A STUDY OF ONLINE TEACHING IN SECONDARY SCHOOLS OF BARODA CITY

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Certificate

*This is to certify that the dissertation entitled "**A study of online teaching in secondary schools of Baroda city**" is being submitted by **KM. Jahnvee Pandey** for the partial fulfillment of the requirement for the Degree of Master of Education in the faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. It is her genuine and original work.*

She has worked under my guidance and supervision and has completed it my satisfaction. I find it suitable for submission and evaluation.

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DECLARATION

I KM. Jahnvee Pandey declare that the dissertation entitled **"A study of online teaching in secondary schools of Baroda city"** is conducted under the guidance and supervision Dr. Anjali Mehta department of education, Faculty of education and psychology, The Maharaja Sayajirao University of Baroda.

I declare that the information reported in the current paper is the result of my own work, except where due to reference is made. The dissertation has not been accepted for any degree and is not concurrently submitted to any candidature for other degree or diploma.

KM.Jahnvee Pandey

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CHAPTER - 1

CONCEPTUAL FRAMEWORK

CHAPTER 1

CONCEPTUAL FRAMEWORK

1.1 Introduction

Online teaching has implemented in our entire India country since 2020.Due to **COVID-19** the government implemented the rule of online teaching earlier there was online teaching but so much. There were online exams like NET, Railways, and Bank etc. Online teaching for some children, it would have been convenient to put it simply, but some children are still facing problems in online teaching and doing their studies. Teachers also faced difficulties while conducting online coaching and somewhere still has to be done. Online learning can help them pursue highly individualized learning programs, even college level courses. Online learning platforms can help these students become more independent learners, before they make their way into college.

Is technology helping or hurting people learn? Technology is increasing every day and soon is going to be a big part of everyday life. The change of teaching students on online class is way different to what they experienced before, and will take a while to get used to it. There are advantages, opportunities and challenges in the technology in – education. The role that teacher play now will change in future when the major demand for technology hits. There is a big change in the way that students are learning .Technology is changing learning way on the students in a big way. Some ways are positive and some are negative either way there is a big impact on the way students learn.

Sometimes it just depends on the student's way of learning. Those kind of students should have the choice of what they would rather use a book, or a computer. Student need to be able to decide the type of learning that they want to do to help them learn, Students need to know which way it is out best that they can learn. Each person has to find out way they learn the best to better themselves. Find out the best way that they can benefit them in life.

According to "Effects of technology on classroom and students", "Students have a greater willingness to write or work on computational skills." They say that Students like the immediate results of having online learning." It helps students to learn them at their own pace with learning. They will be able to actually know the information well .Therefore it can

be said that technology is proving to be a good way for teaching and is going to be an advanced and beneficial way for learning too.

An online school (virtual school or e-school or cyber-school) teaches students entirely or primarily online or through the Internet. It has been defined as "education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students. Online education exists all around the world and is used for all levels of education (K-12 High school/secondary school, college, or graduate school). This type of learning enables the individuals to earn transferable credits, take recognized examinations, or advance to the next level of education over the Internet.

When face to face mode of teaching and learning become difficult due to some reasons then Online mode of teaching that is Virtual classrooms are made possible through the use of educational technology with the help of the internet.

The internet itself can be credited on what enabled modern distance learning to be developed. The internet can allow the virtual student to have access to resources such as virtual test taking functions, systems that aide coursework to include electronic reading materials, podcasts to allow the student to have easy access to the lectures and chatrooms. Virtual school is no longer just for high school or college students. Today it has become necessary for all students to be taught virtually due to the current pandemic **COVID-19** we have been plagued with. Before younger children were engaged in websites like Hooked on Phonics, ABC Teach, Sesame Street, Leap Pad, and ABC Mouse to name a few which were interactive learning sites which did repetitive rote memory learning for children through dancing and singing. Now teachers have to use State approve curriculum based websites which work through modules and have accountability for students. Even students as young as two who are enrolled in programs such as Head start are required to reach certain benchmarks by a certain age according to the State standards. During the Covid-19 pandemic, the United States began to encourage social distancing in the education system. One use of technology that was found to be resourceful in the collaboration of students and teachers in virtual learning was the use of video conferencing. The utilization of web videoconferencing allows a student to communicate virtually with their teacher or any other mentor through the use of different online applications. These applications allows the teacher

to share their screen to show exactly what they are teaching and even gives the option to screen record their lectures to make it accessible to the student for future use as a resource. To engage virtual students even further, a process known as gamification can be used to teach a student learning material in a form of a game to bring more enjoyment in a student's learning experience. Gamification can also serve as an aide to increase a student's intrinsic motivation. The use of rewarding points while a student is using a gamification system can enhance internal motivation and motivate the student to accomplish learning goals from the game's objective. During the 2020 corona virus pandemic many schools turned to virtual learning.

Perhaps in 2020 due to Covid Virtual classes that are online teaching become essential but the students and teachers were familiar with online mode of education before very long time ago. Tamil Virtual Academy, formerly known as the Tamil Virtual University, is a distance education institution based in Chennai, Tamil Nadu, India. The Government of Tamil Nadu established the Tamil Virtual University on 17 February 2001 as a society. The announcement was made at the closing ceremony of the Second Tamil Internet Conference in 1999 by M. Karunanidhi. The university provides internet-based educational resources and opportunities for the Tamil diaspora as well as for others interested in learning the Tamil language and acquiring knowledge of the history, art, literature and culture of the Tamils.

