Supporting Document for 1.3.2 and 1.3.3

B.El.Ed

(Projects)

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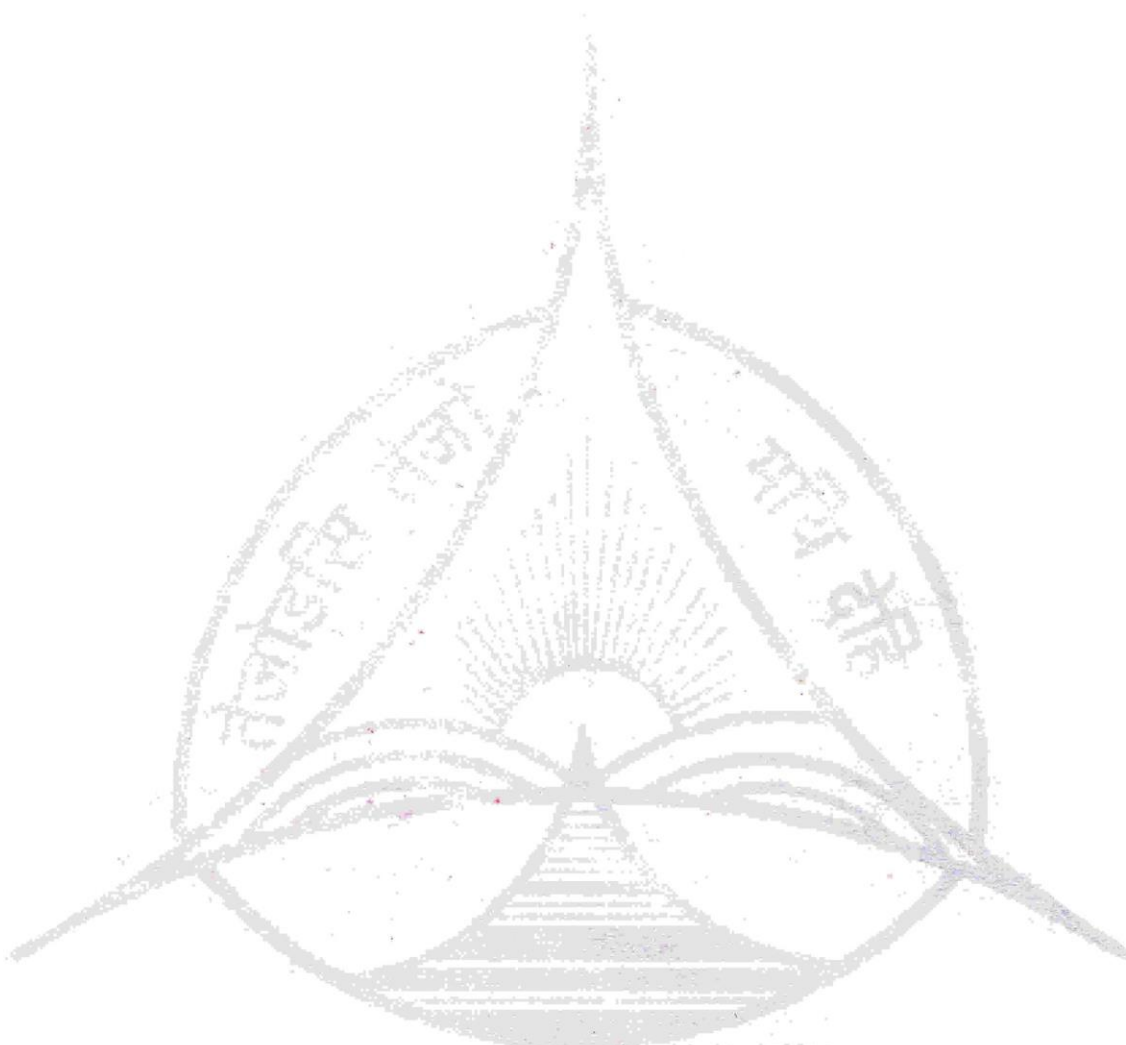Fax No. : +(91)-(011)-24105466
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Project is a compulsory component of the B.El.Ed Curriculum as mentioned on page 22

in the B.El.Ed Handbook:

https://www.jmc.ac.in/academics/departments/beled/handbook

YEAR IV

THEORY	F4.8	Curriculum Studies	50
	F4.9	Gender and Schooling	50
	Option A :	Pedagogy (one of the following)	50
	OP4.1	Language	
	OP4.2	Mathematics	
	OP4.3	Natural Science	
	OP4.4	Social Science	
	OR		
	Option B :	Specialised courses in education (one of the following)	
	OL4.1	Computer Education	
	OL4.2	Special Education	
PRACTICUM	SI	School Internship	250
		Project	100
		Colloquia	50
		Academic Enrichment Activities	
	TOTAL		**550**

* Option will be offered as per the availability in respective colleges.

F : Foundation Course; C : Core Course; P : Pedagogy Course; O : Optional Liberal Course; OP : Optional Pedagogy; OL : Optional Course; PR : Practicum; SC : School Contact Programme; SI : School Internship.

In the course nomenclature, the numeral immediately following letters (F,C,P. etc.) denotes the year of the programme in which the course is to be taught. The second numeral denotes the serial number in a particular course type. For instance, F2.5 signifies that Human Relations and Communications is the 5th Foundation Course to be taught in the 2nd Year of the programme of study.

Four projects submitted by students are appended below:
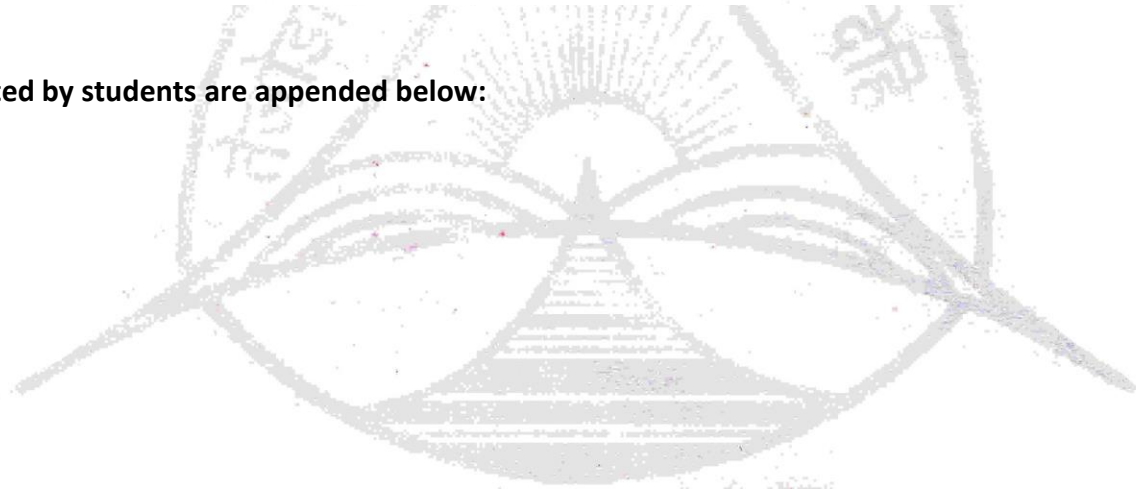
MENTAL HEALTH OF CHILDREN DURING THE PANDEMIC IN INDIA

Submitted By:

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The coronavirus disease (COVID-19) affected virtually all countries. Uncertain about the health risk and an increasing financial loss will contribute to widespread emotional distress and an increased risk of psychiatric disorders shortly. Posttraumatic, anxiety, and depression disorders are expected during and aftermath of the pandemic. Some groups, like children, have more susceptibility to having long term consequences in mental health. COVID-19 has brought about a complex array of factors that have an impact on the mental health of children and adolescents. Predictability is a stabilizing force for children and adolescents, but it has been disrupted since the COVID-19 outbreak. Children have many worries related to the consequences of COVID-19 such as whether they will see their friends and relatives, go to school or get sick. It is often difficult for parents to calm their children's anxieties because of the uncertainty in their lives. Parents are typically adept at making plans for their children, but future plans are currently on hold. The challenges facing parents may interfere with their usual ability to address their children's emotional needs.

New supportive strategies have appeared during this pandemic, but there is no measure of its effectiveness. Some groups seem to be more vulnerable to the mental health burden of the COVID-19 pandemic, and the mitigation actions should prioritize them. The school's role appears to be revalued by society. This review seems to pick good targets to prioritize mitigation actions aiming to spare children not only from the severe cases of COVID-19 but also to help them to deal with the mental health burden of the pandemics.

Therefore, this project aims at finding how the pandemic that took place due to the Novel Coronavirus has impacted the mental health of children in India.

What is Mental Health

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress,

relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems

Mental health can affect daily living, relationships, and physical health. Looking after mental health can preserve a person's ability to enjoy life. Doing this involves reaching a balance between life activities, responsibilities, and efforts to achieve psychological resilience. Conditions such as stress, depression, and anxiety can all affect mental health and disrupt a person's routine.Although the term mental health is in common use, many conditions that doctors recognize as psychological disorders have physical roots.

Risk factors for Mental Health conditions:

1) **Continuous Social and Economic Pressure:**

Having limited financial means or belonging to a marginalized or persecuted ethnic group can increase the risk of mental health disorders. There can be several Modifiable as well as Non Modifiable factors for mental health such as, Socio-economic conditions, occupation, education, housing quality and gender, age & ethnicity respectively.

2) **Common Mental Health Disorders:**

Anxiety Disorders: Anxiety is a normal emotion. It's your brain's way of reacting to stress and alerting you of potential danger ahead.

Everyone feels anxious now and then. For example, you may worry when faced with a problem at work, before taking a test, or before making an important decision.

Occasional anxiety is OK. But anxiety disorders are different. They're a group of mental illnesses that cause constant and overwhelming anxiety and fear. The excessive anxiety can make you avoid work, school, family get-togethers, and other social situations that might trigger or worsen your symptoms.

With treatment, many people with anxiety disorders can manage their feelings.

Mood Disorders: There can be several types of mood disorders such as Major Depression, Dysthymia, Bipolar Disorder, Mood disorder related to another health condition, and Substance-induced mood disorder.

A mood disorder is a mental health class that health professionals use to broadly describe all types of depression and bipolar disorders. Children, teens, and adults can have mood disorders. However, children and teens don't always have the same symptoms as adults. It's harder to diagnose mood disorders in children because they aren't always able to express how they feel. Therapy, antidepressants, and support and self-care can help treat mood disorders.

Schizophrenia Disorders: Schizophrenia has negative and positive symptoms. Positive symptoms include delusions, thought disorders, and hallucinations. Negative symptoms include withdrawal, lack of motivation, and a flat or inappropriate mood.

Poor mental health is also associated with rapid social change, stressful work conditions, gender discrimination, social exclusion, unhealthy lifestyle, physical ill-health and human rights violations.

There are specific psychological and personality factors that make people vulnerable to mental health problems. Biological risks include genetic factors.

- **LITERATURE REVIEW**

"Without mental health, there can be no true physical health." (Dr. Brock Chisholm, Director General of World health Organisation ,1954) .

Mental Health is a major concern all over the world. If we evaluate the development in the field of mental health, the pace appears to be rather slow. it becomes now opportune to explore the paradigm of mental health awareness as a means of combating stigma, enhancing prevention, ensuring early recognition, and also stimulating simple and practical interventions within the community. Today there are opportunities in terms of growing acknowledgement of mental disorders as key targets of global health action, as well as of leveraging new technologies particularly the internet, big data and cell phones in amplifying simple field interventions found successful in primary care and other echelons.

The WHO has defined sustainable development goals and elaborated the impact of mental illnesses and suicide on them. The suicide rate in India in 2015 at 15.7/100,000 is higher than the regional average of 12.9 and the global average of 10.6.Suicide is the leading cause of death among those aged 15–29 in India.There remains a massive unaddressed need within the population.

The treatment gap, as measured by the absolute difference between the prevalence of mental illnesses and the treated proportion, has been found to be 76%–85% in less-developed countries. One of the major reasons attributed to such a wide treatment gap is the problem of inadequate resources. In India, inadequacy exists in infrastructure as well as in human resources.Despite improvements in various health indicators, India contributes disproportionately to the global burden of disease. Our health indicators compared unfavorably with other middle-income countries and India's regional neighbors. A large proportion of the population ends up impoverished because of high out-of-pocket health-care expenditures and suffers the adverse consequences of the poor quality of care.Task-shifting to non specialist community health workers has been recommended as an effective strategy for delivery of efficacious treatments in low-resource settings.Given the dire shortage in numbers of psychiatrists, psychologists, psychiatric nurses, and social workers; piggy-backing on primary care systems and employing innovative force-multipliers are future courses of action.

Every parent wants their children to learn and build life skills that help them navigate challenges in life. So, we have schools that impart the training aiming at

overall development- moral, cognitive, social, intellectual and physical. What often is missed out is emotional development– managing anger, hurt, disappointment, failures; in short, taking care of emotions, thoughts and mind.

Teenage and adolescence are the years of transition that sets up the stage for self-esteem and identity. An international journal of psychiatry reveals that the first onset of mental disorders occurs usually in childhood and adolescence. Disorders like impulse control disorders (attention deficit disorder, conduct disorder), anxiety disorders (the phobias and separation anxiety disorder) have a very early age of onset, as early as seven to 14 years. In fact, 12 percent of psychiatric disorders are prevalent among children and adolescent populations in India (Srinath & Sitholey, 2005).

Fear of failure in exams and judgments of parents, teachers, peers and the society around can lead to a lot of stress and anxiety, and can even reduce the self-worth of the child. Undiagnosed or lack of proper care early on can allow negative thought patterns and belief systems to persist and can soon lead to depression and even suicide in some cases. With the rise of student suicides every passing day, there is a need for people to recognise the need for mental health care.There is also a growing need to address the stigma that prevents the parents of a distressed child to seek help. Often, the growing silence of troubled children can be overlooked as a matter of tantrum instead of trauma or considered too young and small to be consumed by depression or anxiety.

Developments in the field of mental health started occurring around the year 1950. The country had about 20 psychiatrists at that time. The other members of the mental health team were more or less non-existent though academic psychologists, with a psychoanalytical orientation, working in the universities did show some interest in the area of mental health. The establishment, in 1954, of the All India Institute of Mental Health at Bangalore brought about dramatic changes. Formal and regular training programs were initiated and manpower was generated in the areas of psychiatry, clinical psychology and psychiatric nursing. During this phase, child psychiatry with emphasis on theoretical as well as practical training, formed an integral and important part of the curriculum. A reference to the curriculum that existed for training of clinical psychologists at this phase of time shows that they had extensive training and later an examination in child psychiatry before they could qualify. Around 1960, there was considerable interest in pursuing research problems in the area of child psychiatry, child

psychology and adolescent mental health problems. The Indian Council of Medical Research (ICMR) had funded 5 research projects which dealt with the study of the relationship of child rearing practices and behaviour problems; the etiological significance of parental functioning in behaviour disturbances; the incidence and causes of personal and emotional problems among pre-primary, primary and secondary school children; the study of child personality and fifthly an investigation into the psychological factors related to adolescent adjustment.

How Environment Impacts Mental Health

The role of environment or culture is extremely vital when it comes to the impact on mental health. As there are two sides of a coin, there are two sides of such impacts as well. There can be negatives as well as positives.

Culture uniquely influences the mental health of people living in a given society. Mental health problems, from presentation of illness to course and outcome, at every stage are influenced by cultural issues. Large numbers of patients get referred to the physician or psychiatrist of their cultural milieu as he/she can understand the patient and his psyche due to the understanding of cultural factors which influence the disease and healing process.

No culture confers absolute immunity against psychological vicissitudes. The forms of psychiatric disorders are identical in all cultures though the content of symptoms differ. For example, an Indian peasant when deluded complains of being possessed by a demon, while his western counterpart believes that his mind is being manipulated by electronics. It was believed a few decades ago, that people from oriental cultures experienced little or no stress. Mental illness and stress-related disorders like heart disease, high blood pressure, diabetes, cancer and suicide behavior were considered to be less frequent amongst them. This really is not so. Transcultural studies indicate that populations, exposed to a rapid onslaught from other cultures experience a cultural shock resulting in a high degree of mental and social stress.

Conceptually, if we look at the ancient culture, there are four cultural streams that are prominently seen. The Indian, Egyptian, Roman and Chinese culture. One similar phenomenon observed regarding mental health problems in all of them is the impact of the supernatural on the human mind. The understanding of illness also in different cultures interestingly has been perceived as an imbalance of

humors leading to problems of mind and body. For example, the personality traits sat, raj and tam and the three humors, vat, pitt and kaph conceptualized in Indian subcontinent also correspond to theories of Chinese and Roman culture. All cultures developed independently, thousands of miles apart with very little communication. The similar thinking about mental health issues shows the similarity of human thoughts across cultures.

In India, mental health and psyche has been an area of exploration for centuries together, right from the vedic period, there has been a description of human mind, its functioning, consciousness and dynamics of human behavior.

There have been a sizeable number of studies which relate to the demographic factors, cultural factors influencing presentation of illness, diagnosis of the illness-culture bound syndromes and influence of the cultural factors and the belief system on psychopathology, stigma and discrimination towards the patient. An attempt has been made to critically look at the research on culture and psychiatry in different areas and their influence on the patient, his diagnosis and treatment. In Indian thought, human behavior has been explored at length. In post-vedic period, in Upanishads, Bhagavad Gita, Yogic and ayurvedic literature abnormalities of human behavior have been described and the treatise has been emphasized mainly through psychic changes. In India psychotherapy also needs to be based on cultural concepts and the prevailing belief system through centuries from generation to generation, which becomes more acceptable to the patient. If we accept psychotherapy as a interpersonal method of mitigating suffering, the process of change occurs in an individual through a psychotherapeutic relationship which has been described as the 'guru- chela relationship' in India, where in the wise offers advice to the pupil and helps him in relieving the suffering. This has been observed in Buddhist and Jain traditions too.

Dr. Radhakrishnan: "India has seen empires come and go, has watched economic and political systems flourish and fade. It has seen these happen more than once. Recent events have ruffled but not diverted the march of India's History. The culture of India has changed a great deal and yet has remained the same over three millennia. Fresh springs bubble up, fresh streams cut their own channels through the landscape, but sooner or later each rivulet, each stream merges into one of the great rivers which has been nourishing the Indian soil for centuries."

Covid-19 has changed our world, but eventually, people have been able to rebuild their routines & lives around it by adapting to the new covid-19 era. In India, culture helped us make sense of it. For example, during Christmas, instead of asking for Xboxes & material gifts, this year Santa Claus received letters where the young minds wrote ,"a cure for Covid-19". In a world anxiously waiting for a vaccine, it's a little that the "new normal" is far from normal no matter how much we pretend. The anxiety always remains, colouring every encounter with the large world.

Psychologist Sonali Gupta, author of Anxiety: Overcome It & Live Without Fear, says childhood is supposed to be a time of spontaneity. This year has been anything but spontaneous. "The ability to play free and interact with friends in person has been taken away from them," she says. Instead parents have to have serious conversations with children about "safety and responsibility".

Culture facilitates those conversations. Covid-19 has been unique in throwing us into the same boat together. Covid culture is universal whether you are in New York or New Delhi. We understand the ins & outs of Zoom, N95 masks and vaccine trials, words most of us didn't know a year ago but which are now a part of our daily lingo. Covid has changed our world, but culture has helped us make sense of it. The role of culture is not just to hold up a mirror around us but to also give us the hope of a better one. Paul Gravett, one of the most eminent authorities on comic books, points to a new anthology COVID Chronicles which brings together 40 comics telling stories of missed weddings, home schooling and even the racial biases and systemic inequities that Covid has laid bare. Dozens of residents of a Scottish village named Moniaive. From age 4 to almost 90, hit hard by the virus and lockdown, produced their own comic of how a "wee little village" pulled together at a time of crisis. "Comics can get through & make an impact- it's pictures & words together," says Gravett.

Priya's Mask, a new comic & short film starring India's first female superhero Priya & her flying tiger Sahas takes on the pandemic but through the eyes of a child. A little girl misses the "old normal" when her mother, a healthcare worker, had time for her. Priya takes her for a ride on the tiger so she can see the city & the heroic work her mother does in the hospital. At a time when the world seems to be holding out for a hero who will come bearing a vaccine to save us all, culture reminds us that they are already around us - doctors, nurses, grocery workers, the food delivery person on his scooter. They put the normal in our "new normal" everyday.

Family Structure effects on the Child's Mental Health

The interest in family structure and its effects on children's mental health gained momentum in the 1960s and 1970s when there was a spike in divorce rates and single-parent families. The main focus was on separation and divorce and their impact on the well-being of children.

Disruption in family structure can lead to several adverse events impacting both the mental health of children and their parents. Not all disruptions have equal effects. More emotional and behavioral problems occur in families disrupted by divorce than compared to other types of disruptions, for example, death of a parent. Certain characteristics have been identified in caregivers as well as the children themselves that serve as risk factors for abuse. Young age, depression, substance abuse, poverty, and history of mothers being separated from their own mothers during childhood serve as risk factors.

Some risk factors have also been identified within the children themselves such as low birth weight, physical, mental disabilities, aggression, and hyperactivity. Parents exposed to abuse in their childhood or domestic violence were also more prone to act aggressively toward their own children.

Lockdown & Covid-19 pandemic

COVID-19 pandemic and lockdown has brought about a sense of fear and anxiety around the globe. This phenomenon has led to short term as well as long term psychosocial and mental health implications for children and adolescents. The quality and magnitude of impact on minors is determined by many vulnerability factors like developmental age, educational status, pre-existing mental health condition, being economically underprivileged or being quarantined due to infection or fear of infection.

There are more than 2.2 billion children in the world who constitute approximately 28% of the world's population. Those aged between 10 to 19 years make up 16% of the world's population COVID-19 has impacted the lives of people around the world including children and adolescents in an unprecedented manner. Throughout the world, an essential modus of prevention from COVID- 19

infection has been isolation and social distancing strategies to protect from the risk of infection. On these grounds, since January, 2020, various countries started implementing regional and national containment measures or lockdowns.

In this backdrop one of the principal measures taken during lockdown has been closure of schools, educational institutes and activity areas. These inexorable circumstances which are beyond normal experience, lead to stress, anxiety and a feeling of helplessness in all. It has been indicated that compared to adults, this pandemic may continue to have increased long term adverse consequences on children and adolescents . The nature and extent of impact on this age group depend on many vulnerability factors such as the developmental age, current educational status, having special needs, pre-existing mental health condition, being economically underprivileged and child/ parent being quarantined due to infection or fear of infection. The following sections discuss findings of studies on mental-health aspects of children and adolescents impacted by COVID-19 pandemic and lockdowns being implemented at national or regional levels to prevent further spread of infection.

How the lockdown impacted the mental health of children & adolescents

In this backdrop one of the principal measures taken during lockdown has been closure of schools, educational institutes and activity areas. These inexorable circumstances which are beyond normal experience, lead to stress, anxiety and a feeling of helplessness in all. It has been indicated that compared to adults, this pandemic may continue to have increased long term adverse consequences on children and adolescents . The nature and extent of impact on this age group depend on many vulnerability factors such as the developmental age, current educational status, having special needs, pre-existing mental health condition, being economically underprivileged and child/ parent being quarantined due to infection or fear of infection. The following sections discuss findings of studies on mental-health aspects of children and adolescents impacted by COVID-19 pandemic and lockdowns being implemented at national or regional levels to prevent further spread of infection.

1) **Impact on Young Children**
Stress starts showing its adverse effect on a child even before he or she is born. During stress, parents particularly pregnant mothers are in a psychologically

vulnerable state to experience anxiety and depression which is biologically linked to the wellbeing of the foetus. In young children and adolescents the pandemic and lockdown have a greater impact on emotional and social development compared to that in the grown-ups. In one of the preliminary studies during the on-going pandemic, it was found younger children (3-6years old) were more likely to manifest symptoms of clinginess and the fear of family members being infected than older children (6-18 years old). Whereas, the older children were more likely to experience inattention and were persistently inquiring regarding COVID-19. Although, severe psychological conditions of increased irritability, inattention and clinging behaviour were revealed by all children irrespective of their age groups . Based on the questionnaires completed by the parents, findings reveal that children felt uncertain, fearful and isolated during current times. It was also shown that children experienced disturbed sleep, nightmares, poor appetite, agitation, inattention and separation related anxiety .

2) Impact on school and college going students

Globally, the pre-lockdown learning of children and adolescents predominantly involved one-to-one interaction with their mentors and peer groups. Unfortunately, the nationwide closures of schools and colleges have negatively impacted over 91% of the world's student population. The home confinement of children and adolescents is associated with uncertainty and anxiety which is attributable to disruption in their education, physical activities and opportunities for socialization . Absence of structured setting of the school for a long duration results in disruption in routine, boredom and lack of innovative ideas for engaging in various academic and extracurricular activities. Some children have expressed lower levels of affect for not being able to play outdoors, not meeting friends and not engaging in the in-person school activities . These children have become more clingy, attention seeking and more dependent on their parents due to the long term shift in their routine. It is presumed that children might resist going to school after the lockdown gets over and may face difficulty in establishing rapport with their mentors after the schools reopen. Consequently, the constraint of movement imposed on them can have a long term negative effect on their overall psychological well being .

A study found that older adolescents and youth are anxious regarding cancellation of examinations, exchange programs and academic events . Current

studies related to COVID-19 demonstrate that school shutdowns in isolation prevent about 2-4% additional deaths which is quite less if compared to usage of other measures of social distancing. Moreover, they suggest to the policy makers that other less disrupting social distancing strategies should be followed by schools if social distancing is recommended for a long duration . However, in current circumstances, it is controversial whether complete closure of school and colleges is warranted for a prolonged period.

It has been reported that panic buying in times of distress indicates an instinctual survival behaviour. In the present pandemic era there has been a rise in hoarding behaviour among the teenagers. It is also found that among youth social distancing is viewed primarily as a social responsibility and it is followed more sincerely if motivated by prosocial reasons to prevent others from getting sick. Further, due to prolonged confinement at home children's increased use of internet and social media predisposes them to use the internet compulsively, access objectionable content and also increases their vulnerability for getting bullied or abused. Worst of all, during lockdown when schools, when legal and preventative services do not function fully, children are rarely in a position to report violence, abuse and harm if they themselves have abusive homes.

3) Impact of lockdown on underprivileged children

Social inequality has been associated with the risk of developing mental health challenges. The pandemic and lockdown world has experienced global economic turn-down which has directly worsened the pre-existing social inequality. In developing countries, with the imposed lockdown, the underprivileged children face acute deprivation of nutrition and overall protection. The prolonged period of stress could have a long term negative impact on their development. For instance, in India, which has the largest child population in the world with 472 million children, the lockdown has significantly impacted 40 million children from poor families. These include children working on farms, fields in rural areas, children of migrants and street children. An increasing number of poor and street children now have no source of income, making them a high risk population to face abuse and mental health issues with greater vulnerability and exposure to unfavorable economic, social and environmental circumstances.

