



NAAC SPONSORED

**NATIONAL WEBINAR ON
IMPACT OF TECHNOLOGY ON SOCIAL
AND EDUCATIONAL PERSPECTIVE
IN INDIA DURING PANDEMIC SITUATION**

JULY 18-19, 2022



Organized by :

IQAC CELL OF BIYANI GIRLS B.ED. COLLEGE

Sector-3, Vidhyadhar Nagar, Jaipur-302039, Rajasthan

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NAAC Sponsored

BIYANI NATIONAL WEBINAR

The Proceedings of Conference



Impact of Technology on Social and Educational Perspective in India during Pandemic Situation

July 18-19, 2022

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Organized by:



IQAC CELL OF BIYANI GIRLS B.ED. COLLEGE

Jaipur, India

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All papers of the present E-proceeding were peer reviewed by no less than two independent reviewers. Acceptance was granted when both reviewers's recommendation were positive.

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- Dr. Shipra Gupta
- Dr. Manish Saini
- Ms. Tripty Saini
- Dr. Arti Gupta
- Dr. Sarika Sharma
- Ms. Sunita Sharma
- Ms. Pushpa Kumawat

Designed by:

- Mr. Nilesh Sharma
- Mr. Sunil Saini
- Ms. Sanjana Purohit

Welcome to NAAC Sponsored Biyani National Webinar

This year we are celebrating the Biyani National Webinar sponsored by NAAC. Since, the first seminar in 2006, it has become an annual feature of our institution and has continued to grow. The institution is leaving no stone unturned in encouraging the spirit of research and innovations. Every year, this event receives increasing number of participants from all over India, and we continue to evolve, adapt and develop new collaborative programs.

This event is also co-sponsored by **National Assessment And Accreditation Council, New Delhi**.

The theme of Biyani National Webinar is to identify Impact of Technology on Social and Educational Perspective in India during Pandemic Situation. This is an initiation to introduce and promote Excellence and Efficiency in Social and Educational Perspective: A Mission and identify the challenges hindering the same.


Biyani National Webinar has decided to call for Abstract of the paper to be published in the webinar proceeding with ISBN numbers. The Technical Program Committee is charged with reviewing all abstracts to accommodate the growing number of paper submissions. In a rigorous and time-consuming review process, the committee members worked hard to ensure the continued high quality of accepted papers.

The months of planning, hard work and team effort by dedicated people has culminated into the success of this event for which we would like to thank the management committee who trusted us to organize this webinar and contributed significant funds to support this event. We would also like to thank the technical program committee and the reviewers for their excellent work in reviewing the abstracts as well as their invaluable input and advice. We would also like to express our sincere thanks to all the dedicated Biyani National Webinar - Team members for their active role and support in all aspects of this webinar from collecting abstracts, assisting in coordination, helping to plan the agenda, recruiting sponsors and assisting in organizing the webinar. We cannot thank them enough for their constant support and dedication for being a brilliant and amazing team. I want to thank convener Dr. Ekta Pareek and Coordinator Dr. Shipra Gupta and team for editing the webinar proceeding in the last running moments and beautifully designing the brochure and other materials.

Finally, we want to express our sincere thanks to all the invited speakers, who have joined us from India out time from their busy schedule to participate in this Webinar. It has been a great pleasure to interact with them and receiving their interest in collaborating in the future.

The venue of this Webinar is located in pink city Jaipur and we have tried to promote a sense of the local culture and North-Indian cuisine to the attendees during this webinar. We hope that this Webinar is intellectually stimulating, enjoyable, professionally satisfying and memorable for all the attendees.

With warmest regards,



Dr. Manish Biyani

Patron,

- Res. Director, Biyani Group of Colleges, India
- Res. Asso. Professor, JAIST, Japan



Dr. Rajeew Biyani
Chairman
Biyani Group of
Colleges, Jaipur



Prof. Sanjay Biyani
Director
Biyani Group of
Colleges, Jaipur

Message

We feel proud to see that the Biyani Girls B.Ed. College, Jaipur is organizing NAAC sponsored National Webinar on "Impact of Technology on Social and Educational Perspective in India during Pandemic Situation" on July, 18-19, 2022.

The Covid-19 Pandemic has overwhelmed the entire world, and India also has borne the brunt the same. The only way to control and defeat this pandemic was to make people follow social distancing and also to restrain them from moving out to avoid social connect.

Technology has worked to connect one person to another. Whether it is the platform of twitter, insta, Google meet, zoom etc. people got connected to each other.

Technology has affected the field of education a lot. A lot of changes are being introduced into the educational system in India and more than 1 year, students have relied on online education that raised the question, what will be the future of technology in India and how it will be beneficial for future generation.

This Webinar will provide an ample opportunity to all the resource persons, guest speakers and delegates to interact with each other and ponder over vital issues related to Impact of Technology on Social and Educational Perspective.

I hope, all the participants will enjoy not only the different technical session of the Webinar, but also gain valuable tips for developing personality and inculcate values.

We wish the Webinar a great success.

"The great use of education is not merely to collect facts, but to know man and to make one self known to man, it is the duty of every human being to master, not only the language of intellect, but also that of personality" - (Ravindra Nath Tagore).



Priyanka Biyani

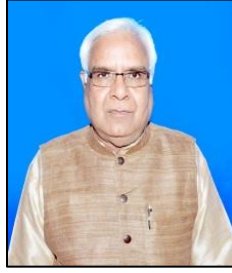
*Asst. Director
Biyani Girls B.Ed. College*

Message

With great pleasure to know that Biyani Girls B.Ed. College is being organized a ICSSR sponsored National Webinar entitled "**Impact of Technology on Social and Educational Perspective in India during Pandemic Situation**" on July, 18-19, 2022.

The intent of the webinar is to propel the learner from individual to collective transformation, towards achieving substantive citizenship.

I wish for the great success of this grand event.



Dr. Banwari Lal Natia
Chairman NCTE -NRC

Message

It is a matter of immense pleasure that IQAC cell of Biyani girls B.Ed college is going to organise a NAAC sponsored national Webinar on "Impact of technology on social and educational perspective in India during pandemic situation".

I do hope that the Webinar will enable academicians to exchange ideas and suggest measures how technology is affecting the Educational and Social Perspectives during pandemic.

I congratulate Dr Ekta Pareek principal Biyani girls B.Ed College Jaipur and her entire team and wish this Webinar a great success

With best wishes

Dr. Banwari Lal Natia
Chairman NCTE -NRC



TANTIA UNIVERSITY

(Established by State Government Act No. 32 of 2013 u/s 2(f) of the UGC Act 1956)
Sri Ganganagar-335002, Rajasthan, India

Website: www.tantiauniversity.com; Email: president@tantiauniversity.com; Phone +91 154-2494129

Prof. (Dr.) M.M. Saxena
President (Vice Chancellor)



Message

I have had this opportunity to visit the Biyani Group of Institutions, Jaipur a few years back and it was a great experience seeing an institution growing with a very honest vision and mission of imparting quality education. I am happy to know that this prestigious group is organizing a “National Webinar on Impact of Technology on social and Educational Perspective in India during Pandemic situation”. A seminar on such a vital theme is the need of the day so that the role of technology can best be understood and in right perspective for not only the Indian but global society. I am sure the the deliberations and discussions during the event by eminent educationists will focus on related theme. I wish all the success for this endeavor of the institution and the dedicated team of organizers. My hearty best wishes.

(M.M. Saxena)



Dr. Kamayani Mathur

*(Professor & Head, School of Psychology, Philosophy & Education,
Gujrat University, Ahmedabad)*

Message

I am delighted to know that IQAC cell of Biyani girls B.Ed College Jaipur is organising 2 days National Webinar "Impact of technology on social and educational perspective in India during pandemic situation" during 18 and 19 July 2022

As we all know that in pandemic situation Technology has affected the field of education. A lot of changes are being introduced into the educational system in India and more than one year the students have relied on online and education that raised the question what will be the future of technology in India and how it will be beneficial for future generation. I am sure that the practical recommendation scholarly deliberations during the course of this webinar will lead to identify issues which will be very useful and beneficial.

I extend my best wishes for grand success of the webinar.

Dr. Kamayani Mathur

Professor & Head,
School of Psychology,
Philosophy & Education,
Gujrat University, Ahmedabad



Dr. Nandita Shukla Singh

*(Professor and former Chairperson, Department of Education,
Panjab University, Chandigarh)*

Message

When we are going through unprecedented change and teachers and administrators are finding ways to cope up with the situation it is v thoughtful of Biyani College of education to host this seminar. You have provided a platform to teachers to share their best practices and voice their concern. I am v hopeful the deliberations and discussions on the theme of this seminar would bring some useful ideas for implementation. Wish you all the best.

Dr Nandita Shukla Singh

*Professor and former Chairperson,
Department of Education,
Panjab University, Chandigarh*



D.A.V (P.G) College, Dehradun, Uttarakhand

Affiliated to H.N.B Garhwal Central University, Srinagar, U.K

Dr. Reena Uniyal Tiwari

Associate Professor

Department of Teacher Education



Message

Technology has played an immense role in the COVID-19 pandemic world. During the pandemic situation when all the educational institutions and offices/organizations were closed, keeping pace with changing educational and social scenario was a big challenge. Technology has worked to connect one person to another. It allowed students to learn at their own pace and incorporate virtual platforms like never before. Technology was used to connect people and services.

I am happy to know that IQAC, Biyani Girls B.Ed College, Jaipur, Rajasthan is organizing NAAC sponsored national webinar on " Impact of Technology on Social & Educational perspective in India during Pandemic Situation", on July 18-19,2022.

I am sure this webinar will provide a delightful experience to the delegates, participants & organizers. I convey my wishes to the organizers, resource persons and all participants, wishing the national webinar all success.

Dr. Reena Uniyal Tiwari



Dr. Meenakshi Thakur

(Research Associate, DER, NCERT, New Delhi)

Message

Warm greetings to respected Chairman Sir; Director Sir; distinguished guests; esteemed organizers of the national webinar focusing on the theme, ‘Impact of Technology on Social & Educational Perspective in India during Pandemic situation’. First of all thank you for the kind invitation

I am delighted to address this Message to the premier organization Biyani Girls B.Ed College, Jaipur and I salute your goal of changing the narrative and unlocking the potential for various intellectual researchers by providing a platform to address the conventional challenges faced at different levels in education.

Sharing knowledge has helped mankind survive and evolve into the intelligent and productive species he is today. Knowledge cannot be managed but what can be managed is the environment where it can be created, discovered, captured, shared, distilled, validated, transferred, adopted, adapted, and applied. Therefore, I congratulate the organizing committee of the National webinar for undertaking this laudable initiative to gather experts, both budding & experienced researchers and professionals from academics and diverse education streams under one roof to discuss “Impact of Technology on Socail & educational perspective in India during pandemic situation”.

I am delighted that the national webinar is providing a platform for all stakeholders in the learning & training which include policy makers, regulators, operators, clients in the industry, etc. to share experiences and exchange ideas on contemporary issues affecting the activities and outcomes in the different but interlinked fields. I believe that this webinar will generate new ideas, innovations and strategies to address the challenges faced in order to create legible awareness and perspectives on the use of technology.

We’re looking forward to an excellent meeting with great intellects from different parts of the country and sharing new and exciting researches and experiences from their respective fields. I’m sure that this conference will collectively draw research fellowships from diverse fields in a unified manner, to share their research findings and latest ideas.

I add my best wishes for a successful and fruitful conference and my thanks to all organizers.

“Knowledge shared is knowledge squared.”



Dr. Shubhasis Bhadra

*Associate Professor, Department of Social Work, Head, Department of Sports Psychology,
School of Social Sciences, Kishangard, Ajmer*

Message

It is a matter of profound happiness for me that Biyani Girls B.Ed College is organising a two days NAAC sponsored National Webinar on theme "Impact of technology on social and educational perspective in India during pandemic situation" on July 18 -19, 2022 with very interesting and relevant sub themes like impact of technology on students mental health and learning, effects of technology on child's over all development during pandemic, the challenges for reforming society and education through technology etc.

I congratulate Biyani Girls B.Ed. College for initiatives they take to organise such discussions and talks by the experts from time to time. I sincerely appreciate their efforts and convey heartiest wishes to Dr. Ekta Pareek, Dr Shipra Gupta and their team for successful conduct of the webinar.



Dr. Somu Singh

Assistant Professor, Banaras Hindu University, Varanasi

Message

I am happy to learn that Biyani Girls B.Ed College organizing a two days NAAC Sponsored National Webinar on "Impact of technology on social and educational perspective in India during pandemic situation" on July 18 -19, 2022.

The theme of the webinar is relevant in present scenario. I congratulate the organisers for providing a platform for this interaction through this webinar. I wish the webinar a great success.

FROM THE CONVENER'S DESK

It is my pleasure to welcome you all to the Biyani National Webinar sponsored by NAAC and organised by Biyani Girls B.Ed. College from July 18-19, 2022. The topic of the Webinar is "Impact of Technology on Social and Educational Perspective in India during Pandemic Situation". The Covid-19 Pandemic has overwhelmed the entire world, and India also has borne the brunt the same. The only way to control and defeat this pandemic was to make people follow social distancing and also to restrain them from moving out to avoid social connect. On the other hand school and colleges reconceptualized education with digital classrooms and online learning for millions of students across the length and breadth of the country.

Due to this social distancing situation technology played most important role for reducing stress in everybody's life. Technology has worked to connect one person to another. Whether it is the platform of twitter, insta, Google meet, zoom etc. people got connected to each other.

Technology has affected the field of education a lot. A lot of changes are being introduced into the educational system in India, and more than 1 year, students have relied on online education that raised the question, what will be the future of technology in India and how it will be beneficial for future generation. Technological programs allow people of a wide age group to learn at their own pace.

We aim at being the institute where students not only come to study and get placements but also where their imaginations fly high and their aspirations find a home.

This Webinar is a blend of sessions from various well known speakers across the country and oral presentations by research scholars.

Organising this webinar was not an easy task and it would have not been possible without the support and cooperation of management and my faculty members. All of their combined efforts have made it possible. My sincere thanks to management and NAAC for their support and assistance.

I pray to almighty and wish this Webinar would be a great success.



Dr. Ekta Pareek

*Biyani Girls B.Ed.College
Convener*



Dr. Shipra Gupta

*Biyani Girls B.Ed.College
Co-ordinator*

ADVISORY COMMITTEE

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- | | |
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| • Dr. Saroj Kanwar Rathore | • Ms. Ranjana Pareek |
| • Ms. Malti Saxena | • Ms. Sarita Sharma |

Impact of Technology on social and Educational Perspective in India during Pandemic Situation

Day 1 (18/7/2022)

09:00- 09:05	Lighting of the lamp and Ganesh Vandana
09:05- 09:15	Opening and Welcome Remark : Dr Sanjay Biyani, Director, Biyani Group of Colleges, Jaipur
09:15- 09:45	Plenary Lecture- Dr. Banwari Lal Natia, Chairman NCTE NRC
09:45 -10:15	Plenary Lecture- Prof. M.M.Saxena, Vice Chancellor, Tantiya University, Ganga Nagar,Rajasthan
10:15-10:30	Break
Technical Session I Technology have helped in advancing education and society duringthe pandemic.	
10:30- 11:30	Invited lecture -1 : Dr. Pratibha Singh, Deputy Director, NAAC Regional Center, Delhi
Technical Session II: Technology has affected the student's mental health and Learning.	
11:30-12:30	Invited lecture- 2: Dr. Kamayani Mathur, Professor & Head, School of Psychology, Philosophy & Education, Gujrat University, Ahmedabad.
Technical Session III: The sudden transition to synchronized online learning during the covid and its impact in our education system	
12:30-1:30	Invited Lecture- 3 Dr. Nandita Singh, Professor, Punjab University, Chandigarh
1:30-2:00	Question Round & Summary of the Day

Day 2 (19/7/2022)

9:00- 9:05	Ganesh Vandana
Technical Session IV: Technology is affecting a child's overall development during pandemic	
09:05- 10:00	Invited lecture -1 : Dr Minakshi , Research Associate, DER,NCERT, New Delhi.
Technical Session V: The technology that is helping fight against pandemic society and education world.	
10:00-11:00	Invited Lecture2- Dr Reena Tiwari, Associate Professor, D.A.V.(P.G.) College, Dehradun
Technical Session VI: The effect of online education on the social behavior and social adjustment of the learners and teacher	
11:00-12:00	Invited Lecture 3- Dr. Shubhasis Bhadra, Associate Professor, Department of Social Work, Head, Department of Sports Psychology, School of Social Sciences. Kishangard, Ajmer
Technical Session VII: The challenges for Reforming Society and Education through Technology	
12:00-1:00	Invited Lecture- Dr. Somu Singh, Assistant Professor, Banaras Hindu University, Varanasi.
1:00-2:00	Closing Session (Interaction Session)

Concept Note

Theme- Impact of Technology on Social and Educational Perspective in India during Pandemic situation

The Covid-19 Pandemic has overwhelmed the entire world, and India also has borne the brunt the same. The only way to control and defeat this pandemic was to make people follow social distancing and also to restrain them from moving out to avoid social connect. On the other hand school and colleges reconceptualized education with digital classrooms and online learning for millions of students across the length and breadth of the country. The work from home economy is arguably one of the biggest transformation stories of the 21st century with a direct impact on almost half of the world's population. In this aspect technology and innovation at large. Due to this social distancing situation technology played most important role for reducing stress in everybody's life. Technology has worked to connect one person to another. Whether it is the platform of twitter, insta, Google meet, zoom etc. people got connected to each other. But on the other hand some demerits we can see also by the use of technology in daily life. As the health issues, psychological problems are growing. The relationships are getting affected. So we can't deny the bad effects of use of technology. In such a situation, technology has affected the field of education a lot. A lot of changes are being introduced into the educational system in India, and more than 1 year, students have relied on online education that raised the question, what will be the future of technology in India and how it will be beneficial for future generation. Technological programs allow people of a wide age group to learn at their own pace. This is very beneficial for the students who find learning in large classes intimidating; the online classes may be less stressful options. Many teachers are making the best of this situation by exploring new methods of teaching and assessment.

Some key benefits are:

- 1) Saving extra expenses
- 2) No limitation availability
- 3) Instant results
- 4) Better time management
- 5) Demonstrated self motivation

Despite all this, instead of classroom teaching, the negative effect of online education can be seen in students. Sometime students feel very lonely. The label of negativity is too high in their minds. Psychological development is less likely. But if all these negative effects are left out, It has contributed a lot to inclusive education. Thus we can say that technology will be very beneficial for education and society.

