content that the student must read in order to fully comprehend. Interestingly though, students often ignore these essential text features (Kelley & Clausen-Grace, 2008; Spencer, 2003), even though they have been taught their importance. After acknowledging that our intermediate students failed to read or gave little importance to text features when reading.

The Text Feature Walk is a structure created and employed by the authors that guides students in the reading of text features in order to access prior knowledge, make connections, and set a purpose for reading expository text. Results from a pilot study are described in order to

illustrate the benefits of using the Text Feature Walk over discussion alone or a traditional approach to textbook reading. Practical suggestions for implementation are offered so classroom teachers can replicate the Text Feature Walk in their own classrooms.

3)Building World Knowledge: Motivating Children to Read and Enjoy Informational Text

By: Barbara Marinak, Linda Gambrell

From Readingrocket .org

Findings:

Comprehension is challenging to many students. I like the ideas the article offers about reading and comprehending. Text impression, guiding questions, and retelling pyramids are excellent ways to get children to read and understand. As a facilitator I know that reading and comprehension is one of the challenging steps that I face during my days internship days.The students have such a great difficulty in understanding and it is great to learn different ways to help the students understand.

The three techniques described here — Text Impression, Guiding Questions, and the Retelling Pyramid — can help children become familiar with the language and structure of non-fiction books.

The three simple instructional techniques can be used with young children to make informational text more interesting and accessible. The use of these techniques will support children in developing the language, strategies and skills needed to read informational materials with greater ease. As children become more competent in their ability to comprehend informational text, they will be more motivated to choose to read informational texts.

4) Using Text Features(Reading and learning strategies)

Article from-National Behaviour Support Service**(NBSS)**

Findings:

Purpose of using text features:

Different types of nonfiction text contain common features that students can recognise and use to help them understand the information being presented, identify main ideas as well as key words and concepts. Drawing attention to, as well as discussing the text features with students can help them to find and understand information, enabling them to be more effective readers and learners. Looking at text features by skimming and scanning the chapter activates prior, helps students make connections and predict what the text is about and so increase comprehension.

Explicitly teaching text features:

Step 1

When beginning a new chapter or a new textbook students can be introduced to the different features and consider how these help comprehension. Explain to students that text features are parts of their textbook that have been created to help them locate and learn information. Explain how text features include the design and organisation of pages in their textbook. For example The title page and table of contents are text features found at the beginning of a textbook. Headings, graphics, main idea boxes and bolded words are some of the text features found in the chapters of their book, while glossaries and indexes are some text features found at the end of a textbook.

Step 2

Demonstrate how looking at text features can help identify what is most important in a topic and help locate information quickly. For example, explain that by looking at the headings and subheadings the important ideas in a topic can be identified or how bolded or coloured text draws attention to key ideas, words or phrases.

Step 3

In pairs have students familiarise themselves with the different text features in their different textbooks.

5)Teaching reading comprehension

-Reutzel cooter ,Bellarmine University

Findings:

Comprehension is intentional thinking during which meaning is constructed through interactions between texts and readers. Comprehending a text involves two phases—construction and integration. In phase one of this process, the reader constructs meaning from text and in the second phase integrates this newly constructed knowledge into the existing prior knowledge network.Monitoring and assessing children's development of comprehension is an important activity to help you, the teacher, select appropriate comprehension strategy instruction and other supports. Reading comprehension is developed through activating and adding to students' background knowledge, offering explicit teacher-led comprehension strategy instruction, and by helping students coordinate a set or family of comprehension strategies to construct meaning through rich discussions and interactions around a variety of text structures and genres. Struggling readers and, in fact, all young readers benefit from increased scaffolding to support comprehension development, including demonstrations, pictures, diagrams, charts, collaboration with other students, instruction to deepen students' breadth and depth of conceptual knowledge, and connections that capitalize on students' interests and

motivations. Finally, families and communities can read and discuss appropriately challenging themed books of interest as found in the Three for the Road program to add to children's background knowledge and develop
their abilities to think and talk about a variety of texts.

Chapter 3
Plan and procedure

TITLE OF THE PROJECT

To study the perspective of teachers and students for expository text- NCERT, EVS textbook.

DEFINITION OF THE TITLE

Expository text = is a type of informational text that provides factual information about a topic using a clear, non-narrative organizational structure with a major topic and supporting information. Expository texts can include topics such as historical, scientific or economic information

In this Title we will talk about the text feature in the textbook. In which we will look at the additional information given in the footnotes, barnotes,informative boxes in the EVS textbook .

RATIONALE

A textbook of any subject is a source which is written according to the syllabus and gives the outline of the course. So here in my project I am going to work on the NCERT,EVS textbook. Evs textbook is a subject that is introduced at grade 3 in primary and goes on till grade 5.In NCERT textbook EVS has proposed themes instead of topics so that the students develop connected and interrelated understanding.

When we look at the structure of the NCERT EVS textbook it is divided in different sections like-

- page for the teachers and parents.
- Note for the teachers
- Text features and text content

Here in my project from above structures I am going to talk about text features.

In EVS textbook there are different text features included like- Title,Index,headings subheadings, captions, Bullet points,**Footnotes,side note, bar notes.**

Footnote notes for the teachers, students.

Bar notes are something which give additional information related to the topic .

So from all these text features I wanted to do work on the footnotes,sidebars,note for the teacher, informative text in the boxes, additional information given in the EVS textbook.

I wanted to work on these features because during my school observation in 3rd yr and in 4th yr. I had observed that teachers teach the content and move towards the exercise part . So here I observe that additional information given in the textbook is neglected .

So in my project I wanted to know why students and teachers neglected these additional information, notes for the teachers, footnote etc ??

I wanted to know the views of the teachers and the students and what they think about this additional information? Do they consider them as an extra part of the textbook?

OBJECTIVE

1. I will study what kind of information is given to the footnotes,sidebar and additional information .

2. I will study the perspective of students on the footnote, sidebar,additional information.
3. I will study the perspective of teachers on the footnote, sidebar,additional information.
4. I will study how we can make these text features- footnote,side bar,additional information for students as an essential part of the textbook.

METHODOLOGY

The methodologies adopted during the conduct of project work is known as Research Method. Keeping this in view, the research methods can
be divided into three parts : (Kothari, 1999)
1. The first part consists of the collection of data. When the available data are not sufficient to arrive at a definite conclusion, steps should be taken to collect more information on the subject.
2. The second part consists of the statistical analysis, which is used for establishing relationships between the data and the unknowns.
3. The third part consists of those methods, which are used to evaluate the accuracy of the results obtained for final interpretation and deriving conclusions.

In consideration of the above things, the method of this research work has been designed as follows: Objective wise

OBJECTIVE- ONE

I will study what kind of information is given to the footnotes,sidebar and additional information .

Collection of Data

Data regarding the study of objective -1, were collected from the available prescribed textbooks that is NCERT EVS textbook of class 3rd.In which I will analyze what kind of information are given in the footnotes ,barnotes,additional information.

OBJECTIVE- TWO

I will study the students and teachers perspective on the footnote, sidebar,additional information.

Collection of Data -

Data regarding the study of perspective of students and teachers were collected from the primary school teachers and students(3rd grade).
The data were collected from primary school 3rd grade teachers and students through personal interviews with the help of the questioner.
Hence, a questionnaire was developed taking the interview from students and the teachers.

INTERVIEW:

The interview method of collecting data involves presenting oral-verbal stimuli and reply in terms of oral-verbal responses. The method of collecting information through personal interviews is usually carried out in a structured way.

I used open ended questions for the interview. The questions were prepared carefully and each question has been framed to get specific information from the respondents.

Open-ended questions are defined as free-form survey questions that allows a respondent to answer in open text format such that they can answer based on their complete knowledge, feeling, and understanding. This means that response to this question is not limited to a set of options.
Unlike a closed ended question that leaves survey responses limited and narrow to the given options, open-ended question allows you to probe deep into the respondent's answers, gaining valuable information about the subject at hand. The responses to these questions can be used to attain detailed and descriptive information on a subject.
For this project, I used the interview method to understand the students and teachers perspective on given additional information: footnotes, bar notes,notes for the teachers,information given through activities.

OBJECTIVE- THREE

I will study how we can make these text features- footnote,side bar,additional information for students as an essential part of the textbook.

Instrumentation-

An observation schedule was
developed to observe the strategies for the teachers and response of the students.

SAMPLE SIZE

Sample size for my project are -
Collected data from 10 students and 5 teachers ,students were from grade 3rd and teachers were from primary grade .
For the interview I have selected random students for the data collection.
In total the sample size of data collection was-10 (5students+ 5 Teachers)

Sample interview questions:

Question related to textbook

1)आपकी EVS की बुक में " मैं कौन हूँ " करने को दिया हुआ है क्या आपने उसे किया था?
क्या आपने उसे पढ़ा था?
A)हाँ,तो क्या लगता है ऐसी activity और डालना चाहिए ?
B)नहीं,तो क्यूँ नहीं पढ़ा?

2)आपकी किताब में कई सारी activity दी गई है जैसे "चलो मस्ती करें " अपने आसपास की चीजों को देखें और बताएं
क्या आपने उसे किया था?
A)हाँ,तो कैसा लगा करके?
B)नहीं,तो क्यों नहीं किया?

4)पुस्तक में दी गई नीले रंग के box में "क्या आप जानते है " कुछ अलग से जानकारी दी गई है,क्या आपने उसे पढ़ा था?
A)हाँ,तो क्या ऐसी जानकारी डब्बे और होने चाहिए?
B)नहीं, तो क्यूँ नहीं पढ़ा?

5) दी गई activities करने में ज्यादा मजा आता है या सिर्फ पाठ को पढ़ना और याद करना सही लगता है?

6)आपको क्या लगता है chapters में सिर्फ book exercise डालनी चाहिए या अलग से दी गई गतिविधि,जानकारी डिब्बे भी होने चाहिए?

7)क्या आपको बुक में सिर्फ चैप्टर पढ़ना और उसकी एक्सरसाइज़ करना अच्छा लगता है? अगर हाँ तो क्या वो इसलिए की एग्ज़ाम में आएंगे?

8) आपको क्या लगता है की सिर्फ आपको exam के लिए पढ़ना चाहिए या पुस्तक में दी गई अलग से activities, को भी करना चाहिए?

9)क्या पुस्तक में दी गई अलग से activity को extra मानते है? ऐसा क्यूँ?

Question for the teachers

1)पुस्तक में दी गई क्रियाकलाप जैसे अपने आसपास देखें और बताएं क्या क्या देखा, अपने घर के बड़ों से पेड़ पौधों के बारे में जानकारी लेकर आए।
A)क्या आप अपनी कक्षा में करवाती हैं?
अगर हाँ , तो आपको क्या लगता है ऐसी क्रियाकलाप करवाना चाहिए या नहीं?
B)अगर नहीं करवाया तो क्यूँ नहीं?

2)EVS की पुस्तक में कई पाठ में नीले रंग के डब्बे में,अलग से जानकारी दी हुई है, तो क्या आप उसे अपनी कक्षा में करवाते हैं?
B) या उसे extra पार्ट समझकर छोड़ देते है?

3)पुस्तक में दी गई क्रियाकलाप जैसे art work,पत्तियों को इकट्ठा करे, तो क्या आप इन क्रिया-कलापों को करवाते हैं?
A)हाँ,तो क्या लगता है ऐसी क्रियाकलाप बच्चों से करवाने से क्या फायदे होते है?
B) नहीं,तो क्यों नहीं करवाते क्या पाठ करवाना ही महतब्पुर्ण समझते हैं?

4)आपको क्या लगता है ,सिर्फ पाठ को पढ़ाना चाहिए या दी गई क्रिया-कलापों एवं अलग से जानकारी डिब्बे होने चाहिए पुस्तक में या नहीं?

DATA ANALYSIS TECHNIQUE

For the analysis, first of all I collected various readings and research articles based on my project topic. Then I read the articles and listed down a few points that I felt more linked to my project

topic and which included important aspects of my topic and that I could use to proceed on my analysis.
Based on the readings I identified a few categories under which, I would analyse my data and findings.
For data analysis I used quantitative and quantitative techniques.

Quantitative technique

I have used quantitative techniques for my data analysis to analyze the data collected from the teacher and the students.
In this technique The tools I have used is
Table
And pie chart
With the help of these two tools I have interpreted the data and deeply analyzed them.

Qualitative technique

I have used qualitative techniques as well for the textbook data analysis to find out the reasons I have used this technique.

LIMITATIONS OF THE PROJECT

Due to nature of my project and lack of time the limitations of my project are-

1. Only limited with NCERT textbook.
2. Only limited with one subject that is EVS
3. Only limited with one grade ,3rd grade.
4. Data is only limited till 10 students and 5 teachers.
5. Literature review is limited in my project because of the new topic.

Chapter 4
Data
Analysis

INTRODUCTION

This chapter focuses on the deep analysis of the data collected from students and the teachers for the research purpose.The purpose of the research is to find out the reason why students and teachers avoid or ignore the given additional information,information in the footnotes and bar notes in the NCERT evs textbook.
So to find out the reason i have collected data from the student and the teacher and here I will deeply analyse them to find out the reason.
For data analysis I have used qualitative as well as quantitative technique.
Here in my project I will analyse them category wise in which I have divided them into these major categories

- **Textbook part**

In this category I will cover the textbook part in which I will analyse what kind of information is given in the textbook.

- **Students perspective**

In this category I will analyse the students perspective on given additional information in the form of footnotes ,barnotes,activities,in the textbook.

- **Teachers perspective**

In this category I will analyse the perspective of the teacher on the given additional information in the textbook.

- **Suggestions**

In this category I will write the ways which can make these additional information as an important part of the textbook .

Categories	**Category name**
Category-1	Analyse what kind of information given in the textbook - ● In the pictorial form ● Through activity ● Given information in the footnotes,barnotes.

Category-2	Do students do the activities given in the textbook or just memorise the given information.
Category-3	Is only the exercise part important for the students?
Category-4	Does students read the information given in the footnotes and barnotes.
Category-5	Do students consider these additional information given in textbooks as an extra part?
Category -6	Do teachers read the given notes for the teachers?
Category-7	Teacher focus on only the chapter and exercise part?
Category-8	Do they consider the given additional information in the textbook as an extra part.
Category-9	Geven activities and additional information in the textbook be included or not?
Category-10	Ways through which we can make these additional informations as an important part of the textbook.

SECTION-A

Textbook

Category-1

WHAT KIND OF INFORMATIONS ARE GIVEN IN THE TEXTBOOK

To know about what kind of informations are given in the textbook I have taken 3class NCERT, Evs textbook in which I have analyse only few chapters and find out that informations the textbook are given in the following form-

- **In the pictorial form**

The pictures in the textbook are very vibrant and appropriate. They make the students put their attention to that. The illustrations are hand drawn and are very relatable with their surroundings and the concepts.
Each and every picture given in the textbook contains some information. It depends on the teacher and the students how they interpret the picture.
Pictures are given from the introduction of the chapter to the exercise part of the textbook and the chapter.
When we look at the information part the information given through the picture is topic related and which also attracts the students to look at them.
Some of the pictures are also given which give the additional information of the concept they are studying in that particular chapter.
For example there are the pictures in the chapter-1 picture in which talk about the surroundings animals bird tree pond are given .
Through this picture students learn about the concepts like animals around us and also about the environment and what we see around our environment.
So there is additional information given which is related to the topic but not in the written form.

- **Through activities**

As we all know according to the NCF,2005 EVS textbook upto primary is based on theme wise.
Activities given in the NCERT textbook are child centered and related to the environment. Activities like do on their own,play a game, art work,craft work these type of activities are given in the textbook so that children can connect the text and the concept with the doing the activities rather than memorizing them.
In the textbook there are activities given in every chapter.
And each activity is entertaining and informative.
Some activities are given within the chapter ,in between the chapter and some activities are given after the chapters in which additional information is given related to the topic.
There are the activities given to look around us for the theme things we do and make .This activity is given below the chapter that is in the footnotes .

Some activities are given after the chapter. Let's do some fun in which a collection of leaves are given which are related to the plant theme .
So here I have observed that in the textbook the information given through the textbook is all related to the topics. There are some activities given in which one theme merges with another theme so these types of activities give the information related to both themes.
Activities in the textbook gives the opportunity to children to explore more and know more about the topic .

- **Given informations in the footnotes and barnotes**

In the NCERT ,EVS textbook information is also given in the form of footnotes and the barnotes .
When I look at this information on every page there are footnotes . In the footnotes some activities to do on their own and some additional information related to the theme but inclusion of another theme too.
In some chapters there are barnotes given which are blue colour boxes and in the barnotes the information is given like do you know- in which some facts are given .
Like a chapter Home sweet home in this chapter they talk about animals and birds home but in between there are informative boxes(barnotes) given in which they give the information about the rat eyesight
,touch,and taste sense.
There are also in the exercise part where they talk about cleanliness where they give an informative box in which they talk about Gandhiji Birthday and Swachh Bharat Abhiyan. Because the context is going on cleanliness that is why they give information related to cleanliness in which Swachh Bharat Abhiyan talks.
So when I look at what kind of information is given I have found some information is given related to fact, some information is given related to today's concept, some information is given related to the historical part .

So when we look at the overall the information given in the NCERT is contextual, related to topic,related to present topic,related to some historical parts in engaging and creative manner through pictures ,through activities, and through footnotes and barnotes.
So I find information is perfectly going in the context and related to the environment as it is EVS textbook.
Now let's take a look for the reasons to know why students and teachers avoid the given additional text in the book . So look for the next part or the analysis in which I have collected the data and analyse them and find the reasons as well.

SECTION-B

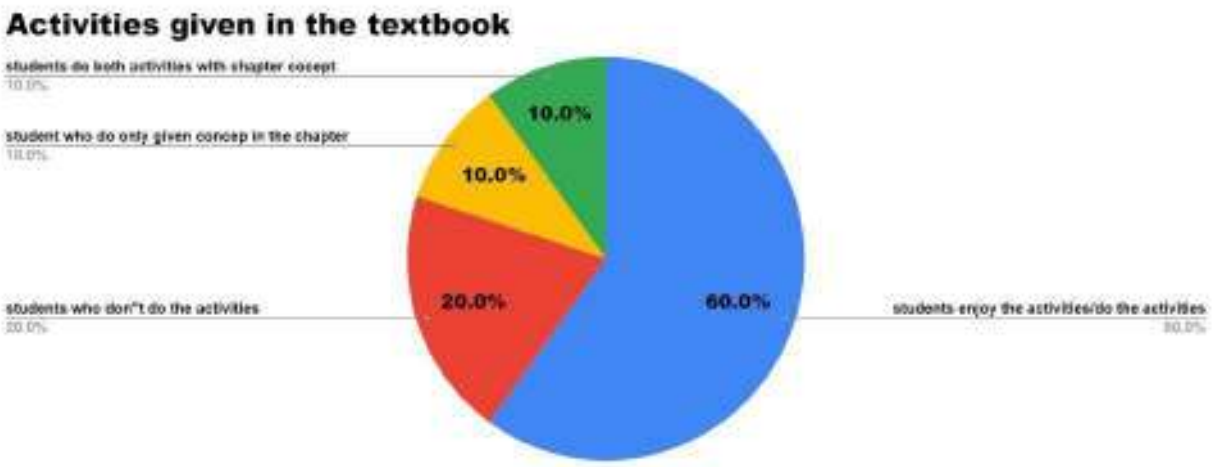
FOR THE STUDENTS

Category-1

DO STUDENTS ENJOY THE ACTIVITIES OR JUST MEMORIZE THE GIVEN INFORMATION

In this category I will talk about the students' perspective on what they think about the given activities in the textbook, do they do and enjoy the activities or just move to the exercise part.
Because what I have observed is in the textbook additional information is also given in the form of the activities so for my project it is important to know about this part .

students enjoy the activities or memorize the concept	NO.of students	percentage of students
students enjoy the activities/do the activities	6	60.00%
students who don"t do the activities	2	20%
student who do only given concept chapter	1	10%
students do both activities with chapter concept	1	10%

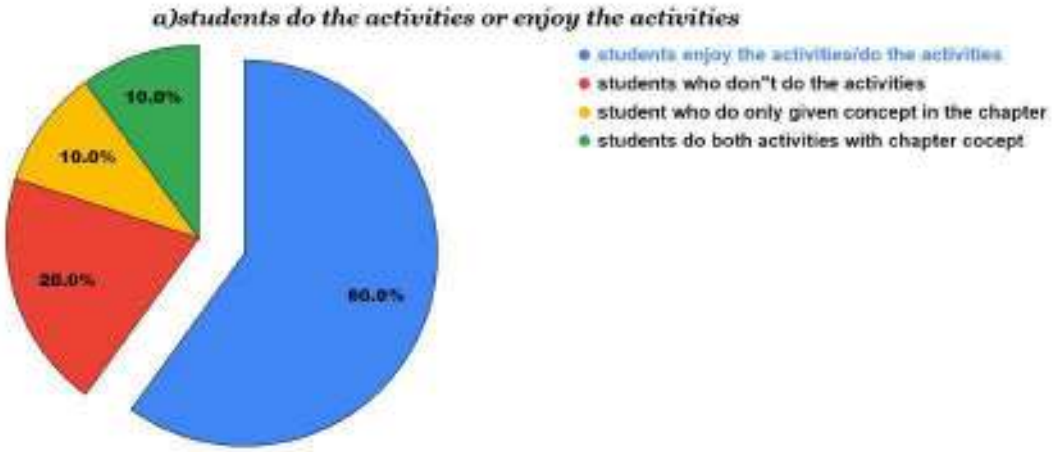


INTERPRETATION

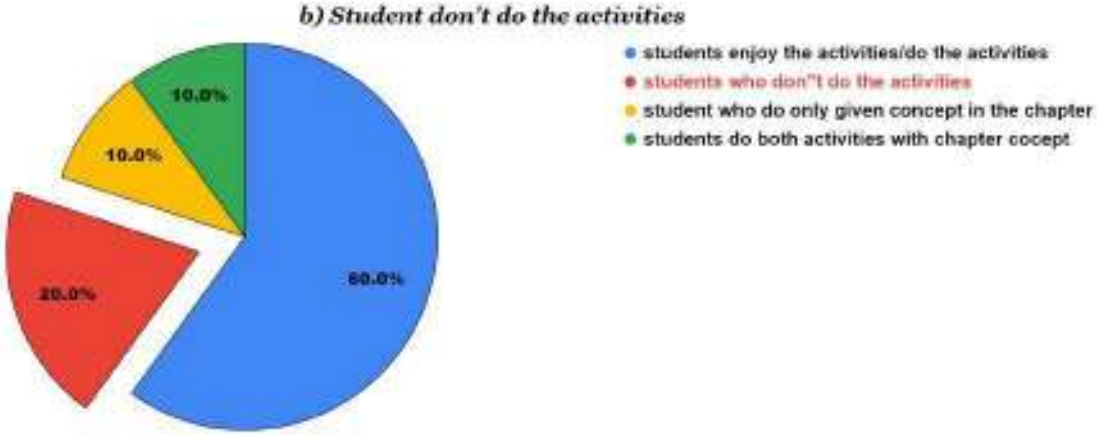
The above chart shows that the maximum number of students that is 60% of them do the activities and enjoy while doing the activities,20% are those students who don't do the activities,10% are those students who do only given concept in the textbook and 10% are those who do both activities as well as chapter concept.

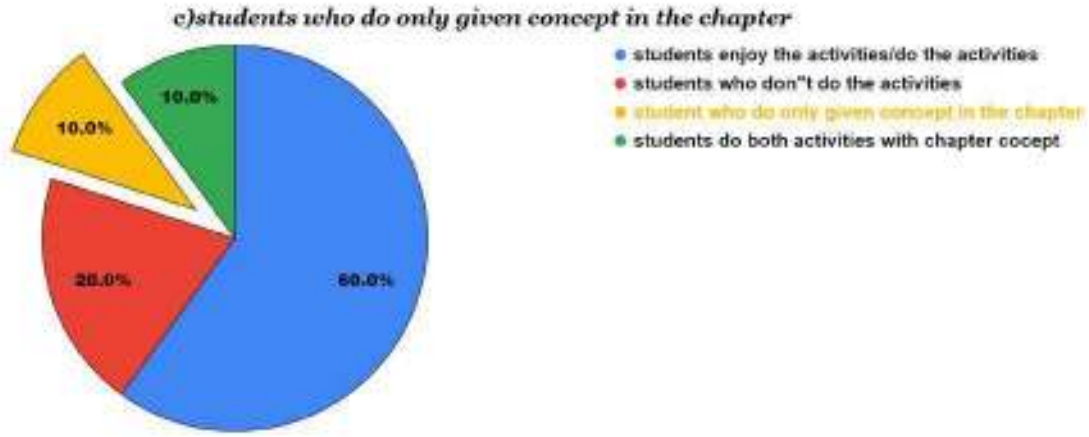
Thus this study shows that maximum students do the activities and enjoy them that is 60% of them were.As it is also mention in the NCF that learning by doing their own will be more beneficial,also krishna Kumar talk about hand on learning and learning through environment here I can see the implementation of these part on the students learning . As we can see 20% are those who still don"t do the activities so still we need to do work more so that learning can shift from writing to creating and doing their own manner. Hence maximum students do the activities this proof that learning EVS through activities is important and students enjoy them.

REASON

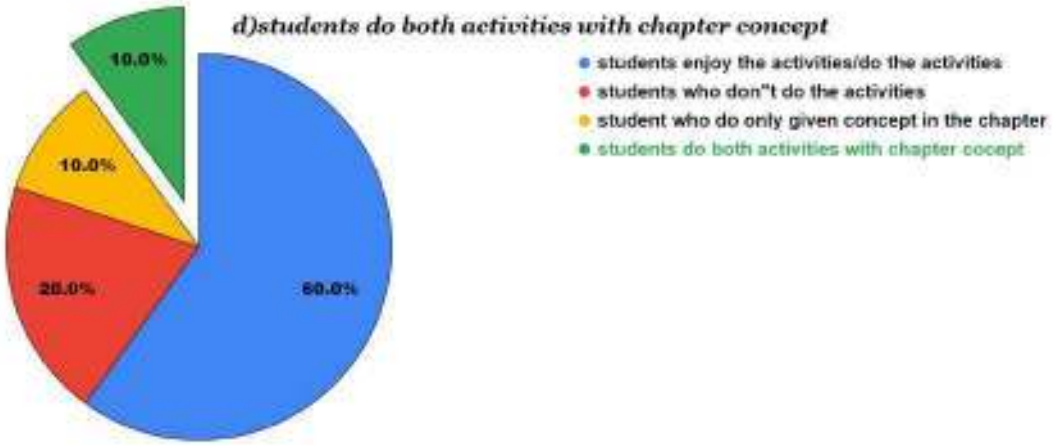


Above we interpret the data and find out that 60% of the students do the activities in textbooks like - “mai kaun hu” ,”chalo masti kre” . There are different responses and reasons I found out from the data which I have collected from the students.mostly students find it interesting because while doing the activities they enjoy it and they give the reason that when they do the activities like - play,hands on activities or look around within the play play they know the concept and they do not need remember it separately.
That's why the maximum students do the activities and enjoy them.





As we can see that 20% are those students who don’t do the activities because they found out them too much time taking and some of the students don’t do because these activities will not come in the examinations,some of them don’t do because their teachers don’t ask them to do it.
10% are those students who do only the conceptual part of the textbook. So as we can see from the data that students' main focus to study is for examination purposes so they don’t find the activities in the textbook as important because it will not come in the examinations.



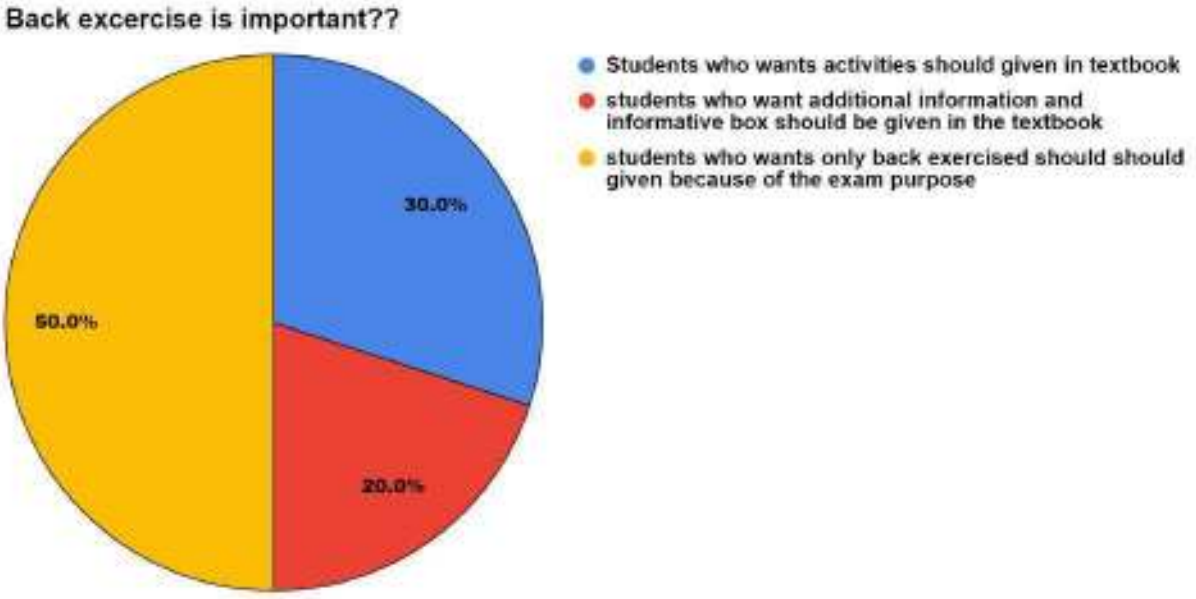
As we can see that 10% are those students who do both the activities part as well as the chapter ,the reason I found out that the students do what teachers asked them to do in the class that”s why they do both parts.They also give the reasons because of the exam purpose if they found that these activities are important so they do it.

Category-2

IS THE ONLY EXERCISE PART IMPORTANT FOR THE STUDENTS?

In this category I will analyse the perspective of the students about the given exercise in the textbook.
Whether they consider only the exercise part is important, or whether they want other elements like activities, additional information should also be included in the textbook.

ONLY EXERCISE PART IS IMPORTANT FOR THEM ??		
STUDENTS PURPOSE OF DOING EXERCISE	**NO. OF STUDENTS**	**PERCENTAGE OF THE STUDENTS**
Students who wants activities should given in textbook	6	30.00%
students who additional information and informative box should be given in the textbook	4	20.00%
students who wants only back exercise should should given because of the exam purpose	10	50.00%

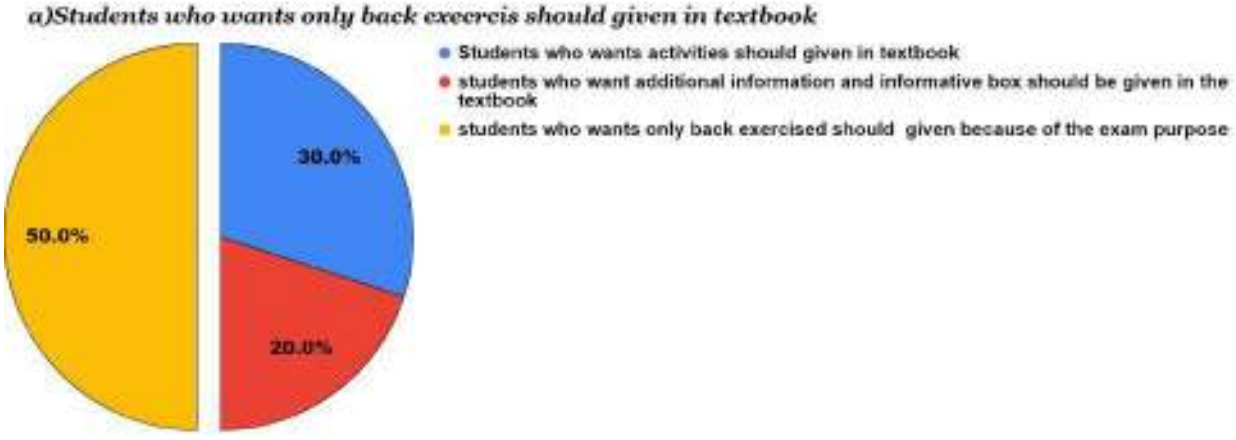


INTERPRETATION

The above chart shows that 50% of the students who wants only back exercise should be given in the textbook,30% of the students wants activities should given in the textbook and 20% of the students are those who wants additional information informative box should be given in the textbook.

Thus it shows that the maximum number of students from my study wants only back exercise should be given in the textbook.They don't want other parts should be included in the textbook, on the other side 30% students want that activities should be included in the textbook.

REASONS



As above data interpretation shows that 50% are those students from my study who wants only back exercise should be included in the textbook.The reason which they give

Me ,Is that in the exam only the back exercise part comes,they want only this part because they study according to examination and because examination majorly back exercise part is considered important.
So as we can see mostly students want only back exercise because of the examination. Here I also found the main reason is the exam .

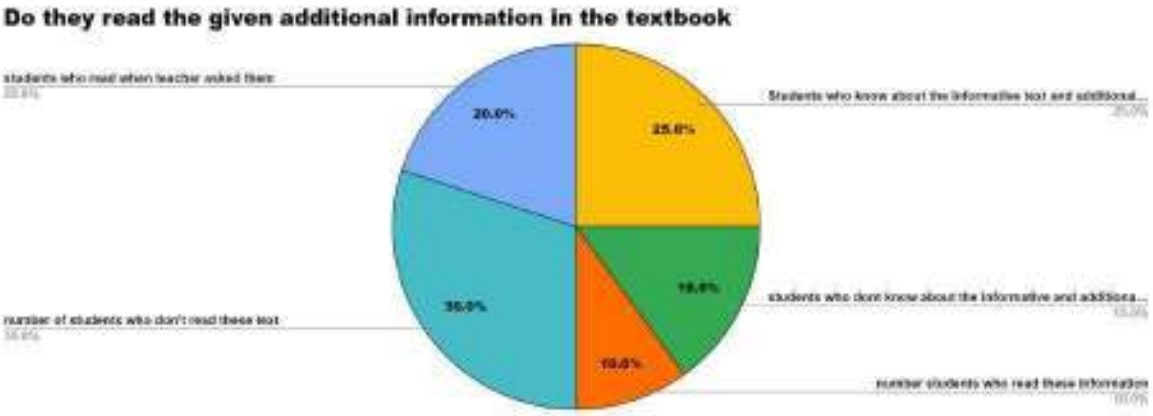
Here as we can see that 30% are those students who want activities should be included in the textbook and 20% are those who want additional information should be included. The reason I found is that some of the students like doing activities they don't like exercise because they need to memorise the exercise . Some students prefer for an exam purpose exercise part and for enjoyment to do the activities part. Some of the students want overall inclusion because they get to do enjoyment as well as study too. **S**ome want additional information because they found this additional information gives extra knowledge to them.

Category-3

DOES STUDENTS READ THE GIVEN INFORMATION IN THE FOOTNOTES AND BARNOTES

In this category I will analyze and talk about the information given in the barnotes and footnotes (additional information). In which I will study, do they read the additional information informative text , do they consider them an important part of the chapter or not ?

DO THEY READ THE INFORMATION GIVEN IN THE FOOTNOTES BARNOTES		
DO THEY READ THE INFORMATION GIVEN IN THE FOOTNOTES BARNOTES	**NO.OF STUDENTS**	**PERCENTAGE OF THE STUDENTS**
Students who know about the informative text and additional text	5	25.00%
students who don't know about the informative and additional text	3	15.00%
number students who read these information	2	10.00%
number of students who don't read these text	6	30.00%
students who read when teacher asked them	4	20.00%



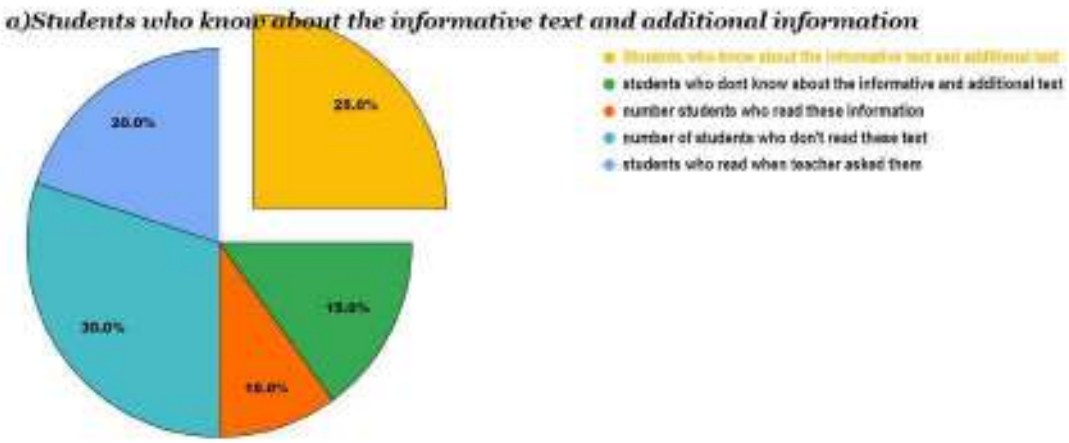
INTERPRETATION

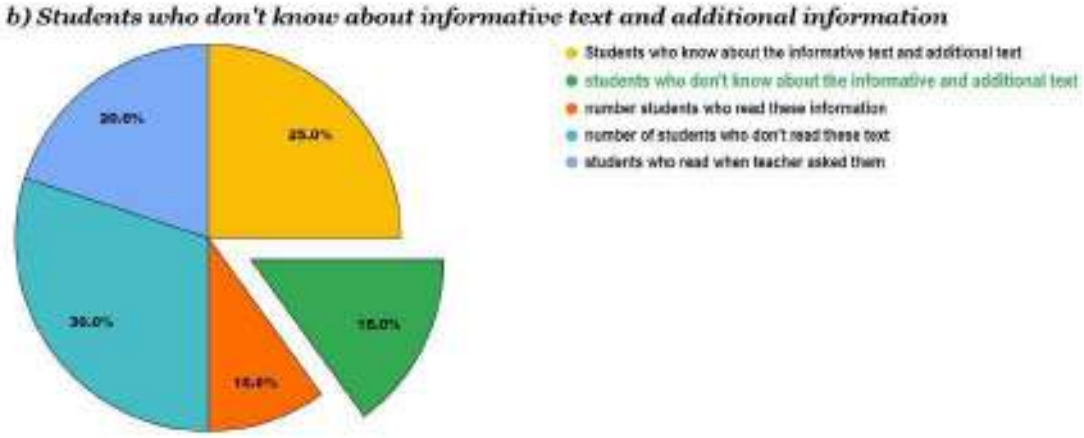
Above chart shows that 30% students are those who don't read the given additional information (in the bar notes and footnotes),20% are those students who read the additional information when teacher asked them to read,25% are those students who know about the additional information ,15% are those who don't know about the additional information and only 10% are those students who read the additional information .

So we can see that there are a maximum number of students who don't read this additional information ,and a minimum number of students that is 10% who read this additional information.and 20% those who read only when their teacher asked them to read.

Hence we see that these additional information text in the footnotes and barnotes are not given importance by the students.

Reason

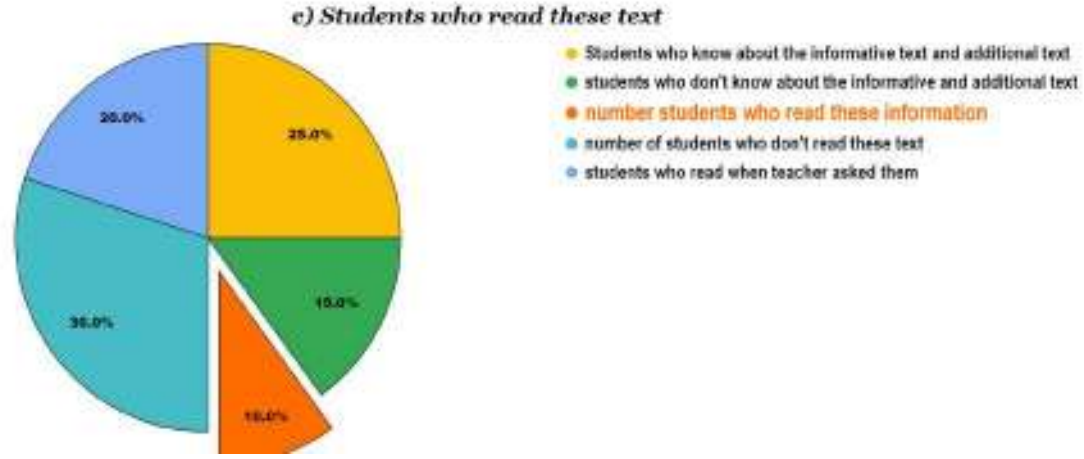




As we can see that 25% are those students who know about the given additional text in the textbook and 15% are those who don't know about the given additional information text.

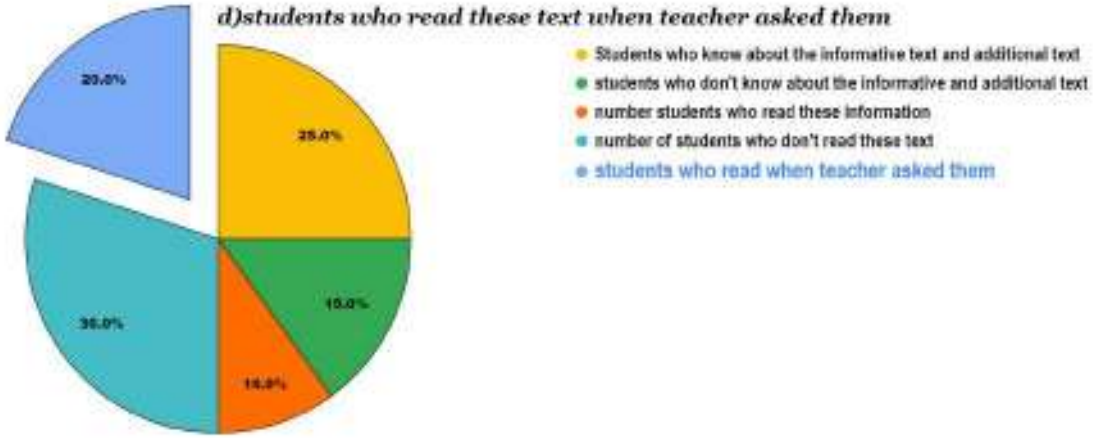
So here the reason they don't know about this is because they don't have a book and for the exercise part they do copy from other friends work this is the major reason I found about not knowing about the given additional information.

So what I found is we need to work on this part so that students can know about these texts and they will read .

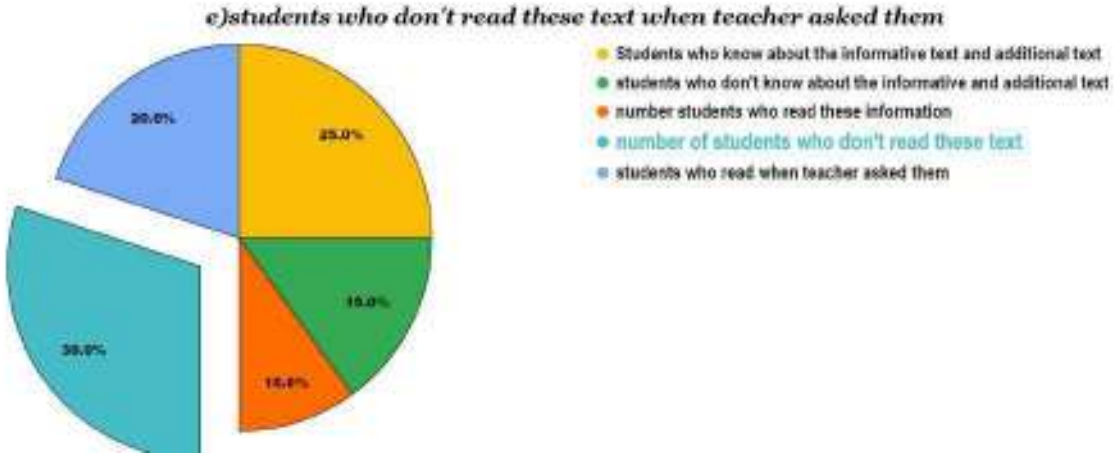


As we can see only 10% are those students who read the additional information that is given in the footnotes,barnotes or in the informative box.

Only 10% of the students are those who consider them as an important part of the chapter because they get to know about something out of the concept which sometimes makes them want to know more about that part.



As we can see that 20% are those students who read these additional informations when their teacher asked them to read .So here we can see out of those who read these informations the number of students is maximum when their teacher asked them to read as compared to the students who read on their own . Reason they give is that because their teacher asked them to read then it must be an important part of the chapter,some students consider that their teacher asked them to read then it must be an important part in the view of examination.



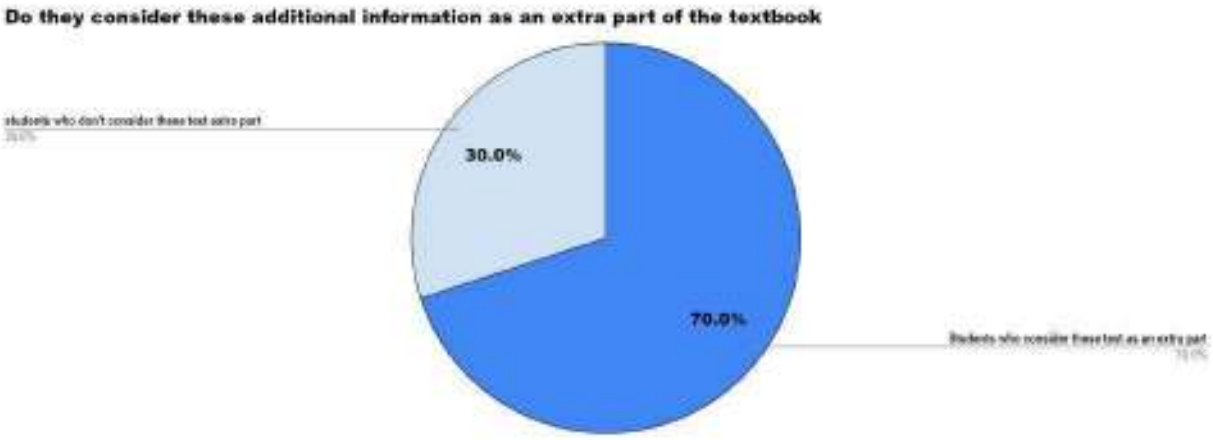
As we can see that maximum number of those students who don’t read the given additional information in the barnotes ,footnotes and the informative box.
Reason which I found that students don’t read them is because they found it very boring,some of them found it hard to remember them, that's why they don’t want these additional information,and some of them don’t find it important because these parts rarely come in the exam.

Category-4

Do students consider the additional information given in the textbook as an extra part?

In this category I will study about the students' perspective : do they consider the informative text, additional information, information given in the footnotes and barnotes as an extra part of the textbook?

DO THEY CONSIDER THESE INFORMATIVE TEXT AS AN EXTRA PART		
INFORMATIVE TEXT AS EXTRA PART	**NO.OF STUDENTS**	**PERCENTAGE OF THE STUDENTS**
Students who consider these text as an extra part	7	70.00%
students who don't consider these text extra part	3	30.00%

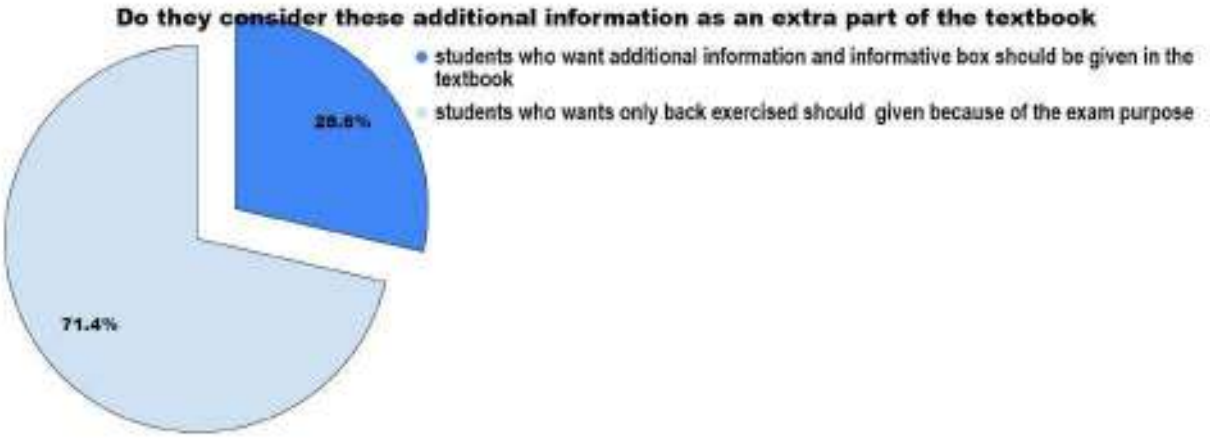


INTERPRETATION

Above chart shows that 70% are the students from my study who consider the additional information,information given in the footnotes,barnotes as an extra part of the

textbook. 30% are those students who don't consider these additional information as an extra part of the textbook.
Hence we can see the maximum students are those who consider the additional information as an extra part and less than 50% students that is 30% consider it an important part of the textbook.

Reason



As we have already found out that maximum students that is 70% consider the additional information as an extra part of the textbook .Reason I find out from my study is that they consider extra part because these informations don't come in the exam,some students gives the reason that their teacher don't give these parts importance that is why they consider them as an extra part.Some students give the reason is that they don't write these informations in the textbook which means these are not important.
So as we can see that students find them extra because of majorly exam purposes or what the teacher asked them to do.

SECTION-C

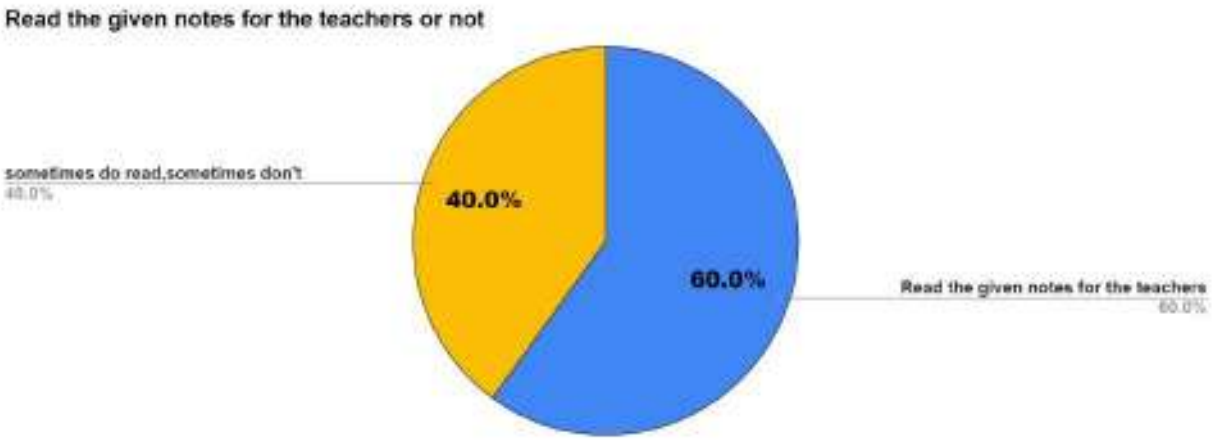
FOR THE TEACHERS

Category-1

DO TEACHERS READ THE GIVEN NOTES FOR THE TEACHER

In this category I will study the perspective of teachers in which I will analyse the teacher notes, do the teacher read them or just avoid them.
Because we all know notes for the teacher given in the textbook is important part for the teacher which help them to guide the how they implement the topic in the classroom.

DO THEY READ THE GIVEN NOTES FOR THE TEACHERS		
Notes for the teachers	**No.of respondent**	**percentage of respondent**
Read the given notes for the teachers	3	60.00%
Don't read these notes	0	
sometimes do read,sometimes don't	2	40.00%



INTERPRETATION

Above data shows that that 60% are those teachers who read the notes for the teachers given in the textbook and 40% are those teachers who read the teacher notes sometimes and sometimes they don’t do it.

So we can see that the maximum number of teachers that is 60% read the notes given for the teacher in the textbook.
As we all know, notes are an important part of the textbook which helps or guide the teacher for what to teach this particular concept and mostly teachers also consider them as an important part and they do read them.

Reason

Reasons given by the teachers who read them are that they find these notes very helpful for them ,also they found that these notes help them learn how to do the concept in the classroom.
Teachers who read sometimes are 40%. They give the reason that sometimes they don't have time because of the academic work,some of them don't read because completing the syllabus is important for them .

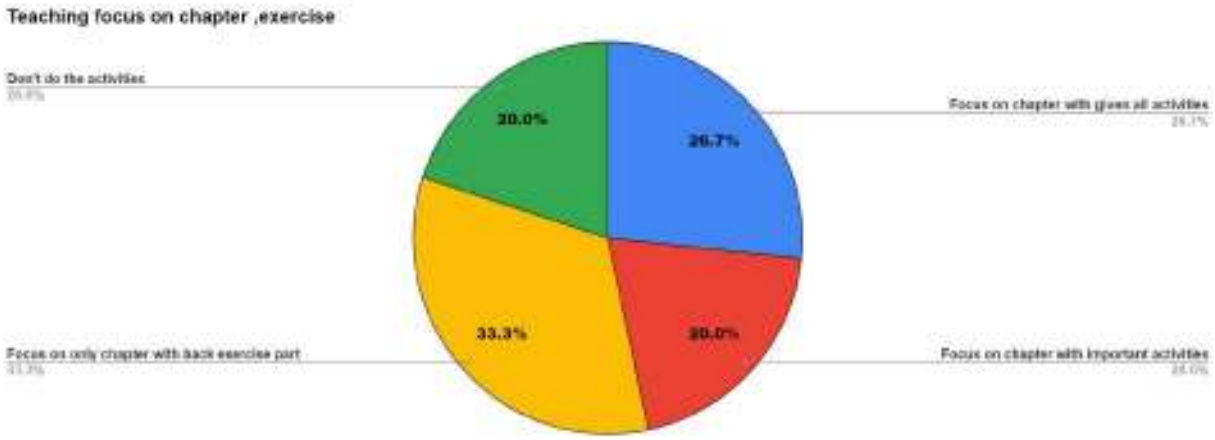
Category-2

TEACHER FOCUS ON ONLY CHAPTER AND EXERCISE PART

In this category I will study the perspective of the teacher ,when they are teaching in the classroom their focus is only to complete the chapter and move towards the exercise or do they focus on other activities, additional information in the textbook as well.
We all know that activities, pictures, additional information exercise all play an important role for concept clarity.

TEACHER FOCUS ON ONLY CHAPTER AND EXERCISE PART?		
Chapter and exercise focus teaching	**No.of respondent**	**Percentage of respondent**
Focus on chapter with given all activities	4	27.00%

Focus on chapter with important activities	3	20.00%
Focus on only chapter with back exercise part	5	33.00%
Don't do the activities	3	20.00%



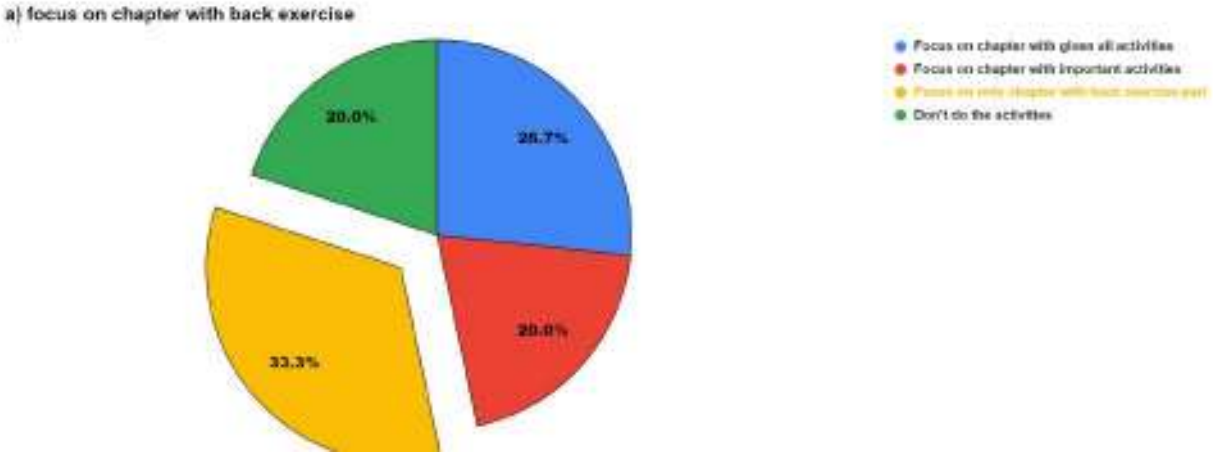
INTERPRETATION

Above data shows that 33% teachers teaching focus is only chapter with back exercise part,27% teachers teaching focus on chapter with given all activities,20% teachers are those whose teaching focus is on chapter with important activities and 20% are teachers are those who don’t do the given activities in the classroom.

As we can see the maximum number of teachers teaching focus is only chapter with back exercise as we know doing chapter is an important part and for assessment purpose we do exercise part and here in my study i found that teacher focus is on doing chapter with clearing the concepts and the exercise part is important as compare to the doing all the activities given in the chapter.

As it is mentioned in the NCF to teach collectively, teaching EVS with connecting environments and doing activities,and from my data I have found out that todays still teaching focus is examination purpose and rote memorisation.

Reason



In the above data we see that the maximum focus of teachers is teaching the chapter and moving towards the back exercise.The reason given by the teachers is that they consider the chapter part and concept clarity on that topic.That is why their major teaching focus on doing teaching chapter with concept clarity and doing back exercise. Some teachers found that the given activities are time taking and distracting the students from the concept they are teaching that is why they don't do all the activities but few .Some teachers give the reason that their main focus is completing the syllabus that is why they don't do it.

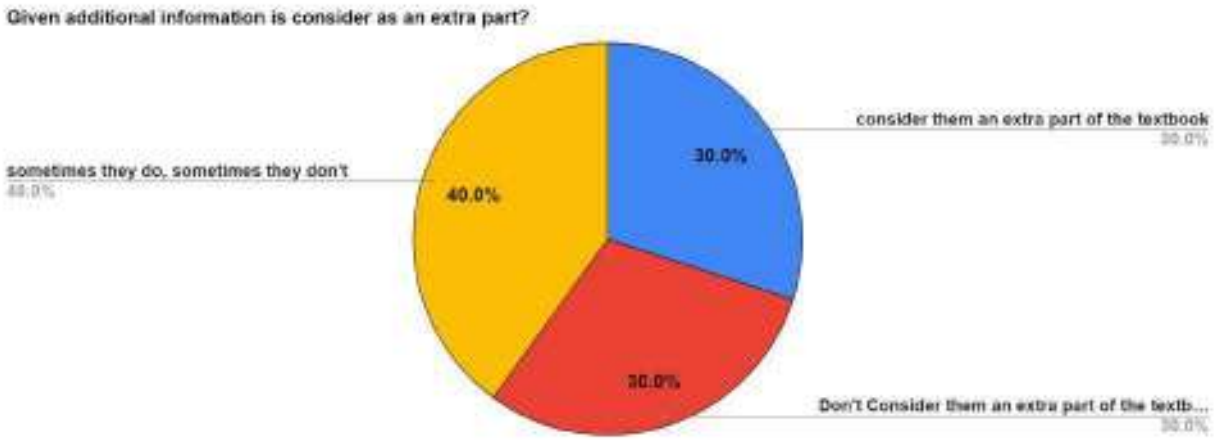
Category-3

DO TEACHER CONSIDER THE GIVEN ADDITIONAL INFORMATION IN THE TEXTBOOK AS AN EXTRA PATE

In this category I will study the teacher's perspective on the given additional information, informative text,text in the barnotes and in the footnotes. Do they consider the additional information as an extra part of the textbook?

DO THEY CONSIDER THE GIVEN ADDITIONAL INFORMATION IN THE TEXTBOOK AS AN EXTRA PART		
Additional information	**No.of respondent**	**Percentage of respondent**

consider them an extra part of the textbook	3	30.00%
Don't Consider them an extra part of the textbook	3	30.00%
sometimes they do, sometimes they don't	4	40.00%

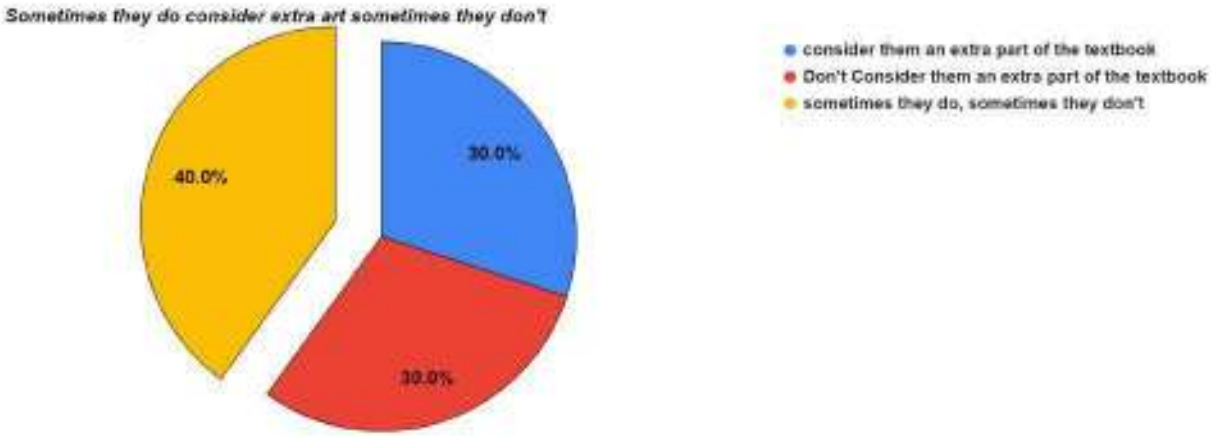


INTERPRETATION

Above data shows that 40% teachers consider the given additional information in the textbook sometimes they do consider extra part and sometimes they don't, 30% teachers consider these additional information as an extra part,30% teachers don't consider them as an extra part.

So here we can see that there are still some teachers who consider them as an extra part of the textbook.

Reason



As above we interpret the data and see that 30% are those teachers who consider the additional informations as an extra part,because they thought these informations rarely comes in examinations,some teacher consider them extra part but they still trying to do in the classroom,some teachers don't have time so they only do chapter parts that is why they consider them extra part.

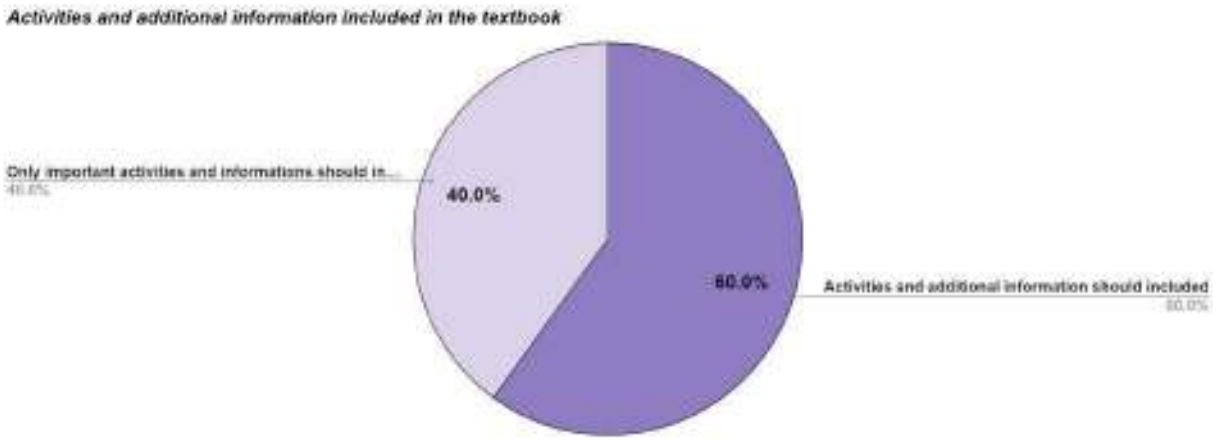
Category-4

TEACHER PERSPECTIVE ON GIVEN ACTIVITIES AND THE ADDITIONAL INFORMATION

In this category I will study the teacher's perspective on the given activities and the additional part. Do they want these activities and the additional information to be included in the textbook?

DO THEY CONSIDER THAT THE GIVEN ACTIVITIES ,ADDITIONAL INFORMATION SHOULD BE INCLUDED IN THE TEXTBOOK		
Activities and informations should be included in the	No. of respondent	percentage of respondent

textbook		
Activities and additional information should included	3	60.00%
Only important activities and informations should included	2	40.00%
These part should not included	0	0.00%



INTERPRETATION

Above data shows that 60% teachers wants activities and additional information should be included in the textbook and 40% are those who consider that only important activities and additional information should be given in the textbook.There is not a single respondent who doesn't want these activities and additional information should not be given.

So the maximum number shows that these activities and additional parts should be included but when we look at the above data there are a maximum number of teachers who don”t do these activities in the classroom.

So overall they also know that these activities and additional information are important but still they don’t do them because of the lack of time or any academic problems.

Reason

As from above data we have seen that teachers wanted these text features should be included in the textbook but on the other side they also consider them as an extra part so here it is contradictory.

Category-5

WAYS THROUGH WHICH WE CAN MAKE THE GIVEN ADDITIONAL INFORMATION AS AN IMPORTANT PART OF THE TEXTBOOK

From the above data interpretation I have found out that teachers and students both consider the given additional part as an extra part of the activities.
So for making the given additional information as an important part I have collected and asked for the suggestions from the teachers which are;

- The given activities and additional information part related should be included in the examination.
  They thought if we give the questions related to these informations in the examinations then students will also do these parts and teachers will also consider them as an important part.

- Assigning specific time in the curriculum for given additional information.
  They thought if they are assigned a particular time in the curriculum then it will be possible to consider them and do the activities and additional part in the classroom.Because of the shortage of time they move toward the exercise part.

- Additional information are written in the most simpler way

- These informations are not written differently but as a part of the chapter only.

- These information as well as activities should be given in a different workbook.
- Provide enough materials to do activities in the classroom.

CHAPTER-5

CONCLUSION
&
REFERENCE

CONCLUSION

A textbook is essential for a student as well as a teacher. For a student, it gives them a guideline of what learning is expected at their level and hence achievable. This is one of the first ways in which a student actually learns to look within as per his progress in that subject - his likes, aptitude and much more. Unfortunately it is used for comparison based on the marks of tests based on the textual matter which is not at all its purpose.

For a teacher, it gives the objectives why a particular part is to be taught and which educational goal is satisfied. On the basis of that, the teacher is expected to devise the classroom practices or educational transactions. When I look at the overall conclusion on the basis of the objective

First let's look at the additional information given in the textbook. The textbooks are in different forms like in the form of pictures,in the form of activities and in the form of footnotes and barnotes.
Information given is related to fact based ,theme based and things around us have been found.

Now let's look at the second part of the project which is to know the perspective of the students about the given additional information ,footnotes,barnotes,informative boxes.
Here I found that students consider the additional information in the textbook as an extra part and that is why they avoid this additional information . Reason behind this I found is mostly because of the exam they don't read because these given information do not come in the exam .another reason i found is that their teacher don't ask them to do it so they don't do it and avoid it and after chapter they move towards the back exercise part of the chapter.
For the activities part they found out that these activities are interesting but time taking and also do not comes in exam that is why they don't do it and those who do this year they don't do because of the corona they won't be

able to go outside that's why mostly activities they wanted to do but don't do it and avoid them.
So overall I have found that students study for the examination purpose and it is mentioned in NCf 2005 that learning should shift from rote memorisation and from examination purpose to the learning from environment learning for the knowledge and concept clarity but sadly it still exists and clench the students.

Now let's look at the teacher perspective; they sometimes consider them as an extra part of the textbook and sometimes they don't . Because they also think that this information rarely comes in the exam .
Information given through the activities teacher wants that these activities should be included but with that in the curriculum time should be included so that they can do it in the class because of the lack of they and syllabus completion they won't be able to do all the activities in the classroom.

So overall it is concluded that in the school EVs learning is still going for the examination purpose and students and teachers both consider this additional information as an extra part of the textbook.

Suggestions For Further Research

- I would suggest collecting data from more than one class like primary grade data and upper primary grade data.
- I would suggest for further research to do work on more than one subject- language, maths,Science, Social Science .
- For further research I would suggest doing work on other publications like- private publication,SCERT textbook.
- The present study is confined to Delhi only. Similar studies can be conducted at other places.

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BACHELOR OF ELEMENTARY EDUCATION (FOURTH YEAR)

RESEARCH PROJECT ON

'EFFECTIVE MANAGEMENT OF CLASSROOMS TO MAKE THEM A BETTER LEARNING SPACE'

PREPARED BY - KANIKA MALIK

ROLL NO - 2017/1392

B.EL.ED (4th year)

MIRANDA HOUSE, UNIVERSITY OF DELHI

Acknowledgement

In the present world of competition, there is a race of existence in which those are having will to come forward succeed. Project is like a bridge between theoretical and practical working. With this willing, I completed this particular project. First of all, I would like to thank the supreme power, the Almighty God who is obviously the one who has always guided me to work on the right path of life. Next to him, I am feeling obliged in taking the opportunity to sincerely thanks to Mr. Suday Narayan Prasad Sir to encourage me to do highest peak and to provide me the opportunity to prepare the project. I am highly obliged to all the participants who participated in the project survey, school teachers and coordinators for your support. I am immensely obliged to my friends for their elevating inspiration, encouraging guidance and kind supervision in completion of my project.

Last but not the least, my parents are also an important inspiration for me. So with due regards, I express my gratitude to them. I have no enough valuable words left to express my thanks, but my heart is still full for the favours received from every person.

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Objectives

The major objectives of this study report are-

- To research upon/ study about different classroom management strategies.
- To analyse the role of a teacher in effectively managing classrooms.
- To find out about various factors and reasons that influence classroom atmosphere.
- To reflect upon classroom as a physical space and its role in connection with the teaching- learning process.
- To learn how to overcome or deal with various challenges while managing different classroom situations or behaviour of learners.
- To list out classroom management plan involving pre- classroom preparations and classroom expectations to engage students in active learning.

Statement Of Research Problem

For my Bachelor of Elementary Education (B.El.Ed) Final year Research Project, I have chosen the topic - 'Effective Management Of Classrooms to Make Them a better learning Space'. The reason behind the selection of this topic is that classroom management directly effects the teaching-learning process happening in the classroom and nowadays, proper management of classrooms has become a serious issue of concern, therefore, it becomes important to study about it. The research project includes a survey study based on a questionnaire through which I want to get an insight of what different teachers think about the various challenges in classroom management. Also, I would know about various classroom strategies, classroom atmosphere, dealing with different behaviours, handling different situations and its effects on teaching-learning process in the classroom.

Introduction

Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behaviour patterns. Teachers must deal with unexpected events and have the ability to control student behaviour, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers.

Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying and reinstituting them), developing rules, and communicating those rules to the students. These are all aspects of effective management of classrooms.

Learning is work of the head and work of the heart A climate of fear can handicap all of the goals of higher learning. Children often learn first for the teacher, to please the teacher and to obtain the teacher's pleasure in their learning, more than they learn for the intrinsic value they attach to the subject matter or tasks. Especially in the elementary classes, the teacher is very important for the children.

Teachers are mostly experts in the subjects they teach, but very often teachers have problems with disipline. Wiseman and Hunt (2008) list important statistics. Beginning almost forty years ago, from 1968 to now, disipline was identified as the most important problem that teachers face. It is important that teachers have an in-depth understanding of the subjects that they teach. But the knowledge of subject matter alone is not sufficient to ensure that teachers will be effective and that students will be successful in their learning. To be effective, teachers also must have an understanding of their students' interests and styles of learning. "The knowledge base of motivation is so extensive that the crucial factor is making

the best choice for a particular problem. If we have not learned the extensive motivational knowledge base, then our choices are limited" (Aldermann, 2004, p. 15).
What are the most critical concerns related to classroom management in schools? These are discipline, students' motivation, handling students' social and emotional problems, little or no support from the parents, violence, working with special education or inclusion students. Frequently, problems that teachers have in managing student behaviour are fundamentally problems of student motivation. Therefore, effective teaching practices are closely related to both management and motivation. "To be successful, teachers must be able to establish appropriate student behaviour in their classrooms in order to maximize the time that they and their students spend on learning." (Wiseman and Hunt, 2008, p. 6).
For a productive learning environment, it is also important to generate good will, respect and cooperation.

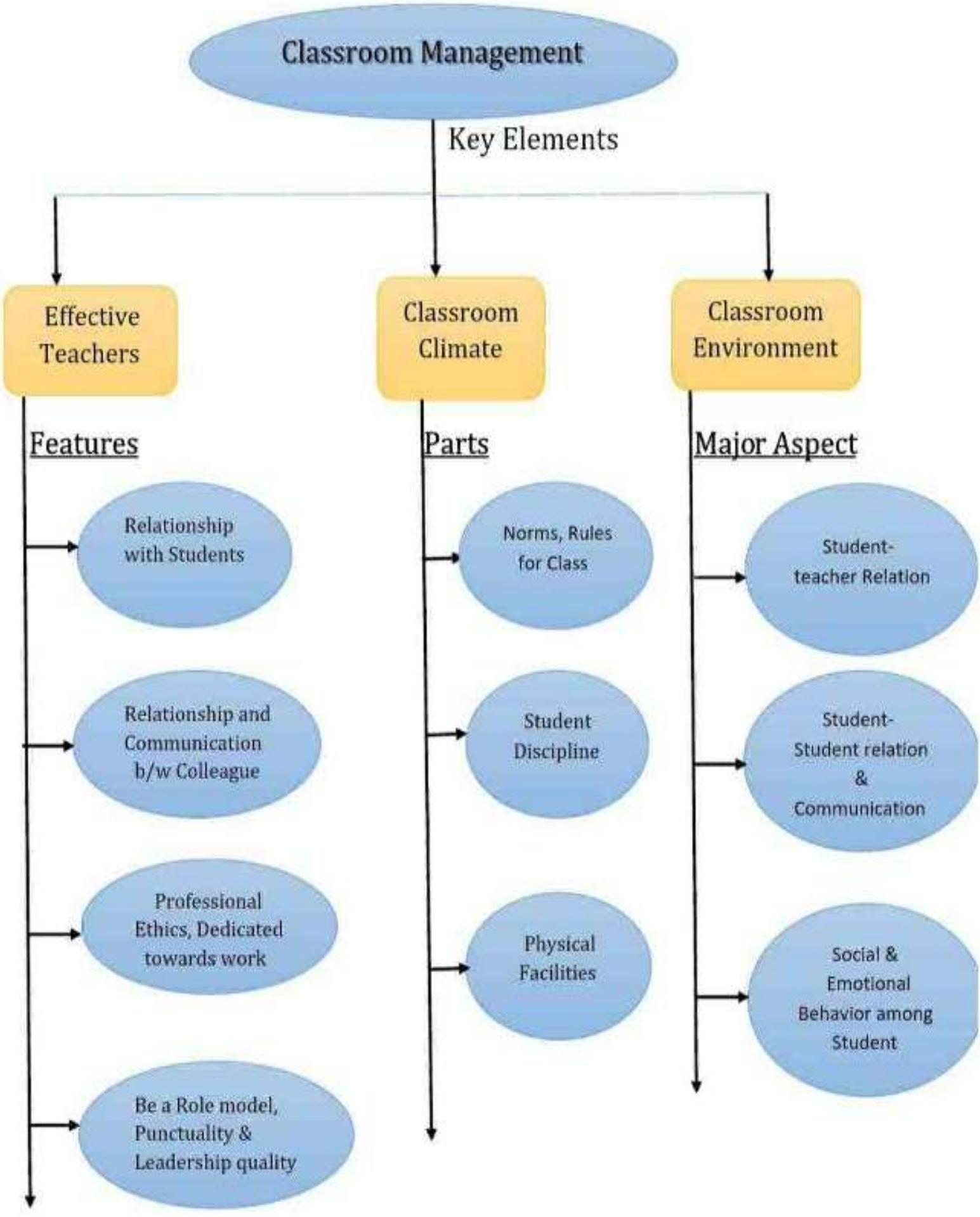
The most difficult aspect of teaching for many beginning teachers is managing students' behaviour. The time a teacher has to take to correct misbehaviour caused by poor

Classroom management skills results in a lower rate of academic engagement in the classroom. Effective classroom management involves clear communication of behavioural and academic expectations as well as a classroom environment conducive to learning. Classroom management and discipline consistently rank near the top of the list of the most difficult problems that the teachers experience. Because this is true, many seasoned teachers do not sponsor student teachers for a fear of their students' test scores dropping due to the lack of classroom management. A failure to implement effective classroom management can lead to a level of continued frustration that pushes beginning teachers to their breaking point; some of these extremely frustrated teachers end up leaving the profession all together (Duxmus celebi, 2004).

Research about classroom management has found that teachers who have a lack of classroom management skills tend to react to disruptions in the classroom, rather than preparing and planning for them. This lack of classroom management affects both students and the teacher. Studies have shown that if teachers can get a grasp

of classroom management early on in their teaching, they tend to leave the profession because of large amounts of stress (Arends, 1997). Emmer, Evertson, and Anderson (as cited in Marzano, 2003), indicated that if classroom management training is set up for teachers at the beginning of the year, it results in improved teacher and student behaviour during that school year. Controversies in classroom management strategies stem from the duel between behaviourist and social constructivist points of view. Behaviourists tend to focus attention on the individual student, whereas social constructivists tend to focus their attention on the whole group and what is best fit for the entire group (Arends, 1997). Previously, classroom management was described as " the arrangement of students/ groupings, materials and furniture, and the movement of these over time, moving from one large group lecture to small cooperative groups or lab tables (Wolfgang, 2009). Discipline, on the other hand, was described by Arends (1997) as the correction procedures of misbehaviour in the classroom. This research study will focus more on these aspects and in detail.

Concept Map for Classroom Management:-



Review Of Literature

Below are the case studies and reports that I have referred to and studied for my research project which comes under review of literature -

STUDY 1: Survey of American Federation Of Teachers

Published by Canadian Centre Of Science and Education in 2015

The survey reported that management issues and problems are a very real part of schools and classrooms today. 17 % of the teachers surveyed indicated that they had lost four or more hours of teaching per week due to disruptive students and 19 per cent reported that they had lost two to three hours. Many teachers said they had students in their classes with discipline problems. So, disruptive behaviour wastes teaching and learning time.

STUDY 2: Survey Of National Union Of Teachers

Published in 1988 from Innsbruck, Austria

The survey reports that more than a third of teachers experience disrupted lessons as a result of misbehaviour and that half of them believe that school discipline is a greater problem today (Merrett & Wheldall, 1990). Levin and Nolan (2007) reported that some teachers spend as much as 30 to 80 per cent of their time addressing discipline problems. Therefore, the teacher should know strategies to teach effectively. Often the teacher spends too much time with discipline problems. To be successful, teachers must be able to establish appropriate student behaviour in their classrooms to maximize time for learning.

STUDY 3: A Self Regulatory Approach to Classroom Management : Empowering students and teachers.

A report published by 'Kappa Delta Pi Record' in 2015.

By - M. Kay Alderman and Suzanne Macdonald (Professors in University of Akron)

The author describes self regulated learning, student strategies, and the classroom structure that supports motivation and self regulation. The author suggests that development of motivation and self-regulated learning skills can take a classroom management beyond the role of maintaining order in the classroom to empower students and teachers for lifetime learning.

STUDY 4: Classroom Management for effective teaching skills and academic achievement among students.
Published by International Journal of Development Research, Vol. 07 on 31st July, 2017
By- Shakti Sharma, Assisstant Professor from Kurukshetra University of Haryana

The author explains that classroom management has been a primary concern for teachers since there have been teachers in the classroom. A lack of classroom management affects both the teacher and the students. This study explores classroom management tactics to help improve the academic achievement of students. Studies show that some form of intervention makes a positive impact on teachers, students, and

the whole classroom climate. Teachers need to personally connect with each student in the classroom in order to make students feel comfortable and welcome.

STUDY 5: What is happening inside classrooms in Indian secondary schools? A time on task study
Published by World Bank Group in Concurrence with the Ministry of Human Resource Development (MHRD) in 2016.

This study highlights the need to examine further the link between classroom practices and student outcomes. Teachers are spending substantial class time on instructional activities but results from the National Achievement survey indicate this is not leading to good enough student learning outcomes. The study did not find teaching practices that addressed the different learning and ability levels of students in the classroom. Furthermore, re-examining the content of teacher preparation and training programs to ensure content mastery and effective pedagogical practices among teachers will be crucial for teacher effectiveness and student learning.

STUDY 6: National Policy On Education, 2020

NEP does not directly lay out any specific strategies to operationalise or manage classrooms. The intent in NEP appears to be to lead the pedagogic reforms nationally, i.e., the plan is to develop appropriate curricula, textbooks and examination modalities. NEP 2020 states that 'the changing classroom processes require not just one time change in curriculum or textbooks but continous engagement with teachers, to encourage and support them to adopt new ways of teaching and management in classrooms'

STUDY 7: National Curriculum Framework, 2005

NCF 2005 has laid more emphasis on the maintainance of physical environment of the classroom and schools. It states that physical environment has to be maintained favorable to students in terms of infrastructure, adequate light and ventilation, student - teacher ratio, hygiene and safe environment. Policy of inclusion has to be part of the school where differently abled and children from marginalised section get equal opportunities.

STUDY 8 : The Key to Effective Classroom Management

Published by George Lucas Educational Foundation on February 27, 2019
By - Youki Terada

In the study, teachers used an approach called Establish - Maintain - Restore to build positive interactions with students and boost their sense of belonging. Relationship-building was broken down into three phases: the first meeting, maintenance throughout the school year, and points when a relationship may suffer damage, with useful strategies for each phase. The study concludes that Effective classroom management starts with relationship building. When students feel a greater sense of belonging, they're more likely to be academically engaged and demonstrate positive behaviour.

STUDY 9 : Effective Classroom Management : Teacher Preparation & Professional Development

Published by National Comprehensive Center for Teacher Quality in December, 2007
By - Regina M. Oliver & Daniel J. Reschly

The study concludes that Teacher preparation

programs should provide both special and general education teacher candidates with coursework and guided practice with feedback on instructional approaches to classroom management. Highly effective instruction does not completely eliminate problem behaviour, but it will reduce such behaviour by encouraging higher rates of academic engagement and on-task behaviour.

STUDY 10: Classroom Management for an Effective Learning Environment.

Published By TeachHub.com on May 3, 2019

By - Janelle Cox (M.S. in Education)

The study highlights that classroom setup is an important component in a learning environment because it is an essential piece of classroom management to support both teaching and learning. The physical atmosphere of the classroom can help prevent behaviour issues as well as promote and improve learning. The physical arrangement of the classroom can affect both student and teacher behaviour, and a well structured classroom management plan of design has the ability to improve learning and behaviour.

Research Methodology

1. DATA COLLECTION

The present study and report prepared is descriptive in nature and the data collected for the research is both primary as well as secondary data.

- **PRIMARY DATA -** Primary data was collected through survey method, which is a quantitative method, for which a questionnaire was prepared keeping in mind the study points of the research. The questions were carefully designed by taking into account the parameters of my study, i.e., teacher - student

personal communication, teaching and learning dimension, organization of lessons in classroom and disipline dimension inside the classroom.
The questionnaire is both objective and subjective in nature and consisted of a good number of questions for which subjects had to answer objectively and some subjective questions for which subjects need to answer based on their opinions and experiences.
A total of 10 teachers participated in the online survey which was taken thrugh telephonic medium and their responses were recorded individually.

- **SECONDARY DATA -** Secondary data was collected from books, reports, online studies, websites, going through the records of organizations, etc. It is the data which has been collected by an individual or organisation for the purpose of any other research or study.
The secondary methods of data collection that I used were books and reports from various websites and online records and case studies done by various journalists, researchers, professors and scholars.

QUESTIONNAIRE

SUBJECT : _____ DATE : _____

Elementary Teacher ☐
Secondary Teacher ☐

- Below are some of the classroom management strategies/ techniques that a teacher might use. Say 'yes' if you agree with them, else say 'No'.

* Classroom - Discipline Dimension

1. Providing positive reinforcement to students for appropriate behaviour.
2. Involving students in establishing rules and procedures for the classroom.
3. Using self- assessment forms for students to evaluate their own behaviour.
4. Maintaining a classroom behaviour chart to check improvement in behaviour of students.
5. Using class time to reflect on appropriate behaviour with students as a group.
6. Ignoring misbehaviour that is non-disruptive to class.

* Teaching and Learning Dimension - Organization of the Lesson.

1. Taking into account different learning styles while preparing the lesson.
2. Taking into account the students' previous knowledge to plan the activities based on their level.
3. Modelling the tasks/ activities to demonstrate what students are expected to do.

4. Responding to students' answers using verbal praising and validating students' participation.
5. Monitoring students' work spending equal amount of time in all quadrants of the classroom.
6. Organizing the activities into logical stages to fulfil the objectives of the lesson.

* Teacher - Student Personal Communication Dimension

1. Interacting with students as individuals by addressing them with their names.
2. Maintaining eye contact with the learners to make them feel that their responses and actions are being appreciated in case of a physical class taking place.
3. Promoting positive social values as well in the teaching process such as helping, sharing, being patient, etc.
4. Praising individual accomplishments and important events in students' lives.
5. Incorporating students' personal interests into teaching.
6. Using problem solving scenarios with students to develop their problem solving skills.

- Give your suggestions/opinions on the questions below based on your views and experiences in brief.

1. What are the rules and regulations from administrative as well as from your side for better classroom management?
2. What is the role of classroom climate in your institution regarding classroom management?
3. What type of resources do you consult for information on students with learning disabilities?
4. What are the Principal and Administrator's role in establishing effective discipline throughout the school?
5. Is there any classroom behaviour charts to check improvement in behaviour of students?
6. What are the daily challenges that you face during your classroom teaching?

Something you want to give as personal opinion —

_____

_____

_____

_____

Data Analysis

1. QUANTITATIVE DATA ANALYSIS

The data collected through the questionnaires has been tabulated and represented through tables and charts depending on the various dimensions covered through the research questions.

SURVEY RESPONSES -

CLASSROOM - DISCIPLINE DIMENSION

- 8 out of 10 teachers were in favour of providing positive reinforcement to students for appropriate behaviour

- 5 out of 10 teachers were in favour of involving students in establishing rules and procedures for the classroom.

- 4 out of 10 teachers were in favour of using self- assessment forms for students to evaluate their own behaviour.

- 9 out of 10 teachers were in favour of maintaining a classroom behaviour chart to check improvement in behaviour of students.

- 7 out of 10 teachers were in favour of using class time to reflect on appropriate behaviour with students as a group.

- 3 out of 10 teachers were in favour of ignoring misbehaviour that is non-disruptive to class.

TEACHING AND LEARNING DIMENSION - Organization of the Lesson.

- 9 out of 10 teachers were in favour of taking into account different learning styles while preparing the lesson.

- 10 out of 10 teachers were in favour of

taking into account the students' previous knowledge to plan the activities based on their level.

- 10 out of 10 teachers were in favour of modelling the tasks/activities to demonstrate what students are expected to do.

- 10 out of 10 teachers were in favour of responding to students' answers using verbal praising and validating students' participation.

- 8 out of 10 teachers were in favour of monitoring students' work spending equal amount of time in all quadrants of the classroom.

- 10 out of 10 teachers were in favour of organizing the activities into logical stages to fulfil the objectives of the lesson.

TEACHER - STUDENT PERSONAL COMMUNICATION DIMENSION

- 10 out of 10 teachers were in favour of interacting with students as individuals by addressing them with their names.

- 9 out of 10 teachers were in favour of maintaining eye contact with the learners to make them feel that their responses and actions are being appreciated in case of a physical class taking place.

- 7 out of 10 teachers were in favour of incorporating students' personal interests into teaching.

- 8 out of 10 teachers were in favour of promoting positive social values as well in the teaching process such as helping, sharing, being patient, etc.

- 9 out of 10 teachers were in favour of praising individual accomplishments and important events in students' lives.

- 10 out of 10 teachers were in favour of using problem solving scenarios with students to develop their problem solving skills.

DATA TABULATION

SURVEY RESPONSES	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
CLASSROOM - DISCIPLINE DIMENSION										
1. Providing positive reinforcement to students for appropriate behaviour.	✓		✓	✓	✓	✓	✓		✓	✓
2. Involving students in establishing rules and procedures for the classroom.		✓	✓	✓		✓				✓
3. Using self-assessment forms for students to evaluate their own behaviour.			✓	✓		✓				✓
4. Maintaining a classroom behaviour chart to check improvement in behaviour of students.	✓	✓	✓	✓	✓	✓	✓		✓	✓
5. Using class time to reflect on appropriate behaviour with students as a group.	✓		✓	✓	✓			✓	✓	✓

6. Ignoring misbehaviour that is non-disruptive to class			✓		✓				✓	
TEACHING AND LEARNING DIMENSION – Organization of the Lesson	T_1	T_2	T_3	T_4	T_5	T_6	T_7	T_8	T_9	T_{10}
1. Taking into account different learning styles while preparing the lesson.	✓	✓		✓	✓	✓	✓	✓	✓	✓
2. Taking into account the students' previous knowledge to plan the activities based on their level.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Modelling the tasks/activities to demonstrate what students are expected to do.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Responding to students' answers using verbal praising and validating students' participation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Monitoring students' work spending equal amount of time in all quadrants of the classroom.	✓	✓		✓	✓	✓		✓	✓	✓

6. Organizing the activities into logical stages to fulfill the objectives of the lesson.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TEACHER-STUDENT PERSONAL COMMUNICATION DIMENSION	T_1	T_2	T_3	T_4	T_5	T_6	T_7	T_8	T_9	T_{10}
1. Interacting with students as individuals by addressing them with their names.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Maintaining eye contact with the learners to make them feel that their responses and actions are being appreciated in case of a physical class taking place.	✓	✓	✓	✓		✓	✓	✓	✓	✓
3. Incorporating students' personal interests into teaching.	✓		✓	✓	✓	✓		✓		✓
4. Promoting positive social values as well in the teaching process such as helping, sharing, being patient, etc.	✓	✓	✓	✓	✓			✓	✓	✓

5. Praising individual accomplishments and important events in students' lives.	✓	✓	✓		✓	✓	✓	✓	✓	✓
6. Using problem solving scenarios with students to develop their problem solving skills.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

(THEORETICAL)

2. QUALITATIVE DATA ANALYSIS

In this section, I have noted major findings and interpretations of my research based on the data collected and its qualitative analysis. The detailed analysis is noted below.

Effective classroom management is necessary for all teachers and facilitators. Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well. Students cannot learn in chaos. Classroom management includes elements of classroom discipline, but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and respectful for both the teacher and the students.
It is the role of the classroom teacher to

provide the necessary discipline needed, and using classroom management strategies that can help set tone for positive interactions, cooperative learning, and to provide a plan ensuring the lesson runs smoothly regardless of any disrupting behaviours by students. It almost goes without saying, but it is an important reminder, that in the end kids will be kids. If we are not taking the steps and putting in the effort to actively engage students in the lessons we are facilitating, they will actively engage in something else, and that's what we all want to avoid. Therefore, having effective classroom management strategies should be the goal of every teacher and facilitator.

CLASSROOM MANAGEMENT AND CURRICULUM FIDELITY

Classroom management strategies need to be planned, be thoughtful, and in line with curriculum fidelity. It is important to prioritize curriculum fidelity when selecting classroom management strategies. While some classroom management strategies focus more on setting clear rules and some focus

more on transitions, the strategies should not change how the lesson is taught. Classroom management strategies should add organization for the students and classroom, but not change the content of the lessons or the fidelity of the curriculum. It is important for all providers to deliver the curriculum with the highest degree of fidelity as possible.

DEVELOPING A CLASSROOM MANAGEMENT PLAN

A classroom management plan is where clear rules are set, class norms are developed, expectations are stated, and consequences are defined. The classroom management plan, also referred to as a classroom management contract, is a contract you create with your students focusing on providing for their needs in the classroom and a commitment to help students learn without interference and disturbances. The contract should be followed at all times and requires teachers and facilitators to hold students and themselves accountable at all times. It is important for students to know what is acceptable and unacceptable in the

classroom as well as what the expectations are. By allowing students input on developing the classroom management plan, they are invested in following the rules, but should they break a rule, they know what the consequences are.

CLASSROOM MANAGEMENT STRATEGIES

Proactive classroom management strategies focus on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviours. Class-wide strategies are implemented with all students within the class and address the needs of most students in terms

of behaviour, while individualized strategies might be needed for a small number of students who will not respond appropriately to class-wide strategies. Whether implementing class-wide or individualized classroom management strategies, the teacher sets the stage by being on-time, prepared, organized, and able to move the lesson along at an appropriate pace.

CLASS-WIDE STRATEGIES

- Create a classroom management plan - Although creating a classroom management plan is a short activity, it is crucial in establishing how the classroom will function. Classroom management plan should be posted during every lesson, reviewed often, and referred to when challenging behaviours arise.
- Understand the power of day 1 - Day 1 is the first day you are in the classroom with the students. Day 1 is the most important day you will spend with students because you set the tone for the classroom and the rules and class norms are established. Work to create a classroom that is warm, inviting, and inclusive. Show enthusiasm for the lessons you are teaching and show students you are exited about being able to spend time

with them. We want students to leave the classroom after Day 1 and look forward to the next lesson and the time they will spend in the classroom while you are facilitating.

- Greet students as they enter the classroom - Even in the beginning when you aren't certain of student's names, it is important for students to feel a sense of belonging and to know you are excited about being at school and are happy they are a part of the class. Simple phrases like, "I am glad you are here today" or "welcome to class" can help students feel connected and engaged.
- Create an agenda for each day - Start each lesson on time and quickly review what is listed on the agenda for the lesson. Check off agenda items as they are completed to build on a sense of accomplishment and to help students know what is coming up next. This helps students understand there is a routine followed during your class time and a predictability of what is coming up next.
- Be genuine and sincere with praise - While praise is very important and is often times a great prompt to the class acknowledging appropriate behaviour, empty praise or praising for small tasks or less

than adequate work can actually cause students to disengage and lose interest in your feedback. Be thoughtful in what you say to students and work to find ways to offer genuine praise and feedback. Always try to focus genuine praise on the work and behaviour of a student and not the student themselves.

- Balance teaching and facilitating - While maintaining fidelity to the curriculum, look for ways to balance teaching and facilitating. Teaching is typically the class listening to the information being shared by a teacher or facilitator, while facilitating involves sharing knowledge and including the audience in the lesson. Look for opportunities to have students actively respond and participate.
- Circulate the room - Facilitators should circulate the room as a way to keep students engaged and attentive. Not only do students have to pay attention and follow where you are, but it allows you the opportunity to check to make sure students are on-task.
- Be effective when giving instructions - It is important when giving instructions to provide information in a way that is clear and concise. Once we have gained the

student's attention it is important to:

1. Wait until students are seated and not moving around the room.
2. Give one instruction at a time.
3. Use a clear firm voice and repeat each instruction.
4. Wait for student compliance.
5. Provide an opportunity for students to acknowledge understanding of the instruction given.
6. If a class is struggling with following verbal directions you might want to write out ahead of time and post directions for an activity.

- Avoid answering too many questions and stalling the lesson - Always have a way students can get questions answered even when there isn't time in class. As a way to minimize interruptions and keep students and lessons on track, you can decrease pause time between student responses and move on to the next question or task.
- Handle disagreements with respect - Let students know throughout your lessons information may be presented that a student might disagree with. Create a classroom atmosphere where students know it is ok to disagree, but disagree-

ments are always to be respectful.

- Integrate students' interests when appropriate – During activities, such as role plays, try to use language youth can connect with and names they connect with as part of their culture. It is important to remember the goals and messages of the role play must remain unchanged and prioritize curriculum fidelity.
- Be willing to give a little to get a lot – Some days students enter the classroom and you can tell the energy level is high and it is going to be an enormous challenge to keep students focused and on-task. Whether it's the weather, a school holiday or break is coming up, or a student has a birthday, offering a small incentive might be just the key to get students to tune in and be alert.

MANAGING CLASSROOMS EFFECTIVELY (STEP BY STEP)

Though classroom management is challenging, a step-by-step approach sets the stage for a positive and productive learning environment. This approach is based on organization, clear expectations, rewarding

desired behaviour, preventing misbehaviour, fairness, and consistency. By following these steps, you can create a classroom setting in which students excel.

Step 1: Organize Classroom and Materials

Long before the first day of school, we should organize the classroom and instructional materials. The arrangement of desks, tables, and chairs must foster learning. Students should be seated so they can see whole-class presentations, and the teacher should place her chair so that she can see all students. Organizing supplies is equally important. When teaching materials are easily located and close at hand, downtime during instruction is reduced and misbehaviour is minimized.

Step 2: Plan a Successful Start

To set a positive tone, we should welcome students each morning. Introductions need to be two-way communications. By telling students a few personal things about yourself, such as interests and hobbies, you lay the groundwork for building community. These getting-to-know-one-another steps help students feel more comfortable in your classroom.

Step 3: Establish Rules and Procedures

Developing a list of important rules to display in the classroom is crucial to a well-managed classroom. You can work with students to develop classroom rules and then explain why each one leads to a safe and orderly classroom. Permitting students' input gives them a sense of ownership and clear understanding of the need for each rule. In addition to rules, teachers must set procedures for established activities that occur throughout the school day.

Step 4: Enforce Rules and Procedures Consistently

Once rules and procedures are firmly established, they must be enforced fairly and consistently. Rules must apply equally to everyone, without favouritism. At times, students need to be reminded of rules and procedures. Redirection by the teacher can keep students on track and on task, thereby preventing misbehaviour.

Step 5: Develop an Alternate Plan for Students Who Misbehave

Even the best classroom management plan may not be effective for every student. Some students may require additional assistance, such as a referral to the counselor, administrator, or intervention.

Whenever possible, teachers need to confer with parents and colleagues who may suggest a new approach or workable solution. Students for whom the classroom plan doesn't work may benefit from an individualized behaviour plan developed by the teacher, administrator, parent, and student.

Step 6 : Remain Positive and Enthusiastic

Teachers are far more likely to gain the cooperation of their students when they maintain a positive attitude. Providing students positive consequences for desired behaviour is reinforcing. The teacher's positive attitude and enthusiasm encourage students to be lifelong learners and productive citizens.

RESPONDING TO CHALLENGING BEHAVIOURS IN CLASSROOM

With the exception of encountering a student who is extremely belligerent or disruptive, most disruptions in the classroom will be mild and just disruptive enough to slow the lesson. The classroom teacher will likely handle any major challenging behaviours from students, but often times the disruptive behaviour can happen while we are facilitating a lesson, so being prepared and having some strategies to deal with challenging behaviour can help us more effectively manage the classroom and keep the lesson on-track. Some common challenging behaviours in classrooms range from students wanting to dominate discussions, students who call out answers or don't wait to be called on, to the students who hum, click pens, and can't sit still. We might also encounter a student who asks too many questions, wants to know personal information about us, or who wants to debate any information presented. While all of these behaviours would be considered low level distractions or disruptions, we know they can have a high impact on the classroom learning environment. Along with implementing class-wide strategies, facilitators can implement any of the strategies below to help deal with disruptive students and challenging

behaviours.

- Use proximity to stop disruptive behaviour - Place yourself in close proximity to the student and conduct a few minutes of the lesson standing by them. You don't need to be overly obvious about moving toward the student, but many times having you near will subdue the disruptive behaviour.
- Stop and wait - On occasion you might need to simply stop the lesson, pause, make eye contact with the student and wait for the student to quiet down and focus. This can also cue the classroom teacher in on which student is being disruptive or that their assistance may be needed.
- Use your voice - Students often match the volume of the teacher's voice in the classroom. If you want to gain a student's attention or the attention of the class, instead of increasing the volume of your voice try decreasing your volume.
- Stay Cool - Remember to stay calm and keep your composure when presented with challenging behaviours. You don't need to accept or tolerate the behaviour, but you will lose credibility if you lower yourself to his/her level.

HANDLING MISTAKES

It is important that errors are a natural part of the learning process. The teacher should not shame or blame the students when they make errors.
Hattie (2012, p. 26) says " An optimal classroom climate for learning is one that generates a climate in which it is understood that it is okay to make mistakes, because mistakes are the essence of learning .... Expert teachers create a classroom climate that welcome admission of errors ; they achieve this by developing a climate of trust between teacher and student, and between student and student. The climate is one in which 'learning is cool', worth engaging in, and everyone - teachers and student - is involved in the process of learning."

HANDLING TROUBLES

The aim is to deal with disturbances as far as possible so that the instructional flow is not interrupted and the learning environment is not compromised. This corresponds to the principle of early intervention de-escalating. The following measures are useful:

1) Walk around at regular intervals in the class to observe the children's behaviour.
2) Communicate you are watching the students' learning behaviour and progress.

THOUGHTFUL TRANSITIONS WITHIN THE CLASSROOM

Transitions within the classroom are often times unavoidable, but a common time for student disruptions and behaviours. Students deal with transitions at the start of the lesson or class period, when topics are changed, at the start and end of lesson activities, group activities, and at the wrap-up and conclusion of a lesson or class period. Time spent dealing with disruptions and behaviour problems during transitions takes away from valuable lesson time. Effective transitions help minimize disruptions

and problem behaviours and maximize the time spent in an ideal learning environment. Effective transitions help make the chore of moving from one task to another a more predictable and manageable event. A student's ability to stay engaged, focused, and on-task depends largely on how effectively, efficiently and effortlessly the facilitator moves from one activity to the next. Below is a list of some common ways to help students as they transition into your classroom at the start of your class, during an activity, or leaving your classroom.

- Be on time and ready to start class on time. Nothing starts a class off in more chaos or confusion than when the teacher or facilitator is late or rushing in the door at the last minute.
- Be organized and prepared. Many of the model program lessons move quickly from activity to activity and if you aren't prepared and organized ahead of time, any time you take to look down at notes and review while class is going on is time for students to engage in disruptive behaviours.
- Tell students how long they will have before class starts and how long they will have to complete a task. While students

are working on a task, give students a heads up and warning on how much longer they have to complete a task. It is hard for students to suddenly be done with a task or an activity, but if given notice that an activity will end in certain minutes, it allows students to prepare for the end of the activity and the transition ahead.