A home represents a source of security and safety in most families. However, for the poor and the underprivileged it is just the opposite. With the restriction of movement due to lockdown, these children have increased risk of being exploited

and become victims of violence and abuse. The Deputy Director of 'CHILDLINE 1098' India, announced that India saw a 50 per cent increase in the calls received on helpline for children since the lockdown began. This increase in rate is alarming and has made an increasing number of child victims in their own homes.

During the time of lockdown an increasing number of poor families have no source of daily wages which lead to frustration and feelings of helplessness. By the reason of displacement, the frustration and family conflict may manifest itself in the form of violence towards children. This can make the child more vulnerable to depression, anxiety and suicide. School closure coupled with economic adversity may force children and adolescents into child labour. Likewise, children without parents or guardians are more prone to exploitation.

In order to cover up the loss of education during lockdown, many schools have offered distance learning or online courses to students. However, this opportunity is not available to underprivileged children as a result of which they face a lack of stimulation and have no access to online resource material to study. A study pointed out that in underprivileged families, in comparison to boys, girls have decreased access to gadgets, this may diminish their involvement in digital platforms of education. Due to this gender inequality, an increasing number of girls are prone to bear the consequences of school dropouts once the lockdown is lifted.

4) Impact due to quarantine and separation from parents

COVID-19 infection is expressed differently in children and adolescents. Yet the incidents of infection in the minors have been reported worldwide, which result in children being quarantined. Moreover, in many cases a single parent or both the parents are infected and quarantined. In either condition children are separated from their parents. Many countries have laid down strict quarantine policies as a measure to fight COVID-19 pandemic. Such as in China several adults, adolescents and children have been put in complete isolation to control the spread of infection. Although quarantining measures are for the benefit of the community at large, its psychological effects cannot be ignored. The children who are in isolation require special attention as these children might be at risk of developing mental health problems due to grief caused by parental separation. As during the formative years of life, the role of parents is very crucial, any disruption in the form of isolation from parents can have long term effects of

perceived attachment of the child. It is found that separation from the primary caregivers can make a child more vulnerable and can pose a threat to a child's mental health. The children may develop feelings of sadness, anxiety, fear of death, fear of parents' death and fear of being isolated in the hospital which may have a very detrimental effect on their psychological development. Children have emotionally pent up feelings of distress which may turn inwards into emotional fear or outwards towards acting out behavior. They might feel separated or alone as they have limited knowledge and level of maturity to understand the implications of the current pandemic situation in their limited world.

5) Special child's mental health during the pandemic

There are about 1 in every 6 children within the age group of 2-8 years who have some or the other neurodevelopmental, behavioural or emotional difficulty . These children with special needs [autism, attention deficit hyperactivity disorder, cerebral palsy, learning disability, developmental delays and other behavioural and emotional difficulties] encounter challenges during the current pandemic and lockdown . They have intolerance for uncertainty and there is an aggravation in the symptoms due to the enforced restrictions and unfriendly environment which does not correspond with their regular routine. Also, they face difficulties in following instructions, understanding the complexity of the pandemic situation and doing their own work independently. With the closure of special schools and day care centres these children lack access to resource material, peer group interactions and opportunities of learning and developing important social and behavioural skills in due time may lead to regression to the past behavior as they lose anchor in life, as a result of this their symptoms could relapse . These conditions also trigger outburst of temper tantrums, and conflict between parents and adolescents. Although prior to the pandemic, these children had been facing difficulties even while attending special schools, but in due course they had learnt to develop a schedule to adhere to for most of the time of the day . To cater to these challenges, it is difficult for parents to handle the challenged children and adolescents on their own, as they lack professional expertise and they mostly relied on schools and therapists to help them out.

Since every disorder is different, every child has different needs to be met. The children with autism find it very difficult to adapt to the changing environment. They become agitated and exasperated when anything is rearranged or shifted from its existing setup. They might show an increase in their behavioral problems

and acts of self-harm. It is a huge challenge for parents to handle autistic children due to lockdown. The suspension of speech therapy and occupational therapy sessions could have a negative impact on their skill development and the achievement of the next milestone, as it is difficult for them to learn through online sessions . The children with Attention Deficit Hyperactivity Disorder (ADHD), struggle to make meaning of what is going around them from the cues they get from their caregivers. It is difficult for them to remain confined to a place and not to touch things, which might infect them. Due to being confined to one place the chances of their hyperactivity increases along with heightened impulses and it becomes difficult for the caregivers to engage these children in meaningful activities .

Obsessive compulsive disorder (OCD) among the children and adolescents is estimated to be of 0.25%–4% among children and adolescents . Children with OCD are suspected to be one of the most affected ones by this pandemic. Due to obsessions and compulsions related to contamination, hoarding, and somatic preoccupation, they are expected to experience heightened distress. Cleanliness is one key protective measure against the spread of COVID-19. According to United Nations' policy guidelines to fight the infection one has to be careful about washing their hands six times a day, and whenever they touch anything. The lockdown, which has made the healthy population distressed about possessing enough food and prevention related resources like masks and sanitizers, has made it worse for people with hoarding disorder

- ==CASE STUDIES FROM NEWSPAPERS:==

Lockdowns in India were strongly imposed from March 24, and have been eased gradually since September, but schools remain closed and online classes have replaced classroom teaching. This situation provided children and adolescents with the perfect conditions for solitude and increased internet use. Parents are concerned about the effect of school closure, social distancing, and increased internet use on their children's mental health. Increased opportunity for internet use makes it more difficult for parents to control this access, and frequent and unsupervised internet use is associated with self-harm and suicidal behaviour in adolescents with psychological risk factors.

It causes a lot of psychological distress in this age group. Adolescents are experiencing acute and chronic stress because of parental anxiety, disruption of daily routines, increased family violence, and home confinement with little or no access to peers, teachers, or physical activity.

The following Case studies reveal a great deal of information about how the lockdown might have affected parents & their children.

1) **Arvind**, *9, has been irritable lately, answering back to his parents, and going through spells of meltdowns. His parents believe this change in him has been recent since 'school from home' started.* - Times of India
2) **Anaya**, *15, has been spending hours in front of gadgets. Lately, she seems so self involved that when parents try to engage her in a conversation, she snaps at them. The parents claim they can't restrict screen time due to her assignments & projects.* - Times of India

These two case studies out of hundreds that health experts claim they have witnessed post March this year. Many children, especially teenagers, have been either bundling up emotions or showing patterns of behavioural changes during this 'school from home' period. However, experts claim this to be only a transitional phase.

Through various webinars such as 'Screen Time: How Much Is Too Much?' (an initiative of Times of India) doctors & educators have discussed the impacts of increased screen time. It is a tricky situation for parents as besides academic learning, even the extra-curricular activities gave shifted to the online space.

"The child cannot go out to play. There are limited activities at home. So, the dependency on gadgets is natural." - Dr. Navin Sakhuja, ophthalmologist.

- <mark>RATIONALE:</mark>

The objective of this study is to identify the ways in which the pandemic has impacted the mental health of children. There are several criterias through which this can be looked at. The students are aging from 10-11 years in India, facing a dynamic situation in the pandemic due to their online classes, different family structures, workload, & behavioural changes in the pandemic. Thus, this project

shall be devoted to finding out the statistics on how many children are finding it difficult to cope with the online teaching platforms along with managing work at home.

Research papers, namely, Covid-19 and adolescent mental health in India by Binod Kumar Rao. World Health Organisation's Mental Health: strengthening our response, and so on have shown how imperative it has become to monitor the children's mental health which has been impacted highly by the pandemic.
The day to day struggles which have risen due to network issues, trouble in understanding the teacher's lesson, unable to meet their peers or relatives, stuck in a confined space has created a critical situation which needs to be looked at from a wide lens.

Therefore, I'd like to take this opportunity & use it to find out about the adverse effects of the Coronavirus pandemic on children's mental health in India.

- RESEARCH QUESTIONS:

1) How has the lockdown impacted the children?
2) What are the various coping mechanisms that can be used by children to cope with mental stress during the pandemic?

- METHODOLOGY:

Data collection
Sample:
Site of the study : Public Funded School
Mode of data collection: Online collection
Tools used for data collection : Questionnaire
Technique used for data collection: interviewing students through questionnaires to collect data including open ended questions.

- DATA DESCRIPTION

The data collected for this project includes three questionnaires, each for each of the category people who were considered for the project. I.e. Students, Teachers & Parents. The questionnaires include questions on daily routine changes, sleep cycle changes, screen time average of the students, student's family environment, their thoughts about the lockdown, if they go outside their house & how many times.

The teacher's questionnaire includes questions about the students' distressed behaviour, routine changes, teachers' efforts towards online teaching & students & strategies used by teachers to overcome the difficulties faced during the lockdown in terms of teaching & learning.

The questions asked from parents were again in terms of the students & their changed behaviour, routine changes, changes observed by the parents & the problems faced by parents themselves.

- ANALYSIS

- Students:

THEMATIC ANALYSIS:

1) Regular schedule of the Students:

For most children and youth the normal routine was disrupted: with the implementation of social distancing interventions, direct human contact became highly restricted, with most activities that typically occupy youths' lives – schooling, extracurricular activities, and socialization with peers – transitioning to electronic-based platforms.

Routine normally gives the young an increased feeling of safety in the context of uncertainty. Consistent evidence demonstrates that the structured environment of weekdays may help to protect children by regulating obesogenic behaviours, most likely through compulsory physical activity opportunities, restricting caloric intake, reducing screen time occasions, and regulating sleep schedules.

For this reason most of the guidelines recommend creating new routines and structures each day to adapt to the pandemic situation.

The results show that almost half of responders completely changed their dietary habits during the lockdown, eating different amounts of food and consuming more junk food. Sleep habits were also affected by the lockdown measures, with changes in sleep pattern, especially concerning difficulties in falling asleep and waking up many times during the night. Many children and adolescents also wished to sleep in their parents' bed.

The data collected showed that the regular schedule of the children changed up till 90% of the students out of the total. This includes their sleeping cycle and the time they spend in front of a screen attending their classes.
The reasons behind the changing of the routine has mainly been the waking up late in the morning, then sleeping late along with their meals which are said to be consumed later than usual as well. Few of the students mentioned that the studying during the lockdown did not have a specific time schedule which made it even more difficult for them to manage & that they were up till late in order to study.

2) **Family environment at home**

The covid-19 pandemic has disrupted nearly every aspect of human existence. Lifestyle changes during the lockdown made some happier. The data collected showed that the family environment at home had a huge part to play during the lockdown & the kind of mental impact it was capable of having on the children.
The routine change as mentioned previously also suggests changes around the whole house of a child. It includes behavioural changes, stress & anxiety due to work & home. Also, along with the children, the other members of the household were also deeply impacted by the national lockdown.

The family environments of different socio-cultural backgrounds, different economic backgrounds, & different family structures such as joint families, nuclear families & single parent families.
Families are complicated and therefore, there is no simple answer to whether the coronavirus lockdown is actually leading to strengthening of relationships or not. First, it is important to acknowledge that families are also not the same across the board. For some people, families are the primary triggers of their mental health issues while some others are part of deeply abusive families. Thus, this lockdown becomes extremely dangerous for such individuals.

Working professionals often find it hard to spend enough time with their families. The current lockdown due to coronavirus, coupled with work from home, has certainly bridged the gap. Although stressful at times, given the constant proximity, it does provide a great opportunity for quality time together with the family. What better than to have three piping hot meals together, or for that matter cook for your family. The food may not be that palatable, but what matters is the thought.While work from home is strenuous at times, especially with a toddler around, the time not spent in commuting is the saving grace. There is no need for video calls now, you can actually watch your child play during the day, help with his homework and read him to sleep every night.

3) <u>Challenges faced by the students in the online teaching</u>

Covid-19 had a volcanic impact on all of us: learners, parents, teachers and leaders. Overnight homes were transformed into classrooms and schools impelled into a virtual space. The shock waves of that eruption are forcing all of us to embrace a virtually real education world that is plagued by challenges but is rich in opportunity.

Within days, our students and families were living with online learning. The challenge for teachers after introducing emergency remote learning to ensure the continuity of their schooling was how to create a rich learning environment.

The challenges faced by all students everywhere as they navigate this new world are immense – their flexibility and fortitude as they work out how to learn and to live afresh, in this virtual medium are remarkable.

The data collected showed that 50% of the students faced issues in managing school work & home related work. According to the reasons stated by the students, many of them were worried about their studies, the relatives whom they couldn't meet & many were not aware enough to know what was happening. This uncertainty in the children's mind might have created anxiety. The absence of human interaction and social connectivity – the face-to-face school and social environment provided our children with the opportunity to engage with their classmates, and to sustain friendships outside of school contributing to their

welfare and wellbeing. Today, many students find it challenging to sustain social interactions through the virtual mode.Adapting to a changed home environment as parents and their children work, study and play at home together.

Getting used to the norms of learning in a virtual setting – establishing a daily routine, finding a quiet, undisturbed space for studying, keeping their systems on mute when participating in class, keeping their videos on, and learning how to be even more self-disciplined.The temptations of virtual distractions – the novelty of being connected online can distract children by prompting them to access other websites while attending their class.

Impact on child's health – while I monitored the number of hours our children are exposed to 'screen time', many children spend more hours outside of the 'classroom' engaging with their friends, playing games online, interacting on social media. Such extended hours of screen time can result in various physical problems such as frequent headaches, bad posture and eye strain. Essential family agreements on how to be virtuous are important. Lack of physical exercise – with school occurring virtually and buildings and societies locked down, many children no longer have access to physical exercise in the sports grounds as they did before.

4) <u>Attitude of the students towards online teaching</u>

Learning is rebooted during Covid-19. This Covid-19 is an ideal time to accept technological introduction and its latest offerings to make education delivery to students more efficient and make it more productive through online learning. The shutdown of the educational institutions has led to many apprehensions among the students and teaching fraternity. However, the teaching fraternity has been adopting innovative methods to interact with the students and focusing on the curriculum.

Online learning also comes as an interesting and interactive additional resource as compared to the normal classroom. Institutes and enterprising

teachers are promoting online learning among their students through which all the students are ensured to be benefitted except a few belonging to underprivileged sections and those could not be reached due to network connections. Hence online learning will be the new format of learning which helps to improve the teaching-learning process in this Covid-19 period.

According to the data collected, 50% of the students find online teaching easy to understand. The data also shows that Social Media platforms such as WhatsApp, YouTube and Instagram have played an important role in making the online teaching platform easier to infer. 50% of the students shared that they find it difficult to manage home related work along with online classes.

This shows that the difficulties faced by students is evident enough to be seen in more than half of the responses. Time management, balancing the home & school environment has become a task for the students which was not a task at all before the lockdown.

- **Teachers**

THEMATIC ANALYSIS:

1) **Attitude of the Teachers towards Online Teaching:**

Important changes have been seen in the field of education due to the technological advancements during the time of Covid-19, e-learning is an upcoming method that uses technology to assist student learning. It is one of the tools that has emerged from information technology and has been integrated in many universities. The word 'virtual' can be defined as, "being actively connected to a network or computer system; usually being able to interactively exchange data, commands, and information". A Virtual Learning Environment (VLE), therefore, is a learning environment that exists solely in the form of digital content that is stored, accessed, and exchanged through networked computer and information systems. While VLE may exclusively imply learning spaces that exist completely independent of physical classrooms. Virtual Learning Environment (VLE), however, can also work in conjunction with traditional classroom environments. In these settings the internet is used to provide additional

communication and material, but does not necessarily replace the learning that occurs in the physical classroom.

According to the data collected, it can be seen that according to the teachers, the offline mode of learning was better in terms of efficiency, effectiveness & learning outcomes. 100% of the teachers who were asked this question during the study shared that the offline mode of teaching if preferred over online teaching.

90% of the teachers whose responses were recorded for the sample collection mentioned that they reached out to the parents of the students & spoke to them on a regular basis to be aware of the difficulties, various circumstances faced by the family & the child. Also, they were aware of the behavioural changes the children were going through. They connected with the children & asked them to get back on case of any doubts, and also spoke to the parents.

2) **Difficulties faced by the Students in the Class:**

The Covid-19 pandemic has disrupted the education sector globally. Classes have been suspended to enforce social distancing and educational institutions, from schools to universities, have shifted to online methods of teaching and evaluation. As the number of cases continues to rise, there is no certainty about when normalcy will be restored. This has encouraged some sort of a permanent tilt, if not a complete shift, to online education. The new National Education Policy (NEP) approved last month also talks about being ready for digital and online education, although it adds a rider that the digital divide must be eliminated to fully benefit from such methods.

According to the data collected (fig. given below) teachers gave rather mixed responses when they were asked if the amount of stress & anxiety has increased among children during lockdown. 40% said that it may have increased, another 40% shared that they haven't observed any of the symptoms that could suggest the same. And only 20% of the total shared that it has increased during the lockdown.

Legend:
- 🔵 Yes
- 🔴 No
- 🟠 Maybe

40%   20%   40%
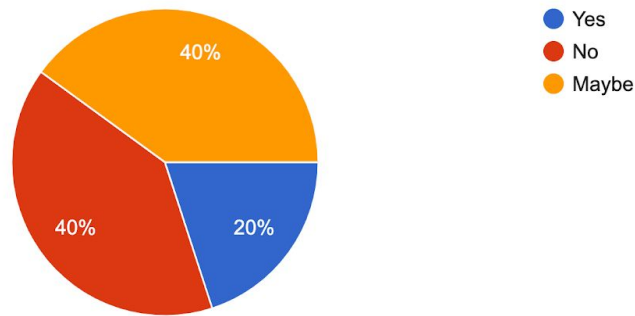
There were several difficulties for the students shared by the teachers that they did observe:-

- **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.

Just the process of logging in for a class itself becomes a cumbersome process for students and teachers alike. Even as upgrading the broadband connection is a prima facie solution, but it certainly isn't a fool-proof one.

- **Financial Issues in families**

Families were affected in many ways during the lockdown but, all the problems had their adverse effects on the children as well. Teachers observed children worrying about the financial situation of their families, the limitation to only one device in the family, connection issues, the price of wifi connections & mobile data and so on must have created an unwanted stress in the child's mind.

- **Individual attention to each child**

The online mode of teaching & learning has made it rather difficult for the teacher to pay attention to each student. With constraints on time, internet connection, availability of devices and the unfamiliarity with these platforms, giving each child a good amount of attention has become next to impossible for the teachers.
This poses a problem for the teachers as well as the students.

3) <u>Changes observed by the Teachers in students' Behaviour:</u>

Initially at the announcement of lockdown, individuals felt that there was a serious threat and that the actions that were required to reduce the threat were feasible, and those individuals have shown adaptive behaviours such as following the lockdown guidelines, washing hands and maintaining social distance. In other words, the majority of people adopted coping appraisal and resulted in civic behaviour. Individuals adopted protected behaviour and changed their behaviour according to the crisis situation. The majority of people were spending time with their families, maintaining a healthy lifestyle to boost their immune system, adopted online services, were engaged in work from home, enrolled in free available educational courses during COVID-19, prayed at home and read online newspapers.

In this way, teachers shared **responses** on the kind of behavioural changes they have observed in their students:-

"Many of them are quite lethargic. They don't on camera, just enter the class leave after attendance" - 7th Grade Class Teacher

"Some of the Students don't follow instructions. They have no habit of studying at home. Parents are complaining about the behaviour of kids."- 6th Grade Class Teacher

"Not responding much. Less of English conversation with the teacher."- 3rd, 5th & 8th Grade Teacher

"Now students do not have a habit of studying at home.
They don't listen to their parents also
Parents do complain about this" - 6th-9th Grade Teacher

"Most of the students are really doing well but few students taking online classes very casually" - 6th Grade Teacher

The above shared data collected shows that the pandemic & the online teaching mode has welcomed changes in the students' behaviour. The enthusiasm to learn & the curiosity which children show in offline classrooms has been compromised according to the data collected. The subject knowledge & competency has lost its touch because there is no space for it due to the basic issues of internet connectivity & so on.

4) Strategies used by the teachers in the class

Teachers who are intimidated by technology now have to take the bull by its horns. For many who are proficient at planning and teaching in the traditional classroom, planning for an online setting requires some re-learning.
Learning how to use various features correctly. But using an online platform effectively enough to teach in another thing. It's highly challenging for teachers especially when the requirement of mastering these platforms is extremely quick.

But more than anything, online classrooms have brought up the issues of classroom management. If teachers thought they had enough trouble keeping their classrooms in order earlier, that is nothing compared to the woes of remote classrooms. It is very sad to hear long-term educators asking for help with managing students online. How can I maintain discipline? How do I ensure students don't tamper with my presentation? How can I prevent students from disrupting the class? Can students disrupt my class? How?

This is not limited to teachers of higher grades. Those who teach the pre-primary and primary grades are worried, too. How can I keep the children attentive? What length of class is appropriate for them? They're so young, will online teaching even be effective for them? How can I ensure effectiveness?

According to the data collected, the teachers mainly considered **Communication** as key & used it as a strategy to comfort their students, reassure parents & come up with methods by discussing through meetings among themselves.
The responses :
1) Communicate frequently, make them practice in the class itself repeating lessons, listen to feedback

2) Personally, I phoned the parents and students and discussed the problems with them.
3) Personally taKing up classes on Google meet ,talking to the parents as well.
4) Individually I called parents and discussed their wards problem with them.
5) Interaction with every student during online class so that students feel comfortable.

Show that the teachers at all times made sure to talk to the students, called parents on a regular basis & interacted with the children as much as needed.

- **Parents:**

THEMATIC ANALYSIS

1) **Major Concerns for Parents:**

Many children have been either bundling up their emotions or showing patterns of behavioural changes during this 'school from home' period. The pandemic has left everyone flummoxed on how much screen time should be permitted. It is a tricky situation for parents as besides academic learning, even extra-curricular activities have shifted to the online space. Parental participation is essential in "Hybrid Learning" and this is the most opportune time to work as a unit and focus on the child's inner strengths & skills.
Time management, resourcefulness, and values like gratitude & self-reliance.
Gradually, parents figured out new arrangements like sharing home-schooling responsibilities with the spouse & managing the change in routine.

According to the data collected, 75% of the parents were concerned about their child's routine change.
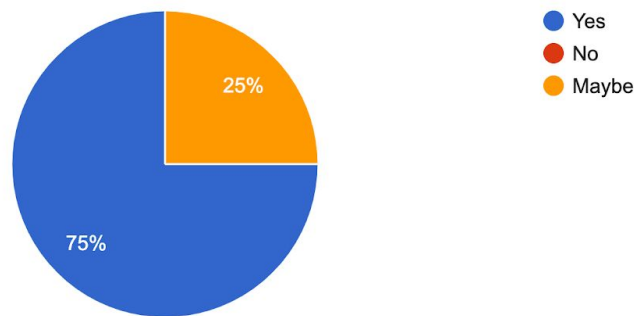
Has your child's routine changed in the pandemic?
4 responses

- Yes
- No
- Maybe

25%

75%
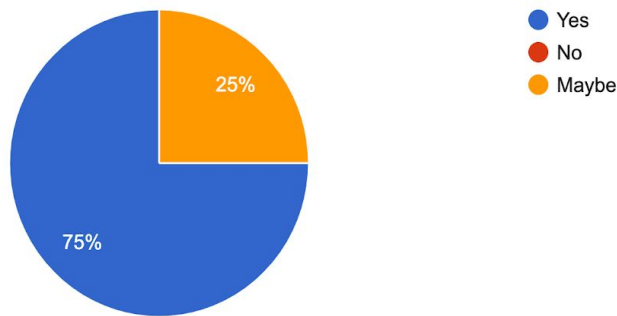
Has the increased screen time affected your child in any way?
4 responses

- Yes
- No
- Maybe

25%

75%

75% of the parents have shared that their child's sleeping schedule has also changed during the lockdown. Similar statistics suggest that the increased screen time of the children has affected them in a negative way. This shows the parents' concern about the children due to their children sitting in front of the screens for more than 4 hours everyday.

The responses also showed anxiety among the parents due to lack of information & clarity from the government as well. No information on when the schools shall reopen, the safety of their children, increased screen time and their studies.

65% of parents also shared that their own routine has been affected due to the increased screen time of their children. This shows how in a form of a blanket, the pandemic affected everyone with just one change. Through this understanding, we can certainly understand how the whole pandemic & the

enormous amount of issues must have affected human beings all around the world.

2) <u>Changes observed by the parents in their children</u>

The Covid-19 pandemic has shaken up families all over the world. As homes function simultaneously as school, office and living space, parents are finding themselves in a bind. Even though parents now have more time for their children, the pressure to juggle multiple roles is stressful and they are unable to devote time to parenting.

As children and parents stay confined to their homes, parents are finding it difficult to focus on different aspects of their child's overall development.

- Helping children with online classes and schoolwork

The Covid-19 pandemic has made parents the de facto homeschool teachers and tuition teachers. Unfortunately, they are finding it difficult to keep their children on track and help them with assignments.

The difficulty becomes multifold if the children happen to be in different grades. Ensuring that children attend the online classes as per the timetable, complete their homework and send it to the teacher and prepare for the next day's class has been a cause of worry for many parents.

- Dealing with children's fears and stress

Since the Internet and the media is flooded with the Covid-19 news regarding the rapid increase in cases and the death toll, it is easy for young children to panic.

In such a situation, parents are facing challenges while addressing their child's fears and questions regarding the pandemic. They have to explain everything to the child while taking extra care of their emotional well-being.

- Keeping healthy routines

As the pandemic drags on and the burden of household and professional work continue to increase, parents are neglecting their normal daily routines. As a result, children tend to follow the same haphazard habits and routines.

It has become especially difficult for parents to maintain a strict routine for their children, with fixed times for meals, studying and sleeping.

For young children, routine brings welcome predictability and they stay enthusiastic throughout the day. But in the current situation, parents are unable to restore structure and as a result, children tend to lose interest in everything and become aggressive.

- **Managing behaviour problems**

While children remain confined to their homes during the pandemic, they are unable to meet their friends, play outdoors or enjoy an evening in the park. As a result, they get stressed and tend to misbehave to vent out their frustration.

Temper tantrums, aggression and increased clinginess are some of the ways young children may express their frustration.

Parents are facing difficulty in dealing with this stressful situation to reassure the children and help them cope with the situation.

- **Keeping children engaged**

Covid-19 is not only a virus but a situation that is mentally and psychologically draining. People are unable to socialise and meet their loved ones. Not only adults but children are also finding it difficult to adapt to this situation.