Objectives

- 1) To understand the role of technology in advancing education and society during the pandemic.
- 2) To Identify the Impact of Technology on student's mental health and Learning.
- 3) To understand the sudden transition to synchronized online learning during the covid and its impact in our education system.
- 4) To identify how technology is affecting a child's overall development during pandemic.
- 5) To understand the effect of online education on the social behavior and social adjustment of the learners and teacher.
- 6) To identify how the technology that is helping fight against pandemic society and education world.
- 7) To understand the online Education as a Catalyst for Reforming Education.
- 8) To understand the challenges for Reforming Society and Education through Technology

Sub Theme

Role of Technology has helped in advancing education and society during the pandemic.

- Impact of Technology on student's mental health and Learning.
- The sudden transition to synchronized online learning during the covid and its impact in our education system.
- Technology is affecting a child's overall development during pandemic.
- The effect of online education on the social behavior and social adjustment of the learners and teacher.
- The technology that is helping fight against pandemic society and education world.
- The online Education as a Catalyst for Reforming Education.
- The challenges for Reforming Society and Education through Technology

Out Comes of this Conference

- It will provide a platform to understand how Technology has helped in advancing education and society during the pandemic.
- We will be able to discover how technology has affected the student's mental health and Learning.
- It will be helpful in doing Quality research by researcher.
- We will be able to understand the sudden transition to synchronized online learning during the covid and its impact in our education system.
- It will provide a platform to understand how technology is affecting a child's overall development during pandemic.
- We will be understood the effect of online education on the social behavior and social adjustment of the learners and teacher.

- This Conference will help to understand the technology that is helping fight against pandemic society and education world.
- This Conference will help to understand the online Education as a Catalyst for Reforming Education.
- It will provide a platform to understand the challenges for Reforming Society and Education through Technology.
- It will prove beneficial to provide prolonged personalized interaction between participants and resource person.

It will offer an opportunity to develop new professional relationship, meet new friends gain knowledge and become more successful in career

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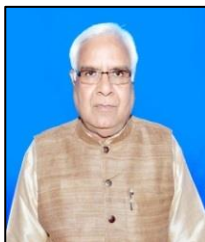
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Plenary Lecture-1



Dr. Banwari Lal Natiya

Chairman, NCTE, NRC

Vidhyabharti Rajasthan Jaipur Higher Education

Shri Agrasen Shiksha Sadhna Sodh Sansthan

National Vice President at Bhartiya Shikshan Mandal

Former Governing council member at SIEMAT

2015 - 2018·Jaipura, Rajasthan, India

Former President at Shri Agrasen T.T. College of Education, Keshav Vidhyapeeth - Jaipur

Former Principal (school) at Mahatma Gandhi College of Management

2009 - 2013·Jaipur, Rajasthan

Former Principal (school) at Goverenment College

2009 - 2010·Sri Ganganagar

Former President at VidyaBharathi - Group of Institutions

2009 - 2016·Jaipur, Rajasthan

Former Regional Director at Commissionerate of College Education, Rajasthan

2000 - 2003·Jaipur, Rajasthan

Former General Secretary at agarwal shiksha samithi

1998 - 2005·Jaipur, Rajasthan

Former Proffesor of Commerce (EAFM) at Goverenment Colleges

1971 - 2010·Raj, Rajasthan, India

Former President of Student Union at University of Commerce College Jaipur

1969 - 1970·Jaipur, Rajasthan

Former General Secretary at Rajasthan Vaish Federation

Jaipura, Rajasthan, India

Former Executive Member at International Vaish Federation

Jaipura, Rajasthan, India

Former Member of Academic Council at Brij University bharatpur

Bharatpur, India

Former Member board of management at Matasya University Alwar

Alwar City, Rajasthan, India

Abstract

The infiltration of technology into our lives was at its peak during the covid-19 pandemic. It had a huge impact on every sphere of life as well as education. Through online education teachers and learners came on the same platform and remain connected to each other.

Students and teachers' day connected through video calling, conference calling, zoom meeting, Google classroom, Google meet, recorded classes, PowerPoint presentation etc.

Students master themselves in the use of new technology but still it was less effective than live classroom teaching. In classroom teaching where there is a live interaction between the students and teachers makes the teaching process live and effective. The students are also influenced by the behaviour and conduct of their teachers.

The school environment and teacher's conduct contribute significantly to the mental, linguistic, logical, logical and all-round development of the child. Fellow learners and school family plays an important role in the behavior and character formation of the child, that is, where technology has its own important place, class room teaching is also an important part of the life of a student and teacher.

□□□

Plenary Lecture-2



Prof. M.M.Sexena

*Vice Chancellor, Tantiya University,
Ganga Nagar, Rajasthan*

Professor M.M. Saxena

Vice Chancellor, Tantiya University, Sri Ganganagar

M.Sc. Zoology -Gold medalist and Ph.D. from University of Jodhpur.

Also has been awarded **Honorary Doctorate of United Nobles Rescue Services, Stockholm (Sweden) & Abuja (Nigeria)** for contribution to the field of Higher Education. Oct 17, 2020.

Honorary Doctorate of Dynamic Peace Rescue Mission International, Lagos (Nigeria) for Outstanding and dedicated services as well as Humanitarian services spreading peace and humanity throughout the world. Oct 27, 2020.

Former Dean - Faculty of Science, Professor & Head, Department of Environmental Science, Director Research, Controller of Examinations, Chairman- Central Library, , Coordinator UGC NET, Coordinator Self Finance Courses.

Having over **40 years** of Research, Post-graduate teaching, and Administrative experience while working with Tantiya University, Sri Ganganagar; Maharaja Ganga Singh University, Bikaner; University of Jodhpur, Jodhpur; College Education- Rajasthan; and Zoological Survey of India.

Research Supervisor of **4** Universities. Supervised **22 Ph.D.** and **26 M.Phil.** scholars.

Published over **150 Research Papers** in the journals of international repute.

Author of 7 Books.

Areas of research: Hydrobiology, Pollution ecology, Aquaculture, Microbiology, Entomology, Wildlife and Parasitology.

Editor - OIKOASSAY- an international journal of environmental and allied sciences 25 years since 1984. Member on the Advisory Board of many International Journals.

Represented over **100 national and international seminars/conferences**. Organized two International Conferences. Undertaken 4 Research Projects funded by different agencies.

Thrice invited to deliver Invited Lectures at the Indian Science Congress.

Resource Person and examiner for different Universities in Environmental science, Zoology, Fisheries and allied disciplines.

Awarded by different agencies for contribution to the field of education and environment.

Life Time Achievement Award for contribution to the field of Higher Education, Global Citizens Peace Federation, Palakkad, Kerala on Oct 05, 2020.

saxenamm@rediffmail.com, 9414278387

Abstract

Technology has played an important role during Covid 19 the Pandemic era .In this Era technology is being used by most of the people and students around the world. people should be aware of the use of Technology

The development of Technology has made the field of research very easy. During the Corona pandemic the availability of internet has served a great contribution in the field of education and it connected all the people of world to each other.

Key words:-Technology, development of technology, availability of internet etc.



Invited Lecture-1

Technology has affected the Student's Mental Health and Learning



Dr. Kamayani Mathur

*(Professor & Head, School of Psychology, Philosophy & Education,
Gujrat University, Ahmedabad)*

Awarded

1. Best Paper Presentation at The Scientific Session “Mental Health – Current Status” At The Xxxivth National Annual Conference of Indian Association of Clinical Psychologists Held Atkolkatta Between January 7th-9th, 2008.
2. Best Paper Presentation In A Scientific Session “An Analysis Of Allied Physical, Clinical Andpsychological Aspects As A Predictor of Qualityof Life Among Patients of Obstructive Sleep Apnea” On 3rd March, 2014 At The 49th National And 18th International Conference of The Indianacademy of Applied Psychology Held Atahmedabad Between 1st to 3rd March, 2014.

Abstract

Technology has Affected The Student's Mental Health and Learning

Dr. Kamayani Mathur

*(Professor & Head, School of Psychology, Philosophy & Education,
Gujrat University, Ahmedabad)*

Abstract

In our changing word the use of technology is continuously expanding it influences every area of our lives unfortunately we have also seen a number of negative effects of Technology on mental health as well research has indicated that internet addiction particularly among younger demographics such a teenagers are becoming a white spread issue.

It has been link to depression low self esteem and lonely less symptoms that often lead to diagnosis mental illnesses that already present studies suggest higher level of screen use in children and adolescents is associated with reduced physical activity increased risk of depression and lower well being

Not out Technology have some positive effects on learning. Technology can offers different forms of learning through direct instructions, video streaming, podcasting project based learning, adaptive algorithm based software and more.

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Invited Lecture-2

The Sudden Transition to Synchronized Online Learning during the Covid and Its Impact in Our Education System



Dr. Nandita Shukla Singh

*(Professor and former Chairperson, Department of Education,
Panjab University, Chandigarh)*

Former Coordinator, Interdisciplinary Centre for Swami Vivekananda Studies, PU

Former Chief Coordinator Inst of Educational Technology, PU

Former Dean Students Welfare, PU

Former Dean International Students, PU

Former Member of Senate and Syndicate

Panjab University

Chandigarh

Abstract

The Sudden Transition to Synchronized Online Learning during the Covid and Its Impact in Our Education System

Dr. Nandita Shukla Singh

*(Professor and former Chairperson, Department of Education,
Panjab University, Chandigarh)*

Abstract

The closure of offline educational activities in On 11 March 2020 the WHO (2020) declared COVID-19 a pandemic, and everyone was advised to avoid close contact with anyone showing symptoms. Therefore, universities across the globe have to shut down the world due to the ongoing COVID-19 pandemic resulted in an unplanned shift from traditional learning to a setup that exclusively involves digital teaching and learning. Synchronised online learning during over 19 was well accepted by the teachers as well as the students.

Our education system faced a very critical situation during this era.

In this critical situation all the education was organised on online mode. Teachers were involved with the technology and encouraged their students to learn through the online mode.

Sometimes it was observed that some students who really wanted to learn make themselves stay connected whereas on the other hand the students who did not want to attend the online classes regularly not responded.

Some major challenges in this critical situation were found as connectivity glitches, an expected rise in dropouts, readiness of the systems etc.

Challenges faced by youth were drastic by changes in modes of learning, evolution overwhelmed, anxious and uncertain about short and long term future, disruption in routine activities etc.

For removal of these barriers yoga, meditation and physical exercise may play an important role.

□□□

Invited Lecture-3
**Technology is affecting A Child's Overall Development
during Pandemic**



Dr. Meenakshi Thakur

Research Associate, DER, NCERT, New Delhi.

❖ **Academia-**

- Worked in A.S.N.Hr. Sec. School, Jammu (J&K).
- Worked in G.D.Goenka School, Jammu (J&K).
- Worked in National Institute of Education & Teacher Training, Gangyal, Jammu (J&K).
- Worked as an Academic Counselor for IGNOU in Education from Jammu University, Jammu).
- Worked as a faculty for English, Business Communication & personality development in INIFD Jaipur.
- Worked as Associate Professor & HOD, Dept. of Social Science in Biyani Group of Colleges, Jaipur.
- Worked as Assistant Professor, Dept. of Education in RIE, NCERT, Ajmer for the session 2017-2018
- Worked as Assistant Professor, Dept. of Education in RIE, NCERT, Ajmer for the session 2018-2019.
- Worked as Research Associate, Division of Educational Research, NCERT, New Delhi from 2019-2022.
- Working as Senior Consultant, NCERT, New Delhi.

❖ **Achievements-**

- Done Research in linguistic skills in Srinagar (J&K).
- Successfully organized workshop and projects for students.
- Done e-shelf digital library management orientation from ORELL.
- Qualified exam for casual announcer from Radio Kashmir Jammu (J&K)

- Participated in longest Human Chain and election oath around Anasagar Lake in Ajmer.

Awards

- Qualified SET (STATE ELIGIBILITY TEST) from Jammu University
- Qualified REET (RAJASTHAN ELIGIBILITY EXAMINATION for TEACHERS) 2015
- Received National Award from Indian Psychometric & Educational Research Association as Sushila Devi Bhargava Memorial Young Woman Educationist Award 2018.
- Rated as Top Reviewer for past 12 months (2021-2022) on the PUBLONS, WEB OF SCIENCE CLARIVATE.
- Attended more than 35 International & National conferences.
- Published more than 32 papers in both national & international Journals.
- Attended more than 50 workshops, online webinars, FDP's and conferences.
- Acted as a resource person for e-content development, syllabus preparation and editor in various programmes conducted by NCERT.
- Reviewed more than 25 papers and book chapter for various journals.

Abstract

Technology is affecting A Child's Overall Development during Pandemic

Dr. Meenakshi Thakur

Research Associate, DER, NCERT, New Delhi

Abstract

According to Qustodio, which tracks how children use devices and development app to help parents manage their children's tech habits, states that data predates COVID-19 and its global lockdowns, which sent an estimated 1.5 billion children home by the end of April 2020. Stuck at home due to the pandemic, children have spent excessive time in front of screens, from TVs to smartphones to tablets. Online activity on children's devices doubled in the early days of the pandemic.

How Children Use Technology During Quarantine

Pandemic-induced business and school closures have caused many families to adjust to a new reality. Parents have converted bedrooms and living rooms into home offices, while children have transitioned to online learning and an increasingly digital social life. Meanwhile, many parents have eased restrictions on devices so their children can stay entertained, engaged, and

connected. The availability of technology during the pandemic has been a double-edged sword.

The addiction of technology has risen up to noticeable point and it keeps rising in the children and adolescents of different communities around the globe. Among the technologies, most widely used machine is smartphone. There are many worrisome conditions that are caused by the smartphones. Smartphones are said to emit radiofrequency (RF) capable of reaching the brain leading to the unwanted events. The frequency range of 30 KHz–300 GHz is suggested to be the possible human carcinogen.

This RF emission is documented for developing the brain tumor risk in children and adolescents. It was found that the brain region exposed to RF radiation are prone to develop the glioma and acoustic neuroma for tumors in children and adolescents.

The risk is reported to be highest in population of <20 years. Children and adolescents are more exposed to RF radiations of wireless phone due to smaller heads, higher conductivity, and thinner skulls than the adults .

These factors contribute in the higher absorption of RF radiation through children's brains. Smartphone also cause the sleep disturbance due to the RF radiations. The use of cellphones was associated with the lower concentration of Beta-trace protein (lipocalin-type prostaglandin D synthase) which synthesizes the essential sleep-promoting neurohormone named as prostaglandin D.

Along with the brain tumor risk, WHO reported the wireless phone being the health risk including,

- Attention deficiency,
- Impaired cognition,
- Impaired learning,
- Sleep disruptions, and
- Sensitivity to stress.

Other noteworthy conditions are Alzheimer's disease, "got dementia", depression, anxiety, and risk for developing any possible neurodegenerative condition .

Excessive exposure to the screen can influence brain development in negative ways , it can increase the risk of cognitive, behavioral, and emotional disturbances in adolescents and young adults (or the risk of dementia in old age).

This pandemic has been the reason for increased use of television among children. Analyses of how children's brains react to television use are scarcer than those concerning cognitive or behavioral outcomes, and causality remains difficult to ascertain.

Gaming has become an essential part of the life of children, sometimes leading to the "Internet Gaming disorder" or "Gaming disorder" due to their addictive propensity. Gaming is suggested to have great impact on human reward system (through dopaminergic pathways),

impulse control, and sensorimotor co-ordination . Game playtime and frequency of play has increased rapidly during the events of COVID-19.

The children increased their technology usage during COVID-19 pandemic, i.e., in the purpose of gaming, online classes, and passing time including social media use. As already mentioned, the advent of the pandemic has influenced the behavioral pattern of the younger generation in relation to health, lifestyle, and physical activity level to screen addiction, causes various diseases, social problems, poor school performance and negatively affects on indicators of their physical and mental health. In fact, there was an increase in the time spent in front of screens or a hyper-connection to the internet. In general, the associated sedentary lifestyle.

In a study conducted in China, the prevalence of PSU (problematic smartphone use) was 43.3% in the overall sample, with 41.9% in women and 45.5% in men. To date, little qualitative research has been conducted with adolescent smartphone users when this is particularly problematic or excessive use.

The results of the study by Conlin and Sillence demonstrated the complexity of discriminating between functional and fun smartphone use from problematic use in an era where smartphones are so deeply present in modern life.

Among the problematic aspects reported was the need to have their phones in the immediate vicinity even at night, the anxiety of having lost their phones or the distraction from their phones while getting to know other people. The sense of comfort and evasion provided by smartphones seems to help avoid unpleasant thoughts, emotions or experiences by providing a variety of new stimuli.

When the degree of internet addiction becomes high, subjects (usually young adults) showed a low level of inhibitory (psychophysiological) control, while subjects who have a lower degree of dependence on both a computer and the Internet have a more flexible nervous system, which was indicated by the highest level of inhibitory control . From this study, it can be assumed that less Internet dependent students will be able to adapt to a rapidly changing environment.

Positive Impacts of Technology

The upside of devices is that they can provide an opportunity for children to continue their education and maintain relationships with friends and family.

Remote learning. Computers, tablets, and smartphones have allowed students to remain connected to the classroom, albeit virtually. Many students have appreciated the less structured nature of remote learning and ability to work at their own pace and on their own terms. Distance learning has also been a blessing for students with social anxiety.

Staying connected.

In the age of social distancing, devices and other forms of technology have been a social lifeline for many, especially children. Young people have relied on screens to stay safely

connected with grandparents and other family members and chat with friends while playing video games online. Studies have shown that using social media and messaging platforms to stay in touch with loved ones improves mental and emotional health, particularly in times of crisis.

Negative Impacts of Technology

The downside of devices is the reality that children may use them too much and that screen time may supplant family time:

Too much screen time.

Screens already occupied a significant chunk of young people's lives before the pandemic — and even more so during it. Qustodio reports that children spent an average of 97 minutes a day on YouTube in the early days of the pandemic, twice as much as in 2019. Too much screen time poses several potential negative consequences, including

- Vision impairment,
- Sleeplessness,
- Anxiety, and
- Even addiction to the device itself.