This University has digital library which provides notes, books and other things related to learning by online mode. The digital library of TVU provides literature, glossaries and dictionaries. It accommodates literature starting from Sangam era to the present day.

Virtual education is most commonly used at the high school or college level. Students, who are of the age 30 or older, tend to study online programs at higher rates. This group represents 41% of the online education population, while 35.5% of students ages 24–29 and 24.5% of students ages 15–23 participate in virtual education.

1.2 Objective of online education

Online education has become a new trend, and every student is willing to learn and practice. Apart from students, working professionals also benefit from online learning. It has given a platform to enrich the skills and nurture with time and technology.

Below are a few objectives of online education.

Develop the quality of learning and teaching by Online Education.

Convene the learning style or needs of students by Online Education.

Develop the efficiency and effectiveness of teaching and developing via Online Education.

Recover user accessibility and time flexibility to connect with learners in the learning process via Online Education.

Investigate and provide more advanced web tools for the School of Education to augment its web presence in a way that will attain and attract more potential students and meet our community's changing needs.

Improve the online interaction ability for individuals and groups connected with the School of Education.

Expand and improve technology, support tools to meet the School of Education's present needs and expectations.

Obtain feedback from users on contentment levels of current services, new services, and execute changes accordingly.

Retain existing technology hardware, software, and network infrastructure so that it is dependably available for providing Online Education.

Increase security awareness throughout the learning methods in Online Education.

1.3 Types of online learning

These are not "book" definitions by any stretch of the imagination, but are cobbled together based on what I've seen recently.

Online learning

Education that takes place online or via an app; broad term.

Virtual learning

Similar to online learning, but perhaps a bit more formal and incorporating internal software platforms/portals. With virtual learning, you are taking an in-person element and making it available online.

E-learning

Probably your typical online learning platform that offers self-paced activities and games for kids to click through.

Remote learning

Traditionally more of a corporate training method. Either way, a more formal learning program implemented by organizations and educational institutions. Less available to the general public and used more to describe singular programs reserved for a specific organization's members.

Distance learning

Most similar to remote learning; or at least Google seems to closely connect the two as synonyms. Doesn't mean they are the same, but just an observation. Distance learning does seem to describe more of a "separation" between teacher and student in terms of when and how often they interact.

On-demand learning

As in "right now." Some online learning can be on-demand, but not all. For instance, you might have to schedule an online learning session a week out or a day in advance, where a true on-demand product, say, like your cable streaming can be more "click and you're off."

1.4 Online teaching (Advantages and Disadvantages)

We are living in the age of technology. If we see we are surrounded by science and technology in one way or the other. It has become an indispensable part of our lives. From

using it in kitchens to sending missiles and rockets to space, it has consumed us all over and teaching learning process is no exception. Here also we encounter online teaching as one of the crucial ways to learn. As every coin is two faced, technology too has its boons and banes associated with it. Therefore it becomes very important to know negative and positive impact of online or virtual mode of teaching.

The advantage

a, Efficiency

Online teaching has definitely provided teachers an efficient way to deliver lessons to students. With the advent of various tools that are available these days we can deliver lectures effectively. Apps such as zoom, Google meet; whatsapp, telegram etc not only provide us video and audio facility but also a very convenient way of chatting and delivering our thoughts. And these applications are very handy to use so that even a naïve can use them with proper guidance.

b, Anytime, Anywhere…

The most fruitful and outstanding result of this online teaching is that we can use it anytime and anywhere. With comfort of our homes we can actually learn things. this has saved lots of time that used to get wasted during traditional teaching system. The long hours wasted in getting ready and the travel time is saved. Students especially small children hated going to school many for the reason because they had to get up early. But now they can easily get up directly on the timings of scheduled classes.

c, Affordability and cost effective

Earlier a lot of money was wasted for conveyance and transportation charges school activities and other daily needs that a school going student may need. All that extra money is saved now. Education has been quite costly in our society. Many people who can't afford these heavy expenses ended up in vicious circle of loan and dept. online education has definitely resulted in curbing this situation to many Indian families.

India has the cheapest internet in entire world . so even a poor or financially weak person can afford it and provide their children the best education possible without a second thought.

d, Improvement student attendance

All these advantages has resulted in increase in attendance during online classes. Most of the students enjoy taking online classes at the comfort of home.

The best part about online education is that students in India are enthusiastic about this concept. They want to prove their skills and capabilities while learning in an advanced and interactive environment.

Online education has taken away the geographical and financial barriers for receiving quality education.