Since schools have come to a halt, parents of young children are having a tough time keeping them engaged in meaningful activities. The role of parents, which has always been important, is critical in this situation.

Many parents are not equipped with the proper teaching resources and hence, are unable to teach effectively. As a result, children are missing out on an important phase of their learning journey and overall development.

3) **Psychological symptoms observed in children.**

Psychiatric epidemiology is the study of the distribution and determinants of occurrence of mental illness in human beings. In India many investigators have studied the prevalence of various psychiatric disorders over a period of time. In a country like India where people are less aware about mental health problems, only patients with major mental illness access care and those with minor mental disorders remain in the community without identification and management.

According to the data collected, there were minimal symptoms observed in children that might suggest anxiety or depression in a child.

Have you observed any stress or anxiety symptoms in your child since the lockdown? Such as irritable or anxious behaviour.

4 responses
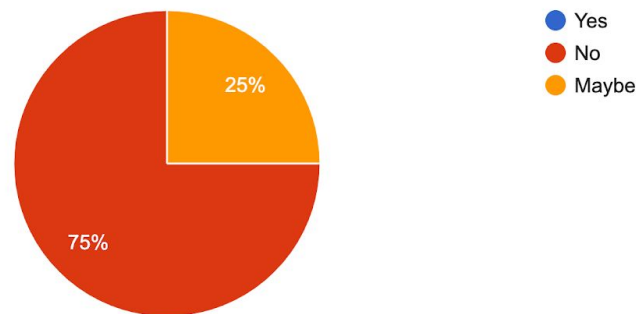
As the chart suggests, only 25% of the parents chose "maybe" as an option when the above mentioned question was asked. The rest were sure that there were no such symptoms or signs of depressed behaviour or anxiety. It can also be understood as something which is rather tough to understand or observe in your child. At times, a child can behave differently i.e. irritated, restless but that does not prove that the child might be suffering from a mental illness.

CONCLUSION

The objective of this study was to know in detail about the mental affect the pandemic has had on children in India. The various aspects that surround us,

how they changed as the lockdown was announced, how our daily activities such as going to work, school, grocery shopping & meeting relatives become a task that could only be accomplished due to the online mode. Many perspectives claimed it to be a remote replacement of the offline world. During all these discussions, my aim was to find out how all of it impacted the young minds, the concerns they had, the routine changes they faced, the definition of new normal according to them. And what could be the various coping mechanisms for them to use to overcome the stress & anxiety that was caused due to the uncertain future that the pandemic beheld.

One of the findings include that people all around the world have taken the pandemic in different ways. The definition of new normal meant a fun family time at home but for some, it meant unemployment, uncertainty, and distress. Such understandings seemed to be passed on the children. Education has supposedly taken a different turn wherein teachers have shifted from a monotonous teaching method to a phase where both teachers & students are learning together.

Technology has become a tool which connects us to the world, for children, it has become the only medium through which they study, play, socialise & entertain themselves.

Various coping mechanisms include methods which can help the overwhelming effect of technology on students i.e. Kids should be encouraged to look 20 feet away for 20 seconds every 20 minutes of screen time. Teachers should encourage kids to do the 'pen focus' eye exercises.

The digital shift is a boon but one should consume it mindfully. Children should be introduced to privacy, how to report abuse, social media etiquette, and how to 'agree to disagree'. There are many such suggestions by doctors, officials from Mental Health & Sciences, teachers and principals.

The pandemic in an umbrella sense, has impacted the mental health of children in numerous ways, b eit family structures, school, increased screen time or just staying inside four walls for months with nothing to do. We, as future educators must commence learning more about technology & how it can be used to make teaching & learning accessible & easy for children.

Also, teaching is not the only aspect where a teacher plays a vital role, a child's mental well being, emotional support, and assurance is also where a teacher must be available for the child.

Limitations of the present study:

Due to lack of face to face meetings & site visits, the research could be done only through the online mode which can hinder a clearer picture of the results. The sample size also remained less due to the same reason, it was challenging to reach out to a large number of people for responses & interviews. Finding research papers & theories was challenging due to the online mode.

Suggestions for future research:

Offline reading material shall help more in developing a theoretical understanding of mental health & the aspects that affect one's mental health. Meeting the interviewees in person & talking to them more than what the paper says might help in developing a wider perspective.

<mark>ANNEXURE</mark>

1) **Questionnaire for Students:**
   https://docs.google.com/forms/d/e/1FAIpQLScNFnyEHKTZy8w-tVcdkmnru NdvIAU3HMxvtXekw8T6aWwN-A/viewform?usp=sf_link

Questions for children:
2) How long do you spend in front of a screen? (mcq)
3) Has your sleep pattern changed in lockdown?
4) Is the online mode of teaching working for you?
5) What did you worry about when the lockdown was announced?
6) Do you feel scared or afraid or irritated staying inside the house all the time?
7) Has social media platforms like facebook, instagram and youtube helped you in connecting with the outside world during the lockdown?
8) Was it easy or difficult for you to manage your school work & home work in the lockdown?
9) How often do you go outside your house?
10) Purpose of going out?
11) How has your routine changed in the lockdown? Describe.

   2) Questionnaire for Teachers:
https://docs.google.com/forms/d/e/1FAIpQLSdeijgsezZH-y2ulrsC8LAFGo4N6jei MNp98vhwTCUHHnkygQ/viewform?usp=sf_link

Questions for teachers:

1) Do you find the online mode of teaching easier or difficult than the offline mode of teaching?
2) Do you think your students respond better to online or offline mode of learning?
3) Have you witnessed or spoken to parents about the changes in the students' behaviour during the lockdown?
4) Do you think the amount of stress & anxiety has increased among children during the lockdown?
5) Have you used any special measures to reach out to children during the pandemic?
6) What are some of the difficulties you think the students in your class must be facing in the pandemic situation?
7) What kind of changes have you observed in the students' behaviour & responses in class?
8) What kind of strategies did you use to deal with the students during the lockdown?

3) Questionnaire for Parents:

https://docs.google.com/forms/d/e/1FAIpQLSdV40m6oMbhfWsPc8XMy8RPXAKb6RzgUAzNy5dkuUAOJ2lgWg/viewform?usp=sf_link

Questions for parents:
1) Has your child's routine changed in the pandemic? (YES or no)
2) Is the sleeping schedule of the child similar to the one before the lockdown?
3) Has the increased screen time affected your child in any way?
4) Name one of the major concerns that you have towards your child in this pandemic situation.
5) Have you observed any stress or anxiety symptoms in your child since the lockdown?
6) Has the increased screen time affected your regular schedule? (yes or no)

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Christina Thomas
B.El.Ed 4 th year- Project
INTRODUCTION

As the use of technology grows day by day, new modes of teaching and learning have entered the world of education. The trend taking the spotlight currently is e-learning. Without a doubt, online learning benefits children and teachers alike. While it enhances children's learning experience in the classroom, it also allows teachers to find an unlimited supply of resources. Promoting and implementing e-learning at the kindergarten level is crucial to shaping children's educational prospects positively but where there are many positive things to see on the other hand the implementation of online learning during the pandemic has been problematic and challenging for families.

There have been many who think that digital learning could help young children to understand abstract concepts and engage them in collaborative learning, reasoning, and problem-solving activities.
Online learning refers to "the learning experienced through the internet" either in the synchronous or asynchronous environment where students engage with instructors and other students at their convenient time and place. Online learning has seen a fast growth during the past decade because it has greater flexibility in terms of time, place and pace of the study, easier and more effective access to a wider variety and greater quantity of information, and lower financial cost. In a globalized digital age, government agencies, educational institutions, corporations worldwide are increasingly promoting online learning, resulting in a shift from traditional face-to-face classes to distance and online learning. With the advancement of new communication technologies, online learning can provide a rich, authentic learning ecology that can facilitate collaboration and interdependence between learners. Also they are scholars who have expressed their concerns about the quality of online learning and highlighted the main difficulties in creating an online learning community with a high degree of social presence and engagement. In addition, some scholars are also concerned about the major problems of online learning, such as social isolation, lack of interactivity and participation, delayed or insubstantial amount of feedback

What is learning?
Learning is defined as ' persisting change in human performance or performance potential as a result of the learner's potential with the environment.(Driscoll, 1994 cited in Raziyah Tadayon Navabi,2012)
Shuell, 1986 cited in Raziyah Tadayon,2012 clarified learning as "An enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience"

Some major theories have been developed in terms of defining learning.
One of the major theory has been Behaviourism
In the behaviouristic framework, learning has to be represented by permanent change in behaviour. The learning is on par with changes in the overt behaviour. It is defined that learning

occurs with the acquisition of new behavior. It was introduced by B.F. Skinner, one of the behaviorist psychologists, who says that a measurable learning outcome is only possible if we change the learner's behavior. (Nancy H. Dewald 1999 cited in Qais Faryadi, 2007). Behaviorists rely only on observable behavior in order to learn.

Rationale for choosing this theme

We both have been studying child development subjects in the past 4 years now and are looking at child development students for the classes in college. The development of children has always been our interest area and spending so much knowledge and experience with the students is the primary object which gives us knowledge and builds our perspective for it. As B.El.Ed has already given us the chance for the analysis of this project also done in the 3rd year but it was restricted to the particular theme but it generated curiosity for both of us and to look for other things and then make analysis of it. It will give us both an exposure to dig and know more about the learning ability of children in an online mode. SEL helps early learners to recognize and understand their own feelings which is a necessary precondition for the appropriate expression of those emotions, and for having empathy toward others and for building relationships. Early childhood experiences' mental health, social skills, and academic achievement all depend on SEL. The benefits students experience from SEL last for months and even years. Academic outcomes, student well-being are increased and SEL decreases negative outcomes like emotional distress, drug abuse, and sexually transmitted diseases among adolescents. On a more individual level, the skills learned within an SEL program have been shown to help students better cope with emotional stress, solve problems, and avoid peer pressure to engage in harmful activities.

We also believe that today, in an ever-diversifying world, the classroom is the place where students are often first exposed to people who hail from a range of different backgrounds, hold differing beliefs, and have unique capabilities. To account for these differences and help put all students on an equal footing to succeed, social and emotional learning (SEL) aims to help students, both children and adults, better understand their thoughts and emotions, to become more self-aware, and to develop more empathy for others within their community and the world around them. By developing these qualities in the classroom, it can help students become better, more productive, self-aware, and socially-aware citizens outside of the classroom in the years ahead. Learn more about the importance of social emotional learning, as well as its benefits both in and out of the classroom.

METHODOLOGY

Observation- We have observed many instances from the online classes and also from our Internship. The interview and opinions of students are the very important aspect of our observation we used in this project. We also tried to observe how the students face difficulty and how they cope with this change in the early learning process is the whole essence of the observation. Similarly observation has always been done from parents perspectives for their

children. We not only observed one viewpoint but tried to see many people's viewpoints, used our own and then came to our conclusion.

Explorations- This phase includes various questions we read from the articles we took for analysis. Inquiry to use the current information, identifying the theories and the NCF 2005 that may answer our questions we are looking for. Through articles we tried to explore the various reasons that have been made in the behaviour of students and what reasons those other sources and scholars have. The research project was really helpful to see how the actual theories work on students in an online mode. It was an exploration for us to see more of the research and projects already done and then to make a comparison to our experience of internship we saw.

In research different types of methodology have been adopted which influences the purpose, design, approach, tools, sample and the analysis of the research. There are 3 approaches in research.(Donald Ary, Lucy Cheser Jacobs, Chris Sorenson, 2010)

1.**Quantitative research** is based on ideas of a theory called- POSITIVISM (19th century). Positivism denies believing in the subjectivity of personal experiences or variability in different contexts.
In quantitative research, the data is collected objectively by creating hypotheses and by relying on various statistical inputs that can be generalized and replicated by other researchers. This type of research has been dominating educational research. The purpose lies in studying relationships like cause and effect. It tests the theory and uses preselected instruments for data collection. The sample size is large and the analysis is represented through statistical data.

However, by the late 20th century saw a growing awareness towards a need to understand the larger context in which the participant exists. This newly proposed idea was understood as Qualitative research. (Donald Ary, Lucy Cheser Jacobs, Chris Sorenson, 2010)

2.**Qualitative research** is based on the idea that an individual is a product of its social milieu and the two cannot be studied in exclusivity of the other. Qualitative research understands the phenomenon as a whole and not as segmented variables. It is inclusive of people's feelings and their perspectives providing a more holistic, comprehensible and authentic collection of data. The two types of research are not directly opposed to one another. An amalgamation of the two approaches can be used to get a more in-depth understanding of the research question. This gives rise to the 3rd approach i.e., Mixed method research. It's purpose lies in examining a phenomena as it is in rich detail. Flexible in nature the design as well as the tool is evolved during the study. It is more inductive and generates a theory. The researcher is the primary data collection. For eg. in an interview method the researcher can change/ modify the questions to be asked in the research according to the response. The sample size is small, and the analysis depends mostly on narrative description and interpretation. (Donald Ary, Lucy Cheser Jacobs, Chris Sorenson, 2010)

Researchers select an approach based on what they want to know from the research. Our purpose here is focused on an insightful and subjective understanding of a certain phenomenon. We usually use qualitative or mixed methods of research.

In this research, we opted for qualitative research because we intend to develop a rich data on pointing out whether online learning gives the scope for social-emotional learning. To be precise, the data needed should be based on the experiences and the perspectives of the students. Here, we would need a comprehensive analysis of the different SEL skills learnt in the context of online learning during and how they have been developed.

Therefore, the approach of the narrative inquiry will be used to examine the role of observational learning, modelling, imitation, agency and self efficacy in online learning for social emotional learning.

Telephonic interviews or interviews on Google meet will be held to collect the required data. The interaction will be informal and necessary permissions of the recordings as well as the disclosure of the profile will be taken from the participant prior to the interview. The tool made will be used to direct the conversations as needed.

Samples

Students from classes 1, 2 and 3 have been interviewed. From each class 1 boy and 1 girl has been chosen for the interview.

THEORETICAL FRAMEWORK

Albert Bandura proposed the social learning theory 1971, which emphasizes the importances of observing, modelling, and imitating behaviour, attitudes. Social learning considers how both environmental and cognitive factors influence human learning and behaviour. Social learning view emphasizes that man is not driven only by inner forces or only by environmental forces but the psychological functioning of man is determined by the continuous interaction between behaviour and its controlling conditions.

Critiquing the notion that behaviour is the response to the environmental stimuli and that the children are blank slates who need others to give them knowledge by traditional behaviourist theory, he argued that though all learning phenomena results from direct experiences, it occurs on a vicarious basis through observation of other people's behaviour and its consequences for them. This theory emphasises that we learn from our interaction with others in a social context. Separately, by observing the behavior of others, people develop similar behaviours. After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour. According to Bandura, imitation involves the actual reproduction of observed motor activities.((Bandura 1977 cited in Raziyah Tadayon,2012)

Bandura also believed that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviours by watching other people. He also stated that it is not necessary that learning may or may not result in a behaviour change. According to the elements of this theory there are three general principles for learning.

These principles involved

Observational Learning
In 1961, Bandura through his famous experiment of Bobo dolls used to study patterns of behaviour. The study was significant because it departed from behaviorism's insistence that all behavior is directed by reinforcement or rewards. The children received no encouragement or incentives to beat up the doll, they were simply imitating the behavior they had observed.

Bandura termed this phenomena as observational learning and characterized the elements of effective observational learning as attention, retention, reciprocation and motivation.

A live model, which involves an actual individual demonstrating or acting out a behavior.

A verbal instructional model, which involves descriptions and explanations of a behavior.

A symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media

Intrinsic reinforcement
Bandura believed that learning also happens as a form of internal rewards. Therefore, he criticized this process only as external reinforcement and believed that external, environmental reinforcement is not the only factor to influence learning and behavior. He postulated that this included pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. While many textbooks place social learning theory with behavioral theories, Bandura himself describes his approach as a 'social cognitive theory.'

Modelling
People who are observed become models and the process of learning and the process is called modelling. According to Bandura, imitation and modelling occurs only when the person observes a desired positive outcome. For this, according to him, a person needs to first be attentive of the model, retain that particular behaviour, become motivated to do that and reproduce it.
He also noted that behaviour can be self regulated not only by anticipated reinforcement, but also by self-evaluative responses to one's own behaviours. People set certain standards for themselves through self-critical ways as well as self-reinforcement.
Another type of reinforcement is vicarious reinforcement, which basically involves the model being reinforced or punished showing the consequences of behaviour.

He also pointed out the influence that **reinforcements and punishments** had on learning

- They were not the sole or main cause of learning

- They do influence the extent to which an individual exhibits a behavior that has been learned
- They do influence expectation of reinforcement on cognitive processes that promote learning
- Attention pays a critical role
- Attention is influenced by the expectation of reinforcement.

Social Cognitive Learning Theory (SCLT)

Badura in the 1980's, made his social learning theory more holistica and his analysis focused more on giving a comprehensive overview of human cognition. In the previous theory, he had focused more on how people were influenced by observation and reinforcement. However, now his focus was on understanding, predicting and changing human behaviour. (Bandura, 1999 cited in Raziyah

He also pointed out another concept:

Self-efficacy
According to him, efficacy is the conviction that one will be able to successfully execute a behaviour required to produce an outcome. Expectations of personal mastery affects both initiation and coping behaviour. In this case, self efficacy influences choice of behavioural settings. People fear and tend to avoid threatening situations they believe exceed their coping skills, whereas they get involved in activities and behave assuredly when they judge themselves capable of handling the situation well. Self efficacy not only affects the choice of activities and behavioural settings but also the expectation of eventual success.(Bandura, 1977)
He also draws out the influences self efficacy and efficacy expectations
- Personal Accomplishments
- Vicarious experience
- Verbal Persuasion
- Emotional Arousal

Agency
He talked about human agency which draws on the idea that all humans are agents.
To be an agent is to intentionally make things happen by one's actions. Agency embodies the endowments, belief systems, self-regulatory capabilities and distributed structures and functions through which personal influence is exercised, rather than residing as a discrete entity in a particular place. The core features of agency enable people to play a part in their self-development, adaptation, and self-renewal with changing times. Before presenting the agentic perspective of social cognitive theory, the paradigm shifts that the field of psychology has undergone in its short history warrant a brief discussion. In these theoretical
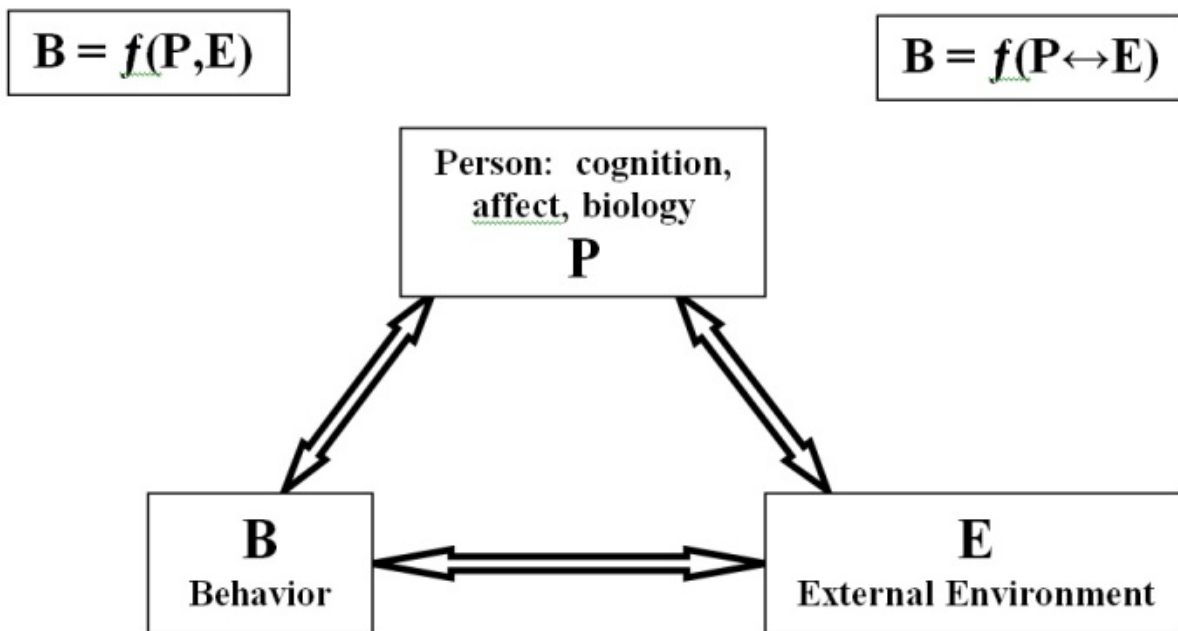
transformations, the core metaphors have changed but for the most part, the theories grant humans little, if any, agentic capabilities.

'Man is a thinking organism possessing capabilities that provide him with some power of self-direction.'(Bandura,1989)

Social cognitive theory subscribes to a model of emergent interactive agency (Bandura, 1986). 'Persons are neither autonomous agents nor simply mechanical conveyors of animating environmental influences. Rather, they make causal contribution to their own motivation and action within a system of triadic reciprocal causation. In this model of reciprocal causation, action, cognitive, affective, and other personal factors, and environmental events all operate as interacting determinants'.(Bandura,1989) (Triadic reciprocal causation refers to the mutual influence of environment, person and behaviour(Bandura, 1986)

Bandura believed that individuals can intentionally act as agents of change within their environment, thus altering the factors that determine their behavior. In other words, we have the freedom to influence that which determines our behavior:Given the same environmental constraints, individuals who have many behavioral options and are adept at regulating their own behavior will experience greater freedom than will individuals whose personal resources are limited. (Bandura, 1977)

$$B = f(P,E)$$

$$B = f(P \leftrightarrow E)$$

Person: cognition, affect, biology

P

B
Behavior

E
External Environment

Source:https://cnx.org/contents/IISyy6OT@1.1:oiev6HcT@1/Social-Learning-Theory-and-Personality-Development

Social Cognitive learning theory is a tool in fostering social and emotional learning in schools among children. As school itself, according to John Dewey is a miniature society, children are

provided an environment and models with whom they interact in other terms socialise which in term helps them develop social emotional learning.

Children come from different socio-economic backgrounds. Parents themselves are strong models for children. Therefore, children who are influenced through parents are strong models. It is also important to note that most of them come from different parenting styles. Their personalities, needs and levels as well thought processes must be very different from each other. In this case, SEL helps in preparing students through different interventions to guide students to cope with the academic learning environment and also learn to be well guided members of the society. In this case, it is also important to note that

Taking a more interactive view of social and emotional development, Bandura's social learning theory, (Bandura, 1977), holds that children's behaviour is influenced by observing others being rewarded (or disadvantaged) – both parents and peers – for behaving in a certain way, and then imitating those rewarded behaviours. Bandura also believed that this observation, imitation and modelling enabled older children to 'self-regulate' their actions. This concept proposes children develop observed new behaviour via intrinsic reinforcement which must conform to acquired internal standards – a sense of pride, satisfaction and personal achievement – and suggests they will thus experience a sense of personal failure if they do not meet those standards. Therefore, what begins as a natural response to external rewards eventually becomes a more 'mature' internalised response involving a gradual shift of the child's locus of control.

Social learning theory views the course of human development in terms of children's socialization experiences and acquisition of self-regulation. **NCF, 2005** aims for a holistic and overall development of the child and nurturing an identity under the caring democratic concerns of the country. School provides for the development of personality characteristics, such as dependency and aggression, as well as their skill in academics, sports, arts, or professions which are assumed to emerge from learning experiences embedded within the social milieu of their family, peers, gender, and culture. Social learning theory defines children's socialization in terms of specific social learning experiences, such as modeling, tuition, and reinforcement, and the cognitions, emotions, and behavior that emerge from these formative experiences. Self-regulation is essential to children's development because socialization involves giving up immediately pleasurable activities or familiar methods of coping to achieve delayed benefits. A key source of motivation underlying children's self-regulatory development is their perception of self-efficacy. There is evidence that psychosocial influences of families and peers, such as parental goals and peer pressures, affect children's self-efficacy beliefs, aspirations, and levels of self-regulation. Children's self-regulatory processes and beliefs, in turn, causally affect their emotional, moral, and academic development. John Dewey points out that the school environment becomes a place that provides equal opportunity to the students to develop their potentialities and reach self-realization.

Why social emotional skills?

"Social and emotional skills" refer to the abilities to regulate one's thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. But, like literacy and

numeracy, they are dependent on situational factors and responsive to change and development through formal and informal learning experiences. Importantly, social and emotional skills influence a wide range of personal and societal outcomes throughout one's life. In an increasingly fast-changing and diverse world, the role of social and emotional skills is becoming more important. A faster pace of living and a shift to urban environments means people need to engage with new ways of thinking and working and new people. Ageing and more diverse populations and the dismantling of traditional social networks place additional emphasis on people's sense of trust, co-operation and compassion. Rising complexity and the increasing pace of technological change call for the ability to act independently and to adjust to changes on-the-go. Social and emotional skills determine how well people adjust to their environment and how much they achieve in their lives. But the development of these skills is important not only for the well-being of individuals, but also for wider communities and societies as a whole. The ability of citizens to adapt, be resourceful, respect and work well with others, and to take personal and collective responsibility is increasingly becoming the hallmark of a well-functioning society. Increasing ideological polarisation and social tensions are increasing the need for tolerance and respect, empathy and generosity, and the ability to cooperate in order to achieve and protect the common good.

Social Emotional Learning
In simple terms, social and emotional learning is the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students. Thus, SEL targets to enhance an interrelated set of cognitive, emotional, and behavioral skills regarded as foundational for academic performance.
As described by the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL is the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage emotions, developing caring and concern for others, making responsible decisions, establishing positive relationships and handling challenging situations capably.Similar to the way students learn academic skills, they learn, practice, and apply SEL skills by engaging in positive activities in and out of the classroom. Initial skills that they have learned become enhanced, nuanced, and better integrated over time to address the increasingly complex situations children face in terms of academics, social relationships, citizenship, and health (Elias et al., 1997; Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003)

Emotions and the development of self can impede or facilitate the children's academic engagement.()
Social and emotional learning involves the processes of developing social and emotional competencies in children. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful; social and emotional skills are critical to being a good student, citizen, and worker; and many different risky behaviors (e.g., drug use, violence, bullying, and dropout) can be prevented or reduced when multi-year, integrated efforts develop students' social and emotional skills. This is best done through effective classroom instruction, student

engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; Nation et al., 2003; Weare & Nind, 2011 cited in CASEL, 2013). Effective SEL programming begins in preschool and continues through high school. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies. The definitions of the five competency clusters for students are:

● Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

● Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

● Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

● Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

● Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

(Figure 1: Social Emotional Learning Components.
CASEL GUIDE: effective Social and Emotional Learning programs preschool and Elementary
School Edition, 2013
Source: https://images.app.goo.gl/WFYdtipJexvo3DXEA

Online Learning

 e-learning is defined as a learning conducted via electronic media, typically on the Internet.
Successful e-learning depends on the self-motivation of individuals to study effectively.
E-learning includes numerous types of media that deliver text, audio, images, animation, and
streaming video, and includes technology applications and processes such as audio or video
tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and

web-based learning. (Adina Petruta Pavel, 2015) This is considered more in conjunction with distance learning. But also, can be used together with face to face learning as it allows the flexibility for self-paced learning.