CONCLUSION

Increased technological usage during the pandemic has its positive and negative impacts, depending on the usage. As much as smartphones are way of escaping loneliness in lockdown, they are also responsible for causing serious mental illness including depression, anxiety, sleep irritability, and cognitive impairment.

The RF radiations emitting from the smartphone are of doubtful concern as brain tumor risk factor in children. Further on, although television usage might be not as much as the smartphone, it also has its effects on children up to some extent. Videogames are proven to be stress relief tools for the children as well as adults. Videogames are claimed to reduce depression and anxiety, and increase creativity, cognition, and skills.

Parents should be checking on their children for any possible negative impact of increased usage of technology. Individuals who are sensitive to stress or prone to develop depression, anxiety should be encouraged to make their distance from the daily news because of negativity. Parents are suggested to introduce productive and creative games in their homes and should motivate their children.

Physical Health Effects of Technology on Children During the Pandemic

Numerous studies overwhelmingly indicate that, in general, children today spend significantly more time inside in front of screens than they do outside playing. Plenty of evidence shows that issues such as obesity, sleeplessness, and vision problems are among some of the negative physical health effects of technology on children.

Family avoidance. In some cases, the more time children spent with their screens, the less time they spent with their family. While useful to remain connected, devices can be a poor substitute for in-person interactions that help children — particularly very young children — develop valuable social skills. In response, many parents have sought to impose restrictions on their children's tech use.



Invited Lecture-4

The Technology that is Helping Fight against Pandemic Society and Education World.



Dr. Reena Uniyal Tiwari

Department of Teacher Education, D.A.V. (PG) College, Dehradun, Uttarakhand.

Achievements:

- ❖ Secured 2nd position in M L Sukhadia University, Udaipur in M.Sc.
- ❖ Secured 1st position M L Sukhadia University Udaipur and awarded Gold Medal in both B.Ed & M.Ed.
- ❖ Awarded Bhamashah award for being 1st in B.Ed in all the five universities of Rajasthan by Maharana Mewar Foundation Udaipur.
- ❖ 1st position in college and 3rd position in H N Bahuguna Garhwal University, Srinagar in M.A. Psychology.

Research, Publications and Other Academic Engagements:

- Have published more than 10 research papers in national and international journals and participated in 30-national/ international Webinars/ webinars.
- Asstt. Programme incharge IGNOU B.Ed. programme
- Convenor of College career Guidance, Counselling & Placement Cell.
- Guided Dissertations of M.Ed., MA (Education) and PGDSLML.
- Member of Team preparing School Leadership Module at NUEPA New Delhi.
- Member of University Panel Constituted for inspection of Institute/ Colleges starting new courses and Faculty Selection in affiliated colleges
- Resource person in Special B.Ed. programme for visually handicapped and hearing impaired students.
- Member Selection/ Interview Board at various KVs and CBSE, ICSE board Schools.

Abstract

**The Technology that is Helping Fight against
Pandemic Society and Education World.**

Dr. Reena Uniyal Tiwari

Department of Teacher Education, D.A.V. (PG) College, Dehradun, Uttarakhand.

Abstract

Covid-19 grasp all over the world during pandemic. Everywhere seen loss of human life, social and economic crisis, school closure, devastated industries, millions of job lost. It creates challenge to public health, food systems and world of work. In this critical situation the technological equipments connected all the people at the global level. In this scenario education moved to students home.

Schools struggled to adopt online and distance education. It was a crucial time to consider technology, pedagogy and education. Variable digital platform access to connect student teacher with common devices like Zoom, WebEx, online lectures, voice thread, cloud classroom, FB Messenger, Google Apps, online survey etc. These technological devices help fight against pandemic society and education world.

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Invited Lecture-5

The Effect of Online Education on the Social Behavior and Social Adjustment of the Learners and Teacher



Dr. Shubhasis Bhadra

Associate Professor, Department of Social Work, Head, Department of Sports Psychology, School of Social Sciences. Kishangard, Ajmer

Affiliation & Contact:

Bandarsindri (NH-8, Jaipur- Ajmer Highway)

Kishangarh, Ajmer District, Rajasthan

Central University of Rajasthan, 305817

Phone: 9560824557

Email: subhasisbhadra@curaj.ac.in , bhadrsubhasis@gmail.com

Educational & Professional Career:

- **Ph.D.** in Psychiatric Social Work, from NIMHANS (National Institute of Mental Health and Neuro Sciences), Bangalore in 2006. The thesis titled “***Impact of Disaster and Life Events among Survivors***”.
- **M. Phil.** in Psychiatric Social Work from NIMHANS (National Institute of Mental Health and Neuro Sciences), Bangalore in 2000. The study conducted titled “***Teacher Trainees’ Perception about Life Skills for Children and Adolescents***”.
- **Master of Social Work (MSW)** from Vidyasagar School of Social Work, Vidyasagar University, Midnapur, West Bengal in 1997. The dissertation was “***Impact of an Industry on Its Surrounding Villages (with Special Reference to Kolaghat Thermal Power Station***”.

Experiences:

- ***Associate Professor and Head in Department of Social Work, School of Social Sciences, Central University of Rajasthan, Head, Department of Sports Psychology***

- **Assistant professor and Head** in **Department of Social Work, School of Humanities and Social Sciences, Gautam Buddha University, Greater NOIDA, Uttar Pradesh** from 22nd April 2010 till 2nd November 2017.
- **Assistant professor** in **Department of Social Work, Assam University (Central University), Silchar, Assam**, 1st December 2009 to 19th April 2010.
- **Director, Disaster Mental Health** in **American Red Cross, India Delegation**, November 2006 till November 2009.
- **Research Coordinator** in the project of **CARE India & National Institute of Mental Health and Neuro Sciences**, Bangalore in collaboration as Strategic Partner, for Gujarat Riots Intervention (Gujarat Harmony Project), Tsunami Intervention and for Kashmir Earthquake Intervention. From November 2002 – October 2009.
- **Programme Coordinator**, in **OXFAM – India** (Bangalore), based at Bhuj, Gujarat for Earthquake rehabilitation programme from May 2001–October 2002.

Research Papers:

1. **Bhadra S.** (2021). Vulnerabilities of the Rural Poor in India during pandemic COVID-19: Social Work perspective for designing sustainable emergency response. *Asian Soc Work Policy Review*. (doi: 10.1111/aswp.12236)
2. Kousar R, **Bhadra S.** (2021). Border Conflict: Understanding the impact on education of the children in Jammu Region, *Journal of Peace Education*, Routledge (Taylor & Francis), Vol 18, No-1, pp-48-71 (doi: 10.1080/17400201.2021.1873756)
3. **Bhadra, S.** (2020). Issues among Elderly Survivors and Provisions of Support in Disaster Response Policies and Programme in India, *Indian Journal of Gerontology*. Vol-34, Issue 04, Page 525-543, (ISSN 09714189)
4. **Bhadra, S.** (2017), Women in Disasters and conflict India: Interventions in view of Millennium Development Goals. *International Journal of Disaster Risk Sciences*, Volume 8, [Issue 2](#), pp 196–207
5. Des Marais, E, Boxel, S, **Bhadra, S.** (2015), Reflexive Development: A model for helping Social Workers Contribute to Sustainable Global Future. *Social Work Education: The International Journal*, (Francis & Taylor)- Vol-35, No 1, pp 100-112 (ISSN: 0261-5479)

Abstract

The Effect of Online Education on The Social Behavior and Social Adjustment of The Learners and Teacher

Dr. Shubhasis Bhadra

*Associate Professor, Department of Social Work, Head, Department of Sports Psychology,
School of Social Sciences. Kishangard, Ajmer*

Abstract

In practically every corner of the world Covid 19 and the ensuing lockdown had a negative impact on traditional face to face educational activities .As an alternative online learning modality has become popular.Thus the student had a drastic adjustment in education and the other students who had previously had meaningful and delightful social connectedness were replaced by loneliness.Delivery of teaching learning through computer mediated system of communication there is a sense of belongingness through virtual interaction

Potential barriers to student learning and socialisation in the online setting include time lapses between interaction lack of clear communication norms absence of visual auditory conversation cues and a perceived imbalance in commitment and responsibility.The internet provides rich opportunity for making new friends and sharing interest with others social interaction is critical to developing the skills needed to understand other peoples mood and emotions

□□□

Invited Lecture-6

The Challenges for Reforming Society and Education through Technology



Dr. Somu Singh

Assistant Professor, Banaras Hindu University, Varanasi

Academic Qualifications:

Ph.D. (Education), M.Ed., B.Ed.,

M.A. (Political Science), M.A. (Psychology), M.A. (Philosophy) – Pursuing

UGC-NET & JRF Qualified

Diploma in Yoga, Special Certificate Course in Statistical methods

Research Projects (Completed/Ongoing):

- A Major Research Project sanctioned by Indian Council of Social Science Research (ICSSR), Ministry of Education, Govt. of India on 'Indian Knowledge System' in year 2022 is going on.
- A Major Research Project sanctioned by Institution of Eminence Scheme (Ministry of Education, Govt. of India) through Banaras Hindu University in year 2021 on area of teacher education is going on.

Members in Committees of National & State level Government Bodies/Organizations-

- Member as an Expert, Academic Advisory Committee (AAC) of SWAYAM (Govt. of India) in National Institute of Open Schooling (NIOS).
- Member, FOCUS GROUP No.-08, State Curriculum Framework (SCF), Madhya Pradesh, Rajya Shiksha Kendra, Bhopal.
- Resource Person in T.V. Channel No.-32 on Teacher Education of SWAYAMPRAKASH (Ministry of Education, Govt. of India). My 10 videos have been recorded and telecasted on SWAYAMPRAKASH Channel.
- Resource Person in Capacity Building Programs organized by Centre of Excellence under Central Board of Secondary Education (CBSE), Govt. of India situated at Patna (Bihar)

Administrative Contributions/Additional responsibilities in University:

- Coordinator of Hostels and Guest House, South Campus of BHU.

- Member of different committees (admission, evaluation, sports, cultural activities, student's welfare, residential, dairy farm) in South Campus, BHU.
- Proctor, Banaras Hindu University- South Campus for two years.
- Programme Officer, National Service Scheme of South Campus of Banaras Hindu University for 04 years.
- Representative member of South Campus in University Sports Board of B.H.U & In-charge, Games & sports activities, South Campus of BHU
- Administrative Warden, Shivalik Boys Hostel, B.H.U. for three years.
- Nodal Person for Alumni Cell, BHU at South Campus, B.H.U.
- Member of Anti ragging squad in South Campus, BHU
- Judge of 'Disha: Inter Department Youth Festival-2014' of Rajiv Gandhi South Campus, BHU.

Abstract

The Challenges for Reforming Society and Education Through Technology

Dr. Somu Singh

Assistant Professor, Banaras Hindu University, Varanasi

Abstract

Covid-19 and the consequent lockdown forced schools, colleges and universities to stop all regular face to face educational interactions between teachers and students. They had to move literally overnight to the online learning teaching model. Thus entailed not only the proficiency of both teachers and the students in quite unfamiliar sets of competencies but also focused mitigation of infrastructural limitations. Challenges like: -

1. Lack of motivation in students
2. Infrastructural problems
3. Digital literacy and technical issue
4. Lack of in person interactions
5. Lack of online learning option for special needs of students
6. Poor connectivity

To bring out the reform in the society we should promote the use of technology in a meaningful way. We should use the different types of online resources and apps just as google meet, zoom meetings, webex meetings as these give us the platform to interact and communicate.

□□□

Covid-19: Unprecedented Social, Cultural and Economical Challenges before Humanity

Dr. Shipra Gupta

Reader, Biyani Girls B.Ed.College, Jaipur

Shipragupta086@gmail.com

Abstract

COVID-19 epidemic considered to be the most important full-fledged health measure of the century and the greatest unit of mankind after World War II. The outbreak of corona Virus is seriously affecting the global economy, along with it social and cultural challenges are also a concern for human civilization. COVID-19 pandemic may also increase inequality, exclusion, discrimination and global unemployment in the medium and long term. Is the pandemic inhabited psychologically and emotionally affected or has started to develop a filling of alienation, fog and alcoholism in humans. In the context of this outbreak epidemic, we are studying around the global and Indian economic, social and cultural challenges are briefly studied.

Introduction

A new antic disease because infectious in December 2019, and was Originated from Wuhan city of Hubei province in China and was named as COVID-19 (Corona virus Disease) by WHO (world health organisation). A new class of COVID-19 known as SARS-COV-2 virus has been found to be responsible for this phenomenon. According to the report of the World Health Organization (WHO) COVID-19 (according to the report till June 20.) has affected more than 85 lakh 48 thousand people and killed more than 4 lakh 58 thousand people. More than 200 countries across the world have been affected by the virus; there was no medical controlled antibacterial drug vaccine effective against COVID-19. The corona virus spread rapidly in the world, passing natural challenges to the entire human's race, health Myer. Social discrimination, alcoholism and travel funds have also reduced jobs in economic sectors given to many workers. Schools have closed and the items and manufactured ones have diminished. In contrast, the need for medical attention increased considerably. The fertilizer sector is also facing a changed demand due to procurement of fertilizer products. In general, this epidemic is not only a serious public health concern, but a periodical country and social memory in these countries. COVID-19 with the population becoming the world bug threat to global public health being consider an indicator of inequality and Scarcity.

Research Method →

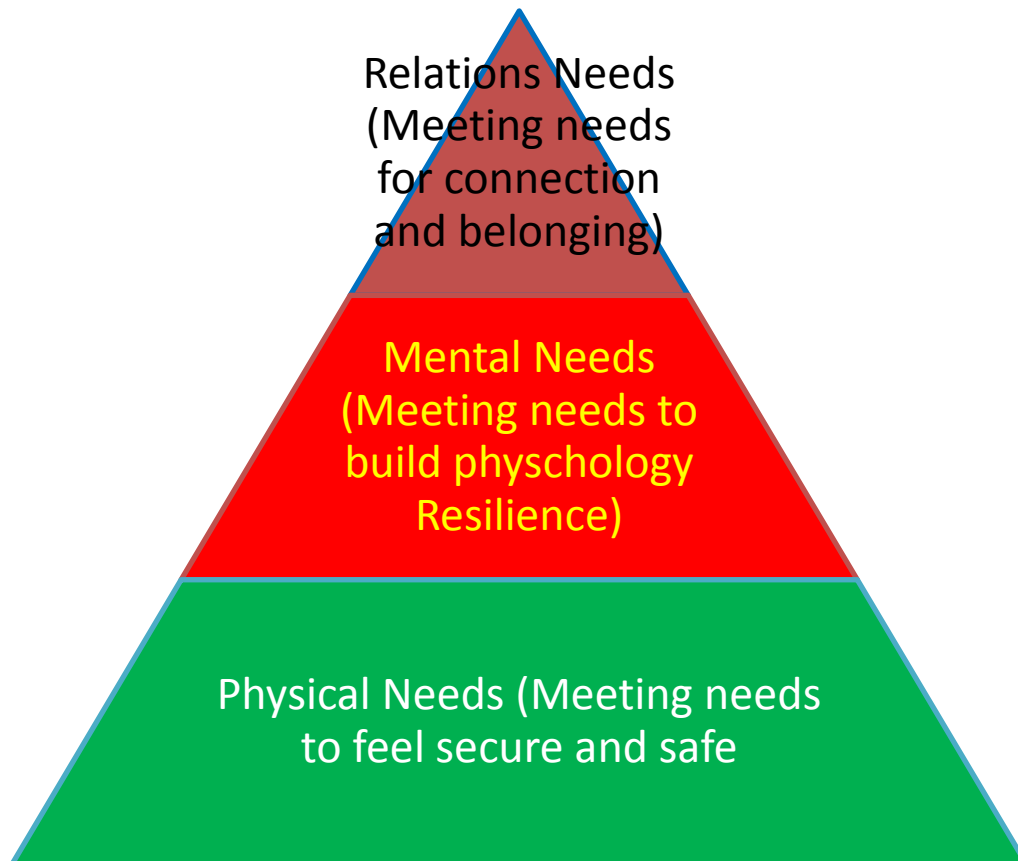
A literature search was conducted using Pub Med and Google Scholar. In addition, existing guidelines, including those by ministry of health and family welfare, government of India, and articles from several non - academic Sources (e.g. News Websites etc.) were assessed.

COVID-19 SOCIAL IMPACT AND CHALLENGES

COVID-19 Epidemic has taken over the world. More than 200 countries and in the world, Including India, are navigated by it. Its use is widespread that WHO had declared it as epidemic. The only way to control and defeat this huge epidemic is to obey social distancing and refuse to go out to avoid Social interaction. In order to achieve these objectives the entire country had to be shut down and all the activities with minimum human interaction were prevented and co-ordinarily locked in the country. In this disease, which Spreads from one person to another had made distance between the persons - COVID-19, the ending of the epidemic showed that discrimination in that epidemic society has increased inequality, untouchability and misbehaviour towards others under this epidemic, research work has shown that the Society like doctors, nurse, healthcare, police etc. also fell victim to the misbehaviour to the society. In many cases, it has been seen that the corona virus, which is at forefront of this fight against COVID-19 being viewed with suspicion Doctors and then workers were asked by landlords to evacuate their rented houses as they felt they were more likely to be infected. There have also been several cases of misconduct and harassment with doctors and health workers. Those who are our life givers are facing threats to their own life. Through the survey, it has been found that the condition of lower class and play areas us more distorted between distributing food and essential goods to the poor to the needy, people were seen fighting amongst themselves in defeat of reaching their first and even choosing from others. Members of community organizations were also shackled and abused during this time. Though it may be a tortured phase but its complications are long lasting.

COVID -19 : CULTURAL INFLUENCES AND CHALLENGAS

The effect of the corona virus is spreading happy around the world. Under its influences, given birth to a new culture. In the Indian culture where the tendency to greet each other was adopted worldwide at the same time, Indian also presented the example of vasudev kutumabkam another aspect of Indian culture.



