

SATYAPRIYA ROY COLLEGE OF EDUCATION

(Post Graduate Govt. Aided Teacher Education Institute)

(Affiliated to West Bengal University of Teachers' Training,

Education Planning and Administration)

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INTERNATIONAL WEBINAR ON E-LEARNING TEACHING STRATEGIES AND TEACHERS' STRESS IN POST COVID19 SESSIONS 3rd July, 2020

BOOK OF ABSTRACTS

Dr. Dipak Kumar Kundu



VENUE: DIGITAL PLATFORM SATYAPRIYA ROY COLLEGE OF EDUCATION

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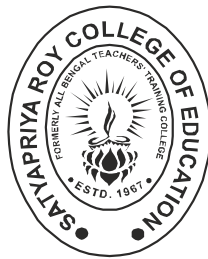
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E-LEARNING TEACHING STRATEGIES AND TEACHERS' STRESS IN POST COVID19 SESSIONS • Dr. Dipak Kumar Kundu • SPRCE

**INTERNATIONAL WEBINAR
ON
e - LEARNING-TEACHING STRATEGIES AND
TEACHERS' STRESS IN POST COVID19
SESSIONS
3rd July, 2020**

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Dr. Dipak Kumar Kundu



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(Post Graduate Govt. Aided Teacher Education Institute)
AA-287, Sector-I, Salt Lake
Kolkata- 700 064

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ON
e-LEARNING-TEACHING STRATEGIES AND TEACHERS' STRESS IN
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Preface

Teaching learning in the times of Covid 19 pandemic needs to be revamped in order to follow norms of social distancing. Therefore, online classes are essential now to continue and sustain the country's education system. Due to the suspension of classroom teaching in many colleges and universities, a switch to the online teaching for undergraduate and graduate students becomes effective. This form of learning provides an alternative way to minimize either the contact between students themselves or between the students and lecturers. However, many students have no access to the online teaching due to lack of either the means or the instruments due to economical and digital divide. During this tough time, the concern is not about whether online teaching-learning methods can provide quality education, it is rather how academic institutions will be able to adopt online learning in such a massive manner.

Reopening colleges and universities will bring unquestionable benefits to students and the wider economy. In addition, reopening schools will bring economic benefits to families by enabling some parents to return to work. Those benefits, however, must be carefully weighed against the health risks and the requirement to mitigate the toll of the pandemic. The need for such trade-offs calls for sustained and effective coordination between education and public health authorities at different levels of government, enhanced by local participation.

The Satyapriya Roy College of Education, the Premier Post Graduate Govt. Aided Teacher Education Institute keeping the view point of present situation, arranged an International Level Webinar on 3rd July, 2020 for the Academic Community and Students for enhancing and expertise in digital platform and uses of Digital devices to continue the teaching Learning process.

I hope this Book of Abstract which is a output of the International Webinar will give a platform for the academic society in handling digital devices and software and applying the same in neo normal ear of teaching learning system.

I convey my heartiest gratitude to the Chief Patron of this International Webinar Prof.(Dr) Soma Bandyopadhyay, Hon'ble Vice Chancellor, The West Bengal University of Teachers' Training, Education Planning and Administration and Hon'ble Vice Chancellor of Sanskrit University, Kolkata, for her guidance, support and valuable suggestions.

In closing, I gives immense pleasure to convey my grateful to Dr. Subir Nag, Principal of Satyapriya Roy College of Education for his suggestions, planning and constant support which made this publication a great success.

Dr. Dipak Kumar Kundu

Editor

Satyapriya Roy College of Education



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Welcome Address from the Principal



As the principal of Satyapriya Roy College of Education, I welcome all the participants and dignitaries in the One Day International Webinar entitled to E-LEARNING TEACHING STRATIES AND TEACHERS' STRESS IN POST COVID 19 SESSION, organised by Satyapriya Roy College of Education, Salt Lake, Kolkata-64 at the digital Platform. Let me convey my greetings and heartiest thanks to all on behalf of Satyapriya Roy College of Education and myself.

The theme of the Webinar is extremely relevant and appropriate in terms of the present Pandemic situation when all the educational institutions across the world shut down. Technology will certainly play an important role in educating future generations and will play a catalytic role in bridging the digital gap in education. At the present time, knowledge is just a mouse click away because of the Internet. In this context, one has to consider redefining the teacher's role. The webinar topic will cover all the online learning and teaching strategies, parameters of teachers' stress and use of digital devices as a result of pandemic situation.

I am confident that your valuable ideas and thoughts in different sessions will prove useful to overcome new challenges and define a "new dimension" in dealing with the situations arising out of COVID-19.

I wish the success of this lecture series through this webinar and wish everyone well.

Dr Subir Nag

Principal

Satyapriya Roy College of Education, Kolkata-64

Prof. (Dr.) Soma Bandyopadhyay

(M.A., Ph.D)
Vice-Chancellor



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MESSAGE

Date: 08.07.2020

Prof. (Dr.) Soma Bandyopadhyay
Hon'ble Vice Chancellor, The West Bengal University of Teachers' Training, Education Planning and Administration & Sanskrit College and University

It gives me immense pleasure to write a message as the **Chief Patron of the International Webinar** organized by **Satyapriya Roy College of Education** on 3rd July, 2020 with the theme- **"e-Learning Teaching Strategies and Teachers' Stress in Post COVID 19 Sessions"**. This Web based Seminar successfully brought all the academicians, researchers and students at one platform, and helped to induce innovative ideas among the participants paving way for new skills and technologies in Digital divide.

The COVID-19 pandemic has no doubt reshaped the way many of us approach pedagogy. Online and blended learning approaches have been adopted by several education institutions in developed countries. Funding availability is a key factor in determining whether new learning methods can be successfully implemented. There is a lack of financial support for higher education institutions. This is more prevalent in developing countries that has seen an alarming drop in all campus activities. Other factors such as lack of digital infrastructure also impede the implementation of online learning and blended learning approaches. Can blended learning ever be a global solution? Will institutions revert back to the models of education that were implemented pre-COVID-19? Such debatable issues were addressed by the Speeches and Invited Talks from participating Dignitaries and Resource Persons.

The Webinar was necessary in the present situation to bring in culture of information exchange and feedback on developing trends in technologies. I appreciate the initiative as the Webinar covered a number of plenary talks and oral presentations on latest emerging technologies in digital learning process that helped the researchers and students broaden their perspective on the major issues that the webinar attempted to address.

I extend my thanks and best wishes to Hon'ble Vice Chancellor of WBSU, the Dignitaries, Resource Persons, students, researchers, paper presenters and the organizing committee members, for their active participation to make the webinar a grand success.

I wish all of you a happy and safe stay at your home during this pandemic period.

(Prof. (Dr.) Soma Bandyopadhyay)
Vice-Chancellor
WBUTTEPA



लक्ष्यं विश्वमानम्

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Ref. No.: WBSU/ VC/ Msg / Satyapriya Roy/ 74/ 2020

Date :
July 17, 2020

Message

It gives me immense pleasure to write this note of appreciation in favour of Satyapriya Roy College of Education that organized an International Webinar on July 3, 2020 on a subject of great importance today: "e-Learning – Teaching Strategies and Teachers' Stress in Post-COVID 19 Sessions". I was a speaker on the webinar and I found keen interest amongst all those who participated on the virtual platform. Among others, the Honourable Vice Chancellor of the WBUTTEPA was present and delivered a wonderful talk.

Face-to-Face (F-to-F) teaching has come under attack by a virus unseen and deeply despised. Human ingenuity is taking us from class-room to virtual platform where teacher and taught can meet Picture-to-Picture (P-to-P). Although this P-to-P mode is not as effective as the conventional teaching method, it can still be useful during this Pandemic. Teacher-student communication must continue even in the most of adverse of circumstances and "e" is providing that opportunity. If we cannot meet physically, we could at least meet electronically and education must continue. Digital divide is indeed a challenge in India; but it has to be overcome gradually. Moreover, blended or hybrid learning, P-to-P and F-to-F have to be combined intelligently and wisely so that a teacher can impart lesson and a learner can learn. What we are having today on virtual platform is a miniscule portion of the tremendous possibility that is likely to emerge slowly. The brick and mortar structure of a College or a University may make way for Computer – Internet – Cloud – Transmitter – Receiver system crossing all boundaries of space and time. It appears that science fiction will be fact and future before us.

Although I am a strong advocate for class-room teaching, I cannot altogether discard technology in today's world. When Pandemic prevents, Humans will overcome. The webinar discussed these new possibilities and invigorated teachers who might be under stress for the time being as they could not attend classes. I will end by saying, please embrace change because change is the only constant.

I pray for your safety and security.

Basab Chaudhuri

Patron
International Webinar



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INTERNATIONAL WEBINAR ON

e-LEARNING TEACHING STRATEGIES AND TEACHERS' STRESS IN POST COVID19 SESSIONS

From the Desk of Secretary

It is my pleasure to welcome all the participants and dignitaries present in the digital platform in the occasion of One Day International Webinar on the theme "E-Learning Teaching Strategies and Teachers' Stress in Post Covid19 Sessions" being organized by Satyapriya Roy college of Education, Salt Lake, Kolkata on 3rd July, 2020.

The Inaugural Session starts with the Valuable lectures to be delivered by the Prof (Dr.) Soma Bandyopadhyaya Hon'ble Vice-Chancellor of The West Bengal University of Teachers' Training, Education Planning and Administration, and Prof. (Dr.) Basab Chaudhuri Hon'ble Vice-Chancellor of West Bengal State University, followed by Prof. (Dr.) Amit Bhattacharjee, Controller of Examination, WBUTTEPA Dr. Mahua Das, President of WBCHE and Dr. Subir Nag, Principal of Satyapriya Roy College of Education and President of the International Webinar. This will be followed by the Plenary Sessions. I am confident that the participants from all over the world will be benefitted with the lectures of different Resource Persons in our country and abroad.

The Webinar will be graceful with the papers submitted by the participants across the country. I appreciate the extreme response from the participants to our call for Papers in this volume.

I convey my heartiest gratitude to our beloved Principal Dr. Subir Nag, President of the Governing Body and other members of the Governing Body and Faculty Members of Satyapriya Roy College of Education for their guidance and suggestions to make the Webinar a grand success.

I hope this International webinar will give a platform for the participants to overcome the problem of higher education system in terms of present pandemic situation

Dr. Dipak Kumar Kundu
Organising Secretary

International Webinar Committee

**INTERNATIONAL WEBINAR
ON
e-LEARNING-TEACHING STRATEGIES AND TEACHERS' STRESS
IN POST COVID19 SESSIONS**

SATYAPRIYA ROY COLLEGE OF EDUCATION

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Patron: Prof. Basab Raychowdhury, Hon'ble Vice Chancellor, West Bengal State University

Chief Guest: DR. Mahua Das, President, WBCHSE & President, G.B, SPRCE

Special Guest: Prof. Amit Bhattachary, Controller of Exam, WBUTTEPA

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**INTERNATIONAL WEBINAR
ON
e-LEARNING-TEACHING STRATEGIES AND TEACHERS' STRESS
IN POST COVID19 SESSIONS**

PROGRAMME SCHEDULE

Date: 03.07.2020

Session-I (11 AM – 1PM)

INAUGURAL SESSION

11 AM- 11.15AM: Moderator: Dr. Dipak Kumar Kundu, Organising Secretary

11.15 AM – 11.30 AM: Welcome Address By: Dr. Subir Nag, Principal, S. P. Roy College of Education and President of International Webinar.

11.30 AM – 12 NOON: Inaugural Speech By: Prof. Soma Bandyopadhyay, Hon'ble VC, WBUTTEPA

12 Noon – 12.30 PM: Key Note Address By: Prof. Basab Chaudhuri, Hon'ble VC, West Bengal State University

12.30 PM – 12.45 PM: Speech BY: Prof. Amit Bhattacharjee, Controller of Exam, WBUTTEPA

12.45 PM – 1 PM: Speech By: Dr. Mahua Das, President, WBCHSE & President, G.B, SPRCE

Session II: (1 PM – 2 PM)

PLENARY LECTURE- I

1 PM – 1.30 PM: Speaker: DR. Nalanda Roy, International Studies and Asian Politics, Dept. of Political Science, Georgia Southern University, Board of Directors (GSIA), U.S.

1.30 PM – 2 PM: Speaker: Prof. Debasri Banerjee, Dept of Education, University of Calcutta

Session- III (2 PM – 3 PM)

PLENARY LECTURE- II

2 PM – 2.20 PM: Speaker: Prof. Md. Firoz Ul Hassan, Dept of Govt. and Politics, Jahangir University, Dhaka, Bangladesh.

2.20 PM – 2.40 PM: Speaker: Prof. Abhijit Pal, HOD, Dept of Education, WBSU

2.40 PM – 3 PM: Speaker: Prof. Bijan Sarkar, Dept of Education, University of Kalyani

Session- IV (3 PM – 3.45 PM)

Interactive Session between the participants and Resource Persons. Participants were directed to ask question in this session by typing into the chat box in your Webex control panel or ask directly one after one to the Speakers.

Vote of Thanks (3.45 PM – 4 PM)

Dr. Piku Chowdhury, IQAC-Coordinator, and NAAC Coordinator, S. P. Roy College of Education.

Note: Time of Plenary Sessions were changed or altered

A Brief History of Satyapriya Roy College of Education

With an aim to cater to the emerging needs of teacher education in West Bengal, Satyapriya Roy College of Education started its journey in 1967 as All Bengal Teachers' Training College and was renamed as its present name in the year 2006. This college has taken teacher- education as a mission to enlighten the in-service and prospective teachers with new ideas in order to illuminate the minds of thousands of school students who constitute the future of our nation. Continuous updating of knowledge and use of modern technology in Teacher Education with enhancement of capability through pursuits of higher knowledge have been the mission of the college. The M.Ed. Course has already been started with due recognition of NCTE and the Government of West Bengal and affiliated to the West Bengal University of Teachers' Training Education Planning & Administration (WBUTTEPA). Our Faculties have been approved by the WBUTTEPA to act as Guide/ Supervisor of PhD Scholars enrolled at WBUTTEPA as per U.G.C. new regulation 2009. We have also been granted to run the new course namely Post Graduate Diploma in Guidance & Counselling (PGDGC) which is approved by the WBUTTEPA.

The College library is enriched in good collection of books, journals, research reports, survey and many other non-book materials and collection for career opportunities. The Library started the act of digitization of its rare and valuable collection in the year 2016. The Library has been recognised by the NCTE Visiting Team and NAAC Peer Review Team as the Special Enriched Library for present and future students in terms of collection and electronics facilities.

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Inaugural Speech

INAUGURAL SPEECH

on

e-LEARNING TEACHING STRATEGIES & TEACHERS' STRESS IN POST- COVID 19



Prof.(Dr.) Soma Bandyopadhyay

Hon'ble Vice Chancellor,

The West Bengal University of Teachers' Training, Education Planning and Administration
and

Sanskrit College and University

It gives me immense pleasure to inaugurate this one-day International webinar and I congratulate, Principal Dr. Subir Nag, Prof Dipak Kundu and his team for zeroing on in such an important topic as “***e-Learning Teaching Strategies & Teachers' Stress In Post- Covid 19 Sessions***”

As the 21st Century unfolds with its emphasis on global concerns and technology, an urge to reconsider teacher education is already felt, and specially when the teaching- learning space has witnessed an unparallel shift during the last few months in the after month of the world-wide outbreak of the novel corona virus. This unprecedented crisis has mounted pressure on our teachers as well as the learners to make use of visual space to continue their academic activities.

On the 25th of last March the news of a Nation-wide Lockdown dropped like Bombshell for all the teachers and students, be it of University, College or Schools. For a fortnight it was ok. It was like having holidays without expectation for students as well as the teachers. They were

happy for the moment. But when it was decided to continue it for next 15 days more, I started receiving calls, e-mails, WhatsApp messages from teachers, learners and their guardians as well, all enquiring about when the University will re-open, as this was a crucial period for our education sector when Board exams, school admissions, entrance-tests are conducted by colleges & universities and competitive exams being held usually at this time.

With Schools, Colleges and Universities shut across not only in India, but the whole world, millions of children have had to adapt to new types of learning i.e., e-learning. As a result, education scenario has changed dramatically and over 1.2 billion children are out of the classroom, all of a sudden. There were no other options but the teaching to be undertaken remotely and on digital platforms. While e-learning emerged as the biggest saviour in the wake of the closure of educational institutions, it has come with its own set of challenges. All stakeholders, including students, teachers and institutions are forced to overcome challenges that have come with this sudden and often hastily executed online learning programmes.

With this sudden shift away from the classrooms, the Academic world is wondering whether the adaption of online teaching will continue to persist post-pandemic and how such a shift would impact the world-wide education market.

Needless to say, the pandemic has transformed the centuries old “CHALK & TALK” teaching model to one driven by technology. Even before Covid - 19 there was already high growth and adaption in education technology, with global EdTech investments reaching 18.66 billion US dollars, in 2019 and the overall market for online educations projected to reach 350 Billion dollars by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since the outbreak of COVID-19. Now, in response to this significant demand, many online learning platforms are offering free access to their services, including platforms like BYJU, a Bangalore based educational technology, which is now world’s most highly valued EdTech company.

There are various online courses like MOOC being run through SWAYAM, digital e-content through e-PG Pathshala and National Digital Library (NDL) have accelerated hands on learning through free / and open source software of education. So, freely accessibility and acceptability of the National Repository of Open Educational Resources (NROER), Digital Infrastructure

for Knowledge Sharing (DIKSHA), e-Pathshala and a National Online Education platform called SWAYAM need to be focused so that the learners and teachers can have access freely to these initiatives.

Other outside companies are bolstering capabilities to provide a one shop for teachers and students. For e.g, LARK a Singapore based collaboration suite initially developed by BYTEDANCE as an internal tool to meet its own exponential growth, began offering teachers and students unlimited video conferencing time, auto translation capabilities, real time co-edition of project work, ad smart calendar scheduling, amongst other features. Media organizations such as the BBC are also powering virtual learning. The Imperial College of London, started offering a course on the science of CORONA VIRUS, which is now the most enrolled class launched in 2020 on Coursera. Our West Bengal Government has also taken a noble initiative by utilizing mass media - like, various popular T.V. Channels as well as newspapers deploying web-technology.

Now, what does this mean for the future of learning? while some believe that the unplanned and rapid move to online learning- with no move to online learning -with no training, insufficient band with, and little preparation-will result in a poor user experience that is uncondusive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits.

However, there are challenges to overcome. Some students without reliable internet access or technology struggle to participate in digital learning; this gap is seen across countries and between income brackets within countries. In a country like India there is a significant gap between those from privileged and disadvantaged backgrounds. For e.g. under our university there are 468 colleges right now. I have spoken to several teachers and students belonging to some of those colleges. Whilst virtually 60% from privileged background said they have a computer or a smart phone to work on, nearly 40% of those from disadvantaged back grounds do not. Surveys conducted in even premise institute like IITs or Central University of Hyderabad revealed that almost 10% to 40% of their students could not access online educations are learning materials. National sample survey date also suggests that online teaching is a non-starter for most, so, what I'm concerned most is that the pandemic has widen the digital divide.

Now several challenges may be faced by the academic society with this digital divide.

Firstly, Internet connection strength; One of the major stumbling blocks with regard to online learning is the lack of strong and stable internet connections, as the ones conventionally used at homes have either low bandwidth or have exhausted their limits. So government must take initiatives to make facility of high speed bandwidth to access the online classes.

Secondly, Conducting assessments; Assessing a student in the right manner is an integral component of the education system. Under normal circumstances, students are made to take a test or appear in an examination on school premises, unfortunately that's not a possibility now.

In online learning, assessing students through a Multiple-Choice Question (MCQ) mechanism is still feasible as a stop-gap but real learning is measured by conducting a subjective assessment — this is one of the biggest challenges for traditional edtech solutions that are predominantly MCQ based. Another related hindrance is checking the assessments. Even if students upload their answer sheets online and if the teacher concerned teaches across five different sections, they would have to assess more than 50 students. And it is particularly an uphill task to upload or download so many answer sheets. So, what's needed here is a tool that provides a comprehensive assessment system wherein the requirements of both the teachers as well as the students are met.

Thirdly, *Restricting cheating instances*; Accept it or not, there are quite a few students who try to leverage the easy way to success. It has become easier for them to cheat while using online learning system. While we agree that this is primarily about being self-disciplined, educational institutions should arrange Face detecting technology of the examinees wherein the teacher is immediately informed when a student leaves the examination screen to access a browser to look at minimizing the possibility of students subverting the sanctity of assessments that are used to improve the learning of the class and the student too.

Fourthly, *Online security*; no matter what you do on the Internet, concern about data privacy and security is always associated. Usually, teachers conduct online classes through free platforms such as ZOOM, Skype and Google Classroom.

But they are not really the safest or the most secure tools for the purpose of learning. The need is to make use of new-age edtech platforms that ensure a safe online environment.

Fifthly, *Monotony*, the most significant challenges associated with online learning is monotony and boredom induced by increased exposure to the screen as well as the modus operandi of sitting at one restricted spot for prolonged hours. The onus of breaking this boredom or fatigue lies with the teachers and the educational institution. There is a need for a consistent endeavour to make the session as interactive as feasible.

Yet we cannot deny that e-learning has heralded as a key tool to tide over students concerns during this pandemic. So what is needed is a multi-pronged strategy to manage the crisis and build a resilient Indian education system in the long run.

Firstly, immediate measures are essential to ensure continuity of bearing in govt. Schools, colleges and Universities. Open source digital learning solutions and learning Management software should be adopted so teachers find it easy to conduct teaching online, Although our teachers are taking online classes, are using several e-learning platforms, to reach the students, we are holding Webinars, as recommended by U.G.C, but amidst this sudden digital shift, the teachers have faced additional pressure of converting all teaching materials to digital formats some of them didn't even have the necessary skills to handle virtual classes. So kind of learning Management software should be adopted so that it makes online teaching easier. Several e-platforms with reach across all slates in India, can be further strengthened to ensure accessibility of learning to students.