The further changes that has evolved from this is the evolution of online education which is an umbrella term that includes both-

Asynchronous learning- Asynchronous learning is teaching and learning that do not happen at the same time.(Moore and Kearsley,2011) It implies that students login at any time, anywhere in the world and access pre-recorded lessons and other e-learning content. This allows self- paced and flexible learning.

Synchronous learning is where learning and teaching is both done at the same time. It refers to all types of learning in which students and teachers are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their teachers who are able to provide support while students are completing tasks and activities.

Most online teaching happens asynchronously, with synchronous learning usually taking place only if there is a specific need for live discussion or interaction, or as a strategy to build community among learners.

Social Emotional Learning in Online Learning
Covid-19 caused an untimely and unprecedented tumult globally. Most of the countries adopted the strategy on online learning from classes K to 12 in schools. This practice brought a change that shaped the lives of the children unexpectedly. In this case, it is important to note how the paradigm shift from a face to face classroom to online synchronous learning has impacted the students. Would this actually mean a whole new setup of online schooling or going back to the school system? To understand this we have drawn on one important aspect i.e. social emotional learning which is a part of the school hidden curriculum. Social emotional learning may or may not be catered to in schools however, we are trying to find out whether it has been given space in online learning. And whether the children especially in the primary years have the space to learn social-emotional skills in online learning.

Literature review

Own point of view

Classroom experience (internship)

This is the research article which talks on Social and Emotional Learning and Early Childhood Education: Redundant terms?

Social and emotional learning is a young field, but a very old concept. The idea that children require explicit instruction in social-emotional capacities is present in the writings of philosophers as far back as Plato, and partly constitutes the roots of the "whole-child development" and "developmentally appropriate practice" frameworks in early childhood education today. Nevertheless, early childhood education has recently been embracing and embraced by the modern global social and emotional learning movement in compulsory school education. Why would early childhood education do this, given its long tradition of prioritizing social-emotional pursuits and, in fact, serving as a model for the rest of the education continuum? Using Minow's "dilemma of difference" framework, this article critically examines the question of which set of consequences the early childhood education field should choose in the current era—those of potentially superficially modularizing social-emotional concerns and co mingling them with undesirable compulsory school education accountability structures, or those of continuing an embedded approach within a potentially generic whole-child philosophy that is difficult to implement in the real world. After considering early childhood education's challenges with living by its own philosophy, the authors recommend a cautious but proactive acceptance of new social and emotional learning models within early childhood education because this allows a public interrogation of whichever values and methods for imparting them are chosen. The authors argue that an active alignment around social and emotional learning may buffer the early childhood education principles of democracy and child agency against the marginalization from political cross-currents they have historically experienced. *The need for early childhood experiences has been added to the new era and it's very important because we feel the need is urged in the early years and the learnings started to evolve within young age groups. Children started questioning, they started speaking different words, sentences and phrases, they also started to develop in observation and imitation, so this is a great learning experience they could have in their early years. This social emotional learning skill starts to happen eventually. The classes we observed in our own Internships we saw that students are capable enough and they are smart enough to adapt these things.*

The other article is SEL Interventions in Early Childhood Megan M. McClelland, Shauna L. Tominey, Sara A. Schmitt,
and Robert Duncan
Which focuses on : Young children who enter school without sufficient social and emotional learning (SEL) skills may have a hard time learning. Yet early childhood educators say they don't get enough training to effectively help children develop such skills. In this article, Megan McClelland, Shauna Tominey, Sara Schmitt, and Robert Duncan examine the theory and science behind early childhood SEL interventions. Reviewing evaluation results, they find that several interventions are promising, though we need to know
more about how and why their results vary for different groups of children. Three strategies appear to make interventions more successful, the authors believe that First,
Many effective SEL interventions include training or professional development for early childhood teachers; some also emphasize building teachers' own SEL skills. Second, effective interventions embedded direct instruction and practice of targeted skills into daily activities, giving children repeated opportunities to practice SEL skills in different contexts; it's best if

These activities grow more complex over time. Third, effective interventions engage children's families, so that kids have a chance to work on their SEL skills both at school and at home. Family components may include teaching adults how to help children build SEL skills or teaching adults themselves how to practice and model such skills. Are early childhood SEL interventions cost-effective? The short answer is that it's too soon
to be sure. We won't know how the costs and benefits stack up without further research that follows participants into later childhood and adulthood. In this context, we particularly need to understand how the long-term benefits of shorter, less intensive, and less costly programs compared to the benefits of more intensive and costlier ones. *Our experience of internships so far we noticed as a major attribute to our learnings as well. One example is from digantar where we saw students coming from diverse backgrounds and teachers themselves were trained accordingly. It is very important to see students understanding and how he/she is able to make connections and understanding because the culture and environmental changes around them influence the behaviour of that child's outcome.*

They also work on and well researched on Differential Intervention Effects

Some interventions are more effective than others, some work best with certain groups or in certain conditions, and some interventions may not be effective at all. It's also possible that some interventions not only appear to be ineffective because we're not measuring the right things or not measuring them in the right way. Given the many factors that influence children's development and that their experiences in early childhood settings vary, a one-size-fits-all approach to intervention may not help all children. Understanding for whom and under what conditions interventions work best can guide research, practice and policy.
Moreover, understanding differential intervention effects may help us reconcile the conflicting results we see. What child, teacher, and classroom characteristics might make interventions more or less effective? And how do characteristics of the interventions themselves, such as the quality of implementation and the level of exposure, interact with those factors? Researchers have proposed two conflicting hypotheses for differential intervention effects. The first is the compensatory hypothesis, which suggests that children from low-income families and those who start preschool with lower skills will benefit more from interventions because they're at greater risk and have more room for improvement. In contrast, the accumulated advantages hypothesis, also called the Matthew effect, predicts that children from higher-income families who start preschool with stronger skills will benefit more from intervention because they're better able to take advantage of learning opportunities and more capable of building on these initial skills.

Research on SEL interventions generally supports the compensatory hypothesis. For example, Many studies have shown that SEL programs have the strongest effects for children who start with lower baseline levels of SEL skills and/or achievement.30 Additionally, poor and minority children usually benefit the most from SEL interventions (they are also more likely to start with lower levels of these skills). In a study of Tools of the Mind that found overall positive results on cognitive regulation, for example, children from high-poverty schools showed the largest gains. Effects for stress physiology as measured by cortisol followed a similar pattern. In the Red Light,

Purple Light intervention, low-income English language learners showed the largest improvements in cognitive regulation, and they were the only group that showed intervention-related gains in early math skills. Specifically, children in the intervention gained as much in math in six months as those without the intervention gained in one year. These results suggest that focusing SEL interventions on children most at risk for lower baseline skills could be an effective way to boost these skills for children who are struggling with them the most and thus, could narrow school readiness gaps. However, we need more work on diverse groups of children. In addition, children benefit more when their SEL skills are reinforced at home, which is less likely to happen in families with fewer resources.

Their review was focused on the current understanding of SEL interventions in early childhood and the questions that remain. They examined findings from a number of interventions that target SEL skills using different theoretical foundations. Although each of these approaches helps shed light on how one can improve the various components of SEL skills, they make SEL programs difficult to compare. Not only do programs use different approaches, they also target different skills and often use different measures to assess skills. Thus,they pointed out that even when one finds common factors across programs, one may not be able to pinpoint which of them matter most. According to them, although finding intervention effects is encouraging, the small-to-moderate effects and sometimes the lack of effects that they see in some SEL interventions suggest that one still have a lot of work to do before one can effectively promote SEL skills for all children, especially in diverse early childhood education settings.They pointed out that one also needs to understand whether intervention gains in SEL skills transfer to other skills, such as academic achievement. Many studies have shown that children with higher SEL skills tend to have higher academic skills. We know less about how boosts in children's SEL skills from interventions affect academic achievement, although work in this area is expanding.53 Finally, one also needs to explore the long term effects and cost-effectiveness of more recently developed early childhood SEL interventions on a variety of child, adolescent, and adult outcomes like criminal activity, grade retention, and high school completion.

According to NCF, 2005, the teachers should facilitate a learning environment that fosters the needs of the child. In fact it points out the need of individualised planning. One of the guiding principles of NCF, 2005 is focused on the holistic growth of the child. The children needs the right guidance and direction to understand themselves and their skills as well as cooperating and working with others as this provides the foundation for the children to develop metacognition(Vygotsky) and be reflective of their own pace and learning thus orienting towards a more engaged learning where the child is aware of his/ her abilities,strengths and weaknesses and therefore, also planning his / her own learning accordingly.

The other research work we found was on Trends in Social-Emotional Learning Research: What Are the Outcomes?
Thursday, June 27, 2019 | By: Kim Gulbrandson little kid pretending to be businessperson; self-regulation skills

In her article she focused on the earliest years as an educator, she talks about remembering people, "What does the research say about social and emotional learning?" Although the people who support social-emotional learning (SEL) programs and efforts saw those benefits first-hand, there wasn't yet much hard evidence, and the effect of social-emotional skills on academic learning wasn't formally acknowledged.

One research study propelled the SEL–academic connection to the forefront

Perhaps the largest and most well-known study about the impact of social-emotional learning, by Joseph Durlak and his colleagues, was a meta-analysis published in 2011, early in the history of formal SEL research. 1 It synthesized results from prior studies of 213 school-based SEL programs in grades K–12, with outcomes for 270,000 students. It showed that students participating in universal SEL programs demonstrated more enhanced social-emotional skills and positive social behavior—as well as lower levels of emotional distress and conduct problems. Students participating in these universal SEL programs also showed an 11-percentile-point gain in achievement, suggesting that SEL may strengthen academic success.

The widespread impact of SEL—on multiple outcomes—has been shown through a wealth of studies since then. Here's a snapshot highlighting a few of the more recent studies and trends in the research. Studies now find long-term effects of social-emotional learning programs. The earliest SEL studies looked at the immediate impact of SEL programs. More recently, researchers have been exploring whether these impacts last long after the SEL program. What we've learned: they definitely do. A 2012 meta-analysis of 75 studies reported effects of universal social-emotional and behavioral programs at least seven months after the program. Increases in social skills, decreases in antisocial behavior—both were seen.2

Two years ago, researchers explored long-term effects of SEL from 6 months to 18 years after students from kindergarten through high school experienced SEL teaching, through a meta-analysis of 82 school-based universal SEL programs involving 97,406 students.3 Those students showed stronger social-emotional skills and attitudes, more positive social behaviors, and greater academic success, an average of 3.75 years afterward. The academic performance of students in SEL programs was an average of 13 percentile points higher than peers without SEL exposure. Excitingly, SEL programs were protective factors against later conduct problems, emotional distress, and drug use. These significant positive long-term effects were seen from programs both within and outside the United States and across socioeconomic and racial groups.

The effects in some areas tended to fade over time, suggesting the importance of ongoing, long-term support of SEL for students. Looking more broadly than just at formal SEL training, a growing body of research highlights the impact of all teachers on developing students' social-emotional skills and the value of moving beyond a sole focus on traditional academic instruction. For example, a recent study involving data on over 570,000 students found that teachers have an effect on noncognitive (social-emotional) skills.4 Teacher effects on non-test score behaviors—such as absences, suspensions, and grades—predict longer-term high school dropout and graduation rates. To sum it up, positive teacher impact is not limited to academic test scores.

In India, recently, the issue of wellbeing was merited attention in the recently circulated draft of the National Education Policy (NEP) 2019. 'Recent research drawing from a large number of scientifically rigorous cross-sectional and longitudinal studies demonstrates that introduction of socio-emotional learning (SEL) in schools can lead to improved cognitive and emotional resilience and promote constructive social engagement. Explicit training in socio-emotional skills ensures higher levels of attention and emotional and cognitive regulation that are necessary not only for well-being, empathy towards others, and lower stress, but also leads to increased academic success. In the current context though, schools continue to be seen more as a preparation for employment rather than an endeavour to realise full human potential'. This is a call for action to support the implementation of a model that improves the social and emotional wellbeing of all students. This was further, emphasised in NEP,2020.

NCF, 2005, points out that 'Schools as institutions provide new opportunities for all learners to learn about themselves, others, and society, to access their inheritance and engage with it irrespective of and outside the access provided by one's birth into a family and a community. The formal processes of learning that school makes possible can open up new possibilities of understanding and relating to the world. The emphasis on social-emotional learning also helps in providing a proper space for interventions where children's social-emotional needs are focused and guides the children to participate in academics as other areas and competencies to realise their true potential. The increased drop-out rates also is an indicator on how the curriculum should include social-emotional learning as it helps the children to realise their own agency and capabilities and does not lead to a 'learned helplessness,' which only leads to drop-out rates and low self-esteemed, doubting individuals.

Research underpinning ISELF in India, the Teacher Foundation (TTF) conducted a six-year nation-wide research on Social and Emotional Learning (SEL) that led to the development of ISELF. In a span of five years starting in 2012, a research design was formulated, survey tools were piloted, data was gathered from students, teachers, and headmasters in 10 different languages from 15 locations (urban and rural) across India and analysed, to finally develop ITSELF. This was done in 90 schools (private and government), covering 850 teachers (grades 1 to 12) and 3300 students (grades 4 to 12), and included 30 group interviews. The data gathered included perceptions of teachers and students of the domain of social and emotional learning. Subsequently, it was piloted across one academic year, in 12 representative schools, six of which were experimental and six control schools

The following findings reflected what our schools consider important or worrying in the context of SEL. Inferences are made alongside.
- Teachers' opinion of SEL - 87 percent of teachers recognise the need for the combined involvement of the school, home, and community for the development of SEL. • However, 48 per cent of teachers felt that SEL cannot be taught in classrooms. According to them, children learn it through their experiences.
- Teachers top 3 priorities with regard to their students' learning were studies (46 %), development of social-emotional skills (29%), outdoor games and sports (22 %).

- Top student behaviours liked by teachers were
  - Taking initiative and persistence in studies.
  - Compliance with school rules and norms.
  - Having positive relations with teachers and parents.
  Inference that the study made was that the student behaviours that please teachers seem to be linked to aspects of Self Management and Relationship Management.

- Top factors that make students happy
  - Academic success.
  - Being with friends and family.
  - Helping others. •
  - Being acknowledged.
  Inference: Like teachers, students too seem to give more importance to aspects of Self Management and Relationship Management.

- Top student behaviours that worry teachers
  - Indiscipline in class.
  - Disinterest in studies.
  - Lack of concentration.
  - Poor work and time management.

- Top worries of teachers about girls
  - Shyness or keeping silent.
  - Focus on looks, appearance, and inappropriate dressing.
  - Relations with boys (being too casual / too shy). G.

- Top worries of teachers about boys
  - Physical fighting.
  - Use of abusive language.
  - Irregular school attendance.

- There was also the observation made that boys tend to expect things to go their way while working in groups, more than girls.

It also emphasised on the need of integration of SEL in academic curriculum, assigning also a separate time-table for social-emotional needing and also, suggested measures like interventions programme both focussed and specialised.

Analysis

- **Self-awareness**

Bandura (2008), it is harder to feel assured of our ability to succeed when we feel weariness and a low mood. This is especially true if we perceive these emotional and physiological states

to be indicative of our incompetence, vulnerability, or inability to achieve a goal. Therefore, CASEL 2003 mentions the importance of the development of self awareness. Which includes-

- Identify Emotions

- Have an accurate self- perception

- Recognize self-confidence

- Demonstrate self- efficacy

What we observed in our study was that comparison of one's strengths and capabilities to another's work through vicarious reinforcements or influence a child's self- perception and self- efficacy. This inturn also develops intrinsic reinforcement and motivation.

It is not until ages 5 to 6 that children begin to seek comparative information. In the early elementary school years, children show an increasing interest in comparative information (Ruble, Feldman, & Boggiano, 1976), and by the fourth grade children utilize such information to help form self-evaluations of competence (Ruble, Boggiano, Feldman, & Loebl, 1980). However, here a first-grader has already started self-evaluations on competence and is developing a self perception and self efficacy based on it.

Josh says,'I do not know how to draw beautifully, I can make simple things like tables, houses but not very complex things. In that case, my parents will make it for me. I do not make those things. The teacher makes it beautifully and the other children draw as well like that but I can't draw like that... The drawings that are good are shown by the teacher

It can be understood here that the child here first identifies with a certain behaviour. The behavior or the drawing of the teacher becomes a source of comparison and the child tries to imitate that and compares his/ her own drawing. When they feel that it is not the same, it brings in feelings of incapability. Here, the teacher becomes a model to imitate as she is the controller or the power of authority who through repeated demonstrations using physical or verbal force or the child has a sense of strong attachment to the teacher that makes him try to draw like the teacher (Bandura, 1969). The child also saw that the other children's drawings which are similar to the teacher's and as well as considered beautiful by the teacher's were shown before the class. Thus, shown in online class, the child sees that the other drawings which are similar to the teachers are being rewarded. This vicarious reinforcement, in which the child tries to imitate a model according to the reinforcement given to that model. (Bandura, 1969) However, it is very important to note that the consequences of reward or reinforcement for the child's work has developed a perception. The children therefore, 'self-evaluate' based on the response or reinforcers given.This in turn has affected his self-efficacy that he is incapable of drawing complex things.

Another instance he says that he likes cleaning the house so prefers doing that work and that he is better than the 'maid in cleaning the house' In this instance, when I asked him, who said so he said that the maid herself said so. Here, it could be quite clear that the model plays the role of the reinforcer as she reinforces him with praise. This again has led him to self-evaluate himself as capable and even better than the maid. This has also developed an intrinsic

motivation in him because now he does for pride and satisfaction. 'He said that he likes to do the work' Thus, the child has developed a self- perception that he is good at cleaning the house and that he can do it well so he has a higher self-efficacy regarding that particular work.

Another example,

'I like to tell stories, answer questions and sing in the catechism classes in the online class, the teacher likes it and the teacher said that I speak well or I answered well'

'I do not like studying hard subjects, I do not like it when the teacher asks difficult questions as I am not able.I do not try to find the answer I ask my mom and then tell the answer. I do not study that is why I did not know the answer. I should study, but I find it boring.'

The self-evaluation and the self-perception helps in building self-efficacy and 'self-efficacy beliefs affect thought patterns that may be self-aiding or self-hindering. These cognitive effects take various forms. Much human behavior is regulated by forethought embodying cognized goals, and personal goal setting is influenced by self-appraisal of capabilities. The stronger their perceived self-efficacy, the higher the goals people set for themselves and the former their commitment to them (Locke, Frederick, Lee, & Bobko, 1984; Taylor, Locke, Lee, & Gist, 1984; cited in Bandura,1989) Here, the child does not like studying subjects which are hard and does not like the teacher to ask questions to her as she is not able to answer them. Moreover, she depends on her mom to help her out in studying and preparing for the exams. Even though she is aware she has to study she said that she is not going to do anything about it. This inhibits her to self-monitor or regulate a behaviour like studying and hence also says that she in between switches off the camera and the mic and runs away.

This will therefore, points out that self-awareness provides a basis for the development of other skills like self management which develops on the self-perception and self-efficacy of the individual.

● **Self-management**: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

The skills associated to self-management
- Impulse control
- Stress management
- Self-discipline
- Goal setting
- Self-motivation
- Organisational skills

Academic and personal goals

Self-motivation involves standards against which to evaluate performances. Goal setting represents a form of self-motivation in which persons compare present performances with internal standards. The anticipated satisfaction of attaining a goal leads to sustained involvement until performances match or exceed standards (Bandura, 1977b). Furthermore, he

also points out that the children choose goals or situations based on their belief of their success or self-efficacy. Here, they have a set standard of getting a positive outcome, after which they set a higher standard. From our interviews we noticed that the children did have certain goals.

One child aimed at getting good marks in the book and he believed that he will achieve it when he studies hard. And he said that he studies hard.
While, another boy talked of becoming a doctor.
'I want to be a doctor. My mom is a doctor so we have a stethoscope at home.I examine my grandma with the stethoscope to check whether she has corona or not.'

From this we can observe that the fact that he was imitating his mother who now acts as a model for him and the fact he is able to check grandma with the stethoscope makes him believe in a goal that he has greater self-efficacy in.
Another child first said that she wants to be a doctor but when I asked her why she said 'I don't know, mom said so.' When I asked what she herself wanted to be she said,'I want to be a drawing teacher, I sometimes try to draw the peacock in fact many times though I have not yet made a good one but I still try. I like drawing a lot. I like my drawing teacher a lot.'
Her mother is a nurse and who also verbally persuades her to be a doctor but the child chooses to not choose that and choose something that interests her as well as the area where she thinks she can succeed well in. Albert Bandura explains that only external reinforcements or verbal instruction, or even presence of a model cannot influence learning or behaviour.(Bandura, 1989)
Here, agency plays an important role where the child intentionally chooses to act which is somewhere related
Bandura says that children make causal contribution to their own motivation and action within a system of triadic reciprocal causation. In this model of reciprocal causation, action, cognitive, affective, and other personal factors, and environmental events all operate as interacting determinants. Any account of the determinants of human action must, therefore, include self-generated influences as a contributing factor. (Badura,1977) From this somewhere, the child's interest and belief that she will succeed after practice plays more of an important role in the choice and the action towards the goal than verbal instruction or observational learning.

The child being an agent involves intentionally influencing one's functioning and life circumstances, and there are four core properties of human agency. **Intentionality** refers to our ability to form action plans and the strategies necessary for accomplishing them. **Forethought** is the temporal extension of agency, in which we set goals for ourselves and anticipate likely outcomes of our actions to both guide and motivate our behavior. Once having chosen a course of action, we take initiative. Therefore, the children started taking initiative to those goals they set. Agency also involves both **self-reactiveness** and **self-reflectiveness**, processes in which we regulate our behavior, monitor our courses of action, and examine whether we are capable of being successful in our various endeavors (Bandura, 2006). As much as human agency involves our own thoughts, goals, motivation, and expectations, however, we do not exist autonomously. All human behavior occurs within social structures, and there is a reciprocal interplay between personal, behavioral, and environmental determinants (reciprocal determinism). This means that human agency, the exercise of self-influence, is part of the

causal structure of our lives. As Bandura points out, this is not "free will," which would be a throwback to medieval theology, but rather a matter of acting as an agent, the role of an individual in making causal contributions to the course of events in their life (Bandura, 2006)

Self-Discipline and controlling impulses
We also feel that drawing on the fact that when children have set goals, their behaviour and actions become more self-regulated and self disciplined. These include self-monitoring of one's behavior, its determinants, and its effects, judgment of one's behavior in relation to personal standards and environmental circumstances, and affective self-reaction. Self-regulation also encompasses the self-efficacy mechanism, which plays a central role in the exercise of personal agency by its strong impact on thought, affect, motivation, and action.
Alphonsa clearly demonstrates this where she constantly feels self-motivated to draw until she reaches perfection or the standard she has placed for herself. However, she doesn't feel motivated to study, so she does not control her impulses or behaviour in case of studying. For eg. She says,'Sometimes, when I feel like playing or bored I switch off my camera and go off to play.'
While, the other boy Neon who loves EVS and wants to get good marks in exam focuses more on controlling his impulses.

Stress management
Bandura points out that self efficacy not only helps in choice of activities and settings but through expectations of eventual success, it can affect coping efforts.(Bandura, 1977)
Priyanka had shared that she was stressed and burdened with the workload that came with online learning. She was also afraid that if she missed any session the teacher won't repeat it again she would have to complete that work as well. She has to regulate her emotions and was not doing any initiative to complete her work but instead her sister and parents were doing. She is dependent and also she was not motivated enough.
Here, many factors can be seen playing in these roles. The girl may have lower self- efficacy and may feel that she is not ready to cope with the work and the emotions that she feels regarding it has also become a hindrance. Thus, she is not able to be an agent and intentionally make things happen by one's actions.(Bandura, 1989)
Moreover, the other influence on her self efficacy is the socialisation with her family and siblings. It also seems she does not have the scope of socialisation with her teacher or peers. In fact, she talks of how she would like to sit with her peers and do hands-on activity. With the family, the socialisation is different as they try to take initiative for her making her believe that she cannot take burden for herself. Thus, she takes no initiative again in turn affecting her self-efficacy and agency. Therefore, the environment, behaviour and the person are all in mutual consistency as both the child and the environment and the consequences of behaviour are influencing the child and her behaviour. This issue, however, is not even dealt with in the online class, but if offline the teacher could have provided an environment where the child could have given the opportunity to work on activities and gain personal accomplishments in class, where there is no influence of parents. Moreover, the child would not only gain intrinsic reinforcement but also would have live models in class who would have a positive outcome of their behaviour.

The teacher can also use <u>verbal persuasion</u> for the child to take initiative. Both these experiences would have given the child the <u>emotional arousal</u>.

According to Bandura, imitation and modelling occurs only when the person observes a desired positive outcome. For this, according to him, a person needs to first be attentive of the model, retain that particular behaviour, become motivated to do that and reproduce it.
He also noted that behaviour can be self regulated not only by anticipated reinforcement, but also by self-evaluative responses to one's own behaviours. People set certain standards for themselves through self-critical ways as well as self-reinforcement.
Another type of reinforcement is vicarious reinforcement, which basically involves the model being reinforced or punished showing the consequences of behaviour.
The child from this slowly would act on her agency or intentionally make things through her action.' *The core features of agency enable people to play a part in their self-development, adaptation, and self-renewal with changing times.'* This would help her in other areas not only in academics but also in development of an individual who is cognitively, socially and emotionally capable.

Another example to prove this is another boy who draws motivation to do his homework, from tuition classes, an environment in which he has some guidance and the other children who by doing work motivates him to imitate them who are seriously doing their homework…'*in my tuition classes otherwise it is very difficult for me to complete on my own and do it properly'*
The boy's socialisation experiences have influenced his self regulatory behaviour i.e. to do his homework with them.
'Man is a thinking organism possessing capabilities that provide him with some power of self-direction.'(Bandura,1989) the boy does all his work himself and he just to make sure to take the guidelines from others and to direct him to do the work further that means his tution classes were one of them to self direct him in these instances. Moreover, another boy who responded to the hypothetical situation, we gave in which he said that he would again work on the damaged project and will be able to submit on time. This child also clearly specified that he does his work on his own and whenever he had a doubt he would ask his parents or the teacher. Here, again we could draw the connection that he had a higher self efficacy therefore, he was ready to regulate his emotions and influence his behaviour. He was motivated to do his work based on intrinsic motivation rather than external motivation.
Another example of managing a stressful situation and coping with it is
'If my project gets spoiled by my sister, by mistake spilling water on it. I shouldn't get angry or she will start crying, I will dry the project and submit to the teacher. It won't get spoilt
If it tears I will stick it and submit it.'
Some children choose to be optimistic and cope with the stressful situation with resilience. Furthermore, some children like the boy above who have a higher self-efficacy in studying choose to remake the project.