- Develop a routine with students at the start of class to get them on-task and focused.
- Teachers or facilitators should circulate the classroom when students are engaged in completing activities or working in groups. This allows us to see the progress students have made, gauge if less or more time is needed, and answer questions students might have.

CLASSROOM CLIMATE

Classroom climate is the social climate, the emotional and the physical aspect of the classroom. The classroom climate influences student growth and behaviour. A positive

classroom climate feels safe, respectful, welcoming and supportive of student learning. For a good classroom climate, it is also important to promote positive relationships.

MEETING MUTUAL NEEDS

To be interested in something a person has to see a use. Meeting mutual needs is the first component of the positive approach. Meeting mutual needs creates a good partnership between the teacher and the student. Students and their classmates should recognize that they work together with the teacher in a team.

CHANGING COUNTER - PRODUCTIVE FEELINGS

The feelings of teachers are so important for their daily work because a teacher's attitude is very important in the classroom. A positive attitude is fundamental because it is a prerequisite for all other techniques in the class. Teachers do often ignore the internal obstacles. They only look on the external ones. But when we have more control over the internal obstacles, we can often find better

ways to cope with the external ones. Therefore it is important to deepen your self-knowledge through introspective exercise. It is important to change counterproductive feelings and to look for positives, develop empathy, and alter your goal. Changing counterproductive feelings can help one to see things more lucidly.

LEARNING AND MOTIVATION

Motivation is the energy that gives behaviour direction and focus. A motivated student may have better results in the school. There is a relationship between motivation and learning. Motivation gives direction and helps the student choose a particular behaviour. Motivation gives an inner drive that focuses behaviour on a particular goal or task and causes the individual to be persistent in trying to achieve the goal or complete the task successfully. Therefore, it is important that the teacher motivate children to learn

FEEDBACK AND PRAISE

Increasing feedback during lessons could help in keeping pupils on track, minimize misunderstanding and signal areas in need of further explanation. Feedback gives a firm basis on which to correct pupils' misunderstandings. The feedback could be as verbal exchanges, written responses, tests or assessments. There is little basis on which to steer their progress if there is no feedback.

"Teachers who regularly provide feedback to their students regarding the accuracy or appropriateness of their responses and their work have higher achieving students. The most effective feedback provides constructive information, praise and encouragement as appropriate and is immediate and specific. Pertinent individual feedback that is aimed at constructively correcting errors made during learning positively affects student performance and attitude" (Wiseman & Hunt, 2008, p. 147).

LEARNING GOALS

Learning goals are very important because the type of goals that teachers set

influences the amount of motivation that students have to reach them. Goals should be moderately difficult, specific, and likely to be reached in the near future to enhance motivation and persistence. Specific goals provide a clear standard for judging performance and moderate difficulty provides a challenge, but not an unreasonable one. When goals are too complex, vague and/or confusing, too challenging, or seem to have no importance, students are more likely not to pursue them. Likewise, when goals are perceived as being to simplistic, they are not seen as being interesting or important either. While they may be achieved, the achievement has little meaning (Wiseman & Hunt, 2008, p. 73).

ACTIVE LEARNING

Students learn by doing. Teachers should create a dynamic educational environment that affords students the opportunity to practice every concept that they are learning. Effective teachers utilize instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should start early in the lesson and continue throughout the lesson introduction, body, and closure.

Another form of interaction that may be effective in certain lessons is classroom discussion. In order for discussion to be effective, it needs to be carefully prepared. The teacher needs to give pupils clear guidelines on what the discussion is about. Also, it is very important to summarize and review during and towards the end of the lesson.

MEMORABLE TEACHING AND LEARNING

One of the most basic and direct ways to attract and keep students' interest is instructor expressiveness - the use of vocal variation, faical expression, movement and gesture once we have students' attention, we need to consider how quickly students can process information. Short-term memory requires time to process the sensory input we recieve; students are not sponges and cannot immediately "absorb" new information. Give students short breaks throughout a lecture / lesson to review their notes and ask questions. A short break that includes students' questions can also give teacher an opportunity to assess students' understanding.

ROLE OF A TEACHER IN CLASSROOM

THE TEACHER AS A MODEL

The recruitment of teachers who have a passion for teaching their subject can affect strongly the learning motivation of students. This beneficial aspect is mentioned as- "When teachers present a topic with enthusiasm, suggesting that it is interesting, important, or worthwhile, students are likely to adopt this same attitude. Effective teachers convey their enthusiasm with sincere statements of the value they place on a topic or activity" (Helmke, 2012, p. 225) Bulger et al. (2002, p. 3) say that "teachers can begin to establish a positive learning environment by showing their passion for the subject matter using student names, reinforcing student participation during class, and being active in moving among

the students." To be effective as a teacher, a teacher journal can help. This is an easy way to begin a process of reflection since it is purely personal. Reflection can help teachers to recognize their thinking and can help to recognize always the same mistakes. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Reflective journal writing does require a certain discipline in taking the time to do it on a regular basis

THE TEACHER AS A MOTIVATOR

Good teaching need not only motivate the students to learn, but the teacher should teach them how to learn, and do so in a manner that is relevant, meaningful and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.

A good teacher works the room and every student in it. Teachers realize that they are conductors and the class is their

orchestra. All students play different instruments and at varying proficiencies. A teacher's job is to develop skills and make these instruments come to life as a coherent whole to make music

(Leblanc, 1998)

Humor is also very important. The teacher should be self-deprecating and not take him or herself too seriously

(Wiseman & Hunt, 2008)

CLASSROOM EXPECTATIONS

Wiseman and Hunt (2008) write that there are three important questions to teach successfully: Who are our students? What do we want them to learn? What do we want them to do when they don't learn to learn?

Having high academic expectations of pupils is not enough in itself to generate tenacity and persistence, but it is still important. High expectations of pupils

regarding their level of achievement means providing support for work at an appropriately challenging level. Most teachers would want to do this anyway, but some are very skilful in spelling out more clearly what is being aimed for. They see challenging work as important, purposeful and worthwhile despite the difficulties. They aim high and live with the difficulties of doing so. With some experience of teaching, these expectations can be transmitted to pupils in all sorts of little ways. These can include skilful classroom language, gestures, pauses, humor, and considerable emphasis on the detail of what is important. These aspects should be interwoven so they are habitual as part of a teacher's style. There are fortunately other skills and strategies that can be used to keep pupils involved.

Children can't always like the subject they learn, but pupils need to accept several realistic expectations about school life. These are uncomfortable realities, but understanding this fact is very positive. "Teaching them to be realistic can help to emphasize that it is quite a negative attitude to expect that learning must always be enjoyable. Learning can of course be

enjoyable, but not always enjoyable, because this suggests that responsibility for enjoyment lies solely with the teacher. Every inspiring teacher has their duller moments, and not every lesson can guarantee pupils' interest. Some lessons will inevitably deal with less interesting but still essential material. Teachers who try to transmit the idea that learning is 'fun and easy' do no favors to their pupils. There is no reward for failing at learning something which has already been described as 'fun and easy'. There is no reward in being bored having already expected to be interested" (Barnes, 1999, p. 53).

CLEAR RULES

Clear rules are important for students' academic and social behaviour. Students' work is much better in environments that are well-defined in terms of dos and don'ts and when they exactly know the rights and wrongs. It is not so good when rules are ambiguous and inconsistent; they need to know what is acceptable and not acceptable behaviour.

SUGGESTIONS ABOUT CLASSROOM MANAGEMENT TECHNIQUES FOR TEACHERS

On the basis of discussion with different school teachers on classroom management, there are a few classroom management techniques which I find will help teachers to understand the present classroom system and manage the classroom for effective learning. These techniques are as follows -

- Engaging curriculum is one of the strongest tools a teacher has in a well-managed classroom. Because a bored student is often a misbehaving student. Create authentic curriculum that engage kids, fill with wonder, and requires hard work.

- Have something for students as reward for hard work students at least once a month like - game time, quiz session, storytelling or even just a class period to rest. Celebrations are a great way to motivate and make students to realize hard work is required to achieve that reward.
- Build a healthy relationship with students. When a student can trust their teacher and know that they are cared for, they will also do their part of works as teacher assigned him/her.
- Even little events like spending time with them during their lunch or recess or attending sporting events or other after school activities can help to create a positive relationship between teacher and students.
- At the start of the school year, create a list of norms with your students. Lead them through a discussion of what the class should look like and what behaviour should be expected, and record their thoughts on a poster board that can be hung on the wall for all to see Rules bring a sense of unity to the classroom because we create them together and the students hold each other accountable for following them.
- Handle all disipline issues with a clear

mind and always maintain professionalism. If a situation escalates and too much time is being taken away from students' learning, it may become necessary to remove the issue immediately.

- More than being an enforcer or punisher, teachers today get better results by serving as coach, motivator, and champion of exellence. A major portion of maintaining discipline has become boosting students' self-estrem.

DEVELOPING ORDER IN CLASSROOM

The tasks of establishing order and developing caring relationships play integral roles in an overall approach to classroom management. Seeing these two tasks as polar-opposite forces, new teachers tend to choose either order over caring or caring over order. Yet one without the other is a prescription for failure. Both objectives must

be addressed simultaneously for a teacher to successfully accomplish either one. In fact, research demonstrates that students are more likely to follow classroom rules and routines when they believe their teachers care about them (osterman, 2007). On the other hand, caring relationships cannot develop if students do not feel part of a safe, orderly learning environment. (Weinstein and Mignano, 2007)

- Establish rules and routines - Rules and routines effectively communicate expected behaviours to students set them on the first day of school and reinforce them continously and consistently throughout the school year.
- Teach and demonstrate each rule expliitly - Demonstrate rules as though teaching curriculum. Posting the rules and assuming that students will understand and subsequently follow them does not work. To clearly establish your expectations, with no room for misunderstanding, model each appropriate behaviour.
- Impose clear limits - Develop and impose clear and logical consequences when students choose to misbehave.
- Use expliit directives - state the

expectation rather than offer a choice: "Sit down and get back to work." rather than "Would you like to sit down and get back to work?" One sets the expectation and leaves little room for misinterpretation. The other suggests an option on whether or not to sit down, a habit that surrenders authority.

- Expect and give respect - Maintain high standards for the way students speak to you and be sure to reciprocate when you talk with students.
- Speak authoritatively and confidently - Command the classroom without demanding. Communicating calmly and from a position of control speaks louder than yelling or acting in a dictator-like manner.
- Present yourself as a strong, professional authority - A teacher's demeanor - dress, mannerisms, conversation and even movement around the classroom can communicate confidence and control.

COMMUNICATING CARE IN THE CLASSROOM

- Organize and decorate your classroom - There is little more unwelcoming than entering a messy, cluttered, and undecorated classroom. Take time before school begins to organize the room's layout, traffic pattern, and storage options. Then decorate and personalize the room to create an inviting space for daily learning.
- Smile - This simple gesture shows students that you are genuinely excited to be their teacher. You would be surprised by how meaningful a smile is to students.
- Send home positive notes - Make the extra effort to notice students' positive behaviours and achievements. Jot them down in a notebook or use sticky notes on a seating chart as a reminder. Doing so assures that you will remember to

let parents know through notes, e-mails or meetings about good and positive performance

- Conduct community-building activities — In addition to establishing rapport between your students and you, be attentive to building relationships among students. Facilitate the development of peer relationships with various activities that provide opportunities for students to get to know one another.
- Attend extracurricular activities — Students appreciate it when teachers attend extracurricular events such as sporting events, school plays, and musical performances. It shows interest and conveys respect.
- Let students get to know you — Share a few of your interests such as favorite hobbies or sports teams to let students know who you are. You will be surprised by how much students love to hear about you and it helps you connect with them.

Conclusion

Below I have listed the final major concluding points based on the major objectives and findings of my research project and its overall analysis -

- Education is more than grades, it is about the all-around well being of students academically, socially and emotionally in classrooms in school and life.

- Self-regulated learning integrated into classroom management can empower students to take control of their own learning and behaviour; teachers thereby gain partners for creating a positive classroom climate.

- Teachers need to set aside personal time for themselves that does not involve any school work. Having this time will help to relieve some of the stress and pressure that issues with classroom management can cause. This is especially important for beginning teachers.

- Self-monitoring and self-reflection are also key elements of teaching. A teacher has to be able to reflect on classroom management practices to assess whether or not they are effective, and what can be done to improve them. Self-monitoring can also be connected with monitoring emotions and reactions to certain situations in the classroom.

- Asking good questions is an important skill that teachers must develop. Questioning is a component of effective instruction and when used correctly, can produce greater student achievement. They can be used to assess readiness for new learning, to create interest and motivation in learning, to make concepts more precise, to check student understanding of the material, to redirect off-task students to more positive behaviour, and to create the moderate amount of tension that enhances learning.

- Every classroom has a culture that gives positive or negative meaning to the learning occurring within its perimeters. This culture comprises the traditions, understandings, and expectations that

teachers, students, and parents share about learning. When the culture is strong, positive, and healthy, it produces a can-do community in which students toil daily to grow intellectually, personally, and socially. It is an environment initiated by the teacher and nurtured by all participants.

- The classrooms managed effectively in all ways and that supports motivation to learn and promotes learning capabilities provide the pathway for fostering lifelong learning skills that operate within a broader societal purpose for education.

- A clearly defined and implemented classroom management plan that includes explicit instructions in routines helps create a productive learning environment. To establish classroom routines takes time, persistence, and patience; however, the reward will be a well-organized classroom where learning can occur!

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A STUDY ON PEER INTERACTION AND LEARNING OPPORTUNITIES DURING PANDEMIC

A PROJECT SUBMITTED TO MIRANDA HOUSE, DELHI UNIVERSITY

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DECLARATION

I hereby solemnly declare that the project titled “A study on peer interaction and learning opportunities during pandemic ”, is an authentic record of work done by me; that the contents of this project did not form the basis of any degree awarded to me earlier or to the best of my knowledge to anyone else; and this has not been submitted before in this university for the award of any degree or diploma.

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A STUDY ON PEER INTERACTION AND LEARNING OPPORTUNITIES DURING PANDEMIC

CHAPTER-1 INTRODUCTION

The COVID-19 pandemic has had a profound and sudden impact on many areas of life; work, leisure time and family alike. These changes have also affected educational processes in formal and informal learning environments. Public institutions such as childcare settings, schools, universities and further education providers ceased onsite teaching and moved to distance learning - or closed down completely. In the same way, organizations offering sports and cultural activities had to shut down. The sudden lock-down required quick adjustments on behalf of all stakeholders and teaching and learning settings changed substantially. Even after lock-down conditions have been lifted in many countries, fundamental changes to the day-to-day reality of teaching and learning, work and home life remain in the absence of a cure or vaccine.
These sudden changes have taken a toll on schools, families, and society in general. Many parents have had to work from home while taking care of their children and acting as home tutors. Educators for all age groups from early childhood to further education have had to switch from traditional in-class settings to various forms of distance education, and develop methods to stay in touch with parents and students. Often, this has required adopting new educational strategies for digital teaching (synchronous and asynchronous), which is still an emerging phenomenon in many educational settings. For students, the lack of structured in-class learning settings may have required more self-regulation and self-motivation to learn with less support. Furthermore, as some countries have moved to reopen education institutions while trying to maintain social distancing, teachers and students have experienced a variety of changes in their education settings within a short period of time (e.g. changes to physical contact hours, group sizes, and access to physical spaces or materials). Most Governments around the world have temporarily closed educational institutions to control the spread of the Covid-19 pandemic. With an increasing number of states, provinces and even whole countries closing institutions of learning and over 91% of the world's students population are not attending schools/colleges. In this pandemic situation, learning can now be realised online and knowledge can be transferred virtually using multiple media.

Online learning is the best solution during this crisis.. An online educator compensates for the lack of physical presence in the virtual classroom by creating a supportive environment where all students feel comfortable to participate in online class. It plays a significant role in transforming our lives to a digital world by providing flexible places, class timings and quality contents.

The one thing that is missing in online teaching is peer interaction, which is understood as the relationships and roles developed by students in the classroom environment when undertaking any kind of task or activity, teachers are the ones with the "power" to control the way, but in the time of online teaching, they can't have interaction with their peers. Peer to peer learning allows students to work through new concepts and material with other individuals engaged in the same work and provides them with opportunities to teach and be taught by one another, expanding their perspectives and fostering meaningful connections. Peer interaction serves as the foundation for many important aspects of emotional development such as the development of self-concept, self-esteem and identity. Children learn about themselves during interactions with each other and use this information to form a sense of their own selves – who they are.

Parents' perspectives and practices regarding early digital and online learning

Parents' beliefs and attitudes around early digital and online learning have been found polarized in the past decade. On the one hand, parents have started to appreciate the value of digital devices and tended to feel comfortable with young children's use at home. They also supported the appropriate use of digital devices in early years settings. In particular, parents even held positive attitudes towards young children's computer use and believed that children should gain valuable technical skills and should be educated on how to use computers to enhance their academic development and future opportunities, such as employment. In the increasingly diverse digital landscape, parents believed that a range of digital and online technologies could offer young children new knowledge and learning. And those parents with a higher education level tended to believe that digital and online learning can develop children's learning competencies, language, self-expression, and social competencies.

On the other hand, parents were concerned about the dangerous content on the internet and the risks of unrestricted digital use. They were worried about the impact of digital use on

children’s social and health development. More recently, due to the rapid growth of screen technologies (e.g., iPads, smartphones), parents have expressed their uncertainty about whether mobile devices could be beneficial or harmful to their children and how to adopt these mobile screen technologies. The Kids Online project, for instance, revealed that parents with higher income and education had employed a wide range of practices and strategies to manage restrictions for digital device use and had spent efforts to promote offline activities for children while limiting digital activities at home. Some parents set rules and limits on the frequency and duration of using digital devices but did not recognize the importance of their role and involvement in supporting young children's technological engagements.

Classroom Dynamics

With consideration of these social determinants, how then can the educational process be structured to boost the learning of individuals? For younger students, providing a whole-class environment that enriches learning opportunities with teachers who model positive learning values will set the new learner on a path toward academic achievement. Encouraging elementary students to interact with peers, adults, and family members who have strong learning desires can support the students' development as learners. Although peer influences may not yet be as powerful as they will become in student achievement motivation, the effects of young students' interactions cannot be disregarded.

As the learner matures, the importance of how peers view the learner's actions and decisions may well supersede the opinions of others, possibly even the views of the learners themselves. The academic environment needs to be structured in a fashion that allows for student interaction but sets boundaries that afford prosocial behavior. Students who are concentrating on unresolved issues in their social life, whether these issues result from social isolation or from social or home crises, will be less able to profit from classroom opportunities. Recognition of the strategic effort required to maintain classroom social and academic order can help both the learner and the teacher decide how to approach problems addressed in either domain.

Within the classroom, time and organization can be established to focus students on their learning. Pairing and grouping students by their devotion to academics, for example, may benefit all involved. Those who value learning can share their enthusiasm and act as mentors for those who have other priorities. Students who motivate themselves in nonacademic directions can view and appreciate the choices of peer learners.

These dynamics must include consideration of the types of classroom curricula. The well-known and intended analytic curriculum taught to preservice educators and recorded in the lesson plans and assignments may easily disregard the underlying informal curriculum of social and human interaction. As Mary McCaslin and Tom L. Good noted in 1996, "Learning is socially situated" (p. 642); the achievement of the student is a small part of who the student is and what she does. The responsibilities of education include helping students recognize their own place as social contributors and maximizing the resources available to them through interpersonal relationships. For example, cooperative learning and help-seeking behaviors are essential resources for students in the classroom that facilitate both student achievement and social competence. Some students and educators view help-seeking as a sign of dependence or weakness, but research supports the contention that help-seeking is a sign of social competence that increases students' chances of academic success. Negative attitudes toward help-seeking may discourage low-achieving students from approaching peers and teachers and may further isolate them. This is especially detrimental to older students.

Students are not isolated in the pursuit of knowledge. They are social beings who need to interact and establish social contacts. Social learning is as much a part of any classroom curriculum as the printed guidelines. At a minimum, the influence of peers and a student's relationships with them can be understood as a function of student age, motivation, learning, and classroom opportunities.

THEORETICAL PERSPECTIVE-

Abraham H. Maslow viewed the need for love and belongingness as a step toward achievement in his hierarchy of motivation model, which he described in 1954. In this view, the deprivation of more basic needs hinders progress along the path to achievement. In Maslow's model, people must have love and belongingness issues satisfied in order to address needs of achievement. For example, a student with deprived relationship concerns will be less able to participate in classroom learning opportunities. The ability to learn is built on a foundation of comfortable relationships with others, including peers and family, and classroom learning is all about learning with and in the presence of others.

"Expectancy by value" theories define motivation as the product of the amount of success on a task that an individual expects to earn times the amount of value the individual places on the task. Thus, a task that the individual values and expects to be successful at will be

motivating compared to a task with lower expected success or value. Whereas past experience can predict the expectancy aspect of this model (e.g., the student has done well on prior essay exams), the value placed on the task is more mediated by outside factors, such as peers and family (e.g., the student's opinions are respected). Related motivational theories include the incentive or rewarding aspects of motivation, which may also stem from relationships with others.

Behaviorism provides one way to explain the association between motivation to learn and peer interactions. In basic behaviorist theories, relationships between people affect learning only as much as people reinforce each other (or not) in the academic arena. For example, if the peer group encourages education and learning, then the individual student within that group will value learning, because the individual is reinforced, or rewarded, for behavior that indicates that learning is valued. Students in peer groups that do not value education lack the stimulation and reinforcement needed to encourage personal learning. These peer groups presumably stimulate and reinforce other values.

Albert Bandura's social learning theory speaks precisely to the human interactions involved in learning. Observational, or "vicarious" learning is based upon learning by watching then "modeling" or acting similarly to others. If the student views and works with people who appreciate learning by engaging in learning activities, then the student too will engage in learning and might work harder at learning. Peers with positive attitudes and behaviors toward education will allow and teach each other to set goals that include opportunities to learn and achieve. If peer models do not convey positive attitudes toward learning, then the students observing these models will not prioritize learning in their own lives. They will learn to prioritize other goals.

Vygotsky also views interaction with peers as an effective way of developing skills and strategies. He suggests that teachers use cooperative learning exercises where less

competent children develop with help from more skillful peers - within the zone of proximal development. The purpose of this study is to find out the impact of online teaching on peer learning. The terms peer learning and cooperative learning has been used to describe quite different forms of interactions, with different goals, peer arrangements, and types of activities. In this chapter, we focus specifically on peer learning that is related to collaborative problem solving, typically involving two children. The roots of research on this type of peer learning are not in the field of education, but in developmental psychology, with much of the research occurring in university laboratories or in school, rather than involving the study of group processes in the classroom. In what ways is Vygotsky's theory relevant to a discussion of collaborative peer learning? Vygotsky's theory views human development as a sociogenetic process by which children gain mastery over cultural tools and signs in the course of interacting with others in their environments. These others are often more competent and help children to understand and use in appropriate ways the tools and signs that are important in the cultural group into which they have been born. This process of interaction between the child and a more competent other is said to affect development if the interaction occurs within the child's zone of proximal development. Although this summary is true to Vygotsky's position, we must not conflate Vygotsky's theory with one small part of the theory; we need to go further if we are to make progress in our understanding of collaboration from a Vygotskian perspective. When scholars study collaboration using a Vygotskian framework, the most commonly cited concept is that of the zone of proximal development.

Vygotsky’s Cognitive Development Theory argues that cognitive abilities are socially guided and constructed. As such, culture serves as a mediator for the formation and development of specific abilities, such as learning, memory, attention, and problem solving. It is proposed that culture-specific tools play an integral role in the way children organize and think about the world.

RESEARCH QUESTIONS-

- What steps are being taken by school teachers to bring peer interaction during online classrooms?
- How has the study material of various subjects changed?
- How peer learning is encouraged in the development of students during online teaching?

DELIMITATIONS OF THE STUDY

The study is delimited to 10 teachers. 6 teachers are from a school, Babu Market and 4 teachers are from private school.

CHAPTER 2

A REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A literature review consists of published information in a particular subject area, or information in a particular subject area within a certain period of time. A literature review can also be defined as a simple survey of the sources but usually it has an organisational pattern and consists of summary and synthesis. A summary is the revision of the important information of the source, but synthesis is a reshuffling, or a reorganisation, of the information. It gives a new interpretation of the old material or combines new with old interpretations. It traces the intellectual progress of the field including major debates. A literature review aims at the critical points of present knowledge including substantive findings, as well as theoretical and methodological contributions over a particular topic. A literature review shows readers that you have an in-depth grasp of your subject and that the researcher understands where own research fits into.

2.2 OBJECTIVES OF LITERATURE REVIEW

- It SURVEY the literature chosen in the area of study.
- It SYNTHESIS the information, in that literature into a summary.
- It CRITICALLY ANALYSES the information gathered.
- It PRESENTS the literature in an organised way.

2.3 PURPOSE OF LITERATURE REVIEW

● It demonstrates a familiarity with the body of knowledge and establishes the credibility of the work.

● It synthesis prior research and says how the project is linked to it.

● It integrates and summarizes what is known to a researcher about a subject.

● It demonstrates that researchers have learnt from others and the researcher has brief knowledge about the topic.

2.4 REVIEW OF RELATED LITERATURE

Due to the unprecedented situation generated by the Coronavirus pandemic, the impact of the pandemic on education, universities, teachers and students, became a subject of great interest for researchers. Investigating students' perception about online learning during the Coronavirus, Allo showed that students had a positive attitude towards E-learning, considering it helpful and useful in the time of the crisis created by the pandemic.

- A study involving 424 universities around the world revealed that institutions were affected by the pandemic in terms of research, conferences, international mobility and education delivery, most universities stating that they had to adopt online learning and had to face many challenges, the most important being access to technology and teachers' ability to deliver online courses. Even though some universities had used E-learning as an additional method before the Coronavirus pandemic, most of them were not ready for a full online experience. Thus, in order to continue to properly deliver education, optimization of the E-learning process is necessary. This optimization should also take into account student-teacher interaction, and the language used in the communication between students and teachers should be clear, but it should also contain specific terms for their field of study.
- Sun et al.,(2012) in their study on students' experience during online courses showed that students believe teachers should know how to adapt their lectures to the online environment, not just simply transfer online the information that was

usually taught in the traditional way, and that they should give an adequate number of projects and assignments.

- Huang et al.,(2013) identified seven important aspects that stand at the basis of online education and that have an essential role in optimizing learning in special circumstances like the ones created by the Coronavirus pandemic. These aspects involve: managing and developing internet infrastructure in order to avoid interruptions, especially during video-conferences; using friendly tools, that help students assimilate and understand information; providing reliable, interactive and diverse electronic resources; using social networks to build online communities for students in order to reduce feelings of isolation; using various effective techniques such as debates, or learning based on discovery and experience; providing services that help students and teachers learn about the latest policies adopted by universities and the government, and encouraging collaboration between these institutions.
- Al-Dosari found that from benefits such as accessibility, focus on Sustainability in 2020, 6 of 24 students, flexibility, and collaboration, participants considered accessibility to be the most significant benefit of online learning. Undoubtedly E-learning has many benefits, but some downsides of it can also be identified. Online learners may easily get distracted, lose focus, or miss deadlines, E-learning is dependent on technology: the internet and computers, which students may not have access to, and interruptions or other system errors may appear during courses. For students, the ability to organize how they study and the amount of time spent on learning can sometimes result in decreased motivation, and the lack of physical interaction and presence of colleagues may determine students to feel isolated. Drawbacks of E-learning can be seen in terms of physical health too. Because they spend many hours seated and in front of a screen, online learners and teachers may develop sight or back problems, and their outdoor activity may be reduced.
- ARTICLE- Effect of Peer Interaction among Online Learning Community on Learning Engagement and Achievement by Chih-Hung Lai(JAN 2019)

This article explores whether a learning community can affect students' learning achievement and engagement. Besides, this study also analyzed whether degree centralities of peer interaction affect learning achievement and learning engagement based on social network analysis. While the experimental group combined the English

learning system with the online learning community, the control group was simply using the English learning system. The results indicated that the students' engagement from the online learning community were higher than the ones who used the English learning system only, although the learning achievement is not a significant difference between these two groups. Moreover, higher interaction learners from the online learning community revealed better performance in learning achievement and student engagement. Other than that, the learners who played the “Center” emerged with a higher learning achievement as well as the students' engagement than the “Periphery” ones. The research provides suggestions for online learning with learning communications.

- Peer learning a pedagogical approach to enhance online learning: A qualitative exploration Anita Raymond (2016)- Peer Online Learning encouraged student participation and enabled flexibility in learning approaches; this minimized online isolation and most students participated well within the group sessions. This method of 'peer on line learning groups' acts as a potentially unique learning space and helps to model an alternative learning approach to facilitate and improve student experience and learning online. Online learning is not the favored learning method for some students, and care needs to be taken to ensure that a variety of approaches to learning are included to ensure that all learning preferences are taken into consideration. Blended learning facilitates an increase in the variety of learning methods available to assist in meeting students learning preferences would also be beneficial to learning.

CHAPTER-3
RESEARCH METHOD

3.1 RESEARCH METHODOLOGY

In this research, there are two types of research methodologies that are involved:

1. DESCRIPTIVE RESEARCH

   Descriptive research is based on fact finding. The major purpose of this research is to find out the state of affairs that exists in the current scenario. Surveys are been done in one way -

   a. Questionnaire

2. QUANTITATIVE RESEARCH

This research is a quantitative research as it includes data in numbers to uncover the various patterns that are measured to find out the conclusions. The collection of data is the main aspect of this research. The variables of the research cannot be changed.

3.2 DATA COLLECTION

In this research the data is been collected by:

Questionnaire: In this tool the respondent has to select yes / no according to the preference. They have a series of questions and make it simple to analyse the conclusions .

The tools were further categorised and the analysis was done by combining the questions according to the specific category.

3.3 POPULATION AND SAMPLING

For my research I chose the sample to be 10 teachers. 6 teachers are from NDMC, Babu Market, Delhi region and 4 teachers are from private schools of East Delhi region.

3.4 QUESTIONNAIRE

The questionnaire was self regulated and disseminated among 10 respondents. Prior to giving the questionnaire , all inquiries were disclosed to the members so they can without much of a stretch give appropriate outcomes.

3.5 SAMPLING PROCEDURE

The private schools are randomly selected and the NDMC school is selected as I had done my primary and middle school internship there.

TOOLS AND TECHNIQUES

A questionnaire was prepared to collect the data and each item was analysed by the construction of column graphs.

Each item was measured among two dimensions ie., yes or no.

3.6 PROCEDURE OF DATA COLLECTION

The Questionnaire was distributed by the researcher to 6 teachers of Babu Market school in Delhi region school. The teachers filled the questionnaire by marking the appropriate dimension and writing the appropriate answers. And I had telephonic conversations with private school teachers and I wrote their responses.

3.7 THEORY APPLIED WHILE PREPARING THE TOOL

The questionnaire was prepared so that it may provide the results according to the research questions made and the conclusions can be drawn accordingly which helped the researcher to clearly justify the topic and conclusions drawn after the analysis of the data collected. For this the results were analysed by categorising each item accordingly.

CHAPTER-4

DATA PRESENTATION AND ANALYSIS

QUESTIONNAIRE

THEME- PEER LEARNING IN REGULAR CLASSROOM

S. NO.	SUBTHEME/CONCEPT	RESPONSES	RESPONDENTS
1.	IMPORTANCE OF PEER LEARNING	• Helps in overall development of students • helps to build confidence • students learn new things • make connections with other students • make students understand better • students feel comfortable and open up and interact more • Students enjoy and feel	• ALL TEACHERS • ALL TEACHERS • T1,T2,T3,T6, T8,T10 • ALL TEACHERS • ALL TEACHERS • T4,T9 • T5,T10

		comfortable with peers	
2.	SCOPE OF PEER LEARNING IN REGULAR CLASSROOM	• Observe how group is learning • conduct group tasks and evaluate them • work with the students in the groups • encourage them to take part in the activities	• ALL TEACHERS • ALL TEACHERS • T1,T4.T7,T9 • ALL TEACHERS
3.	ACTIVITIES INVOLVING PEER LEARNING IN REGULAR CLASSROOM	• Group tasks and activities • Plays and drama • sports activities • discussion in peer groups • hands on activities in peer groups • competition among groups • drawing tasks.	• ALL TEACHERS • T1,T2,T5,T7, T8,T10 • ALL TEACHERS • ALL TEACHERS • T1,T6,T7,T9, T10 • T1,T5,T8,T9, T 10 • T1,T5,T8,T9, T 10

ANALYSIS-

While talking to teachers on the importance of peer learning, many teachers shared the same kind of responses like peer interaction helps in overall development of students, it

helps to build confidence, students learn new things and make connections with other students, students feel comfortable and open up and interact more and students enjoy and feel comfortable with peers. While talking about the scope of peer interaction in the regular classroom and activities involving peer learning in the regular classroom, many teachers shared the same points in both the aspects. Scope of peer learning in a regular classroom- teachers observe how the group is learning and they conduct group tasks and evaluate them, teachers sit and work with the students and encourage them to take part in the activities. Activities involving peer learning in the regular classroom- group tasks and activities, plays and drama, sports activities, discussion in peer groups, hands on activities in peer groups, competition among groups and drawing tasks. From the data collected on regular classroom activities, it is observed that there is more scope of peer learning activities in the regular classroom as students are present physically and they can have face to face interaction with the peers and they even enjoy more as compared to having discussion virtually.

THEME- PEER LEARNING IN ONLINE CLASSROOM

1. **DO THEY OBSERVE PEER INTERACTION IN ONLINE CLASSROOM?**
   3 out of 10 teachers observe peer interaction in the online classroom.

2. **HAVE THEY BEEN ABLE TO CONDUCT ANY PEER LEARNING TASK IN THE CLASSROOM?**
   4 out of 10 teachers were able to conduct a peer learning task in the classroom.

3. **ARE THEY ABLE TO CONDUCT GROUP TASKS?**
   2 out of 10 teachers were able to conduct group tasks.

4. **GROUP TASKS THEY ABLE TO CONDUCT IN A WEEK.**
   On an average 1 group task per week.

ANALYSIS-

I have asked a few questions and teachers have to answer the questions in yes or no format and here are the few observations-

3 out of 10 teachers said that yes, they observe peer interaction in online classrooms and all these 3 teachers are from private school. They said they conduct peer learning tasks that's why they are able to observe peer learning.

4 out of 10 teachers were able to conduct peer learning tasks in the classroom and again, these teachers are from private schools. It is very interesting to observe that 4 teachers are able to conduct group tasks in online teaching but only 3 of them observe peer learning. This might reflect that peer interaction is still lacking in the peer learning tasks and there could be many possible reasons for this for example, the tasks were not able to conduct at their pace, students weren't able to keep themselves engaged in the tasks.

2 out of 10 teachers said that they are able to conduct group tasks in the classroom. These two teachers are from private school and they use the feature of a zoom meeting in which they give 15 min to each group accompanied by the mentor teacher. But this would only become possible once in a month or maximum two times.

On an average, teachers said that they are able to conduct one group task/peer learning task in the classroom.

THEME- ACTIVITIES DURING ONLINE CLASSROOM

S.NO.	SUBTHEME/CONCEPT	RESPONSES
1.	GROUP LEARNING TASKS IN THE WORKSHEETS	There were no group learning tasks in the worksheets. Worksheets have to be completed individually. But students are allowed to discuss the answers or questions among themselves.
2.	DISCUSSION TIME	• 8 out of 10 teachers give time to students in completing the worksheet and they can discuss it before submitting it. • 2 out 10 teachers also give time

		after submitting the sheet.
3.	INTERACTION WHILE COMPLETING THE TASK	As there is a whatsapp teacher in NDMC schools so It is difficult for students to interact during whatsapp classes. Interaction would become easy in online classes via zoom or google meet. Students sometimes interact with their peers and send the task. While private school teachers said that, they give time to students to discuss and they take class group wise so that students discuss the work among the peers in the small groups.
4.	KINDS OF ACTIVITIES IN ONLINE TEACHING TO ENSURE PEER LEARNING	● Worksheets ● Discussion on topics ● Dialogue completion ● Advertisement enactment

ANALYSIS-

All teachers prefer to send worksheets as they believe that it is the most convenient tool and also can be easily made. But worksheets do not contain any peer learning tasks. Teachers said that they give time to students so that they have discussion while doing their task. 8 out of 10 teachers give time to students in completing the worksheet and they can have discussion among themselves before submitting it.

2 out 10 teachers also give time after submitting the sheet. These two teachers are from private school and they have observed that giving discussion time to students when they have completed the worksheet is quite helpful and helps in learning as they can put their arguments and this will definitely help them to build on their concept.

THEME- CHANGE IN THE STUDY MATERIAL

S.NO.	**SUBTHEME/CONCEPT**	**RESPONSES**
1.	Change in the study material	10 out of 10 teachers accepted that they have made changes in the study

		material.
2.	DIFFICULTIES FACED BY STUDENTS	Lack of resources(mobile data,mobile phones, study material, motivation), lack of motivation from guardian's/ parents side, absence of face to face interaction with peers
3.	IMPACTS ON PEER LEARNING	Lowering of confidence, lagging in studies, getting demotivated.

How the teachers have made changes in the study material?

Most of the NDMC school teachers said that as there is whatsapp teaching so they have included worksheets in all the lesson plans as that was an easy method to assess students. In the offline mode there was more scope of interaction with the students but in the online mode, one way teaching is taking place and there is almost no space for interaction with the students. When asked how they managed to teach EVS as there are so many experiments, they answered, they made videos by themselves and sent it to the group. Students are asked to see the videos and if experiment is easy or things are available at their homes, then they are asked to repeat the experiment and expected to send the videos. But very few students do perform experiments as they belong from low socio economic background, few of them might have thought that why to waste material like rajma, flour, sugar or detergent. Many students have only joined whatsapp and they are not able to take online classes due to unavailability of mobile data. Teachers said that they can't do anything in this matter as they follow guidelines from the NDMC and they are overloaded with the other administrative work but they try their best to provide material to the students as much as possible. T6 teacher mentioned that there is youtube channel of NDMC which is a great initiative in which they upload teaching material and students access to material but videos as long so very few students see the videos due to lack of data and videos are not very interactive so most of the students just skip the link shared by their class teacher. Private school teachers take their classes on the google meet app, they do face to face interaction with the students, they also have discussions, ask questions, organise quiz sessions, dialogue completion tasks and drama activities once in a month based on the theme. They also organise various competitions like poem recitation, advertisement enactment and drawing competitions.

10 out of 10 teachers said that they have to make changes in the study material as the studies now have been shifted to online mode and there is a lot more difference in both the modes i.e online and offline mode of teaching. Now the material is based on assessment rather than group learning as students face a lot of issues in interactive sessions due to lack of time, lack of mobile data and lack of resources. Teachers of NDMC school believed that if they are able to provide the study material to students and If students are able to access it, it is far more than enough as the students do not have enough resources to have access to the

study material then how can they be able to conduct these extra activities.

Chapter-5
CONCLUSION

The major findings of the study are-
Importance of peer learning is peer interaction helps in overall development of students, it helps to build confidence, students learn new things and make connections with other students, students feel comfortable and open up and interact more and students enjoy and feel comfortable with peers. Scope of peer learning in a regular classroom- teachers observe how the group is learning and they conduct group tasks and evaluate them, teachers sit and work with the students and encourage them to take part in the activities. Activities involving peer learning in the regular classroom- group tasks and activities, plays and drama, sports activities, discussion in peer groups, hands on activities in peer groups, competition among groups and drawing tasks. From the data collected it can be concluded that teachers prefer offline teaching because there is much scope of interaction and learning in the regular classroom. They find it difficult to conduct tasks in the online classroom and they agreed that there is very little scope of peer interaction. Kinds of tasks teachers choose- teachers prefer to send worksheets as they believe that it is the most convenient tool and also can be easily made. But worksheets do not contain any peer learning tasks. While taking about peer interaction in the online classroom-
3 out of 10 teachers said that yes, they observe peer interaction in online classrooms which is very few, which shows that there is a need to incorporate peer learning tasks in the online teaching. Data from the NDMC schools reflects that students do not show interest in the online classroom as many of them have lack of resources like mobile data and smart phones and most of them find classes boring as there is no face to face interaction and also students do not find interactive material sent by the officials. So it can be concluded that students are lacking peer to peer learning opportunities, there is a scope of learning opportunities but that will definitely require resources, creativeness and time.

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RESEARCH PROJECT

Education for Sustainable Development: A study of its integration in curriculum and implementations to make green schools.

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INTRODUCTION

SUSTAINABLE DEVELOPMENT

Sustainable development is a concept which was first used in 1970s when industrialization emerged .A report titles as 'Our Common Future' (Brundtland Report,1987) published by World Commission on Environment and Development gave the first and the most commonly used definition of sustainable development," development that meets the needs of the present without compromising the abilities of future to meet their own needs. Some other international initiatives like IUCN , the Tbilisi Declaration (1977), the International Education Program (IEEP), the UN Conference on Environment and Development in 1992, the Earth Summit, Agenda 21 (Chapter 36), Millennium Development Goals, the Education for All Dakar Framework for Action accept the same definition by targeting that to achieve sustainable development education and learning are very much important. In the Johannesburg Summit held in 2002 ,Decade of Education for sustainable development UNESCO , education for Sustainable Development as a dynamic concept that contains all aspects of awareness, education and training for the public to create and enhance an understanding of the connection amongst the issues of sustainable development and to develop knowledge, skills, behaviour, and values in the people that will empower people of all ages to show their responsibility for making a sustainable future (UNESCO, 2014).

The United Nations World Conference on Environment and Development (WCED)highlights the three main aspects of sustainable development as environmental, economical and social-cultural. To achieve development in these aspects 8 millennium Development Goals (MDGs)were created by United Nations in year 2000. These included eradication of poverty and hunger, achievement of universal primary education, promotion of gender equality and empowerment of women, reduction of child mortality, improvement of mental health, combating HIV/AIDS, malaria and other diseases, environmental sustainability and global partnership for development. These goals were set to be achieved till 2015 they were not achieved till 2015 so to cover them and make more specific goals based on the emerging challenges in the year 2015 a set of 17 Sustainable Development Goals (SDGs) were declared as milestones to be reached by the year 2030. The 17 SDGs are given in the picture below.Many of the issues related to sustainability are complex because social-cultural, economic and ecological aspects are strongly linked to each other.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

"Education for Sustainable Development (ESD) means education that encourages development of knowledge, skills, values and attitudes to enable a more sustainable and just society for all"(UNESCO,2014). the aim of ESD is to empower and equip the present and future generations with the resources so that their needs are fulfilled with a balanced and interconnected approach to the socio cultural,economic and environmental components of sustainable development. The concept of education for sustainable development was born to consider education important for all to address the growing challenges of our planet.To follow this, education must be strengthened in all activities that promote sustainable development. Sustainable development should be integrated into education and education at all levels must be integrated into sustainable development. "Education for sustainable development is holistic in nature which focus on the learning content,outcomes, pedagogy and the school environment" (UNESCO, 2014). With regards to curriculum, the sustainability challenges that the societies are facing cut across boundaries and multiple into thematic areas.The ESD promotes the integration of critical sustainability issues into the curriculum to prepare learners to understand and respond to the changing issues. In order to deliver these issues,education for sustainable development promotes the use of innovative pedagogy, encouraging teaching and learning in an interactive, learner centred way that enables exploratory, action-oriented and transformational learning.

EDUCATION FOR SUSTAINABLE DEVELOPMENT: INDIAN SCENARIO

Basic Education was the first serious attempt at relating education in schools to local sustainable needs in India.The essential elements of Basic Education were: productive activity in education;correlation of curriculum with the productive activity and the social environment; and intimate contact between the school and the local community.(Gandhi , Mahatma,1937)Protection of the environment is a value which along with certain other values must form an integral part of curriculum at all the stages of education.(NEP,1986). Public interest litigation filed in Supreme Court by Sri M.C. Mehta for making Environmental education compulsory at school level and the Hon'ble Supreme Court directed NCERT to prepare a model syllabus in for environmental education for all the states to adopt in their school education curriculum.

According to Scott (2002) Education for sustainable development is needed to promote schools to stimulate the learners to reflect on their own lifestyle and find the sustainability issues. It implies that learners should be encouraged to reflect on the concepts related to sustainable development with the decisions they are taking in the their own life. Critical and reflective thinking is an essential tool for living sustainably. In 2015, NCERT developed a resource book named “Towards a Green School” on Education for Sustainable Development for Elementary Schools, which is a good and essential step to educate the readers on what sustainability should look like in a school how we can find the implementations done in a school for promoting it along with the suggestions on how this can be done(NCERT, 2015). In India a report titled as“Achieving the Sustainable Development Goals in India: A Study of Financial Requirement and Gaps” (2015) advocates that in order to promote sustainable development there is a need to promote societies which are peaceful and inclusive. Fortunately,we can find a large number of documents and researches that advocate the introduction of sustainability in curriculum. It also emphasized that sustainable development should be introduced at the initial level of education. It is therefore, more important to resolve these issues at schooling level especially in developing countries like India.National Curriculum Framework (2005) have used the term ‘sustainable development’ but the sole purpose of the document is not related to sustainable development.National Policy of Education (1986) has made effort and therefore recommendations towards environmental education which is just a part of sustainable development but no updated national curriculum framework has been produced out since the NCF 2005, as desired by our National Policies on Education 1968 and 1986.The developmental programmes in India are guided by the Five-Year National Development Plans and The XIIth FYP (2012-17) envisions: ‘Faster,

Sustainable, and More Inclusive Growth', but till now after the introduction of 13th Five year plan (2017-2022) the focus has remained only on environmental sustainability rather than on holistic sustainable development approach (NUEPA, 2014). It is therefore needed to reflect on sustainability issues in education as a main stream. Although all the subjects are important for promoting the issue of sustainable development but Social Science and science are the most suitable subjects for its reflection because they have high potential for the inclusion of sustainability related aspects in it.

RATIONALE

Education for sustainable development means development of knowledge skills attitudes ,values and appropriate behaviour through education which is necessary to shape a sustainable future by solving the prevalent problems. According to UNESCO (2004) Education for sustainable development empowers the learners to make informed decisions and responsible actions for environmental integrity ,economic viability and a just society for the present and the future generations while respecting the diversity. Environmental education for sustainable development is about life long learning and is also an integral part of the 4th goal of quality education of the sustainable development goals by United nations.Education for sustainable development is very much needed to enable the learners to relate what they learn in their schools with their real actions and take to solve the issues by adopting a sustainable lifestyle.Therefore the role of the textbooks, teachers and schools is very important in giving this opportunity to the learners. In India, even the government has initiated ,many plans to include holistic education in the schools where steps to follow constructivist approach using Curriculum and Pedagogy in Schools that would lead to Holistic, Integrated, Enjoyable, and Engaging learning (NEP,2020). They have also made effort to shift teachers' focus to teach core concepts about sustainable development in the curriculum. Therefore it is essential to survey how this is followed by the teachers and the schools which further requires finding about the steps taken to promote sustainable development in the schools through the science and social science curriculum of middle schools. This research project titled ,"Education for sustainable development : A study of its integration in curriculum and implementations to make green schools ",will analyse and find the components of sustainable development that are there in the textbooks,the steps taken by the teachers to develop the activities and the initiatives by the schools to implement them to make their schools green.

STATEMENT OF THE PROBLEM

The 4th sustainable development goals and education for sustainable development tells us that their is a need of quality education. Various research tells us that in order to include quality education there is a need of policy reform so that all the targets related to quality education which are related to sustainable development can be included in it but the problem is the present curriculum and school practices are not specifically mentioned anywhere to know what the textbooks , which are given the top most priority in the Indian Education System (Krishan kumar ,1992) are doing to promote sustainable development or to know the activities which the teachers are developing and to find what initiatives are taken by the schools to make their school green.In India as many steps are being taken through the government initiatives to promote environmental eduction but the development of the other aspects related to sustainable development are not much highlighted as a result there is also a need to know how sustainable development as a whole is promoted in the schools and in the teaching practices and in the textbook syllabus .

Sustainable development helps in promoting cultural prosperity,improved economic opportunity,increased social well-being and protection of the environment.School is the best place to teach and adopt sustainable development practices.Investing in the development of the children is directly proportional to investment for our future. Young people are the biggest contributor of change and transformation when they are made aware of their responsibilities so when they will be introduced about sustainable development at an early age through curricular practices and school initiatives they will get more knowledge and skills to participate in the sustainable development globally. It will also enhance their personal growth, build confidence, autonomy, leadership and develop life skills like critical thinking.Sustainable schools are committed to energy conservation, water conservation,conservation of biodiversity means to tackle emergency , adopting practices to manage waste, promoting cleanliness practices of both learners and the school to help the learners become compassionate citizens. According to Wheeler (1967) curriculum is the designed experiences under the guidance of the schools which are offered to the learners. Therefore in this research project the focus will be on the already present curriculum where the content of the textbooks be analysed to find all the components related to sustainability that are covered in the middle school NCERT textbooks,the steps that the teachers are taking in the curricular and co-curricular practices in the classroom transaction to teach different aspects related to sustainability that are part of the curriculum and the initiatives which the schools are taking that are related to sustainability and would lead to sustainable development

when the learners are involved in them. This will help us in knowing what is presently done in school practices and pedagogical methods and what is the scope of improvement is this aspects which can be brought out in the future.

OBJECTIVES

1. To find and analyse components in the social science and science textbooks of middle school that motivates students towards sustainable development.

2. To study the steps taken by the teachers to promote sustainable development through curricular and co-curricular activities.

3. To know the initiatives taken by the schools to promote sustainable development.

REVIEW OF LITERATURE

Dash,Mishra and Sataoathy (2008),in their research paper,"Education for Sustainable Development: A study of attitude of secondary school teachers"says that Education for sustainable development has connections with other programmes and is important for the overall education. They also gave their opinion that sustainable development requires a comprehensive and integrated approach. It is not to be considered as a new programme but needs to be adjusted in the on going educational programs with changes in programmes and practices so that education plays an important role in building the capacity of society to work together and build a future sustainable for all. In Geography many teaching and learning strategies are used in school which can encourage effective education for sustainable development. These includes a range of text and media resources. This enables the learners to envision the sort of future which is sustainable for all the members of the society.

Landorf, Doscher and Rocco (2008),in "Education for sustainable human development: Towards a definition" concluded in their study that there are more than 50% of the countries who are part of the united nations and which integrated Education for sustainable development into their formal education curriculum. They also argued that education for sustainable development is a concept which is based on Amartya Sen's human capability approach i.e., enhancement of human well-being by enhancing the individuals' capabilities and their participation in democratic processes, for the present as well as future generations. They further concluded that through this a direction will be given for the transformation of curriculum, pedagogy and assessment in context of education for sustainable development.

Jóhannesson, Norðdahl, Óskarsdóttir, Pálsdóttir, and Pétursdóttir (2011) in their paper, "Curriculum analysis and education for sustainable development in Iceland. Environmental Education Research"found that school curriculum may or may not directly mention about education for sustainable development. When they Icelandic public school curriculum for early childhood and upper secondary levels to find how does they mention/address education for sustainable development.The authors developed a curriculum analysis key which was based on economic, environmental and social factors for the investigation purpose. The findings suggested that the Icelandic curriculum for early childhood and upper secondary schools did not clearly include concepts related to education for sustainability, but when the curricula was interpreted in relation to the sustainable development goals given by the United Nations and the Icelandic government, it provided teachers and schools with some guidance related to education for sustainable development.

Kuo, M., Browning, M. & Penner, M. (2018) in their paper, “Do lessons in nature boost subsequent classroom engagement? Refuelling students in flight.” was based on a study to find the impact of outdoor classroom teaching and learning process used in all the subjects taught in the school also the use of group activities and the total weeks when this approach is used. Results indicate that students are able to concentrate better when taught in open classrooms in nature. In the study the lesson plans prepared by the teachers for the outdoor and indoor classrooms showed that the advantage of the outdoor lessons were not dependent on the topic , approach of teaching, time of commencement or the nature of the lesson rather because of the experiential learning and the effects of fresh air and biodiversity.

Meadows,Dennis,L, Van-derWaals ,Barbara, (1989) in their book, “Games on sustainable development” is a collection of educational games and activities developed for the teachers to teach concepts related to environmental protection and sustainable development. Games for all ages are there including individual as well as group/team games. Material requirement to play them is very low .The games with variation in duration are there from 10 minutes to games which require two hours to play .

Green Guide :A User’s Guide to Sustainable Development for Canadian Colleges (1992) is a book with four chapters which includes an overview of the steps involved by the college to make their college sustainable . In drawing together reports from members of the Association of Canadian Community Colleges (ACCC) shows the various initiatives taken to make Canadian college campuses green by focusing on the principles, strategies and goals which underline the objectives of reduction or eliminating the negative impact. The guide consists of a number of suggestions among them some are as follows-

To develop and promote a reasonable list of activities based on composting,recycling,planting trees, shrubs,organizing car pools,promoting energy conservation ,reusing envelopes ,encouraging reusable lunch containers, coffee mugs, etc., and starting an Eco-Olympics.

Colleges should encourage activities/practices that promote a reduction in energy consumption and encourage conservation.like establishing energy audits,ensuring that energy-efficient standards and guidelines are used for equipment, new and old buildings and other materials ,installing modern energy-efficient equipment and lighting ,installing water-conserving devices.

They should encourage more efficient use of transportation. By promoting public transportation, developing incentives for car pooling, maintaining college vehicles for fuel efficiency and emission reduction, promoting walking and biking to work. The College should minimize the amount of waste it produces. conducting a waste audit ,improving the recycling of paper, cans, plastics, etc.,reusing or offering for reuse materials that cannot be recycled ,composting and/or waste segregation. Advancing public understanding of environmental knowledge by having a community outreach program in colleges.

Alternative and Sustainable development (Bhasin, Kamla ,1992) tells sustainable Development seek harmony with nature , is people oriented, focuses on basic needs of all ,decentralizes resources ,and requires participatory rather than representative democracy but from the analysis of Indian curriculum she concluded that the present Indian curriculum system has four deficits where Mainstream development is seen with material goods, humans are considers superior to nature, women are not given power and resources are centralized and diversity is not effectively shown.

Learning for sustainable Future (2000), by Environment Canada showed that Environmental Education was taught as part of the science and social studies curricula in the schools and not as a separate subject, to teach those concepts teachers had very few resources and less knowledge about the environmental issues. But with advancement the concept of sustainable development has been embedded as a learning outcome in several provincial and territorial curricula. Thousands of teachers across the countries have been exposed to workshops in the methodologies of exploring complex environmental social and economic issues. There are many examples of teachers ,students and parents cooperating in environmental and sustainable development projects at the community level with the support of the Eco-Scope Programmes is one example of a school/community project. Some provinces have developed incentives programmes to increase students 'knowledge and encourage positive attitude toward the environment.

The Institute for Global Environmental Strategies (IGES) (2001) began it's first phase of Strategic Research (1998-2000) in 1998.One of it's six research projects were based on environmental education. This project prepared a comprehensive strategy based on environmental education in the Asia -Pacific region. As an initial step, the Project assembled reports from 34 countries. The objective of the project was to find overall status of environmental education activities across the regions,especially the issues, initiatives taken , their success stories and gaps in EE. Project analysis shows incorporation of EE into all forms of education;Writing of greener curricula;Creation

of new initiative such as green accounting,Eco-clubs,Eco-farming ,green press and green banking;Development of composite courses at the primary level;Expansion of focus from Physical and Natural sciences to Social Science courses as well. Environmental Education in formal education ;Emphasis on Extra-curricular and co-curricular activities to supplement school curricula;and Professional development of environmental educators and facilitators. The findings indicate that countries of the Asia -Pacific region are aware of the need for the EE , to improve the quality of human life. They have shown interest by incorporating Environmental concerns into formula, as well as non-formal, education programmes. Government, NGOs, educational institutions , the media and other organizations have taken concerted efforts to meet the growing Environmental challenges. The media has raised many environmental issues and accordingly some pioneering activities have been initiated. Despite resource constraints, persistent poverty,rising population and developmental problems, the countries of Asia and the Pacific have demonstrated promising leadership in the filed of EE.

Education for sustainable development: Indian Experience (Ramboojh,2003) highlight the importance of sustainable development by emphasising on the need to integrate sustainable development concerns in the educational system at all levels in order to utilize education as a key agent for change. He also mentions about the efforts to promote education as the basis for sustainable human society and to strengthen international cooperation towards the development of innovative policies, programmes and practices of Education for Sustainable Development (ESD). National Policy on Education (1986) stresses the need to integrate environmental concerns at all levels of education and all sections of the society.Education is a state subject in India. The central government,however,guides the policy initiatives in the area of education in the country . The need of infusion of environmental education in educational programmes should be emphasised.

Department of Education and training Manitoba, prepared a curriculum package , 'sustainable development grades 5 to 8 caring for the world, Curriculum support for social studies and science .' (1993) to assist teachers of 5-8 grades in Manitoba to start the process of integrating and implementing sustainable development in the curriculum of science and social studies, it contains four sections; first section outlines the origin of sustainable development,it's evolution and how it should be taught. The second section suggests the themes or concepts in social studies and science subjects where sustainable development can be integrated. The third section is made up of three parts:-

- provides strategy on sustainable development for teachers and students of the 5-8 grades.

- suggests teaching and learning practices that were grade specific
- describes concluding participatory hands on activities for teachers to take up in the class.

The fourth section provides a list of resources that are related to sustainable development and can be included in the classroom practices.

Martin,Peter (1993) in , "Education,Environment and Sustainable Development" describes the overall aims of education programmes to bring changes towards sustainable development. In his paper he discussed the role of sciences , arts , religion,history , geography and language in integrating the environmental education in curriculum and he also presented a list of curriculum management strategies for improving the design and content of the school environment.

Mohanty, A. and Dash, D. (2018), in Education for sustainable development: A conceptual model of sustainable education for India"gives the theoretical background and an analysis of the sustainable development goal 4 given by the UNESCO for the need of sustainable development in our education system. It also analyse the Indian education system for the promotion of sustainable development by stating that the RTE (2009) , reforms in NEP , schemes started by NITI AYOGE all failed by insufficient implementation by the government. The curriculum is not not uniform, the teaching learning practices are not followed according to the NCF 2005 , no monitoring on the functioning of schools and out dated pedagogy are some of the reasons of unsustainable education system of India. there is no awareness, nor education for sustainable consumption, lifestyle and habitat for sustainable growth and security of our future generations.Sterling (2001) defined 'sustainable education' as a "change of educational culture that develops and embodies the theory and practice of sustainability" based on this, this research paper tries to develop a conceptual model of sustainable education for Indian school education system using a triple bottom line model based on the 3 drivers (profit, people and planet) and concluded that the harmonious working together of these drivers can make our Indian education system a sustainable one.

Sharma ,Sunita (2015) in resource book "Towards a green school ,education for sustainable development for elementary schools" precisely define what a green school is and what implementations should be done in the curriculum and the school to make a green school. It also contains a number of audits and activities which can be taken up.According to it the curriculum should always be in integrated manner only then their will be holistic development of the learners which would make the learners sensitive to the environment .The Green School should has clean, healthy, protective and green surroundings. Inclusive, effective for learning and involves all

stakeholders. Current school curriculum still tests information and labels the learners on their performances in the common examinations held in the school. Learners end up mugging up information and reproducing it in the examination that is by rote memorization. Therefore the curriculum should make sure to provide ample opportunities to the learners to relate to their real life apart from getting the knowledge about the environment. This would make the process of teaching-learning an enjoyable and meaningful experience it would also enable them to develop sensitivity and acquire relevant skills to address the real life environmental issues and problems.There is a need to reorient the teaching and learning processes where the learners instead of relying on the mechanical reproduction of information develop various process skills e.g. observing, critically thinking and examining and generating knowledge on their own .Green curriculum is holistic in nature which makes sure that Learners get a better understanding of the way the world functions as a total system. A wrong step by a single individual can be proven harmful for the whole world. The curriculum for sustainable development should be process oriented which helps the learners to explore,understand and experience their environment, through which they 'construct' their knowledge, which would lead to development of attitudes, values, skills and habits that would last for life and inspire positive action.

The textbooks should always comprises of open ended questions , giving the learners opportunity to use their prior knowledge and construct new knowledge based on it.Teachers are hard pressed to complete the 'syllabus' and often they use the textbook as the be all and end all of the teaching-learning process. Instead textbooks should a repository of giving the knowledge and the class teacher should involve many other TLM like games , activities ,stories poems etc which gives learners hands on experiences .it should encourage learners to seek out knowledge from sites and sources other than textbooks – in their own experiences and surroundings (home, community, physical and natural environment), in the experiences of people at home and in the community, in sites outside the school(NCF–2005). this will help them to expand their capacities, learning abilities and knowledge base. When the learners understand the interdependence of all the themes and use them for the conservation of our world, they will be able to impact significantly towards sustaining life on this earth.

Green syllabus (2005), is an article which shows the responses of the interview taken from people from renowned institutions. From their responses it came out that in order to impart sustainable literacy there is a need to develop or improve the infrastructure of the schools where maximum of experiential learning can be provided to the learners. The syllabus should be localized so that the learners can get

the knowledge about their surroundings and find solutions to make it sustainable first. All the subject matter should be related to the local surroundings of the learners so that they can relate to them and work towards its protection rather than just learning theoretical in the class about the things that are far off to the learners. Environmental education is needed not only to spread the awareness among the learners but to make them capable enough to analyse the situation and work towards its protection using the skills developed.For the success of environmental education the willingness of teachers to teach in the effective manner based on the EVS curriculum and the students willingness to study and work in accordance to the guidelines given by the teacher are necessary.The extracurricular is dogmatic and non-experimental. It is becoming more of technical subject where the socio-economic , cultural and political problems are not addressed along with the environmental knowledge to promote overall sustainable development.

METHODOLOGY

RESEARCH QUESTIONS

- What are the components present in the social science and science textbooks of middle schools that motivates the students towards sustainable development ?
- What are the steps taken by the teachers to promote sustainable development through curricular and co-curricular activities ?
- What initiatives are taken by the schools to promote sustainable development?

TEXTBOOK COLLECTION AND SAMPLE SIZE

For the textbooks sample size and content collection National Council of Educational Research and Training (NCERT) 2020 edition books were taken for the analysis. Textbooks were downloaded from the official website of NCERT.

For the sample size 12 textbooks of middle schools were taken .12 textbooks consists of 4 subjects -

1. Science
2. Political Science
3. Geography
4. History

From each class these four subjects were taken therefore 4 text books from class 6, class 7 and class8 were taken to get 12 textbooks in total.

NCERT books are taken because they are centralized books and are widely accepted and followed by the schools.

TEXTBOOK ANALYSIS FRAMEWORK

The analysis of the textbooks was done by taking the ideas from three documents and then creating more concepts and sub-concepts related to sustainable development . The three documents are as follows -

1. The UNESCO Roadmap for Implementing the Global Action Program on ESD (2014, p. 11) having climate change, biodiversity, disaster risk reduction, and sustainable consumption and production as areas of sustainable development ; are used in dividing the content into different themes.

2. The Earth Charter (2000). The Earth Charter (2000, pp. 23) puts forward the following four principles: The first one is respect and care for the community of life, the second is ecological integrity, the third social and economic justice and the last democracy, non-violence, and peace.

3. Transforming our world : the 2030 Agenda for Sustainable Development (2015) which contain 17 sustainable development goals as follows- (1) No Poverty, (2) Zero

Hunger, (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation and Infrastructure, (10) Reducing Inequality, (11) Sustainable Cities and Communities, (12) Responsible Consumption and Production, (13) Climate Action, (14) Life Below Water, (15) Life On Land, (16) Peace, Justice, and Strong Institutions, (17) Partnerships for the Goals. As mentioned in learning outcomes for environmental literacy (Pramod, 2016) the analysis was done by following the four objectives given by UN Environment Programme (UNEP) Intergovernmental Conference at Tbilisi. The objectives are based on Awareness, Knowledge , skills and participation. The idea of doing the analysis in the tabular form was taken from ' Content Analysis of NCERT Text Book from Population Education Point of View,'NCERT ,march 2014.

METHODS, TOOLS AND SOURCE FOR DATA COLLECTION

For the purpose of qualitative data analysis, open ended questionnaires as a tool were prepared. Two questionnaires were prepared one was named as 'Subject Teacher Questionnaire 'which was given to the teachers and second one was 'Green School Questionnaire 'which was prepared for the principals of the schools. Apart from the open ended questionnaires data was also collected from some of the school websites to get more details.

Qualitative method was used as the main purpose of this study is to know the different steps and initiatives taken by the teachers and the principals respectively leading to the inculcation of the aspects related sustainable development rather than comparison between the teachers or the schools.

Open ended questionnaires were used so that teachers and principals are not restricted to few generalized options rather can given diversity of responses based on their own experiences and uniqueness. It also allows the research to have a holistic and comprehensive study of the responses gathered based on the steps teachers take to develop curricular and co-curricular activities as well as initiatives that the schools are taking to make their schools, green school's to do a detailed qualitative analysis. It also helps the researcher to take a number of responses in shorter duration and gives the respondents flexibility to give responses according to their availability.

SAMPLE SIZE AND THE TARGET RESPONDENTS

For the sample size 18 schools were taken from which five were private schools and 13 were public schools in each of the 18 schools one teacher and one principal was provided with the questionnaire so total number of 36 responses were taken.The reason behind choosing these schools were the availability of the teachers and the

principles to fill the questionnaires , agreement to fill the questionnaires by both teacher and principal of the same school so as to find the relation between in responses of the teacher and the principal and relate originality in the responses of few questions which might have the chances for the teachers and principals to give similar responses; the schools selected were middle schools and it was made sure that the teachers teach science or social science in the school as per the requirement the objectives and to make some connection between the textbook analysis and questionnaires analysis.Private and public both kinds of schools were taken so as to increase the chances of receiving diversity of different responses.

CONSTRUCTION AND CONTENT OF THE QUESTIONNARIE

Sample questionnaires/survey sheets and books were read and observed to get ideas to form broader themes for developing questions for the open ended questionnaires. Based on the formed themes , broad questions were made by the researcher. The sample questionnaires/survey sheets and books which were observed are given below-

- Sustainable school questionnaire 2009 by university of Westminister file:///C:/Users/Dell/Downloads/Sustainable_Schools_Questionaire2009%20(4).pdf
- Green school of India environmental audit questionnaire developed by C.P.R. ENVIRONMENTAL EDUCATION CENTRE http://cpreec.org/images/Green%20Schools%20of%20India%20-%20Environmental%20Audit.pdf
- Think Earth School Survey by Think India Environmental Education foundation https://thinkearth.org/surveys/school
- Pupil questionnaire(2016) by Brighton and Hove Environmental Education http://bhee.co.uk/wpcontent/uploads/2015/11/BHee_env_review pupil.pdf
- Sharma kavita ,pandya mamta,Towards a green school on Education for Sustainable Development for Elementary Schools,NCERT ,2015 https://ncert.nic.in/dee/pdf/Towards%20A%20green%20School.pdf

The broad themes formed for the subject teacher questionnaire were :-
Development of curricular/co-curricular activities by the teachers related to -

- Water conservation
- Energy conservation
- Cultural practices with sustainable development
- Use of Eco-friendly material

- Use of natural environment

The broad themes formed for the Green School questionnaire were -

- Use of Biodiversity present in the schools
- Initiatives related Programs/campaigns/clubs
- Tackling of emergency situations
- Specific initiatives for water conservation and Energy conservation
- Promoting of waste management by the schools
- Community Involvement

PROCEDURE OF DATA COLLECTION

Due to the present covid-19 scenario and to follow the precautions online medium was adopted for the data collection .

A CONSENT FORM made on google forms was sent to all the respondents through Email or Whatsapp . It contained information about the researcher, title of the research , purpose of the study with the description of questions they are expected to answer, time requirements , a promise to not disclose their identity and then the option for them to agree or not to be a part of the project on voluntarily bases .Once the consent forms with agreement were received I forwarded the respective questionnaires made on google forms to the the selected teachers and principals through whatsapp or Email.

I started circulating questionnaires from 25th February 2021 and this data collection process ended on 30th March 2021 therefore the total duration of data collection was 34 days.

QUESTIONNAIRE ANALYSIS METHOD

For the purpose of data analysis qualitative method of data analysis was used. Before analysing the data teachers and principals were given certain codes for the simplification of the data presentation and analysis .After giving codes responses of the teachers and the principals under the questions given in their respective questionnaires were analysed to find similarities and differences in the responses.Under the themes , categorization of the data was done that emerged out of the responses of teachers and principals respectively. The research design was then done in the form of tables and descriptive presentation with analysis.

CODING OF THE DATA

School number	Code for the Teachers	Code for the principals
1	T1	P1
2	T2	P2

3	T3	P3
4	T4	P4
5	T5	P5
6	T6	P6
7	T7	P7
8	T8	P8
9	T9	P9
10	T10	P10
11	T11	P11
12	T12	P12
13	T13	P13
14	T14	P14
15	T15	P15
16	T16	P16
17	T17	P17
18	T18	P18

This was the table made for giving codes to teachers and principals the name of the schools are not written for the purpose of confidentiality.

LIMITATIONS

- Schools from Delhi region are taken.
- Sample size is small.
- Teachers belonged moslty to social science background.
- As broad questions were asked in the questionnaire there is chances that the teachers /schools also follow or do some activities but have not mentioned it in the questions as others have.
- Around 13 questionnaires were transferred to the principals from the school teachers or other known people to the principals instead of direct communication from me which contains the possibility that they are filled by other members of the principals and not the principals.
- 5 school teachers who were considered as respondents were newly appointed which have the possibility that they are not aware of all the activities the school do or have not yet developed curricular or co-curricular activities based on the concepts on which questions were asked.

DATA PRESENTION AND ANALYSIS

TEXTBOOK ANALYSIS

The textbook analysis given below highlights the portions of the texts from different lessons of the science as well as social science (History,Political Science, Geography) NCERT textbooks where sustainability as a concept is involved.

Class-wise Status of concepts related to Sustainability in NCERT Textbooks at the Middle school level

Below is the table given for 6th class NCERT textbooks

Subject	Title of Lesson	Finding s	Page no.	Concepts related to sustainable development
Science	Ch-1 Food: where does it come from?	This lesson encourages readers to consider poor health as a factor of poverty and find ways in which more food can be produced and wastage can be reduced. There are many people who do not get sufficient food. The readers are asked to find ways to ensure that this food is made easily available to each one of us. This spread awareness amongst the reader to not waste food. Respecting the culture and it's practices is also an important part of sustainable practices . Certain kind of food items are prepared in different cultures using sustainable methods or some cultures have endemic food items which are highly nutritious. Here the readers are encouraged to	5-7	Poverty and health Responsible consumption and production Culture and health Poverty and Eradication of

		list them down after talking to people from different culture. Eradication of Hunger is an aspect of sustainable development. two questions given on the back side of the lesson encourages learners to find the reasons of hunger and the ways to reduce food waste. This will indirectly let the learners find ways to reduce poverty and food shortage in the near future. Questions-Does everyone around you get enough food to eat? If not, why? What are the ways we can think of to avoid wastage of food?		hunger
	Ch-2 Components of food	Importance of Nutrients in our food is emphasised while sensitizing the readers to think about the people who don't get proper food to eat as a result of unbalanced diet they face health issues. Here along with health the readers are also encouraged to think about the relationship between poverty and health. Awareness about over eating and intake of a particular nutrient related health problems is provided and readers are encouraged to find the health related problems. This will in-turn help them to spread awareness and take care of their health.	15	Good health and well being Responsible consumption and Health
	Ch-3 Fibre to fabric	Trading helps in the economic growth of our Country which makes it possible for India to invest sustainably in the development. By knowing about India as a major producer of cotton and its fabric and finding out about it's advantages as asked in a question, "India exports fabrics and	24	Economic growth

		items to many other countries. Find out, how it helps us?"learners with understand the importance of Economic growth in the sustainable development of a country.		
	Ch-8 Body move ments	Yoga is the most effective , natural and affordable means of staying healthy . This lesson talks about the importance of Yoga as an invaluable gift of the ancient Indian tradition. It also gives knowledge about benefits of Yoga.	76	Good health and well being
	Ch-9 The Living Organi sms — Charac teristic s and Habita ts	Appropriate Living conditions are necessary for a species to live on this earth and for that each species also has a particular habitat . In this lesson knowledge about habitats is given and then the readers are encouraged to visit a local zoo and find out what special arrangements are made for the animals that have been brought there from different habitats.This will let the learners know the importance of habitat for survival and in some sense with the help of facilitator they can also be encouraged to understand about the balance of ecosystem and need of all species for it's proper working.	94	Life on land Life under water
	Ch-12 Electric ity and circuits	The lesson explains about the generation of electricity and after that in the end exercise readers are asked to ,"Imagine there were no electric supply for a month. How would that affect your day to day activities and others in your family? " and do a small play to show the importance of electricity." by this learners will understand why energy is needed for us and the need to have	124	Affordable and clean energy Innovation

		affordable energy that is available to each and every human By reading about great personality 'Alessandro Volta' and' thomas alwa edison ' as mentioned in the lesson. Learners will get knowledge about the innovations and motivation to do inventions ,innovation which will help the present as well as the future generation		
	Ch-14 Water	In this lesson learners are asked to think of ways in which we can conserve water and relate the shortage of water with the increasing population and thereby relate the increased population with the increased consumption of water. Through an imaginative task learners are sensitized towards the inequalities that persists in our world based on the water availability and consumption . Ground water is one of the few sources of fresh water availability . Knowledge is given to the readers on importance of seepage of rainwater into the ground and it's adverse affect of non availability of water to drink .If there will be no ground water, fresh water availability will reduce and living beings wont survive. After sensitizing on the need of water for all this lesson gives knowledge about the availability of the fresh water and the need to conserve it by not wasting water. One of the very important concept of " rainwater harvesting" for	143 -144	Clean water and sanitation Reducing inequalities Responsible consumption and production Water conservation Natural disaster management

		conservation of water is also introduced in class 6 in this lesson.After that the techniques of the rainwater harvesting are also discussed that let the readers educate others and develop a rain water harvesting system in their surroundings. After all the knowledge learner are asked to list the ways in which they can save water One question in the end exercise also allows the readers to think of the possible mitigation strategies against the floods and share their views .		
	Ch-15 Air around us	After talking about the composition of the air and the dust particles present in the air there is a mention of windmill as a renewable source of generation of electricity. It's working is also explained. An activity encourages learners to Observe the leaves of trees, shrubs or bushes planted by the roadside. And find out whether their leaves have some dust or soot deposited over them and to take observations with the leaves of trees in the school compound or in a garden. And find the difference between them. This I believe is a good activity to in still the knowledge about causes of air pollution and allows them to find reasons of these differences.	150-152 154	Renewable energy Climate action/climate change Air pollution
	Ch-16 Garbage in, Garbage out	Brief information about the swachh bharat mission is given. Then this lessons provides readers ways in which they can effectively manage waste and convert them into something useful. Like -"If the	155-165	Waste management Health

		garbage was found to rot completely and did not smell, mix it in the soil where you sow your favourite plants. This would provide nutrients to the plants. “ It also makes the readers aware of the bad/ill methods of disposing the waste which ultimately causes more harm. Concept of vermi- composting is also given in this lesson as an effective best out of waste and affordable method. Method of Paper recycling as a sustainable means of waste management is also given. Along with that the uses of plastics are strongly discouraged by telling the problems and improper disposing of the plastics. After sensitizing about harmful effects of plastics learners are also encouraged to find the ways in which they can minimise over use of the plastics.Activities for dealing with garbage are also given in the end which allows the learners to learn proper disposing methods		Vermi compost Say no to plastics Recycling
History	Ch-1 What, where, how and when ?	Documentation of past incidents is very much important . We learn from the mistakes of our pasts and work to improve our lives in a more sustainable manner. Foe that this lesson talks about the importance of Inscriptions and manuscripts . There is one question asked in the end - List at least five different crafts that you know about today. Are the crafts persons — (a) men (b) women (c) both men and women? . This question I believe have the ability to	1-10	Culture and innovations Gender justice

		provoke readers to think about the gender roles in work place.		
	Ch-2 From huntin g-gath ering to growin g food	We live at the place where we find the resources to meet the basic livelihood demands, specially availability of water. This lesson gives readers knowledge about the establishments of the settlements near water bodies and encourages readers to think of the reasons for the same. Thereby educating them about the importance of water and good living conditions. This lesson also talks about the changes in environment over time. Like the development of the grasslands because of the climate change and therefore the survival of the animals like deer and antelopes which lead to changes in the hunting and gathering practices.	11-17	Water availability and good living conditions Climate change
	Ch-3 In the earlies t cities	Reconstruction of buildings are necessary to save them from collapsing and damaging the lives of people at the same time it is important to preserve the old buildings as they give us a proud and motivating feeling of how our ancestral made sustainable buildings that are erect in this era also. They also educate us with the sustainable methods and materials to make a building long lasting .For that the example of Harappan civilization is given in the textbooks. Examples are also given in this lesson showing how the agriculture sector grew and the steps taken in ancient time to produce more food using sustainable methods.	24-34	Sustainable communities Long lasting buildings Sustainable agriculture Increasing Production

	Ch-8 Vital villages ,thriving towns	This question -"Do you think women would have faced any problems while working?" given in this lesson makes it possible for the learners to critically think of the gender roles and stereotypes and the problems faced by the women because of this.	79	Gender equality and justice
	Ch-11 Buildings, paintings and books	This lesson talks about the buildings of the past and then in the end asks the learners a question to list some steps that can be taken to make buildings and monuments accessible to differently abled people. So that they should never be deprived of any facility in the near future.	123	Inclusion Promoting equality
Political science	Ch-2 Diversity and Discrimination	This lesson gives information about a common stereotype about Muslims that they are not interested in educating girls and therefore do not send girls to school. And tries to break this stereotypes by telling that poverty among families hinders education particularly of girls. Moving further in the lesson it asks the readers to find ways to reduce these inequalities by imagining the problems girls face because of gender stereotypes. It then educates the readers about the presence of Articles related to right to equality in our constitution and makes them aware of this right which can not be violated by anyone, if anyone violates then he/she has to face severe punishment.	18 -26	Promoting gender Equality Poverty Right to equality
	Ch-8 Rural livelihoods	This lesson also talks about the swachh Bharat Mission launched on 2 October 2014 to promote cleanliness in both rural and urban areas all over the nation and also makes the	74-75	Health Poverty Decent work Innovation Cleanliness

		readers aware of the “Swachh Bharat, Swachh Vidyalaya” campaign, under which the schools have to generate awareness on sanitation and hygiene amongst students. These kinds of activities make the readers aware citizens having knowledge of the initiates and motivation to be part of those initiatives. n the end exercise of the lesson two pictures are given showing different ways of collecting and disposing garbage. Through visual mode it encourages the readers to observe them carefully and find out the way proves safe to the person disposing garbage. And suggest proper ways of disposing garbage which are not available to those who work in municipalities. By this learners are encouraged to find innovative ways that can lead to a sustainable earth.		
	Ch-9 Urban Livelihoods	With the help of a story inequality faced by the Poor rural labourers is explained the learners are asked to identify that inequality and suggest methods to eradicate them. They are also asked to critically think of measures that government can do to help farmers when they get into debt so as to improve their conditions in India.	76	Reducing inequalities
Geography	Ch-2 Globe: Latitude and Longitude	Learners are encouraged to collect pictures of expedition to the Himalayas and write about the kinds of equipment carried by the climbers for the protection against temperature and lack of oxygen. Therefore with the help of visualization they are encouraged to	17	Climate change AIr

		become aware of the material to protect themselves at the time of adverse climatic conditions.		
	Ch-5 Major domains of the Earth	This lesson educate the learners about the biodiversity and the interdependence of all the living organisms for survival of this whole earth. As follows- All the living organisms including humans are linked to each other and to the biosphere for survival.For example cutting of forests, clearing land for agriculture may lead to fast removal of soil. y Discharge of waste material into lakes and rivers makes the water unsuitable for human use. y Industries thermal power plants and vehicles lead to air pollution y Need to limit the use of resources of the earth to maintain the balance in nature.	36-37	Biodiversity
	Ch-6 Major landforms of the Earth	Information on swach bharat mission to make learners aware of the initiatives of the government and the need of every citizens contribution in making our India clean India is given. Information about Landforms and natural hazards/calamity linked with them such as earthquakes,volcanic eruption storms in flood is given which makes the learners aware of the destruction that they can cause.	39-46	Cleanliness(health) Disaster preparedness
	Ch-7 Our country -India	Learners are asked to find out from their surrounding in how many ways water is used and observe and analyse how much water is wasted and how waste fully we are using our land like we throw garbage on land and in water. This chapter also provides information to the readers	54	Water conservation

		and sensitise them that it is our duty to leave the Earth a better place for future generation as well.		
	Ch-8 India: climate ,Vegetation and Wildlife	Importance of forests in terms of furniture, fuel, wild life, fresh air and shelter is shown through an illustration . Information about the Project Tiger and Project Elephant is also given stating that readers can contribute in conserving wildlife .Some steps are also provided for the readers that can lead to conservation of wildlife like refuse to buy things made up from parts of the bodies of animal etc.Readers are also scaffold to think what will happen if tigers vanish from our forests? Thereby allowing them to think of their importance and life without wildlife.	61-62	Afforestation Life on land Wildlife conservation

Below in the table given for 7th class NCERT textbooks

Subject	Title of Lesson	Concept	Page no.	
Science	Ch-3 Fibre to fabric	While talking about the process of conversion of fibre to cotton. There is a mention of occupational hazards and the risks associated with the sorter's job. This will sensitize the learners towards the risky jobs of the people and to respect them apart from this this will also let the learners think of another type of man-made hazard.	28	Man-made disasters
	Ch-4 Heat	Green houses are very efficient to grow certain amount of crops sustainably as it uses the renewable source of energy(sunlight) by	44	Green house effect

		trapping and providing to the crops using small area without compromising the soil quality.This lesson demands the learners to visit a green house and observe how they grow plants and find out how they regulate the amount of light, water and carbon dioxide to grow the plants. Burning of fuels is one of the major cause of the pollution. This lesson asks the learners to collect information about the types of fuels used for cooking in their area and with discussion with teachers/parents/others find out the fuels which are less polluting and why? It will also lead the learners to think of using fuels which creates less pollution and contribute in more clean and safe air/water.		Climate change Air pollution
	Ch- 5 Acids , bases and salts	To grow crops productively Soil Treatment is necessary to protect maximum of the crops and save them from the pesticides whereas these measures should be taken proportionately to prevent the adverse effect. This knowledge of the importance of soil treatment and it's appropriate methods is given in the lesson. Knowledge about the water pollution caused of the untreated acidic waste from the factories is also given and the method of neutralisation to reduce the impact of this waste that can fill the life under water.	55	Soil treatment Clean water and sanitation Life under water
	Ch-8 Winds ,storm	No body can forget the Orissa super cyclone 1999 and it also becomes necessary to give knowledge to the	80	Natural disaster manageme

	s and Cyclones	readers about the same to let them feel the destructions and suffering of the people and to work in the preparedness and mitigation measures so that we can reduce such kind of destructions in the future if persists . This knowledge about the Orrissa super cyclone is given in the very first page of this lesson. The working of the cyclone is also explained with the help of a number of experiments like using tin cans to show that air exerts pressure . after the meaning and formation is introduced this lesson educate the learners with some precautions to safe guard from the cyclones. Learners are then asked to think of some more mitigation and rehabilitation methods to reduce the sufferings of the people effected by the cyclones by preparing a short speech. To also sensitize the learners of the destruction caused by the cyclones they are asked to Interview eyewitness to collect the actual experience of people affected by a cyclone.	80-89 89-91	nt (cyclones)
	Ch- 9 Soil	Knowledge about the importance of soil is given so that learners can first think of life without soil and the problems which can occur if we don't have suitable soil. After that knowledge about soil pollution, the material that causes soil pollution and the methods which can reduce this soil pollution is given so that learners can take steps to reduce the pollution causes by plastics and	96-97	Clean and suitable soil Afforestation

		fertilizers and find the alternatively of using these materials . Trees are grown with the help of soils only in the end of this chapter this information about the uses of trees and such as soil erosion is given to motivate the learners to spread awareness about need of afforestation.		
	Ch- 10 Respiration in organisms	This lesson educates the readers about-Respiration is the most important part of our survival and without oxygen or insufficient supply it can cause death or a number of diseases therefore it is important for us to exercise regularly and quite bad habits like smoking. This lesson in the same sequence talks about the importance of breathing and then the benefits and methods of doing Regular traditional breathing exercise (pranayama) after that in the end through the activity of visiting the doctor finding the harmful effects of smoking. And find out the percentage of people of people in their area who smoke. This activity can also help the readers to kind the statistic of people at risk of smoking and spread awareness specially to he people who smoke and help them in quieting smoking.	110 112	Good health
	Ch-14 Electric Current and its Effects	This lesson tells about the ways in which we can get electric shock and to avoid them . Conservation of energy starts with the small steps that we take starting from our home. This lesson then educates the learners about the benefits of CFLs by comparing them	163 165	Disaster management Energy conservation

		with Incandescent electric bulbs and the amount of electricity wasted in them. After that they are further compared with the LED bulbs which are considered as the most electric efficient as compared to the other too. The lesson then advises the readers to use electrical appliances and gadgets, which are electricity efficient. And which have ISI marks which is an assurance of conformity to the specifications given on the products.		
	Ch- 16 Water :A precious Resource	The water table is depleting at a faster rate it is therefore necessary to make the learners aware of the balanced water table and the anthropogenic acts which leads to this depletion. This lesson does the same and after the reasons also provide the readers with the solution of water management to the problems we all have caused in decreasing the water table. This is done in the form of a case study of rain harvesting system in Gujarat . In the end of the lesson some steps are also given which can be followed to save water starting from our home.	199-202	Water conservation
	Fch-17 Forest :Our lifeline	This lesson solely gives knowledge about the various uses of Forests and the problems that living beings are facing after their reckless cutting and depletion . it tells the learners that the main root of all the calamities is because of the forest cutting and therefore as a responsible being of our earth we should not let our earth die and therefore plant more and more trees .	206-209	Afforestation
	Ch-18	This lesson talks about Water as our	220-2	Water

	Waste water story	life line and suggest the methods by which we can conserve water and not let the shortage of fresh water compromise with our health . The different ways are given as follows-Waste water treatment. , Better house keeping practices ,Sanitation and disease.,Alternative arrangements for sewage disposal. Sanitation of Public places.	27	conservation and sanitation
History	Ch-5 Rulers and Buildings	This lesson talks about the engineering skills of the people of the past and how they made building that we can still find around us. Awareness about the sustainable methods adopted by them are given like Limestone cement was increasingly used in construction. This was very high-quality cement, which, when mixed with stone chips hardened into concrete. This made construction of large structures easier and faster. This can encourage the readers to follow these methods in the future also.	61-74	Sustainable cities and communities
Political science	Ch-1 On Equality	This lesson talks about the Importance of Mid-day meal , benefits of the government schemes in an area and through talking about the Rights of Persons with Disabilities Act, 2016, it spread the knowledge that all persons are equal before the law and Equality is important in an democratic country after sensitizing the readers about need of Equality suggestions are taken from the readers to improve the conditions of persons with disabilities in the school.	4-15	Right to Equality Inclusion
	Ch-2 Role	Knowledge is provided in the start of the lesson to construct the meaning	18-28	Health

	of the Government in Health	of health care and then awareness is spread regarding the Health care facilities in India with the help of cartoon and picture. Then readers are asked to comparative situation of health facilities and health problems and participate in the eradication of Bad Health by giving suggestions .		
	Ch-3 How the state government works	Through Cartoon picture story the responsibility regarding problems of the shortage of water, unclean water and its impact on health has been explained to give knowledge and spread awareness about the same.	30-31	Clean water and sanitation, Health ,Water availability
	Ch-4 Growing up as Boys and Girls	The lesson starts by giving knowledge about the different roles assigned to boys and girls,Less value to the work and role of women in society. Then moving forward to explaining the Inequality between men and women in the area of work. From this the meaning of Stereotype of valuing household work done by women is build through picture story. And the participation of the government to set up anganwadis or child-care centres in several villages in the country as a step to eradicate equality is presented.	44-51	Gender inequality
	Ch-5 Women change the world	The scenario of the women lives in occupation ,fewer opportunities in job ,their struggle for equality and Women's movement to challenge discrimination in more recent years are presented in the lesson through examples Women's movement, campaigning to fight discrimination & violence against women, sexual harassment is also	54-66	Gender equality

		shown through pictures to raise awareness of women's right .		
	Ch-6 Understanding Media	Knowledge is given about the role of Media is spreading awareness about measure taken for road safety and creating commercial advertisements about some products and social advertisements about public health, road safety and the need to save water and energy.	70-79	All -spreading awareness
	Ch-7 Markets Around Us	In the end of this lesson two situations is given which demands the readers to explain the importance of Equality and the scenario of Inequality that persist in trade/market place from the knowledge that they have got from the previous chapters.	91	Equality in trade
	Ch-8 A shirt in the Market	Having decent work and employment for all is also very important for sustainable development . Here the readers are asked to describe the conditions of employment as well as the wages of workers in the garment exporting factory and find the equality that can be seen there. After that suggestions are asked from them to create decent work opportunities .	99-101	Decent work
Geography	Ch-1 Environment	The lesson starts with asking the learners to make a list of uses of water and the sources of water which they have already learned in primary classes after that they are asked to give examples of water wastage. Then the knowledge about concept of environment and its modification by human beings and the need for balance between nature and human environment is presented.	1-6	Water conservation
	Ch-2	In a box knowledge about the	14	Disaster

	Inside our earth	earthquake preparedness is given after the steps readers are encouraged to spread awareness about the safety measures amongst their friends and family members so that we all can face any disaster confidently.		risk reduction
	Ch- 4 Air	Information about the greenhouse gases it's advantages and disadvantages are given. Then the relationship between the greenhouse gases and global warning is also explained with the help of examples of destruction that can happen if temperature increases. Awareness about Cutting of trees can disturb the balance ,burning of fossil fuels such as coal and oil add billions of tons of carbon dioxide and the effect of them on weather and climate in given.	20-21	Climate change Green house gases
	Ch-5 Water	Information about water as an essential need for survival is given and sensitization to not waste a precious resource when we use water carelessly is given with the help of a collage showing polluted conditions of rivers after that based on all the knowledge and skills they are asked to tell the importance of water and suggested ways is which water can be conserved in home and in school.	32,33	Water conservation
	Ch-6 Natural vegetation and wildlife	Causes of deforestation and its impact on wildlife and other consequences is given in this chapter through an example where a father describes this to his daughter with the help of photographs of thick forest.	44	Wildlife conservation

Below is the table given for class 8TH NCERT textbook

Subject	Title of Lesson	Concept	Page no.	Themes
Science	Ch-3 Synthetic fibres and plastics	Under the heading plastic and environment ,Plastic as a thread to our environmentis explained with the help of information about Biogedradable and non biodegradable material. Their defination is given and then in a tabular form examples are given. To stop the use of plastics first readers are asked to suggest the ways to solve this environmental problem by giving some alernatives to plastic use.after that information about 5 R principle. Reduce, Reuse, Recycle, Recover and Refuse is given to develop habits which are environment friendly.	38-39	Say no to plastics Use biodegradbale material Waste management
	Ch-4 Coal and Petroleum	knowledge about the Renewable and non renewable energy and tips on how to use them efficiently are provided. With the increasing population the energy demand is increasing and the fossil fuels and exhausting at a faster rate to taugh this readers are asked to conduct a survey and find out whether their energy consumption (coal, gas, electricity, petrol, kerosene) has increased or decreased in the last five years. And enquire about the measures they adopt to conserve energy so that they can predict the time when all these resources will be consumed.	61 63	Renewable and non renewable energy Conservation of energy
	Ch-5 Combustion and	This lesson gives knowledge about the harmful effects of Burning of Fuels which leads to increase of Green house gases which causes acid rains . After	72-73	Cleaner fuel Clean air

	flames	that ways to reduce them are provided with information about CNG as a cleaner fuel.		
	Ch-6 Conservation of plants and animals	The lesson starts with knowledge and awareness about deforestation & its causes, consequences of deforestation and based on it the idea of conservation of conservation of forest and wild life is build. Based on it the need of Biosphere reserves is provided along with the Endangered species, e.g. Tiger. Awareness on the need to conserve these species to maintain ecological balance is also given.As one method recycling of papers to save the trees and thereby the wildlife is given.	77-85	Increasing vegetation cover afforestation
	Ch-13 Sound	After giving information about formation of sounds , knowledge about the noise pollution and measures to limit noise pollution are given . Awareness about the consequences of noise pollution such as Hearing impairment and steps to be taken against it are provided.	166-167	Noise pollution
	Ch-15 Some natural phenomenon	After explaining the phenomenon of lightening , measures of protect oneself outside and inside the house are provided After that comparing with the lightening , earthquake as a an unpredictable disaster is explained with pros and cons of measures that can be taken to protect ourselves from the earthquakes. In the end questions readers are asked to find out if there is an organisation in your area which provides relief to those suffering from natural disaster and enquire about the type of help they render to the victims of earthquakes by preparing a brief	188-189	Natural Disaster management

		report on the problems of the earthquake victims.		
	Ch-18 Pollution of air and water	Knowledge about the Air pollution and the activities that pollute the air are given . for the better understanding a case study of Taj Mahal is also given which explains the cause of acid rain gases like sulphur dioxide and nitrogen dioxide given out by factories and refineries. Through acid rain the concept of Greenhouse effect as a serious threat is explained.after that activities have been mentioned in water pollution to teach how does water get polluted and to find the steps to increase the clean water availability by not polluting them.In the end Case study of river Ganga with activities and illustration regarding pollution and action at individual and societal levels is also explained.	239 -251	Pollution
History	Ch-4 Tribals ,Dikus and the Vision of a Golden Age	Tribals are connected to forests and they follow traditional practices that can be considered sustainable and non sustainable and are part of their culture. This lesson explains the readers about the practices followed by the tribals and the changes in their life occurred after the forest laws . this lesson also explains the struggle of Birsa Munda against the colonial rule. In the end exercise readers are asked to choose any tribal group living in India today and find out about	39-50	Forest , Culture , Equality

		their customs and way of life, and how their lives have changed in the last 50 years.		
	Ch-8 Women ,Caste and Reform	This lesson begins by giving information about the socially disadvantaged sections of our society , their conditions in the past and the reforms that led to certain changes in their status. After that it asks many questions to the readers which are connected with the past incidences where inequality played a big role. Like- What were the different reasons people had for not sending girls to school?,Why were Christian missionaries attacked by many people in the country? Would some people have supported them too? If so, for what reasons?,In the British period, what new opportunities opened up for people who came from castes that were regarded as “low”? How did Jyotirao the reformers justify their criticism of caste inequality in society?Why did Phule dedicate his book Gulamgiri to the American movement to free slaves?. these questions encourages the readers to think of all the aspects in which equality is seen since ancient time and the improvements occurred over time with the help of famous social reformers.	94-108	Equality

Political science	Ch-1 The Indian Constitution	This lesson explains the whole structure of the constitution isn't working and role of government and citizens in following it so that nobody misuse the powers or resources for the exploitation. This is turns helps the India to function sustainably by mentioning articles related to each and every aspect that comes in the sustainable development . This knowledge is given with the help of a number of examples by comparing the constitution with the classroom rules and authorities.	4-17	All
	Ch-2 Understanding Secularism	Treating all religions equally is shown with an example . Meaning of' Equal Relationships are Violence Free' with a poster by showing the struggle of women in different sectors. After the knowledge readers are asked to describe in your own words the different ways in which women's groups worked to make this happen. This lesson encourages the readers to fight for greater equality.	19-27	Equality
	Ch-3 Why do we need a Parliament?	In the end a poster is given made by the Right to Food campaign. Readers are asked to read this poster and list the duties of the government to uphold the Right to Food. And right an essay on the inequalities in food distribution and the right of food of every citizen.	61	Food health

	Ch-6 Understanding our criminal Justice System	This lesson spread awareness about the Article 22 of the Constitution where every person has a Fundamental Right to be defended by a lawyer and article 39A of the Constitution places a duty upon the State to provide a lawyer to any citizen who is unable to engage one due to poverty or other disability and Article 21 of the Constitution that guarantees the Right to Life states that a person's life or liberty can be taken away only by following a reasonable and just legal procedure. with the help of a number of comic based examples so as to sensitize the learners about the need of justice and punishment of it's violation.	66-76	Peace , justice
	Ch-9 Public Facilities	With the help of case study of shortage of water in Chennai water as a part of our Fundamental Right to Life is explained Detailed description of Public facilities is given by relating them to people's basic needs and the water and sanitation problems are linked to the expansion of private companies who are selling water for profit. Then in order to contribute in the sustainable development readers are asked to critically think of ways to improve the public facilities in their area,	114-118	Clean water and sanitation Sustainable cities and communities Responsible consumption and production
	Ch-10 Law ans Social Justice	By giving the example of the Bhopal gas tragedy this lesson explains the need of enforcement of the safety laws as negligence of the government is the reason for such a hazardous disaster.It also spreads awareness of how the environment was treated as a 'Free' entity and any industry could pollute the air and water without any	128	Industry , innovation and infrastructure Decent work and economic

		restrictions. Which severely affect our environment and health thereby there is need of new laws to protect our environment .		growth
Geography	Ch-1 Resources	In the form of a story sustainable development is explain with the help of examples. For example in a story The children and their friends made packets and shopping bags out of old newspaper and discarded clothes and baskets from bamboo sticks it is also said that they did this to save our resources and keep the earth alive.This lesson also spread sensitivity to the learner's that it is our duty to ensure that all uses of renewable resources are sustainable, diversity of life on the earth is conserved and damage to National environmental system is minimised.In one of the activity readers are encouraged to explore their surrounding . This lesson contains present examples as well as from the history and the improvement from the past are also explained like the discovery of invention of the wheel resulted in the newer modes of transport that we see today. 'let's do activity' let the readers think of a few renewable resources and mention how this stock may get affected by overuse is a good activity that would allow learners to use all the knowledge gained about renewable resources and then use their imaginative skills to find	1-6	Sustainable practices Human as a resource Renewable source

		solution and the problems faced from their overuse and provide solutions on how we can reduce overuse of renewable resources. A small cartoon tells with the help of knowledge education and skills they will be able to destroy as well as save our planet.It also sensitizing learners for being very important resource themselves as a beautiful explains our humans are a resource and how they can help to destroy as well as save our earth. In a small box some principles of sustainable development are also provided to the readers.Small poem is given written by poet up Rahim khan-i-khana based on water as an important resource and readers are encouraged to imagine the scenario when water as a resource is disappeared from Earth. In glossary of this lesson readers are provided with the definition of sustainable development.		
	H-2 Land,Soil,Water,Natural Vegetation and Wildlife Resources	An activity encourage learners to observe the land type of soil and water availability in their region and discuss with their class how it has helped to influence the lifestyle of people there and then also gives some examples of lifestyle depending on the availability of different resources there. First knowledge about land as a resource is given then definition is provided after that importance of land as a resource is given and it is also explain how land is available in limited quantity to us and ever growing demands of the people are exploiting it .All the actors like land degradation	7-21	Sustainable cities and communities Land conservation Disaster management Conservation of resources

		and slide soil erosion and desertification are the major threats to the environment because of the expansion of agriculture and construction activities. This lesson also gives knowledge about the environmental issues and it requires readers to use their skills and talk to their elderly persons in the family or neighbourhood to collect information about changes in the land use over the past year after that as readers are made aware of the need to preserve land various steps like afforestation, land reclamation, regulated use of chemical pesticides. Then Mitigation steps for landslides which occur due to soil erosion and other land related factors are given which are important as the disaster management point of view sedimentation to connect a handful of different types of soil and observe them and find how they are different. After that information about different resources is given and then the methods of conservation is provided. Activity on daily water consumption by an Indian is given in numerical form and learners are asked to suggest some ways to bring down this amount indirectly they are asked to suggest some ways to conserve water readers are made to first think of the solutions at their home and then off locally and then National and then global group.		Water conservation

	Ch-3 Mineral and power resources	Vultures play an important role in sustainable development as they help to clean our environment by removing dead plants and animals but because of treating lice with painkiller diclofenac their number is reducing because of kidney failure so by this readers are given information about importance of vultures as birds and need to conserve them . importance of forests is provided and the need of a balance in the environment is provided through an newspaper article of California.Knowledge about the Van mahotsav awareness programs is given.Activities suggestion for teachers are also given to take school children to birdwatch and visit nature camps so that they appreciate the habitat of different species. Information about international convention sites has been given to let readers understand that globally initiatves are taken to preserve birds and animals and conservation of plants and animals is an ethical duty of every citizen. Many activities and carriages community participation and gaining knowledge from the adults or surroundings is also emphasized that learners should also know about the past and compare it with the present so that they can understand pata how the improvements have been done and what all improvements are needed so that Earth can become sustainable and therefore used their creative thinking to find solutions for the reasons of the changing	22-37	Birds conservation Forest conservation Energy conservation

		An activity is given as designing and making for learners to make a solar cooker to conserve electricity . Activities like poster making for conservation of energy taking pictures from old magazines to show different kinds of fuels and displaying am bulletin Bolt doing a campaign to do an energy audit of their school by serving electricity consumption.		
	Ch-4 Agriculture	In the starting, information about farming with different types of methods of agriculture and the crops that are famous in different parts of the world are given along with that importance of farming and how farming is done is also explained. After that development in the field of agriculture is given . In one activity readers are asked to collect seeds of different crops available in the market and find out in which soil they will grow. They are also asked to compare the style of farming in the USA and in India based on picture collections from magazines books newspapers and the internet in terms of farming and can offer more sustainable measures or steps in the farming sector. This type of comparison activity can allow learners to think critically and identify the sustainable steps from both the methods .	38-47	Decent work Agriculture growth

	Ch-5 Industries	A journey of a paper from the tree to our book is shown in this lesson allowing the readers to see the role of industries and economic requirements as well as the cutting of the trees involved in it .It allows the learners to be sensitize to not waste paper as it would lead to more cutting of trees and pollution from the factories An example of Bhopal gas tragedy is also given to show the destruction caused by illegal construction and to learn from it and adopt the risk reduction measures which are also given in the lesson.(For man made disasters)	48-61	Industries innovation and infrastructure Decent work
	Ch-6 Human Resources	An interesting activities given there based on all the information gathered above about the Steel plant learners are divided into groups and they I have made the board of directors and the had to take the final decision about where to locate the Steel plants for that they have to read the reports submitted by the team study the map activity learners will be able to use various skills to put their knowledge of of Steel plants into black practical use and based on the the different factors of an area learners can identify what is suitable for establishing a steel plant so that in future for that location very less problems occur.	62-71	Industries innovation and infrastructure Decent work Disaster management

QUESTIONNAIRE ANALYSIS

CURRICULAR/CO-CURRICULAR ACTIVITIES DEVELOPED BY THE TEACHERS TO TEACH -

S No.	ACTIVITY/PURPOSE	RESPONSES	DIFFERENT RESPONSES
1	Spreading awareness	T1, T5,T2,T8,T9, T15,T14	T2-Discussion-what will happened if there will be no water T8--For real life examples in form of case studies and news clips about people themselves sharing about their hardships. T15-poster making T5 comparison between water shortage in different areas. T14- rallies
2	Personal Water consu mption Record	T4	T4-Students will be asked to make a chart and and record their daily water consumption activities.
3	Developing Habits by giving general instructions in the class to save water	T6,T7,T10,T1 1,T13,T17	--
4	Practical application of water harvesting	T2,T3	T2- using the stored water to water the plants of the school T2,T3-rain water system installed in the school
5	Discussions in relation to socio-economic background of the learners	T12,T17	T12,T17-children coming from low economic background already go through water shortage and other problems which are carried in the class in the form of discussions.

