EDUREACH : VOC JOURNAL OF EDUCATIONAL RESEARCH
(A Blind Peer Reviewed Half Yearly Journal)
V.O.CHIDAMBARAM COLLEGE OF EDUCATION
(Govt. Aided & Re- Accredited by NAAC with "B" Grade)
THOOTHUKUDI – 628 008.
E-mail id : vocceedureach@gmail.com, edureach@voccedn.org
Phone: 0461- 2310600, Fax : 0461- 2310275

From the Editorial Desk....

Dear Readers and Well Wishers,

Greetings from Edureach: VOC Journal of Educational Research!

It is with great pleasure and gratitude that we release this ninth issue with ISSN No. : 2582-1806 and RNI Under Regd.No.: TNENG/2017/75214 of our EduReach : V O C Journal of Educational Research with the blessings of our Hon. Founder Secretary Kulapathy Shri. A.P.C.Veerabahu. We express our sincere thanks to all the faculty members, research scholars and academicians who are committed to the core of education. We are thankful to them for extending their generous heart in encouraging and motivating our team in bringing out this issue of our journal.

The COVID-19 has resulted in schools and colleges shut all across the world. Initially, most governments have decided to temporarily close the educational institutions to reduce the impact of Covid-19. As a result, education has changed dramatically, with the rise of e- learning, whereby teaching is undertaken on digital platforms.

Teacher plays a vital role in shaping the personality of a child. S/he inspires and influences students by her/his behavior thoughts and action and enables them to solve their problems which leads to better health and wealth.Emotional maturity constitutes evaluating emotions of one – self and others, identify one's heart and mind adaptability and flexibility, appreciating one's point of view in developing others. It is the ability to bear tension.

To live through this lockdown & pandemic period, yoga is the best thing to adopt as a lifestyle habit.Yoga is a way of living physically, mentally and spiritually that aims towards a healthy mind in a healthy body. It acts as the best element to take care of our mind, body and soul.

Now teachers and teacher educators teach integrating digital media technology skill, information and practicing skills with the pedagogic skills. Digital media describes imparting education using set of technology mediated tools and methods that can be applied to support student learning.

The purpose of imparting quality education is not possible without inculcation of emotional intelligence. Emotional Intelligence is the ability to know one's emotions, recognize feeling as they occur, manage moods, empathize with others and manage relationships. It is a set of abilities essential for the success of an individual.

In this context of today's educational scenario, online education is flexible. It enables the teacher and the learner to set their own learning pace, wide selection of programmes, easily accessible without the need to travel. So,teachers and teacher educators utilize this online learning to their students to facilitate all round development.

This issue of our journal comprises of both quantitative and qualitative research papers on various topics on Emotional Maturity, Yoga practice, Digital Media, Impact of Covid – 19,Emotional Intelligence and On– line classes. The papers published are related to the present scenario. Hope these research papers will bring satisfaction in reading,

Dear readers, enjoy reading and enhance your professional efficiency.

Stay home. Stay safe.

Thanking you.

With Regards,

Editorial Board

EMOTIONAL MATURITY OF UNDERGRADUATES OF ARTS AND SCIENCE COLLEGES

Mrs.C.Girija

Abstract

Emotions of the child change with age. At this stage early pattern of emotional outbursts in infancy become less diffuse and random. By the end of the period, the child learns to control his emotional expression. Love and joy, pleasure and grief appear in childhood. The emotionally mature or stable individual, regardless of his stage, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thoughts, his emotional attitude and his overt behaviour. The most outstanding mark of emotional maturity is the ability to bear tension. An emotionally matured person has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and capable of delaying or revising his expectations in terms of demands of situations. An emotionally matured person is friendly towards others and is less involved in the hostilities and the outbursts of anger and range, typical childhood. He is more inspired by pleasure, satisfaction and contentment than ridden with worries, anxieties and frustrations.

Keywords : *Emotional Maturity, Undergraduates.*

Introduction

Dosanjh (1956) says Emotional maturity means a balanced personality. It means ability to govern disturbing emotions, show steadiness and endurance under pressure and to be tolerant and free form neurotic tendencies. Good (1981) has stated that emotional maturity refers to emotional patterns of an adult who has progressed through the interior emotional stages characteristics of infancy, childhood and adolescence and is not fit to deal successfully with reality and in adult love relationship without under emotional strain. According to Crow and Crow (1962), the emotionally matured or stabled individual, regardless of his stage, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thoughts, his emotional attitude and his overt behaviour.

Emotional maturity constitutes evaluating emotions of one-self and others, identify one's heart and mind, adaptability and flexibility, appreciating one's point of view, developing others and delaying gratification of immediate psychological satisfaction. In the opinion of Murray (2004), an emotionally matured person has the following characteristics:

1. The ability to give and receive alone
2. The ability to face reality and deal with it
3. The capacity to relate positively to life experiences

Review of Related Literature

Armin Mahmoudi (2011) indicated that high positive correlation was obtained between emotional maturity and overall adjustment. Keerti Vibha (2012) revealed that low and high emotional maturity groups exhibited significant differences on spiritual intelligence and in favour of low emotional maturity group of B.Ed. students. In case of family environment groups non congenial, the differences were found significant on spiritual intelligence and in

* *Assistant Professor of Tamil, V.O.C.College of Education,Thoothukudi.*

favour of congenial family environment group. Manjeetkaur (2013) found that there was no significant difference in emotional maturity of government and private senior secondary school students. Souza, Joseane De (2014) found that the girls with alcoholic father were found be more vulnerable than the boys in emotional and behavioural domains..

Significance of the Study

The specific needs for identifying these phenomena of emotional maturity is a natural and inevitable essential outcome of student growth and development rather among pathological symptom. The emotional maturity becomes important in the behaviour of an individual. As the students are the pillars of the future generations, their value patterns of emotional maturity are vital. The individuals' relationships are dependent upon their emotional development. The best way to understand one's relationships are to understand oneself. The single most important task for any person wishing to improve his relationships is to increase his self-esteem and emotional maturity. One who opines to determine the level of one's emotional maturity compares one's behaviour to the symptom of emotional immaturity and the characteristics of emotional maturity. So, emotional maturity implies proper emotional control which means neither repression nor violent expression.

Objectives of the Study

1. To find out the level of emotional maturity of undergraduates of arts and science colleges.
2. To find out the level of emotional maturity of undergraduates of arts and science colleges with respect to gender.
3. To find out the level of emotional maturity of undergraduates of arts and science colleges with respect to type of college.

Method

The investigator in her present study adopted the survey method of educational research. The investigator selected 300 students from arts and science colleges of Thoothukudi District.Four colleges from Thoothukudi and Two colleges from Thiruchendur.

The investigator used standardized tool namely Emotional Maturity Scale developed by Sivanshanker (2003).

Data Analysis

Table : 1 The level of the emotional maturity of undergraduate students of arts and science

Level of Emotional Maturity	No	Low		Average		High	
		No	%	No	%	No	%
Total	300	48	16.0	200	66.7	52	17.3

From the above table, it is inferred that 66.7% of undergraduates of arts and science colleges have medium level of emotional maturity 16.0% of undergraduates of arts and science colleges have low level of emotional maturity and 17.3% of undergraduates of arts and science colleges have high level of emotional maturity.

Table: 2 The level of emotional maturity of undergraduate students of arts and science with respect to gender

Variables	No	Low		Average		High	
		No	%	No	%	No	%
Male	156	27	17.3	96	61.5	33	21.2
Female	144	21	14.6	104	72.2	19	13.2

From the above table, it is inferred that 64.5% of male undergraduates of arts and science colleges have medium level of emotional maturity 17.3% of male undergraduates of arts and science colleges have low level of emotional maturity and 21.2% of male undergraduates of arts and science colleges have high level of emotional maturity.

From the above table, it is inferred that 72.2% of female undergraduates of arts and science colleges have medium level of emotional maturity 14.6% female undergraduates of arts and science colleges have low level of emotional maturity and 13.2% female undergraduates of arts and science colleges have high level emotional maturity.

Table: 3 The level of the emotional maturity of undergraduate students of arts and science college with respect to type of college

Variables	No	Low		Average		High	
		No	%	No	%	No	%
Govt. Aided	178	38	21.3	111	62.4	29	16.3
Self Financed	122	10	8.2	89	73.0	23	18.9

From the above table, it is inferred that 62.4% of Govt. aided undergraduates of arts and science colleges have medium level of emotional maturity, 21.3% of Govt. aided undergraduates of arts and science colleges have low level of emotional maturity, 16.3% of Govt. aided undergraduates of arts and science colleges have high level of emotional maturity.

From the above table, it is inferred that 73.0% of self financed undergraduates of arts and science colleges have medium level of emotional maturity, 8.2% of self financed undergraduates of arts and science colleges have low level of emotional maturity, 18.9% of self financed undergraduates of arts and science colleges have high level of emotional maturity.

Findings of the study

1. 17.3% of undergraduates of arts and science colleges have high level of emotional maturity.
2. 21.2% of male and 13.2% female under graduates of arts and science colleges have high level of emotional maturity.
3. 16.3% of Government aided and 18.9% of self financed undergraduates of arts and science colleges have high level of emotional maturity.

Interpretations and Recommendations

It is found that the small percentage of undergraduate students have high level of emotional maturity. These students are facing problems in their daily life in relation to their emotional maturity, It is the responsibility of the researchers, teachers and parents that the problems should be identified very soon and immediate remedial measures should be provided to the students for the betterment of their lives. A teacher plays a pivot role in shaping the personality of a child. He can influence them by his behaviour, thoughts and actions and also enable them to solve their problems which lead to better health. Teacher should treat the students alike and with compassion. Emotional Maturity is one of the vital components of personality which characterizes multi-trait non-cognitive psychological concept. Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality. Emotional Maturity or stability might be considered as a potential factor in any field of life.

The percentage analysis reveals that male undergraduates of arts and science college have high level of emotional maturity than the female undergraduates of arts and science college. This may be due to their family background. Parents should treat the youngsters in the same way as they treat any other adult. The youngsters should be provided with such an environment which leads to maximum development of positive emotions and minimum development of negative emotions. They should be told to manage emotions like love, happiness, anger, fear etc. Parents should be friends of the youngsters so that he can share everything and all his problems of the youngsters and guide them to solve their problems themselves, so that they develop as independent adults who can discriminate between right and wrong.

It is inferred that more undergraduate students of self-financed college of arts and science college have high level of emotional maturity than the Govt-aided college of arts and science. This may be due to the fact that the self-financed college

Printed by The Uma Press, Published by V.O.Chidambaram College of Education, on behalf of V.O.Chidambaram Educational Society and Printed at The Uma Press, 25 Railway feeder Road, Tirunelveli Town, Tirunelveli - 627006 and Published at V.O.Chidambaram College of Education, Palayamkottai Road, Thoothukudi - 628008 Editor : Dr. T. Kanakaraj.

students are provided with more opportunities for developing positive emotions. The students in the self-financed colleges are helped to resolve the conflicts which arise due to various problems by giving counselling. The self-financed college students are encouraged to participate in co-curricular activities which will inculcate the virtues of cooperation, self-discipline and feeling of brotherhood.