<u>Organisational Skills</u>
This behaviour of imitation through behavioural learning can be seen again in children even for the development of organisational skills.

For eg. My mummy kept my school items in the almirah. I have seen the way she keeps it. After I use it I keep it back just like that.'

The child is imitating that is organising things, according to the way her mother has kept the things.

'Also,after I study I clear my study table, put my dad's phone on charge, and I clear my bed. Mummy asked me to do these things and I also like to organise things.'

It also shows that the child chooses to continue this behaviour through verbal persuasion and intrinsic motivation.

Most of the children showed the tendency of organising things according to the way an adult organised for them. Sometimes, even without the external reinforcement.

● **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

We should not waste water and while brushing we should not keep the tap running. I learnt this in class, but at home I do that as my parents told me to.

We should not waste water, sometimes when I open the water and go to talk to father the bucket fills and the water starts overflowing. No one told me that we should not waste water, I already knew it, I have seen it in a cartoon that we should not waste water. A boy was wasting water like that and his mother scolded him

This is an example of vicarious experience where the boy observed a model in a T.V wasting water and getting scolded for it. The child also specifically says that no one told him.' The more people's images of reality depend upon the media's symbolic environment, the greater is its social impact.'(Bandura,1989) The child may have connected the same event happening where water overspills. And, therefore, looking at that behaviour being punished.

'A great deal of information about behavior patterns and the effects they have on the environment is gained from models portrayed symbolically through verbal or pictorial means. 22 A major significance of symbolic modeling lies in its tremendous multiplicative power. Unlike learning by doing, which requires altering the actions of each individual through repeated trial-and-error experiences, in observational learning a single model can transmit new ways of thinking and behaving simultaneously to many people in widely dispersed locales. There is another aspect of symbolic modeling that magnifies its psychological and social effects. During the course of their daily lives, people have direct contact with only a small sector of the environment. Consequently, their conceptions of social reality are greatly influenced by vicarious experiences--by what they see and hear--without direct experiential correctives.'(Bandura 1989) The child retained that particular behaviour and ublike learning by doing we can observe that the child developed social awareness of saving water through observational learning. This has both developed from the connection to their social reality.

'People process and transform passing experiences by means of verbal, imaginal and other symbols into cognitive models of reality that serve as guides for judgment and action. It is through symbols that people give meaning, form, and continuity to the experiences they have had. Symbols serve as the vehicle of thought.' (Bandura, 1989)

Another child who did not have a vicarious experience or a model was only able to present a verbal thought that she learnt in class. For eg. 'We should save water, if water finishes then we won't get it as rain comes after a long time.'
She was not able to talk about how she will save water.
'If people dirties water then Jesus will clean it.' When I probed that usually water is not cleaned by Jesus she said 'We should throw waste in the dustbin.'
The child, therefore, is not able to make an understanding of the relevance of his or her action in the society.
She however, talked about growing plants. In which, she pointed out that she imitated and learned the action of growing plants as well as verbal persuasion.
'I have grown plants because the teacher said so. Joby uncle showed me how to grow plants.'
Here, she got a demonstration on how to grow plants and we can draw that she learned to grow plants by observation.
Again a similar example is drawn from the interview of another boy
'Mommy grows small plants and said that it is important, the teacher also said that it is important. So I feel it is important to grow them and I planted a plant.'
Here, the child chose to grow a plant through both verbal instruction as well as observational learning.
However, the issue that needs to be looked into here, is how none of the teachers dealt with cognizing the emotional needs and social awareness related to covid-19 pandemic. The children's social and emotional learning needs have not been concentrated much in the teaching-learning process.

● **Relationship skills**: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Social cognitive theory rejects a duality of human agency and a disembodied social structure. Social systems are the product of human activity, and social systems, which in turn, help to organize, guide, and regulate human affairs. However, in the dynamic interplay within the societal rule structures, there is a considerable personal variation in the interpretation of, adoption of, enforcement of, circumvention of, and opposition to societal prescriptions and sanction. Freedom is conceived not just passively as the absence of constraints, but also proactively as the exercise of self-influence.

Peers/teacher- Piyanka said I miss interacting with peers and friends and she wants to spend more time with them because of offline mode there has been a distance made between them. Also, she said if she has to learn or understand something she asks her friend to help her or they discuss it together but here she is afraid to ask her teacher as everybody will see her or she might be wrong. The overall relationship is very clear when the student said she feels more connected with friends and in an offline mode as somehow she feels afraid of talking to an

online mode. In the online mode young children could not be able to connect that relationship with the teachers and friends because there is no realistic environment where they could connect and in an online mode there is definitely a lack of connecting that relation. Also we think because young children have a small concentration span of time.

I hate that I can't play with my friends, especially in the large playground of the school.
I did not talk to the classmates in online classes only in the church when they meet
These examples show how the environment has been considered here to be an active role for the Albert bandura, children learn from the environment what is being provided.

I prefer to go to school, because I want to meet my friends and teachers
I love playing in school with my friends.
I did not like online classes, because I was not able to talk or meet my friends
I understood more in school rather than in online class. I prefer asking doubts offline as in the online teaching network issues cause difficulties in asking doubts
I miss the teachers, friends here, children want space and interaction more where we can clearly see it is missing. If the child were in an offline setting, he/she would have been exposed to different situations and different examples of models reacting to it in different ways. Here, the teacher also could have brought vicarious experiences for encouraging skills like communication, listening through reinforcing others to do the same for encouragement. Students can also learn language elements further in an online mode. *Sometimes due to network issues I do not understand what others are talking about* here. The network issues become a prime reason for restricting the development of skills.
'I take initiative in class to say ' I cannot see ma'am' or 'I cannot hear you' whenever there is a network issue.'
 Alphonsa also pointed out that initially other children used to do that and she now prefers to do the same. In these cases, it is clear that children learn communication skills through modelling or imitation.

Seeking and offering help when needed
The children again develop this skill through observational learning, and interaction with friends. For eg. *Deon, Alphie are my friends. I see them in church and they helped me when I fell down one day, they also come in the online classes. I also help them because of it.*

Here, the child not only observed that his friends helped him out when he needed help. But also chooses to help them out. But, these kinds of interactions are minimal in online settings.
A child lost his school notebook so he started crying in the online class.
I didn't do anything about it. Teacher asked him to write in the rough notebook and later copy it in the notebook.
What if the incident happened in the school classroom?
If we were in the class I would have asked the child not to cry and comfort him.
Here, we can observe that children choose to be agents who interact, communicate as well as help each other when it is offline rather than online. The physical warmth and space are required by students to act upon their relationship skills.

Influence of peer pressure
Peer pressure
`We join class before ma'am enters the class, at that time everyone shows their toys and things at their home. But I do not do that cause I do not like it as ma'am does not allow us to do all that.'*

"Despite the mention of the importance of social and emotional learning (SEL) in national documents like the NCERT's National Curricular Framework (NCF) 2005, the affective domain has been largely disregarded or sidelined by schools and teachers in India," Teacher Foundation

Teachers mostly focus on academics and cognitive aspects. Here, the child chooses not to act in a manner that gains the disapproval of the teacher. A model whose social power is so powerful and impactful on the child that even in the absence of that model. The child tries to monitor his/her behaviour according to the influence of the teacher. This could be dangerous sometimes, when it restricts the child from interacting with his peers. As, peer interaction also helps children to build an interactive space, cooperate and negotiate conflicts constructively. In the online mode, with less interactive space and reduced group activities, the communication and the sense of attachment and affiliation of young children lies only with the teachers and the people at home. In this case, the children's affective side would be totally ignored in the online space. Bandura also points out that the environment variables and human activity or interaction or socialisation are important for the development and learning, especially socio-emotional learning. As it gives different examples and new behavioural patterns for the children to choose from in situations. The children according to Vygotsky learn to first imitate certain actions, communicate, language, the cultural tool for eg. and then using that they are able to internalize certain actions and behaviours that may be appropriate social norms.

(When asked what will they do if the sibling asks him to play while he is studying)

' I will continue to study and ask my brother to be quiet''I will tell her to wait and complete my work and then go and play. '

' I will ask her to wait and complete my study and then go off to play.'

Here, the child chooses to study which is again oriented towards a goal created with his/her choice. They are therefore focused on their course of actions and are making the choice of first finishing their work and then going and playing. Here, the children are again intentionally choosing a certain action over the other. They are using their agency to make a choice

● **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. In this we saw that the child when *Diana ma'am has asked us that when other students are talking to her we should wait to talk.*

Teacher will not scold me if I tell the truth but if I lie and get caught she will scold me. In this Albert Bandura and Social Learning Theory. It is to assume responsibility for themselves in all aspects of life. Where in the interview itself we noticed the self decision that the child is making for herself.

Also, in many instances we saw where the child is doing what her mom is telling her to do. Like *Almirah-school items-mummy*

I have seen the way she keeps it. After I use it I keep it back like that. Also,after I study I clear my study table, put my dad's phone on charge, and I clear my bed.

Mummy asked me to do these things.

I also like to organise things. In this the child is imitating and also is convinced to do what her mom does and how she tells it. So this is not actual decision making but a dependent decision by looking at elders.

Another clear example of decision making we saw here was when the child said

If my project gets spoiled by my sister, by mistake spilling water on it. I shouldn't get angry or she will start crying, I will dry the project and submit it to the teacher. It won't get spoilt. If it tears I will stick it and submit it. Here the child has already thought of taking a decision and what outcomes will it have and she is doing what she thinks is best and the teacher might approve. Albert Bandura (1997) provides a description of social cognitive theory that helps explain how individual judgments affect decisions. These decisions occur while activity within the organization continues to take place along with social and self-evaluation consequences (Wood, Bandura, and Bailey, 1990). Intuitive decision-making rules must be learned through a process of discovery and exploratory experiences that take place within and external to the individual. Individuals with high self-efficacy beliefs tend to exhibit greater situational adaptability and are much more confident in their intuitive decision-making. Those with low self-efficacy beliefs may forego opportunities or not implement workable courses of action. Activities calling for the development and execution of complex problem solving skills require a mechanism to get from knowledge structures to action (Bandura and Wood, 1989). *We join class before ma'am enters the class, at that time everyone shows their toys and things at their home. But I do not do that cause I do not like it as ma'am does not allow us to do all that.* Here again we can say that this is the child's own choice to not do what she didn't like and that the teacher will also not like it. So she made her decision by not doing it.

Conclusion

We drew the conclusion from the study that;

Children develop the sense of self and self-perception from comparison and identification with the model as well as in some cases the reinforcers or praises and comparisons that are given. In fact the teacher plays an important role in playing that model. However, in the online mode of learning, the sense of self and self-efficacy is influenced by the family.

Moreover, their self perception as well as self efficacy determines whether the child takes agency in developing other skills like self-management. The child's self efficacy and self perception of control on the environment as well as consequences also influences the kinds of

actions and choice of situations selected by the child. It further encourages the children to develop an attitude of resilience and optimism even in stressful situations. Agency therefore, plays an important role as it also influences the environmental consequence of the behaviour and further develops their personality and behaviour.

However, many times certain reinforcements or behaviour of the models has influenced inhibitive behaviours where the children lose self efficacy, especially when they are asked difficult questions and they are not able to answer them.

Interestingly, the children also learn certain behaviours by using observational learning as well as modelling. However, not every time do they model until they do not choose to act on that behaviour. Moreover, many times more than external reinforcement children acted more on intrinsic reinforcements.

We also observed that children develop social awareness through interaction as well as examples of models. It may be through direct experience with the live model or vicarious experiences in which they see others model acting upon the environment and getting rewarded or punished as consequences of actions.

Moreover, in this case, we also noticed that in online mode of teaching, the teacher becomes an important and strong model whose reinforcement is also taken into account by the younger children. They imitate the teacher or what the teacher demands through verbal persuasion as she has a stronger social power especially in online mode of learning.

It is important therefore, that a proper facilitative environment needs to be created for the children where they have the space where there are different situations to be dealt with. And areas for cooperation, where the children do have different models who show different behavioural patterns. For eg. social awareness cannot be taught or learnt by just verbal instruction as the child will not really learn that. When the child observes different models doing the same action and encourages through verbal instruction they learn that behaviour. For eg. A boy said that he learnt that growing plants is important as his mother planted trees and told him the same furthermore,his teacher told him as well. In this case, he tried to connect to his memories of the observations that he made and believes that it is important. But, it is important to note that here, he is aware but not acting upon that awareness by imitation.

Thus, we would like to imply from this that a teacher needs to integrate social-emotional learning in academics. And provide each experience of learning in class as a medium to allow them to develop skills like accurately developing self-perceptions, and be aware of the self. Children have the agency to act upon the environment but the teacher's role would be guiding them to believe in their capabilities which involves designing of activities that are based on their levels and capabilities. This would also mean that activities should also be such that they are also facing challenges. Moreover, by reducing the social influence the teacher's can incorporate a lot of group activities and reduce competitiveness as well as increase cooperation and a learning space where children develop high self-efficacy and are not in constant self-doubt and hesitance.

Moreover, from the above analysis we were able to draw how parents and other members of the community play an important role as they also act as models for the child. Therefore, bringing in the community as a resource would be an important part to develop social emotional learning.

The findings from this study have examined how the synergy between environment, play, and relationships can contribute to the greater likelihood of guided participation (Rogoff, 2003), resulting in desirable social and emotional learning taking place. This is attributed to the teacher being granted more access to authentic interactions and therefore gaining a more realistic measure of children's current levels of social and emotional understandings. Additionally, these authentic situations enable teachers to apply interventions in meaningful and relevant ways. It is clear that promoting SEL may be particularly important during this time, as children may struggle to understand and regulate their emotions in the face of added stress, maintain social and academic relationships in the age of social distancing, and focus on learning in an online format. SEL skills can particularly benefit low-income children, who are likely facing disproportionate levels of stress and hardship. "Social-emotional skills and the positive relationships they facilitate can be particularly powerful sources of resilience during times of great need." Implementing SEL practices is not, by any means, sufficient to overcome academic setbacks during this crisis. However, an integration of SEL into academic learning may help children to cope during this extraordinary time - particularly children facing the highest risk for such setbacks.

Critique of Albert Bandura
One thing that we disagree with Bandura would be the fact that children do not always use models to develop problem solving skills. They also draw on their experiences as well as understanding of the environment to behave in a certain manner. For eg. Alphonsa said that she would dry the wet paper and submit it and the writing will not get spoiled. She did not make use of a model. In fact, she thought and strategized it according to her perception and thoughts about the situation. These ideas have been further reflected by Walter Mischel 1930, Mischel's experiments suggested that an individual's behavior is not simply the result of his or her traits, but fundamentally dependent on situational cues—the needs of a given situation. Mischel's ideas led him to develop the *cognitive-affective model of personality.*

Furthermore, they also explore and try to act upon the environment and construct their own understanding of the world and themselves. They may experiment or make use of their personal experiences. This has been drawn from the theory of cognitive development by Piaget, 1936

Limitations of the study
The study has been analysed on a qualitative basis and not on the basis of statistics.
The data sample only represents a small part of the society
Some children were not able to talk deeply on certain matters due to shyness and being an introvert.

However, the study can throw light on drawing on the perspective of how teachers can incorporate social-emotional learning in academics. It also points to the issue of social-emotional learning being sidelined in the online mode of learning.

After the interview of students we think these strategies can be involved to help in social emotional learning of children

Activities can include individual writing, making assignments that the parents and children can work on together and reinforcing ideas through games, questions, and problem-solving. Classroom discussions are your best outlet for applying social emotional learning if you are teaching online.
Sample discussion questions can include:
Moral questions: What would you do if you saw someone stealing?
Social questions: What can we do to help people in poverty?
Intellectual questions: What job do you want to have someday?
Lifestyle questions: What can you do to be healthy?
Other activities can involve action. When you are teaching English online, encourage your students to engage in positive behaviors and perform random acts of kindness or make responsible lifestyle choices. It is important to remember as you are teaching online that social emotional learning must be actively taught (or explicit) and not just memorized.

Parents' perspectives and practices regarding early digital and online learning
Parents' beliefs and attitudes around early digital and online learning have been found polarized in the past decade. On the one hand, parents have started to appreciate the value of digital devices and tended to feel comfortable with young children's use at home. They also supported the appropriate use of digital devices in early years settings. In particular, parents even held positive attitudes towards young children's computer use and believed that children should gain valuable technical skills and should be educated on how to use computers to enhance their academic development and future opportunities, such as employment. In the increasingly diverse digital landscape, parents believed that a range of digital and online technologies could offer young children new knowledge and learning. And those parents with a higher education level tended to believe that digital and online learning can develop children's learning competencies, language, self-expression, and social competencies. On the other hand, parents were concerned about the dangerous content on the internet and the risks of unrestricted digital use. They were worried about the impact of digital use on children's social and health development. More recently, due to the rapid growth of screen technologies (e.g., iPads, smartphones), parents have expressed their uncertainty about whether mobile devices could be beneficial or harmful to their children and how to adopt these mobile screen technologies.

One of the main issues seen in online learning was workload and self management. Because of the impact of online learning children are sitting at homes where parenting styles influence their behaviour. For eg. Some of the parents feel that it is their duty to help children complete their work and complete their work. While the children lose the opportunity to take initiative or use the

skills of self management, managing the stress and control. Here, they are not able to use their own intrinsic reinforcement or motivation to do something on their own.

In school, however, the child would have the opportunity to take initiative and do the task themselves as well as observe their peers doing the same work at the same time. The child would have taken the initiative to model after they would have observed the others doing the same.

APPENDIX

Questions for the interview planned:

Profile questions
Name:

General questions
- Have you been attending online classes? For how long?
- Has the session been enjoyable?
- Did you face difficulties?
- If you had to make a choice which mode will you prefer-offline/ online mode?
- What do you like the most - in school teaching or online mode
- Do you understand it better in online or in school more
- If you want to ask questions is it easy for you to ask in online medium or offline
- Do you miss interacting with your friends
- What all do you all miss about school

Self Awareness
Have you ever tried to control yourself from doing something that you would have love to do in class? What? Why?
Talk about any friend you know
What do they like the most?
What things do they enjoy the most?
What makes them upset?
Talk about a classmate you met online in class
What do they like the most?
What things do they enjoy the most?
What makes them upset?
Is there any classmate that you do not like

Situation based
If a student is not able to understand what teacher is saying what does he/she feels at that time
Have you ever felt angry in class?

While you were attending classes, one of your friends in the online classes suddenly started crying and switched off his/her mics? What do you think you should do?
What if it was in the classroom that he/she was crying?
Did some kind of incident happen in class?
What do you
Have you ever faced an issue which made you upset

Self awareness-
Awareness of one's feelings and emotions
Can you write something about yourself
or
Can you talk about yourself

Strengths
What things do you like about yourself? Why so?
How did it help you in school?
How does it help you now in online classes?
Does anyone else know about your strengths?
From

Challenges
What things do you not like about yourself?
Why do you not like it?
How do you work on them?
Are they helpful? In what way?
Has someone helped you in developing these weaknesses? (Both offline and online?)
Who are your classmates? What do you think they think about you?
What do you feel about them?

Here the questions needs to give the analysis for self esteem as well as self efficacy

Confidence, self worth and self efficacy, self esteem
Have you talked or presented your opinions in class?(online/offline) Why?Why not?
Have you ever been encouraged by your peers or teachers or staff to be confident?
If your teacher asks you to
Make a video of yourself telling a speech or to sing?
Present a dance or some art in front of the classroom in offline setting
Which one will you prefer and why?
How will you do so?

What is your opinion about yourself and your talents?
Is there something that you absolutely like or hate about yourself? What do you think about that? Why so?

Optimism

If you are working on a project which you need to submit the following day? However, it got spoiled. What will you do?

Self management

Aware of one's agency/ Choice
Have you taken initiative in class to lead or do something?
What is your routine on a school day? Online as well as offline
When do you complete your homework?
Do you do it on your own? Or someone helps you out?
Have you sometimes left your homework or classwork pending?
Did you complete it? How?

Regulate one's emotions, behaviour, thoughts in different situations
Have you ever felt upset in classes? Why? What did you do about it?
A friend of mine of your same age, was feeling quite upset in class and she wanted to stretch her tired legs and go for a walk. However, the class is going on,
What do you think she should do?

managing stress, control

Have you ever felt stressed about something during online classes?

controlling impulses

How do you prepare for your exams?
How do you make your projects? How are you with them?
Do you eat during classes?

motivating oneself, and others

Do you feel interested in studies?
What is it that motivates or makes you study?
Do you like attending online classes?
What motivates you to do so?
Have you ever motivated your friends about something?
Have you ever felt stuck in something during or after class regarding an assignment, a question or a project?
What do you do?
Have you felt like giving up on it? Did you give up?

Working towards achieving personal and academic goals

Do you have some goal in life?

What is your primary aim?
Do you have any goals related to your studies?
How do you ensure that you reach those goals?
Have you achieved any goal yet?
How?

Organisational skills
How have you arranged your school items at home?
How do you study a particular chapter? Choose a chapter in a book and explain how you would do it?
Have you made some kind of timetable or set alarm etc?

Social awareness
What things did you learn in class?
Do you think those things are important to you?
Do you think they relate to your life in some manner?
Do you think that there are some issues that you can help other people to deal with?
What thing would you like to do for the people who are living around you?
OR
What do you think about water?
Does water have some impact on the way we live?
OR
What do you think of people dirtying the water?
What about plants? Have you planted trees? Why ? Do you think they are important?
Did someone in class or teacher talked about the issues they faced during covid-19

Relationship skills/comparison
How is online classes different from offline classes?
What things do you miss about offline classes?
What things you used to do with your classmates and friends in school? Do you miss them?
Have you been talking in the online classes?
How do you feel or what do you think of your classmates?
Do you feel happy talking to them?

Work load
Do you like group projects?
Did you get any?
How did you do it?
What was your role in it?
What did others do?
What challenges did you face while doing them?
What did you enjoy out of it?

Did you present in class?
Did you face any conflicts? How did you resolve them
What was the feedback ?
What was the teacher's feedback

Experience
Have you been able to get to know any issues that your friend has been facing in class during online classes or from the time online classes had started?
What about offline classes?
Was there any issue that you were facing and you shared it with someone?
When do you think was it easy to share and talk about it? (Online/ Offline)

Responsible decision making

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards
If you had a doubt in class however, the students are currently talking to the teacher what do you think you should do

Have you ever faced an issue where you have not completed the homework. What would you do when the teacher asks you about it?
Can you lie about it and make an excuse?
Why so?

Are there any difficulties that you face in the online classes/ offline classes?

Is there anyone that you like a lot in school
Has the behaviour of someone influenced you a lot to be a leader or to take initiative or for studying, participating in sports or other activities in class?

Interview feedbacks
3rd grade

Girl (Priyanka)
Understanding- She told me that she does not like the offline classes because she barely understands what the teacher is saying and she said I take help from my elder sister at home otherwise I would not understand a word. She likes offline mode more than online.
Regular classes- She takes regular classes but sometimes if there are connectivity issues she is not able to work that thing out and she said teachers don't repeat the lessons in the next class if somebody misses.

Issues- network issues, connectivity, understanding level is low as compared to offline mode.

Peers- she said I miss interacting with peers and friends and she wants to spend more time with them because of offline mode there has been a distance made between them. Also, she said if she has to learn or understand something she asks her friend to help her or they discuss it together but here she is afraid to ask her teacher as everybody will see her or she might be wrong.

Better- she thinks it's better in an offline mode where the teacher is teaching in the classroom. It feels more realistic and she loves to sit with her friends around and do hands-on activities also in the classes.

Work load- she said almost all my work is done by my sister because there is a lot of work given and homework as well. When I asked if your sister was not there to help you, she said then my mom or dad would be doing it because she finds it hard and difficult to do.

Boy (baized)

Understanding- he told me that he was able to understand what the teacher does in the class but sometimes he doesn't feel like studying in the online class. Sometimes he said it becomes boring to sit with the cameras open and watch the screen where you can't even see your teacher or classroom windows. He said it is a little difficult sometimes but he pays attention then he is able to understand.

Regular classes- he says that in my area there are a lot of network issues and I don't have a wifi connection at home so sometimes it is difficult for me to attend classes and I miss them.

Issues- network issues, connectivity issues, little hard to understanding

Peers- he said it is okay for me but I used to play around on the school campus with my friends. I want that back.

Better- he was okay in both he said but it will be better if schools reopens and he wants to play and fight with his friends.

Workload- he said work I do in my tuition classes otherwise it is very difficult for me to complete on my own and do it properly

JOSH

Self awareness

Online class-

Aware of his instincts-

Yet chooses to control the urges and wait for the break after the period

Has difficulty in understanding big words and complicated sounds. The teacher should break it down and tell us. But I have not asked the teacher to do so.

Is confident in participating in class.

Work-load in maths, I get a lot of work. I sometimes forget about the exam so I revise for all that for which I need to write a lot and sometimes my hands hurt a lot.

I do not like revision

I like to tell stories, answer questions and sing in the catechism classes in the online class, the teacher likes it and the teacher said that I speak well or I answered well

I do not know how to draw beautifully, I can make simple things like tables, houses but not very complex things. In that case, my parents will make it for me. I do not make those things. The teacher makes it beautifully and the other children as well but I can't. Their drawings are shown by the teacher

Suppose, you are in an offline class and you watch other students making the drawing, what will you do?
I will try to draw whatever I can then. It may not be good

I do not like the fact that I sometimes am not able to answer big questions asked by my teacher
I then look at the text and try to search for answers and when I don't find them I don't ask the students but my parents, teachers or tuition teachers.My teacher does not ask the question to me but when she asks I do not know the answer

Friends
Angel, Evan- met in catechism classes of the church, and the private van-transport

Self management
Aware of his instincts
Yet chooses to control the urges and wait for the break after the period

Sometimes children do talk in between but I don't as the teacher does not like it.She asks us to keep our mics of

We are asked to give speeches in class and I do that
If the teacher asks me to dance I won't do it as I do not know it. However, I would do something which I know

If your project that needs to be submitted the next day, gets spoilt what will you do?
I will wait for my parents to get back home, and they will make it for me.