Disadvantages –

a, Accessibility of internet

Despite the fact that India has cheapest internet around world, many people in india especially in rural areas are unable to use internet due to unavailability. Many households in villages and towns don't have android phone or laptops to use. Their primary source of education is their village primary schools. So the only way they can learn is to go to school and study in a classroom environment.

b, Inability to use technology

Most of the people in a developing country like India are technologically challenged. They don't know how to use mobile phones and internet. Even small children of classes 1 to 5 in most cases are not well acquainted with technology. Expecting them to make full use of online classes will be an utter foolishness.

c, Isolation

It has been said that too much use of technology and mobile phones at a very young age leads to tendency of isolation in individuals when they grow up. Continuous long hours of online classes of 6 to 8 hours leads to isolating tendencies in children.

d, Environment for teaching learning

School is a place where we not only learn how to read and write but it also prepares us for the bigger battle ahead. It inculcates good values, moral education in us. It is from here that

we made friends forever. We get to know the world outside. School provides us all round development of individual. Extra co curricular activities lead us to know what truly our passion is. It helps students inculcate new habits. It develops hobbies like dancing, singing, sports in students.

Morning prayers and assemblies gives us feeling of communal harmony and brotherhood.

Online education in no way can inculcate these values in students. The values and teachings one gets from just being there in the environment. Values one learns from its surrounding himself. It can only overload students with information but values are sown in a school.

e, Too much information

One of the major argument against online education is that it overloads students with lots of pdf and e books so much so that students get confused on what to follow.

f, Unfiltered content

Using online tools at a very young age can lead to getting information that is not indeed which leads to more curiosity and ultimately crimes. Cyber crimes and cyber bullying has increased tremendously in these years. This is because in shade of teaching learning process children are giving rise to cyber crimes.

g, Health issues

Long hours of screen time are causing lots of health related problems in young students. Students are prone to prolonged back ache, sleep deprivation, redness in eyes and sometimes increase in power of spectacles etc.

1.5 Need of online teaching in education in present scenario

Today, whether it is the office work of any company or education system everything is being done online. Online teaching is a new platform for everyone. Through online teaching, one learns new ideas and new technologies. Research showed that everyone needs it. No one can do their work without it.

During the past year, with the advent of **COVID-19** everything has come to stand still. The government has announced a complete lockdown resulting in closure of all the schools and

colleges nationwide. Initially, it was thought that things will be fine soon. But as the cases increased, it became inevitable to switch from traditional face to face teaching to online teaching mode. At times when it seems difficult to even step outside for groceries and regular daily needs , how can someone expect to go to school for studies. Therefore, switching to online teaching process is the only option left for uninterrupted learning. We cannot wait for all this to get over and then start the teaching whether it is an official meeting of the government, office works of other departments, shopping activities or teaching everything has been done online because this was the need of the hour.

1.6 Need of teacher training, the great challenge of online   learning education in present scenario

 The corona virus showed that many teachers were unprepared for online learning and teaching. Teachers also need time to learn, not just teach. This is especially evident nowadays for those teachers who do not master the digital world or have to find alternative ways to instruct students who do not have computers at home. We can find free, good-quality training material on the internet; however, the teacher must learn how to best suit their students' needs.

While some teachers have been receptive and positive regarding the changes **COVID-19** has wrought, many others have found teaching online not easy, especially those who have limited connectivity or lack the basic technological tools to perform. Trying to stick to a new curriculum online and doing it in a fun way to capture the students' attention can be overwhelming.

The pandemic has revealed many shortcomings in the educational system and exacerbated the inequalities.

 The studies mentioned above reveal that a large percentage of teachers received little or no training during the early months of the pandemic; so many teachers simply replicate online what they would do in a face-to-face class without considering that online teaching requires a different approach. The more traditional a teacher is, the more likely they have not even taken an online course, so it is normal for them to try to hold on to what they master. However, it is not the same to bring face-to-face classes to the virtual environment. The

latter requires asynchronous and synchronous activities and rethinking class times, activities, and assessments.

The teacher must be flexible and recognize that the school's controlled class structure cannot be replicated online. Wanting to maintain the same face-to-face routine in online environments ignores many equity concerns about access to technology. Based on research, this also goes against best practices in online learning. It is impossible to believe that students can be in front of the computer for seven hours in a row and assume that, at home, there is a computer for each family member and the broadband needed to support the various activities that take place online today.

The reality is that online education is more than just a screen with internet access. For the teachers to succeed in teaching in an online modality, they must know how to create and present engaging lessons in this environment and ensure that students have the digital literacy skills to access them.

1.7 Importance of online teaching in India

As India is a developing country with agriculture based economy. So in order to compete to already developed nations like America, Japan and western countries we need to train our children such that they can not only able to compete with western powers but also able to present themselves on international level. Millions of students in India every year go to other countries for education and employment. If we can provide them the same quality education sitting right at their homes , then why would they spend thousands of dollars travelling and spending abroad ?

According to one of the recent studies India has been reported to have the second highest numbers of online course enrollments with more than 1,55,000 students from the country. It is lagging only behind USA.

A number of renowned universities are now offering online distance education, bringing the world class professors and instructors to educate the students. Online education in India has seen a rapid progress in recent times, making it most discussed subject in the education domain.

1.8 Ways to improve online teaching

One of the ways to improve online teaching learning experience is the ability to incentivize the class environment. Establish clear guidelines for participation, such as participating in an online quiz or poll, or posting a response to a question to get points for attendance.

Create a classroom community where students can communicate after lectures and can share their ideas and thoughts.

Tutorial of how to attend online classes must be given beforehand.

Recording of the lectures must be given to students so that they can see them later for better understanding.