Secondly, inclusive learning solutions, especially for the most vulnerable and marginalised, need to be developed with a rapid increase of mobile internet users in India, which is expected of reach 85% households by 2024, technology is enabling ubiquitous access and personalization of education even in the remotest parts of the country. This can change the schooling systems and increase the effectiveness of learning and teaching, giving students and teachers multiple options of choose forms. Innovative, mobile-based learning models for effective delivery of education should be tritiated.

Thirdly, strategies are required to prepare the higher education sector for the evolving demand supply trends across the globe particularly those related to the global mobility of students and faculty and improving the quality of and demand for higher studies in India. Further, immediate measures are required to mitigate the effects of the pandemic on job offers, internship programs, and research projects.

Fourthly, it is also important to reconsider the current delivery and pedagogical methods in school and higher education by seamlessly integrating classroom learning with e-learning modes to build a unified learning system. The major challenge in online reforms at the national level is the seamless integration of technology in the present education system, which is the most diverse and largest in the world with more than 15 lakh schools and 50,000 Higher Education institutions.

Further it is also important to establish quality assurance, mechanism and quality bench marks, for on line learning developed and offered in India H.E. institutions as well as e-learning platforms which are growing rapidly.

Next is we also need to ensure that Ethics and Value education should not be left out. Any ways, Covid19 has taught us that business continuity plan is a must requirement for all academic operations. I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school as well as Higher Education.

So, Corona or no Corona, the teachers and learners have to gradually get used to it. They have already been successful transitions amongst many institutions. For example, IIT Bombay has already decided to run their entire lectures online, next session. Similarly, WBUTTEPA has decided to mobilise funds to develop high quality e-contents and provide the B.Ed. Students with the same in near future. Event after this pandemic is over, I believe traditional offline learning and e-learning can go hand by hand.

Plenary Lectures

LIFE DURING COVID19 PANDEMIC

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With the COVID-19 global pandemic in place, we are incurring a global digital and social transformation. It is evident that *what we do today or how we behave* is having an impact on society. Today social distancing has not only enabled a cultural revolution but also encouraged global *partnerships* and trust to fight the *scourge* altogether. We are creating transformations, which is tough and stakeholders are acting proactively to find out a way to *defeat the global scourge*. COVID-19 pandemic has become a “trigger moment” in our lives and is a combination of natural disaster, economic health collapse, a setback to supply chain logistics, and also a public/ global health crisis. In fact, the world does not have a clear understanding of the virus’s behavior. This uncertainty is further strangling the global economy. Since the outbreak, several sectors starting from the education industry, the service industry to fashion and tourism all had an adverse impact.

Are we heading towards a COVID-19 recession? If yes, then whom should we blame, or who is the bad guy? Is the recession a result of pursuing globalization in an aggressive and unwise manner? We are at the edge of globalization where our survival extends far beyond the boundaries of any country, and neither it is dependent on ethnicity, race, religion, or culture, etc. Has globalization turned the world into a global village with the novel COVID-19? Globalization has taught us to look for free trade, movement of ideas, and people across borders, but countries can no longer take the risk of putting all their eggs in one basket. Rather, COVID-19 has taught us a lesson to be both mindful of as well as prepared for the spread of contagious disease.

Countries should work together to navigate uncharted territory due to the novel coronavirus and find a cure for the global pandemic. It is very important for us to find out new ways to work together and help the world to heal. At the same time, it is important that we take good care of ourselves! It is obvious that the *new normal* will look way different. In fact, it might completely change the health and the face of the global economy. The world needs to think about how we can *take care of as well as cure* the massive economic, health, and security disruptions in the future. The *wait and watch* approach should no longer be valid as we need to be prepared to fight and recover from an *unknown and invisible enemy* in the future.

TEACHERS' STRESS IN POST COVID 19

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Covid 19 has given a great jerk to the lifestyle of people all over the world. In the field of education, the lockdown and sudden closure of educational institutions has led to more than 91 percent of the world's students being out of school. The education sector is facing unprecedented challenges and is trying to adapt and find solutions to keep students motivated in their route to learning. The teachers being the main stakeholders in the education sector to adapt and bring about this change are going through lots of stress in the Post Covid 19 stage.

Some common stressors for the teachers have been

- **The shift from face-to-face to distance teaching.** Teaching and learning has always been interesting and fun when there is face to face interaction. The body language and facial expression of the learners act as feedback for the teachers. It helps them to modify their teaching accordingly. With on-line classes this has become non-existent. The teachers and students are being forced to accept virtual classrooms and distance education. The methodology for teaching online is very different from the face to face mode. So adapting to this all of a sudden is acting as a stressor for the teachers.
- **Management of online class.** Classroom management is a part of good teaching. With students whom one cannot see, as most have their videos switched off for various reasons it becomes very difficult for the teachers to know whether the students are physically and mentally present behind the screen or not. So managing students on-line is a great stressor for teachers.
- **From Where and How do I Learn about on-line teaching?** Though teachers may be willing to learn how to deal with online classes , but they are at a loss as to where they can seek help.

- **How do I reach all students?** A teacher is successful when the message by the teacher is received successfully by the learners. In the face to face mode, the teacher can understand this through questioning the students, looking at their facial and bodily expressions. This feedback is not possible in a virtual classroom. Seeking verbal answers when the class is a big one leads to virtual chaos, affecting the smooth running of the class.

Besides the above there are other reasons for teacher stress.

- **Access to technical infrastructure** - Not all students have smartphones or computers or laptops. Internet connectivity too is not available everywhere. Besides at a time when many people are losing their jobs or getting reduced pays, education, internet charges, mobile connectivity maintenance becomes a luxury. So dealing with these challenges becomes a stress.
- Use of technology- one may have access to internet, smartphone, laptop, computer, yet one has to learn how to arrange an online class. How to create an online motivating environment is a big challenge where classroom environment is not in the control of the teacher.
- Competences and pedagogies for distance learning and those of face to face learning are not same. So the teacher is “learning to learn” and cope with the new system. It is taking place through experimentation in the real life situation. The experiment may succeed and may not succeed too.
- There are specific requirements for specific fields of study. Some subjects which are laboratory based subjects like the sciences are searching for methods of supplementing through distance and virtual teaching. It seems quite ridiculous though.
- Time management I believe is the greatest stressors. Now the school is open for 24 hours. With no helping hands for domestic chores the family too has to be served for 24 hours. The women folk specially are getting highly stressed and different mental and physical health issues are cropping up. This again is creating a greater stress. It is like a vicious cycle.

As there are different categories of teachers like school teachers, college/ university teachers and Technical education teachers teaching learners of different age groups with different aims of learning, there are specific stressors for them. These are unique for the category.

Some teachers are now faced with salary cuts. Some schools and private colleges are paying only half the salary. Some teachers are not getting their salaries at all. The uncertainty prevailing at the professional and personal levels due to covid 19 are creating stress on teachers too.

However **John C. Maxwell** has rightly stated “Change is inevitable. Growth is optional.”

So to cope and handle the stress teachers need to accept the change and grow professionally with the new challenges.

COVID19 : CHALLENGES IN SCHOOL EDUCATION

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&

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Across the globe, the spread of novel coronavirus COVID-19 has led to profound changes in social interaction and organization, and the education sector has not been immune. While the primary student population (of both K-12 and post-secondary education) appears to be at a lower mortality risk category compared to older adults, pandemic precautions called “social distancing” or “physical distancing” have attempted to reduce interpersonal contact and thereby minimize the kind of community transmission that could develop quickly in dense social networks.

This International Webinar will find out various strategies and pathways to meet all levels of academic fields. The pandemic COVID19 that has shattered economies around the world has also battered education systems in developing and developed countries. Almost 90% of all learners in the world—are no longer able to physically go to school. The impact has been dramatic and transformative as educators scramble to put in place workable short-term solutions for remote teaching and learning, particularly in emerging markets, where students and educational institutions face additional challenges related to financing and available infrastructure. The successes and failures that unfold should give us all a better grasp of what is possible. COVID-19 has struck our education system like a lightning bolt and shaken it to its core. However, challenges remain. Online education has not only changed how students are learning, but has also significantly altered the methods deployed by teachers and parents.

A fundamental enabler is the digital infrastructure, which includes high-speed internet and supporting devices such as desktop, laptop, tablet or mobile phones. These

prerequisites have expanded the gap between upper- and middle-economic sections, as well as urban and rural populations studying in schools of our country. The infrastructure challenges in online education have rendered unprivileged learners helpless.

It is, therefore, important to differentiate between knowledge and skill. While knowledge can be delivered and learnt, skill-development needs experiment and experience that may not be feasible online.

We must acknowledge and address these challenges. The lack of digital infrastructure in rural and underdeveloped sections has posed implementation challenges on the ground, leading to social inequalities in the country. School students, teachers and parents are sailing through the operational challenges to cope with the new online regime. We can expect a different kind of educational model to cope with the unexpected pandemic situation after COVID19.

FUTURE PEDAGOGY OF TEACHING LEARNING SYSTEM

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The present International Webinar was envisaged to find out various pedagogic strategies and roadmap to equip our teachers and learners to become a Techno- Pedagogue to meet all digital challenges in the academic field arising out of the pandemic Covid 19 which has shown multifaceted devastations not only in the field of socio- economic strata and trade and commerce, but also in the field of education system globally. Almost all the learners in the world, starting from primary to university education, were confined in their homes by strict lockdown and were forced to become acquainted with the digital online education system. The teachers were equally challenged to play the role of a Techno- Pedagogue to conduct remote teaching- learning where all the stakeholders like parents and students were forced to use various digital devices for this pedagogy of learning. The entire education system as such suffered from a total transitory phase in order to cope up with this Covid 19 pandemic situation. Challenges of online education were successfully taken and solved by everyone associated with the education system by switching over from traditional age old practices to the digital online strategies of teaching learning.

PROBLEMS OF TEACHING, LEARNING AND EVALUATION DURING PANDEMIC PERIOD

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Introduction: It is known to all that the whole world is in critical condition. Not only India but almost all the countries of the world have either faced or still facing the problems caused by pandemic COVID-19 situation. For this purpose, the teaching, learning and evaluation process of most of the affected countries are in great trouble. Educationists, Politicians, Sociologists, Economists and even the Physicians are trying their best how to solve this problem and how to minimise this problem with the help of less efforts. As we are involved in Education sector, we are also afraid of how to cope up this problem as early as possible and what should be our role in this changed situation.

Role of Teacher in present Teaching Learning Situation:

In Pandemic situation, the teachers should perform following roles-

- *The teachers must have sufficient knowledge and interest in e-learning and e-teaching.
- *The teachers must have ample skill to control various electronic gadgets.
- *The teachers must know the advantages and disadvantages of various ICT apps like –Webex meet, Google meet, Jitsi meet, zoom, Skype, Go to meet etc.
- *The teachers must have some ideas regarding free apps, paid apps, pirated apps etc.
- *The teachers should try to create one or more WhatsApp (WA) group/groups for easy communication with the students as well as for smooth teaching learning purpose.
- * The teachers should take the help of email. Through mail they can easily communicate with each other's and with the students.
- * Teachers must know the various mobile apps of Google and their proper implementations.
- *Teachers must have some ideas on Google scholar for Higher Education and research purpose.
- *Teacher should be acquainted with some plagiarism software like Turnitin, Urkund, Plagscan, PlagTracker etc.

Role of Students in present Teaching –Learning Situation:

In this Pandemic situation, the students should perform the following rules-

- *Students should have sound knowledge in ICT uses.
- *Students must have interest in controlling and handling various types of electronic gadgets
- * Students should have adjustive and co operative attitude during online teaching learning.
- *Students should take the help from his/her classmates/friends before ,during or after the online classes.
- * Students must have email i.d,WA account, messenger account, face book account so that they can easily communicate with each other's.

Problems of Evaluation during Pandemic Period:

In this Pandemic period so many problems are found in the field of teaching learning process, similarly there are so many problems in the field of evaluation, like-

- *Is it possible to take the evaluation in online mode?
- *What should be the question pattern i.e. essay –type, short answer type, Objective type, MCQ etc.?
- *What should be the marks of each paper or course or Programme?
- *What should be the Credit of each Paper/ Programme?
- * How much time should be provided for each paper?
- *Is it possible to give some time for uploading the answer paper if the evaluation is in online mode?

Comment: We know that for a long time, near about nine months, all the educational institutions are remain closed due to Pandemic situation. Only the offices are open for administrative purposes. Even it is unknown to us when the normal functions of the educational institutions will be started and at the same time when normal teaching learning processes will be started ? But we hope that in future this problem will be solved and the whole world will become normal.

Abstract

Abstract No. : 1

JOURNEY OF FORMAL LEARNING TO DIGITAL LEARNING DURING COVID-19

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ABSTRACT

This paper deals with the formal classroom learning to digital learning. During Covid-19 common classroom learning as we see students are mostly very much interested to learn from formal classes where they can interact from each other and can clear their queries regarding the topics from the teacher but now the trend has change where now because of the Covid-19 all the formal classroom practices not possible and because of this they have to learn from online classes which is also known as digital learning. Digital learning where teacher can take their classes on the digital bases and because of this teacher learn to know how to change teaching strategies with their students at their homes and they moved from teaching in a face-to-face environment to blended teaching and then to online teaching. The instructors reflected on their values, beliefs and assumptions about teaching and learning. As higher education has embraced online education as a way to reduce costs, increase flexibility, and enhance access to students it is important to gain an understanding of the perceptions of instructors moving into online teaching. This study found a change in the beliefs and teaching presence of the instructors from their initial resistance to online teaching to an approach which is mindful of the student experience and promotes a dialogical approach to online learning. As the work of academics moves from a largely face-to-face mode to blended and online modes, they should be provided the opportunity to critically question their own practices and discuss with their peers the adoption of new pedagogical practices for the new teaching spaces. This may provide a better understanding of teaching and learning processes in the online environment. For this type of dialogue to be successful there needs to be a climate of support, the participants need

to be receptive to feedback from their peers, and they should engage meaningfully in reflective practice. Moving some or all of the learning online requires changes to both pedagogy and practice to ensure effective learning outcomes. —The challenge is to systematically explore the integration of pedagogical ideas.

Keywords: Covid-19, digital learning, formal learning, pedagogical practice, strategies.

ROLE OF DIGITALISATION IN THIS PRESENT SCENARIO

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ABSTRACT

The use of Laptops and the Internet has produced the technological conditions for instructors and students can take advantage from the diversity of online information, communication, collaboration and sharing with others. The integration of Internet services in the teaching practices can be responsible for thematic, social and digital improvement for the agents involved. There are many benefits when we use a Learning Management Systems (LMS) such as Moodle, to support the lectures in higher education. Everyone should consider its implications for student support and online interaction, leading educational agents to a collaborating of different learning environments, where they can combine face-to-face instruction with computer-mediated instruction, blended-learning, and increases the possibilities for better quality and quantity of human communication in a learning background. In general components of learning management systems contain synchronous and asynchronous communication tools, management features, and assessment utilities. These assessment utilities allow lecturers to systematize basic assessment tasks. Assessments can be straightaway delivered to the student, and upon conclusion, immediately returned with grades and detailed feedback. Therefore, learning management systems can also be used for assessment purposes in Higher Education. This paper deals with the today's demand of Digitalisation in the higher Education which plays a vital role in this present scenario where every people use the technology. The study is based on the analysis of related literatures obtained from various primary sources through internet and web search engines. It looks to us that the integration of such platforms asks for special attention and should be included in educational settings, despite all the limitations and lack of existing at the different levels, such as difficulty in accessing the platform, because the

connections are very slow or that the servers cannot manage the information when there are numerous users. The Moodle is an e-learning platform used throughout the world. Universities, communities, schools and teachers serve up to her to communicate and transmit information to their educational communities. It is a platform with technological characteristics and satisfactory teaching, where users and developers can work collaboratively. The great success of this platform due to the fact that an open source system, providing programmers the opportunity to make new contributions, with new applications, making it one of the most widely used in courses distance.

Keywords: Asynchronous communication, blended learning, digitalisation, human communication, ICT, learning management system, moodle, synchronous communication

**e-LEARNING DURING COVID-19 LOCKDOWN:
A TRIUMPH OR A DISASTER?**

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ABSTRACT

For educators, the COVID-19 Pandemic is an archetypal adaptive and transformative challenge, one for which there is no pre-configured model that can channel appropriate responses. Education leaders must promptly devise responses – and with explicit contexts in mind – as the pandemic runs its course. As the COVID-19 Pandemic runs its course, many governments are putting into action measures that limit the number of people assembling in public places. Such procedures have upset the standard functioning of schools and universities. For the reason that the duration of such measures have been widespread – and is expected to continue in some countries for a certain time until a vaccine becomes obtainable – leaders of public and private education institutions have put in place substitute methods for students and teachers to persist on with their lessons when attending school is not feasible and are working on methods that will make schools fit for working in a secure atmosphere. Even though students with access to digital devices and internet connectivity may not be the majority in most countries, supporting governments in establishing efficient forms of online education will liberate institutional capacities and resources in order to readdress their focus on delivering alternative learning methods for those students who do not have alike opportunities. There is payback to this approach, such as enduring the school year without widespread interruptions and multi-week school closures. Nevertheless, creating an effectual remote learning solution is not as uncomplicated as it might first become visible. Directing school systems to a distant learning environment isn't merely a technical issue. It is a didactic and instructional challenge. As

technology is the medium for delivery, a triumphant effort to move school outside of traditional classroom and building configuration requires an intimate cross-collaboration between instructional, content, and technology teams. The present paper has attempted to touch upon these points in as effectual way as possible within the context of the present pandemic.

Keywords: Digital devices, alternative learning methods, internet, private education institutions, remote learning solution.

IMPACT OF COVID-19 PANDEMIC ON TEACHING IN INDIA : CHALLENGES FACED BY TEACHERS

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ABSTRACT

Though we are quite familiar with e-mail, e-commerce, e-business and e-trading, even well acquainted with e-banking, before the Corona Virus pandemic majority of the members from teaching fraternity were not so well versed with the term e-learning and e-teaching. E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. E-Learning provides access to higher education for a wide range of learners including traditional students in university, college and even in school levels. Until a few months back, all of us were worried about the alarming reports of the excessive use of mobile phones among youngsters and its adverse effects.

Purpose: The 2019 novel Corona Virus pandemic beginning from China, has suddenly changed the whole situation almost overnight after the locked down started worldwide to prevent the spread of the COVID-19 disease. The growing prominence of the use of advanced communication technologies in the learning process over the last decade in higher education is now evident in this pandemic situation since last three months for its effectiveness as a teaching tool. The intention of this review was to find out the present status of teaching challenges faced by the teachers at different levels of education in India. **Methodology:** Diverse articles were searched in different search engines like Google, J-Store, OASIS, etc with titles “COVID-19 and teaching” and all the related papers were reviewed.

Findings: In a post-Covid-19 world, teaching has undergone a rapid transformation. Institutes and teachers are following different online methods to connect with students. This pandemic

has forced teachers into a virtual world of teaching through different apps and devices. For many teachers, their statement of teaching beliefs no longer matches their work. The ability of teachers to communicate via the internet, accessing and publishing information is very diverse. There are some who are pre-e-literate and others who utilise the internet for regular classroom activity.

Conclusion: Teachers need to rethink their underlying assumptions about teaching, about the learning process, and, most fundamentally, about their role as educators. History reveals that pandemics have always brought about a huge transformation in social, economic and political activities. The COVID-19 is no different. It may leave us with a virtual world of teaching and put a big question in our mind “Could e-learning be the well accepted and transformed version of our traditional chalk and talk method in the post COVID-19 era ?”

Keywords: E-learning, E-teaching, post-Covid-19 teaching, virtual teaching.

e-LEARNING TEACHING: A GREAT CHALLENGE IN THE EDUCATION SYSTEM IN POST COVID – 19

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ABSTRACT

E-Learning as we know refers to a learning system based on formalised teaching but with the help of electronic resources where skills and knowledge are transferred or delivered to a large number of recipients at the same or different times. This paper proposes to seek and explore about the concept of E-Learning Teaching in Education, its objectives and challenges in the Education System in post COVID – 19. The main purpose of the study is to find out an alternative method of online classes which can be a substitute of the real classroom. Descriptive survey method is adopted taking hundred sample of students. A self-made questionnaire was given to the students, their parents and teachers of different schools. But with this sudden shift a new challenge appeared before both the teachers and the students. Teachers are providing teaching through video conferencing through Zoom Apps, WhatsApp, Cisco Webex or Skype or sometimes they are taking the help of conference calls for teaching but this abrupt transition from offline mode from face to face transaction of knowledge to online teaching learning could hardly compensates for the absence of the class room experience.

The pandemic has significantly disrupted the education system and thus endangered the country's economic future. A crucial situation arises in the education sector because there is a postponement of the Board examination, University Examination, admission to new classes,

entrance tests of various universities and competitive examinations. The most importance challenge before us is that we are fighting with an enemy about whom we do not know, we cannot see. there is no certainty of its end.

So as the days passed with no immediate solution to stop the outbreak of COVID – 19 schools and universities took the help of digital Platform to continue the education system buy there are several challenges appeared before them - The most important being Teaching and Assessment Methodologies because only a handful of private schools could adopt online teaching methods. Moreover, all the students also could not -afford to this online teaching either due to their Financial problem or Network connectivity problem and thereby missed opportunities for learning.

Online Teaching learning made the education system horrible. The small children who are habituated to have fun along with studies in their school with their friends and teachers and are not so much exposed to gadgets specially staring at a computer screen for more than 30 minutes in one go for study adding to their miseries and depression. It is also a challenge before the teacher to measure whether the students are understanding, how much they are involved in the class, whether they could make out what the teacher is telling –This is indeed a problem to analyse in the virtual learning setting. The Pandemic has significantly affected the total education system from the Nursery groups to the Higher Education. Sitting constantly in one place make them feel bored, make them arrogant and losing interest on the subject. Studying without any practical activity just made their life horrible.