I have not got group activities

I do not complete the school's homework but I finish the tuition teacher's work.
Sometimes, when I watch TV I watch and end up not completing my homework.
Then the tuition teacher makes me do it.
I started doing my homework some days before march

Personal goal
Doctor
Mom-is a doctor
I examine my grandma with the stethoscope to check whether she has corona or not.

If you have not completed your work and you need to submit it by the next day?
Then I will wake early and instead of eating food I will quickly finish my homework and then watch TV.

Works and activities
Organisation skills
I keep my books on the study table.
My tuition teacher and my parents kept the whole book in the almirah. They kept the textbooks and the notebooks separately and also kept the pencils as well as crayons separately.
I use these books on the table and then I keep it back like that.

Chapter- help from tuition teacher

Social Awareness
Water- we can make juice from it.
We should not waste water, sometimes when I open the water and go to talk to father the bucket fills and the water starts overflowing.
No one told us that we should not waste water, I already knew it, I have seen it in a cartoon that we should not waste water. A boy was wasting water like that and his mother scolded him

Relationship Skills
Issues couldn't play with the friends, especially in the large playground of the school.
Did not talk to the classmates in online classes only in the church when they meet

Teacher ask questions I open the mic
Class disturbance are not allowed
We join class before ma'am enters the class, at that time everyone shows their toys and things at their home. But I do not do that cause I do not like it as ma'am does not allow us to do all that.

Responsible Decision Making
If you have not completed your work and you need to submit it by the next day?
Then I will wake early and instead of eating food I will quickly finish my homework and then watch TV.

If I do not complete my homework and the teacher calls the parents I will tell them but I do not think that will happen.

Intrinsic reinforcement/Motivation
If, big homework I do not know how to do it so I won't do it. But, if small I enjoy doing the homework.
Tuition teacher helps me to
If I like the work I will do it on my own- I like cleaning the house so I will do that work. I am better than the maid who cleans the house. My maid said so

Neon

I prefer to go to school, because I want to meet my friends and teachers
I love playing in school with my friends.
I did not like online classes, because I was not able to talk or meet my friends
I understood more in school rather than in online class. Sometimes due to network issues I do not understand
Offline- doubts preferred as in the online teaching network issues cause difficulties in asking doubts
I miss the teachers, friends

Self awareness

I feel sad when I don't know what the teacher says. I don't do anything about it
I get angry when the laptop does not have net

I had lost my tiffin and I got upset then one boy found my tiffin in the class and brought it to me.
I am in Kerala right now,
I do not like insects

I like EVS and I am good at it.
I do not like the infection on my leg.
I had told the teacher the multiplication table of 1 when she asked me to

If ma'am asks me to do something in class, I will do that
I am good at drawing Jesus
I am good at drawing car
I have shown my drawings to my parents, I intend to show it to others

Self management

I did not feel like playing during studies

Teacher gives an activity-draw a clock and cuts it out.If it got spoiled. I will make an another clock in time
I get ready for school on my own
Homework-I do it on my own but when I have a doubt I ask my parents to help
I finish my homework at 3pm or 5pm

One boy pushed me and I felt upset, I told the teacher when I faced difficulties with the other peers
If someone behaves rudely with me I will say don't do that again.

I have sometimes felt like giving up studying when there is a tough question, so I will do it later and also the teacher will scold me if I don't do it.

If in class I won't do anything else because the teacher has asked us not to.
By studying we get job
Mom said this
I want to get good marks, in my studies
Yes I will get good marks, I study hard for it

Social Awareness
I learnt in class that we should keep our body clean, and our house clean. i do that
Mommy grows small plants and said that it is important, the teacher also said that it is important.
So I feel it is important to grow them and I planted a plant.

We should not waste water and while brushing we should not keep the tap running. I learnt this in class, but at home I do that as my parents told me to.

Relationship skills
Deon, Alphie- I see them in church and they helped me when I fell, they also come in the online classes
I know Zedan from online class, I had met him in the first class in school. But I do not talk with him in online classes.
Everyone opens the camera.
Yes we talk, but I forgot. I ask doubts like questions of mathematics to the teacher not the students.

A child lost his school notebook so he started crying in the online class.
I didn't do anything about it. Teacher asked him to write in the rough notebook and later copy it in the notebook.
What if the incident happened in the school classroom?
If we were in the class I would have asked the child not to cry and comfort him.
Ma'am, has not given group activities
Ma'am, has asked us who will make chart papers I raise my hands and say that I will make it

Responsible decision making
If my teacher asks me to call my parents when I do something wrong I will tell them.
I would wait for the friend to finish the talk with the teacher after which I would ask my doubt.
The teacher does not like it when we don't do it.

Alphonsa
Class 1
I like english teaching
I like going to school as well as online mode,
I want to go to school because of playing in park, play on the swings and seesaw and study easily as
Online- I don't have to get up very early I can attend classes easily through online
I can't talk to my friends, because of lot of echoing and network issues I can't hear the teacher

But I will understand more in school

Self awareness
Sometimes, when I feel like playing or bored I switch off my camera and go off to play.
Sometimes, the dance teacher allows us to take a 5 minute break to go to the washroom.

I feel happy in the online class
I like drawing, doing anything, I wash dishes,
I do circus(gymnastics) I watch it on TV, in which a big girl does circus (gymnastics) and I try to do the same. Because I like to do it
I like coloring,

I love swimming, I know how to fish,
My grandpa taught me to do this
I was living in Kerala for the last 1 year and I had seen people swim there as well as fish in the river. So, I asked my grandpa to teach me the same.
I also know how to climb trees, My cousins and sister also climb up the tree and I also wanted to follow them and climb up the tree.
I do not like studying hard subject, I do not like it when the teacher asks difficult questions as I am not able
I do not try to find the answer I ask my mom and then tell the answer
I do not study that is why I did not know the answer. I should study, but I find it boring

Self-efficacy
I can do whatever the teacher asks me to do, I know how to sing and dance

Self-management
I take initiative in class to say ' I cannot see ma'am' or 'I cannot hear you' whenever there are network issue
The other children used to do this in class
I will dance if the teacher asks

I sang a song in class. I am not scared to sing in front of the class
I will dance and sing before the class

Stress management
If my project gets spoiled by my sister, by mistake spilling water on it. I shouldn't get angry or she will start crying, I will dry the project and submit to the teacher. It won't get spoilt
If it tears I will stick it and submit it.

I do not complete homework sometimes, when I do not understand.
I will ask someone my doubt and with their help I will complete it. I have not left the homework like that
I will tell my mother I have an exam and she will prepare me for the test.

Motivation
If I study I will get a job, mommy said
But I do not think the same
I will motivate Jewel to study by asking her to write in English she likes English a lot so she will write.

I want to be a doctor-I don't know why, mommy asked me to
I want to be a drawing teacher-I like drawing a lot-I sometimes draw the peacock in fact many times though I have not yet made a good one but I still try -I like drawing a lot.
I like my drawing teacher a lot
I do not have a plan
I will draw and practice everyday to become a drawing teacher one day.
Long time back when my drawing teacher started teaching us how to draw.

Almirah-school items-mummy
I have seen the way she keeps it. After I use it I keep it back like that. Also,after I study I clear my study table, put my dad's phone on charge, I clear my bed.
Mummy asked me to do these things.I also like to organise things
Tina, my cousin, asks me to study before they come back to play so I quickly read and complete the chapter and then after they come we go off to play.

Social awareness
 Water, river,
Save water
If water finishes then we won't get it as rain comes after a long time
If people dirties water then Jesus will clean it.
But we should throw waste in the dustbin
I have grown plants because the teacher said so. Joby uncle showed me how to grow plants
I heard about covid -19 but it was not discussed in class.

Relationship Skills
Friend-Jewel she comes to the online class but I met her earlier in the church, we used to play together.
She likes to play with me and helps me
I also help her
NO group activities
If Jewel cries I would not ask her what happened
But, if offline I would ask her about what happened
Jewel helps me so I help her back.

Responsible decision making
Diana ma'am has asked us that when other students are talking to her we should wait to talk.
Teacher will not scold me if I say the truth but if I lie and get caught she would scold me.

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DEVELOPMENTS
IN THE EDUCATION SECTOR SINCE INDEPENDENCE

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INTRODUCTION

This report is focused primarily on the developments made in the education sector of India after the independence and also looks upon the impact of various policies and amendments made in the education sector. The policies and amendments made shall be analysed in accordance with its context in the Indian education sector, its associated fallouts, how it fulfilled the needs and the implementation of the policies in the right spirit. Various limitations of the policies shall also be discussed in detail and we may also see some of the measures as 'way forwards' that might be adopted in order to fulfill the needs of the contemporary education sector.

Education: How did it all begin
 In ancient times, India followed the Gurukula system of education. This system involved the teacher teaching students many subjects like Sanskrit, Holy Scriptures, mathematics, metaphysics, etc., in his home. The student stays in the teacher's house as long as he wishes or until the guru felt he had taught everything he could teach. All learning in Gurukula was closely linked to nature and life and not confined to memorizing information like it is today. The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to the "modern" subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was limited to classrooms and the link with nature was broken, as also the close relationship between the teacher and students.

Uttar Pradesh Board of High School and Intermediate Education was the first Board to be established in India in the year 1921. Later, other boards were established in several states. This kind of education system underwent reforms following independence from the British Empire.

Structure of India's schooling system since independence
The Indian education system consists of the following levels of education:

Pre-primary level:
• 5-6 years of age Primary (elementary) level: 6-14 years of age. It is guaranteed by the Indian Constitution under Article 21A. The elementary education is universalised by Sarva Shikha Abhiyan.

• Secondary level: 14-18 years of age. The government had extended SSA to secondary education through Rashtriya Madhyamik Shiksha Abhiyan.

• Higher Education in India generally has 3 levels: UG, PG and MPhil/Ph.D. The CentrallySponsored Scheme, The Centrally Sponsored Scheme, Rashtriya Uchhattar Shiksha

Abhiyan (RUSA) provides for the strategic funding to higher education institutions throughout the country.

Provisions of the Indian Constitution on education

Article 45 in Directive Principles of State Policy stated that the government should provide free and compulsory education to all until the age of 14 within 10 years from the commencement of the Constitution. Since it was not realized, Article 21A was introduced by the 86th Constitutional Amendment Act of 2002. It made elementary education a fundamental right rather than a directive principle. Article 45 was amended to provide for early childhood care and education to children below the age of 6 years. Right to Free and Compulsory Education Act, 2009: In order to implement Article 21A, the Parliament had passed the Right to Education Act. This Act provided necessary legal backing for the implementation of Sarva Shiksha Abhiyan (SSA). SSA is the government programme that provides for the Universalization of Elementary Education in a time-bound manner. It has been operational since 2000-01.

Rationale for choosing the project

Being a student in the education field, it motivated me to pick up this project in order to understand the developments made by the government in this sector and what were the major fallouts of the policies, what worked well and what did not. I believe that this project shall serve to be a very crucial step for me to understand, not only the education sector but the related social, political and economic factors that come into play during the implementation of the policies and looking at the diverse social stratification, it intrigues me to know more about what triggers the policy review and also what triggers the need to bring about a revolution.

Evolution of the modern education system to the present state

As previously mentioned, the British colonial government introduced India's modern education system. From Macaulay minute to Wood's dispatch to several commissions like Sadler commission, 1904 Indian education policy etc., has built the foundation for the Indian education system during the colonial period.

1. Radhakrishnan Committee:

❏ In 1948-49, the University Education Commission was set up under Radhakrishnan. It shaped the education system of independent India based on the needs and aspirations of the newly-formed independent nation.

❏ It projected out the value system of the Indian Education System. Previously, the education system was only favouring the aspirations of the British government.

❏ Independent India's education system is based on the following values as recommended by the commission: Wisdom and knowledge, Aims of the social order, Love for higher values of life, Training for leadership.

2. Kothari Commission:

❏ It gave the basic framework of the Indian education system.

❏ It recommended the following: **Standardisation of the education system on a 10+2+3 pattern.**

❏ Pointed out the need to make work experience and social and national service an integral part of education.

❏ Linking of colleges with several schools in the neighbourhood.

❏ Equal opportunities need to be provided for all to achieve national and social integration.

❏ Increase in the expenditure on education from 2.9% of the GDP to 6% by 1985. The banning Neighbourhood school system from separating students based on social or religious differences. A school complex system integrating primary and secondary levels of education.

❏ The Establishment of the **Indian Education Service.**

❏ The report by this committee paved the way for **National Education Policy, 1968** which became the basis for further development of the Indian education system.

3. National Education Policy, 1968:

❏ It provided for the "radical restructuring" and equalization of educational opportunities to achieve national integration and greater cultural and economic development.

❏ It also **increased the government's expenditure on education to 6% of the GDP.** It provided for the better qualification and training of the teachers.

❏ **The three-language formula:** The first language should be the mother tongue/regional language. The second language for the Hindi-speaking states should be modern Indian language. If it is non-Hindi speaking states it should be either Hindi or English.

❏ As for the third language, it can be either English or modern Indian language for the Hindi-speaking states and non-Hindi Speaking states. Hindi was encouraged in all states to promote a common language for all Indians.

Programme of Action (PoA) - 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct a common entrance examination on all India basis for admission to professional and technical programmes in the country.

NCF 2000 - The National Curriculum Framework was formed in the year 2000 and It was Based on the recommendations of the NPE (National policy on education),1992.

NCF 2005 - The National Curriculum Framework 2005 is an official document laying down the needs of the school system of India envisioning the constitution of India upholding all its Principles.

Curriculum Framework for Teacher's Education- It is a non- statutory body (1973-1993) took several steps as regards quality improvement in teacher education. Its major contribution was to prepare the Teacher Education Curriculum Framework in 1978.

5. T.S.R.Subramanian Committee report:

❏ It was entrusted with the task of preparing a new education policy for India.
❏ It submitted a report to the government in **May 2016.**
❏ It had suggested numerous measures the government must take to improve education in India.

- **Some of the key recommendations of T.S.R.Subramanian Committee are:**
  - Education for children between 4 to 5 age groups must be declared a fundamental right.
  - Early Childhood Care and Education (ECCE) is uneven across the states. So **all the government schools should have facilities for pre-primary education** so that too much reliance is not in private schools.
- This committee recommended that the **"no-detention policy"** should be upheld only till class V and not till class VIII.
- As there is an increase in the teacher shortage, absenteeism and grievances, there is a need for the establishment of an **Autonomous Teacher Recruitment Board** and **4 years integrated B.Ed. course.**
- There is insufficient integration of Information and Communication Technology and the education sector.
- This committee recommended the enhancement of the **National Skills Qualification Framework.**
- The vocational training courses must be on par with the local opportunities and resources and the formal certification must be equivalent to the conventional education certificates.
- **All India Education Service** must be established. National Accreditation Board (NAB) must subsume the existing accreditation bodies.

Current state of India's school education

ASER Report 2019

Enrolment and Attendance:

• The overall enrolment of children (age 6-14) has been above 95% since 2017 and the children not enrolled in school have fallen to 3%.

• The girls' drop-out: In 2018, the overall proportion of girls in the 11-14 age group out of school has decreased to 4.1% from 10.3% in 2006.

• Also, in 2008, more than 20% of girls in the 15 to 16 age group were not enrolled in school. In 2018, this figure has dropped to 13.5%.

• Private school enrolment: In 2016, 30.6% of children age 6-14 enrolled in private school. This is almost the same in 2018 as it stood at 30.9%.

ASER REPORT 2020 FINDINGS

Recently, the Annual State of Education Report (ASER) survey has been released which provides a glimpse into the levels of learning loss that students in rural India are suffering, with varying levels of access to technology, school and family resources resulting in a digital divide in education.

This year, in the wake of the pandemic, the survey was conducted via phone calls, reaching 52,227 rural households with school-age children in 30 States and Union Territories (UTs).

Key Findings
1. **Enrollments**:
• 5.5% of rural children are not currently enrolled for the 2020 school year, up from 4% in 2018.
• This difference is the sharpest among the youngest children (6 to 10) where 5.3% of rural children had not yet enrolled in school in 2020, in comparison to just 1.8% in 2018.
• Due to the disruptions caused by the pandemic, families are waiting for the physical opening of schools to enrol their youngest children, with about 10% of six-year-olds not in school.
• Among 15-16 year-olds, however, enrollment levels are slightly higher than in 2018.
• The proportion of boys enrolled in government schools has risen from 62.8% in 2018 to 66.4% in 2020, while for girls, that number has gone up from 70% to 73% in the corresponding period.

Patterns show a slight shift toward government schools, with private schools seeing a drop in enrolment in all age groups.
• The Centre has now permitted States to start reopening schools if they can follow Covid-19 safety protocols but the majority of the country's 25 crore students are still at home.

2. **Availability of Smartphones:**
• Among enrolled children, 61.8% live in families that own at least one smartphone which was merely 36.5% in 2018.
• About 11% of families bought a new phone after the lockdown, of which 80% were smartphones.
• WhatsApp is by far the most popular mode of transmitting learning materials to students, with 75% of students receiving input via this app.

3. **Availability of Learning Material:**
• Overall more than 80% of children said they had textbooks for their current grade.
• This proportion was higher among students enrolled in government schools (84.1%) than in private ones (72.2%).
• In Bihar, less than 8% got such materials from their schools, along with 20% in West Bengal, Rajasthan and Uttar Pradesh.
• More than 80% of rural children in Himachal Pradesh, Punjab, Kerala and Gujarat received such input.

4. **Learning Activities:**
• Most children (70.2%) did some form of a learning activity through material shared by tutors or family members themselves, with or without regular input.
• 11% had access to live online classes, and 21% had videos or recorded classes, with much higher levels in private schools.
• About 60% studied from their textbooks and 20% watched classes broadcast on TV.

Right to Education
The 86th Constitutional Amendment, 2002 inserted Article 21A in the Constitution, making the Right to Education a fundamental right. The Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1st April 2010.
• Pre-Nursery & Nursery LKG & UKG Lower primary (Class 1-5)
• Upper Primary (Class 6-8)

Main provisions of the act:
• Every child between the ages of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school, till completion of elementary education.

• No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. Where a child above six years of age has not been admitted to any school, or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
• The appropriate government and local authority shall establish a school, if it is not established, within the given area in a period of three years from the commencement of this Act.
• The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

Limitation of Right to Education Act, 2009
• Age group for which Right to Education is available ranges from 6 – 14 years of age only, which can be made more inclusive and encompassing by expanding it to 0 – 18 years.
• There is no focus on quality of learning, as shown by multiple ASER reports, thus RTE Act appears to be mostly input oriented.
• Five States namely Goa, Manipur, Mizoram, Sikkim and Telangana have not even issued notification regarding 25% seats for underprivileged children of society under the RTE.
• More focus is being given over statistics of RTE rather than quality of learning.
• Lack of teachers affect the pupil-teacher ratio mandated by RTE which in turn affects the quality of teaching .

No Detention Policy
The No Detention Policy that was introduced as a part of the Continuous and Comprehensive Evaluation (CCE) under the Right to Education Act (RTE) in 2010. Under this policy, students up to Class 8 are automatically promoted to the next class without being held back even if they do not get a passing grade. The policy was to ensure that no child admitted in a school shall be held back in any class or expelled from school until the completion of elementary education. But, recently it has been removed by the RTE Amendment Act, 2019.

Government Initiatives in Higher Education

1. Revitalising Infrastructure and Systems in Education (RISE)

Its aim is to increase investments in research and related infrastructure in premier educational institutions. The RISE initiative will be funded by a restructured Higher Education Financing Agency(HEFA). Total investment of ₹1, 00,000 crore in next four years.

  2. Prime Minister's Research Fellows (PMRF) Scheme:
Its aim is to enhance the quality of technical research Scholarship to 1,000 best BTech students each year from premier institutions to do PhD in IITs and IISc

3. IMPRINT India:
Joint initiative of IITs and IISc to address major and science and technology challenges in IndiaAims to boost original scientific and technological research in 10 fields:

4. Global Initiative for Academics Network (GIAN):
Its Aim is To facilitate the partnership between Higher Education Institutions of India and other foreign universities

5. Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM): E-education platform

6. Saksham scholarship scheme: Scholarship provided to disabled by AICTE to pursue technical education.

7. Unnat Bharat Abhiyan: Higher educational institutions to provide solutions for transforming rural India.

8. Ucchtar Aavishkar Abhiyaan: To promote industry-specific need-based research

9. National Institutional Ranking Framework (NIRF): Ranking of higher educational institutions: universities, engineering, management and pharmacy.

10. Swayam Prabha: telecasting educational programmes in higher education domain "Higher Education Commission of India" (HECI). The Centre's decision to scrap the University Grants Commission and replace it with a Higher Education Commission of India (HECI), is witnessing growing resentment within the academic community. HECI is likely to be without the grant-giving powers that the UGC possesses. Higher Education Commission of India - HECI Bill 2019, a bill that aims to create a single regulator for higher education, replacing the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE), will be introduced in the winter session of Parliament.

Need for HECI (Higher Education Commission of India)

The need for a single regulatory body arose largely in the context of multiple bodies set up over the years trying to cope with the ever-increasing complexity of the sector. The heavy hands of multiple regulators (like the UGC and All India Council for Technical Education), together with the empowerment of professional bodies (like the Bar Council of India and Council of Architecture) have not yielded the desired dividends. Mushrooming of institutions and a steady

decline of standards in most of them have not done much good to the image of the government and the architecture of regulation National Assessment and Accreditation Council (NAAC) in its assessment report pointed out that 68% of institutions in India are of middle or poor quality. Nearly 35% of professor posts and 46% of assistant professor posts out of total sanctioned strength remain vacant across the country. India barely spends 2.5% of its budgetary allocations on education. This is far below the required amount needed to upgrade the infrastructure at public institutes. There is a wide gap between industry requirements and curriculum taught at colleges. This also renders graduates unemployable lacking in specific skill-sets. The multiplicity of regulatory bodies and regulatory standards has prevented foreign educational institutions from opening campuses in the country. India has barely 119 researchers per million of the population as compared to Japan which has 5300 and US which has 4500. Besides, in the US 4% of science graduates finish the doctorate, in Europe, this number is 7%, but in India barely 0.4% of graduates finish the Doctorate.

Principles of HECI

HECI is in accordance with the commitment of the Government for reforming the regulatory systems that provide for more autonomy and facilitate holistic growth of the education system which provides greater opportunities to the Indian students at more affordable cost. The transformation of the regulatory set up is guided by the following principles:

1. Less Government and more Governance: Downsizing the scope of the Regulator. No more interference in the management issues of the educational institutions.

2. Separation of grant functions: The grant functions would be carried out by the HRD Ministry, and the HECI would focus only on academic matters.

3. End of Inspection Raj: Regulation is done through transparent public disclosures, merit- based decision making on matters regarding standards and quality in higher education.

4. Focus on academic quality: HECI is tasked with the mandate of improving academic standards with a specific focus on learning outcomes, evaluation of academic performance by institutions, mentoring of institutions, training of teachers, promoting the use of educational technology etc.

5. Powers to enforce: The Regulator will have powers to enforce compliance with the academic quality standards and will have the power to order the closure of sub-standard and bogus institutions. Noncompliance could result in fines or jail sentence. Controversy over The draft of HECI (Higher Education Commission of India) Bill, 2018:
• The representatives from academia have their expressed resentment over the lack of debate on the issue.

• The move is being seen as an attempt to bring the universities under the strict and direct financial control of the MHRD. This shift in financial control to the Ministry can be used for the regimentation of knowledge.

• The composition of search and selection committees consisting of the Cabinet Secretary along with Higher Education Secretary and three co-opted academicians provides total governmental control over the appointment of the Chairperson and Vice-Chairperson.
• The twelve members of this body are largely drawn from the Secretaries of the Departments, Chairpersons of other regulatory bodies of education and Chairpersons of accreditation bodies.
• The ex-officio members and bureaucrats have a dominant presence, which is expected to tighten the noose over the academic freedom of the universities.
• The proposed draft has reduced the teachers' representation which again is being seen as a matter of concern. While UGC has 4 teacher members out of total 10 members, the HECI has only 2 teacher members out of total 12 members.
• The draft contained a controversial proposal to grant disbursal authority from autonomous bodies and bring it under the control of the Human Resource Development Minister.
• The controversial clause has been replaced by creating a new autonomous body to supervise the doling out of funds to higher education institutions.
• The HECI Bill, 2019 also dropped the requirement that existing institutions must take permission from HECI for their current courses.

About HECI (Higher Education Commission of India) Bill, 2019:
• The proposed bill will bring almost all areas of higher education including technical, architectural and legal courses under the ambit of a single umbrella body.
• Medical education will keep out the proposed draft of the Higher Education Commission of India (HECI), bill 2019.
• The purpose of autonomous bodies like UGC and AICTE is to oversee the accreditation, regulation, and maintenance of teaching, examination and research standards for universities and technical education institutions across the country.
• With the passage of the bill, academic functions that come under these autonomous bodies will be moved to the new HECI authority.
• To counter fears of states losing their autonomy the bill increased the number of State representatives in the HECI.

Tribal Education in India
• To boost educational infrastructure in tribal areas cabinet gave approval to revamping of 'Eklavya Model Residential Schools'.

Eklavya Model Residential Schools (EMRS)

These are quality middle and high-level education residential schools for the promotion of education in Tribal areas. As per the budget 2018-19, every block with more than 50% ST population and at least 20,000 tribal persons, will have an Eklavya Model Residential School by the year 2022. The Ministry of Tribal Affairs is implementing EMRSs. At present 102 sub-districts have EMRSs and the rest 462 sub-districts do not have an EMRS. EMRSs are set up in States / UTs with provisioning of funds through "Grants under Article 275(1) of the Constitution". These schools are established on the pattern of Navodaya Vidhalaya, the Kasturba Gandhi Balika Vidyalayas and the Kendriya Vidyalayas. Management of each EMRS is under a committee which include, among others, reputed local NGOs involved with education.

Status of Tribal Education in India

Literacy Rate for STs is 59% compared to the national average of 73% (census 2011). Literacy level among the ST females is even lower. Men are at 68.5% but for women it is still below 50%. Wide Interstate disparity exists across the states e.g. in Mizoram and Lakshadweep STs literacy is more than 91% whereas in Andhra Pradesh it is 49.2%. In fact, in most of the north eastern states like Meghalaya, Mizoram and Nagaland, STs are at par with the general population.

Constitutional Provisions

• Article 29(1) provides a distinct language script or culture. This article has special significance for Scheduled tribes.
• Article 46 of Indian constitution lays down that, the state shall promote, with special care, the educational and economic interests of weaker sections of the people, and in particular, of the scheduled caste and scheduled tribes.
• Article 154(4) empowers the state to make any special provision for the advancement of any socially and educationally backward classes of citizen or for SCs or STs.
• Article 275(1) provides Grants in-Aids to states covered under fifth and six schedules of the constitution.
• Article 350A states that the state shall provide adequate facilities for instruction in mother-tongue for primary education.