Table- 1.1

7 out of 18 teachers gave different teaching learning material that they use in the class to spread awareness to the learners to conserve water and to let the learners spread this information further to the people.1 teacher out of those 6 teachers use poster making as an activity which is done in the form of competitions with the aim to make a poster on save water to spread awareness to others to conserve water

before its too late. There is a need to control the miss-use of water in schools. To correctly follow water conservation strategies there is a need to increase awareness among the students on the importance of water conservation by conducting competitions for students based on posters, slogans (Ganguly ,2015).3 of those 6 teachers prefers to show the learners the real life experiences of the people through case studies or news clips and lets the learners reflect on the hardships that they may be facing to feel empathetic.Real-world experiences are more remembered by the students than the things they learn from books or inside the classrooms (Caamano, 2011).Real examples helps in developing a concrete applications to knowledge and skills that a child learns in the classroom. By relating to the real examples learners are encouraged to become aware of the problems persisting around us. They can stimulate critical thinking and let the learners find solutions to those problems. The development of the concept is also focused by 2 teachers in a step by step manner. For encouraging the to find the ways to save water it is important to teach them first about the uses of water then their wastage, storage and then the need and methods to save water. This developmental approach is followed by the teachers by using teaching and learning material like videos ,charts, poems, stories to develop comparison between water shortage in some areas and water parks. It will give them sense of conservation and how availability is different in places. As a part of the co-curricular activities 1 teacher mentioned that she conduct rallies to save water after teaching the concept in the class. According to her sometimes the whole school also participates in those rallies.

Before spreading awareness to others it is very importance for ourselves to be sensitized about the need of conservation of water for that a detailed activity was given by one teacher (T4) which involved creation of the a teaching learning material by the learner as well as involved participation of the family members where a personal water consumption record has to be made by the children in the form of a chart and they have to regularly keep a check on their record to analyse how much water they/their family members are wasting and how they can save that water then analysing the water they waste and could have saved personal to make an positive impact locally and then globally . can be a good method to construct the actual meaning of conservation. Following are some of the examples of the questions as recommended by the teacher.

1. Did you turn the tap after using -Yes/No
2. Leaked pipe or drainage checked?
3. Water used after washing pulses/vegetables/fruits ?
4. Water used in watering the plants. Yes,/no?how ?

Giving of basic instructions in the schools is very effective it lets the learners considers them some of the important rules which must not be violated as a part of

the positive reinforcement and giving of instruction again and again with the textbook concepts or general while doing an activity related to water conservation helps the learners to instil the values related to water conservation and remember them for a long time but if the only instructions are given in the form of lecture method and no use of constructivist approach then the whole motive of water conservation will not be achieved as the learners will forget them or consider as just a thing important for the exams not a value important for the whole world. 7 teachers out of 18 responses were based majorly on the developing of habits by giving direct instructions and no teaching material involved. The general instructions as mentioned by these 7 teachers include closing taps before use, bathing with buckets , closing taps when not in use , repairing leaking taps and use water as much required .

Rain water harvesting is the most easy and economical way of reusing the water and thereby decreasing the water consumption by 50%. The water can be used at the time of water scarcity and thereby used for the future generation. It doesn't requires much efforts on the individual basis as the learners have to just arrange a bucket and keep it under the water flow and then after it fills up use it in the required area. This activity can be performed any time and by anyone. Water harvesting system which is considered an essential part of water conservation.it is also one of the topic we can find in all most all the chapters in all the subjects and all the three classes but still they are not included effectively in the curricular activities by the teachers and the schools (expect two out of eighteen teachers who mentioned that rain water harvesting system is installed in their school) have taken zero to minimal initiatives to conserve water. Same two teachers mentioned that they take up the concept of conservation of water by rain water harvesting by showing the working of the rainwater harvesting with the plants installed in the schools and one out of those two teachers encourages the learners to take the stored water and use it in watering the plants of the surroundings and water that flows from the taps are also collected in buckets as an water conservation activity and provided to the plants of the ground.

The questions also mention specifically to give responses in terms of social economic background of the learners where 2 out of 18 teachers did mention in their response about the social economic background of her students as well as considered that learners in their schools are from low socio-economic background so they are already aware of the need of conservation of water and therefore no strategy for activities for material used by them was provided.

ENERGY CONSERVATION

S No.	ACTIVITY/PURPOSE	RESPONSES
1	Use of Print media in classroom teaching	T14,T4,T15
2	Comparing the energy availability of the different areas.	T2,T18
3	Using natural solar energy to teach about renewable source of energy	T1,T3,T6,T9,T12
4	Experiential learning (spend a day without electricity in school)	T17
5	Family energy consumption report	T5T8
6	Peer learning with discussions	T1,T10,T11
7	General Instructions	T7,T13,T18

Table-1.2

One teacher gave the idea of making a print Rich environment in the classroom where stickers of instructions like switch off the fan can be pasted near the switch boards, comparing the lifestyle of people who lives in different areas to find the difference in availability of electricity and their lifestyle.

Teaching and learning material used by 3 teachers respectively to teach the concept of conservation of energy are as follows -

1. Flashcards, interactive charts,videos, stories of people who live in places where their are no electricity and the problems that they are facing to sensitize them to use electricity efficiently.
2. A small drill or play can be organised to sensitise students about the need to save energy
3. Chart/model using waste material or scrapbooks can be made for conservation of energy

One teacher mentioned about the use of videos which show the consequences of situation when we have depleted our natural resources and can sensitize learners that this could become their new reality 15 years from now by showing the lives of people who faces electricity problems. This will let the learners compare their lives with them and relate that without electricity they will also have to face the same problem. It will promote sub conscious sustainable development among students. They will connect with environment as their home.

2 out of 18 teachers mentioned about the use of solar energy to teach the concept of renewable source of energy required for energy conservation all of them mentioned to give experience of sunlight to the learners by taking them to the ground or by making them sit in the sun light without electricity. As recommended by T6 working of solar panels can also be shown to them using flash cards or showing the already installed solar panels as said by T3 teacher.

The things which we experience the most remains with us for the life. we are able to think about negative phases critically and try to improve our conditions so that we don't face that again. For that one more activity was given by one teacher (T17) of 'living without electricity' by intentionally switching off lights of the school to make learners realise how difficult it is to be without electricity and therefore we should conserve it.

There is also focus on the energy consumption in the house by the two teachers with the same motive as mentioned for the water conservation. In this activity learners are asked to find their family consumption of electricity and find the ways in which he/she can conserve electricity in home so that they can move from locally to globally to save energy.

3out of 18 teachers also mention about the role of Peer learning as an effective way to learn. According to these teachers' students discuss with each other the problems they face due to shortage of electricity and the ways by which they are tackling it by making the learners sit in a group. This I believe can bring the socio-economic background of the learners also in the picture which have the high possibility of shaping their discussions.

3out of 18 teachers mentions the use of basic instructions given in the class based on energy conservation where through instructions they are told to adopt good habits that can reduce the energy wastage and save energy for the future. instructions like to turn off the fans and lights while leaving the class or any room, studying under sunlight , using light that much is required are given by the teachers .

In the energy conservation all the responses by the teachers were focused on the the electricity where as fuel for say transportation or cooking is also part of energy conservation but was not mention by any of the teacher.

The methods used by the teacher to relate cultural aspects with their subjects that leads to sustainable development.

S No.	METHOD	RESPONSES
1	Finding the cultural practices of the students present in the class	T1,T2,T8,T5,T15,T6,T17,T7,T10
2	Short plays /storytelling	T3,T4,T14

Table -1.3

Culture shapes are identity. Without including culture no developed can become sustainable (UNESCO,2006).Cultures have many activities which are endemic to their culture or are mostly followed in a culture which can be environment friendly or environment degrading so it also becomes important to include these aspects in the curricular and co-curricular aspects so that good aspects can be adopted and ways to solve others and the reasons behind using the environment degrading practices can be find out. 9 teachers who used to include culture in the teaching activities makes sure that every child in the class knows about the culture of the other classmates and respect each other's cultures. Cultural practices followed by each learner in the class are discussed which gives opportunities to every child to share information. One teacher amongst them also suggested to use posters along with discussions to make the task interesting as well as paste that poster in the class representing the cultural practices of all the students. It can help them to take examples from the posters when teaching something related to sustainable development in the class.

1 among these 9 teachers told that she has made a chart in the class where under the broad headings food ,dance,song ,dress,language- the cultural aspects of all the students are written and pasted on a wall of the classroom. 1 among these 9 teachers also shared her experience of teaching about the water conservation strategy of ancient civilizations through a story book to let the learners compare the present and ancient scenarios and learn sustainable methods from the past. She also suggested that documentaries can also be used to include more examples of cultural practices.Two teachers instead of using the culture of the learners present in the class said that short plays/nuked nataks can be used as an interesting means to show many different cultures in the class following their cultural practices.

The use of Eco- friendly material in curricular and co-curricular activities prepared by the teacher in the classroom teaching.

S No.	USE OF ECO-FRIENDLY MATERIAL	RESPONSES
1	Competitions on making Eco-friendly material	T3
2	Eco- friendly material prepared by the teachers for teaching	T4,T7,T14
3	Model Making Project	T5,T15
4	General Instructions	T12

Table- 1.4

To encourage learners to use recycled and reused material is it important to develop a habit of the same starting from the school. For this 1 teacher said competitions are held in the schools which involves using Eco- friendly material or waste material. Competitions related to paper bag making, pen holder making or decoration the class boards let the learners contribute effectively in waste management as it provided positive reinforcements in the form of reward systems. One teacher also said that she uses Eco- friendly bags made by the learners in a competition to teach them about the importance of recycling. Among them one teacher said that learners made a rainwater harvesting system in the inter school competition by using only Eco-friendly material and taught others about the working of rainwater as well as the material that they have used.Just giving information and not following is not okay to sensitize the learners about various aspects of sustainability. It is also important that they are presented with the same examples in their surroundings. For that 3 teachers try to incorporate the Eco- friendly, recycled or low-cost material prepared by them to teach various concepts given in the syllabus.One teacher (T5) shared her experience where she asked learners to make a Green India Model using Eco- friendly waste material like paper, dry leaves, organic paints. The Model should be showing the heritage of the India that attracts people to get knowledge about the Indian heritage as well as respect it. From these two aims will be fulfilled one of the concepts of recycling and one of the concepts of Indian Heritage. One teacher said she urge students to reduce single use plastic and refuse wherever possible to motivate them towards sustainable and environment friendly practices.

The use of natural environment in the curricular and co-curricular practices by the teachers-

S No.	Using biodiversity to -	Responses
1	Making a bird nest from waste material for the birds that visit the school	T1
2	Observing flora and fauna and their habitat/food habits of animals	T2,T3,T5,T15,T4,T6
3	Nature walk with experts	T17
4	Observation of before and after to find climate changes happened over time	T7,T8

Table -1.5

One of the best way to teach about the concepts related to biodiversity is to let the learners feel them and see them by gaining experience. 10 out of 18 teachers developed activities to include biodiversity to teach learners about various concepts related to sustainability. Observation was the main focus of the teachers to teach through the biodiversity present in the schools 6 out of those 10 teachers gave responses which included the need to save the animals, birds and insects by analysing and protecting their food habits, habitats and therefore saving them from extinction to maintain the ecological balance by observing the animals/birds/insects that visit the school ground and their food chain. Climate change related concepts are also taught by 2 teachers to the learners by showing them the picture of before and after of the ground or the observations made regarding the changes in the school biodiversity over time to show the effect of pollution, deforestation, number of animals/birds that visit etc and then encouraging them to find their causes and suggest ways to minimize their harmful effect.

learners are also encouraged by one teacher to take initiatives for the protection of the biodiversity by making bird house from the waste material, keeping food and water for the animals/birds/insects.

One teacher suggested to have nature walks so that learners can also enjoy the beauty of nature and during the walk knowledge about the extinction of wildlife and the reasons behind them can be taught.

Biodiversity and it's uses by the schools to promote sustainable development-

S No.	Biodiversity and uses	Responses
1	Presence of Ground with flora	All except P12 P12 – terrace is used as ground and have a number of plants
2	Presence of Herbal plants in ground	P10,P13
3	Maintenance of the ground is done by the gardener	All
4	Students and teachers also helps in maintaining the ground	P1,P4,P9,P11,P15 ,P2,P3,P5,P6, P7,P8,P18
5	Use of ground for sports	ALL
6	Use of ground for assemblies and fu nctions	ALL
7	Use of ground for the teaching and learning activities.	P2,P3,P7,P8,P10,P12,P14,P16,P 17,P18
8	Gardening club	P2

Table-1.6

Except for one school all the other 17 schools have ground with variety of plants and animals and birds visit their ground.That remaining 1 school has plants on the terrace which is considered as the garden of the school.Two schools out of 18 also have presence of a herbal plants/herbal garden in the ground . These plants are used by the school and the awareness about the properties of these plants are also spread to the students so that they can use them under guidance.

In all the schools their Gardner/care taker looks after the plants , waters them and prevents students from plucking them. 10 out of 18 principals also states that school students and teachers also look after the plants and students are encouraged to take care of the ground by giving water and manure stop others from plucking flowers and leaves. The student members of ECO clubs of these schools are specially trained on how to timely take care of the plants present in the whole school locality. The concept of biodiversity needs to be introduced or developed in both teaching and learning methods, with curricula and materials created to achieve desired learning outcomes. Learning outcomes should include

academic understanding, acquisition of values, increased capacity, skills development and the adoption of attitudes and behaviour conducive to biodiversity preservation. (UNESCO).The ground or the terrace is also used by 10 out of 18 teachers to give classes in the open so that learners get some fresh air, save electricity by using the sunlight. Many a times the lessons in the curriculum which involves topics related to biodiversity are taught by taking the students to the ground and giving experiential learning where they are allowed to touch and feel the plants/ their parts or other things which are present in the ground like soil composition , animals habitat , patterns on butterfly etc . This also opens up the door for teachers to include a number of activities which involves all the process skills instead of just relying on the lecture method by sitting in the classroom.

All the schools use ground to organise assemblies and functions and for the daily sports activities. To assist in the social, emotional, cognitive, and physical well-being of children and it gives natural environment to develop skills like co-operation, team building and sportsmanship which give strong foundation to the personality of the students .Only 1 school mentioned the presence of Gardening club where motivated learners take care of the gardens and encourage others to do the same, they are also aware of the properties of the plants present in the school surroundings and works to spread this knowledge to the others.

Programs/campaigns/clubs taken by the schools to promote overall sustainable development-

S No.	Programs/campaigns/clubs	Responses
1	Celebration of important national and international days that promotes sustainable development	P2,P3,P5,P11,P13,P15 ,P18
2	Say no to crackers drive against air pollution	P4,P15
3	Drive against plastic use	P4,P5
4	Tree plantation drive	P7,P6,P18
5	Cleanliness drive	P4.P2
6	Summer camp by Gobar times	P13
7	Science exhibitions	P2,3,4
8	Competitions on class cleanliness and waste segregation	P13
9	Eco- club	S1, S2,S3,S4,S5,S6,S7,S8,S 9,S10,S11,S12,S13,S14 ,S15,16,S17,S18 (all)
10	Heritage club	P8, P17
11	SPIC MACAY club	P7
12	Community involvement and community outreach clubs	P2,P3

Table-1.7

Even though there is a mention of all most all of these important days /government initiatives or the concepts related to say no to plastics or say no to pollution In the textbooks but still they are not followed by all the schools. . 7 out of 18 schools which organises them include environment day and earth day to spread awareness about their importance and protection and to encourage everyone to adopt environment friendly material. Out of those 7 schools 1 school also celebrated world water day to spread awareness about the importance of water and the need to conserve it where as Van mahotsav to spread awareness about the importance of forests , stop deforestation and protect the forests and conserve it is celebrated by only 3 schools out of 18 schools. 1 school out of 18 also celebrated world food day to sensitize others to not waste food and give extra food to the needy and eat that much is required .2 schools out of 18 says that they conduct drive against air pollution

specifically during the Diwali with the aim of ‘say no to crackers’ where the learners are sensitised to not use crackers as they increase air pollution and after that educate others members of the society about the harmful effects of pollution during the drive .

2 schools said that conduct drive against plastic with the motive of “ say no to plastics’ to sensitize others about the harmful effects of plastics and encourage them to use it’s alternatives. 1 principal said that ‘swachh bharat abhiyan’ drive was conducted in their school last year to check the cleanliness of the surroundings and stop people from littering rather spreading awareness to keep the surroundings clean. It was organized within 1 km area of the school where learners held posters and spread awareness to the passer-bys . 1 school also arranges a cleanliness drive where the council members of the school makes sure no body litters in any of the corner of the school.. Here peer learning can also be seen as these council members also makes the students aware of the importance of the cleanliness . the school also rewards the classes with a big badge of “cleanliness crusaders” to the class which remains cleanest of the others hence developing a behaviour of cleanliness among the children.Summer camp is organised in 1 school by Gober times an initiative of Center for science and education along with that they also organise started organising Ganga Quest since 2019 to celebrate environment day.to sensitize children and youth towards River Ganga to strengthen the Namami Gange program of Ministry of Jal Shakti, Government of India.

1 school out of the 18 schools menioned about exhibitions where science exhibitions are organised where the projects/posters etc made by the learners that contribute to the sustainable development are displayed.3 out of 18 Schools takes great care to constantly enhance the school’s green area and also undertake special drives like tree plantation to lend that healing touch to the neighbourhood environment. During the plantation drive competitions like poster making are held as per 1 out of these 3 schools. 1 out of 18 schools mention that they conduct class cleanliness competition where the learners are made to clean the class by segregating the biodegradable and non biodegradable waste . This is an innovative idea to make the learners contribute in the cleanliness and understand the meaning of biodegradable and non biodegradable waste. They will also tend to work more sincerely to make their class win. From this the school will also become clean . Nukkad nataks are also organised by the students only to spread awareness and sensitise others (school children or community members) towards the sensitive issues related to environment.

All the 18 out of 18 principals said that they have Eco clubs in schools. Eco-clubs empowers students to participate and take up meaningful environmental sustainable activities and projects. It is a forum through which students reach out to influence, engage their parents and neighbourhood communities to promote environmental behaviour. It gives young children a real sense of responsibility towards achieving

environmental sustainability.2 schools among 18 have Heritage clubs.People without the knowledge of their past, history, origin and culture is like tree without roots. So to preserve the past glory and culture of the country and the world, the heritage clubs ensures that students get inspired from our cultural heritage and share this tradition to future generations.1 school has Spic macay club to increase awareness about different aspects of Indian heritage and inspiring the young mind to imbibe the values embedded in it.For this, the most accomplished artistes of the country render programs of Indian classical music and dance, folk, poetry, theatre, traditional paintings, crafts & yoga in schools.

Schools were encouraged to take part in a dynamic network of co-operations and exchanges, to be active locally , and to participate in constructing "local situational knowledge" (Breiting et al., 2005, p. 42). schools play a relevant role of stakeholders in shaping communities' sustainability agenda.With the involvement of community members the learners are able to understand the issues persisting in their community and the sustainable methods adopted or needed to be adopted by the community to overcome those issues .This will help the learners to make change starting locally which will contribute in making a change globally. Partnerships between schools and their communities can the vision of sustainability education, as a dynamic process of constructing local scenarios, become meaningful.but Among all the schools only 3 schools had community involvement despite of the recommendation of community involvement in NCF 2005 . I principal also said that their school invites artisans to the school with the motive of inculcating values of respect for every job and to spread awareness about their local surroundings. 2 schools have Community Outreach Club which lets the learners inculcate the values and the concept of helping the society and engaging themselves in community projects and provide essentials of sustainable living. Members of this club also carries cleanliness drives in the slums and sensitize the people on the importance of hygiene.

Initiatives taken by the school to prepare students to tackle emergency situations sustainably.

S No.	Initiative	Responses
1	Mock drills	P3,P10,P12 ,P15
2	Workshops for teachers on including disaster risk reduction in teaching and conduct mock drills	P3,P2
3	Inviting Experts from disaster management field for to train learners	P3,P5
4	Fire safety system and evacuation plan installed in the school	P2
5	Contingency plan present in the schools	P2
6	Posters made by the learners for precautions against disasters and pasted on the walls inside the school	P2
7	Exhibitions of the material prepared by the learners on disaster risk reduction	P8
8	NCC Camps- training for the cadets and they are also trained in basic skills of survival and emergencies besides other topics	P17
9	Disaster management club	P2

Table -1.8

Natural disasters and other emergencies needs to be brought up in the schools . As they can happen at any time learners/teachers should be prepared handle them safely and effectively. Therefore it is important that Administrators, teachers, staff, parents and students work together to promote school safety by tackeling emergence situations.The aim of disaster management is to minimize the harm caused by the hazards by including Prevention, Preparedness, Response, Mitigation,Rehabilitation and Reconstruction measures. As these disasters can occur anywhere and any time it is required for the schools to have a Disaster management plan to spread awareness about the disasters and prepare the learners to face disasters in the future but 8 out of 18 principals in total responded to the question when they were asked about the initiatives they take to tackle emergency in the schools.Disaster management is given in most of the lessons of all the subjects but still around 8 of the schools have such facilities shows that not all schools are serious about the emergency situations and the need to do initiative to protect their schools by doing institutional arraengements. 3 schools have Fire safety system with evacuation plans. Where Do's and Don'ts list

during emergency is displayed on all class boards.1 school said that have pasted posters related to disaster risk deduction on every wall of the school which include emergency contact numbers are displayed for immediate action , like Police, Fire brigade , Ambulance and municipal corporation. 1 school regularly conducts NCC training camp - The camp acts as a refresher training for the cadets and they are also trained in basic skills of survival and emergencies besides other topics.1 school out of 18 also include the material related to disaster management prepared by the students in the exhibitions .Disaster preparedness and emergency services prepared by the students which are put as exhibits to cause awareness among the children as to how they can prepare themselves for any kind of disaster. 1 principal out of 8 who responded said that Material including posters ,slogans and paintings regarding first aid and educative material on essentials of disaster preparedness and emergency services prepared by the students were put as exhibits to cause awareness among the children as to how they can prepare themselves for any kind of disaster. Only one school has a separate Disaster management club ,where the students who are members of the society are trained to train other students . thereby also improving their leadership qualities .4 schools say that they conduct regular mock drills."Drop, cover, hold" drill is held to make the students aware of the precautions to be taken during an emergency situation like earthquake.2 schools show community participation by inviting experts from NDRF and DDMA to conduct mock drills as well as educate learn on tackling emergencies. They training students to be vigilant future citizen and to survive and boldly face any of such dangerous situation,calamity-natural or man- made.1 school said that they conduct workshops for teachers to integrate Sustainable Development Goals in the curriculum. From the textbook analysis it was found that sustainable development goals by UN nations is given inside the political science textbooks of the middle classes. Therefore it becomes important that teachers are themselves aware of it and inculcate them in the classroom teaching. 1 school said that they train all the teachers to tackle emergency and teach the same to students.Having contingency plan is a recommendation given in the disaster management act 2005 which says that every area and every institutions should have a plan of its own and this was seen only in 1 school out of 18 where contingency plan for earthquake and other related disaster are displayed on each floor of this school.

The steps taken by the school to conserve the environment prevent it's degradation and sustain it's well being.

A) Water conservation

S No.	THEME	RESPONSES
1	Presence of R.O water and 24/7 supply of water	ALL
2	Rain water harvesting system installed in the schools	P2,P3
3	Supervision over Water wastage in the school	P2,P3,P19
4	Inter-school competitions where learners present their models/projects on water conservation	P3
5	General instructions to save water	P4,P7,P8

Table -1.9

Education and outreach can be an essential prerequisite to the successful adoption and implementation of water conservation practices. (WATER CONSERVATION EDUCATION PROGRAMS,2007) But schools are not doing much initiatives to save water other than just giving instructions.As a part of the schools initiatives 3 principals mentioned that it is made sure that the leaky taps are immediately repaired and no person in wasting water by the supervisions conducted by the teachers or the council members.Two schools have a rain water harvesting system to conserve water and at the same time ensures that their is no storage of stagnant water .To supply clean and healthy drinking water all the schools have 24/7 water supply and the provision of R.O. water system. After teaching about the rain water harvesting a school also participated in an inter-school competition where the students of that school presented a model of he rain water harvesting system and explained others about it's working and benefits.The responses received by the teachers regarding the inclusion of water conservation in curricular and co-curricular activities was more that the responses received by the principals of the same school regarding initiatives taken by the schools to conserve water.

B) Energy conservation

S No.	THEME	Number of Responses
1	Solar panel/plant installed in the schools	P2,P3
2	Energy saving devices present in the school	P10
3	Use of CNG vehicles for the transportation	P2,P17
4	Reduce petrol consumption drive	P2
5	General instruction to save energy	P4,P9

Table-1.10

Two schools have Power Back-up and solar plant installed in their schools.As the school initiatives 2 principals mentioned that they tell everyone to turn off all the lights after dispersal.Some schools have Energy saving lighting and cooling devices installed in the school.Two schools ensures that all school buses are strictly CNG vehicles and adhere to EURO IV standards it also gives Preference in admission is given to children living within a radius of 5 kms. Children not availing school CNG buses are advised to use bicycles or come walking.One school conducted a 'reduce petrol consumption' drive which was undertaken by the children. 'Save fuel, save money, save the planet!' was the line that did the round. Data on fuel consumption was collected from parent community and the more aware children became the advisers suggesting ways to reduce fuel consumption. Where School and Residence-both became the venues for field work for Energy Conservation. Parents are counselled and teachers are guided to turn off switches and appliances when not in use and to buy star rated energy efficient brands.The textbooks provides many activities for conservation of energy but none of the teacher wrote about those activities in the questionnaire We also have world energy efficacy day and national energy conservation day to celebrate or spread awareness of conservation of energy and increase energy efficacy and sustainability but it is not celebrated by any of the school.

Initiatives taken by the schools to promote waste management -

S No.	Initiatives	RESPONSES
1	Presence of waste segregation bins (biodegradable and non-biodegradable)	P2,P10
2	Paper recycling plant installed in the school	P2,P3
3	Arvind Gupta Toys Making Workshops for the learners	P13
4	General Instructions /Rules	P11,P12,P17,P18,
5	Best out of waste club	P2

Table-1.11

Recycling, reducing and reusing provides environment-friendly ways to reduce negative impacts of waste on the natural environment. This knowledge needs to be given to the learners with appropriate activities so that they can develop the behaviour of reducing the waste and appropriately managing them thereby coming a step closer to make our earth a sustainable place to live in.For the schools initiatives only 1 school out of 18 schools has best out of waste club which lets the learners develop ideas to create innovative things from the waste material. 2 schools state that they have recycle bin in school in which all the rough notebooks, newspapers are thrown by the students and teachers and then recycled in the paper recycling plant.All old paper and study material is recycled in the school paper recycling plant .The recycled paper generated is used effectively for various activities.Schools have also developed a habit to encourage learners to avoid using plastic bags and use paper bags to motivate them towards sustainable and environment friendly practices. 4 out of 18 schools said that they give general instructions like no unnecessary covering of books. No single use plastic in school. No wastage of paper and using the paper and other material as per requirements.One school conducts Arvind Gupta toys making workshops which involves zero cost experiment to promote hands on experiences as well as mange waste by recycling . Presences recycle bin in school in which all the rough notebooks, newspapers to recycle it and they use it in circulars.2 schools have green and blue dustbins for segregation of waste and throwing non biodegradable and biodegradable waste.

CONCLUSION

The analysis revealed that sustainability concepts are incorporated significantly in the science and geography textbooks for middle schools.Science textbooks are the ones which contains maximum number of concepts related to sustainable development and the concepts are also from social-cultural, economic as well as environmental point of view.Geography textbooks we could find out mostly concepts are related to environmental aspects.

looking class wise,class six contained the maximum number of different concepts related to sustainable development across all the taken subjects.In history textbooks there are around 11 to 10 chapters inside each book but very less lessons were there which contains concepts related to sustainable development.The concepts are also majorly based on the social, economics and cultural components.It can be concluded that history textbooks need some more inclusion of concepts related to sustainable development and teachers need to take more innovative teaching and learning practices which are based on the concepts seen in the textbooks and instead of lecture method these concepts should be taught all this concept should be taken up by the teachers as well as the schools to promote sustainable development through various steps and initiatives.Political science textbooks contain majority of the concepts related to social, economic and cultural components and many of the chapters contain sustainable development goals in the form of pictures with the name of the goal as well as its aim written besides the concept.Every chapter of the class 7 history textbook encourages the reader to compare the past with the present and observe the changes that has come along and also find the aspects that are still same as years ago in these chapters except the one shown in the analysis no direct information related to sustainability is given but with the help of facilitator and appropriate teaching and learning practices some concepts can be derived in these lessons which are related to sustainable development.Class 8 geography book contains maximum number of examples related to sustainable development in fact in class 8 geography book the proper definition and principles of sustainable development is also given along with information about some of the commission like brundland commission report which are related to sustainable development.Disaster management is also part of sustainable development and many aspects related to natural and man-made disasters are found inside the geography textbook. In class 8 it was found that there is a separate text book which is named as, " together towards a safer India" which is solely based to disaster management and starts from class 8 onwards and is a good step to improve the knowledge about the disasters , their history and future outcomes and also helps the learners to take steps to help in the mitigation through various activities.

The textbooks do contains concepts related to sustainable development all though in different numbers and in different books but they are hardly used by the teachers in the curricular and the co-curricluar activities. The main focus of the teachers and the school itself remains on giving general instructions related to conservation and management whereas hardly any initiatives are taken by the schools to make their school green schools.The schools do have taken steps where the conditions of the school as building is improved which gives a sense of the conservation practices being followed by the schools like clean 24/7 drinking water would ensure good health of the learners which is also 6th goal of the SDGs where as their is lack of involvement of the learners in the various school activities related to conservation and management.Just like to conserve biodiversity initiatives like taking care of the school ground by watering and not plucking of the flowers their is a need that similar initiates are also taken to conserve water and energy. Where water harvesting in any form should be promoted and learners should be made incharge of those activities such kind of activities can also show the interconnectedness where conservation of biodiversity can be linked with the conservation of water when the learners will use waste water to water the plants of the ground. Similarly their is a need to involve initiatives that are interrelated and leads to overall development. The schools significantly uses campaigns,clubs and programs based on all socio, cultural,economic and environmental aspects but not all theses aspects are fully appreciated in this activities like Environment and Earth days are celebrated by all the schools but not world energy day so there is a need to spread awareness about all the sustainability related aspects. For the energy conservation electricity is majorly focused by the schools and their is a need for them to also include fuel as a part of energy conservation where initiatives regarding this should also be taken.

For the tackling of the emergencies it is very much important that the schools have their own evacuation plan and contingency plan where all school members teachers and students should be involved in making as well as in promoting training at the time of the emergency. Many innovative ideas are followed by the teachers to incorporate concepts of conservation in their curricular and co-curricular activities where the teaching and learning material is also specifically developed by the teachers. The socio-economic background of the learners is also a point which needs to be considered by the teachers and develop the activities accordingly to include their experiences and sensitize them accordingly without hurting their sentiments. There is also a need to take more steps by the teachers instead of just using observation as a skill to teach about the biodiversity conservation rather some use of hands of activities should be their to inculcate a sense of belonging and it's protection. Teachers greatly focus on spreading awareness regarding the issues using a number of teaching and learning material which are self developed as well material

which can be taken up from other sources and is appropriate for the learners.Constructivist approach is used by the teachers where it is made sure that learners themselves are involved in the curricular and co-curricular activities developed by the teachers or the learners themselves so that they understand better and take responsible steps for the sustainable development.

There is a strong need to encourage the schools to adopt more measures and take initiatives to incorporate sustainability in the school practices where entire school curriculum, its classroom transaction and its linkages to community life should be reviewed and then improved.The teachers can also improve by creating space for students during the textbooks transaction to understand and appreciate the complexity of human and environment interaction/connection and therefore reflect on their experiences as a member of the society from sustainability perspectives by using the curricular and co-curricular activities developed by the teachers.

Further research can be taken up to find how these steps and initiatives helps the learners in developing appropriate knowledge , skills, attitudes and behaviour related to sustainable development. This requires the arrangement of the learners into two groups. These two groups should be provided with different classroom and school environment based on the steps and initiatives to teach them sustainability concepts. The comparison between the two groups would help in finding out the most effective measures to give sustainability, knowledge, skills, attitude and behaviour to the learners.

SUGGESTIONS

1. Textbooks needs to be revised where all concepts related to socio-cultural , environment and economic are added in good number in all the subject in all the levels so that learners can find the interconnection in them that leads to sustainable development.
2. Teachers should prepare more of the teaching and learning material where apart from giving knowledge they should also be given chance of finding solutions to them.
3. Learners should be encouraged to participate more in the sustainable development where more opportunities related to co-curricular activities like debates , competitions, use of drama , music , art and craft , exhibitions , sports ,celebrations, photography etc can be included in good number to give practical experience to the learners instead of mostly relying on the textbooks.
4. The teachers should be given training or workshops where they should firsts be education on what the sustainable development is and then how they can incorporate them in the teacher and learning practices.
5. More resources should be used instead of just giving instructions to permanently imbibe concepts related to sustainability in the learners.
6. Teachers and principals should conduct a school environmental audit of their school to find out the initiates that could be taken up in the schools to make green schools.
7. Based on the themes like , water, energy, waste , disaster ,cleanliness hands on activities can be prepared by the teachers and included in their curriculum.
8. Schools should create a green school action plan and also increase the participation of the community members where the experts can be involved in teaching and training about the sustainable development issues.
9. A curriculum based on motivating the learners with innovative ideas that can lead to knowledge, skills and understanding to make informed and responsible decisions regarding sustainable development.
10. The operation of the school's buildings(both internal and external environment) which helps in the delivery of curriculum and the management of its resources (e.g. waste management, energy conservation,water conservation,biodiversity conservation,tackling of emergencies)

REFLECTIONS

The researcher passionately feels the need to incorporate education for sustainable development in the school activities therefore large number of genuine data collection was the aim of the project.As at the time of pandemic where Covid-19 was prevalent the research project was taken up which leads to many issues and problems faced to collect the data as well as to complete the project on time. Finding of the respondents was one of the major problem faced as it reduced the chances of convincing them as can be done in face to face interactions. During the online mode few approached ones not even responded to the message or refused maybe because of seeing too much subjective questions. After giving the questionnaire the few respondents whom I approached refused for the interview which I wanted to take to get more details based on the responses. The reason which I felt for it was because of they already filled questionnaire by them which involved broad responses and might made the respondents tired of giving too much time and energy to the questions. They might have found the questions difficult or doesn't have responses for them therefore they tried to avoid the interviews. Some issues related to heath or other matters could also be the possible reason for it.

Learning on the part of the research has also been done. From the improvement in the communication skills involving both speaking as well writing skills to having patience in getting the responses.From developing knowledge about the research methods and skills to opening my area to also accept the perspectives of the other researchers whose articles/research papers are read to complete this project.Researcher have also learned values to be empathetic to others in this tough time and not force them to be a part of the project without consent as well as to be positive and not give up on doing the research project with all passion and hard work.One very important thing which the researcher have learned is to read a number of papers before before finalizing any component of the paper and to regularly work on the paper and not leave things for the end. And the most important thing which researcher felt was to first prepare the questionnaire as a sample questionnaire to get responses from few of the respondents and then have asked them for any changes they feel like to have in it and to have my own observations on how the respondents are perceiving the questions so that researcher can modify them and then used the final questionnaire because when researcher collected the data it was felt that few questions could have been structured in a different manner to get more responses and instead of few some other questions

could have been incorporated like related to economic development which is one of the component of sustainable development to get an overall steps taken by the teachers or the initiatives of the schools to promote sustainable development.

This research project is very important to the researcher because it will not be limited to the completion of the B.El.Ed course but will also be taken to a higher level during further studies and more detailed work will be done on it. Overall it was a bit exhausting but a great learning experience as it took researcher one step closer to being a good researcher. On completing the project it was felt like a big achievement and something to be proud of completing on researchers own efforts with the guidance of most supportive and humble supervisor.

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APPENDIX

CONSENT FORM (subject teachers)

TITLE OF THE RESEARCH
Education for Sustainable Development: A study of its integration in curriculum and implementations to make green schools

RESEARCHER

Tisha Goswami
B.El.Ed , Miranda House, Delhi
Mobile Number- 9810648924
Email address- tishagos826@gmail.com

PURPOSE OF STUDY: You are requested to take part in my research project. The purpose of this project is to find out if your school is a green school (a school that creates a healthy environment conducive to learning, while teaching students about the sustainable development by making the school sustainable) and to study the steps taken by the teachers to promote sustainable development through curricular and co-curricular activities by keeping the socio and economic activities of the learners in mind. Like methods adopted by the teacher to introduce concepts like conservation of electricity, water and fuels, teaching and learning material used , how concepts related to culture are taught in the class that promote sustainable development, campaigns organized as a part of co curricular activities and the involvement of community in the classroom practices.

IF YOU PARTICIPATE, YOU WILL BE EXPECTED TO: Genuinely answer all the questions given in the questionnaire and also provide extra relevant information (if any) in the space provided.

TIME REQUIRED FOR PARTICIPATION: There is time flexibility to fill the questionnaire as per your convenience but you are required to submit it to the researcher within a week from the date this questionnaire is provided to you.
CONFIDENTIALITY: Your responses will be considered as anonymous. You are requested to not write any identifying information on the questionnaire . In no case your identity will be revealed and the information will be collected for the sole purpose of data collection.

CONTACT INFORMATION : Based on the information provided you can decide to take part in my research project .If there is anything not clear or if you need more information you can freely contact the researcher.

VOLUNTARY PARTICIPATION: Your participation in this study is completely voluntary. You can decide whether you want to take part in my research project or not . If you are willing to take part in this research project, you have to sign the below given consent form. You can also withdraw your participation any time , in no case your relations with the researcher be affected.

* Required

I have read and understood the above given information . I am willing to help the researcher in her research project and I understand that I have full right to ask her questions regarding the project .I am also aware that I can withdraw my participation from this research project anytime by informing the researcher and giving the reason of the withdrawal. *

- ◯ I agree
- ◯ I disagree

NAME - *

Your answer

SCHOOL NAME - *

Your answer

Submit

CONSENT FORM

TITLE OF THE RESEARCH
Education for Sustainable Development: A study of its integration in curriculum and implementations to make green schools

RESEARCHER

Tisha Goswami
B.El.Ed , Miranda House, Delhi
Mobile Number- 9810648924
Email address- tishagos826@gmail.com

PURPOSE OF STUDY: You are requested to take part in my research project. The purpose of this project is to find out if your school is a green school (a school that creates a healthy environment conducive to learning, while teaching students about the sustainable development by making the school sustainable) and to know the initiatives taken by the schools to promote sustainable development by including programs; methods of conservation of energy and water ;effective use of biodiversity; involvement of local community and the adoption of the three R's approach.

IF YOU PARTICIPATE, YOU WILL BE EXPECTED TO: Genuinely answer all the questions given in the questionnaire and also provide extra relevant information (if any) in the space provided.

TIME REQUIRED FOR PARTICIPATION: There is time flexibility to fill the questionnaire as per your convenience but you are required to submit it to the researcher within a week from the date this questionnaire is provided to you.

CONFIDENTIALITY: Your responses will be considered as anonymous. You are requested to not write any identifying information on the questionnaire . In no case your identity will be revealed and the information will be collected for the sole purpose of data collection.

CONTACT INFORMATION : Based on the information provided you can decide to take part in my research project .If there is anything not clear or if you need more information you can freely contact the researcher.

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* Required

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- ◯ I agree
- ◯ I disagree

Name - *

Your answer

School Name - *

Your answer

Submit

GREEN SCHOOL QUESTIONNAIRE

* Required

Name of the school - *

Your answer

School address- *

Your answer

To know the use of biodiversity in the teaching and learning practices.

Is there a ground with plants in the school ? *

- YES
- No

If yes, how the ground is maintained ? *

Your answer

How the students take care of the ground ? *

Your answer

Is the ground used for teaching and learning practices ? *

- YES
- NO

If yes , how the ground is used for teaching and learning practices ? if no ,write not applicable. *

Your answer

To find the types of programs like vanmahotsav etc celebrated in the school that can lead to the promotion of sustainable development.

Does your school celebrate any program to spread environmental awareness and promote sustainable development ? (No/Yes) If yes, please write the names of the program and explain how are they celebrated? *

Your answer

To know the initiatives taken by the school to prepare students to tackle emergency situations sustainably.

Does your school undertake any activity to prepare students tackle emergencies. If yes, which are such activities? If no, write not applicable. *

Your answer

To know the steps taken by the school to conserve the environment(energy, water and fuel) prevent it's degradation and sustain it's well being.

What steps are taken by the school to conserve electricity? If none, write not applicable. *

Your answer

Does the school receives water through out the day ? *

- ◯ Yes
- ◯ No

Is there water supply in the toilets ? *

- ◯ Yes
- ◯ No

Is clean drinking water available in the school ? If yes, what is the time when the school receive clean drinking water and how many taps are there for the clean drinking water? *

Your answer

What steps are taken by the school to conserve water? If none, write not applicable. *

Your answer

What steps are taken by the school to conserve fuel from transport facilities? If none, write not applicable. *

Your answer

How your school adopts reuse, reduce and recycle approach? If none, write not applicable. *

Your answer

To know the level of participation of the local community members in the school activities.

Do the teaching-learning activities of your school have any scope for the students to reach out to the local community? if yes ,how ? If no, write not applicable. *

Your answer

.Please provide extra information (if any) that makes your school, A Green school.

Your answer

Submit

Subject Teacher Questionnaire

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
Reference - https://www.iisd.org/about-iisd/sustainable-development

Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum.
Reference - https://www.edglossary.org/co-curricular/

* Required

School name - *

Your answer

Subject you teach in the school. *

- ◯ Science
- ◯ Social Science

To know the development of curricular and co curricular activities by a subject teacher for promoting conservation of water and energy.

Keeping in mind the socio economic background of the learners what kind of activities can you develop to teach learners about the conservation of water? Give at least one example. *

Your answer

Keeping in mind the socio economic background of the learners what kind of activities can you develop to teach learners about the conservation of energy? Give atleast one example. *

Your answer

To know the method s used by the teacher to relate cultural aspects with their subjects that leads to sustainable development.

What methods can you include in the class to teach cultural aspects related to sustainability keeping in mind the socio economic background of the learners? Give atleast one example. *

Your answer

To know the use of different resources by the teacher in teaching and learning practices.

What are the different kinds of teaching and learning materials used by you to teach the concepts related to sustainability from the subject that you teaches in the classroom? Give atleast one example. *

Your answer

To know the use of ecofriendly material in curricular and co curricular activities prepared by the learners as a resource used by the teacher in the classroom teaching.

Are there any Eco friendly material prepared by the students in the class that you can use in curricular or co curricular activities in the class ? If yes , name them and tell the purpose for what they are/can be used. If no ,write not applicable. *

Your answer

To know the use of campaigns by the teachers as a part of co curricular activities in teaching about sustainable development.

Do you organize campaigns to teach about concepts related to sustainable development that are their in the curriculum ? If yes, Please tell what kind of campaigns, how were they organized and to teach which concepts. *

Your answer

To know the possibility of including the natural environment in the curricular and co curricular practices.

How learning from animals /birds that visit the school be possible to teach concepts related to sustainable development that are their in the textbooks? Give atleast one example. *

Your answer

To know the extent of Involvement of the community members as a teaching and learning resource.

Do you ever invite people from the neighbourhood /locality to guide /teach learners ?If yes, whom have you invited and for what purposes? If no, write not applicable. *

Your answer

Please provide extra information (if any) regarding steps taken by you to promote sustainable development through curricular and co-curricular activities .

Your answer

Submit

RESEARCH PROJECT 2020-21

CHALLENGES OF TEACHING ONLINE

TANISHA ARORA
2017/1252
MIRANDA HOUSE

1. Abstract

Due to pandemic, our whole idea of education has been restyled. The formal and offline schooling system has been disrupted and traditional teaching-learning method have come to halt. The new normal is about partial informality and online teaching learning transaction. In a classroom or an online course with online learning coming into play this role of teachers have evolved, they have to make the class much more structured, take into account the following internet issues, network issues, lack of appropriate resources at home, lack of appropriate devices and have to create her methodology flexible and approachable. Us as teachers are forced to more creatively, out of the box and techniques to engage and particpate actively in classrooms.

This research paper analyses the experiences by people of all age group who are related to education sector. The main objective of this paper is to identify basic everyday challenges of online mode faced by both teachers and students. It will also highlight the challenges arising due to different socio-economic background of people. It highlights systemic weaknesses in educators' pedagogical capacities based on their teacher training, critiques the assumption that the availability, affordability and accessibility of tools and equipment required. It will also highlight the challenges of interaction with technology.

2. Introduction

With education worldwide being thrown into disarray by coronavirus and going from teaching 20 students of 9 yo to teaching 20 students of 9 yo and 20 parents we have come a long way redifing our education system. One might not have signed up as a distance teacher when chosing the profession but in true teaching style, one has to relearn every strategy and throw out the old fashioned classroom based lesson plans and redesign their whole content.

It is evident now that the pace of educational innovation has outpaced educational research and there is most true in online learning case. According to new UNICEF report, only 24 per cent of Indian households have internet connections to access this new age e-education and there is a large rural-urban and gender divide.

Online teaching, unfortunately, is designed in such a manner that require textbooks digitally more than often because there is no real platform to stand and tell a story without the context or book for learners to read and hold on to. It is not possible to engage kearners for a voice message longer than 2 minutes. Even us a student sometime needs some material to read from, mark from, or you know just enage with some thing while the voice on the phone is speaking to us. It is very easy for us to fall apart and distract when we are in class happening online as everything we like and do on our mobiles are just a click away from us.

3. Rationale

I have always been confused to pick between personal happiness vs moral duty debate and this has been escalated in times like this. Being a student-teacher in this pandemic has taught me the value of efforts and time our teachers put for us. It is difficult to separate professional life timings from personal life timings when doing thing online. This goes same for all the students as well. All of us are struggling somewhere emotionally, physically, economically or mentally. We are challenging ourselves each day to do better, but the important point to note is to do just fine, even if it means doing nothing better. There is an old saying, “health is your wealth” and this is most important to understand this now than ever. Students are committing suicide from one of the most prestigious universities because of the pressure they are feeling pressured, burndend and all tied up and we are not doing anything about it. Do we really should be the one blaming government, universities, policies or ourselves for this? Is it our fault? Do we fail to recognise and understand different individual struggles we can all are facing? I want to find the challenges of this method of teaching online from all over my radius and get back to people with a message to put your mental health as first.

And even on online platforms, just like the offline ones the most important part is that students are able to share their own experiences and knowledge and the role of the teacher is also to mediate the discussions generated in the educational environment. With the times changing, Online Learning is becoming the new reality, the role of teachers are changing a lot. The structure of the classes are also changing a lot, the online classes must be made interesting to the point of awakening in students the desire to continue learning, especially when we talking about online courses. In a conventional classroom, teachers need to keep the student’s attention so as to avoid distractions that’ll make them lose focus on learning. Because they are physically present in the same environment, this task is easier, especially because the classroom is built having that in mind. Whereas in the virtual learning environment, there are distractions like happenings at home, presence of other members of house, social media, videos on YouTube, blogs and other sites that are beyond our control.

That’s why it’s important to create well-structured, interesting lessons to keep your students’ focus on the content you’re sharing.

4. Research Questions

My three main research questions which guided me to write this paper are:

Ques 1. Why mental and physical health of teachers and learners are affecting in pandemic and how to keep up with it?

Ques 2. What are some challenges associated with e-learning adopted in pandemic?

Ques 3. How the process of assessment is affecting in ‘new normal’ mode of teaching?

The questions were designed to gather detailed descriptions and explanations of experiences, which allowed a clearer understanding of challenges of online teaching burnout and its impact on learners in respect with our own teaching-learning practice in NDMC primary and middle schools. Each teacher who participated in the study served as an individual case.

5. Objectives

The aim of this research project is to identify:

i. Challenges and responsibilities that come with online mode from learner's side.
ii. Lack of appropriate equipments, tools and technology to make this online learning mode accessible, affordable and feasible to people of different socio-economic backgrounds.
iii. Challenges that come with new technology for old people such as teachers and parents and young learners when difficulties in separation of personal lives from professional lives when everything is just basically a click away.
iv. Accessiblity of basic necessity items in this pandemic and how it have affected the learning space for the learner.
v. Mental Health of both teachers and learners affected due to change of offline mode to online mode.
vi. Challenges of alternative assessment strategies and result authentication in times likes this.

6. Methodology

The research comprises defining and redefining challenges of teaching online. Formulating hypothesis by observing the online teaching-learning process going on around me in various educational institution like NDMC's school, public schools and government schools which come under center. I will try to map out suggested solutions by collecting, organising and evaluating data.

Collection of data:

Primary sources

- I will be do a controlled observation of students of K. Kamraj lane, 4th standard. And I will be a naturalistic observant to these classes. It will be done to get a gist on how online mode of learning is turning out for them.
- Collection of all this relevant data will be done through telephonic and textual interviews.
- I will create short online surveys in form of google forms for survey and connect with my fellow student-teacher of B.el.ed and converse them about personal challenges they face during their internship.
- I will try to collect relevant data from both Private educational institutions and Government institutions in order to establish a comparative study, and to find out if there is any impact of class difference amongst the students on the role of teachers during online learning mode.
- I will also try to connect with as many as possible learners around me by an informal conversation friendly for respective age group.

Secondary sources

- The source of my data collection will be relevant studies, newspaper articles and reports, research papers, commentary, journal articles, google scholar articles, articles from jstore conducted on this topic. It will be related with multiple appropriate sociological, political, psychological theories I have studied through-out my graduation. Socio-economic factors will also play an important role in collection of data as it affects various dimensions of one's life and thinking processes.

Organising data:

- The data collected will be organised in bar graphs, pie charts, tabulations.

Evaluating data:

- This data will be further analysed and compared to conduct a relevant study based on empirical evidence gathered in the form of observations, interviews, surveys and questionnaires.
- Deductions will be made from the data collected and organised to reach conclusion. And at last carefully testing the conclusion to determine they fit the formulating hypothesis.

Sample size:

- Some B.el.ed interns
- 1-2 government school teacher
- 1-2 private home tuition

7. Literature review

1. ORF OCCASIONAL PAPER
   Strengthening the Online Education Ecosystem in India.
   18 November 2020
   It is based on Indian educational system and identifies how digital preparedness is needed in the country. It is a case study on Maharashtrian educational system and consists of findings by interviews of local area teachers. It reviews GRs and circulars provided by state government to develop understanding of their objectives, plans and recognise schools as digitals.

2. TECNOLOGICO de MONTEREYY
   Teacher Training, the Great Challenge of Online Education
   30 October 2020
   It is based on teacher training in Guatemala, the university of valley of Guatemala (UVG). It focuses on fining the lack of teacher training according to present day scenario and how teacher's work has been doubled up since they have to learn themselves before teaching their students and find the appropriate material suiting all the aspects of their learners.

3. INSIDE HIGHER ED
   A Renewed Focus on the Practice of Teaching
   11 November 2020
   This study was conducted by Institutional Research. The survey revealed instructors are engaging creatively and energetically to teach online, they also have a fresh attitude toward teaching. The discussions of meetings are engaging and animated, and they reinforced the broader sense of responsibility that the faculty have to students and the importance of interacting with them.

4. ROCHESTER INSTITUTE OF TECHNOLOGY
   Advantages and Challenges of Online Project Based Learning
   May 2019
   The purpose of this research is to outline the advantages and challenges of online project-based learning. Becoming knowledgeable about online project-based learning (PBL) is crucial at a time when there is an increased demand for education. The discussion presented here will assist faculty in the teaching of online PBL. The researcher conducted a comprehensive review of the literature and developed an open-ended interview schedule based upon his findings, which was used to interview experts in the field. The experts' views confirmed the advantages and challenges found in the literature and brought up other factors that were not discovered in the literature.

5. TIMES OF INDIA
   Challenges of quality in online learning
   6 May 2020

This is an article written on the expressed concerns regarding the effectiveness of online classes, addressing the challenges of the quality and effectiveness of online learning. It also focuses on the need to create new protocols of online curriculum transaction and monitor teachers' performances. It also focuses on how feedback gives suggestions to improve the observed processes, in retrospect, by telling learners how they can improve the assignment that has been concluded. Research reveals that students hardly revisit their assignments to check teachers' suggestions and comments.

6. TOP HAT
   Online Teaching: 3 unique challenges and how to solve them
   2 July 2020
   This article talks about the various challenges of teaching online and how we can tackle them. Challenges like maintaining the connection with students, assessing them and tackling mental and physical health. It also tells about the different needs of different learners and their respective requirements.

7. ARTICLE
   Teacher training & the Pandemic (*is the teacher training done adequately to deal with times like these)*
   Teachers also need time to learn, not just teach. This is especially evident nowadays for those teachers who do not master the digital world or must find alternative ways to instruct students who do not have computers at home. We can find free, good-quality training material on the internet; however, the teacher must learn how to best suit their students' needs.
   While some teachers have been receptive and positive regarding the changes COVID-19 has wrought, many others have found teaching online not easy, especially those who have limited connectivity or lack the basic technological tools to perform. Trying to stick to a new curriculum online and doing it in a fun way to capture the students' attention can be overwhelming.
   The pandemic has revealed many shortcomings in the educational system and exacerbated the inequalities. According to a survey conducted by UNESCO, UNICEF, and the World Bank, only half of the countries surveyed provided their teachers with different distance education training. Furthermore, less than one-third offered psychological support to deal with the current situation.
   Still, the efforts of many countries to train their teachers are to be admired. In Zambia, for example, teachers are trained through videos submitted on WhatsApp, conference calls, and peer support. In Cambodia, they receive training by phone or the internet. In Rwanda, continuous professional development is through pre-recorded videos or online.
   Another UNESCO study shows that 81% of primary school teachers and 78% of high school teachers worldwide barely meet the requirements to perform their duties, demonstrating that many are unprepared to address the problems that confront them. The case of Latin America is even more worrying, given that 83% of primary school teachers and 84% of high school teachers do not have the tools to meet the challenges resulting from the pandemic.

8. ARTICLE

Errors made in transitioning from presential to online education (what are the possible errors that are made by our teachers while transitioning to online methods)

The studies mentioned above reveal that a large percentage of teachers received little or no training during the early months of the pandemic, so many teachers simply replicate online what they would do in a face-to-face class without considering that online teaching requires a different approach. The more traditional a teacher is, the more likely they have not even taken an online course, so it is normal for them to try to hold on to what they master. However, it is not the same to bring face-to-face classes to the virtual environment. The latter requires asynchronous and synchronous activities and rethinking class times, activities, and assessments. The teacher must be flexible and recognize that the school's-controlled class structure cannot be replicated online.

Wanting to maintain the same face-to-face routine in *online* environments ignores many equity concerns about access to technology. Based on research, this also goes against best practices in. It is impossible to believe that students can be in front of the computer for seven hours in a row and assume that, at home, there is a computer for each family member and the broadband needed to support the various activities that take place online today.

The reality is that online education is more than just a screen with internet access. For the teachers to succeed in teaching in an online modality, they must know how to create and present engaging lessons in this environment and ensure that students have the digital literacy skills to access them. This is where the large learning gap between primary-level students and higher-education students shows up.

The little ones do not have the independent learning ability, attention span, or socio-emotional maturity to learn for long periods in virtual learning environments, nor the ability to solve technical problems that may arise. Middle and high school students are not in a better position as, in many cases, they are accompanying the little ones and helping them in their classes while their parents' work.

9. Teacher training

PRIVATE VS PUBLIC SCHOOLS:

The Banaras Hindu University's research on the country's educational response and how teachers adapted to the pandemic. This study found that only one in four teachers were prepared for online teaching and that the most prepared were those who teach in the private sector. Part of this gap is because many private schools already had classes on virtual platforms or digital books, making the transition less complicated.

As a solution to the lack of online resources or knowledge about platforms, one in three respondents turned to WhatsApp to provide students' content and make the written guides for subsequent delivery. Teachers acknowledged that the transition to online education had not been easy as most educators received traditional training that did not anticipate *online* classes.

Research also revealed that teachers focus on teaching math, reading, and communication, setting aside many other important subjects because these are seen as

skills and competencies developed in other areas in the future. Also, students learn less content because a curriculum followed in class differs from those at home, not to mention those students who do not have the necessary resources or technological skills to continue learning from home.

The biggest challenge is knowing if the training, learning method, technological infrastructure, and adaptation of teachers and institutions have been sufficient in these months to ensure that graduates, at any level, received the relevant knowledge to move on to the next student stage.

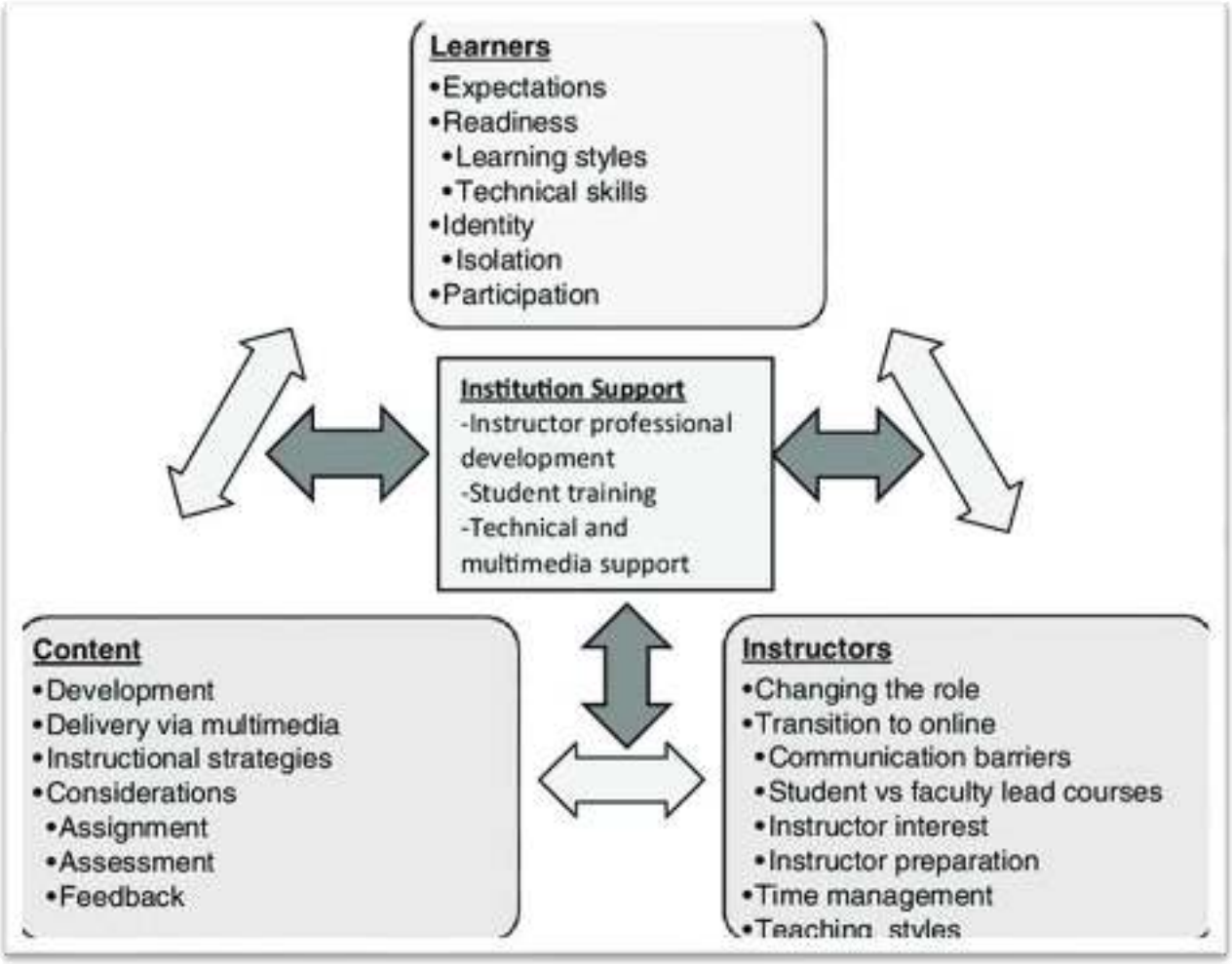
The arrival of COVID-19 has made it clear that changes must be made in teacher training in the future. Teachers must have up-to-date knowledge about teaching methodologies and the use of technologies to transition from face-to-face teaching to *online* classes. For their part, the new generations of digital natives are growing up in the Fourth Industrial Revolution, so their adaptation to online education becomes a necessary skill. It is crucial to continuously train teachers to master new technologies to overcome the digital age challenges.

Did your institution provide training programs when quarantine was imposed? Do you think the duration of the training and the materials you received was sufficient?

8. Data analysis

A robust strategy is needed to assess how the level of digitalisation in school education have affected the mental health, assessment and technology friendly or not for both learners and teachers. In the last year of pandemic, we all have been forced to shift to the online mode. This online mode is known as digitalisation. It is use of digital technologies and data to build interconnections between reality and similar activities present for the same topic.

When I did the analysis of my interviews with teachers, I found out interesting angles for my research.



These are summary of some Findings and analysis from the literature, interviews and survey are based on major three dimensions:

8.1. Mental Health

8.1.1. What is mental health?

As defined by World Health Organization (WHO) is “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.”

The three core components of this definition are:

a. Well-being

b. Effective functioning of an individual

c. Effective functioning of a community

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

According to the WHO ‘Subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence and self-actualization of one’s intellectual and emotional potential, among others.’ is included in mental health.

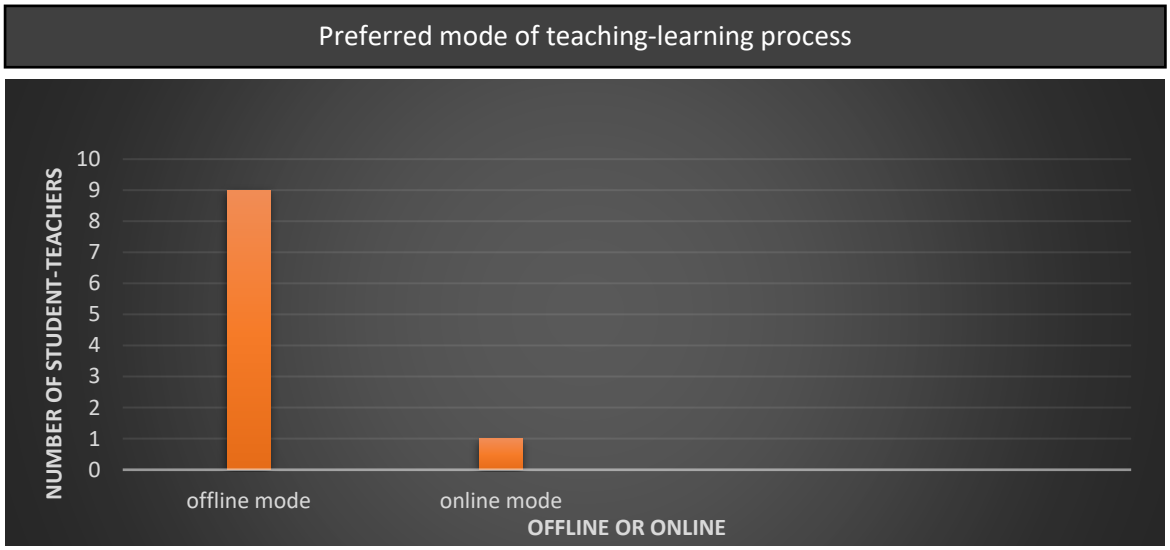
8.1.2. Mental health of teachers

Teaching students from home is not less than any challenge, there comes a lot of hindrance like the family environment of the teacher, no physical interaction with the students and no use of teaching learning materials physically. When they are at home, family noise and several other conversations with amongst the family members act as disturbing element for the teacher.

a. Cause:

The role for an instructor in an online course changes from that of being an information provider to the role of a mentor or facilitator (as said by Dykman & Davis, 2008). I have found that a lack of personality and an overly formal online course can result in a cold and unpleasant experience for online students.

A high percentage of student-teacher surveyed stated that, they missed the face-to-face interaction with their learners. Also, Borstoff and Lowe in 2007 reported in their studies that the lack of face-to-face contact caused students to feel isolated and was the most common cited objection to online learning. It is with this thought in mind that an instructor should try to establish a trust relationship with students and should personalize the course material as much as possible.



When asked about their preferable mode for teaching in interviews, I found out that 9 out of 10 student-teacher prefer offline mode of teaching. They tend to believe that the hardships faced over internet teaching is bigger than its benefits. It is believed that offline teaching creates space for more learning, new opportunities and helps them to build connections with their learners in a much better way. In an offline teaching they can interact with learners and can see their facial expression, see how many students are participating, who are not participating and why not. Students can also do the hands-on activities which they found as one of a major challenge during online teaching. While teaching offline, lesson plans can be customised and altered if required as per the needs of the learners.

Teaching needs a conducive environment to take place. Just like any other professional work- it is the best when done in a space specifically assigned for it. Not being present in the same environment while teaching learning process is going on also makes a lot of difference. The space where we are learning impacts our learning negatively and positively both. When we are at different spaces we are at different mindsets, values and moods. Also, school and education are not only about acquiring knowledge, it's about overall development like developing communication skills by talking and interacting with their

peers, physical activities etc. which is not possible in online mode. It is proven that the ethos we work within definitely compliments to the teaching learning process. We are always driven by what we see around us, the type of leaning environment that is provided to us.

b. Effects:

If students have a problem in a face-to-face class setting, they have to wait until the next class for a solution. This is probably one of the main dis-advantages of a formal class schedule. However, an online class schedule is very flexible. The students have a tremendous amount of control over the time involved in the learning situation and this flexibility have cause for a teacher to receive questions on any time of the day and facilitate learners. But it makes hectic for teacher to teach same topic again and again as per the learner's convenience. If learner decides not to pay attention in regular timings of the class, he/she can take leverage of the fact that they can message their facilitator about the topic anytime of any day. This process makes repetitive and tiring for the teachers.

About 80% teachers find it difficult and get stressed when they have to teach online. They can't control everything in their own neighbourhood as well as in their house which add upto a lot of disturbance and break the flow of their classroom teaching. Some teachers also have to do household chores with college work, make lesson plans and unit plan as well as teach.

Most of the time because of the expectations of the other family members, disturbance created by them and their expectations hold teachers to their best self and give their all to their profession.

8.1.3. Mental health of learners

The studies have shown that the mental health is a very important aspect of the well being of a child and Mental health problems can affect a student's energy level, concentration, dependability, mental ability, and optimism, hindering performance. Research suggests that depression is associated with lower grade point averages, and that co-occurring depression and anxiety can increase this association. Depression has also been linked to dropping out of school.

a. Cause:

According to mental health research conducted by the National Alliance on Mental Illness (NAMI), one in four students has a diagnosable mental illness. Stress from exams, pressure from peers and family - pressure to do well at the school and to go out socialise and have fun.

mental health is such an aspect which plays a very important role in the cognitive and holistic development of a child. People around a child consciously or unconsciously hurt the sentiments and feelings of children which ultimately leads to the bad mental health of children; sometimes they themselves get into trouble and sometimes circumstances are such that it effects their mental health. As early experiences shape the architecture of the developing brain, they also lay the foundations of sound mental health. Disruptions to this developmental process can impair a child's capacities for learning and relating to others — with lifelong implications.

Mental health problems can affect many areas of students' lives, reducing their quality of life, academic achievement, physical health, and satisfaction with the school experience, and negatively impacting relationships with friends and family members.

Learners are lacking peer-to-peer learning. Social learning is not happening as they do not have friends to talk to and build new friendships. Building friendships is very important especially in the lower age groups, which gives them security and self-esteem that gives them a sense of belonging.

b. Effects:

When child doesn't have good mental health; his activities, actions, studies, behaviour, perceptions, thought processes and developmental learning are affected. Since, for a holistic development a good mental as well as physical health of a child are the essential parameters, one should take good care of it. Also, the people around a child should be aware of every single thing happening in the life of child because they are the only people who are living with them and the ones who know their child better than anyone else and can help their child

in the best way possible. These issues can also have long-term consequences for students, affecting their future employment, earning potential, and overall health.

With the sudden halt to in-person learning, many students have missed their friends, yearned to be out of the house, developed erratic sleep habits and drove their (often working) parents crazy. On top of that, many were dealing with the trauma of a sick or dying family member, economic hardship and major changes to the life they once had.

In school setting, the environment helps in setting the interests of students in the topic and makes them feel responsible for the hours they have in schools, which is seen lesser during online class. They tend to get easily distracted by other things thinking they have a lot of time to cover up for the missing parts. The leverage of texting their teachers to entertain their queries and doubts adds up to this negligence.

More and more students now want everything (their assignments, tests, projects etc.) to be cancelled. They don't want to face the situation and just want an easy way out of it. Recently when class 10th CBSE boards cancel, there was celebrations by students. They did not understand the fact that it can impact negatively also for instance they are not prepared for the boards. Only about 10% students have actually prepared for them and 90% were only in hope for it to get cancelled. Even those students who have prepared were also happy because they did not actually have to give the exams.

Another aspect that highlights our mental health is at stake is lack of appreciation from the side of authorities which eventually kills the curiosity of a learner. Everyone have access to internet who is taking classes thus no student is no longer actually interested in learning or giving answers. Even if someone who hasn't been attending classes can answer question asked in class because he can just google things in seconds which makes a learner who is regular in classes and making notes worthless in comparison.

Lastly, online mode of learning process affects both negatively and positively. If we look at negative side, it impacts the connection between teacher and learner because teachers can't keep a record of each learner's needs and improvement. Learners lose connection with the teachers, ultimately leading to lack of communication during teaching. It is also hard to keep practicing basic teaching methodologies due to communication gap. The student teacher bond also breaks in the online teaching. The teacher becomes merely the audio/ video/ voice for the students. And due to this, lack of participation is encouraged in the virtual classroom space.

8.1.4. Not just mental health but also physical health

Mental and physical health are equally important components of overall health. Mental illness, especially depression, increases the risk for many types of physical health problems, particularly long-lasting conditions like stroke, type 2 diabetes, and heart disease. Similarly, the presence of chronic conditions can increase the risk for mental illness.

Many children have become bored with online classes. In certain schools, online classes are very monotonous. Hence, what these students are doing is switching off the camera and are doing other activities. It's like a time pass for them. They are facing some physical health problems like eye strain, headaches and fatigue from seeing the screen for such a long time. Besides, sports education and extracurricular classes have also stopped. As most of the parents are working and the child is all alone in the house, there is no way the children can interact with anyone.

Children attending online classes at home are not bound to have classroom professionalism. Hence, their physical health is deteriorating too in many aspects.

a. **Poor ergonomics:** Unlike classrooms, the children are not bound to follow good ergonomics at home. Taking online classes on bed and sofas are one of the commonest reasons that we can attribute to recent rise on back pains or fibromyalgic pains.

b. **Lack of physical activities:** Obesity in children is on the rise either due to lack of outdoor physical activities or due to binge eating and easy availability of junk food at home.
   Children are losing their muscle mass and adding fat which is going to affect their growth. Research has shown that the more physically active a child is during the growing period the better is their physical and mental health for the next 3-4 decades of life.

   Children by being physically inactive are also losing their muscle tone thereby finding it very difficult to cope up with sports when they resume in future due to muscle rigidity.

   Without the right posture and the right kind of study desk, at a certain point, they are bound to complain about extreme pain on their backs, shoulders, and neck muscles because of slouching or straining for long periods of time

c. **Deficiencies of Calcium and Vitamin D:** Physical activities play a large role in Calcium and Vitamin D levels of the body. Deficiencies are on the rise in recent times in children and their reasons are very obvious.
Apart from lack of physical activity, lack of sunlight exposure and poor diet also contributes to Calcium and Vitamin D deficiencies. Muscle cramps, spasms and strains/tears are common with trivial injuries / bad postures when a child is having severe deficiencies.

d. **Injuries:** Increasing number of injuries in children in recent times is either due to trivial injuries or due to over-enthusiasm and desperation of being isolated at home. Every child wants to get outdoors and their fitness is significantly poor due to the lockdown.

8.1.5. Strategies to incorporate for better health overall

The root of the problem is considering the symptoms to be normal. Irritability, feeling constantly tired or on edge, headaches mood swings or insomnia are common signs that something wrong is going on and cannot be ignored. It is very good to realise that many people among us might suffer from similar issues. Opening up to a friend, someone from your family, or even consulting an online forum might bring you huge relief. Many fail to remember to take proper care of their minds. We are constantly reminded to eat well, train, we pick out nice clothes we look good in - we care about our bodies, but we forget to take care of the soul. It is extremely important to take some time off every once in a while. To unwind, turn off all social media, slow down. Reading a book, taking a bath or practising yoga are some of the best ways to let the mind take a little rest from the everyday hustle.

Some may even experience stress, tingling sensations, headaches, muscle fatigue, and decreased performance because of bad posture. Many experts suggest not using a smartphone, rather using a laptop or a tablet, and maintaining at least a foot's distance from the eyes can bring a lot of change in your physical health. They also advise avoiding sitting or sleeping on the bed and using a sturdy study table and chair with an armrest or even a dining table can help avoid lower back pain. A small pillow can be used at the lower back to reduce back and neck pain. Putting an alarm for every one hour to get up and walk for five minutes will ensure the knees do not get jammed. As students are at home all day, sunlight exposure is important and students should sit outside before 8 am to get their dose of Vitamin D to make sure calcium reaches the bones.

A positive approach towards life & it's goals and several other measures can help in overcoming the pernicious mental health. Children should be taught how to positively fight with the bad circumstances and wrong treatment of people and make themselves strong. And elders should take a good care of children's mental health while dealing with them.

Parents need to be cautious as well as to make sure that their children remain fit and healthy. These are some steps parents can practice at home:

1) Create a classroom atmosphere at home to respect and maintain professionalism and good ergonomics

2) Set screen time for mobiles and tabs after class hours and encourage children to avoid electronic devices
3) Healthy muscles need good hydration and healthy food habits. Keep away from binge eating and junk foods
4) 30-45 minutes of sunlight exposure with a minimum of 1-1.5 hours of exertional/rigorous physical activity like Gym/aerobics/Yoga's or outdoor physical activities whenever feasible is a must for all growing children

8.2. Technology friendly

8.2.1. What is technology?

Technology is the skills, methods, and processes used to achieve goals. People can use technology to: Produce goods or services. Carry out goals, such as scientific investigation or sending a spaceship to the moon. Solve problems, such as disease or famine.

It can also be defined as:

- the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.
- the application of this knowledge for practical ends.
- the terminology of an art, science, etc.; technical nomenclature.
- a scientific or industrial process, invention, method, or the like.
- the sum of the ways in which social groups provide themselves with the material objects of their civilization.

Integrate technology as a fundamental building block into education in three broad areas:

i. Use technology comprehensively to develop proficiency in 21st century skills.
ii. Use technology comprehensively to support innovative teaching and learning.
iii. Use technology comprehensively to create robust education support system.

8.2.2. Role of technology in education

Our world is changing, and in order to prepare our children for this new world we need to change the way we educate them. The term 21st century has become the central part of education thinking and planning for the future. Administrators and Teachers are actively searching for ways to prepare students for the future, and the educational system has been evolving faster than ever before.

A classroom no longer consists of four walls with a blackboard and a lecturer in front, talking to students instead of interacting with them. Interactive whiteboards, tablet PCs, projectors and a host of other tools allow teachers to present information in ways that prompt discussion and collaboration.

Technology, in one form or another, has always been part of the teaching and learning environment. It is part of the teacher's professional toolbox. In other words, it is among the resources that teachers use to help facilitate student learning.

Learning with technology has become essential in today's schools. Worldwide, governments, education systems, researchers, school leaders, teachers and parents consider technology to be a critical part of a child's education. The important role that technology plays in education gives teachers the opportunity to design meaningful learning experiences that embed technology.

- Technology allows for 24/7 access to information
- Constant social interaction, and

- Easily created and shared digital content

It is important for our students to learn in a global classroom, acknowledging that the classroom extends beyond the physical walls. Our students are more inclined to find information by accessing the internet through cell phones and computers or chatting with friends on a social networking sites. It is necessary to embrace this highly motivational interest and embed it in our teacher. As our digital capacity expands and our training in technology use grows, teachers will begin to utilize technology to better meet the needs and interests of students though technology application and instruction.

Educational technology can be classified as:
-Technology as a tutor
-Technology as a Teaching tool
-Technology as a learning tool

Some important functions of Educational Technology are:

a. Improvement of Teaching:
   Education technology analyses the process of teaching thoroughly. It tries to find out the different variables of teaching, their interlinks, effects upon each other, relationships, theories of teaching, phases of teaching principles of teaching, maxims of teaching etc. By developing the theories of teaching, it helps in improving the quality of education.

b. Analysis of the Teaching- Learning Process:
   Education technology aims at analysing the process of teaching-learning thoroughly. It tries to find out the different variables of teaching, their interlinks, effects upon each other, relationships, etc. It also concerned with various phases of teaching.

c. Improvement of Learning:
   Educational technology analyses the process of learning and the related theories. It facilitates more and more of learning in less time.

d. Enhancing goals of Education:
   Education technology helps in finding out the right objectives. Everything in this universe is undergoing tremendous changes and with a very fast speed. Educational Technology helps in enhancing the right objectives in the light of the changed circumstances and changed environment.

e. Resources for teachers:
   The changed type of environment with new curriculum and new materials is to be handles by the teachers. The use of online available resources helps teachers to explain the concept with animations. They can pause and play whenever and can also repeat the video or audio if some learners ask for an explanation again. This help with doubts and queries by learners.

f. Development of Curriculum:

Keeping in view the objectives of education, which have been a new material is to be handles by the teachers. Right type of question of developing right type of curriculum. Only a suitable curriculum will help in attainment of goals.

g. Development of Teaching- Learning Materials:
Teaching-learning materials are also as important as anything else in the teaching- learning process. They have to be accordance with the environment of the learners. Only right type if materials will able to modify the behaviour of the learner suitably making him a fit person for the society. Students can easily find e-books, revision material, sample papers and previous year question papers on the internet that can be used to improve their knowledge base.

h. Teaching-Learning Strategies:
A strategy plays an important role in the hands of a teacher in every teaching-learning situation. The screenshots of attendance of virtual classroom also works as a great classroom management strategy to the teachers as teacher have a proof of who attended the class in reality and who didn't. Also, she can ask any student randomly to unmute and speak which could tell who is actually paying attention in the classroom.

i. Development of Audio-Visual Aids:
Audio-visual aids have always played an important role in the teaching-learning process. The use of audio and visual materials makes it easy for the student to grab theoretical concepts along with understanding the practical aspects. Apart from this, new technology has made it easier for disabled students to gain knowledge. They can use computers, visual material and many technological tools to learn despite their disability. There are arrays of effective and robust learning tools for differently-abled students. The technology used for education helps us with using audios and videos to our best use. We can search for multiple videos and audios on the same topic according to the needs of our learners. We can find videos and audios on variety of different topics, languages, suitable for different age groups as well. Even when there is no material available on certain topics, we can always create our own by using technology and animations. We can also upload it on platforms like youtube and share it with learners and reuse it multiple times again in future.

j. Helps in Overall Improvements:
Educational Technology helps in locating the problems in the different areas or education. It also helps in remedying the draw-backs. Evaluation of teaching-learning process is also made better because through feedback, things are improved thoroughly and there is better control over the process of education.

k. Identification of Need of the Community:
Education Technology identifies the need of the community. It helps in providing equal education opportunities to backward people, disadvantaged students and deprived sections of the society. It aims at

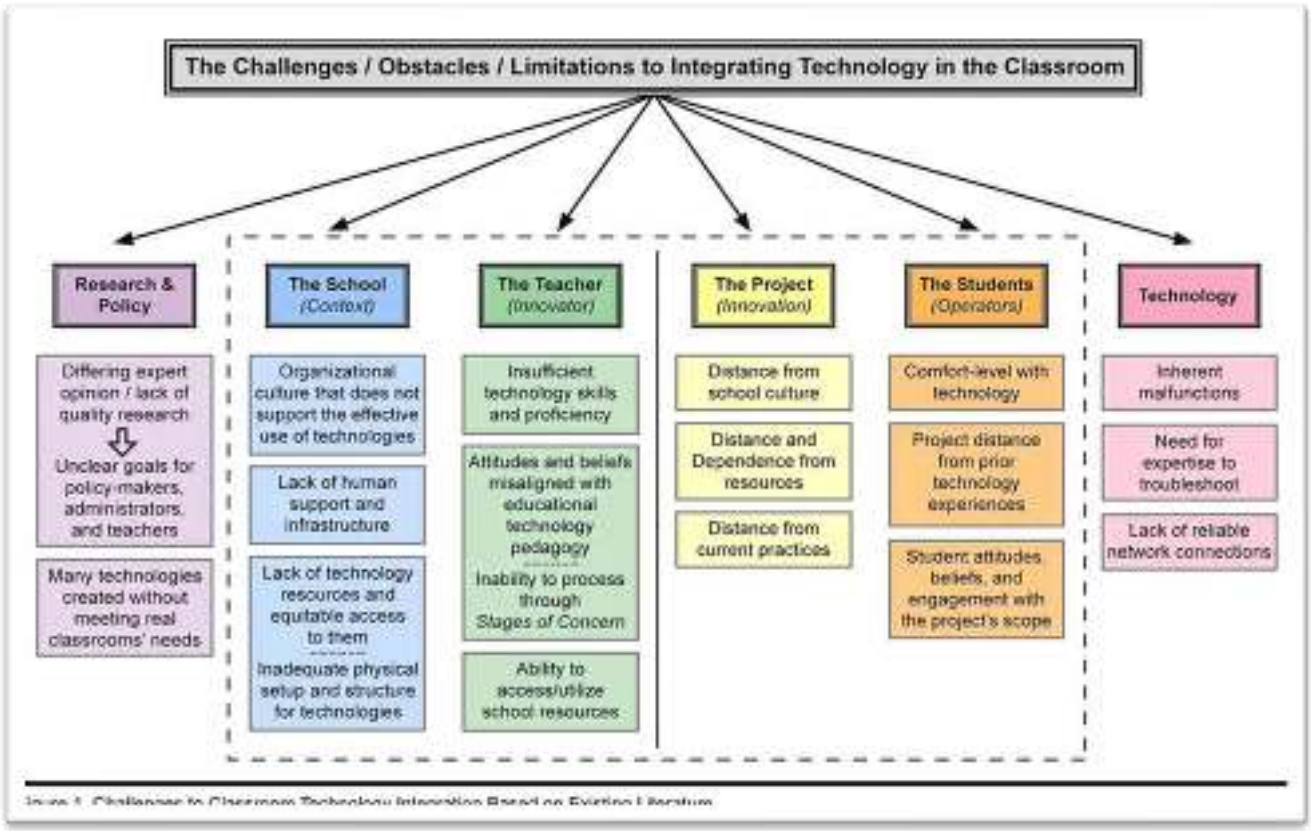
identifying the needs of the community from time to time. Then it tries to improve the community in every possible way.

l. Leaning without hindrance: Now, students can learn anywhere and anytime through digital learning modes. They can learn at home or at any place they wish to. They do not require special classrooms or study room. The study material is just a click away.

m. Distance learning:
Distance is no more a barrier now. Due to cutting-edge technologies, students from all over the world can come together at one platform and share their experience as well as knowledge.
Today, there are no difficulties in a student's life that can refrain them from learning. Now, it is possible to receive education as per one's schedule and convenience. In this way, even working professionals can receive education and enhance their skills.

Teaching is now more than a lecturer in front of a blackboard and technology has been an integral part of its development. It has transformed education and the way that people learn and retain information. Therefore, its role in the future of education is a fundamental part in maintaining the growth and progression of today's economy.

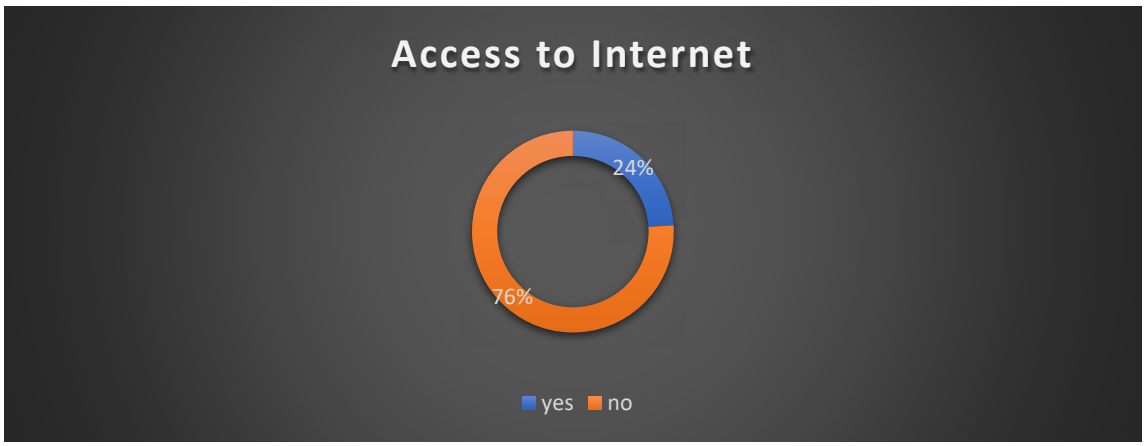
8.2.3. Challenges faced of technology



8.2.3.1. Technology availability:

It is seen that 7 out of 10 of the teachers feel the lack of participation in class is the reason for the lack of appropriate technology most students have. This could be the reason behind different socio-economic backgrounds of the learners. Just 24 per cent of Indian households have internet connections to access e-education, and there is a large rural-urban and gender divide that is likely to widen the learning gap across high, middle and low-income families s, as children from economically disadvantaged families cannot access remote learning, according to a new UNICEF report. The report uses a globally representative analysis on the availability of home-based technology and tools needed for remote learning among pre-primary, primary, lower-secondary and upper-secondary schoolchildren, with data from 100 countries. The data include access to television, radio and internet, and the availability of curriculum delivered across these platforms during school closures.

It expressed concerns over children from economically disadvantaged families struggling with access to remote learning. Learners, especially elementary, from most marginalised communities do not have easy access to smartphones, and even if they
do, internet connectivity is poor, and quality education content is often not available in vernacular languages.



Although the numbers in the report present a concerning picture on the lack of remote learning during school closures, UNICEF warns that the situation is likely far worse. "Even when children have the technology and tools at home, they may not be able to learn remotely through those platforms due to competing factors in the home, including pressure to do chores, being forced to work, a poor environment for learning and lack of support in using the online or broadcast curriculum," it said.

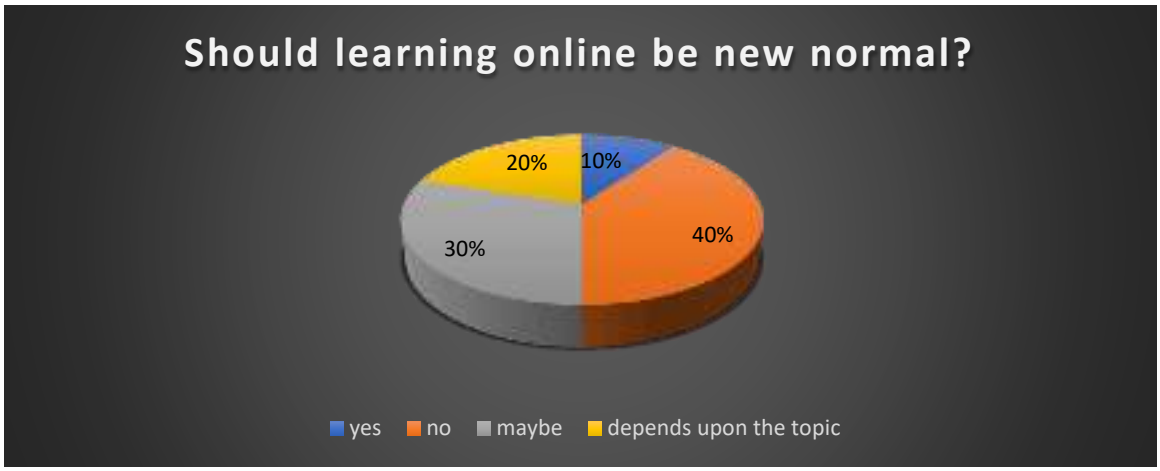
The UNICEF urged governments to prioritise the safe re-opening of schools when they begin easing lockdown restrictions. When, reopening is not possible, UNICEF urged governments to incorporate compensatory learning for lost instructional time into school continuity and reopening plans.

"School opening policies and practices must include expanding access to education, including remote learning, especially for marginalised groups. Education systems must also be adapted and built to withstand future crises," the report said.

Central and state governments have put in place several initiatives through digital and non-digital platforms to facilitate continuity of learning at home. They have called for multiple pathways and outreach strategies to improve access and use of learning materials by children/students, especially in reaching the unreached because of the digital divide. They have called for blended approaches involving communities, parents and volunteers to reach children and support their learning in these times.

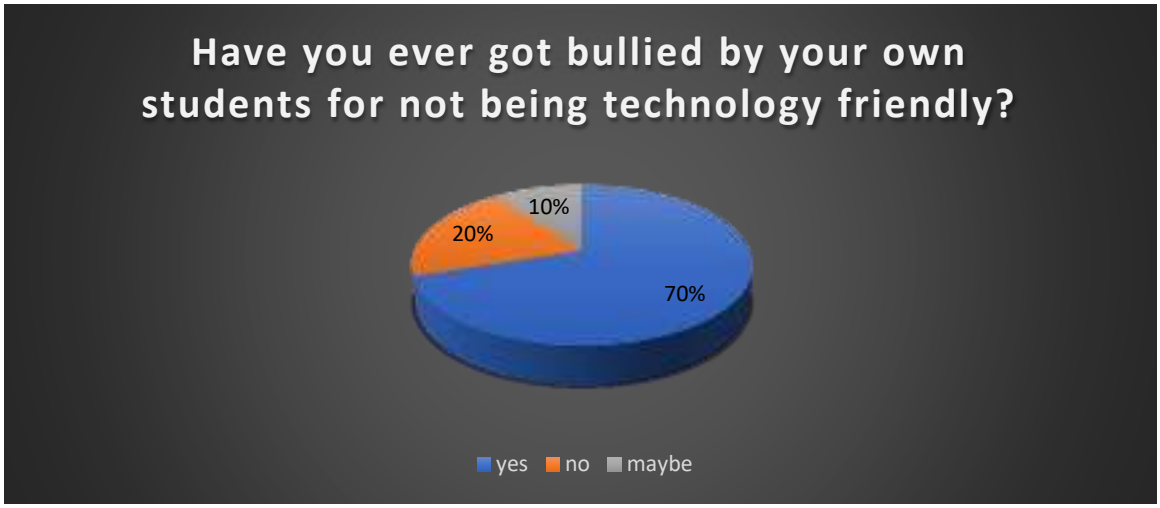
In this pandemic crisis, the young and the most vulnerable are suffering disproportionately. Schools are closed, parents are out of work and families are under growing strain. An entire generation of children have seen their education and learning interrupted. In times like these, access to digital education is limited and by itself cannot solve the learning gap. Blended approaches are needed involving communities, parents, volunteers to reach children and support their learning in these times. At least a third of the world's schoolchildren 46.3 crore children globally are unable to access remote learning when COVID-19 shuttered their schools.

8.2.3.2. Technology affordability:



Teacher's tech savviness has also impacted their physical health in digital era, we have found that 9 out of 10 teachers have some sort of physical challenge faced. Some of them complained about too much screen time causing headaches and watery eyes hindering the potential of teaching, back ache due to sitting in particular posture for longer periods of time, reduced stamina due to weight gain, anxiety and nervousness. Internet issues and technical glitches along with hands on activity replaced by online worksheet are also part of some challenges faced by student teacher.

8.2.3.3. Technology accessibility:



Telephonic interviews and survey suggest that tech-savvy teachers and learners as a key prerequisite for the digital preparedness of schools. It indicates that almost 50% of teachers face difficulties with the new age technology. It identifies the need for user friendly technology and training for teachers beforehand for online to be the "new normal". Some of the teachers felt the students bully them for being not friendly with technology much and approximately 30% teachers feel this way.

There are many such new coming from all over the country from teachers claiming they have been bullied by their students for not knowing how to use google meet, zoom or other platforms on which lecture is taking place. Many of these teachers are ages 30-40 years old. Even the young teachers like us were not familiar many of these platforms and have learnt hard way through it. We still are unaware like other and elder teachers. We all are in the learning phase on how to use technology to our best of capacity. As a student-teacher, we have witnessed the both sides and its still somewhat easy for students/younger generation to learn and use technology as compared to our teacher/elder generation to learn and act. They are trying their best and learning something new each day.

In all of our teacher training programmes and courses, we have not received any specialised training regarding technology. We had no subjects concerning how to use it for best. We are discovering new optimised way to use technology each day.

When asked about the online resources used by them it was evident that student-teacher finds it difficult to find resources meeting all the demands of learners i.e. class, socio economic background, language etc. and thus they prefer self-made resources over existing digital resources.

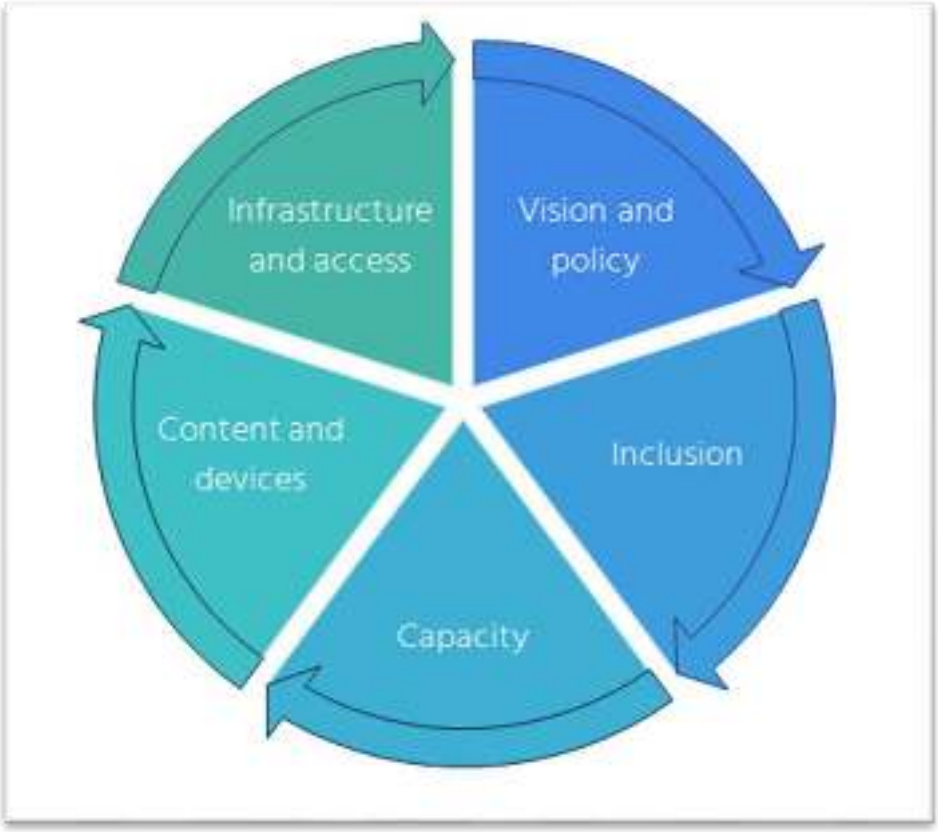
Even if they find the resources, accessibility to these resources by all is whole another challenge. All learners have different kind of socio-economic backgrounds and needs and everyone can not afford to use these resources.

For example: when we used to teach in NDMC primary school, we were instructed not to send large videos or audios as it will consume a lot of data to download and watch and a lot of them used internet from mobile data which is limited per day/month. If these would have been some private school there would be no problem like these because most of them would have Wi-Fi over their homes and data and speed for download is unlimited. There was also a huge challenge to find the appropriate resources in respect to their daily life which they could connect and learn better by relating. Language was another barrier when finding resources. The school was hindi medium so we used to teach from hindi books but were allowed to speak words of english so as to improve their english speaking. Finding such videos was hard and most of the time e would end up making our videos- reading the chapter, explaining the worksheet, giving simple examples they can relate like of toffees for subtraction, making activities bilingual etc. And to overcome the issue of downloading, we used to upload videos on youtube and give brief description of it and other things in types messages where ever possible. This also used to solve the problems like of time as many learners did not had phone of their own and used to take class on whatsapp through their parent's mobile. Some of them whose parents were not at home, can also take class through this method. They can easily access resources used and sent to the group, they can read the messages later on and send the home-task when-ever they were free for it.

Distraction through the use of increases use of technology also contributes to challenges of it. Learners are easily get distracted by social media. There is endless content which does not contribute to their curriculum and syllabus. Learners are just consuming this information recklessly and ignoring their duties towards studies and school.

On this account, it is gets difficult to engage learner in class meanwhile his social life is just one click way. It is hard to keep learner's focus only in his class. As a student-teacher, we all face the same problem of both sides of the coin. We struggle teaching learners like these and sometimes unintentionally does the same when on other side of the table.

8.2.4. Strategies to optimise use of technology



A. Infrastructure and access:

No strategy for Internet in education can succeed without adequate infrastructure and access to resources. As the Internet Society's Enabling Environment Framework makes clear, this requires infrastructure investment, skills and entrepreneurship, together with supportive governance for the Internet ecosystem.

Broadband access today is unevenly distributed. People in developed countries are more than four times as likely to have mobile broadband subscriptions than those in least developed countries.

- Broadband infrastructure is essential if teachers and students are to make full use of what the Internet can offer. Many rural areas in developing countries still lack broadband networks or affordable connectivity. Governments need to establish legal and regulatory frameworks that encourage investment in order to overcome these limitations – including consideration of new local access and infrastructure models and investment in international connectivity, in national and local networks, in Internet facilities such as Internet Exchange Points (IXPs) and in content infrastructure such as data centres and hosting resources.

- The needs of schools and colleges and of National Research and Education Networks (NRENs), should be explicitly included in national broadband

strategies and universal access programmes to address this. Universal access and service programmes could also offer greater flexibility and innovative funding programmes.

- Networks and services need to be affordable, for both schools and individuals, if they are to be used effectively. The cost of basic broadband access is more than 5% of average national income in most states. Financial resources per student are limited and poverty prevents many children from accessing the Internet at home. A regulatory framework that stimulates competition and lowers access prices is as valuable to learners as to other groups within society. Special access rates for schools and colleges should also be considered.

- Schools need computers, tablets and other ICT devices that are integrated in a smart fashion in the educational environment to make the best use of Internet-enabled learning. These need to be maintained, upgraded and cyber-secure. They also need reliable electric power. The total costs of ownership – capital and operational – should be factored into budgets, and the importance of financial constraints should not be underestimated. School buildings may need to be redesigned to make effective use of Internet-enabled learning. These too are important aspects of enabling access.

B. Vision and policy:

Policymakers concerned with technology and with Education have the opportunity to develop a vision for the future which will enable technology to benefit both students and national development. They should work together to develop that vision, and to design policies that integrate technology in national strategies for sustainable development including critical development sectors like education.

- Policies for Internet in education should focus attention and resources on national development priorities. They should start from a thorough understanding of educational strengths and weaknesses; adopt realistic targets for Internet adoption, use and impact; monitor outcomes against those targets; and learn from past experience. While the same challenges arise in many countries, there are also important differences in national context.
- The enabling environment for broadband access, especially the extent to which it encourages investment and innovation, will be critical in facilitating educational improvements. In 2012, it was estimated that less than 5% of schools in some Indian countries had even basic Internet access. Policies for Internet in education need to focus on the twin challenges of enabling access and facilitating effective use of access.
- Policies for Internet access and use should encompass the entire education system – from pre-school and primary education, through secondary and tertiary education, to lifelong learning, reskilling and retraining. The aim should be to improve the digital literacy and skills of everyone throughout society, adults as well as children.

- Policies should build on realistic assessments of what is possible with available finances and other resources, for all parts of the community, in each national context. Without a commitment to equality of opportunity and access, Internet-enabled education could increase inequalities. Using the Internet to improve education can play an important part in maximising resources, monitoring outcomes and targeting resources where they are most needed.

C. Inclusion:

The 2030 Agenda for Sustainable Development aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.' If the Internet is to contribute effectively to this, access must be available at all levels of education, in both formal and informal learning.
Some communities are better equipped than others to take advantage of the Internet, because infrastructure is more available or more affordable to them, because they have better access to Internet-enabled devices, or because they have economic or social advantages. The World Bank has warned that new resources in education, including technology in schools, can exacerbate 'entrenched inequities' unless care is taken to ensure inclusion. The risk of this can and should be mitigated through policy and practice.

- The Internet can help everyone, at every stage of life, to improve their educational attainments and job opportunities. Continuing education and lifelong learning for adults, including adult literacy, have a crucial part to play in Internet-enabled education.

- Policies should explicitly address structural inequalities in education, especially gender inequalities. Girls in many parts of countries have more limited access to education than do boys, for a variety of economic, social and cultural reasons. Lack of education contributes to girls' and women's disempowerment in later life. Policy initiatives should use the Internet to overcome restrictions on their learning and support adult literacy and other programmes to build their skills within the workforce.

- Policies should promote greater equality in access to learning resources for disadvantaged groups within societies, such as those living in rural areas or in poverty, ethnic minorities and speakers of minority languages, and those with disabilities.
- Policies should recognise the risks to which students, particularly girls, can be exposed when using the Internet. Schools are well-placed to help children identify, evaluate and reduce these risks. The inclusion of topics such as digital citizenship and cybersecurity in the curriculum can help them do so.