Implications of the study

1. Value based education is required from all levels of education.
2. Colleges should not focus only on academic success but efforts should be made to ensure an all-around development of the students
3. Spirituality (Yoga, meditation) promotes, self-confidence, adjustment, self-esteem and courage in difficult times. Therefore, there should be classes to improve spirituality and moral values in the colleges.
4. College students are in a need of some psychological support from their parents as well as professors. So, the parents and professors must give more guidance and supportive care to them to develop their emotional maturity and to adjust with themselves and with the environment.
5. Facilities for co-curricular activities should be provided in such a way to make students exhibit the relationship qualities and thus leading them to make greater responsibility for their own lives.
6. The students should be given educational, vocational and personal guidance so that they can determine their goals and become successful in various fields and adjust properly. The curriculum should be constructed keeping in view the needs, problems and requirements of every individual
7. The college can conduct family counselling for the parents.

Conclusions

Education plays a vital role in changing one's behaviour. Students are the future pillars of our nation. As they grow their interaction with their parents will also improve. A consistent emotional bond between parents and youngsters, seen in expressions of affection, help the youngsters in their challenges of life outside the home, especially in institutions. Affection is also a social lubricant for the family cementing relationships and helping the young ones develop positive attitudes about colleges and studies. While parents keep a watchful eye on their children, they also satisfy themselves by an occasional peek on how efficiently their children are utilizing their freedom, the friendly relation between youngsters and also parent prevents the youngsters from doing any action against the conscience. It gives them a total sense of security and develops the maturity rate in them, further, the corresponding teacher's aura of strictness and liability enables the students to perfectly accomplish in their maturity. Every society has its own ways of living, thinking, culture, traditions, rules, laws and belief. But emotional maturity enables to establish a balance between the society and the individual. During this process, some of his needs are satisfied and some of them, he has to compromise. He has to maintain a balance and adjust in the society.

References

Aggarwal, J.C. (1996). *Educational research and Introduction.* New Delhi: Arya Book Depot.

Aggarwal, J.C. (2003). *Teacher and education in developing society.* New Delhi: Vikas Publishing House, Pvt. Limited.

Bhati Sharma. (2004). *Psychological foundation of education.* New Delhi: Vohra Publishers.

Lester D. Crow & Alice Crow. (1991). *Educational Psychology.* New Delhi: Eurasia Publication.

Mankal, S.K. (2009). *Advanced Educational Psychology.* New Delhi: Phi Learning Private Limited.

YOGA PRACTICE OF HIGH SCHOOL STUDENTS

**Mr. M. Jothiraj & **Dr. R. Sasipriya*

Abstract

The present study focuses on assessing the yoga practice of high school students. It is inferred from the present investigation that all the high school students have average level of yoga practice with respect to all the background variables under study. Yoga's innate ability to stop stress and live in the moment reduces stress and tension, which has profound benefits in every sphere of life. The main objectives of the study are i) to find out the level of yoga practice among high school students and ii) to find out whether there is any significant difference among high school students with respect to gender, medium, locality of residence and locality of school. Survey method was adopted by the investigator. 300 high school students were chosen as sample using stratified random sampling technique. Yoga practice scale (2018) developed and validated by Jothiraj and Sasipriya was used for this study. Percentage analysis and t-test were the statistical techniques used. The investigator found that there was a significant difference between boys and girls of high school students in their yoga practice.

Keywords : *Yoga Practice, Academic Achievementand High School Students.*

Introduction

Yoga is a traditional method of meditation developed by the saints of ancient India.They practised yoga as an effective method of controlling their mind and bodily activities.

Yoga in daily life is a system of practice consisting of eight levels of development in the areas of physical, mental, social and spiritual health. When the body is physically healthy, the mind is clear, focused and stress is under control. This gives the space to connect with loved ones and maintain socially healthy relationships. When we are healthy in touch with inner self, with others and surroundings on a much deeper level and adds to spiritual health. Yoga increases the flexibility of the spine, improves body's physical condition and heightened awareness to the importance of relaxation.

It has been emphasized that each exercise be practised slowly, coordinating movement with the breath, pausing motionless in each position and always with full concentration. (Sunil Kumar Yadav, 2015).

Review of Literature

Ebrahim Mirshah (2012),conducted a study on the effect of yoga techniques on academic achievement of high school chemistrystudents.It showed that the difference between means of experimental groups (asana and meditation) and control group on the gain scores academic achievement in chemistry is found to be significant at the 0.05 level or of confidence which indicates that students of the experimental groups and the control group differ on the gain scores of chemistry.Tiwari Ram Kalap (2015),conducted a study on the benefits of yoga exercises on highschoolstudents.The study was conducted one month before of high school examination. 200 high school students 112 high stress students and 88 low stress students were selected on the basis of scores obtained through stress scale. Students were divided into two groups- Experimental group and control group. Both groups were given pre test to examine their concentration of attention and memory. Yoga exercises consisting of pranayama, prayer and value

** M.Ed., Scholar V.O.C.College of Education, Thoothukudi.*

** Assistant Professor of Physical Science, V.O.C.College of Education, Thoothukudi.

orientation programmers were administered on experimental groups for four weeks. The experimental and control groups were post- tested for their performance on concentration of attention and memory. Results showed that experimental group produced and exhibited higher concentration of attention and memory.Nagendra N M and NingammaC.Betsur (2019**)** conducted a study on the Effect of yoga education on academic achievement among 8th standard students. The result showed that there is a significant difference between academic achievements of both experimental and control group. Yoga in education is influenced on gender with respect to academic achievement. Omidi, Maboud and Azizmalayeri, Kiumars and Jafari.

Significance of the Study

Yoga has both preventive and therapeutic benefits. The most important benefits of yoga are physical and mental benefits to the body and mind. The yoga today helps in combating illness. Yoga aids in controlling certain illness such as headaches, arthritis, stress, anxiety, blood pressure, asthma and many more yoga also helps in reducing the stress and tension. Regular practice of yoga helps in boosting the self-esteem of students. Yoga practice also act as a means of reducing stress in the routine busy lives of students. Yoga helps the students to improve their concentration and enhances the creativity of students particularly when they are in need of relaxation. Practising yoga regularly makes students feel that it is easier to think more positively. A sense of calmness and well-being is obtained by students through practicing yoga. The student's immune system is stimulated to help prevent student from diseases by regular practice of yoga. Adolescent age ie) high school students' age is not only a stage of stress and storm but also the age of exploring the worldand identifying themselves. It is possible by regular yoga practice. Hence the investigator decides to investigate yoga practice among high school students.

Objectives of the Study

1. To find out the level of yoga practice of high school students.
2. To find out whether there is any significant difference between boys and girls high school students in their personality development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.
3. To find out whether there is any significant difference between Tamil and English medium high school students in their personality development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.
4. To find out whether there is any significant difference between rural and urban school high school students in their personality development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.
5. To find out whether there is any significant difference between hostel and day scholar high school students in their personality development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.

Method

Survey method was adopted for this study. The population for this study was the all high school students in Thoothukudi District. The sample for the study is chosen on basis of stratified random sampling technique. The sample consisted of 300 high school students were selected. The stratification was done on the basis of gender, age, locality of residence and locality of school . Tools used were: Yoga practice scale (2018) developed and validated by Jothiraj and Sasipriya was used to collect data. Percentage analysis and t-test are the statistics used.

Data Analysis

Hypothesis 1: The level of yoga practice of high school students is moderate

Table 1 : The level of yoga practice of high school students

Yoga Practice	Low		Average		High	
	No	%	No	%	No	%
Personally Development	128	42.7	120	40.0	52	17.3
Physical Development	153	51.0	91	30.3	56	18.7
Intellectual Development	141	47.0	121	40.3	38	12.7
Emotional Development	148	49.3	107	35.7	45	15.5
Social Development	132	44.0	168	56.0	00	00
Cultural Development	137	45.7	110	36.7	53	17.7
Youga Practice	144	48.	100	33.3	56	18.7

(Low = Below 40; Moderate = Between 40-60 ;
High = Above 60 from the 'T' Scores)

It is inferred from the above table that 42.7%, 40.0% and 17.3% of the high school students have low, moderate and high level of personality development respectively. 51.0%, 30.3% and 18.7% of the high school students have low, moderate and high level of physical development respectively. 47.0%, 40.3% and 12.7% of the high school students have low, moderate and high level of intellectual development respectively. 49.3%, 35.7% and 15.5% of the high school students have low, moderate and high level of emotional development respectively. 44.0%, 56.0% of the high school students have low and moderate level of social development respectively. 45.7%, 36.7% and 17.7% of the high school students have low, moderate and high level of cultural development respectively. 48.0%, 33.3% and 18.7% of the high school students have low, moderate and high level of yoga practice respectively.

Hypothesis 2 : There is no significant difference between boys and girls high school students in their personality development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.

Table 2 : Difference between Boys and Girls high school students in their yoga practice.

Yoga Practice	Boys (N=163)		Girls (N=137)		Calculated 't' value	Rem arks
	Mean	SD	Mean	SD		
Personally Development	39.85	5.598	36.33	5.268	3.698	S
Physical Development	33.74	4.493	32.40	3.830	1.697	NS
Intellectual Development	45.05	6.889	42.20	6.943	2.989	S
Emotional Development	44.72	6.644	43.85	6.643	1.173	NS
Social Development	36.57	6.046	33.38	6.696	2.248	S
Cultural Development	36.24	6.083	33.69	6.719	1.580	NS
Yoga Practice	236.27	27.521	221.46	28.466	3.061	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female high school students in their physical development, emotional development and cultural development. But there is significant difference between male and female high school students in their personality development, intellectual development, social development and yoga practice. While comparing the mean scores of male and female high school students, the male students, (m= 39.85) are better than the female students (m= 36.33) in their personality development, the male students (m= 45.05) are better than female students (m= 42.20) in their intellectual development, the male students (m= 36.57) are better than female students (m= 33.38) in their social development, and the male students (m = 236.27) are better than female students (m = 221.46) in their yoga practice.

Hypothesis 3 : There is no significant difference between Tamil and English medium high school students in their personal development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.

Table 3 : Difference between Tamil and English medium high school students in their yoga practice.