Taking every along and helping each other as needed. The Indian culture of working together in difficult circumstances was given worldwide importance. In response to PM Narendra Modi campaign the honour the corona virus, the whole world in response to the appeal to challenge the darkness, illuminate the balcony and doors with lamp candles and flashlight or and the whole country gathered in the hour of trouble which was praised by all the world countries did with all these positive aspects, we came to know through the survey that this epidemic gave rise to another aspect. That was panic buying which was seen extensively in all parts of the country during the lockdown. Everyone tries to get a purchase as much as possible with the least annoyance or worry about their neighbours. Improper buying and talking of groceries and other essential commodities by people has created an imbalance in the markets. The excess in the productivity of goods has sometimes made it expensive due to which problem has arisen in the purchase of essential commodities for the poor. The unbalance of markets has created many challenges in the economy, in the society unpleasantness and jealousy have affected the people of society which is the major challenge for any culture during this epidemic it was seen that the infected person was abused along with the society, two family members also make distances from it. Due to which such person is also facing physical and mental pain man's distance from humans and love was discrimination rather than sympathy. This socio-cultural distortion began to flourish. There is an early stage which is not a good sign for the nature of any nation.

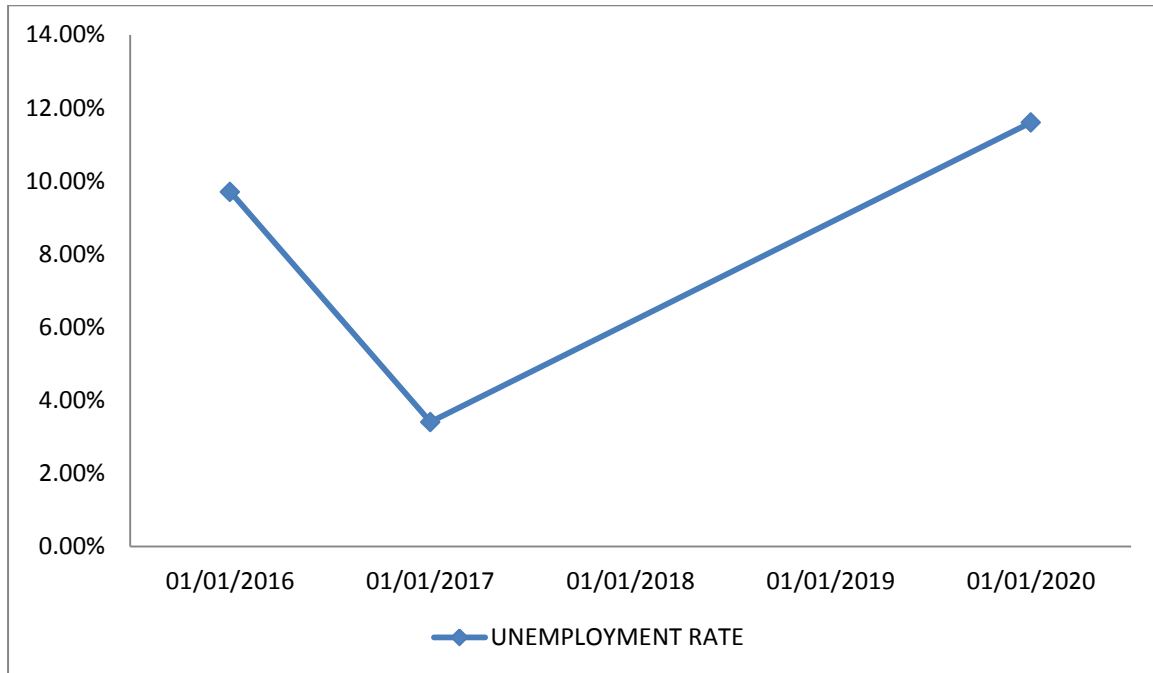
COVID-19 : ECONOMIC INFLUENCE AND CHALLENGES

The COVID-19 crisis has affected societies and economics around the world extraordinary challenges and uncertainty, the world has faced an economic crisis. The World Bank and IMF have warned that it is making the world economy better than the recession following the 2008 economic crisis. The report of a joint world conference on trade and development. The COVID-19 shock to developing countries asked the government to present or worsen the economic. Appealed to do whatever it took to protect the long-term depression and the poorest people. The G-20 representing the world's most powerful economies, pledged to defeat COVID-19 has expressed. So far, concerted efforts have been made for global action and cooperation. But the increased fear and fading did not help preventing significant national relief declared by the United States, Europe, China and India and incentive packages to prevent economic bleeding and corona virus it is to help fund the era. In India too, the corona epidemic has caused an economic crisis. Many economic challenges are facing the country. These include reduction in unemployment, sales poverty law, per capita income, supply chain, upward tension in government Commission. The collapse of the tourism industry, the collapse of the

Hospitality industry. Reduction in consumer activities is the major reduction in fuel consumption under this epidemic; 135 million civilians can be lost in the country and 120 million people can be pushed back into the poor in India. The economic impact of the 2020 corona epidemic. In India was largely disbursed according to the ministry of time the fourth quarter of 2020, India's growth rate has come down from 3-1 due to the corona virus epidemic. Unemployment increased from 6.7% on April 15 to 26% on April 19. Economists reduced India's GDP growth forecast for 2020 to 2.5% from 5.5% according to statistics, the corona epidemic has created a crisis for the economic system of all countries. All the countries are making constant efforts to deal with this economic crisis. Amidst all these problems, the Indian economy is also witnessing reverse migration. Right now it is happening within country where people are returning from the cities back to the village. This is also possible on a large scale at the international level. Such condition is not good for the economy of any country.

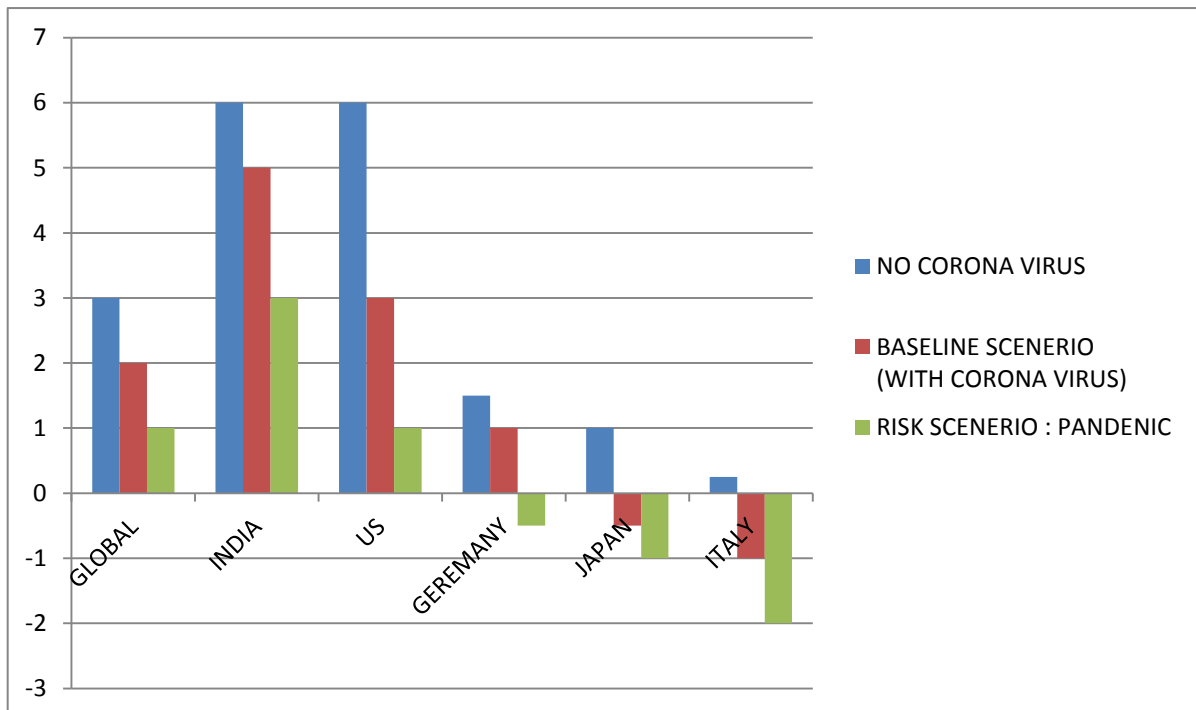
INDIAN UNEMPLOYMENT RATE BACK DOWN AFTER COVID-19 SHOCK

AVERAGE UNEMPLOYMENT RATE IN INDIA (2016-2020)



GLOBAL ECONOMIC IMPACT OF COVID-19

ECONOMIC GROWTH IN 2020%



Result: -

While the nationwide lockdown has resulted in financial losses and has affected all segments of Society, the domino effect on health, healthcare, Socialization and nutrition could possibly pose major setbacks to previously gained success of National health programs.

Conclusions: -

To prevent the long-lasting adverse Social cultural, economic consequences of the epidemic of COVID-19. The need to pay attention to the overall marginal population should be emphasized. Skilled leadership with comprehensive Socioeconomic development plan can remove the world and country from this crisis. These plans also require an ecosystem encouraging entrepreneurship so that Strong and sustainable business can flourish. It is prudent that government and financial institutions keep re-evaluating them from time to time and ensure that whatever is done is helpful in the progress and progress of the country

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- www.ncbi.nlm.nih.gov
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Challenges in the Integration of technology into Classroom

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Abstract:

The evolution of technology has brought about with it, several benefits the world over. Apart from enhancing efficiency, it has turned the world into a global village and made access to information quite easy. The education sector has also not been left behind in tapping into the deep resource-well of technology. The use of technology in education has become more than just an option. For effective learning, the education sector stakeholders have found ways of integrating the use of technology in the everyday learning processes. They use it to access the learning material, continuous learning, sharing knowledge, using teaching learning aids, record keeping, video conferencing and distance learning etc. During the COVID-19 pandemic when schools closed and education was moved to students' home technology proved to be a significant source to teach students at a distance. In the present paper challenges in the integration of technology into classroom have been discussed.

In basic terms, technology is understood as the process by which humans modify nature to meet their needs and wants. In a historic sense, the concept of technology refers to humans' ongoing use of tools and crafts to adapt and control their environment.

This emphasis on 'doing things better' implies that the term 'technology' refers to more than just the material tools and artefacts that are used to do something. This can be seen in the origins of contemporary uses of the word 'technology' in the ancient Greek word 'technología'. The first half of 'technología' relates to the Greek word 'techne', which can be variously translated as skill, art or craft. The second half of 'technología' relates to the Greek suffix '-logía', which translates roughly as the understanding of something, or as a branch of knowledge. In this sense, the term 'technology' has always referred to the processes and practices of doing things, understanding things and developing knowledge. As Albert Teich puts it succinctly, 'Technology is more than just machines' (1997, p. 1).

One of the most straightforward ways to conceptualize the social and the technical aspects of technology is offered by Lievrouw and Livingstone's (2002) description of three distinct, interconnected aspects of what 'technology' is:

1. Artefacts and devices : the technology itself and how it is designed and made;
2. Activities and practices : what people do with technologies (including issues of human interaction, organising, identity, techniques and competencies);
3. Context: social arrangements and organisational forms that surround the use of technologies (including institutions, social structures and cultures).

Contemporary meaning of technology is ‘digital technology’. ‘Information and communications technology’, ‘computerized technology’ and a number of other variations on the ‘information technology’ label. In a technical sense, all of these terms refer to computer-based systems – particularly software applications and computerized devices – that can be used to produce, manipulate, store, communicate and disseminate data. Put simply, then, the umbrella term of ‘digital technology’ can refer to a range of different aspects of contemporary technology used in education are: Computerized devices with an ability to access, modify, store and share data – for example, smart phones, laptops, tablets, desktop computers. Other electronic devices with an ability to create, transmit and view data – for example, digital cameras, wearable technologies Display technologies capable of displaying digital data – for example, projectors, smart boards, holograms, 3D displays, optical head mounted displays. Additive technologies capable of processing digital data in physical form– for example, 3D printing. Artificial intelligence tools and systems–for example, intelligent systems, robotics. Systems software that controls and operates computer hardware in addition to supporting the running of applications software – for example, operating systems (such as Windows, iOS, Android, Linux), user interfaces. Applications software that helps users to perform an activity – for example, word processors, spreadsheets, search engines, games. Simulation software – for example, virtual reality, mediated reality, augmented reality. Data processing tools and techniques–for example, data mining, analytics, algorithms. This list is by no means exhaustive, yet these examples highlight a number of characteristics of technology use that have emerged over the past twenty years. One of the defining features of these forms of digital technology is that they draw upon what can be termed as ‘networking’ logic. This is apparent, for example, in the networked connections that the internet and mobile telephony support between people, objects, organizations and information regardless of space, place or time. Similarly, many contemporary digital technologies are built around ‘interactive’ rather than ‘broadcast’ forms of exchange, with information shared between ‘many-to-many’ rather than transmitted from ‘one-to-many’ .(Jensen 2015).

There is no doubt that technology can play a great role in the field of education. But still there are some challenges to make our education system technology oriented specially in the pandemic situation.

EXTERNAL FACTORS

Lack of equipment and infrastructure

The biggest barrier is lack of equipments and infrastructure and high cost of these. Educational institutes lacking sources cannot afford these equipments. They have not adequate building to accommodate technology. Moreover students from low income group have not computer or smart phones at home. They are disadvantaged to access online classes and use internet at home.

Access

Early accounts of technology integration focused much of their interest on increasing the availability of computers in schools. Certainly, the most basic step toward effective technology integration is widespread access to equipment necessary to run educational computer programs. If computer lab time is limited to one hour per week, persistent use of educational technology is not viable. If students do not have regular and reliable access to a computer, it makes extremely difficult for instructors to integrate technology into existing lesson plans. Routine access to hardware (i.e., laptops or tablets), software (e.g., reading and writing software, internet browsers), and internet connection is a fundamental requirement.

Lack of training

Lack of trained and experienced teachers to handle ICT tools is another big challenge in the field of education. During sudden arrival of pandemic teachers were not trained to use technology so they were in a very stressful situation to handle online teaching. Also Software kept on updated and if teacher have no skill to use these devices they will face big trouble in using technology. Also there is no provision regarding the training of teacher to make them competent enough to use ICT.

Support

Adopting a new educational technology can be a time-consuming process. If a technology is adopted school-wide, teachers should have access to extended support from trained professionals, as opposed to a single hour long meeting before the school day begins. Of course, this will most likely require additional funding for schools, but creators of educational technologies should also place increased emphasis on user support. With high quality support from both creators of educational technologies and school employees, teachers will have access to the resources they deserve. The knowledge that support is readily available may in turn increase acceptance of classroom technologies.

Students Using Social Media

Of course teachers fear their students will be playing around on social media instead of using their devices for educational purposes. Students spend quite a bit of time on Facebook, Twitter, SnapChat, Instagram, etc. To prevent this issue, when preparing your network, make sure to include a next generation firewall that provides application filtering.

Network Overload

During pandemic we put mobile devices in the hands of all the students, teachers, and staff, your network can easily become overloaded if it wasn't appropriately designed to handle all those wireless devices. Many educational institutes' current wireless network infrastructures just are not designed to handle the amount of activity and the number of devices that are sucking up bandwidth. In many villages the basic requirement of electricity and internet is not available. Without these basic requirements it is impossible to teach and reach the students.

Damaged Devices

There is a risk of damage when handling new devices. Proper maintenance is required to handle all the technical devices. We could see in our educational institute many devices are damaged due to lack of proper care and maintenance. Also some of the devices are damaged because they are not being used. A quick e-tutorial should be given to students regarding how to properly use and take care of device(s). Also make sure they are equipped with very durable covers/cases. Performance Pressure from School Administrators

Unlike in the past, there are serious competitors in every field and the situation is no different in the teaching career. Everyone is being challenged always to give out their best because a better person is knocking on your role. This causes a lot of pressure from school administrators to perform well every time without leaving any point of blame. A teacher is now accountable for the win percentage of the class, the lines of the student growth indicators, and even the disciplinary factors of the class they handle. Being accountable for a number of roles other than quality teaching is sure to put on a lot of performance pressure on teachers. All these matters hinder them to use or do experiments using new technology and apps.

Balancing Diverse Learning Needs

In any classroom there will be different type of students with diverse learning needs. Satisfying all of them in the same way while approaching a particular technology and curriculum will be a serious challenge. During pandemic teachers tried different types of devices and approaches to satisfy a slow learner and quick learner. So they faced a lot of pressure to bring in a lot of creativity and diverse strategies. It also requires additional preparation time.

Handle too many masters

Teachers are of course in the middle of many ‘masters’ like parents, students and school managers. Satisfying all of them in the same meter can be a serious challenge for them. A management that is not supportive, a class of students who lack teamwork and parents who are complaining without understanding can make the job tough for them. Also, there can be arguments or even fights between these ‘masters’ and taking a stand to solve the situation can be a bit worrying for them at least a few of the times. They will have to make choices between fairness and survival at times. During pandemic teacher society worked under the pressure to fulfill the expectations of all these masters.

Less human interaction

Use of technology has change the social environment of the classroom. Teachers and students interact through various devices. They are missing the face to face interaction and non verbal clues used in the face to face communication. We can find students watching irrelevant content, videos, playing games and chatting with friends instead of learning the lesson. It is very challenging to maintain discipline among students as we are left with very few methods

to control students while using the technology for teaching. When students use tech devices, they have less human interaction. Teachers and parents worry that lack of face-to-face socializing will leave students unable to communicate effectively when they need to have a real-life conversation.

Unequal access to technology

Not all students have access to technology. Depending on their socioeconomic status and living environment, some students may not have access to reliable Wi-Fi or be able to afford dependable devices. These disparities can affect online learning activities, online assignments, and access to online help. School and Governments could provide technology for students, which will certainly be helpful. Some educational grants can also help offset the costs of technology.

The Technology Isn't Integrated

Many educators who have the proper training are reluctant to use technology in the classroom because their syllabus doesn't incorporate the technology into the curriculum. Instead, they must find extra places to stick it, adding extra work on the students and adding extra time in where there is no time to spare. When administrators order new technology for the classroom, they also need to prepare new curriculum that have the technology integrated into the daily learning schedule in a way that it will help the educator and students to achieve their goals for the day.

There Are Unrealistic Expectations

It's easy for the technology salespeople to give the administration and the teachers the false impression that just placing their technology in the classroom will transform the learners into a classroom full of overachievers. In trying to sell their technology, they push the propaganda that the addition of this technology will magically transform education as they know it classroom by classroom. The truth is that technology will merely give the educators another tool—a better tool, with which to teach their students. It will not magically turn students into super kids. It demands work on the teacher's side and an understanding of how to properly use the education in the classroom.