Keywords: E-learning, Assessment methodologies, education system, video conferencing

**A STUDY ON JOURNEY FROM FACE TO FACE EDUCATION TO
DIGITAL EDUCATION DURING
COVID-19 IN INDIA**

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ABSTRACT

The Information and communication technology has changed the education system. Earlier education was totally based on face to face mode but now a days blended learning take place. But for the COVID-19 pandemic the whole education system has totally transfer to digital mode. The purpose of the study is to investigate the various problem and prospects faced by both teachers and students for transforming from face to face mode to digital mode in education system during COVID-19 in India. The investigator used interview schedule to collect the information from both teachers and students. The nature of the study is purely descriptive. The investigator has selected 20 sample for the study. The study reveals that there are many challenges like providing virtual education, distance learning, lack of technological development in educational field etc ware found and also some prospect is also described in this study. This study concluded by giving some suggestions which can be applied during COVID-19 lockdown period for distance or virtual mode education.

Key words: Face to face mode education, digital mode education, challenges, prospects, COVID-19.

EDUCATION THROUGH E-LEARNING: OPPORTUNITIES & CHALLENGES IN INDIA

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ABSTRACT

Unprecedented Covid-19 pandemic spreads rapidly across the world. The present paper discussed about the opportunities and challenges for green recovery. The author has traced the solutions to mitigate the effect of COVID19 pandemic on education. Due to pandemic of Covid-19, teachers - students interaction is done through internet. MHRD has taken up previously by introducing initiatives like SWAYAM, Swayam prabha and many more. Some other apps like Google class room, Microsoft education and conferencing apps like zoom, Google team etc. were also used. Qualitative descriptive survey method was used for the present study. The result suggested that students faced problems to use e-learning system and at the same time also facing some psychological issues during lockdown all over the country. It was suggested that Govt. should provide necessary device conducive for digital learning to every poor student free of cost. Networking connectivity should be improved by developing technology. Teacher should be provided proper training to make online classes very interesting and effective. India is so far to achieve online platforms for promoting formal teaching methodology in electronic forms. The study concluded that in spite of limitations there are still huge opportunities to overcome the shortcomings.

Key Words: Covid-19, e-Learning, SWAYAM, digital learning, network.

**e-LEARNING TEACHING :
BARRIERS FOR ISOLATED LEARNER'S**

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ABSTRACT

Higher education providers are becoming increasingly aware of the diversity of their current potential learners and who are moving to provide a range of options for their engagement. The increasingly flexible delivery modes available for students provide multiple pathways as well as opportunities for those seeking further education. In changing between across modes, a one-size-fits-all approach is often used. When compared to their internal counterparts, these students often face a number of barriers- such as technological barriers, social barriers, psychological barriers, infrastructural barriers to their full participation in coursework units. These barriers may not be experienced by those engaging in these same units via face-to-face modes and therefore present another type of learner to consider in the planning and implementation of learning activities online. The barriers to participation appear particularly evident in group work activities. The online environment also presents challenges for many academic staff that increasingly require higher levels of technological competency on top of their regular academic workload. This paper provides critical commentary on some of the challenges faced by new age challenges for isolated learner's online delivery framework for practice.

Keywords: isolated learners, new age challenges, online learning, technological competencies

Abstract No. : 9

**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR
TEACHERS TO CREATE DIGITAL
LEARNING CONTENT**

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ABSTRACT

This era is the era of information, technology and internet i.e. this is the digital era. Modern innovative technologies have changed the structure and every aspect of our society. Innovative advanced technologies are making our life more easy and globalized. Among modern innovative advanced technologies, information and communication technology is one of the most important part, without it, we cannot imagine the dynamic existence of all aspects and dimensions of our life. Education is one of the most important aspects of human life and teaching-learning is one of the most integrated dimensions of education. The traditional way of teaching with textbooks, chalk-duster, and blackboard or only plan lectures can no longer satisfy the needs of the students in this present digital era of information and communication technology. So, for teachers, it is a big challenge to meet the needs of the learners of this present digital era.

The purpose of this paper is to understand the ICT, digital learning content, and how the teachers can create digital learning content by using ICT to fulfill the needs of the students of the present digital era. Primary and secondary data is collected for this study through the bibliographic, internet search, and peer-reviewed research journals. ICT is meant a very much popular and useful instrument to create digital content for a teacher. Digital content is any content which is made in digital form, it may be texts, images, charts, diagram, audios, videos, or audio-video combined content. A teacher can create these various types of digital content as per the needs of him and his students but through various studies, it is proven that audio-visual content is very much powerful for students to learn in digital mode. The digital learning content connects teachers and learners effectively and offers the opportunity to learn formally and informally through using offline mode or online mode, in online mode students can learn synchronously or asynchronously. Using ICT created digital learning contents often offers to the teachers to teach huge numbers of students easily in the worldwide level and to the students to learn independently in groups or individually, to meet individual needs and to allow the students voice and choices. ICT opens new gates for learning as it helps to the learners as well as teachers to access, extend, transform, share the information, knowledge, and ideas in various communication styles. So the practical application and use of ICT for a teacher to create digital learning content are very much important.

Keywords: ICT, Digital learning, Digital learning content.

COVID-19 :
A CATASTROPHE TO INDIAN EDUCATION SECTOR

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ABSTRACT

Novel Corona Virus Disease i.e. COVID-19, has severely affected almost all the sectors of economy. Education sector is also affected by this pandemic throughout the world. COVID-19 has changed the entire scenario of education sector. Our health and wealth is highly affected by viral infection. WHO has declared the COVID-19 as a pandemic on 11th March 2020 as it had spread to more than 100 countries of the world.

Corona virus is causing Catastrophe all around the world. The education system was in dismay like other sectors. School, Colleges and Universities closures impact was not only on the students, teachers and families, but have far-reaching economic and societal consequences. COVID-19 virus has locked down all the economic activity in the world. Schools, Colleges and Universities had no option but to switch over to online teaching-learning to continue academic programs in an effort to minimise the sufferings of the students. Online teaching-learning or e-Learning is the learning through electronic devices such as computers, tablets, and smart phones etc. which are connected to the internet. It aims at digital transformation of classroom with the help of internet. The sudden change in the mode of teaching-learning process caught both the students and the faculty members in dilemma.

As we know that India is one of the largest education systems in the world. Education is basic need of the society. It is fundamental right of every citizen and it is duty of the State to provide

education. Higher education plays a pivotal role in nation building and it is one of the most powerful means to create knowledge-based education society. Higher education is very important sector for growth and development of human resource which can take responsibility for social, economic and scientific development of the country. But we have to change with situation and see that our education system should not collapse with this unpredictable situation. We are having history that this kind of situation do come after every 100 years and we have to cope-up with it. As it is said every cloud has a silver line.

The present study is aimed at to redesign our curriculum with technology. Though, India has been adapting to the new age of learning, there still lies an obstacle in making endeavours entirely successful due to the fact that less than 50% of population of the country have access to the internet. Teaching-learning process in online mode is totally different than the traditional classroom teaching-learning process. It implies new challenges to both teachers and students. For successful online teaching-learning process, different policy measures have to be taken and it should be followed up by both teachers and students with positive mind set.

The study concludes that everything is ambiguous and everything is yet to figured out. We need to learn from these situations and inculcate new ways to fight this off. COVID-19 is not the first crisis to destroy the world and it certainly would not be the last. But history is our witness, every 100 years, this kind of crisis pops up and remains with us for a few days, and then things became normal. But we know that we will come out stronger every single time. There are doctors, paramedics, sanitations workers, police and other government officers who have devoted their life at this COVID-19 pandemic. Let us all salute the COVID-19 warriors. Definitely there will be a positive output from it. But on the other hand, there are much more big problems yet to be discovered and yet to be solved. As I already said that every cloud has silver line so think positive.

Key words: COVID-19, e-Learning, teaching-learning

POST-COVID PEDAGOGY OF LANGUAGE TEACHING

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ABSTRACT

‘Pedagogy’, an emerging concept of 21st century has got its root in Greek Dictionary. Comprising of two Greek words ‘Paidos’ and ‘Agogos’ connoting ‘Boy, child’ and ‘Guide’ and ultimately directly indicates a teacher or teaching related issue. Until the Covid19 (A highly infectious disease prevailing in the world with mild to moderate respiratory illness caused due to newly discovered Corona virus) impact on Education system teachers were comfortable with traditional ‘Chalk and Talk’ method but the sudden circumstances arrived due to the pandemic Covid19, the habitual face to face mode of transaction transforms into a world of virtual digital world where Technological skill enhancement for the teachers gains utmost priority.

Objectives- The main objectives of this study are to assess the level of awareness of trained and untrained language teachers, male and female language teachers in the area of techno-pedagogical skills at school level. The level of awareness of rural and urban teachers belonging to different languages in the context of the techno-pedagogical skills at school level was also analyzed.

Methodology- Online Descriptive Survey was done in a Likert Scale Questionnaire consisting of 64 questions from eight dimensions of techno pedagogical skills. Here this study was done

with sixty language teachers of ten schools (six teachers from each) of rural and urban regions of Kolkata to assess their awareness of Techno-pedagogical skills. A self made standardized questionnaire was distributed to them for data collection.

Findings- It was revealed that though we are in the age of digitalization the language teachers of today still lag behind in technical application in the field of education. The trained teachers' awareness of Techno-pedagogical skill was higher than the untrained ones. There was no difference in the area of awareness of Techno-pedagogical skill between the male and female language teachers. Urban language teachers showed greater level of alertness in techno-pedagogical skill than the Rural Language teachers.

Suggestions- i) This study demands that the awareness levels of Techno pedagogical knowledge of Social Science and Science teachers should be increased.

ii) Google Meet, Slack, TV Schools and another network for the online educational platform should be raised more and more.

iii) In 'Tertiary Education system' the spreading of online learning must be developed and also the schools must prepare themselves as more organized and systematic to be enriched with this 'technology-based learning' which have been found by them most useful.

Keywords- Language Teaching, Pedagogy, Post-Covid, tertiary education system

**CHALLENGES OF NEW NORMAL AND PLANNING FOR
TOMORROW: EDUCATION SECTORS' FIGHT AGAINST COVID-19
IN TEACHING-LEARNING PROCESS**

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ABSTRACT

Any disaster just does not throw light on the massacre occurs following it- it also opens up the fabric of normality. Various holes are opened up through which people can glimpse possibilities of the worlds. The World Wide pandemic situation due to COVID-19 begins to launch several avenues to get back to change. The global people have to accept now the unacceptable so far. The lessons learned from COVID-19 crisis bring new challenges ahead. The new horizon is now more concerned with the emotional quotient of the learners as well as the teachers who will actually effectively deal with the vicissitudes of life during or post COVID-19 period. Opportunities also emerge for the teachers to train them for emergency responses. Enhancement of teachers' capacity for pedagogical innovation, including digital literacy, blended teaching method will be the outcome of this changing perspective. To build a better normal in a post COVID-19 world, skills of higher level of creativity, innovation, social and emotional intelligence skills have to be developed. To ensure that 'Learning Never Stops', here comes the significance that people therefore cherish or otherwise perish in this new environment.

Objectives: The major objectives of this paper are:

- To ascertain the challenges ahead for COVID – 19 in teaching-learning environment.
- To find out the challengers of this pandemic situation in teaching-learning process.

- To highlight the shifting role of teachers, students and stakeholders in educational crisis.
- To analyze the new opportunities of education sectors.
- To discuss briefly the present and future scenario of teaching-learning process.
- To point out the myth and realities about e-learning in post COVID - 19 era.

Methodology: This paper is descriptive and analytical in nature. The data used in it is purely from secondary data. All the data has been collected from journals, e-books, websites, report of various organizations, articles published in National, International, local papers etc. This paper will give a brief description of new normal teaching – learning scenario in pandemic situation.

Findings: The major findings of this paper are:

- The challenges posed by COVID-19 are faced by all the stakeholders of the education sector
- To cope up with ‘New Normal’, use of technology is necessitated.
- Use of web 2.0 and gradually web 3.0 tools turn the challenges into opportunities.
- Effectiveness of the implementation of the technology depends on technological readiness, pedagogical support and monitoring system.
- Mathew effects of educational technology will influence learning poverty.

Suggestions: Following are the suggestions, which may solve the challenges and bring opportunities for the present condition of education sector.

- Better universal access to connectivity should be restored.
- Modular content, continuous feedback in the assessment process should be introduced extensively.
- Anti-cheating tools should be used.
- Blended mode of teaching should be introduced.
- People should learn from media as well as with media.

Keywords: Challenges, COVID-19, Education Sector, Matthew Effect, Opportunities, Teaching-learning Process.

**e-LEARNING-TEACHING :
CHANGES THE ATTITUDES OF TEACHERS
AND LEARNERS DURING COVID-19 PANDEMIC SITUATION**

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ABSTRACT

e-Learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. After the outbreak of Covid19 Pandemic e-Learning has been shifted the way to the compulsory aspect from the optional aspect. When the students and teachers are having a barrier of social distancing, students can be in constant touch with the help of online classes conducted through Zoom, Google meet, Cisco Webex, Google classroom, Skype etc. Students and academicians can make maximum usage of this lockdown period to enroll into numerous courses which are available online like SHAGUN, SWAYAM, SWAYAM PRABHA ,National Academic Depository (NAD), National Digital Library of India and Virtual Labs. The present study analyses the attitudes of Teachers and Learners towards e- learning –teaching during COVID-19 pandemic situation. The study is based on survey method. The data has been collected through questionnaire from 200 Teachers and 200 Learners from different Government and Private Educational Institutions in the district of North 24 Parganas, West Bengal. After collecting data it has been analyzed and interpreted and the study shows that like of two faces of coin, e-learning-teaching is also making positive and negative impact on education system. Some major changes have been identified in teaching strategy, teaching skill, teacher- learner bonding, face to face interaction, substitute of field engagement, evaluation and examination system, impact of co-curricular activities, access to educational resource etc. The work concludes that in spite of lots of changes and challenges there are still huge opportunities to overcome the shortcomings and focus on e-learning-teaching to live together virtually.

Keywords: COVID-19, e-learning, Virtual Educational Platforms, Technology, Challenges, Teachers, Learners.

EDUCATIONAL CHALLENGES IN COVID SCENARIO AND LOWER ACADEMIC MOTIVATION

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ABSTRACT

The present situation of Global Turmoil indicates mainly the Covid-19 pandemic and its consequences. This has been compounded by some natural calamities like Amphan & other cyclones and sporadic earthquakes. The pandemic has affected the educational infrastructure to such an extent that the students of all levels have been plunged into severe trouble.

Purpose: This study tries to focus on the lowering of academic motivation due to shift towards online mode of education.

Methodology: This study used online google forms to collect data from students regarding their difficulty in adjusting to online mode of education. Parents and teachers were also interviewed via google forms in this regard.

Findings: The results revealed online mode of learning has taken place of School and College education, providing students access to proper teaching & learning from the safety of their abode. But coping with this online method both by the students and their parents is difficult. Moreover, all the teachers are not trained to adopt this changed mode of teaching and taking examination. Students reported that online classes lack teacher presence in physical form, peer support is also absent. The difficulty of learning in a isolated state alongwith technological glitches lower their motivation. Wellbeing of the teachers and students as regards to their

physical, mental and financial conditions are also affected. Taken all together though some sort of education can be imparted in this crisis, but not to full satisfaction. Rather the concerned are frustrated by this situation and are developing some psychological aberration lowering their academic motivation. Hence a proper solution of this situation of learning and teaching is solicited.

Recommendations: Teachers can motivate the students by keeping them involved in class, allowing them to ask questions and sometimes asking them to make presentations in group. This will also develop interactions with peers and remove feelings of isolation. Parents should create a structured atmosphere at home conducive to learning so that the child does not lose motivation in online mode

Keywords: Covid – 19 pandemic, online mode, psychological aberration. academic motivation

**e-LEARNING-TEACHING STRATEGIES IN POST
COVID 19: CHALLENGES TO OVERCOME IN HIGHER
EDUCATION SECTOR**

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ABSTRACT

The pandemic has significantly disrupted the higher education sector as well, which is a critical determinant of a country's economic future. A large number of Indian students enroll in abroad universities and many of them have now been barred from leaving these countries. If the situation persists, in the long run, international higher education will decline. Most of the graduate students in India fear withdrawal of job offers from corporate because of the current situation. To survive in these difficult time leadership will need to prepare for numerous possible scenarios, seek creative solutions and stay flexible in the face of contagious change.

The COVID -19 pandemic has transformed the countries old chalk and talk teaching model to one driven technology. Courses, examinations are conducted online and assignments are submitted through email. For countries like India, this is a good opportunity to strengthen the internet connectivity across rural India. Every village and towns in India should be digitally connected for better interaction between the students and teachers. But the experience shows that the sudden shift to online learning without any planning especially in countries like India where the backbone for online learning was not ready and the curriculum was not designed for such a format. Online learning is a special kind of methodology and not all the faculty members are not ready for this sudden transition from face to face learning to online learning but this

will all change after COVID-19. This post- pandemic understanding will change and college and university will be able to go their own way with online education

So, a multiprolonged strategy is necessary to manage the crisis and build a resilient Indian education system in the long term. Strategies are also required to prepare the higher education sector for the evolving demand supply trends across the globe. Learning management software for teachers and inclusive learning solutions, especially for the most vulnerable and marginalized, need to be developed. The study is an attempt to discuss the impact of COVID 19 on the teaching learning system and how the stakeholders can challenge to cope with the situation. The work is based on the data collected from journals, newspapers, magazines, internet, and web sources. The various methods of online teachings are applied to continue the present online teaching-learning process. Post CVID 19 is an opportunity to transform the higher education system digitally. Colleges and universities should utilize this opportunity to transform itself. Curriculum design, collaboration, ICT skill development and faculty involvement – all should focus on internationalizing higher education.

Keywords: Higher educational institution, India, online learning, learning management system

**ICON MODEL IN TEACHING ENGLISH:
IS EFFECTIVE AT HIGHER SECONDARY LEVEL?**

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ABSTRACT

In the COVID 19 pandemic situation, teaching through ICT plays an important role in the Educational sectors. Due to the impact of Corona virus we are trying to cope up with the new normal situation rather we are introducing sustainable teaching for delivering our digital content. This study intended to find out the effectiveness of ICON model in teaching English at secondary level. The pre-test and post-test two group experiment was conducted on forty students of class IX of Vidyasagar Vidyapith Boys' High School, Midnapore, West Bengal, India. The investigator taught five lessons based on ICON model for the topic- Autumn, of class IX, West Bengal Board of Secondary Education, West Bengal. For conducting the study, the self-developed test in English language having twenty items was used as the tool. The study identifies that there is an effectiveness of using ICON model in teaching English at 0.05 levels. The study has many implications on the teachers, teacher-trainees, text-book writers and policy makers.

Key-words: COVID 19 pandemic, ICON model, achievement test, experiment, finding

IS BLENDED LEARNING SUBSTITUTE? WHAT TO DO IN POST PANDEMIC ERA IN INDIA?

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ABSTRACT

The COVID-19 outbreak greatly has affected the education sector of India. Despite of some initiatives to make online teaching and learning successful, school closure has affected 275 million school children in India according to UNICEF. Many educational institutions are facing big question mark of continuing teaching learning process as there is an uncertainty over the time period of opening schools. Moreover, very minimum percentage of students has proper devices and internet access at homes. Some previous researches showed that the institutions having prior existing experience with the usage of these technologies rapidly switched to online learning whereas teachers as well as students struggle hard to operate technology in the rest of the cases. Mainly this study intended to examine how teaching learning process can smoothly run in future in the form of blended learning during such difficult times. This study discussed the challenges faced by teachers as well as students due to lockdown. This was a review based work and the required information were collected from primary and secondary sources like research articles, books, reports from UNICEF and various web sources. The study demanded that government should take appropriate initiatives to reform our present education system and try to implement blended learning system to cope with the sudden emergency in Indian academic sector in post COVID-19 era.

Keywords: Blended learning, post pandemic era, teaching-learning system, UNICEF

TEACHING PROCESS DURING THE PANDEMIC: A PARADIGM SHIFT

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ABSTRACT

The entire world is under the mayhem due to the pandemic of COVID-19 which has hindered the educational process significantly across the globe. The nationwide lockdown and closure of educational institutions have created a havoc in teaching learning process. Nevertheless, this condition has also conferred the best opportunity for the educators to resolve to various innovative measures and alternatives for giving continuity to their teaching. The present paper is an attempt to foresee the present scenario from the teachers' perspective. The objectives of the study were to explore the innovative approaches adopted by the teachers during the time of pandemic crisis, challenges being faced by them in imparting continuity to their teaching vocation and their preparedness for the post pandemic challenges. The study was conducted by selecting 25 teachers teaching at different government secondary and senior secondary schools of Sikkim purposively. Descriptive method has been adopted to understand the present situation. For the data collection, techniques like open ended questionnaire developed by the researcher himself and interview has been used. The study reveals the predominant use of technology for giving continuity to teaching learning process. In majority, lack of basic infrastructure and technological devices among the learners were the impediments and training on hands on experience would prepare them for the challenges in post covid condition.