Yoga Practice	Tamil (N=219)		English (N=81)		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Personally Development	39.85	5.598	36.33	5.268	4.912	S
Physical Development	33.74	4.493	32.40	3.830	2.391	S
Intellectual Development	45.05	6.889	42.20	6.943	3.178	S
Emotional Development	44.72	6.644	43.85	6.643	1.001	NS
Social Development	36.57	6.046	33.38	6.696	3.931	S
Cultural Development	36.24	6.083	33.69	6.719	3.128	S
Yoga Practice	236.27	27.521	221.46	28.466	4.102	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between Tamil and English medium high school students in their personal development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.But there is no significant difference between Tamil and English medium high school students in their emotional development.

Hypothesis 4 : There is no significant difference between rural and urban high school students in their personality development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.

Table 4 : Difference between Rural and Urban high school students in their yoga practice.

Yoga Practice	Rural		Urban		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Personally Development	39.58	5.385	38.00	6.040	2.394	S
Physical Development	33.74	4.84	32.89	3.830	1.680	NS
Intellectual Development	44.64	7.051	43.80	6.943	1.034	NS
Emotional Development	45.72	6.382	42.84	6.643	3.792	S
Social Development	36.04	6.400	35.26	6.696	1.046	NS
Cultural Development	35.11	6.074	36.14	6.719	1.399	NS
Yoga Practice	235.41	27.365	228.12	28.466	2.208	S

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban high school students in their physical development, intellectual development, social development and cultural development. But there is significant difference between rural and urban high school students in their personality development, emotional development and yoga practice. While comparing the mean scores of rural and urban high schoolstudents the rural high school students (m= 39.58) are better than the urban high school students (m= 38.00) in their personality development, the rural high school students (m= 45.72) are better than the urban high school students (m= 42.84) in their emotional development and the rural high school students (m= 235.41) are better than the urban high school students (m= 228.12) in their yoga practice.

Hypothesis 5 : There is no significant difference between hostel and day scholar high school students in their personal development, physical development, intellectual development, emotional development, social development, cultural development and yoga practice.

Table 5 : Difference between Hostel and Day scholar high school students in their yoga practice.

Yoga Practice	Hostel		Day Scholar		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Personally Development	40.51	5.204	38.69	5.771	1.781	NS
Physical Development	33.54	5.316	33.36	4.236	0.237	NS
Intellectual Development	45.51	5.736	44.13	7.161	1.095	NS
Emotional Development	45.69	6.807	44.32	6.631	1.140	NS
Social Development	37.37	5.610	35.48	6.458	1.654	NS
Cultural Development	35.80	5.733	35.52	6.450	0.249	NS
Yoga Practice	237.69	28.060	231.52	28.585	1.201	NS

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between hostel and day scholar high school students in their physical development, intellectual development, social development and cultural development.

Findings

i. 17.3% of the high school students have high level of personality development.18.7% of the high school students have high level of physical development. 12.7% of the high school students have high level of intellectual development. 15.5% of the high school students have high level of emotional development. 56.0% of the high school students have moderate level of social development. And 17.7% of the high school students have high level of cultural development.

ii. There is significant difference between boys and girls high school students in their personality development, intellectual development, social development and yoga practice.

iii. There is significant difference between Tamil and English medium high school students in their personality development, physical development, intellectual development, social development, cultural development and yoga practice.

iv. There is significant difference between rural and urban high school students in their personality development, emotional development and yoga practice.

v. There is no significant difference between hostel and day scholar high school students in their personality development, physical development, intellectual development, emotional development, social development and cultural development

Educational Implications

1. Compulsory yoga classes may be conducted for high school girl students.

2. Awareness programmes can be conducted for the girl students to know the benefits of yoga.

3. Personality development programmes can be organized for English medium students.

4. Situational games can be organised for the English medium students to develop their emotional stability.

5. Yoga classes can be organized on regular basis for rural high school students.

Conclusion

Regular practice of yoga helps in boosting the self-esteem of students. Yoga practice also act as a means of reducing stress in the routine busy lives of students. Yoga helps the students to improve their concentration and enhances the students' creativities particularly when they are in need of relaxation. A sense of calmness and well-being is obtained by students through practicing yoga. The student's immune system is stimulated to help prevent student from diseases by regular practice of yoga. Yoga practice serves as the basis for the overall physical and mental and educational development.

References

Acharya Bhagwan Dev (2017). *Yoga Be Light of Spiritual Discipline*. New Delhi: Diamond Pocket Books Pvt.Ltd.

Anderson L, Freshman BA. (1982). A Comparison of the Effect of Physical Education Classes in Boxing and Gymnastics on Self-Concept of College Comparison of Level Aspirations.

Arunachalam. K (1988). *Sooriya Namaskaram* Madurai: Kalyani Printers.

Bakshi, A. Kumari, A. (2009). Effect of Practicing Yoga on Subjective Well Being and Academic Performance Among Adolescents Indian Psychological Review 2009 Vol 72; Numb 4, Page(S) 235-238

Bhole MV (1977). Psycho – Physiological importance of some yoga practices Paper presented at the international seminar on stress in Health and Diseases. Varanasi: Banaras Hindu University.

Elizabeth B. Hurlock (2008). *Child Development*, New Delhi: Lalit Offset Printers, Delhi. Elizabeth Halsey (1963). *Physical Education for Children*. America : Printed in the United States of America. 136 .

Sunil Kumar Yadav(2015). Importance of Yoga in Daily Life. Retrieved fromhttps:// www.researchgate. net/publication/278673574 _ IMPORTANCE _OF_ YOGA_IN_DAILY_LIFE. DOI : 10.13140/RG.2.1.4538.3842 dated on 07.09.2019

ATTITUDE TOWARDS DIGITAL MEDIA AMONG TEACHER EDUCATORS

*** Dr. C. Thanavathi**

Abstract

The main aim of the study was to find out the significant difference in the attitude towards digital media among teacher educators. Survey method was adopted for this study. The sample consists of 50 teacher educators in Thoothukudi district. Simple random sampling technique was used. Attitude scale towards digital media Scale for teacher educators was developed by the investigator was used to collect the data. The statistical technique used were 't' and percentage analysis. The findings of the study were: i) there is no significant difference between male and female teacher educators in their attitude toward digital media and ii) there is no significant difference between digital media user and age of teacher educators in their attitude towards digital media.

Keywords : *Digital Media, Attitude and Teacher Educators*

Introduction

Digital media describes imparting education using set of technology-mediated tools and methods, that can be applied to support student learning. Learning using technology is not the same as learning through technology. Learning using technology implies that the technology is being used as one method amongst many others, whilst learning through technology suggests that the technology is the sole conduit through which the student receives instruction and communicates with his instructor. There are of course many media and technologies available to support e-learning. Digital learning integrating digital media technology skill, information and practicing skills, presentations skills of Google Classroom with the help of computer, laptop, Interactive whiteboard, tablet, smart phones, digital camera and multimedia equipment and video conferencing via skype, and uploading skills via blogger, etc. (National Research Council, 2000).

Review of Literature

Technological abilities are the starting point, as one must possess technological skillsto be able to use a variety of different technologies and platforms. Research on building technological abilities for children at home has focused previously primarily on computers as a technological tool (Holloway and Valentine, 2001). Nowadays children have a variety of handheld devices (such as smart phones, handheld games), computers, tablets, television, interactive books, games consoles, DVD players, as well as cameras and MP3 players at home. There are many opportunities for children to get engaged with a number of technological tools according to individual interest and opportunity. Some parents actively teach their children to use different technological tools, but in many cases learning occurs as children follow the way their parents or siblings use different tools. Plowman et al. (2008) discovered that preschool children typically have acquired basic levels of competence in acquiring operational skills, extending knowledge of the world, developing dispositions to learn and understanding its cultural role by the time they start school.[1] Children possess sufficient technological abilities when going to school, but the challenge for teachers is to keep up to date with technological progress and to utilize that technology to promote learning.

Research has found that when properly used, micro learning can increase students'

* Assistant Professor of History, V.O.C.College of Education, Thoothukudi.

engagement in the learning process (Wang, Shen, Novak and Pan, 2009). The use of media services can lead to increased distraction (Wang et al., 2011). This means that pupils may use less time studying, because they use so much time on social media. Some studies conûrm that the use of social media has a negative impact on students' grades (Boogartl 2006, Jacobsen and Forste, 2011). Similarily, it has been found that other areas of digital media technology such as games and television have a negative impact on students' grades. Different social media platforms, such as weblogs, allow students to interact with and learn from one another (Kelm, 2011). The use of games in education holds great promise, as many aspects of educational experiences are closely related to a game. Students have a series of assignments for which they are rewarded with grades (Schell, 2008; Whitton, 2012). Due to this fact, evidence proves that games have the potential to support education in a variety of contexts, from primary and secondary schools (Bottino, Ott et al., 2006; Suh, Kim and Kim, 2010; Watson, Mong and Harris, 2011) to universities (Connolly, Stansûeld and Hainey, 2007; Ebner and Holzinger, 2007; Whitton and Hollins, 2008) and adult education (Kambouri, Thomas and Mellar, 2006).

Need for the Study

Digital media technology requires the combination of digital technology and creativity. There are several paths we can take to pursue a career in this field. Whether we choose to pursue professional study in an area such as technical skill or complete a bachelor's degree in an area such as multimedia design or communications, opportunities in this expanding technology will only continue to grow. With the phenomenal growth of the internet over the last decades has come an equally revolutionary growth in the number of jobs available for educationist, writers, creators and innovators within the digital media technology area. Learners need to develop critical technological and communication skills needed for the twenty-ûrst century. Future teachers must be able to teach new literacy skills information, media and technology literacy. Pupils must be taught how to ûnd and collect reliable information and data and how to make sense of it while thinking critically. Historically knowledge was scarce: teachers read aloud, lectured, dispersed their knowledge to unknowingn learners. Hence the investigator has taken a piece of work to know about the attitude among teacher educators towards digital media.

Operational Definitions of the Key Terms

i) Attitude towards Digital Media

Classroom teaching has become more and more interactive nowadays with the use of digital methods such as PPTs, video presentations, e-learning methods, practical demos, online training and other digital methods or platforms. In this study find the attitude of teachers educators towards using these digital tools in their classrooms and its effectiveness in classroom teaching.

ii) Teacher Educators

"Teacher Educator" generally means "Teach about Education". "Teacher Educator" refers to the persons handling the classes of pre- service teacher training course. Teacher educators, in this study, refer to the assistant or associate professors handling the classes of Bachelor of Education Course. Their qualifications are PG with M.Ed.,/M.Phil.,/Ph.D.

Objectives of the Study

1. To find out the level of attitude of teacher educators towards digital media.
2. To find out whether there is any significant difference between male and female teacher educators in their attitude towards digital media.
3. To find out whether there is any significant significant difference between digital tools user yes and no user in their attitude towards digital media.
4. To find out whether there is any significant significant difference between age below 40 and above 40 in their attitude towards digital media.