D. Capacity:

Education is at the heart of capacity-building. It is through education that people gain skills that equip them to find jobs, start businesses, lead fulfilling lives and provide for themselves and their families. Education builds the capabilities that societies also require to improve

productivity and achieve economic growth, to manage health and social services, and to play a full part in the global community of nations.

All aspects of our economies and societies are being changed by the Internet. By improving access to information, knowledge and education, the Internet can help individuals to achieve better educational outcomes across the board, developing the skills that they and their societies require.

Success in the digital age requires digital skills. As they enter the world of work, individuals should be able to make use of computers and other digital equipment. Digital literacy is the ability to use online applications, find information online, assess its quality and value, and make use of it in daily life and it is crucial to living in the digital world. School students and adults alike need to learn how to use the Internet to undertake transactions, and how to protect themselves against cybercrime. Developing these skills should be included in curriculum.

Teachers need to learn new skills to make effective use of Internet resources. Our experience during the pandemic has shown the importance of professional development in building teacher's capabilities in using the Internet and introducing new types of learning in the classroom and with individual students. Educational administrators also need to learn how best to use the data which online learning makes available to improve education standards and target resources. Building these capabilities will be crucial to maximising the value of the Internet for education.

E. Content and devices:

One of the most dramatic differences the Internet can make lies in opening access to a wider range of content for teaching and learning. Content like that is explicitly educational in purpose and the much wider range of online content can supplement curriculum. Instead of relying primarily on textbooks, teachers can direct students to many different sources and students can develop research skills by exploring online content on their own.
The Internet has led to important innovations in educational content. Open educational resources and Massive Online Open Courses bypass intellectual property constraints by making course materials from one area available to students in another. These can supplement local educational resources, extending the range and quality of materials available to students.

The potential is tremendous, though it must be remembered that not all content is readily transferable, for cultural and other reasons. Policymakers should seek ways to integrate the wealth of new resources into local education without discouraging development of local content or the role and experience of local teachers.

Until recently, the Internet was principally accessed through computers, which were not affordable to most people in most countries. However, access to mobile phones which can be used to access the Internet has played an important part in expanding Internet access, and as a new means to foster creativity.

The growing range of content, lower cost and increased capabilities of access devices are making it easier for people to learn as and when they wish to do so, rather than just in formal school environments. Policymakers should track the development of the Internet to ensure that policies and implementation plans take advantage of this and remain relevant as technology and services evolve.

By working together, all of us as teachers, learners, parents, policymakers, the Internet community and education stakeholders can develop comprehensive policy approaches tailored to the circumstances of our country. Establishing the required infrastructure and access to resources, ensuring inclusion, building capabilities, and facilitating access to content and devices. This will contribute not just to education but to the fulfilment of the Sustainable Development Agenda that meets the needs of all.

8.3. Assessment

8.3.1. What is assessment?

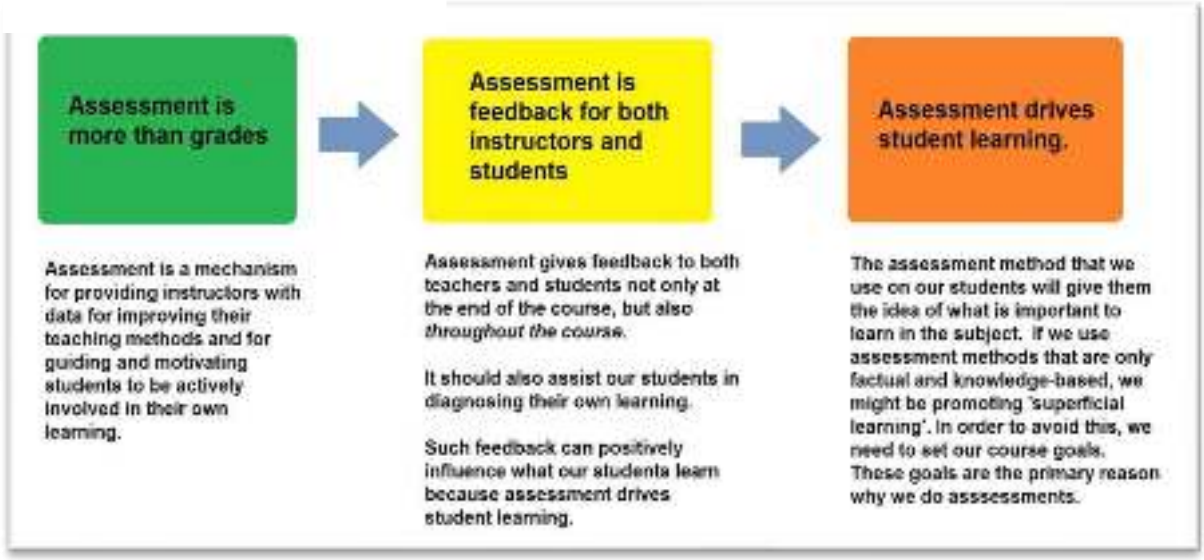
I'm sure you know the feeling of anticipation when you are about to take a quiz or test. Did you take detailed class notes and study enough? And you surely have been assigned with various essays. Did you give yourself enough time to research, write, and revise your essay in order to meet the requirements?

Exams and essays along with speeches and projects are forms of assessment. Assessment is a critical step in the learning process. It determines whether or not the course's learning objectives have been met. A learning objective is what students should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and school funding.

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students' learning and development.

Educational assessment or educational evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning.

8.3.2. Why is it necessary to assess?



- To find out what the students know (knowledge).
- To find out what the students can do, and how well they can do it (skill; performance)
- To find out how students go about the task of doing their work (process)
    - 2To find out how students feel about their work (motivation, effort)
- To find out the growth of students over a period of time (Improve)
- To find out the appropriate knowledge about something (Inform)
- To find out right techniques to do something (Prove)

8.3.3. Methods of assessment

Assessment is a process which follows a set of four components. These four stages or components are Plan, Do, Check and act. It is a process to evaluate the student's performance.
Besides, it is an orderly process. This uses a test to check the student's performance. It divides into many types. They are:

1. Formative Assessment: It is an essential part of teaching and learning. It does not add to the final marks given for the unit; instead, it put into learning through given advice. Also, it points out what is good about the work and what is not?
   Similarly, it also affects what the students and teacher will plan in the future for learning.

2. Summative Assessment: It shows the amount of learners' success in meeting the assessment. Also, it contributes to the final marks given for the unit. These are conducted at the end of units. In Addition, it provides data for selection for the next level.
   The logic and dependability of summative assessment are of great importance. It can also provide information that has formative value.

3. Work Integrated Assessment: This type of assessment is where the tasks and situations are closely associated with what you experience. It helps to develop student's skills and capabilities along with educational development.
   Also, this helps and support educational staff to design genuine assessments. It designs according to the need of the teacher.

4. Diagnostic Assessment: Just like formative assessment, diagnostic assessments intended to improve learner's knowledge. Besides, it looks backward rather than looking forward. It reviews what the learner knows and difficulty that they are facing in learning.
   Not diagnosing these difficulties could limit their participation in learning. Often used when a problem arises or before it.

5. Dynamic Assessment: It measures what students can achieve when teaches about unfamiliar topic or field. An example can be teaching students Spanish for a short while. It helps to see how students who do not have any prior knowledge adopt it.
   It can be helpful to review the potential for students who have a mainly underprivileged backdrop. Frequently it is used in advance of the main body of teaching.

6. Synoptic Assessment: It gives confidence students to unite elements of their learning from different parts of a plan and to show their build up knowledge and thoughtful of a topic or subject area.
   It basically enables students to show their talents and skills. And it shows how in-depth knowledge they have about the subject. Basically, it helps in measuring the capacity to apply knowledge to understand the subject.

7. Criterion-referenced Assessment: The performance of every student is judged by a specific principle. It should be strictly seen that other student's performance should not be taken into account. In addition, the teacher should avoid normative thinking because it can affect judgment. Apart from that, the teacher should assure reliability and validity.

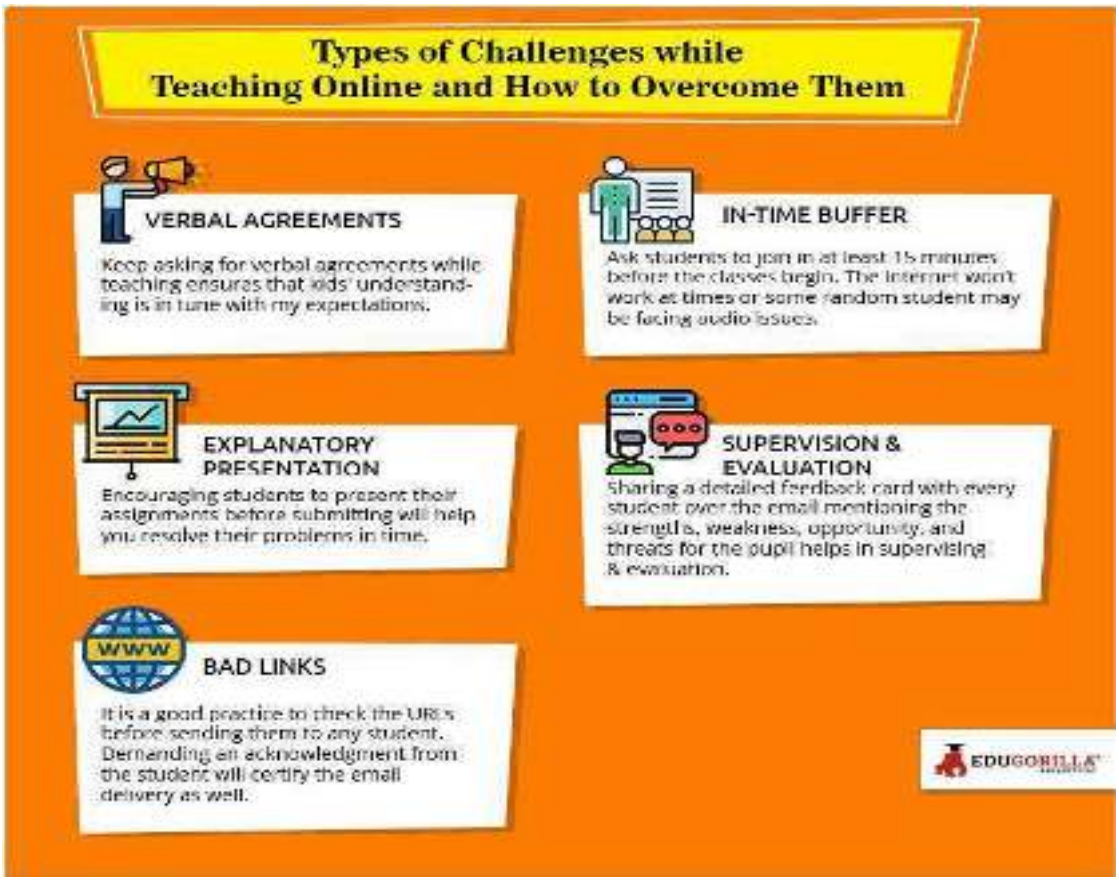
8.3.4. Challenges of assessment during online teaching-learning

Two main assessment models followed in online classes are: feedback and feed forward technique.

- The feedback gives suggestions to improve the observed processes in retrospect by telling learners how they can improve the assignment to check teacher's suggestions and comments. This method of assessment is based on constructivist approach where learners get inspire by the suggestions given by their teacher and try to incorporate them in their assignment.
- The feed forward model is future focused and inculcates ideas about what a learner or teacher can do differently with the assignment on hand. This idea is more based on futuristic learning. The child learns and experience and then inculcate in the next assignment. He does not look back to what has been done already and how can he improve that.

But when talked about the result authentication and models of assessment followed by student teacher in times of digitalisation, I have found that many of them believes there is no authentication whatsoever. The scope of cheating is very high. There is high amount of

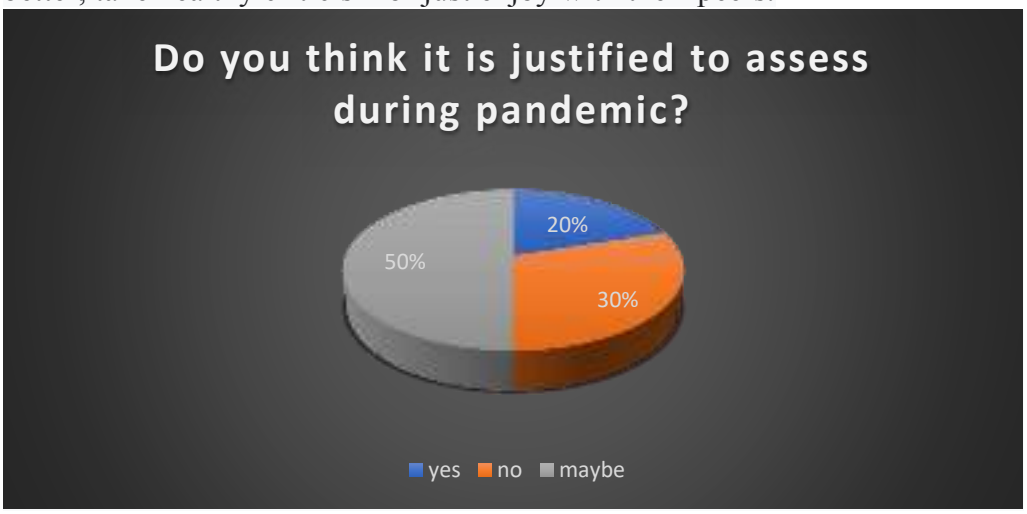
infidelity in the homework, test or projects given to learner. Alternatives rather than written exams are encouraged in the classroom space because majority of exams are any way given by learner's tuition teachers. I personally know some middle school cousins who are taking help of their tutors to pass in the final examination no matter they are open book, close book or digital (like google forms). Through this way, all of them are getting 90% marks but do not have any knowledge about the subject or its syllabus they apparently took classes for the whole year. Oral examinations have now moved to online 1-on-1 sessions via web conferencing technology like Zoom or Webex. This is under the assumption that all students have internet access these days, however, bandwidth may play an important role for students. Thus, faculty should take into account how easy to operational this methodology is for students.



When it comes to assessment, over 60% teachers believe that it is unfair to assess and conduct examinations in pandemic. It is disadvantageous for children as they are stressed and not engaged which significantly affects their learning. In times like these more focus should be more on learning then exams as a student can be assessed through their participation also, so taking exams like this only increase their anxiety and leads to many ways to complete those question papers as soon as possible. There is no possible one way to assess as:

- There is unequal distribution of resources of learners. While some learners are easily getting the resources to study, they are not confident about their learning as the judgement from the side of teacher is not coming subjective and its unclear if one knows the actually knows the concept or not.

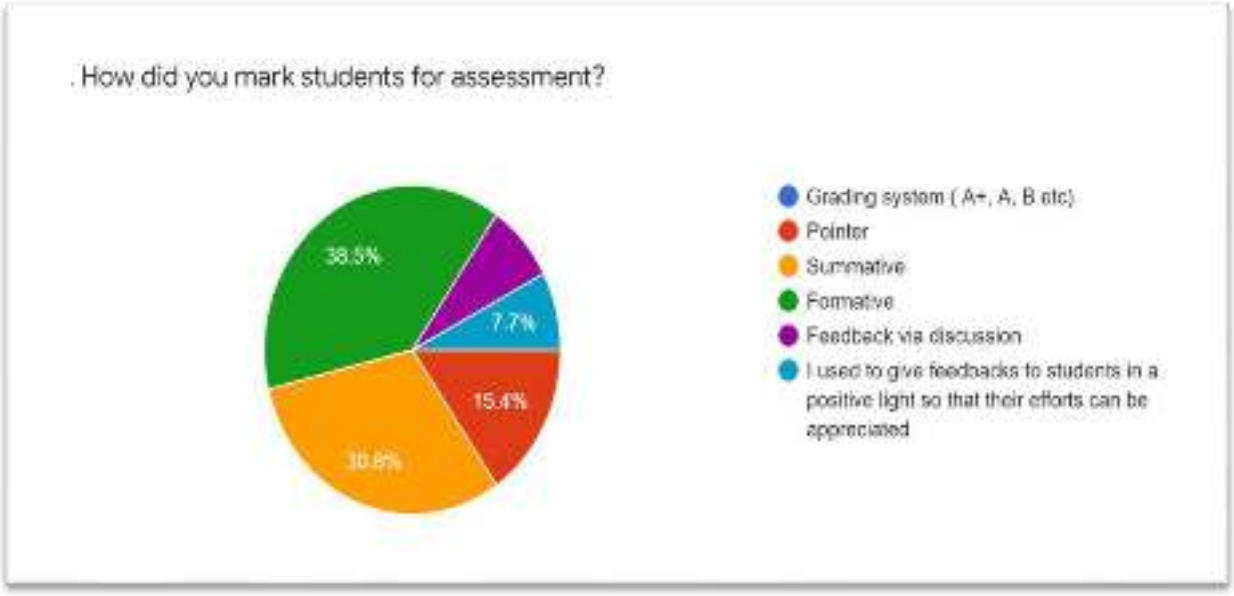
- There is no live connection with students to know his/her overall growth rate over the course of time.
- There are no interpersonal relationships that may established with the learner during his/her assignment because in online mode a teacher is mere voice or video over the screen.
- There is no peer learning happening as all learners are isolated which makes the process of learning lonely. While missing friends, learner tend to shy away or bother less while giving his/her answer in the class even after they know. Very often, they are also engaging in the informal conversation with their friends during the time of class as the time to come online at the same time is easily trackable with schedule of online classes.
- There is no scope for extra curricular activities like yoga class, art and craft, music or dance. The learners got no chance to bond over with young people of their age and learn new form of art from them. This affects the behaviour of learners with respect to other learners as they have not gotten a chance to learn from someone better, take healthy criticism or just enjoy with their peers.



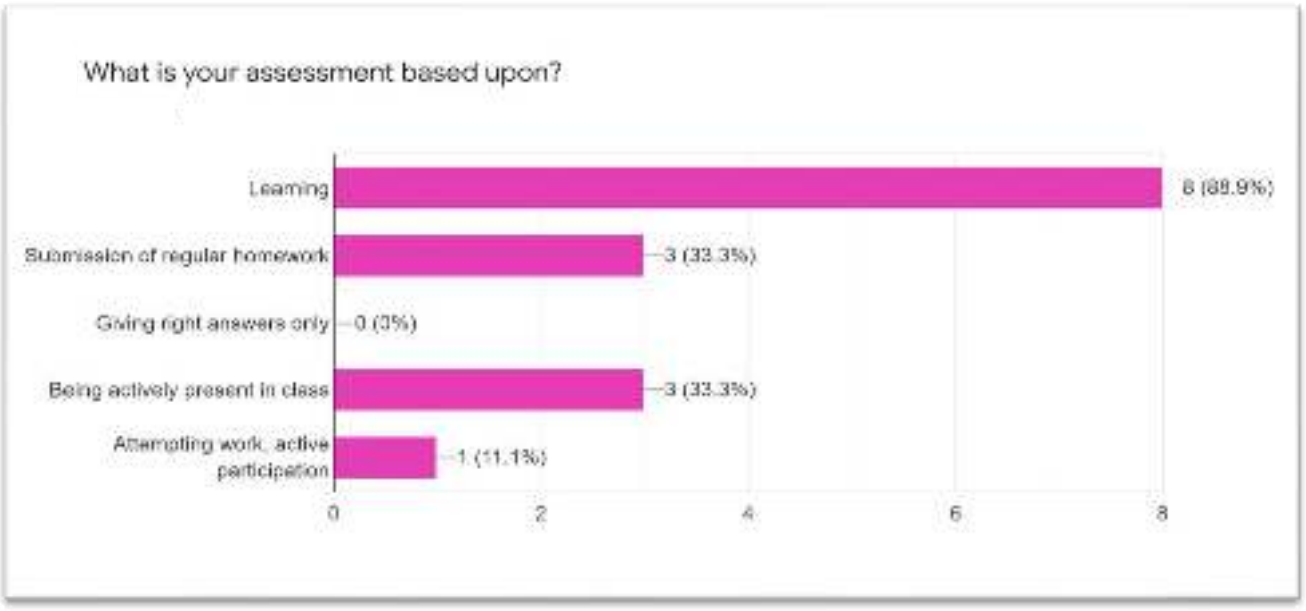
All these factors contribute majorly to the mental health and physical health of the learners as already discussed in the previous sections.

8.3.5. Strategies to imply

In this research I have found that some of the criteria's followed by student-teachers are child's understanding of the concept, oral responses, worksheets, active participation in classroom, regularity, giving examples forming connection with real life. The formative assessment style is being followed by most of the interns and continuous evaluation has been encouraged.



The survey has suggested some alternative methods for assessment rather exams which are projects as they hinder the copying mechanism and forces child to do it according to his own creativity and knowledge, evaluation through regular performance in home tasks and class assignments.



One of the biggest concerns for teachers is how they will continue to engage students and keep an eye on their progress from afar. Fortunately, there are free online resources available from a number of organisations, including the British Council and BBC Bitesize, that offer interactive activities for students of all ages, to keep their brains active while also testing their ability.

There are multiple online learning platforms that offers a number of fun and challenging maths and literacy games for children aged 4-11. Through these, teachers can set homework challenges and track children's progress. Also, there are some useful are websites for younger

audiences, parents, and teachers to find homework and independent learning resources such as Primary Homework Help.

For older students, these websites provide free materials for students taking their GCSEs or A-Levels. Teachers can also utilise Microsoft Forms and Google Forms to create their own quizzes and test students. They are sharing useful videos for teachers on its websites on how to create engaging activities for students using Google Apps.

9. Conclusion

The spread of COVID-19 has forced millions of students and teachers to move their communication online. The schools are closed until further notice and we have to adapt to a new lifestyle. Teachers and administrators are working hard during lockdown trying to keep students on track, shifting to online learning within the shortest time.

Although technology evolution now allows many things we haven't believed possible, the shift to e-learning doesn't go as smoothly as we want it to be. Facing the pitfalls of digital learning may be discouraging and frustrating both for teachers and students.

And even on online platforms, just like the offline ones the most important part is that students can share their own experiences and knowledge and the role of the teacher is also to mediate the discussions generated in the educational environment. With the times changing, is becoming the new reality, the role of teachers is changing a lot. The structure of the classes is also changing a lot, the online classes must be made interesting to the point of awakening in students the desire to continue learning, especially when we are talking about online courses. In a conventional classroom, teachers need to keep the student's attention so as to avoid distractions that'll make them lose focus on learning. Because they are physically present in the same environment, this task is easier, especially because the classroom is built having that in mind. Whereas in the virtual learning environment, there are distractions like happenings at home, presence of other members of house, social media, videos on YouTube, blogs and other sites that are beyond our control. The teachers are supposed to move their classes online right away having no additional training and extra budget.

A comprehensive learning management system usually cost an arm and a leg, so teachers have to give numerous digital tools. They start their day by opening multiple tabs for multiple purposes, switching between them. They attend virtual school, parents, and student meetings, trying to handle the amount of information we're facing right now and decide on the teaching strategy. They should grade the assignments coming from different places. That's why it's important to create well-structured, interesting lessons to keep your students' focus on the content you're sharing.

10. Questionnaire

MENTAL HEALTH

1. What do you prefer as a teacher? Online or offline? Why?

2. What do you prefer as a student? Online or offline? Why?

3. Do you get stressed during online teaching?

4. How do you feel living environment affects your teaching practices?

5. Does shifting online affects the connection of students with teachers? Positively or negatively? How so?

TECHNOLOGY FRIENDLY

1. Do you face difficulties with new age technology?

2. How do you manage with resources available online? Do you find it more helpful?

3. Have you ever goy bullied by your own students for nit being technology friendly?
- yes
- no
- maybe

4. Do you feel lack of participation In class could be the reason of lack of appropriate technology?

5. Views on destruction by social media and games while learning online.

6. Should learning online with a new normal?
-Yes
-No
-Maybe

7. What are the some physical challenges of teaching online? Anything related to physical health and resources?

ASSESSMENT

1. What are your criteria to assess child's learning?

2. How did you mark students for assessment

-Grading system
-Pointer
-Summative
-Formative

3. What is your assessment based upon?
-Learning
-Submission of regular homework
-Giving right answers only
-Being actively present in class
-Other

4. Do you think it is justified to assess during pandemic?
-Yes
-No
-Maybe

5. What is the alternative for regular exams to assess according to you as a teacher?

6.what do you think about result authentication in times like this? Students are cheating giving open book exams even after procuring there are ways they can cheat, they can copy et cetera.

11. Limitations

The limitations of my project will be:

a) Wideness of this topic as there are many challenges and it is not possible to cover all challenges.
b) Not one subject oriented. This research paper is in whole process focussed.
c) Lack of method to collect data personally in one on one physical interviews
d) The participants in this study were teachers from one primary, government-aided school in New Delhi. The sample included a cross-section of grade level, experience, and age level.
e) Originally the sample size of participants was anticipated to be 15. However, due to COVID-19 Pandemic, schools were locked down and questionnaire from the remaining five participants couldn't be collected.
f) The information gathered cannot be generalised to other types of schools.
g) All the participants of the study were females, as the school consisted of all female teachers. Hence, the research couldn't be conducted from a gender lens.
h) Another limitation was that I was the sole collector, processor, analyser, and interpreter of data collected. Consequently, there is a possibility of research bias as analysis is done based on my understanding of the concept.
i) Based on my theoretical understanding of this topic and the data that has been collected using the above methodology, I will now interpret the data in the next chapter to find answers to my research questions for this study.

12. Suggestions for Further studies

Further studies can be conducted in the following areas:

a) Studying the role schools can play in monitoring the physical and mental health of learners.
b) To conduct a having a larger sample, in terms of the number of schools and number of teachers
c) Conducting a cross gender study to analyse this theme from a gender lens.
d) To conduct a study exploring the perspective only students.
e) To conduct a comparative study amongst teachers with different teaching qualifications (B.Ed and B.El.Ed, for instance) in different school settings.

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TEACHER AUTONOMY IN ONLINE AND OFFLINE SCHOOLS

-KUMARI NEHA

2017/1366

B.El.Ed. (4th year)

MIRANDA HOUSE

ACKNOWLEDGEMENT

It gives me great pleasure to express my gratitude towards my project supervisor, Professor Mukul Priyadarshini for her guidance, support and encouragement throughout the duration of the project. Her insightful feedback pushed me to sharpen my thinking and brought my work to a higher level. Without her help and motivation the successful completion of this project would not have been possible.

I am also thanking those people who directly or indirectly helped me to complete this project.

ABSTRACT

The concept of teacher autonomy refers to the professional independence of teachers in schools, especially the degree to which they can make autonomous decisions about what they teach to students and how they teach it.National Policy of Education (1986) also says that teachers should have the freedom of innovate, to device appropriate methods of communication and activities relevant to the needs & capabilities of the concern of the community.

This research project aims at analyzing 'teacher autonomy' in online and offline Indian schools. It also tries to focus on the needs and importance of teacher's autonomyandprofessionalindependenceinoureducationsystemaslaiddown in NCF 2005. The development of the teacher as reflective practitioner can be considered the pinnacle of their professional success. However, this can be achieved when their autonomy is notchallenged.

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INTRODUCTION

Education is a most potent source of achieving the desired goals. According to John Dewey , education is a tripolar process. Education involves an interaction between the educator, student and the social environment. Any system of education which does not have a social significance is incomplete.As Secondary Education Commission or Mudaliar Commission (1954) says “The most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place, he occupies in the school as well as in the community. The reputation of a school and its influence on the life of community invariably depend on the kind of teacher working in it”.

According to NPE (1986), “The status of the teacher reflects the socio-cultural ethos of a society. It is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines.”

Teacher autonomy is defined by “the capacity to take control of one‟s own teaching”.It refers to the professional independence of teachers in educational institutions.In layman's terms,it can be referred to as the freedom of study, learn & teach. As National Curriculum Framework 2005 states, "Teacher autonomy is essential for ensuring a learning environment that addresses children’s diverse needs.As much as the learner requires space, freedom,flexibility, and respect, the teacher also requires the same" .But,the current system of administrative hierarchies and control, examinations, and centralised planning for curriculum reform, all constrain the autonomy of the headmaster and teacher.Even when there is curricular freedom, teachers do not feel confident that they can exercise it without being taken to task by the administration for doing things differently. It is thereforeessential to enable and support them in exercising choice.

Professional autonomy does not mean to do whatever you want but to use the knowledge you have to address the needs of the children.Teachers have an important role to play in the emotional and intellectual formation of their students. As the internationally best-selling author and well-known speaker Barbara Coloroso has rightly stated, “If kids come to us from strong, healthy, functioning families, it makes our job easier. If they do not come to us from strong, healthy,

families, it makes our job more important." They can play a significant role in their students' lives only if they are allowed to think creatively and exercise their freedom responsibly.

This project would help me in getting an insight on teacher's perspective of autonomy in schools.How much freedom do they currently have in schools and to what extent they have it in terms of pedagogy,curriculum and administration. Through this project,I also looked into some of the best education systems in the world such as of Finland ,to check the status of teacher autonomy in said country's schools and how providing autonomy affects the overall performance and quality of education.High quality teachers are the hallmark of Finland's education system. The Finnish educational system was decentralised in the 1980s and the 1990s. Annual national opinion polls have repeatedly shown that teaching is Finland's most admired profession, and primary school teaching is the most sought-after career. Finnish teacher education programs are extremely selective as well. Finland is also at the frontier of curriculum design to support creativity and innovation, which means teachers have an attractive job resembling other high-status professions, involving autonomy, collaboration, research, development, and design.

Also, in studies conducted on Indian education system and it's several policies, the findings indicate that teacher autonomy have been reduced by school reforms and restructurings. Regardless of their individual aims, these reforms have collectively created a power structure that distributes power to the centre, state, municipality, principal, and the school market, including 'customers' that is students at the expense of teacher autonomy.And hence,I would also be studying the factors responsible for this reduced autonomy including lack of teacher education programmes addressing teacher and learner autonomy as valid educational concerns.

OBJECTIVES

- To investigate the professional autonomy of teachers in online and offline schools
- To study teachers' views of autonomy in schools (Curriculum / Administrative /Pedagogical)
- To study some of the best education systems in the world alongwith India and get to know their curriculum practices,teacher training programs as well as their perspective on providing autonomy to teachers.

REVIEW OF LITERATURE

1.MAGAZINE ARTICLES

▪**Shiksha Vimarsh** - Shiksha Vimarsh is a registered publication of Digantar and has been operating from 1998. It is a bimonthly magazine in Hindi and seeks to inform and engage its reader in discourse on a wide spectrum of issues related to contemporary educational thought and practice, policies,problems,case studies, researches and book reviews.

ARTICLES

1.Shikshak Aur Usaka Vyvasay - Naval Kishor Soni(January 2001 Issue)

Nawal Kishor Soni wrote this article keeping in mind the professional status of primary school teachers. There's no such radical change in the Colonial education system but has become more detailed. In Britishers times, the good performances of students during the government inspections were considered a criteria for financial help. It resulted in a special kind of fear developed among the teachers.It became a common practice to keep the officers coming for inspection happy and to give extra punishments to those students who disappointed or annoyed the inspectors.

The teacher works in a controlled arrangement where he/she do not have any autonomy in areas of syllabus,study material and teaching method. Due to this reason, the importance of teaching as a profession is always made fun of and there are less chances of its professional quality and specialisation.

2.Shikshak Ki Swayatta Ka Sawal - Rohit Dhankar(May-June 2005 Issue)

The article talked about the helplessness of teachers at the primary level in modern Indian schools.As compared to other state employees,their salary and status has always been of lower grade.Teachers are bound to work with the textbooks only.The fear of examination and inspection remained within them.In an unfortunate scenario,the government prioritizes inspection more than training and is always ready to spend on inspections.The lack of autonomy given to teachers is due to the improper functioning of government.

2.NATIONAL POLICIES AND DOCUMENTS

▪National Policy on Education (NPE),1986-

In 1986, the government led by prime minister Rajiv Gandhi introduced a new National Policy on Education.NPE 1986 states that the status of teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines.Various recommendations are made for the improvement of teacher's professional competency and their service conditions.The policy also says that teachers should have the freedom to innovate, to device appropriate methods of communication and activities relevant to the needs & capabilities of the concern of the community.

▪Secondary Education Commission(1952-53)-

The Secondary Education commission known as Mudaliar Commission was appointed by the government of India in term of their Resolution to bring changes in the present education system and make it better for the Nation.

The commission believed that even the best curriculum and the most perfect syllabus remains dead unless quickened into life by the right method of teaching and the right kind of teacher. The methods should be dynamic and scientific.It says that "The most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place, he occupies in the school as well as in the community. The reputation of a school and its influence on the life of community invariably depend on the kind of teacher working in it".

▪National Curriculum Framework 2005-

The National Curriculum Framework 2005 (NCF 2005) is the fourth National Curriculum Framework published in 2005 by the National Council of Educational Research and Training in India.

The National Curriculum Framework 2005 of India expects a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge. On the one hand, a teacher is seen as co-constructor of knowledge and on the other as a participant in the construction of syllabi, textbooks, and teaching-learning materials.But such multifaceted roles requires a comprehensive understanding of curriculum, subject- content and pedagogy as well as the community, school structure, and management. Apart from instructional roles as collaborator and facilitator, a teacher functions today as a learner, counselor, manager, assessor, and innovator.

▪National Curriculum Framework for Teacher Education (NCFTE), 2009

As per National Curriculum Framework for Teacher Education (NCFTE), 2009 the role of teachers is considered to view learners as active participants in their learning and not as mere recipients of knowledge. Teachers are also envisioned to organise learner- centred, activity based, participatory learning experiences, such as play, projects, discussions, dialogues, observation, visits, integrating academic learning with productive work. Therefore it supports the idea of knowledge construction, rather than knowledge instruction, as suggested by Dwyer, (1991) in his classroom approaches of knowledge.

3.BOOK

▪Cleverlands: The secrets behind the success of the world's education superpowers

As a teacher in an inner-city school, Lucy Crehan was exasperated with ever-changing government policy claiming to be based on lessons from 'top-performing' education systems. She resolved to find out what was really going on in the classrooms of countries whose teenagers ranked top in the world in reading, maths and science.

Cleverlands documents Crehan's journey around the world, weaving together her experiences with research on policy, history, psychology and culture to offer extensive new insights into what we can learn from these countries.

4.RESEARCHES/ STUDIES

▪Teacher autonomy and collaboration as part of integrative teaching – Reflections on the curriculum approach in Finland

-Janni Haapaniemi, Salla Venäläinen, Anne Malin & Päivi Palojoki

https://www.tandfonline.com/doi/full/10.1080/00220272.2020.1759145#.X9ycqRCMWA.whatsapp

This study talks about how the processes arising from trust in autonomous teaching differentiate the Finnish education system from that of other countries. Firstly, while the normative FNCC for comprehensive schools sets regulations for local curriculum development, the local curriculum development process, coordinated and approved by the local education authority, strongly engages teachers—a process that includes the utmost pedagogical activity. Teacher inclusion in curriculum development is endorsed with arguments for increasing teachers' ownership of curricula, increasing the curriculum reform introduction's effectiveness and promoting a holistic perception of the development's objectives.

The latest FNCC (Finnish National Core Curriculum for Basic Education (FNCC), 2014) encourages the use of multiple teaching methods and environments and gives examples of such, especially with multidisciplinary learning modules.

▪Considerations on the role of teacher autonomy, June 2016;Colombian Applied Linguistics Journal

-Rosalba Cárdenas-Ramos

https://www.researchgate.net/publication/318880176_Considerations_on_the_role_of_teacher_autonomy

This article analyzed the various aspects of teacher autonomy and why it is of paramount importance to understand, develop, and experience autonomy as teachers in order to be able to guide our students in the development of autonomous behaviors as language learners and life-long learning individuals.The article stressed the view that developing autonomy as a teacher goes beyond individual freedom from control by others and acting and advancing in isolation. Becoming autonomous teachers has to do with our commitment to explore, change and grow, but this only makes sense if it contributes to the growth and to the achievement of community goals.Although a good deal of independence is required for autonomy, it does not exclude collaborative work and interaction.

▪Teacher autonomy in the era of New Public Management

-Ulf Lundstro¨ m

https://www.tandfonline.com/doi/full/10.3402/nstep.v1.28144#.X_yBRHD0V48.whatsapp

This article examined how upper secondary school teachers perceive and respond to the consequences for their professional autonomy of recent school reforms and restructurings.The massive influence of the whole 'reform package' was a definite cause of reduced teacher autonomy throughout the examined period. The increased demands for evaluation,testing and control also contributed to the decreased freedom.Concerning autonomy, teaching as a profession has been under continuous pressure.The opportunities are facilitated or hampered by school organisation and culture, including the degree of managerialism.

▪Teacher education for teacher-learner autonomy-

Richard C. Smith ,Centre for English Language Teacher Education (CELTE),University of Warwick, UK

https://www.tandfonline.com/doi/abs/10.1080/17501220903404434?journalCode=rill20#.X_yBMsar2Ho.whatsapp

The paper aimed to clarify further the different possible dimensions of teacher autonomy, and is written in the belief that, as responsible teacher educators, we need to be clear about which dimensions it is appropriate to promote before discussing how to go about this.If teachers' autonomy as learners is to be genuinely respected, the question should be asked by opinion-leaders at the outset: what kind of teacher autonomy are we advocating, and is its promotion appropriate as a goal in all contexts? Some dimensions may be, others not, hence the attempt which has been made to clarify terms in this paper. The paper also implied that we need to consciously develop our own capacities for self-directed (learning of)'teacher educating', and to investigate and attempt to address the political constraints on our own work.

5.NEWSPAPER ARTICLES

https://www.thehindu.com/education/professional-autonomy-matters/article19608741.ece

https://indianexpress.com/article/cities/chandigarh/distracted-students-endless-queries-parents-made-teaching-24-hour-job-6975652/

https://www.thehindu.com/opinion/lead/teaching-in-the-time-of-consumerism/article29344189.ece

https://www.thehindu.com/opinion/lead/a-moment-to-trust-the-teacher/article31689913.ece

6.PANEL DISCUSSION

▪Delhi Education Conference 2021- Day 3

Topic of Discussion - "Treat Teachers as Professionals"

https://youtu.be/YDIbRjjz2Io

Panelists :

○Jelmer Every(Netherlands)- teacher, writer, learning expert and innovator; author of a book about the importance of giving teachers agency.

○Harry Fletcher-Wood(England)- associate Dean at ambition Institute; expert in teacher development; has an understanding of the Indian (and Japanese) educational context.

○Lucy Crehan(London)-a qualified teacher, an education explorer, an author, and an international education consultant. Book - Cleverlands: The Secrets Behind the Success of the World's Education Superpowers

○Subramanian Giridhar(India)- Chief operating officer of Azim Premji University; author of :'Ordinary people Extraordinary teachers : The heroes of real India'.

○Vimala Ramachandran(India)- working on elementary education ,girls' education and women's empowerment; was involved in the conceptualization of Mahila samakhya and served as the first National Project Director; established Educational resource unit(now known as ERU Consultants Private limited) in 1998 as a network of researchers and practitioners working on education; was a National fellow and professor of Teacher Management and Development in NUEPA(National University of Education, Planning and Administration).

•The session was moderated by Murari Jha, a mentor teacher for the schools of Directorate of Education.

The four key topics that the panelists engaged in were teacher job description and workload in India vs elsewhere, factors affecting teacher motivation, or lack thereof, teacher autonomy and the effective modes of professional development, followed by a question and answer round.

Subramanian talked about the importance of the Voluntary Teacher Forum which serves as an integral work that is being done on-ground. “A forum where groups of 20-25 teachers take up a topic and come together periodically with a simple focus on ‘Can I teach better tomorrow?’,” he said.Similarly, Ramachandran said “Volunteer teacher forums are the heart of teacher professional development. There needs to be systematic cluster groups in the district level. There also needs to be an affirmative process post teacher training. This can only happen when teachers have trained together and their resource person is able to provide feedback regularly.”

Evers, who is also a teacher in the Netherlands, brought the importance of acknowledging overall systematic issues to the foray. He said, “Just being a good teacher is not good enough anymore. If you are not aware of the systemic issues in education, it would be hard to to get used to the new practices that are coming in.”

Crehan, on the other hand, offered comparative models from other countries. “In Japan, China, Singapore, the practice of ‘lesson study’ is common. The teachers come together and produce lesson plans on how to teach a certain concept. Talking to colleagues about your practice is intrinsically motivating,” she said.

Fletcher, who is a history teacher in England, discussed how it is crucial to give teachers space to build on their ideas. “We need to give teachers the time together to work on their ideas outside of classrooms to refine their teaching plans and help them identify habits they need to change,” he said.

METHODOLOGY

Research Method

Research methods reflect the approach to systematically resolve a research problem.As per the need of my project,I've used qualitative method.The goal of qualitative research is the development of concepts which help us to understand social phenomena in natural (rather than experimental) settings, giving due emphasis to the meanings, experiences, and views of all the participants" (Mays, 1995,p. 43)It is expressed in words. It is used to understand concepts, thoughts or experiences and offers contextualization and interpretation of the data gathered.

Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.The most critical objective of data collection is ensuring that information-rich and reliable data is collected for in-depth analysis.

•Methods used for data collection

1.Primary sources- Primary sources provide raw information and first-hand evidence. Primary data is factual and original.Thetools I've used for data collections are:

◆Surveys - A survey is a research method used for collecting data from a predefined group of respondents to gain information and insights into various topics of interest. I've planned to conduct a survey to gain insight on the autonomy of teachers in online and offline mode of learning.The information is to be collected by means of questionnaires and interview(telephonic)

◆Questionnaire - The questionnaire I created for my project contain structured questions that the respondent(school teachers) completes over the internet, through filling the google form.It includes multiple choice questions, check boxes, and few open-ended questions. It enable teachers to take their time, think about

it and come back to the questionnaire later. Here,participants can state their views or feelings privately without worrying about the possible reaction of the researcher.

https://forms.gle/QrgiwmpZa8ewC7Vv8

-Sample size : 30 school teachers of private, goverment and central schools.

◆Interviews - An interview is a qualitative research technique which involves asking open-ended questions to converse with respondents and collect elicit data about a subject.For my research project,I've prepared a semi-structured telephonic interview of 6 school teachers(whose responses I found interesting and realistic in questionnaire) in order to further understand their perspectives on professional autonomy in schools.Semi-structured interviews offer a considerable amount of leeway to the researcher to probe the respondents along with maintaining basic interview structure.

◆Observation - Observation research is a qualitative research technique where researchers observe participants' ongoing behavior in a natural situation.I've observed the online classroom teaching in NDMC Schools during school internship in 4th year and offline teaching in MCD schools last year.

2.Secondary sources-Secondary sources provide second-hand information and interpretation from other researchers.A secondary source describes, interprets, or synthesizes primary sources.The secondary data sources I've used for my project are Magazine articles, national documents and policies,researches, newspaper articles ,books and panel discussion.

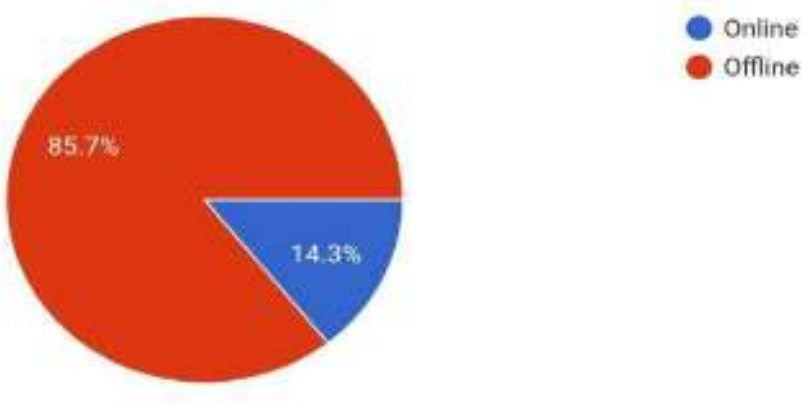
ANALYSIS

The analysis has been drawn from the data collected in the survey from both questionnaire and interview.It's not only concentrated on direct expressions of autonomy in the narratives but also took account of more implicit expressions concerning teachers' perceptions of their decision-making power and freedom to think and act in light of the education policies that used to be and are still influential at the time of study.

As for E-learning,the COVID-19 pandemic has caused a seismic shift in the world of online education. The pandemic is not just a health crisis; it has touched every walk of life, including education.

For analysis, I've created subheadings in accordance with themes that stand out in the empirical material as significant for teacher autonomy :

• **Mode of education teachers prefer-**

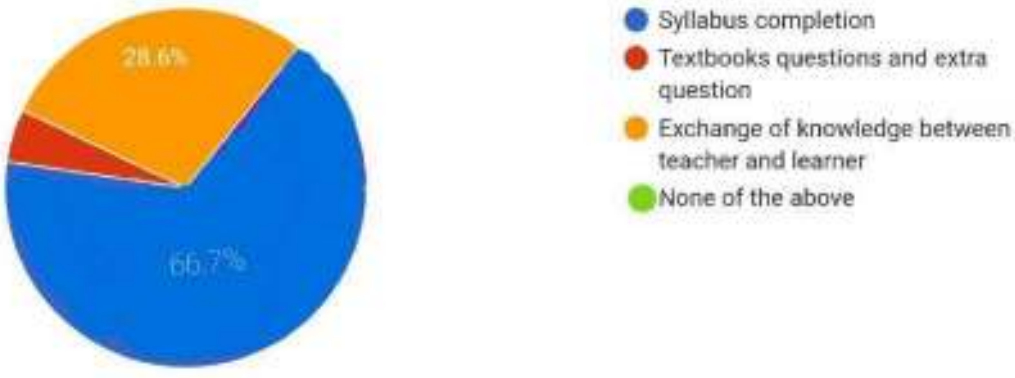


As per the responses of the school teachers collected in the survey using questionnaire with a sample size of 30,majority of the teachers(85.7%) preferred offline mode of learning.They feel that amid the pandemic, the classroom is no longer what it used to be. Parents intervening, students switching off their cameras or playing games, these are some of the hiccups school teachers are facing while taking online lessons.

•**Pressure and Workload on teachers in online mode –**

The majority of the lot(95.2%) feel that the pressure and workload of teachers has increased in online classes.For teachers, their day is dedicated to juggling several tasks, from handling their own students and teaching lessons, to addressing voice notes sent by parents.They also feel that manier times they have to go the extra mile to remain in touch with their students beyond online classes, especially the ones who are not very regular in attending the same.

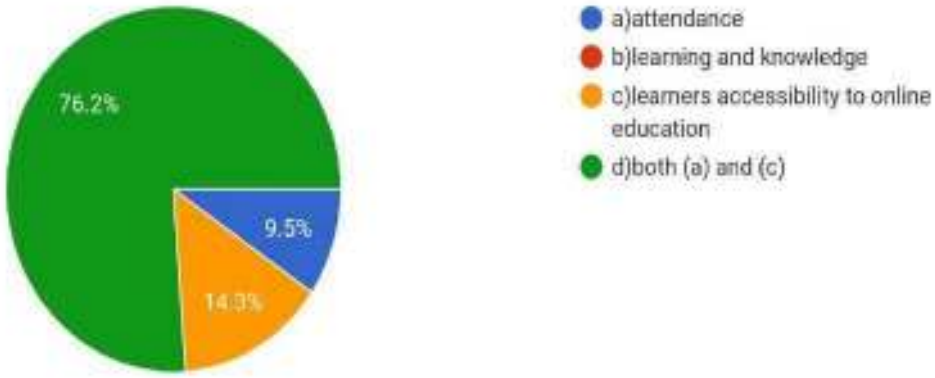
•**Schools' expectation of teachers in online mode of learning-**



66.7% of school teachers believe that teachers' are expected to focus on completing the syllabus whereas 28.6% believe that they are expected to conduct exchange of knowledge between teacher and learner.I feel that you are right in saying that teachers should not focus on completing the syllabus alone. Instead,

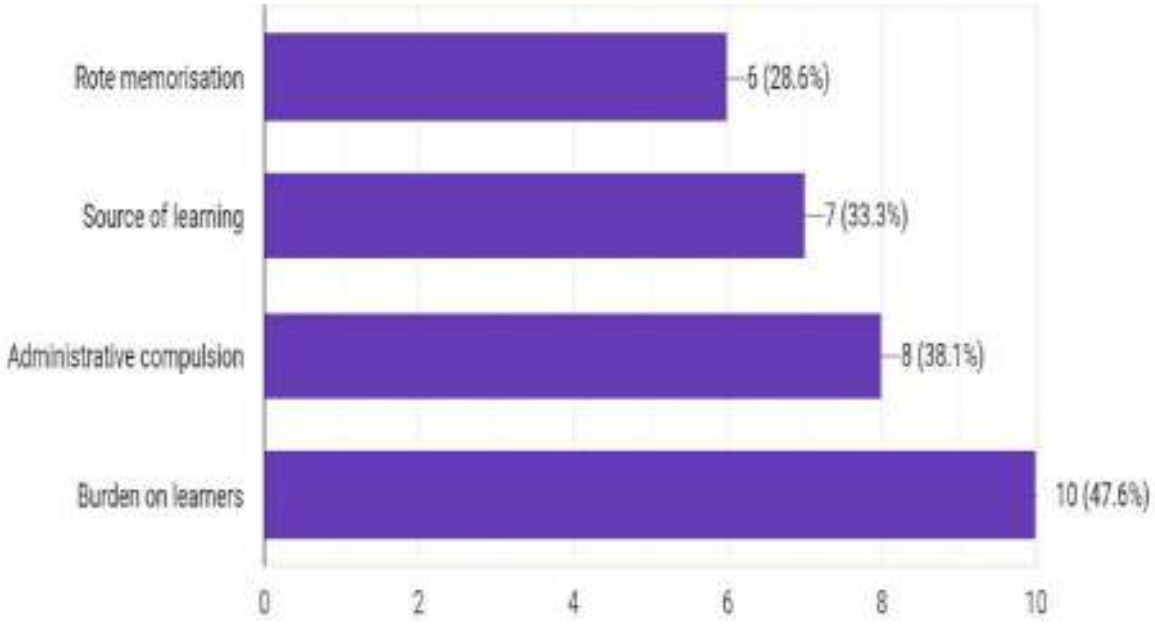
they should ensure that the student has learnt the topics in the syllabus. Teaching should be student-centered. The syllabus specifies the scope of what is to be taught but that should never gain primary importance. In their anxiety to complete the portions, teachers often teach continuously while the students listen passively. In such situations the teacher is able to capture the student's attention only for about 10 minutes, and after that the student loses interest.

•Priorities of school administration for online classes-



The responses of the questionnaire shows that 9.5% teachers feel that school administration's prioritises (a)attendance,14.3% believe that they prioritise (c)learners accessibility to online education , whereas 76.2% chose option (d)-both (a) and (c). During my primary and middle school internship with the NDMC schools, I've had talks with the teachers and came to know how they are asked to maintain the record of the students who has been regularly attending the classes and also to list out the students who do not have access to these online classes and are also not a part of the school groups.

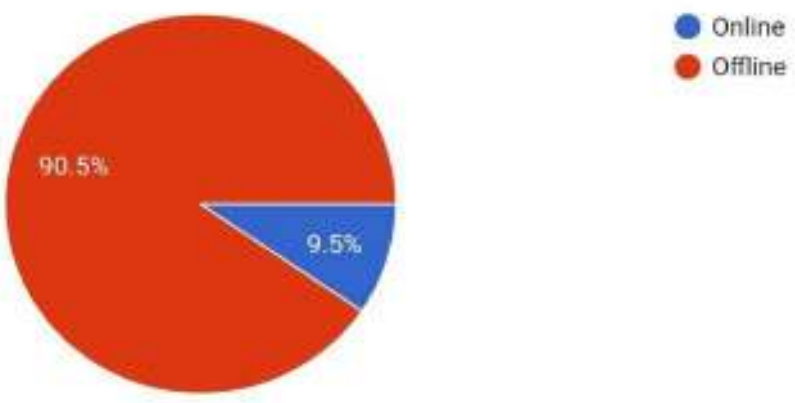
•Examination in online mode portrays-



In education,an examination is a test to show the knowledge and ability of a student. 47.6% teachers feel that in online mode of learning,examination is nothing but burden on learners, 38.1 feels it is an administrative compulsion and schools has to abide by, 33.3% feels it is a source of learning for students whereas the rest of them(28.6%) feels that examination in online mode portrays rote memorisation.

•Mode of education that provides more autonomy to teachers-

90.5 % teachers believe that teachers have more autonomy in offline mode of learning as compared to online mode.



When I asked them the reason for their respective option selections,they replied with:

-Offline mode,because in physical classroom we can interact with our students on a deeper level and can decide the pace according to the needs of our learners

-Offline teaching provide more flexibility to cater the needs of students in terms of learning

-In online mode, Teachers are continuously supervised and surveillanced

-Offline mode,because it's more flexible and more interactive and engaging towards both parties. There are more options in what to teach and how to teach. Also the communication is easier, which is a key element.

During the interview,when I asked the teachers on "**why do they think teachers' don't have autonomy in schools?**",they gave various responses such as-

-Teachers have to follow the rules of the school administration and are also answerable to them

-Their is an administration that requires reasonings for everything. Sometimes it's good, but some times it's problematic too. Since teachers are in direct contact with the students, they know about them and their needs better but describing these things to the heads can be quite difficult at times

-Syllabus completion is prioritized, large class size ,no standards for salary

-Teachers are constantly supervised by senior teachers

-The school administration is more concerned about syllabus completion and result.

When I gave them a hypothetical situation -"**if suppose you are at an administrative position in the education system,what measures would you take to increase teacher autonomy?** ",they came up with a variety of responses.Some of the suggestions were:

-teachers should be given the freedom to teach however they like keeping child's needs and learning in mind

-give them opportunities to use varied materials and resources

-no time boundation to complete the course (to be completed in one year but flexible weeks and months for each chapter or content)

-teacher can work with students in the way he or she thinks is the best way for the child

-giving more wiegtage to the internal marking

-different assessment methods to be adopted

-reduce the managerial role of the teacher.

Just like school teachers provided us with an insight on autonomy through their responses in questionnaire and interview,including their perspectives on autonomy as well the current scenario of education in both online and offline mode, NCF 2005 also talks about the reality of school teachers , mentioning how school teachers are asked to do a range of non-teaching work such as collection of data for rural development schemes, national census, election work and other campaigns assigned to them by the district officials taking them away from the classrooms. This indirectly legitimises the non- performance of the school teacher undermining him/her as a professional.

Education system in Finland

In Finland,teachers are largely free from external requirements such as inspection, standardized testing and government control;school inspections were scrapped in the 1990s.While teaching is not particularly well paid in a high-performing nation like Finland, it remains a popular and relatively competitive profession.As Crehan so vividly showed, Finland places far greater emphasis on mastery, relatedness and autonomy within teaching, so boosting intrinsic motivation, and job satisfaction, among classroom teachers.(Cleverlands: The Secrets Behind the Success of the World's Education Superpowers)

CONCLUSION

With my research on Teacher Autonomy in online and offline schools, including the data collected via primary and secondary sources,I can say that teachers carry a lot of burden on their fragile, ill-equipped professional shoulders. This burden includes the weight of family and community life, and the pressure coming from officialdom. When teachers function like programmed robots, carry out mechanical activities, cease to be thinking professionals and lose their academic freedom, they will become uninteresting and irrelevant to the student community and teaching will cease to be a noble profession. They are not decision-makers but executors of the decisions made and dictated by “bosses” I.e. authority figures.

Teacher autonomy is driven by a need for personal and professional improvement, so that an autonomous teacher may seek out opportunities over the course of his or her career to develop further.There should be some professional independence among the teachers because when they are free to teach, they teach more efficiently. Teacher autonomy can also promote learner autonomy. Teacher autonomy is intrinsically linked to learner autonomy. Only a teacher who is an independent thinker can make learners independent.

The quality of education hinges on granting teachers more freedom.Some might misuse the freedom given to them but autonomy combined with accountability and responsibilities will make the teacher stay on the right path. As Prof. Vimala Ramachandran, Director of Educational Resource Unit (India) said, “In India, we need to re-imagine professional development for teachers. By consciously nurturing and creating micro-training ecosystems, we can move in the right direction.”

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APPENDIX

Teacher Autonomy in Online and Offline schools

I, Kumari Neha, a student of Miranda House, University of Delhi is doing a research to study teacher's perspective of autonomy in schools under the guidance of my project supervisor, Professor Mukul Priyadarshini.Teacher autonomy is essential for ensuring a learning environment that addresses childrens diverse needs.
I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Pushpa

Sex

Female

Email ID *

Premji20@Yahoo.com

Name of School *

AAV Babu Market Sarojini Nagar New Delhi

1.Which mode of education do you prefer more–

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- ◉ Yes
- ○ No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ○ Syllabus completion
- ○ Textbooks questions and extra question
- ○ Exchange of knowledge between teacher and learner
- ○ None of the above

4.What is more prioritised in online classes as per school administration?

- ○ a)attendance
- ○ b)learning and knowledge
- ○ c)learners accessibility to online education
- ◉ d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [x] Source of learning
- [ ] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Because maximum student can learn at same time

7.Why do you think teacher's don't have autonomy in schools? *

No

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

In online mode each student can't take class at same time

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

1 no need to complete whole syllabus
2 discussion with whole class
3 Showing achievement of learners

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Name *

Nancy

Sex

Female

Email ID *

nancygupta837@gmail.com

Name of School *

Montfort school

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- ◉ Yes
- ○ No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ◉ Syllabus completion
- ○ Textbooks questions and extra question
- ○ Exchange of knowledge between teacher and learner
- ○ None of the above

4.What is more prioritised in online classes as per school administration?

- a)attendance
- b)learning and knowledge
- c)learners accessibility to online education
- d)both (a) and (c)

5.Examination in online mode portrays *

- [x] Rote memorisation
- [ ] Source of learning
- [ ] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- Online
- Offline

And why?

Students learn and interact in offline class

7.Why do you think teacher's don't have autonomy in schools? *

They focus on syllabus completion

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Maybe they just not want to make classes creative, interactive.

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Offline education.
Focus on their abilities and respect their individuality

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Name *

Himanshi

Sex

Female

Email ID *

himanshihanshu8@gmail.com

Name of School *

Govt. School

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

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- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [ ] Source of learning
- [x] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Offline teaching provide more flexibility to cater the needs of students in terms of learning..

7.Why do you think teacher's don't have autonomy in schools? *

School have it's own ideology and pedagogy. If we want to work in different style with students then we have to face difficulties from school . There is multiple ways to deal with children when it comes to learning and school sticks to only one or two such methods due to which some students lack behind because they can't get thr right way of teaching.

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Online platform does not give that physical space to both teacher and student which is very much important for children to connect with their teacher. And in online mode we can't have that kind of sessions with students. Classroom provide that space very well.

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

I will give flexibility in following the school norms and pedagogy styles. Any teacher can work with students in the way he or she thinks is the best way for the child.

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Name *

Sunita

Sex

Female

Email ID *

Jhumadas659@gmail.com

Name of School *

Shibban modern secondary school

1.Which mode of education do you prefer more-

- (●) Online
- ( ) Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [x] Source of learning
- [ ] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- (•) Online
- ( ) Offline

And why?

Learning experience

7.Why do you think teacher's don't have autonomy in schools? *

Yes

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Online educational

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

No

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Name *

Sunita

Sex

Female

Email ID *

Jhumadas659@gmail.com

Name of School *

Shibban modern secondary school

1.Which mode of education do you prefer more-

- (●) Online
- ( ) Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

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- ( ) c)learners accessibility to online education
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- [ ] Administrative compulsion
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6.Which mode of education do you think provide more autonomy to teachers ?*

- (•) Online
- ( ) Offline

And why?

Learning experience

7.Why do you think teacher's don't have autonomy in schools? *

Yes

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Online educational

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

No

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I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Raj kumar

Sex

Male

Email ID *

Rajkumar 04051969@gmail.com

Name of School *

RSBV Kiran vihar Delhi 110092

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- (●) c)learners accessibility to online education
- ( ) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [x] Source of learning
- [ ] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Teacher can change his teaching technique in class room according to classtechnique

7.Why do you think teacher's don't have autonomy in schools? *

Teachers have to follow the rule and circulars of the department

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

In offline classes teachers have more freedom And techniques in class room

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

More freedom will be given to teachers to Takle the class.

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I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Umesh Chand

Sex

Male

Email ID *

Umesh_7810@yahoo.com

Name of School *

RSBV Kiran vihar Delhi 110092

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
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- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

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- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [ ] Source of learning
- [x] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Teachers feels more freedom in offline mode

7.Why do you think teacher's don't have autonomy in schools? *

Teachers have not autonomy in school because we are bound with the rule and regulations of the department because

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Teachers autonomy varies in online and offline classes online and offline classes as teachers have more freedom in offline mode because

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

More freedom will be given to teachers

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Forms

Teacher Autonomy in Online and Offline schools

I, Kumari Neha, a student of Miranda House, University of Delhi is doing a research to study teacher's perspective of autonomy in schools under the guidance of my project supervisor, Professor Mukul Priyadarshini.Teacher autonomy is essential for ensuring a learning environment that addresses childrens diverse needs.
I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Priya Sahay

Sex

Female

Email ID *

psahayhi@gmail.com

Name of School *

Mother Divine Public School

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [ ] Source of learning
- [x] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Because it's more flexible and more interactive and engaging towards both parties. There are more options in what to teach and how to teach. Also the communication is easier, which is a key element.

7.Why do you think teacher's don't have autonomy in schools? *

Their is an administration that requires the reasons for everything. Sometimes it's good, but some times it's problematic too. Since teachers are in the direct contact with students, they know better about them and the needs and describing these things to the heads can be quite difficult at times.

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

In online classes, the teacher has less autonomy as everything is just dependent upon the syllabus and the activities are already told. The flexibility reduces to change or modify things whereas in offline classes, instant modifications can be used for ensuring better understanding.

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Teachers should be given a little freedom on exercising what activities are to be performed.
They should be consulted on what textbook or materials are to be prescribed to buy.
The classroom should not only be limited to the 4 walls. Some activities that can be demonstrated can be used.

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Name *

Manvika

Sex

Female

Email ID *

manvisingh6572@gmail.com

Name of School *

Bharat model school

1.Which mode of education do you prefer more-

- (●) Online
- ( ) Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- (●) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [ ] Source of learning
- [ ] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Because it helps us to monitor our learners and their learning well.

7.Why do you think teacher's don't have autonomy in schools? *

I think it depends on school administration

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

I think in online mode teacher's autonomy is virtual but and in offline mode it is much more than online mode

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

I would allow teachers to plan the classroom teaching according to them.
I'll not burden them to complete the syllabus.
I'll allow them to make time table according to them

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Teacher Autonomy in Online and Offline schools

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I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Bharti Mishra

Sex

Female

Email ID *

Bharti.mishra72@gmail.com

Name of School *

Raj Kumar model school

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- ( ) Textbooks questions and extra question
- (●) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [x] Rote memorisation
- [ ] Source of learning
- [ ] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

We can interact with learners in same classroom space

7.Why do you think teacher's don't have autonomy in schools? *

Because they have pressure of different authorities for good result

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

According to me, There's no change

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Inspite of bookish knowledge, the virtues and values of learners should be counted, so that teachers can have a say in that

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I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Minku Tomar

Sex

Male

Email ID *

minkutomar666@gmail.com

Name of School *

Green way public school

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- ( ) Textbooks questions and extra question
- (●) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [x] Source of learning
- [ ] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Face to face interaction , better communication, better explanation and understanding

7.Why do you think teacher's don't have autonomy in schools? *

Syllabus completion is prioritized, large class size ,no standards for salary

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

It doesn't vary much , teachers are still bound to complete syllabus in short time , and continue with crude assessment methods

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Allocation of funds for teaching aids, autonomy to introduce different assessment methods, better technology available

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Name *

Neelam Sharma

Sex

Female

Email ID *

neelamsharma4699@gmail.com

Name of School *

Kendriya vidyalaya

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- ( ) Textbooks questions and extra question
- (●) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

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- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [x] Rote memorisation
- [ ] Source of learning
- [ ] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Because they can interact more with students

7.Why do you think teacher's don't have autonomy in schools? *

They are pressurized for completion of syllabus as fast as possible

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Online mode is very hectic as compared to offline.Also teachers are also unable to deliver their lectures properly.

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

More freedom should be given to teachers.
Different methods of teaching should be adopted
Time duration should be flexible

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Name *

Nitu

Sex

Fenale

Email ID *

.....

Name of School *

McD school palam

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [x] Rote memorisation
- [ ] Source of learning
- [ ] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Because it will become easy for us to teaching offline and we can do some work with our own choices as compare to online

7.Why do you think teacher's don't have autonomy in schools? *

I think in our education system we are not trained at that level .

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Online autonomy is also not given to us and same offline all we do is work work and work

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Teachers should have freedom for the syllabus whenever and whatever they want to do ,not forcefully aim to complete the syllabus .
School should also focus Students learning if a studentis good in anything then teacher should look forward it and do something, their emotions and social behavior .

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Teacher Autonomy in Online and Offline schools

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Name *

Anita tyagi

Sex

Female

Email ID *

Silksharma91@gmail.com

Name of School *

Rose Mary Public school

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- (●) c)learners accessibility to online education
- ( ) d)both (a) and (c)

5.Examination in online mode portrays -*

- [x] Rote memorisation
- [ ] Source of learning
- [x] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

In online mode, Teachers are continuously supervised and surveillanced

7.Why do you think teacher's don't have autonomy in schools? *

This is how system works. Administration assigns work to the teacher. We can't escape

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

In offline mode, teachers can use their own strategies and materials like questions, mcq, games while in online mode, we have common material for heterogeneous groups. Another autonomy that we have in offline mode is flexible time limits to submit non teaching work like keeping records of attendance and diaries updated whereas now we have to update the information every week

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

-let teachers choose what to teach
-give them opportunities to use varied materials and resources
-no time boundation to complete the course (to be completed in one year but flexible weeks and months for each chapter or content)

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Teacher Autonomy in Online and Offline schools

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Name *

Harender Singh

Sex

Male

Email ID *

singhharry2712@gmail.com

Name of School *

New oxford public school

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [ ] Source of learning
- [x] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Teachers feel more comfortable in offline mode as they can interact with each and every learner

7.Why do you think teacher's don't have autonomy in schools? *

As teachers are bound to follow the protocols by the school administration

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

In online mode,the supervision by the authority figures becomes more prominent as compared to offline mode where within a school year,there are some fixed supervision days.

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Allow learners the freedom to teach however they like keeping child's learning in mind.
Different assessment methods to be adopted.

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Name *

Jai Prakash

Sex

Male

Email ID *

prakashjai454@gmail.com

Name of School *

Navyam International school

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [ ] Source of learning
- [x] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Enables physical interaction and hands on learning

7.Why do you think teacher's don't have autonomy in schools? *

They have to follow the rules of the school administration and are also answerable to them.

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

In online classes,alongwith school authorities,the teacher's teaching is also been watched by the students families.They often create interruption in between classes.

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Teachers can use their own teaching methods.
Prioritizing learning rather than syllabus completion .

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Teacher Autonomy in Online and Offline schools

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I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Anjani Sinha

Sex

Email ID *

anjaniind@gmail.com

Name of School *

National Victor Public School

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- ( ) Textbooks questions and extra question
- (●) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- (●) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- ( ) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [x] Source of learning
- [x] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

In this interaction with the students are possible in the better way and no one is there to monitor us.

7.Why do you think teacher's don't have autonomy in schools? *

No, Teaching have become business that now comes with the monetary targets.

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

The Teacher are able to mold the class in the way they like. The are not monitored by the protors and so.
Most importantly sometimes we feel isolated in the class just talking to ourselves.

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

1) Giving more wiegtage to the internal marking.
2) Design the circulum as per them.
3) Reduce the administrative role of the teacher.

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Teacher Autonomy in Online and Offline schools

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I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Kavita Sharma

Sex

Female

Email ID *

sharmakavita.333@gmail.com

Name of School *

NDMC School, Moti Bagh

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- (●) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- ( ) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [ ] Source of learning
- [ ] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Because in physical classroom we can interact with our students on a deeper level and can decide the pace according to the needs of our learners

7.Why do you think teacher's don't have autonomy in schools? *

Because the school and administration is more concerned about syllabus completion and result

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

In offline classes we can decide the pace of the syllabus but in online classes we are given worksheets and syllabus for every week that we have to complete in the same week

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Reduce the syllabus
Change the exam pattern
Better library and facilities for students

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Forms

Teacher Autonomy in Online and Offline schools

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I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Aarti vats

Sex

Female

Email ID *

Deepali.pal.76@gmail.com

Name of School *

JBM public school, palam

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ( ) Syllabus completion
- ( ) Textbooks questions and extra question
- (●) Exchange of knowledge between teacher and learner
- ( ) None of the above

4.What is more prioritised in online classes as per school administration?

- ( ) a)attendance
- ( ) b)learning and knowledge
- ( ) c)learners accessibility to online education
- (●) d)both (a) and (c)

5.Examination in online mode portrays -*

- [ ] Rote memorisation
- [x] Source of learning
- [ ] Administrative compulsion
- [ ] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

7.Why do you think teacher's don't have autonomy in schools? *

Because teachers are supervised from senior teachers

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

NA

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Flexible curriculum
View of Teacher's perspective
Child centered classroom
Focus on skills in child

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Forms

Teacher Autonomy in Online and Offline schools

I, Kumari Neha, a student of Miranda House, University of Delhi is doing a research to study teacher's perspective of autonomy in schools under the guidance of my project supervisor, Professor Mukul Priyadarshini.Teacher autonomy is essential for ensuring a learning environment that addresses childrens diverse needs.
I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Prem Pal Singh

Sex

Male

Email ID *

prempalsingh2289@yahoo.com

Name of School *

Kendriya Vidyalaya

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- ○ Yes
- ◉ No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- ○ Syllabus completion
- ○ Textbooks questions and extra question
- ◉ Exchange of knowledge between teacher and learner
- ○ None of the above

4.What is more prioritised in online classes as per school administration?

- ○ a)attendance
- ○ b)learning and knowledge
- ○ c)learners accessibility to online education
- ◉ d)both (a) and (c)

5.Examination in online mode portrays -*

- [x] Rote memorisation
- [ ] Source of learning
- [ ] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

7.Why do you think teacher's don't have autonomy in schools? *

Because of Online Classes

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

I don't know

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

None

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Teacher Autonomy in Online and Offline schools

I, Kumari Neha, a student of Miranda House, University of Delhi is doing a research to study teacher's perspective of autonomy in schools under the guidance of my project supervisor, Professor Mukul Priyadarshini.Teacher autonomy is essential for ensuring a learning environment that addresses childrens diverse needs.
I am currently in my 4th year pursuing a Bachelor's in Elementary Education.I would like to invite you to participate in this project. This would involve you completing a short online questionnaire. The data is being collected for academic purposes only and your identity will the hidden. All collected data will be kept confidential.

Name *

Swati Verma

Sex

Female

Email ID *

vermaswati444@gmail.com

Name of School *

Kendriya Vidyalaya

1.Which mode of education do you prefer more-

- ○ Online
- ◉ Offline

2.Has the pressure and workload of teachers' increased in online mode of education?*

- (●) Yes
- ( ) No

3.What are the schools' expectation of teachers in terms of pedagogy in online mode?*

- (●) Syllabus completion
- ( ) Textbooks questions and extra question
- ( ) Exchange of knowledge between teacher and learner
- ( ) None of the above

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- [x] Administrative compulsion
- [x] Burden on learners

6.Which mode of education do you think provide more autonomy to teachers ?*

- ( ) Online
- (•) Offline

And why?

Becoz we are not constantly supervised their by school authorities as well as guardians of students

7.Why do you think teacher's don't have autonomy in schools? *

Different policies comes into work which result in division of powers and teaching as compared to other profession is always consider to be of a lower value.

8.How do you think 'teacher autonomy' varies in online and offline classes ? Give relevant references. *

Less supervision in offline mode,as parents are not involved

9.If suppose you are at an administrative positive in the education system,what measures would you take to increase teacher autonomy?(Any 3) *

Focusing on training of teachers
More freedom to teachers when it comes to pedagogy and content.
Reducing administrative work for teachers

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Department Of Elementary Education

Miranda House, University Of Delhi

Year 2020-21

Project Title :-

"Influence Of Family's Socio-Economic Background On Child's Learning"

Submitted To -

Mr. Kamal Sir

Submitted By -

Deepshikha Verma

Roll No. - 1249

B.el.ed. IVth year

CERTIFICATE

This is to certify that the school internship research project titled 'INFLUENCE OF FAMILY'S SOCIO-ECONOMIC BACKGROUND ON CHILD'S LEARNING' has been successfully completed by DEEPSHIKHA VERMA of B.EL.ED. IVth YEAR in the academic year 2020-21.

MR. KAMAL KATARIA
PROJECT SUPERVISOR

ACKNOWLEDGMENT

It gives me great pleasure to express my gratitude towards my project co-ordinator MR. KAMAL KATARIA for his guidance, support and encouragement throughout the duration of the project.
Without his motivation and help, the successful completion of this project would not have been possible.
I am also thanking those people who directly or indirectly helped me to complete this project.

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ABSTRACT-

This project presents a case study conducted in a NDMC school of kaka Nagar.
The project seeks to investigate influence of family's socio-economic background on child's learning.
In this project I have adopted social capital as a framework for examining the influence of family on promoting academic achievement among primary school students. Apart from this, there are other forms of capital available at home which hold equal importance in this content, i.e., human and financial capital. The study used data collected during primary school internship at NDMC school kaka nagar.
The main instruments used to collect data in the study were the pupil's socio-economic profiling and telephonic interview.
It was found that student's academic performance are more heavily affected by their families' socio-economic status.

RATIONALE -

Education is a lasting process. Academic performance in primary education plays a crucial role in obtaining further educational opportunities. Thus, it is necessary to examine how family socio-economic background affect children's academic achievement at an early stage.

There are two ways through which family influences children's academic performance :-

- First, parents compete for high quality educational opportunities for their children and better educational opportunities lead to better academic performance.
- Second, parenting behaviour and educational support for their children could cultivate children's learning habits and affect academic performance.

I have chosen this topic because education is the basic mechanism for enhancing the population quality of a nation, and education during childhood is the foundation for the formation of human quality.

Family socio-economic background is strongly correlated with student performance in school, therefore it is important to perform experimental research that identifies effects of family socio-economic background that operate seperately and apart from any school effects on student's academic success and learning.

Through this project, I would also be looking into the impact of socio-cultural capital of parents on their child's learning. Since, according to education-ist JOHN DEWEY, the school is a society itself. Each classroom is a community in which the members must comply with the norms of the society.

The students in a school represent a wide cross-section of the society at large, cutting across barriers of economy, class, religion, colour or creed.

During primary school internship, stark differences were observed among learners of same grade in terms of their performance. As an attempt to analyse the reason behind these differences. I interacted with school teacher and found considerable variation in their home environment in terms of parental involvement, family structure, etc.

This project would help me in getting an insight that how family socio-economic background affect child's learning at primary level as well as help me to examine various socio-politic realities with critical perspective.

RESEARCH QUESTIONS-

1. What are the impacts of parent's socio-economic status on their child's learning?
2. How does socio-cultural capital of student's parents impact their learning?
3. What are the various socio-politico and economic realities among learners of same grade?

CONCEPTUAL UNDERSTANDING -

Socio-economic background is not a new phenom-enon. Many researchers have documented how family socio-economic background influence child's learning. Socio-economic status reflects and is measured by the social and economic status of family members. People generally believe that there is a strong and stable correlation between socio-economic status and children's academic achievement and cognitive development.

The first content children experience is their home; investments that parents make have significant and long term consequences for children. Coleman's report (1966) shows that families may play even more

important roles in student's academic achievem-
-ent than schools and communities. The most
relevant forms of capital available at home to
child and adolescent development are financial,
human, and social capital. Individuals who
have more access to these forms of capital demons-
-trate greater educational achievements (Pishghadam
and Zabihi, 2011). Studies have explored the mechanisms
of families affecting children's academic Achievement
based on the study of Coleman, from the human
capital theory, social capital theory and so on.

The influence of social capital on an individual's
educational achievements is the subject of numerous
scientific papers. The economist Glen Loury (1977) is often
credited with being one of the earliest social science
thinkers to introduce the idea of social capital, that
social relationships, like physical capital, can be
translated into something of value that is tangible.
The idea that parents possess varying degrees of capital
and that it can be leveraged to influence the
academic success of their children was advanced by
James Coleman (1988), one of the most influential
proponents of the idea of social capital.

Coleman (1988, 1990) argued that social capital is a
resource that is parallel to financial and human

capital. We focus on family social capital, which refers to the bonds between parents and children that are useful in promoting child socialization. Social capital reflects the time and attention parents spend in interaction with children, in monitoring their activities, and in promoting child well-being, including educational achievement (Coleman 1990).

Smith et al (1995) and Israel, Beaulieu and Hartless (2001) elaborate on coleman's notion of social capital by suggesting that its attributes include both structure and process, which condition the environment for educational achievement in a complementary fashion. Structure determines the opportunity for interpersonal interactions, as well as for their frequency and duration. Several structural characteristics in the family can influence the extent of social capital, including the presence of one or both parents in the home and the number of siblings. These components help to determine the opportunity for interpersonal interaction between parents and children, and give shape to the frequency and duration of such interations (Smith et al. 1995).

Process, on the other hand, represents the quality of parents' involvement in their children's lives. The process elements of family social capital include parents' nurturing activities, such as helping children

with their homework, discussing important school activities with them, and holding high educational aspirations for them. It also embraces constraint of activities, such as limiting television viewing, providing adult supervision when the children return from school, and monitoring homework.

Accordingly, Parcel and Dufur (2001) distinguish social capital from human capital and financial capital at home (see also Bradely & Corwyn, 2002). Social capital signifies "resources that inhere in the relationships between and among actors that facilitate a range of social outcomes."

Apart from Coleman, research on social capital is most frequently based on Bourdieu's (1986) theory of capital. for Bourdieu (1986), social capital is the aggregate of current or potential resources related to existing, permanent networks, which can be based, to a greater or lesser extent, on institutionalised relationships of interpersonal respect and acceptance.

In Bourdieu's theory, the foundation of all capitals is economic capital, as a cause and consequence of possessing social and cultural capital. Bourdieu also claims that possession of and access to capitals is unevenly distributed in society (Bourdieu, 1986). His theory of social reproduction, which centres on economic and symbolic (cultural and social)

capital, holds that the actions of an individual are largely determined by external factors, i.e., socioeconom-ic status.

While outlining the fundamental differences between the two theoretical approaches that are most frequently used for research of this topic, Rogosic and Baranovic (2016) reviews that both are based on different paradi-gms of social theory: whereas Bourdieu's approach contains elements of conflict theory, Coleman's approach has its root in structural functionalism. The former theory is far more pessimistic in charac-ter than latter, where the power of the individual and his/her action is significantly conditioned by social factors, and social capital mostly serves in the trans-fer of cultural and economic capital from generation to generation, thus contributing to the reproduction of the existing social order.

They conclude Bourdieu's theory itself is more suitable for explaining differences in the educat-ional achievements of individuals in highly differenti-ated societies (Grossman, 2013). Therefore, present study is majorly based on coleman's ideology rather than Bourdieu's as there are no discernible differences in socio-economic and socio-cultural status.

The concept of social capital serves to explain the influence of social position on the development of

human capital (which is measured by the level of education). The human capital theory claims that education is an important human capital investment, where the "cost benefit" framework is the primary principles for families to make educational investment decision, and the difference in children's education -al achievement is mainly caused by the difference of family educational investment. Because of the limitation of family resources, parents of poor families usually are not able to invest sufficiently in their children's education, which affects their children's academic achievement (Becker 1964). Gross (1993) showed that student's cognitive skills are positively related to their parents' socioeconomic status. Another aspect worth considering in this content is parent's human capital, which provide assets on which children can draw (Conger & Donnellan, 2007). For example, maternal and paternal education positively affects children's home environment, which them-selves are consequential for both behavioural and academic outcomes (Magnuson, 2007)..

Manish Jain, Archana Mehendale, Rahul Mukhopadh -yay, Padma M. Sarangpani and Christopher Winch (2018) together were trying to understand the school, market and quality of education

through the frame of citizenship. They argues that citizenship is basically an objective of education since its inception under the control of liberal democratic state. and it envisages the material and pedagogies dimension of education which somehow used to inclusion and exclusion of educational spaces which forged and negotiated in schools established distinct meaning of citizenship. They also mentioned that "occupations, employment, social class, caste, religion and educational backgr-ounds of the student's families were ascertained from school managements to understand the nature of their clientele.

Parcel and Dufur (2001) offer a theoretical approach featuring human, financial, and social capital that helps unify what otherwise might seem to be unrelated studies of child and adolescent outcomes. Regarding financial capital, Parcel & Dufur point out that, parental earnings provide the foundation for family financial support but after basic parental financial investment, additional money is less consequential for child well-being (Dearing, McCartney, & Taylor 2001; Yeung, Linver, & Brook-Gunn, 2002). However, there is widespread agreement that very low parental earnings are a risk factor for children.

This integrated framework is also useful because, in addition to identifying family resources helpful to children, it also helps explain how resources can be diluted or diffused. For example, when there are more children in a family, all parental resources - social, financial, and human - are spread more thinly across children [Downey, 2001; Sun & Li, 2009]. In addition, Coleman argued that when there are not two adults in the household or when maternal work takes mothers out of the home, investment in children might suffer.

It might also explore how resources interact in their effects on academic and social outcomes. For example, Coleman (1988, 1990) argued that parental human capital, no matter how high, will not automatically result in improved child outcomes unless there is sufficient family social capital to allow children access to parental resources. For example, higher levels of maternal education may be helpful to children only if mothers work less than full time, thus allowing them more time at home (a form of social capital) in support of child achievement. In this case, parental human and social capital combine to boost child achievement.

OBJECTIVES -

- To understand the impact of parent's socio-economic status on their child's learning.
- To understand the impact of socio-cultural capital of their parents on child's learning.
- To examine the various socio-politico and economic realities with critical perspective.

METHODOLOGY -

The project is a case study of 12 participants of Class IVth in a NDMC school of Kaka Nagar. The classes were observed during previous internships and primary school internship of 4th year.

Case studies tend to focus on qualitative data using methods such as interviews, observations and analysis of data. . In order to gain in depth knowledge of underlying reasons and motivations, qualitati -ve research was conducted. Qualitative methods are used to answer questions about experience, meaning and perspective, most often from the standpoint of the participant (Check & Schutt, 2012).

In order to understand and capture the minute details, Qualitative methodology would be employed

which focuses on obtaining data through open ended and conversational communication.
Data collection for the project would be done from primary and secondary sources.

TOOLS OF DATA COLLECTION :-

⇒ **QUESTIONNAIRE** - A questionnaire is a research instrument that consists of a set of questions that aims to collect information from a respon-dent. The questionnaire used in this project is open ended form of questionnaire. Open ended, long-form questions offer the respondent the ability to elaborate on their thoughts.

⇒ **INTERVIEW** - The use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, towards regarding knowledge as generated between humans, often through conversations (Cohen and Manion, 2005). Interview is a qualitative research technique which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particula idea, program or situation.

For this project, I conducted an open ended interview of both the parents and studens on call (telephonic interview) in order to understand perspective of child and their parents. Open ended questions were used because they are flexible and allow the interviewer to make a truer assessment of what the respondent really believes.

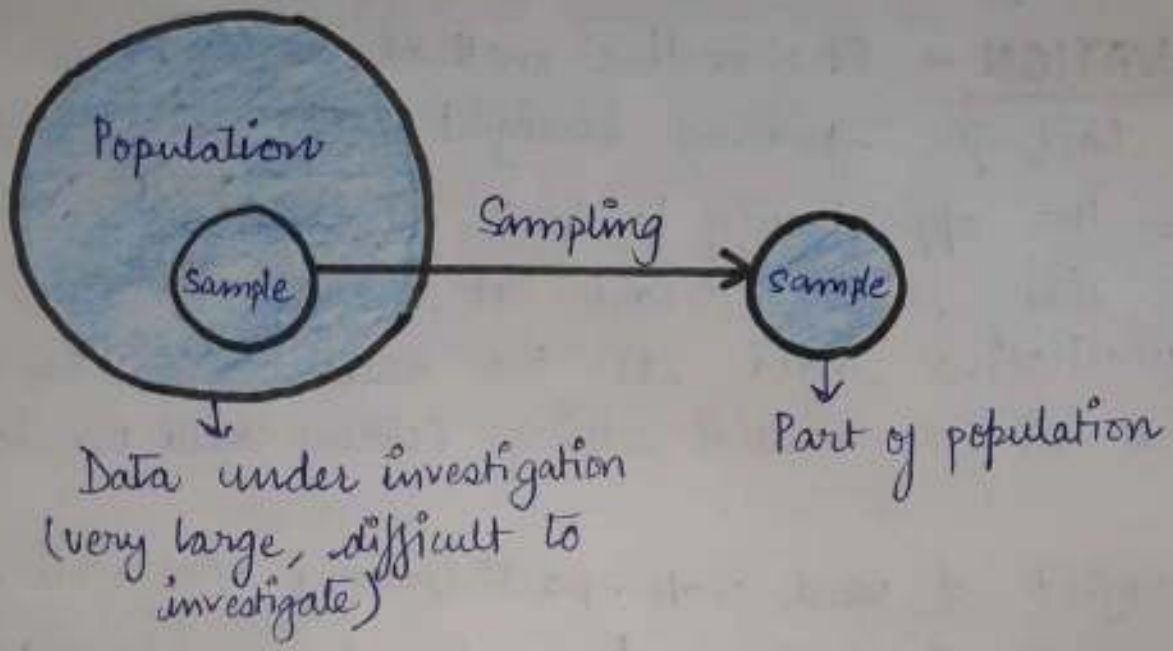
⇒ **OBSERVATION** - Observation method is a very powerful tool for gaining insight into situations. It gives the opportunity to look at what is taking place in situ rather than at second hand. It provides qualitative data as the researcher observes the subjects in a natural setting (Cohen and Manion, 2005).

For this project, I used non-participatory observation tool in which I observed tasks based on language skills, such as speaking & reading in online whatsapp teaching in NDMC schools.

⇒ **WRITTEN TASKS** - Theme wise tasks were planned and given to learners during primary internship. And there were few tasks in which I asked learners to perform activity in the presence of their parents to make sure about learner's safety. The tasks were based on the constructivist approach and assessed according to learning outcomes published by NCERT.

SAMPLING -

Sampling is a method that allow us to get information about the population based on the statistics from a subset of the population (sample), without having to investigate every individual.



For this project I have used simple random sampling. Simple Random sampling is a type of probability sampling. Here, every individual is chosen entirely by chance and each member of the population has an equal chance of being selected.

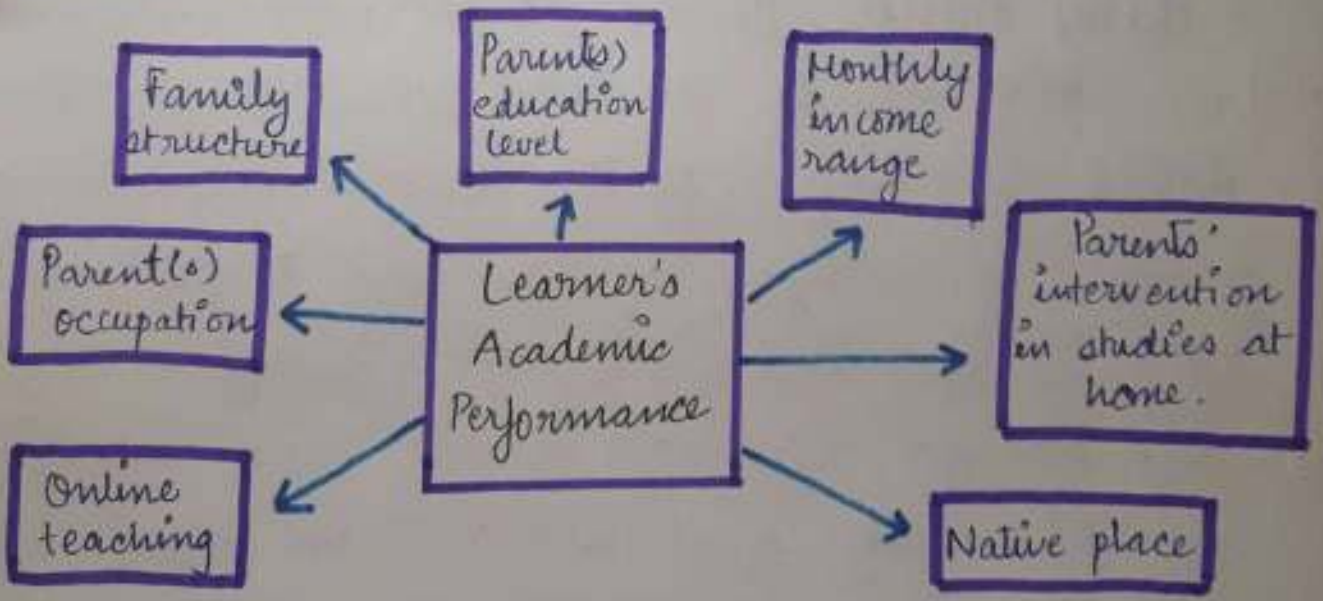
The sample comprised 12 learners and their family member. Learners belong to class IVth A of NDMC school of Kaka Nagar. 12 learners/participants were choosen randomly from class IVth A.

LIMITATIONS -

- This study is limited to only one section of grade IV, and from whole class I interacted with only 12 students and their family member through telephonic interview. because of covid-19 pandemic.
- Behavior and body language cannot be observed of participants.

ANALYSIS -

Based on existing studies, this project aims to explore the mechanisms and path of the impact of family socio-economic status on the children's academic achievement at the micro level. Through the organizing of existing literature, combined with the situation of education in IVth class of NDMC school, the following analysis framework is :-



The interface of these variables establishes the outcome of student's in educational performance.

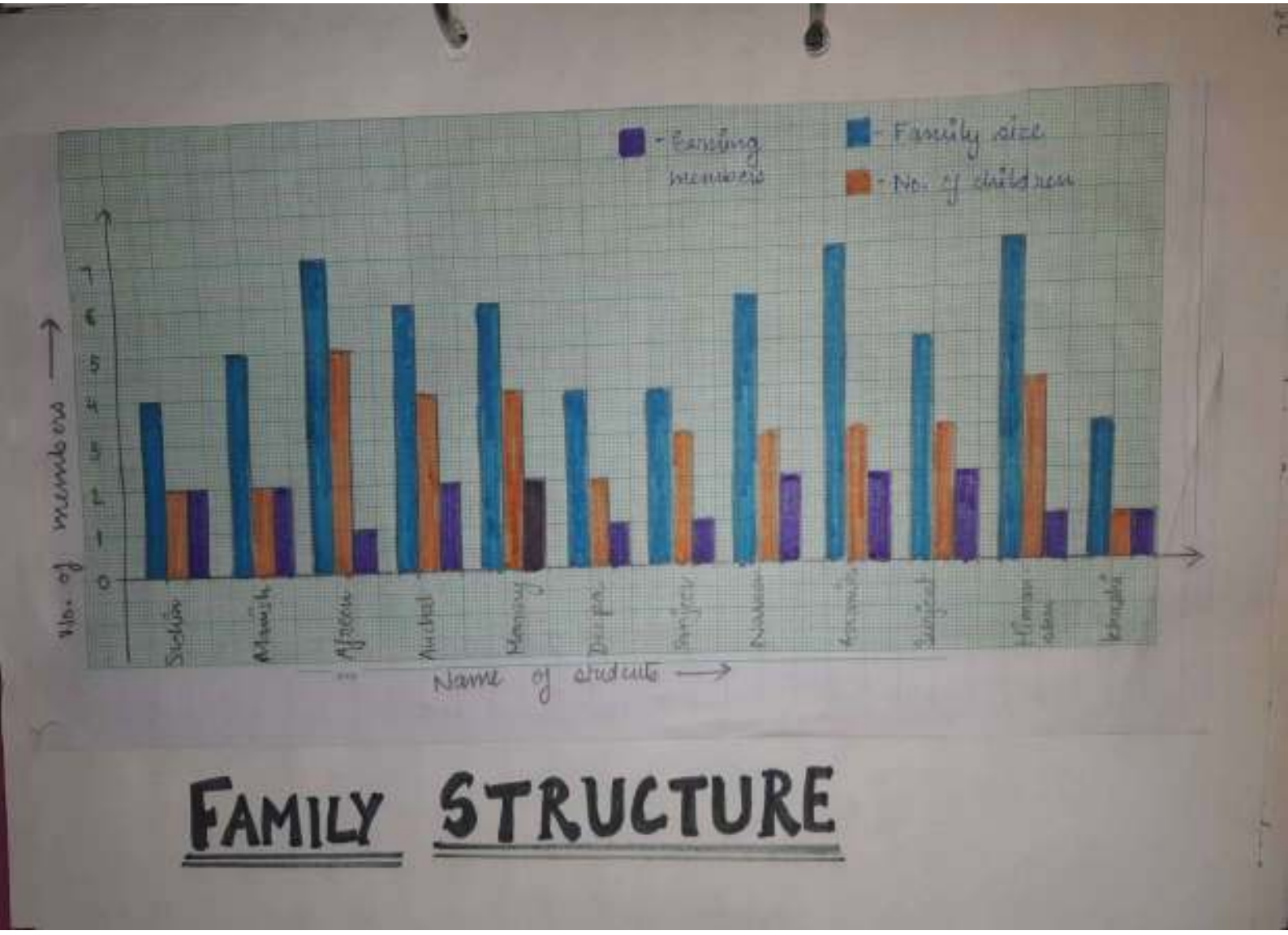
FAMILY STRUCTURE -

Family social capital measures determine the opportunity and the process of interaction. Two family structural factors that can affect interaction include the number of parents in the household and the number of siblings. As the number of siblings increase, opportunities for high-quality, uninterrupted interaction between a parent and a child are reduced (Blake 1981). The larger the family, the greater the dilution of parental resources and the more limited are the educational chances of each child (explained in Resource dilution model).

In my findings I have assessed that in most of the cases, participants belonging to families having 2-3 children are more active in class activities and have more access to mobile connectivity which help them to take classes online. However there are some exceptions which can be discussed here. For instance - Sachin, Manish and Deepa. All the three participants have equal number of siblings but even then Deepa was more active in class and joins class regularly where as Sachin and Manish were not regular even when they both are financially more stable than Deepa. This happens because Deepa's parents are more concerned towards education. and only one parent is working in Deepa's case which also help deepa to concentrate

on studies and get guidance from her mother and tution. Teacher.

In keeping with earlier research (Israel, Beaulieu & Hartless, 2001; Smith et al. 1995), students who live with two parents generally enjoyed an advantage over those in all other family structures with regard to grades and staying in school. This was not exactly the case here: Contrary to that, performance of student living with a single parent was fairly comparable with students from all other family structure types. This observation can be analysed in light of Sajeev's case. Sajeev donot have any educational support from his family and because of low monthly income his father won't able to provide personal phone to his children. Even after such circumstances Sanjeev share all his work weekly and also respond to every question asked in live classes. And perform much better than other students. He has performed the best among all participants. The disprii-ty can probably be explained by influence of other factors like few students are self regulated and manage their studies on their own without anyones guidance and help and other factor may be few children find studies interesting and few students may find it as burden because of few circum-stances.



FAMILY STRUCTURE

SOCIO-ECONOMIC STATUS-

First of all, even though "everybody knows" what is meant by socio-economic status (SES), a wide variety of variables are used as indicators of SES. Standard, widely accepted definitions of SES are difficult to find. Chapin (1928) defined socioeconomic status as :-

"the position that an individual or family occupies with reference to the prevailing average of standards of cultural possessions, effective income, material possessions, and participation in group activity in the community." (p. 99).

The Michigan State Department of Education (1971), in conducting their state-wide assessment, defined SES similarly :-

Student socioeconomic status is often thought to be a function of three major factors : 1) family income ;
2) parent's educational level
3) parent's occupation. (p-5)

Instead of making separate heads for human capital (parent's education) and financial capital (income), I have analysed the influence of these traditional SES indicators along with occupation under this head.

As the table (cumulative data) shows that the relationship between education and income is pretty strong. Parents of one participant have acquired the highest educational level, i.e., MA earning 35,000 to 40,000 per month whereas

the lowest education level in the class is uneducated [mother never went to school] and family income is 15,000 to 16,000pm since father is the only one who is working.

Name of Participants	Father's occupation	Mother's occupation	Highest education level	Monthly income range
Aanchal	Toy Business	House wife	MA	35,000 to 40,000
Surjeet	Security Guard	Tailor	12th class	17,000 to 18,000
Naveen Jyoshi	Cook in hospi - tal	Cook in villas	10th class	30,000
Anamika sharma	Watch man	Maid	10th class	20,000 to 22,000
Sachin	Watchman	Maid	8th class	18,000 to 20,000

Parent's → EDUCATION, OCCUPATION, INCOME (TABLE-1)

In general, higher education corresponds to higher wages. But one thing to be noted here is that in this study, the highest educational level alone is not the measure of monthly income range of families as there are cases where both the parents are working. For instance, as it can be seen in Table 1, monthly income range corresponding to 8th class is equal, even higher than of 12th class, because of difference in working status of both the parents. In another case occupations are same but monthly income range differs because of place of working.

Another observation here is the difference in income level of same educational level because of different occupations.

Assistance in studies -

The influence of SES on academic is not the same for all children. Moderating variables, including demographic variables such as grade, age and race and external supporting variables such as family, school, and community, is often discussed (White, 1982; Bradley and Corwyn, 2002; Sirin, 2005).

Coleman argue that parental education participation not only has an indirect effect on children's academic achievement through affecting children's learning attitudes and behaviours, but also has a direct impact on children's academic performance. The higher the degree of parent participation, the better the the academic performance of child.

→ Assistance in studies at home -

As shown in chart, 7 participants have access to tutor and all these families monthly income range varies (from 10,000-12,000 to 35,000-40,000) at great extant. Apart from procuring financial capital, parental education (human capital) affects children's education in another way. As observed here, 6 students take help from their parents and out of 6, 4 students take help from their father only and other 2 take help of both parents. And in all cases education level of father is higher than mother except in Anamika's case where her mother is more educated than father but still Anamika take help from her father.

NATIVE PLACE -

As mentioned before, the sample was collected from NDMC school, Kaka Nagar and all the participants have their residences nearby for the sake of ease in commuting. But the same cannot be said for their parent's native places - here, town/city where extended family of the child, both maternal and paternal resides.

This factor is not directly related to social capital but, it surely affects learner's academic performance. As observed, learners tend to take long breaks from schools to attend family functions, celebrate festivals with their families in other state which affects their academic performance. And due to covid-19 pandemic 5 students from whole class migrant

to their native places and because of this they donot connected to schools through any medium and children are missing their studies.

→ NATIVE PLACES

In this sample, families originally belong to different states, and not just Delhi like Uttar Pradesh, Bihar and Rajasthan. In the above graph, it is clear that all participants' families resides either in Delhi or in the closest state, i.e. Uttar Pradesh, in this case. One implication of this is relatively shorter distance from schools. In case of the occasions, mentioned above, these learners go and return the same day and hence usually don't take long breaks from school. There is another benefit of different state pupil in classroom is, they increase the diversity of language-s in classroom and also help children individually as they learn more efficiently and have positive attitude towards school.

IMPACT OF COVID-19 -

The world wide COVID-19 pandemic caused by the Novel coronavirus has affected all including students. It has made a dreadful impact of child education, most notably on poor and deprived families. Whether it is the personal life of students or the environment of school, coronavirus pandemic has changed things that were never thought of before. It is a big challenge for every student and also for parents and educational institutes to impart and continue with studies at this time when teaching someone means catching a life threatening disease. In this pandemic everyone is facing problems in their own ways. From my findings, I have observed that most of the families faced financial problems and few parents experience unemployment during this pandemic phase. And because of online teaching, expense of studies increases rapidly, since students need personal phones and more over need suffient amount of net pack and good quality of network to attend classes on regular basis. And most of parents won't able to provide these facilities because they are not that financially strong. And here, it also matter how many children are there in family as the number increases facilities decreases per person.

Another observation is, even when parents are trying their best to provide every facility required in online

classes but still students face problems in online classes like in case of Naveen and Surjeet. In Both cases parents said that students don't understand anything in online classes and students are not getting interest in online classes.

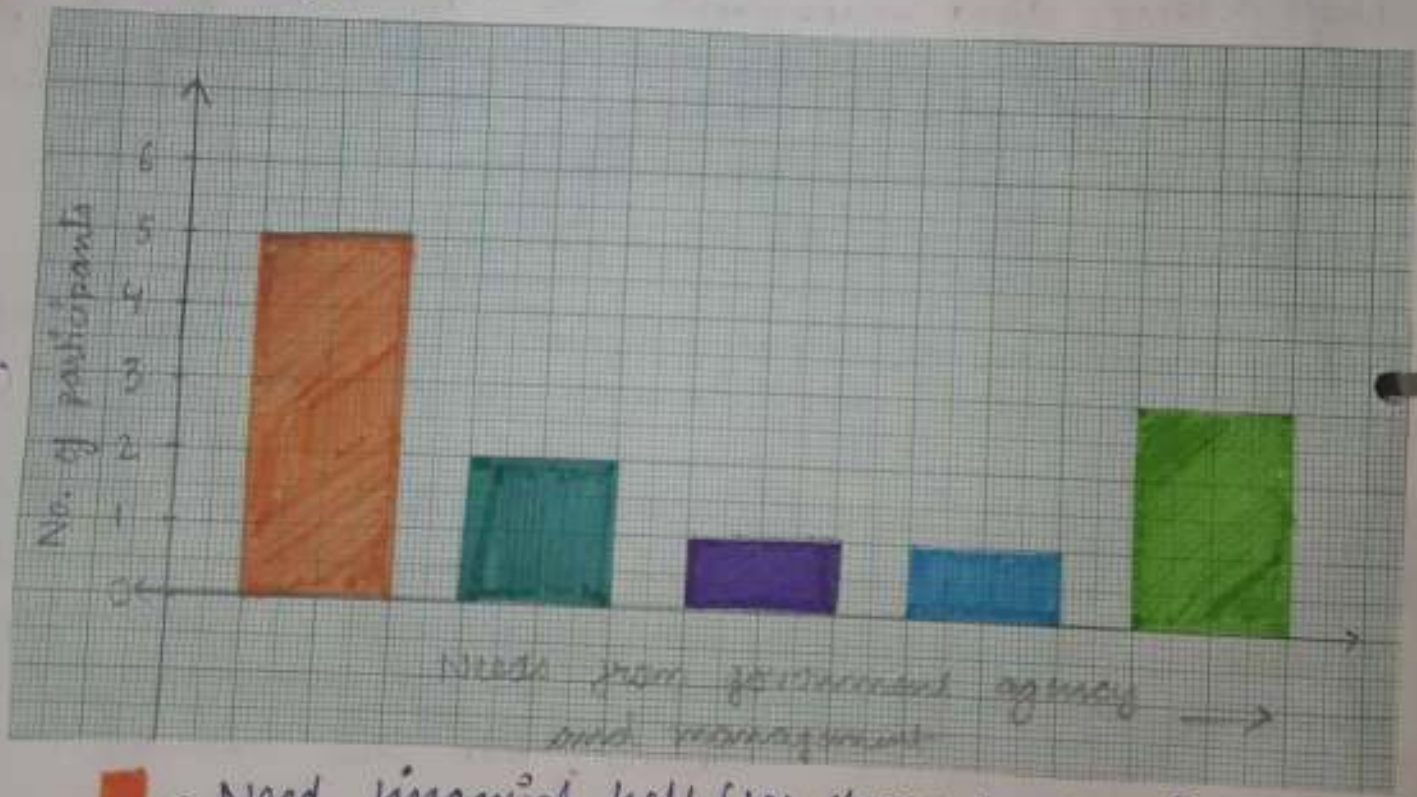
There are other negative impact of online classes that students are addicted to their phones and play games in the name of classes just like in case of Himanshu and Anchal respectively.