Keywords: Covid 19, impediment, innovative, pandemic,

IMPACT OF ONLINE CLASSES AMONG STUDENTS DURING COVID 19

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ABSTRACT

In view of the Covid-19 outbreak all across the world, everyone is taking all precautionary and preventive measures to combat this pandemic. We are following the never stop even at the time of crisis. ICT, which a great enabler and facilitator of online learning, has kept the learning process intact even at this time .Various Digital platforms and ICT initiatives are accessed by teachers, students, researchers and corporate officials round the clock. These tools enable constant learning and offer several benefits such as flexibility, comfort, and interactive user interface. In this digital era, even when the students and norms of social distancing and keeping ourselves in the confines of our homes or offices .All schools, varsities, workplaces have been shut down to contain the spread of this novel virus. It was expected that the shutdown would impact the learning process to a great extent. But it is actually not the case. All thanks to technology. Someone has rightly stated that learning should faculties are having a barrier of social distancing, several industries are getting impacted including education industry but ICT has reduced this barrier of social distancing and lockdown with the help of so many digital and online initiatives and tools. Students can be in constant touch with their faculties with the help of online classes conducted through Skype, Zoom, google hangouts, google classroom etc. At the same time, one more important question is: can students actually benefit from technology at home? Here we clearly have an equity issue. While financially well-off families can afford computers and multiple devices, students from struggling families can hardly afford simple devices and may likely not have the internet at home. Now the final question is how much it will be beneficial for us? The paper aims to discuss that subject narratively. While some believe that the unplanned and rapid move to online learning – with no training, insufficient

bandwidth, and little preparation – will result in a poor user experience that is uncondusive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits. Many are already touting the benefits. It has changed the way of teaching. It enables teachers to reach out to their students more efficiently and effectively meetings, voting and also document sharing, especially during this pandemic. Students also find it is easier to communicate.

Keywords: COVID19, digital platform, online learning, hybrid education

DIGITAL LEARNING MANAGEMENT SYSTEM

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ABSTRACT

Digital describes electronic technology that generates, stores and processes data. A modem is apply to transfigure the digital information in your computer to analog indication for your phone line and to transfigure analog phone indication to digital information for your computer. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting, automation and distribution of educational courses, training programs or education and development programs. Most modern LMSs are web-based. The Learning Management System idea founded directly from e-Learning. Although the first LMS appeared in the higher education sector. The first introduction of the LMS was in the late 1990s. Learning Management Systems were planned to identify training and learning gaps, utilizing analytical data and reporting. An LMS delivers and manages all types of content, including, audio-video, text, courses and documents. There are several historical phases of distance education that preceded the development of the LMS. This is correspondence teaching, multimedia teaching, telemetric teaching, teaching through the internet etc.

There are many features in the LMS portion. This is managing courses, users and roles, online assessment and tracking student's attendance, user feedback. There are six major advantages of LMS. This is interoperability, accessibility, reusability, durability, maintenance ability and adaptability, which in themselves, constitute the concept of LMS. Other advantages: the evaluation of students is easier and fair, based on student attendance

and online quizzes. Students and teachers can re-use the material every time they need. Students can learn collaboratively by setting up a school website with the LMS software.

There are few disadvantages of LMS: Teachers have to be willing to adjust their curriculum from face to face lectures to online lectures. Having a learning module submitted in only one style can make it difficult to compromise different learning styles etc.

So in this time (COVID-19 period) and modern education system most applicable teaching learning process is e-learning. Digital learning or e-learning is the best process for education system.

Keyword: Electronic Technology, Digital, Transfigure, Software, Automation, Development, E-learning, Distance Education, Telemetric, Multimedia, Assessment, Accessibility.

NEW CHALLENGES TO THE SECONDARY SCHOOL TEACHERS IN ONLINE TEACHING IN THE PANDEMIC COVID 19 SCENARIO

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ABSTRACT

The global impact of wide spread pandemic COVID 19 has changed the normal system of every sector and all are in a critical crisis to overcome the situation. In this post COVID 19 pandemic situation though all the sectors gradually open their shutters, educational institutions are still under lock down. If students and teachers are forced to stay at their homes and pupils remain detached from formal education, then what would be the destiny of the nation? Though almost every sector faces some problems to conduct the system smoothly, it becomes new challenges to the educational personnel especially to the teachers to turn the formal face to face set up into an online teaching learning environment with the help of digital technology. Teachers have to face various types of problems to conduct online classes during this period. The present paper focuses on the challenges that especially the secondary school teachers face to run the online classes in this critical scenario. A survey was conducted and from various literature reviews problems like network connectivity, lack of digital devices, teachers' insufficient knowledge about technical systems, communication gap, inappropriate home environment, guardians' unconsciousness, student' indifferent attitude, lack of emotional bonding with the teachers and their attraction to another digital media are the major findings of this study and finally how the teacher will try to cope up with this situation.

Keywords: New challenges, school teachers, online class.

TEACHERS' MENTAL HEALTH DURING LOCKDOWN PERIOD

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ABSTRACT

Our world is now fighting against pandemic situation and human being are suffering from a terrible risk of destruction. The lifestyle of all human being has changed. As a result, the normality of human mind is hampering. Especially teachers and students are suffering from mental dissatisfaction for this lockdown period. In the present study researchers wanted to find out the present mental health conditions of teachers during lockdown period. This study is a descriptive study and its data analysis method is qualitative. Researcher conducted a survey on teachers from different schools, colleges and universities. One questionnaire regarding mental health of teacher was framed by the researchers. The questionnaire consists of 20 items from different dimension. The data was analyzed and the researchers found that, lockdown, due to the Covid-19, has influenced the mental condition of all level teachers. Mental health of female teacher is getting more unstable rather than male teachers.

Key words: Human being, Mental health, pandemic situation.

1918 PANDEMIC IN INDIA: A FLASHBACK OF THE PRESENT

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ABSTRACT

The term epidemic is defined as a “widespread occurrence of an infectious disease in a community”; whereas pandemic refers to as “an epidemic on a national or global level.” During the pre-independence period India had been threatened by some prominent epidemics like Plague (1896-1939), Cholera (1910-1911), Spanish Flu (1918-1920) etc. The paper would like to throw some light on the Spanish Flu epidemic; its causes, spread of the epidemic and measures taken by the British Government to cope up with the situation. Mainly internet sources have been used for searching information related to epidemics in colonial India. India witnessed the major influenza pandemic, commonly known as the Spanish flu (though it did not originate in Spain) caused by a virus more than a century ago (1918-1920). Like Covid-19, it had spread across the globe and India became the epicenter of it. It first started in Bombay, though it came from outside while the troops were coming back from the First World War in ships. The 1918 pandemic had broken out in three phases from June 1918 to January 1920. Around 500 million people got infected, 50-100 million people died in British India, however, less mortality rate had been observed in Calcutta. People belonging to age group between 20 and 40 had been the worst sufferers, especially the women. Dead bodies were floated in the river Ganges, as there were shortages of firewood for cremation. To combat with this deadly pandemic some measures were taken by the Calcutta Municipal Corporation, like, not to spit in public places, etc. The British health care facilities were not enough; hence, they failed to take care of public health. They had to depend on indigenous therapy. Social isolation was advocated, people were tried to make sensitized.

Key Words: Epidemic, internet pandemic, spanish Flu

TEACHERS' MENTAL WELL BEING FOR NAVIGATION OF NEW-NORMAL DURING COVID-19

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ABSTRACT

The Covid-19 pandemic is having a profound effect on our education system. Effective responses in education are dependent upon teachers as the front-line workers in classrooms as well as whole education system in the nation. Navigating what may be the “new normal” brought on by the Covid-19 pandemic has left the teachers grappling with unknowns. The burnout feeling among teachers which is a low and stressed state of the mind could be contagious. Only when a teacher knows how to support their own mental wellbeing, will they are able to provide a supportive learning environment. We need to start talking about teachers mental well being. The purpose of this study is twofold: to explore the various aspect of stress of the teacher amidst new-normal stage in Covid-19 and to find out the teachers well being strategies to cope with stress. The methodology includes a systematic review of subject literature and secondary data collected from various reference books, eBooks and web resources. The present paper reveals that how teacher may cope with stress through various coping strategies for their well being. The study concludes that Government needs to design and implement the well being policy of the teacher amidst new-normal stage in Covid-19.

Key-words: Covid-19, new-normal, online counselling, stress, web resources, Yoga.

UNDERSTANDING THE CHALLENGES FACED BY TEACHERS DURING THE E-LEARNING MODE.

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ABSTRACT

The physical classroom learning nowadays is no longer applicable for the current Situation. The significance of online learning has changed dramatically since the onset of COVID-19. Virtually every institution from primary schools through graduate schools around the world has moved instruction from classroom settings to remote/distance settings. It is important to note that institutions undertook this shift under extreme pressure with unrealistic timelines, frequently a matter of days or weeks. In many cases, the resultant coursework does not adhere to standards reflective of high quality online instructional design. In a virtual classroom we can only have one person talking at any one time without things getting messy. The standard pattern of communication therefore ends up being Teacher asks a question to Student A, Student A responds, Teacher asks a question to Student B, etc., with very little interaction going on between the students. The multi-channel face-to-face communication becomes mono-channel in the Virtual classroom. Whatever the reason, as teachers talk more to fill the silence, classes become less and less learner-centered. As they have little control over the content or pace of the class, students switch off and can be easily distracted by anything else that's going on around them. As Viktor E. Frankl says "When we are no longer able to change a situation - we are challenged to change ourselves".

Keywords: Primary school, virtual class room, face to face communication

JOURNEY FROM FACE TO FACE MODE TO DIGITAL MODE : A PARADIGM SHIFT IN EDUCATION SYSTEM DURING COVID-19

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ABSTRACT

Change is the law of nature. It is the only permanent thing in the world. The pandemic COVID-19 has changed everything and as a result a new paradigm came in the field of education which shifted the entire system of education from face to face mode to digital mode. This new pedagogical transition has changed the teachers' pedagogical practices and students' engagement in their learning. The main purpose of the study was to highlight the changes in teachers' pedagogical practices and students' engagement in online learning during COVID-19. The methodology of the study was purely descriptive in nature. Data were collected with the help of an unstructured telephonic interview. The findings of the study revealed the changed pedagogical practices and students' role during COVID – 19. Teachers started using some new approaches like- Dialogical approach, providing learning material beforehand to the student and using different kind of technological platforms for making teaching learning process more effective. Students' role also changed from passive listeners to an active learner where they need to take the responsibility of their own learning. This major shift in education system requires changes in both pedagogy and practice to ensure effective learning outcomes.

Key words: COVID-19, Digital mode, Education system, Face to face mode, Paradigm shift, pedagogy.

EFFECT OF COVID-19 ON THE NEW ERA OF E-LEARNING- TEACHING IN EDUCATION SYSTEM: CHALLENGES & OPPORTUNITIES

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ABSTRACT

COVID-19 Pandemic has affected every aspect of life and society and none more than the education system. To safe the Learners from harmful infection of COVID-19, Government has shut down all Educational institutions. As a result of this almost 1.725 billion Learners were not received any Education in worldwide. In this situation there is only one way to live education system is adoption of e - Learning. E- learning system based on formalised teaching with the help of electronic resources like network enabled transfer of skills and knowledge. Where teaching can be based on the use of computers and the Internet forms Which are the major component of E-learning. However, the e- Learning system was launched earlier but then it was not so important than classroom learning system. E-learning or ICT based Learning system has changed the concept of education system from teacher centric education to Child Centric Education. There are many opportunities in e Learning education system like time save. At the same time the delivery of education is made to a large number of recipients, Lower cost, limitless Learning possibilities etc beside existing many of Challenges, however many Learners may not able to get this online Learning opportunities due to the lack of essential equipment of e Learning. This Research paper concentrated on the introducing of E –Learning-Teaching and its opportunities and challenges in education system. The objective of the Present study was to analysis the challenges and opportunities of e–Learning-Teaching system and its

evaluation. The method of the Study is based on Qualitative Research Method and Secondary Data. After collecting the data through randomly from Authentic Sources, it has been analysed and interpreted. The result finds out that there are some limitations in online education system beside have opportunities and we should have to think that how to convert the challenges or limitations to opportunities. The study concludes that as every aspect has positive and negative sides so in E –Learning-Teaching education system has also in this.

Key Words: E-learning, ICT, Network, Computer, Pandemic

**FACE-TO-FACE LEARNING TO DIGITAL :
SPECIAL EDUCATION**

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ABSTRACT

We all know that there is nothing greater in the field of education than the direct human communication between teachers and students. Communication brings strength to the minds of students. The medium of communication is the school. But now the government is forced to close all schools in case of emergency. Lockdown has changed our habits; it has also formed new habits. But is it really possible to form a habit easily? Yes, the focus of my discussion is on those, whose habits cannot be easily formed. They are Differently abled students. They are mainly taught by Special Educators. See, in our country, There is a considerable difference between philosophy, theory and practices. Therefore, Differently abled students still have to go to Special Schools. The number of Inclusive Government Schools is nominal in West Bengal. Consciously the Scholar is not talking about private schools here. Judging by the situation, the government has taken the path of online education as the best option to keep the pace of education moving. Where the option of face-to-face learning is change to sit in front of a mobile or computer screen. Going to a private Special school located in Kolkata and gaining one year of experience, It was seen that students from different economic family structures come there. Mainly ID, ADHD, SLD, ASD, HI, VI, CP-these students were there. Each of them was assessed through an age-appropriate checklist, selected goals according to demand and divided into short-term tasks. IEP analysis running in the classroom. One of the

experts said that, it is not necessary to teach hand washing in hand wash just before eating. It remains to be seen whether the family of the Down Syndrome student can afford to buy a hand wash ? Here again the context of economic inequality is clear. Now let us come to the discussion, what can be the condition of their education in this situation. The learning process of Differently abled students does not go fast, it is a matter of time and patience. Because not everyone has equal equipment in their house. It is very difficult to acquire education and skills without direct connection, schooling task accomplishment, professional help. Again, if various types of neurological problems increase, behavioral problems increase, it will create an uncomfortable situation at home for the parents. The chances of forgetting previous skills are high, due to lack of practice. In all cases, parents may not be skilled enough. Students may not be technically adapted. Like others here too mobile addiction can bring problems. The super tech technology that is needed in education is almost impossible to organize in everyone's home. In this case Maladaptive behavior, Attention problem, Impulsive behavior will increase. To everyone's special educator can't afford to pay per session in lockdown. This is a big challenge. There is a need to rethink inclusive education policy. Really the economic condition of special educators can also be bad. Meanwhile, enough light is needed. Not all organizations have the equipment that NIEPID has. So may be conclude, at this time an online skill development project can be taken up for the parent by the school, if there is difficulty NIEPID, AYJNISHD, NGOs can arrange some medical examination programme, neurological medical consultations and behavioral modification psychologists at different locations, work on their promotion and schedule in collaboration with the community, maintaining physical distancing, along with teaching special educators in video calling.

Keywords: Special education, various disability, online classes, challenges, educational institutions

EFFECT OF POST COVID-19 FOR INDIAN ECONOMY IN RESPECT OF WORLD ECONOMY

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ABSTRACT

The word 'Corona' has now become a dreadful word to all the people of the world. It has shaken heavily the life of common people. Everybody is always apprehending of it and thinks that he may be affected by the Corona. Because Corona has touched every sphere of life and every section of the social and economical system. It appears from the devastating effect of Corona that many of the countries did not give any importance to maintain public health and health-consciousness among the people. Most of these countries concerned about the trade and industries. Maximum efforts of those countries were to expand the business abroad. As a result, the field of public health was neglected. Now every country of the world realises that sufficient monetary provision is to be made to resist such crisis. Specially for India, the country has been facing the pitiful condition of the working classes. Many of the working people have lost their jobs and they were trying to return to their homeland. As a whole in India, Corona has shown that it has also affected the relation between man to man. So in order to avoid such undesirable experience, India has to take steps to maintain public health, otherwise any disease in any name in any form may arise again. The paper reveals that how the negligence to public health system terribly affect the total economic and social system hampers. The objective of writing this article is to understand the source and effect of Covid 19 in the world economy in order to find out the solutions for fighting against Covid 19 and its serious effect on economy specially of India. Research methodology based on analysis of review of literature and secondary sources have been adopted. The study concludes that how can Indian economy be developed and how can Corona be removed.

Keywords: Employment, Public Health Scheme, Social, Political, Jobs

SHIFT FROM CLASSROOM TEACHING TO ONLINE TEACHING IN WEST BENGAL: A TEACHER'S PERSPECTIVE

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ABSTRACT

Online teaching got off to a jagged start in India with a sudden imposition of restriction of face to face interaction. Though Information and Communication Technology (ICT) based teaching has been around the corner for a few decades, it was not widely practiced. The current situation has forced teachers to resort to online teaching as the only form of imparting knowledge or doing any administrative work related to teaching. The greatest challenge faced by the teachers is in mastering the technology. Though it is no rocket science, it is severely compromising the quality of teaching of many teachers who are not technologically sound. Lack of proper classroom environment due to distractions from household, loss of train of thought due to frequent disconnections, and in ability to reach out to a large proportion of students due to low connectivity are the other drawbacks of teaching online.

It appears that this pandemic situation is going to prevail for quite some time. The only way teachers can cope with this situation is by adapting. Transition between phases in any form is stressful. Many institutions have come forward with organizing workshops to master these techniques of online techniques. Students who are tech savvy can act as aides in conducting these classes. Online teaching could take care of theory based subjects, ways to deal with practical curriculum of science subjects needs to be worked out. Once everything comes back to normal in hopefully not too distant future, a combination of online teaching and face to face interaction is going to enrich the the curriculum and the improve the skills of the students.

**PREFERENCE OF VIRTUAL MEETING APPLICATION DURING
THE LOCKDOWN PERIOD OF COVID-19:
A SURVEY OF WEST BENGAL**

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ABSTRACT

This study examines the preference of virtual meeting application during the lockdown period of Covid-19. Current situation of the COVID-19 outbreak, has led to massive disturbance in all the domains of business sectors. Business corporate, educational sectors and many other domains have continued instructions national wide through remote learning and remote working. Many schools and educators are prevailing video conferencing technology to deliberate their teachings from a distance. In education sector, online classes through Google classroom, YouTube Live, zoom, etc. have been conducted. Webinars on various topics from different universities have been successfully conducted by using various virtual meeting applications. The process from face to face communication to virtual meeting in any sector is quite challenging and requires proper knowledge about technology. The challenge is to find the best virtual meeting application or platform for any specific e-learning needs or corporate meetings, especially when several options are available. The use of these virtual meeting applications has actually turned his pandemic situation into bliss. Which application is been preferred by user and is been followed as a participants? The study is based on primary data collected from 150 respondents who have used virtual meeting applications using convenient sampling

technique through a structured questionnaire. Google form has been used to collect the data from the respondents. Descriptive research design has been used. The result of the study showed that virtual meeting applications like Google meet; Zoom, Google Duo, Facebook Live, etc. have widely been used by the users belonging to different work field to continue their work process from home. To conclude as per the survey the most preferred and followed virtual meeting application was 'Zoom' and the most recommended application by the users was 'Google Meet', the reason being data security and lower data consumption.

Keywords: Covid-19, lockdown period, virtual meeting application, West Bengal, frequency percentages.

TEACHER EDUCATION DURING COVID 19 ERA

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ABSTRACT

The world is fascinated by the beauty of this external world at different times. The world of education has not been left out physically, mentally, socio-economically and in all the cases whose influence has spread. However, if the positive aspects of covid-19 can be traced without explaining the negative aspects, it can be seen that its effect has caused a different stir in the world of education. Online classroom is its pattern. Teachers are the greatest asset of the education process in any nation. And so, for the entire improvement of the education scenario of a nation, it is essential to equip the instructors of the nation with this much effectiveness as it required for the moment. And as a continuation of this particular approach hybrid pedagogy must be clearly practiced. It cannot be denied that COVID 19 has reshaped the education scenario in a completely different light and adaptation of hybrid pedagogy to teach is actually preferred nowadays. Keeping this in mind Adamas University has started the hybrid teaching learning process in this short span of time.

In the present study, it is a matter of reviewing how much the teacher educators in the B.Ed sector have to cope up to this change in the world of education and how fluent they have been in teaching. this review that 50teacher educators have been tested by a self-made questionnaire statistically analyzed on the basis of results.

Keywords: Teacher education, pedagogy, hybrid, COVID-19, bachelor of education

TRANSFORMATION OF TRADITIONAL TO DIGITAL LEARNING

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ABSTRACT

Traditional learning involves students and instructors interacting in real time. In contrast, online students work through lectures and other teaching material at their own pace. They ask questions on online discussion forums and must wait for an instructor or another student to respond. Extensive use of digital assets is changing the needs of modern learners. They are constantly looking for learning opportunities beyond the traditional classroom-based approach. To counter the situation schools and colleges need to develop alternative models of teaching for imparting education. With growing penetration of technology in our lives, there is a rising need for adapting digital technologies in the education ecosystem. Digital transformation in education can enhance the traditional face-to-face learning environment. It can enable teachers to innovate pedagogical models for creating better connect with students. Digital transformation in education can enhance instructional learning, especially in higher education by creating a blended learning experience that combines both traditional classroom-based methods and modern technology. This paper is an attempt to discuss about how digital learning enhance traditional learning with the help of modern technology. Various primary sources like, journals, review articles, newspapers, research monographs and internet were used for this review paper. The technology-based infrastructure should be arranged in every institution to run the teaching learning process.

Keywords: Blended learning, digital learning, digital transformation, traditional learning,

ICT AND TEACHER EDUCATION

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ABSTRACT

Information and communication Technology is an important instrument, which can transfer the present isolated teacher centred book, book centred environment into rich student centred environment. ICT is a new paradigm of the teaching learning process. ICT is a new paradigm of the teaching learning process. We must accept the new teaching-learning process. ICT aims at transferring the old traditional paradigm of learning to the new paradigm of learning. The emergence of the new global economy has serious implicational institution. As the half-life of information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to students over a fixed period of time. Rather, schools must promote “learning to learn”. The purpose of the paper is to know the acquisition of knowledge and skills that make possible continues over the lifetime. The primary sources through internet were used for this work.

Prime use of ICT in teacher education is:

- Intercultural awareness
- Discussing theoretical concepts
- Analysis of learner’s texts to enhance that student’s text and general awareness

Here the main task is exchange of ideas and information between this student of our country and a group of students from other foreign university virtually. Understanding of basic and theoretical concepts needs to be given as early as possible in the course and before the students start their teaching practice with help of power point presentation. Teacher trainees must be motivated to make use of current and relevant technology in their teaching learning strategies.