Method

The researcher adopted the survey method to study the attitude towards digital media among teacher educators. The population for the present study consisted of the teacher educators in Thoothukudi district. 50 teacher educators were

taken for this investigation. The investigator collected the data from colleges of education in Thoothukudi district. They were selected randomly from each college. The investigator has used the tool namely Attitude towards Digital Media Scale for teacher educators (ADMS,2020). The statistical used were percentage analysis and 't' .

Data Analysis

Null Hypothesis 1 : The level of attitude towards digital media is moderate.

Table 1 : The level of attitude towards digital media.

Variable	Total Sample	Low		Moderate		High	
		No	%	No	%	No	%
Attitude towards digital media	50	29	58	16	32	5	10

(Low = Below 40; Moderate = Between 40-60 ; High = Above 60 from the 'T' Scores)

It is inferred from the above table that 58%, 32% and 10% of the teacher educators have low, medium and high level of attitude towards digital media respectively.

Null Hypothesis 2 : There is no significant difference between male and female teacher educators in their attitude towards digital media.

Table 2 : Difference between male and female teacher eeducators in their attitude towards digital media.

Male (N=10)		Female (N = 40)		Calculated 't' value	Remarks
Mean	S.D.	Mean	S.D.		
13.00	5.121	11.28	3.493	1.008	NS

Table value for df 48 is 1.96 at 0.05 level of significance.

It is inferred from the above table that there is no significant difference between male and female teacher educators in their attitude towards digital media.

Null Hypothesis 3 : There is no significant difference between digital tools user yes and no user teacher educators in their attitude towards digital media.

Table 3 : Difference between digital media user yes and no user teacher educators in their attitude towards digital media

Yes (N = 10)		No (N = 40)		Calculated 't' value	Remarks
Mean	S.D.	Mean	S.D.		
18.25	1.708	13.37	3.421	2.775	S

Table value for df 48 is 1.96 at 0.05 level of significance.

It is inferred from the above table that there is significant difference between digital media user yes and no user teacher educators in their attitude towards digital media. Digital media user yes teacher educators have better mean value than digital media user no teacher educators.

Null Hypothesis 4 : There is no significant difference between age below 40 years and above 40 years teacher educators in their attitude towards digital media.

Table 4 : Difference between age below 40 years and above 40 years teacher educators in their attitude towards digital media.

Below 40 years (N = 21)		Above 40 years (N = 29)		Calculated 't' value	Remarks
Mean	S.D.	Mean	S.D.		
28.86	8.162	23.48	6.983	2.506	S

Table value for df 48 is 1.96 at 0.05 level of significance.

It is inferred from the above table that there is significant difference between age below 40 years and above 40 years teacher educators in their attitude towards digital media. Age below 40 years teacher educators have better mean value than above 40 years teacher educators.

Educational Implications

1. Opportunity for participation in digital media related conference, seminar, workshop etc., may be given to widen their attitude towards digital media.
2. Teacher educators should decrease their digital media phobia.
3. Teacher can be encouraged to actively participate in conferences, refresher courses to develop their digital media skill.
4. Teacher educators can be recommended to undertake minor and major projects to improve their digital technology competency.

5. Awareness programmes on digital media and its characteristics can be organized.

Conclusion

This study deals with the attitude towards digital media among teacher educators. Faculty members in higher education institutions are being held more accountable for their use of digital media technology and its integration into their coursework. Student teachers, however, continue to report only limited use of digital media technology in general education and content area courses for information delivery, assignments, and student's integration. For these student teachers are prepared to use digital media technology skills in their classrooms, they need to experience the effective use of digital media technology throughout their academic career. If student teachers can experience the effective use of digital media technology in education and content area courses, they will gain a set of visual and experimental models on which they build their personal view of digital media technology skill integration. The investigator has dealt about that in an elaborate way. Last the investigator has given the guidance for the teacher educators to develop their attitude towards digital media.

References

Aaltonen, S. Kakderi, C. Hausmann, V. and Heinze, A. (2013). "Social Media in Europe: Lessons from an Online Survey". 18th UKAIS Annual Conference : Social Information Systems. Worcester College. Oxford, UK.

Ahmad, Ateeq. (2011). "A Short Description of Social Networking Websites and Its Uses". *International Journal of Advanced Computer Science and Applications,* Vol. 2, No.2 pp. 124-128.

Mijibul Hasan, (2004). *Technology in Teacher Education.* New Delhi: APH Publishing Corporation.

Nand Kishore, (2003). *Educational Technology*. Chandigarh: Abhishek Publications.

Radhey Shyam, (2006). *Technical and Technological Education*. Surath: Cyber Tech Publications.

Sharon Judge, et.al. (2006). Closing the Digital divide: Update from the early childhood Longitudinal Study. *Journal of Educational Research*. Volume 100, Number I, 52-60.

Thanavathi, C. (2012). *Teacher Education.* Thoothukudi: Perumal Publication.

Thanavathi, C. (2017). *Advanced Educational Research and Statistics.* Salem: Samyukdha Publication.

Thanavathi, C. (2017). *Advanced Instructional Technology.* Salem : Samyukdha Publication.

Thanavathi, C. (2018). *Teacher Education in India at Secondary Level.* Salem: Samyukdha Publication.

Confidence and Hard-work is the best medicine to kill the disease called failure. It will make you a successfull person.

- A.P.J. Abdul Kalam

AN ASSESSMENT OF IMPACT OF COVID19 PANDEMIC IN INDIAN STATES

*** Dr. G. Vijayalakshmi**

Abstract

The 2019 coronavirus disease (COVID-19) pandemic has overshadowed worldwide developmental activities. Worldwide, the Coronavirus (COVID-19) pandemic has caused unprecedented deaths and disruptions. No country, from established to emerging, has been spared from its brunt. This article focuses on the trend and creation of the state-wise status of active, discharged, deaths and total recorded status of Covid-19 cases in the various Indian States and Union Territories. The goals of the current analysis are: i) To check the Covid-19 status of well, cured/discharged, deaths and total reported cases in the various Indian States and Union Territories as of 9th September 2020. ii) To assess the Covid-19 status of well, cured/ discharged, deaths and total reported cases as of 2nd December 2020, in the different Indian States and Union Territories. and iii) To determine the trend and growth of Covid-19s state-wise status of active, discharged, fatalities and total confirmed cases in different Indian states and Union Territories. The investigator used qualitative research method for studying the problem.

The Document analysis was used. For research, the census process is used. Percentage techniques, coefficient of variations, linear trend, and compound growth rate were used to compare and study the status of Covid-19. Internet-based secondary knowledge, books, newspapers, journals, documents, brochures, etc. were used. India had 897394 active cases as of 9th September 2020, with 3398844 patients being cured and discharged, followed by the death of 73890 COVID-19 infected patients. Maharashtra, i.e. 943772, and other states, such as Andhra Pradesh (517094), Tamil Nadu (474940), Karnataka (412190), Uttar Pradesh (278473), Gujarat (106804), etc., are the first states infected with COVID19.It shows that the overall number of cured/discharged cases were higher than death cases on 2nd December 2020. On 2nd December 2020, the average number of total confirmed cases were 12246.97, cured/ discharged cases were 255218.49 and death cases were 3946.34.

Keywords : *Covid-19, pandemic, quarantine, healthcare department, non-corona diseases, protective measures.*

Introduction

The pandemic of COVID-19 has an unexpected way of striking the whole world. Crises have spread rapidly, the burden of diseases and casualties is still increasing, and the effect of crises is expanding through developing countries. The responses, attitudes, and findings were different across the globe. Unfavourable mental health consequences and symptoms were reflected in the outbreak.

The healthcare department that treats patients with non-corona diseases has also been affected by this pandemic. The Indian economy was affected by the COVID-19 (co-virus) pandemic, which impacted the global economy. COVID-19 has influenced them every day, and the global economy is slowing down. Coronavirus' economic consequences include slowing the production of vital goods, disrupting the supply chain of products, losses in domestic and foreign markets, weak

** Librarian, V.O.C.College of Education,Thoothukudi.*

consumer cash flow and a substantial decrease in revenue growth.

There are about 9,129,146 cases world wide, as of 24th June 2020, out of which 4,73,797 have lost their lives (https://covid19.who.int/). India ranks fourth in the number of cases confirmed and first in Asia. There are 4,56,183 total confirmed cases in India, of which 14,476 have lost their lives, primarily in the states of Maharashtra and Delhi (Ministry of Health and Family Welfare, GOI) (https://covid19.who.int/region/searo/country/in). The severe presentation of the disease and its associated complications are more rampant in elderly, young children and patients with pre-existing comorbidities (Liu K, Chen Y, Lin R, Han K, 2020). As of 31st May 2020, there were 5,934,936 cases and 67,166 deaths globally (WHO, 2020). Due to this outbreak, the healthcare sector was one of the worst affected. Also, it needed the most investment and had to respond quickly and effectively to manage this crisis (Fernandes, 2020). Healthcare sector underwent various changes and was significantly impacted, affecting its entire population (Ministry of Health and Family Welfare, 2020).

India reported its first COVID-19 positive case on 30th January 2020. This number rose to 50 cases in 41 days. In less than three weeks, the number of cases crossed the 300 marks, followed by detecting 50 or more cases each day. On the other side, India ranks 145th among 195 countries in quality and accessibility of care and its healthcare infrastructure is not one of the best (Gupta, Pal. 2020).

From the 28 states and 9 Union territories of India, COVID-19 affected nearly 75% of India's areas with the highest number of cases recorded in Maharashtra and Kerala (Gupta, Pal, 2020).On 31st May 2020, which marked the end of 4 phases of lockdown, India had 182,143 confirmed cases and 5,164 deaths (WHO, 2020).

The average availability of beds per 1000 people ranges from 0.2 in some areas to 4.5 in others, with an overall average of just 0.5 beds for every 1000 patients in India. Approximately, only 70000 ICU beds and 40000 ventilators are available in the country (https://theprint.in/opinion/current-rate-india-30000- covid-19-deaths-may-no-hospital-bed-Junedata/385386/). This paper focuses on the trend and growth in the various Indian States and Union Territories of Covid-19 state-wise status of active, discharged, deaths and total recorded cases.

Literature Review

Chinazzi et al. (2020) indicate that many contaminated voyageurs had already received many Chinese cities at the beginning of the Wuhan travel ban on 23rd January 2020. Wuhan's travel quarantine delayed overall disease development in mainland China by just 3 to 5 days but had a more global severe impact.

Rafiq,. Suhail,. Bazaz, (2020) revealed that cities such as Ahmedabad, Bengaluru, Bhopal, Chennai, Delhi, Hyderabad, Indore, Jaipur, and Kolkata had been listed as COVID-19 hotspots, with four major metropolitan cities accounting for nearly 40% of India's COVID-19 cases.