Health Issues

With the advancement of technical devices our favorite stuff is now compressed in our favorite devices like books are replaced by e-books. Access use of ICT devices can create physical problems like deteriorate eyesight and backache problems. Some mental disorders like anxiety, depression and tension may also increase.

Medium

Another challenge is related to the medium. Almost all content on internet is available in English language. This is a big problem for the students and teachers who are not well conversant with English language. Also India's linguistic diversity necessitates the

development of content in multiple languages to increase ICT applications as majority of our population do not speak English.

INTERNAL FACTORS

Teacher Attitudes and Beliefs

Teachers' attitudes and beliefs are crucial factors in determining the role and effectiveness of technology in classrooms. Attitudes and beliefs about both educational technology and pedagogy in general will ultimately influence how teachers implement technology. Having negative attitude towards technology will be a barrier towards the effective use of technology. Lack of interest of teachers and students in the use of technology is also one of the reasons to keep our education system in its past. Teachers are scared to be replaced by technology.

Positive attitude towards technology will definitely help in the effective implication of technology in the classroom. Teachers would try different devices and approaches to use technology in an effective way.

Confidence in skills and knowledge

Given the abundance of educational technology specially during the pandemic, it is essential that teachers feel comfortable and confident about their ability to use them effectively. Many current teachers grew up without access to technologies like the personal computer and the internet, but students today are raised in an environment saturated by computer technology. These “digital natives” can intimidate teachers, especially teachers with little technological experience. If teachers feel they do not have the necessary competencies when using technology, they may feel less in control of the class, use less technology, and be unlikely to explore new possibilities that utilize technology when designing their classes. By sticking to traditional teaching methods, teachers who are less fluent with technology maintain a feeling of control in the classroom and will not have to prepare to face the challenges of instructing digital natives in a digital environment.

Overburden Teachers' Resistance to Technology in the Classroom

While using ICT and taking online classes teachers have to prepare a lot. They have to prepare lessons of different forms to upload on different platforms. They have to prepare lesson plans in the light of devices and apps being used. They have to prepare videos, ppt's, quizzes etc. To design lessons for the requirements of internet they have to visit various websites to select content according to the level and interest of the students. It is a very time and energy consuming process. It would make the teachers overburdened. Moreover reliability of information on internet is another challenge. Anything on web doesn't mean it is reliable. We will find a lot of fake information on different fake websites that will mislead the students. This will prove a great obstacle in the path of their development.

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Role of Technology in building Social Connectivity and Responsibility during Pandemic Situation

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Abstract:

A pandemic situation across the world was caused by the novel coronavirus (COVID-19) which affected the world's health services. Certainly, the area concerned with Health, local communities, and government are adversely affected by the COVID-19 pandemic. Various organizations and agencies, especially, WHO declared COVID-19 as a global health emergency because of increasing numbers of COVID-19 cases notifications from countries overseas. As per the time and condition, the pandemic raised difficult time for Society and the Economy as well. In reference to the economy, the problems concerned with prices, remittances, trade, tourism, significant job loss, and drastically lower wages, have negatively affected multiple global phenomena. In reference to society, the relationship and the connectivity of human beings were affected comprehensively. In this crucial time technology plays a significant role in many aspects of our lives as improving the exchange of information, presenting data, building relationships, bonding, connectivity and responsibility, and managing medical resources through telemedicine. Through this article, the role of technology in reference to society will be presented and examined in a wider manner.

Introduction:

World Health Organization (WHO) announced COVID-19 as a disease on 11th February 2020. It is a respiratory disease that impacts the health of the individual as a whole. Initially, the first case of COVID -19 was first reported in China in December 2019. The WHO declared the novel Corona Virus as a Pandemic disease affecting the world in March 2020, which is spreading rapidly across the countries around the world. The major symptoms of this virus identified are fever, cough, sore throat, and difficulty in breathing.

The world has faced the crisis of COVID-19 which affected various dimensions of the day to life and built the hurdles of fostering connectivity. The various reports published by the World Health Organization (WHO) presented the crucial condition of the world and several countries as well during the pandemic situation. The systems of international and national level were continuously trying to identify the causes of the issues raised by the condition and to find out the solution to overcome them. In early 2020, the entire globe was involved in finding the antiviral vaccine for COVID-19 to save the global population while keeping all standard operating procedures (SOPs) such as social distancing and mask-wearing highly and carefully enforced among elderly and children all over the world. As per the situation, everyone was formally- informally bound to follow the instructions to save the life. These

SOPs play a significant role in avoiding and saving the life, which was the need of the time. Finally, various companies came forward and identified the way of protection through vaccines. The international organizations and governments approved the specific vaccine and ultimately provided it to all using steps of the risk as age, duties, and responsibilities and followed by citizens.

At the time of the pandemic, the government did various effort followed to lock down to maintain social distancing to avoid the crucial condition. In order to maintain the code of conduct, people bounded to make distance called social distancing. As Aristotle said we are a social animal and can't live in isolation. It represents that social relations and interactions are necessary to the existence of human beings. In a border sense, social connections, interactions, and relations have become integrated into our life. Our upbringing also proves that gathering and connectivity are the soul of life. So, if there is an absence of such connection, definitely leads to stressful conditions concerning loneliness, anxiety, depression, mental disorders, health hazards, and many other issues which impact to the life of the individual and the collective society as a whole.

At the time of difficult conditions, technology contributed to building social connections and also made people aware of their responsibility toward society. In addition, technology created a platform to contact, connect and interact. Furthermore, the technology worked as a medium of bonding through bridging between social distancing and social connectivity.

Role of the technology in building social connectivity and responsibility:

Through discussing the conditions of the pandemic, the role of technology is explained widely. With technological means, people knew the situation and tried to help each other for solving the problems raised after the pandemic. Through technical support, people tried to control their personal emotions, on the other hand, did effort to understand the emotions of others was helpful for creating social bonding. Technological roots play an important role in fostering culture of connectivity and plurality. With technical aids, people helped others in terms of providing financial sources and other requirements. In a border sense, Science, Technology, and Innovation which are considered STIs play a vital role in responding to the COVID-19 pandemic situation in general and trying to build an environment of connectivity in particular. People learned how they can help each other without face-to-face situations.

Thus, technology built bonding between individuals and society during the pandemic situation. With technology people interacted, discussed, explored, and explained their views to others. Without technology, it could not possible.

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The Rise of Online Teaching during COVID Pandemic: Teachers' perspective

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Research Paper:

The advent of COVID 19 pandemic has presented the Indian Education System with an abrupt and overly hasty shift from offline to online mode of education. This transition caused major challenges to arise for teachers with which they are still struggling. The present study focuses on exploring these challenges and the respective steps taken by the teachers and authorities in order to resolve these issues. The study also makes an attempt at suggesting some measures that can be incorporated in the teacher training programmes so as to equip the teachers with proper tools and keys for smooth conduction of online as well as hybrid classes. The sample of the study consisted of 50 teachers currently teaching in government and private schools of Delhi. Online survey method was used for Data collection. The major finding of the study is that although all teachers face issues at different levels of online teaching, namely affordability and accessibility, delivery and reception, flexibility and innovation, a large majority of them successfully recognise the importance of digital literacy in times of changing educational scenario.

KEYWORDS- COVID 19 Pandemic, E-teaching learning, Teacher's perspective, Teachers' Challenges.

The first wave of COVID hit India in mid-march and the exponential increase in cases alarmed the Nation. Most of the schools conducting the routine annual examinations at the time opted to postpone them and the remaining exams of 12th board towards the end of March were conducted with proper COVID protocol and social distancing. The complete closure of physical spaces did not occur until the implementation of lockdown towards the end of the March but then again the upholding of physical health of the citizens resulted in a compromise with the economic stability and mental health of the masses.

The sudden nationwide lockdown brought different sectors of the country to a halt which resulted in economic recession, increased burden on healthcare system, shutdown of physical spaces like offices, schools and construction sites and sudden collapse of market/ businesses. Although the government started relaxing the regulations and opening the public spaces in phases, the unclear future and possible relapse compelled the world to find alternatives and follow precautions nonetheless. Today we are two years into the pandemic and the world has shifted and is still shifting to online modes of education, commerce, job and living on a whole.

Particularly the educational institutes like schools and colleges were shut down before any others keeping in mind the safety of the students and thus had to come up with new strategies overnight. This resulted in an abrupt switch from classrooms to online mode of teaching which was the only way out in a world that had to be governed with strict social distancing and as little physical contact as possible. Neither the teachers nor the students were prepared for this sudden rise in importance of e teaching learning method that had once been an option, rarely ever thought of in standard teaching environment, to the extent of it becoming a necessity for the whole world. Real time lectures have now become a thing of the past with live video conferencing and recorded lectures substituting them. Wi-fi and electronic devices despite being a luxury for many marginalised students have become irreplaceably necessary for the time being. The data consumption and soft copies of study materials are on an ever-increasing graph. Almost every aspect and constituent of traditional education has been alternated by those of Digital Platforms with various initiatives like chat groups, live video conferencing, recorded video and audio lectures, online forms, meets , interviews and even document sharing.

This complete dependency, as expected has alleviated the already existing de merits and challenges associated with e teaching. Firstly the devices and facilities needed to acquire digital knowledge are neither accessible nor affordable to all. Economically and socially backward classes that are trying to make the ends meet are still recovering from the economic recession and thus cannot afford the luxury of electronic devices and stable internet connection when earning a livelihood in itself is a challenge. Many students and teachers who might be able to afford the aforementioned services cannot access them due to marginalised regions that they belong to. Even if the proper initiatives to eradicate this issue are taken the applicatory problem of delivery and reception when knowledge is imparted through screens instead of real physical spaces unveils itself. Inexperienced teachers and students are all new to digital world and its complexities never fail at instilling anxiety in the people getting introduced to it. Also the limitations of this method like minimal face to face interaction, radically different mode of study materials, theory focused approach and difficulty in discipline management has caused lack of credibility and disciplined attendance on both parts. The third and major problem in the process,i.e, of incorporating flexible techniques and methodologies as per needed and innovating technologically and procedurally in order to make the best out of available facilities is the issue that current rigid education system is most grappling with. It's been approx. two years and the system is same as it was during April-May of 2020 with minimal innovation from digital platform and not much change in curriculum to incorporate the new mode of teaching. Only the masses are trying to get more equipped at the technology and institutions are getting away with cutting down curriculum. All these challenges need to be addressed thoroughly so that the internet space can fully replace and makeup for standard classroom environments and hopefully in the future integrates with it coherently for the most efficient learning environment.

The present study focuses on exploring these challenges that the teachers have faced and/or are still facing in the online teaching mode and providing as per needed suggestive measures

that can be incorporated in the teacher training programmes so as to equip the teachers with right tools and knowledge in order for them to make most out of the current teaching medium available to them, whether it be fully online or hybrid.

METHODOLOGY

Sample size- 50 teachers who are currently using online methods of teaching

Sample technique- Convenient sampling

Tools- Online questionnaire (Google forms)

The questionnaire consisted of 20 questions out of which 12 were objective type questions and remaining 8 subjective. It should be noted that majority of teachers in the sample size are government school teachers that can possibly contribute to bias and conformity at times. 10 questions were based on the categorisation of issues that teachers face at different levels in an online teaching mode, the first one being the affordability and accessibility of devices, second being delivery and reception of knowledge at the level of application and last and foremost being the flexibility and innovation in teaching methodologies and procedure needed to maximise the results. 6 questions were dedicated to enquire the measures adopted by teachers and authorities to deal with the situation and remaining 4 questioned tried to understand the perception of teachers about the future of online teaching in Indian education system.

Objectives

1. To understand the challenges faced by teachers in conduction of online classes.
2. To explore the steps taken by the teachers and respective authorities in order to resolve these issues.
3. To know the perception of teachers regarding the future of e-teaching in education system.

Analysis

The study observed that most of the teachers utilise mobiles and laptops for devising and Google meet and Zoom applications for conducting their online classes. None of the teachers have been provided with any customised apps for the purpose by their schools and most of them are not funded for necessities like devices and a stable Wi-Fi connection for convenient work from home experience. 70 % of the teachers report not having any previous experience of online teaching or digital meeting platforms like zoom, Google meet etc. which added to the initial anxiety they felt due to the sudden and abrupt shift to e-teaching being basically accustomed to quite the opposite. Apart from some primary challenges like lack of digital literacy they also faced many other problems and are still struggling with issues such as explaining concepts on screen, substituting classroom equipment, dealing with online study materials, incorporating online assessments and home disturbances. 83% teachers report having experienced hasty change in their working schedules, in which ill-timed events and notices assigning immediate actions to the teachers are accounted to be the biggest contributors in disrupting their work life balances.

Concerning the status of students, more than 60% teachers agree that their learning has deteriorated greatly because of the lack of digital affordability, accessibility and literacy among them and of the solemnity with which they need to pursue their studies in a distracted environment such as home and a mode of learning that's muddled and non-coherent. The biggest concern of teachers is ensuring students participation and learning in online classes, an issue that is catalysed by a multitude of hurdles like network issues(unaffordable or inaccessible stable internet connection), device issues(unavailability of laptops, smartphones etc.), lack of teacher student connect and students' negligence towards assessment, attendance and promotion to the higher grades. Furthermore the study hours of students have declined significantly and the connectivity between sthe teacher and the pupil has decreased worsening the situation moreover.

65% of teachers believe there is a need for better programmes and training courses regarding online platforms unlike the webinars conducted inefficiently on online meets that most of them have already been provided with and have observed minimal improvements. For an overall improvement in learning environments in current situation it is imperative for authorities to step in and take the initiative of providing teachers firstly with necessary online teaching material, secondly with resources like devices and internet connection, and most importantly with required skills and knowledge at both in service and pre service levels.

According to 52% teachers the blended mode of learning and according to other 41% and 7 % of them the offline and online mode of teaching learning is better respectively. 66 % of teachers report being satisfied with the technology or software that they are currently using. Most teachers suggested a change in curriculum recommending an approach towards more activity based curriculum that includes changes like providing teachers and pupils with learning material like videos, free e books with graphic images and recorded lectures, limiting the syllabus altogether and compartmentalising it and modifying the curriculum so as to make it easy to explain online. While many of them focus on making the process of delivery and reception easier by educating ICT, providing recharge money to economically lacking teachers and telecasting free and regular TV/ radio programmes in order to make up for lack of devices in most students' households.

Conclusion

The three irreplaceable pillars of education system are teachers, students and an institution systematising the process of learning. NEP 2020, NCF 2005 and all other policy documents on education emphasise the importance of focus on child centred education and continuous professional development of teachers. The realisation of this idea has been hampered by unforeseen circumstances that the pandemic has provided us with in last two years. The online method of teaching, though relieved us from probable absence of teaching learning environment altogether, proved to be a challenge for both teachers and students, especially in the context of India where even though it existed from a long time, was never institutionalised as it is now.

Many studies (Nambiar, 2020; Debbarma and Durai, 2020) discuss the changes in students' lives and (Nambiar, 2020; Kim and Asbury, 2020; Khailf et.al. 2021) of teachers with the advent of pandemic and related circumstances. Students being the primary receivers of the educational service, the aforementioned studies primarily focus on issues faced by students in online education but the providers of the service are in equal distress if not more as discovered in our study. Teachers' perspective cannot be compromised if the institutions wish to improve the situation that we're currently in, as the weakening of either of the pillars, be it students, teachers or management will inevitably lead to worsening of the education system. The present study tries to elaborate on the teachers' perspective and experience regarding online teaching learning in past couple of years. The first and foremost challenges that the teachers grapple with are lack of digital literacy amongst themselves as well as the students and the lack of institutional supportive measures. A fear that is more widespread than most people realise is the very association of online teaching with inefficacy in the minds of general public including both tutors and those getting tutored (Nambiar, 2020). This both adds to the bias towards and anxiety over e teaching. Although many teachers prefer offline medium over the online ones but all of them are very optimistic about the purpose online medium of instruction can serve for the progress of education system in current times. They agree that e teaching has become an indispensable part of Indian education system and realise that it can prove to be a boon for teachers and students if used skilfully with right equipments and services provided by institutions. It is important to note that even when the offline classes fully resume in physical spaces in future, it is possible and beneficial to utilise the acquired digital knowledge in both classroom and school premises. Wang Tao, Vice President of Tencent Cloud and of Tencent Education stipulates on the integral importance of E teaching by saying "I believe that the integration of Information Technology in education will eventually become an integral component of School Education" (Li and Lalani, 2020). Keeping this in mind, it is futile treating online mode of instruction as a replaceable option that is short lived and can be fully disposed once the physical classrooms are in function again. Instead the institutions and policy makers should focus on incorporating it in school curriculum and treat it as an opportunity to resourcefully and skilfully apt (Khlaif et.al., 2021; pg-106) a generation which is living in the age of technology and cannot afford the luxury of learning particular technological skills for particular situations but has to make it a part of their daily conscious life.

Thus the post pandemic Teacher Education curriculum should not be exclusively limited to incorporation of ICT and educational technology. Pre service teacher trainees should be exposed to real time online classes with school children in the same way they were earlier taking physical classes in the schools during their school contact programs instead of merely delivering lesson plans online to their batchmates and teacher educators as microteaching. Instead of cutting down the syllabus the policy making should be focused on accommodating e teaching based curriculum that is designed according to the needs and pros of the said medium. In service teachers need to be provided with quality workshops, seminars which equip them with skills needed in these time.

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Digital Learning: A New Normal in Education

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Abstract

Covid 19 the largest pandemic the world has ever seen, Led to worst impact on educational system. The pandemic has a lot of dark sides with fatalities and infections soaring to new heights everyday schools and colleges closed the healthcare system overloaded and exhausted. All institution declared closed due to severity of the pandemic. The impact is far reaching and has affected teaching and learning in a very bad manner. There was a need of alternative educational strategy. Covid-19 has shown that as soon as there is a strong enough stimulus thing can change. The COVID-19 pandemic provided us and opportunity for digital learning. Although the digital learning cannot fully replace the face to face teaching and learning process yet this pandemic taught us that if we include technology with the face to face learning the level of learning will be very high. Though we all missed face to face interactions digital learning ensure that there is no loss in academics. The teachers delivered curriculum with the adaption of new tools in online teaching the students from all over the country received it sitting in the safe corners of their homes. During COVID-19 technology made the education available to all at every place. Digital learning tools like Zoom, Microsoft Teams, Google Classroom etc. played very crucial role in the spread of education to each and every people. Massive open online course platform SWAYAM was developed by AICTE. This is world's largest online free e-learning platform portal which Has several online courses cover subjects from high school onwards till higher education including skill-based courses. These courses could be accessed by anyone anywhere at any time free of cost. World's top university certificate courses were also made freely available to all learners all over the world through COURSERA platform. Virtual classrooms and assignments are the new normal in the student's life. E- learning is a new concept for the schools and institutions. Due to the COVID-19, technology in the form of digital learning have made a long-lasting impact in all parts of life be it livelihood, access to various services or education.