1.9 Applications for online education

Online education apps are convenient and accessible. Such apps can help students in learning from anywhere, whether they are at home or somewhere outdoors. Mobile applications are easy to use. We have provided the list of applications for online education that students can explore. The following apps offer various courses based on your interest, some are free, yet others are paid.

Explore the following apps for a better online education experience:

Google Hangout	Tether	MyHomework
Dropbox	EasyBib	SelfControl
Any.Do	Mendeley	Doodle
Zoom	Microsoft Teams	Meritnation
Byju's	myCBSEGuide	Vedantu
Vidyakul	Toppr	Doubtnut
Khan Academy	CAclubindia	Indigolearn
Testbook	Unacademy	Adda 247
GradeUp	Coding Ninjas	Jigsaw Academy

1.10 Rationale of the study

Online learning communities facilitate communication between people who share common interests and learn collaboratively using networked technologies. Researchers and designers have to understand social practices in order to explore and develop technological tools for such collaboration and communication. In this article, a typology and constituents construct a rationale for examining this empirical phenomenon.

The delivery of curriculum content is changing rapidly within education; internet-based learning, a wealth of educational software and an increasingly evident use of ICT within schools are heralding a new approach to pedagogy within Britain. The present government proposes that "we need a new understanding of the pedagogies appropriate for a 21st century educational system", having argued that "traditional methods have not achieved enough." It was evident therefore that as a newly qualified primary school teacher, and an ICT coordinator, I had both the opportunity and the responsibility to consider new approaches to teaching in an attempt to raise standards improve teaching quality and trial and evaluate an innovative approach to curriculum delivery within the primary sector.

In 2003, prior to the government's desire to see all schools adopt some form of online learning platform, BECTA stated that it may "be the case that a fully integrated VLE will not be appropriate for a primary school".

However in 2005, Miles Berry, a deputy primary head teacher from St. Ives, introduced
An online learning platform in his primary school. A report issued in the Times Educational Supplement quoted Berry as being of the same mindset as me Having read about the impact of virtual learning environments in higher education, I wanted to see whether discussion forums, collaborative workspaces and online assessment might have a similar impact in a primary school.
Indeed literature, which shall be explored further in this dissertation, concerning the use of virtual learning in higher education has highlighted the many benefits and advantages of online learning. As a fellow primary practitioner I have been equally as interested as

Berry as to whether these successes can somehow be transferred into the primary sector. One of my major interests however, as opposed to Berry's more generic and encompassing study of VLEs, was that of online discourse and interaction and how, or indeed if, online discussion enhanced the teaching and learning experiences of primary aged pupils.

Alongside the justification of evaluating the use of such technologies in the primary sector, a further personal motivation for this study is that of professional development.

In his foreword to the government's Learning and Teaching: A Strategy for Professional Development publication, David Blunkett, the then Secretary of State for Education and Employment, stated that, "I believe that professional development is above all about developing extraordinary talent and inspiration, and especially the classroom practice of teachers, by making sure that they have the finest and most up-todate tools to do their job." Indeed, as already mentioned, we have entered into an age in which tools and technology, such as the Internet, are playing a pivotal role in classroom practice and the delivery of learning across the country. Looking at the pandemic times researcher has discovered that something new and unprecedented has been discovered within schools.

1.11 Statement of the problem

A study of online teaching in secondary schools of Baroda city.

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1.12 Objective of the study

- To study the benefits of online mode of teaching- learning from the perception of students.
- To study the benefits of online mode of teaching- learning from the perception of teachers.
- To study the problems and challenges faced by the teachers in online teaching-learning.
- To study the problems and challenges faced by the students in online teaching-learning.

1.13 Explanation of terms

Knowledge of online teaching-

The Knowledge of online teaching to prepare the time management teaching style, knowledge of new apps and technology. Change the perception of teaching style.

1.14 Hypothesis

- There will be no significant relationship between teachers of English medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between teachers of English medium and Hindi medium on the basis of online teaching.
- There will be no significant relationship between teachers of Hindi medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between students of English medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between students of English medium and Hindi medium on the basis of online teaching.
- There will be no significant relationship between students of Hindi medium and Gujarati medium on the basis of online teaching.

1.15 Delimitation of the study

The present study is delimited to students and teachers of English medium, Gujarati medium and Hindi medium of Baroda district.

1.16 Sample of the study

For the selection of sample, Six schools were randomly selected from the list of 118 secondary school affiliated to different school with the help of random number. 90 students those completed all the data collection tools comprised as the sample for the present study.

1.17 Design of the study

Impact of online in secondary school for 9th class students in Baroda city. Information on the status of online teaching will be collected in the secondary school for the students and teachers. The survey method of research will be adopted by researcher .this will be a descriptive survey which will be useful in collecting data for future study.

1.18 Tools for the study

The Investigator has made Google form for topic related data collection. To study teaching style online learning for students and teachers. The researcher selected objective type questions.

CHAPTER - 2

REVIEW OF RELATED

LITERATURE

CHAPTER 2

Review of related literature

2.1 Introduction

The review of related literature is a comprehensive summery of previous research on a topic. The literature review surveys scholarly, articles, books and other sources relevant to a particular area of research. The review should enumerate describes, summarise objectively evaluate and clarity this previous research.