Keywords: acquisition of knowledge, ICT, teaching-learning process,

THE NEW ERA OF EDUCATION : IMPACTS AMONG TEACHER DUE TO COVID19 PANDEMIC

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ABSTRACT

The impact on the education sector has been significant due to this Covid -19 pandemic. Absolutely unprecedented situation arises around the globe. Education institutions have started Tele-Education classes for the students. The investigators investigated about online education system and it was found that it effected on the teachers to a great extent. This study was based on survey method and data was collected through online method and it was completely based on qualitative data analysis. For this study, we have taken 100 teachers from private teachers' training college around North 24 Parganas and Kolkata, West Bengal. The study finds that teachers were facing new challenges because of online classes. This was completely new for them. Network facility was not good all the time in everywhere. Many of them were using this new technology very efficiently and the work identified that this online class helped to keep connected with their learners. The findings indicate that this is new era of education and the teachers are trying to overcome all the challenges to enter into the new way of education system.

Keywords: Education sector, online education system, tele- Education , teachers' affect .

**MAJOR CHALLENGES OF E-LEARNING IN SUCCESSFUL
CONCEPT AND KNOWLEDGE DIFFUSION
AMONG THE LEARNERS**

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ABSTRACT

Covid-19 struck us without a warning and left head of all educational institutions scrambling to respond to its exigencies. In this context e-learning is a great boon for educationists and learners of all ages. Teaching and learning in an e-learning environment happens differently than in the traditional classroom and can present new challenges to instructors and learners participating in this online learning environment. The purpose of the e-learning is to overcome all the challenges of education and diffuse the knowledge among the learners at doorsteps. Online learning does not necessarily mean a merely email communication and web based only classroom interactions. Diffusion of knowledge and curriculum to the learners by e-learning mode could be done by adopting several methodologies like internet learning, audio visual modes, online classrooms, digital library and so on. Studies have revealed that motivation among the learners in e-learning and virtual classroom is negatively correlated with the active participation of the learners as the actual peer formation get significantly reduced due to lack of physical interaction. It could be elucidated that though e-learning could prove highly beneficial in today's techno-dependent life, nevertheless, education by e-learning could not reach to every section of the society due to non-availability of internet connections, e-learning media, tools and dysfunction of satellites. At times, it's hard for teachers, students, and parents to start using a learning management system or any other digital tool out of nowhere without additional training. Data privacy is a major challenge in e-learning process. Reaching the

main objective of a quick transition to online learning, we sometimes neglect our privacy, especially when large e-learning software suppliers offer temporary free subscription plans. The most important challenge in e-learning is isolation of the student and absence of real cooperative peer learning. Being in the classroom, students got used to instant eye-to-eye communication with each other allowing reacting together, sharing the experience and strengthening the social skills. For many students, a classroom has been a kind of sanctuary, which is now taken away. It's not surprising most of them feel isolated, scared by the pandemic. The main suggestive tools in successful knowledge dissemination among the learners is blended learning where online and offline mode of teaching learning process supplements each other, which could actually bring around physical and psychological enhancement of learners.

Keywords: Blended learning, communication, Covid-19, education, e-learning, isolation, motivation, pandemic.

**MAJOR CHALLENGES OF E-LEARNING IN SUCCESSFUL
CONCEPT AND KNOWLEDGE DIFFUSION
AMONG THE LEARNERS**

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ABSTRACT

Covid-19 struck us without a warning and left head of all educational institutions scrambling to respond to its exigencies. In this context e-learning is a great boon for educationists and learners of all ages. According to Clark and Mayer(2011) e-learning is a mode of education and instruction transfer delivered by any technological mode intended to promote learning. Teaching and learning in an e-learning environment happens differently than in the traditional classroom and can present new challenges to instructors and learners participating in this online learning environment. Online learning does not necessarily mean a merely email communication and web based only classroom interactions. Learners often lack motivation with persistent anxiety about learning online and need to feel connected, reassured, and safe to contribute in their new learning environments. Generally, Insufficient is time spent on course development and design can be a huge contributing factor to poorly developed online learning experiences and a major challenge for e-learning instructors. However, sometimes dull and mundane subject matter is transformed into attractive e-learning curriculum with no content. It could be elucidated that though e-learning could prove highly beneficial in today's techno-dependent life, nevertheless, education by e-learning could not reach to every section of the society due to non-availability of internet connections, e-learning media, tools and dysfunction of satellites. At times, It's hard for teachers, students, and parents to start using a learning management system or any other digital tool out of nowhere without additional training.

Data privacy is a major challenge in e-learning process. Reaching the main objective of a quick transition to online learning, we sometimes neglect our privacy, especially when large e-learning software suppliers offer temporary free subscription plans. The most important challenge in e-learning is isolation of the student and absence of real co-operative peer learning. Being in the classroom, students got used to instant eye-to-eye communication with each other allowing reacting together, sharing the experience and strengthening the social skills. For many students, a classroom has been a kind of sanctuary, which is now taken away. It's not surprising most of them feel isolated, scared by the pandemic.

Keywords: Communication, Covid-19, education, e-learning, isolation, motivation, pandemic.

COVID19 & GLOBAL HIGHER EDUCATION OPPORTUNITIES & CHALLENGES

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ABSTRACT

Globally higher Academic Institutions contemporaneously shifted from Sole Brick & Mortar format confines for reasons: Major recession has threatened solvency inter alia lack of cash flow for Student attrition and loss of auxiliary revenues yet prevailing liability of fixed recurring expenses create duress on fiscal footing specially those not on Government dole funding forcing alterative avenues. Shaking off classical inhibitions, virtual welcome mats are now globally offered and accepted by proto scholars. While impediment remains for Practical training, a wide gamut is prone to be accustomed in an ersatz format. Cogent reasons: Limitation of space of institutes are now boundless, Quantum restriction is not relevant, whereby much more students could be under tutelage of their mentors albeit without the paraphernalia of steep boarding lodging expenses which made the classical format elitist. The affordability might travel to the base of pyramid, causing universal social benefit and a much larger level playing ground. Interaction would transcend Political borders; even the locus might include multiple institutions overlapping several faculties giving fillip especially for higher level studies and research. The new galaxy would be more efficacious, speedy and transparent replacing

largely the rote learning and memory exertion syndrome. The infrastructure of the virtual mode would need profound up gradation, training and refinements. Precedence and past study would be negligible due to the virgin nature of the present scenario. Therefore methods of extrapolation, earlier distance learning protocols [CA/CS/CMA] would be used. The plethora of webinars, on line platform of teaching and evaluation thereto has conclusively demonstrated that change has come, would metamorphose and is here to stay even in the post pandemic world even when the present scourge is obliterated

Key words: Brick & Mortar, distance learning ersatz format, mentors, Quantum restriction, webinar.

CHALLENGE AND OPPORTUNITY OF LIBRARY IN FACE OF COVID 19

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ABSTRACT

Purpose- This paper analyzes how experts can safely adapt and transfer their skills to new technology in library in the covid-19 pandemic situation.

Methods- Using s new experimental method technique that allows print or non print documents management.

Results- Revealed that experts have adaptive transfer capacities and are able to transfer their skills independently or the human machine system

Implications- From a safety perspective, this study emphasizes the need to take into account the impact of these environmental changes along with the experts adaptive capacities.

Keywords-

Library resources

Information technology

Covid-19 pandemic

Preventive measures

Library service

COVID 19 AND E-LEARNING – TEACHING: A NEW CHALLENGES

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ABSTRACT

Across the globe, the spread of novel coronavirus COVID-19 has led to profound changes in social interaction and organization, and the education sector has not been immune. The COVID-19 pandemic quickly led to the closure of universities and colleges around the world, in hopes that public health officials' advice of social distancing could help to flatten the infection curve and reduce total fatalities from the disease. Almost 1.26 billion children worldwide (estimated by the United Nations Educational, Scientific and Cultural Organization (UNESCO)) is affected by school closures due to the pandemic. Education, as a result, has largely moved online. The World Economic Forum reports a surge in the use of language apps, virtual tutoring, video conferencing tools, and online learning software in this pandemic situation. India, too, is witnessing an e-learning boom. E- learning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. Teaching and learning in an e-learning environment happens differently than in the traditional classroom and can present new challenges to instructors and learners participating in this online learning environment. Classes on Zoom, WhatsApp, Google Classroom, Google Meet, WebEx and Skype are becoming the norm for students, parents and teachers.

This paper aims to know the use of technologies due to the change of access pattern to the digital divide and birth of enormous volume of information. According to the report of the

National Sample Survey (2017-18), less than 15% of rural Indian households have Internet (as opposed to 42% urban Indian households). Learners often have anxiety about learning online and need to feel connected, reassured, and safe to contribute in their new learning environments. Insufficient time spent on course development and design can be a huge contributing factor to poorly developed online learning experiences and a major challenge for e-learning instructors. The study was made on the basis of data obtained from various primary, secondary and online sources. Developing a purposeful and well-defined online course, which supports the instructor and learner, means devoting the appropriate time and embedding the applicable course elements into the e-learning environment. Governments, NGOs and other public-private organizations are trying to alleviate these serious deficiencies. It was found that technology-assisted learning tools quickly change the face of education, transitioning the classroom only learning environment to an online only or blended online learning experience. E-learning is a holistic way of teaching and learning that meets the needs of today's digital natives. Yet, this abrupt transition to online hardly compensates for the absence of the classroom experience.

Key words: COVID 19, digital divide, e-learning-teaching, online learning, social distancing

**THE ROLE OF MICRO FINANCE : A STUDY ON SHGS-BANK
LINKAGE PROGRAMME IN WEST BENGAL**

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ABSTRACT

Microfinance has become an important term in many countries specially countries like India. It was primarily initiated in India by National Bank for Agricultural and Rural Development (NABARD) with a purpose to provide credit or loans to poor people specially who are below poverty lines, so as to improve their standard of living and income levels. Microfinance in the form of Self Help Group-Bank Linkage Programme (SHGs-BLP) model has been initiated to inspire thousands of rural people, especially women so that, they too can contribute to their families wellbeing through spending money for family and future savings. The need for doing this study is to observe the present status of their savings to give some proper suggestions for their future. This study makes a modest attempt to represent the role of microfinance on SHGs-Bank Linkage Programme with special reference to West Bengal. The objectives of the study are to examine the current status of savings made by SHGs and WSHGs in commercial banks, regional rural banks and cooperative banks and loans disbursed to SHGs and WSHGs by respective banks in last ten years. Secondary data used for this study collected from NABARD reports on 'Status of Microfinance in India' for the last 10 years from 2009-10 to 2018-19 and

also descriptive statistics has been used to analyse the data. The results revealed that there is an increasing trend in savings and also in loan disbursement irrespective of the types of banks but reported a fluctuating growth rate in the last 10 years. The maximum average growth rate in savings and loan disbursement is observed with regional rural banks but the after the Coefficient of Variation (C.V) Test it is seen that, growth rate of savings and loan disbursement to the SHGs by the commercial banks are more consistent than other types of banks. So, it can be concluded that, Commercial banks, i.e. both public and private, are a place of trust where SHGs can save and take loan consistently without any reluctance.

Keywords: Microfinance, SHGs & WSHGs, Savings, Loan disbursement, West Bengal.

**POST COVID19:
MAJOR CHANGES IN EDUCATION SECTOR**

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ABSTRACT

Though COVID19 pandemic is hampering the education sector all around the world, people are trying to cope with this new unexpected situation. Due to corona virus many challenges have taken in educational field to overcome the problem of face to face education. Teachers and students need to be worked collaboratively and smartly. Main objective of this study was to find out what may be occurred or changed in education field in post COVID19. Data were collected from various primary and secondary sources like- journals, newspapers, web sources, internet and so on and this study was based on descriptive qualitative research method. Though institutions are provided online learning but those who belong to rural areas they didn't get this online education. So, it created difficulties for them, when schools, colleges and universities will be reopened for new academic session. The study found that some changes which may be occurred in future in education sector like- increased the importance of blended learning, training of teacher may give importance more on technology oriented, role of teacher, virtual learning take place in real classroom, technological learning platform may part of physical classroom, give more emphasis on mental health and hygiene, raise in collaborative work and improvement in learning materials. So, the study tried to point out those changes which may be happened after the corona pandemic in education sector and also tried to motivate the student, parents and the teacher to work collaborate and according to mental level of students.

Key words: COVID19, face to face education, Blended learning, Mental health and hygiene.

EDUCATION POST COVID-19 : CHALLENGES AND POSSIBILITIES

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ABSTRACT

The worldwide spread of COVID-19 pandemic has borne unforeseen consequences in the social, economic, political, cultural and academic fields everywhere. While the state politicians and economists are busy implementing new regulations and policies to combat the pandemic; the sociologist, psychologist and the educationists are looking forward to find means for adjusting with the changed situations. It is needless to say that the impact is havoc on everyone. While the band of new terminologies like lockdown, work from home, quarantine, isolation, incubation, sanitization, community spread- has made the life assimilate with the new events; the life in the personal front is also facing bizarre problems. The situation is more hazardous with the youngsters, particularly with the students. The inability to study along with friends, the-face-to-face learning, peer learning, assisted learning, to cater to the feelings of cooperation, collaboration and partnership have suddenly halted and hindered by the strictest of the rule of “stay home, stay safe” protective measure. Though at the first stance, it was like a holidaying mood for the young hearts but gradually the situation got changed and staying at home for 24x7 emerged as a burden for them. The inaccessibility to schools, classrooms, friends and teachers left them with a feeling of void despite being at home with their families—gradually leading to anxiety and depression. However, at the same time, the fighters at the academic forefront— the administrators, teachers, faculties and instructors have been putting forward their earnest efforts to cope with the changed scenario and bring the students back to the teaching-learning atmosphere. Though it’s a challenging job for everyone in the academia, new thoughts, plans, programmes and projects are gradually emerging and various Learning

Management Systems are getting introduced. The online teaching platform is set up, new methods of instruction are developed through Webinar, google meet, Zoom and Webex meeting. The paper aims to examine the familiarities of the teachers on online teaching. The study was based on the analysis of primary sources like journals, newspapers, magazines and internet. The academicians are getting familiar with the various digital learning tools like google classroom, Insert Learning, wakelet, Khaoot, digital pens, Edpuzzle etc. The students are also being guided continuously to get acquainted with the new mode of learning and given positive and spontaneous encouragements. Though the concept is totally new for everyone, being a huge transformation from traditional classroom concept to the virtual classroom, we all are ready to sensitize with the altered situation. It may be a long term process but not an impossible one to win over.

Keywords: Digital learning tools, learning management system, online teaching platform,

ICT FOR TEACHERS TO CREATE DIGITAL LEARNING CONTENT

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ABSTRACT

In 21st-century, Information and Communication Technology i.e. ICT helps teachers to teach students in interesting way with more information. Now in the present situation of pandemic COVID19, all the educational institutions are closed. Due to this situation learners are not able to go to the educational institution. Therefore the formal education system is more or less stop. In this situation, the digital learning system can help learners to learn from home but our inadequate infrastructure of the digital learning system cannot recover the situation. Although the teachers try to teach learners from home through different ICT tools. So the digital competency of teachers is very much required. The present article is the description of different ICT for teachers to create digital learning content. For this description of different ICT tools are categorized in seven dimensions; these are i) different websites related to education system such as SWAYAM, Virtual Labs, epathshala, Diksha, Swayam Prabha, ii) learning management system such as Google Classroom, ClassDojo, Socrative, Edmodo, Kahoot, iii) online lecture preparation tools such as Google Slides, Microsoft Powerpoint, Microsoft One

Note, iv) digital whiteboards such as Jamboard, Classroomscreen, OpenBoard, Microsoft Whiteboard, LiveBoard, v) online discussion and meeting tools such as Zoom, Google Meet, Webex Meet, GoToMeeting, GoToWebinar, vi) e-assessment tools such as Google Forms, Microsoft Forms, Testmoz, Hot Potatoes and vii) different digital platform for teachers such as Youtube channel, Facebook page, Whatsapp group, Telegram channel, and Instagram IGTV. Features and preparation procedures of different ICT tools are described here so that teachers can make use of it in the teaching-learning process during and after the pandemic COVID19 situation which will help the learners to enrich their knowledge.

Keywords: ICT, Teachers, Digital Learning

OPEN EDUCATIONAL RESOURCES: A BRIEF NOTE

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ABSTRACT

COVID-19 pandemic has thrown a big challenge towards our lives from various aspects. Social distancing has stopped the formal manner of imparting education. Thus, to cope up with this unprecedented situation and to run the regular process of imparting education we all (both the teachers and the students) have to be dependent on different pros and cons of ICT and its effective use. In this regard along with other common as well as age old means of providing education, OER i.e. Open Educational Resources also play a pivotal role from various perspectives. This study puts more importance on the concept, features, 5R's and significance of Open Educational Resources, which is one of the most vital needs of this hour.

Keywords: OER, 5R's, OER Dynamic coalition, features and concept.

DIGITAL LEARNING SYSTEM: A NEW AGE CHALLENGES

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ABSTRACT

The global spreading of corona virus has drastically changed the sight of the social interaction. The education sector is highly affected by this pandemic situation. One of the first attempts for precaution was the closing of schools and colleges. This abrupt change is definitely a big challenge for students, teachers, parents. All education related exams has been postponed for an uncertain time schedule. Teaching through e-learning has becomes the new normal. It is keeping everyone busy with worksheets, video lectures, assignments through ICT. The KVS has deployed it's SWAYAM PRABHA PORTAL. Some institute have adopted the zoom app, Google classroom, and so on to overcome this new challenge. Private edu-tech companies link BYJUS. SCHOOLGURU, EDUPART have been hired. Through the e-learning system, teachers are sharing learning materials in virtual classes. They are uploading various types of documents ,e-books, videos to support learning. The school management system also provides a portal for parents that can be accessed from anywhere. Although there are many benefits of e-learning, but it has its own challenges. Lack of peer connection, absence of opportunities of collaborative learning, teacher supervision and the most important, being lack of opportunities for hands-on-learning in complex subjects such as mathematics and sciences are some of them. From the sociological point of view, the pace of e-learning teaching varies from urban area to semi-urban/rural area because of infrastructure challenges. This study has in brief

shown the various challenges, opportunities for the educational institutions. Outlook for the future is uncertain, however education institutions in association with the Government sectors, big private sector enterprises should engage themselves to plan strategies to overcome the challenges discussed in this study. This study being qualitative in nature would like to focus on the following solutions : A. Internet infrastructure development in education institutions. B. Penetration of Internet in reasonable expenses in the rural and semi urban areas. C. Creating a pool of resources who are equipped with educational technology practical knowledge. D. Creation of e-learning in regional language for K12 category .E. Creation of e-learning which emphasizes learning of new skills which includes perennial & contextual skills like communication, innovation, critical thinking ,problem solving ,decision making skills & so on.

Keywords: Edu-tech, e-learning, digital learning, ICT

USE OF TECHNOLOGY IN COLLEGE LIBRARIES DURING COVID 19: A CASE STUDY

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ABSTRACT

In the age of information explosion, Information and Communication technology (ICT) is progressively replacing the old methods of information collection, storage and retrieval. College Library System is a major beneficiary group of ICT. The major objectives of this study are to identify the ICT infrastructure facilities available in the College libraries, to explore the different activities performed by the library with special emphasis on the use of ICT in this COVID-19 pandemic situation and to find out the various types of ICT resources available in the College libraries. The study is based on descriptive survey method and data were collected through standard questionnaire from six colleges in Purulia district. The work examines that the ICT infrastructure is not so adequate in all the libraries in the district due to lack of fund allocated for library. To improve the standard of work of the college libraries in terms of modernization with specific emphasis on IT applications, the above factors may be taken into consideration so that the situation may improve and the college libraries of Purulia District may provide IT-enabled services to their students/users. The study demands that expert opinion must be taken into consideration whenever library software and hardware will be selected.

Keywords: Information explosion, ICT, college libraries

A STUDY ON THE EFFECT OF COVID-19 PANDEMIC SITUATION ON D.EL.ED. TRAINEES IN TEACHING LEARNING SYSTEM

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ABSTRACT

During covid period world was lockdown. Many countries have (rightly) decided to close schools, colleges and universities. The crisis crystallizes and dilemma policymakers are facing between closing institution (reducing contact and saving lives) and keeping them open (allowing workers to work and maintaining the economy). The severe keeping them open (allowing workers to work and maintaining the economy). The severe short term disruption is felt by many families around the world: home schooling is not only a massive shock to parents' productivity, but also to students' social life and learning. Work from home has become the norm in daily life. Especially on duty organization are health, medicine, grocery, food, police, administration etc. The present study was the effect of covid period on Diploma in Elementary Education (D.EL.ED) trainees teaching learning system. In this situation daily classroom concept teaching learning does not happened. In this study researcher was try to find out the effect of covid-19 on D.EL. ED trainees in teaching learning system. In this study researcher used the D.I.E.T Hooghly running batch 130s D.EL.ED trainees as sample by purposive sampling. The method of the study was descriptive survey. Data collection was conducted by on line survey questionnaire. Simple descriptive and inferential statistics were used for data analysis. The result of the study were – teaching learning system of D.EL. ED trainees was very affected for covid-19 ; many lecturers were not comfort to use e-learning system; practical portion, micro teaching, macro teaching & pedagogical portion of D.EL.ED course were not learn for the students in their session.