GOVERNMENT AND MANAGEMENT.

The Government and its policies play seminal role in transforming and improving the education sector of country. The Central Government and the State Governments are responsible for development of an educational ecosystem at national and state level.

In this pandemic there was dire need to continue with the school education has certainly benefited online alternatives to provide education such as zoom or whatsapp as the demand for such things has grown leaps. Certainly, the theoretical material will be imparted on time to students, but the overall development of students will be missing here. It will not be possible to inculcate the habit of discipline and decorum among students but there is no other alternative available.

But these things / condition are fine for families who can afford a laptop or a smartphone along with the monthly expenses of internet plus other variables so their children can attend the online classes at various platforms. However, there is a large section of children who go to government schools and their parents are not in a position to buy them such things so they can attend online classes. Regarding this, I have asked parents about their needs from government agencies and school management. And from data I found :-



- Need financial help (for phone & netpack)
- Want school to open ASAP
- Free education for 9th to 12th class students
- Quality of education
- Nothing

And from this data we can say that most of people need financial help for online classes. and other few want to schools to get open because they caundn't buy phones and can't afford net pack expenses and because students get addicted to phones in case of Himanshu.

CONCLUSION -

The present study focused on analysing the influence of various forms of capital available at home, namely social, financial and human on academic performance of learners. In the nutshell, it is observed and analysed that the number of siblings is a significant negative factor influencing achievement : this finding suggests that parent's opportunities to provide their child with high-quality, uninterrupted time are scarce when there are many children in the home.

It is also hereby concluded that financial and human capital (education) are deeply interconnected with each other. On one hand, having financial capital makes it easier to achieve human capital and on the other hand, having human capital is essential for procuring financial capital for one's family.

Native place can be seen as an extension of structural aspect of family social capital. And just like other aspects of social capital like no. of siblings, parent's intervention, it also affects learners' academic performance.

And if we talk about government's role, its role increases during this covid-19 pandamic since parents are not that financially strong that they provide personal phones and monthly good net pack to their wards for their online classes. So, government need to think of another alternative to include all the students in academic processes or help parents financialy at this difficult time for them and for their child.

Gender aspect has not been much explored in content of socio-economic research. As it has been found in Indian societies that women tend to be more family-oriented, often occupying the role of "kin-keeper" in the family. The data collected for this study wasn't in accordance with the statement since, 7 women are earning for their families, along with their partners.

RECOMMENDATIONS -

The following recommendations were made on the basis of the findings of the study -

- The government should sensitize families on need and importance of supporting their children's education for better academic achievement.
- The school teachers should advise families on how to properly use their resources on supporting their children's academic achievement in any level of education.
- Parents should understand the impact of increasing family members on child's financial needs in education and other health and nutrition of child.

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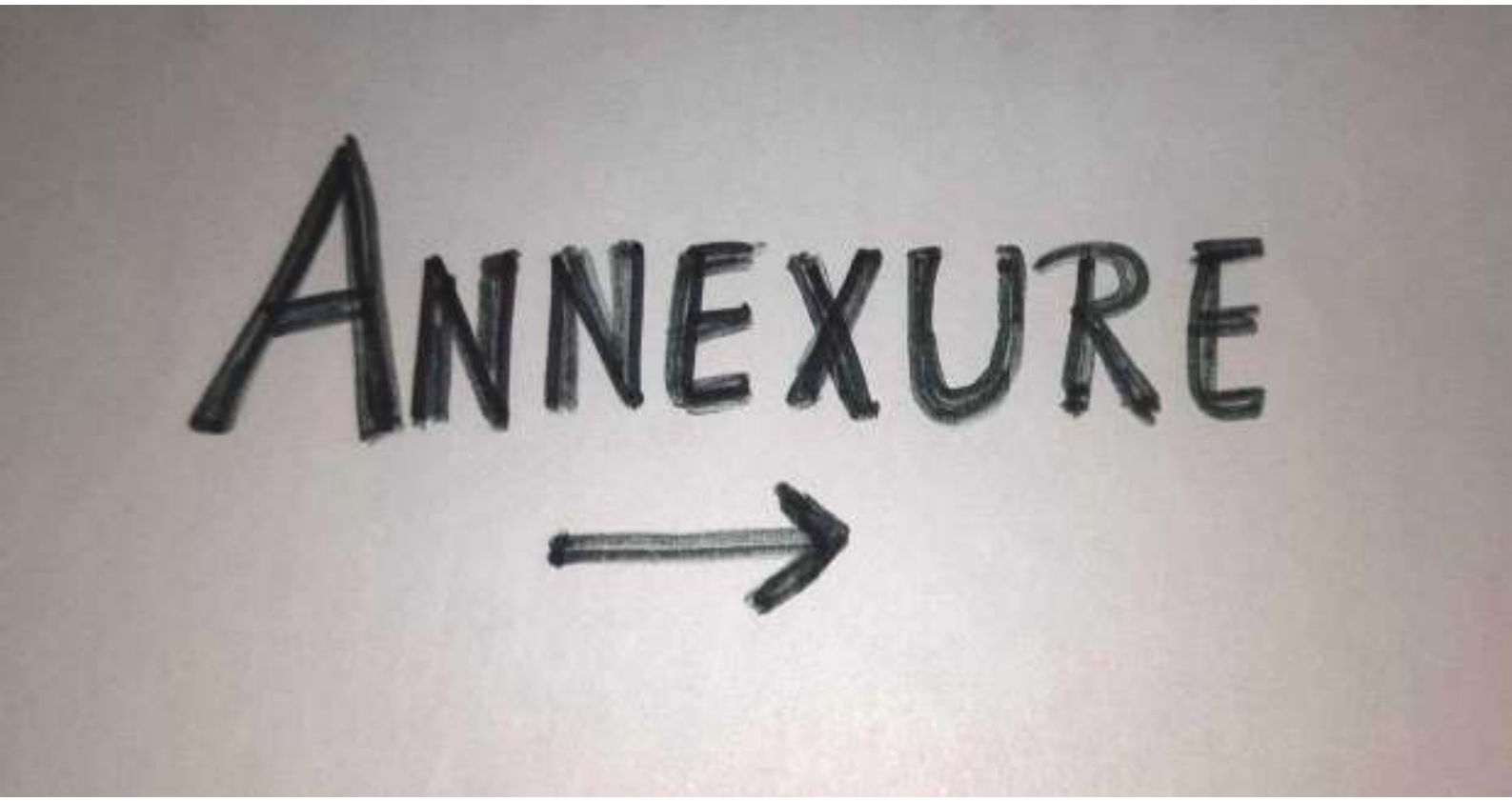

ANNEXURE

SAMPLE INTERVIEW QUESTIONS -

- Name of learner - _____
- Names of family members - _____
- Parent's occupation - _____
- Parent's Educational level - _____
- Current Address - _____
- Native Place - _____
- Family income (per month) - _____
- Caste and religion - _____

QUESTIONS FOR PARENTS -

- आप कितने पढ़े लिखे हो और आप क्या काम करते हो?
- आपकी पारिवारिक आय कितनी है और उसमे से आप कितना शिक्षा के लिए उपयोग करते हो?
- घर में कितने बच्चे है और वह कौन-कौन से स्कूल में जाते है।
- कोरोना की वजह से आपको क्या-क्या दिक्कतों का सामना करना पड़ा?
- क्या आप अपने बच्चो को पढ़ाई में मदद करते है? क्या वह tution जाते है?
- क्या आपकी पारिवारिक आय बच्चों की सारी जरूरतों को पूरी कर पाता है?
- Online teaching कि वजह से आपको किन-किन समस्या का सामना करना पड़ा?
- क्या आप बच्चो को पौस्टिक आहार देते हो?
- क्या आप SMC से जुड़े हुए है? आपकी SMC में क्या भूमिका है?

- क्या आप वर्तमान शिक्षा प्रणाली से संतुष्ट हैं, क्या वह आपकी सारी इच्छाओं को पूरा कर रहा है?
- क्या आप सरकारी एजेंसियों / संस्थाएं से संतुष्ट हैं? क्या आप उनसे कुछ और इच्छाएं भी रखते हैं?

QUESTIONS FOR LEARNERS -

- आप पढ़ाई करते समय किस की सहायता लेते हो? क्या आपके माता - पिता आपकी पढ़ाई में मदद करते हैं?
- आप को पढ़ाई करते समय किसी चीज़ की कमी महसूस होती है? किन चीज़ो की?
- आपके माता पिता आपको घुमाने ले जाते हैं?
- क्या आप बाहर का खाना खाते हो? महीने में कितनी बार?
- आप अपने माता - पिता से किस चीज़ की उम्मीद रखते हो जो आपके पास नहीं है?

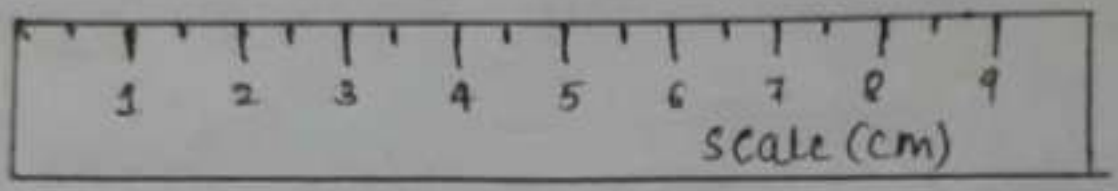
CUMULATIVE DATA

S.No.	Name of Learner	Family size	No. of children	Earning Members	Occupation and education of Father	Occupation and education of Mother	Native state	Monthly family income	Caste & Religion	Who helps in studies at home	Role in SMC	Problem faced due to Covid-19	Problem faced due to Online classes	Parent's needs from government agency	Learner's wish from their parents
1.	Sachin	4	2	2	Watchman & 8th class	House maid & 0th class	U.P.	18,000 - 20,000	SC & Hindu	Elder Brother	Not part of SMC	Financial problems because of work.	Have to buy smartphone & sent lot of money in recharge	Free education for 9th to 12th class students	Cycle
2.	Manish	5	2	2	Snapdeal & 10th class	House maid & 8th class	Bihar	22,000	General & Hindu	Father & Tution	Not part of SMC	Problem in child's education	Learners faced problem because they don't have smartphone	Nothing	Nothing
3.	Afreen	7	5	1	Scrap Dealer & 9th class	House wife & 5th class	U.P.	8,000 - 10000	General & Muslim	Self	Not part of SMC	Financial problems	Child won't able to take classes	Provide financial help to students	Personal phone
4.	Aanchal	6	4	2	Toy Business & MA	House wife & 12th class	Delhi	35,000 - 40,000	General & Hindu	Father & Tution	Vice Chairperson	Problems in Business	Child play games in the name of classes	Provide phones & net pack for classes	Nothing
5.	Manoj	6	4	2	Driver & 5th class	House maid & Never went to school	U.P.	10,000 - 16,000	SC & Hindu	Tution	Member of SMC	Jobless and financial problems	Face problem in studying & have to recharge phones	Provide money for net recharge	Buy NCERT books of 4th class
6.	Deepa	4	2	1	Sweeper in police & 10th class	House wife & 1st class	Bihar	16,000	General & Hindu	Tution & Elder sister	Not part of SMC	Expenditure increases on Home recharge	Network problems & limited data pack	Nothing	Toys to play
7.	Sanjeev	4	3	1	Packer in Government unit & 10th class	Single Parent	Bihar	9,000	SC & Hindu	Self	Not part of SMC	Salary decreases to 60%	Could not provide personal phone	Open schools ASAP	Nothing
8.	Naveen Joshi	6	3	2	Cook in [illegible] 10th class	Cook in villas / 7th class	U.P.	30,000	General & Hindu	Father & Tution	Not part of SMC	Mother become jobless	Children not getting interest in online learning	Nothing	New cycle & separate phone
9.	Anamika Sharma	7	3	2	Watchman & 8th class	Maid & 10th class	Delhi	20,000 - 25,000	General & Hindu	Elder brother & parents	Not part of SMC	Financial problems & and [illegible]	Child won't able to take classes	Provide money for net pack and phone	Badminton & Cook
10.	Sunfeet	5	3	2	Security Guard & 10th class	Tailor & 8th class	U.P.	17,000 - 18,000	SC & Hindu	Tution & Self	Not part of SMC	Financial problems because of lack of work	Children are not learning anything	Give proper classes & good classes	Personal phone
11.	Himanshu	7	4	1	Electrician & 8th class	Housewife & 5th class	Rajasthan	10,500 - 15,000	SC & Hindu	Mother & Father & Tution	Not part of SMC	decrease in income	Have to buy smartphone & children become addict to phones	Open schools ASAP	Football
12.	Akshi	3	1	1	Fruit Hawker & 10th class	Housewife & 6th class	Delhi	8,000 - 10,000	General & Hindu	Mother & Father	Not part of SMC	Father's work didn't provide sufficient money	Have to give single phone to child for classes	Provide phone & money to recharge	Kitchen set (toys)

कार्यपत्रक

माप

निम्न दिए गई तालिका को पूरा करो —



सूची	पैमाना द्वारा माप (cm)
नाक	
कान	
अंगूठा	
हथेली	
पन्ने की लंबाई	
किताब की साइज	
फ्रर्श की साइज	
तालिका	

Date : / /
Page No.

WORKSHEET - 1

Name : _____ **Date :** _____

अपने दादा-दादी या किसी भी घर के बड़े से बात कीजिए और पता लगाइये की जब वो बच्चे थे तो कौन-कौन से जानवर उन्हें दिखाई देते थे। और जब आप अपने आस पास देखते हैं तो कौन कौन से जानवर दिखाई देते हैं।

आपको कौन कौन से जानवर दिखते हैं	अपके घर के सबसे बड़े को उनके बचपन में कौन कौन से जानवर दिखते थे।

Date : / /
Page No.

WORKSHEET

NAME - _____ DATE - _____

प्र० - अनुमान लगाकर हाँ या नहीं में उत्तर दे।

चीज़ें	पानी में घुला	पानी का रंग बदला
1. चीनी		
2. नमक		
3. हल्दी		
4. आटा		
5. दाल		
6. साबुन		
7. तेल		
8. नींबू		

Date : / /
Page No.

WORKSHEET

Name - _____ Date - _____

Q अपने घर के किसी बड़े से बात करके पता करे की आपके घर में पानी कैसे आता है और उसकी प्रक्रिया क्या है।

Q आपके घर में जल का कौनसा स्रोत इस्तेमाल होता है, उसका चित्र बनाइए।

Date : / /
Page No.

कार्यपत्रक

नाम - _____ दिनांक - _____

मेन्यु - कार्ड

आज आपका जन्मदिन है और आपने अपने दोस्तो को पार्टी में आमंत्रित किया है। पार्टी में क्या - क्या खाना होगा, उसकी एक सूची तैयार कीजिए। आपने जन्मदिन की पार्टी के लिए मेन्यु - कार्ड तैयार कीजिए।

Date : / /
Page No.

WORKSHEET

Name - _____ Date - _____

प्र० तुम्हारा घर किन-किन चीजों से बना है। उन के नाम पर "✓" का निशान लगाओ। "यदि दी गई चीजों के अलावा आप कुछ जोड़ना चाहें तो आगे लिख सकते हैं।"

घास	☐	प्लास्टिक	☐
मिट्टी	☐	चूना	☐
लकड़ी	☐	बाँस	☐
सीमेंट	☐	ईंटें	☐
केनवास	☐	काँच	☐
लोहा	☐	पत्थर	☐
_____		_____	
_____		_____	

नाम:

वर्कशीट

दिल्ली भारत की राजधानी है। दिल्ली और उसके जैसे बड़े शहरों में, गाँवों से लोगों को काम की तलाश में आना पड़ता है। यहाँ रहने वाले लोग ज़्यादा हैं और जगह कम। बहुत से लोगों के पास मकान होते ही नहीं। लोग जहाँ जगह मिले वहीं सो जाते हैं - सड़क पर, फुटपाथ पर, खुले मैदानों में...। आप ऐसे लोगों की कैसे मदद कर सकते हो? लिखकर या चित्र बनाकर बताएँ —

_____ _____

_____ _____

_____

Date : / /
Page No.

WORKSHEET

Name - _____ Date - _____

Q1 Draw a circle of following radius and diameter.

(i) Radius - 3 cm
(ii) Radius - 6 cm
(iii) Diameter - 6 cm
(iv) Diameter - 8 cm

Q2 Diameter of a circle is _____ the radius of the circle.

Q3 Draw a scenary using circles only.

कार्य पत्रिका : तब और अब

अपनी मम्मी से बात कीजिए और जानिए जब आपकी मम्मी आपके उम्र की थी तब उनके परिवार में
कौन-कौन से सदस्य थे और वह आपके क्या लगते हैं?,

1) चित्र बनाइए ,आपके परिवार में अभी कौन-कौन से सदस्य हैं और उनका संबंध क्या है आपसे वह लिखिए

2) जब आपकी मां आपके उम्र की थी तब उनके परिवार में कौन-कौन से सदस्य थे उनका चित्र बनाइए और वह आपके और आपके मम्मी के क्या लगते हैं संबंध में वह लिखिए

महिला और पुरुष की शादी की कानूनी उम्र क्या है?

आपकी मम्मी की शादी किस उम्र में हुई थी?

आपकी नानी/ दादी की शादी किस उम्र में हुई थी?

आप कितना पढ़ना चाहते हैं?

Date : / /
Page No.

WORKSHEET - 2

Name :- _____ Date :- _____

Q Write a paragraph about your house and about your family members who live in your house. and ~~abt~~ also share what all they do.

WORKSHEET

Name - _____ Date - _____

Class - _____ Day - _____

Write the names of the nouns given below as they are spoken in your home language (s).

1. Window -

2. Onion -

3. Banyan Tree -

4. Bowl -

5. Guava -

Effectiveness of children literature on oral expression

Gurleen Kaur

1286

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ABSTRACT

The present study was conducted to understand the effectiveness of children literature on oral expression development and strategies used to develop oral expression. This project was led to understand the significance and effect of children's literature on learner's oral fluency. In this project, qualitative data was collected from online teaching with a descriptive research and a sample of 5

students from class 5, Moti bagh, NDMC school was taken purposively. The data were obtained from Class observations which was performed for ten days occasion throughout the data collection cycle. This study explored the functions of language used by learners during the expressing themselves orally.

Keywords: children's literature, Oral expression, story-telling , Storyreading, oral fluency

Chapter 1

Introduction

Children's literature brings with it a plethora of imagination. It exposes learners to a world of possibilities engaging with emotions, imaginations, thrill, adventure and the playfulness of language. Literature also lends the gives an opportunity to think and examine lives and the realities of the world and even envision a better world. It broadens experiences far beyond what one can hope to accomplish in a lifetime and takes its readers to places that do not even exist.

Literature describes a wide variety of text including fiction non fictional narratives such as biographies and autobiographies and poetry. Literature is a powerful vehicle for learning and using language. Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning. Through poems we discovered the poetic devices like metaphor and simile and use these devices while communicating also. Learners easily relate to literature .It is very important to know whether the learners are actively listening and participating in the activity. Choice of good literature appropriate to the age of the learner and his interest is important. It is also important to show illustrations to the young learners and let them imagine. Contextual situations help the learner to relate to their immediate surroundings and help in learning.

The development of oral language is one of childrens most impressive accomplishments that occur during the early years of life.The early childhood classroom is an appropriate place to enrich the language of young children. Meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth .

Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning.

Literary texts offer a rich source of linguistic input and can help learners to practice the four language skills -speaking, listening, reading and writing- in addition to exemplifying grammatical structures and presenting new vocabulary. activities can be clubbed with the reading and how to assess the learning process. Setup is very important before we start reading to the learners it is very important to know whether the learners are actively listening and participating in the activity.

What is literature

Literature broadly is any collection of written work, but it is also used more narrowly for writings specifically considered to be an art form, especially prose fiction, drama, and poetry.Literature, as an art form, can also include works in various non-fiction genres, such as autobiography, diaries, memoir, letters, and the essay. Within its broad definition, literature includes non-fictional books, articles or other printed information on a particular subject.

Poetry has traditionally been distinguished from prose by its greater use of the aesthetic qualities of language, including musical devices such as assonance, aliteration, rhyme, and rhythm, and by being set in lines and verses rather than paragraphs, and more recently its use of other typographical elements.

Oral expression

Language fluency is one of a variety of terms used to characterize or measure a person's language ability to organise thoughts and argue using words (Talk , Krishan Kumar).Oral expression is the ability to express ideas ,explain thinking ,retell stories, categorise, compare, contrast and to solve problems verbally. Varying definitions of fluency characterize it by the length and rate of their speech output. Their ability to participate in classroom discussion talk about the experiences reorganize, manipulate and express themselves in a creative manner. Oral expression is their ability to connect abstract and vivid symbols with words and to question and find information. And the ability to deal with world.

Objective

- To observe and understand the effect of children literature on oral expression of learners while expressing themselves.
- to observe and understand the effect of children's literature on thinking ability , reasoning ability and imagination.
- Observe the effect of children's literature on learners confidence and other skills.

- To find out facilitators conceptualization of the use of literature for developing fluent speaker

Limitations

This study has several limitations. First of all, the number of participants was quite small, the observation period was extremely short. In the process of learning a language, three months of language study is very little time. The results may have been quite different if the study were continued for a longer period. Participants' gains in oral expression and confidence may have been greater.

The sample size was small , limited to 5 learners only from grade 5 of same school.

Therefore the findings cannot be generalized to any other place since the classroom environment may be different.

RECOMMENDATIONS FOR FUTURE STUDY

Future research that could address these limitations might include:

➢A larger sample size to collect data from more than one class/across grade, for instance including data from primary, upper primary and secondary grades.

➢I would like to do consider other schools such as private schools, KVs, aided schools, NGO, etc for future study.

➢The present study is confined to Delhi only. Similar study can be taken up in other parts of the country

Chapter 2

Literature review

The place of literature in language teaching has long been debated. This study investigates the use of poetry and children's literature written in verse as materials for helping develop oral expression among young learners.

The nature of children literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" (p. 319). Furthermore, Brumfit and Carter (1986) argue that a specific virtue of literature is that, "it offers a context in which exploration and discussion of content. . .leads on naturally to examination of language. What is said is bound up very closely with how it is said, and students come to understand and appreciate this" (p. 15).

Children literaturebooks are, naturally, incorporated into language instruction for younger learners, especially in elementary school ESL settings (see, for example, recommendations in Peregoy & Boyle, 2001). However, in some cases, literature produced for younger learners has been used with older audiences, particularly in adult basic education programs for native English speakers. Karlin (1994) suggests that picture books are not all meant only for young children and that dozens, perhaps hundreds of them, are appropriate in secondary classrooms.

Employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means ofcommunication, it builds on children's preschool strengths and oral language expertise to help them successfully develop social,intellectual, and linguistic competencies.Cambourne's Theory suggest that this dis-crepancy is the result of significant dif-ferences between the way in which children learn to listen/speak and the way in which they are taught to read/write. Cambourne's research and theorizing has led him to conclude that,in order for formal literacy programs to approach the success rate extant in basic language acquisition, the condition sunder which children typically learn to read and write must be replaced by the diametrically opposite conditions that exist when the preschool child is successfully learning to speak.Children must be immersed in and actively engaged in the medium they are to learn. The expectation that they will master the medium must be un-equivocal by the learner but most espe-cially by the mentors (parents and teachers). This expectation is realizedonly if the communication taking placeis perceived by the learner to be meaningful and is reinforced by mentors who demonstrate for the novice what constitutes mature use of the mediumas both mentor and novice engage inmutual exchanges with each other.However, the responsibility for mastering the medium is clearly understood tobe the sole province of the learner participation by children in storytelling, either as a member of the audience or as the teller, involves immersion and active engagement in a meaningful language experience. Responsibility for the success of a story-telling session is dependent upon the children who participate (whether they are telling the story or listening to it)and happens only as a result of mutual exchanges between the teller and audience where a storytelling mentor (theteller)

demonstrates competent story-telling technique. Moreover, the expectation for success by the audience, as well as by the teller, is great . But there is more to be participation by children in read aloud session, either as a member of the audience or as the teller, involves im-mersion and active engagement in a meaningful language experience.

Oral Fluency

Fluency is a construct with many and various definitions and is applied to reading, writing, and listening as well as speaking. In oral fluency, its relationship to specific aspects of speech production (pronunciation, intonation, hesitation) is dependent upon the definition of fluency that one chooses to work with. In their introduction to a collection of papers relating to the concept of fluency, Koponen and Riggenbach (2000) identify four major views of fluency. The first involves thinking of fluency primarily in terms of "smoothness of speech" which is dependent upon the "temporal, phonetic, and acoustical features" of speech (p. 8). They describe this conception of fluency as being used to define fluency in the rating guidelines of such oral skills tests as the SPEAK Test. This approach to fluency was used by Derwing and Rossiter (2003) when they asked judges rating speech samples to think of fluency in relation to temporal factors, specifically "rate of speech and hesitation phenomenon" (p. 8). The second definition of fluency is that of "fluency as proficiency or as a component of proficiency" (p. 13). This is a broader, more global view of fluency that includes "smoothness" as only one component of overall fluency. The third view of fluency they discuss is that of "fluency as automaticity of psychological processes" (p. 16). Those who take this view are largely concerned with investigating "the psychological learning mechanisms that may help explain how fluency is acquired and lor developed" (p. 16). The final view of fluency they report on is that of "fluency as opposed to accuracy" (p.17). This view was popularized by Brumfit (1984) and highlighted the distinction between accurate speech in which the learner is focused on the language activity itself and fluent speech in which the learner is focused upon communicating. In Brumfit's view, "any language activity which is not being carried on with the learners apparently operating in the same way as they do in natural, mother-tongue use is an accuracy activity" (pp. 52-53). For Brumfit,

fluency is "natural language use, whether or not it results in native-speaker-like language comprehension or production" (p. 56) and also as "the maximally effective operation of the language system so far acquired by the student" (p. 57).

Recent documents published in the communication field suggest that oral expression instruction in elementary school must adopt more informal and interpersonal goals (Allen and Brown, 1976; Wood, 1981). Authors suggest that students, instead of doing "show and tell" and making formal classroom speeches, should develop communication competencies in five functional areas important in everyday life. These communication functions arerelevant to persons of all ages and cultures and :ipply to communication athome, work, or school. They are:

Controlling: communication in which we seek to influence others or respond to controllingcommunication of others (e.g., bargaining,refusing)Sharing interaction which expresses our feelings or

feelings: responds emotionally to others (e.g., getting angry, supporting)Informing- messages we use to give information .

responding: spond to information given to us (e.g., ex-plaining, questioning)

Ritualizing: communication that seeks to initiate ormaintain social contact (e.g., greeting,using small talk)

Imagining: communication that deals creatively withreality through use of language (e.g.,storytelling, fantasizing)

The Effect of the Storytelling on oral expression

Storytelling Sharing stories has been suggested to be effective in language learning for young children and often incorporated in children literature and early childhood texts (Raines and Isbell, 1994). Sobol (1992)described that in a traditional oral storytelling event, the story text was the primary references of the communication expressed in its emergent, imaginative substance and the relationship between listeners and tellers in interactive performance. Therefore,

the words in the text are not memorized but utilized through spontaneous performance assisted by the audience participation and interaction (Isbell et al., 2004). It has been recognized that storytelling can have important practical implications in educational settings, especially in primary school level (Collins, 1999). As far back in 1982, Ferrell and Nessell argued that storytelling could enhance students' vocabulary acquisition, reading fluency and story recall proficiency. Peck (1989) also found that, in addition to facilitating reading and listening comprehension, telling stories in classroom also improved students' written and oral language development.

storytelling enhanced the imaginative recollection of the story with verbal development in the story transmission. More researchers have found positive results on the effect of storytelling strategy. Lever and Sénéchal (2011) determined that children who received dialogic story reading intervention performed better in narrative ability and expressive vocabulary knowledge. Massey (2013) also concluded that through interactive storytelling incorporated scaffolding instruction help young children promote their oral language development.

The Effect of Story Retelling Strategy on Oral Language Proficiency

Story retelling could provide teachers with an alternative to assessing students' abilities and for retrieving and obtaining information about students' comprehension. According to Morrow (1996) story retelling is a post-reading and post-listening recall activity for students to express what they have learned and discussed previously. Slavin and Madden (1999) further defined story retelling as the summary of the main points of the story made by students and shared with their peers after reading and discussing the story. Lara-Alecio et al. (2015) defined storytelling and retelling as a teaching strategy that engages students prior to, during, and after story read aloud with storytelling/retelling. They indicated the overall purpose of Storytelling is to increase the pre-during-and-post listening and reading opportunities for learners to practice oral language skills.It has been found that story retelling can offer students opportunities to orally construct the story, Story telling/retelling serves as not only an effective instructional strategy

for students' literacy development but also a valuable tool to enhance and evaluate their learning process. For teachers, structured story retelling via well-planned and scripted lessons can utilize research-based learning strategies can provide an access to understanding the process of students' oral composition and reconstruction (Lara-Alecio et al., 2006). It is also the reason why story retelling is preferred over other comprehension-like assessment (Roberts et al., 2005). For students, story retelling requires active engagement and organization of thoughts and provides students with motivation and a critical gateway to a higher level of thinking and comprehension skills (Irby et al., 2008). Followed by the story content discussion, in which the teacher acts as a facilitator of students' expressive language, story retelling creates an environment where students can be the center of learning by demonstrating their comprehension and oral skills while elaborating their ideas and thoughts at the same time (Anderson and Roit, 1998). This study also showed a strong positive relationship between oral language and reading comprehension.Having students to retell a passage of a story is also an effective pedagogical tool to monitor the listening and reading comprehension .

The Effect of Utilizing Digital Storyreading on Developing Oral Communication Skills for 5th Grade Students

Listening: • develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds;

• links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life;

• extends children's understanding of how speakers of different languages use gesture, volume, and intonation;

Speaking:Talk is the underlying key factor in the development of literacy. In learning a new language pupils reproduce sounds, create phrases and sentences, and engage in simple conversations. The learning of a new language:

• makes pupils aware that different languages have different sounds.

• makes pupils learn about the importance of pronunciation and intonation and formal and informal use of language;

• develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication.

Influence of Reading children literature on oral language Development

Storybook reading is one of the most studied formats for increasing language learning in children. Many research studies have shown that children make significant gains in various areas of development through shared storybook experiences (Rubin & Wilson, 1995; Snow, 2001; Kaderavek & Justice, 2002). Story reading benefits children in two ways by providing them with acquisition of language and literacy. Not only do children acquire language and literacy skills, but they also experience vocabulary growth, knowledge of handling books, and many other skills (Snow, 1983). Story reading can foster communication opportunities for young children, as they discuss the text and illustrations (Kaderavek & Justice).

Many researchers have found important connections between reading aloud to preschoolers and their later literacy success (Ferreiro & Taberosky, 1982; Kontos & Wells, 1986). Wells (1986) states that the number of hours a child is read to during their preschool years is the best predictor of the childs later speaking skills in school. Reading books aloud not only increases reading achievement scores, but also listening and speaking abilities. Children who are frequently exposed to storybook reading are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain greater story concept development, increase letter and symbol recognition, and develop positive attitudes about reading (Silvern, 1985).

Storytelling is increasingly recognized as having important theoretical and practical implications (Kim, 1999). Collins (1999) determined that storytelling has many uses in the education of primary children. She concluded that stories provide a conceptual framework for thinking, which allows children to shape experiences into a whole they can understand. Stories allow them to mentally

map experiences and see pictures in their heads; telling traditional stories provides children with a model of language and thought that they can imitate.

Farrell and Nessell (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall. According to Maguires (1985) study, storytelling serves many purposes including increased vocabulary and concentration, as well as developing the young childs ability to think symbolically and metaphorically. Strickland and Morrow (1989) suggest that storytelling is a way to further language development in early childhood classrooms.

Communication Skills Needed for Basic Education , learners "lack the ability to express their ideas intelligibly and effectively" . In the typical classroom, students are required to speak in informal contexts such as reading orally from a text, answering questions, and small or large group discussion. As they progress to classes which require higher thinking skills, they may be required to use oral skills in presentations, debates, role playing, andThe nature of literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" .

Chapter 3

Methodology

The qualitative research method was used, since methods are often more flexible and subjective aim to produce contextual real-world knowledge about the behaviors, social structures and shared beliefs of a specific group of people. This project will be based on descriptive and correlational survey design. Kothari, (2003) says that descriptive survey design is survey of people who have had practical experience withthe problem to be studied.

In this project unstructured observation schedule and data analysis is used to collect data. Observation was done during primary internship at NDMC school with Focus group class 5 learners aged between 9-10 years.

As this methodology is less controlled I've observed my learners and ask them open ended questions about the literature and also ask to built a story using pictures, metaphor, adjectives and observe the use of devices to construct stories and story structure .they also told about themselves using metaphor and. Adjectives.Fluency is defined in quite a variety of ways. In everyday use it is generally associated with "smoothness" of speech. I would like you to think of fluency as "the smooth, accurate(using correct words), and efficient translation of thought into language." For data I have focused on 5 Learners and observed them continually for 10 classes during the picture talk during the class will also be taken into consideration to know the effective translation of thoughts into speech , their questioning and reasoning abilities . Learners are also analysed on Storyretelling , summarising and storymaking.

Chapter 4

Analysis

A study with learners in fifth grade, where some stories were read and some told. In my study, I found that the learners enjoyed and interacted more during storytelling than story reading . Children literature gives meaningful context to talk and learners easily relate to the situations and make linkages to their prior schemas and bring their experiences to the classroom . Therefore children literature provide opportunities for oral expression. Picture talk was also used in the classroom to stimulate oral expressions of learners and to provide them opportunity to talk. story making from pictures was also done in the classroom to know how the learners structure and express their thoughts orally. The oral expression is a way of expression for the thought and it provides feedback and develops by means of the linguistic function.

A benefit of using children's literature is that the connections between writing, and speaking was enhanced. Lessons were developed for the thematic unit. The lesson format included story sessions, digital story reading, story retelling, story making, poem recitation, picture talk, language activities, as well as oeal drills and ideas for integrating other subject areas. The focus of the lessons emphasized the unit theme as well as the integrating of the four language art components -- reading, writing, listening, and speaking. Integration of listening, speaking, reading, and writing was done through thematic units where the literature selections, reading activities, and interpretive activities all were relate to a common theme. It was found that combining children's literature into a thematic unit provided learners with more meaning centred experiences to talk which, in turn, enabled them to share their experiences, ideas and knowledgen. It also was

found that the curriculum encouraged learner involvement and fostered critical thinking skills, and reasoning skills.

Children's literature provides many opportunities to Learners to connect to the characters emotionally and to relate to the situations and also for oral expression these opportunities are distinguished as per the suggestions given by Professor Krishna Kumar in the book: The child's Language and the teacher.

1. **Opportunities to talk about oneself**

If children literature is read in the classroom which deals with the daily life situations of the learners and have the same cultural and environmental components as in the environment of the child the learners find the text relatable with their experiences and therefore also brings their experiences in the classrooms and hence this gives them a chance for oral expression in the classroom. There could be many occasions to talk about like Diwali. Learners like to share how they celebrate Diwali.

Example: हम हमने अपने घर पर रंगोली बनाई थी इसमें हमने एक मोर बनाया था और उसमें हमने पेंट करा था हम इसके बीच में दिया रखा था वो बहुत सुंदर लग रहा था।

2. **Opportunities to talk about objects and experiences**

Learners get more involved in the classroom and participate more when they get an opportunity to to share their experiences with their classmates.

Example: while doing schema activation for "The little bully " , learners shared their experiences of getting bullied by others in the playground.

" जब हम पार्क में खेलने जाते हैं तो बड़े बच्चे हमें भगा देते हैं और कहते हैं यहां पर हम भी खेलेंगे।"

3**. Talking about pictures**

Pictures are a great source for creative and analytical oral expression. Talking about pictures can be very fruitful and can make us aware of the different dimensions of their oral expressions and use of language like:

Finding: : talking about pictures learners can be e encouraged to find certain things in the picture and try them and can be asked questions like what is happening in thei picture.

Reasoning: ability to to attribute reasons and express their thoughts. Many picture talks were used in the classroom like the one shown below. This picture was used under the theme: समझदारी

Anchal: यह व्यक्ति समझदारी से काम नहीं ले रहा है।

Rishabh: इसे चोट भी लग सकती है

Projecting: learners can also relate to the picture and it can also so think about the imaginary situation that would arise and express their thoughts in that situation. Example: हमें पेड़ नहीं काटने चाहिए।

Predicting: learners were also able to predict that what would happen next in the picture and what all the picture is showing to them.After finding the details in the picture they were able to analyse the situation and predict the next incident going to happen. Example: जैसे ही यह लकड़ी काटेगा यह नीचे गिर जाएगा।

4. **Listening to stories and telling about them.**

Learners were aksed to retell a story that they have heard or to summarise a story. They were also asked to make stories using pictures sequencing. For this, they must acquire enough vocabulary and construct basic story structure and along with the teacher's scaffolding, students can further acquire sophisticated language rules and oral fluency.

5**. Acting it out**

To provide opportunities to the learners for oral expression, conversation between the characters of the story was done in the classroom as a theatre activity and learners were required to make dialogues for the characters where animal was able to talk to his master. This was done after the story of the lazy

horse was shown to the learners. This activity was performed with enthusiasm with voice modulation and theatre was made a part of virtual class through dialogues. Theatre as a means of teaching helps students learn academically and socially. One learner played the role of master and the other of the horse. They were very fluent and flexible while playing their roles as they were answering each other and were relating to the events in the story.Others also sent their dialogues and the class was participatory in nature.

Example:

The horse: मैं lazy नहीं हूं। आप मुझे 2 बोरी भर कर देते हो तो वह बहुत भारी होती है और मैं थक जाता हूं।

Master: पर तुम्हारा ही काम है कि तुम मेरे लिए बोरी उठाओगे मैं तुम्हें इसीलिए रखा है।

The horse: आपने पैसे का लालच आ गया है इसलिए आप सादा काम कर आते हैं मेरे से जितना अगर मैं उठाता हूं आप भी उतना ही उठाएंगे तब आपको पता लगेगा की मुझे कितनी तकलीफ होती है।

Master: मुझे माफ कर दो अब मैं दोबारा ऐसा नहीं करूंगा और तुम्हें अच्छा खाना भी दूंगा।

Quality and elaboration of oral expression

Learners oral expression Data is analysed on Storyretelling, story making, picture talk and their experience sharing abilities. The ability to express ideas explain their thinking retell stories, categorise characters and events also compare and contrast the scenerios .

Learners elaborated the stories Giving details to the characters ,Using more adjectives, Using interrogation techniques in the story to make it more interesting. They also develop counter arguments between the characters to make story intersting and more comprehensive by providing deep knowledge of scenerio and character to the listener and communicate their thoughts with more complexity of structure.

Learners were also using various functions of language (MAK Halliday) while expressing their thoughts like:

- **Interactional function:** Included in this are utterances such as greetings, or responding to being call. Leaners Included this function while showing the bonding between two characters of story. Naming the characters in the story was very important for using their names while interacting with them. The interaction between the horse and the man . And while making their own story showing interaction between the girl and the tiger

बोला कि "क्या आप इस लड़की को थोड़े दिन रख सकते हैं "

शेर ने "बोला हां मैं रख सकता हूं।"

लड़की ने उससे पूछा इसमें " क्या रखा है"

शेर बोला" कुछ नहीं मैं बस खाना बनाने लगा हूं "

- **Imaginative Function:** The Imaginative function is used by children to create an environment of their own. The learners provided the story with an imaginary setting. They were able to start the story e with the description of surroundings and describing them in a creative manner sometimes also manipulating the surroundings then coming up with the problem and closing the story with the solution.

फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

- **Personal Function**: A function of the children's language is that they use it to express their awareness of themselves and of the fact that they are separate from the surrounding environment. This function includes the expression of personal feelings, such as the noises children make when

they find something interesting, or when it tastes nice. Learners used this while sharing thier experiences.

- **Informative Function**: it is actually quite a complicated idea to think that you can tell something to somebody who does not already have that information. The learners were able to give the information about the place where the characters live like "the lady and her daughter live in a Jungle."

इसमें एक मम्मी है उसकी एक लड़की भी है। उन्होंने दरवाजा खटखटाया

Storyretelling

Rishabhl: एक गांव में एक गोपी नाम का एक लड़का रहता था और उसके पिताजी रहती था। वह बहुत शैतानियां करता था उसकी शैतानियां करते थे नहीं रहते थे। चौराहे पर आज तबीयत ठीक नहीं लग रही है कुछ भी। खो गया चौराहे पर उसे एक शरारत सूझी उसने एक पेड़ पर चढ़ा और एक पेड़ पर चढ़ा और जोर जोर से चिल्लाने लग गया वीडियो आया भेड़िया आया भेड़िया गांव में उसके पास दूसरी बार भी उसने वैसे ही काफी थी जबकि इस बार असली में ही आया था उसकी पूरी बकरिया खा गया। लेकिन जब तक उनकी बेटी मर चुकी थी। पिताजी के जब पताजब गोपी पेड़ से उतरा तब उसके पिताजी ने बोला मैं इतने दिनों से तुझे आपको डांट नहीं रहा हूं ना उसी लिए तो ऐसे कर रहा लेकिन आज से मैं तुझे कभी माफ नहीं करूंगा तो जो बोलता है पिताजी मुझे माफ कर दो।

Anchal: एक गांव में एक गडरिया रहता था वह प्रतिदिन भेड़ चराने जंगल में जाता था एक दिन उस के मन में एक बात सूची झूठ बोल कर देख ले जोर-जोर से चिल्लाने लगा बागा बागा गांव वाले दौड़कर आए उसे पास आए फिर वह हंसने लगा कुछ दिन बाद फिर चिल्लाने लगा फिर गांव वाले आए तो फिर हंसने लगा 1 दिन सच ही आ गया गांव वाले ने मदद के लिए कोई नहीं आया फिर बार मार मार कर खा गया हमें शिक्षा मिलती है कि हमें कभी झूठ नहीं बोला चाहिए।

While Storyretelling learners provided a setting, naming the title and remembering characters in the story. This supports that storytelling particularly helped the learners imaginative recollection of the story, while verbal factors were more or less equivalent . They also retold story in the same sequence the story had occurred and also give it an ending. The Structure of storytelling was followed while re telling the story.

Storymaking from pictures

It is important to note that the storymaking relied heavily on the illustrations to make the story. The Learners often described the illustrations, to help restructure the story. For instance, फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया , लड़की ने कहा वाह खाना बहुत अच्छा है।फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

When children are provided with illustrations, they make specific visual associations. Learners also gave a title to their stories and they have specific names for the characters in the story. They were able to reorganize, manipulate the events and express their stories in a creative manner. they were using different functions of the language in the same story like instrumental and interrogatory function of language were used to make story more interesting and the also provided a formal ending to the story.

Chapter 5

Conclusions

The inclusion of children literature would assist learners in expanding story comprehension, oral retelling, and recognizing the elements of a story. It also help them with oral expression by providing them with opportunities to talk about themselves and other things. Combining these approaches could provide powerful literature experiences to influence the oral expression development and story comprehension of young learners .

In essence, then, employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means of communication, it builds on the children's preschool strengths and oral language expertise to help them successfully develop social, intellectual, and linguistic competences.

Selection of children literature

Children literature should provide motivation and challenge the reader as age appropriate. A good book will often have literary merits and represent a range of styles and literary structures. It will broaden students understanding of cultural diversity and knowledge of historical facts. A good book will help the reader develop sensitivity of different views and elicit personal critical responses. Books

should be bridges to other activities that expand on what the young reader heard, observed, questioned, or thought about during the story. A good literature , it is the combined effort of illustration and text being woven together in perfect harmony to become truly high quality. While selecting the literature for the classroom one should answer, Does the story encourage discussions and promote understanding of society?

Consider where your child is — intellectually, emotionally, and maturity-wise, and pick books that are relevant to his or her experiences. Also consider the book's length, number of illustrations, length of chapters, and vocabulary. You may not know if the book is age-appropriate until you start reading it, but don't feel like you have to continue reading if no one's interested or if it's over their heads.

A child's ability to make meaning during reading enhances when the child engages actively in thinking about what he or she reads. Therefore, select books that encourage active participation—ones that are on topics of high interest or that answer questions your child has asked, Quality is determined by both the illustrations and words in a book and both have equal importance. The following information breaks down the elements of the book and describes some of the ways in which quality is assessed.

1. Setting

Illustrations are key in helping to establish the setting and help children learn about the world and how it relates to the story they are reading. The setting should be authentic and clearly depicted, in a familiar environment kids can identify with.

2. Characters

A good book will show the characters consistently growing and changing throughout the book. You want believable characters that are not picture perfect, but rather simple and imperfect. Characters should be relatable to the learners and can also be from same age group as of learners to feel connected with the characters.

3. Theme and Story line

A good book has a central theme that holds the story together and engages the reader. The topic should be something children enjoy and can relate to—and should have a beginning, middle and end.

Tips

- Exceptional children's literatures will be engaging and captivating.
- Exceptional children's books teach but are still enjoyed by the reader and listener.
- Exceptional children's books balance the pace of the story.
- Exceptional children's books balance the amount of illustrations and text.

Role of teacher and classroom environment

The primary role of the teacher in a language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to respond in the classroom

It is the teacher who acts as facilitator, resource person and the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the learners get exposure to the language and opportunities to use various functions of language. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about.

The teacher is also instrumental in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practise language and share their views with the class. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The constant re-entry and review of linguistic content throughout the different units enable the students to practise and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these objectives.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student-centred rather than teacher-centred; the students do most of the talking and the role of the teacher is to facilitate, advise, assist and offer direction. As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work.

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School Internship Research Project 2020-2021

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Roll-no-2017/1350

Beled-4th Year

Miranda House Delhi University

Participation of girls in education during pandemic (covid-19)

A CASE STUDY CONDUCTED DURING PRIMARY SCHOOL INTERNSHIP

Submitted By: ***Manjulata Meena***

Roll no-1350

(B. El. Ed. IV Year)

Department of Elementary Education

Miranda House

University of Delhi-- 2020-2021

CERTIFICATE

This is to certify that the School Internship Research Project titled 'Participation of girls in education during pandemic' has been successfully completed by Manjulata Meena of B. El. Ed. IV Year in partial fulfilment of curriculum of Bachelors of Elementary Education leading to the academic year 2020-21.

Project supervisor

Mr. Suday Narayan Prasad

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I would also like to thank my school staff (NDMC primary and secondary Gole Market Delhi) the faculty was very cooperative and helped me for taking interview and collect the data.

Manjulata Meena

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Introduction

Educating girls is pivotal to the development of society. Despite many global declarations and development goals, and significant effort by the international community, gender disparity in education continues to exist. This article focuses on the first research question of Somani's (2017) study titled "Girls Have a Right to Education Too"

Access to education by girls is considered a significant indicator for the progress of a society. According to Brown (1991), the education of women in a society determines its social, financial, natural, physical and human capitals, and contributes to its growth and development. Education is a significant factor influencing the socio-economic and health conditions of the family and for determining gender relations in society. Moreover, as Nobel Laureate Amartya Sen (1989) stresses, the education of girls strengthens their position in the family and community and thereby produces multiple benefits. Sen argues that the education of girls is the single most powerful way to encourage smaller, healthier and better educated families. As educating girls helps in slowing down the population growth (Jeffery and Basu, 1996) and increases productivity, encouraging the education of girls and closing the gender gap in education p

According to Mahatma Gandhi *- Education means the process of continuous enrichment and development of human personality by various means. Gaining knowledge is one of the ways to enrich our*

mind. Gandhi's concept of education is both practical and dynamic with strong spiritualistic orientation – a powerful weapon to bring about a silent revolution in mankind.

Impact of Pandemic on girl's education

The lockdown has emphasized the need to re-evaluate our educational system to make it more inclusive and challenge the oppressive social structure. In this research project, I had focus on understanding the impact of the ongoing crisis on girl's education in our country. The pandemic is not just a public health challenge but it has also disrupted the social systems and institutions and fragile immunity against social inequalities. The women and girls are among the most affected groups during the pandemic lockdown. Yet, gender-based violence is not a recent event that emerged during this period. For women in India, snapping the mobility, income, their circle of social solidarity had its consequences

Although some predictions and discussions were constantly voiced out by the academicians and the activists, the system had a two-faced fallout. One is not being equipped with enough resources and technology to shift to online mode and the other for assuming that everyone can access to online classes. The overlooking of the vulnerability of social groups led to other kinds of crises, girl education is one that is not addressed by the mainstream media in the patriarchal country.

To continue the classes, even during a pandemic, the entire school system shifted to digital mode. The teaching-learning process on digital

platforms is not equitable to face-to-face education mode. Schools as a social institution do propagate and work on the patriarchal values, however, it is a space that provides more accessibility to resources and mobility to girls, as compared to their homes. The idea of online classes in itself is coming from a privileged and patriarchal system. This shift to digital learning is an integral part of the inequalities and discrimination that exist outside the online mode.

Further, at homes, who is burdened with the additional the members of the family? Who has access to technology? Even if you have access, who among the children in a family is given preference to attend online classes? Who is threatened to be married off? And who mostly face gender-based violence even in private spaces such as one's own family? When we do not put forward these questions, the concerns regarding women's education get sidelined.

Year dropout leading to child marriage

In addition to not being able to attend online classes and increased burden of household labour, one shadow epidemic that has resulted due to the COVID-19 pandemic is the early marriage of girls. The effects of the pandemic are life-altering for several girls in India, in the sense that many would never return to school and will be forced to get married.

India faced an increase in child marriage during this lockdown. A month after the lockdown, a daily-wage laborer from Odisha tried to marry off his 16-year-old daughter to a 26-year-old truck driver. ***(****According to the new of Indian express****)***

Rationale

The notion that there should be equality of opportunity in education, where everyone has fair and equal access to a good quality education regardless of social background, race, gender or religion, and where people achieve success in education according to their efforts and ability, free of any form of discrimination, Article 26 of the Universal Declaration of Human Rights (United Nations, 1948) proclaims that "everyone has the right to education", that "education shall be free, at least in the elementary or fundamental stages" and that "education shall be directed to the full development of the human personality…".

But for girls education has always been the underestimated subject in our Indian culture. This pandemic has added an extra layer to it by locking up all the schools, educational institutions.

Due to pandemic many girls have dropped out and being married this is also due to economic and gender differences in society. I have focused on our society and values to know the effect of pandemic on girl's education.

Thus, in this project I wished to undertake the task of researching on how pandemic affected the girls education or their participation in online platform how to girls affected the

most what were the major reasons behind this and how they dealt with it.

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Girl's education is a key factor in India's social and economic growth. Giving quality education to girls can eradicate poverty in developing countries. Education of girls not only benefits women herself but her families, society and the whole world as well. Denying girls their right to education is a detriment for many societies. Education can improve an individual's abilities and bring about social change

Women are, however, denied of education in developing nations. This condition is even worse in rural areas. In rural areas, the birth of girls is seen as a liability. It can be measured through the unequal gender ratio and higher dropout rates of girls that are prominent in rural areas. Parents treated education for a girl as insignificant. Investments in girls' education are seen as unnecessary as it is considered that a boy can only help his family financially while parents have to pay dowry marriage costs for girls. Parents would choose to involve their daughters in household work under such conditions rather than sending them to school. Girls'
education suffers from many factors, gender discrimination is the most prominent of them (Singh & Rabindranath, 2019).

If we see the history of the education in India---

Savitribai Phule, the woman who helped set up the first school for girls in India

January-3, 2020 – 8:14:10 pm(By Indian express)

Savitribai Phule was a trailblazer in providing education for girls and for ostracized portions of society. She became the first female teacher in India (1848) and opened a school for girls with her husband, Jyotirao Phule. She went on to establish a shelter (1864) for destitute women and played a crucial role in grooming Jyotirao Phule's pioneering institution, Satyashodhak Samaj, (1873) that fought for equality of all classes. Her life is heralded as a beacon of women's rights in India. She is often referred to as the mother of Indian feminism. This is how she had started and she struggled so much to set all this and made her life successful.

>< newspaper articles say---

Education for girls has always been the underestimated subject in our Indian culture. This pandemic has added an extra layer to it by locking up all the schools, educational institutions.

- ***-****According to the fourth annual UNESCO Global Education Monitoring (GEM) Report released this year on June 23, 2020 – By guest writers, MS Mahima Bansal and Swati Shukla*

About 40 percent of low and lower-middle-income countries have not provided supportive measures to

disadvantaged learners during school shutdown, which was announced under the lockdown to prevent the transmission of the COVID-19 virus.

Girls seem to be fighting a double pandemic during this lockdown period, one that is restricting all of us to go outside, and the other one exclusive for girls, is child marriage or forced marriages even of the women studying in higher educational institutions.

- *New Delhi: Amid the ongoing lockdown that commenced from March 25, the number of child marriages in the rural areas of several states has strikingly gone up.*

***A UN report** had earlier predicted that the pandemic could lead to additional 13 million child marriages over the next decade all over the world. The impact has already started in India, experts said.*

Beed in Maharashtra, Vellore, Tiruvannamalai, Thandrampat, Kalasapakkam, Arni, Chengam in Tamil Nadu have witnessed the maximum number of child marriages during the lockdown.

- *KARNATAKA Sharp rise in child marriages during lockdown*

AUGUST 18, 2020 ,Mysuru– (The Hindustan time)

Over 100 such instances between mid-March and July in Mysuru district alone

A sharp rise in child marriages has been reported during the COVID-19 lockdown and the subsequent two months, with officials of the Women and Child Development Department stumbling upon over 100 such instances in Mysuru district alone between mid-March and July.

Though the officials claimed they had averted most of the child marriages after receiving tip-offs, a follow-up by the Karnataka State Commission for Protection of Child Rights (KSCPCR) has revealed that most of the child brides have been reunited with grooms, notwithstanding the undertakings submitted by their parents about the cancellation of the marriages.

"they visited 12 houses for a follow-up and found that the child brides were living in the houses of their husbands," he said. We asked how could the parents, who claimed to have cancelled the marriages, send the minor children away, thus making a mockery of the law," he said.

The brides in almost all the cases were aged between 14 and 17 and were from the rural parts of the district.

He said the parents had taken advantage of lax monitoring during the lockdown when officials of various departments and the police were deployed for COVID-19 duties. Schools and colleges also remained closed for an extended period, making it virtually impossible to monitor the attendance of girls. "The parents made use of these changes to secretly marry their under-aged children," Mr. Parashuram said.

Meanwhile, officials of the department said they had received a total of 64 complaints of child marriages between mid-March, when the lockdown was first declared, till the end of May, besides another 44 during June and July.

- *Released on January 24-2020 , Indian express- the International Day of Education and National Girl Child Day*

10 million girls in India could drop out of secondary school due to the COVID-19 pandemic, according to a Right to Education Forum policy brief. With 1.6 million girls aged 11 to 14 years currently out of school, the pandemic could disproportionately impact girls further by

putting them at risk of early marriage, early pregnancy, poverty, trafficking and violence.

The brief indicates stark disparities in female literacy rates. Populous States such as Madhya Pradesh, Uttar Pradesh, Bihar, Jharkhand and Rajasthan recorded rates below the national average of 70.3 per cent. In contrast, Kerala, Mizoram, Lakshadweep, Goa and Tripura fared better in female literacy.

Infrastructural issues, including distance from school, remained important road blocks for girls to access higher education. The policy brief states that for every 100 elementary schools (classes 1 to 8) in rural India, there were only 14 offering secondary (classes 9-10) and only six offering higher secondary grades (classes 11-12).

- ***Earlier, in June 2020 (Hindustan times),*** *a 14-year-old SC girl in Kerala died by suicide, as she couldn't attend online classes due to lack of technology, as her father, being a daily-wage laborer, couldn't buy her a mobile phone. This is one of the instances that made it to the mainstream media, while many go unrecognized and unreported.*

In homes where there are both boys and girls studying, the brother gets preference to have access to online classes via mobile phones. In several patriarchal families, where it is normal to police the woman's everyday life, these online classes became an opportunity for them to gauge what their daughters are watching or listening to during the online classes.

There is an urgent need for the state to ensure that teaching-learning becomes a gender-positive approach for equitable access to technology.

Additional Household Work

Our homes aren't gender-neutral spaces and the stereotypes are saturated in a way that women (irrespective of age) bear the most burden of domestic chores. The primary responsibility of a woman is still considered to be unpaid domestic care work.

The situation is even grave for girls living in a joint family. They are expected to wake up early, do the cleaning, washing, cooking, taking care of elders, and then attend the online classes. The case is not the same for boys or men in the family. Even if they participated in the household work for a while, their work is considered as

not more than a helping hand. They can enjoy and have leisure time, which women are denied.

<>What the literature/theories say-----

- ***According to Right to Education (RTE) Act***

The Indian 2009 Right to Education (RTE) Act guarantees a free and compulsory education for all children ages 6 – 14. The RTE Act is a critical movement towards inclusion for girls, children with disabilities and children from other marginalized groups. But the situation became opposite the participation of the girls had decreased rapidly while it should have increased.

- ***According to NCF-2005***

-Universalization of Elementary Education

As per the Indian Constitution, the country is committed to providing free and compulsory education to all children up to the age of 14. This commitment has been reiterated in all the official documents during the past five decades. Efforts have been made to provide universal access to education including emphasis on universal enrolment and universal retention to arrest the dropout of children from schools. The initiative of Sarva Shiksha Abhiyan is an important step in this direction. All this

would require the allocation of a higher portion of GDP to the education sector. The developed countries have already reached the stage where they normally allocate 9-10% of their GDP as government's spending for education. Equality of the opportunity of access to education is necessary if more women are to become the agents of change. Therefore, education of women is an important key to improving health, nutrition and education in the family, and also empowering them to participate in decision-making. Investment, both in formal and non-formal education of young children in general, and of the girl child in particular is expected to yield exceptionally high social and developmental returns. Besides, making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction is absolutely necessary.

- ***National education policy-1986***

In 1986 the National policy on education was made (which was revised in 1992)

The policy emphasized on education for women equality and stressed on ending all kinds of social evils and practices derogatory to women.

The National policy for the empowerment of women 2001 also focus exercise to women quality education at the level and reducing the gender gap in the upper classes example middle school Education and higher Education. Equality among sexes is a fundamental right under the Constitution of India. The State, however, also has the right to exercise positive protective discrimination in favour of the disadvantaged population groups including women. Emphasis in education has moved from 'Equality of Educational Opportunity' (NPE, 1968) to 'Education for Women's Equality and Empowerment'

(1986). As a result, the curricular and training strategies for the education of girls now demand more attention. Besides, making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction is absolutely necessary. Moreover, it will be the most appropriate thing to recognise and nurture the best features of each gender in the best Indian tradition. After all, India gave her women the right to vote without any prolonged

battle for it unlike in the west. There is a need to develop and implement gender inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals, and not as adversaries.

- ***According to book- What works in girl's education?***

Author- Jene,P- Sperling (Department of gender studies)

Educating girls may be the investment for developing countries with the highest return when one considers the exceptionally wide range of crucial areas where educating girls and women brings positive results. Although, as in developed nations, girls' education brings positive returns for income and economic growth, what has brought girls' education to the top of developing nations' policy agendas has been the evidence of high returns in other crucial areas—including improving children's and women's survival rates and health, reducing population growth, protecting children's rights and delaying child marriage, empowering women in the home and in the workplace, and improving climate change adaptation. Indeed, evidence from a diversity of contexts and across generations shows the enormous benefits that girls' education has not only for girls themselves but also for their children, families, communities, and countries. It is one of the smartest investments a country can make and an important step in breaking the cycle of intergenerational poverty. We have reviewed evidence on the economic, social, and political benefits of girls' education, and though one could break down these effects into a considerable number of areas, we have sought to organize the evidence to focus on the

reasons why girls' education may be the smartest investment the world:

1- Economic growth.

Education for girls increases productivity, including in agricultural production, and is an important contributor to economic growth. Globally, women participate less in the formal economy; but multiple studies have estimated the economic benefits that would accrue from giving women the education and skills They need to join the labor force.

2- women's wages and jobs.

Better-educated women have Higher earnings and are able to get and keep better jobs. Particularly in Areas where women are not as well represented in the formal economy as Men, girls' education can help reduce the gender gap in the labor force and increase

3. It reduces rates of child marriage.

Girls who are better educated are less likely to be married off as children and are more likely to have opportunities to build a healthier and more prosperous life for themselves and their families.

4- It empowers women.

Better-educated women are more empowered women. When girls go to school, they develop into women who have more say over their lives, are less likely to be subject to domestic violence, participate more in decision-making in households, and have an increased sense of their own worth and efficacy.

In this book, she explained that there is no gender identity behind the expressions of gender. Gender is repeated stylization of the body. Gender identity is just performance.

- **Gender and Politics in India**

This volume presents an overview of feminist theory and politics in India. The introductory chapter provides an outline of the issues involved and the importance in explaining the politics of gender in India. The essays focus on different aspects of feminism in India, and debates on various issues like environment and gender, the impact of technological change on women work force, interpreting constitutional guarantee of 'right' to equality with gender perspective; different women's movement and the challenges encountered; and sexuality and gender. The section on environment and gender discusses Vandana Shiva's concept of 'Eco-feminism'. The 'work' section highlights structural adjustment and its impact on women, whereas the 'law' section suggests 'reconceptualization' of equality in view of women's subordination. The problem of a contemporary theory of 'gender' in the perspective of present socio-cultural change in Indian society has been highlighted.

- ***National Focus Group on Gender Issues in Education***
  It is point out that "Gender is not a women's issue; it is a people's issue. Femininity does not exist in isolation from Masculinity. The construction and power of one determines the construction and power of the other. "It is well known that gender relations are not 'natural'; rather they are product of a social construction that makes these unequal relations look 'natural'. These established social and moral

norms of masculinity and femininity pressurize its citizens to behave in a certain manner and live up to them. On the one hand girls become target of social control, patriarchal domination, gender discrimination and oppression and on the other hand boys are taught to live according to the patriarchal culture that stereotypes their social roles. Boys are taught to be tough and carefree so that they can perform their role of breadwinners, protectors, and warriors in a better way and should simultaneously suppress their emotions and fears. These constructed unequal gender relations puts all the citizens of a community in shackles which does not let them to develop their human capacities to their fullest. Therefore it is in the interest of both men and women to liberate human beings from existing relations of gender. (NCERT, 2006)

- ***National Focus Group on Gender Issues in Education (2006)*** *advices that "Work on gender sensitization and awareness building has acquired certain complacency, given that it circles around issues of enrolment, the relative absence of females figures or removal of gendered stereotypes in textbooks. "Obviously, the steps taken so far have proved to be inadequate and there is a dire need address these concerns with greater depth. It is suggested that in order to move forward "serious inquiry into curricula, content, the gendered construction of knowledge, as well as a more critical and pro-active approach to issues of gender" is necessary. It is needed*

that gender has to be recognized as a cross-cutting issue and a critical marker of transformation; it must become an important organizing principle of the national and state curricular framework as well as every aspect of the actual and hidden curricula.

- ***According to Emile Durkheim- French Sociologist "Book- Education and Sociology, published in October-1956***

*Education served to major functions in the advanced industrial societies. Firstly, it distributes from one generation to the next generation the common values of society. Education promotes social cohesion among individuals, which means instilling a sense of Involvement in a broader society, a sense of commitment to work for society's interests, and a sense that society is more important than Individuals. Schools are the only organization which is able to prepare children for wider society participation. It does so through the application of a set of rules for all children and children learn to communicate with other children based on these common rules. It thus functions as a miniature society. Education facilitates social interaction, where girls do not feel alone and they are also supported by their family, teachers and friends. Education gives girls valuable knowledge and skills to better understand challenges in life and ways to deal with them (Somani, 2017**).***

- ***According to the Versita journal By- Rona Buisjeta***

- Impact of access of learning Resources

The increasing influence of different media, especially television, the internet and internet communication, as well as the intense development of science and technology, is reflected on society as a whole, this includes education. This is one of the reasons why students today, as opposed to those of twenty or even ten years ago, have different interests, priorities and views on education and the educational process. They want education that is fun, dynamic and different, such as the digital images on television or web sites.

The purpose of utilizing teaching and learning resources in class is to assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values. Therefore, we can list the following examples of their common goals:

1. Student motivation,

2. Developing creativity,

3. Evoking prior knowledge,

4. Encouraging the process of understanding, decoding, organizing and synthesizing the educational content, logical thinking and reasoning, communication and interaction.

Objectives

In this research project I intend to achieve the following objectives.

✓ *To know the effect of pandemic on girls education.*

✓*To find out gender gap in online study during the pandemic.*

✓*To find out the gap of participation of girls in education from pre-pandemic to during pandemic.*

✓*To know the reason behind the drops out of girls during pandemic.*

Research Questions

- *How situation of crisis and instability have slow down the girls child education.*

- *To what extent the gender gap can be seen in online education.*

- *What could be the major reasons of less participation of girls in education during pandemic.*

Limitations

In order to gain in-depth knowledge of underlying reasons and motivations, qualitative research was conducted. However, qualitative research also has some limitations. Some of them are:-

- ***Sample size***

Data analysis normally requires a larger sample size to ensure a representative distribution of the population and to be considered representative of groups of people to whom results will be generalized or transferred. As per the circumstances available, sample size was small and limited.

- ***Measure used to collect the data***

Observation method was used to collect the data. Observation is a highly technical job. One is never sure that what she is observing is the same as it appears to her eyes. Two persons may judge the same phenomena differently. One person may find something meaningful and useful from a situation but the other may find nothing from it.

- ***Self-reported data***

Whether we are relying on pre-existing data or we are conducting a qualitative research study and gathering the data yourself, self-reported

data is limited by the fact that it rarely can be independently verified. Self-reported data can contain several potential sources of bias that we should be alert to and note as limitations.

- ***Cultural and other type of bias***

Bias is when a person, place, event, or thing is viewed or shown in a consistently inaccurate way. Bias is usually negative, though one can have a positive bias as well, especially if that bias reflects your reliance on research that only support your hypothesis.

*Teachers may not have participated fully in the focus group interviews and thus, findings may not accurately reflect all participants. These findings apply to a specific curriculum, setting, and sample and may not be generalized to other settings and contexts***.**

Research Methodology

In this project I used both qualitative and quantitative research methods .

The qualitative research methods has used ,since methods are after more flexible and subjective aim to produce contextual real- world knowledge about the behaviors, social structure and share beliefs group of people. This project is based on descriptive method.

Kothari (2003) says that descriptive survey design is survey of people who have had practical experience with the problem to be studied.

Quantitative data

1-semi structured interviews with open handed Questions.(For primary Data)

2-Interviews has conducted through online

Medium.(via phone call and Google meet)

Same size- 8-10 teachers (NDMC school)

School- 3 teachers from primary school (Girls)

3- teachers from middle school.(Girls)

2- teachers from middle school (Boys)

were selected on the basis of their experience in school or during online mode how effectively they can answer the questions.

Then my whole internship, I observed girls participation in the online classes. Each day I noted a feedback of observation and when I observed teacher and girls for 48 days around during internship of both primary and secondary and even both boys and girls and then I designed questionnaire and took interview of the teachers.

Analysis

Education for girls has always been the underestimated subject in our Indian culture. This pandemic has added an extra layer to it by locking up all the schools, educational institutions.

Access to mobile phones and other gadgets is another serious concern that has led to a rapid dropout of girls from schools. Additionally, the uncertainties have led to fear amongst families resulting in no more education and school for girls. Instead, leaving just two options, either get married or perform household chores and be a part of a family's income.

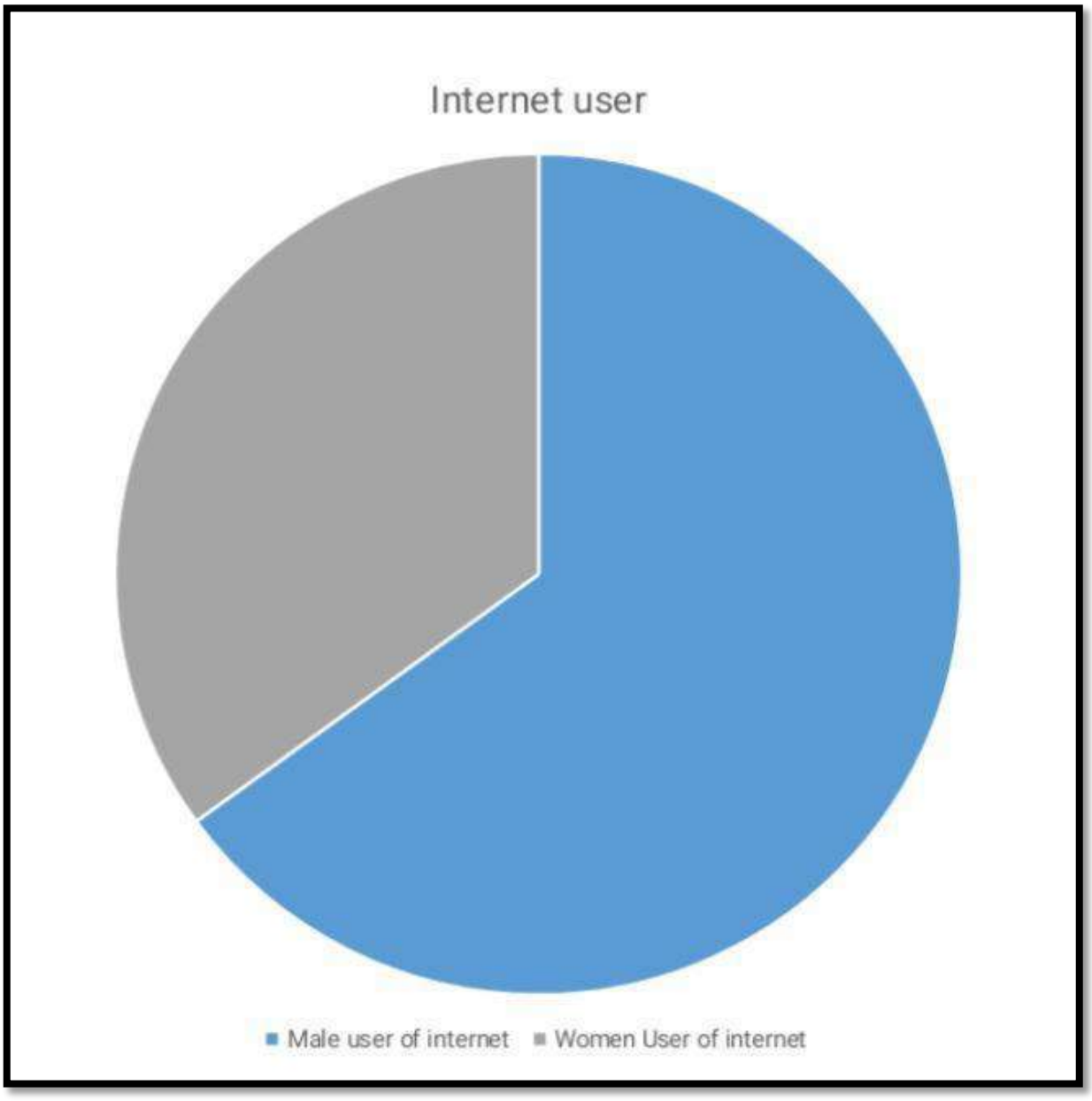
There will be 3 aspects which describe the data-

- ***Primary data analysis-***

1- **Access of Gadgets.**

In homes where there are both boys and girls studying, the brother gets preference to have access to online classes via mobile phones. In several patriarchal families, where it is normal to polish the girl's everyday life, these online classes became an opportunity for them to gauge what their daughters are watching or listening to during the online classes.

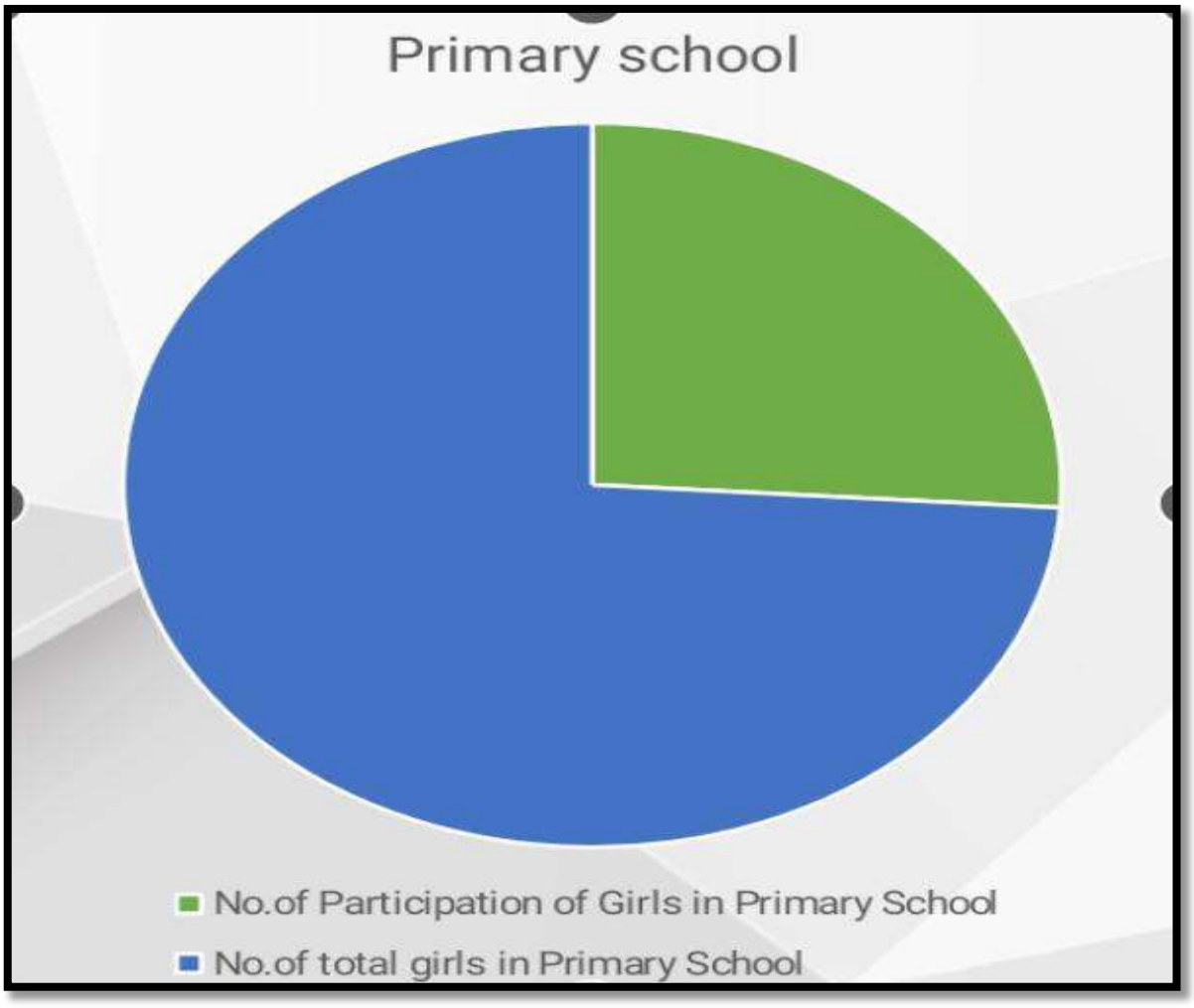
2- **Use of Internet.**

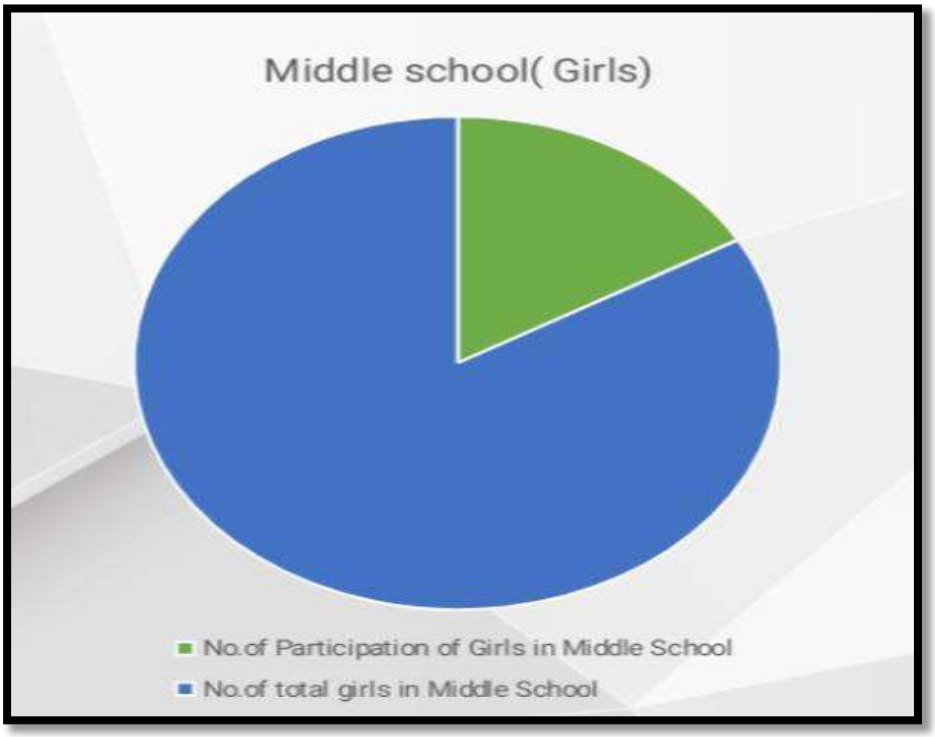


According to data collected only 35% female user of internet are there and 65 % male users are there.

3-Participation of girls and boys in the online classes

In the primary Classes- Girls participation is 26%



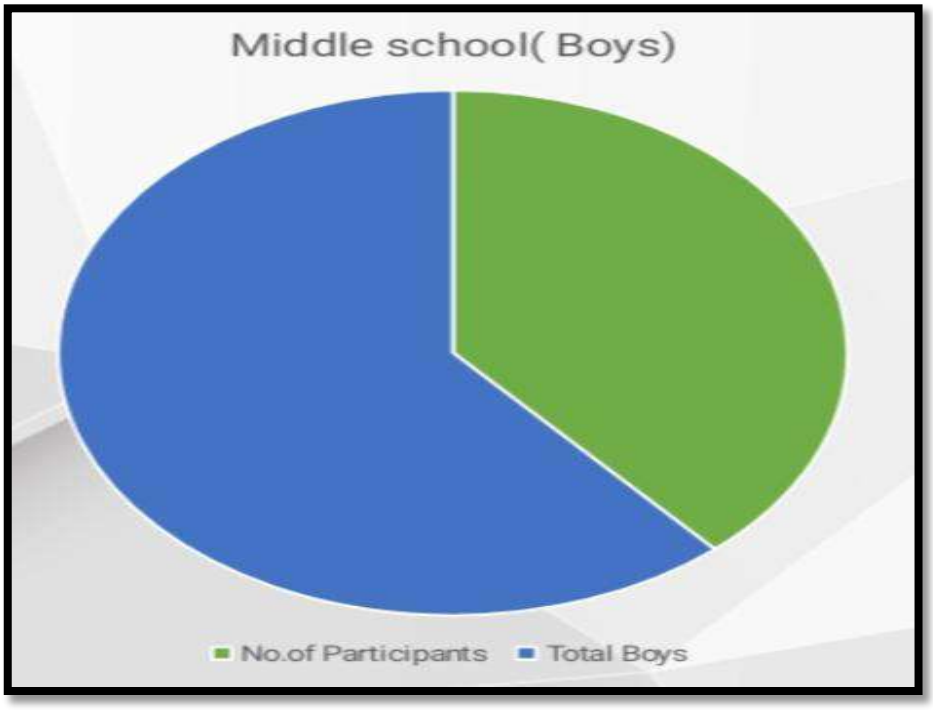


Participation of girls in middle school is only 18 %

3-Participation of the boys in the middle school is 48%

Our homes aren't gender-neutral spaces and the stereotypes are saturated in a way that women (irrespective of age) bear the most burden of domestic chores. The primary responsibility of a woman is still considered to be unpaid domestic care work.

In a conversation with the teachers, it was found that the teachers were requested to keep the classes around 6 or 7 in the morning so that girls can manage and take time out for the household chores and responsibilities, whereas there were no such responsibilities on boys, they used to wake up at 10 or



later in the day.

The situation is even grave for girls living in a joint family. They are expected to wake up early, do the cleaning, washing,

cooking, taking care of elders, and then attend the online classes. The case is not the same for boys or men in the family. Even if they participated in the household work for a while, their work is considered as not more than a helping hand. They can enjoy and have leisure time, which women are denied

According the interview the participation of the girls are very less in the online classes because most of them faced health issues, most of them have young Siblings whom they take care of and few girls have household chores who help their mothers to run the houses.

In the school both primary and secondary during observation not a single teacher openly shared any such issue of child/ girls Marriage with me, it may be because of school reputation can suffer or they did not wanted to reveal such issues. Although they shared the less participation of children in online classes.

• ***Secondary Data Analysis***

According to the National Sample Survey office (NSSO)- 2017-18(Brookings institution)

In India 320 million students are suffering in their studies because school had shutdown due to covid-19

And they dependent on gadgets or online mood but due to limited access of internet the girl 'suffered a lot.

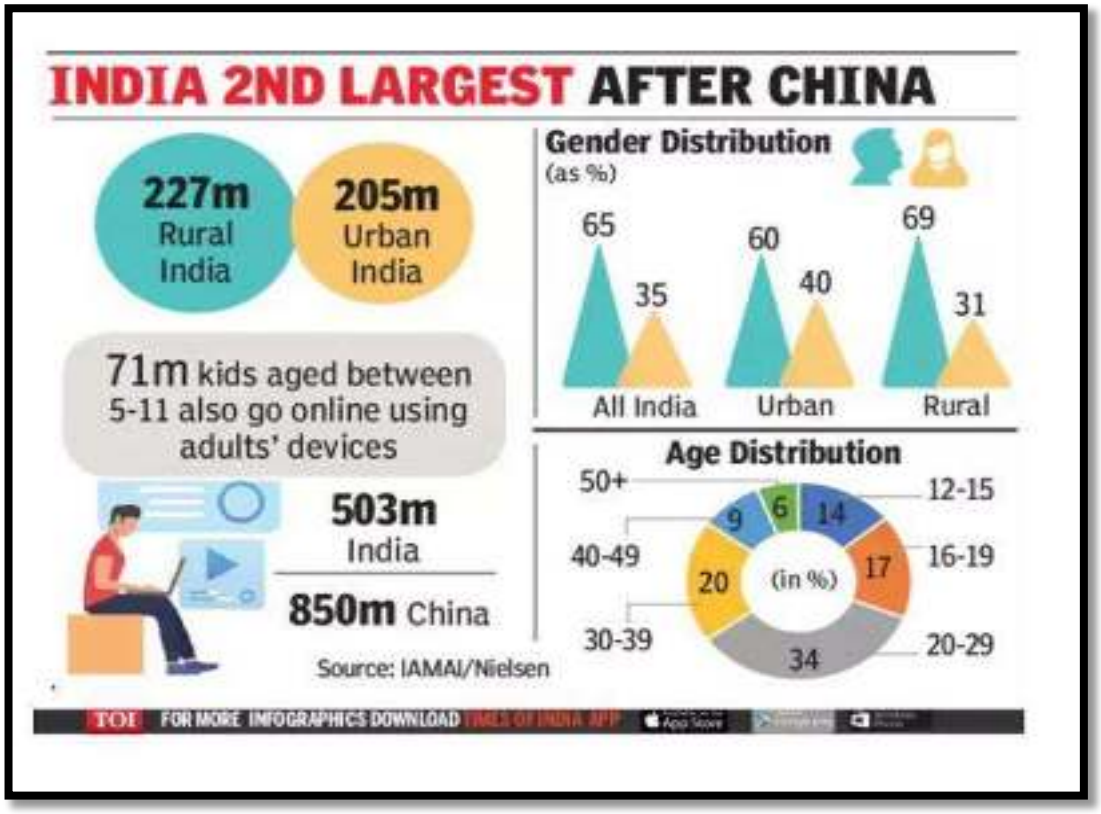
Table of data record

Internet user in India is only 23.8%

		Rural area	*Urban area*
Population	*66%*	*44%*	
User of internet	*14.9%*	*42%*	
Male user of internet	*Only they have access*	*36%*	

Only 16% of women has access to mobile internet in India.

But during pandemic the use internet rapidly increase



according to the data of 2019-2020

India became the 2nd highest user country of internet.

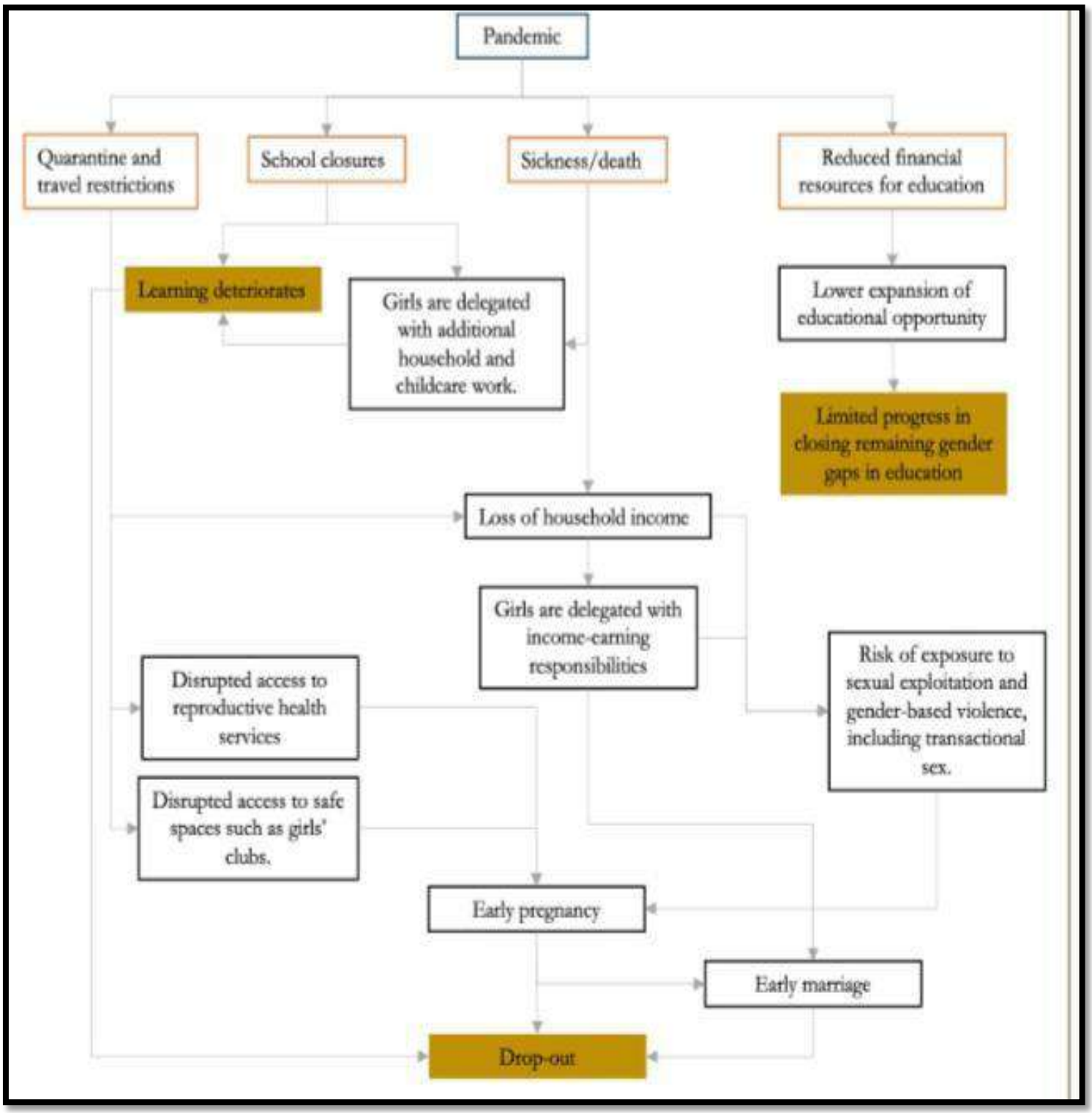
But the male users are higher in the use of internet.

<u>According to GSMA's 'The Mobile Gender Gap Report 2019'</u>*, Indian women are 56 per cent less likely to use mobile internet than men, with only 35 per cent of active users in the country being women. This reminds us that while online learning has created newer opportunities in the form of digital platforms, it has also brought to fore*

the fact that the internet is not an organic equalizer. It has also given weight to the fear that in the prospect of reaching every girl lies the possibility of leaving so many behind.

Challenges/ Reasons

- *Financial Barriers i.e. Inability of devices, school fees*
- *“Access to mobile Internet is 26 % lower for women than male siblings and families.*
- *Violence and Harmful practices - sexual and gender-based violence, early pregnancies, unsafe abortions and child marriages.*
- *Restrictions on travel to NGO or organizations for their well being.*
- *Psychosocial stress and mental health issues of girls*
- *Poor quality of distance learning programmes*


Pandemic
Quarantine and travel restrictions
School closures
Sickness/death
Reduced financial resources for education
Learning deteriorates
Girls are delegated with additional household and childcare work.
Lower expansion of educational opportunity
Limited progress in closing remaining gender gaps in education
Loss of household income
Girls are delegated with income-earning responsibilities
Risk of exposure to sexual exploitation and gender-based violence, including transactional sex.
Disrupted access to reproductive health services
Disrupted access to safe spaces such as girls' clubs.
Early pregnancy
Early marriage
Drop-out

Finding and Conclusion

Education is a fundamental human right. Since girls constitute about half of the world's population, they are a significant part of the global resource. Therefore, it is impossible to ignore their rights to education. Education is a key element that can allow girls to grow and develop. Therefore, specific importance must be imposed on girls' education. It is high time that male-dominated society should consider girls as a human being which should get all rights as men are getting.

According to PT. JAWAHARLAL NEHRU. Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside .If it is said that education is the key to all problems, then it won't be improper.

In the whole study the major finding has been gender discrimination/ gender preferences. The role of gender always impact on the life of the girls that's the reason the girls cannot access what they want. In the whole research project it was found that because of a gender preferences/ gender discrimination the access of gadgets aur access of internet was more given to the male gender.

Because of this the girls face a lot of dropouts and many of them suffered a lot because of lack of resources for their Education.

- ***Suggestions***

What should be done to protect girls right to education

-Ensuring equal access to distance and blended learning programmes

-Need to address the issue of girls to return to school

-Prioritize girls 'safety and protection '

-Awareness about gender sensitivity and right to education

-Keeping girls need at the centre of the analysis of the solution and decisions

More Solutions can be applied to fix this problem or increase the enrollment of girls in the education as much as can.

Step needs to be taken

The situation is serious; steps need to be taken to bring those girls back to school during and after this crisis subsides. A three-pronged approach has to be adopted.

***Firstly**-- make education a priority rather than household chores for girls; ladkiya ghar k kaam kaaz k liye nahi bani hai! (Girls are not just born for household labour).*

***Secondly**-- access to tools and equipment for e-learning is a must. The approach of the Kerala government can be a lesson. They are providing TV sets to rural households so that the crisis does not hamper the education of children. More and more girls should have access to the online mode of learning to continue their studies with stability.*

***Lastly**-- Awareness programmes targeting the change in the thought process of girls and their families regarding education is the need of the hour.*

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Raw data

QUESTIONNAIRE

INSTRUCTIONS

(A) Please give your response to each of the following questions.

(B) At each question read all answers first and indicate your answer by circling in one number

(C) Answer all questions

(D) Your responses are confidential and no one will see the answers you give, therefore be honest.

(E) Completed questionnaires will be hand collected by the researcher.

Section-A- (Biographical data)

School name	
Name of Interviewee	
Age	
Sex	
Work experience	

Section-B- (Research questions)

Q-1- *According to you what is education and why it is important?*

Q-2- *How do you teach your students in online mode?*

(i)WhatsApp (ii)Google meet (iii) Zoom

(iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Q-4- How do you deal with a student who regularly missed your online classes?

Sex	***Full Participation (Yes/No)***	***40% or more than***	***30% Or less than***	***Not participating***

Girls				
Boys				

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Q-6- What do you think that why they do not participating? (Girls)

Reasons	*Yes/ No*	*Percentage (%)*
Not interested		
Household chores		
Gadgets access or Net access		
Marriage issue		
Any other?		

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that

(b)50%

(c)Not decreased

(d) decreased at higher level

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No

(Would like to share your opinion)?

Sample-1

Section-A- (Biographical data)

School name	Gole Market
Name of Interviewee	A K Sheeba
Age	39
Sex	Female
Work experience	12 years

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

Education is something which helps you make sense of the world around you, it makes a child scientific ,use logic , read and write and make life easy. Education is important as it helps realize us our true potential ,we can see the world in a structured way and for professional career also.

Q-2- How do you teach your students in online mode?

✓(i)WhatsApp (ii)Google meet (iii) Zoom. (iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

The most difficult is to get in contact with all the children ,only few are able to attend the class ,others remain devoid of it , we call them everyday ,then also the strength is less . Also the students are also very young and they can't understand the tasks on their own , they are also suffering from other problems like for food ,shelter ,etc.

Q-4- How do you deal with a student who (girls) regularly missed your online classes?

I call them ,talk to their parents but in most cases they have a very relevant reason like they don't have phone ,data is over , father takes the phone , student go to some work , then I can't say much .

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls	No	No	Yes	
Boys	No	Yes	No	

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	✓	40%
Gadgets access or Net access	✓	30-40 % Because they Have siblings too who wants the gadgets for their studies also.
Marriage issue		
Any other?		May be

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	✓
(b)50%	
©Not decreased	
(d) decreased at higher level	Yes

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No - Yes ,girls have to look after their younger siblings and the boy is give the phone to do the homework even if he is younger than the girl. Girls also have to do household chorus.

Sample-2

Section-A- (Biographical data)

School name	Primary Gole Market
Name of Interviewee	Prachi Gupta
Age	30
Sex	Female
Work experience	5 years in primary teaching

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

According to me, education is the key to success, key to dreams. If we really want to change the world, education is an important aspect. We become capable in interpreting things around us. Overall, in this era education is must for all to lead a happy life.

Q-2- How do you teach your students in online mode?

I teach through Google Meet.

(i)WhatsApp (ii)Google meet (iii) Zoom

(iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Most difficult aspect of online teaching is, we are not present physically with students, and we can't see what students are exactly doing, how they are taking things, because the students are so smart with technology, they take phone for online class but they are doing other work on the phone simultaneously with the class meeting. This is very disturbing as well as disappointing.

Q-4- How do you deal with a student who regularly missed your online classes?

I asked them to write specific reason for their absence in the class and also cross check with their parents. I asked them to tell the reason a day before the class.

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls	No			Hardly 2 or 3 girls only
Boys	Yes	Mostly boys are present in the classes.		

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	Yes, household chores is the main reason for the girls.	60 - 70%
Gadgets access or Net access	This is the another reason I can state for not attending the class.	30%
Marriage issue		
Any other?		

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	
(b)50%	
©Not decreased	
(d) decreased at higher level	I observed that the attendance level of girls in comparison to the boys are so low. Only 2 or 3 girls attend classes.

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes, there must be possibility of gender biasness during online teaching.

Yes /No

(Would like to share your opinion)?

Before pandemic, many girls used to come school after doing household chores and they always shared that they will have to work after going home from school. At that time, they attended the school regularly but after the pandemic, those girls are not attending online classes, they look after their siblings at their home, they do household chores and also they did get access of mobile phone, say it financially weak or their bad luck.

Section-A- (Biographical data)

School name	Gole Market
Name of Interviewee	Alka Lamba
Age	38
Sex	Male
Work experience	12 years

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

For me education is a way to create rational and autonomous thinkers in the society for the betterment of the nation, without education children will not know how to apply their skills and potential into use because through education they will be enlightened about what is good and what is bad, what actions we must take in any situation etc.

Q-2- How do you teach your students in online mode?

Ans Through WhatsApp

(i)WhatsApp (ii)Google meet (iii) Zoom (iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Teaching on online mode during this pandemic is a utmost challenging task. Most frustrating thing is the absence of majority of students from the class which create problems for us to ensure that every child is learning. Another thing which adds up in this problem is non teaching work that school assigned us.

Q-4- How do you deal with a student who regularly missed your online classes?

Absence of student is the biggest problem we are facing right now we are still in the process of finding ways to tackle with this problem. One thing that we are practicing is to call individually to the children who are not attending class on a regular basis and then asking them about the problem or issue that they are facing and then we communicate those issues to the higher authority and whatever decision they take they communicate with us and we take actions accordingly.

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls			Girls: in some classes only 5 girls attend the classes and in some they are completely absent from the class.	
Boys		Boys: attendance from the side of boys remains good. 40% attendance		

Sample-3

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	Reasons for girls not attending the class according to meaning might feel their responsibility of household chores at home(30%)	30 %
Gadgets access or Net access	unavailability of devices and access to internet.(15%)	15 %

Marriage issue	Don't know	
Any other?	May be possible	

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	
(b)50%	
©Not decreased	
(d) decreased at higher level	Yes decreased at higher level

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No. (Would like to share your opinion)?

Yes, my opinion gender is to is emerging as the biggest problem among children regarding access to online classes. For example in my class many girls has told me on asking why they were absent that "mam mere Bhai ki class thi to phone uske pass tha". This shows that parents and family prefer boy's class over girl's class if class timings are same.

Section-A- (Biographical data)

School name	MC primary school, kanti Nagar, EDMC
Name of Interviewee	Sneha
Age	44
Sex	Female
Work experience	24 years

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

Ans- To know and understand things around us, know how to function in the society.

Important to earn livelihood and run the family, satisfy needs.

Q-2- How do you teach your students in online mode?

(i)WhatsApp (ii)Google meet (iii) Zoom. (iv) Other media?

WhatsApp

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Ans- No studies are happening whatsoever, minimal contact with students, no interaction

Q-4- How do you deal with a student who regularly missed your online classes?

Ans- By calling them and getting to know the reason, finding solutions if possible

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls			Yes	
Boys		Yes		

Sample-4

Q-6- What do you think that why they do not participating? (Girls)

Ans- I believe there is difference in participation of girls and boys

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	Yes	60 %
Gadgets access or Net access	Yes	60 %
Marriage issue	Heard (not confirm)	
Any other?		

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

Ans- Girls and boys have same reason for less participation, although some boys work to get an additional income.

(a)40% Or less than that	Yes
(b)50%	

©Not decreased	
(d) decreased at higher level	

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No – (Would like to share your opinion)?

Ans- Yes because many students have only one phone in the family it is difficult to manage.

Section-A- (Biographical data)

School name	Primary Gole Market
Name of interviewee	Ramesh Kumar
Age	36
Sex	Male
Work experience	8 years in primary teaching

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

According to me if we want to change something we need to educate ourselves first because we can't do anything without this . If we really want to change the world, education is an important aspect. We become capable in interpreting things around us. Overall, in this era education is must for all to lead a happy life.

Q-2- How do you teach your students in online mode?

Ans- sometimes WhatsApp or sometimes Zoom

(i)WhatsApp (ii)Google meet (iii) Zoom (iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Most difficult aspect of online teaching is, we are not present physically with students, and we can't see what students are exactly doing, how they are taking things, because the students are so smart with technology, they take phone for online class but they are doing other work on the phone simultaneously with the class meeting. This is very disturbing as well as disappointing.

Q-4- How do you deal with a student who regularly missed your online classes?

Ans- I asked them to write specific reason for their absence in the class and also cross check with their parents. I asked them to tell the reason a day before the class.

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls	Not too much because sometimes I noticed that there are two siblings in the same classroom but the sister don't participant I asked him once about her sister he said "Didi bimaari h"			Hardly 2 or 3 girls only
Boys	Yes	Mostly boys are present in the classes.		

Sample-5

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested	Might not be interested	
Household chores	"Ghar kam kaam to sabko hota h but class lene wale kete hi h".	No idea
Gadgets access or Net access	This is the another reason I can state for not attending the class.	30%
Marriage issue	Not Heard	

Any other?	Health issues	

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	It could be possible
(b)50%	
©Not decreased	
(d) decreased at higher level	I observed that the attendance level of girls in comparison to the boys are so low. Only 2 or 3 girls attend classes.

