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POSITIVE IMPACTS OF COVID-19 PANDEMIC ON EDUCATION

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ABSTRACT

Coronavirus disease (COVID-19) is a pandemic caused by a newly discovered coronavirus. The impact of pandemic COVID-19 is observed in every sector around the world. The education sector of India as well as world are badly affected by this. It has enforced the world-wide lock down -creating very bad effect on the students school's life. Around 32 crore learners stopped to move schools /colleges and all educational activities halted in India. The outbreak of COVID-19 has taught us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies, which have not been used before. The education sector has been fighting to survive the crises with a different approach and digitising the challenges to wash away the threat of the pandemic.

INTRODUCTION

Though we have been given a lot of hindrance by the global pandemic, many things seem to have happened in favour of the educational system. The Indian education system needs to transform from a traditional approach and adopt digital methods. The pandemic has accelerated demand for digital education and encouraged students and teachers to learn and work together and gather knowledge. Moreover, the pandemic has provided an opportunity to EdTech platforms to strengthen their learning management system. There is high demand for EdTech platforms. For instance, the Amity Group now offers degree programmes online with the University Grants Commission's new regulation. India's higher education regulator allowed universities to offer lectures that are recorded or delivered through video-conferencing and discussed in an online discussion forum. E-learning content can be used in place of textbooks and with Amity including a provision for self-assessment.

Due to e-learning, students are taking online notes and preparing digitalized copies of their work which saves paper and benefits the environment. There has also been a collaborative effort from both, teachers and students, to work in this environment. Furthermore, students can easily connect with teachers around the world through online meeting and teleconferencing. Students can also attend webinars and seminars taking place around the world and gain knowledge from scholars and experts from different fields. It has also increased the digital literacy rate. Students can now take as many online courses as they want. Moreover, educators around the world have an opportunity to interact with each other.

EdTech platforms has provided various options for students to learn different courses and prepare for higher education and competitive exams. Sharing of learning material has also become very easy with the help of various apps and social media. The following are the various positive impacts of Covid-19 pandemics.

1-IMPACT ON CHILDHOOD DEVELOPMENT

There was a lot of scope for the children to inculcate various aspects as follows,

- Learning new educational skill
- Getting indulged into indoor physical activities,
- Personality development
- Self- confidence builds up

Children's education is expected to be badly affected by school closures. UNESCO has actively promoted distanced learning solutions, and this includes using digital teaching aids. Those children who have access to these will be given the opportunity to learn educational methods that will benefit them later in life. They could also get involved in a different physical, learning and creative activities during school closures that will help them to develop new skills.

2-GREATER AWARENESS

There was more option for developing -

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A STUDY ON ENVIRONMENTAL ETHICS AMONG THE TEACHER EDUCATORS OF KUVEMPU UNIVERSITY

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ABSTRACT

Every human being has the right to decent life but today there are elements in our environment that tend to militate against the attainment and enjoyment of such a life. The exacerbation of the pollution of environment can cause untold misery. Unhappiness and suffering to human beings, simply because of our lack of concerns for the common good and the absence of sense of responsibility and ethics for sustaining a balanced eco-system. If we are to aspire to a better quality of life – one which will ensure freedom from want, from disease and from fear itself, then we must all join hands to stem the increasing toxification of this earth. What we need in order to defuse this environmental time bomb is immediate concerted action of all the people, but such needed action will come only if we reorient such citizenry values, i.e., imbibe them with proper awareness and values (ethics), specifically those that will lead to a greater concern for preserving balance in the ecosystem, besides teaching them how to save the environment from further degradation, and to help, make it more healthful and progressive place to live in, springs from a strong sense of social responsibility.

KEYWORD: *Environmental Ethics*

INTRODUCTION

Nature is the greatest gift of God on the earth. It is capable of providing man with everything that he needs, not only for self-sustenance, but also for making his life fully comfortable. Nature and human kind have formed indivisible parts of the life support system. When we look at the beauty of nature, we find that five elements (Space, Air, Fire, Water, and Earth) provide the foundation for the entire physical world and Ayurveda recognizes these five elements which are interconnected. If there is deterioration in any one, it affects the other four elements and natural environment at large. It was liberality of "Mother Nature" to allow man free access to her precious resources. However, man's desire for happiness and comforts has led him to utilize nature's free goods to the extent of reducing its natural capacities for self-stabilization.