Kuckertz et Al. (2020) state that several governments have taken drastic steps by a coronavirus (SARS-CoV-2) and by the spread of COVID-19. They argue that many economic actors and innovative start-ups have fallen prey to the lockdown of large parts of society and economic life.

Mafham,. Spata,. Goldacre, et al., (2020) found that the admission rates for ACS (Acute Coronary Syndrome) paralleled the COVID-19 pandemic with low admission rates in the peak pandemic phases and a rise in admission rates with the country's pandemic decline.

Significance of the Study

The global disruption caused by the COVID-19 has brought about several effects on the environment and climate. Due to movement restriction and a significant slowdown of social and economic activities, air quality has improved in many cities with a reduction in water pollution in different parts of the world. Besides, increased use of PPE

(e.g., face mask, hand gloves etc.), their haphazard disposal, and generation of a huge amount of hospital waste has negative impacts on the environment. The global outbreak of coronavirus disease 2019 (COVID-19) is affecting every part of human lives, including the physical world. The measures taken to control the spread of the virus and the slowdown of economic activities have significant effects on the environment. Therefore, this study intends to explore the trend and growth of Covid-19's state-wide status of active, discharged, fatalities and total confirmed cases in different Indian states and Union Territories.

Objectives

The aims of the present study are :

1. To review the Covid-19 status of healthy, cured/ discharged, deaths, and total confirmed cases as of 9thSeptember 2020 in the different Indian States and Union Territories.

2. To determine the Covid-19 status of healthy, cured/discharged, deaths and total confirmed cases in the various Indian States and Union Territories as of 02nd December 2020.

3. To determine the trend and growth of Covid-19's state-wide status of active, discharged, fatalities and total confirmed cases in different Indian states and Union Territories.

Method

The investigator used qualitative research method for studying the problem.

The Document analysis was used. The census process is used for analysis. For the comparison and study of the status of Covid-19, percentage techniques, coefficient of variations, linear trend, and compound growth rate were used. Internet-based secondary info, books, journals, newspapers, records, brochures, etc. were used.

Impact of Covid 19 Pandemic in Indian States

Given the current trend in India, by 15thMarch the total number of confirmed patients had reached 107 after registration of the first confirmed case on 30thJanuary. The number of positive cases has been steadily rising since then. Registered instances of COVID-19 multiplied by ten times within 15 days in India (15 to 30 March). As of 9th September 2020, Table 1 shows the active, cured/discharged, fatalities and total confirmed cases in the different Indian States and Union territories.

Table 1 : State -Wise Status of COVID-19 as on 9th September 2020

Sl.No.	States	Active Cases	Cured / discharged / Migrated	Deaths	Total
1.	Andaman Nicobar	307	3035	50	3392
2.	Andhra Pradesh	96769	415765	4560	517094
3.	Arunachal Pradesh	1670	3723	9	5402
4.	Assam	29206	101239	378	130823
5.	Bihar	15346	134391	765	150502
6.	Chandigarh	2334	3960	78	6372
7.	Chhattisgarh	26915	22792	407	50114
8.	Dadra & Nagar Haveli / Daman & Diu	294	2321	2	2617
9.	Delhi	22377	170140	4618	197135
10.	Goa	4499	16875	256	21630
11.	Gujarat	16319	87352	3133	106804
12.	Haryana	16890	63315	854	81059
13.	Himachal Pradesh	2326	5445	60	7831

Sl.No.	States	Active Cases	Cured / discharged / Migrated	Deaths	Total
14.	Jammu and Kashmir	11859	33251	815	45925
15.	Jharkhand	15438	39362	496	55296
16.	Karnataka	96937	308573	6680	412190
17.	Kerala	23280	68863	372	92515
18.	Ladakh	856	2211	35	3102
19.	Madhya Pradesh	17205	58509	1609	77323
20.	Maharashtra	243809	672556	27407	943772
21.	Manipur	1683	5480	39	7202
22.	Meghalaya	1343	1716	17	3076
23.	Mizoram	378	745	0	1123
24.	Nagaland	496	3739	10	4245
25.	Odisha	28628	102185	569	131382
26.	Puducherry	4831	12581	337	17749
27.	Punjab	16230	49327	1990	67547
28.	Rajasthan	15090	77872	1164	94126
29.	Sikkim	538	1413	7	1958
30.	Tamil Nadu	50213	416715	8012	474940
31.	Telangana	31654	115072	916	147642
32.	Tripura	6903	9653	161	16717
33.	Uttarakhand	8261	17473	360	26094
34.	Uttar Pradesh	63256	211170	4047	278473
35.	West Bengal	23254	160025	3677	186956
	Total	897394	3398844	73890	4370128

Source : Ministry of Health and Family Welfare-Government of India COVID-19, India (2020),https://www.mohfw.gov.in/

It is noted from the above table that as of 9thSeptember 2020, India had 897394 active cases, with 3398844 patients being cured and discharged, followed by the death of 73890 patients with COVID-19 infection. The first state to be infected with COVID19 is Maharashtra, i.e. 943772, and other states, such as Andhra Pradesh (517094), Tamil Nadu (474940), Karnataka (412190), Uttar Pradesh (278473), Gujarat (106804) etc.

Table 2 : shows the average degree and stability of Covid-19's state-wise status of involved, discharged, fatal and total confirmed cases in the different Indian States and Union Territories as of 9thSeptember 2020.

Table 2 : Average Level And Stability of state-Wise Status of COVID-19 in Different Indian States and Union Territories as of 9th September 2020.

Particulars	Total Confirmed Cases	Cured / Discharged	Death
Mean (X)	25639.83	97109.83	2111.14
Standard Deviation (S.D)	44994.25	148283.08	4844.31
Co-efficient of Variation (C.V)%	175.49	152.69	229.46

The table indicates that on 9th September 2020, the total number of confirmed cases was higher than that of deaths. The average number of total confirmed cases was 25639.83, cured/ discharged cases was 97109.83 and death cases was 2111.14 on 9thSeptember 2020. The value of the coefficient of variation shows that the number of reported cases is relatively constant in contrast with the number of deaths.

As of 26th November 2020, Table 3 shows the active, cured/discharged, deaths and total recorded cases in the various Indian States and Union Territories.

Table 3 : State -Wise Status of COVID-19 as on 2nd December 2020

Sl.No.	States	Active Cases	Cured / discharged / Migrated	Deaths	Total
1	Andaman and Nicobar Islands	91	4566	61	4718
2	Andhra Pradesh	7427	854326	6996	868749
3	Arunachal Pradesh	786	15456	54	16296
4	Assam	3486	208531	981	212998
5	Bihar	5568	228316	1268	235152
6	Chandigarh	1086	16173	278	17537
7	Chhattisgarh	19333	216990	2892	239215
8	Dadra and Nagar Haveli and Daman and Diu	15	3317	2	3334
9	Delhi	31769	533351	9260	574380
10	Goa	1366	46068	690	48124
11	Gujarat	14885	192368	4004	211257
12	Haryana	17744	215797	2456	235997
13	Himachal Pradesh	8218	32343	666	41227
14	Jammu and Kashmir	4908	104068	1702	110678
15	Jharkhand	1965	106398	969	109332
16	Karnataka	23728	850707	11792	886227
17	Kerala	61223	544864	2270	608357
18	Ladakh	793	7565	119	8477
19	Madhya Pradesh	14435	189780	3270	207485
20	Maharashtra	90168	1691412	47246	1828826
21	Manipur	3236	21718	289	25243
22	Meghalaya	669	11094	112	11875
23	Mizoram	291	3572	6	3869
24	Nagaland	843	10302	64	11209

Sl.No.	States	Active Cases	Cured / discharged / Migrated	Deaths	Total
25	Odisha	4625	312734	1744	319103
26	Puducherry	439	35970	611	37020
27	Punjab	7634	140254	4821	152709
28	Rajasthan	27974	240105	2331	270410
29	Sikkim	284	4637	110	5031
30	Tamil Nadu	10980	760617	11722	783319
31	Telengana	9266	260155	1462	270883
32	Tripura	571	31821	372	32764
33	Uttarakhand	4947	69083	1238	75268
34	Uttar Pradesh	23670	514087	7788	545545
35	West Bengal	24221	454102	8476	486799
	Total	428644	8932647	138122	9499413

(Source : Ministry of Health and Family Welfare- Government of India COVID-19, India (2020),https://www.mohfw.gov.in/)

It is clear from Table 3 that India had 428644 active cases as of 2nd December 2020, along with 8932647 patients being cured and discharged, followed by the death of 138122 COVID-19 infected patients. Except for Assam, Tripura, Nagaland, Meghalaya, and Arunachal Pradesh, all states and union territories observed their first reported infected case from a person with a travel history from one or more countries already infected with COVID-19.

Maharashtra is the first state infected by COVID 19, i.e.1828826, and other states such as Karnataka (886227), Andhra Pradesh (868749), Tamil Nadu (783319), Delhi (574380), Uttar Pradesh (545545), West Bengal (486799), Rajasthan (270410), Gujarat (211257), Madhya Pradesh (207485), and so on as of 2nd December 2020.

Table 4 : shows the average degree and stability of Covid-19's state-wise status of involved, discharged, fatal and total confirmed cases in the various Indian States and Union Territories as of 2nd December 2020.

Table 4 : Average Level and Stability of State-Wise Status of COVID-19 In Different Indian States and Union Territories as on 2nd December 2020.

Particulars	Total Confirmed Cases	Cured / Discharged	Death
Mean (X)	12246.97	255218.49	3946.34
Standard Deviation (S.D)	18605.99	351629.03	8261.28
Co-efficient of Variation (C.V)%	151.93	152.69	208.35

Table 4 reveals that on 2nd December 2020, the total number of cured/discharged cases was higher than in death cases. The average number of total confirmed cases was 12246.97, cured/ discharged cases was 255218.49 and death cases was 3946.34 on 2nd December 2020. The value of the variance coefficient shows that the number of confirmed cases, active cases and cured/discharged cases are relatively constant compared to the number of death cases.

Table 5 presents the pattern and development of Covid-19's state-wide status of involved, discharged, fatal and total confirmed cases in the different Indian States and Union Territories.

Table 5 : Trend And Growth Of State-Wise Status of COVID-19 Cases In Indian States and Union Territories

Particulars	Trend Coeffi cient	R^2	t	Death
Total Confirmed cases	7.34	0.1634*	(9.31)	0.84 6.84
Cured / Discharged	7.95	0.1801*	(6.27)	0.81 14.52
Death cases	9.14	0.1264* 0.69	(6.89)	0.77 11.13

Figures in brackets represent 't' values
*Significant at 5 percent level.