Keywords: E-learning system, elementary education, micro and macro teaching, teaching learning system, trainees,

AN ASSESSMENT ON E-LEARNING- TEACHING: CHALLENGES AND ITS IMPACT

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ABSTRACT

E-learning-teaching has become the utmost challenge hovering in the field of education nowadays. In keeping our response with the trending slogan, “social distancing”, both the educators as well as the learners are circumscribed to adopt the virtual classroom rejecting the real classroom. E-learning-teaching has become the new age tool to keep the flow of knowledge intact. However, its implementation has imposed a lot of challenges in front of us. While we are accustomed with the traditional method of teaching and learning, coping up with the virtual platform becomes a difficult task. In India, most of the teachers are trained to teach in a real classroom and have least or no experience to teach through virtual platform. Therefore, they are now challenged with the task of updating themselves in a more precise way. On the other hand, learners having low social and economic background, couldn't afford internet facilities, if though, are incapable of using it in a proper manner. Moreover, families of the students with special needs, who solely rely on the services provided by the school, are now facing difficulties in handling everything. This paper investigates the effectiveness of e-learning teaching in modern education. Furthermore, it aims to show how it is not providing enough attention and care to the study of students. And finally, it provides an insight into the pressure it exerts upon the educators, learners and on parents. The study is conducted through review of current e-learning- teaching process, research published, newspaper reports, published interviews of teachers, educationists and parents. The findings show positive outcomes of e-learning-teaching in the field of education.

Keywords: E-learning- teaching, traditional, virtual class room, effectiveness, special needs.

COVID-19 IMPOSED CHANGE IN TEACHING LEARNING PROCESS : CHALLENGES AND OPPORTUNITIES

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ABSTRACT

Adaptation is a skill of Survival. It comes into play when we try to cope up with changes in the environment we live in. The unprecedented outbreak of covid-19 pandemic has resulted in such a sudden change in day to day life of people across the world. This forced situation of social distancing has harshly affected various sectors of human endeavour. Comprehending the present scenario human world is about to come up with strategies to tackle the challenges imposed by the fatal virus amid this lockdown phase to survive through the crisis. Amongst all highly affected sector constituting health and economy, education sector deserves a special mention since it incorporates the plight of about 1.3 billion students the future generation all over the world. In India more than 32 crore students are bearing the burden of uncertain future of their regular mode of formal education. It is the need of the hour to unite minds to bring forth solutions to the educational challenges at every level of academia. Covid-19 acted mirror to the present education sector focusing the need to upgrade the system to adapt itself with the recurrent needs of learners. The purpose of the paper is to depicts the paradigm shift in the teaching learning process from the traditional to the predominantly technology mediated one. It presents the perspectives on the problems of online teaching in Indian context and reveal some strategies to handle them by the qualitative analysis of secondary data. It finds the use of media as counterpart solution. This paper presents the expectations from a teacher in this pandemic era and measures to be taken for enhancing competencies for effective teaching.

Keyword: Educational challenges, Media counterpart, Online teaching platform, Paradigm shift, Teacher competency.

USE OF ICT IN TEACHER EDUCATION INSTITUTIONS

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ABSTRACT

Introduction: ICT is currently considered as an integral part of the teaching and learning process. The use of ICT in education makes itself more learner-centered. ICT stands for Information and Communication Technology. With the rapid spread of digital media and information technology, the role of ICT in education is becoming more and more necessary in our sustainable life. In the current age of technology, the use of ICT is very common in the field of education.

Objectives: The present study is conducted to estimate the teaching-learning process as well as classroom interaction through ICT in teachers' training colleges and it also focused on understanding the content and mindful teaching-learning process through ICT and the role of ICT as a sophisticated teaching aid. Through ICT, teachers analyze the subject matter very clearly in front of the trainee-teachers in the classroom.

Methodology: The sample consisted 100 teachers and 100 trainee-teachers from 10 B.Ed. colleges, affiliated to the WBUTTEPA have been selected randomly to complete this quantitative study's survey questionnaire.

Findings: It is found that in terms of understanding the content through ICT as a teaching aid in the classroom, the thoughtful teaching and learning process has a great impact on the teachers and the trainee-teachers both and it is very easy to make the learning topics meaningful and engaging.

Suggestions: This is given as the suggestion of the study, now a day it is very necessary to study through ICT along with our formal education. ICT has no alternative to continue the study, especially in the current pandemic situation.

Conclusion: However, at present, due to infrastructural inadequacies and lack of technical availability in some places, it is not possible to arrange teaching and learning process through ICT in educational institutions. But it continues to encourage us to move beyond traditional education and embrace technology based thinking and today we are constantly feeling the need for it.

Key Words: *ICT, Classroom Interaction, Perception, Teachers & Trainee-Teachers.*

JOURNEY FROM FACE TO FACE EDUCATION TO DIGITAL EDUCATION

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ABSTRACT

Face to face education traditionally is called the classroom education, which mainly centered on teachers, students, schools and print media. In earlier time, information was not accessible by majority of people, they were unable to obtain the current information. But as time went by, the population increased, so the demand for learning also went up and thus to educate a mass of people, we needed technology. From ancient time till today, as science advances, technology helped people a lot. The use of technology has moved from radio to recording, to movies, to television, to computer, to CDs, to CDRoms and now internet. Like all other field, teaching-learning also got benefited by technology. This has become an informal but effective form of education. Now distance does not act as a barrier to take or to give education. In pandemic situation, not only India but the pupil of the world is connected with each other through internet that is digital media. Now we all understand how technology plays an important role in our modern life. So, today's academic world adapting the use of technological tools, which become an integral part of their professional lives. For faculty, technology is becoming an integral professional tool. The objective of the study was to find out how the journey begins from face to face education to digital platform and which strategy is better in today's perspective. The study was based on the analysis of literature and related articles obtained from various primary sources like, journals, magazines, internet, web sources and also secondary sources. The work found out that Face to face and digital platform both have their own advantages and limitations as well but face to face or traditional method, always had its positive effects on learning as students could come in contact of their teacher. Teachers could do their job more passionately and effectively to modify his/her student's behaviour. The study suggests that blended learning is the most accepted view where both the process is combined with each other and all types of students can come and receive proper education.

Key words: Face to face teaching, online teaching, information, digital media, technology.

EXPECTED OUTCOME OF COVID-19 PANDEMIC FROM THE PERSONALITY PERSPECTIVE : ISSUES AND POLICIES

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ABSTRACT

Various precautionary measurements related to the COVID-19 were recommended as well as several predictions regarding the outcome of this pandemic in the context of physical health were well telecasted as well as published in primary sources both in printed and digital media. But from the perspective of personality this is quite rare in literature so far. So, in this article, the relation with containment measures and personality traits, personality and mental health considerations, challenges faced during the pandemic considering personality perspective, strategies taken to cope up personality disorder in the context of COVID-19 have been critically analysed. For this study the researcher used primary sources of data like various journals, internet, Tech media, press conference, newspaper, news bulletin, etc. to criticise and enlighten the matter. From the study it was found that the challenging situation of coronavirus pandemic is dependent on personality trait. The researcher also established by different studies how the role of personality trait and containment measures varies with psychological and behavioural response. The study also discussed the issues and cope up strategies for personnel having personality disorder in the distressed and pandemic situation. In this adverse time older people, children and especially health sector workers are facing monumental challenges. So, everybody should work together to overcome this catastrophic situation as because it is not a sprint but a marathon.

Keywords: COVID-19, mental health, personality disorder, personality trait, psychological behaviour

TEACHING AND LEARNING IN COVID-19 PANDEMIC

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ABSTRACT

Due to COVID-19 pandemic situation, the education system is changed. During the period the scope of face to face learning in schools, colleges and universities is gone. The objectives of the work are to explore the teaching learning process in this time, to inquire the opportunity and uses of digital platform to conduct online teaching learning process and to find out the limitations of digital teaching learning process in the Pandemic situation. Present study is based on the analysis of literature relevant to the subject mentioned from primary and secondary sources. The study reflects the present situations of teaching-learning process. Besides printed books and journal, various websites were also used to retrieve the data related to the work. It was observed that teachers are taking classes through various applications like Google Classroom, Zoom, WebEx, Google Meet, Skype etc. Now total teaching learning process is continuing with the mobiles, tablets or laptops. During this period a new horizon of teaching learning has been unveiled. Now seminar and workshop is conducting through digital platform. Seating in the home, anyone can participate in the webinar, workshop and various educational programme in the country and abroad. Educational institutions and government create and upload e-content in their websites. Learners can easily access it with their mobiles. Government of India launches various educational courses and programmes in their various educational applications like Diksha, Shagun, NREOE, e-Pathshala, SWAYAM etc. Here, anyone can register himself /herself easily and he/ she can learn and complete the preferable courses. However, there are some limitations in teaching and learning through online mode in the present situation. In online mode, students cannot dispel their doubt immediately. Teachers

cannot look at everyone equally. Specially this mode is not suitable for primary students. Besides, not everyone has mobile and internet connection. Continuous teaching learning process on mobiles or any other gadgets is also painful for physical and mental health. The study also identifies that teaching-learning through the digital platform is not supplementary process of traditional classroom but it is the complementary process of the traditional classroom situation. So as soon as possible, general classes should be started with the advice of doctors and administration. Until that happens, we need to take online classes. However, make sure that there is a break after each online class and that students do not have to do many online classes in one day.

Key Words: COVID-19, Digital Platform, Online Courses, Teaching and Learning.

**CHALLENGES IN NEW NORMAL E-LEARNING FACED BY
STUDENTS AND TEACHERS OF WEST BENGAL DURING
PANDEMIC OF COVID-19**

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ABSTRACT

With rapid progress in technology and the advancement in learning systems, e-learning is now embraced by the masses. Through the availability of vast amount of information on the web it has provided access to all types of learning material. The teacher's lecture notes are no longer the primary focus of a learning process, and the teacher's role and the student's learning process are changing. In the modern global learning environment e-learning has become a facilitator in organisational development through knowledge sharing, especially in the area of web based training and project management But the challenges involved in online teaching sometimes seem too numerous to count. eLearning, being the latest wave of education, is already having a fair show despite posing challenges for both instructors and students. Moreover, the COVID-19 has resulted in educational institutions shut all across the world. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. But truly speaking online education is an elite concept that can only work well in developed countries. The paper attempts to highlight to study the challenges faced by students and teachers in e-learning systems during covid-19 stage in west Bengal. The study is based purely on primary sources like journal, newspapers, magazines and research monographs. This paper is basically descriptive and analytical in nature. The work finds out that e-learning is 'new normal', there is an urgent need to address a few serious

challenges pertaining to quality and effectiveness in online learning. The way schools have been conducting online classes right now is not what we call a systematic approach. Imposing hard and fast rules won't work. We need to have a proper structure, technology, internet connectivity and other gadgets to ensure quality education through e-learning.

Key-Words: COVID-19, e-learning, global learning environment, learning materials, West Bengal,

e-LEARNING IN SCHOOLS: A NEW DIMENSION CHALLENGE IN MODERN TEACHING

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ABSTRACT

Coronavirus, though it is microscopic, the effect is manifold. Nowadays, digital education has become an integral part of our teaching curriculum. Due to the pandemic Covid 19 schools remain closed as a preventive measure from mid-March 2020. So hybrid teaching which was once treated as a luxury has become necessity to carry out the learning process. But it is the most challenging task for both the educator & educand. The aim of the paper is to understand the challenges which are being faced by the students as well as teachers during ongoing process of web-based teaching. The study is done by reviewing several news, magazines, editorial & research paper that work on online education during covid outbreak. The significance of the study is to illuminate the steps which can be applicable to minimize the obstacles of digital learning and would make the process of teaching easier and more effective. Educator & Educand from class V to XII are divided in rural, suburban & urban area who can be further divided on Govt, Govt aided & Private schools. The challenges include increased screen time for students that leading to stress, anxiety, insomnia & several psychological disorders in students of private schools but on the other hand majority of Govt & govt aided students from rural area do not have smart phone or adequate internet connection & also poor electricity is prevalent there. Some of the Govt & govt aided teachers are unable to use online mode of teaching due to lack of knowledge of technology mainly from rural & suburban areas. In contrast, most of the private school teachers are using digital mode of teaching but lack of training, little awareness etc is making the teaching less effective than classroom teaching. Therefore, proper infrastructure is required & multiple-strategies need to be taken to carry out

adequate training for the teachers of using technology & how they can reduce the screen time by using collaborative learning & most importantly internet connection , proper bandwidth & smart phones which are the basic for web based education need to be easily accessible by all the students of West Bengal irrespective of their financial background.

Key words: Covid 19, digital mode teaching, web-based teaching, hybrid teaching, collaborative learning

TEACHERS' EXPERTISE ON ICT FOR INNOVATING DIGITAL LEARNING CONTENT

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ABSTRACT

At present the long lockdown for the COVID-19 pandemic has closed schools colleges and other educational institutions and ushered in the city wide classroom, in this uncertain environment it's important that learning continues, even if it can't happen in person. As school close and more and more people stay at home online learning seems to be growing exponentially. Nowadays there is a growing trend towards integrating ICT into teaching and training. A new technology offers to teachers and educational staff a wide new range of possibilities and tools, but not without challenges. With this support teachers tend to use ICT for skill based application. Digital learning also known as the smart teaching techniques and as such most of the schools and educational institution has gladly adopted this method thereby bringing a colossal change in the education system. The main objective of this paper is to show how teachers can implement their basic technological knowledge in creating digital learning system and digital learning content in easiest way by using basic ICT tools to conduct online education in this pandemic situation. Secondary data from various books, e-journals, e-article has been used to prepare this paper. The paper will be more relevant for school teachers as it shows the basic implementation strategy in classroom which surely motivate teachers to upgrade themselves and make them competent as per the changing system.

Keywords: Digital Content, Digital learning, ICT, Pandemic, Technological knowledge,

**e-LEARNING AMONG THE CHILDREN IN SLUM AREA:
A CASE STUDY**

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ABSTRACT

Spread of Covid-19 is a pandemic attack to human. It affects into every sphere of the human life and ceased the spontaneity. At the present situation, the educational institutions are closed to avoid transmission among the pupils. As the formal education is not possible, E-Learning (Electronic learning) would be effective to continue the learning. E-Learning is one of Technology Supported Learning where computer technology is used as medium of teaching. India has already adopted this method in some places but it can be used to teach the children of slum dwellers also. Slum children are lag-behind in education. This paper focuses E-Learning and its effectiveness among children residing in slum area along with problems & challenges like loss of job, reduction of income at present situation, living of more people in a small room, lack of consciousness and knowledge regarding use of modern technology, lack of internet facility etc. This case study attempts to suggest to use of radio and television rather than other electronics to continue education of slum dwellers children after securing their livelihood.

Key Words: COVID19, E-Learning, Slum Dwellers Children.

IMPACT OF COVID-19 PANDEMIC ON INDIAN HIGHER EDUCATION SYSTEM

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ABSTRACT

Corona virus diseases (Covid-19) is an infectious disease caused by newly discovered corona virus (SARS-COV-2). The existing situations are forcing us to a challenge to the traditional classroom teaching. Online education plays an important role here ensuring that the learning does not stop. All the relevant trustworthy governing bodies like MHRD, UGC have proposed to continue teaching learning thorough digital platform along with all the associated tutorials together with their e-assessment. The present study attempts to focus on impact of COVID-19 on e-learning in higher education from Indian perspective. The descriptive qualitative method is applied to frame this work and various source including journals articles, newspapers, and internet sources have been used to gather information about the subject of concern. The study reveals that COVID-19 has created a positive impact on Indian higher educational institutions. Although students participating in home learning programme but they reported the home learning programme to be even more stressful than regular classroom. From our study we may conclude that Indian higher education system needs advance teachers training programme, better infrastructure, provide better network coverage in remote area, etc. The Learning Management System has been accepted to a greater extent.

Keywords: Covid-19, digital platform, e-learning, learning management system, online education.

A JOURNEY FROM FACE-TO-FACE EDUCATION TO E-PLATFORM : A PARADIGM SHIFT DURING COVID-19

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ABSTRACT

In this crisis of lockdown and Covid-19 pandemic situation transitioning from face-to-face to digital platform may be challenging but is also new vision of paradigm shift of teaching learning process in India. The objectives of this study were to understand the present situation of different E-Platform and their prospect in India and also to know about the challenges faced by teachers, students and all the stakeholders due to shift of teaching learning process from Face-to Face to Digital Platform during pandemic. A systematic review of different related articles and information were qualitatively analyzed to understand the following findings. These were even before COVID-19, there was already high growth and adoption in education technology with global investment including India. The online learning software such as BYJU'S a Bangalore based technology, myCBSEguide, Meritnation app, Vedantu, Khan Academy, Google Classroom, UnfoldU, TED Mobile App, Duolingo Mobile App, Tencent Classroom, Lark, DigiTalk, Kahoot, Zoom Education, Seesaw, Photomath, Socrative, Edmodo, Prezi, Thinglink, Scratch, Quizlet, Class Dojo, Storybird, Animoto there has been a significant surge in usage since COVID-19. The other finding area of this research were opportunities of online learning such as effectiveness of online learning, more interest in e-learning, personalized and enjoyable, innovative methods of teaching, useful for distance learning among the large students, recorded and live conversations. At the same time digital platform faced different new challenges like insufficient electricity, insufficient digital infrastructure, insufficient internet connection, distracted concentration, lack of free flowing conversations, debates and discussions, poverty

and lack of Government policies, poor e-evaluation and feedback systems, inadequate skill and proper training for e-curriculum transaction, less motivation, anxiety and fear about digital platform. The study concludes that in spite of facing above all the challenges digital learning have some revolutionary innovation and potential opportunities presently in Indian context and Government should implement some policies to look into the matter during this pandemic and post-pandemic situation.

Key Words: Digital Learning, E-Platform, Challenges, Opportunities, COVID-19 Pandemic.

**e-LEARNING- TEACHING : A NEW AGE CHALLENGES:
AN OVERVIEW ON CHALLENGES IN
E-LEARNING IN INDIA**

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ABSTRACT

In the recent years, with the growth of technological expansion, one of the approaches found helpful to increase the effectiveness and efficiency of education is the use of Information and Communications Technology (ICT) that changed our lives and our perspective of the world in an unimaginable way. Distance education, E-learning and Virtual Universities are the ICT's new achievements that may provide the desired solutions to overcome the complications of traditional methods. Technology driven world has touched almost all the fields and all the aspects of life. There has been a technological transformation in the field of education as well. E-learning has become a crucial aspect of the educational system. It is gaining momentum day by day. In such a technology-driven scenario, it has become a challenge for the teachers to accommodate e-learning in their teaching-learning processes. To keep up with the demands of information explosion, information and communication technology has become crucial issue of academia. It emphasizes on the challenges faced by teachers in India to implement e-learning and makes an attempt to suggest varied solutions to the awareness, implementation and comfort ability with regard to the e-learning solutions by the teachers in their teaching-learning processes.

Keywords: E-learning, Information and Communication Technology

JOURNEY FROM FACE TO FACE EDUCATION TO DIGITAL

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ABSTRACT

Face-to-face education and online digital education both are simultaneously required for today's present situation. But very recently we are acquainted with various platform of digitalization of education, rather apt to say digital transmission to the field of education in our third world country during this COVID-19 Pandemic. The objective of this paper is to show the adaptability of digitalization of education in this COVID-19 Pandemic situation by the teachers and students, which is going to face a conflict or dilemma in between face-to-face education and online education. This paper is descriptive in nature. An attempt is made to analyze the case of digitalization of education in the field of Education. The study is based on the secondary sources according to the need of the study. The data about the digitalization of education are collected from newspapers, government websites, reports, books, journals, magazines, internet sources etc. It is found that Face-to-face education gives us the opportunities of behavioural analysis, predictions of mannerism through body language, gestures, tone, voice or volume. On the other side online education offers greater flexibility in a social, interactive environment. It can be helpful if we have a busy schedule. This upgraded system of online educational programme may be seen very hard to the community of teachers and students who are not yet used to the new technology. Probably for our future trend of education we have to incorporate ourselves into these digital educational worlds.

Key Words: Digitalization, Face-to-face education, Conflict, Pandemic, Transmission.

THE EFFECT OF SOCIAL DISTANCING ON THE PUBESCENT MIND: WHAT THE SPANISH FLU TAUGHT US

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ABSTRACT

Pandemics are undeniably wondrous periods of historical analysis. From their emergence on the horizon to the choking gasp of their final prey, pandemics are practically tailor-made as mass events, with their unpredictability and their dreadfulness leavened by skepticism, cowardice, bravery, and a number of other expressions of the human spirit.

Social archivists have stated that the 1918-19 ‘Spanish Flu’ left hardly any remnants in mass memory as it was eclipsed by the First World War, hence its historico-geographical depiction as the ‘forgotten’ pandemic. This paper aims at portraying how this forgotten pandemic affected Indian experiences. India, being colonized and war stricken, saw the death of over 12 million people but interestingly enough, the “Great Influenza” had always been a less compelling story to the mass memory. The dread and vulnerability can only be seen in Indian and world literature when authors look back on 1918 from a different perspective. The popular responses draw on the narratives of sociopolitical, psychological and substantial discourses that create a common space of people’s experiences due to social alienation, from the age of the Spanish flu, to the current Covid-19 pandemic. The terrifying and profound fear of contamination

which resulted in social distancing is a process that can mutilate our body and metamorphose our soul into something no longer recognizable, no longer human. This assumption challenges the Indian-ness of social integrity and is worsened by the realization that such affliction is passed onto us by our fellow humans. Such realizations poison and untangle the individual and social fabric of Indian experiences and create a gargantuan impact on adolescence.

This research is to understand the notion of alienation and its effects on young Indian students. This paper is based on the review of the related literature obtained from primary and secondary and web sources. Journals, various research monographs, newspaper and literary texts, web sources like internet were also used to obtain information related to the present study. The present study examines the contemporary strata of mental health among school students and looks into the ways to decipher young minds' alienation and shock. In the era of Spanish Flu, the unprepared civilization took a terrifying turn but one cannot deny that the situation didn't change much in the period of Covid 19 pandemic too, so it is our duty to be aware of the ghastly nature of pandemic and have all the precautions while maintaining proper care for mental health.