Carlen & Jobring (2006) conducted a study the rationale of online learning communities facilitate communication between people who share common interests and learn collaboratively using networked technologies. Researchers and designers have to understand social practices in order to explore and develop technological tools for such collaboration and communication

Communities have emerged on the internet through the use and development of Information and Communication Technology (ICT). The designers must be aware of the fact that they are responsible for constructing the technological devices, and not the community itself. Thus, the participants create their own social structures for learning in support of what has been designed or implemented as collaborative and communication tools. In addition, the observation must focus on what technological devices that are being used.

Liu & Fuchang (2008) studied the impact of online discussion of anxiety towards teaching mathematics (ATTM). It was found that online discussion of ATTM significantly reduced participants' self reported anxiety caused by the conception that mathematics is more difficult, anxiety towards other people's perception of one's teaching of mathematics and anxiety towards teaching in general. On elementary teacher candidates ATTM in elementary mathematics methods classes completed Anxiety towards teaching mathematics questionnaire immediately before and after 8 weeks of online discussion of ATTM. The reduction of anxiety towards other people's perception was more prominent in participants without experience than those with experience. It is suggested that elements aimed at reducing ATTM be built into methods courses for elementary teacher candidates.

Lee, Kingie, & et. Al (2012) studied impact of online support for teacher's open- ended questioning in Pre-k science activities we examined the effects of teacher supports in enhancing teachers' open-ended questioning in pre-k activities. The blended teacher supports included online video demonstrations of questioning techniques and companion workshop activities. Our quantitative analyses revealed that the treatment group teachers used more open-ended questions than the control group teachers. The students in the treatment group used a greater number of different words and complex sentences than those in the control group.

Barr & Betty A. (2013) studied Higher Education: The Online Teaching and Learning Experience online teaching to ensure that a wide array of learning opportunities is available for students in a highly competitive technological arena. The most significant influence in education in recent years is the increase and recognition of private for-profit adult distance and online education programs as legitimate institutions for quality learning. Online learning focuses on a wide range of technological based learning platforms, delivery methods, and the integration of educational technology components into the learning environment. The emergence of modern technology has allowed students at all levels, young and mature, the opportunity to participate in advancing their education in an environment that is diversified, rich in best practices, yet progressive enough to allow students to proceed in a self-paced manner. This research work will address online education, its strengths, limitations, online teaching experience.

Bindu C.N. (2016) studied Impact of ICT on Teaching and Learning: A Literature Review The initiation of Information and communication technology has made tremendous changes in the present day world. There is no area that has not been influenced by this digital phenomena. The present literature review gives an over view of the use of ICTs in the field of education focusing on its impact on teaching learning process, quality and accessibility of education, motivating learners, learning environment, and students' academic performance. His literature review explored the impact of ICT in the present day education system. ICTs have influenced educational practices to some extent and will increase considerably in future. ICT will become a powerful agent in transforming several educational practices . Persistent application and development of ICTs in the education system will have a strong

influence on teaching learning process, accessibility of education, motivating learners, creating a congenial learning environment and improving academic performance.

Naresh B (2017) studied On Perceptions Of Employers In India Towards Hiring Graduates With Online Degrees Certificate in it sector. The objectives of the study the OLE awareness of employer towards hiring online graduates in IT sector. To identify the effects of OLE awareness, OLE readiness, credentials and reputation on demographical factors. To know the moderating effect of experience and gender on OLE awareness, OLE readiness, credentials and reputation towards employer decision on hiring online graduates. To find the perception of employer decision towards hiring graduates with online degree in IT sector. There is only 5% of increase in strength of male employees than female employees which shows that population of female employee is almost equivalent to that of male employees in IT Sector. Populations of female employees are more in IT sector when compared to any other industrial sector in India

This study focus only on perception of employers on online graduation, whereas in future perception of other stakeholders like students, faculties, institutions, content and technology providers in India can be explored.

Meenakshi Thanaji (2018) studied effectiveness of online learning methods offered by educational institutions a learners perspective. Educational institutions which are the core of the nation, are today imparting immense knowledge with the use of various e-learning/online technologies and henceforth it will be very true to say that e-learning/online has become the reality of education. This chapter has presented with a general review of findings of the study in association to the research objectives, research problems and hypothesis. The chapter also has done with the discussion about the test findings that incorporate references from previous studies.

This study concluded that the learners regarded the design dimension, which included the factors of perceived usefulness and perceived ease of use, to be the most vital factor in affecting their satisfaction toward the e-learning/online component within the blended learning environment.

Aswini P. (2019) studied enhancing Oral Communication Skills in English Using Authentic Online Audio Corpora Materials a Study at the Tertiary Level.

The objectives of the study the effect of using corpus based audio materials for improving the oral communication of students at tertiary level. To familiarize students with free online corpora materials, and to employ these corpora in the research work. To help students learn English naturally with the aid of authentic audio corpora materials. To investigate the effectiveness of online audio corpora materials in the language classroom. Theoretical literature pertaining to the area of research and evaluates the research done on listening and speaking, corpus-based studies, and authentic materials. The contents of this chapter form the basis of the research done by the scholar. It presents a detailed review of the research work carried out on various aspects of language teaching and learning with the help of corpus work aimed at This chapter sums up the thesis and reports the findings of the experiment. The research improving the oral communication skills of tertiary learners using online authentic audio corpora. The samples for the study were the students of the conventional branches of engineering program. The study confirmed that the use of audio corpus materials in language learning can develop the oral communication skills and help the learners use the authentic language in real-life situations. The study also established that the learners gained more confidence in the use of the English language.