Programme for International Student Assessment (PISA), 2021

Recently, India has announced that students from Chandigarh, will take part in the Programme for International Student Assessment (PISA) test in 2021. Before this India has participated in the PISA test only once before (in 2009), where India ranked 72nd out of 73 countries. In this context, India can take lessons from the PISA 2018 report, to prepare itself for the 2021 test.

What does the test entail

The PISA test does not assess students on their memory but attempts to evaluate whether students can apply the knowledge they have gained through primary and secondary education. Apart from subjects like math, reading comprehension and science, the test also includes an optional section on innovative subjects such as collaborative problem-solving and financial literacy. The test aims to give a comprehensive analysis of how education systems are working in terms of
preparing its students for higher education and subsequent employment. Further, the test evaluates whether the education system in these countries teaches students adequate social and community skills, which will enable the students to excel holistically as a member of the workforce. After collecting results from across the world, experts translate these results into data points which are evaluated to score the countries.

What lessons can be drawn from the PISA 2018 report

Educational Inequality:
• Despite all evidence emphasizing the need for educational equity for success, many educational systems across the richest countries remain unequal.
• On average across OECD countries, 12% of reading performance was accounted for by students' economic, social and cultural background; students from poor and marginalized communities are less likely to succeed.
• 17.4% of advantaged students and 2.9% of disadvantaged students were top performers on reading.
• Furthermore, disadvantaged students are less likely to be in the same school as high achievers in school systems.
• Also, limited social diversity in schools means that disadvantaged students are enrolled in schools that have disproportionately large concentrations of low achievers– which may negatively affect their performance. Indian education system suffers from the same systemic issues

1. Non-uniformity in quality standards
Though, universalization of education has been achieved by creating a multiplicity of schools. However, these schools are of unequal quality which makes it impossible for students from different economic groups to meet and learn together.

2. Inadequate expenditure
• PISA results show that there is a positive relationship between investment in education and average performance (up to a threshold of $ 50,000 or Rs 35 lakhs in cumulative expenditure per student from age 6 to 15).
• In the Indian education system, the per-child unit cost in government-run Kendriya Vidyalaya schools is Rs 27,000.

• The expenditure per child average cost in government schools of Uttar Pradesh and Bihar (two of the most backward in India) is Rs 7,613 and Rs 9,583 respectively.

3. Unfulfilled RTE norms

The government's data suggests that 18.5% of India's schools continue to lack the necessary minimum professional qualifications and a third of our schools (34.4%) lack the requisite number of teachers as per the Right to Education Act norms.

National Education Policy, 2020

The union cabinet recently approved the new National Education Policy, making way for large scale, transformational reforms in both school and higher education sectors. The policy marks the fourth major policy initiative in education since Independence and is the first education policy of the 21st century and replaces the 34-year-old National Policy on Education (NPE), 1986.

The policy is based on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability. It is also aligned to the 2030 Agenda for Sustainable Development as giving quality education is SDG number 4.

Background

In May 2016, 'Committee for Evolution of the New Education Policy' under the Chairmanship of Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report. Based on this report, the Ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'. In June 2017 a 'Committee for the Draft National Education Policy' was constituted under the Chairmanship of Dr. K. Kasturirangan, which submitted the Draft National Education Policy, 2019 This draft was made public and opened for feedback after the Lok Sabha election in May 2019. NEP 2020 has been formulated after the process of consultation that involved nearly over 2 lakh suggestions from 2.5 lakh Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts.

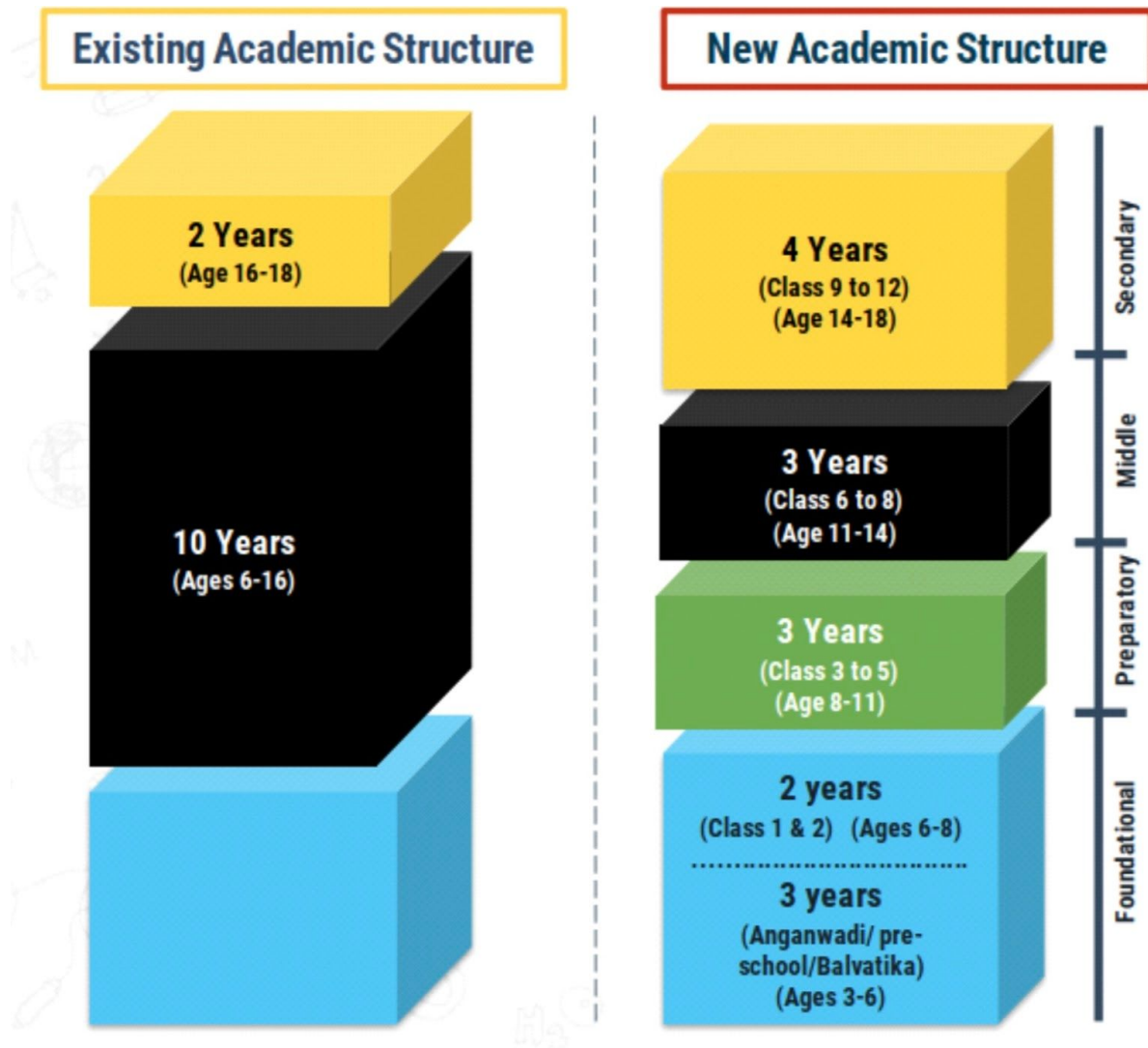### Key highlights of the NEP,2020

1. School Education:-

• Ensuring Universal Access at all levels of school education
• NEP 2020 emphasizes on ensuring universal access to school education at all levels- preschool to secondary.
• About 2 crore out of school children will be brought back into mainstream under NEP 2020.
• For achieving this following are some of the proposed ways:-
• Infrastructure support,

• Innovative education centers to bring back dropouts into the mainstream,
• Tracking of students and their learning levels,
• Facilitating multiple pathways to learning involving both formal and non-formal education modes,
• An association of counselors or well-trained social workers with schools,
• Open learning for class 3,5 and 8 through NIOS and State Open Schools,
• Secondary education programs equivalent to Grades 10 and 12, vocational courses,
• Adult literacy and life-enrichment programs

2. Early Childhood Care & Education with new Curricular and Pedagogical Structure

• The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure.
• This will bring the hitherto uncovered age group of 3-6 years under the school curriculum, which has been recognized globally as the crucial stage for the development of mental faculties of a child.
• The new system will also have 12 years of schooling with three years of Anganwadi/ pre-schooling.

Existing Academic Structure

2 Years
(Age 16-18)

10 Years
(Ages 6-16)

New Academic Structure

4 Years
(Class 9 to 12)
(Age 14-18) — Secondary

3 Years
(Class 6 to 8)
(Age 11-14) — Middle

3 Years
(Class 3 to 5)
(Age 8-11) — Preparatory

2 years
(Class 1 & 2) (Ages 6-8)

3 years
(Anganwadi/ pre-school/Balvatika)
(Ages 3-6) — Foundational

• NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8.

• The planning and implementation of ECCE will be carried out jointly by the:-
   ● Ministries of HRD,
   ● Women and Child Development (WCD),
   ● Health and Family Welfare (HFW), and
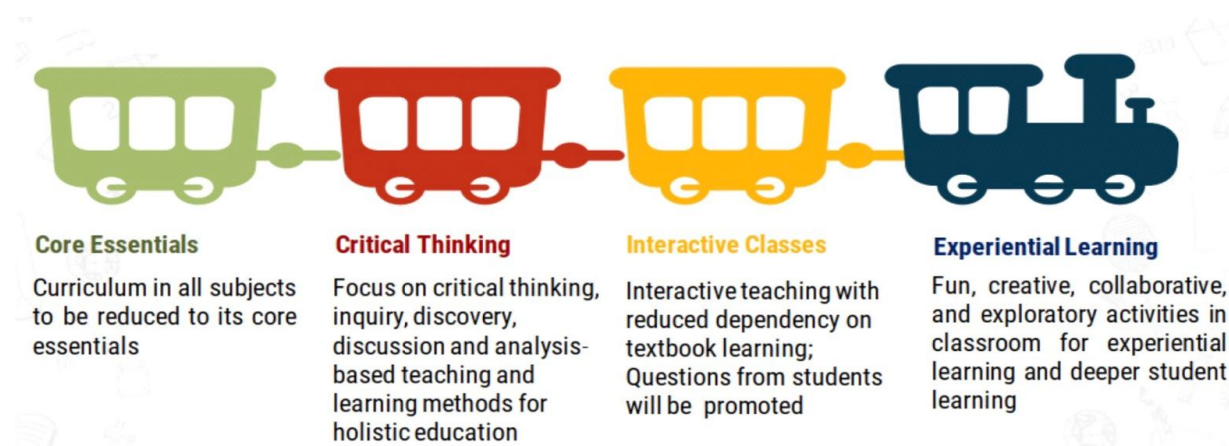   ● Tribal Affairs.

3. Attaining Foundational Literacy and Numeracy:-

• The policy calls for the setting up of a National Mission on Foundational Literacy and Numeracy by MHRD.

• States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025.
• A National Book Promotion Policy is to be formulated.

4. Reforms in school curricula and pedagogy:-

• The school curricula and pedagogy will aim for the holistic development of learners by:-
• Equipping them with the key 21st-century skills,
• Reduction in curricular content to enhance essential learning and critical thinking
• Greater focus on experiential learning.
• Students will have increased flexibility and choice of subjects.
• There will be no rigid separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams.
• Vocational education will also start in schools from the 6th grade, and will include internships.
• A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be developed by the NCERT.

Core Essentials
Curriculum in all subjects to be reduced to its core essentials

Critical Thinking
Focus on critical thinking, inquiry, discovery, discussion and analysis-based teaching and learning methods for holistic education

Interactive Classes
Interactive teaching with reduced dependency on textbook learning; Questions from students will be promoted

Experiential Learning
Fun, creative, collaborative, and exploratory activities in classroom for experiential learning and deeper student learning

5. Assessment Reforms:-
• The policy envisages a shift from summative assessment to regular and formative assessment, which is -
• More competency-based,
• Promotes learning and development, and
• Tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.
• All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority.
• Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim.
• A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body.

6. Equitable and Inclusive Education
• Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include gender, socio-cultural, and geographical identities and disabilities.
• The policy also includes setting up of a Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups.
• Children with disabilities will be enabled to fully participate in the regular schooling process.
• Every state/district will be encouraged to establish "Bal Bhavans" as a special daytime boarding school, to participate in art-related, career-related, and play-related activities.
• Free school infrastructure can be used as Samajik Chetna Kendras.
• Indian knowledge systems, including tribal and indigenous knowledge, will also be incorporated into the curriculum in an accurate and scientific manner.

7. Robust Teacher Recruitment and Career Path
• Teachers will be recruited through robust and transparent processes.
• A common National Professional Standards for Teachers (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions.
• Standard-setting and Accreditation for School Education
• States/UTs will set up an independent State School Standards Authority (SSSA).
• Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability.
• The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.

8. Higher Education
• Increase GER to 50 % by 2035
• NEP 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.
• Holistic Multidisciplinary Education
• The policy envisages holistic undergraduate education with flexible curriculum, creative combinations of subjects, integration of vocational education, and multiple entry and exit points with appropriate certification.
• Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of the best multidisciplinary education of global standards in the country.
• The National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
• An Academic Bank of Credit is to be established for digitally storing academic credits earned from different HEIs (Higher Education Institutes) so that these can be transferred and counted towards the final degree earned.

9. Regulation
• Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.

10. Teacher Education
• A new and comprehensive National Curriculum Framework for Teacher Education,NCFTE, 2021 will be formed by NCERT. Also, by 2030 the minimum degree qualification for teaching will be a 4- year integrated B.Ed degree.

11. Open and distance learning
• This will be expanded to play a significant role in increasing the gross enrollment ratio.
• Measures such as online courses and digital repositories, funding for research, improved student services, etc will be taken.

12. Online and digital education
• A comprehensive set of recommendations for promoting online education consequent to the pandemic in order to ensure preparedness has been covered.
• A dedicated unit for the purpose building of digital infrastructure, digital content and capacity building will be created in the MHRD to look after the e-education needs of both school and higher education.
• Students will begin classes on coding as well as vocational activities from Class 6 onwards.

13. Technology in Education
• An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for free exchange of ideas on the use of technology.

14. Adult Education
• The policy aims to achieve 100% youth and adult literacy.

15. Financing education
• The central government and state governments will work together to increase the public investment in the education sector to reach 6% of GDP at the earliest.

Provisions in the original draft:

Language issues caused the most outrage at that time, because the original draft had called for mandatory teaching of Hindi to all school students.

• Greater flexibility in the new policy:
• However, the final policy document makes it clear that no language will be imposed on any State.
• The three languages learned by children will be the choices of States, regions, and of also the students themselves, so long as at least two of the three languages are native to India.
• Classical languages:
- Sanskrit will be offered as an option at all levels of school and higher education.
- Other classical languages will also be available, possibly as online modules, while foreign languages will be offered at the secondary level.
- Mother tongue
• Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/ mother-tongue/ local language/ regional language.
• According to the new policy, this will be followed by both public and private schools.
Significance of The National Education Policy, 2020
• Coverage: The policy seeks to address the entire gamut of education from preschool to doctoral studies, and from professional degrees to vocational training.
• Acknowledges the 21st-century need: It recognizes the need for mobility, flexibility, alternate pathways to learning, and self-actualization.
• Recognizes the primacy of the formative years:
• The 2020 policy attempts to break free from the shackles of the past.
• By adopting a 5+3+3+4 model for school education starting at age 3, it recognizes the primacy of the formative years from ages 3 to 8 in shaping the child's future.
• For the first time, early childhood education has been brought in the mainframe.
• Recognizes the importance of learning in the mother tongue:
• The policy also recognizes the importance of learning in the child's mother tongue till at least Class 5.
• Multilingual felicity could become the USP of the educated Indian.
• New methodologies for attaining the GER target
• The new policy envisages a 100% Gross Enrolment Ratio (GER) in school education by 2030.
• NEP 2020 proposes a multi-disciplinary higher education framework with portable credits, and multiple exits with certificates, diplomas, and degrees.
• The role of our colleges in attaining the ambitious GER target is recognized by empowering them as autonomous degree-granting institutions, and phasing out the affiliated colleges.
• The policy also envisages to utilize the huge potential of online pedagogy and learning methodologies for attaining the GER target.
• NEP also lays particular emphasis on providing adequate support to ensure that no child is deprived of education, and every challenged child is provided the special support she needs.

Analysis

Looking at the developments made in the education sector from the time of the British and the changes made post the independence reflects upon the national aspirations related to the education and the need to bring about the changes according to the provisions of equality, equal opportunity provided by the state to the minorities and women, mentioned in the Indian Constitution. The education in the times of the pandemic has been a topsy turvy journey and as we looked in this project about the ASER Survey that was conducted during the pandemic year has opened the Pandora box of the social inequalities and has exposed the systemic incapacity to deliver education to every nooks and corner of the country. Covid-19 has left the nation with deep economic distress and uncertainty over school-reopening and thrown open new challenges in every sector. The nationally representative sample highlighted the role played by the families where everyone in the family supported children regardless of their education levels.This strength needs to be leveraged by reaching out to more students and reducing the distance between schools and homes. After looking upon the findings of the ASER Report, it will be pertinent to monitor when the school reopens, who goes back to school as well as to understand whether there is learning loss as compared to previous years. Building on and Strengthening Family Support: Parents' increasing levels of education can be integrated into planning for learning improvement, as advocated by National Education Policy, 2020. Reaching parents at the right level is essential to understand how they can help their children and older siblings also play an important role. Looking out for ways to incorporate Hybrid Learning as children do a variety of different activities at home, effective ways of hybrid learning need to be developed which combine traditional teaching-learning with newer ways of "Reaching-learning". Assessment of Digital Modes and Content will be important In order to improve digital content and delivery for the future and an in-depth assessment of what works, how well it works, who it reaches, and who it excludes is needed, so that no one is left out from getting an opportunity to learn.

It was also seen in the report that it is now important to mediate the Digital Divide as there were Children from families who had low education and also did not have resources like smartphones had less access to learning opportunities. However, even among such households, there is evidence of effort with family members trying to help and schools trying to reach them. These children will need even more help than others when schools reopen.

Covid-19 has left the nation with deep economic distress and uncertainty over school-reopenings and thrown open new challenges in every sector. The nationally representative sample highlighted the role played by the families where everyone in the family supported children regardless of their education levels.This strength needs to be leveraged by reaching out to more students and reducing the distance between schools and homes.

Further, we looked upon the most important Amendment in the education sector, Right to Education Act, 2009. It has been ten years since the implementation of RTE Act, but it can be

seen that it still has a long way to go to be called successful in its purpose. Creation of a conducive atmosphere and supply of resources would pave the way for a better future for individuals as well as the nation as a whole.

Primary school enrolment in India has been a success story, largely due to various programs and drives to increase enrollment even in remote areas. Enrolment has reached at least 96% since 2009, and girls make up 56% of new students between 2007 and 2013.
There has been an improved access to schools and Improvements to infrastructure has led to better access to schools. India now has 1.4 million schools and 7.7 million teachers so that 98 percent of habitations have a lower primary school (class I-V) within one km and 92 per cent have an upper primary school (class VI-VIII) within a 3 Km walking distance.
This is also a crucial step towards fulfilling the Sustainable Development Goal 4. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education. Private Sector's Contribution to Primary Education Private sector is making huge inroads into education in rural India. By 2019, when the RTE Act would complete 10 years, the private sector will be the majority service provider.

The private sector involvement will also be strengthened by 25 % quota of the government (under the RTE Act). Besides private schools, parents also spend a considerable amount of money on private tuitions, making quality education more inaccessible to people without money.

However, these have been some issues Related to Primary Education, The availability of toilets remains the biggest concern. Despite availability of toilets at government schools, majority of them remain non-functional owing to lack of water supply. Lack of toilets has contributed to increasing drop-outs, particularly among female students. Another issue has been the Dropouts, Nationally, 29 percent of children drop out before completing five years of primary school, and 43 percent before finishing upper primary school. High school completion is only 42 percent. This lands India among the top five nations for out-of-school children of primary school age. Another related issue is the Learning Outcomes, The quality of learning is a major issue and reports show that children are not achieving class and also there are no appropriate learning levels.

The Government of India has made several constitutional provisions for education of the Tribal population but several challenges were faced by the during its proper implementation, Main Challenges. Land allocation for (Eklavya Model Residential School) EMRSs, Teacher's shortage in remote areas, Infrastructure lacunae, security and safety of students, Poor socio-economic conditions of tribes, Linguistic barriers and also Education is seen as a threat to tribal art, culture

and traditions by some tribes. Government has made several interventions for the betterment of the tribes after the challenges and strives to fulfil its goal of imparting education to all.

Keeping an analytical eye on the New Education Policy, A "light but tight" oversight, NEP 2020 makes a bold prescription to free our schools, colleges, and universities from periodic "inspections" and place them on the path of self-assessment and voluntary declaration. Transparency, maintaining quality standards, and a favorable public perception will become a 24X7 pursuit for the institutions, leading to all-round improvement in their standard.

The Higher Education Commission of India(HECI), a single body with four verticals for standards-setting, funding, accreditation, and regulation is proposed to provide "light but tight" oversight.

Looking at the recent spending by the government in the education sector, the target set by the government is set to be ambitious as it is targeted at public spending of 6% of the GDP. The target set by the government in the field requires enormous resources.

Other benefits that have been brought about by the NEP, is the provision of an energy-filled breakfast, in addition to the nutritious mid-day meal, to help children achieve better learning outcomes is a good step. The creation of 'inclusion funds' to help socially and educationally disadvantaged children pursue education.
However, there are certain problems in the new policy, the problem with the new policy is that there is no clarity on how it is to be implemented and does not break-free from the pressures of the old education system, like rote memorization,etc. It is being said that the NEP is a poorly funded and highly regulated policy that has multiple regulatory bodies that will end up clashing with each other. In the last six years the education budget has actually reduced. Therefore, reaching the target of six percent seems difficult. It was however required that more tangible and realizable targets are set, there is a goal of a 50 percent gross enrolment ratio in higher education and 100 percent in secondary schools. However, it could be tough since it was currently 25.8% in high education & 68% in Class 9. The NEP should have offered more tangible and realizable targets for research. Total investment in research and innovation in India declined from 0.84% of GDP in 2008 to 0.6% in 2018. There are currently only 15 researchers in India per 100,000 of the population, compared with 111 in China. It seems to be too much of a burden now on the existing school infrastructure and the NEP 2020 has also left many unanswered questions on the upgrade of school infrastructure and shortage of qualified and trained teachers. Placing the burden of pre-primary education on the overstretched, under-funded, and under-equipped anganwadis can be disastrous.

It is being said that the policy is an attempt to lead to total privatization,

commercialization, and over-centralization. This may result in higher fees, attacks on the autonomy of universities, and no permanent jobs in teaching. There are also not enough provisions for removing digital divide and as we have already discussed in the analysis of the repost, India's digital divide that has been highlighted and deepened by the COVID-19 pandemic and Disparities between the rich and poor, urban and rural, show up strikingly in access to digital tools.

The policy does not talk about how to improve government schools but encourages private ones. Also, does not mention doing away with rote learning and moving to a continuous assessment model instead. And most importantly, the new policy is also completely silent on sports.

Conclusion

The lack of learning in India's schools call for changes to teacher education. A collaboration between foreign universities' schools of education with Indian teacher training institutes is necessary. Such a collaboration could help build capacity and upgrade teacher education both in terms of curriculum and pedagogy, which is much needed in Indian teacher education institutions.

For Education and Training purposes, collaborations could be facilitated through technology, collaborative research projects, teacher exchanges, and subsidized online courses for teachers in India. Building Good Assessment Systems are useful at the classroom level for teachers to gauge their students' understanding and also to inform policy. The need for regular and useful assessments in India is something that Indian departments of
education is focusing on the central and state level. Another major requirement that needs be taken care of is the Gender studies education, Boys and girls should be taught to think about gender equality from an early age and the curriculum should include gender studies with appropriate teacher training. An emphasis should be given on the Skills Development and thereby making education more practically relevant to the labor market should be a priority. Looking at the recent news on the PISA test, an Introduction of formula-based funding approach can be a solution whereby the resources allocated to a school, depending on its socioeconomic context. This will help to fund in remote schools to come at par with, roadside, urban and other categories of schools. Attracting the most qualified teachers to the most challenging classrooms will play a critical role in determining the success of India's educational success. India needs to do more to restore the dignity of the teaching profession. Teachers need to be supported not only in their professional and personal lives but their efforts need to be valued and publicly recognised. Investment in equitable education while addressing regional, gender and social disparities can correct historic wrongs done to India's poor and socially disadvantaged. Also, this will pave the way for more effective use of resources, ensure that the labour force has

the skills needed to rekindle economic growth, and would be a step towards promoting social cohesion.

Education is a concurrent list subject, also most states have their own school boards. Therefore, the state governments would have to be brought on board for the actual implementation of this decision. The idea of a National Higher Education Regulatory Council as an apex control organisation is bound to be resented by States. Similarly, a national body for aptitude tests would have to convince the States of its merits. Progress on this crucially depends on the will to spend the promised 6% of GDP as public expenditure on education. Among the many imperatives, the deadline to achieve universal literacy and numeracy by 2025 should be a top priority that will crucially determine progress at higher levels. It needs to be realised that the real test of a policy is on the ground not just on paper.The National Education Policy 2020 provides the ingredients and the right recipe; what we make of it depends entirely on us.

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Use of Technology in an English Language Classroom

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PEDAGOGY PROJECT : Use of technology in an english language classroom

Introduction

Pedagogy in the times of pandemic

It will soon be a year since the switch over to the new arrangement for engaging students started. The novel coronavirus has created the need to shift to the online mode of teaching and learning, creating its own pressure on the education sector and the teachers to impart the best learning experience to the students. In the offline mode also, the use of technology has been quite evident. Smart classes have contributed to the intellectual development of the students and many schools have installed this "smart" infrastructure at great expense. The ethos has been astonishingly charged up for quite some time now and we look forward to witnessing how the learning has continued even during topsy turvy times created by the pandemic. It is also interesting to understand how the schools have ensured the process of teaching and learning while particularly focusing on the use of technology by teachers to engage the students in the english language classroom. It however becomes pertinent for us, as future educators, to understand what resources were used in the classroom and how effective was the use of such resources. We shall try to understand it all through teachers' and students' responses.