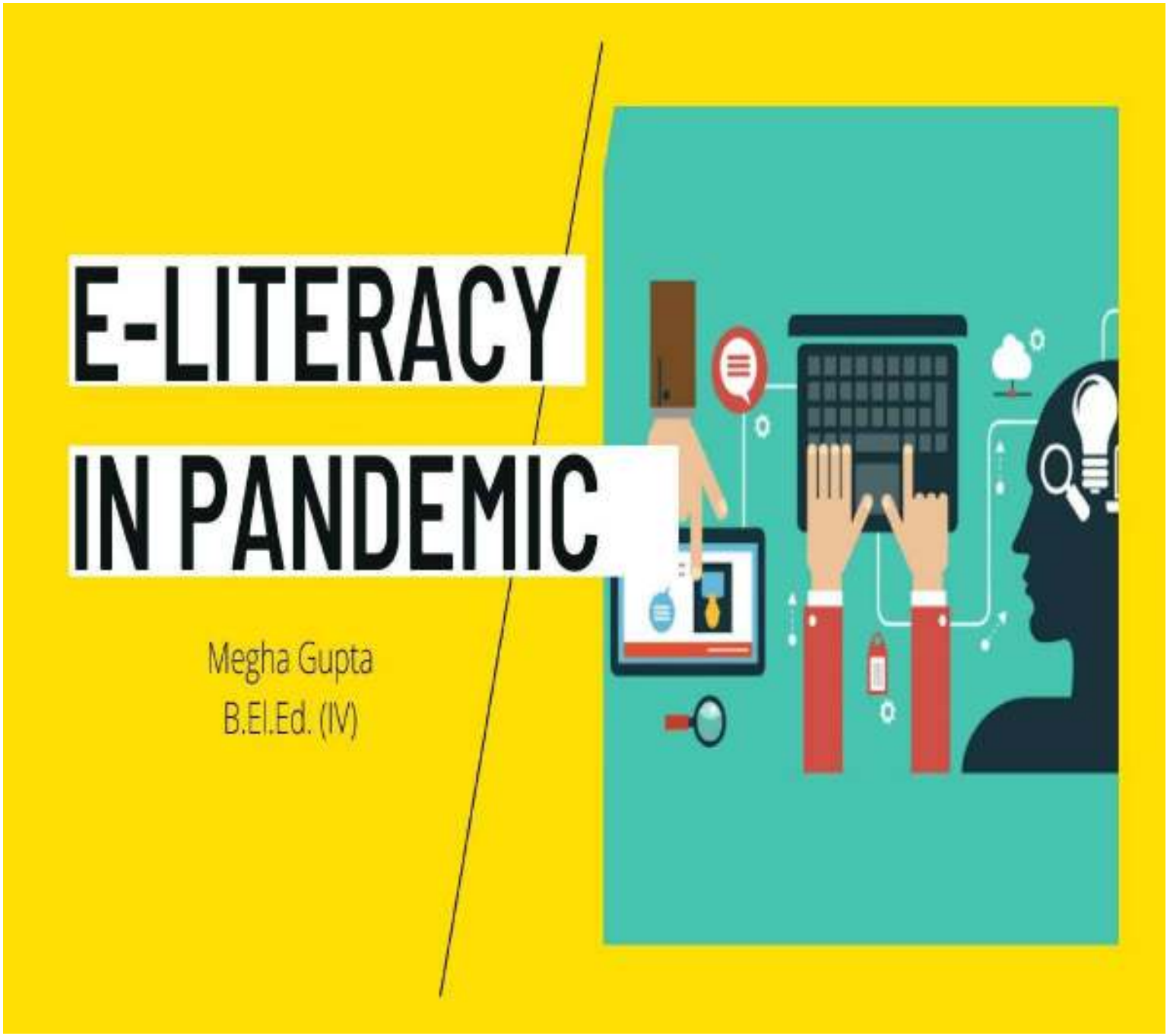
Q-8- Is there any possibility of gender preferences during accessing online classes?

Ans- I don't thinks so

Yes /No

I asked my students to take extra classes from me anytime.

During the interview I got know that 2-3 teachers teach the 2- different grades during the pandemic in the same school. So here I got information about the 2 different classes at same time. So this helped me to Analysis my data.



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B.El.Ed. (IV)
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ABSTRACT

Literacy is popularly understood as an ability to read, write and use numeracy in at least one method of writing, while, E-literacy has been defined in a variety of ways but it generally relates to the skill set required to make efficient of the materials, tools, and resources that are available online. Today, as we look at a new normal where physical interactions are replaced by virtual existence, we realize that we need more action on digital inclusion and we need it now.With a large section of the population still lacking basic digital skills, we might not be ready to move ahead as a digital society. But this is the need of the hour and given the enormity of the task at hand, it is required that joint effort should be invested to make this leap happen. The task is herculean, but with collective will, we can make digital skills and tools accessible to everyone.

The aim of this project is to study about e-literacy, how it was earlier and how it has changed over time with respect to the pandemic, its pros and cons, how can it be developed in an effective and inclusive manner, to identify the difficulties and challenges faced in developing e-literacy while maintaining social distance/staying at home.

INTRODUCTION

Literacy is popularly understood as an ability to read, write and use numeracy in at least one method of writing, while, E-literacy has been defined in a variety of ways but it generally relates to the skill set required to make efficient use of the materials, tools, and resources that are available online.

Due to the coronavirus pandemic, for the safety of the masses, institutions were shut and all of us had to shift to the online mode of education. In a country like India, with our population belonging to various economic backgrounds online education has not been less than a life changing situation.

Today, as we look at a new normal where physical interactions are replaced by virtual existence, we realize that we need more action on digital. With a large section of the population still lacking basic digital skills, we might not be ready to move ahead as a digital society. But this is the need of the hour and given the enormity of the task at hand, it is required that joint effort should be invested to make this leap happen. The task is herculean, but with collective will, we can make digital skills and tools accessible to everyone.

The aim of this project is to study about e-literacy, how it was earlier and how it has changed over time with respect to the pandemic, its pros and cons, how can it be developed in an effective and inclusive manner, to identify the difficulties and challenges faced in developing e-literacy while maintaining social distance/staying at home (done on basis of data collected)

OBJECTIVE

This study helps us to form a better understanding of the current situation of e-literacy, how the teachers And learners adapted to it, the challenges they faced and how can we make e - literacy more meaningful for primary grades (based on the responses of school teachers, students and interns)

LITERATURE REVIEW

While the nationwide lockdown to fight the COVID-19 pandemic has brought life to a standstill in the second most populated nation in the world, it is the education sector which has evidently taken a giant leap forward in terms of online education. While some believe that online education is still a faraway proposition given the Indian ecology, many others feel that one of the biggest plus from the lockdown will be the digital revolution in the education sector.

While the digital platforms were widely available even before the Covid-19 outbreak, educational institutes were too slow in adopting them. But during the lockdown period, most educational institutes have swiftly shifted to online mode of instruction, abandoning the age-old class room teaching,

PREVIOUSLY INTRODUCED POLICIES TO PROMOTE E-LITERACY

In terms of digital literacy, the government has been making certain efforts to increase digital literacy skills amongst citizens. There are three main digital literacy programmes which have either been implemented or are in the process of implementation –

1.The National Digital Literacy Mission
2.The Digital Saksharta Abhiyan
3.The Pradhan Mantri Gramin Digital Saksharta Abhiyan.

NDLM was approved in March 2014 and had a target to train 10 lakh citizens in select districts. Subsequently, DISHA was approved in December 2014 with an additional target of 42.50 lakh candidates across the country. The only difference between the two schemes is that in DISHA, besides common citizens, ASHA workers, government functionaries, and fair-price shop workers were trained as well. The coverage targets have been increased under PMGDISHA, which seeks to make six crore persons in rural India digitally literate.

However, until October 2018, around 2 crore individuals have been covered, which is just 1.67% of India's population.

4.The Rashtriya Madhyamik Shiksha Abhiyan

The Information and Communication Technology (ICT) in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Now ICT in Schools is a component of the RMSA. The Information and Communication Technology (ICT) in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on a sustainable basis.
Components -The scheme has essentially four components:-

- The first one is the partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.
- The second is the establishment of smart schools, which shall be technology demonstrators.
- The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- Fourth one relates to the development of a e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

The highlights of the revised scheme are:-

- The non-recurring expenditure for school has been revised from Rs. 6.7 lakh to Rs. 6.4 lakh whereas annual recurring expenditure has been revised from 1.34 lakh to Rs. 2.70 lakh. The recurring cost will be provided for a period of 5 years from the year of sanction.
- The objective of the Scheme is to cover all Government and government aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally backward blocks and in areas having concentration of SC/ST/minority/weaker sections.

- Under the revised scheme, there is a provision of a suitably qualified full time computer teacher in each secondary and higher secondary school. In case of higher secondary school having computer related subjects as elective, there would be a need for a post graduate in computers teacher.
- There are provisions for in-service (induction and refresher) training for all teachers in secondary and higher secondary schools to enable them to impart ICT enabled teaching.
- 150 smart schools would be sent up by State Government and UTs at the district level using a grant of Rs. 25 lakh for a school and a recurring grant of Rs. 2.5 lakh per year. This would enable provision of at least 40 computers in each such school.
- There is a provision to strengthen SIETs to contribute to e-content development.
- Management, monitoring and evaluation will be strengthened.
- Convergence with the existing programme would be essential especially in teacher training and ensuring reliable power supply and internet connectivity.
- The scheme includes a National Award for teachers using ICT in schools in the teaching learning process.
- The sharing pattern will be 75.25 between the Centre and the State except for the north eastern States including Sikkim where the ratio would be 90:10.

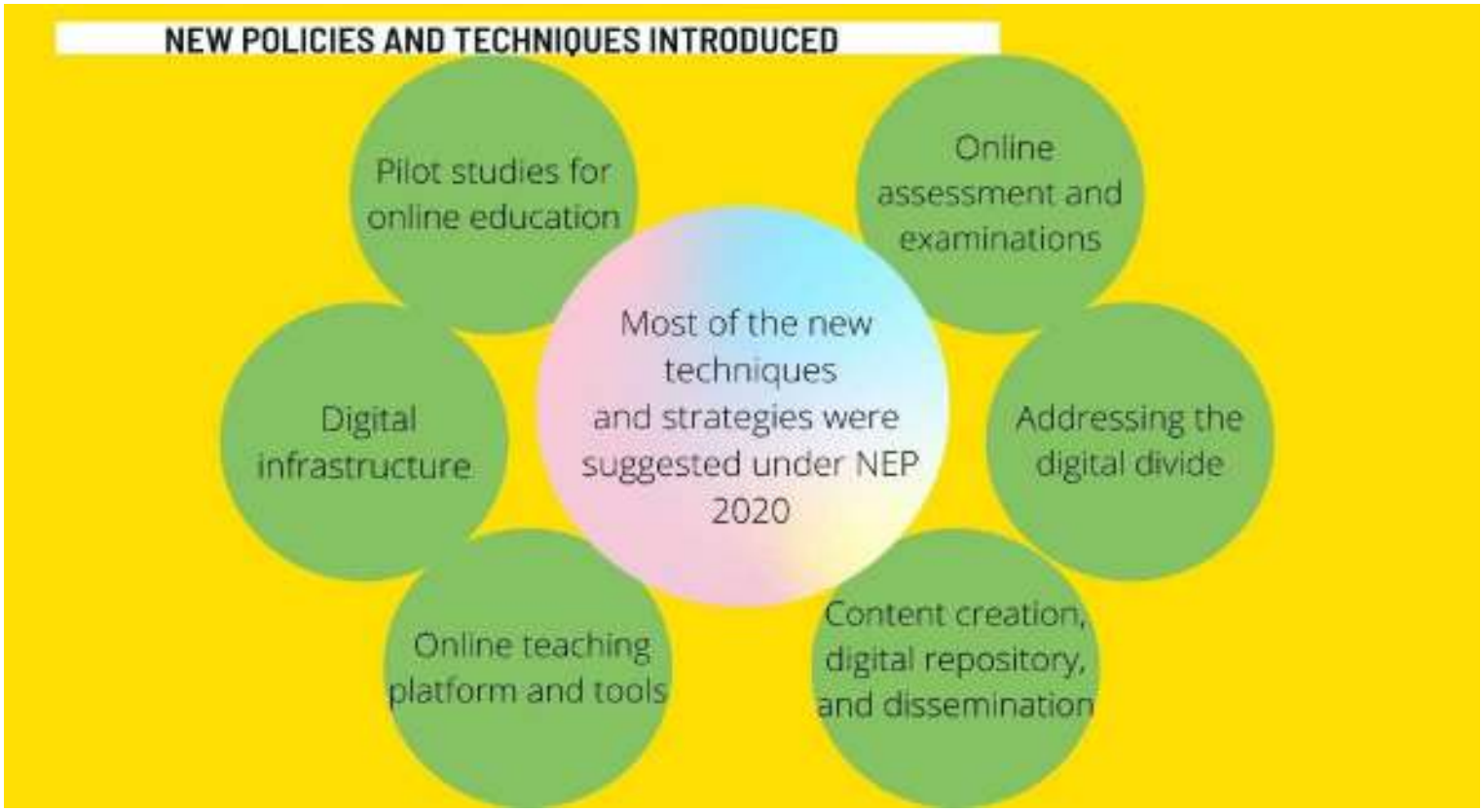
Coverage
The scheme currently covers both Government and Government aided Secondary and Higher Secondary Schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, development of e-contents, Internet connectivity & set up of smart schools. So far, 87033 government and government aided secondary and higher secondary schools have been approved for coverage under ICT in Schools Scheme.

Financial Assistance And Cost Norms-
Financial assistance is given to States, CIET and SIETs on the basis of the approvals accorded by Project Approval Board (PAB) chaired by Secretary (School Education and Literacy). The project cost is shared between Centre and States in a ratio of 75:25 except for the NER states including Sikkim where it is 90:10.

Smart School-
Under the existing Information Communication Technology in School Scheme as against the target of setting up 150 more such schools, this Ministry has approved for coverage of 63 Smart Schools so far. The Smart Schools are being established in the Districts by conversion of one of the existing State Government schools to serve as a role model and Technology Demonstrator among the neighbourhood schools.

NEW POLICIES INTRODUCED :

The National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.



Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in Technology.

(c) Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two way- audio interface for holding online classes are a real necessity as the present pandemic has

Shown.

(d) Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created.

(e) Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and\ required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

(f) Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences.

(g) Training and incentives for teachers: Teachers will undergo rigorous training in learner centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

(h) Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics,standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

BENEFITS OF ONLINE LEARNING

1. Learn From Anywhere, At Any Time

Since online education only requires a laptop or a smartphone with an internet connection, students can learn anywhere at any time. This flexibility helps working professionals to pursue new courses without giving up their jobs. They can learn at weekends or in their free time. All the course materials are readily available at student's fingertips.

2. Save Money And Time

Online education is much more cost effective than completing a regular on-campus degree. It helps students who cannot afford a regular college degree to accomplish their dream without spending a fortune on college education. Since you study at your own time, it helps to save time as well.

3. Learn At Your Own Pace

Everyone learns at a different pace. In a classroom, where all students are being together, following the lesson may be difficult. This is a serious disadvantage of traditional education. Online education solves this issue. In online education, all course materials

are provided beforehand, and students learn by taking their own time. They can also clarify their doubts by live chats or forums as well.

4. Recognition Of Online Degrees
Online degrees are accepted by many companies and employers in India as long as it is accredited and approved by the Distance Education Council (DEC) of India. Many of them are encouraging their employees to get online education as well.

CHALLENGES

Infrastructural challenges

Digital literacy skills or the lack of them, especially during the Covid-19 pandemic, have affected the lived realities of individuals and communities in multiple ways, across themes such as education, economic development, political participation, health, social discourse, and many more. For those who are unable to access technology due to a lack of the skills required to navigate it, Digital India is not an enabler and can actually further exacerbate existing socio-economic inequalities.

While increased digitisation has numerous benefits with new paths of opportunity for economic, social, political, and educational progress, the inability to access and benefit from this digitisation deprives individuals and communities from enjoying the advantages of these opportunities and technological advancements.

The digital boom revolutionised the lives of people in developed countries by empowering them with increased access to information, government authorities, other services, and the creation of better livelihood opportunities, among many other advantages but India being a developing nation, as per a report from the Digital Empowerment Foundation in 2018, around 90% of India's population is digitally illiterate.

While India is experiencing a digital revolution that may allow us to move ahead in terms of economic growth and development, we also run the risking of creating a new class of digitally-poor citizens. Digital Poverty has been defined as a new concept of poverty, meaning the inability to access and benefit from information and communications technology services due to a lack of access, and a lack of skills required to access these services.

Pedagogical Challenges

The benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom.

Aside from changes required in pedagogy, online assessments also require a different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices.

Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures.

Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

METHODOLOGY

For the project, primary data was collected and data triangulation was done to ensure the authenticity of the data collected, followed by analysis.

1. Class observations - three class observations of classes third, fourth and fifth were done in order to observe the responses of learners and check for the difficulties faced and solutions provided by class teachers for the sme.

2. Questionnaire - Questionnaire was filled by teachers of classes third, fourth and fifth and interns of group 6 through a google form.

https://forms.gle/2g481f5AdNVSH4bS7

3. Telephonic Interview - Telephonic interview of the teachers and interns was conducted to ensure the authenticity of responses received in the questionnaire.

Class observations, questionnaire and telephonic interview lead to data triangulation.

For the secondary data on existing situation of e-literacy in India, various educational policies, already published studies and government survey reports, blog articles and news articles were taken into considerations

DATA - ANALYSIS

After collecting and analysing the data, the results found were quite interesting. The questionnaire gave a very clear picture of the study. A lot of factors, like infrastructural, economic , ethnic backgrounds, digital safety, physical well being had to be kept in mind.

Implementation of e-learning strategies

When the e-learning strategies were being worked on, the government considered all the internet users in spite of the fact that the majority of the people who have access to the internet use it on their phone and not on a laptop or computer. Even the ones who use the internet on the phone use it for entertainment like watching videos, listening to songs and whatsapp sometimes. This was one of the biggest loopholes in the planning and strategizing done by the government.

The **earlier strategies** which were implemented, only focused to cater to 10crore people which is not even 1 % of India 's total population of 133 billion and it's been ever increasing. The strategies only focused on making individuals digitally literate but never focusing on the fact that the literacy was useless until the citizens had somewhere to apply that knowledge to. Also, educating one person out of an entire family in a rural area didn't help either.

Though the **new strategies** are observed to be a bit more inclusive as compared to previous ones. For those who can't have access to smartphones/ computers or laptops, they can now have access to education through radios and tv. The channels were broadcasted in various regional and local languages so that each and everyone could have some access to education. But there again persists the issue of connectivity. And looking closely one might also find out that the quality and depth of education also wavered.

Since the lockdown was implemented, a lot of people moved, to ensure that the learners don't miss out on their education, the government also instructed the school authorities to keep a track of students and stay in contact with them. But the ones who couldn’t afford a living in the city, when moved back to their hometowns, became inaccessible and despite the efforts of school authorities, they couldn’t be traced. There was no step taken by the government either of state or center to find out about the untraceable students and hence, their connection from education stands broken.

Adaptability

In the majority of government schools, the teaching shifted to online methods on whatsapp. Class groups were made , teachers, principals and students were added to the groups and then the teaching learning material was introduced.

In the three classes that were taken into consideration it was found out that as much as 90% of the entire strength of class was present on whatsapp. But only a few of them participated.

The class which was taught by me had a total strength of 66 out of which 60 students were present in class, but only 20 of them participated. The participation wasn't even in the form of audios or responses. But the written work. This finding showed us that only 1/3rd students did their classwork/homework. Out of those 20 only 5 students responded in class and were active thus constituting only 8% of the entire strength. Similar trends were observed in the other two classes that were observed.

Based on the responses of teachers, they shared that the shift to online mode was rather easier than what they expected to be but they also stated that the learners faced a difficulty in initial days, as many of them and their parents were not accustomed to using whatsapp. A few teachers also quoted that they could find whatsapp teaching easier only because ready made resources were shared with them, they just had to reshare with the students and explain it, which they already did in offline/traditional classrooms. One of the teachers even said that online teaching would have been a hassle and they would have struggled just like the parents and students if they didn't get the resources from their department, or had to learn to develop e-resources on their own.

For the students, in class 4 and 5 it was observed that the adaptability with whatsapp wasn't much of a trouble, they could type their responses in hindi, record audios and videos and click pictures of their work and send but the issues were faced in junior classes like class 2 and 3 where the learners required guidance for recording audios and clicking pictures.

classroom environment

The learners were given a Time table and there used to be two classes each day including an activity period and TV time. Though the time table was followed strictly, the learners rarely watched TV as many didn't have TV or couldn't afford the set top box and the digital connection, and hence the phone became their school as well as companion for play and entertainment.

The digital classroom used to be an interactive one mostly. The learners greeted teachers and responded to questions. The teachers usually greeted back and addressed queries but not always. On observing closely it was found out that many times the queries of the children were lost amongst the other messages in the group. Other times, the teachers were either not online or didn check all the messages in the group and directly moved to checking the work of the learners.

It was also observed that the originality went missing in learners' work. The work sent by the first student was copied and sent again by the rest of them. The same errors and mistakes were repeated. After many reminders, a lot of earners started doing their work on their own but the plagiarism still remained. Once it also happened that a learner forwarded the work sent by one of his classmates, on asking him, why did he do that, he gave two reasons. First being - he didn't know how to answer those questions, second - he didn't have his books and notebooks back there in the village and thus couldn't read from them or write.

It was also observed that there was a group of students that never replied. Their numbers were added to the group but no response or activity was noticed. When the class teacher was asked about the same, it was found that these parents either changed their numbers, or couldn't afford a recharge because of loss of livelihood/job and therefore these children never come online.

Challenges faced

More than 1.5 billion students are out of school. Widespread job and income loss and economic insecurity among families are likely to increase rates of child labor, sexual exploitation, teenage pregnancy, and child marriage. Stresses on families, particularly those living under quarantines and lockdowns, are increasing the incidence of domestic violence. As the global death toll from COVID-19 increases, large numbers of children will be orphaned and vulnerable to exploitation and abuse.

- infrastructural challenges

A computer would be preferable for online classes, a smartphone could also serve the purpose. However, the phone might be convenient for apps, but not for carrying out lengthy assignments or research. While 24% Indians own a smartphone, only 11% of households possess any type of computer, which could include desktop computers, laptops, notebooks, netbooks, palmtops or tablets.

According to the 2017-'18 National Sample Survey report on education, only 24% of Indian households have an internet facility. While 66% of India's population lives in villages, only a little over 15% of rural households have access to internet services. For urban households, the proportion is 42%.In fact, only 8% of all households with members aged between five and 24 have both a computer and an internet connection. It is also useful to note that as per the National Sample Survey definition, a household with a device or internet facility does not necessarily imply that the connection and devices are owned by the household.

- Cyber Security

The COVID-19 crisis also heightens the risk of online child sexual exploitation. Europol has reported that law enforcement partners are reporting "increased online activity by those seeking child abuse material," as a result of COVID-19. Children are spending more time online due to school shutdowns, and may be anxious or lonely because of isolation and confinement, making them more vulnerable to online predators.

Even in class it was observed that a student while giving her introduction every day in morning, said

Good Morning maam and sir my name is ---- sexy object

On asking her if she knew what it meant, she denied an said it was used for a very beautiful female on internet. This shows us how vulnerable can learners be online if left unguided

- Physical impact of e-learning

Poor ergonomics: Unlike classrooms, the children are not bound to follow good ergonomics at home. Taking online classes on bed and sofas are one of the commonest reasons that we can attribute to recent rise on back pains or fibromyalgic pains.

Lack of physical activities: Obesity in children is on the rise either due to lack of outdoor physical activities or due to binge eating and easy availability of junk food at home. Children are losing their muscle mass and adding fat which is going to affect their growth

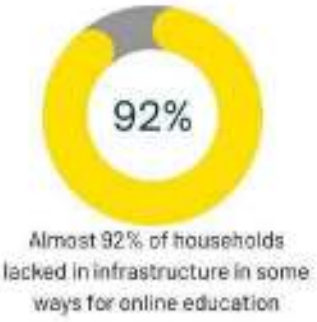
Physical activities play a large role in Calcium and Vitamin D levels of the body. Deficiencies are on the rise in recent times in children and their reasons are very obvious - Deficiencies of Calcium and Vitamin D

Apart from this, the constant exposure to screens is not only affecting eyesight but also causing issues such as migraine.

- Mental Health Impact and Abuse

Added family stresses related to the COVID-19 crisis – including job loss, isolation, excessive confinement, and anxieties over health and finances – heighten the risk of violence in the home, including both between partners and by caregivers against children. The United Nations secretary-general has reported a "horrifying" global surge in domestic-based violence linked to COVID-19, and calls to helplines in some countries have reportedly doubled. Child abuse is less likely to be detected during the COVID-19 crisis, as child protection agencies have reduced monitoring to avoid spreading the virus, and teachers are less able to detect signs of ill treatment with schools closed.

The teachers also gave feedback that the online classes have made the children anxious and restless. Not only do they become impatient but also lose their calm on petty issues. The loss of interaction and activity has only added to their problem



- Suggestions received

The suggestions that were received included- incorporation of creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19.

The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalised and minority groups for effective delivery. These individuals shall be contributing from there indigenous knowledge and could help in effective planning of resources for the learners in remote areas.

The suggestions also included establishment of quality assurance mechanisms and quality benchmark that should be developed for online learning programmes.

REFLECTION

The entire study of **E-LITERACY DURING PANDEMIC** added a lot to my experience and knowledge.

The only limitation that I felt was that I couldn't talk to learners and their parents openly about this. During the entire duration, i could interact with only one parent and all that she said was “ye bimaari bhi ameero ki hai, jo bahar gaye wo leke aaye, aur isme fayda bhi ameer hi utha rahe hain." With time I could only come to the thought that being a single mother , running her household and ensuring the education of her child would have already been tough and the pandemic only added to it. Whatever news or figures and facts that could reach us were only those that were reported and verified. The people who actually benefited from the government schemes, the people who became untraceable when they moved on foot to their hometowns, or the ones who were actually struggling could never make it to headlines.

Though the idea of e-literacy and receiving education within the boundary of our homes is very enticing, and can lead to development and a revolution in the education sector if used and explored wisely and creatively but it has affected each and everyone involved tremendously. Whether the teachers, the learners, their parents or the school administration, all of them have found themselves stuck at some point or the other.

With time , investment and whole round development e-literacy/online education can become an available option and benefit thousands of people at once,but it requires a lot of experimentation and investment as of now because no one knows what structure of online education would be viable in india.

CONCLUSION

The impact of pandemic COVID-19 has enforced the worldwide lockdown creating negative impact on students life around 32 crore learners stopped to move to schools and colleges and educational activities halted in India.

The outbreak of covid-19 has taught us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies which have not been used before.Yet, there is a long way to go, until a developing nation like India can achieve meaningful digital literacy.

This can only be achieved by cooperation from the stakeholders like the government, schools, parents and learners and a will to grow and overcome the digital divide

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Research Project

Teacher's Perception about Gender

-By Kirti Raj

B.el.ed 4th Year

2017/1394

Submitting to - Ms. Richa Gupta

Teacher's Perceptions about Gender

A Research Project

Presented to the Faculty of Department of Elementary Education, Miranda House, Delhi University

Submitted in partial satisfaction of the requirements for the degree of

BACHELOR
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In the present world of competition there is a race of existence in which those are having will to come forward succeed. Project is like a bridge between theoretical and practical working. With this willing I completed this particular project. First of all I would like to thank the supreme power the Almighty God who is obviously the one has always guided me to work on the right path of life. Without his grace this project could not become a reality. Next to him, I am feeling oblige in taking the opportunity to sincerely thanks to Ms. Richa Gupta Mam to encourage me to do highest peak and to provide me the opportunity to prepare the project. I am highly obliged to all the participants participated in this project, school teachers, coordinator and principal for your support. I am immensely obliged to my friends for their elevating inspiration, encouraging guidance and kind supervision in the completion of my project.

Last, but not the least, my parents are also an important inspiration for me. So with due regards, I express my gratitude to them. I have no enough valuable words left to express my thanks, but my heart is still full for the favours received from every person.

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INTRODUCTION

'The education system does not function in isolation from the society of which it is a part. Hierarchies of caste, economic status and gender relations that characterise Indian society also deeply influence access to education and participation of children in school.' (National Curriculum Framework - 2005).

The issue of 'Gender Equality' remains one of the prime importance in present times. In 2015 - Global Monitoring Report - Education for All 2000 - 2015: Achievements and Challenges by UNESCO, it has cited there that India has made significant progress in fulfilling the human development goals, specifically in universalisation of primary education and gender parity in schools since 2000. However, the gender equality in schools still remains an issue to be focused upon.

Education is one of the important constituent units of the Social System. Being as part of the Social system, it has multiple roles to play both for individuals, in specific and the society, in general. The importance of education system highlights the importance of the Teacher. The role of a teacher in the educational process is very crucial as he/she influences the

Students by what he/she says and does. In general, most teachers do not intentionally differentiate learning opportunities for their students by Gender. But I have found that much of what constitute Gender inequity in classroom practices and interactions could be unintentional, subconscious and subtle. Both in my studies that I have reviewed for my project and in my own project, I have found that in many schools, girls are alloted the tasks which are perceived as requiring ~~streng~~ less strength and light tasks while boys are alloted the tasks which are perceived as requiring more strength and this is due to the teacher's perceptions and attitude toward their gender role, their Student's gender role and towards the gender construction which leads to the existence of gender stereotyping.

The various study that I have reviewed for this project were based on different context of different countries like Pakistan, Sweden, America-Asia and in Indian context too, to understand the attitude and perceptions of teacher toward the gender.

The present study is an attempt to investigate the perceptions of teachers towards gender through various dynamics in context of schooling.
The objective of our study is to understand the

features and causes of teachers biased behaviour toward male and female students, because sometimes whatever we experienced in our society and in our school, we hold that attitude and continue in our further life. So our aim is to understand the teacher perceptions toward gender formed by the experiences and perceptions of their teachers, how they are holding it till now and whether they implement it in their classroom practices or not. This present study can be helpful in creating awareness among the teachers regarding their biased behaviour which maybe they are reinforcing in their students.

- Overview

This study is presented in following structure. This one contains the introduction about the study. Moving on Rationale and Research objectives of the study has been provided.

Further on, Literature Review and theortical framework which provides the background content and knowledge for the current study. It provide theories by different theorists, psychologist and sociologists and insights into teacher's ~~peter~~ beliefs and perceptions. Through summarising and linking appropriate and essential

Literature and studies related to this study, is then reviewed within three domains ; Gender as social construct, Gender stereotypes, Teacher perceptions about Gender. The first domain, Gender as social constructs reviews and discusses literature relating to Gender Socialisation, its agents. The second domain Gender stereotypes focus on how this social construction of gender leads to formation of gender stereotypes and gender roles. The third domains, Teacher perceptions about Gender in school context, focus on various studies related to beliefs about student's gender roles from the teacher ~~percept~~ perspectives.

Furtheron, Methodology described in the following subsections, participants, design of questions, settings, sample, schedule, data analysis, ethics etc.

Moving on, Data transcription followed by an analysis of teacher perceptions about gender, genderstereotypes with subthemes is provided.

At last, Major conclusions, research limitations, direction for future research are described ~~not~~ followed by list of references and Appendices.

RATIONALE

जब मैं करीब 7-8 साल की थी, तो मुझे याद है कि मेरी गली में बहुत सारे बच्चे थें, लड़के-लड़कियाँ दोनों, लेकिन जब मैं गली में खेलने जाती थी तो मैं बस लड़कियों के ग्रुप में ही खेलती थी, मैं अपने Birthday Party में भी अपनी सहेलियों को ही बुलाती थी, कभी अधि तक किसी लड़के को घर नहीं बुलाया।

फिर जब मैं स्कूल जाती थी तो क्लास में भी हम सब आपस में बात तो करते थें, लड़का-लड़की क्लास में खेल भी लेते थें, लेकिन टीचर के आते ही सब जल्दी से अपनी seats पर बैठ जाते थें। अब क्लास में बैठना भी सबका अलग-अलग था, लड़के-लड़को वाली Row में अपने लड़के दोस्तों के साथ और लड़कियाँ अपनी लड़कियाँ दोस्तों के साथ। तो यह क्लास का Groupism बिलकुल वैसा ही था, जब हम सबके सामने गली मोहल्ले में अपने-अपने सहेली के साथ खेलतें थें। उसी तरह अगर मैं अपना इसरा Experience बयाँ करूँ तो जब भी मेरी माँ कुछ काम करती है तो वो मुझे भी उसी काम को साथ-साथ सीखाती है कि साड़ी कैसे लगाते हैं, रोटी कैसे बनाते हैं, छोटे से लेकर बड़े काम और यह बचपन से ही हो रहा है, साथ ही मुझसे कहा जाता था कि यह सब तुम्हें सीखना जरूरी है वरना आगे ससुराल में दिक्कत आयेगी। उसी तरह स्कूल में भी जब Teacher हमें कोई काम देती थी, तो वह बड़ा सोच समझकर देती थी, अगर कॉपी-किताब अलमारी में ठीक से लगाने हैं तो वह काम लड़कियों को सौंप दिया जाता था, और अगर कुछ सामान इधर

में उधर लगाने वाला काम होता था तो वह लड़को को सौंप दिया जाता था। अब अगर मैं इस बारे में बात करू मेरे सोचू कि ऐसा क्यो होता होगा, क्यो लड़के - लड़कियाँ अलग - अलग ही खेलगें, बैठते, क्यो लड़कियों को घर के हल्के काम कान बचपन से ही सिखाने को बोलते थे, और लड़को को भारी भरकम उठाने वाले काम के लिए बोल दिया जाता था। क्योकि कही ना कही, मेरे मन में बचपन से ही डर था कि जैसे मेरे माँ - बाप मुझे समझाते कि बस गली में लड़कियों के साथ ही खेलना और मैंने यह बात नही मानी, तो मेरा समान, गली, मोहल्ले में कोई गलत ना सोचे, मेरे चरित्र पर ऐसी कोई बात ना हो, या मेरे माता - पिता के पास कोई शिकायत ना लेकर जाए जिससे के उन्हे दुख पँहुचे। अगर मेरी माँ मुझे कोई काम सीखा रही है और बोल रही है कि यह मुझे आना ही चाहिए, लड़की होकर मुझे यह सब काम आगे करना पड़ेगा, तो इसका मतलब As a girl these works are made for a woman.

और यही चीजे मुझे अपने स्कूल में भी क्लास में भी अपने Teacher के ओर से भी देखने को मिली, लड़का - लड़की साथ - साथ नही बैठ सकते, ज्यादा क्लास में Teacher के सामने बात नही करेंगे, क्योकि कभी वो हमारे बात बारे में गलत ना सोचे और हमे डांटे ना और वह डाँट भी देते थे।

सामान उठाने वाले काम को शिक्षक बोल देते थे कि तुम नही कर सकती, लग जाएगी, तुम कमजोर हो। या फिर यह Particular Game लड़को के लिए ही बना है।

उस समय पर ज्यादा इतना सोचा नहीं होगा। लेकिन आज Gender को लेकर मेरी जो भी समझ है उसमें मेरी family, Schools और Teachers का अहम योगदान रहा है। और आज मैं जब B.El.Ed कर रही हूँ और इस Issue को Critical perspective से देख पाती हूँ तो यह कहा जा सकता है कि मेरी Family, Schools and Teachers, सब सभी Institution का Important Role रहा है।

यह तो थी मेरी बचपन की बातें, अब अगर मैं अपना एक Block Teaching का Experience शेयर करूं तो मुझे याद है, मेरी क्लास में Food theme पर Group Discussion में एक लड़के ने बोला कि मैंने अपनी माँ की कभी मदद नहीं करी, मेरे पापा ही घर के काम करती हैं, मैं कुछ नहीं करता बस खेलता हूँ, मम्मी कहती हैं कि यह तुम्हारे काम नहीं हैं।

या फिर कि वही सोच जो मेरे बचपन में थी, वह आज भी कहीं ना कहीं बनी हुई है और आज भी घर के काम ज्यादा सिर्फ लड़कियों से ही कराये और उन्हें सिखाये जाते हैं चाहे वह कितनी भी छोटी क्यों हो, स्कूल में भी अब भी, Teachers का Personal काम, छोटे-मोटे काम लड़कियों से कराये जाते हैं और Teachers खुद उन्हें यह काम करने के लिए बोलते हैं।

So, From all these Experiences from my Home, My School, my teachers, my Block-teaching Experience as an Intern, influenced me to understand more Gender forming concepts in Detail.

As Primary ~~agent~~ Years to early years are important years in a child's life, as soon as the child is born, the formation of ideas of his/her gender identity formed in the minds of caretakers. As they grow, children begin making sense of how men and women are ~~pots~~ positioned in the society.

स्कूल में जाने से पहले, अपने घर से ही बच्चा अपने Gender के बारे में जान लेता है, समझ बना लेता है कि उसको कैसे रहना, Behave करना है और घर के निकलने के बाद जो उसका Next Important Socialisation agent होता है ~~...~~ उसका स्कूल और उसके शिक्षक जहां पर हम यह भी बोलते हैं कि Classroom is a miniature version of society जो उसको Further explore and Learn के लिए Help करते हैं। उनका सबसे बड़ा योगदान रहता है कि बच्चा उनके Perceptions को देखकर, सीखकर खुद के Perceptions about Gender कैसे बना रहा है।

So, It is important to understand Teacher's perceptions about Gender, How their perceptions formed, How they experiences gender issues, roles, Stereotypes in their schooling and classroom environment, how it informs their engagement and their interactions with students which in turn has the potential to shape children's understanding of Gender, gender roles, relationships, gender identity.

One another factor which plays an role in forming understanding of Gender in children is How teacher perceives and implement their understanding of Gender in a single sex classroom and in a co-ed classroom. It may be happen that a teacher's pedagogic practices can variate in single sex classroom and in a co-ed classroom, their way of interaction can be different when they stand in single sexe classroom. These points needs to be analysed as well.

Do they ~~also~~ experience any variations in their school (If they had been to single sex or co-ed school), do they imply the same perceptions now, when they are teaching the younger generations as a teacher.

RESEARCH OBJECTIVES OF THE STUDY

The following are the research objectives of this study:-

1) To understand Teacher perceptions about Gender.

2) To understand How Teacher's perceptions about Gender is informed by the perceptions of their teachers.

3) To understand How Teacher's perceptions about their Gender shape their pedagogic practices in the classroom.

THEORITICAL FRAMEWORK & LITERATURE REVIEW

(They have been fused together)

Gender is a complex phenomenon comprised of a dynamic set of ideas, actions and feelings about what it means to be boy or girl in speafic place, culture and time (MacNaughton, 2001). As gender issues become more mainstreamed in scientific research, confusion associated with the terms of Sex and Gender has decreased. Burn (1996) writes, "In most contexts, psychologists prefer the word 'gender' because it includes the idea that many differences between men and women are culturally created while the word 'sex' implies that the differences are caused directly by 'biological sex'. Thus when refering to anatomical or reproductive differences between men and women, many social scientists use the term sex, when refering to differences not directly caused by biology. For example - different hair, clothing style - social Scientist prefer the term gender.

In simple words, sex makes us Male and female, Gender makes us masculine or feminine. Hence saying Gender as a Socially constructed term.

- Gender as Social construct

Sociologists often study Gender using different frameworks. Some emphasise gender as a characteristic of the individual, some as a product of social ~~interactions~~ interactions and other as a characteristic of Social institutions (Wharton, 2005).

At a very early age, children do not know how the particular culture expects them to behave as a boy or as a girl. Therefore, they merely do whatever they are experiencing and told through the messages around them (Telland, 1998). These construction of knowledge ~~of~~ about Gender takes place through various socialisation agents around the child, through where Gender socialisation take place.

Gender Socialisation is the process through which individuals learn the gender norms of their society and come to develop an internal gender identity. Gender norms are the set of rules for what is appropriate masculine and feminine behaviour in a given culture. These collected gender norms are what make up a sex role, a set of expectations about how someone labeled a man, or someone labeled a woman should behave.

Gender socialisation begins in all societies from the very moment a child is born, but in most societies, gender socialisation presumes the ability to look at a new infant and give it a role. (Robyn Ryle 2011, Questioning Gender)

I have attempted to include several theories for my theoretical understanding and framework.

Social learning theory (by Albert Bandura)

Social learning theory related with Albert Bandura, is an outgrowth of the behaviorist tradition, which defines learning in terms of stimulus and response. According to this perspective, children are reinforced - both positively and negatively - for gender appropriate and inappropriate behaviour (Bem 1996, Wharton, 2005).

Social learning theory suggests that children learn by observing and imitating the behaviour of same - sex adults. A young girl, learn what it means to be female by observing her mother, whereas boy learns what it means to be male, by observing his father.

To simply somewhat, social learning theory tends to view children as lumps of clay that are modelled by their environments.

Vygotsky's theory of Social Constructivism

Vygotsky stated that the "human mind is constructed through a subject's interactions with the world and is an attribute of the relationship between subject and object (Verenikina, 2010). He finds a significant role in humans' understanding of the world and of themselves. These roles are attributed as 'tools' (Turuk, 2008).

According to Vygotsky, child is completely dependent on other people during the early stages as the socio cultural environment keeps on presenting the child with a variety of tasks and demands, engaging the child in his world. (Turuk, 2008). These people could be who instructs the child on what to do, how to do it, as well as what not to do, initating the child's action. Parents, as representatives of the culture and the conduit through which the culture passes into the child, actualise these instructions primarily through language. Vygotsky further explains that children appropriate these cultural and social heritages by acquiring knowledge through contacts and interactions with people as first step - referred as interpsychological plane, and then later assimilates and internalises this knowledge adding own personal value to it - referred as intrapsychological plane (Turuk, 2008).

This transition from social to personal is not considered as a mere copy rather it is a transformation of what had been learnt through interaction, into personal values. In addition, Vygotsky claims that in schools also students are not copying the teacher's capabilities but transforming what teachers offer them during the process (Turuk, 2008). In classroom, Both teacher and a students are seen as active agents in children's learning. The teacher's intervention in children's learning is necessary, but it is the quality of the teacher - learner interaction, which is seen as crucial in that learning (Tharp & Gallimore, 1998 cited by Verenikina, 2010).

In gender perspective, whatever student will learn about gender from the teacher's intervention and their beliefs and perspective, it will be considered as a transformation of what they had learnt through interaction, what their teachers offer the understanding of Gender during the process.

Gender Identity in accordance with Erik Erikson's ~~theory~~ of Psychosocial theory of Development

Erikson theorized that people go through 8 stages of development in life, overcoming certain crisis to gain virtues.

During Adolescence, discovering one's gender identity is highly crucial to development and usually occurs during Erikson's Identity vs. Role Confusion stage. Knowing whether to identify as male or female determines the type of roles and activities that one participates in as well as future places in society.

Gender is highly important to understand, if one become confused, problems may arise, such as failing the next stage of Erikson's theory.

Freud's Psychoanalytic theory: Gender Development

Freud's psychoanalytic theory of gender development suggests that gender development takes place during the third stage of his psychosexual theory of personality development. He called this the phallic stage, which occurs b/w three and six years old. During this stage, the child's libido is focused on his or her genitals. Development of gender in psychoanalytic theory is different for boys and for girls. Boys experience the Oedipus complex and identify with their father and take on a male gender role; girls experience the Electra complex and identify with their mother and take on a female gender role.

However, I am not well trained in this ~~the~~ research field yet but according to me, Erikson's theory of psychosocial development and Freud's psychoanalytic theory can be considered to understand Gender construction.

- Gender stereotypes and Gender Roles

"Woman is more compassionate than man and has a greater propensity to tears. But the male is more disposed to give assistance in danger and is more courageous than the female" (Aristotle, cited in Miles, 1935)

Stereotypes are generalised beliefs about certain groups of people based on their belonging to a certain gender, ethnic group, religion, etc.

Liben and Bigler (2007) stated that "Gender stereotypes are widely held beliefs about characteristics deemed appropriate for males and females and Gender roles are the reflection of these stereotypes in everyday behaviour attached to male and female.

Fing and Ma (2008) stated that stereotype is a biased perception, which may be a sixth sense, discrimination, a mind's eye or past impression of what a person has been.

Martin and Halverson (1981) stated that "Gender stereotype is one type of "subjective perception of what a man or woman should be or how people should behave".

Sandra Bem (1983) introduced a second cognitive theory of gender socialization known as Gender Schema theory in response to the failure of Kohlberg's theory who was the first to apply the principles of cognitive learning theory to formation of Gender. According to Bem, in cultures where distinctions between men and women are emphasized, children learn to use gender as a way to process information about the world. The cognitive structures or gender schemas help children organise information and maintain a sense of consistency and predictability (Stockard, 1998).

Gender schemas of Parents impact how they behave toward their children and in turn how this influences their children's development. Apart from parents, In some way, School teachers reinforce children of both sexes for feminine rather than the masculine behaviour. In classrooms, this feminine bias is believed to promote discomfort for boys in schools, but it maybe as harmful as or even more for girls

with long term negative consequences for their sense of independence and self esteem (Fagot, 1985 a).

Teachers also act in ways that maintain and even extend gender roles taught at home. Like parents, sometimes teachers give girls more ~~participate~~ encourage-ment to participate in adult structured activities. In addition, teacher often emphasise gender distinctions - labeling that promote gender stereotyping, in group favoritism (Bigler, 1995).

- Why it is important to Understand Teacher's perceptions about Gender.

A teacher is considered to be most important part in the education system. The teacher is expected not only to impart information and skills but lead and guide his students without any biases and prejudices. The role of the teacher in the educational process is very vital and crucial. He/she influences the students by what he/she says and does and the attitude towards the pupils are important for pupil growth.

The teacher's attitude towards each gender is a product of the socialisation process by which the teacher have been a part. Hence, much of the gender

inequality in the classroom maybe at the subconscious level and unintentional.

Pardhan (2011), in the study on Influence of teacher - student interaction on Kindergarten children's developing Gender Identity within the Pakistani Urban classroom culture, found that the teachers felt it is their responsibility to guide their students to take up socially approved gender codes in future and teachers gave significantly more academic learnings directions to boys than to girls.

Amruthraj (2013), Gender Issues in School and classroom Practice: A case study of Pondicherry, found that gender segregation was visible in the classroom and school like in sitting arrangement in the classroom, grouping of peers during play, classroom practices, assembly as well as during breaks and after school with classroom space and playground space dominated by boys.

Primary &
The secondary level of schooling forms the foundations of the future plans, carrers and professional choices hence it accords an important stage in the education system. The teachers who are bound by gender biases and stereotypes often communicate them to the students

and maybe limit and restrict the true potential of the girls as well as the boys.
This concern for the teacher's role in shaping the gender beliefs are important to understand.

I have reviewed a number of more studies done in the area to understand the teacher's perceptions about gender, how it is formed, how their experiences influenced their perceptions, how this gender biased can influence the pedagogical practices in classrooms.

Balg, A.B (2015). Exploring the contribution of teaching and learning processes! Constructing student's gender identity in an early years of classroom of a government girls primary school in Pakistan: Journal of International Women's Studies.

In the study, the researcher revealed that schools promote the stereotypes regarding roles and responsibilities in their social context. The study indicated that the teacher personal experiences which they gained from their family or their schooling environment influence their perceptions about gender which shaped their interaction with their students. The study also has highlighted the importance of verbal and non verbal interactions, how children perceive their

responsibilities and identities as two different "binary dichotomies" as girls and boys. In study, the teachers own perceptions regarding gender division of labor were exhibited in their practices. On e example also sighted when the interviewer noticed that girls were washing the dishes and he asked the teacher if she would ask boys to do so to which she replied "No, It is not the jobs of the boys to wash the dishes they will do what the males are expected to do". The reaction of the teacher was an act of reminding the girls and confirming the familial responsibilities approved by the society. The study also reveals the importance of behavioural expectations from the students in the single sex setting and its role in developing gender Identity.

The analysis showed that teacher was convinced about the difference in the behaviour of the girls and boys. According to her, Girls follow teacher's instructions obediently, boys do not even after punishing. The study also highlighted that gendered specification of subjects where the teacher strongly believed the girls should take soft subjects like languages because they can memorise them easily and in the last the study highlighted the one of the most powerful and subtle ways in which teacher's shape student's gender Identity is

through teacher-student interactions within the class room culture. (They generally call a student [you girl] and pointed out their dressing sense. The teacher's emphasis on students to learn certain gendered skills was a kind of entrapment in gender roles, as approved by the larger society.
Hence, the study revealed that the ways teachers are being socialised has a great impact on their perceptions of the teacher regarding gender identity construction.

Gul, Sajid Khan, Muhammad Bilal, Mughal Sumra, Rehman, Shafiq Ur and Saif, Naveed 2012. Gender stereotypes and Teachers Perceptions (The Case of Pakistan), Information and Knowledge Mgt.

The researchers analysed to find out from the response of ISS teachers that how teacher show biasness toward male and female students and how gender stereotype is played out by teacher in the classroom. Results indicated that teachers have different behaviour towards male and female students and the reason behind it is due to the teacher's perceptions and attitude toward the gender role. For the methodology, A questionaire is adopted using a Likert-type scale with five possible reasons, the beliefs and hypothesis is made with some statement targeting the gender role and stereo types.

In the result, it has seen that 66.4% respondents agreed to the stereotype that "male are strong and female are weak, 59.4% agree that "Boys are more active and outspoken than girls and 87.7% agreed that "Boys are naturally better at most sports". In terms of subject choice and subject performance, the data showed various responses like 70.3% respondent agreed that Male student generally do better in mathematics than female. 67.1% agreed that boys generally possess more scientific skills than girls while 89.6% agrees that Girls / women should be encouraged to enter traditionally male jobs such as engineering, medicine or architecture. In regards to these data, no reasonable remarks are supported by the study which we can explore in further study to analyse the reason behind this subject choice and subject performance.

In terms of holding positive attitude towards female gender 71.6% agree that teachers hold a attitude bias towards the female students.

Gray, C & Leith, H (2004) Perpetuating Gender stereotypes in the class! a teacher perspective, UK; Educational Studies Carfax Publishing

The Study was about to explore and examine the views

and perceptions of teachers in relation to gender equity issues in the classroom where teacher's perspective was taken into account through interviews and observation. The questionaire was designed using 5 point Likert scale to measure teacher opinions and attitudes to three main issues, teacher training, gender equity in the classroom and occupational stereotyping in the classroom. Consistent with the findings, teacher educators acknowledged that initial teacher and in-service training do not specifically address gender issues. In defense of this omission, they claimed that teacher show little awareness and no interest in these issues. Nevertheless, concern was expressed that the promotion of equality was directed more towards girls than boys and with the teacher's role in perpetuating stereotypes. Similarly, teachers were sensitive to the school's role in transmitting social constructs of gender. In particular, concern was expressed that children's perceptions of primary school teaching as a career for males might be negatively influenced by the predominance of female teachers in the school. This point partly receives support from the findings of this study which indicate that children generally view occupations in terms of gender appropriateness (71%).

Results of the questionaire indicated that the majority of teachers (75%) feel that boys do not enjoy scientific experiments more than the girls.

In the focused group discussion, it was analysed when teacher make comments and statements like they would put boys and girls together, a mixed group for science activities, they do not differen -tiate the students gender when it comes to work together in mixed groups in classroom activities for subjects such as science and other practical activities. In the conclusion, ~~still~~ it has seen that they encouraged girls to participate more in classroom activities the same as boys.

Samuelsson M ~~Martins~~ & Samuelsson J ~~Jonsson~~ (2016). Gender differences in boys and girls' perception of teaching and learning mathematics. Sweden; Routledge Publisher

The aim of the study was to investigate some gender differences between boys and girls in their perceptions of the classroom setting and perception of classroom settings in relation to achievement in mathematics and aspects of self-regulated learning skills. The research question was formulated as 'To what extent do student's perception of different classroom settings predict performance in mathematics? In order to investigate this study, larger questionaire were given to the 6758 students (of age about 16 years), teachers and parents as well. The various variable were taken into account for research

questionaire like supportive environment, participation, objectives are communicated, Group works, noisy and disorderly classroom, Teacher-centered classroom, Great demands.

Results from the study and Data analysis indicated that there are some gender differences in how girls and boys perceive their classroom setting and their relationship to mathematics. According to the classroom setting, the researcher found that boys feel they use group work more than the girls do. Boys also feel that they have influence over the content and are more involved during the lesson than girls. Such perceptions can be because the teacher interaction more with the boys in maths classroom than the girl, another reason can be classroom management, where instructions were directed towards boys, who traditionally believed to be more disruptive, function as a way to prevent them from going off task. According to the teacher's belief, girls are more often thought as self regulating and on task.

As regard relationship to mathematics, the researcher found than ~~girls do~~ boys perceive mathematics to be more important than girls do. This is due to the boys relationship with mathematics could be understood as they realised the necessity for knowing and handling mathematics in order to be able to work in different professions such as engineer, architect or scientist - all still

seen as more male oriented profession. At last, classroom setting is a reason of 16% of the variation in grades of boys and girls achievement in mathematics as already mentioned above, a supportive group environment seems to predict achievement in maths slightly better. On teacher's part, boys perceptions are seen and heard more in the classroom which affect the sense of participation that have a certain influence on achievement in maths.

Dr Wood. T D. (2012). Teacher Perceptions of Gender-Based Differences among Elementary School teacher, US International Electronic Journal of Elementary Education.
The study was done on the basis of an online survey to collect the data from teachers of different nationality in which 206 were Caucasian, 5 were african-american, two were Hispanic, one was Native American, one was Asian-american. The respondents were experienced teachers and 43% of participants had 13 or more years of teaching experience in elementary school. The researcher assumes that varied teacher experiences provides rich, ~~discipline~~ descriptive and meaningful data that informs the findings of the study. The purpose of the study was to examine teacher perceptions of gender-based differences among elementary school teachers.

The researcher created three domains from the survey results and analysed according to it — Teacher as self, Teacher to student and Teacher and Teacher, where subsections were tabulized as Teacher content knowledge, effective teaching style, Role models, Desire to work with children, positive attitudes. Results indicated that 93.52% teachers felt that female teachers are effective at motivating their students and keeping them engaged, whereas 85.18% felt that male are effective to do so. 50% respondents strongly agreed that female teachers are more nurturing and sensitive with the students, 15% agree in response to male teachers and 23% neither agree nor disagree in response to whether male teachers are nurturing and sensitive to the students.

Here we got to see the perception of some elementary teachers is that "Male teachers are not as nurturing or sensitive as female teacher which support the Carol Gilligan's work (1982) who describe the nurturing and sensitivity nature of females. In terms of desire to work with children, female teachers were seen as commenting the statements like "they don't see the same passion with the males in teaching children and building them. Other comments referred that 'males in the elementary setting were more suitable to headed toward administration'.

90.6% respondents strongly agree that the female teachers generally have positive attitudes about their profession. They take everything about teacher's profession seriously more than males.
In the end, it was seen that less than 1% respondents commented that more male teachers are not needed in elementary education.
In conclusion regarding teacher's perception of gender biased differences among the elementary school colleagues

1. Male teachers perceived more negatively than the female teachers.
2. Majority of participants feel that there are differences between female and male teachers, particularly when it comes to their ability to serve as role models and the jobs they are expected to fill in the elementary setting.
3. A vast majority of participants feel that more male elementary teachers are needed in the school setting.

However, differences b/w female and male elementary responses are unclear in many areas because of the restriction happened in online survey.
There was no differences seen on the basis of teacher's different nationality.

Agarwal Chinkey & Shukla M.Neeta (2017). A study of in-service Teacher's Attitude towards Gender Issues. New Delhi Publishers

The study was descriptive survey. The data was collected from 312 inservice teachers teaching in govt. and from private schools at Delhi at secondary level comprising equal number of female and male sample using an attitude scale, The attitude scale was based on 5 point Likert scale and consisted of 32 statements. The research questions of the study were:-

1. What is the attitude of inservice teachers towards gender issues?
2. Is there any differences in attitude of male and female teachers towards gender issues?

The researcher divideles the surveyed data into three subsections i.e gender stereotypes, gender roles and gender discrimination. Results indicated that Majority of both Male (53.21%) and female (49.36%) agreed that women are more emotional as compared to men. Most of the teacher agreed (46.48%) that Boys are better suited than girls to do heavy chores in the classroom.

More than half of the teachers disagreed that "Boys will be boys', teacher should be more lenient towards Boy than girls. Nearly half of the respondents (49.08%) agreed that woman should select occupations where

nature of work is flexible irrespective of remuneration. Majority of female teachers 48.09% and 33.97% males agreed that in a family woman should be responsible for domestic work. The findings of the study revealed that in service teachers have not studied gender as a subject, however have shown their interest in studying gender issues. The teachers agreed to most of the statements regarding gender stereotypes and gender role and thus showed traditional way of thinking towards these gender issues.

Agarwal Chinkey & Shukla M. Neeta (2017). A study of in service teachers attitude toward gender discrimination. New Delhi Publishers

The methodology was same as previous study and the research question was also somewhat same but in depth i.e to study the attitude of in-service teacher toward gender discrimination. Here apart from attitude scale, some semi-structured interviews were also held with the teachers to explore their attitudes in depth. Results from the study indicated that none of the respondents has studied about Gender as a complete subject in their pre-service teacher education programme, they only had little exposure through workshops, conferences, project and seminars.
In this study, 39.11% teachers disagreed that women should not work if the economical position of the

man is adequate. In classroom practice, most of the teachers (30.13%) agreed that boys make better classroom leaders than girls. In this study, after analysing the data it is seen that the differentiation in assigning separate activities to girls and boys may reinforce gender socialisation and stereotypes.

Kite E. Mary (2001). Gender stereotypes: Encylopedia of Women and Gender. San Diego, California: Academic Press

In this article, various descriptions are explained under the subheading to give overview for Development of these stereotypes. The gender stereotypic beliefs describe who women and men are or who they should be. ~~For~~ Park Rosenkrantz and Inge Broverman were the first to identify the characteristics typically associated with men and women. These concludes characteristics such as "confident", "Independent" and "controlling" are associated with men, whereas, characteristics such as "warm, kind", and "concerned for other's welfare" are associated with women.

In a society, people believe a person's action tell them about the person's basic personality. In context ~~them~~ of gender stereotype, it is believed that women are communal and men are agentic. "Social Role theory proposes that the gender stereotypes can be explained by a consideration of occupational roles.

A number of studies (which was not specifically mentioned here) have supported this hypothesis: when people know a person's occupational role, their judgements appear to be based on that information, i.e employed people are seen as agentic and homemakers are seen as communal regardless of whether the person in the role is male or female.

To demonstrate these stereotype accuracy, tendency, Janet Swim asked people to estimate the size and direction of sex differences as a number of categories, including mathematical ability, verbal ability, helping behaviour and decoding non verbal cues. Results showed that people are fairly accurate at predicting the distribution of women and men on these characteristics.

Another illustration in context of gender stereotypic belief, comes from a series of analysis of sex differences in leadership, conducted by Eagly and her colleagues. Their review of the literature on leadership effectiveness showed that leaders are more successful when their leadership style minimizes gender-role violation. Specifically, men are more effective when the leadership task calls for traditionally masculine role behaviours and women are more effective when the leadership tasks calls for traditionally feminine role behaviours.

Outside this work role, gender-role violation is seen as problematic in young children too. The pressure to stay within gender appropriate boundaries begins at a very young age. Teachers and peers alike are much more likely to notice and correct boys who behave like girls than vice versa. Moreover people assume that those who display characteristics of the other sex are likely to be lesbian or gay, a category generally held in low esteem.

Thorne, B (1986) Relationships and Development! Boys and Girls Together But Mostly Apart, NJ: Rutgers University Press

In the reading, the author have the basic organisational features of schools and got worked out the daily gender relations of kids. It talks about how gender differentiation is taught in schools in very young age. Many examples are given to illustrate gender differentiation ~~as~~ ~~the~~ It all starts with teacher's calling for attention by saying "Boys and Girls" for specific attention, in general they called out as students. They tell them each of them have a certain role to play in society which later reflects in the child's behaviour. The teacher subtly taught that certain things are for boys while other things are for girls. There is a gap between boys and girls and ~~neig~~ neither

is supposed to cross that line into the other gender. If they do, they will be picked up on by members of their gender and told that they are not capable of participating in the others gender activity because of what their gender is. Forex- The author observed this "when a boy was picked on by his fellow male classmates for standing in the girls line or another example, when a boy volunteered to turn the skipping rope for girls but was told that he didn't know how to do it because he was a boy.

Other example in the context of separation like forming separate lines. Teacher told the children to get in a line and girls line up on right while boys on left. Teacher also threatened gender separate sitting to boys and girls who talk a lot. At lunch time, friends were usually same gender and eat together. Boys would say there is too many girls and go sit somewhere else like if its a taboo to seat next to opposite sex.

The author was also discussing that gender is the first factor that separates groups before race and class and on here where the whole observation went in. Sometimes, teachers asked to do so directly, sometimes students did so even before a teacher saying because of a formed perception about gender segregation in a co-ed classroom.

Grafton T. Miller, H. Smith, L. Vegeda, M and Whitfield R. (1983) Gender and curriculum choice! a case study in Hammersley A (eds.) Curriculum Practice! Some Sociological case studies, Falmer Press

This article attempts to illustrate the relationship between gender and curriculum choice by focussing up on the processes involved within a curriculum which includes a subject centrally concerned with child care and the gender role differentiation with the options available. The data on which analysis is based come from a case study which took in 1980 in a co-ed school in England. In the data, it is found that choices appear to have been made by the pupil in subject, its because of the interest the primary given to the opinions of parents, sisters, teachers, school official with first hand experiences of the subject in question.

It is seen that Girls took subjects like Craft subjects, cookery, needlework and subject - family and child care, Boys took metalwork and wood work and other technical subjects. When some girls were asked why they chose the subjects like family and childcare, their responses here like "its easier to understand, relaxing, You can't take that attitude in other subjects because you have to sit down and learn others say that it is ~~very~~ important than other subjects like English and maths because it will help later on in their life

Way

when they will have a family and a child to care and they don't have to do job in other areas so why choosing those technical subjects".
During a general discussions and a seminer about opinion, one of the girls commented "they are the boys' ones, the metalwork and the woodwork. One or two girls mentioned the things they had heard others say about the family and child course - especially its more sensational 'aspects' well when you are pregnant, the things can go wrong, miscarriages and things like that. There, this subject - family and child care will help in their own life.

Another experience is that how a boy wanted to take 'family and child care' but his peers laugh at him, saying 'I think it is sissyish or babyish looking after children. It's girls work or women's work.

So, the differences between girls and boys in the choice of opinions are clearly closely related to sexual division in the home and the labor market and for this they can are highly influenced by their teachers, schools, parents for selecting that subject choice.

Booth Ingrid (2014). Primary school teachers Perceptions of Gender-Based Differences, New Zealand.

This study explores primary school teachers perception of gender based differences in primary school in New Zealand. A mixed-method approach was selected as the most appropriate method of obtaining data which would provide answers for the research. Simultaneous collection of both qualitative and quantitative data was done using an online questionaire. Items on the questionaire were scored on a 1-5 basis, 1 for strongly agree and 5 for strongly disagree. The qualitative data was collated by grouping the teacher's responses for both female and male colleagues. Similar responses relating to teachers perceptions with regards to male role models in primary teaching were grouped. Similar responses to the roles and types of jobs for male and female in the education setting were also grouped.
Analysis revealed that overall primary teachers do not perceive gender-based differences between the female and male teachers they have worked with. In particular, teacher's content knowledge, a teachers ability to treat their students fairly and teachers positive attitude to the profession.
Whilst twelve of the thirteen participants perceived that the female primary teachers they had worked

with had adequate content knowledge, only eight of the twelve respondents perceived that the male primary teachers they had worked with had adequate content knowledge. The remaining four participants perceived that the male teachers they had worked with did not have adequate content knowledge.

The overall positive response to both female and male teachers ability to serve as role models supports one of the most popular solutions suggested to overcome the perceived crisis in boy's education, in particularly primary schools in New Zealand. Although the positive response to the paired questions relating to teacher collegiality are similar, one participant was unsure if male teachers were collegial and one disagreed that male teachers were collegial.

Islahi F, Nasreen (2013). Who make effective teacher, Men or Women? An Indian perspective, India, Horizon Research Publisbation.

The article aims to discuss the effectiveness of male and female teachers in relation to demographic factors like marital status, training, location and medium of instructions. These issues have important implications to understand and evaluate teachers' effectiveness especially in view of the changing sex ratio of school teachers.

The research sample comprised of secondary school teachers from Uttar Pradesh state of India. A sample of 482 teachers including 245 males and 237 females working in 54 different secondary schools was drawn from the target population. The effectiveness variable was determined by Likert based five point self-rating Teaching effectiveness scale (TES) developed by researchers. The questionaire TES contained 74 items aimed to evaluate teacher's classroom effectiveness in the areas of interpersonal relationship with colleagues, parents and students, classroom management, time and resource management, instructional practices, assessment of students, knowledge of subject matter, communication, diligence and dynamism.

The researche findings are if different demographic feteros are not given individual consideration then gender does not seem to influence the effectiveness of secondary school teachers. Effective teachers may come from diverse backgrounds. Married status and training appear to affect the effectiveness of male and female teachers; mariage showing a negative impact while training a positive impact on effectiveness irrespective of gender. Results and findings of this investigation help in our understanding of gender-related influences in Indian schools and could be the basis for increasing educators awareness and knowledge of the various ways that gender -role stereotypes affect their own perceptions,

interactions, and expectations. The study has revealed that the teachers need to have basic teaching skills as a part of their repertoire of effectiveness. For this, pre-service training of school teachers should be stressed.

Riley A. Tasha (2014) Boys are like Puppies, Girls Aim to Please: How Teacher's Gender Stereotypes may Influence Student Placement Decisions and Classroom Teaching, Alberta Journal of Educational Research
In the study reported here, 21 teachers with atleast 2 years teaching experience from across a large urban centre in Western Canada participated in a task designed to explore the nature of a teacher judgement. They were asked to place 24 fictional student record cards into regular, advanced or supplementary learning assistance classes.

Findings reveal that some teachers' perceptions of the differences between male and female learners were clearly defined and, on some occasions, influenced their decision making. Teachers' responses related directly to the fictional student record cards fell into one of four categories

1. Accurate placement according to three levels of achievement:- Only one teacher fell into this category. Here, students were differentiated by by achievement level rather than their group

Status. This teacher acknowledged electing to focus on grades rather than designated group status as she believed the labels could incite bias.

2. Placement according to two levels of achievements: Five Teachers placed students according to only two levels of achievement (advanced and regular Grade 8) because they stated that grades of the FrNonal learners were not low enough to warrant supplementary learning assistance.

3. Teacher's refusal to differentiate regardless of achievement levels: Four teachers objected to placing students into differing levels and opted to place all students regardless of achievement, into the regular Grade 9 class. Their rationale varied from a fear that students would miss elective courses to a belief that student's peer relationships would suffer.

4. Teachers whose placement recommendations demonstrated bias: Eleven teachers placement recommendations were influenced by arbitary faeros such as the Aboriginal ESL and gender label.

Schneider A Deidre (2013) Teacher perceptions and professional Development as Indicators of Gender Differences in educational outcomes, Saeramento

This study focused only on gender and its impacts on educational outcomes. This study explores the general faeros modulating teachers' understanding of gender differences in the classroom.

Specifically addressed were the professional development experiences teachers have had on the topic of gender, the teachers' perceptions of boy and girl differences and similarities, and the teachers' understanding of gender gaps in academic achievement, school engagement, and discipline at their school site. Specific to the post survey interviews, 3 parents were also asked for their perception on area of challenge and success at Holy Name as well as what they would prioritize in the area of teacher professional development for the teachers of the school. The study was conducted using a mixed methods action research format. In the Result, Several conclusions can be drawn from the study in regard to the problems and questions pursued. Several factors modulate teachers' understanding of gender differences in education. The first area of study, the teachers' own backgrounds, training, and education in gender and education impact their understanding. As the experience of the teacher increased, and, therefore, the number of years since their teacher training programs increased, teachers reported far less professional development and virtually no instructor-led training in the topic. During teacher interviews, even the teacher who most recently completed a master's in education could remember gender only as a topic within a few, but not all, of her courses.

There is a mixed desire for gender-related professional development. It was seen as important by some, but not all. Without formal, research-based professional development, the risk is that teachers will project their own experience, biases and stereotype. Finally, as expressed by two of the teachers in the interviews, professional development that improves and emphasizes skill and practice, and not just knowledge of gender issues, would be of greater value.

The study also showed that teachers hold gender based beliefs about education in broad-ranging topics from maturity, to activity level, to subject-area academic abilities, to discipline. Consider the response to "there are some subjects that boys are better than girls" where 56.25% strongly agreed & and 'there are some subjects that girls are better than boys' where 50% strongly agreed, yet in response to 'boys and girls are equally successful in my subject area,' 87.5% strongly agreed.

Exploring the final study question regarding the teachers' understanding of academic achievement, discipline, engagement, and gender showed the teachers had middle-to high level of awareness of the gender differences of their particular school context. There was a high awareness of student and parent perception around policies and treatment along the dimensions of 'gender-fairness' as an area of opportunity.

Stanberry. K (2016) Single sex education! the pros and cons. great schools. org.

The article "The Pros and Cons" by Kristin Stanberry is trying to explain the two sides of incorporating single sex education. Single sex education has been practiced for a long time where it is more common in private schools compare to public schools. Thus the text focuses on investigating the aspects that fuel the rise of single sex education as well as the risks and benefits that are associate to the implementation of single sex education in schools. It is deduced that the major factors that influence the need for single sex education are the aspect of nature vs nurture. That is nature can affect the learning preferanies and profile of a child in relation to his/her temperament, gender, intelligence as well as abilities and disabilities. On the other hand, influences that emanate from nurture relates to the manner in which a child if brought up, the socio economic status stereotypes and culture.

There are many arguments that opponents and proponents of single sex education have tried to put out. Those who advocate for single sex education there is parent who wants their children to learn in a gender specific environment to

avoid distractions from students of different gender. Single sex education is believed to foster success through the use of teaching techniques that are geared towards the student's gender. Also, girls and boys effectively learn under different classroom environments such as the cooler for boys and warm for girls. The option of single sex education is supported by the federal law.

On the other hand, those individuals who claim that single sex education is not effective claim that there are few educators who are equipped with gender specific teaching techniques. Also, they argue that this form of education may not be effective due to the variations in gender differences of learning across the board in that they vary along a scale of what is considered normal. The other argument is that single-sex education does not prepare students for future interaction and co operative co existence.

METHODOLOGY

To investigate and understand the teachers perceptions about gender, this study is guided by the research questions, & data samples are collected and analysed.

- The Researcher's Role

As the primary instrument for the gathering and analysis of the data the research was able to collect and yield meaningful data. I had no experiences as a researcher, this study presented new challenges for me as a researcher. The greatest challenges was acknowledging that all findings and interpretations were not influenced and shaped by my identity and viewpoint. As an individual with my own beliefs and perspective of gender I needed to constantly reflect back on the issues being analysed and this lead to a more insight-ful and perspective analysis.

My Role as a Researcher needs to give conditions and gurantees prooffered for a school or college-based research project are!-

1. To give the chance to all participant to be free.
2. All data must be strict confidential
3. Participants have been informed before hand that their identity will be anonymous.

4. Informing the participants before interview or interaction what is to be done with the information they provide
5. To be honest about the purpose of the study and about the conditions of the research.
6. Remembering that participant who agree to help are doing a favour, so ethical behaviour and rapect must be maintained.

- Data collection methods

The data collected during the study consisted of questionaire and interview on it. The data was collected through the telephonic call conversation or recorded (voice note on whatipp platform) as per the participant's availability.
[The online interview was conducted due to the shutdown of schools and starting of online learning instead of physical mode due to social distancing guidelines of to Covid-19 pandemic in Delhi, India]

- Rationale of Online Data collection method

Surveys, questionnaires of any Research can be easy to administer and have the advantages, they can also be difficult to design. Consciously

and carefully planning the question with analytical considerations in mind is critical to ensuring difficulties or even problems to avoid when it comes to data Analysis (Gleene, 2005)

Prior thoughts and needs to include consideration around coding and non responses and how open ended questions will be treated so that essential factual information is not lost. It also requires the consideration of the formation of each question and the justification for including each and every question. How it is constructed, the difficulty, complexity, clarity and ~~pertt~~ consistence of questions requires consideration (L. Cohen, 2011)

For this particular research, I could use google forms, MCQ, objective type questions, different types of scales, project techniques, but I choose this open ended interview and questionaire because I want to know the teacher's subjectivity on the gender. To gather a rich data, I found ~~tat~~ semi structured ~~and~~ interview and questionaire as the best option and due to the covid-19, school closure, other data collection method like observation of classrooms, focused group discussions ~~were~~ not possible. Interaction with teachers only ~~will be~~ was suitable at that time.

This online data collection method has an added advantage as the data is gathered and collected ~~et~~ electronically, at a comparatively lowcost and ensures the confidentiality of responses. It also provides greater opportunities for respondents to think about their responses, check information and complete interview whenever they prefer to do so. Moreover there is no risk of ~~b~~ interview bias (L. Cohen, 2011).
Gliesne (2005) cautions that online surveys can present with low response rates and response bias resulting from the participants' disinterest, technical difficulties or responding to items in a way that will appease the researcher instead of answering truthfully. Thus, the appearance, the size of questionaire, the manner in which questions are ordered and varied and the wording and clarity of the instructions provided all influences the quality and quantity of responses (L. Cohen, 2011)

- Design of the questionaire

The questionaire was aimed at ~~the~~ capturing a broad perspective of school teachers perceptions about gender. The literature review had suggested some key challenges associated with primary and middle school's teachers classroom management

, teacher - student interaction and gender typing that warranted further investigation.
Thus, a new questionaire based on research objectives were used to collect data, analysed and ~~interpretated~~. interpreted. Although questionaire often lack validity for a number of reason like participants may lie or give answers that they believe are desired of them).
The hand-written questionaire comprised a compre-hensive list of questions that generated a qualitative data.

Type of Interview

Standardized open ended interviews were used for data collection where the exact wording and sequence of questions are determined in advance. The interviewer asked the same basic questions in the same order to all. Respondents answer the same questions, thus increasing comparability of responses. It permits decision makers to see and review the instrumentation used in the evaluation and ~~Futtttts~~ facilitates organisation and analysis of the data. There is a little flexibility given in relating the interview to particular individuals and circumstance according to their responses. These type of interview give a chance to the participant to response freely ~~were~~ held with the teachers to

explore their thinking and perceptions about gender in depth. Discussions on the responses with teachers were held for further inquiry.

Designing of questions in the questionnaire

The Interview Schedule or questionaire is divided into two parts :- Part I and Part II.

Part I consists of questions to understand the teachers understanding about gender, gender stereotypes, gender roles, to understand and have an idea about these stereotypes in their times, Did they experience them or not in their school times, to understand their teachers perception through various dynamics in school. These questions aims to understand and to acknowledge their experiences from their school times whereas,

Part II consists of questions to understand how they as a teacher implement their perceptions about gender in school, whether they promote the same gender stereotypes or perceptions or not, if yes then how. How they mould their pedagogic practices in the classroom free from any gender bias and how they encourage gender equity in students.

The Research Study: Settings, Sample and Schedule

The Setting and the Sample

The study was conducted with the teachers of New Delhi Municipal Corporation School, Lodhi Estate, Delhi, India.
Six teachers in total, 3 from Primary and 3 from upper primary classes were interviewed through telephonic conversation. Out of 6 teachers, 1 teacher sent a recorded voice data on whatsapp as per her preferance.

A request call was made to the school co-ordinator by the researcher for the interview to which she asked for the principal's permission, but the principal denied. The reason cited by the principal for declining the request included that the teachers were already overloaded with work, won't be able to give long time for conduct of interview. Consent from Principal by our Supervisor were made crucial in ensuring the study was conducted in an ethical manner. This approach was planned to ensure informed consent on the part of the school and their teacher, as well as anonymity and confidentiality for potential participants. An advantage of this approach through the principal was that this ensured that the identities of all the teachers in the school were

not known to the researcher.
In order to gain access and recruit participants, A written letter with some questions were sent to the principal by the supervisor. The letter informed the principal and the teacher about the study. Following the invitation and access, Six teachers were agreed to participate in the research. All the participants were female teachers. The male teacher arenot available ~~for~~ at that time as they were for senior secondary classes.

Schedule

Two days after the access, three teachers out of Six agreed and planned the interview on respective days, one by one. Two teachers planned the interview schedule, the next week and one teacher didn't managed for a telephonic conversation, so she preferred the Whatsapp voice note to give responses as per her availability.

Data Analysis

The data collected was recorded, transcribed, analysed and interpreted. (L Cohen 2011) asserts that a representative range of responses is

is what the researchers should aim for. Although the number of participants was relatively small, the researcher was able to answer key questions and meet the objectives of the study.

The qualitative data was collected and collated by grouping the teacher's responses in three categories i.e Teachers perception about gender, perceptions formed from their teachers, implementation of the same in their classroom pedagogic practices. Throughout the analysis, comments made by the participants were also selected for reporting in the major findings.

Validity and Reliability

Establishing Validity and reliability within qualitative research is challenging, but is key to effective research (L. Cohen, 2011). Validity is achieved by ensuring the key objectives or actual research aims are closely aligned with the concepts around which the data is gathered, i.e measures what is actually sets out to measure.

To ensure Reliability in qualitative research, examination of trustworthiness is crucial (L. Cohen, 2011). The online questionnaire and interview could

easily be replicated, ensured consistency in terms of phrasing and order of questions and also enabled teachers to answer without bias and influence of others.

Another method used to strengthen Validity was clarification of researcher bias, a process defined by Cresswell (2003) as continuous reflection, on the part of the researcher in order to minimize interference from his attitudes, opinions or perceptions. Because the I, researcher, is herself a trainee in Elementary Education.

Ethical considerations

This study was designed and conducted in accordance with the New Delhi Municipal Corporation school. Teachers involving Human Participants as teachers. The Ethical Standards including key principles of informed consent, confidentiality, minimising harm, truthfulness and social sensitivity were upheld at all times for all participants.

The participants were given freedom to answer with their will or not to respond if they feel they don't want to. No forceful actions or words were said to them.

INTERVIEW SCHEDULE

Page No.
Date

Subject →

Class →

Part - I (Teacher schooling experiences)

1. आप किस तरह के स्कूल में पढ़े हैं? (All girls / All boys / Co-ed school)

2. आप Gender से क्या समझते हैं?
(क्या यह जन्म से ही निर्धारित होता है या समाज में किस तरह से पालन पोषण होता है, मनुष्य की परवरिश की जाती है, उससे निर्मित होता है?

3. Gender Stereotypes से आप क्या समझते हैं?

4. जब आप स्कूल में थे तो क्या वहाँ भी आपको कुछ Gender stereotypes देखने और अनुभव करने को मिले?

Page No.
Date

अगर हाँ तो क्या -क्या, किस तरीके के?

5. कक्षा में आपके शिक्षक विद्यार्थियों को किस तरह के काम करने की जिम्मेदारी देते थे?
(क्या लड़के - लड़कियों) को अलग - अलग तरह का काम करने को बोला जाता था? किस तरह के काम?

6. आपको क्या लगता है स्कूल के Head की भूमिका कौन बेहतर निभा सकता है? (Male Head or female Head) और क्यों?

7. कक्षा को Monitor करने के लिए कौन बेहतर भूमिका निभाते हैं - छात्र और छात्रा और क्यों?

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7. आपके स्कूल के समय पर लड़के किस Subjects में अच्छा Perform करते थे और लड़कियां किन Subjects में अच्छा Perform करती थी? क्या इसमें कोई कमी समानता देखते? आपको क्या लगता है ऐसा क्यों होता होगा?

8. आपके समय में लड़के एवं लड़कियां किस तरह के Jobs and Course करते थे? क्या अलग-अलग किस तरह के करते थे- क्यों? या कमी समानता भी दिखी?

9. आपको क्या लगता है कि घर के किस तरह के काम में पुरुष जिम्मेदार होते हैं और किस तरह के काम में स्त्री जिम्मेदार होते हैं और क्यों?

10. क्या आमतौर में आपके स्कूल में लड़का-लड़की साथ में बैठते, साथ खेलते, साथ बैठकर खाना-खाते थे या अलग-अलग खेलते, पढ़ते थे, और क्यों? क्या शिक्षक अलग-अलग बोलने, बैठने, पढ़ने, खेलने को बोलते थे?

(क्या आप इसके आधार पर किसी घटना का वर्णन कर सकते हैं, कोई ऐसा वाक्य जो किसी शिक्षक या विद्यार्थी द्वारा बोला गया हो?

11. आपके समय पर क्षेत्र स्कूल में क्या-क्या Extra curricular Activities एवं Sports Activities होते थे? छात्र व छात्राएँ कैसे और किनमें Participate करते थे?
(शिक्षक विद्यार्थियों को कैसे और किस तरह की Activities में भाग लेने के लिए बढ़ावा देते थे? और क्यों?

12. क्या आपके समय में आपके स्कूल में विद्यार्थियों को Punishments दी जाती थी? अगर हाँ तो किन बातों पर दी जाती थी?
(क्या लड़के और लड़कियों की Punishments में कोई अंतर होता था? क्या, कैसे और क्यों?

13. क्या एक शिक्षक की क्षमता उसकी स्त्री या पुरुष होने पर निर्भर करती है? (Teaching profession में कौन अधिक कुशल है पुरुष या स्त्री? और क्यों?

14. क्या आपको लगता है कि Male Teacher कुछ खास विषयों मे ज्यादा निपुणता रखते है?

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Part - II

(Teacher perceptions on gender as today as a teacher)

15. आज जब आप एक शिक्षक हैं तो एक शिक्षक रूप में आपको क्या लगता है कि क्लास में लड़का - लड़की का साथ बैठना, बोलना, खेलना सही है? अगर हां तो क्यों? ना तो क्यों?

16. आप अपनी कक्षा में लड़के - लड़कियों को किस तरह की Responsibilities, work assign करते हैं? क्या उनमें कोई अंतर है? अगर हां तो किस प्रकार का होता है?

17. आपकी कक्षा में लड़के और लड़कियाँ किन Subjects में अच्छा Perform करते हैं, क्या इसमें कोई अंतर है और अगर हां तो अंतर किस वजह से हो सकता है?

18. आपके इस स्कूल में किस तरह की Sports and Extra curricular Activities करायी जाती हैं, लड़के

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और लड़कियां किन तरह की Activities में भाग लेते हैं? क्या दोनों ही सभी तरह के खेल, नाट्य - गाना आदि Activities में भाग लेते हैं?
आप एक शिक्षक के रूप में, विद्यार्थियों को कैसे बढ़वा देते हैं?

19. क्या आपके इस स्कूल में विद्यार्थियों को Punishments दी जाती है? ~~क्या~~ आप एक शिक्षक हैं, क्या आपको यह लगता है, कि अगर Punishment दी जाती है तो यह सही है? किस प्रकार की Punishments लड़के एवं लड़कियों को दी जाती है? क्या उसमें कोई अन्तर है?

20. स्कूल में अक्सर विद्यार्थी स्त्री शिक्षकों को ज्यादा पसंद करते हैं एक शिक्षक के रूप में? क्या आपको ऐसा लगता है? अगर हाँ तो क्यों?

21. क्या स्कूल में शिक्षकों को विद्यार्थियों से Gender के बारे में बात करनी चाहिए? क्यों और कैसे?

Effectiveness of children literature on oral expression

Gurleen Kaur

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ABSTRACT

The present study was conducted to understand the effectiveness of children literature on oral expression development and strategies used to develop oral expression. This project was led to understand the significance and effect of children's literature on learner's oral fluency. In this project, qualitative data was collected from online teaching with a descriptive research and a sample of 5

students from class 5, Moti bagh, NDMC school was taken purposively. The data were obtained from Class observations which was performed for ten days occasion throughout the data collection cycle. This study explored the functions of language used by learners during the expressing themselves orally.

Keywords: children's literature, Oral expression, story-telling , Storyreading, oral fluency

Chapter 1

Introduction

Children's literature brings with it a plethora of imagination. It exposes learners to a world of possibilities engaging with emotions, imaginations, thrill, adventure and the playfulness of language. Literature also lends the gives an opportunity to think and examine lives and the realities of the world and even envision a better world. It broadens experiences far beyond what one can hope to accomplish in a lifetime and takes its readers to places that do not even exist.

Literature describes a wide variety of text including fiction non fictional narratives such as biographies and autobiographies and poetry. Literature is a powerful vehicle for learning and using language. Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning. Through poems we discovered the poetic devices like metaphor and simile and use these devices while communicating also. Learners easily relate to literature .It is very important to know whether the learners are actively listening and participating in the activity. Choice of good literature appropriate to the age of the learner and his interest is important. It is also important to show illustrations to the young learners and let them imagine. Contextual situations help the learner to relate to their immediate surroundings and help in learning.

The development of oral language is one of childrens most impressive accomplishments that occur during the early years of life.The early childhood classroom is an appropriate place to enrich the language of young children. Meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth .

Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning.

Literary texts offer a rich source of linguistic input and can help learners to practice the four language skills -speaking, listening, reading and writing- in addition to exemplifying grammatical structures and presenting new vocabulary. activities can be clubbed with the reading and how to assess the learning process. Setup is very important before we start reading to the learners it is very important to know whether the learners are actively listening and participating in the activity.

What is literature

Literature broadly is any collection of written work, but it is also used more narrowly for writings specifically considered to be an art form, especially prose fiction, drama, and poetry.Literature, as an art form, can also include works in various non-fiction genres, such as autobiography, diaries, memoir, letters, and the essay. Within its broad definition, literature includes non-fictional books, articles or other printed information on a particular subject.

Poetry has traditionally been distinguished from prose by its greater use of the aesthetic qualities of language, including musical devices such as assonance, aliteration, rhyme, and rhythm, and by being set in lines and verses rather than paragraphs, and more recently its use of other typographical elements.

Oral expression

Language fluency is one of a variety of terms used to characterize or measure a person's language ability to organise thoughts and argue using words (Talk , Krishan Kumar).Oral expression is the ability to express ideas ,explain thinking ,retell stories, categorise, compare, contrast and to solve problems verbally. Varying definitions of fluency characterize it by the length and rate of their speech output. Their ability to participate in classroom discussion talk about the experiences reorganize, manipulate and express themselves in a creative manner. Oral expression is their ability to connect abstract and vivid symbols with words and to question and find information. And the ability to deal with world.

Objective

- To observe and understand the effect of children literature on oral expression of learners while expressing themselves.
- to observe and understand the effect of children's literature on thinking ability , reasoning ability and imagination.
- Observe the effect of children's literature on learners confidence and other skills.

- To find out facilitators conceptualization of the use of literature for developing fluent speaker

Limitations

This study has several limitations. First of all, the number of participants was quite small, the observation period was extremely short. In the process of learning a language, three months of language study is very little time. The results may have been quite different if the study were continued for a longer period. Participants' gains in oral expression and confidence may have been greater.

The sample size was small , limited to 5 learners only from grade 5 of same school.

Therefore the findings cannot be generalized to any other place since the classroom environment may be different.

RECOMMENDATIONS FOR FUTURE STUDY

Future research that could address these limitations might include:

➢A larger sample size to collect data from more than one class/across grade, for instance including data from primary, upper primary and secondary grades.

➢I would like to do consider other schools such as private schools, KVs, aided schools, NGO, etc for future study.

➢The present study is confined to Delhi only. Similar study can be taken up in other parts of the country

Chapter 2

Literature review

The place of literature in language teaching has long been debated. This study investigates the use of poetry and children's literature written in verse as materials for helping develop oral expression among young learners.

The nature of children literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" (p. 319). Furthermore, Brumfit and Carter (1986) argue that a specific virtue of literature is that, "it offers a context in which exploration and discussion of content. . .leads on naturally to examination of language. What is said is bound up very closely with how it is said, and students come to understand and appreciate this" (p. 15).

Children literaturebooks are, naturally, incorporated into language instruction for younger learners, especially in elementary school ESL settings (see, for example, recommendations in Peregoy & Boyle, 2001). However, in some cases, literature produced for younger learners has been used with older audiences, particularly in adult basic education programs for native English speakers. Karlin (1994) suggests that picture books are not all meant only for young children and that dozens, perhaps hundreds of them, are appropriate in secondary classrooms.

Employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means ofcommunication, it builds on children's preschool strengths and oral language expertise to help them successfully develop social,intellectual, and linguistic competencies.Cambourne's Theory suggest that this dis-crepancy is the result of significant dif-ferences between the way in which children learn to listen/speak and the way in which they are taught to read/write. Cambourne's research and theorizing has led him to conclude that,in order for formal literacy programs to approach the success rate extant in basic language acquisition, the condition sunder which children typically learn to read and write must be replaced by the diametrically opposite conditions that exist when the preschool child is successfully learning to speak.Children must be immersed in and actively engaged in the medium they are to learn. The expectation that they will master the medium must be un-equivocal by the learner but most espe-cially by the mentors (parents and teachers). This expectation is realizedonly if the communication taking placeis perceived by the learner to be meaningful and is reinforced by mentors who demonstrate for the novice what constitutes mature use of the mediumas both mentor and novice engage inmutual exchanges with each other.However, the responsibility for mastering the medium is clearly understood tobe the sole province of the learner participation by children in storytelling, either as a member of the audience or as the teller, involves immersion and active engagement in a meaningful language experience. Responsibility for the success of a story-telling session is dependent upon the children who participate (whether they are telling the story or listening to it)and happens only as a result of mutual exchanges between the teller and audience where a storytelling mentor (theteller)

demonstrates competent story-telling technique. Moreover, the expectation for success by the audience, as well as by the teller, is great . But there is more to be participation by children in read aloud session, either as a member of the audience or as the teller, involves im-mersion and active engagement in a meaningful language experience.

Oral Fluency

Fluency is a construct with many and various definitions and is applied to reading, writing, and listening as well as speaking. In oral fluency, its relationship to specific aspects of speech production (pronunciation, intonation, hesitation) is dependent upon the definition of fluency that one chooses to work with. In their introduction to a collection of papers relating to the concept of fluency, Koponen and Riggenbach (2000) identify four major views of fluency. The first involves thinking of fluency primarily in terms of "smoothness of speech" which is dependent upon the "temporal, phonetic, and acoustical features" of speech (p. 8). They describe this conception of fluency as being used to define fluency in the rating guidelines of such oral skills tests as the SPEAK Test. This approach to fluency was used by Derwing and Rossiter (2003) when they asked judges rating speech samples to think of fluency in relation to temporal factors, specifically "rate of speech and hesitation phenomenon" (p. 8). The second definition of fluency is that of "fluency as proficiency or as a component of proficiency" (p. 13). This is a broader, more global view of fluency that includes "smoothness" as only one component of overall fluency. The third view of fluency they discuss is that of "fluency as automaticity of psychological processes" (p. 16). Those who take this view are largely concerned with investigating "the psychological learning mechanisms that may help explain how fluency is acquired and lor developed" (p. 16). The final view of fluency they report on is that of "fluency as opposed to accuracy" (p.17). This view was popularized by Brumfit (1984) and highlighted the distinction between accurate speech in which the learner is focused on the language activity itself and fluent speech in which the learner is focused upon communicating. In Brumfit's view, "any language activity which is not being carried on with the learners apparently operating in the same way as they do in natural, mother-tongue use is an accuracy activity" (pp. 52-53). For Brumfit,

fluency is "natural language use, whether or not it results in native-speaker-like language comprehension or production" (p. 56) and also as "the maximally effective operation of the language system so far acquired by the student" (p. 57).

Recent documents published in the communication field suggest that oral expression instruction in elementary school must adopt more informal and interpersonal goals (Allen and Brown, 1976; Wood, 1981). Authors suggest that students, instead of doing "show and tell" and making formal classroom speeches, should develop communication competencies in five functional areas important in everyday life. These communication functions arerelevant to persons of all ages and cultures and :ipply to communication athome, work, or school. They are:

Controlling: communication in which we seek to influence others or respond to controllingcommunication of others (e.g., bargaining,refusing)Sharing interaction which expresses our feelings or

feelings: responds emotionally to others (e.g., getting angry, supporting)Informing- messages we use to give information .

responding: spond to information given to us (e.g., ex-plaining, questioning)

Ritualizing: communication that seeks to initiate ormaintain social contact (e.g., greeting,using small talk)

Imagining: communication that deals creatively withreality through use of language (e.g.,storytelling, fantasizing)

The Effect of the Storytelling on oral expression

Storytelling Sharing stories has been suggested to be effective in language learning for young children and often incorporated in children literature and early childhood texts (Raines and Isbell, 1994). Sobol (1992)described that in a traditional oral storytelling event, the story text was the primary references of the communication expressed in its emergent, imaginative substance and the relationship between listeners and tellers in interactive performance. Therefore,

the words in the text are not memorized but utilized through spontaneous performance assisted by the audience participation and interaction (Isbell et al., 2004). It has been recognized that storytelling can have important practical implications in educational settings, especially in primary school level (Collins, 1999). As far back in 1982, Ferrell and Nessell argued that storytelling could enhance students' vocabulary acquisition, reading fluency and story recall proficiency. Peck (1989) also found that, in addition to facilitating reading and listening comprehension, telling stories in classroom also improved students' written and oral language development.

storytelling enhanced the imaginative recollection of the story with verbal development in the story transmission. More researchers have found positive results on the effect of storytelling strategy. Lever and Sénéchal (2011) determined that children who received dialogic story reading intervention performed better in narrative ability and expressive vocabulary knowledge. Massey (2013) also concluded that through interactive storytelling incorporated scaffolding instruction help young children promote their oral language development.

The Effect of Story Retelling Strategy on Oral Language Proficiency

Story retelling could provide teachers with an alternative to assessing students' abilities and for retrieving and obtaining information about students' comprehension. According to Morrow (1996) story retelling is a post-reading and post-listening recall activity for students to express what they have learned and discussed previously. Slavin and Madden (1999) further defined story retelling as the summary of the main points of the story made by students and shared with their peers after reading and discussing the story. Lara-Alecio et al. (2015) defined storytelling and retelling as a teaching strategy that engages students prior to, during, and after story read aloud with storytelling/retelling. They indicated the overall purpose of Storytelling is to increase the pre-during-and-post listening and reading opportunities for learners to practice oral language skills.It has been found that story retelling can offer students opportunities to orally construct the story, Story telling/retelling serves as not only an effective instructional strategy

for students' literacy development but also a valuable tool to enhance and evaluate their learning process. For teachers, structured story retelling via well-planned and scripted lessons can utilize research-based learning strategies can provide an access to understanding the process of students' oral composition and reconstruction (Lara-Alecio et al., 2006). It is also the reason why story retelling is preferred over other comprehension-like assessment (Roberts et al., 2005). For students, story retelling requires active engagement and organization of thoughts and provides students with motivation and a critical gateway to a higher level of thinking and comprehension skills (Irby et al., 2008). Followed by the story content discussion, in which the teacher acts as a facilitator of students' expressive language, story retelling creates an environment where students can be the center of learning by demonstrating their comprehension and oral skills while elaborating their ideas and thoughts at the same time (Anderson and Roit, 1998). This study also showed a strong positive relationship between oral language and reading comprehension.Having students to retell a passage of a story is also an effective pedagogical tool to monitor the listening and reading comprehension .

The Effect of Utilizing Digital Storyreading on Developing Oral Communication Skills for 5th Grade Students

Listening: • develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds;

• links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life;

• extends children's understanding of how speakers of different languages use gesture, volume, and intonation;

Speaking:Talk is the underlying key factor in the development of literacy. In learning a new language pupils reproduce sounds, create phrases and sentences, and engage in simple conversations. The learning of a new language:

• makes pupils aware that different languages have different sounds.

• makes pupils learn about the importance of pronunciation and intonation and formal and informal use of language;

• develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication.

Influence of Reading children literature on oral language Development

Storybook reading is one of the most studied formats for increasing language learning in children. Many research studies have shown that children make significant gains in various areas of development through shared storybook experiences (Rubin & Wilson, 1995; Snow, 2001; Kaderavek & Justice, 2002). Story reading benefits children in two ways by providing them with acquisition of language and literacy. Not only do children acquire language and literacy skills, but they also experience vocabulary growth, knowledge of handling books, and many other skills (Snow, 1983). Story reading can foster communication opportunities for young children, as they discuss the text and illustrations (Kaderavek & Justice).

Many researchers have found important connections between reading aloud to preschoolers and their later literacy success (Ferreiro & Taberosky, 1982; Kontos & Wells, 1986). Wells (1986) states that the number of hours a child is read to during their preschool years is the best predictor of the childs later speaking skills in school. Reading books aloud not only increases reading achievement scores, but also listening and speaking abilities. Children who are frequently exposed to storybook reading are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain greater story concept development, increase letter and symbol recognition, and develop positive attitudes about reading (Silvern, 1985).

Storytelling is increasingly recognized as having important theoretical and practical implications (Kim, 1999). Collins (1999) determined that storytelling has many uses in the education of primary children. She concluded that stories provide a conceptual framework for thinking, which allows children to shape experiences into a whole they can understand. Stories allow them to mentally

map experiences and see pictures in their heads; telling traditional stories provides children with a model of language and thought that they can imitate.

Farrell and Nessell (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall. According to Maguires (1985) study, storytelling serves many purposes including increased vocabulary and concentration, as well as developing the young childs ability to think symbolically and metaphorically. Strickland and Morrow (1989) suggest that storytelling is a way to further language development in early childhood classrooms.

Communication Skills Needed for Basic Education , learners "lack the ability to express their ideas intelligibly and effectively" . In the typical classroom, students are required to speak in informal contexts such as reading orally from a text, answering questions, and small or large group discussion. As they progress to classes which require higher thinking skills, they may be required to use oral skills in presentations, debates, role playing, andThe nature of literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" .

Chapter 3

Methodology

The qualitative research method was used, since methods are often more flexible and subjective aim to produce contextual real-world knowledge about the behaviors, social structures and shared beliefs of a specific group of people. This project will be based on descriptive and correlational survey design. Kothari, (2003) says that descriptive survey design is survey of people who have had practical experience withthe problem to be studied.

In this project unstructured observation schedule and data analysis is used to collect data. Observation was done during primary internship at NDMC school with Focus group class 5 learners aged between 9-10 years.

As this methodology is less controlled I've observed my learners and ask them open ended questions about the literature and also ask to built a story using pictures, metaphor, adjectives and observe the use of devices to construct stories and story structure .they also told about themselves using metaphor and. Adjectives.Fluency is defined in quite a variety of ways. In everyday use it is generally associated with "smoothness" of speech. I would like you to think of fluency as "the smooth, accurate(using correct words), and efficient translation of thought into language." For data I have focused on 5 Learners and observed them continually for 10 classes during the picture talk during the class will also be taken into consideration to know the effective translation of thoughts into speech , their questioning and reasoning abilities . Learners are also analysed on Storyretelling , summarising and storymaking.

Chapter 4

Analysis

A study with learners in fifth grade, where some stories were read and some told. In my study, I found that the learners enjoyed and interacted more during storytelling than story reading . Children literature gives meaningful context to talk and learners easily relate to the situations and make linkages to their prior schemas and bring their experiences to the classroom . Therefore children literature provide opportunities for oral expression. Picture talk was also used in the classroom to stimulate oral expressions of learners and to provide them opportunity to talk. story making from pictures was also done in the classroom to know how the learners structure and express their thoughts orally. The oral expression is a way of expression for the thought and it provides feedback and develops by means of the linguistic function.

A benefit of using children's literature is that the connections between writing, and speaking was enhanced. Lessons were developed for the thematic unit. The lesson format included story sessions, digital story reading, story retelling, story making, poem recitation, picture talk, language activities, as well as oeal drills and ideas for integrating other subject areas. The focus of the lessons emphasized the unit theme as well as the integrating of the four language art components -- reading, writing, listening, and speaking. Integration of listening, speaking, reading, and writing was done through thematic units where the literature selections, reading activities, and interpretive activities all were relate to a common theme. It was found that combining children's literature into a thematic unit provided learners with more meaning centred experiences to talk which, in turn, enabled them to share their experiences, ideas and knowledgen. It also was

found that the curriculum encouraged learner involvement and fostered critical thinking skills, and reasoning skills.

Children's literature provides many opportunities to Learners to connect to the characters emotionally and to relate to the situations and also for oral expression these opportunities are distinguished as per the suggestions given by Professor Krishna Kumar in the book: The child's Language and the teacher.

1. **Opportunities to talk about oneself**

If children literature is read in the classroom which deals with the daily life situations of the learners and have the same cultural and environmental components as in the environment of the child the learners find the text relatable with their experiences and therefore also brings their experiences in the classrooms and hence this gives them a chance for oral expression in the classroom. There could be many occasions to talk about like Diwali. Learners like to share how they celebrate Diwali.

Example: हम हमने अपने घर पर रंगोली बनाई थी इसमें हमने एक मोर बनाया था और उसमें हमने पेंट करा था हम इसके बीच में दिया रखा था वो बहुत सुंदर लग रहा था।

2. **Opportunities to talk about objects and experiences**

Learners get more involved in the classroom and participate more when they get an opportunity to to share their experiences with their classmates.

Example: while doing schema activation for "The little bully " , learners shared their experiences of getting bullied by others in the playground.

" जब हम पार्क में खेलने जाते हैं तो बड़े बच्चे हमें भगा देते हैं और कहते हैं यहां पर हम भी खेलेंगे।"

3**. Talking about pictures**

Pictures are a great source for creative and analytical oral expression. Talking about pictures can be very fruitful and can make us aware of the different dimensions of their oral expressions and use of language like:

Finding: : talking about pictures learners can be e encouraged to find certain things in the picture and try them and can be asked questions like what is happening in thei picture.

Reasoning: ability to to attribute reasons and express their thoughts. Many picture talks were used in the classroom like the one shown below. This picture was used under the theme: समझदारी

Anchal: यह व्यक्ति समझदारी से काम नहीं ले रहा है।

Rishabh: इसे चोट भी लग सकती है

Projecting: learners can also relate to the picture and it can also so think about the imaginary situation that would arise and express their thoughts in that situation. Example: हमें पेड़ नहीं काटने चाहिए।

Predicting: learners were also able to predict that what would happen next in the picture and what all the picture is showing to them.After finding the details in the picture they were able to analyse the situation and predict the next incident going to happen. Example: जैसे ही यह लकड़ी काटेगा यह नीचे गिर जाएगा।

4. **Listening to stories and telling about them.**

Learners were aksed to retell a story that they have heard or to summarise a story. They were also asked to make stories using pictures sequencing. For this, they must acquire enough vocabulary and construct basic story structure and along with the teacher's scaffolding, students can further acquire sophisticated language rules and oral fluency.

5**. Acting it out**

To provide opportunities to the learners for oral expression, conversation between the characters of the story was done in the classroom as a theatre activity and learners were required to make dialogues for the characters where animal was able to talk to his master. This was done after the story of the lazy

horse was shown to the learners. This activity was performed with enthusiasm with voice modulation and theatre was made a part of virtual class through dialogues. Theatre as a means of teaching helps students learn academically and socially. One learner played the role of master and the other of the horse. They were very fluent and flexible while playing their roles as they were answering each other and were relating to the events in the story.Others also sent their dialogues and the class was participatory in nature.