Today almost all topics of study for all the classes are available online. Students are getting benefited by all this study material available online. In this COVID-19 period due to unavailability of face to face interaction the use of online material is very much increased. Technology made the self-learning so easy. Now the students have the choice of learning through best teacher from all over the world. Digital learning initiates the revolution in education field. Students from rural area also get benefited from digital learning. For several courses recorded materials are also made available to the students. Digital learning exactly justifies the line "Education for all".

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Impact of Technology on Basic Life of Students

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Abstract

During pandemic situations the whole world suffer Global lock down as well as Technology impact scene in our daily routine life but in this worse situation Technology use in all aspect on its highest peak and its positive versus negative effect visualise on human life

Pandemic induced business and school closures have caused many families to adjust to a new reality. Children have transitional to online learning and increasingly digital social life gaming has become an essential part of the life of children sometimes leading to the internet gaming disorder due to their addictive propensity game play time and frequency of play has increased rapidly during the events of Covid-19 stuck at home due to the pandemic children have a spent excessive time in front of a screen on the other upside of device is that they can provide an opportunity for children to continue their education and maintain relationships with friends and family distance learning has also been a blessing for a students with social anxiety

Young people have relied on screens to stay safety connected with grandparents and other family members and chat with friends while playing video game online Technology can decrease absent lower dropout rates and motivate more students to continue on to college students who regularly Use technology take more Pride in their work have greater confidence in their abilities and develop higher levels of self esteems using Technology in classrooms has the potentials to create increase students motivation increase social interactions positive outcomes and harms students learning and enhance student engagement

Technology has not only change the way teachers delivered their lessons and how a students learn it has also made education in general more accessible to millions of students through online classes and online resources Technology creates a more engaging learning environment time in spent on online classes and self study medium used for learning sleeping habits daily fitness routine and the subsequent effects on way social life and mental health the amount of time children and teenager are spending on digital technology inside and outside school is having a significant impact on their classroom learning and physical and mental well being Technology has a very positive impact on education and at the same time may also pose negative effects.

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Impact of Technology on Social and Education Perspective in India during pandemic situation

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Abstract

India has been one of the hardest-hit countries by COVID-19. Beyond the staggering impact on human life, COVID-19 has greatly disrupted access to education in India, with 247 million primary and secondary school students out of school. While school systems in India and across the world have made efforts to reach students at home through various means, recent estimates of the impact on learning and socio-emotional well-being suggest that the poorest children will be hurt the most by the pandemic-related school closures.

Our goal was to get a better picture of primary school-aged children's daily educational experiences during the COVID-19 school closures, and especially how students and teachers are using technology. We were particularly interested in understanding how these learning experiences may differ among children from low- and high-income households and between children attending private and government (publicly funded) schools.

Many of today's high-demand jobs were created in the last decade, according to the International Society for Technology in Education (ISTE). As advances in technology drive globalization and digital transformation, teachers can help students acquire the necessary skills to succeed in the careers of the future.

How important is technology in education? The COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can harness online learning as a powerful educational tool.

The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Virtual classrooms, video, augmented reality (AR), robots, and other technology tools can not only make class more lively, they can also create more inclusive learning environments that foster collaboration and inquisitiveness and enable teachers to collect data on student performance.

Still, it's important to note that technology is a tool used in education and not an end in itself. The promise of educational technology lies in what educators do with it and how it is used to best support their students' needs (teacher).

Conclusions

The findings of this study confirm that social isolation and the new circumstances created against the spread of COVID-19, Furthermore, these circumstances, which have influenced the changes in the engagement of teachers, parents, and students are confirmed to have influenced both parents' and teachers' overburden. However, as highlighted by other countries, these concerns have also been affected by other changes, including the impact of COVID-19 in the field of education and inexperience or lack of preparation of teachers and parents in addition, these results confirm that, as in other countries of the world, knowledge of the use of technology and the demand for change, in conjunction with the circumstances caused by COVID-19, can bring on a number of concerns, including increased stress and teacher anxiety (UNESCO, 2020).

However, despite the declared changes and concerns, the early implementation of remote and online learning has been confirmed to have been positively assessed during this period, keeping students engaged and distracting them from the pandemic.

In addition, while increasing parental responsibilities, home isolation is considered valuable and influential in raising the level of quality and productive time among family members.

The findings of this study confirm the implementation of remote and online learning and demonstrate the efforts of teachers and students to engage in the learning processes.

Keywords: Technology, Digital, Social Globalization.

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Role of Technology on Teaching and Learning during Pandemic

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Abstract

Technology has a significant impact on our lives. In fact, it has redefined the way we live. The advent of technology in educational field has made the process of learning and knowledge sharing more interactive.

During Pandemic impact of technology on education are the following:-

The field of teaching and learning has revolutionized since the invent of technology. The technology has made the journey of teaching and learning more effective during pandemic.

1. Technology is Teaching Tool.
2. Technology has made the student life easy
3. Easy to store information
4. Digital Classrooms
5. Information is easily accessible.
6. Teaching is sharing (Education more collaboration.
7. Technology has removed space and time.

Three domains of Technology in Teaching & Learning process.-

Technology as Tutor:-During pandemic Technology support the teachers to teach another person or technology when programmed by the teacher, can be a tutor to its own.

The teacher will simply switch on as switch off radio programs, television programs or play DVDs or CDs that contains educational programs. There are online tutorial educational programs, too.

Teaching as teaching tool:- like tutor technology is a tool but can never replace a teacher. I will be good if the teacher can also create or develop technology tools that are needed in the classroom.

Technology as a Learning tool :-As a learning tool it makes learning easy and effective. It can produce learning outcomes that call for technology assisted teaching.

As a tools technology has opened wider avenues in management of resources and management of learning.

Here are some examples of technology can do for teachers and teaching:-

1. Technology provides enormous support to the teacher as the facilitators of learning.
2. Technology has modernised the teaching learning environment.
3. Technology adds to the competence of teachers and inculcates scientific outlook.
4. Technology support teaches Professional Development.



Impact of Technology on Student's Mental Health and Learning

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Abstract

Technology is an integral part of every aspect in modern life. It is next to impossible to not get exposed to some sort of technology in one way or the other on a daily basis. Technology helps make processes more efficient irrespective of geographical limitations and it also supplements the intellect and effectiveness of the human brain. Especially after being hit by the Covid pandemic, humans all around the world have become more and more dependent on technology. The education sector is no different as it has adapted the online mode for learning. Online learning has opened up numerous opportunities for youth.

This includes the ability to take classes on the Internet, attending a number of educational webinars, access to certifications and online courses from renowned institutions, etc. Online learning provides students in rural and other underserved areas the ability to engage in more diverse educational experiences. But besides all these positive attributes, it has been found in numerous studies that technology has negative impact on the mental, social and emotional health of students. In recent years, there has been an increase in symptoms of depression, anxiety, eating disorders, and other mental illnesses in students. Several studies linked the observed rise in symptoms with the ubiquitous rise in use of personal computing technologies, including social media, and have suggested that time spent on these types of technologies is directly correlated with poor mental health. Students are likely to have lower attention span, increased risk of depression, social interaction issues, etc. irrespective of their age.

As per numerous studies conducted, the overuse of technology can lead to negative health effects as well as impair student learning. Hence, caution must be used in technology use in both children and adolescents. It is important to balance technology use with other activities that promote relationships, creativity and development. Excessive use can negatively impact the physical, mental, emotional and social development of students.

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साइबर अपराध के प्रति शिक्षक प्रशिक्षार्थियों में जागरूकता का अध्ययन जयपुर शहर के संदर्भ में

सुनिता कुमारी शर्मा

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Abstract

5.1 प्रस्तावना— एक शैक्षिक अनुसंधानकर्ता को अपने प्रदत्तों के आधार पर निष्कर्षों का निरूपण करते समय तथा सामान्य नियमों का निर्धारण करते समय पूर्ण सावधानी एवं सतर्कता रखने की आवश्यकता होती है। परिणाम की व्याख्या के समान ही निष्कर्ष एवं सामान्य नियमों के निरूपण के समय भी सूक्ष्म निरीक्षण, विस्तृत दृष्टिकोण तथा तर्कसंगत चिन्तनशीलता की आवश्यकता होती है।

किसी भी कार्य की पूर्णता उसके निष्कर्ष से ही पता चलती है। उसी प्रकार अनुसंधान कार्य भी निष्कर्ष के द्वारा ही पूर्ण माना जाता है। एक उत्तम शोध की यह विशेषता होती है कि उसके निष्कर्ष स्पष्ट हो और सारी कसोटियों को जांचने के बाद निकाले गये हो। इसमें शोधकर्ता की स्वयं की धारणा या विचार नहीं होने चाहिए। अतः इन सभी बातों को ध्यान में रखते हुए शोधार्थी के द्वारा निम्न निष्कर्ष प्रस्तुत किये गये—

इस भौतिक युग में सभी लोग इंटरनेट का प्रयोग अपने कार्य को सरल बनाने के लिए करते हैं। वे कुछ मिनटों में ही अपना सारा कार्य इंटरनेट के द्वारा कर लेते हैं। जैसे— ऑनलाइन शॉपिंग करना, बैंक संबंधी लेनदेन आदि, लेकिन वे इंटरनेट की पूर्ण जानकारी न होने के कारण या सुविधाओं का फायदा उठाने के लिए या थोड़े लालच के लिए जाने अनजाने में कई अपराध कर बैठते हैं, जिनमें वर्तमान में सबसे तेजी से बढ़ने वाला अपराध साइबर अपराध है। साइबर अपराधों की श्रेणी निम्न है, फिशिंग, हैकंग, वायरस का हमला, क्रेडिट कार्ड फ्रॉड, चेकिंग फ्रॉड पोनोंग्राफी, स्पूफिंग, वाई फाई का दुरुपयोग आदि।

प्रस्तुत शोध विद्यार्थी ने लैंगिक आधार पर पाया कि दोनों में अर्थात् पुरुष व महिला शिक्षक प्रशिक्षणार्थियों में सार्थक अन्तर नहीं पाया जाता है। वही ग्रामीण व शहरी शिक्षक प्रशिक्षणार्थियों की साइबर अपराध के प्रति जागरूकता का तुलनात्मक अध्ययन किया और शोधार्थी ने पाया कि ग्रामीण शिक्षक प्रशिक्षणार्थी व शहरी शिक्षक प्रशिक्षणार्थियों की जागरूकता में सार्थक अन्तर पाया जाता है। वही स्नातक व परास्नातक स्तर के आधार पर भी शिक्षक प्रशिक्षणार्थियों में कोई सार्थक साहचर्य नहीं पाया जाता है। उसी तरह जिन शिक्षक प्रशिक्षणार्थियों ने कम्प्यूटर कक्षाओं में भाग लिया व नहीं लिया उनमें भी सार्थक साहचर्य नहीं पाया गया। इस प्रकार शिक्षक प्रशिक्षणार्थी साइबर अपराध के प्रति जागरूक नहीं है। शोधार्थी ने शिक्षक प्रशिक्षणार्थियों को न्यादर्श के रूप में चयन इसलिए किया, क्योंकि एक शिक्षक ही समाज का निर्माता होता है। वह विद्यार्थियों को जागरूक कर सकता है। एक अध्यापक ही प्रतिदिन विद्यार्थियों के साथ अन्तःक्रिया करता है। वह उनका मेंटोर भी बन जाता है और विद्यार्थी उस पर विश्वास भी कर लेते हैं। यदि शिक्षक छात्रों को असामान्य व्यवहार करते हुए देखता है तो वह विद्यार्थियों से उसके बारे में पूछ सकता है और उनकी सहायता भी कर सकता है। अध्यापक के द्वारा विद्यार्थियों को इस डिजिटल वर्ल्ड के मुद्दों के बारे में जागरूक करके उन्हें सुरक्षित कर सकता है। अतः इस बढ़ते

हुए साइबर क्राइम को रोकने के लिए शिक्षक प्रशिक्षणार्थी अपनी अहम भूमिका निभा सकते हैं, क्योंकि वे भावी पीढ़ी के शिक्षक बनने वाले हैं।

अतः शोधार्थी ने शिक्षक प्रशिक्षणार्थियों में साइबर अपराध के प्रति जागरूकता का अध्ययन किया, क्योंकि सुदृढ़ राष्ट्र, समाज के निर्माण में सहायक बनने वाले हैं।

5.2 अध्ययन का औचित्य— भारत में 10 मिनट में 1 साइबर अपराध होता है। साल 2017 के पहले 6 महीने में प्रत्येक 10 मिनट पर एक साइबर अपराध होने की बात सामने आयी है। यह 2016 के आंकड़ों से ज्यादा है। जब प्रत्येक 12 मिनट में एक अपराध होता था। इसमें जालसाजी और स्कैनिंग जैसे अपराध शामिल हैं।

इंडियन कम्प्यूटर इमरजेंसी रिस्पॉस टीम के मुताबिक जनवरी से जून 2017 के बीच साइबर अपराध के 27482 मामले दर्ज किये गये, जिनमें जालसाजी, स्कैनिंग, साइट में घुसपैठ करना, साइट को बिगाड़ना, वायरस पहुंचाना और साइट का काम ढप करना आदि शामिल हैं। इनसीआरवी के द्वारा दी गई रिपोर्ट के अनुसार राज्यों व केन्द्र शासित प्रदेशों में वर्ष 2017 में 21,796 साइबर अपराध के केस दर्ज हुये थे। जबकि इससे पूर्व 2018 में 27,248 केस हुए वहीं 2019 में 44,735 तक पहुंच गये।

कोविड पेडेमिक के दौरान साइबर अपराध सबसे ज्यादा बढ़े। सबसे ज्यादा लोग इस अपराध के शिकार हुए। एटीएम फ्रॉड के मामले 2017 में 22, 2016 में 16, 2019 में 27 हैं। एक्सपर्ट्स के मुताबिक भारत में इंटरनेट से जुड़ते लोगों की बढ़ती हुई जनसंख्या के कारण साइबर क्राइम को होने से पहले ही पहचानना और रोकना बहुत जरूरी है। इंटरनेट का उपयोग करना प्रत्येक व्यक्ति के लिए आवश्यक हो गया है। परन्तु वह कई असावधानियों के चलते साइबर अपराध का शिकार हो जाता है। अतः साइबर अपराध से बचने के लिए भावी पीढ़ी को या प्रत्येक नागरिक को जागरूक होना जरूरी है। अतः हमें शिक्षा के द्वारा ऐसे शिक्षकों का निर्माण करना है, जो स्वयं साइबर अपराध के बारे में जानकारी रखते हो और विद्यार्थियों को इसके बारे में जागरूक कर सकें।

अतः शोधार्थी ने साइबर अपराधों के प्रति जागरूकता संबंधी जानकारी प्राप्त करने में रुचि प्रकट करते हुए समस्या को शोध समस्या के रूप में चयन किया है, लेकिन फिर भी बहुत सी समस्याएं व प्रश्न शोधार्थी के मन में उभर रहे हैं, जो निम्न हैं—

1. क्यों लोग साइबर अपराध के शिकार हो जाते हैं?
2. क्यों शिक्षक प्रशिक्षणार्थियों को साइबर अपराध के प्रति जागरूकता आवश्यक है?
3. क्यों साइबर अपराध के प्रकारों के बारे में जानकारी आवश्यक है?