In the 20th century the environmental issues have gained greater concern. Environment includes natural atmosphere and built environment. The natural atmosphere is being polluted due to the unnatural factors. Human beings are more responsible for environmental pollution than the natural causes like a volcanic eruption. According to environmental ethics, humans are part of natural community rather than managers of it. Such an ethic places limit on human activities such as uncontrolled resource use that may adversely affect the natural community. Environmental ethics are much more important than environmental laws as it is internal force. It sensitizes a human being for various environmental issues as the man is controlled here by an internal force and not by the fear of punishment. Education is a powerful tool in the hands of society to bring sensitivity among human beings.

SPECIFIC OBJECTIVES OF THE STUDY

a) To find out the environmental ethics among the male and female teacher educators of Kuvempu University.
b) To find out the environmental ethics among the Rural and Urban B.Ed college teacher educators of Kuvempu University.
c) To find out the environmental ethics among the male and female teacher educators of Aided and Un-Aided B.Ed colleges of Kuvempu University.

METHODOLOGY

There is great need to plan and design a procedure and method for any research work. In any research, methodology makes the most important contribution. It is the backbone of the research

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Role of ICT in innovative methods of Teaching and Learning Sub Theme: Quality standards of excellence in ICT usage

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Abstract: Creativity is often seen as a talent, or as a characteristic of eminent people. Distinctive personality traits have been identified to exemplify a creative mind. At the same time, a number of studies recognize that creativity can be enhanced and cultivated. Technologies are already accepted by the young generation, who are appropriating ICT tools and in particular web 2.0 applications in new creative ways. New pedagogies have to take into account what it means to be educated in our times, as the overwhelming presence of technologies in our lives brings about a change in the way young people and children learn and understand. A cultural shift is also required in order to promote values that are not always recognized in a school environment, such as risk-taking, uniqueness and originality. Teachers are key figures to implement change, but they need support to understand and accept creativity in their practices.

Introduction: ICT taps into young people's interests and expertise, exploits their curiosity to explore, and provides a stimulating set of tools to produce creative outcomes for the necessity of creativity and innovation in educational sets. It focuses on three interrelated enablers for change: technologies, culture and pedagogy. How well are educational systems enhancing this transversal skill and promoting students creativity? Are schools creating the conditions for creativity to flourish? And, most of all, why should school address creativity? In this paper it will be discussed that creativity in education is not just an opportunity, but a necessity. First, several emerging trends entail an alteration in the way young people learn and understand (Redecker, 2008). The generation of the 'New Millennium Learners' is characterized by multitasking, short attention spans, gaining information in non-linear ways (Pedro, 2006). Teachers have to attract their interest and attention in a new way, and as a result the development of creative approaches is called for (Simplicio, 2000). We can say that creativity in education is not just an opportunity ,but a necessity, several emerging trends entail an alteration in the way young people learn and understand The generation of the 'New Millennium Learners' is characterised by multitasking, short attention spans, gaining information in non-linear ways (Pedro, 2006).

The importance of creativity and innovation in addressing the economic, environmental and social crises has been recognized in policy discussion in majority of the European countries. Recent policies call for the strengthening of Europe's innovative capacity and the development of a creative and knowledge-intensive economy and society through reinforcing the role of education and training in the knowledge triangle and focusing school curricula on creativity, innovation and entrepreneurship. It has been recognized that schools and initial education play a key role in fostering and developing people's creative and innovative capacities for further learning and their working lives.

RESEARCH TRACKS

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COMPARATIVE STUDY ON ENVIRONMENTAL AWARENESS OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present investigation was undertaken to study the environmental awareness among the high school students, related to their Sex (Boys/Girls), Locality (Rural/Urban) and Types of School (Govt/Private). The study was conducted in Davangere district of Karnataka. The sample of the study comprised of 1440 students from standard IX in both urban and rural areas and different types of schools by stratified random sampling. The tool used for the study is the Environmental Awareness Ability Measure prepared by Praveen Kumar Jha. The data were analyzed by using Mean, S.D., t-test techniques and Two Way ANOVA. The results of the study revealed that 1) The gender does not play any role on Environmental awareness, 2) The students belonging to urban background are comparatively better in terms of their environmental awareness as compared to the students belonging to rural background, 3) The students of private schools have more environmental awareness than the students of government schools, 4) Gender and locality have interaction effect on Environmental Awareness of the secondary school students, 5) Gender and types of secondary schools does not have any interaction effect on Environmental Awareness of the secondary school students & 6) Locality and types of schools have interaction effect on Environmental Awareness of the secondary school students.