Konige (2020) studied Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. The COVID-19 pandemic situation has posed unprecedented challenges requiring teachers

adapt to teaching online. Until March 2020, the typical teaching situation at school. Who convened in classrooms according to their timetables and teachers who covered their subjects' standard content, frequently through formal lecturing. As the COVID-19 pandemic lockdown affected almost all aspects of society and everyday life, people had to learn to organize communication and interaction in a new way. We investigated how early teachers adapted to online teaching during COVID-19 school closures career. Researcher concern how they master challenges in this unknown situation and what factors could account for their successful mastery of such challenges.

Luke & Moorhouse (2020) conducted a study on insights in to the teaching adaptations to a face-to-face initial teacher education course 'forced' online due to the COVID-19 pandemic At the time of writing, the course is still on-going. However, with the COVID-19 pandemic spreading globally and forcing class suspensions, the author hopes ITE course tutors are

preparing for online instruction. The author is not arguing that the instructional approaches adopted would work for everyone, nor that there is evidence to their effectiveness beyond the anecdotal. This research describes the adaptations made to one initial teacher education course at a Hong Kong university designed for face-to-face instruction that was required to be delivered exclusively online due to the suspension of face-to-face classes caused by the COVID-19 pandemic. It describes the adaptations the tutor made, and the challenges faced adapting to the new mode of delivery.

Mishra, Gupta & et. al (2020) studied online teaching-learning in higher education during lockdown period of COVID-19 pandemic. To reveal the various forms of online teaching-learning modes adopted during COVID-19 pandemic. To study the perceptions of teachers and students on online teaching-learning during COVID-19 pandemic. Researchers examine the challenges faced by the teachers and students in adapting to the online teaching-learning process during COVID-19 pandemic. Liberalization, Privatization and Globalization of education has been deteriorated remarkably due to limited mobility and limitedly confined exchange program of academic activities among the countries during the COVID-19 lockdown.

Christophe, Francisco & et. al (2020) conducted a study this research aims at investigating the role of eliademy a web-based classroom in designing an alternative learning tool in times of emergencies. Effectiveness of an online classroom for flexible learning, typical learning usually happens inside the classroom setting and having a face-to-face interactions with their teachers. But when typhoons, floods, calamites and other emergencies come in, what can teachers do so as not to compromise learning? Teachers, this study will be of great help to teachers as regards to their essential role to their students. That in times of emergencies and calamities, no lessons might be compromised and be continued without any hindrance. The study found out that eliademy was accessible, can promote time management, promptness and a challenge for the users. Although, it requires strong internet connections and time pressured.

Katherine (2020) studied online school has more negative impacts than positive. The objectives of the study online school has been implemented all throughout for students to obtain their education amidst the breakout of COVID-19.The negative impacts of Online learning are seen in the technicality of the actual use of it is online learning can cause social

isolation and can cause students to not develop communication skills. At last researcher feels that the negative impacts of online school outweigh the positives. Although Online learning is helpful in keeping our community safe during COVID-19.It should only be used during a situation where in person learning is neither viable nor available.

Bhaskar (2020) studied online teaching amidst COVID-19 in India. This article aims to identify the approaches made by the higher education institutions for continues imparting of education amidst lockdown. The article also identifies the challenges faced by teachers in online teaching from their homes. The Indian government announced the lockdown and closure of educational institutions as a logical solution to control the spread of corona virus. Considering the depth of the situation, the Government along with educational institutes began to look for solutions so as not to disrupt the academics. The education system stands tall on two pillars, teacher and student. The online teaching is just a procedure supported by the government and institutes. The responsibility of effective implementation rests on learners and teachers, both of them are not trained and lack resources. The challenges need to be addressed from both perspectives. All may feel good about it as students are happy thinking that it will be easy for them to progress to next semester class without attending formal classes and teachers are not going to complain as they have to secure their job and institutes will always claim that they are one in the league, but somewhere effectiveness and quality education may be compromised. The present crisis has exposed the institutes that they are not completely digitally developed. The lockdown has disturbed the education sector.

Joshi (2020) conducted a study Impact of corona virus pandemic on the Indian education sector perspectives of teachers on online teaching and assessments. The findings revealed four categories of barriers that are faced by teachers during online teaching and assessments. Under home environment settings, a lack of basic facilities, external distraction and family interruption during teaching and conducting assessments were major issues reported. In this study addresses the challenges faced by teachers during the online teaching and assessment in the home environment settings by using qualitative analysis (IPA) techniques. The current study replenishes the gap by contributing to the literature of online teaching and assessment under the home environment settings during the pandemic situation.