From the above table it has been found out that the trend coefficient was statistically relevant for Covid-19's state-wise status of active, discharged, deaths and total reported cases. It shows that cured/discharged cases increased by 0.1801 percent per annum on average. The growth rate is established to be 0.1634 (6.84) percent in total confirmed cases. The trend coefficient is significant for death cases, and its growth rate is 11.13 percent. The value R2 shows that the time variable explains the 77 to 84 percent difference in the dependent variable.

Conclusion

Infections caused by these viruses are critical global health concern. They are a significant cause of death and have adverse socio-economic effects that are continuously compounded. Accordingly, possible treatment initiatives and interventions must be created. States without a decreasing trend are Maharashtra, Delhi, Gujarat, Madhya Pradesh, Rajasthan, Uttar Pradesh, and West Bengal in Daily Infection-Rate (DIR).

The states with a nearly decreasing Daily Infection-Rate (DIR) trend are Kerala, Andhra Pradesh, Haryana, Jammu and Kashmir, Karnataka, Punjab, Tamil Nadu, and Telangana. States with a non-decreasing daily infection rate (DIR) need to do much more in terms of preventive steps urgently to combat the COVID-19 pandemic. The study of each of the states will individually help to identify more measures to manage the spread of the disease, which can only be vital for the individual states.

References

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal,* 9 (2), 27-40. doi:10.3316/QRJ0902027

Chinazzi, M., Davis, J. T., Ajelli, M., Gioannini, C., Litvinova, M., Merler, S., ... & Viboud, C. (2020). The effect of travel restrictions on the spread of the 2019 novel coronavirus (COVID-19) outbreak. Science, 368 (6489), 395-400.

D. Rafiq, S.A. Suhail, M.A. Bazaz, Evaluation and prediction of COVID-19 in India: a case study of worst-hit states, Chaos, Solit. Fractals 139 (2020) 110014, http:// doi.org/10.1016/ j.chaos.2020.110014.

Fernandes N. Economic effects of coronavirus outbreak (COVID-19) on the world economy. SSRN. 2020. Available from: https://ssrn.com/ abstract=3557504. Accessed on 7 June 2020.

Gupta R, Pal SK, Pandey G. A comprehensive analysis of COVID-19 outbreak situation in India. medRxiv. 2020. Available from: https:// www.medrxiv.org/content/10.1101/2020.04.0 8.20058347v2. Accessed on 7th June 2020.

Gupta R, Pal SK. Trend Analysis and forecasting of COVID-19 outbreak in India. medRxiv. 2020. Available from: https:// www.medrxiv.org/content/10.1101/2020.03. 26.20044511v1. Accessed on 7th June 2020.

https://theprint.in/opinion/current-rate-india-30000- covid-19-deaths-may-no-hospital-bed-junedata/385386/. Accessed on 6 June 2020.

Kuckertz, A., Brändle, L., Gaudig, A., Hinderer, S., Reyes, C. A. M., Prochotta, A., ... & Berger, E. S. (2020). Startups in times of crisis–A rapid response to the COVID-19 pandemic. Journal of Business Venturing Insights, e00169.

Liu K, Chen Y, Lin R, Han K. Clinical features of COVID-19 in elderly patients: a comparison with young and middle-aged patients. J Infect. 2020;80(6):14-8.

EMOTIONAL INTELLIGENCE MATTERS FOR PROSPECTIVE TEACHERS

*** Mrs. I. Priscilla**

Abstract

The present society is confronted with lots of problems to be solved. To lead a successful life, one should be ready to face the problems and this comes only with the rich experience, an individual gets in day to day life situations. Here comes the importance of training our emotions and to develop a come what may attitude. Children spend most of their life time in schools and for them training in emotions should start from the school. In this point of view emotional intelligence becomes a necessary skill for a teacher. The prospective teachers also should have an outstanding emotional intelligence to sustain in the field of teaching.

Keywords : *Emotional intelligence, Prospective teachers and Teacher Education*

Introduction

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic(Kendra Cherry, 2020). Emotional intelligence is essential for good interpersonal communication. Some experts believe that this ability is more important in determining life success than Intelligent Quotient(IQ) alone. Working well with others is a process that begins with emotional awareness and our ability to recognize and understand what other people are experiencing. Once emotional awareness is in play, we can effectively develop additional social/emotional skills that will make our relationships more effective, fruitful, and fulfilling. Teacher education has developed manifold in various ways by the training it focuses for developing the prospective teachers. Training in all the necessary skills are given so that the prospective teacher will be aware of their role as a teacher. As all the great philosophers say, it is equally important that the prospective teachers should be trained in their affective domain also.

Emotionally stable teachers demonstrate positive behaviour in all kind of academic tasks and show more resilient response in stressful situation and less likely to react to stress. They discourage pessimism and negative thoughts. Emotionally intelligent teachers are more considered proactive and resilient in responding to stressors, they are characterized by confident communicator, positive, reflective thinker, and optimistic individuals. This will help them to develop their emotional intelligence and to cope with the pressing problems of the society.

Emotional Intelligence

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage our own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence helps us build stronger relationships, succeed at school and work, and achieve our career and personal goals. It can also help us to connect with our feelings, turn intention into action, and make informed decisions about what matters most to us. Emotional intelligence overlaps abilities which help in precisely observing accessing and generating emotions. It also helps direct and control thinking process for emotional understanding, which may help and control emotions to be used for intellectual growth (Mayer et al., 2004). Emotionally intelligent teachers are energetic in their direction to students, work and life.

Model of Emotional Intelligence

More than traditional methods like the IQ and standardized test scores, emotional intelligence has been proved to be a better predictor of future

** Research Scholar, V.O.C.College of Education,Thoothukudi.*

success in children. This proves that not only cognitive development is essential for the success of an individual but also affective domain. The role of emotional intelligence in the knowledge gain of an individual is very significant. This was proved by the research on the human brain that has identified emotional health as fundamental to effective learning. Joseph and Newman (2010) proposed three models, which can be distinguished according to the type of measuring instruments that have been employed. In the first, the performance-based ability model, EI is viewed as a form of intelligence that is based on emotional aptitudes. The second model is the self-report ability model, which, like the performance-based ability model, views EI as a combination of emotional aptitudes.Finally, the self-report mixed model does not consider EI to be a form of intelligence but instead views it as a broad concept that includes (among others) motivations, interpersonal and intrapersonal abilities, empathy, personality factors and well-being.

General skills, behaviours and personality characteristics of teachers

To improve the effectiveness of teachers, it is very important to have a thorough understanding of their Emotional intelligence which is a very imperative psychological construct. One's performance is no more judged with his/her capability to complete the given task. It is not the only parameter to evaluate one's work performance but the ability to handle oneself and others is also considered. Unsurprisingly, academic distinction is not parameter for job excellence anymore which once was used to be a guarantee of workplace success. In fact, EQ and IQ both complement each other and can coexist effectively and safely. IQ works as a foundation for EQ. Goleman (2000) clarifies this statement with reference to workplace success. He considers IQ as a more influential predictor for categorising people for different professions to enter in, whereas EQ outperforms IQ when it comes to individuals' success or failure within the opted profession. Teachers' workplace success is also no further associated with only flexibility of their approach, innovation in their attitudes and ownership of up-to-date knowledge of their subject area, but also with understanding the multiple needs of pupils, capability of recognising the significance of their potentials and enrichment of the environment for their development. To cut it short, their success depends on professional, intellectual and socio-emotional skills (Adilogullari, 2011; Chechi, 2012) as teaching is both an intellectual and emotional endeavor (Hargreaves, 1998).

The words of Collins suggest the importance of emotions in the classroom. A teacher can only decide the classroom climate by the intelligence, he/she possess in handling with emotions. According to Daniel Goleman, there are five basic emotional and social competencies which a prospective teacher should be aware of : Self-awareness deals with knowing what we are feeling in the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence. Self-regulation deals with handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress. Motivation represents using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations. Empathy represents sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people. Social skills represent handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork. The above mentioned competencies clearly depict the role awareness and reflect the personality of a prospective teacher in a classroom.

Reviewed studies on EI of teachers & prospective teachers

Study of Sadia S. & Sajid A.Y.Z.(2015) indicated that significant positive relationship r (253)

= .31, p < .001 between prospective teachers' self-esteem and emotional intelligence was found and significant relationship was reported among five subscales of emotional intelligence; interpersonal, intrapersonal, stress management, adaptability, and general mode subscales.

Teaching is a challenging and demanding job which involves a substantial workload and often frustration for teachers when controlling disruptive and unmotivated students (Shaukat, 2011). Teachers who deliberately develop emotional skills and regularly exhibit emotionally intelligent behavior experience a high success rate and approval in their professional careers (Schutte et al., 1998). Conceptually, emotional intelligence has been described in the literature as the ability to distinguish, comprehend, and manage emotions in oneself and others (Mayer et al., 1999; Mayer & Salovey 1995; Schutte et al., 2001). Teachers with high emotional intelligence tend to exhibit more success in teaching than teachers with low emotional intelligence (Carmeli et al., 2007)

Why is EI important for teachers?

Every profession demands certain specific skills and competence on the part of its practitioners. Teaching, as a profession also demands multiple skills in order to meet the challenges of everyday life. Emotional intelligence has become a vital component for human well being and success of any profession. Emotional intelligence is the "skill" by which emotions are handled by the individual for coping with the pressure of the contemporary world and ensuring success in both personal and professional lives. Different professions require different levels of emotional intelligence. Professions which require interacting with people, working in teams require a high level of emotional intelligence. Teaching too is one profession which demands a high level of emotional intelligence because it deals with people with whom constant interaction takes place. It is recommended that teachers be made aware of the importance of Emotional Intelligence. EI must be developed in them as they are responsible for setting the culture of each institution. It is widely recognized that people with strong emotional ability tend to prove good problem solvers, they execute their daily work tasks effectively, this leads towards their higher level of self-satisfaction which is eventually a strong indicator of self-esteem (Khaledian et al., 2012).

Effect of Emotional Intelligence on Teachers

Teachers with high level of emotional intelligence shun dysfunctional sentiments and emotions and keep themselves in a positive state of mind and use emotions in adaptive ways to assuage feelings of impediment (Ashforth & Humphrey, 1995; Carmeli, 2003). Individual with high emotional intelligence tends to organize and use their emotions to eradicate the subsequent obstacles and advance their career horizon in a better way than individuals with low emotional intelligence (Carmeli, 2003). Some of the previous research studies have reached the conclusion that females go exceptionally high in emotional intelligence than their male counterparts (Schutte et al., 1998; Van Rooy et al., 2005). It has also been made known that emotional intelligence elevates with age, experience, exposure and cognitive abilities (Mayer et al, 1999). In line with the same notion Atkins and Stough (2005) could explore that there exists no positive relationship between emotional intelligence and age through Swinburne University Emotional Intelligence Test (SUEIT). Significant positive relationship between self-esteem and emotional intelligence was also found in different research studies (Gerardi, 2005; Khanjani et al., 2010; Schutte et al., 2001).