उपर्युक्त प्रश्नों के उत्तर प्राप्त करने हेतु शोधार्थी ने अपनी शोध समस्या को वाक्यात्मक रूप प्रदान किया है।

5.3 समस्या कथन— “साइबर अपराध के प्रति शिक्षक प्रशिक्षणार्थियों में जागरूकता का अध्ययन जयपुर शहर के संदर्भ में।”

5.4 अध्ययन के उद्देश्य—

1. साइबर अपराध के प्रति शिक्षक प्रशिक्षणार्थियों की जागरूकता का अध्ययन।
2. साइबर अपराध के प्रति महिला एवं पुरुष शिक्षक प्रशिक्षणार्थियों की जागरूकता में तुलनात्मक अध्ययन।
3. साइबर अपराध के प्रति ग्रामीण एवं शहरी शिक्षक प्रशिक्षणार्थियों की जागरूकता में तुलनात्मक अध्ययन।
4. साइबर अपराध के प्रति स्नातक व परास्नातक स्तर के शिक्षक प्रशिक्षणार्थियों की जागरूकता का तुलनात्मक अध्ययन।
5. साइबर अपराध के प्रति शिक्षक प्रशिक्षणार्थियों की जागरूकता का कम्प्यूटर कक्षा के साथ साहचर्य का अध्ययन करना।

5.5 परिकल्पना— प्रस्तुत शोध समस्या की निम्नांकित परिकल्पना प्रतिपादित की जाती है—

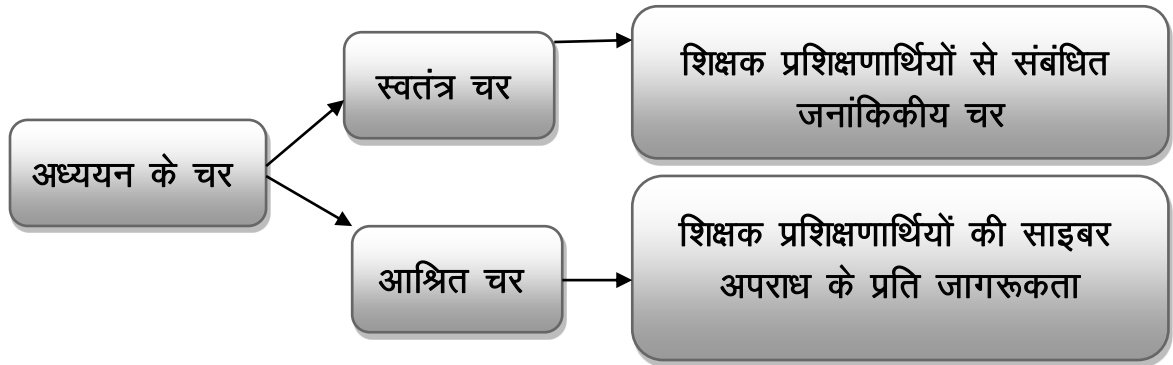
1. साइबर अपराध के प्रति महिला एवं पुरुष शिक्षक प्रशिक्षणार्थियों की जागरूकता में सार्थक अन्तर पाया जाता है।
2. साइबर अपराध के प्रति ग्रामीण एवं शहरी शिक्षक प्रशिक्षणार्थियों की जागरूकता में सार्थक अन्तर पाया जाता है।
3. साइबर अपराध के प्रति स्नातक व परास्नातक स्तर के शिक्षक प्रशिक्षणार्थियों की जागरूकता में सार्थक अन्तर पाया जाता है।
4. साइबर अपराध के प्रति शिक्षक प्रशिक्षणार्थियों की जागरूकता का कम्प्यूटर कक्षा के सार्थक साहचर्य नहीं पाया जाता है।

5.6 अनुसंधान की विधि— प्रस्तुत शोध की समस्या को भलीभांति समझकर अध्ययन से सम्बन्धित साहित्य का अवलोकन व अनुसंधान हेतु सर्वेक्षण विधि का चयन किया गया है।

5.7 सर्वेक्षण विधि— करलिंगर के अनुसार— “सर्वेक्षण अनुसंधान छोटी या बड़ी जनसंख्या (या समग्र) से प्रतिदर्श लेकर समाज शास्त्रीय या मनोवैज्ञानिक चरों के अन्तः संबंधों, सम्बन्धित साक्ष्यों तथा वितरणों का अध्ययन करता है।”

प्रश्नावली— सर्वेक्षण में प्रश्नावली के दौरान शिक्षक प्रशिक्षणार्थियों का साइबर अपराध के प्रति जागरूकता ज्ञात करने के लिए प्रश्नावली में साइबर अपराध के विभिन्न प्रकार के अपराधों को शामिल करते हुए डॉ. एस. राजशेखर द्वारा निर्मित साइबर अपराध जागरूकता मापनी का प्रयोग किया गया है।

5.8 अध्ययन के चर—



5.9 प्रदत्तों के प्रकार—

1. **प्राथमिक स्रोत**— जयपुर जिले के छः शिक्षक प्रशिक्षण महाविद्यालय में अध्ययनरत् शिक्षक प्रशिक्षणार्थी।
2. **द्वितीयक स्रोत**— समाचार पत्र—पत्रिकाएं, पुस्तकें आदि।

5.10 प्रदत्तों की प्रकृति— प्रयुक्त शोध में प्रदत्तों की प्रकृति मात्रात्मक थी।

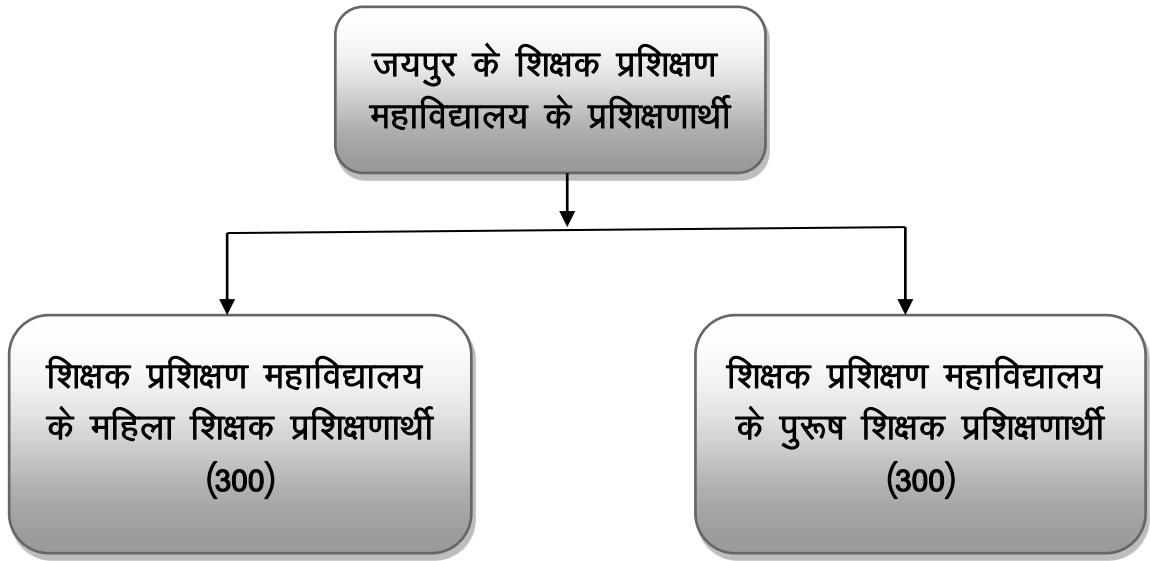
5.11 परिसीमा—

1. प्रस्तुत अध्ययन में जयपुर क्षेत्र को शामिल किया गया है।
2. शोध कार्य हेतु शिक्षक प्रशिक्षण संस्थान में अध्ययनरत् शिक्षक प्रशिक्षणार्थियों को ही लिया गया है।
3. शोध कार्य हेतु 300 महिला शिक्षक प्रशिक्षणार्थी व 300 पुरुष शिक्षक प्रशिक्षणार्थियों को शामिल किया गया है।
4. प्रस्तुत अध्ययन में छः शिक्षक प्रशिक्षण संस्थानों को शामिल किया गया है।

5.12 जनसंख्या— प्रस्तुत अध्ययन में जयपुर क्षेत्र के बी.एड. महाविद्यालयों में अध्ययनरत् शिक्षक प्रशिक्षणार्थियों का चयन जनसंख्या के रूप में किया गया है।

5.13 न्यादर्श— न्यादर्श के अन्तर्गत सोद्देश्य न्यादर्श विधि का प्रयोग करते हुए जयपुर क्षेत्र के छः शिक्षक प्रशिक्षण संस्थान के 300 महिला व 300 पुरुष शिक्षक प्रशिक्षणार्थियों का चयन किया गया है।

प्रस्तुत अध्ययन में न्यादर्श विवरण निम्न प्रकार से है—



5.14 शोध में प्रयुक्त उपकरण— प्रस्तुत अध्ययन में शोधार्थी ने डॉ. एस. राजशेखर द्वारा निर्मित (साइबर क्राइम अवेयरनेस स्केल) प्रश्नावली का प्रयोग आंकड़ों के संग्रहण हेतु किया गया है।

5.15 शोध में सांख्यिकी— प्रस्तुत शोध अध्ययन में सांख्यिकी के रूप में प्रतिशत व पीयरसन के काई वर्ग का प्रयोग किया गया है।

5.16 प्रदत्त संचयन व विश्लेषण—

1. शोधार्थी द्वारा सर्वप्रथम जयपुर क्षेत्र का चयन किया गया, जिसमें शोधार्थी द्वारा न्यादर्श के लिए 600 शिक्षक प्रशिक्षणार्थियों का चयन किया गया है।
2. शोधार्थी द्वारा शोध कार्य में उपकरण हेतु डॉ. एस. राजशेखर द्वारा निर्मित मानकीकृत परीक्षण (साइबर क्राइम अवेयरनेस स्केल) का प्रयोग किया गया। इस मानकीकृत मापनी में 36 प्रश्न हैं, जो कि साइबर अपराध के प्रकारों से सम्बन्धित थे। इस प्रश्न पत्र को प्रशासित करने से पूर्व सभी शिक्षक प्रशिक्षणार्थियों को आवश्यक दिशा-निर्देश दिये गये।
3. सभी शिक्षक प्रशिक्षणार्थियों को साइबर अपराध जागरूकता आधारित प्रश्न पत्र के अनुरूप उत्तर देने के निर्देश दिये गये।
4. तत्पश्चात् साइबर अपराध जागरूकता मापनी का कप्रशसन पूर्व नियोजित सूचना व कार्यक्रम के अनुसार किया गया।
5. प्राप्त आंकड़ों का संकलन कर उसका प्रतिशत व काई वर्ग ज्ञात किया गया।
6. प्रतिशत व काई वर्ग के आधार पर प्रत्येक प्रश्न का विश्लेषण किया गया।
7. प्रदत्तों का विश्लेषण सारणी व ग्राफ डायग्राम के आधार पर किया गया।
8. विवेचन के आधार पर निष्कर्ष व परिणाम प्राप्त हुए।

5.17 उद्देश्यों से प्राप्त निष्कर्ष— प्रस्तुत अध्याय में शोधार्थी ने प्रतिशत व कार्ग वर्ग सांख्यिकी के द्वारा परिणाम का विवेचन व विश्लेषण किया है। सांख्यिकी विश्लेषण के उपरान्त शोधार्थी को निम्नलिखित निष्कर्ष प्राप्त हुए—

1. **उद्देश्य 1—** साइबर अपराध के प्रति शिक्षक प्रशिक्षणार्थियों में जागरूकता का स्तर अच्छा है, क्योंकि वर्तमान समय में साइबर अपराध के बारे में जागरूक करने के लिए साइबर कक्षाओं का आयोजन होता है, साथ ही जागरूकता शिविरों का भी आयोजन किया जाता है। इसके साथ ही पाठ्यक्रम में भी इसके बारे में बताया जाता है। इसलिए शिक्षक प्रशिक्षणार्थियों में जागरूकता का स्तर अच्छा रहा है।

5.18 उपसंहार— प्रस्तुत शोध के इस अध्याय में सम्पूर्ण शोध कार्य का निष्कर्ष बताया गया है कि हमारी समस्या क्या है? इसके उद्देश्य, परिकल्पना, अनुसंधान, न्यादर्श, उपकरण और सांख्यिकी आदि का संक्षिप्त विवरण दिया गया है। परिकल्पनाओं से प्राप्त निष्कर्षों में बताया है और इस शोध की शैक्षिक उपयोगिता को दर्शाया गया है। भविष्य में होने वाले शोध कार्य के लिए सुझाव प्रस्तुत किये गये हैं।

सन्दर्भ ग्रंथ—

1. डॉ. परांजये ना.वि: अपराध शास्त्र, दण्ड प्रशासन एवं प्रपीडन शास्त्र।
2. सिंह जे. 2013 “टू ऐनालाइज साइबर क्राइम अवेयरनेस ऑफ क्लास 11 स्टूडेंट्स” स्कालरली रिसर्च जर्नल फॉर इंटर डिस्प्लीनरी स्टडीज (1) 1326–1330.
3. साइबर विधि एक परिचय डॉ. जयप्रकाश मिश्र सेन्ट्रल लॉ पब्लिकेशन।
4. मेहता सरोज एंड विकाराम “ए स्टडी ऑफ अवेयरनेस अबाउट साइबर लॉ इन इंडियन सोसायटी डिपार्टमेंट ऑफ कम्प्यूटर साइंस चौधरी देवी लाल यूनिवर्सिटी सिरसा 1/4 2016080220519052579254Reportpdf1/2.

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Effects of Technology on Child's Overall Development during Pandemic

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Abstract

The all-round development of children has been badly affected during the pandemic. Children were sitting in front of the screen for 6 to 7 hours a day for school work, apart from children, adults also spent 2 to 3 hours a day watching YouTube, due to which their health was harmed. The lockdown due to covid-19 had a lot of positive and negative impact on the development of children.

Positive effects of technology during the pandemic

Due to technology, children can continue their studies online in Pandemic too, by watching online classes and videos, they studied online, examinations were held and this was possible due to technical reasons. Through smartphones, laptops, etc., students were able to ask their teachers the solution of all their educational problems in the class and they were resolved. Happened. During this pandemic, students were able to express their feelings through technology, which reached all of us. During the pandemic, technology provided educational, mental and emotional strength to the children and we all got out of this bad time. Technology has provided a lot of strength to all of us in this bad time.

Negative effects of technology during the pandemic

During the pandemic, the children stayed at home full time, most of their time was spent in front of the screen, their time was passed by watching the screen of the smartphone and TV, due to which the physical exercise of the children stopped completely, which had a bad effect on their health. After spending so much time in front of the screen, children used to watch TV and play games on the computer, which had an adverse effect on their health. felt the need. Children used to overeating while sitting in front of the screen, due to which the problem of obesity or weight gain was seen in them. Due to lack of physical activity, other health related diseases arise in them. During the pandemic, the health of children was severely affected, along with the physical health of the children, mental health was also disrupted. During the pandemic, children could not meet their friends and relatives, due to which they felt lonely, due to all this there was a change in the behavior of the children, many children became victims of depression. Children were concerned about their studies on the one hand and on the other hand they lacked friends to express their feelings, so it was natural to have a bad effect on the mental health of the children. Apart from this, the children sitting at home were experiencing boring. Staying at home during this pandemic affected the mental health of the children badly, thus the pandemic had a bad effect on the physical and mental health of the students.

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The Impact of COVID - 19 Pandemic on Education System

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Abstract

Corona virus is affecting the whole world today. About 190 countries around the world have been affected by this and the economy is struggling badly, we are slowly moving towards a global recession. Due to this virus, there has been a situation of lockdown and curfew in many countries. Industry, socio-economic sector etc. have been adversely affected and another important sector that is being badly affected by this virus is that of higher education. In a country with a large and dense population like India, the situation is still positive and the Prime Minister of India, respected Narendra Modi has taken many concrete steps to save the country from this pandemic.

Be it primary, secondary or higher education, the studies of students have been adversely affected. Some big institutes like IITs, IIMs, Universities etc. have tried their best to support their students by using online education system but such institutes are few in number.

The only way that notes, assignments, etc. are made available to the students is online.

As well as communicating with the parents of students is also being done so that the students do not face any kind of inconvenience. Some other government universities have also made necessary arrangements for online studies. Yet the institutions located in small towns are in bad shape. This situation is worrying in a young country like India in which the number of students is so high. Its impact on higher education can be seen in almost every part of the country. The Government of India as well as the state governments have also taken many steps in this direction, e-content is being provided to the students through various online mediums, UGC and other regional boards; notes related to the courses as well as other study materials have been provided free of cost on many apps and websites.

Although government agencies like UGC, AICTE, CBSE etc. are concerned about this subject and necessary guidelines are being given. We have full faith that our government is equally concerned for the future of all such students and its road map is being prepared by UGC etc. Some educational institutions have taken many such steps so that the impact of Covid does not affect the admission process, they are in direct contact with all the candidates and are providing necessary guidance to them. Other institutes should also think about other options like online examination etc. in case of delay in entrance examinations.

Students who are currently in the final year of higher education, especially technical and vocational education, their placement was usually done at this time, they seem to be going into balance because both the institute and the company are closed due to the lockdown. More or less the same is the case with internship program as well. Although some big institutes like IITs, IIMs and some universities have arranged internship for their students

themselves, but a large number of students are also troubled by this situation. Many companies are also coming forward for the internship of students, yet there is a need for large scale institutions to come forward so that students will complete their course as well as engage themselves in academic activities with confidence from practical exposure in this difficult time.

Today the need is for the government, institutes, society, industry leaders and the students themselves to work unitedly to solve the problems of all the students, find alternatives for examinations; online projects, assignments, etc. can prove to be good options. Industries should come forward and by giving placements, projects, internships etc. to the students, they can bring them out of stress. It is also the responsibility of the parents to boost the morale of their children in this difficult time and motivate them for positivity.

Kyeword :-Projects ,Assignment, Education, Placement, Internship

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Impact of Creating Technology on Student's Life

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Abstract

The focus on higher education in COVID Era is on creativity of students in new technology. In COVID- 19 pandemic, most of the colleges & universities works through online or remote mode to help for spreading the virus. Development in Technology in recent years having a lot of impact on the lives of humans.

A wide range of new technologies & new applications supports student's success to help complete courses & attain credentials. Students need to develop monitors & adjust their academics plans to ensure that they are on track to attain the credentials.

Technologies & analytics is one step for providing students, faculty & staff with the access & training to use these systems in a critical step. In the modern world technology growing exponential rate.

Student's lives have been created easier with advancement of technology. Now, The Students can carry thousands of books & pdfs with them on tablet or laptop & go anywhere they want, take online courses while travelling & edit the video or music. The impact on student's life using the wearable technology such as smartwatches, googles glasses & Bluetooth headphones & earphones which helps students to concentrate & be more productive.

Student's attendance is taken using biometric transactions via mobile phones or from ID cards. Security systems inside campus have become more advanced & secure. In Modern ERA, technology provides educators & students with multitude of tools that they use to explore new methods of teaching & learning. Students also used smart stationary such as pens with inbuilt cameras, audio & video recorder as well as chip to save & upload data on another device.

With the help of an internet connection, Students can access everything from research & educational apps with the interaction around the world information from anywhere to our fingertips 24 hours a day. Students can enhance their knowledge or learn by connecting with online groups & virtual communities. In real – time, collaboration with group projects by using tool, i.e., cloud- based apps.

Digital Materials in higher education classrooms provokes student curiosity. These interactive textbooks can boost student's engagement & lead better learning by offering multimedia components, etc.

Education Technology can help students by making learning more engaging & collaborative. Students learn by doing critical thinking as interactive quiz in class or participated in tech-group discussions. Education Technology sometimes like a threat that it doesn't have its

limits. this is essential for students who have to learn with new technologies during COVID 19 pandemic.

Technology impact is best in learning process & not only easier to find any information but also information comes in different formats. Technology has improved communication between people & online learning, cooperation among students when they are not in the same location but working on projects. During COVID – 19 pandemic, Online Education & cooperation among students drastically have to be improved.

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Impact of Technology on Social and Educational Perspective In India during Pandemic

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Abstract

The impact of pandemic COVID-19 is observed in every sector around the world. The education sectors 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' life. Acted as a stimulation for educational institutions in COVID-19 and selected technologies that were not used before. There have been many advantages and disadvantages of using technology, but if we talk about the effect of technology socially at the time of covid-19, then when everything stopped, everyone did their work from home, similarly school, college and Educational institutions also continued the teaching work using technology, initially it all seemed difficult for both the teacher and the student. Teaching through continued learning during the pandemic How online learning has helped students learn the skills they need to easily and quickly meet their future job requirement Some of the difficulties in the teaching-learning process during the COVID-19 pandemic Teaching was also done through TV, radio and computer, but due to lack of resources, students living in rural areas had to face some inconvenience due to this, if resources were available, internet facility was not enough. problems etc. Yet efforts were made and they were sustained. This pandemic has taught us that even a time of crisis is an opportunity for all education systems to look to the future, adjust to potential threats and build their capacity.