Baw (2020) studied COVID-19 and online teaching in higher education: A case study of Peking University. In this studied The researcher concludes with five principles of high-impact teaching practice to effectively deliver large-scale online education, through the case analysis of Peking University's online education. First, the principle of appropriate relevance. The quantity, difficulty, and length of teaching content should match with the academic readiness and online learning behavior characteristics of students. his online teaching "migration" is implemented quickly during the outbreak of COVID-19, students' anxiety needs to be relieved in various ways to ensure that they can actively and effectively engage in online learning. Thus, students will not learn ambiguous, fragmented, and surface knowledge. Instead, they will experience deep learning during the discussion.

Hodges & Moore (2020) studied the difference Between Emergency Remote Teaching and Online Learning. Online can enable the flexibility of teaching and learning anywhere, anytime but the speed with which this move to online instruction is expected to happen is unprecedented and staggering. Researcher found any medium is simply a way to deliver information, and one medium is not inherently better or worse than any other medium. Second, we need to better understand different media and the way people learn with different media to design effective studies. And, third, there are too many confounding variables in even the best media comparison study for the results to be valid and meaningful.

Oraif and Elyas (2021) conducted a study to examine obtain the helpful value. The Impact of COVID-19 on Learning: Investigating EFL Learners' Engagement in Online Courses in Saudi Arabia. As a result of the COVID-19 pandemic, most learning around the world has been transferred online. Learners who previously engaged in traditional learning now face a new challenge, a distinctive rise in e-learning. This drastic change could impact their learning behavior and acceptance of the change. This study has demonstrated that a solution should not include either dispensing with the teacher or forcibly re-adopting traditional methods; instead, it should be more about relaxing the teacher's control, involving the students, and adjusting the new medium to suit the needs of both sides.

Peimani and Kamalipour (2021) conducted a study to develop online teaching education the COVID-19 Outbreak: A Case Study of Online Teaching during Lockdown. Researcher discussed the rapid transition from face-to-face to online teaching and pointed to the associated challenges and opportunities in relation to the learning and teaching activities,

assessment and feedback, and digital platforms. We also outlined some key considerations to inform the development of more adaptive and resilient approaches to online teaching in the context of unprecedented global health crises such as the COVID-19 pandemic. Much less acknowledged, yet no less crucial are challenges such as the development of core professional qualities, including communication, interpersonal and practical skills, along with the integration of thoroughly selected online technology to most effectively redesign teaching activities and deeply engage students.

2.2 Implication of the Literature Reviewed On the Present Study

Reviews of the study conducted both in India and Abroad shows that online teaching is important of the life for students and teachers. From the review of related literature the investigator has found out that Carlen & Jobring (2006) focused on to explore and develop technological tools and device for such collaboration and communication.

Liu & Fuchang (2008) focused on Anxicty towards teaching mathematics for elementary teacher candidates. Lee, Kinzie & et. Al (2012) focused on impact of online support for teachers open-ended questioning in Pre-k science activites. Barr & Betty A. (2013) worked on online teaching and learning modern technology has allowed students at all levels young and mature. Bindu C.N. (2016) worked on how to perform ICT learning process, accessibility of education and motivating learners. Naresh B.(2017) worked on perception of employers on online graduation, whereas in future perception.

Meenakshi Thanaji (2018) worked on effectiveness of online learning methods. The learners proving oral communication skill of tertiary learners.

Konige (2020) focused on the covid-19 pandemic situation has posed unprecedented challenges requiring teachers adapt to teaching. Luke & Moorhouse (2020) focused on insights in to the teaching adaptions to face- to-face initial teacher education course.

Mishra, Gupta & et. Al (2020) focused on teaching -learning in higher education during lockdown period of covid-19 pandemic. Christophe, Francisco & et.al.(2020) focused eliademy was accessible and promote time management.

Katherine (2020) focused on during covid-19 online learning is helpful in keeping our community safe in pandemic situation. Bhaskar (2020) focused on in her research the

present crisis has exposed the institutes that they are not completely digitally developed. Joshi (2020) focused on the challenges faced during the online teaching and assessment by teachers.

Bow (2020) focused on five principle of high impact teaching practice to effectively deliver large scale online education. Hodges & Moore (2020) focused online can enable the flexibility of teaching and learning anywhere anytime.

Orif and Elyas (2021) focused on it should be more about learning the teachers control, Involving the students and adjusting the new medium to suit the needs of both sides.

Peimani and Kamalipour (2021) focused on a study to develop online teaching education the covid -19 outbreak.

CHAPTER-3

PLAN & PROCEDURE

CHAPTER 3
PLAN AND PROCEDURE

3.1 INTRODUCTION

Research is incomplete without planning and should be done before conducting the research and process must be done to show how the research can be completed in a planned manner. Plan provides impetus to research. This leads to simplicity and clarity in our research. It helps to choose the appropriate procedures. So before preparing my research proposal, I will make a list of Plan and that procedure which helped me to do my work well.

First of all select my topic by discussing with the teacher. Then I set the objective. It is necessary to have a set of objectives. Through this our research work is done. I started making tools only after I select the sample. After sample selection, I started making tools and asked questions, how to answer questions, also decided after that tools. After the Google form was ready, I circulated it to the teacher and the student. All teachers and students fill the Google form, then after that we collect that data and do data analysis.