Also, we shall focus on the varied teaching platforms & the use of technology in each of them along with the effectiveness, availability and techniques of using the resources in these platforms. Development of language skills i.e. Reading, Writing, Listening & Speaking by using technological resources & advancements in an online classroom shall also be focussed upon. Schema Theory given by Jean Piaget shall be used briefly to understand the application of the resources used. Further along, Guidelines for Designing Effective English Language Teaching Materials by Jocelyn Howard & Jae Major will be used to explain the factors & advantages of designing one's own teaching material & how it may help in an online classroom. Followed by Technology in Teaching & Learning by Abhipriya Roy in order to understand the essence of technology in an ESL classroom. To understand the process of reading in the classroom, we have studied various theories like Rosenblatt's Transactional Theory of Reading(also used to understand the importance of students responses), What About Reading by Judith M.

Newman, What is Reading by Richard R. Anderson, Judith A. Scott, A.G. Wilkinson, Elfrieda H. Heibert.
And to have a brief understanding about the writing process being used in classrooms, we have used the article - Writing in Indian Classrooms: The product priority by Malvika Rai, as reference.

Platforms used for online classes:-

Video conferencing
This platform has indeed kept the world in touch with each other, allowed the work to continue from home and has also helped in keeping the learning alive amidst the pandemic. Globally, the students and teachers are connecting to one another via various video conferencing platforms like Google Meet, Zoom, Cisco WebEx among many others. This platform has indeed allowed learning to be a smooth process with features like "screen sharing" easing the process of "thought sharing". Teachers and students can share various resources by simply using this feature without the hassle of shifting from one app to another. The resources are accessible to all by this simple option available.

Instant messaging
With the growing need of connecting with people, instant messaging has proved to be the saviour in the crucial times. Various "Apps" have allowed us to fill in the "gaps" that were being created in the process of communication. Apps like WhatsApp have allowed the teachers to interact with the students in just a single window and sharing of online classroom links has been made easy with the use of instant messaging. With the availed options of sending videos, photos and recorded audios, these apps have empowered the teachers to share the information with the students and have kept the teaching-learning process continued. We shall see in this project how the use of instant messaging has taken place in the classrooms.

Social media

Educational multimedia is currently being used commonly in teaching and learning of English language (Yunus, Hashim, Embi, & Lubis, 2010). Another commonly used element in the digital era as part of technology would be social media. Social media augments the learning experience by allowing the learners and teachers to connect and interact in a more innovative and interesting way (Khan, 2015). Social media such as Facebook, Blog, Instagram, e-mail and Twitter provide a platform where users can interact and exchange ideas as well as to find answers through collaboration and discussion (Mansor, 2016).

The use of Technology in terms of social media, along with authentic materials in the form of films, radio and Television, has also grown to be a widely used technological resource as it provides a large & varied amount of teaching material which can be used to cater to the students in terms of developing their language skills. And also provides with different experiential resources that can be used under various themes (Abhipriya Roy; April 2019).

Resources used in the online class.

The focus here shall be on the criterias of selecting resources, for example, Learner readiness, age appropriateness, learner's context, home-school connect, and language proficiency along with the difficulty level of resource. The questions to be asked to the teachers will be in order to know if they preferred designing & making their own teaching materials or if they relied mostly on professionally designed materials. Also, how effective were these respective resources in terms of application & leaner response. Along with this, which platform was more convenient for using technological resources for teachers & which platform was better in terms of understanding the same for the students. How technology has been used to come up with applicable resources for the students followed by certain examples to contextualize the same. (Abhipriya Roy; April 2019) (Guidelines for Designing Effective English Language Teaching Materials by Jocelyn Howard & Jae Major).

Importance of focusing on the responses of children

Rosenblatt (2005) developed the transactional theory of reading which gave importance to both the text and the reader in the process of reading. She termed her theory of reading as transactional theory as she did not want the supremacy of text over the reader. The term "transaction" selected due to the influence of John Dewey and other Pragmatist philosophers conveyed the idea of "a continuing to-and-fro, back-and-forth, give-and-take reciprocal or spiral relationship in which each conditions the other". In terms of reading this term helped emphasize that "the meaning is being built up through the back-and-forth relationship between reader and text during a reading event" (ibid., p. xix). She rejected the notion that the meaning resided in the text: that the reader had a passive role and, also, that there could be a fixed text or fixed reader. Transactional theory by Rosenblatt signifies that both the reader and the text play an important part in formation of meaning. Meaning is produced by continuous transaction between the reader and the text, employing meaning potential of the text and reader's experiential

reservoir. The transaction between the text and the reader was viewed as a creative, dynamic process, a "live circuit" (Rosenblatt, 1995,p. 24).

Since, the reader played such a crucial role in creating meaning it is important to outline their contribution to the process of reading. According to Rosenblatt (1978), the reader had been neglected for far too long, "Throughout the centuries, it becomes apparent; usually either the book or the author has received major illumination. The reader has tended to remain in the shadow, taken for granted, to all intents and purposes invisible.

In addition to acknowledging the reader's background she further contributed to the field by providing her analysis of the reader's stance. Whether the text will be read as an informational or a literary work depended on the stance adopted by the reader. Rosenblatt had already indicated in Literature as Exploration that a text did not determine the stance of the reader; it is to be decided by the reader herself. In her later work, most notably in The Reader, the Text, the Poem she developed this theory more fully. She says that there are two kinds of stances the reader could take to the text: one predominantly aesthetic and one predominantly efferent.
In aesthetic stance the reader's focus is primarily on living through the reading experience.

According to Rosenblatt (2005), The term aesthetic was chosen because its Greek source suggested perceptions through the senses, feelings and intuitions..The aesthetic reader pays attention to-savors-the qualities of the feelings, ideas, situations, scene, personalities, and emotions that are called forth and participates in the tensions, conflicts, and resolutions of the images, ideas and scenes and they unfold. (p. 11)

On the other hand, in efferent reading, the focus is to take away information,
The term efferent designates the kind of reading in which attention is centred predominantly on what is to be extracted and retained after the reading event...Meaning results from abstracting out and analytically structuring the ideas, information, directions, or conclusions to be retained, used, or acted on after the reading event. (ibid., p. 11)

Rosenblatt's contribution to the field of reading, especially in reading literature is immense. It is remarkable that as early as 1938 Rosenblatt concluded that the reader is not passive. Another contribution of Rosenblatt is her emphasis on the emotive aspects of reading.

Research questions

1. How technology can be used to teach language specific skills?
2. Which English Language teaching material is more effective, One's own designed or professionally designed according to the teacher's responses?
3. How do students respond to the process of reading in the online classroom?

Methodology

Study population
The students were from grade 6 of the school Deepalaya, New Delhi. The responses from 10 students were collected for the project.

Responses from the primary and the middle school teachers from the same school were also recorded to have an in-depth understanding about the use of technology in the language classes being adopted by the teachers.

Method of data collection
The responses of both the teachers and the students were collected via google forms and the forms were sent across via WhatsApp.

Limitations of the research
One of the biggest impediments in the project has been the sample size of the responses and the reachability of the teachers and the students. It was a challenge to have achieved a decent number of responses from the students as the method of collecting the responses was online and a lot depends upon the person who is on the other end (The one who is supposed to fill the forms).

Another limitation has been finding the sufficient reference materials for having an in-depth understanding of teaching the language online. As this feature of teaching online has been under limelight only recently, amidst the pandemic.

Data Description (Collated from Raw Data)

The data collected under the teacher's responses includes the experiential information of the teachers. It includes the information regarding the resources, and the platforms used in locating and applying these resources in their classrooms. The questions are in order to understand their criteria of selecting resources and if they were effective to impart the language specific skills to the students. And also to know if the resources were designed by the teachers themselves or if they used professionally designed material.

We will look at the students' responses as well to understand it from their perspective and experience to know how effective and engaging these resources and techniques were according to their context.

Brief Literature Review (themes for analysis)

The following aspects shall be considered for the purpose of analysis:

Listening

Listening is an important way to gain access to information in the world today. The Internet brings news, information, and entertainment to the world using oral language. Listening is essential for speaking: When someone says they speak a language, they really mean that they can both speak and listen in the language. To engage in conversation, a speaker has to be able to understand what the other person is saying. And to have good conversations a person has to really understand very well what the person is saying so that they can make appropriate contributions to the conversation. So, in an important sense listening is part of speaking.

There are two types of listening skills: Top-down listening is what is needed to get the main meaning of what has been said. Bottom-up listening focuses on the phonology, words and phrases. Students need to learn both top-down and bottom-up strategies. It is the main ideas that are important to understand what the person is saying overall. The main idea is also important in order to help students understand some of the

details. The details themselves are important because a lot of times that's the point of what someone is saying: details matter in both listening and in speaking.

Listening has become very important with the Internet. A lot more information is now presented through the listening channel. It used to be that we read books; we read the newspaper. Now we listen to a lot of this information online. So listening has become very important, especially in the last ten to twenty years, as the Internet has become more and more common.

Speaking

Speaking is the basis of oral language. Also, people get things done every day by speaking. People establish and maintain relationships with others by speaking. And people notice the pronunciation of the people they are communicating with. Our speaking does something to mark who we are, it expresses our identity in everyday face-to-face communication.

The two dimensions of speaking, fluency and accuracy, work together to make good, clear, comprehensible speech. But it seems when we are teaching and when students are learning how to speak, those two dimensions of speaking really work against each other. When students are speaking accurately, they are often very slow and hesitant. They are stopping to think. Their speech isn't automatic and fluent. So when accuracy is up, fluency can go down. In contrast, when students are talking to each other, they're talking casually and the words are just flowing, the accuracy isn't always what we would like it to be. So these two dimensions both need to be developed but it seems pretty clear that for learners, they cannot really focus on both simultaneously all the time. Thus, both fluency and accuracy must be taken into account by the educators.

Reading

The process of finding meaning in the written words is called reading. There may be more than one interpretation of the text and the interpretation depends upon the background of the reader, the purpose of reading and the context in which the reading occurs. Reading is a process in which the information from the text and the knowledge processed by the reader act together to produce meaning. Rosenblatt (2005) developed the transactional theory of reading which gave importance to both the text and the reader in the process of reading. She termed her theory as transactional theory as she did not want the supremacy of text over the reader.

Reading can be simplified by providing sufficient background information before asking the students to read. It becomes essential to have developed the conceptual background necessary for development since understanding depends on our ability to relate to the new information. Our intuitive knowledge of spelling patterns used in English orthographic language are acquired through experience with reading and writing helps us to anticipate what specific words would appear next. We bring to reading our knowledge of language- syntactic knowledge, knowledge of the meaning of words and how certain meanings fit together.

There are around 5 generalisations that are associated with the nature of reading. First, reading is a constructive process and no text is completely self explanatory. According to this, readers use their prior knowledge to fill in the gaps in the message to integrate different pieces of information and the differences in the knowledge influences children's understanding. However, research reveals that students are not able to effectively draw on their prior knowledge, especially in a school setting, they may know something yet not use it when they're trying to understand the passage.

Second generalisation is that reading must be fluent, good and poor readers are distinguished on the basis of their reading speed and not the accuracy.

Third, Reading must be strategic, skilled readers are aware that there are different purposes of reading and thus they must change the way they read in order to fulfil the response to their purpose.

Reading requires motivation is the fourth generalisation, becoming a skilled reader requires learning to sustain attention and learning that written material can be interesting and informative.

Fifth generalisation of reading is that it is a continuously developing skill and that it improves with the person's earliest exposure to text and a literary culture. This continues throughout the life of the person.

Writing

Writing is not a static process but a cognitive, social and dynamic one. Writing was initially perceived as the ability to encode. It was originally believed that writing progresses in a linear manner which is why the process becomes fragmented, starting

from drawing standing and sleeping lines and goes on to teaching letter formations and then words followed by sentences. The attention given to the product overlooked the need to enquire into the process of writing. Over the past decade, there has been a shift of approaches towards the concept of writing. Hedgcock (2005) stated that there has been a substantial shift in ESL writing toward the implementation of the process approach in teaching writing.

This method emerged as a reaction to the traditional approach which was mainly employed to reinforce oral patterns and grammatical knowledge. According to Malvika Rai (2015), writing should be seen as a process where a writer indulges in analysis and synthesis which requires breakup of earlier conceptual connections and the making of new ones thus, making writing an effective tool for negotiation. Even Vygostky (1962), describes writing as a "deliberate structuring of a web of meaning". Thus, it becomes important for teachers to provide scaffolding at various levels and provide a free writing environment to the students without over emphasising on the mechanics of writing which would ultimately lead to the enhancement of the skill.

Resources

Resources are required to act as a medium for teaching and learning in classrooms. Regardless of the platforms and the varied themes, a resource is a tool that is used in order to deliver the conceptual understanding for the students which they can further use to apply that knowledge in contextual situations. Under this theme, we shall take up how the English language teachers of Middle as well as Primary grade choose their set of resources for the students. The criterias which they follow, the rationale behind each & every resource selected & how effective the application of it is.

According to Piaget (Schema Theory;1952), each text has potential to evoke meaning but has no meaning in itself, each child's comprehension of the text will play a crucial role in development of schema related to the selected theme. Resources therefore, must have the ability to help the child in developing schema. For example, visual aids, videos, texts, and audios have been used for the same in the online platform.

Specifically in the online platform of teaching, technology has become a teaching strategy for teaching & learning a second language in the ESL classroom (Technology in Teaching & Learning by Abhipriya Roy; April 2019). Technology has had an effective relation with English language Education (Singhal,1997). Technology facilitates active engagement with the learning material. It makes the learning process interactive, and students by engaging, researching and providing feedback. In terms of offline teaching, the resources were rather limited to textbooks and the teacher themselves due to lack

of technological advancements & availability in the schools, but in online classrooms, the possibility of utilizing varied resources has widened.

Along with the focus on Online the teaching platform, we shall also focus on the choice & designing of resources. (Guidelines for Designing Effective English Language Teaching Materials by Jocelyn Harward & Jae Major). Teaching materials form an important part of English teaching programs. From textbooks, videos, & pictures to the Internet, teachers rely heavily on a wide range of resources to support their teaching & learning of their students. Teachers spend a considerable time finding, selecting, evaluating, adapting & making materials effective for their own use. There are certain Factors i.e. one can take into consideration when designing their own English language teaching materials. Firstly, the most important factor is considering the learners i.e. in order to make the material relevant, interesting, motivational & catering to the child's individual needs, the teacher must know their learners well. Secondly, it is imperative to ensure that the goals & objectives of a resource are considered as mentioned in the respective curriculum.

Thirdly, One must be realistic about what can be achieved in terms of the material designed along with availability of resources.

Fourth, personal confidence & competence shall determine the individual teacher's willingness to embark on teaching materials. Fifth, while designing one's own material, a teacher must be aware of the copyrights compliance i.e. copyright laws for using authentic materials etc. Lastly, the material designed shall be available in a given time frame & this should be manageable from the teacher's side.

Analysis:

Listening

According to the responses collected through the forms, it was found that a moderate importance was given to listening tasks in the classes through technological means. About one fourth of the students mentioned that their teachers brought audio aids to the classes. Students responded that such resources were brought even in the offline classes. About 25% of the total students shared that they enjoyed the listening activities the most. YouTube videos were also used to make the classes more interactive which again is a very good resource for enhancing the listening skills.

The teachers felt that even though it was easy to conduct listening tasks in the class, they found it difficult to locate suitable technological resources for the same.

Also, 60% of the teachers felt that reading aloud is a very effective way of reading in their classes. As all the language skills are interrelated and one helps in the development of others, listening to their peers as they read aloud a text is also a very effective way of engaging the students in the task. With online resources being screen shared, this method also reduces the hassle of reading on the screen for long duration and at the same time increases understanding of the language and meaning making.

Speaking

It can be seen from the data collected, that the students were regularly engaged in the speaking tasks by the teacher. However, it was found that only 8.3% of the total students enjoyed doing the speaking tasks. The reason for the same could be that the teacher could possibly not provide enough opportunity for each and every student to share their thoughts due to the size of the class in the online mode and also other factors like the connectivity issues have somewhere restricted the communication.

It was found from the teachers' responses that students have engaged themselves in speaking in the online classes, 40% of the teachers feel that students respond equally in offline and online classes while the rest feel that students respond more in the offline mode of classes. The teachers have also shared that the element of "talk" and having prolonged discussions in the classroom and peer interaction is restricted in the online mode and to have more interaction with the students and also peer interaction, is possible only when the classes occur in the offline mode. However, teachers have also mentioned that online discussions are not so bad either and is also an enriching experience for everyone.

The teachers have mentioned the use of YouTube links in order to make the students understand the topics better as there was more scope of explaining things via voice modulation in the videos and the teacher found it convenient to use these links in order to enrich the students' understanding.

Reading-

According to the student's responses, it was found that 50% of the students were more interested in doing the reading tasks in their online classes. Some of the responses of

the students were - "I like reading in our online English classes because reading is my hobby also".

It was also found out from the students responses that most of the reading tasks that were done in the class were reading out aloud while comparatively lesser space was given to silent reading in the classroom. From the teacher's responses it was found that they were more inclined towards using the option of "reading aloud" in the online classes. They've also shared their reason for the same that the during the online classes, the teachers cannot see whether the students are able to understand in the class or not while the reading is going on, it shows that the teacher is not focusing on the accuracy or the fluency of the reading by students but rather on the meaning that they're making from the text. One teacher has also shared that it is currently not possible for her to judge which mode of classroom has worked better for her students.

From the students' responses it is evident that the teachers during their online classes must have given more emphasis on the process of reading, wherein reading out loud was found to be a more widely used strategy to engage the students in reading. It was also found out from the students responses that the most widely used resource in the classroom was "pictures" that might have been a way to provide sufficient background knowledge to the students before engaging them in the reading process. Sometimes, the purpose of using images in the classroom is not just to enhance reader's imagination while reading, but it also caters to a significant part of reading which is providing the sufficient background information, so that the minds of students are swayed into that particular direction, which not only allows them to read effectively with the aim of being able to form meaning of the text but also allows the students to get engaged in the process of thinking creatively and further in the process of writing as well.

It was found that a maximum number of students were interested in doing reading tasks. An important fact to be noted here is that, even after having a long duration of online classes, the students have kept their interests going. The platform of having classes might have changed but it becomes worthy to note here that the students are not losing interest in their hobbies and their interests are being catered to during the online classes as well as could be observed from one of the student's response, where he mentioned that he likes reading in the online class and has a "hobby" of reading.

Writing

Writing has always been seen as an important skill in ESL classes. It is the area in which learners are expected to be offered adequate time to develop their writing skills. Writing is certainly an important element of learning English as a second language. This importance is eventually derived from the fact that it reinforces grammatical structures, vocabulary and idioms that we have been teaching to our students. Writing should receive more attention in ESL classes in order to prepare learners to cope with the communicative demands of real life situations. Undoubtedly, the purpose of teaching writing skill is to prepare ESL learners to become better writers. Exposing them to the writing process itself is a better way for achieving this goal. Writing skills can be developed when the learners' interests are recognized and when they are exposed to situations where they can produce authentic pieces of writing.

According to the responses collected from the students through the google form, it was found that only 2 students (16.7% of the total) enjoyed doing the writing tasks the most. Another student mentioned that her favourite task in class is writing her responses in the chat box. The less popularity of writing tasks among the students could be because of the difficulty faced by them in expressing themselves in a second language. Writing in the mother tongue is painful for many students, but when it comes to writing in the second language the students' hardship and pain are worsen (Gilmore, 2009).

Another important observation from the responses on the form was that 70% students felt that they were engaged with writing tasks frequently or regularly, while only 30% students felt that their engagement with a writing task in their class was rare. This shows that a lot of emphasis is being given to this aspect of language learning as well, even though the medium of sharing written responses has become limited. It could have been the case that it was the nature of the classes that the teachers did not focus much on the writing task as the scope for assessment of writing by the teachers was limited and more focus was given to other language skills like reading as it could be assessed by the teachers even during the online mode.

As mentioned earlier, the increased usage of chat boxes in online classes shows that somehow we're facing a paradigm shift from the conventional mode of writing using pen and paper to the technological ways of writing, that is by using keyboards, can be also understood as a consequence of having communication through instant messaging. It shows that somehow the extent to which the writing was done in online classes was not by using pen and paper.

Resources

The choice of resources according to the varied teaching-learning platforms, age appropriation and relevance have played a vital role in an ESL classroom. As the data collected suggests, Out of the total number, 75% of the teachers felt the need to create their own English teaching material depending on the criterias such as age appropriateness, relevance & better understanding.

As mentioned in the Guidelines for Designing Effective English Language Teaching Material, designing one's own teaching material has the capability of providing Contextualisation which means that such teaching materials can be learner specific according to the students' environment & socio-economic background.
The material can be seen as a way to cater to the child's Individual Needs & requirements.

Teaching in an online platform has made it quite imperative to create a personal touch in teaching more than ever. Therefore, creating one's own teaching material can provide Personalisation & help the teacher in bringing that personal touch along with a scope of spontaneity, freedom and greater choice. Along with timeliness & more opportunities to seize teachable moments.

Also, according to the data collected, the online platforms in terms of resources available and teaching opportunities has worked well for most of the teachers. It was found that Social Media as a resource was Moderately Effective in order to teach from & pick the resources from, for example, YouTube, Google meet and so on were shown to be effective resources & sites for making the online classrooms engaging for the students. It was observed based on the responses that the use of technology has made the teaching process interesting & productive. As the teachers responded that the school did not have smart classes available, it was rather difficult to take up technological resources in offline platforms. And the online platform has made it easier for both teachers as well as students to benefit from technological resources.

The maximum amount of resources used for the online platforms are found to be Videos & Images (Visual Aids) along with an average amount of Newspaper articles and Magazines followed by a brief amount of Audio Aids which were professionally designed

and some were self designed material as well such as quizzes, videos and so on. Further along, aspects such as Age Appropriateness, and language proficiency were taken into account almost in every response.The online setup in totality has shown to be easier & more convenient as compared to offline classrooms.

Lastly, according to the students' responses, Images were seen to be used to a large extent as a resource in the classroom. They found videos, and images to be interesting and engaging as well. Such material was easy to understand according to them.

<mark>Conclusion</mark>

Technology is no longer foreign to the earth's citizens. Technology has played its role in multiple fields of work, particularly in education. When we talk of using technology in the classes, it ranges from a wide variety of platforms to the various resources. With the constant advancement in technology and it's need fueled by the pandemic, ESL teachers have adopted many fun and interesting ways of engaging the students. Use of audio visual aids in classes have not only made the classes more engaging but have also helped the learners form better connections with the language. The **multimedia effect** refers to the finding that students learn more deeply from a **multimedia** explanation presented in words and pictures than in words alone.(Mayer, 2003). This aspect is taken care of by the visual representations, which ease and also accelerates the process of meaning making by the students.

Technology is one of the most significant drivers for both social & linguistic change and at present, the role of the English language has increased rapidly as it is the language of social context, media, business & education. (Lee Wang,2005) Incorporating technology in ESL classrooms has many advantages such as improving language skills and proficiency.

According to the responses, we majorly found out that the students learnt the language better in the online mode as more visual, audio aids were used in the classroom. While technology based resources provide the teachers with a wide range of options to choose from, it also gives them opportunities to effectively create their own resources through the available frameworks. There are ample number of resources available for

each language skill. Story books, picture books, flash cards and comprehensive pictures give an opportunity for students to engage with reading in the target language. The teachers have also made use of newspaper articles and other authentic reading materials in their classes. Audio books and videos on the other hand are used by the teachers to strengthen the listening aspect of language. These resources are effectively used in the class due to the various virtual platforms that technology provides. Due to the pandemic, a lot of students had to move back to their hometowns, even then, the video conferencing and instant messaging platforms, with their wide reach have enabled schools to reach the homes. These platforms have enabled students and teachers to interact in real time with each other and thus have enabled strengthening of the speaking and listening skills. Peer interaction plays a vital role in language learning and as students engage in group discussions and group writing tasks, they are able to learn while sharing and proofreading each other's work. While it may seem difficult to engage students in such activities due to the physical distance, Collaborative working platforms such as those provided by the G Suite have come in handy and have ensured the continuation of smooth writing tasks in the language classes. Even during regular classes, these platforms can be made use of by the students to work together even when they are at home or are available in geographically different locations.

Other than these, a potential and evolving player in the field of teaching language is the use of social media. Even though its use is almost negligible for education purposes in school classes, there is no denying to the fact that it has started gaining attraction by the new age teachers. Sharing features such as stories, Youtube channels, instagram reels can be very effectively integrated into the realm of school education enabling the students to share their work and responses and interact with each other at any point in time at their own convenience.

It was also found that teachers designed & created their own teaching material according to their learners, keeping in mind their age, readiness and also the level of understanding. Along with making their own material, the data also showed that several online platforms like YouTube, Google Chrome etc which contain professionally designed material were used in order to engage the learners better in the online classroom. According to the effectiveness of these materials, the answers were in favor of both i.e. a combination of the two were used in order to organize a daily plan for the students. Both self designed & professionally designed technological resources were found to be effective. Where offline classrooms included only textbooks & the teacher's own explanation, there was not much space to design one's own material and on the other hand, the online classroom was where the teachers used a combination of both resources. Social media also proved to be of use to the teachers while selecting resources. As collated by the students' responses, it was found that Images as

resources were used to a large extent which were seen to be professionally designed and images along with other resources are easy to understand as well. Resources such as Audios, videos, images and so on were also used in offline classrooms according to the students.

It was found out from the project that the students found reading as the most interesting task in their online classes. The students were mostly engaged in the reading aloud sessions and it was majorly enjoyed by the students. Even the teachers found it more convenient in the online classes to present a YouTube video to the students in order to enrich their understanding, which was equally enjoyed by the students as well. We also found out that it was only because of the online mode that most of the technological resources were being used, however, it was otherwise not possible in the offline mode as the school lacked the smart class infrastructure.

In the end, we would like to conclude by mentioning that this project was possible only because of the rigorous training that we have got in our B. El. Ed. Program and the amount of exposure we got through school visits, internships, seminars etc allowed us to understand the offline and online mode of schooling and also allowed us to keenly look and analyse the use of technology in the english language classroom.

Raw Data

(NOTE: After opening link below, click on reponses to see the data)

1.) **Online Learning Questionnaire:**
https://docs.google.com/forms/d/1Ik99TWk9wYjbzWWstYPGU8SSzhaHHTw1XdF1-ibJq5c/edit#responses

2.) **Online Teaching Questionnaire:**
https://docs.google.com/forms/d/1TeYE0mgdB5DzFoRA2PGvLQrCFbpoukPQbqtbqz5yDhs/edit#responses

References:
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- What About Reading by Judith M. Newman
- What is Reading by Richard R. Anderson, Judith A. Scott, A.G. Wilkinson, Elfrieda H. Heibert
- Writing in Indian Classrooms: The product priority by Malvika Rai
- Technology in Teaching & Learning by Abhipriya Roy
- Guidelines for Designing Effective English Language Teaching Materials by Jocelyn Howard & Jae Major
- Schema Theory by Jean Piaget