Example:

The horse: मैं lazy नहीं हूं। आप मुझे 2 बोरी भर कर देते हो तो वह बहुत भारी होती है और मैं थक जाता हूं।

Master: पर तुम्हारा ही काम है कि तुम मेरे लिए बोरी उठाओगे मैं तुम्हें इसीलिए रखा है।

The horse: आपने पैसे का लालच आ गया है इसलिए आप सादा काम कर आते हैं मेरे से जितना अगर मैं उठाता हूं आप भी उतना ही उठाएंगे तब आपको पता लगेगा की मुझे कितनी तकलीफ होती है।

Master: मुझे माफ कर दो अब मैं दोबारा ऐसा नहीं करूंगा और तुम्हें अच्छा खाना भी दूंगा।

Quality and elaboration of oral expression

Learners oral expression Data is analysed on Storyretelling, story making, picture talk and their experience sharing abilities. The ability to express ideas explain their thinking retell stories, categorise characters and events also compare and contrast the scenerios .

Learners elaborated the stories Giving details to the characters ,Using more adjectives, Using interrogation techniques in the story to make it more interesting. They also develop counter arguments between the characters to make story intersting and more comprehensive by providing deep knowledge of scenerio and character to the listener and communicate their thoughts with more complexity of structure.

Learners were also using various functions of language (MAK Halliday) while expressing their thoughts like:

- **Interactional function:** Included in this are utterances such as greetings, or responding to being call. Leaners Included this function while showing the bonding between two characters of story. Naming the characters in the story was very important for using their names while interacting with them. The interaction between the horse and the man . And while making their own story showing interaction between the girl and the tiger

बोला कि "क्या आप इस लड़की को थोड़े दिन रख सकते हैं "

शेर ने "बोला हां मैं रख सकता हूं।"

लड़की ने उससे पूछा इसमें " क्या रखा है"

शेर बोला" कुछ नहीं मैं बस खाना बनाने लगा हूं "

- **Imaginative Function:** The Imaginative function is used by children to create an environment of their own. The learners provided the story with an imaginary setting. They were able to start the story e with the description of surroundings and describing them in a creative manner sometimes also manipulating the surroundings then coming up with the problem and closing the story with the solution.

फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

- **Personal Function**: A function of the children's language is that they use it to express their awareness of themselves and of the fact that they are separate from the surrounding environment. This function includes the expression of personal feelings, such as the noises children make when

they find something interesting, or when it tastes nice. Learners used this while sharing thier experiences.

- **Informative Function**: it is actually quite a complicated idea to think that you can tell something to somebody who does not already have that information. The learners were able to give the information about the place where the characters live like "the lady and her daughter live in a Jungle."

इसमें एक मम्मी है उसकी एक लड़की भी है। उन्होंने दरवाजा खटखटाया

Storyretelling

Rishabhl: एक गांव में एक गोपी नाम का एक लड़का रहता था और उसके पिताजी रहती था। वह बहुत शैतानियां करता था उसकी शैतानियां करते थे नहीं रहते थे। चौराहे पर आज तबीयत ठीक नहीं लग रही है कुछ भी। खो गया चौराहे पर उसे एक शरारत सूझी उसने एक पेड़ पर चढ़ा और एक पेड़ पर चढ़ा और जोर जोर से चिल्लाने लग गया वीडियो आया भेड़िया आया भेड़िया गांव में उसके पास दूसरी बार भी उसने वैसे ही काफी थी जबकि इस बार असली में ही आया था उसकी पूरी बकरिया खा गया। लेकिन जब तक उनकी बेटी मर चुकी थी। पिताजी के जब पताजब गोपी पेड़ से उतरा तब उसके पिताजी ने बोला मैं इतने दिनों से तुझे आपको डांट नहीं रहा हूं ना उसी लिए तो ऐसे कर रहा लेकिन आज से मैं तुझे कभी माफ नहीं करूंगा तो जो बोलता है पिताजी मुझे माफ कर दो।

Anchal: एक गांव में एक गडरिया रहता था वह प्रतिदिन भेड़ चराने जंगल में जाता था एक दिन उस के मन में एक बात सूची झूठ बोल कर देख ले जोर-जोर से चिल्लाने लगा बागा बागा गांव वाले दौड़कर आए उसे पास आए फिर वह हंसने लगा कुछ दिन बाद फिर चिल्लाने लगा फिर गांव वाले आए तो फिर हंसने लगा 1 दिन सच ही आ गया गांव वाले ने मदद के लिए कोई नहीं आया फिर बार मार मार कर खा गया हमें शिक्षा मिलती है कि हमें कभी झूठ नहीं बोला चाहिए।

While Storyretelling learners provided a setting, naming the title and remembering characters in the story. This supports that storytelling particularly helped the learners imaginative recollection of the story, while verbal factors were more or less equivalent . They also retold story in the same sequence the story had occurred and also give it an ending. The Structure of storytelling was followed while re telling the story.

Storymaking from pictures

It is important to note that the storymaking relied heavily on the illustrations to make the story. The Learners often described the illustrations, to help restructure the story. For instance, फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया , लड़की ने कहा वाह खाना बहुत अच्छा है।फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

When children are provided with illustrations, they make specific visual associations. Learners also gave a title to their stories and they have specific names for the characters in the story. They were able to reorganize, manipulate the events and express their stories in a creative manner. they were using different functions of the language in the same story like instrumental and interrogatory function of language were used to make story more interesting and the also provided a formal ending to the story.

Chapter 5

Conclusions

The inclusion of children literature would assist learners in expanding story comprehension, oral retelling, and recognizing the elements of a story. It also help them with oral expression by providing them with opportunities to talk about themselves and other things. Combining these approaches could provide powerful literature experiences to influence the oral expression development and story comprehension of young learners .

In essence, then, employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means of communication, it builds on the children's preschool strengths and oral language expertise to help them successfully develop social, intellectual, and linguistic competences.

Selection of children literature

Children literature should provide motivation and challenge the reader as age appropriate. A good book will often have literary merits and represent a range of styles and literary structures. It will broaden students understanding of cultural diversity and knowledge of historical facts. A good book will help the reader develop sensitivity of different views and elicit personal critical responses. Books

should be bridges to other activities that expand on what the young reader heard, observed, questioned, or thought about during the story. A good literature , it is the combined effort of illustration and text being woven together in perfect harmony to become truly high quality. While selecting the literature for the classroom one should answer, Does the story encourage discussions and promote understanding of society?

Consider where your child is — intellectually, emotionally, and maturity-wise, and pick books that are relevant to his or her experiences. Also consider the book's length, number of illustrations, length of chapters, and vocabulary. You may not know if the book is age-appropriate until you start reading it, but don't feel like you have to continue reading if no one's interested or if it's over their heads.

A child's ability to make meaning during reading enhances when the child engages actively in thinking about what he or she reads. Therefore, select books that encourage active participation—ones that are on topics of high interest or that answer questions your child has asked, Quality is determined by both the illustrations and words in a book and both have equal importance. The following information breaks down the elements of the book and describes some of the ways in which quality is assessed.

1. Setting

Illustrations are key in helping to establish the setting and help children learn about the world and how it relates to the story they are reading. The setting should be authentic and clearly depicted, in a familiar environment kids can identify with.

2. Characters

A good book will show the characters consistently growing and changing throughout the book. You want believable characters that are not picture perfect, but rather simple and imperfect. Characters should be relatable to the learners and can also be from same age group as of learners to feel connected with the characters.

3. Theme and Story line

A good book has a central theme that holds the story together and engages the reader. The topic should be something children enjoy and can relate to—and should have a beginning, middle and end.

Tips

- Exceptional children's literatures will be engaging and captivating.
- Exceptional children's books teach but are still enjoyed by the reader and listener.
- Exceptional children's books balance the pace of the story.
- Exceptional children's books balance the amount of illustrations and text.

Role of teacher and classroom environment

The primary role of the teacher in a language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to respond in the classroom

It is the teacher who acts as facilitator, resource person and the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the learners get exposure to the language and opportunities to use various functions of language. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about.

The teacher is also instrumental in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practise language and share their views with the class. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The constant re-entry and review of linguistic content throughout the different units enable the students to practise and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these objectives.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student-centred rather than teacher-centred; the students do most of the talking and the role of the teacher is to facilitate, advise, assist and offer direction. As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work.

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School Internship Research Project 2020-2021

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Roll-no-2017/1350

Beled-4th Year

Miranda House Delhi University

Participation of girls in education during pandemic (covid-19)

A CASE STUDY CONDUCTED DURING PRIMARY SCHOOL INTERNSHIP

Submitted By: ***Manjulata Meena***

Roll no-1350

(B. El. Ed. IV Year)

Department of Elementary Education

Miranda House

University of Delhi-- 2020-2021

CERTIFICATE

This is to certify that the School Internship Research Project titled 'Participation of girls in education during pandemic' has been successfully completed by Manjulata Meena of B. El. Ed. IV Year in partial fulfilment of curriculum of Bachelors of Elementary Education leading to the academic year 2020-21.

Project supervisor

Mr. Suday Narayan Prasad

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Manjulata Meena

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Introduction

Educating girls is pivotal to the development of society. Despite many global declarations and development goals, and significant effort by the international community, gender disparity in education continues to exist. This article focuses on the first research question of Somani's (2017) study titled "Girls Have a Right to Education Too"

Access to education by girls is considered a significant indicator for the progress of a society. According to Brown (1991), the education of women in a society determines its social, financial, natural, physical and human capitals, and contributes to its growth and development. Education is a significant factor influencing the socio-economic and health conditions of the family and for determining gender relations in society. Moreover, as Nobel Laureate Amartya Sen (1989) stresses, the education of girls strengthens their position in the family and community and thereby produces multiple benefits. Sen argues that the education of girls is the single most powerful way to encourage smaller, healthier and better educated families. As educating girls helps in slowing down the population growth (Jeffery and Basu, 1996) and increases productivity, encouraging the education of girls and closing the gender gap in education p

According to Mahatma Gandhi *- Education means the process of continuous enrichment and development of human personality by various means. Gaining knowledge is one of the ways to enrich our*

mind. Gandhi's concept of education is both practical and dynamic with strong spiritualistic orientation – a powerful weapon to bring about a silent revolution in mankind.

Impact of Pandemic on girl's education

The lockdown has emphasized the need to re-evaluate our educational system to make it more inclusive and challenge the oppressive social structure. In this research project, I had focus on understanding the impact of the ongoing crisis on girl's education in our country. The pandemic is not just a public health challenge but it has also disrupted the social systems and institutions and fragile immunity against social inequalities. The women and girls are among the most affected groups during the pandemic lockdown. Yet, gender-based violence is not a recent event that emerged during this period. For women in India, snapping the mobility, income, their circle of social solidarity had its consequences

Although some predictions and discussions were constantly voiced out by the academicians and the activists, the system had a two-faced fallout. One is not being equipped with enough resources and technology to shift to online mode and the other for assuming that everyone can access to online classes. The overlooking of the vulnerability of social groups led to other kinds of crises, girl education is one that is not addressed by the mainstream media in the patriarchal country.

To continue the classes, even during a pandemic, the entire school system shifted to digital mode. The teaching-learning process on digital

platforms is not equitable to face-to-face education mode. Schools as a social institution do propagate and work on the patriarchal values, however, it is a space that provides more accessibility to resources and mobility to girls, as compared to their homes. The idea of online classes in itself is coming from a privileged and patriarchal system. This shift to digital learning is an integral part of the inequalities and discrimination that exist outside the online mode.

Further, at homes, who is burdened with the additional the members of the family? Who has access to technology? Even if you have access, who among the children in a family is given preference to attend online classes? Who is threatened to be married off? And who mostly face gender-based violence even in private spaces such as one's own family? When we do not put forward these questions, the concerns regarding women's education get sidelined.

Year dropout leading to child marriage

In addition to not being able to attend online classes and increased burden of household labour, one shadow epidemic that has resulted due to the COVID-19 pandemic is the early marriage of girls. The effects of the pandemic are life-altering for several girls in India, in the sense that many would never return to school and will be forced to get married.

India faced an increase in child marriage during this lockdown. A month after the lockdown, a daily-wage laborer from Odisha tried to marry off his 16-year-old daughter to a 26-year-old truck driver. ***(****According to the new of Indian express****)***

Rationale

The notion that there should be equality of opportunity in education, where everyone has fair and equal access to a good quality education regardless of social background, race, gender or religion, and where people achieve success in education according to their efforts and ability, free of any form of discrimination, Article 26 of the Universal Declaration of Human Rights (United Nations, 1948) proclaims that "everyone has the right to education", that "education shall be free, at least in the elementary or fundamental stages" and that "education shall be directed to the full development of the human personality…".

But for girls education has always been the underestimated subject in our Indian culture. This pandemic has added an extra layer to it by locking up all the schools, educational institutions.

Due to pandemic many girls have dropped out and being married this is also due to economic and gender differences in society. I have focused on our society and values to know the effect of pandemic on girl's education.

Thus, in this project I wished to undertake the task of researching on how pandemic affected the girls education or their participation in online platform how to girls affected the

most what were the major reasons behind this and how they dealt with it.

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Girl's education is a key factor in India's social and economic growth. Giving quality education to girls can eradicate poverty in developing countries. Education of girls not only benefits women herself but her families, society and the whole world as well. Denying girls their right to education is a detriment for many societies. Education can improve an individual's abilities and bring about social change

Women are, however, denied of education in developing nations. This condition is even worse in rural areas. In rural areas, the birth of girls is seen as a liability. It can be measured through the unequal gender ratio and higher dropout rates of girls that are prominent in rural areas. Parents treated education for a girl as insignificant. Investments in girls' education are seen as unnecessary as it is considered that a boy can only help his family financially while parents have to pay dowry marriage costs for girls. Parents would choose to involve their daughters in household work under such conditions rather than sending them to school. Girls'
education suffers from many factors, gender discrimination is the most prominent of them (Singh & Rabindranath, 2019).

If we see the history of the education in India---

Savitribai Phule, the woman who helped set up the first school for girls in India

January-3, 2020 – 8:14:10 pm(By Indian express)

Savitribai Phule was a trailblazer in providing education for girls and for ostracized portions of society. She became the first female teacher in India (1848) and opened a school for girls with her husband, Jyotirao Phule. She went on to establish a shelter (1864) for destitute women and played a crucial role in grooming Jyotirao Phule's pioneering institution, Satyashodhak Samaj, (1873) that fought for equality of all classes. Her life is heralded as a beacon of women's rights in India. She is often referred to as the mother of Indian feminism. This is how she had started and she struggled so much to set all this and made her life successful.

>< newspaper articles say---

Education for girls has always been the underestimated subject in our Indian culture. This pandemic has added an extra layer to it by locking up all the schools, educational institutions.

- ***-****According to the fourth annual UNESCO Global Education Monitoring (GEM) Report released this year on June 23, 2020 – By guest writers, MS Mahima Bansal and Swati Shukla*

About 40 percent of low and lower-middle-income countries have not provided supportive measures to

disadvantaged learners during school shutdown, which was announced under the lockdown to prevent the transmission of the COVID-19 virus.

Girls seem to be fighting a double pandemic during this lockdown period, one that is restricting all of us to go outside, and the other one exclusive for girls, is child marriage or forced marriages even of the women studying in higher educational institutions.

- *New Delhi: Amid the ongoing lockdown that commenced from March 25, the number of child marriages in the rural areas of several states has strikingly gone up.*

***A UN report** had earlier predicted that the pandemic could lead to additional 13 million child marriages over the next decade all over the world. The impact has already started in India, experts said.*

Beed in Maharashtra, Vellore, Tiruvannamalai, Thandrampat, Kalasapakkam, Arni, Chengam in Tamil Nadu have witnessed the maximum number of child marriages during the lockdown.

- *KARNATAKA Sharp rise in child marriages during lockdown*

AUGUST 18, 2020 ,Mysuru– (The Hindustan time)

Over 100 such instances between mid-March and July in Mysuru district alone

A sharp rise in child marriages has been reported during the COVID-19 lockdown and the subsequent two months, with officials of the Women and Child Development Department stumbling upon over 100 such instances in Mysuru district alone between mid-March and July.

Though the officials claimed they had averted most of the child marriages after receiving tip-offs, a follow-up by the Karnataka State Commission for Protection of Child Rights (KSCPCR) has revealed that most of the child brides have been reunited with grooms, notwithstanding the undertakings submitted by their parents about the cancellation of the marriages.

"they visited 12 houses for a follow-up and found that the child brides were living in the houses of their husbands," he said. We asked how could the parents, who claimed to have cancelled the marriages, send the minor children away, thus making a mockery of the law," he said.

The brides in almost all the cases were aged between 14 and 17 and were from the rural parts of the district.

He said the parents had taken advantage of lax monitoring during the lockdown when officials of various departments and the police were deployed for COVID-19 duties. Schools and colleges also remained closed for an extended period, making it virtually impossible to monitor the attendance of girls. "The parents made use of these changes to secretly marry their under-aged children," Mr. Parashuram said.

Meanwhile, officials of the department said they had received a total of 64 complaints of child marriages between mid-March, when the lockdown was first declared, till the end of May, besides another 44 during June and July.

- *Released on January 24-2020 , Indian express- the International Day of Education and National Girl Child Day*

10 million girls in India could drop out of secondary school due to the COVID-19 pandemic, according to a Right to Education Forum policy brief. With 1.6 million girls aged 11 to 14 years currently out of school, the pandemic could disproportionately impact girls further by

putting them at risk of early marriage, early pregnancy, poverty, trafficking and violence.

The brief indicates stark disparities in female literacy rates. Populous States such as Madhya Pradesh, Uttar Pradesh, Bihar, Jharkhand and Rajasthan recorded rates below the national average of 70.3 per cent. In contrast, Kerala, Mizoram, Lakshadweep, Goa and Tripura fared better in female literacy.

Infrastructural issues, including distance from school, remained important road blocks for girls to access higher education. The policy brief states that for every 100 elementary schools (classes 1 to 8) in rural India, there were only 14 offering secondary (classes 9-10) and only six offering higher secondary grades (classes 11-12).

- ***Earlier, in June 2020 (Hindustan times),*** *a 14-year-old SC girl in Kerala died by suicide, as she couldn't attend online classes due to lack of technology, as her father, being a daily-wage laborer, couldn't buy her a mobile phone. This is one of the instances that made it to the mainstream media, while many go unrecognized and unreported.*

In homes where there are both boys and girls studying, the brother gets preference to have access to online classes via mobile phones. In several patriarchal families, where it is normal to police the woman's everyday life, these online classes became an opportunity for them to gauge what their daughters are watching or listening to during the online classes.

There is an urgent need for the state to ensure that teaching-learning becomes a gender-positive approach for equitable access to technology.

Additional Household Work

Our homes aren't gender-neutral spaces and the stereotypes are saturated in a way that women (irrespective of age) bear the most burden of domestic chores. The primary responsibility of a woman is still considered to be unpaid domestic care work.

The situation is even grave for girls living in a joint family. They are expected to wake up early, do the cleaning, washing, cooking, taking care of elders, and then attend the online classes. The case is not the same for boys or men in the family. Even if they participated in the household work for a while, their work is considered as

not more than a helping hand. They can enjoy and have leisure time, which women are denied.

<>What the literature/theories say-----

- ***According to Right to Education (RTE) Act***

The Indian 2009 Right to Education (RTE) Act guarantees a free and compulsory education for all children ages 6 – 14. The RTE Act is a critical movement towards inclusion for girls, children with disabilities and children from other marginalized groups. But the situation became opposite the participation of the girls had decreased rapidly while it should have increased.

- ***According to NCF-2005***

-Universalization of Elementary Education

As per the Indian Constitution, the country is committed to providing free and compulsory education to all children up to the age of 14. This commitment has been reiterated in all the official documents during the past five decades. Efforts have been made to provide universal access to education including emphasis on universal enrolment and universal retention to arrest the dropout of children from schools. The initiative of Sarva Shiksha Abhiyan is an important step in this direction. All this

would require the allocation of a higher portion of GDP to the education sector. The developed countries have already reached the stage where they normally allocate 9-10% of their GDP as government's spending for education. Equality of the opportunity of access to education is necessary if more women are to become the agents of change. Therefore, education of women is an important key to improving health, nutrition and education in the family, and also empowering them to participate in decision-making. Investment, both in formal and non-formal education of young children in general, and of the girl child in particular is expected to yield exceptionally high social and developmental returns. Besides, making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction is absolutely necessary.

- ***National education policy-1986***

In 1986 the National policy on education was made (which was revised in 1992)

The policy emphasized on education for women equality and stressed on ending all kinds of social evils and practices derogatory to women.

The National policy for the empowerment of women 2001 also focus exercise to women quality education at the level and reducing the gender gap in the upper classes example middle school Education and higher Education. Equality among sexes is a fundamental right under the Constitution of India. The State, however, also has the right to exercise positive protective discrimination in favour of the disadvantaged population groups including women. Emphasis in education has moved from 'Equality of Educational Opportunity' (NPE, 1968) to 'Education for Women's Equality and Empowerment'

(1986). As a result, the curricular and training strategies for the education of girls now demand more attention. Besides, making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, textbooks and the process of transaction is absolutely necessary. Moreover, it will be the most appropriate thing to recognise and nurture the best features of each gender in the best Indian tradition. After all, India gave her women the right to vote without any prolonged

battle for it unlike in the west. There is a need to develop and implement gender inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals, and not as adversaries.

- ***According to book- What works in girl's education?***

Author- Jene,P- Sperling (Department of gender studies)

Educating girls may be the investment for developing countries with the highest return when one considers the exceptionally wide range of crucial areas where educating girls and women brings positive results. Although, as in developed nations, girls' education brings positive returns for income and economic growth, what has brought girls' education to the top of developing nations' policy agendas has been the evidence of high returns in other crucial areas—including improving children's and women's survival rates and health, reducing population growth, protecting children's rights and delaying child marriage, empowering women in the home and in the workplace, and improving climate change adaptation. Indeed, evidence from a diversity of contexts and across generations shows the enormous benefits that girls' education has not only for girls themselves but also for their children, families, communities, and countries. It is one of the smartest investments a country can make and an important step in breaking the cycle of intergenerational poverty. We have reviewed evidence on the economic, social, and political benefits of girls' education, and though one could break down these effects into a considerable number of areas, we have sought to organize the evidence to focus on the

reasons why girls' education may be the smartest investment the world:

1- Economic growth.

Education for girls increases productivity, including in agricultural production, and is an important contributor to economic growth. Globally, women participate less in the formal economy; but multiple studies have estimated the economic benefits that would accrue from giving women the education and skills They need to join the labor force.

2- women's wages and jobs.

Better-educated women have Higher earnings and are able to get and keep better jobs. Particularly in Areas where women are not as well represented in the formal economy as Men, girls' education can help reduce the gender gap in the labor force and increase

3. It reduces rates of child marriage.

Girls who are better educated are less likely to be married off as children and are more likely to have opportunities to build a healthier and more prosperous life for themselves and their families.

4- It empowers women.

Better-educated women are more empowered women. When girls go to school, they develop into women who have more say over their lives, are less likely to be subject to domestic violence, participate more in decision-making in households, and have an increased sense of their own worth and efficacy.

In this book, she explained that there is no gender identity behind the expressions of gender. Gender is repeated stylization of the body. Gender identity is just performance.

- **Gender and Politics in India**

This volume presents an overview of feminist theory and politics in India. The introductory chapter provides an outline of the issues involved and the importance in explaining the politics of gender in India. The essays focus on different aspects of feminism in India, and debates on various issues like environment and gender, the impact of technological change on women work force, interpreting constitutional guarantee of 'right' to equality with gender perspective; different women's movement and the challenges encountered; and sexuality and gender. The section on environment and gender discusses Vandana Shiva's concept of 'Eco-feminism'. The 'work' section highlights structural adjustment and its impact on women, whereas the 'law' section suggests 'reconceptualization' of equality in view of women's subordination. The problem of a contemporary theory of 'gender' in the perspective of present socio-cultural change in Indian society has been highlighted.

- ***National Focus Group on Gender Issues in Education***
  It is point out that "Gender is not a women's issue; it is a people's issue. Femininity does not exist in isolation from Masculinity. The construction and power of one determines the construction and power of the other. "It is well known that gender relations are not 'natural'; rather they are product of a social construction that makes these unequal relations look 'natural'. These established social and moral

norms of masculinity and femininity pressurize its citizens to behave in a certain manner and live up to them. On the one hand girls become target of social control, patriarchal domination, gender discrimination and oppression and on the other hand boys are taught to live according to the patriarchal culture that stereotypes their social roles. Boys are taught to be tough and carefree so that they can perform their role of breadwinners, protectors, and warriors in a better way and should simultaneously suppress their emotions and fears. These constructed unequal gender relations puts all the citizens of a community in shackles which does not let them to develop their human capacities to their fullest. Therefore it is in the interest of both men and women to liberate human beings from existing relations of gender. (NCERT, 2006)

- ***National Focus Group on Gender Issues in Education (2006)*** *advices that "Work on gender sensitization and awareness building has acquired certain complacency, given that it circles around issues of enrolment, the relative absence of females figures or removal of gendered stereotypes in textbooks. "Obviously, the steps taken so far have proved to be inadequate and there is a dire need address these concerns with greater depth. It is suggested that in order to move forward "serious inquiry into curricula, content, the gendered construction of knowledge, as well as a more critical and pro-active approach to issues of gender" is necessary. It is needed*

that gender has to be recognized as a cross-cutting issue and a critical marker of transformation; it must become an important organizing principle of the national and state curricular framework as well as every aspect of the actual and hidden curricula.

- ***According to Emile Durkheim- French Sociologist "Book- Education and Sociology, published in October-1956***

*Education served to major functions in the advanced industrial societies. Firstly, it distributes from one generation to the next generation the common values of society. Education promotes social cohesion among individuals, which means instilling a sense of Involvement in a broader society, a sense of commitment to work for society's interests, and a sense that society is more important than Individuals. Schools are the only organization which is able to prepare children for wider society participation. It does so through the application of a set of rules for all children and children learn to communicate with other children based on these common rules. It thus functions as a miniature society. Education facilitates social interaction, where girls do not feel alone and they are also supported by their family, teachers and friends. Education gives girls valuable knowledge and skills to better understand challenges in life and ways to deal with them (Somani, 2017**).***

- ***According to the Versita journal By- Rona Buisjeta***

- Impact of access of learning Resources

The increasing influence of different media, especially television, the internet and internet communication, as well as the intense development of science and technology, is reflected on society as a whole, this includes education. This is one of the reasons why students today, as opposed to those of twenty or even ten years ago, have different interests, priorities and views on education and the educational process. They want education that is fun, dynamic and different, such as the digital images on television or web sites.

The purpose of utilizing teaching and learning resources in class is to assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values. Therefore, we can list the following examples of their common goals:

1. Student motivation,

2. Developing creativity,

3. Evoking prior knowledge,

4. Encouraging the process of understanding, decoding, organizing and synthesizing the educational content, logical thinking and reasoning, communication and interaction.

Objectives

In this research project I intend to achieve the following objectives.

✓ *To know the effect of pandemic on girls education.*

✓*To find out gender gap in online study during the pandemic.*

✓*To find out the gap of participation of girls in education from pre-pandemic to during pandemic.*

✓*To know the reason behind the drops out of girls during pandemic.*

Research Questions

- *How situation of crisis and instability have slow down the girls child education.*

- *To what extent the gender gap can be seen in online education.*

- *What could be the major reasons of less participation of girls in education during pandemic.*

Limitations

In order to gain in-depth knowledge of underlying reasons and motivations, qualitative research was conducted. However, qualitative research also has some limitations. Some of them are:-

- ***Sample size***

Data analysis normally requires a larger sample size to ensure a representative distribution of the population and to be considered representative of groups of people to whom results will be generalized or transferred. As per the circumstances available, sample size was small and limited.

- ***Measure used to collect the data***

Observation method was used to collect the data. Observation is a highly technical job. One is never sure that what she is observing is the same as it appears to her eyes. Two persons may judge the same phenomena differently. One person may find something meaningful and useful from a situation but the other may find nothing from it.

- ***Self-reported data***

Whether we are relying on pre-existing data or we are conducting a qualitative research study and gathering the data yourself, self-reported

data is limited by the fact that it rarely can be independently verified. Self-reported data can contain several potential sources of bias that we should be alert to and note as limitations.

- ***Cultural and other type of bias***

Bias is when a person, place, event, or thing is viewed or shown in a consistently inaccurate way. Bias is usually negative, though one can have a positive bias as well, especially if that bias reflects your reliance on research that only support your hypothesis.

*Teachers may not have participated fully in the focus group interviews and thus, findings may not accurately reflect all participants. These findings apply to a specific curriculum, setting, and sample and may not be generalized to other settings and contexts***.**

Research Methodology

In this project I used both qualitative and quantitative research methods .

The qualitative research methods has used ,since methods are after more flexible and subjective aim to produce contextual real- world knowledge about the behaviors, social structure and share beliefs group of people. This project is based on descriptive method.

Kothari (2003) says that descriptive survey design is survey of people who have had practical experience with the problem to be studied.

Quantitative data

1-semi structured interviews with open handed Questions.(For primary Data)

2-Interviews has conducted through online

Medium.(via phone call and Google meet)

Same size- 8-10 teachers (NDMC school)

School- 3 teachers from primary school (Girls)

3- teachers from middle school.(Girls)

2- teachers from middle school (Boys)

were selected on the basis of their experience in school or during online mode how effectively they can answer the questions.

Then my whole internship, I observed girls participation in the online classes. Each day I noted a feedback of observation and when I observed teacher and girls for 48 days around during internship of both primary and secondary and even both boys and girls and then I designed questionnaire and took interview of the teachers.

Analysis

Education for girls has always been the underestimated subject in our Indian culture. This pandemic has added an extra layer to it by locking up all the schools, educational institutions.

Access to mobile phones and other gadgets is another serious concern that has led to a rapid dropout of girls from schools. Additionally, the uncertainties have led to fear amongst families resulting in no more education and school for girls. Instead, leaving just two options, either get married or perform household chores and be a part of a family's income.

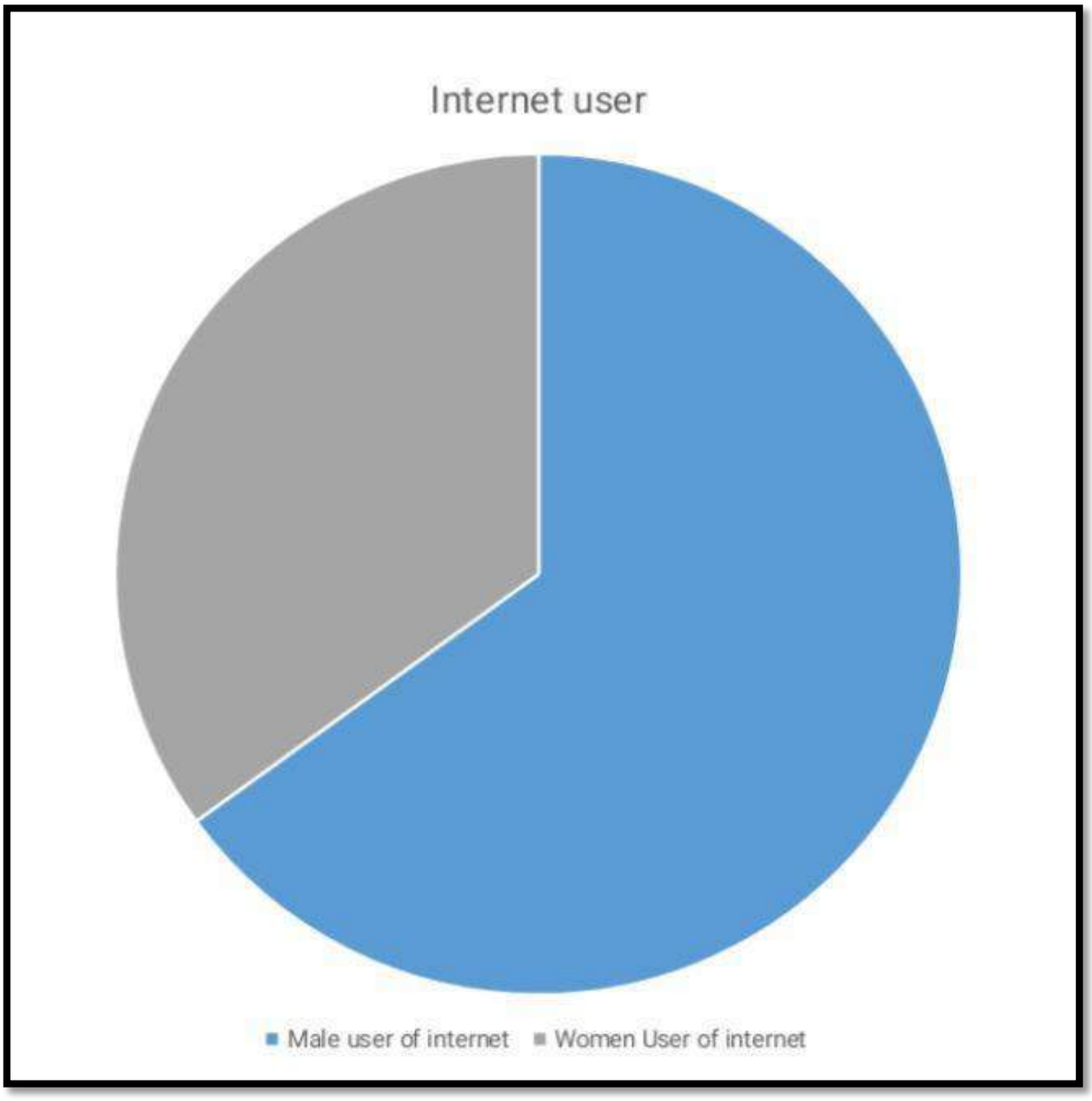
There will be 3 aspects which describe the data-

- ***Primary data analysis-***

1- **Access of Gadgets.**

In homes where there are both boys and girls studying, the brother gets preference to have access to online classes via mobile phones. In several patriarchal families, where it is normal to polish the girl's everyday life, these online classes became an opportunity for them to gauge what their daughters are watching or listening to during the online classes.

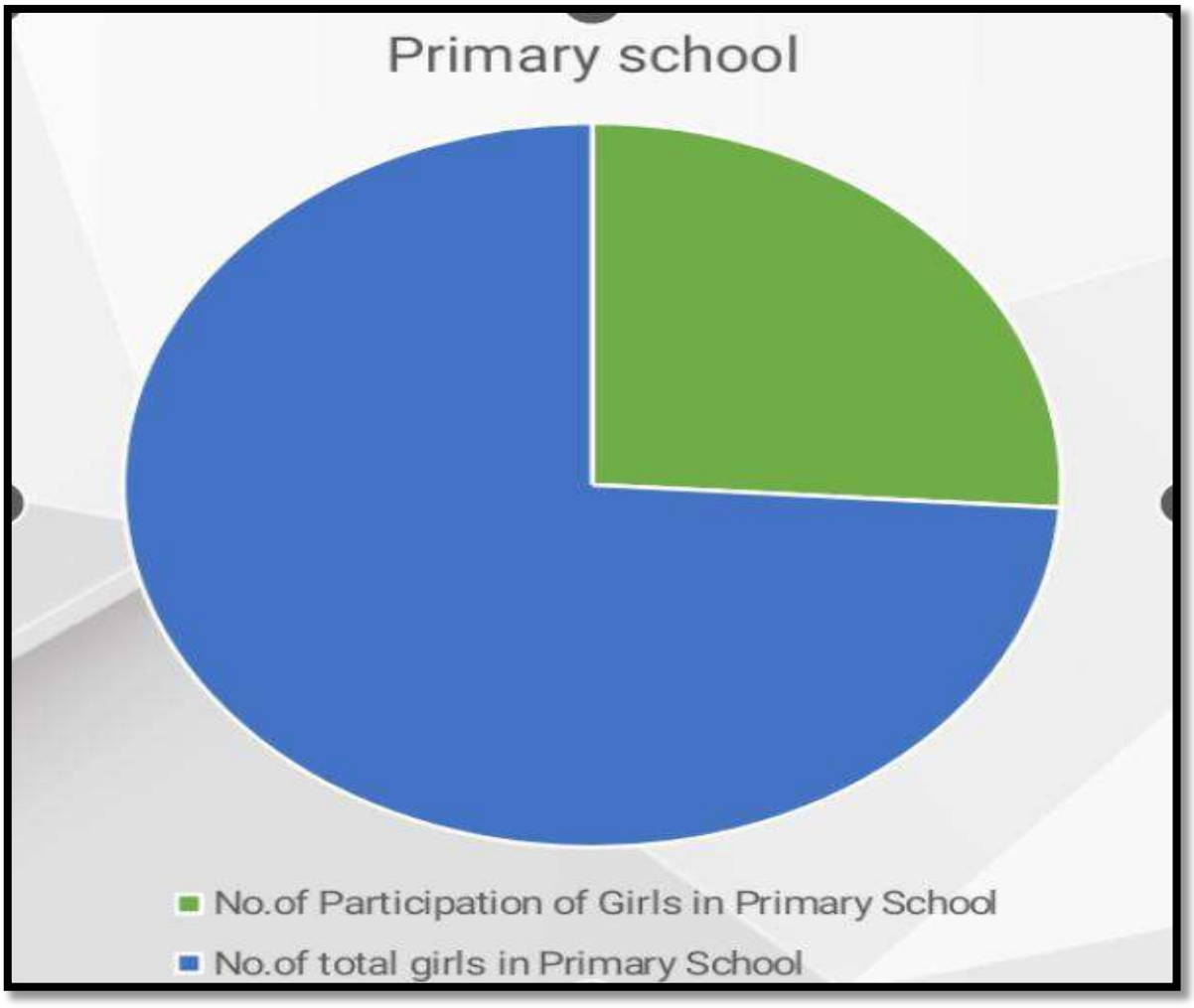
2- **Use of Internet.**

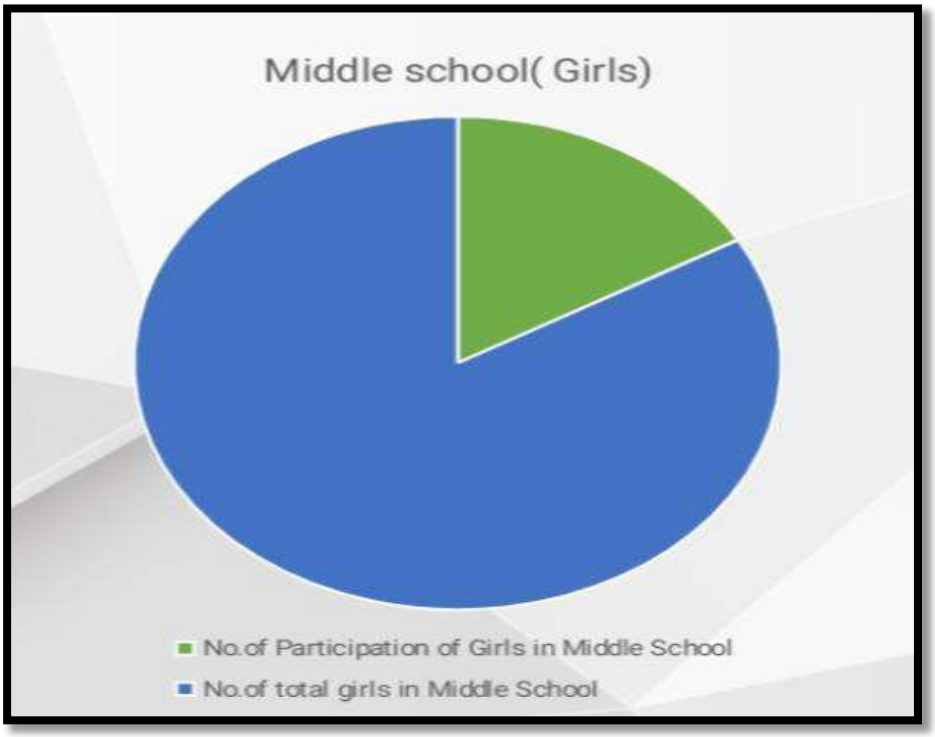


According to data collected only 35% female user of internet are there and 65 % male users are there.

3-Participation of girls and boys in the online classes

In the primary Classes- Girls participation is 26%



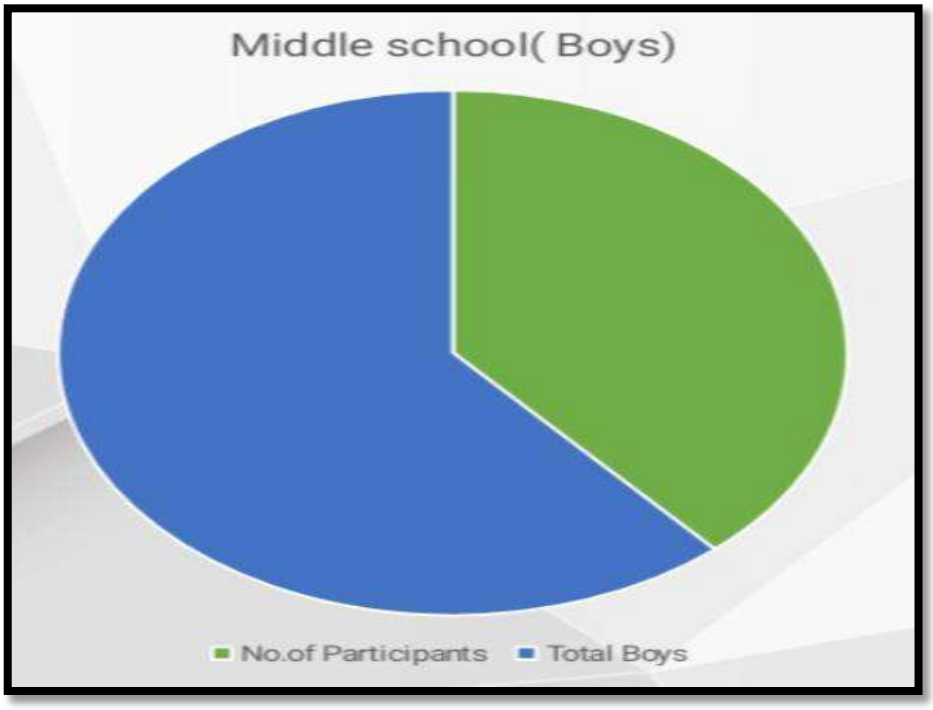


Participation of girls in middle school is only 18 %

3-Participation of the boys in the middle school is 48%

Our homes aren't gender-neutral spaces and the stereotypes are saturated in a way that women (irrespective of age) bear the most burden of domestic chores. The primary responsibility of a woman is still considered to be unpaid domestic care work.

In a conversation with the teachers, it was found that the teachers were requested to keep the classes around 6 or 7 in the morning so that girls can manage and take time out for the household chores and responsibilities, whereas there were no such responsibilities on boys, they used to wake up at 10 or



later in the day.

The situation is even grave for girls living in a joint family. They are expected to wake up early, do the cleaning, washing,

cooking, taking care of elders, and then attend the online classes. The case is not the same for boys or men in the family. Even if they participated in the household work for a while, their work is considered as not more than a helping hand. They can enjoy and have leisure time, which women are denied

According the interview the participation of the girls are very less in the online classes because most of them faced health issues, most of them have young Siblings whom they take care of and few girls have household chores who help their mothers to run the houses.

In the school both primary and secondary during observation not a single teacher openly shared any such issue of child/ girls Marriage with me, it may be because of school reputation can suffer or they did not wanted to reveal such issues. Although they shared the less participation of children in online classes.

• ***Secondary Data Analysis***

According to the National Sample Survey office (NSSO)- 2017-18(Brookings institution)

In India 320 million students are suffering in their studies because school had shutdown due to covid-19

And they dependent on gadgets or online mood but due to limited access of internet the girl 'suffered a lot.

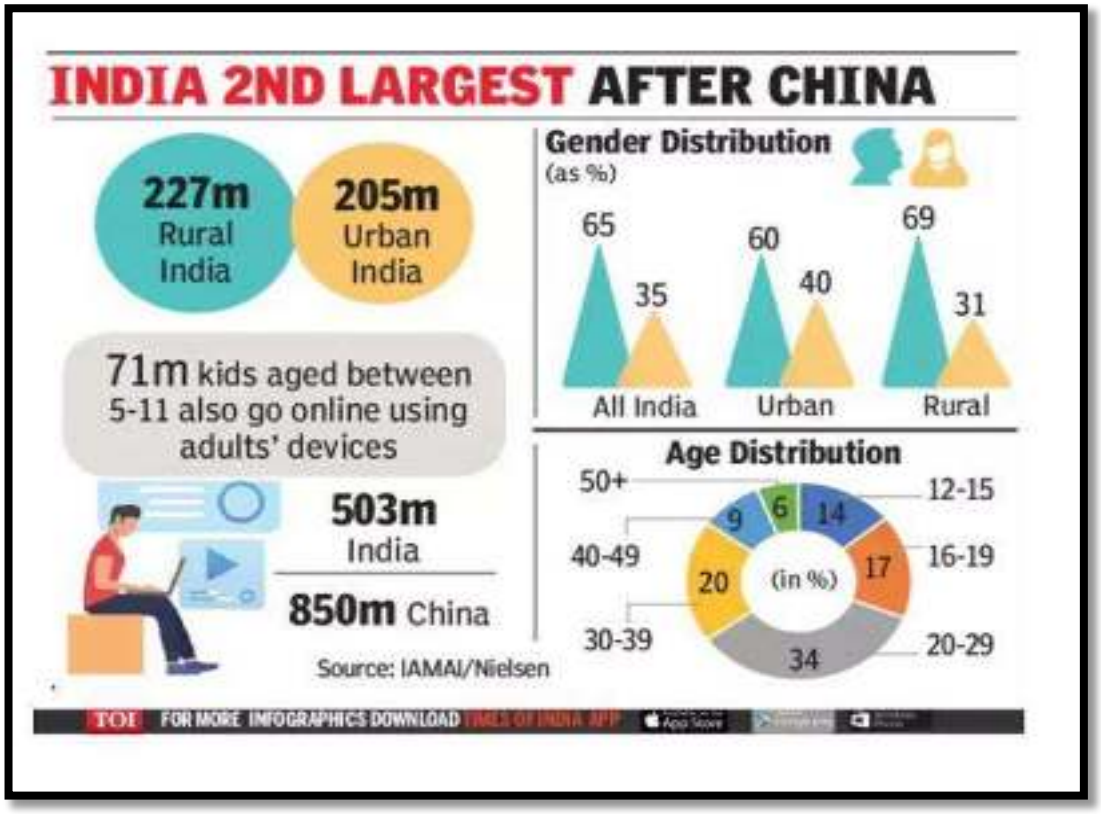
Table of data record

Internet user in India is only 23.8%

		Rural area	*Urban area*
Population	*66%*	*44%*	
User of internet	*14.9%*	*42%*	
Male user of internet	*Only they have access*	*36%*	

Only 16% of women has access to mobile internet in India.

But during pandemic the use internet rapidly increase



according to the data of 2019-2020

India became the 2nd highest user country of internet.

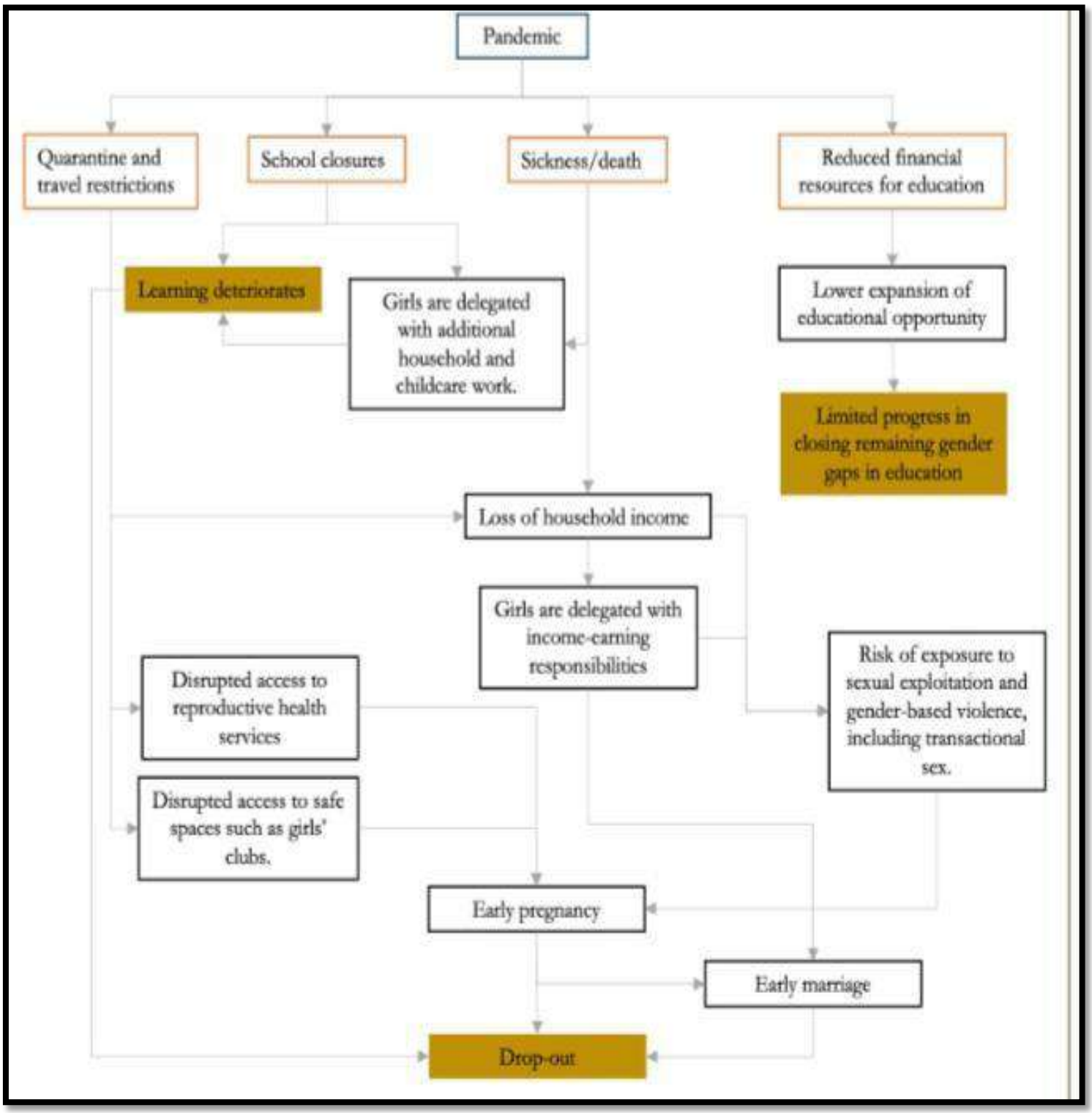
But the male users are higher in the use of internet.

<u>According to GSMA's 'The Mobile Gender Gap Report 2019'</u>*, Indian women are 56 per cent less likely to use mobile internet than men, with only 35 per cent of active users in the country being women. This reminds us that while online learning has created newer opportunities in the form of digital platforms, it has also brought to fore*

the fact that the internet is not an organic equalizer. It has also given weight to the fear that in the prospect of reaching every girl lies the possibility of leaving so many behind.

Challenges/ Reasons

- *Financial Barriers i.e. Inability of devices, school fees*
- *“Access to mobile Internet is 26 % lower for women than male siblings and families.*
- *Violence and Harmful practices - sexual and gender-based violence, early pregnancies, unsafe abortions and child marriages.*
- *Restrictions on travel to NGO or organizations for their well being.*
- *Psychosocial stress and mental health issues of girls*
- *Poor quality of distance learning programmes*


Pandemic
Quarantine and travel restrictions
School closures
Sickness/death
Reduced financial resources for education
Learning deteriorates
Girls are delegated with additional household and childcare work.
Lower expansion of educational opportunity
Limited progress in closing remaining gender gaps in education
Loss of household income
Girls are delegated with income-earning responsibilities
Risk of exposure to sexual exploitation and gender-based violence, including transactional sex.
Disrupted access to reproductive health services
Disrupted access to safe spaces such as girls' clubs.
Early pregnancy
Early marriage
Drop-out

Finding and Conclusion

Education is a fundamental human right. Since girls constitute about half of the world's population, they are a significant part of the global resource. Therefore, it is impossible to ignore their rights to education. Education is a key element that can allow girls to grow and develop. Therefore, specific importance must be imposed on girls' education. It is high time that male-dominated society should consider girls as a human being which should get all rights as men are getting.

According to PT. JAWAHARLAL NEHRU. Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside .If it is said that education is the key to all problems, then it won't be improper.

In the whole study the major finding has been gender discrimination/ gender preferences. The role of gender always impact on the life of the girls that's the reason the girls cannot access what they want. In the whole research project it was found that because of a gender preferences/ gender discrimination the access of gadgets aur access of internet was more given to the male gender.

Because of this the girls face a lot of dropouts and many of them suffered a lot because of lack of resources for their Education.

- ***Suggestions***

What should be done to protect girls right to education

-Ensuring equal access to distance and blended learning programmes

-Need to address the issue of girls to return to school

-Prioritize girls 'safety and protection '

-Awareness about gender sensitivity and right to education

-Keeping girls need at the centre of the analysis of the solution and decisions

More Solutions can be applied to fix this problem or increase the enrollment of girls in the education as much as can.

Step needs to be taken

The situation is serious; steps need to be taken to bring those girls back to school during and after this crisis subsides. A three-pronged approach has to be adopted.

***Firstly**-- make education a priority rather than household chores for girls; ladkiya ghar k kaam kaaz k liye nahi bani hai! (Girls are not just born for household labour).*

***Secondly**-- access to tools and equipment for e-learning is a must. The approach of the Kerala government can be a lesson. They are providing TV sets to rural households so that the crisis does not hamper the education of children. More and more girls should have access to the online mode of learning to continue their studies with stability.*

***Lastly**-- Awareness programmes targeting the change in the thought process of girls and their families regarding education is the need of the hour.*

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Raw data

QUESTIONNAIRE

INSTRUCTIONS

(A) Please give your response to each of the following questions.

(B) At each question read all answers first and indicate your answer by circling in one number

(C) Answer all questions

(D) Your responses are confidential and no one will see the answers you give, therefore be honest.

(E) Completed questionnaires will be hand collected by the researcher.

Section-A- (Biographical data)

School name	
Name of Interviewee	
Age	
Sex	
Work experience	

Section-B- (Research questions)

Q-1- *According to you what is education and why it is important?*

Q-2- *How do you teach your students in online mode?*

(i)WhatsApp (ii)Google meet (iii) Zoom

(iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Q-4- How do you deal with a student who regularly missed your online classes?

Sex	***Full Participation (Yes/No)***	***40% or more than***	***30% Or less than***	***Not participating***

Girls				
Boys				

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Q-6- What do you think that why they do not participating? (Girls)

Reasons	*Yes/ No*	*Percentage (%)*
Not interested		
Household chores		
Gadgets access or Net access		
Marriage issue		
Any other?		

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that

(b)50%

(c)Not decreased

(d) decreased at higher level

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No

(Would like to share your opinion)?

Sample-1

Section-A- (Biographical data)

School name	Gole Market
Name of Interviewee	A K Sheeba
Age	39
Sex	Female
Work experience	12 years

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

Education is something which helps you make sense of the world around you, it makes a child scientific ,use logic , read and write and make life easy. Education is important as it helps realize us our true potential ,we can see the world in a structured way and for professional career also.

Q-2- How do you teach your students in online mode?

✓(i)WhatsApp (ii)Google meet (iii) Zoom. (iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

The most difficult is to get in contact with all the children ,only few are able to attend the class ,others remain devoid of it , we call them everyday ,then also the strength is less . Also the students are also very young and they can't understand the tasks on their own , they are also suffering from other problems like for food ,shelter ,etc.

Q-4- How do you deal with a student who (girls) regularly missed your online classes?

I call them ,talk to their parents but in most cases they have a very relevant reason like they don't have phone ,data is over , father takes the phone , student go to some work , then I can't say much .

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls	No	No	Yes	
Boys	No	Yes	No	

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	✓	40%
Gadgets access or Net access	✓	30-40 % Because they Have siblings too who wants the gadgets for their studies also.
Marriage issue		
Any other?		May be

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	✓
(b)50%	
©Not decreased	
(d) decreased at higher level	Yes

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No - Yes ,girls have to look after their younger siblings and the boy is give the phone to do the homework even if he is younger than the girl. Girls also have to do household chorus.

Sample-2

Section-A- (Biographical data)

School name	Primary Gole Market
Name of Interviewee	Prachi Gupta
Age	30
Sex	Female
Work experience	5 years in primary teaching

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

According to me, education is the key to success, key to dreams. If we really want to change the world, education is an important aspect. We become capable in interpreting things around us. Overall, in this era education is must for all to lead a happy life.

Q-2- How do you teach your students in online mode?

I teach through Google Meet.

(i)WhatsApp (ii)Google meet (iii) Zoom

(iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Most difficult aspect of online teaching is, we are not present physically with students, and we can't see what students are exactly doing, how they are taking things, because the students are so smart with technology, they take phone for online class but they are doing other work on the phone simultaneously with the class meeting. This is very disturbing as well as disappointing.

Q-4- How do you deal with a student who regularly missed your online classes?

I asked them to write specific reason for their absence in the class and also cross check with their parents. I asked them to tell the reason a day before the class.

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls	No			Hardly 2 or 3 girls only
Boys	Yes	Mostly boys are present in the classes.		

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	Yes, household chores is the main reason for the girls.	60 - 70%
Gadgets access or Net access	This is the another reason I can state for not attending the class.	30%
Marriage issue		
Any other?		

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	
(b)50%	
©Not decreased	
(d) decreased at higher level	I observed that the attendance level of girls in comparison to the boys are so low. Only 2 or 3 girls attend classes.

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes, there must be possibility of gender biasness during online teaching.

Yes /No

(Would like to share your opinion)?

Before pandemic, many girls used to come school after doing household chores and they always shared that they will have to work after going home from school. At that time, they attended the school regularly but after the pandemic, those girls are not attending online classes, they look after their siblings at their home, they do household chores and also they did get access of mobile phone, say it financially weak or their bad luck.

Section-A- (Biographical data)

School name	Gole Market
Name of Interviewee	Alka Lamba
Age	38
Sex	Male
Work experience	12 years

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

For me education is a way to create rational and autonomous thinkers in the society for the betterment of the nation, without education children will not know how to apply their skills and potential into use because through education they will be enlightened about what is good and what is bad, what actions we must take in any situation etc.

Q-2- How do you teach your students in online mode?

Ans Through WhatsApp

(i)WhatsApp (ii)Google meet (iii) Zoom (iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Teaching on online mode during this pandemic is a utmost challenging task. Most frustrating thing is the absence of majority of students from the class which create problems for us to ensure that every child is learning. Another thing which adds up in this problem is non teaching work that school assigned us.

Q-4- How do you deal with a student who regularly missed your online classes?

Absence of student is the biggest problem we are facing right now we are still in the process of finding ways to tackle with this problem. One thing that we are practicing is to call individually to the children who are not attending class on a regular basis and then asking them about the problem or issue that they are facing and then we communicate those issues to the higher authority and whatever decision they take they communicate with us and we take actions accordingly.

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls			Girls: in some classes only 5 girls attend the classes and in some they are completely absent from the class.	
Boys		Boys: attendance from the side of boys remains good. 40% attendance		

Sample-3

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	Reasons for girls not attending the class according to meaning might feel their responsibility of household chores at home(30%)	30 %
Gadgets access or Net access	unavailability of devices and access to internet.(15%)	15 %

Marriage issue	Don't know	
Any other?	May be possible	

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	
(b)50%	
©Not decreased	
(d) decreased at higher level	Yes decreased at higher level

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No. (Would like to share your opinion)?

Yes, my opinion gender is to is emerging as the biggest problem among children regarding access to online classes. For example in my class many girls has told me on asking why they were absent that "mam mere Bhai ki class thi to phone uske pass tha". This shows that parents and family prefer boy's class over girl's class if class timings are same.

Section-A- (Biographical data)

School name	MC primary school, kanti Nagar, EDMC
Name of Interviewee	Sneha
Age	44
Sex	Female
Work experience	24 years

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

Ans- To know and understand things around us, know how to function in the society.

Important to earn livelihood and run the family, satisfy needs.

Q-2- How do you teach your students in online mode?

(i)WhatsApp (ii)Google meet (iii) Zoom. (iv) Other media?

WhatsApp

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Ans- No studies are happening whatsoever, minimal contact with students, no interaction

Q-4- How do you deal with a student who regularly missed your online classes?

Ans- By calling them and getting to know the reason, finding solutions if possible

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls			Yes	
Boys		Yes		

Sample-4

Q-6- What do you think that why they do not participating? (Girls)

Ans- I believe there is difference in participation of girls and boys

Reasons	Yes/ no	Percentage %
Not interested		
Household chores	Yes	60 %
Gadgets access or Net access	Yes	60 %
Marriage issue	Heard (not confirm)	
Any other?		

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

Ans- Girls and boys have same reason for less participation, although some boys work to get an additional income.

(a)40% Or less than that	Yes
(b)50%	

©Not decreased	
(d) decreased at higher level	

Q-8- Is there any possibility of gender preferences during accessing online classes?

Yes /No – (Would like to share your opinion)?

Ans- Yes because many students have only one phone in the family it is difficult to manage.

Section-A- (Biographical data)

School name	Primary Gole Market
Name of interviewee	Ramesh Kumar
Age	36
Sex	Male
Work experience	8 years in primary teaching

Section-B- (Research questions)

Q-1- According to you what is education and why it is important?

According to me if we want to change something we need to educate ourselves first because we can't do anything without this . If we really want to change the world, education is an important aspect. We become capable in interpreting things around us. Overall, in this era education is must for all to lead a happy life.

Q-2- How do you teach your students in online mode?

Ans- sometimes WhatsApp or sometimes Zoom

(i)WhatsApp (ii)Google meet (iii) Zoom (iv) Other media?

Q-3- what is the most difficult aspects of teaching today? (during pandemic)

Most difficult aspect of online teaching is, we are not present physically with students, and we can't see what students are exactly doing, how they are taking things, because the students are so smart with technology, they take phone for online class but they are doing other work on the phone simultaneously with the class meeting. This is very disturbing as well as disappointing.

Q-4- How do you deal with a student who regularly missed your online classes?

Ans- I asked them to write specific reason for their absence in the class and also cross check with their parents. I asked them to tell the reason a day before the class.

Q-5- What would be the approximately ratio of Participation of the children in online classes?

Sex	Full Participation Yes/No	40% or more than that	30% or less than that	Not participating
Girls	Not too much because sometimes I noticed that there are two siblings in the same classroom but the sister don't participant I asked him once about her sister he said "Didi bimaari h"			Hardly 2 or 3 girls only
Boys	Yes	Mostly boys are present in the classes.		

Sample-5

Q-6- What do you think that why they do not participating? (Girls)

Reasons	Yes/ no	Percentage %
Not interested	Might not be interested	
Household chores	"Ghar kam kaam to sabko hota h but class lene wale kete hi h".	No idea
Gadgets access or Net access	This is the another reason I can state for not attending the class.	30%
Marriage issue	Not Heard	

Any other?	Health issues	

Q-7- What do you think that Participation of the girls has decreased or increased? If yes at what level?

(a)40% Or less than that	It could be possible
(b)50%	
©Not decreased	
(d) decreased at higher level	I observed that the attendance level of girls in comparison to the boys are so low. Only 2 or 3 girls attend classes.

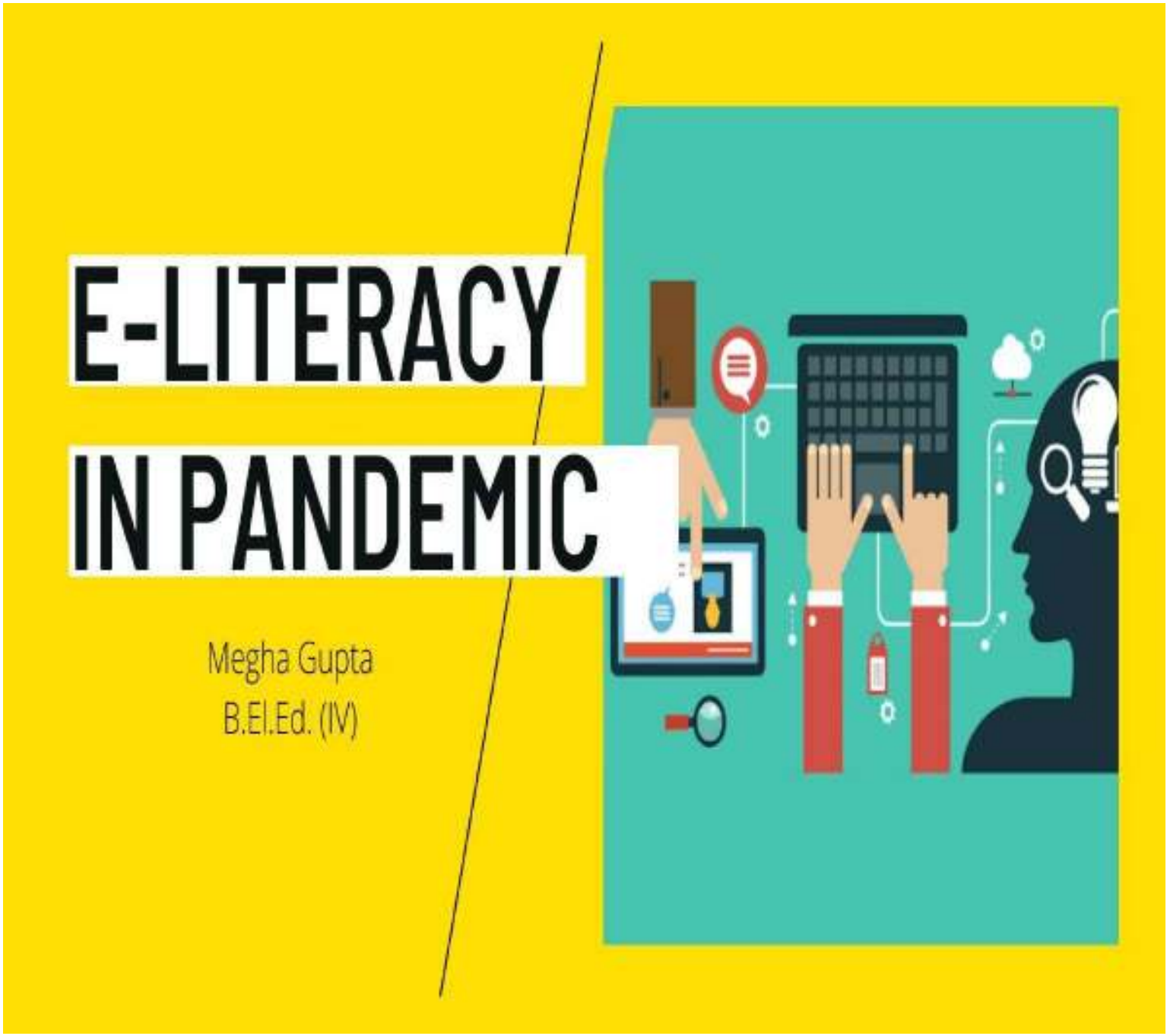
Q-8- Is there any possibility of gender preferences during accessing online classes?

Ans- I don't thinks so

Yes /No

I asked my students to take extra classes from me anytime.

During the interview I got know that 2-3 teachers teach the 2- different grades during the pandemic in the same school. So here I got information about the 2 different classes at same time. So this helped me to Analysis my data.



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ABSTRACT

Literacy is popularly understood as an ability to read, write and use numeracy in at least one method of writing, while, E-literacy has been defined in a variety of ways but it generally relates to the skill set required to make efficient of the materials, tools, and resources that are available online. Today, as we look at a new normal where physical interactions are replaced by virtual existence, we realize that we need more action on digital inclusion and we need it now.With a large section of the population still lacking basic digital skills, we might not be ready to move ahead as a digital society. But this is the need of the hour and given the enormity of the task at hand, it is required that joint effort should be invested to make this leap happen. The task is herculean, but with collective will, we can make digital skills and tools accessible to everyone.

The aim of this project is to study about e-literacy, how it was earlier and how it has changed over time with respect to the pandemic, its pros and cons, how can it be developed in an effective and inclusive manner, to identify the difficulties and challenges faced in developing e-literacy while maintaining social distance/staying at home.

INTRODUCTION

Literacy is popularly understood as an ability to read, write and use numeracy in at least one method of writing, while, E-literacy has been defined in a variety of ways but it generally relates to the skill set required to make efficient use of the materials, tools, and resources that are available online.

Due to the coronavirus pandemic, for the safety of the masses, institutions were shut and all of us had to shift to the online mode of education. In a country like India, with our population belonging to various economic backgrounds online education has not been less than a life changing situation.

Today, as we look at a new normal where physical interactions are replaced by virtual existence, we realize that we need more action on digital. With a large section of the population still lacking basic digital skills, we might not be ready to move ahead as a digital society. But this is the need of the hour and given the enormity of the task at hand, it is required that joint effort should be invested to make this leap happen. The task is herculean, but with collective will, we can make digital skills and tools accessible to everyone.

The aim of this project is to study about e-literacy, how it was earlier and how it has changed over time with respect to the pandemic, its pros and cons, how can it be developed in an effective and inclusive manner, to identify the difficulties and challenges faced in developing e-literacy while maintaining social distance/staying at home (done on basis of data collected)

OBJECTIVE

This study helps us to form a better understanding of the current situation of e-literacy, how the teachers And learners adapted to it, the challenges they faced and how can we make e - literacy more meaningful for primary grades (based on the responses of school teachers, students and interns)

LITERATURE REVIEW

While the nationwide lockdown to fight the COVID-19 pandemic has brought life to a standstill in the second most populated nation in the world, it is the education sector which has evidently taken a giant leap forward in terms of online education. While some believe that online education is still a faraway proposition given the Indian ecology, many others feel that one of the biggest plus from the lockdown will be the digital revolution in the education sector.

While the digital platforms were widely available even before the Covid-19 outbreak, educational institutes were too slow in adopting them. But during the lockdown period, most educational institutes have swiftly shifted to online mode of instruction, abandoning the age-old class room teaching,

PREVIOUSLY INTRODUCED POLICIES TO PROMOTE E-LITERACY

In terms of digital literacy, the government has been making certain efforts to increase digital literacy skills amongst citizens. There are three main digital literacy programmes which have either been implemented or are in the process of implementation –

1.The National Digital Literacy Mission
2.The Digital Saksharta Abhiyan
3.The Pradhan Mantri Gramin Digital Saksharta Abhiyan.

NDLM was approved in March 2014 and had a target to train 10 lakh citizens in select districts. Subsequently, DISHA was approved in December 2014 with an additional target of 42.50 lakh candidates across the country. The only difference between the two schemes is that in DISHA, besides common citizens, ASHA workers, government functionaries, and fair-price shop workers were trained as well. The coverage targets have been increased under PMGDISHA, which seeks to make six crore persons in rural India digitally literate.

However, until October 2018, around 2 crore individuals have been covered, which is just 1.67% of India's population.

4.The Rashtriya Madhyamik Shiksha Abhiyan

The Information and Communication Technology (ICT) in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Now ICT in Schools is a component of the RMSA. The Information and Communication Technology (ICT) in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on a sustainable basis.
Components -The scheme has essentially four components:-

- The first one is the partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.
- The second is the establishment of smart schools, which shall be technology demonstrators.
- The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- Fourth one relates to the development of a e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

The highlights of the revised scheme are:-

- The non-recurring expenditure for school has been revised from Rs. 6.7 lakh to Rs. 6.4 lakh whereas annual recurring expenditure has been revised from 1.34 lakh to Rs. 2.70 lakh. The recurring cost will be provided for a period of 5 years from the year of sanction.
- The objective of the Scheme is to cover all Government and government aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally backward blocks and in areas having concentration of SC/ST/minority/weaker sections.

- Under the revised scheme, there is a provision of a suitably qualified full time computer teacher in each secondary and higher secondary school. In case of higher secondary school having computer related subjects as elective, there would be a need for a post graduate in computers teacher.
- There are provisions for in-service (induction and refresher) training for all teachers in secondary and higher secondary schools to enable them to impart ICT enabled teaching.
- 150 smart schools would be sent up by State Government and UTs at the district level using a grant of Rs. 25 lakh for a school and a recurring grant of Rs. 2.5 lakh per year. This would enable provision of at least 40 computers in each such school.
- There is a provision to strengthen SIETs to contribute to e-content development.
- Management, monitoring and evaluation will be strengthened.
- Convergence with the existing programme would be essential especially in teacher training and ensuring reliable power supply and internet connectivity.
- The scheme includes a National Award for teachers using ICT in schools in the teaching learning process.
- The sharing pattern will be 75.25 between the Centre and the State except for the north eastern States including Sikkim where the ratio would be 90:10.

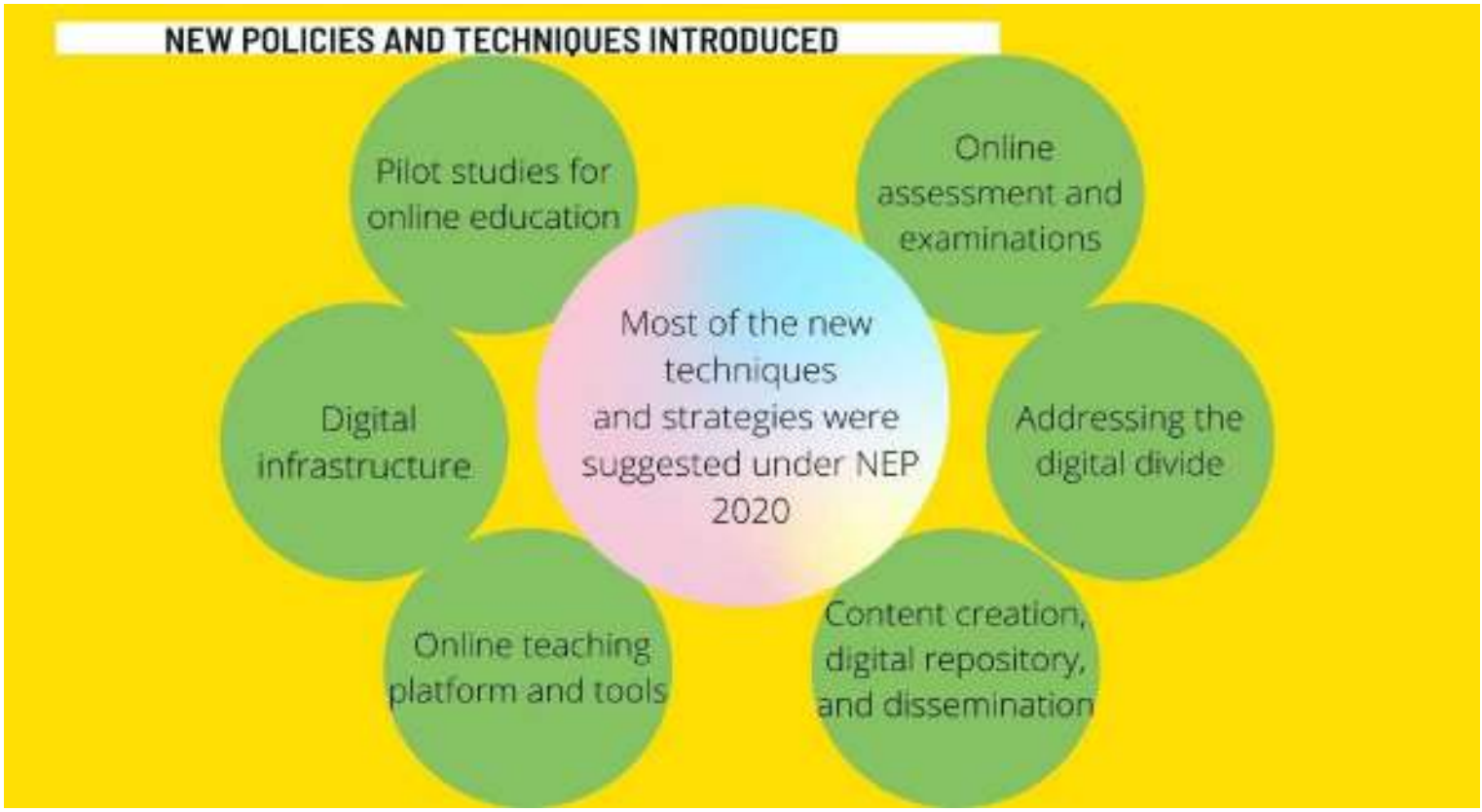
Coverage
The scheme currently covers both Government and Government aided Secondary and Higher Secondary Schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, development of e-contents, Internet connectivity & set up of smart schools. So far, 87033 government and government aided secondary and higher secondary schools have been approved for coverage under ICT in Schools Scheme.

Financial Assistance And Cost Norms-
Financial assistance is given to States, CIET and SIETs on the basis of the approvals accorded by Project Approval Board (PAB) chaired by Secretary (School Education and Literacy). The project cost is shared between Centre and States in a ratio of 75:25 except for the NER states including Sikkim where it is 90:10.

Smart School-
Under the existing Information Communication Technology in School Scheme as against the target of setting up 150 more such schools, this Ministry has approved for coverage of 63 Smart Schools so far. The Smart Schools are being established in the Districts by conversion of one of the existing State Government schools to serve as a role model and Technology Demonstrator among the neighbourhood schools.

NEW POLICIES INTRODUCED :

The National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.



Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in Technology.

(c) Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two way- audio interface for holding online classes are a real necessity as the present pandemic has

Shown.

(d) Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created.

(e) Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and\ required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

(f) Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences.

(g) Training and incentives for teachers: Teachers will undergo rigorous training in learner centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

(h) Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics,standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

BENEFITS OF ONLINE LEARNING

1. Learn From Anywhere, At Any Time

Since online education only requires a laptop or a smartphone with an internet connection, students can learn anywhere at any time. This flexibility helps working professionals to pursue new courses without giving up their jobs. They can learn at weekends or in their free time. All the course materials are readily available at student's fingertips.

2. Save Money And Time

Online education is much more cost effective than completing a regular on-campus degree. It helps students who cannot afford a regular college degree to accomplish their dream without spending a fortune on college education. Since you study at your own time, it helps to save time as well.

3. Learn At Your Own Pace

Everyone learns at a different pace. In a classroom, where all students are being together, following the lesson may be difficult. This is a serious disadvantage of traditional education. Online education solves this issue. In online education, all course materials

are provided beforehand, and students learn by taking their own time. They can also clarify their doubts by live chats or forums as well.

4. Recognition Of Online Degrees
Online degrees are accepted by many companies and employers in India as long as it is accredited and approved by the Distance Education Council (DEC) of India. Many of them are encouraging their employees to get online education as well.

CHALLENGES

Infrastructural challenges

Digital literacy skills or the lack of them, especially during the Covid-19 pandemic, have affected the lived realities of individuals and communities in multiple ways, across themes such as education, economic development, political participation, health, social discourse, and many more. For those who are unable to access technology due to a lack of the skills required to navigate it, Digital India is not an enabler and can actually further exacerbate existing socio-economic inequalities.

While increased digitisation has numerous benefits with new paths of opportunity for economic, social, political, and educational progress, the inability to access and benefit from this digitisation deprives individuals and communities from enjoying the advantages of these opportunities and technological advancements.

The digital boom revolutionised the lives of people in developed countries by empowering them with increased access to information, government authorities, other services, and the creation of better livelihood opportunities, among many other advantages but India being a developing nation, as per a report from the Digital Empowerment Foundation in 2018, around 90% of India's population is digitally illiterate.

While India is experiencing a digital revolution that may allow us to move ahead in terms of economic growth and development, we also run the risking of creating a new class of digitally-poor citizens. Digital Poverty has been defined as a new concept of poverty, meaning the inability to access and benefit from information and communications technology services due to a lack of access, and a lack of skills required to access these services.

Pedagogical Challenges

The benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom.

Aside from changes required in pedagogy, online assessments also require a different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices.

Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures.

Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

METHODOLOGY

For the project, primary data was collected and data triangulation was done to ensure the authenticity of the data collected, followed by analysis.

1. Class observations - three class observations of classes third, fourth and fifth were done in order to observe the responses of learners and check for the difficulties faced and solutions provided by class teachers for the sme.

2. Questionnaire - Questionnaire was filled by teachers of classes third, fourth and fifth and interns of group 6 through a google form.

https://forms.gle/2g481f5AdNVSH4bS7

3. Telephonic Interview - Telephonic interview of the teachers and interns was conducted to ensure the authenticity of responses received in the questionnaire.

Class observations, questionnaire and telephonic interview lead to data triangulation.

For the secondary data on existing situation of e-literacy in India, various educational policies, already published studies and government survey reports, blog articles and news articles were taken into considerations

DATA - ANALYSIS

After collecting and analysing the data, the results found were quite interesting. The questionnaire gave a very clear picture of the study. A lot of factors, like infrastructural, economic , ethnic backgrounds, digital safety, physical well being had to be kept in mind.

Implementation of e-learning strategies

When the e-learning strategies were being worked on, the government considered all the internet users in spite of the fact that the majority of the people who have access to the internet use it on their phone and not on a laptop or computer. Even the ones who use the internet on the phone use it for entertainment like watching videos, listening to songs and whatsapp sometimes. This was one of the biggest loopholes in the planning and strategizing done by the government.

The **earlier strategies** which were implemented, only focused to cater to 10crore people which is not even 1 % of India 's total population of 133 billion and it's been ever increasing. The strategies only focused on making individuals digitally literate but never focusing on the fact that the literacy was useless until the citizens had somewhere to apply that knowledge to. Also, educating one person out of an entire family in a rural area didn't help either.

Though the **new strategies** are observed to be a bit more inclusive as compared to previous ones. For those who can't have access to smartphones/ computers or laptops, they can now have access to education through radios and tv. The channels were broadcasted in various regional and local languages so that each and everyone could have some access to education. But there again persists the issue of connectivity. And looking closely one might also find out that the quality and depth of education also wavered.

Since the lockdown was implemented, a lot of people moved, to ensure that the learners don't miss out on their education, the government also instructed the school authorities to keep a track of students and stay in contact with them. But the ones who couldn’t afford a living in the city, when moved back to their hometowns, became inaccessible and despite the efforts of school authorities, they couldn’t be traced. There was no step taken by the government either of state or center to find out about the untraceable students and hence, their connection from education stands broken.

Adaptability

In the majority of government schools, the teaching shifted to online methods on whatsapp. Class groups were made , teachers, principals and students were added to the groups and then the teaching learning material was introduced.

In the three classes that were taken into consideration it was found out that as much as 90% of the entire strength of class was present on whatsapp. But only a few of them participated.

The class which was taught by me had a total strength of 66 out of which 60 students were present in class, but only 20 of them participated. The participation wasn't even in the form of audios or responses. But the written work. This finding showed us that only 1/3rd students did their classwork/homework. Out of those 20 only 5 students responded in class and were active thus constituting only 8% of the entire strength. Similar trends were observed in the other two classes that were observed.

Based on the responses of teachers, they shared that the shift to online mode was rather easier than what they expected to be but they also stated that the learners faced a difficulty in initial days, as many of them and their parents were not accustomed to using whatsapp. A few teachers also quoted that they could find whatsapp teaching easier only because ready made resources were shared with them, they just had to reshare with the students and explain it, which they already did in offline/traditional classrooms. One of the teachers even said that online teaching would have been a hassle and they would have struggled just like the parents and students if they didn't get the resources from their department, or had to learn to develop e-resources on their own.

For the students, in class 4 and 5 it was observed that the adaptability with whatsapp wasn't much of a trouble, they could type their responses in hindi, record audios and videos and click pictures of their work and send but the issues were faced in junior classes like class 2 and 3 where the learners required guidance for recording audios and clicking pictures.

classroom environment

The learners were given a Time table and there used to be two classes each day including an activity period and TV time. Though the time table was followed strictly, the learners rarely watched TV as many didn't have TV or couldn't afford the set top box and the digital connection, and hence the phone became their school as well as companion for play and entertainment.

The digital classroom used to be an interactive one mostly. The learners greeted teachers and responded to questions. The teachers usually greeted back and addressed queries but not always. On observing closely it was found out that many times the queries of the children were lost amongst the other messages in the group. Other times, the teachers were either not online or didn check all the messages in the group and directly moved to checking the work of the learners.

It was also observed that the originality went missing in learners' work. The work sent by the first student was copied and sent again by the rest of them. The same errors and mistakes were repeated. After many reminders, a lot of earners started doing their work on their own but the plagiarism still remained. Once it also happened that a learner forwarded the work sent by one of his classmates, on asking him, why did he do that, he gave two reasons. First being - he didn't know how to answer those questions, second - he didn't have his books and notebooks back there in the village and thus couldn't read from them or write.

It was also observed that there was a group of students that never replied. Their numbers were added to the group but no response or activity was noticed. When the class teacher was asked about the same, it was found that these parents either changed their numbers, or couldn't afford a recharge because of loss of livelihood/job and therefore these children never come online.

Challenges faced

More than 1.5 billion students are out of school. Widespread job and income loss and economic insecurity among families are likely to increase rates of child labor, sexual exploitation, teenage pregnancy, and child marriage. Stresses on families, particularly those living under quarantines and lockdowns, are increasing the incidence of domestic violence. As the global death toll from COVID-19 increases, large numbers of children will be orphaned and vulnerable to exploitation and abuse.

- infrastructural challenges

A computer would be preferable for online classes, a smartphone could also serve the purpose. However, the phone might be convenient for apps, but not for carrying out lengthy assignments or research. While 24% Indians own a smartphone, only 11% of households possess any type of computer, which could include desktop computers, laptops, notebooks, netbooks, palmtops or tablets.

According to the 2017-'18 National Sample Survey report on education, only 24% of Indian households have an internet facility. While 66% of India's population lives in villages, only a little over 15% of rural households have access to internet services. For urban households, the proportion is 42%.In fact, only 8% of all households with members aged between five and 24 have both a computer and an internet connection. It is also useful to note that as per the National Sample Survey definition, a household with a device or internet facility does not necessarily imply that the connection and devices are owned by the household.

- Cyber Security

The COVID-19 crisis also heightens the risk of online child sexual exploitation. Europol has reported that law enforcement partners are reporting "increased online activity by those seeking child abuse material," as a result of COVID-19. Children are spending more time online due to school shutdowns, and may be anxious or lonely because of isolation and confinement, making them more vulnerable to online predators.

Even in class it was observed that a student while giving her introduction every day in morning, said

Good Morning maam and sir my name is ---- sexy object

On asking her if she knew what it meant, she denied an said it was used for a very beautiful female on internet. This shows us how vulnerable can learners be online if left unguided

- Physical impact of e-learning

Poor ergonomics: Unlike classrooms, the children are not bound to follow good ergonomics at home. Taking online classes on bed and sofas are one of the commonest reasons that we can attribute to recent rise on back pains or fibromyalgic pains.

Lack of physical activities: Obesity in children is on the rise either due to lack of outdoor physical activities or due to binge eating and easy availability of junk food at home. Children are losing their muscle mass and adding fat which is going to affect their growth

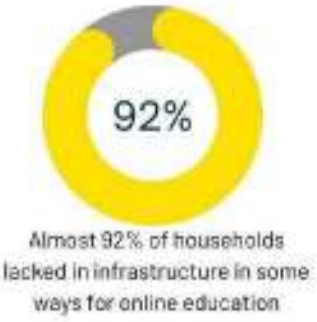
Physical activities play a large role in Calcium and Vitamin D levels of the body. Deficiencies are on the rise in recent times in children and their reasons are very obvious - Deficiencies of Calcium and Vitamin D

Apart from this, the constant exposure to screens is not only affecting eyesight but also causing issues such as migraine.

- Mental Health Impact and Abuse

Added family stresses related to the COVID-19 crisis – including job loss, isolation, excessive confinement, and anxieties over health and finances – heighten the risk of violence in the home, including both between partners and by caregivers against children. The United Nations secretary-general has reported a "horrifying" global surge in domestic-based violence linked to COVID-19, and calls to helplines in some countries have reportedly doubled. Child abuse is less likely to be detected during the COVID-19 crisis, as child protection agencies have reduced monitoring to avoid spreading the virus, and teachers are less able to detect signs of ill treatment with schools closed.

The teachers also gave feedback that the online classes have made the children anxious and restless. Not only do they become impatient but also lose their calm on petty issues. The loss of interaction and activity has only added to their problem



- Suggestions received

The suggestions that were received included- incorporation of creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19.

The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalised and minority groups for effective delivery. These individuals shall be contributing from there indigenous knowledge and could help in effective planning of resources for the learners in remote areas.

The suggestions also included establishment of quality assurance mechanisms and quality benchmark that should be developed for online learning programmes.

REFLECTION

The entire study of **E-LITERACY DURING PANDEMIC** added a lot to my experience and knowledge.

The only limitation that I felt was that I couldn't talk to learners and their parents openly about this. During the entire duration, i could interact with only one parent and all that she said was “ye bimaari bhi ameero ki hai, jo bahar gaye wo leke aaye, aur isme fayda bhi ameer hi utha rahe hain." With time I could only come to the thought that being a single mother , running her household and ensuring the education of her child would have already been tough and the pandemic only added to it. Whatever news or figures and facts that could reach us were only those that were reported and verified. The people who actually benefited from the government schemes, the people who became untraceable when they moved on foot to their hometowns, or the ones who were actually struggling could never make it to headlines.

Though the idea of e-literacy and receiving education within the boundary of our homes is very enticing, and can lead to development and a revolution in the education sector if used and explored wisely and creatively but it has affected each and everyone involved tremendously. Whether the teachers, the learners, their parents or the school administration, all of them have found themselves stuck at some point or the other.

With time , investment and whole round development e-literacy/online education can become an available option and benefit thousands of people at once,but it requires a lot of experimentation and investment as of now because no one knows what structure of online education would be viable in india.

CONCLUSION

The impact of pandemic COVID-19 has enforced the worldwide lockdown creating negative impact on students life around 32 crore learners stopped to move to schools and colleges and educational activities halted in India.

The outbreak of covid-19 has taught us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies which have not been used before.Yet, there is a long way to go, until a developing nation like India can achieve meaningful digital literacy.

This can only be achieved by cooperation from the stakeholders like the government, schools, parents and learners and a will to grow and overcome the digital divide

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Effectiveness of children literature on oral expression

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ABSTRACT

The present study was conducted to understand the effectiveness of children literature on oral expression development and strategies used to develop oral expression. This project was led to understand the significance and effect of children's literature on learner's oral fluency. In this project, qualitative data was collected from online teaching with a descriptive research and a sample of 5

students from class 5, Moti bagh, NDMC school was taken purposively. The data were obtained from Class observations which was performed for ten days occasion throughout the data collection cycle. This study explored the functions of language used by learners during the expressing themselves orally.

Keywords: children's literature, Oral expression, story-telling , Storyreading, oral fluency

Chapter 1

Introduction

Children's literature brings with it a plethora of imagination. It exposes learners to a world of possibilities engaging with emotions, imaginations, thrill, adventure and the playfulness of language. Literature also lends the gives an opportunity to think and examine lives and the realities of the world and even envision a better world. It broadens experiences far beyond what one can hope to accomplish in a lifetime and takes its readers to places that do not even exist.

Literature describes a wide variety of text including fiction non fictional narratives such as biographies and autobiographies and poetry. Literature is a powerful vehicle for learning and using language. Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning. Through poems we discovered the poetic devices like metaphor and simile and use these devices while communicating also. Learners easily relate to literature .It is very important to know whether the learners are actively listening and participating in the activity. Choice of good literature appropriate to the age of the learner and his interest is important. It is also important to show illustrations to the young learners and let them imagine. Contextual situations help the learner to relate to their immediate surroundings and help in learning.

The development of oral language is one of childrens most impressive accomplishments that occur during the early years of life.The early childhood classroom is an appropriate place to enrich the language of young children. Meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth .

Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning.

Literary texts offer a rich source of linguistic input and can help learners to practice the four language skills -speaking, listening, reading and writing- in addition to exemplifying grammatical structures and presenting new vocabulary. activities can be clubbed with the reading and how to assess the learning process. Setup is very important before we start reading to the learners it is very important to know whether the learners are actively listening and participating in the activity.

What is literature

Literature broadly is any collection of written work, but it is also used more narrowly for writings specifically considered to be an art form, especially prose fiction, drama, and poetry.Literature, as an art form, can also include works in various non-fiction genres, such as autobiography, diaries, memoir, letters, and the essay. Within its broad definition, literature includes non-fictional books, articles or other printed information on a particular subject.

Poetry has traditionally been distinguished from prose by its greater use of the aesthetic qualities of language, including musical devices such as assonance, aliteration, rhyme, and rhythm, and by being set in lines and verses rather than paragraphs, and more recently its use of other typographical elements.

Oral expression

Language fluency is one of a variety of terms used to characterize or measure a person's language ability to organise thoughts and argue using words (Talk , Krishan Kumar).Oral expression is the ability to express ideas ,explain thinking ,retell stories, categorise, compare, contrast and to solve problems verbally. Varying definitions of fluency characterize it by the length and rate of their speech output. Their ability to participate in classroom discussion talk about the experiences reorganize, manipulate and express themselves in a creative manner. Oral expression is their ability to connect abstract and vivid symbols with words and to question and find information. And the ability to deal with world.

Objective

- To observe and understand the effect of children literature on oral expression of learners while expressing themselves.
- to observe and understand the effect of children's literature on thinking ability , reasoning ability and imagination.
- Observe the effect of children's literature on learners confidence and other skills.

- To find out facilitators conceptualization of the use of literature for developing fluent speaker

Limitations

This study has several limitations. First of all, the number of participants was quite small, the observation period was extremely short. In the process of learning a language, three months of language study is very little time. The results may have been quite different if the study were continued for a longer period. Participants' gains in oral expression and confidence may have been greater.

The sample size was small , limited to 5 learners only from grade 5 of same school.

Therefore the findings cannot be generalized to any other place since the classroom environment may be different.

RECOMMENDATIONS FOR FUTURE STUDY

Future research that could address these limitations might include:

➢A larger sample size to collect data from more than one class/across grade, for instance including data from primary, upper primary and secondary grades.

➢I would like to do consider other schools such as private schools, KVs, aided schools, NGO, etc for future study.

➢The present study is confined to Delhi only. Similar study can be taken up in other parts of the country

Chapter 2

Literature review

The place of literature in language teaching has long been debated. This study investigates the use of poetry and children's literature written in verse as materials for helping develop oral expression among young learners.

The nature of children literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" (p. 319). Furthermore, Brumfit and Carter (1986) argue that a specific virtue of literature is that, "it offers a context in which exploration and discussion of content. . .leads on naturally to examination of language. What is said is bound up very closely with how it is said, and students come to understand and appreciate this" (p. 15).

Children literaturebooks are, naturally, incorporated into language instruction for younger learners, especially in elementary school ESL settings (see, for example, recommendations in Peregoy & Boyle, 2001). However, in some cases, literature produced for younger learners has been used with older audiences, particularly in adult basic education programs for native English speakers. Karlin (1994) suggests that picture books are not all meant only for young children and that dozens, perhaps hundreds of them, are appropriate in secondary classrooms.

Employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means ofcommunication, it builds on children's preschool strengths and oral language expertise to help them successfully develop social,intellectual, and linguistic competencies.Cambourne's Theory suggest that this dis-crepancy is the result of significant dif-ferences between the way in which children learn to listen/speak and the way in which they are taught to read/write. Cambourne's research and theorizing has led him to conclude that,in order for formal literacy programs to approach the success rate extant in basic language acquisition, the condition sunder which children typically learn to read and write must be replaced by the diametrically opposite conditions that exist when the preschool child is successfully learning to speak.Children must be immersed in and actively engaged in the medium they are to learn. The expectation that they will master the medium must be un-equivocal by the learner but most espe-cially by the mentors (parents and teachers). This expectation is realizedonly if the communication taking placeis perceived by the learner to be meaningful and is reinforced by mentors who demonstrate for the novice what constitutes mature use of the mediumas both mentor and novice engage inmutual exchanges with each other.However, the responsibility for mastering the medium is clearly understood tobe the sole province of the learner participation by children in storytelling, either as a member of the audience or as the teller, involves immersion and active engagement in a meaningful language experience. Responsibility for the success of a story-telling session is dependent upon the children who participate (whether they are telling the story or listening to it)and happens only as a result of mutual exchanges between the teller and audience where a storytelling mentor (theteller)

demonstrates competent story-telling technique. Moreover, the expectation for success by the audience, as well as by the teller, is great . But there is more to be participation by children in read aloud session, either as a member of the audience or as the teller, involves im-mersion and active engagement in a meaningful language experience.

Oral Fluency

Fluency is a construct with many and various definitions and is applied to reading, writing, and listening as well as speaking. In oral fluency, its relationship to specific aspects of speech production (pronunciation, intonation, hesitation) is dependent upon the definition of fluency that one chooses to work with. In their introduction to a collection of papers relating to the concept of fluency, Koponen and Riggenbach (2000) identify four major views of fluency. The first involves thinking of fluency primarily in terms of "smoothness of speech" which is dependent upon the "temporal, phonetic, and acoustical features" of speech (p. 8). They describe this conception of fluency as being used to define fluency in the rating guidelines of such oral skills tests as the SPEAK Test. This approach to fluency was used by Derwing and Rossiter (2003) when they asked judges rating speech samples to think of fluency in relation to temporal factors, specifically "rate of speech and hesitation phenomenon" (p. 8). The second definition of fluency is that of "fluency as proficiency or as a component of proficiency" (p. 13). This is a broader, more global view of fluency that includes "smoothness" as only one component of overall fluency. The third view of fluency they discuss is that of "fluency as automaticity of psychological processes" (p. 16). Those who take this view are largely concerned with investigating "the psychological learning mechanisms that may help explain how fluency is acquired and lor developed" (p. 16). The final view of fluency they report on is that of "fluency as opposed to accuracy" (p.17). This view was popularized by Brumfit (1984) and highlighted the distinction between accurate speech in which the learner is focused on the language activity itself and fluent speech in which the learner is focused upon communicating. In Brumfit's view, "any language activity which is not being carried on with the learners apparently operating in the same way as they do in natural, mother-tongue use is an accuracy activity" (pp. 52-53). For Brumfit,

fluency is "natural language use, whether or not it results in native-speaker-like language comprehension or production" (p. 56) and also as "the maximally effective operation of the language system so far acquired by the student" (p. 57).

Recent documents published in the communication field suggest that oral expression instruction in elementary school must adopt more informal and interpersonal goals (Allen and Brown, 1976; Wood, 1981). Authors suggest that students, instead of doing "show and tell" and making formal classroom speeches, should develop communication competencies in five functional areas important in everyday life. These communication functions arerelevant to persons of all ages and cultures and :ipply to communication athome, work, or school. They are:

Controlling: communication in which we seek to influence others or respond to controllingcommunication of others (e.g., bargaining,refusing)Sharing interaction which expresses our feelings or

feelings: responds emotionally to others (e.g., getting angry, supporting)Informing- messages we use to give information .

responding: spond to information given to us (e.g., ex-plaining, questioning)

Ritualizing: communication that seeks to initiate ormaintain social contact (e.g., greeting,using small talk)

Imagining: communication that deals creatively withreality through use of language (e.g.,storytelling, fantasizing)

The Effect of the Storytelling on oral expression

Storytelling Sharing stories has been suggested to be effective in language learning for young children and often incorporated in children literature and early childhood texts (Raines and Isbell, 1994). Sobol (1992)described that in a traditional oral storytelling event, the story text was the primary references of the communication expressed in its emergent, imaginative substance and the relationship between listeners and tellers in interactive performance. Therefore,

the words in the text are not memorized but utilized through spontaneous performance assisted by the audience participation and interaction (Isbell et al., 2004). It has been recognized that storytelling can have important practical implications in educational settings, especially in primary school level (Collins, 1999). As far back in 1982, Ferrell and Nessell argued that storytelling could enhance students' vocabulary acquisition, reading fluency and story recall proficiency. Peck (1989) also found that, in addition to facilitating reading and listening comprehension, telling stories in classroom also improved students' written and oral language development.

storytelling enhanced the imaginative recollection of the story with verbal development in the story transmission. More researchers have found positive results on the effect of storytelling strategy. Lever and Sénéchal (2011) determined that children who received dialogic story reading intervention performed better in narrative ability and expressive vocabulary knowledge. Massey (2013) also concluded that through interactive storytelling incorporated scaffolding instruction help young children promote their oral language development.

The Effect of Story Retelling Strategy on Oral Language Proficiency

Story retelling could provide teachers with an alternative to assessing students' abilities and for retrieving and obtaining information about students' comprehension. According to Morrow (1996) story retelling is a post-reading and post-listening recall activity for students to express what they have learned and discussed previously. Slavin and Madden (1999) further defined story retelling as the summary of the main points of the story made by students and shared with their peers after reading and discussing the story. Lara-Alecio et al. (2015) defined storytelling and retelling as a teaching strategy that engages students prior to, during, and after story read aloud with storytelling/retelling. They indicated the overall purpose of Storytelling is to increase the pre-during-and-post listening and reading opportunities for learners to practice oral language skills.It has been found that story retelling can offer students opportunities to orally construct the story, Story telling/retelling serves as not only an effective instructional strategy

for students' literacy development but also a valuable tool to enhance and evaluate their learning process. For teachers, structured story retelling via well-planned and scripted lessons can utilize research-based learning strategies can provide an access to understanding the process of students' oral composition and reconstruction (Lara-Alecio et al., 2006). It is also the reason why story retelling is preferred over other comprehension-like assessment (Roberts et al., 2005). For students, story retelling requires active engagement and organization of thoughts and provides students with motivation and a critical gateway to a higher level of thinking and comprehension skills (Irby et al., 2008). Followed by the story content discussion, in which the teacher acts as a facilitator of students' expressive language, story retelling creates an environment where students can be the center of learning by demonstrating their comprehension and oral skills while elaborating their ideas and thoughts at the same time (Anderson and Roit, 1998). This study also showed a strong positive relationship between oral language and reading comprehension.Having students to retell a passage of a story is also an effective pedagogical tool to monitor the listening and reading comprehension .

The Effect of Utilizing Digital Storyreading on Developing Oral Communication Skills for 5th Grade Students

Listening: • develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds;

• links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life;

• extends children's understanding of how speakers of different languages use gesture, volume, and intonation;

Speaking:Talk is the underlying key factor in the development of literacy. In learning a new language pupils reproduce sounds, create phrases and sentences, and engage in simple conversations. The learning of a new language:

• makes pupils aware that different languages have different sounds.

• makes pupils learn about the importance of pronunciation and intonation and formal and informal use of language;

• develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication.