Keywords: Environmental Awareness, Secondary School.

Introduction

Environmental education raises public awareness of the environmental consequences of our actions. During the last decades the trend for environmental protection has expanded in various areas, including the realm of education. Today man is living in a world of crises. The social, economic, political and value crises are some of the threats which are quite alarming. Added to this, in the recent decades, the environmental crisis has become another important factor that has made everyone in the world to think of its gravity. Ever since man has been on this earth, there has been a constant interaction between him and the natural world. Today environmental problems are a matter of concern. The very survival of man depends on the solution of these problems. Awareness is essential for action and education can play a vital role in this direction. It is education which can make man aware, conscious of and knowledgeable about the environment and environmental problems. It is pathetic to notice that the younger generation of India is much behind in the concern for environmental balance. Therefore, it is felt need to study the environmental awareness among the secondary school students. India faces significant challenges in protecting the environment from further damage. The present study has tried to study the environmental awareness among the secondary school students of Davangere District. The investigators have tried to identify the environmental awareness among the secondary school students and studied the relationship of the environmental awareness among the Boys and Girls, Urban and Rural, Government and Private secondary school students of Davangere District.

Objectives

- To find out the environmental awareness among the secondary school Boys and Girls of Davangere District.
- To find out the environmental awareness among the Rural and Urban Secondary school Students of Davangere District.
- To find out the environmental awareness among the Government and Private secondary School students of Davangere District.

Hypotheses

1. There is no significant difference in the environmental awareness among the secondary school Boys and Girls.
2. There is no significant difference in the environmental awareness among the Rural and Urban Secondary school students.
3. There is no significant difference in the environmental awareness among the students of Government and Private Secondary schools.
4. There is no significance interaction effect of sex and locality on environmental awareness.
5. There is no significance interaction effect of sex and type of secondary schools on Environmental awareness.
6. There is no significance interaction effect of type of schools and locality on environmental awareness.

Sample: For the purpose of the present study, 1440 students were selected from the 9th standard classes of Davangere District. The stratified random sampling technique was used to select the sample. Totally 36 secondary schools were selected proportionately on a random basis; 14 were government secondary schools and 22 were private secondary schools. Among the 14 government schools, 7 were urban government secondary schools and remaining 7 were of rural government secondary schools. Among the 22 private secondary schools, 12 were urban private secondary schools and 10 were rural private secondary schools. The proportion of the sample of urban and rural secondary school students is almost in the ratio of 1:1(770:680); boys and girls sample is also in the ratio of 1:1(720:720). To measure the Environmental Awareness, the investigators have used the 'Environmental Awareness ability Measure prepared by Praveen Kumar Jha.

Analysis and Interpretation

Hypothesis 1: There is no significant difference in the environmental awareness among the secondary school Boys and Girls.

Table 1: Significance of Difference in Mean Environmental Awareness Scores between Secondary School Boys and Girls

Variable	Group	No. of Students	Environmental Awareness Scores	Mean Difference	t value
Gender	Boys	720	40.1	6.8	0.1	0.26 NS

*NS=Not Significant

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CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE) IN THE PRESENT SCENARIO

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ABSTRACT

Continuous and Comprehensive Evaluation (CCE) refers to a system of school based evaluation of a student that covers all aspects of a student development. It is a developmental process of student which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioral outcomes on the other. The term continuous is meant to emphasize that evaluation of identified aspects of students' growth and development is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. It means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self evaluation. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning, like knowledge understanding, applying, analyzing, evaluating, creating

Introduction

Present day central concern of education is to ensure equitable access to general education for all students, including students with disabilities; and students from diverse cultural backgrounds. Many Central and State policies (mid-day meal, free text-books, uniform and bicycles, etc) articulate the school's responsibility to ensure that all students have access to the core curriculum in the general education environment whenever possible, with appropriate supports and services. However, more than 50 per cent children leave school before completion of their elementary education. One of the major factors for this is that children do not find school interesting and enriching. A faulty examination system in India not only discourages learning, but also snuffs out creativity. Such examinations retard the joy of learning and perpetuate dropout among majority of children.