Keywords: Pandemic, Indian experiences of pandemic, 1918 pandemic, Mental health, Adolescence

WEB BASED TEACHING LEARNING SYSTEM AT THE SCHOOL LEVEL DURING PANDEMIC

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ABSTRACT

In the present pandemic situation, all the educational institutions all across the world initially shut down. But due to continuation of the teaching learning process online mode was accepted and implemented starting from school level to university level. Today, the total school education system is standing on ICT. From learning to teaching, from evaluation to parent-teacher's meeting, from communication to co-ordination, from management to monitoring- everything is functioning using ICT. Needless to say that present generation learners, being 'digital native' are very much comfortable with ICT. UNESCO award winner, 2016 (for use of ICT in Education) KIRON's managing director Dr. Tobias Ernst stated that, "The coronavirus reinforces a need that already exists anyway. More and more students are looking for digital formats to complement classroom teaching, that are appropriate to their mobile lifestyles. At the same time, digital education can respond to individual learning needs and make a major contribution to educational equity," HRD ministry of India is putting a great effort to promote digital learning and teaching countrywide under COVID-19 crisis. To keep pace with the need of the time, teachers are now making online learning contents for the students. Various web

tools were used extensively for learning and teaching purposes. In this respect the researchers purport to analyse the psychological bases of integrating web-tools in learning and teaching. The paper also aims to explore the use of various web-tools in learning and teaching. The researchers employed descriptive, analytical research method using different primary and secondary sources of data. For this purpose, various e-contents like e-books, e-journals, e-articles, e-newspapers, research monographs, etc. were thoroughly reviewed. The study reveals a strong psychological base for integrating web tools in learning and teaching. It also explored quite a few web tools which could be very helpful to the teachers to design their online classes. The study demands that more IT facilities and infrastructures are needed to run the online teaching smoothly. The access to the internet for online education is certainly a problematic issue in rural areas where internet bandwidth is very poor.

Keywords: COVID-19, digital learning, e-content, ICT, online teaching-learning, psychological bases, web-tools,

**NEW EXAMINATION PROCESS:
IS IT ALTERNATIVE TO PAPER BASED?**

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ABSTRACT

The Corona virus has uncovered rising vulnerabilities in the field of education around the globe. Considering the mounting worries about the spread of pandemic COVID-19, a large number of educational institutions around the world have been forced to close down physical classes. As a result, to cope with this unexpected situation schools, colleges and universities are moving increasingly more towards web -ased learning or e-learning. This shift in pedagogical medium is forcing academic institutions to rethink about the examination process as well. It has been observed that all the offline examinations have been cancelled recently in West Bengal as well as in most parts of India due to pandemic COVID-19. So, the online examination may be an alternative to paper-based examination. The comparability of paper and computer-based testing has been explored in this paper. This paper also illustrates the advantages and disadvantages of online examinations. A group of undergraduate students of Sarsuna College were asked to appear for two online examinations and one traditional paper-based examination. The standard of questions in the three tests is equivalent. There was a time gap of 15 days between the two online tests. Moodle learning management system (LMS) was used for conducting the online examination. The examinations were based on multiple choices, fill in the blanks, short and descriptive type questions. Parametric and non-parametric tests were performed to compare the means and medians of the scores. The result shows that, however

the average score of the first online test is significantly less than the paper-based examination, but there is no significant difference between the second online test and the paper-based test scores. Thus, it is evident from the study that if students practice online examination sufficiently before the final examination, then the outcome of online and offline modes of examination are equivalent. So the students need some training before the final examination in online mode. Also the teachers should be very much aware of the online examination procedure before implementing it in educational institutes. Since the test is based on computer/mobile and internet, the infrastructure for the students and teachers at their home or institution must be good one.

Keywords: Online examination, Moodle, Parametric test, Nonparametric test, Higher education

CHALLENGES TO PRIMARY SCHOOL TEACHERS OF WEST BENGAL IN POST COVID-19 SCENARIO

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ABSTRACT

COVID-19 has placed a lot of challenges in front of primary school teachers as learning-teaching procedure has suddenly shifted from offline mode to online mode. This new mode of learning and teaching will also be continued in post pandemic scenario due to some social reasons such as safety of children. As a result, primary school teachers who are considered as the pillars of future generation of country, are now facing a lot of problems. This problem is very much intensive in a state like West Bengal, where some socio-economic barriers like inadequate infrastructure, inability to adjust with the situation driven by rigid mentality among teachers, etc are creating hindrances. Usually, primary school teachers need to have some additional qualities like patience, knowledge regarding mental and intellectual ability specially psychological characteristics of small kids. Due to this new mode of teaching, most teachers are facing a lot of challenges such as communication gap, inability to follow individual difference, immediate feedback from learners regarding class lecture, evaluation of students, etc. Moreover, they are unable to facilitate all kids in case of their all round development as they cannot inculcate values, morals, manners, humanity, sense of peace, unity, community and citizenship among children through online mode. This problematic scenario is more accurate in rural areas, where most primary school teachers do not have adequate knowledge about various digital devices, techno-savvy skills, network issues, etc. Moreover they are deprived of adequate infrastructural facility to access to the digital world in school as well as at home. It causes tension and stress regarding job satisfaction, which may further lead to anxiety and depression among them and even voluntarily retirement from job in near future. So it is the high time to provide them appropriate training regarding teaching students in blended mode, various digital devices, network issues, etc for the benefit of our future generation.

Keywords: Digital devices, Digital natives, Neo-normal pedagogy, teaching method, Techno-pedagogic skills, etc.

**e-TEACHING-LEARNING DURING COVID-19:
A SCENARIO WITH REFERENCE TO INDIA**

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ABSTRACT

The sudden surge of the pandemic COVID-19 has left human society awestruck since the beginning of 2020. About 10 million people have been attacked and half a million died so far around the world. To mitigate the spread of infection, people are being asked by the Governments to practise ‘social distancing’ and get themselves locked down at home. As in all other walks of life, this pandemic has given a mortal blow to the entire educational set-up and has compelled institutions to explore alternative platforms to continue educational activities. Given the unprecedented growth in information and communication technology sector in the recent years, it is desirable that educators take-up e-teaching-learning at this critical time when the traditional face-to-face teaching-learning becomes impossible. In compensating the academic loss of the learners, e-platforms and resources such as SWAYAM, e-Pathshala, Diksha Portal, YouTube, WhatsApp, Zoom, Google Classroom, Google Meet etc. are recently being used much. e-teaching-learning surely has advantages, but at the same time, it poses some challenges, especially in India where computer-illiteracy and ‘digital divide’ is so acute. The objective of this descriptive study was to understand the situation that compelled academic fraternity to adopt e-teaching-learning, to learn about some doubts regarding this mode of delivery, to know about some e-educational resources and platform, and above all, to shed light on the challenges of e-teaching-learning in our country. Data were collected from sources such as books, journals, articles, research reports, newspapers, websites, and magazines. The

study found that despite having much advantage of e-teaching-learning in COVID era, especially in higher education sector, e-education poses challenges to both the teachers and the taught. If all learners and teachers are blessed with required gadgets, internet access, and technological-literacy, e-teaching-learning may mitigate the academic loss of the learners in this critical juncture, augment experiential learning, and allow wider choices of gaining knowledge.

Key words: COVID-19, e-teaching-learning, SWAYAM, digital-divide.

ROLE OF ICT AS A PART OF E-LEARNING IN POST COVID-19 SESSION: IMPACT AND STRATEGIES TO EDUCATION SECTOR

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ABSTRACT

Education is the most Important tool for achieving sustainability, growth and prosperity of a nation. It provides a better quality of life for any citizen for their living situation. The purpose of Education is not only to train people for employment but also to train them to competent their lives for present & future. We can't build a sustainable & prosperous nation without human resources development, i.e Education which mainly depends on the health and economic conditions of human beings. According to Aristotle, Education is the creation of sound mind in the sound body. But in present situation, Education learning mode having face to face has broken due to effect of COVID-19. So Education can be achieved easily by using different techniques, methods, teaching aids, like ICT components like Mobiles, Laptops, Computes etc. ICT means Information and Communication Technology. Smart technologies are the known terminology that widely being used in every being's life. In present situation (during effects of worldwide pandemic COVID-19). Smart technologies is very useful to achieve education in online mode rather than offline mode by using smart phones, tablets, gadgets, smart TV etc are the products of smart technology that have made human life smarter, better, easier and accessible in safely. There are many techniques, ways, methods like Internet, Audio and Video Conferencing, Online Conference etc can be used to acquire knowledge at present circumstances. Various initiatives have been taken by the Government of India (GOI) for boosting the use of ICT in Education Sector. All e-resources (OER-Open Education Resources) are available through e-Pathshala, IGNOU (Indira Gandhi National Open University) web portal, EDUSAT(Educational Satellite etc) through distance mode. Dr.Swami said that Rashtriya

Avishkar Abhiyan (RAA) aims at nurturing the spirit of enquiry and creativity in young learners. The MHRD(GOI) launched a web portal named “SAKSHAT” a one stop educational portal. Besides, SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), NPTEL (National Programme on Technology Enhanced Learning for Engineering), UGC for non-technical post graduate (PG) education, CEC (Consortium for Educational Communication) for under graduate (UG) programs, NITTTR for Technical Teachers Training Education. Besides, interactive e-learning, Instructional TV(ITV), & Educational TV(ETV), Online Seminar (Webinar), online courses like Massive Open and Online Courses (MOOCs) from platform of SWAYAM has positioned ODL as the most emerging trend in Indian Education system. Thus, ICT helps to achieve Education in present situation. This paper suggested that a study can be conducted for gaining online various aspects e.g., training, courses etc programmes through ICT for future.

Keywords: Education, COVID19, Government Initiatives, ICT accessibility, Implications, Suggestions for improving quality.

ICT : TREND IN EDUCATION

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ABSTRACT

ICT stands for Information Communication Technologies. In present day ICT has basically changed all forms of endeavour like business, governance, education sector etc. ICT is a part of our lives for the last few decades which affecting our society as well as our individual life. ICT is now broadly used in educational sector, teacher, student, administrator and every people related to education are using ICT. As world is moving rapidly towards digital information era the impact of ICT in education becoming more and more important. In modern technological society education demands more knowledgeable teachers regarding ICT skills and technology enabled teachers in Teaching- Learning process. Nowadays ICTs are transforming schools, classrooms to a new look by bringing in new curriculum which based on projects, problem solving experiences. ICT helps teachers, students also parents to come together. Teachers must know the use of ICT in their respective subject areas to help students for effective learning. This article is an attempt to discuss how the ICTs were making dynamic changes in the field of education and our society. The review paper was based on the analysis of data obtained from primary and secondary sources and also internet sources. The study reveals that use of ICT in education adds value to teaching and learning, by enhancing the effectiveness of learning. After the inception of ICT in schools, students found learning in a technology-enhanced environment more stimulating and engaging than in a traditional classroom environment.

Keywords: Digital information, ICT, pedagogy, teaching-learning process, technology

ICT FOR TEACHERS TO CREATE DIGITAL LEARNING RESOURCES

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ABSTRACT

During the past few years, the world has witnessed a phenomenal growth in communication technology, computer network and Information technology. The integration of computers and communications offers unprecedented opportunities to the education system with its capacity to integrate, enhance and interact with each other over wide geographic distance in meaningful way to achieve the learning objectives. Teachers are the instrument by which changes in education will can be made. ICT alone cannot improve the teaching rather it is dependent on the teacher's pedagogical approach in presenting current knowledge. This paper has been written to examine the role of ICT in teaching learning situations. Secondary sources were used to write this paper. The attempt has been made to identify various forms of digital learning resources made by the teachers. Teachers knowledge on ICT plays a crucial role in developing the learning resources as well as classroom teaching. ICT helps to teachers to create digital resources of various forms. These resources can be audible as well as visual.

Keywords: Digital, Resources, ICT, Integration of computers and communications, Teacher's pedagogical approach

TEACHER EDUCATION IN POST COVID-19: CHALLENGES AND PROSPECTS

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ABSTRACT

Education is an important element of any kind of development in the whole country. Education is the carrier of the progress of the society. As such it can be said that teachers are the backbone of the society so proper education is very useful in the present day. In today's world, on the day of the epidemic of COVID-19, and in the days to come, there is an important challenge for teachers and students to develop human civilization properly. The curriculum of teacher education at all levels of the country needs to increase social awareness during the current COVID-19 epidemic of the country and in the aftermath by emphasizing on economic, social, political, various aspects. And considering these economic and social aspects, if it can be managed successfully, higher education will be fully realized in the true sense. In the present situation, it is necessary to discuss clearly in the curriculum of teacher learning on the development of national culture and nationalism in India.

The ideal learning environment for student-teacher classrooms faces many challenges during the current epidemic. In higher education, the practical training activities required for teacher learning are hampered by global epidemics, as well as teacher education in the present day when a teacher becomes a responsible person in the society. At the time of the current epidemic, the education management structure in all countries is facing many challenges. Teacher education is no exception. This challenge is social as well as economic, political, technological and current. On the day of the world epidemic, the society has to take these challenges forward. And for this, the presentation of this paper is to make the teacher learning process effective and efficient and to shed light on the current situation in a humane way by solving various challenges appropriately.

Key words: Challenge for Teachers, Nationalism, National Culture, Political Challenges, Social Challenges,

ডিজিটাল মাধ্যমে শিক্ষার দিকে যাত্রা : একটি অনস্বীকার্য পদক্ষেপ

এনাঙ্কী ভট্টাচার্য দত্ত

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বিষয় নির্যাস

সুদূর বৈদিক, ব্রাহ্মণ্য যুগ থেকেই শিক্ষাদান এবং গ্রহণ উভয়ই মাধ্যম হিসেবে প্রত্যক্ষ সংযোগের প্রাসঙ্গিকতাকেই স্বীকার করে এসেছে বা করতে চেয়েছে। ব্রহ্মচর্যের দিনগুলিতে গুরুগৃহে বাস করে দ্ব্যর্থহীন শিষ্যত্বের অধীন হয়ে শিক্ষাগ্রহণ, আধুনিক মনস্তাত্ত্বিক শিক্ষাবিজ্ঞানের সার্বিক বিকাশকেই প্রতিকায়িত করে। ক্রমান্বয়ে পাঠশালা, টোল, বিদ্যালয়, মহাবিদ্যালয়, বিশ্ববিদ্যালয় সর্বত্রই প্রাতিষ্ঠানিক শিক্ষাব্যবস্থার গুরুত্ব স্বীকৃত হয়েছে সরাসরি শিক্ষার ভিত্তিভূমিতেই। মহৎ উন্নত চরিত্রের ব্যক্তিত্ববান শিক্ষকের জ্ঞান, বোধ, ধীশক্তি, প্রজ্ঞা, জীবনচর্যায় অনুপ্রাণিত ও ঋদ্ধ হয়ে ছাত্র তার পরিশীলিত বিকশিত ভবিষ্যতের প্রকৃত দিশা অর্জন করেছে। আবার পরিবর্তিত পরিস্থিতি তার সময়ের দাবিকে মেনে নিয়ে বিকল্প শিক্ষাব্যবস্থারও জন্ম দিয়েছে। সামাজিক-অর্থনৈতিক প্রেক্ষান্তর, জনবিস্ফোরণ, অপ্রতুল পরিকাঠামো ইত্যাদি নানা ঘাত প্রতিঘাতে জন্ম হয়েছে প্রথমুক্ত শিক্ষাব্যবস্থার। প্রথাগত শিক্ষাব্যবস্থার পরিপূরক এই শিক্ষাব্যবস্থায় সরাসরি শিক্ষাদান এবং গ্রহণ আবশ্যিক থাকেনি। ভিন্ন পরিকাঠামোয় নির্মিত এই প্রথমুক্ত শিক্ষাব্যবস্থায় শিক্ষকের ভূমিকা হয়েছে গৌণ থেকে গৌণতর। সময়ের দাবিতেই বিজ্ঞানের অভূতপূর্ব অগ্রগতিতে কম্পিউটারের হাত ধরে শিক্ষাগ্রহণ বর্তমান শিক্ষাব্যবস্থার সঙ্গে ওতপ্রোতভাবে ভাবে অঙ্গীভূত হয়েছে। গুগল, উকিপিডিয়া বিশ্বকে উন্মুক্ত করেছে। এনে দিয়েছে দুহাতের নাগালে। তবে প্রথমুক্ত শিক্ষাব্যবস্থাই হোক বা কম্পিউটার ভিত্তিক ই-লার্নিং হোক, তা সবসময়ই সরাসরি ছাত্র-শিক্ষক শিক্ষাব্যবস্থার সহায়ক হয়েই থেকেছে বা থাকতে চেয়েছে।

পৃথিবী তার জন্মলগ্ন থেকেই বহুবাহু ভয়াবহ বিপর্যয় দেখেছে। "যোগ্যতমের উদ্বর্তন" তত্ত্বের সত্যতাকে বারবার যাচাই করতে করতেই মানুষ ঘুরে দাঁড়িয়েছে, লড়াই করেছে, মানিয়ে নিয়েছে। পরিবর্তিত পরিস্থিতির সঙ্গে পরিবর্তন করেছে জীবনচর্যা চিন্তাভাবনা সবকিছুর। একবিংশ শতাব্দীতে পৃথিবী মুখোমুখি হয়েছে এক ভয়াবহ অচেনা ভাইরাসের। গৃহবন্দি মানুষের বিদ্রস্ত বিপর্যস্ত জীবনযাত্রায় নিষিদ্ধ হয়েছে সরাসরি সংযোগ। অতিমারীর এই ভয়াবহ দুঃসময়ে শিক্ষাব্যবস্থারও ঘটেছে ব্যাপক মাত্রান্তর। প্রাথমিক থেকে উচ্চশিক্ষার সর্বত্রস্তরে অত্যাবশ্যকীয় একমাত্র এবং অনিবার্য হয়ে উঠেছে ডিজিটাল শিক্ষাব্যবস্থা। প্রযুক্তির সহায়তায় পর্দার ওপারে শিক্ষকের উপস্থিতি বা অনুপস্থিতিতে শিক্ষাগ্রহণের একমাত্র মাধ্যমের প্রাসঙ্গিকতা নিয়ে প্রশ্ন উঠেছে। কিন্তু এই ঘোর দুঃসময়ে শিক্ষার বহমানতাকে বজায় রাখার তাগিদেই স্বীকার করে নিতেই হয়েছে এই প্রযুক্তিগত শিক্ষাব্যবস্থাকে। বর্তমান প্রবন্ধে আমাদের আলোচ্য বিষয় শিক্ষাব্যবস্থার এই যাত্রাপথ, যা কখনোই কোনো পরিস্থিতিতেই রুদ্ধ হয়ে যায়নি।

সাম্প্রতিককালে E-learning শিক্ষণব্যবস্থার প্রতিবন্ধকতা ও প্রয়োজনীয়তা

সুপ্রিয়া গুপ্ত

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করোনা ভাইরাসকে কেন্দ্র করে বর্তমান সময়ে বিশ্বব্যাপী এক গভীর সংকটের সূচনা হয়েছে। এই সংকট শিল্পক্ষেত্রে, কর্মক্ষেত্রে এমনকি শিক্ষাক্ষেত্রেও প্রভাব বিস্তার করেছে। এ যেন কবি ভারতচন্দ্রের সেই প্রবাদপ্রতিম উক্তি স্মরণ করিয়ে দেয়, “নগর পুড়িলে দেবালয় কি এড়ায়?” করোনা ভাইরাসের সংক্রমণ থেকে বাঁচার জন্য সাম্প্রতিককালে বিভিন্ন স্কুল, কলেজ, বিশ্ববিদ্যালয়ের পঠনপাঠন বন্ধ হয়েছে। পরিস্থিতি অনুযায়ী বন্ধ হয়েছে বোর্ডের নানা পরীক্ষা, চাকরির পরীক্ষাও। দীর্ঘদিনের শিক্ষাব্যবস্থায় ছেদ পড়েছে। তাই এই সংকট মুক্তির উপায় হিসেবে শিক্ষাকেন্দ্রগুলি জোর দিয়েছে E-learning শিক্ষণব্যবস্থার উপর। কিন্তু এই শিক্ষাব্যবস্থা উন্নয়ন দেশগুলোতো বটেই উন্নত দেশগুলোকেও একটি চ্যালেঞ্জের সম্মুখীন করেছে, যা এই শিক্ষার ভবিষ্যতের উজ্জ্বল সম্ভাবনার সঙ্গে সঙ্গে প্রতিবন্ধকতার দিকটিও স্পষ্ট করেছে। আর এই প্রতিবন্ধকতার দিকটি চিহ্নিত করে তা থেকে উত্তরণের পথ নির্ণয় করা এছাড়া এর প্রয়োজনীয়তার দিকটি আলোকপাত করাই হল এর মূল উদ্দেশ্য। এটি মূলত গুণগত এবং বর্ণনামূলক। নানাবিধ তথ্য বিশ্লেষণ করে আলোচিত।

শ্রেণিকক্ষের পঠনপাঠনের মতো E-learning শিক্ষণের ক্ষেত্রেও শিক্ষক ও শিক্ষার্থী উভয়েই গুরুত্বপূর্ণ অংশীদার। তবে বিশেষ কিছু পার্থক্য পরিলক্ষিত হয়। আর এই পার্থক্যের সূত্র ধরেই E-learning শিক্ষণের ক্ষেত্রে শিক্ষক ও শিক্ষার্থীকে ভিন্ন ভিন্ন সমস্যারও সম্মুখীন হতে হয়- প্রথমত, শিক্ষক ও শিক্ষার্থীকে কম্পিউটার সম্পর্কিত তথ্যমূলক জ্ঞান থাকা বিশেষ আবশ্যিক। দ্বিতীয়ত, দীর্ঘ সময় ধরে কম্পিউটার, মোবাইলের মাধ্যমে online ক্লাস হওয়ার কারণে শিক্ষক শিক্ষার্থীর কখনও কখনও কিছু শারীরিক সমস্যাও দেখা দেয়। ফলে শিক্ষার্থী সম্পূর্ণরূপে মনোনিবেশ করতে পারে না। তৃতীয়ত, প্রাক-প্রাথমিক স্তরের শিক্ষার্থীদের ক্ষেত্রে এমনকি উচ্চশিক্ষা যেমন, গবেষণার সাথে যুক্ত শিক্ষার্থীদের ক্ষেত্রেও এই শিক্ষাব্যবস্থা খুব একটা ফলপ্রসূ নয়। চতুর্থত, শিক্ষাপ্রতিষ্ঠানের লাইব্রেরী ও ল্যাবরেটরিতে শিক্ষার্থীরা হাতেকলমে যেভাবে দেখে, জেনে, বুঝে শেখার সুযোগ পায়, online শিক্ষাগ্রহণের মধ্যে দিয়ে যথাযথরূপে তা শেখা সম্ভবপর হয় না। পঞ্চমত, জাতি-ধর্ম-বর্ণ নির্বিশেষে একসঙ্গে বহু সংখ্যক শিক্ষার্থীকে শিক্ষাদানকালে প্রযুক্তিগত সমস্যার কারণে শিক্ষকের তথ্য আদানপ্রদানের ক্ষেত্রে কিছু সমস্যা হয়। যার ফলে শিক্ষণের প্রবাহমানতা বিনষ্ট হতে পারে।