Emotional Intelligence in Teachers' Training Programs

The teacher education program plays a vital role in the development of teaching skills, professional growth and professional knowledge of prospective teachers (Kagan, 1992). A teacher takes significant roles in each phase of education; though, the qualifications and trainings of teachers particularly in teacher education are more important because those are the particular years of a teacher in terms of all her/his professional development

aspects (Oktay, 1999). Pre-service teacher education program can be strengthened by providing emotional intelligence and professional self-esteem training in form of certification and diploma programs in preparing prospective teachers for effective teaching. Professional self-esteem and emotional intelligence skills are connected to classroom organization, management and influences to novice teachers. Teacher education institutions play a remarkable role in the development of future teachers. A variety of programs are planned and implemented by the teacher education institutions in accordance with the NCTE norms. The programs help in the holistic development of the prospective teachers. Two year B.Ed. has helped very well in the quality wise training. Prospective teachers are given more chances of acquiring hands on experience in field based activities by exposure to the school environment.

Emotional Intelligence matters for Prospective Teachers

Investigating the notion of emotional intelligence is directly connected to the understanding of teaching and self-directed knowledge. 'Prospective' generally means 'future'. Prospective teachers refer to the student trainees who undergo a preservice training on learning process that provides experiences for development towards good teaching. They are trained in various areas of teaching and learning and also in the essential skills for becoming a teacher. Situations concerning emotional states are an acquainted feature of any school or classroom setting. It is important for the classroom practitioner to understand the sentiments that their own emotions and those of others have on the efficacy of the teaching-learning situation. To comprehend others emotions is a crucial aspect of self- regulations and self-esteem which makes teachers assertive, comfortable while teaching the students. Additional and precise information about emotional intelligence may support the development of future intervention sessions on emotions and self-awareness based activities to produce effective teachers (Gardner, 2000).

The current study suggests that content of teacher training program should be based on developing higher level of emotional intelligence and self-esteem by accelerating prospective teachers' emotional intelligence, behaviour and professional attitudes to teach students who show low motivation in studies. Though, this is a big challenge for teacher education institutions but it must be addressed for preparing prospective teachers with best pedagogical strategies to meet the contemporary teaching requirements (Shaukat, Sharma & Furlonger, 2013). Helping prospective teachers to further develop their emotional intelligence may enhance their sense of efficacy. As teacher self-efficacy is connected with student achievement, increasing teachers' emotional intelligence seems to be a means of attaining better-quality student out comes (Tschannen-Moran & Woolfolk Hoy, 2002).

In the words of Ginott(1971) a teacher has tremendous power to make a child's life miserable or joyous. This shows the relation that exists between the emotions of a teacher and how it affects the emotions of children. Emotions also find a special place in the teaching and learning that takes place in the classroom. Teaching and learning involve emotions; schools, classrooms, and teachers can be imbued with the emotions produced during interaction rituals; emotions are valenced, positive and negative, and aggregate over time to build emotional energy, (Collins, 2004)

Suggestions for developing Emotional Intelligence

Any skill can be learned, with this thought these competencies can be incorporated with the strenuous efforts of the prospective teachers. Suggestions for developing emotional intelligence: Be aware of ourselves, Be confident, Accept our students as they are, Be calm, Develop a very good rapport with our students, Look for the positive in our students, Encourage ourselves in setbacks, Understand our students' feelings, Make our students understand our feelings, Be happy, Create an enjoyable classroom climate, Create groups in the classroom, Change roles in the group and give preference for group work.

Conclusion

The main purpose of this article is to develop awareness about the importance of emotional intelligence to the prospective teachers. A prospective teacher should be trained in all ways possible to develop emotional intelligence. They should be given exercises to develop self-awareness, self-regulation, motivation, empathy and social skills. These exercises should be individually practiced and feedback of their performance should be discussed with the prospective teachers. Teacher educators should help in the development of emotional competencies of the prospective teachers. This will help them to identify themselves and to develop their emotional intelligence. The suggestions mentioned above for the prospective teachers will be helpful to incorporate it in their school based activities. The prospective teachers will help in developing their students' emotional intelligence and they can be successful in their profession. Only successful teachers can develop successful students and in turn they will help in the development of our society.

References

Adilogullari, I. (2011). The teachers level of emotional intelligence some of the demographic variables for investigation. Educational Research and Reviews, 6(13), 786-792.

Ashforth, B.E. & Humphrey, R.H. (1995). Emotion in the workplace: a reappraisal. Human Relations, 48(2), 97-125.

Atkins, P. & Stough, C. (2005). Does emotional intelligence change with age? Paper presented at the Society for Research in Adult Development annual conference, Atlanta, GA.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behaviour and outcomes. Journal of Managerial Psychology, 18(8), 788-813.

Daniel Goleman. (2016, October 24). *What Makes a Leader? Emotional and Social Intelligence.*https://www.linkedin.com/pulse/five-steps-develop-emotional-intelligence-daniel-goleman.

Gardner, H. (2000). Intelligence redefined: Multiple intelligences for the 21st century. New York: Basic Books.

Gerardi, S. (2005). Self-concept of ability as predictor of academic success among urban technical college students. Social Science Journal, 42, 295-300.

Hargreaves, A. (1998). The emotional practice of teaching. Teaching and Teacher Education, 14, (8), 835-854.http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher % 20 Education %20-%20IV.pdf.

Joseph, D. L., and Newman, D. A. (2010). Emotional intelligence: an integrative meta-analysis and cascading model. *J. Appl. Psychol.* 95, 54–78. doi: 10.1037/a0017286.

Kagan, D.M. (1992). Professional Growth among Pre-service and Beginning Teachers. Review of Education Research, 62 (2), 129-169.

Khaledian, M., Kheyrkhah, Z., & Gholizadeh, Z. (2012). The relationship of the self-esteem with the test stress and academic achievement. Sixth seminar of the Gilan students mental health, 310 – 313.

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. Psychological Inquiry, 15, 197-215. Retrieved on April 10, 2009, from http ://www.unh.edu/emotional intelligence EI % 20 Assets/Reprints.EI%20Proper/EI2004Mayer Salovey Carusotarget.pdf.

Mehmet Ali Akyol&ElifAkdemir. (2019). Comparison of Emotional Intelligence Levels and Problem Solving Skills of Prospective Teachers According to Different Variables. *World Journal of Education,* 9(3), 131-141. https://doi.org/10.5430/wje.v9n3p131.

Sabahattin Deniz. (2013, December 23). The relationship between emotional intelligence and problem solving skills in prospective teachers. *Educational Research and Reviews*, 8(24), 2339-2345, http://www.academicjournals.org/ERR.

PERCEPTION OF ONLINE CLASSES AMONG HIGH SCHOOL TEACHERS DURING COVID – 19 PANDEMIC

**** Mrs. A. Jeba***

Abstract

The present investigation aims at studying whether gender, locality of residence, type of school and year of teaching experience of teachers influence the perception of online classes during COVID-19 pandemic among high school teachers. The sample of the study consisted of 150 high school teachers in Thoothukudi district. The questionnaire on Perception of online classes during COVID – 19 pandemics constructed and validated by the investigator was administered to the sample. The data were analyzed by using ANOVA, 't' test and chi square test. The result indicates that the male high school teachers have better perception of online classes during COVID-19 pandemic than the female high school teachers. It is found that the locality of residence and type of school do not influence the perception of online classes during COVID-19 pandemic among high school teachers. The study reveals that the perception of high school teachers on online classes during COVID – 19 pandemic is associated with their year of teaching experience.

Keywords : *Online classes, COVID-19 pandemic.*

Introduction

The outbreak of deadly Corona virus disease in China during the month of December 2019 spread to various parts of the country in a few months. On 11th March 2020 WHO declared it as a pandemic. To prevent this uninhibited spread of corona virus the whole world was forced to go into complete shutdown to maintain social distancing and thus led to the closure of schools, colleges, and universities for an undefined period of time. According to UNESCO, by the end of April 2020,186 countries have implemented nationwide closures, affecting about 73.8% of the total enrolled learners (UNESCO, 2020). Even though the lockdown and social distancing are the only ways to slowdown the spread of the COVID-19 by breaking the chain of transmission, closure of educational institutions has affected large number of students.

Along with the severe health crisis posed by COVID-19 impacted the education sector in a disastrous way. Education is one of the key determinants of a country's economic growth, which can neither be stopped nor ignored. When the Government of India declared a nation-wide lockdown on 23rd March 2020 to contain the spread of COVID 19, immediate action was taken to intensify digital learning with equity so that students across the country could continue their learning even during the lockdown. In the midst of this lock down period many institutions have started online mode of learning as an alternative to face-to-face mode of learning. During this time, most of the schools have shifted to online mode using online Blackboard, Microsoft Teams, Google meet, Zoom, Skype or other online platforms. According to Singh and Thurman (2019) online teaching and learning is defined as learning experiences in synchronous or asynchronous environments using different devices such as mobile phones, laptops, etc. with internet access. In this process the learner can be anywhere to interact and learn with the teacher and other learners. An online class is a system where students can learn subjects, discuss issues with fellow students, clarify doubts with instructor and share material and check academic progress with help

**Senior lecturer, DIET, Vanaramutti, Thoothukudi.*

from internet-oriented technologies (Kulal,A. and Nayak, A.,2020). Online education offers a wide selection of programs. It is easily accessible, one study or teach from anywhere in the world without the need to travel or follow a rigid schedule. It allows for a customized learning experience (Josep, 2020). There's often access to very diverse material such as videos, photos, and eBooks online as well, and tutors can also integrate other formats like forums or discussions to improve their lessons. Online education tends to be more affordable; it is more cost-effective than traditional education (Josep, 2020). Nonetheless, a number of arguments are associated with online teaching and learning. Accessibility, affordability, flexibility, learning pedagogy, life-long learning, and policy are some of the issues related to online instructions (Dhawan, 2020). The swift shift from the face to face or the normal classroom interaction to the online interaction between the teacher and learner emerged with a lot of challenges. Both the teacher and the learner had to adjust to the new ways of interacting during teaching and learning, with the teacher canvassing for new methods of teaching and learners adjusting to the new ways of learning. These challenges included learning how to interacting with learners online, how to assess learners online, appropriate technological device to use, access to internet connectivity, funds for data and how the teacher will be provided feedbacks to learners and vice versa. This unexpected shift from traditional approach of learning to a new approach of learning integrated with technology is really a challenging one for teachers as well as students in content transaction, assessments and technical arrangements. With all these challenges stakeholders in the education sector including heads of institutions administrators, teachers, parents, and students are taking important strides to ideally engage learners with the available technology for continuance of teaching and learning and to bridge the gaps that will be created in the ensuring years as a result of the saga surrounding the COVID –19 pandemics..