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सहभागी ग्रामीण मूल्यांकन तकनीक का शैक्षणिक और सामाजिक शोध में महत्व

रेखा जांगिड

शोधार्थी, श्याम यूनिवर्सिटी, दौसा

सारांश

सामाजिक शोध में गणनात्मक तथ्यों के साथ गुणात्मक तथ्यों का महत्व भी है। गुणात्मक तथ्यों के संकलन हेतु अवलोकन तकनीक का प्रयोग किया जाता रहा है। समय के साथ, विधि आधारित साधन विभिन्न प्रकार की परियोजनाओं एवं कार्यक्रमों में कार्यरत संस्थाओं अथवा व्यक्तियों द्वारा बढ़ती मांग को संतुष्ट करने के लिए अधिक परिष्कृत हुए हैं तथा समय-कुशल हुए हैं। चूंकि सहभागी अवलोकन जैसी वैज्ञानिक तकनीकें व्यापक एवं समय लेने वाली तकनीकें हैं, व्यावहारिक समाज विज्ञानी उन साधनों एवं तकनीकों को लेकर आए हैं जो सम्पूर्ण सटीकता के साथ कम समयावधि में स्पष्ट परिणाम उपलब्ध करवा सकती हैं। इनमें से एक तकनीक है 'सहभागी ग्रामीण मूल्यांकन' अथवा पार्टिसिपेटरी रूरल एप्रेजल। ग्रामीण सामाजिक शोध के लिए सहभागी ग्रामीण मूल्यांकन तकनीक का उपयोग बढ़ रहा है। कई सरकारी और गैर सरकारी योजनाओं के क्रियान्वयन में आज इस तकनीक का उपयोग हो रहा है। फिर वह भौगोलिक क्षेत्र हो अथवा शैक्षिक क्षेत्र, किसी भी क्षेत्र में सहभागी ग्रामीण मूल्यांकन तकनीक का उपयोग बढ़ रहा है। सहभागी ग्रामीण मूल्यांकन; पीआरए अनुसंधान तकनीक 1980 के दशक में विकसित हुई और ग्रामीण क्षेत्रों में किए गए सहभागी अनुसंधान का परिणाम है। इसने अंततः एक ऐसी पद्धति की नींव रखी, जिसका उपयोग शोधकर्ताओं और शोधार्थियों दोनों की सक्रिय भागीदारी के साथ समुदायों की बेहतरी के लिए किया जाना था, अर्थात्, सहभागी अनुसंधान मूल्यांकन तकनीक के द्वारा।

प्रस्तुत शोध पत्र में इस तकनीक के महत्व, चरणों और सामाजिक एवं शैक्षणिक शोध कार्यों में इस विधि के महत्व को स्पष्ट किया गया है जिससे भविष्य में इस तकनीक का उपयोग सामाजिक और शैक्षणिक शोध कार्यों में बढ़ सके और ग्रामीण विकास में इसका योगदान भी बढ़े।

मुख्य शब्द – सहभागी ग्रामीण मूल्यांकन, शोध तकनीक, विधि, ग्रामीण विकास

प्रस्तावना

सहभागी ग्रामीण मूल्यांकन; पीआरए अनुसंधान तकनीक 1980 के दशक में विकसित हुई और ग्रामीण क्षेत्रों में किए गए सहभागी अनुसंधान का परिणाम है। मानवशास्त्रीय पद्धति ने द्वितीय विश्व युद्ध के बाद एक विशाल बदलाव देखा है और यह बदलाव इसके व्यावहारिक पहलुओं में भी देखा गया था। हालांकि 1970 के दशक के मध्य में, पीआरए की आवश्यकता मानवविज्ञानी के बीच स्पष्ट रूप से महसूस की गई थी, जब मानवशास्त्रीय समझ को दलित, गरीब और उत्पीड़ित लोगों के उत्थान के लिए क्रियान्वित किया गया। इसने अंततः एक ऐसी पद्धति की नींव रखी, जिसका उपयोग शोधकर्ताओं और शोधार्थियों दोनों की सक्रिय भागीदारी के साथ समुदायों की बेहतरी के लिए किया जाना था, अर्थात्, सहभागी अनुसंधान मूल्यांकन तकनीक के द्वारा।

प्रारम्भ में, सहभागी ग्रामीण मूल्यांकन को सहभागिता शोध मूल्यांकन का नाम दिया गया, परंतु गाँवों एवं ग्रामीण क्षेत्रों में इसकी निरंतर उपयोगिता के कारण, यह तकनीक बाद में सहभागिता ग्रामीण मूल्यांकन के रूप में जानी गयी। सहभागिता ग्रामीण मूल्यांकन में, शोधकर्ता एवं स्थानीय लोग स्थानीय लोगों की क्षमताओं का उपयोग करते हुए एक साथ मिलकर समस्याओं की पहचान करने के लिए काम करते हैं।

शोधकर्ता की भूमिका सहभागिता ग्रामीण मूल्यांकन प्रक्रिया में स्थानीय समुदायों के सशक्तिकरण एवं क्षमता विकसित करने के आदर्श उद्देश्य को लक्षित करते हुए मात्र एक समन्वयक की होती है। तीव्र ग्रामीण मूल्यांकन से भिन्न, सहभागिता ग्रामीण मूल्यांकन एक लंबी प्रक्रिया है जो कि काफी लंबे समय तक चलती है। ऐसा इसलिए है क्योंकि प्रक्रिया में सम्मिलित समुदाय अपनी रुचियों को संबोधित करने के लिए, संभावित परिणामों का आंकलन करने के लिए तथा तदनुसार अपने लाभ के लिए प्रयासों को दिशा देने के लिए अपनी दक्षता को एकत्रित करते हैं। अतः इस प्रकार, पीआरए गाँव के लोगों को अपने जीवन तथा परिस्थितियों की वास्तविकताओं का संज्ञान लेने, सुधार करने तथा उनका अवलोकन करने की संभावना प्रदान करती है, जिससे उन्हें योजना बनाने एवं कार्यवाही करने में सहायता मिलती है।

सहभागी ग्रामीण मूल्यांकन के लाभ

- 1 सहभागिता ग्रामीण मूल्यांकन समीक्षा ग्रामीण स्तर पर समस्याओं की पहचान करने में सहायक होती है तथा नीतियों के उपयुक्त नियमन एवं कार्यान्वयन में सहायता करती है।
- 2 यह तकनीक ग्रामीण विकास कार्यक्रमों के कार्यान्वयन एवं मूल्यांकन के दौरान सामुदायिक स्तर पर निगरानी रखने को सुनिश्चित करती है।
- 3 अन्य तकनीकों की तुलना में इस तकनीक द्वारा एकत्रित किए आंकड़े अधिक विश्वसनीय होते हैं तथा किसी प्रकार के पूर्वाग्रह से मुक्त होते हैं।

सहभागी ग्रामीण मूल्यांकन की हानियाँ

- 1 स्थानीय समुदायों की प्रत्यक्ष भागीदारी के कारण, इस प्रक्रिया में कभी-कभी आवश्यक समय तथा बजट से अधिक लग सकता है।
- 2 चूंकि, अध्ययन के अंतर्गत समुदाय के लोगों में वैचारिक मतभेद हो सकता है, इसलिए एक शोधकर्ता के लिए सबके साथ सामंजस्य बैठा पाना कठिन हो जाता है। यह कभी कभी टकराव की परिस्थिति भी उत्पन्न कर देता है।
- 3 कुछ समुदायों में अन्य पर किसी एक पक्ष का प्रभुत्व आंकड़ों के निष्पक्ष संकलन की प्रक्रिया को बाधित करता है तथा इस परिस्थिति में अंतिम परिणाम कुछ ही लोगों के विचारों को प्रतिबिम्बित करते हैं।

तीव्र ग्रामीण मूल्यांकन तथा सहभागी ग्रामीण मूल्यांकन तकनीक का उपयोग करते समय व्यावहारिक मानव वैज्ञानिकों द्वारा कुछ निश्चित साधन उपयोग किए जाते हैं। यह है केन्द्रित समूह चर्चा – इस चरण में ग्रामीणजनों पुरुषों, महिलाओं, बालिकाओं का एक समूह बनाकर उनकी समस्याओं अथवा शोध समस्या से संबंधित विषयों पर चर्चा करवायी जाती है। इस प्रकार की चर्चा में गुणात्मक मौलिक तथ्यों का संकलन किया जाता है।

संसाधन मानचित्र – यह मानचित्र ग्रामीण भ्रमण करके बनाया जाता है। जिसमें ग्रामीण क्षेत्र की भौगोलिकता, पानी की स्थिति, खेती की स्थिति, गरीबी का स्तर, विद्यालयों की दूरी, परिवहन समस्या आदि का पता लगाया जाता है।

सामाजिक मानचित्र – यह मानचित्र भी ग्रामीण भ्रमण करके बनाया जाता है। जिसमें ग्रामीण क्षेत्र में जातिगत, जनजातीय, धार्मिक स्थिति का आंकलन किया जाता है। इस प्रकार के सहभागी ग्रामीण मूल्यांकन से शोध समस्या का गहन अध्ययन किया जाता है।

सामाजिक एवं शैक्षणिक शोध में सहभागी ग्रामीण मूल्यांकन की भूमिका

वर्तमान में सामाजिक विकास के क्षेत्र में कई शोधकार्य हो रहे हैं। यह शोधकार्य समस्याओं को जानने के लिए ही नहीं वरन् कई महत्वपूर्ण योजनाओं के क्रियान्वयन के लिए भी हो रहे हैं। ग्रामीण क्षेत्र में जल जीवन मिशन, भूजल वृद्धि, अमृतम् जलम्, बालिका सशक्तीकरण, बालिका शिक्षा से जुड़े मुद्दों आदि पर कई योजनाओं का क्रियान्वयन किया जा रहा है। सरकारी स्तर पर यह विचार किया जाता है कि कोई भी योजना समाज की सहभागिता के बिना पूर्ण नहीं हो सकती है। किसी भी सामाजिक समस्या को दूर करने के लिए उसके समाधान से समाज को सहभागी करना आवश्यक है। ऐसे में सहभागी ग्रामीण मूल्यांकन का महत्व और अधिक बढ़ जाता है।

शैक्षणिक शोध कार्य भी जो जनजातीय क्षेत्रों में शिक्षा, विद्यालयों की स्थिति, शिक्षा के स्तर, अध्यापकों की स्थिति और विद्यार्थियों की स्थिति जानने के लिए होते हैं अथवा ऐसे शोध कार्य जो ग्रामीण क्षेत्र में बालिका शिक्षा और महिला सशक्तीकरण से संबंधित होते हैं उनमें तथ्यों के उचित संकलन के लिए यह आवश्यक है कि शोधार्थी पहले ग्रामीण क्षेत्र में अपनी एक पहचान बनाए। ग्रामीणजन शोधार्थी को अपने समाज का हिस्सा माने और उसकी बात को समझे। ऐसा करने में शोधार्थी को वास्तविक तथ्यों की प्राप्ति हो सकेगी। इसके कारण उसके शोध में मौलिकता आएगी। इस प्रकार के अध्ययन के लिए सहभागी ग्रामीण मूल्यांकन तकनीक बहुत अधिक महत्व रखती है। इस तकनीक के द्वारा शोधार्थी ग्रामीणों से भावनात्मक रूप से जुड़ जाता है। वह ना केवल ग्रामीणों की समस्याओं को उनके नजरिए से समझता है वरन् उनकी समस्याओं का समाधान भी ग्रामीणों के नजरिए से ही करता है। ऐसे में सहभागी ग्रामीण मूल्यांकन तकनीक का उपयोग सामाजिक और शैक्षणिक शोध में बढ़ाने की आवश्यकता है।

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Technology and Creativity on Early Adolescence: A Case Study during Covid-19 Pandemic

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Abstract

Distance education was imposed due to the sudden suspension of schools as a result of the COVID-19 pandemic. Impact of technology use on distance learning in early adolescence was the main aim of the current research. Asynchronous teaching methods were implemented in a digital classroom environment during the COVID-19 pandemic. Teaching practice was enriched with the use of technology-based tools. Results revealed that such a teaching practice method could have a positive impact on students' creativity, increasing their motivation to create and develop new forms of social interaction. Students, who did not actively participate in face to face educational process, took an active participating role during distance education. This research is regarded as original, as it concerns a case study of asynchronous teaching during the first period of the COVID-19 pandemic.

Keywords : Technology, Creativity, Early adolescence, COVID-19 Pandemic, Technology based tool, Distance Learning.

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5G Technologies: Evolution & Revolution

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Abstract

This paper summarizes the most initiatives towards 5G wireless communication networks. 5G wireless technology is supposed to deliver Higher Peak Knowledge Speeds, additional dependability, huge network capability, inflated availability, and user expertise. Trade players claim 5G can be 100 times faster than 4G which an enormous range of devices can connect with the network. Now, analyzing 5th generation wireless communication networks is progressive on several fronts. 5G technologies area unit expected around 2020. It's new global wireless after 1G, 2G, 3G, and 4G networks. 5G enables a quiet replacement network which is designed to connect virtually together. 5G is used three main sorts of connected services, includes enhanced mobile broadband, mission-critical communications, and also a massive IoT.

5G Advanced Specification- AI,Convergence,Enablement.5G technology powers a huge amount of range in future industries from retail to education, transportation to entertainment, and smart homes to healthcare. This is especially important during the COVID-19 pandemic, which is newly developed in telemedicine as a delivery platform for medical services. It supports High-speed mobile network, Entertainment and multimedia, Internet of Things, Satellite Internet. 5G leads among the largest technological transformations of our life with unlimited possibility. 5G improves cellular capabilities, providing enhanced power and boosting mobile capacity. 5G - Advanced network defines a new goals and capabilities for the 5G evolution to enable the generation of greater social and economic value through network evolution.

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Report of the Webinar (July 18 to 19, 2022)

IQAC Cell Of Biyani Girls B.Ed College organised NAAC sponsored National webinar titled "Impact of Technology on Social and Educational perspectives in India during Pandemic Situation" from 18-19 July 2022.

On day 1st program was started with lighting of lamp and Ganesh Vandana. Opening remark was given by professor Manish Biyani.

Plenary lecture 1 was given by Dr. Banwari Lal Natia, Chairman, NCTE, NRC. He throw light on the paradigm shifting of education in during pandemic situation.

Plenary lecture 2 was given by Professor M.M. Saxena, Vice Chancellor, Tanta University, Sri Ganganagar Rajasthan. In his lecture he discussed about the society and educational institutions which are highly affected by technology. Technology provided a new platform to the education. After Plenary Lecture a guest lecture was taken by Dr. Sanjay Biyani, Academic Director, Biyani Group of Colleges.

In Technical Session 1 Dr. Kamayni Mathur, Professor and Head, School of Psychology, Philosophy and Education, Gujarat University, Ahmedabad discussed about the effects of Technology on students mental health and she said that there is a positive correlation between good mental health and learning. Society having citizen with good mental health can show mobilization in positive direction.

Technical session 2 was taken by Dr. Nandita Singh Professor, Punjab University. She discussed about the sudden transition to synchronised online learning during the Covid and its impact in our education system. Dr Nandita Das suggested various innovative ways to make classroom interactive and effective during virtual teaching learning process. There may be several ways to make classroom interactive such as debate, discussions, question-answer sessions etc. The session was ended with the paper presentations, presented by various research scholars. They put their views on the relevant topic. After question answer session Dr. Sunita Sharma, Incharge of B.Ed presented a summary of the day.

On day 2nd program was started with lightening of lamp and Ganesh Vandana. Welcome remark given by Dr. Ekta Pareek , Principal, Biyani Girls B.Ed. College.

Invited lecture 1 were given by Dr. Meenakshi, Research Associate, DER, NCERT, New Delhi. She discussed about the effect of Technology on child's over all development during pandemic. Now a days technology is highly affecting the child's Cognitive, Affective and Psycho motor domain.

Invited lecture 2 was given by Dr. Reena Tiwari, Associate Professor, DAV PG College, Dehradun. She discussed about the technology that is helping fighting against pandemic society and education world she briefly discuss about the pandemic world and educational world.

Invited lecture 3rd was taken by Dr. Subhasish Bhadra, Associate Professor, Department of Social Work, Head Department of Sports, Psychology School of Social Sciences, Kishangarh, Ajmer. He threw light on effect of online education on the social behaviour and social adjustment of the learner and teachers.

Next invited lectures were taken by Dr. Somu Singh, Assistant Professor, Banaras Hindu University, Varanasi. He discussed on the challenges for reforming society and education through Technology. He talked about the various platforms of online learning and research such as Sodh Sindhu, Shodh Ganga etc. After invited lectures, research scholars presented their research paper. Closing remark and day of summary was given by Dr. Arti Gupta Asst. Professor, Biyani Girls B.Ed. College, Jaipur.



Dr. Ekta Pareek
Principal (BGBC)

Out Comes of this Conference

In the two days NAAC sponsored National Webinar following outcomes came out:-

- ❖ This webinar provided a platform to understand how Technology has helped in advancing education and society during the pandemic.
- ❖ In this webinar it was discovered that how technology has affected the student's mental health and Learning.
- ❖ It was helpful in guiding the reseachers for Quality research with the latest technology.
- ❖ It was helpful to understand the sudden transition to synchronized online learning during the covid and its impact in our education system.
- ❖ It provided a platform to understand how technology is affecting a child's overall development during pandemic.
- ❖ It was useful to understand the effects of online education on the social behavior and social adjustment of the learners as well as of the the teachers.
- ❖ This Conference helped us to understand the technology that is helping fight against pandemic society and education world.
- ❖ This Conference was helpful to understand the online Education as a Catalyst for Reforming Education.
- ❖ It provided a platform to understand the challenges for Reforming Society and Education through Technology.
- ❖ It was beneficial to provide prolonged personalized interaction between participants and resource person.
- ❖ Various platforms of online teaching learning materials were introduced in this webinar.
- ❖ It also introduced the various effective apps and platforms which can be used for the efficiency of the research work.



PATRON :

Dr. Manish Biyani

Director (R&D),
Biyani Group of Colleges, India
Professor (Research), JAIST, Japan