Myopic academic achievement has often erroneously been interpreted and associated with student achievement. Most children lose their natural optimism and joy by the time they are ten or eleven years old. Many of them are already in a state of fear and anxiety due to prevalent examination system. Therefore, suggestions in the form of varied modes of assessment, including oral testing and group work, has been made so as to enhance flexibility in the system of examination and reporting of performance as envisaged in the idea of Continuous and Comprehensive Evaluation. CCE advocates a school-based continuous and comprehensive evaluation system in order to: (i) reduce stress on children, (ii) make evaluation comprehensive and regular; (iii) provide space for the teacher for creative teaching, and (iv) provide a tool for diagnosis and for producing learners with greater skills. The CCE scheme is visualized to be simple, flexible, and implementable in any type of school, i.e. from the elite one to a school located in rural or tribal areas. Keeping in view the broad principles of the scheme, each school should evolve a simple scheme involving its teachers, and owned by the teachers.

Nature of Evaluation

- To determine whether the agency is achieving organizational goals and objectives.
- To fulfill the requirements of funding and service agreements.
- To determine the effect of service on the target population.
- To identify areas of service or organizational framework that could be enhanced to improve service.
- To determine the social effect of government policy decisions.
- To determine if government is achieving strategic goals.

Scope of Evaluation

- It tests genuineness of objectives and helps in their modification.
- It helps in judging the effectiveness of the methods of teaching in terms of the objectives of teaching
- It helps in findings out the psychological and logical soundness of the material
- It tests the all-round development of the child and help in predicting the future success of the student in a particular field
- It helps in the improvement and modification of the evaluation tools and techniques, which should not be static but should change from time to time

Purposes of Evaluation

- Planning/efficiency ensuring that there is a justification for a Policy/Programme and that resource are efficiently deployed
- Accountability demonstrating how far a programme has achieved its objectives, how well it has used its resources and what has been its impact
- Implementation improving the performance of programmes and the effectiveness of how they are delivered and managed
- Institutional strengthening improving and developing capacity among programme participants and their networks and institutions

Features of Evaluation

- Evaluation will be humane in nature. It will help students grow as social beings and thus save them from unnecessary pain, anxiety, harassment and humiliation
- Evaluation will be the responsibility of the teacher who teaches the students and is responsible for developing the requisite healthy attributes in them
- Evaluation will be consistent with its purpose and will provide a reliable and valid measure of students' performance.
- Evaluation will reflect the outcomes of each learning intervention and would provide all the students the same opportunity to display their individual potentials. As such, evaluation will be varied and consistent and thus admit of the use of multiple techniques of measurement
- Evaluation will be built in with the teaching-learning process and thus will be carried out during the entire period of education.
- Evaluation will take into account both the background and the prior experiences of students.
- Alternative evaluation procedures will be used for students with special needs making it humane, learner friendly and flexible.

Types and Functions of Evaluation

Types of Evaluation

There are different types of evaluation depending on the object being evaluated and the purpose of the evaluation. The most important distinction in evaluation types is that between formative and summative evaluation. Formative evaluations strengthen or improve the object being evaluated. They help in examining the delivery of the program or technology, the quality of its implementation, and the assessment of the organizational context, personnel, procedures, inputs, and so on. Summative evaluations, in contrast, examine the effects or outcomes of some object. They summarize it by describing what happens subsequent to delivery of the program or technology; assessing whether the object can be said to have caused the outcome; determining the overall impact of the causal factor beyond only the immediate target outcomes, and estimating the relative costs associated with the object.

Formative Evaluation

Needs assessment determines who needs the program, how great the need is, and what might work to meet the need.