Review of Related Studies

The current technological advancements allow the people to employ several ways to design the online content. It is very important to consider the preferences and perception of teachers while designing the online courses to make the teaching-learning effective and productive. It is summarized in the following lines regarding on line teaching-learning from the review of related studies

Giovannella (2020) conducted a study on the Italian school system to capture how the teachers perceive and experience online education two months after the beginning of the Covid-19 pandemic. It was found that teachers had a positive perception of using technologies. The professional development of teachers in digital skills is needed to prepare for future teaching activities. Klapproth also supports this, Klapproth (2020), who suggests that teachers develop their digital skills. Therefore, schools should equip them with the necessary computer hard and software contributing to a willingness to use online teaching technologies.

For high school teachers in India, online learning is still a new system for teaching. Therefore, teachers' early perceptions of online learning are crucial to facilitate an effective online learning environment; the benefits and barriers to implementation must be understood. So, this study aims to investigate the teachers' perception of online Classes during Covid – 19 Pandemic.

The studies have highlighted potential bottlenecks for success of the online learning. However, not many studies have attempted to understand the teacher's perception and preference in Indian context. It is understandable that only limited number of distance education platforms were using online mode of education before the Covid-19 pandemic. Further, to the best of our knowledge, study on these lines has not been attempted in the field of education. We try to fill this gap with our study, drawing insights from the literature in conceptualizing the problem, exclusively focusing our attention of online teaching in schools.

Need and Significance of the Study

The Pandemic caused by Corona virus made all the educational institutions shut down. This led to immediate closure of academic activities since mid of March 2020 for an uncertain period of time. In this situation, to prevent learners from academic losses, the only option left on the hands of educationists was a shift towards online mode, which does not need physical contact and is possible to carry out under the guidelines for preventing the spread of corona virus. The teaching and learning process can be more learner-centered, more innovative, and even more flexible when online is used as tool. Online education is flexible. It enables the teacher and the learner to set their own learning pace, and there's the added flexibility of setting a schedule that fits everyone's agenda and allows for a better balance of work and studies. Online education offers a wide selection of programs. It is easily accessible, one study or teach from anywhere in the world without the need to travel follow a rigid schedule. It allows for a customized learning experience (Josep, 2020). Teaching and learning using the online approach has a lot of challenges ranging from learners' issues, educators' issues, and content issues (Kebritchi, Lipschuetz, & Santiague, 2017). They further explained it was a challenge for institutions to engage learners and make them participate in the teaching–learning process. Teachers, as the spearhead of the implementation of online learning, must be able to condition all instructional components. These include instructional methods, media that will be used in learning, use of instructional time related to the time of application use, and psychological and social factors that significantly affect teachers' motivation when teaching.It is also a challenge for teachers to move from face to face in class mode to online mode, changing their teaching methodologies, and managing their time. And it is a challenge to develop content which did not only covers the curriculum but also engage the learners. This study is an attempt to find the perception of teachers on online class, to understand their challenges, willingness and expectations during online learning. This study would be more useful to all the educational institutes in deciding the learning environment in online platform to promote effective learning. So, the investigator gets interested to study the perception of high school teachers of online class during this COVID-19 pandemic.

Objectives

The objectives of this study are :

1. To find out whether there is any significant difference in the perception of high school teachers of online classes during COVID-19 pandemic with reference to (i) gender and (ii) locality and (iii) type of schools.
2. To find out whether there is any significant difference among Government, Aided and Un-aided high school teachers in their perception of online classes during COVID-19 pandemic
3. To find out whether there is any significant association between the perception of high school teachers of online classes during COVID-19 and their teaching experience.

Null Hypothesis

1. There is no significant difference between (i)male and female (ii) rural and urban high school teachers in their perception of online classes during COVID-19 pandemic.
2. There is no significant difference among Government, Aided and Un-aided high school teachers in their perception of online classes during COVID-19 pandemic.
3. There is no significant association between perception of high school teachers towards online classes during COVID-19 pandemic and their experience viz., below 10 years, 10-20 years and above 20 years.

Method

Descriptive survey research design was adopted. The sample consisted of 150 high school teachers selected randomly from government, aided and unaided schools of Thoothukudi district. The investigator developed and validated the inventory to study the perception of online classes during

COVID – 19 pandemics among high school teachers. The respondents were asked to respond to the extent of agreement or disagreement of the content. The inventory consists of 34 items constructed with four dimensions. They are 1) Learning environment 2) E – readiness 3) Students learning behavior and 4) Opportunity for interaction. Each item of the inventory was responded by selecting an option from the five alternatives. The options were 'Highly Agree', 'Agree', 'Neutral', 'Disagree' and 'Highly Disagree'. Data were collected and analyzed using the statistical techniques such as 't' test, ANOVA, and chi square test.

Data Analysis

Table 1 : Difference between perception of male and female high school teachers towards on line classes during COVID-19 pandemic.

Perception of online classes	Cate gory	No	Mean	SD	Calcu lated value of 't'	p Value	Remark at 5% level
Gender	Male	45	109.91	11.018	2.527	0.013	NS
	Female	105	105.90	7.867			

S- Significant

It is inferred from the table -1 that the obtained 't' value is greater than the table value (1.96) at 0.05 level of significance. Hence null hypothesis is rejected. Therefore, there is a significant difference between male and female high school teachers in their perception of online classes during COVID-19 pandemic among high school teachers. While comparing the mean scores of male (109.91) and female (105.90) in their perception of online classes during COVID- 19 pandemic, the male high school teachers are found to have better perception of online classes than the female one.

Table 2 : Difference between rural and urban high school teachers in their perception of online classes during COVID-19 pandemic.

Perception of online classes	Cate gory	No	Mean	SD	Calcu lated value of 't'	p Value	Remark at 5% level
Locality of residence	Urban	35	105.94	11.135	0.860	0.391	NS
	Rural	115	107.45	8.382			

It is inferred from the table 2 that the obtained 't' value is less than the table value 1.964 at .05 level of significance. Thus, null hypothesis is accepted. Therefore, there is no significant difference between rural and urban high school teachers in their perception of online classes during COVID-19 pandemic.

Table 3 : Difference among government, aided and unaided high school teachers in their perception of online classes during COVID-19 pandemic.

Perception of online classes	Cate gory	No	Mean	SD	Calcu lated value of 't'	p Value	Remark at 5% level
Perception of online classes	Within group	35	105.94	11.135	0.860	0.391	NS
	Between group	115	107.45	8.382			

NS- Not significant

It is inferred from the table-3 that the obtained 'F' value is less than the table value. Hence null hypothesis is accepted. Therefore, there is no significant difference among government, aided and unaided high school teachers in their perception of online classes during COVID-19 pandemic.

Table 4 : Association between perception of online classes during COVID-19 pandemic among high school teachers and their year of experience.

Perception of online classes	Experience of the Teacher	Calculated X^2 values	Table of value of X^2	df	Remark at 5% level
Perception of online classes	Upto 10 yrs 10-20 yrs	10.835	0.028	4	S
	Above 20 years				

S - Significant

It is inferred from the table-4 that the obtained 'p' value is greater than the table value at 0.05 level of significance. Hence null hypothesis is rejected. Therefore, there is significant association between perception of online classes during COVID-19 pandemic among high school teachers and their year of teaching experience.

Findings and Discussion

1. The male high school teachers have better perception of online classes during COVID – 19 pandemic than the female teachers. This may due to the fact that the male teachers are technically competent in designing the e – content and accessing

the e – resources. Therefore, it is necessary to enrich female teachers for designing the e-learning content and the needed technical competence. Chase (2002) found differences in gender on instructional design practice for online classes, particularly on course design.

2. The locality of residence and type of school do not influence the perception of online classes during COVID-19 pandemic among high school teachers.

3. The perception of online classes during COVID – 19 pandemic among high school teachers is associated with their teaching experience. The study conducted by Babita Dubey and Shivendra Singh (2020) exhibited that the young teachers are more actively participating in the online education to teach the students.

Conclusion

Teaching, learning and assessment are effective when an appropriate pedagogical content knowledge is employed effectively and efficiently before, during and after lesson delivery. It is the dream of every teacher to teach for his learners to be able to apply the concept been thought to real life situations and to help solve human problems. The swift change in the mode of teaching and learning from the classroom face to face interaction to the online teaching and learning has to be embraced in these trying moments. From this study it is known that the male high school teachers have better perception of online classes during COVID – 19 pandemic than the female high school teachers. High quality online teaching requires more advance planning and preparation of contents. Therefore, necessary measures should be taken to enhance the teachers' technical skills of preparing electronic content for online classes and to motivate the high school teachers for taking online classes during this COVID – 19 pandemics. It is concluded that, despite gaining immense popularity today, digital technology has still not been embraced by the high school teachers. Teachers are still more inclined towards face-to-face teaching rather than online teaching and learning. Institution heads should take necessary measures for improving online teaching and learning quality to help with better learning of students during COVID – 19 crises.

References

Anjum Pasha &JaruplaGorya (2019). Student Preference and Perception towards Online Education in Hyderabad City, International Journal of Trend in Scientific Research and Development (IJTSRD) Volume: 3, Issue: 3, P 656.

Babita Dubey &Shivendra Singh(2020). Perception of teachers on online teaching in higher education during covid-19 lockdown, IJCRT Volume 8, Issue 5. www.ijcrt.org

Dhawan, S. (2020). Online Learning: A panacea in the time of COVID-19 crisis.*Journal of Educational Technology Systems 0*(0), 1-18.

Giovannella, C. (2020). *Measuring the effect of the Covid-19 pandemic on the Italian Learning Ecosystems at the steady state: a school teachers' perspective*. Retrieved from https://www.researchgate.net/publication/343127257

Hanan Ahmed & El-SayyedSanad (2020). Perceptions towards E-learning in Times of COVID-19 Lockdown Phase in the Tertiary Education, Journal of Research in Curriculum, Instruction and Educational Technology Vol. 6, No. 4.

Josep, G. (2020). 5 Reasons why online learning is the future of education. Retrieved, May 29, 2021 https://www.educations.com/articles and-advice/5-reasons-online-learning-is-future-of-education-17146.

Karl L. Smart and James, J., (2006). Students' Perceptions of Online Learning: A Comparative Study, Journal of Information Technology Education, Volume 5.

UNESCO. (2020,). COVID 19 educational disruption and response. Retrieved from https://en.unesco.org/covid19/educationresponse

UNESCO. (2020a). School closures caused by Coronavirus (Covid-19). Retrieved from https://en.unesco.org/covid19/educationresponse