Influence of Reading children literature on oral language Development

Storybook reading is one of the most studied formats for increasing language learning in children. Many research studies have shown that children make significant gains in various areas of development through shared storybook experiences (Rubin & Wilson, 1995; Snow, 2001; Kaderavek & Justice, 2002). Story reading benefits children in two ways by providing them with acquisition of language and literacy. Not only do children acquire language and literacy skills, but they also experience vocabulary growth, knowledge of handling books, and many other skills (Snow, 1983). Story reading can foster communication opportunities for young children, as they discuss the text and illustrations (Kaderavek & Justice).

Many researchers have found important connections between reading aloud to preschoolers and their later literacy success (Ferreiro & Taberosky, 1982; Kontos & Wells, 1986). Wells (1986) states that the number of hours a child is read to during their preschool years is the best predictor of the childs later speaking skills in school. Reading books aloud not only increases reading achievement scores, but also listening and speaking abilities. Children who are frequently exposed to storybook reading are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain greater story concept development, increase letter and symbol recognition, and develop positive attitudes about reading (Silvern, 1985).

Storytelling is increasingly recognized as having important theoretical and practical implications (Kim, 1999). Collins (1999) determined that storytelling has many uses in the education of primary children. She concluded that stories provide a conceptual framework for thinking, which allows children to shape experiences into a whole they can understand. Stories allow them to mentally

map experiences and see pictures in their heads; telling traditional stories provides children with a model of language and thought that they can imitate.

Farrell and Nessell (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall. According to Maguires (1985) study, storytelling serves many purposes including increased vocabulary and concentration, as well as developing the young childs ability to think symbolically and metaphorically. Strickland and Morrow (1989) suggest that storytelling is a way to further language development in early childhood classrooms.

Communication Skills Needed for Basic Education , learners "lack the ability to express their ideas intelligibly and effectively" . In the typical classroom, students are required to speak in informal contexts such as reading orally from a text, answering questions, and small or large group discussion. As they progress to classes which require higher thinking skills, they may be required to use oral skills in presentations, debates, role playing, andThe nature of literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" .

Chapter 3

Methodology

The qualitative research method was used, since methods are often more flexible and subjective aim to produce contextual real-world knowledge about the behaviors, social structures and shared beliefs of a specific group of people. This project will be based on descriptive and correlational survey design. Kothari, (2003) says that descriptive survey design is survey of people who have had practical experience withthe problem to be studied.

In this project unstructured observation schedule and data analysis is used to collect data. Observation was done during primary internship at NDMC school with Focus group class 5 learners aged between 9-10 years.

As this methodology is less controlled I've observed my learners and ask them open ended questions about the literature and also ask to built a story using pictures, metaphor, adjectives and observe the use of devices to construct stories and story structure .they also told about themselves using metaphor and. Adjectives.Fluency is defined in quite a variety of ways. In everyday use it is generally associated with "smoothness" of speech. I would like you to think of fluency as "the smooth, accurate(using correct words), and efficient translation of thought into language." For data I have focused on 5 Learners and observed them continually for 10 classes during the picture talk during the class will also be taken into consideration to know the effective translation of thoughts into speech , their questioning and reasoning abilities . Learners are also analysed on Storyretelling , summarising and storymaking.

Chapter 4

Analysis

A study with learners in fifth grade, where some stories were read and some told. In my study, I found that the learners enjoyed and interacted more during storytelling than story reading . Children literature gives meaningful context to talk and learners easily relate to the situations and make linkages to their prior schemas and bring their experiences to the classroom . Therefore children literature provide opportunities for oral expression. Picture talk was also used in the classroom to stimulate oral expressions of learners and to provide them opportunity to talk. story making from pictures was also done in the classroom to know how the learners structure and express their thoughts orally. The oral expression is a way of expression for the thought and it provides feedback and develops by means of the linguistic function.

A benefit of using children's literature is that the connections between writing, and speaking was enhanced. Lessons were developed for the thematic unit. The lesson format included story sessions, digital story reading, story retelling, story making, poem recitation, picture talk, language activities, as well as oeal drills and ideas for integrating other subject areas. The focus of the lessons emphasized the unit theme as well as the integrating of the four language art components -- reading, writing, listening, and speaking. Integration of listening, speaking, reading, and writing was done through thematic units where the literature selections, reading activities, and interpretive activities all were relate to a common theme. It was found that combining children's literature into a thematic unit provided learners with more meaning centred experiences to talk which, in turn, enabled them to share their experiences, ideas and knowledgen. It also was

found that the curriculum encouraged learner involvement and fostered critical thinking skills, and reasoning skills.

Children's literature provides many opportunities to Learners to connect to the characters emotionally and to relate to the situations and also for oral expression these opportunities are distinguished as per the suggestions given by Professor Krishna Kumar in the book: The child's Language and the teacher.

1. **Opportunities to talk about oneself**

If children literature is read in the classroom which deals with the daily life situations of the learners and have the same cultural and environmental components as in the environment of the child the learners find the text relatable with their experiences and therefore also brings their experiences in the classrooms and hence this gives them a chance for oral expression in the classroom. There could be many occasions to talk about like Diwali. Learners like to share how they celebrate Diwali.

Example: हम हमने अपने घर पर रंगोली बनाई थी इसमें हमने एक मोर बनाया था और उसमें हमने पेंट करा था हम इसके बीच में दिया रखा था वो बहुत सुंदर लग रहा था।

2. **Opportunities to talk about objects and experiences**

Learners get more involved in the classroom and participate more when they get an opportunity to to share their experiences with their classmates.

Example: while doing schema activation for "The little bully " , learners shared their experiences of getting bullied by others in the playground.

" जब हम पार्क में खेलने जाते हैं तो बड़े बच्चे हमें भगा देते हैं और कहते हैं यहां पर हम भी खेलेंगे।"

3**. Talking about pictures**

Pictures are a great source for creative and analytical oral expression. Talking about pictures can be very fruitful and can make us aware of the different dimensions of their oral expressions and use of language like:

Finding: : talking about pictures learners can be e encouraged to find certain things in the picture and try them and can be asked questions like what is happening in thei picture.

Reasoning: ability to to attribute reasons and express their thoughts. Many picture talks were used in the classroom like the one shown below. This picture was used under the theme: समझदारी

Anchal: यह व्यक्ति समझदारी से काम नहीं ले रहा है।

Rishabh: इसे चोट भी लग सकती है

Projecting: learners can also relate to the picture and it can also so think about the imaginary situation that would arise and express their thoughts in that situation. Example: हमें पेड़ नहीं काटने चाहिए।

Predicting: learners were also able to predict that what would happen next in the picture and what all the picture is showing to them.After finding the details in the picture they were able to analyse the situation and predict the next incident going to happen. Example: जैसे ही यह लकड़ी काटेगा यह नीचे गिर जाएगा।

4. **Listening to stories and telling about them.**

Learners were aksed to retell a story that they have heard or to summarise a story. They were also asked to make stories using pictures sequencing. For this, they must acquire enough vocabulary and construct basic story structure and along with the teacher's scaffolding, students can further acquire sophisticated language rules and oral fluency.

5**. Acting it out**

To provide opportunities to the learners for oral expression, conversation between the characters of the story was done in the classroom as a theatre activity and learners were required to make dialogues for the characters where animal was able to talk to his master. This was done after the story of the lazy

horse was shown to the learners. This activity was performed with enthusiasm with voice modulation and theatre was made a part of virtual class through dialogues. Theatre as a means of teaching helps students learn academically and socially. One learner played the role of master and the other of the horse. They were very fluent and flexible while playing their roles as they were answering each other and were relating to the events in the story.Others also sent their dialogues and the class was participatory in nature.

Example:

The horse: मैं lazy नहीं हूं। आप मुझे 2 बोरी भर कर देते हो तो वह बहुत भारी होती है और मैं थक जाता हूं।

Master: पर तुम्हारा ही काम है कि तुम मेरे लिए बोरी उठाओगे मैं तुम्हें इसीलिए रखा है।

The horse: आपने पैसे का लालच आ गया है इसलिए आप सादा काम कर आते हैं मेरे से जितना अगर मैं उठाता हूं आप भी उतना ही उठाएंगे तब आपको पता लगेगा की मुझे कितनी तकलीफ होती है।

Master: मुझे माफ कर दो अब मैं दोबारा ऐसा नहीं करूंगा और तुम्हें अच्छा खाना भी दूंगा।

Quality and elaboration of oral expression

Learners oral expression Data is analysed on Storyretelling, story making, picture talk and their experience sharing abilities. The ability to express ideas explain their thinking retell stories, categorise characters and events also compare and contrast the scenerios .

Learners elaborated the stories Giving details to the characters ,Using more adjectives, Using interrogation techniques in the story to make it more interesting. They also develop counter arguments between the characters to make story intersting and more comprehensive by providing deep knowledge of scenerio and character to the listener and communicate their thoughts with more complexity of structure.

Learners were also using various functions of language (MAK Halliday) while expressing their thoughts like:

- **Interactional function:** Included in this are utterances such as greetings, or responding to being call. Leaners Included this function while showing the bonding between two characters of story. Naming the characters in the story was very important for using their names while interacting with them. The interaction between the horse and the man . And while making their own story showing interaction between the girl and the tiger

बोला कि "क्या आप इस लड़की को थोड़े दिन रख सकते हैं "

शेर ने "बोला हां मैं रख सकता हूं।"

लड़की ने उससे पूछा इसमें " क्या रखा है"

शेर बोला" कुछ नहीं मैं बस खाना बनाने लगा हूं "

- **Imaginative Function:** The Imaginative function is used by children to create an environment of their own. The learners provided the story with an imaginary setting. They were able to start the story e with the description of surroundings and describing them in a creative manner sometimes also manipulating the surroundings then coming up with the problem and closing the story with the solution.

फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

- **Personal Function**: A function of the children's language is that they use it to express their awareness of themselves and of the fact that they are separate from the surrounding environment. This function includes the expression of personal feelings, such as the noises children make when

they find something interesting, or when it tastes nice. Learners used this while sharing thier experiences.

- **Informative Function**: it is actually quite a complicated idea to think that you can tell something to somebody who does not already have that information. The learners were able to give the information about the place where the characters live like "the lady and her daughter live in a Jungle."

इसमें एक मम्मी है उसकी एक लड़की भी है। उन्होंने दरवाजा खटखटाया

Storyretelling

Rishabhl: एक गांव में एक गोपी नाम का एक लड़का रहता था और उसके पिताजी रहती था। वह बहुत शैतानियां करता था उसकी शैतानियां करते थे नहीं रहते थे। चौराहे पर आज तबीयत ठीक नहीं लग रही है कुछ भी। खो गया चौराहे पर उसे एक शरारत सूझी उसने एक पेड़ पर चढ़ा और एक पेड़ पर चढ़ा और जोर जोर से चिल्लाने लग गया वीडियो आया भेड़िया आया भेड़िया गांव में उसके पास दूसरी बार भी उसने वैसे ही काफी थी जबकि इस बार असली में ही आया था उसकी पूरी बकरिया खा गया। लेकिन जब तक उनकी बेटी मर चुकी थी। पिताजी के जब पताजब गोपी पेड़ से उतरा तब उसके पिताजी ने बोला मैं इतने दिनों से तुझे आपको डांट नहीं रहा हूं ना उसी लिए तो ऐसे कर रहा लेकिन आज से मैं तुझे कभी माफ नहीं करूंगा तो जो बोलता है पिताजी मुझे माफ कर दो।

Anchal: एक गांव में एक गडरिया रहता था वह प्रतिदिन भेड़ चराने जंगल में जाता था एक दिन उस के मन में एक बात सूची झूठ बोल कर देख ले जोर-जोर से चिल्लाने लगा बागा बागा गांव वाले दौड़कर आए उसे पास आए फिर वह हंसने लगा कुछ दिन बाद फिर चिल्लाने लगा फिर गांव वाले आए तो फिर हंसने लगा 1 दिन सच ही आ गया गांव वाले ने मदद के लिए कोई नहीं आया फिर बार मार मार कर खा गया हमें शिक्षा मिलती है कि हमें कभी झूठ नहीं बोला चाहिए।

While Storyretelling learners provided a setting, naming the title and remembering characters in the story. This supports that storytelling particularly helped the learners imaginative recollection of the story, while verbal factors were more or less equivalent . They also retold story in the same sequence the story had occurred and also give it an ending. The Structure of storytelling was followed while re telling the story.

Storymaking from pictures

It is important to note that the storymaking relied heavily on the illustrations to make the story. The Learners often described the illustrations, to help restructure the story. For instance, फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया , लड़की ने कहा वाह खाना बहुत अच्छा है।फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

When children are provided with illustrations, they make specific visual associations. Learners also gave a title to their stories and they have specific names for the characters in the story. They were able to reorganize, manipulate the events and express their stories in a creative manner. they were using different functions of the language in the same story like instrumental and interrogatory function of language were used to make story more interesting and the also provided a formal ending to the story.

Chapter 5

Conclusions

The inclusion of children literature would assist learners in expanding story comprehension, oral retelling, and recognizing the elements of a story. It also help them with oral expression by providing them with opportunities to talk about themselves and other things. Combining these approaches could provide powerful literature experiences to influence the oral expression development and story comprehension of young learners .

In essence, then, employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means of communication, it builds on the children's preschool strengths and oral language expertise to help them successfully develop social, intellectual, and linguistic competences.

Selection of children literature

Children literature should provide motivation and challenge the reader as age appropriate. A good book will often have literary merits and represent a range of styles and literary structures. It will broaden students understanding of cultural diversity and knowledge of historical facts. A good book will help the reader develop sensitivity of different views and elicit personal critical responses. Books

should be bridges to other activities that expand on what the young reader heard, observed, questioned, or thought about during the story. A good literature , it is the combined effort of illustration and text being woven together in perfect harmony to become truly high quality. While selecting the literature for the classroom one should answer, Does the story encourage discussions and promote understanding of society?

Consider where your child is — intellectually, emotionally, and maturity-wise, and pick books that are relevant to his or her experiences. Also consider the book's length, number of illustrations, length of chapters, and vocabulary. You may not know if the book is age-appropriate until you start reading it, but don't feel like you have to continue reading if no one's interested or if it's over their heads.

A child's ability to make meaning during reading enhances when the child engages actively in thinking about what he or she reads. Therefore, select books that encourage active participation—ones that are on topics of high interest or that answer questions your child has asked, Quality is determined by both the illustrations and words in a book and both have equal importance. The following information breaks down the elements of the book and describes some of the ways in which quality is assessed.

1. Setting

Illustrations are key in helping to establish the setting and help children learn about the world and how it relates to the story they are reading. The setting should be authentic and clearly depicted, in a familiar environment kids can identify with.

2. Characters

A good book will show the characters consistently growing and changing throughout the book. You want believable characters that are not picture perfect, but rather simple and imperfect. Characters should be relatable to the learners and can also be from same age group as of learners to feel connected with the characters.

3. Theme and Story line

A good book has a central theme that holds the story together and engages the reader. The topic should be something children enjoy and can relate to—and should have a beginning, middle and end.

Tips

- Exceptional children's literatures will be engaging and captivating.
- Exceptional children's books teach but are still enjoyed by the reader and listener.
- Exceptional children's books balance the pace of the story.
- Exceptional children's books balance the amount of illustrations and text.

Role of teacher and classroom environment

The primary role of the teacher in a language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to respond in the classroom

It is the teacher who acts as facilitator, resource person and the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the learners get exposure to the language and opportunities to use various functions of language. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about.

The teacher is also instrumental in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practise language and share their views with the class. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The constant re-entry and review of linguistic content throughout the different units enable the students to practise and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these objectives.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student-centred rather than teacher-centred; the students do most of the talking and the role of the teacher is to facilitate, advise, assist and offer direction. As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work.

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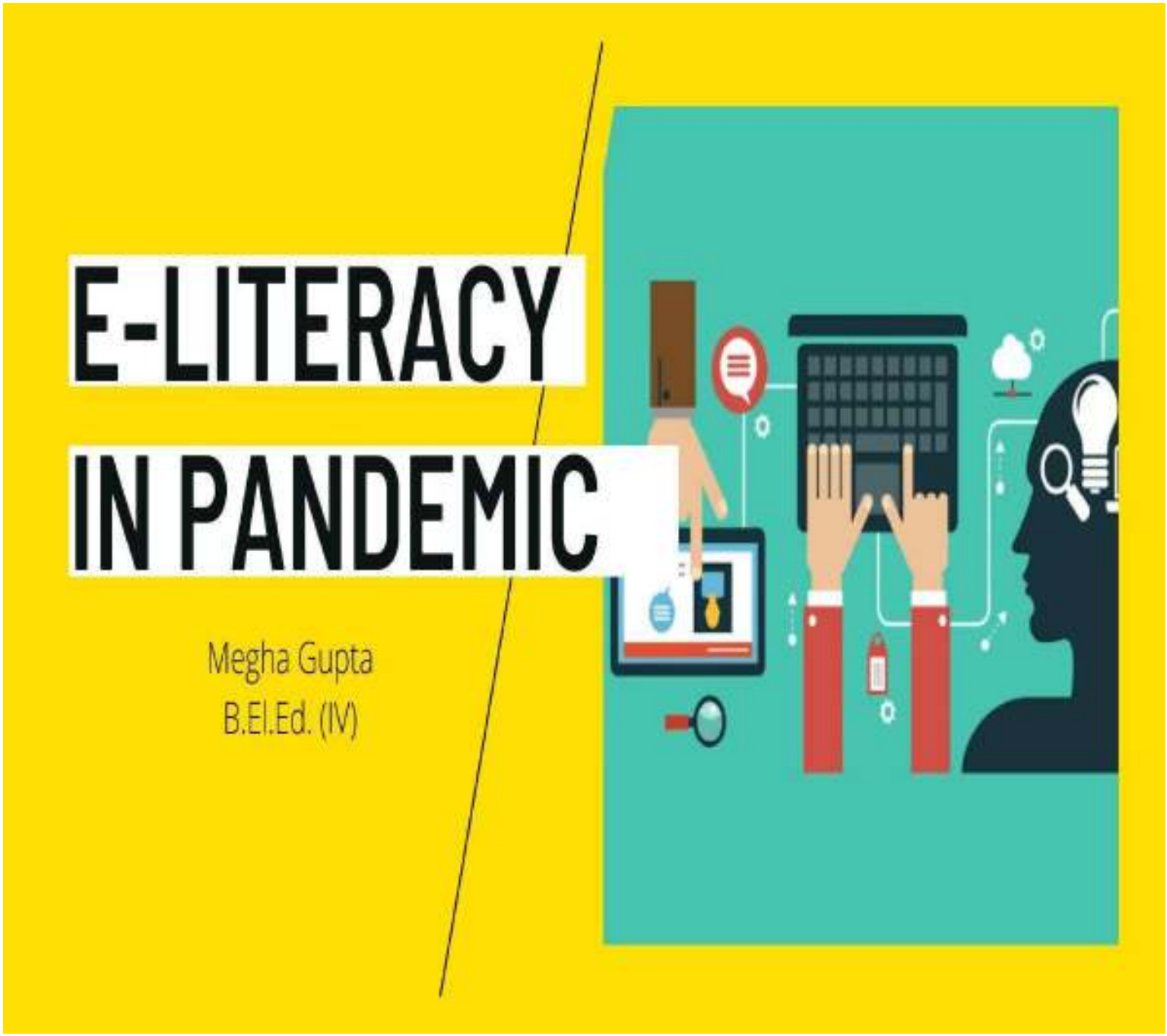

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ABSTRACT

Literacy is popularly understood as an ability to read, write and use numeracy in at least one method of writing, while, E-literacy has been defined in a variety of ways but it generally relates to the skill set required to make efficient of the materials, tools, and resources that are available online. Today, as we look at a new normal where physical interactions are replaced by virtual existence, we realize that we need more action on digital inclusion and we need it now.With a large section of the population still lacking basic digital skills, we might not be ready to move ahead as a digital society. But this is the need of the hour and given the enormity of the task at hand, it is required that joint effort should be invested to make this leap happen. The task is herculean, but with collective will, we can make digital skills and tools accessible to everyone.

The aim of this project is to study about e-literacy, how it was earlier and how it has changed over time with respect to the pandemic, its pros and cons, how can it be developed in an effective and inclusive manner, to identify the difficulties and challenges faced in developing e-literacy while maintaining social distance/staying at home.

INTRODUCTION

Literacy is popularly understood as an ability to read, write and use numeracy in at least one method of writing, while, E-literacy has been defined in a variety of ways but it generally relates to the skill set required to make efficient use of the materials, tools, and resources that are available online.

Due to the coronavirus pandemic, for the safety of the masses, institutions were shut and all of us had to shift to the online mode of education. In a country like India, with our population belonging to various economic backgrounds online education has not been less than a life changing situation.

Today, as we look at a new normal where physical interactions are replaced by virtual existence, we realize that we need more action on digital. With a large section of the population still lacking basic digital skills, we might not be ready to move ahead as a digital society. But this is the need of the hour and given the enormity of the task at hand, it is required that joint effort should be invested to make this leap happen. The task is herculean, but with collective will, we can make digital skills and tools accessible to everyone.

The aim of this project is to study about e-literacy, how it was earlier and how it has changed over time with respect to the pandemic, its pros and cons, how can it be developed in an effective and inclusive manner, to identify the difficulties and challenges faced in developing e-literacy while maintaining social distance/staying at home (done on basis of data collected)

OBJECTIVE

This study helps us to form a better understanding of the current situation of e-literacy, how the teachers And learners adapted to it, the challenges they faced and how can we make e - literacy more meaningful for primary grades (based on the responses of school teachers, students and interns)

LITERATURE REVIEW

While the nationwide lockdown to fight the COVID-19 pandemic has brought life to a standstill in the second most populated nation in the world, it is the education sector which has evidently taken a giant leap forward in terms of online education. While some believe that online education is still a faraway proposition given the Indian ecology, many others feel that one of the biggest plus from the lockdown will be the digital revolution in the education sector.

While the digital platforms were widely available even before the Covid-19 outbreak, educational institutes were too slow in adopting them. But during the lockdown period, most educational institutes have swiftly shifted to online mode of instruction, abandoning the age-old class room teaching,

PREVIOUSLY INTRODUCED POLICIES TO PROMOTE E-LITERACY

In terms of digital literacy, the government has been making certain efforts to increase digital literacy skills amongst citizens. There are three main digital literacy programmes which have either been implemented or are in the process of implementation –

1.The National Digital Literacy Mission
2.The Digital Saksharta Abhiyan
3.The Pradhan Mantri Gramin Digital Saksharta Abhiyan.

NDLM was approved in March 2014 and had a target to train 10 lakh citizens in select districts. Subsequently, DISHA was approved in December 2014 with an additional target of 42.50 lakh candidates across the country. The only difference between the two schemes is that in DISHA, besides common citizens, ASHA workers, government functionaries, and fair-price shop workers were trained as well. The coverage targets have been increased under PMGDISHA, which seeks to make six crore persons in rural India digitally literate.

However, until October 2018, around 2 crore individuals have been covered, which is just 1.67% of India's population.

4.The Rashtriya Madhyamik Shiksha Abhiyan

The Information and Communication Technology (ICT) in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). Now ICT in Schools is a component of the RMSA. The Information and Communication Technology (ICT) in Schools was launched in December, 2004 and revised in 2010 to provide opportunities to secondary stage students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The Scheme is a major catalyst to bridge the digital divide amongst students of various socio economic and other geographical barriers. The Scheme provides support to States/UTs to establish computer labs on a sustainable basis.
Components -The scheme has essentially four components:-

- The first one is the partnership with State Government and Union Territories Administrations for providing computer aided education to Secondary and Higher Secondary Government and Government aided schools.
- The second is the establishment of smart schools, which shall be technology demonstrators.
- The third component is teacher related interventions, such as provision for engagement of an exclusive teacher, capacity enhancement of all teachers in ICT and a scheme for national ICT award as a means of motivation.
- Fourth one relates to the development of a e-content, mainly through Central Institute of Education Technologies (CIET), six State Institutes of Education Technologies (SIETs) and 5 Regional Institutes of Education (RIEs), as also through outsourcing.

The highlights of the revised scheme are:-

- The non-recurring expenditure for school has been revised from Rs. 6.7 lakh to Rs. 6.4 lakh whereas annual recurring expenditure has been revised from 1.34 lakh to Rs. 2.70 lakh. The recurring cost will be provided for a period of 5 years from the year of sanction.
- The objective of the Scheme is to cover all Government and government aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally backward blocks and in areas having concentration of SC/ST/minority/weaker sections.

- Under the revised scheme, there is a provision of a suitably qualified full time computer teacher in each secondary and higher secondary school. In case of higher secondary school having computer related subjects as elective, there would be a need for a post graduate in computers teacher.
- There are provisions for in-service (induction and refresher) training for all teachers in secondary and higher secondary schools to enable them to impart ICT enabled teaching.
- 150 smart schools would be sent up by State Government and UTs at the district level using a grant of Rs. 25 lakh for a school and a recurring grant of Rs. 2.5 lakh per year. This would enable provision of at least 40 computers in each such school.
- There is a provision to strengthen SIETs to contribute to e-content development.
- Management, monitoring and evaluation will be strengthened.
- Convergence with the existing programme would be essential especially in teacher training and ensuring reliable power supply and internet connectivity.
- The scheme includes a National Award for teachers using ICT in schools in the teaching learning process.
- The sharing pattern will be 75.25 between the Centre and the State except for the north eastern States including Sikkim where the ratio would be 90:10.

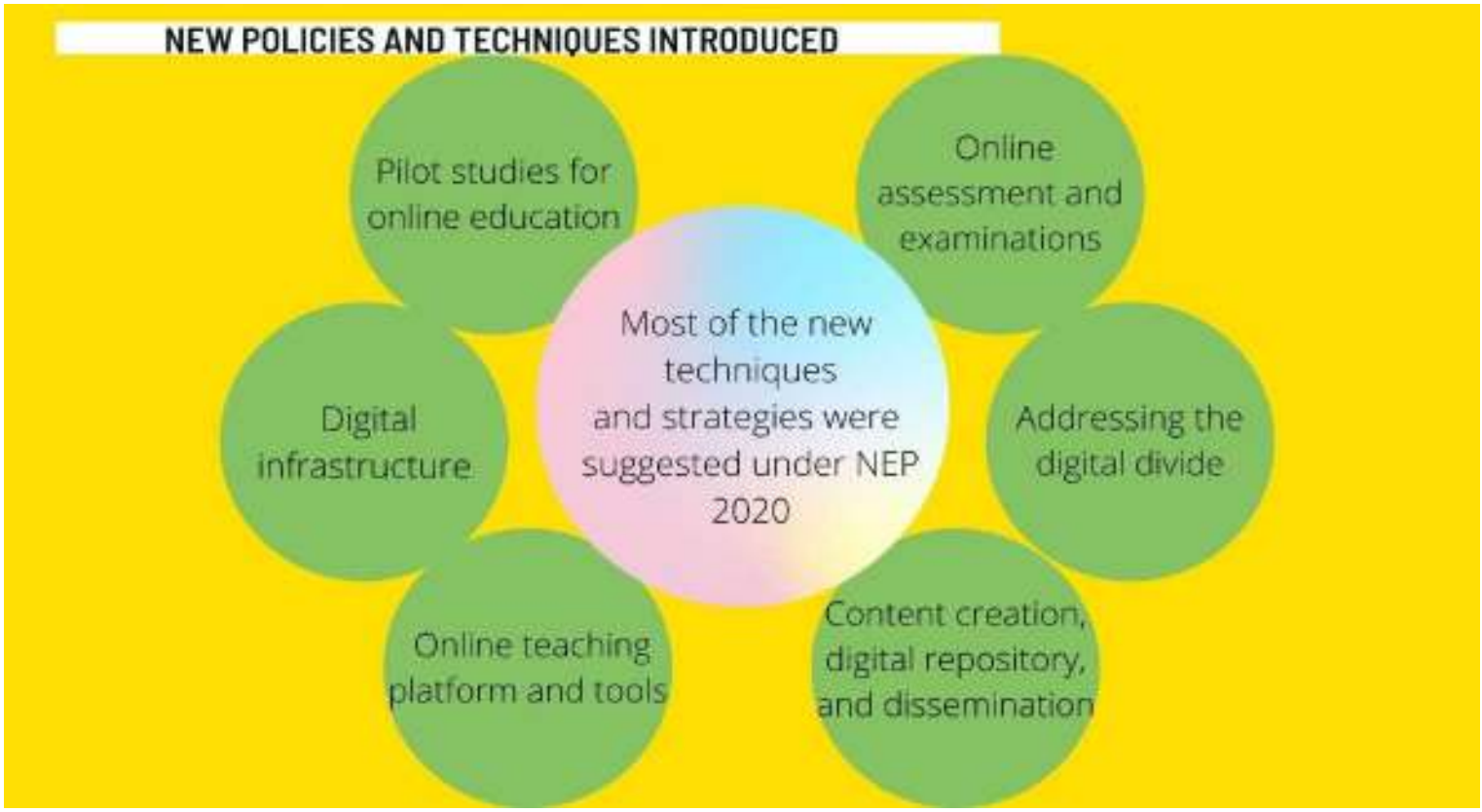
Coverage
The scheme currently covers both Government and Government aided Secondary and Higher Secondary Schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, development of e-contents, Internet connectivity & set up of smart schools. So far, 87033 government and government aided secondary and higher secondary schools have been approved for coverage under ICT in Schools Scheme.

Financial Assistance And Cost Norms-
Financial assistance is given to States, CIET and SIETs on the basis of the approvals accorded by Project Approval Board (PAB) chaired by Secretary (School Education and Literacy). The project cost is shared between Centre and States in a ratio of 75:25 except for the NER states including Sikkim where it is 90:10.

Smart School-
Under the existing Information Communication Technology in School Scheme as against the target of setting up 150 more such schools, this Ministry has approved for coverage of 63 Smart Schools so far. The Smart Schools are being established in the Districts by conversion of one of the existing State Government schools to serve as a role model and Technology Demonstrator among the neighbourhood schools.

NEW POLICIES INTRODUCED :

The National Education Policy 2020 recognizes the importance of leveraging the advantages of technology while acknowledging its potential risks and dangers. It calls for carefully designed and appropriately scaled pilot studies to determine how the benefits of online/digital education can be reaped while addressing or mitigating the downsides. In the meantime, the existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.



Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) Pilot studies for online education: Appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

(b) Digital infrastructure: There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector that can be used by multiple platforms and point solutions, to solve for India's scale, diversity, complexity and device penetration. This will ensure that the technology-based solutions do not become outdated with the rapid advances in Technology.

(c) Online teaching platform and tools: Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools for monitoring progress of learners. Tools, such as, two-way video and two way- audio interface for holding online classes are a real necessity as the present pandemic has

Shown.

(d) Content creation, digital repository, and dissemination: A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. For fun based learning student-appropriate tools like apps, gamification of Indian art and culture, in multiple languages, with clear operating instructions, will also be created.

(e) Addressing the digital divide: Given the fact that there still persists a substantial section of the population whose digital access is highly limited, the existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population. A special focus on content in all Indian languages will be emphasized and\ required; digital content will need to reach the teachers and students in their medium of instruction as far as possible.

(f) Virtual Labs: Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment-based learning experiences.

(g) Training and incentives for teachers: Teachers will undergo rigorous training in learner centric pedagogy and on how to become high-quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

(h) Online assessment and examinations: Appropriate bodies, such as the proposed National Assessment Centre or PARAKH, School Boards, NTA, and other identified bodies will design and implement assessment frameworks encompassing design of competencies, portfolio, rubrics,standardized assessments, and assessment analytics. Studies will be undertaken to pilot new ways of assessment using education technologies focusing on 21st century skills.

(i) Laying down standards: As research on online/digital education emerges, NETF and other appropriate bodies shall set up standards of content, technology, and pedagogy for online/digital teaching-learning. These standards will help to formulate guidelines for e-learning by States, Boards, schools and school complexes, HEIs, etc.

BENEFITS OF ONLINE LEARNING

1. Learn From Anywhere, At Any Time

Since online education only requires a laptop or a smartphone with an internet connection, students can learn anywhere at any time. This flexibility helps working professionals to pursue new courses without giving up their jobs. They can learn at weekends or in their free time. All the course materials are readily available at student's fingertips.

2. Save Money And Time

Online education is much more cost effective than completing a regular on-campus degree. It helps students who cannot afford a regular college degree to accomplish their dream without spending a fortune on college education. Since you study at your own time, it helps to save time as well.

3. Learn At Your Own Pace

Everyone learns at a different pace. In a classroom, where all students are being together, following the lesson may be difficult. This is a serious disadvantage of traditional education. Online education solves this issue. In online education, all course materials

are provided beforehand, and students learn by taking their own time. They can also clarify their doubts by live chats or forums as well.

4. Recognition Of Online Degrees
Online degrees are accepted by many companies and employers in India as long as it is accredited and approved by the Distance Education Council (DEC) of India. Many of them are encouraging their employees to get online education as well.

CHALLENGES

Infrastructural challenges

Digital literacy skills or the lack of them, especially during the Covid-19 pandemic, have affected the lived realities of individuals and communities in multiple ways, across themes such as education, economic development, political participation, health, social discourse, and many more. For those who are unable to access technology due to a lack of the skills required to navigate it, Digital India is not an enabler and can actually further exacerbate existing socio-economic inequalities.

While increased digitisation has numerous benefits with new paths of opportunity for economic, social, political, and educational progress, the inability to access and benefit from this digitisation deprives individuals and communities from enjoying the advantages of these opportunities and technological advancements.

The digital boom revolutionised the lives of people in developed countries by empowering them with increased access to information, government authorities, other services, and the creation of better livelihood opportunities, among many other advantages but India being a developing nation, as per a report from the Digital Empowerment Foundation in 2018, around 90% of India's population is digitally illiterate.

While India is experiencing a digital revolution that may allow us to move ahead in terms of economic growth and development, we also run the risking of creating a new class of digitally-poor citizens. Digital Poverty has been defined as a new concept of poverty, meaning the inability to access and benefit from information and communications technology services due to a lack of access, and a lack of skills required to access these services.

Pedagogical Challenges

The benefits of online/digital education cannot be leveraged unless the digital divide is eliminated through concerted efforts, such as the Digital India campaign and the availability of affordable computing devices. It is important that the use of technology for online and digital education adequately addresses concerns of equity.

Teachers require suitable training and development to be effective online educators. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom.

Aside from changes required in pedagogy, online assessments also require a different approach. There are numerous challenges to conducting online examinations at scale, including limitations on the types of questions that can be asked in an online environment, handling network and power disruptions, and preventing unethical practices.

Certain types of courses/subjects, such as performing arts and science practical have limitations in the online/digital education space, which can be overcome to a partial extent with innovative measures.

Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning.

METHODOLOGY

For the project, primary data was collected and data triangulation was done to ensure the authenticity of the data collected, followed by analysis.

1. Class observations - three class observations of classes third, fourth and fifth were done in order to observe the responses of learners and check for the difficulties faced and solutions provided by class teachers for the sme.

2. Questionnaire - Questionnaire was filled by teachers of classes third, fourth and fifth and interns of group 6 through a google form.

https://forms.gle/2g481f5AdNVSH4bS7

3. Telephonic Interview - Telephonic interview of the teachers and interns was conducted to ensure the authenticity of responses received in the questionnaire.

Class observations, questionnaire and telephonic interview lead to data triangulation.

For the secondary data on existing situation of e-literacy in India, various educational policies, already published studies and government survey reports, blog articles and news articles were taken into considerations

DATA - ANALYSIS

After collecting and analysing the data, the results found were quite interesting. The questionnaire gave a very clear picture of the study. A lot of factors, like infrastructural, economic , ethnic backgrounds, digital safety, physical well being had to be kept in mind.

Implementation of e-learning strategies

When the e-learning strategies were being worked on, the government considered all the internet users in spite of the fact that the majority of the people who have access to the internet use it on their phone and not on a laptop or computer. Even the ones who use the internet on the phone use it for entertainment like watching videos, listening to songs and whatsapp sometimes. This was one of the biggest loopholes in the planning and strategizing done by the government.

The **earlier strategies** which were implemented, only focused to cater to 10crore people which is not even 1 % of India 's total population of 133 billion and it's been ever increasing. The strategies only focused on making individuals digitally literate but never focusing on the fact that the literacy was useless until the citizens had somewhere to apply that knowledge to. Also, educating one person out of an entire family in a rural area didn't help either.

Though the **new strategies** are observed to be a bit more inclusive as compared to previous ones. For those who can't have access to smartphones/ computers or laptops, they can now have access to education through radios and tv. The channels were broadcasted in various regional and local languages so that each and everyone could have some access to education. But there again persists the issue of connectivity. And looking closely one might also find out that the quality and depth of education also wavered.

Since the lockdown was implemented, a lot of people moved, to ensure that the learners don't miss out on their education, the government also instructed the school authorities to keep a track of students and stay in contact with them. But the ones who couldn’t afford a living in the city, when moved back to their hometowns, became inaccessible and despite the efforts of school authorities, they couldn’t be traced. There was no step taken by the government either of state or center to find out about the untraceable students and hence, their connection from education stands broken.

Adaptability

In the majority of government schools, the teaching shifted to online methods on whatsapp. Class groups were made , teachers, principals and students were added to the groups and then the teaching learning material was introduced.

In the three classes that were taken into consideration it was found out that as much as 90% of the entire strength of class was present on whatsapp. But only a few of them participated.

The class which was taught by me had a total strength of 66 out of which 60 students were present in class, but only 20 of them participated. The participation wasn't even in the form of audios or responses. But the written work. This finding showed us that only 1/3rd students did their classwork/homework. Out of those 20 only 5 students responded in class and were active thus constituting only 8% of the entire strength. Similar trends were observed in the other two classes that were observed.

Based on the responses of teachers, they shared that the shift to online mode was rather easier than what they expected to be but they also stated that the learners faced a difficulty in initial days, as many of them and their parents were not accustomed to using whatsapp. A few teachers also quoted that they could find whatsapp teaching easier only because ready made resources were shared with them, they just had to reshare with the students and explain it, which they already did in offline/traditional classrooms. One of the teachers even said that online teaching would have been a hassle and they would have struggled just like the parents and students if they didn't get the resources from their department, or had to learn to develop e-resources on their own.

For the students, in class 4 and 5 it was observed that the adaptability with whatsapp wasn't much of a trouble, they could type their responses in hindi, record audios and videos and click pictures of their work and send but the issues were faced in junior classes like class 2 and 3 where the learners required guidance for recording audios and clicking pictures.

classroom environment

The learners were given a Time table and there used to be two classes each day including an activity period and TV time. Though the time table was followed strictly, the learners rarely watched TV as many didn't have TV or couldn't afford the set top box and the digital connection, and hence the phone became their school as well as companion for play and entertainment.

The digital classroom used to be an interactive one mostly. The learners greeted teachers and responded to questions. The teachers usually greeted back and addressed queries but not always. On observing closely it was found out that many times the queries of the children were lost amongst the other messages in the group. Other times, the teachers were either not online or didn check all the messages in the group and directly moved to checking the work of the learners.

It was also observed that the originality went missing in learners' work. The work sent by the first student was copied and sent again by the rest of them. The same errors and mistakes were repeated. After many reminders, a lot of earners started doing their work on their own but the plagiarism still remained. Once it also happened that a learner forwarded the work sent by one of his classmates, on asking him, why did he do that, he gave two reasons. First being - he didn't know how to answer those questions, second - he didn't have his books and notebooks back there in the village and thus couldn't read from them or write.

It was also observed that there was a group of students that never replied. Their numbers were added to the group but no response or activity was noticed. When the class teacher was asked about the same, it was found that these parents either changed their numbers, or couldn't afford a recharge because of loss of livelihood/job and therefore these children never come online.

Challenges faced

More than 1.5 billion students are out of school. Widespread job and income loss and economic insecurity among families are likely to increase rates of child labor, sexual exploitation, teenage pregnancy, and child marriage. Stresses on families, particularly those living under quarantines and lockdowns, are increasing the incidence of domestic violence. As the global death toll from COVID-19 increases, large numbers of children will be orphaned and vulnerable to exploitation and abuse.

- infrastructural challenges

A computer would be preferable for online classes, a smartphone could also serve the purpose. However, the phone might be convenient for apps, but not for carrying out lengthy assignments or research. While 24% Indians own a smartphone, only 11% of households possess any type of computer, which could include desktop computers, laptops, notebooks, netbooks, palmtops or tablets.

According to the 2017-'18 National Sample Survey report on education, only 24% of Indian households have an internet facility. While 66% of India's population lives in villages, only a little over 15% of rural households have access to internet services. For urban households, the proportion is 42%.In fact, only 8% of all households with members aged between five and 24 have both a computer and an internet connection. It is also useful to note that as per the National Sample Survey definition, a household with a device or internet facility does not necessarily imply that the connection and devices are owned by the household.

- Cyber Security

The COVID-19 crisis also heightens the risk of online child sexual exploitation. Europol has reported that law enforcement partners are reporting "increased online activity by those seeking child abuse material," as a result of COVID-19. Children are spending more time online due to school shutdowns, and may be anxious or lonely because of isolation and confinement, making them more vulnerable to online predators.

Even in class it was observed that a student while giving her introduction every day in morning, said

Good Morning maam and sir my name is ---- sexy object

On asking her if she knew what it meant, she denied an said it was used for a very beautiful female on internet. This shows us how vulnerable can learners be online if left unguided

- Physical impact of e-learning

Poor ergonomics: Unlike classrooms, the children are not bound to follow good ergonomics at home. Taking online classes on bed and sofas are one of the commonest reasons that we can attribute to recent rise on back pains or fibromyalgic pains.

Lack of physical activities: Obesity in children is on the rise either due to lack of outdoor physical activities or due to binge eating and easy availability of junk food at home. Children are losing their muscle mass and adding fat which is going to affect their growth

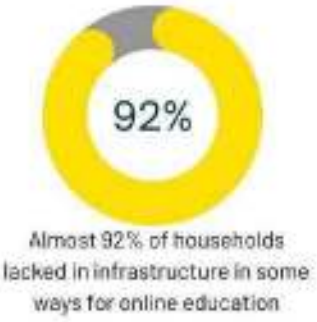
Physical activities play a large role in Calcium and Vitamin D levels of the body. Deficiencies are on the rise in recent times in children and their reasons are very obvious - Deficiencies of Calcium and Vitamin D

Apart from this, the constant exposure to screens is not only affecting eyesight but also causing issues such as migraine.

- Mental Health Impact and Abuse

Added family stresses related to the COVID-19 crisis – including job loss, isolation, excessive confinement, and anxieties over health and finances – heighten the risk of violence in the home, including both between partners and by caregivers against children. The United Nations secretary-general has reported a "horrifying" global surge in domestic-based violence linked to COVID-19, and calls to helplines in some countries have reportedly doubled. Child abuse is less likely to be detected during the COVID-19 crisis, as child protection agencies have reduced monitoring to avoid spreading the virus, and teachers are less able to detect signs of ill treatment with schools closed.

The teachers also gave feedback that the online classes have made the children anxious and restless. Not only do they become impatient but also lose their calm on petty issues. The loss of interaction and activity has only added to their problem



- Suggestions received

The suggestions that were received included- incorporation of creative strategies to ensure that all children must have sustainable access to learning during pandemic COVID-19.

The Indian policies must include various individuals from diverse backgrounds including remote regions, marginalised and minority groups for effective delivery. These individuals shall be contributing from there indigenous knowledge and could help in effective planning of resources for the learners in remote areas.

The suggestions also included establishment of quality assurance mechanisms and quality benchmark that should be developed for online learning programmes.

REFLECTION

The entire study of **E-LITERACY DURING PANDEMIC** added a lot to my experience and knowledge.

The only limitation that I felt was that I couldn't talk to learners and their parents openly about this. During the entire duration, i could interact with only one parent and all that she said was “ye bimaari bhi ameero ki hai, jo bahar gaye wo leke aaye, aur isme fayda bhi ameer hi utha rahe hain." With time I could only come to the thought that being a single mother , running her household and ensuring the education of her child would have already been tough and the pandemic only added to it. Whatever news or figures and facts that could reach us were only those that were reported and verified. The people who actually benefited from the government schemes, the people who became untraceable when they moved on foot to their hometowns, or the ones who were actually struggling could never make it to headlines.

Though the idea of e-literacy and receiving education within the boundary of our homes is very enticing, and can lead to development and a revolution in the education sector if used and explored wisely and creatively but it has affected each and everyone involved tremendously. Whether the teachers, the learners, their parents or the school administration, all of them have found themselves stuck at some point or the other.

With time , investment and whole round development e-literacy/online education can become an available option and benefit thousands of people at once,but it requires a lot of experimentation and investment as of now because no one knows what structure of online education would be viable in india.

CONCLUSION

The impact of pandemic COVID-19 has enforced the worldwide lockdown creating negative impact on students life around 32 crore learners stopped to move to schools and colleges and educational activities halted in India.

The outbreak of covid-19 has taught us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies which have not been used before.Yet, there is a long way to go, until a developing nation like India can achieve meaningful digital literacy.

This can only be achieved by cooperation from the stakeholders like the government, schools, parents and learners and a will to grow and overcome the digital divide

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Effectiveness of children literature on oral expression

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ABSTRACT

The present study was conducted to understand the effectiveness of children literature on oral expression development and strategies used to develop oral expression. This project was led to understand the significance and effect of children's literature on learner's oral fluency. In this project, qualitative data was collected from online teaching with a descriptive research and a sample of 5

students from class 5, Moti bagh, NDMC school was taken purposively. The data were obtained from Class observations which was performed for ten days occasion throughout the data collection cycle. This study explored the functions of language used by learners during the expressing themselves orally.

Keywords: children's literature, Oral expression, story-telling , Storyreading, oral fluency

Chapter 1

Introduction

Children's literature brings with it a plethora of imagination. It exposes learners to a world of possibilities engaging with emotions, imaginations, thrill, adventure and the playfulness of language. Literature also lends the gives an opportunity to think and examine lives and the realities of the world and even envision a better world. It broadens experiences far beyond what one can hope to accomplish in a lifetime and takes its readers to places that do not even exist.

Literature describes a wide variety of text including fiction non fictional narratives such as biographies and autobiographies and poetry. Literature is a powerful vehicle for learning and using language. Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning. Through poems we discovered the poetic devices like metaphor and simile and use these devices while communicating also. Learners easily relate to literature .It is very important to know whether the learners are actively listening and participating in the activity. Choice of good literature appropriate to the age of the learner and his interest is important. It is also important to show illustrations to the young learners and let them imagine. Contextual situations help the learner to relate to their immediate surroundings and help in learning.

The development of oral language is one of childrens most impressive accomplishments that occur during the early years of life.The early childhood classroom is an appropriate place to enrich the language of young children. Meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth .

Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning.

Literary texts offer a rich source of linguistic input and can help learners to practice the four language skills -speaking, listening, reading and writing- in addition to exemplifying grammatical structures and presenting new vocabulary. activities can be clubbed with the reading and how to assess the learning process. Setup is very important before we start reading to the learners it is very important to know whether the learners are actively listening and participating in the activity.

What is literature

Literature broadly is any collection of written work, but it is also used more narrowly for writings specifically considered to be an art form, especially prose fiction, drama, and poetry.Literature, as an art form, can also include works in various non-fiction genres, such as autobiography, diaries, memoir, letters, and the essay. Within its broad definition, literature includes non-fictional books, articles or other printed information on a particular subject.

Poetry has traditionally been distinguished from prose by its greater use of the aesthetic qualities of language, including musical devices such as assonance, aliteration, rhyme, and rhythm, and by being set in lines and verses rather than paragraphs, and more recently its use of other typographical elements.

Oral expression

Language fluency is one of a variety of terms used to characterize or measure a person's language ability to organise thoughts and argue using words (Talk , Krishan Kumar).Oral expression is the ability to express ideas ,explain thinking ,retell stories, categorise, compare, contrast and to solve problems verbally. Varying definitions of fluency characterize it by the length and rate of their speech output. Their ability to participate in classroom discussion talk about the experiences reorganize, manipulate and express themselves in a creative manner. Oral expression is their ability to connect abstract and vivid symbols with words and to question and find information. And the ability to deal with world.

Objective

- To observe and understand the effect of children literature on oral expression of learners while expressing themselves.
- to observe and understand the effect of children's literature on thinking ability , reasoning ability and imagination.
- Observe the effect of children's literature on learners confidence and other skills.

- To find out facilitators conceptualization of the use of literature for developing fluent speaker

Limitations

This study has several limitations. First of all, the number of participants was quite small, the observation period was extremely short. In the process of learning a language, three months of language study is very little time. The results may have been quite different if the study were continued for a longer period. Participants' gains in oral expression and confidence may have been greater.

The sample size was small , limited to 5 learners only from grade 5 of same school.

Therefore the findings cannot be generalized to any other place since the classroom environment may be different.

RECOMMENDATIONS FOR FUTURE STUDY

Future research that could address these limitations might include:

➢A larger sample size to collect data from more than one class/across grade, for instance including data from primary, upper primary and secondary grades.

➢I would like to do consider other schools such as private schools, KVs, aided schools, NGO, etc for future study.

➢The present study is confined to Delhi only. Similar study can be taken up in other parts of the country

Chapter 2

Literature review

The place of literature in language teaching has long been debated. This study investigates the use of poetry and children's literature written in verse as materials for helping develop oral expression among young learners.

The nature of children literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" (p. 319). Furthermore, Brumfit and Carter (1986) argue that a specific virtue of literature is that, "it offers a context in which exploration and discussion of content. . .leads on naturally to examination of language. What is said is bound up very closely with how it is said, and students come to understand and appreciate this" (p. 15).

Children literaturebooks are, naturally, incorporated into language instruction for younger learners, especially in elementary school ESL settings (see, for example, recommendations in Peregoy & Boyle, 2001). However, in some cases, literature produced for younger learners has been used with older audiences, particularly in adult basic education programs for native English speakers. Karlin (1994) suggests that picture books are not all meant only for young children and that dozens, perhaps hundreds of them, are appropriate in secondary classrooms.

Employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means ofcommunication, it builds on children's preschool strengths and oral language expertise to help them successfully develop social,intellectual, and linguistic competencies.Cambourne's Theory suggest that this dis-crepancy is the result of significant dif-ferences between the way in which children learn to listen/speak and the way in which they are taught to read/write. Cambourne's research and theorizing has led him to conclude that,in order for formal literacy programs to approach the success rate extant in basic language acquisition, the condition sunder which children typically learn to read and write must be replaced by the diametrically opposite conditions that exist when the preschool child is successfully learning to speak.Children must be immersed in and actively engaged in the medium they are to learn. The expectation that they will master the medium must be un-equivocal by the learner but most espe-cially by the mentors (parents and teachers). This expectation is realizedonly if the communication taking placeis perceived by the learner to be meaningful and is reinforced by mentors who demonstrate for the novice what constitutes mature use of the mediumas both mentor and novice engage inmutual exchanges with each other.However, the responsibility for mastering the medium is clearly understood tobe the sole province of the learner participation by children in storytelling, either as a member of the audience or as the teller, involves immersion and active engagement in a meaningful language experience. Responsibility for the success of a story-telling session is dependent upon the children who participate (whether they are telling the story or listening to it)and happens only as a result of mutual exchanges between the teller and audience where a storytelling mentor (theteller)

demonstrates competent story-telling technique. Moreover, the expectation for success by the audience, as well as by the teller, is great . But there is more to be participation by children in read aloud session, either as a member of the audience or as the teller, involves im-mersion and active engagement in a meaningful language experience.

Oral Fluency

Fluency is a construct with many and various definitions and is applied to reading, writing, and listening as well as speaking. In oral fluency, its relationship to specific aspects of speech production (pronunciation, intonation, hesitation) is dependent upon the definition of fluency that one chooses to work with. In their introduction to a collection of papers relating to the concept of fluency, Koponen and Riggenbach (2000) identify four major views of fluency. The first involves thinking of fluency primarily in terms of "smoothness of speech" which is dependent upon the "temporal, phonetic, and acoustical features" of speech (p. 8). They describe this conception of fluency as being used to define fluency in the rating guidelines of such oral skills tests as the SPEAK Test. This approach to fluency was used by Derwing and Rossiter (2003) when they asked judges rating speech samples to think of fluency in relation to temporal factors, specifically "rate of speech and hesitation phenomenon" (p. 8). The second definition of fluency is that of "fluency as proficiency or as a component of proficiency" (p. 13). This is a broader, more global view of fluency that includes "smoothness" as only one component of overall fluency. The third view of fluency they discuss is that of "fluency as automaticity of psychological processes" (p. 16). Those who take this view are largely concerned with investigating "the psychological learning mechanisms that may help explain how fluency is acquired and lor developed" (p. 16). The final view of fluency they report on is that of "fluency as opposed to accuracy" (p.17). This view was popularized by Brumfit (1984) and highlighted the distinction between accurate speech in which the learner is focused on the language activity itself and fluent speech in which the learner is focused upon communicating. In Brumfit's view, "any language activity which is not being carried on with the learners apparently operating in the same way as they do in natural, mother-tongue use is an accuracy activity" (pp. 52-53). For Brumfit,

fluency is "natural language use, whether or not it results in native-speaker-like language comprehension or production" (p. 56) and also as "the maximally effective operation of the language system so far acquired by the student" (p. 57).

Recent documents published in the communication field suggest that oral expression instruction in elementary school must adopt more informal and interpersonal goals (Allen and Brown, 1976; Wood, 1981). Authors suggest that students, instead of doing "show and tell" and making formal classroom speeches, should develop communication competencies in five functional areas important in everyday life. These communication functions arerelevant to persons of all ages and cultures and :ipply to communication athome, work, or school. They are:

Controlling: communication in which we seek to influence others or respond to controllingcommunication of others (e.g., bargaining,refusing)Sharing interaction which expresses our feelings or

feelings: responds emotionally to others (e.g., getting angry, supporting)Informing- messages we use to give information .

responding: spond to information given to us (e.g., ex-plaining, questioning)

Ritualizing: communication that seeks to initiate ormaintain social contact (e.g., greeting,using small talk)

Imagining: communication that deals creatively withreality through use of language (e.g.,storytelling, fantasizing)

The Effect of the Storytelling on oral expression

Storytelling Sharing stories has been suggested to be effective in language learning for young children and often incorporated in children literature and early childhood texts (Raines and Isbell, 1994). Sobol (1992)described that in a traditional oral storytelling event, the story text was the primary references of the communication expressed in its emergent, imaginative substance and the relationship between listeners and tellers in interactive performance. Therefore,

the words in the text are not memorized but utilized through spontaneous performance assisted by the audience participation and interaction (Isbell et al., 2004). It has been recognized that storytelling can have important practical implications in educational settings, especially in primary school level (Collins, 1999). As far back in 1982, Ferrell and Nessell argued that storytelling could enhance students' vocabulary acquisition, reading fluency and story recall proficiency. Peck (1989) also found that, in addition to facilitating reading and listening comprehension, telling stories in classroom also improved students' written and oral language development.

storytelling enhanced the imaginative recollection of the story with verbal development in the story transmission. More researchers have found positive results on the effect of storytelling strategy. Lever and Sénéchal (2011) determined that children who received dialogic story reading intervention performed better in narrative ability and expressive vocabulary knowledge. Massey (2013) also concluded that through interactive storytelling incorporated scaffolding instruction help young children promote their oral language development.

The Effect of Story Retelling Strategy on Oral Language Proficiency

Story retelling could provide teachers with an alternative to assessing students' abilities and for retrieving and obtaining information about students' comprehension. According to Morrow (1996) story retelling is a post-reading and post-listening recall activity for students to express what they have learned and discussed previously. Slavin and Madden (1999) further defined story retelling as the summary of the main points of the story made by students and shared with their peers after reading and discussing the story. Lara-Alecio et al. (2015) defined storytelling and retelling as a teaching strategy that engages students prior to, during, and after story read aloud with storytelling/retelling. They indicated the overall purpose of Storytelling is to increase the pre-during-and-post listening and reading opportunities for learners to practice oral language skills.It has been found that story retelling can offer students opportunities to orally construct the story, Story telling/retelling serves as not only an effective instructional strategy

for students' literacy development but also a valuable tool to enhance and evaluate their learning process. For teachers, structured story retelling via well-planned and scripted lessons can utilize research-based learning strategies can provide an access to understanding the process of students' oral composition and reconstruction (Lara-Alecio et al., 2006). It is also the reason why story retelling is preferred over other comprehension-like assessment (Roberts et al., 2005). For students, story retelling requires active engagement and organization of thoughts and provides students with motivation and a critical gateway to a higher level of thinking and comprehension skills (Irby et al., 2008). Followed by the story content discussion, in which the teacher acts as a facilitator of students' expressive language, story retelling creates an environment where students can be the center of learning by demonstrating their comprehension and oral skills while elaborating their ideas and thoughts at the same time (Anderson and Roit, 1998). This study also showed a strong positive relationship between oral language and reading comprehension.Having students to retell a passage of a story is also an effective pedagogical tool to monitor the listening and reading comprehension .

The Effect of Utilizing Digital Storyreading on Developing Oral Communication Skills for 5th Grade Students

Listening: • develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds;

• links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life;

• extends children's understanding of how speakers of different languages use gesture, volume, and intonation;

Speaking:Talk is the underlying key factor in the development of literacy. In learning a new language pupils reproduce sounds, create phrases and sentences, and engage in simple conversations. The learning of a new language:

• makes pupils aware that different languages have different sounds.

• makes pupils learn about the importance of pronunciation and intonation and formal and informal use of language;

• develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication.

Influence of Reading children literature on oral language Development

Storybook reading is one of the most studied formats for increasing language learning in children. Many research studies have shown that children make significant gains in various areas of development through shared storybook experiences (Rubin & Wilson, 1995; Snow, 2001; Kaderavek & Justice, 2002). Story reading benefits children in two ways by providing them with acquisition of language and literacy. Not only do children acquire language and literacy skills, but they also experience vocabulary growth, knowledge of handling books, and many other skills (Snow, 1983). Story reading can foster communication opportunities for young children, as they discuss the text and illustrations (Kaderavek & Justice).

Many researchers have found important connections between reading aloud to preschoolers and their later literacy success (Ferreiro & Taberosky, 1982; Kontos & Wells, 1986). Wells (1986) states that the number of hours a child is read to during their preschool years is the best predictor of the childs later speaking skills in school. Reading books aloud not only increases reading achievement scores, but also listening and speaking abilities. Children who are frequently exposed to storybook reading are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain greater story concept development, increase letter and symbol recognition, and develop positive attitudes about reading (Silvern, 1985).

Storytelling is increasingly recognized as having important theoretical and practical implications (Kim, 1999). Collins (1999) determined that storytelling has many uses in the education of primary children. She concluded that stories provide a conceptual framework for thinking, which allows children to shape experiences into a whole they can understand. Stories allow them to mentally

map experiences and see pictures in their heads; telling traditional stories provides children with a model of language and thought that they can imitate.

Farrell and Nessell (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall. According to Maguires (1985) study, storytelling serves many purposes including increased vocabulary and concentration, as well as developing the young childs ability to think symbolically and metaphorically. Strickland and Morrow (1989) suggest that storytelling is a way to further language development in early childhood classrooms.

Communication Skills Needed for Basic Education , learners "lack the ability to express their ideas intelligibly and effectively" . In the typical classroom, students are required to speak in informal contexts such as reading orally from a text, answering questions, and small or large group discussion. As they progress to classes which require higher thinking skills, they may be required to use oral skills in presentations, debates, role playing, andThe nature of literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" .

Chapter 3

Methodology

The qualitative research method was used, since methods are often more flexible and subjective aim to produce contextual real-world knowledge about the behaviors, social structures and shared beliefs of a specific group of people. This project will be based on descriptive and correlational survey design. Kothari, (2003) says that descriptive survey design is survey of people who have had practical experience withthe problem to be studied.

In this project unstructured observation schedule and data analysis is used to collect data. Observation was done during primary internship at NDMC school with Focus group class 5 learners aged between 9-10 years.

As this methodology is less controlled I've observed my learners and ask them open ended questions about the literature and also ask to built a story using pictures, metaphor, adjectives and observe the use of devices to construct stories and story structure .they also told about themselves using metaphor and. Adjectives.Fluency is defined in quite a variety of ways. In everyday use it is generally associated with "smoothness" of speech. I would like you to think of fluency as "the smooth, accurate(using correct words), and efficient translation of thought into language." For data I have focused on 5 Learners and observed them continually for 10 classes during the picture talk during the class will also be taken into consideration to know the effective translation of thoughts into speech , their questioning and reasoning abilities . Learners are also analysed on Storyretelling , summarising and storymaking.

Chapter 4

Analysis

A study with learners in fifth grade, where some stories were read and some told. In my study, I found that the learners enjoyed and interacted more during storytelling than story reading . Children literature gives meaningful context to talk and learners easily relate to the situations and make linkages to their prior schemas and bring their experiences to the classroom . Therefore children literature provide opportunities for oral expression. Picture talk was also used in the classroom to stimulate oral expressions of learners and to provide them opportunity to talk. story making from pictures was also done in the classroom to know how the learners structure and express their thoughts orally. The oral expression is a way of expression for the thought and it provides feedback and develops by means of the linguistic function.

A benefit of using children's literature is that the connections between writing, and speaking was enhanced. Lessons were developed for the thematic unit. The lesson format included story sessions, digital story reading, story retelling, story making, poem recitation, picture talk, language activities, as well as oeal drills and ideas for integrating other subject areas. The focus of the lessons emphasized the unit theme as well as the integrating of the four language art components -- reading, writing, listening, and speaking. Integration of listening, speaking, reading, and writing was done through thematic units where the literature selections, reading activities, and interpretive activities all were relate to a common theme. It was found that combining children's literature into a thematic unit provided learners with more meaning centred experiences to talk which, in turn, enabled them to share their experiences, ideas and knowledgen. It also was

found that the curriculum encouraged learner involvement and fostered critical thinking skills, and reasoning skills.

Children's literature provides many opportunities to Learners to connect to the characters emotionally and to relate to the situations and also for oral expression these opportunities are distinguished as per the suggestions given by Professor Krishna Kumar in the book: The child's Language and the teacher.

1. **Opportunities to talk about oneself**

If children literature is read in the classroom which deals with the daily life situations of the learners and have the same cultural and environmental components as in the environment of the child the learners find the text relatable with their experiences and therefore also brings their experiences in the classrooms and hence this gives them a chance for oral expression in the classroom. There could be many occasions to talk about like Diwali. Learners like to share how they celebrate Diwali.

Example: हम हमने अपने घर पर रंगोली बनाई थी इसमें हमने एक मोर बनाया था और उसमें हमने पेंट करा था हम इसके बीच में दिया रखा था वो बहुत सुंदर लग रहा था।

2. **Opportunities to talk about objects and experiences**

Learners get more involved in the classroom and participate more when they get an opportunity to to share their experiences with their classmates.

Example: while doing schema activation for "The little bully " , learners shared their experiences of getting bullied by others in the playground.

" जब हम पार्क में खेलने जाते हैं तो बड़े बच्चे हमें भगा देते हैं और कहते हैं यहां पर हम भी खेलेंगे।"

3**. Talking about pictures**

Pictures are a great source for creative and analytical oral expression. Talking about pictures can be very fruitful and can make us aware of the different dimensions of their oral expressions and use of language like:

Finding: : talking about pictures learners can be e encouraged to find certain things in the picture and try them and can be asked questions like what is happening in thei picture.

Reasoning: ability to to attribute reasons and express their thoughts. Many picture talks were used in the classroom like the one shown below. This picture was used under the theme: समझदारी

Anchal: यह व्यक्ति समझदारी से काम नहीं ले रहा है।

Rishabh: इसे चोट भी लग सकती है

Projecting: learners can also relate to the picture and it can also so think about the imaginary situation that would arise and express their thoughts in that situation. Example: हमें पेड़ नहीं काटने चाहिए।

Predicting: learners were also able to predict that what would happen next in the picture and what all the picture is showing to them.After finding the details in the picture they were able to analyse the situation and predict the next incident going to happen. Example: जैसे ही यह लकड़ी काटेगा यह नीचे गिर जाएगा।

4. **Listening to stories and telling about them.**

Learners were aksed to retell a story that they have heard or to summarise a story. They were also asked to make stories using pictures sequencing. For this, they must acquire enough vocabulary and construct basic story structure and along with the teacher's scaffolding, students can further acquire sophisticated language rules and oral fluency.

5**. Acting it out**

To provide opportunities to the learners for oral expression, conversation between the characters of the story was done in the classroom as a theatre activity and learners were required to make dialogues for the characters where animal was able to talk to his master. This was done after the story of the lazy

horse was shown to the learners. This activity was performed with enthusiasm with voice modulation and theatre was made a part of virtual class through dialogues. Theatre as a means of teaching helps students learn academically and socially. One learner played the role of master and the other of the horse. They were very fluent and flexible while playing their roles as they were answering each other and were relating to the events in the story.Others also sent their dialogues and the class was participatory in nature.

Example:

The horse: मैं lazy नहीं हूं। आप मुझे 2 बोरी भर कर देते हो तो वह बहुत भारी होती है और मैं थक जाता हूं।

Master: पर तुम्हारा ही काम है कि तुम मेरे लिए बोरी उठाओगे मैं तुम्हें इसीलिए रखा है।

The horse: आपने पैसे का लालच आ गया है इसलिए आप सादा काम कर आते हैं मेरे से जितना अगर मैं उठाता हूं आप भी उतना ही उठाएंगे तब आपको पता लगेगा की मुझे कितनी तकलीफ होती है।

Master: मुझे माफ कर दो अब मैं दोबारा ऐसा नहीं करूंगा और तुम्हें अच्छा खाना भी दूंगा।

Quality and elaboration of oral expression

Learners oral expression Data is analysed on Storyretelling, story making, picture talk and their experience sharing abilities. The ability to express ideas explain their thinking retell stories, categorise characters and events also compare and contrast the scenerios .

Learners elaborated the stories Giving details to the characters ,Using more adjectives, Using interrogation techniques in the story to make it more interesting. They also develop counter arguments between the characters to make story intersting and more comprehensive by providing deep knowledge of scenerio and character to the listener and communicate their thoughts with more complexity of structure.

Learners were also using various functions of language (MAK Halliday) while expressing their thoughts like:

- **Interactional function:** Included in this are utterances such as greetings, or responding to being call. Leaners Included this function while showing the bonding between two characters of story. Naming the characters in the story was very important for using their names while interacting with them. The interaction between the horse and the man . And while making their own story showing interaction between the girl and the tiger

बोला कि "क्या आप इस लड़की को थोड़े दिन रख सकते हैं "

शेर ने "बोला हां मैं रख सकता हूं।"

लड़की ने उससे पूछा इसमें " क्या रखा है"

शेर बोला" कुछ नहीं मैं बस खाना बनाने लगा हूं "

- **Imaginative Function:** The Imaginative function is used by children to create an environment of their own. The learners provided the story with an imaginary setting. They were able to start the story e with the description of surroundings and describing them in a creative manner sometimes also manipulating the surroundings then coming up with the problem and closing the story with the solution.

फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

- **Personal Function**: A function of the children's language is that they use it to express their awareness of themselves and of the fact that they are separate from the surrounding environment. This function includes the expression of personal feelings, such as the noises children make when

they find something interesting, or when it tastes nice. Learners used this while sharing thier experiences.

- **Informative Function**: it is actually quite a complicated idea to think that you can tell something to somebody who does not already have that information. The learners were able to give the information about the place where the characters live like "the lady and her daughter live in a Jungle."

इसमें एक मम्मी है उसकी एक लड़की भी है। उन्होंने दरवाजा खटखटाया

Storyretelling

Rishabhl: एक गांव में एक गोपी नाम का एक लड़का रहता था और उसके पिताजी रहती था। वह बहुत शैतानियां करता था उसकी शैतानियां करते थे नहीं रहते थे। चौराहे पर आज तबीयत ठीक नहीं लग रही है कुछ भी। खो गया चौराहे पर उसे एक शरारत सूझी उसने एक पेड़ पर चढ़ा और एक पेड़ पर चढ़ा और जोर जोर से चिल्लाने लग गया वीडियो आया भेड़िया आया भेड़िया गांव में उसके पास दूसरी बार भी उसने वैसे ही काफी थी जबकि इस बार असली में ही आया था उसकी पूरी बकरिया खा गया। लेकिन जब तक उनकी बेटी मर चुकी थी। पिताजी के जब पताजब गोपी पेड़ से उतरा तब उसके पिताजी ने बोला मैं इतने दिनों से तुझे आपको डांट नहीं रहा हूं ना उसी लिए तो ऐसे कर रहा लेकिन आज से मैं तुझे कभी माफ नहीं करूंगा तो जो बोलता है पिताजी मुझे माफ कर दो।

Anchal: एक गांव में एक गडरिया रहता था वह प्रतिदिन भेड़ चराने जंगल में जाता था एक दिन उस के मन में एक बात सूची झूठ बोल कर देख ले जोर-जोर से चिल्लाने लगा बागा बागा गांव वाले दौड़कर आए उसे पास आए फिर वह हंसने लगा कुछ दिन बाद फिर चिल्लाने लगा फिर गांव वाले आए तो फिर हंसने लगा 1 दिन सच ही आ गया गांव वाले ने मदद के लिए कोई नहीं आया फिर बार मार मार कर खा गया हमें शिक्षा मिलती है कि हमें कभी झूठ नहीं बोला चाहिए।

While Storyretelling learners provided a setting, naming the title and remembering characters in the story. This supports that storytelling particularly helped the learners imaginative recollection of the story, while verbal factors were more or less equivalent . They also retold story in the same sequence the story had occurred and also give it an ending. The Structure of storytelling was followed while re telling the story.

Storymaking from pictures

It is important to note that the storymaking relied heavily on the illustrations to make the story. The Learners often described the illustrations, to help restructure the story. For instance, फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया , लड़की ने कहा वाह खाना बहुत अच्छा है।फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

When children are provided with illustrations, they make specific visual associations. Learners also gave a title to their stories and they have specific names for the characters in the story. They were able to reorganize, manipulate the events and express their stories in a creative manner. they were using different functions of the language in the same story like instrumental and interrogatory function of language were used to make story more interesting and the also provided a formal ending to the story.

Chapter 5

Conclusions

The inclusion of children literature would assist learners in expanding story comprehension, oral retelling, and recognizing the elements of a story. It also help them with oral expression by providing them with opportunities to talk about themselves and other things. Combining these approaches could provide powerful literature experiences to influence the oral expression development and story comprehension of young learners .

In essence, then, employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means of communication, it builds on the children's preschool strengths and oral language expertise to help them successfully develop social, intellectual, and linguistic competences.

Selection of children literature

Children literature should provide motivation and challenge the reader as age appropriate. A good book will often have literary merits and represent a range of styles and literary structures. It will broaden students understanding of cultural diversity and knowledge of historical facts. A good book will help the reader develop sensitivity of different views and elicit personal critical responses. Books

should be bridges to other activities that expand on what the young reader heard, observed, questioned, or thought about during the story. A good literature , it is the combined effort of illustration and text being woven together in perfect harmony to become truly high quality. While selecting the literature for the classroom one should answer, Does the story encourage discussions and promote understanding of society?

Consider where your child is — intellectually, emotionally, and maturity-wise, and pick books that are relevant to his or her experiences. Also consider the book's length, number of illustrations, length of chapters, and vocabulary. You may not know if the book is age-appropriate until you start reading it, but don't feel like you have to continue reading if no one's interested or if it's over their heads.

A child's ability to make meaning during reading enhances when the child engages actively in thinking about what he or she reads. Therefore, select books that encourage active participation—ones that are on topics of high interest or that answer questions your child has asked, Quality is determined by both the illustrations and words in a book and both have equal importance. The following information breaks down the elements of the book and describes some of the ways in which quality is assessed.

1. Setting

Illustrations are key in helping to establish the setting and help children learn about the world and how it relates to the story they are reading. The setting should be authentic and clearly depicted, in a familiar environment kids can identify with.

2. Characters

A good book will show the characters consistently growing and changing throughout the book. You want believable characters that are not picture perfect, but rather simple and imperfect. Characters should be relatable to the learners and can also be from same age group as of learners to feel connected with the characters.

3. Theme and Story line

A good book has a central theme that holds the story together and engages the reader. The topic should be something children enjoy and can relate to—and should have a beginning, middle and end.

Tips

- Exceptional children's literatures will be engaging and captivating.
- Exceptional children's books teach but are still enjoyed by the reader and listener.
- Exceptional children's books balance the pace of the story.
- Exceptional children's books balance the amount of illustrations and text.

Role of teacher and classroom environment

The primary role of the teacher in a language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to respond in the classroom

It is the teacher who acts as facilitator, resource person and the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the learners get exposure to the language and opportunities to use various functions of language. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about.

The teacher is also instrumental in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practise language and share their views with the class. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The constant re-entry and review of linguistic content throughout the different units enable the students to practise and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these objectives.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student-centred rather than teacher-centred; the students do most of the talking and the role of the teacher is to facilitate, advise, assist and offer direction. As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work.

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Effectiveness of children literature on oral expression

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ABSTRACT

The present study was conducted to understand the effectiveness of children literature on oral expression development and strategies used to develop oral expression. This project was led to understand the significance and effect of children's literature on learner's oral fluency. In this project, qualitative data was collected from online teaching with a descriptive research and a sample of 5

students from class 5, Moti bagh, NDMC school was taken purposively. The data were obtained from Class observations which was performed for ten days occasion throughout the data collection cycle. This study explored the functions of language used by learners during the expressing themselves orally.

Keywords: children's literature, Oral expression, story-telling , Storyreading, oral fluency

Chapter 1

Introduction

Children's literature brings with it a plethora of imagination. It exposes learners to a world of possibilities engaging with emotions, imaginations, thrill, adventure and the playfulness of language. Literature also lends the gives an opportunity to think and examine lives and the realities of the world and even envision a better world. It broadens experiences far beyond what one can hope to accomplish in a lifetime and takes its readers to places that do not even exist.

Literature describes a wide variety of text including fiction non fictional narratives such as biographies and autobiographies and poetry. Literature is a powerful vehicle for learning and using language. Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning. Through poems we discovered the poetic devices like metaphor and simile and use these devices while communicating also. Learners easily relate to literature .It is very important to know whether the learners are actively listening and participating in the activity. Choice of good literature appropriate to the age of the learner and his interest is important. It is also important to show illustrations to the young learners and let them imagine. Contextual situations help the learner to relate to their immediate surroundings and help in learning.

The development of oral language is one of childrens most impressive accomplishments that occur during the early years of life.The early childhood classroom is an appropriate place to enrich the language of young children. Meaningful experiences, during these early years, can provide language opportunities to enhance and sustain language growth .

Language is a form of successive experiences of words in use that a child builds up as his resources. A network of words to express himself and master the world and learn new things and develop intellectual skills which would help in analysing and talk in classroom is used for child development in developing the skills of thinking reasoning and questioning.

Literary texts offer a rich source of linguistic input and can help learners to practice the four language skills -speaking, listening, reading and writing- in addition to exemplifying grammatical structures and presenting new vocabulary. activities can be clubbed with the reading and how to assess the learning process. Setup is very important before we start reading to the learners it is very important to know whether the learners are actively listening and participating in the activity.

What is literature

Literature broadly is any collection of written work, but it is also used more narrowly for writings specifically considered to be an art form, especially prose fiction, drama, and poetry.Literature, as an art form, can also include works in various non-fiction genres, such as autobiography, diaries, memoir, letters, and the essay. Within its broad definition, literature includes non-fictional books, articles or other printed information on a particular subject.

Poetry has traditionally been distinguished from prose by its greater use of the aesthetic qualities of language, including musical devices such as assonance, aliteration, rhyme, and rhythm, and by being set in lines and verses rather than paragraphs, and more recently its use of other typographical elements.

Oral expression

Language fluency is one of a variety of terms used to characterize or measure a person's language ability to organise thoughts and argue using words (Talk , Krishan Kumar).Oral expression is the ability to express ideas ,explain thinking ,retell stories, categorise, compare, contrast and to solve problems verbally. Varying definitions of fluency characterize it by the length and rate of their speech output. Their ability to participate in classroom discussion talk about the experiences reorganize, manipulate and express themselves in a creative manner. Oral expression is their ability to connect abstract and vivid symbols with words and to question and find information. And the ability to deal with world.

Objective

- To observe and understand the effect of children literature on oral expression of learners while expressing themselves.
- to observe and understand the effect of children's literature on thinking ability , reasoning ability and imagination.
- Observe the effect of children's literature on learners confidence and other skills.

- To find out facilitators conceptualization of the use of literature for developing fluent speaker

Limitations

This study has several limitations. First of all, the number of participants was quite small, the observation period was extremely short. In the process of learning a language, three months of language study is very little time. The results may have been quite different if the study were continued for a longer period. Participants' gains in oral expression and confidence may have been greater.

The sample size was small , limited to 5 learners only from grade 5 of same school.

Therefore the findings cannot be generalized to any other place since the classroom environment may be different.

RECOMMENDATIONS FOR FUTURE STUDY

Future research that could address these limitations might include:

➢A larger sample size to collect data from more than one class/across grade, for instance including data from primary, upper primary and secondary grades.

➢I would like to do consider other schools such as private schools, KVs, aided schools, NGO, etc for future study.

➢The present study is confined to Delhi only. Similar study can be taken up in other parts of the country

Chapter 2

Literature review

The place of literature in language teaching has long been debated. This study investigates the use of poetry and children's literature written in verse as materials for helping develop oral expression among young learners.

The nature of children literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" (p. 319). Furthermore, Brumfit and Carter (1986) argue that a specific virtue of literature is that, "it offers a context in which exploration and discussion of content. . .leads on naturally to examination of language. What is said is bound up very closely with how it is said, and students come to understand and appreciate this" (p. 15).

Children literaturebooks are, naturally, incorporated into language instruction for younger learners, especially in elementary school ESL settings (see, for example, recommendations in Peregoy & Boyle, 2001). However, in some cases, literature produced for younger learners has been used with older audiences, particularly in adult basic education programs for native English speakers. Karlin (1994) suggests that picture books are not all meant only for young children and that dozens, perhaps hundreds of them, are appropriate in secondary classrooms.

Employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means ofcommunication, it builds on children's preschool strengths and oral language expertise to help them successfully develop social,intellectual, and linguistic competencies.Cambourne's Theory suggest that this dis-crepancy is the result of significant dif-ferences between the way in which children learn to listen/speak and the way in which they are taught to read/write. Cambourne's research and theorizing has led him to conclude that,in order for formal literacy programs to approach the success rate extant in basic language acquisition, the condition sunder which children typically learn to read and write must be replaced by the diametrically opposite conditions that exist when the preschool child is successfully learning to speak.Children must be immersed in and actively engaged in the medium they are to learn. The expectation that they will master the medium must be un-equivocal by the learner but most espe-cially by the mentors (parents and teachers). This expectation is realizedonly if the communication taking placeis perceived by the learner to be meaningful and is reinforced by mentors who demonstrate for the novice what constitutes mature use of the mediumas both mentor and novice engage inmutual exchanges with each other.However, the responsibility for mastering the medium is clearly understood tobe the sole province of the learner participation by children in storytelling, either as a member of the audience or as the teller, involves immersion and active engagement in a meaningful language experience. Responsibility for the success of a story-telling session is dependent upon the children who participate (whether they are telling the story or listening to it)and happens only as a result of mutual exchanges between the teller and audience where a storytelling mentor (theteller)

demonstrates competent story-telling technique. Moreover, the expectation for success by the audience, as well as by the teller, is great . But there is more to be participation by children in read aloud session, either as a member of the audience or as the teller, involves im-mersion and active engagement in a meaningful language experience.

Oral Fluency

Fluency is a construct with many and various definitions and is applied to reading, writing, and listening as well as speaking. In oral fluency, its relationship to specific aspects of speech production (pronunciation, intonation, hesitation) is dependent upon the definition of fluency that one chooses to work with. In their introduction to a collection of papers relating to the concept of fluency, Koponen and Riggenbach (2000) identify four major views of fluency. The first involves thinking of fluency primarily in terms of "smoothness of speech" which is dependent upon the "temporal, phonetic, and acoustical features" of speech (p. 8). They describe this conception of fluency as being used to define fluency in the rating guidelines of such oral skills tests as the SPEAK Test. This approach to fluency was used by Derwing and Rossiter (2003) when they asked judges rating speech samples to think of fluency in relation to temporal factors, specifically "rate of speech and hesitation phenomenon" (p. 8). The second definition of fluency is that of "fluency as proficiency or as a component of proficiency" (p. 13). This is a broader, more global view of fluency that includes "smoothness" as only one component of overall fluency. The third view of fluency they discuss is that of "fluency as automaticity of psychological processes" (p. 16). Those who take this view are largely concerned with investigating "the psychological learning mechanisms that may help explain how fluency is acquired and lor developed" (p. 16). The final view of fluency they report on is that of "fluency as opposed to accuracy" (p.17). This view was popularized by Brumfit (1984) and highlighted the distinction between accurate speech in which the learner is focused on the language activity itself and fluent speech in which the learner is focused upon communicating. In Brumfit's view, "any language activity which is not being carried on with the learners apparently operating in the same way as they do in natural, mother-tongue use is an accuracy activity" (pp. 52-53). For Brumfit,

fluency is "natural language use, whether or not it results in native-speaker-like language comprehension or production" (p. 56) and also as "the maximally effective operation of the language system so far acquired by the student" (p. 57).

Recent documents published in the communication field suggest that oral expression instruction in elementary school must adopt more informal and interpersonal goals (Allen and Brown, 1976; Wood, 1981). Authors suggest that students, instead of doing "show and tell" and making formal classroom speeches, should develop communication competencies in five functional areas important in everyday life. These communication functions arerelevant to persons of all ages and cultures and :ipply to communication athome, work, or school. They are:

Controlling: communication in which we seek to influence others or respond to controllingcommunication of others (e.g., bargaining,refusing)Sharing interaction which expresses our feelings or

feelings: responds emotionally to others (e.g., getting angry, supporting)Informing- messages we use to give information .

responding: spond to information given to us (e.g., ex-plaining, questioning)

Ritualizing: communication that seeks to initiate ormaintain social contact (e.g., greeting,using small talk)

Imagining: communication that deals creatively withreality through use of language (e.g.,storytelling, fantasizing)

The Effect of the Storytelling on oral expression

Storytelling Sharing stories has been suggested to be effective in language learning for young children and often incorporated in children literature and early childhood texts (Raines and Isbell, 1994). Sobol (1992)described that in a traditional oral storytelling event, the story text was the primary references of the communication expressed in its emergent, imaginative substance and the relationship between listeners and tellers in interactive performance. Therefore,

the words in the text are not memorized but utilized through spontaneous performance assisted by the audience participation and interaction (Isbell et al., 2004). It has been recognized that storytelling can have important practical implications in educational settings, especially in primary school level (Collins, 1999). As far back in 1982, Ferrell and Nessell argued that storytelling could enhance students' vocabulary acquisition, reading fluency and story recall proficiency. Peck (1989) also found that, in addition to facilitating reading and listening comprehension, telling stories in classroom also improved students' written and oral language development.

storytelling enhanced the imaginative recollection of the story with verbal development in the story transmission. More researchers have found positive results on the effect of storytelling strategy. Lever and Sénéchal (2011) determined that children who received dialogic story reading intervention performed better in narrative ability and expressive vocabulary knowledge. Massey (2013) also concluded that through interactive storytelling incorporated scaffolding instruction help young children promote their oral language development.

The Effect of Story Retelling Strategy on Oral Language Proficiency

Story retelling could provide teachers with an alternative to assessing students' abilities and for retrieving and obtaining information about students' comprehension. According to Morrow (1996) story retelling is a post-reading and post-listening recall activity for students to express what they have learned and discussed previously. Slavin and Madden (1999) further defined story retelling as the summary of the main points of the story made by students and shared with their peers after reading and discussing the story. Lara-Alecio et al. (2015) defined storytelling and retelling as a teaching strategy that engages students prior to, during, and after story read aloud with storytelling/retelling. They indicated the overall purpose of Storytelling is to increase the pre-during-and-post listening and reading opportunities for learners to practice oral language skills.It has been found that story retelling can offer students opportunities to orally construct the story, Story telling/retelling serves as not only an effective instructional strategy

for students' literacy development but also a valuable tool to enhance and evaluate their learning process. For teachers, structured story retelling via well-planned and scripted lessons can utilize research-based learning strategies can provide an access to understanding the process of students' oral composition and reconstruction (Lara-Alecio et al., 2006). It is also the reason why story retelling is preferred over other comprehension-like assessment (Roberts et al., 2005). For students, story retelling requires active engagement and organization of thoughts and provides students with motivation and a critical gateway to a higher level of thinking and comprehension skills (Irby et al., 2008). Followed by the story content discussion, in which the teacher acts as a facilitator of students' expressive language, story retelling creates an environment where students can be the center of learning by demonstrating their comprehension and oral skills while elaborating their ideas and thoughts at the same time (Anderson and Roit, 1998). This study also showed a strong positive relationship between oral language and reading comprehension.Having students to retell a passage of a story is also an effective pedagogical tool to monitor the listening and reading comprehension .

The Effect of Utilizing Digital Storyreading on Developing Oral Communication Skills for 5th Grade Students

Listening: • develops phonological skills, particularly phonemic awareness in learning familiar and unfamiliar sounds;

• links sound with mime, gesture and facial expression, which consolidates meaning and brings language to life;

• extends children's understanding of how speakers of different languages use gesture, volume, and intonation;

Speaking:Talk is the underlying key factor in the development of literacy. In learning a new language pupils reproduce sounds, create phrases and sentences, and engage in simple conversations. The learning of a new language:

• makes pupils aware that different languages have different sounds.

• makes pupils learn about the importance of pronunciation and intonation and formal and informal use of language;

• develops pupils' awareness of the need for clear and specific pronunciation to achieve successful communication.

Influence of Reading children literature on oral language Development

Storybook reading is one of the most studied formats for increasing language learning in children. Many research studies have shown that children make significant gains in various areas of development through shared storybook experiences (Rubin & Wilson, 1995; Snow, 2001; Kaderavek & Justice, 2002). Story reading benefits children in two ways by providing them with acquisition of language and literacy. Not only do children acquire language and literacy skills, but they also experience vocabulary growth, knowledge of handling books, and many other skills (Snow, 1983). Story reading can foster communication opportunities for young children, as they discuss the text and illustrations (Kaderavek & Justice).

Many researchers have found important connections between reading aloud to preschoolers and their later literacy success (Ferreiro & Taberosky, 1982; Kontos & Wells, 1986). Wells (1986) states that the number of hours a child is read to during their preschool years is the best predictor of the childs later speaking skills in school. Reading books aloud not only increases reading achievement scores, but also listening and speaking abilities. Children who are frequently exposed to storybook reading are more likely to use complex sentences, have increased literal and inferential comprehension skills, gain greater story concept development, increase letter and symbol recognition, and develop positive attitudes about reading (Silvern, 1985).

Storytelling is increasingly recognized as having important theoretical and practical implications (Kim, 1999). Collins (1999) determined that storytelling has many uses in the education of primary children. She concluded that stories provide a conceptual framework for thinking, which allows children to shape experiences into a whole they can understand. Stories allow them to mentally

map experiences and see pictures in their heads; telling traditional stories provides children with a model of language and thought that they can imitate.

Farrell and Nessell (1982) found that storytelling enhanced fluency, vocabulary acquisition, and recall. According to Maguires (1985) study, storytelling serves many purposes including increased vocabulary and concentration, as well as developing the young childs ability to think symbolically and metaphorically. Strickland and Morrow (1989) suggest that storytelling is a way to further language development in early childhood classrooms.

Communication Skills Needed for Basic Education , learners "lack the ability to express their ideas intelligibly and effectively" . In the typical classroom, students are required to speak in informal contexts such as reading orally from a text, answering questions, and small or large group discussion. As they progress to classes which require higher thinking skills, they may be required to use oral skills in presentations, debates, role playing, andThe nature of literature as specially fashioned language has also been cited as key to why it is useful for language teaching. McKay (2001) says, "because literary texts depend on how the language is used to create a particular effect, literature demonstrates for learners the importance of form in achieving specific communicative goals" .

Chapter 3

Methodology

The qualitative research method was used, since methods are often more flexible and subjective aim to produce contextual real-world knowledge about the behaviors, social structures and shared beliefs of a specific group of people. This project will be based on descriptive and correlational survey design. Kothari, (2003) says that descriptive survey design is survey of people who have had practical experience withthe problem to be studied.

In this project unstructured observation schedule and data analysis is used to collect data. Observation was done during primary internship at NDMC school with Focus group class 5 learners aged between 9-10 years.

As this methodology is less controlled I've observed my learners and ask them open ended questions about the literature and also ask to built a story using pictures, metaphor, adjectives and observe the use of devices to construct stories and story structure .they also told about themselves using metaphor and. Adjectives.Fluency is defined in quite a variety of ways. In everyday use it is generally associated with "smoothness" of speech. I would like you to think of fluency as "the smooth, accurate(using correct words), and efficient translation of thought into language." For data I have focused on 5 Learners and observed them continually for 10 classes during the picture talk during the class will also be taken into consideration to know the effective translation of thoughts into speech , their questioning and reasoning abilities . Learners are also analysed on Storyretelling , summarising and storymaking.

Chapter 4

Analysis

A study with learners in fifth grade, where some stories were read and some told. In my study, I found that the learners enjoyed and interacted more during storytelling than story reading . Children literature gives meaningful context to talk and learners easily relate to the situations and make linkages to their prior schemas and bring their experiences to the classroom . Therefore children literature provide opportunities for oral expression. Picture talk was also used in the classroom to stimulate oral expressions of learners and to provide them opportunity to talk. story making from pictures was also done in the classroom to know how the learners structure and express their thoughts orally. The oral expression is a way of expression for the thought and it provides feedback and develops by means of the linguistic function.

A benefit of using children's literature is that the connections between writing, and speaking was enhanced. Lessons were developed for the thematic unit. The lesson format included story sessions, digital story reading, story retelling, story making, poem recitation, picture talk, language activities, as well as oeal drills and ideas for integrating other subject areas. The focus of the lessons emphasized the unit theme as well as the integrating of the four language art components -- reading, writing, listening, and speaking. Integration of listening, speaking, reading, and writing was done through thematic units where the literature selections, reading activities, and interpretive activities all were relate to a common theme. It was found that combining children's literature into a thematic unit provided learners with more meaning centred experiences to talk which, in turn, enabled them to share their experiences, ideas and knowledgen. It also was

found that the curriculum encouraged learner involvement and fostered critical thinking skills, and reasoning skills.

Children's literature provides many opportunities to Learners to connect to the characters emotionally and to relate to the situations and also for oral expression these opportunities are distinguished as per the suggestions given by Professor Krishna Kumar in the book: The child's Language and the teacher.

1. **Opportunities to talk about oneself**

If children literature is read in the classroom which deals with the daily life situations of the learners and have the same cultural and environmental components as in the environment of the child the learners find the text relatable with their experiences and therefore also brings their experiences in the classrooms and hence this gives them a chance for oral expression in the classroom. There could be many occasions to talk about like Diwali. Learners like to share how they celebrate Diwali.

Example: हम हमने अपने घर पर रंगोली बनाई थी इसमें हमने एक मोर बनाया था और उसमें हमने पेंट करा था हम इसके बीच में दिया रखा था वो बहुत सुंदर लग रहा था।

2. **Opportunities to talk about objects and experiences**

Learners get more involved in the classroom and participate more when they get an opportunity to to share their experiences with their classmates.

Example: while doing schema activation for "The little bully " , learners shared their experiences of getting bullied by others in the playground.

" जब हम पार्क में खेलने जाते हैं तो बड़े बच्चे हमें भगा देते हैं और कहते हैं यहां पर हम भी खेलेंगे।"

3**. Talking about pictures**

Pictures are a great source for creative and analytical oral expression. Talking about pictures can be very fruitful and can make us aware of the different dimensions of their oral expressions and use of language like:

Finding: : talking about pictures learners can be e encouraged to find certain things in the picture and try them and can be asked questions like what is happening in thei picture.

Reasoning: ability to to attribute reasons and express their thoughts. Many picture talks were used in the classroom like the one shown below. This picture was used under the theme: समझदारी

Anchal: यह व्यक्ति समझदारी से काम नहीं ले रहा है।

Rishabh: इसे चोट भी लग सकती है

Projecting: learners can also relate to the picture and it can also so think about the imaginary situation that would arise and express their thoughts in that situation. Example: हमें पेड़ नहीं काटने चाहिए।

Predicting: learners were also able to predict that what would happen next in the picture and what all the picture is showing to them.After finding the details in the picture they were able to analyse the situation and predict the next incident going to happen. Example: जैसे ही यह लकड़ी काटेगा यह नीचे गिर जाएगा।

4. **Listening to stories and telling about them.**

Learners were aksed to retell a story that they have heard or to summarise a story. They were also asked to make stories using pictures sequencing. For this, they must acquire enough vocabulary and construct basic story structure and along with the teacher's scaffolding, students can further acquire sophisticated language rules and oral fluency.

5**. Acting it out**

To provide opportunities to the learners for oral expression, conversation between the characters of the story was done in the classroom as a theatre activity and learners were required to make dialogues for the characters where animal was able to talk to his master. This was done after the story of the lazy

horse was shown to the learners. This activity was performed with enthusiasm with voice modulation and theatre was made a part of virtual class through dialogues. Theatre as a means of teaching helps students learn academically and socially. One learner played the role of master and the other of the horse. They were very fluent and flexible while playing their roles as they were answering each other and were relating to the events in the story.Others also sent their dialogues and the class was participatory in nature.

Example:

The horse: मैं lazy नहीं हूं। आप मुझे 2 बोरी भर कर देते हो तो वह बहुत भारी होती है और मैं थक जाता हूं।

Master: पर तुम्हारा ही काम है कि तुम मेरे लिए बोरी उठाओगे मैं तुम्हें इसीलिए रखा है।

The horse: आपने पैसे का लालच आ गया है इसलिए आप सादा काम कर आते हैं मेरे से जितना अगर मैं उठाता हूं आप भी उतना ही उठाएंगे तब आपको पता लगेगा की मुझे कितनी तकलीफ होती है।

Master: मुझे माफ कर दो अब मैं दोबारा ऐसा नहीं करूंगा और तुम्हें अच्छा खाना भी दूंगा।

Quality and elaboration of oral expression

Learners oral expression Data is analysed on Storyretelling, story making, picture talk and their experience sharing abilities. The ability to express ideas explain their thinking retell stories, categorise characters and events also compare and contrast the scenerios .

Learners elaborated the stories Giving details to the characters ,Using more adjectives, Using interrogation techniques in the story to make it more interesting. They also develop counter arguments between the characters to make story intersting and more comprehensive by providing deep knowledge of scenerio and character to the listener and communicate their thoughts with more complexity of structure.

Learners were also using various functions of language (MAK Halliday) while expressing their thoughts like:

- **Interactional function:** Included in this are utterances such as greetings, or responding to being call. Leaners Included this function while showing the bonding between two characters of story. Naming the characters in the story was very important for using their names while interacting with them. The interaction between the horse and the man . And while making their own story showing interaction between the girl and the tiger

बोला कि "क्या आप इस लड़की को थोड़े दिन रख सकते हैं "

शेर ने "बोला हां मैं रख सकता हूं।"

लड़की ने उससे पूछा इसमें " क्या रखा है"

शेर बोला" कुछ नहीं मैं बस खाना बनाने लगा हूं "

- **Imaginative Function:** The Imaginative function is used by children to create an environment of their own. The learners provided the story with an imaginary setting. They were able to start the story e with the description of surroundings and describing them in a creative manner sometimes also manipulating the surroundings then coming up with the problem and closing the story with the solution.

फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

- **Personal Function**: A function of the children's language is that they use it to express their awareness of themselves and of the fact that they are separate from the surrounding environment. This function includes the expression of personal feelings, such as the noises children make when

they find something interesting, or when it tastes nice. Learners used this while sharing thier experiences.

- **Informative Function**: it is actually quite a complicated idea to think that you can tell something to somebody who does not already have that information. The learners were able to give the information about the place where the characters live like "the lady and her daughter live in a Jungle."

इसमें एक मम्मी है उसकी एक लड़की भी है। उन्होंने दरवाजा खटखटाया

Storyretelling

Rishabhl: एक गांव में एक गोपी नाम का एक लड़का रहता था और उसके पिताजी रहती था। वह बहुत शैतानियां करता था उसकी शैतानियां करते थे नहीं रहते थे। चौराहे पर आज तबीयत ठीक नहीं लग रही है कुछ भी। खो गया चौराहे पर उसे एक शरारत सूझी उसने एक पेड़ पर चढ़ा और एक पेड़ पर चढ़ा और जोर जोर से चिल्लाने लग गया वीडियो आया भेड़िया आया भेड़िया गांव में उसके पास दूसरी बार भी उसने वैसे ही काफी थी जबकि इस बार असली में ही आया था उसकी पूरी बकरिया खा गया। लेकिन जब तक उनकी बेटी मर चुकी थी। पिताजी के जब पताजब गोपी पेड़ से उतरा तब उसके पिताजी ने बोला मैं इतने दिनों से तुझे आपको डांट नहीं रहा हूं ना उसी लिए तो ऐसे कर रहा लेकिन आज से मैं तुझे कभी माफ नहीं करूंगा तो जो बोलता है पिताजी मुझे माफ कर दो।

Anchal: एक गांव में एक गडरिया रहता था वह प्रतिदिन भेड़ चराने जंगल में जाता था एक दिन उस के मन में एक बात सूची झूठ बोल कर देख ले जोर-जोर से चिल्लाने लगा बागा बागा गांव वाले दौड़कर आए उसे पास आए फिर वह हंसने लगा कुछ दिन बाद फिर चिल्लाने लगा फिर गांव वाले आए तो फिर हंसने लगा 1 दिन सच ही आ गया गांव वाले ने मदद के लिए कोई नहीं आया फिर बार मार मार कर खा गया हमें शिक्षा मिलती है कि हमें कभी झूठ नहीं बोला चाहिए।

While Storyretelling learners provided a setting, naming the title and remembering characters in the story. This supports that storytelling particularly helped the learners imaginative recollection of the story, while verbal factors were more or less equivalent . They also retold story in the same sequence the story had occurred and also give it an ending. The Structure of storytelling was followed while re telling the story.

Storymaking from pictures

It is important to note that the storymaking relied heavily on the illustrations to make the story. The Learners often described the illustrations, to help restructure the story. For instance, फिर उसने चाय बनाई केक बनाया और उन दोनों ने साथ में बैठकर खाया , लड़की ने कहा वाह खाना बहुत अच्छा है।फिर उन्हें उसने अपने हाथ पैर धोया उसके बाद वह ड्रोन के पास बैठ गई और उसकी पूछ को सहला रही थी क्योंकि उसको वह अच्छा लग रहा था।

When children are provided with illustrations, they make specific visual associations. Learners also gave a title to their stories and they have specific names for the characters in the story. They were able to reorganize, manipulate the events and express their stories in a creative manner. they were using different functions of the language in the same story like instrumental and interrogatory function of language were used to make story more interesting and the also provided a formal ending to the story.

Chapter 5

Conclusions

The inclusion of children literature would assist learners in expanding story comprehension, oral retelling, and recognizing the elements of a story. It also help them with oral expression by providing them with opportunities to talk about themselves and other things. Combining these approaches could provide powerful literature experiences to influence the oral expression development and story comprehension of young learners .

In essence, then, employing children literature in the classroom on a regular basis is a sound teaching/learning strategy, because, as an art form and means of communication, it builds on the children's preschool strengths and oral language expertise to help them successfully develop social, intellectual, and linguistic competences.

Selection of children literature

Children literature should provide motivation and challenge the reader as age appropriate. A good book will often have literary merits and represent a range of styles and literary structures. It will broaden students understanding of cultural diversity and knowledge of historical facts. A good book will help the reader develop sensitivity of different views and elicit personal critical responses. Books

should be bridges to other activities that expand on what the young reader heard, observed, questioned, or thought about during the story. A good literature , it is the combined effort of illustration and text being woven together in perfect harmony to become truly high quality. While selecting the literature for the classroom one should answer, Does the story encourage discussions and promote understanding of society?

Consider where your child is — intellectually, emotionally, and maturity-wise, and pick books that are relevant to his or her experiences. Also consider the book's length, number of illustrations, length of chapters, and vocabulary. You may not know if the book is age-appropriate until you start reading it, but don't feel like you have to continue reading if no one's interested or if it's over their heads.

A child's ability to make meaning during reading enhances when the child engages actively in thinking about what he or she reads. Therefore, select books that encourage active participation—ones that are on topics of high interest or that answer questions your child has asked, Quality is determined by both the illustrations and words in a book and both have equal importance. The following information breaks down the elements of the book and describes some of the ways in which quality is assessed.

1. Setting

Illustrations are key in helping to establish the setting and help children learn about the world and how it relates to the story they are reading. The setting should be authentic and clearly depicted, in a familiar environment kids can identify with.

2. Characters

A good book will show the characters consistently growing and changing throughout the book. You want believable characters that are not picture perfect, but rather simple and imperfect. Characters should be relatable to the learners and can also be from same age group as of learners to feel connected with the characters.

3. Theme and Story line

A good book has a central theme that holds the story together and engages the reader. The topic should be something children enjoy and can relate to—and should have a beginning, middle and end.

Tips

- Exceptional children's literatures will be engaging and captivating.
- Exceptional children's books teach but are still enjoyed by the reader and listener.
- Exceptional children's books balance the pace of the story.
- Exceptional children's books balance the amount of illustrations and text.

Role of teacher and classroom environment

The primary role of the teacher in a language class is to establish conditions and develop activities so that students are able to practise the language in a meaningful context. It is one of the teacher's greatest responsibilities to develop in the students a positive attitude to respond in the classroom

It is the teacher who acts as facilitator, resource person and the teacher needs to predict the possible needs of the students and have communicative language activities readily available to meet these needs. The activities should be designed so that the learners get exposure to the language and opportunities to use various functions of language. Teachers will also experience greater success when activities are planned around the students' interests and take into account subjects that they have some knowledge about.

The teacher is also instrumental in creating a positive and supportive learning environment within the class. Students who feel safe and secure are much more willing to practise language and share their views with the class. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The constant re-entry and review of linguistic content throughout the different units enable the students to practise and internalize the language. Although this spiral approach is ideal in language learning, the teacher must be aware of the program objectives and ensure that the objectives are being met. Instruction and evaluation must reflect these objectives.

The teacher will continue to serve as a language model for the students. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on the role of a resource person.

The classroom becomes student-centred rather than teacher-centred; the students do most of the talking and the role of the teacher is to facilitate, advise, assist and offer direction. As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work.

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