সাম্প্রতিককালে E-learning শিক্ষণের ক্ষেত্রে কিছু নেতিবাচক প্রভাব পরিস্ফুট হয়- প্রথমত, সাইবার অপরাধ- মোবাইল, ল্যাপটপ বা কম্পিউটারের মাধ্যমে ক্লাস করতে গিয়ে বিভিন্ন app-এর সাহায্যে শিক্ষার্থীদের ব্যাক অ্যাকাউন্টসহ বিভিন্ন ব্যক্তিগত জরুরী তথ্য হ্যাকাররা চুরি করে নিতে পারে। এমনই একটি ঘটনা ঘটে, ২৩জুন ২০২০, কলকাতার south point school-এর দশম শ্রেণির online ক্লাস zoom app-এ চলাকালীন হঠাৎ chat box-এ নানা অশ্লীল ছবি, শব্দ ও কথোপকথন দেখা যায়। একই ঘটনার পুনরাবৃত্তি ঘটে, দক্ষিণ কলকাতার অপর একটি ইংরাজি মাধ্যম স্কুলের সপ্তম শ্রেণির শিক্ষার্থীর online ক্লাসের ক্ষেত্রেও। তবে অনেকে ইচ্ছাকৃতভাবে ক্লাসে গোলমাল করার সূত্রে এমনটা করেছে বলে অনুমান করা হয়। দ্বিতীয়ত, ভারতের মতো উন্নয়নশীল দেশে সর্বত্র E-learning শিক্ষণের মাধ্যমে পঠনপাঠনের পরিকাঠামোর সুযোগসুবিধা খুব একটা নেই। পশ্চিমবঙ্গের অন্তর্গত বিভিন্ন জেলা যেমন, পশ্চিম মেদিনীপুর থেকে বীরভূম, হাওড়া, দক্ষিণ চব্বিশ পরগণার বহু প্রান্তিক গ্রামে internet পরিষেবা বেশ খারাপ। অন্যদিকে বেসরকারি স্কুলের পাশাপাশি সরকারি স্কুলগুলো এই শিক্ষাব্যবস্থার মাধ্যমে ক্লাস নিতে সক্ষম হলেও সমস্ত শিক্ষার্থীর পক্ষে সেই ক্লাস করা সম্ভবপর হয় না। ফলস্বরূপ, দেশের অনেক জায়গা থেকে শিক্ষার্থীদের আত্মহত্যার খবর পাওয়া যায়। ১৯জুন ২০২০, রাজচন্দ্রপুরের একাদশ শ্রেণির শিক্ষার্থী online ক্লাস করতে না পারার কারণে আত্মহত্যা করে। একই ঘটনার পুনরাবৃত্তি দেখা যায়, পাঞ্জাবের একাদশ শ্রেণির শিক্ষার্থীর ক্ষেত্রেও।

E-learning শিক্ষণের ক্ষেত্রে বিভিন্ন সমস্যা বর্তমান থাকা সত্ত্বেও তা সমাধান করা সম্ভব- প্রথমত, শিক্ষার্থীর মনোযোগ আকর্ষণের জন্য, উৎসাহ প্রদানের জন্য বিভিন্ন ছবি, animation ব্যবহার করা, video দেখানো, audio শোনানোর মাধ্যমে তাদেরকে পঠনপাঠনের কাজে নিযুক্ত রাখা। দ্বিতীয়ত, শিক্ষার্থীদের digital lab, digital library ব্যবহার করার জন্য উৎসাহ দেওয়া। তৃতীয়ত, শিক্ষককে নতুনভাবে course design করা এবং একাধিক মূল্যায়ন কৌশল ব্যবস্থাগ্রহণের পাশাপাশি নিয়মিত শিক্ষার্থীদের কাছ থেকে feedback গ্রহণ করা। চতুর্থত, সমস্যামূলক app-এ ক্লাস না করা, password পরিবর্তন ও কোনও তথ্য আদানপ্রদান না করা। এছাড়াও প্রতিটি online ক্লাসের ক্ষেত্রে একজন করে পর্যবেক্ষক নিয়োগ করা, প্রয়োজনে ক্লাসের নিজস্ব software তৈরি করে সাবধানতা অবলম্বন করা একান্ত আবশ্যিক। পঞ্চমত, সমস্ত অঞ্চলের শিক্ষার্থীরা E-learning শিক্ষণের সুবিধা যাতে গ্রহণ করতে পারে তার জন্য সরকার থেকে বিশেষ ব্যবস্থা গ্রহণ করা প্রয়োজন।

E-learning শিক্ষণের মাধ্যমে বর্তমানে শুধু বিদ্যালয়ভিত্তিক course না, অন্যান্য যে কোনও course যে কোনও শিক্ষার্থী করতে পারে। এক্ষেত্রে বিভিন্ন দেশের শিক্ষার্থীরাও একসঙ্গে পঠনপাঠনের সুযোগ পায়। এছাড়াও online-এর মাধ্যমে বহু seminar, video conference আয়োজিত হয়। এসবে অংশগ্রহণের মধ্যে দিয়েও বহু শিক্ষার্থী উপকৃত হয়। এই শিক্ষাব্যবস্থার সবচেয়ে ইতিবাচক দিক হল, এর মাধ্যমে শিক্ষার্থীরা স্বশিখনে আগ্রহী হয় এবং আত্মনির্ভর হয়ে ওঠে। প্রথাগত শিক্ষাব্যবস্থার বিকল্প হিসেবে E-learning শিক্ষণব্যবস্থা ভবিষ্যৎ প্রজন্মকে নতুন পথের সন্ধান দেবে বলে বিশ্বাস রাখা যায়।

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বিষয় নির্যাস

একবিংশ শতকের বিশেষ দশকের সূচনা লগ্নে বিশ্বব্যাপী অতিমারীর অভিঘাত প্রাতিষ্ঠানিক শিক্ষা ব্যবস্থাকে নানা সংপ্রশ্নের সম্মুখীন করেছে। সরকারী ঘোষণায় আকস্মিক ভাবে প্রাতিষ্ঠানিক সমস্ত কাজকর্ম বন্ধ হয়ে শিক্ষক শিক্ষার্থীর অন্তরীণ অবস্থা শিক্ষা ব্যবস্থাকে এক গভীর সংকটের মুখোমুখি দাঁড় করিয়ে দিয়েছে। কিন্তু শিক্ষাপ্রক্রিয়ার তো থেমে থাকার অবকাশ নেই। তাই তার বহমানতাকে রক্ষা করার উদ্দেশ্যে নতুন পথের সন্ধান শুরু হল; প্রযুক্তির হাত ধরে বিশেষ শিক্ষা হয়ে উঠল সর্বজনের, সূচনা হল এক নবতর শিক্ষাধারার। সফটওয়্যার মাঝে সৃষ্ট এই নতুন শিক্ষাব্যবস্থা একদিকে যেমন নতুন দিশা নতুন আশা জাগাতে সক্ষম হয়েছে, তেমনি এর প্রায়োগিক দিক নিয়ে নানা চিন্তা ভাবনার অবকাশও রয়েছে। যেহেতু অতিমারীর সময়ে, মুখোমুখি শিক্ষাব্যবস্থা খুব অল্প সময় এর ব্যবধানে দূরশিক্ষায় রূপান্তরিত হচ্ছে, যারজন্য শিক্ষার্থী বা শিক্ষক তাঁদের ন্যূনতম মানসিক বা পরিকাঠামোগত প্রস্তুতির অবকাশ পাননি, সেহেতু শিক্ষাদান বা শিক্ষা গ্রহণ এই দুইয়ের মধ্যে ধারাবাহিকতায় বিচ্ছেদ একটা যে ঘটছে, সে বিষয়ে সন্দেহ নেই। প্রযুক্তির ব্যবহারের দিক থেকে ভাবতে গেলে বলা যায় যে ছাত্র সমাজের সকলের কাছে প্রযুক্তির সুযোগ সমান নয়। স্মার্ট ফোন, বা ইন্টারনেট এর সুবিধা এখনও বহু শিক্ষার্থীর কাছে অধরা। সুতরাং শিক্ষাপ্রক্রিয়ার একটা গুরুত্বপূর্ণ উপাদানের মধ্যে যে Digital Divide ঘটছে সে কথা অস্বীকারের উপায় নেই। তাই প্রযুক্তি নির্ভর শিক্ষাকে বহুল চর্চার কেন্দ্রে নিয়ে যেতে হলে সমস্ত শিক্ষার্থী যাতে এর সুবিধা নিতে পারে সে ব্যাপারে বিশেষ যত্নশীল হতে হবে। যে মাধ্যমকে অবলম্বন করে অনলাইন শিক্ষা দেওয়া হবে তার নিরাপত্তা ও সুরক্ষার দিকটিও বিশেষভাবে বিবেচ্য। ক্লাশের মাঝে বাইরের অবাঞ্ছিত লোকের অনুপ্রবেশ ঘটে ছাত্র শিক্ষকের নানা অস্বস্তিকর নানা অভিজ্ঞতার ক্ষেত্র তৈরি করতে পারে। অনলাইন শিক্ষা অনেকটাই একমুখীন। ফলত তা উচ্চশিক্ষাপোযোগী হলেও স্কুলশিক্ষার ক্ষেত্রে সম্পূর্ণ উপযোগী নয়। সেখানে দ্বিমুখী প্রক্রিয়াই অধিক কার্যকরী। শিক্ষা কখনই সমাজ বহির্ভূত হতে পারে না। দীর্ঘ ঘরবন্দি দশা বহু শিক্ষার্থীর পরিবারকে আর্থিক সংকটের সম্মুখীন করেছে। পরিবারের আর্থিক সহায়তার কাজে নিযুক্ত হতে বহু শিক্ষার্থী বাধ্য হয়েছে। বহু শিক্ষার্থী শিকার হয়েছে গার্হস্থ্য হিংসার। এইসব নানা প্রতিকূলতা ও ভবিষ্যতের অনিশ্চয়তা থেকে সরিয়ে এনে শিক্ষাকে 'সকলে'র করে তোলা চ্যালেঞ্জ বৈকি!

যদিও শ্রেণিকক্ষের শিক্ষাব্যবস্থার গুরুত্ব ও প্রয়োজনীয়তাকে কোন মূল্যেই অস্বীকার করার উপায় নেই, আবার প্রযুক্তিকে অবলম্বন করে যে খুব ভালভাবে অনেক শিক্ষার্থীর কাছে সহজে পৌঁছে যাওয়া সম্ভব তা এই একবিংশ শতাব্দীতে দাঁড়িয়ে মেনে নিতেই হবে। সে ক্ষেত্রে যদি সমন্বিত ভাবে এই শিক্ষাকে ভাবা যায় তাহলে তা অনেক ক্ষেত্রেই ফলদায়ক হতে পারে। অতিমারীর এই প্রতিকূল সময়ে বিভিন্ন শিক্ষা প্রতিষ্ঠান, শিক্ষক শিক্ষিকা যে ভাবে প্রতিটি শিক্ষার্থীর কাছে পৌঁছে যাবার চেষ্টা করেছেন, সেটি সমাজের কাছে সদর্থক বার্তাবহ। প্রযুক্তি নির্ভরতা থেকে পিছিয়ে থাকা শিক্ষক বা শিক্ষিকা এই অবস্থার মুখোমুখি হয়ে প্রযুক্তিতে অভ্যস্ত হতে শিখছেন। দেশ ও সময়ের বন্ধন মুক্তি ঘটানোর এই শিক্ষা সত্যি সত্যিই নব চেতনার দিশারী।

মুখ্য শব্দঃ শিক্ষা, অতিমারী, অনিশ্চয়তা, সংপ্রশ্ন, নতুন দিশা।

कोविड-19 की चुनौतियों और संभावनाओं के बाद शिक्षक- शिक्षा

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सारांश:

शिक्षण का कार्य, समस्त कार्यों में उत्तम और पवित्र माना जाता है। क्योंकि विद्यादान के समान अन्य कोई दूसरा कार्य नहीं है। शिक्षण प्रक्रिया के तीन अंगों (अध्यापक, छात्र, और पाठ्यक्रम) में अध्यापक सबसे महत्वपूर्ण माना जाता है, शिक्षण की सफलता निश्चित रूप से अध्यापक पर निर्भर करती है। हम केवल यह मानकर चुप नहीं रह सकते कि अध्यापक जन्मजात होते हैं। आज दुनिया बदल रही है, इसलिए बदलते परिवेश में अध्यापकों के लिए भी निहित कौशल तथा तकनीकी से परिचित होना आवश्यक है जिससे समाज को कुशल अध्यापक मिल सकें। और कुशल अध्यापक तैयार करना अध्यापक शिक्षा का काम है क्योंकि अध्यापक शिक्षा ही वह माध्यम है जिसके द्वारा भावी योग्य और कुशल अध्यापक तैयार हो सकते हैं।

वर्तमान समय में अध्यापन को एक उद्गम (Profession) के रूप में देखा जाता है। ऐसी स्थिति में उद्गम संबंधी दक्षता कुशलता एवं योग्यताओं को ग्रहण किए बिना कोई भी व्यक्ति एक सफल अध्यापक नहीं बन सकता। व्यक्ति में अध्यापन संबंधी कौशल, तकनीकी, प्रतिमान, विधि, संप्रेषण तकनीकी, अभिक्षमता, अभिवृद्धि, उत्तरदायित्व, आदि विकसित करने के लिए अध्यापक शिक्षा की आवश्यकता होती है। प्रशिक्षण उसी प्रकार उपयोगी होता है, जैसे बिना तराशे हुए हीरे भी मूल्यवान तो होते ही हैं, लेकिन तराशने के बाद उनकी चमक, मूल्य, और सौंदर्य में कई गुना वृद्धि हो जाती है, ठीक वैसे ही यदि जन्मजात अध्यापक के पास उद्यमगत कौशल एवं व्यवहारगत अनुभव आ जाए, तो सोने में सुगंध आने की स्थिति को नकारा नहीं जा सकता है। पत्थर को हीरा नहीं बनाया जा सकता तो कम से कम चमक-

दमक और मूल्य में वृद्धि तो की ही जा सकती है। शायद यही कारण है कि राष्ट्रीय शिक्षा नीति 1986 में अध्यापक शिक्षा पर अधिक बल देकर अध्यापको की योग्यता और क्षमता बढ़ाने पर बल दिया गया जिससे शिक्षा की गुणवत्ता प्रभावित न हो। आज सूचना प्रौद्योगिकी एवं संप्रेषण तकनीकी पर निर्भर समाज के लिए एक उत्तम अध्यापक को इन विधाओं से परिचित होना आवश्यक है। इसके लिए अध्यापक शिक्षा ही वह माध्यम है जो एक अध्यापक को, जिसे भावी पीढ़ी के शिक्षण का दायित्व भार को वहन करना है, इन आधुनिक तकनीकी कौशलों से परिचित एवं प्रशिक्षित कर सकती है। ज्ञान, अभिवृत्ति, कौशल और व्यवहार, जो प्रशिक्षण के चार मूल आयाम हैं, तथा दर्शन, मनोविज्ञान एवं शैक्षिक कलात्मकता, जो शिक्षा के आयाम हैं, सभी अध्यापक शिक्षा में समाहित होने के कारण शिक्षण दक्षता की प्राप्ति हेतु यह अपरिहार्य बन चुके हैं। किन्तु वर्तमान समय में मानव जीवन में कोरोना वायरस के रहस्यमय घातक प्रवेश ने न केवल भारत वर्ष बल्कि संपूर्ण संसार के गति को रोककर स्थिर कर दिया है। यह एक असाधारण मानवीय संकट का समय है, संकट की यह घड़ी पूरी दुनिया को बदलती जा रही है सामाजिक, राजनैतिक, आर्थिक, जीवन सहित शैक्षिक क्षेत्रों को भी इसमें प्रभावित किया है। जीवन और समाज में एक बहुत बड़े रूपांतर का उदघोष हुआ है आज संपूर्ण मानव जाति को कोरोना के साथ खुद को समायोजित करना पड़ रहा है। और इस भयंकर महामारी के समाप्ति के बाद भी भय, व्याकुलता, घबराहट, निराशा, और शंका जैसे तत्व मानवीय जीवन में शामिल होकर उसे प्रभावित करते रहेंगे। ऐसी स्थिति में शिक्षा भी इससे प्रभावित हुए बिना कैसे रह सकती है, छात्रों की न आंखों सामने की कक्षाएं चल पा रही हैं न परीक्षाएं हो रही है, और न आगामी कक्षा में प्रवेश ?

कोरोना वायरस से इस युद्ध में हमने अपने ज्ञान और नई शिक्षण तकनीकी को एक सक्षम हथियार के रूप में प्रयोग कर, कक्षा शिक्षण के विकल्प के रूप में ऑनलाइन शिक्षा / डिजिटल शिक्षा के नए विकल्पों का प्रयोग का शिक्षा में परिवर्तन लाने का प्रयास किया रहा है, जिसमें सोशल डिस्टेंसिंग का पालन करते हुए छात्र-छात्राओं के पाठ्यक्रम को पूर्ण कराया जा रहा है। इसमें जूम एप में ई-पाठशाला, स्मार्ट क्लासरूम गूगल क्लासरूम ऑडियो वीडियो आदि का प्रयोग विभिन्न संस्थाओं / शिक्षकों द्वारा किया जा रहा है जिससे उच्च शिक्षा का एक नया वर्चुअल रूपांतरण देखने को मिला।

क्योंकि अध्यापक में शक्ति से अधिक सामर्थ्य, और सामर्थ्य से अधिक शौर्य और शौर्य से अधिक ज्ञान, का महत्व होता है, समय एक ऐसा कोरा चेक है उस पर श्रम की कलम, और विचार की स्याही से मूल्य भरा जाता है। श्रम और विचार मिलकर जो मूल्य भर देते हैं वही समाज को एक अच्छी सम्पत्ति के रूप में प्राप्त होता है। क्योंकि समयानुसार विचार करना, व्यवहार करना, और कार्य करना, सफलता प्राप्ति का एक साधन है। समय हमारे जीवन का

पर्याय है, समय का सही सदुपयोग करने के लिए सही समय पर सही निर्णय लेना जरूरी है, हमारे जीवन की विचारधारा समय की उस धारा में बहती है जिस दिशा में हमारे निर्णय होते हैं। उचित समय पर सही निर्णय की कला उन अध्यापकों के पास होती है, जो दूरदर्शी विवेकशील गुणवान और श्रम के पुजारी होते हैं जो रचनात्मक होने के साथ-साथ अनुभवी भी होते हैं। अतीत के आधार पर हमारा वर्तमान तैयार होता है और वर्तमान की नींव पर हमारे भविष्य का निर्माण का होता है। जीवन में यदि सफल होना है तो परिस्थितियां कितनी भी विपरीत क्यों न हो, समय का सदुपयोग करने के साथ-साथ हम अध्यापकों को अपने भावी अध्यापकों के अंदर कुछ नया सीखने की ललक उत्पन्न करना चाहिए। कोरोना वायरस के प्रभाव से शिक्षा क्षेत्र में सबसे अधिक प्रभावित हुई है, तो वह है, अध्यापक शिक्षा !हमें अपने प्रशिक्षणार्थियों में वर्तमान समय में, समय के साथ समायोजन की क्षमता उत्पन्न करना चाहिए। क्योंकि मुख्य बात जो समझने योग्य है वह यह है कि समय को पकड़ने का प्रयास करके नहीं, समय का इंतजार करके नहीं, बल्कि समय से तेज भाग कर ही व्यक्ति अपने जीवन में सफलता प्राप्त कर सकता है। क्योंकि समय के साथ चलने वाला व्यक्ति ही अपने कार्य क्षेत्र में सफल होता है। और यह तभी संभव है, जब व्यक्ति समय के पीछे नहीं समय से आगे चले।

चूंकि कोविड-19 जो वर्तमान समय में पूरी दुनिया को अपने आगोश में लिए हुए है, किन्तु इसका भी अंत सुनिश्चित है। तो इसके समाप्ति के बाद, अध्यापक शिक्षा के क्षेत्र में क्या समस्याएं आएंगी, उनका समाधान कैसे होगा? कोरोना वायरस से अध्यापक शिक्षा पर क्या प्रभाव पड़ा है, इस शोध प्रपत्र में इन्हीं विन्दुओं पर प्रकाश डालने का प्रयास किया गया है।

कोविड-19 का प्रकोप समाप्त होने के बाद अध्यापक शिक्षा का भविष्य कैसा होगा? क्या अध्यापकों का प्रशिक्षण डिजिटल/ऑनलाइन काम करने के कौशल पर आधारित होगा? आदि बहुत से ऐसे विन्दु हैं जो अध्यापक शिक्षा की दिशा और दशा तय करेंगे। कोरोना वायरस से उत्पन्न हुए संकट ने शिक्षा का परिदृश्य ही बदल दिया है। शिक्षक- प्रशिक्षण का मूल उद्देश्य योग्य तथा कुशल अध्यापकों का निर्माण करना है, जो राष्ट्र के निर्माण में अपना महत्वपूर्ण योगदान दे सकें।