- *Evaluability assessment* determines whether an evaluation is feasible and how stakeholders can help shape its usefulness
- *Structured conceptualization* helps stakeholders define the program or technology, the target population, and the possible outcomes
- *Implementation evaluation* monitors the fidelity of the program or technology delivery.
- *Process evaluation* investigates the process of delivering the program or technology, including alternative delivery procedures

Summative Evaluation

- *Outcome evaluations* investigate whether the program or technology caused demonstrable effects on specifically defined target outcomes
- *Impact evaluation* is broader and assesses the overall or net effects, intended or unintended, of the program or technology as a whole

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AWARENESS OF ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

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RESEARCH PAPER IN EDUCATION

ABSTRACT

During the last few decades, it has become evident that we can no longer think of socio-economic development in isolation from the environment. The nature of issues confronting us along with an increasing interdependence among nations necessitates that countries come together to chart a sustainable course of development. The United Nations Conference on Environment and Development (UNCED), held in Rio de Janeiro in June 1992, was a milestone event, effectively focusing the world's attention on environmental and development problems we face as a global community. The Summit brought together governments from around the globe, representatives from international agencies and non-governmental organizations with the objective of preparing the world for attaining the long-term goals of sustainable development.

Introduction

Environmental Awareness means to help social groups and individuals to acquire an awareness and sensitivity to the total environment and its allied problems. The importance of environmental awareness cannot be over emphasized. We must understand that the environmental awareness will improve the quality of life. "Protect, preserve and improve the environment". The terms environmental education and environmental awareness are used interchangeably. The sustainable development can be described as 'improving the quality of human life while living within the capacity of supporting eco-systems". The environment and its resources are not allowed to degrade. The natural resources must be used in a limited way. It produces an ideal balanced eco system. All the components are available for the future generation.

Environmental Awareness

Environmental awareness is the ability to understand the problems of environment through the relevant experiences and the assistance extended to the society and its individuals to solve these environmental problems. This environmental awareness should be given to each and every one of our citizens. Awareness programmes should motivate the students and the society. The success in the program lies on the follow up work and actions. The students should be indulged in the awareness programmes. They can be motivated to plant trees. Also they can be given stimulation to take steps to eradicate the pollution. They should go towards the society to save it. It brings out the real success of the- awareness programme. It starts from the individual's commitment towards the environment.

Sustainable Development

Sustainable development is the process of social and economical betterment that satisfies the needs and values of all interest groups, while maintaining future options and conserving natural resources and diversity. Social development is economically equitable, culturally durable and socially enjoyable. It is a complex concept. It incorporates all the principles of ecological, social, cultural and economic sustainability. The continuous maintenance of quality environment for many years is called Sustainable development.

Environmental sustainability considerations have been an integral part of the Indian culture. The need for conservation and sustainable use of natural resources has been expressed in Indian scriptures more than three thousand years old and is reflected in our constitutional, legislative and policy framework as also international commitments. Apart from concerns about increasing air and water pollution, degradation of land and forests along with loss of biodiversity have also come into focus. Specific measures were initiated way back in 1972 after the Stockholm Declaration. Since then a full-fledged Ministry of Environment and Forests has evolved and an extensive legislative network now exists to address environmental issues. There have also been several policy initiatives to safeguard the environment. These are discussed in detail in later chapters. Sustainability concerns have become an intrinsic component of the planning process. The Ninth Five-Year Plan (1997-2002) explicitly recognized the synergy between environment, health and development and identified as one of its core objectives the need for ensuring environmental sustainability of the development process through social mobilization and participation of people at all levels. Environmental awareness programmes supported by the government and NGOs have also gained momentum in recent times. The country has signed and ratified several international conventions and agreements on the environment and related issues and has been effectively implementing these. The efforts made so far need to be carried forward by strengthening the existing attempts at the domestic level and reinforcing international cooperation in dealing with issues related to social development and the environment.

Principles for Sustainable Development

- Limit the human population to a level within the carrying capacity of the environment.
- Renewable resource harvesting rate should not be the above the regeneration rate.
- In the case of non-renewable, rate of depletion should not be above the rate of generation of renewable substitutes.
- It brings people together with nature and gives better future.

Goals of Sustainable Development

- The survival and well being of human beings.
- The survival and well being of all other species.
- The survival and well being of the earth, nature resources and all factories that support life on earth.
- The first goal is universally accepted. Meeting it requires satisfying the needs of all people for food, water, clothing, shelter and energy and providing jobs and maintaining health of all for a better life. The needs of the world's poor must have