This chapter deals with plan and procedure adopted for the present study. This chapter will give clear understanding about the plan and procedure followed in carrying out the study, and all the aspects of methodology adopted by the investigator. Plan and procedure is regarded as the key of the study as it provides the direction at every moment to the investigator and lead to the appropriate and timely completion of the study. It is made after evaluating the plans made by other researchers for the same kind of study and also evaluating one's own work.

3.2 Statement of the problem
A study of online teaching in secondary schools of Baroda city.

3.3 Objective of the study

- To study the benefits of Online mode of teaching- learning from the perception of students.
- To study the benefits of Online mode of teaching- learning from the perception of teachers.
- .To study the problems and challenges faced by the teachers in Online teaching-learning.
- To study the problems and challenges faced by the students in Online teaching-learning.

3.4 Explanation of terms

Knowledge of online teaching-

The Knowledge of online teaching to prepare the time management teaching style, knowledge of new apps and technology. Change the perception of teaching style.

3.5 Hypothesis

- There will be no significant relationship between teachers of English medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between teachers of English medium and Hindi medium on the basis of online teaching.
- There will be no significant relationship between teachers of Hindi medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between students of English medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between students of English medium and Hindi medium on the basis of online teaching.
- There will be no significant relationship between students of Hindi medium and Gujarati medium on the basis of online teaching.

3.6 Methodology

This study is quantitative as well as descriptive in nature and used both teachers and students data for analysis. A modified questionnaire has been used to collect data from students   and teachers in many schools. The respondents of the survey are the students

and teachers who are actively using online platform for their regular course during Covid-19 lockdown. The survey was conducted in the school of Baroda city.

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3.7 Limitation of online study

Today's online learning is better than yesterday's; and online learning of tomorrow will be better than today's.

It is true that, although online learning might be convenient and flexible, it is also a solo act. It will not be easy for all of your learners to feel comfortable when participating in online discussions.

Being constantly online is the new reality, but the truth is that using a computer or a tablet all the time can cause poor vision, strain injuries, and other physical problems. If your eLearning audience lacks self-discipline, it is unlikely that they will be motivated to self study. No matter how carefully you design your e-learning course.

There is no guarantee that your messages will get across. If your eLearning audience lacks self-discipline, it is unlikely that they will be motivated to self study.

This is obviously the greatest benefit of online learning. You own a computer and have an internet connection, it doesn't matter in which part of the world you are. Learners can access information from anywhere, anytime.

Online learning allows learners to study at their own pace, whether they are students, busy adults, or employees.

online learning does everything in its power to ensure that all learning needs are met. online learning allows for immediate access to additional online resources, which is always a bonus. Not only learners are able to begin their online learning immediately online learning location is no longer a barrier; neither are culture and nationality.

Translating and customizing your online courses to address different cultures in various languages makes possible for your eLearning content to travel all around the world and reach the widest possible audience.

3.8 Delimitation of the study

The present study is delimited to students and teachers of English medium, Gujarati medium and Hindi medium of Baroda district.

3.9 Population of the study

There are total 118 secondary school in Baroda city. The investigator was selected 6 schools for her study.

Name of school	Medium of instruction
Gujarat Public School	English
Ambe Vidyalaya	English
Shree Saraswati Vidyalaya	Gujarati
Name of school	**Medium of instruction**
Atharava Vidyalaya	Gujarati
Shree Ram Sainik Hindi Vidyalaya	Hindi
Shree Krishna Hindi Vidyalaya	Hindi

3.10 Sample of the study

For the selection of sample, Six schools were randomly selected from the list of 118 secondary school affiliated to different school with the help of random number. 90 students those completed all the data collection tools comprised as the sample for the present study.

3.11 Design of the study

Impact of online in secondary school for 9th class students in Baroda city. Information on the status of online teaching will be collected in the secondary school for the students and teachers. The survey method of research will be adopted by researcher .this will be a descriptive survey which will be useful in collecting data for future study.

3.12 Tools for the study

The Investigator has made Google form for topic related data collection. To study teaching style online learning for students and teachers. The researcher selected objective type questions.

3.13 Data collection

The data was collected for study impact of online learning teachers and students during in covid-19. The investigator selected 6 schools for data collection. There was 2-schools English medium, 2-schools Gujarati medium and 2-schools Hindi medium. All teachers and students co-operate to fill Google forms test. All the data collect in response prepare by Google in two excel sheet.

3.14 Data analysis

The collected data will be analyzed by content analysis on the basis of data collected which the investigator will prepare using quantitative techniques like mean, median mode, standard, deviation, frequencies   and percentage.

3.15 Conclusion

 In this chapter on Research Methodology, Objective of the study, Explanation of the terms Operational definitions, Delimitations of the study, Population Sample, Research Design Plan and Procedure of the study. Tools and Techniques for data collection. Data Collection and Data Analysis have been described. Research methodology formed the basis for the descriptive study which is undertaken to achieve the objectives and provided vital information which would he further analysed in the next chapter.

CHAPTER -4

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

In the previous chapter, all details regarding methodology of the present study was described. A complete account of the approach to the problem was elucidated. The tool used for the study and the process of data collection was described. The present chapter is devoted to analysis and interpretation of the data.

4.2 Chart showing the scores in Yes or No answer (Teacher)
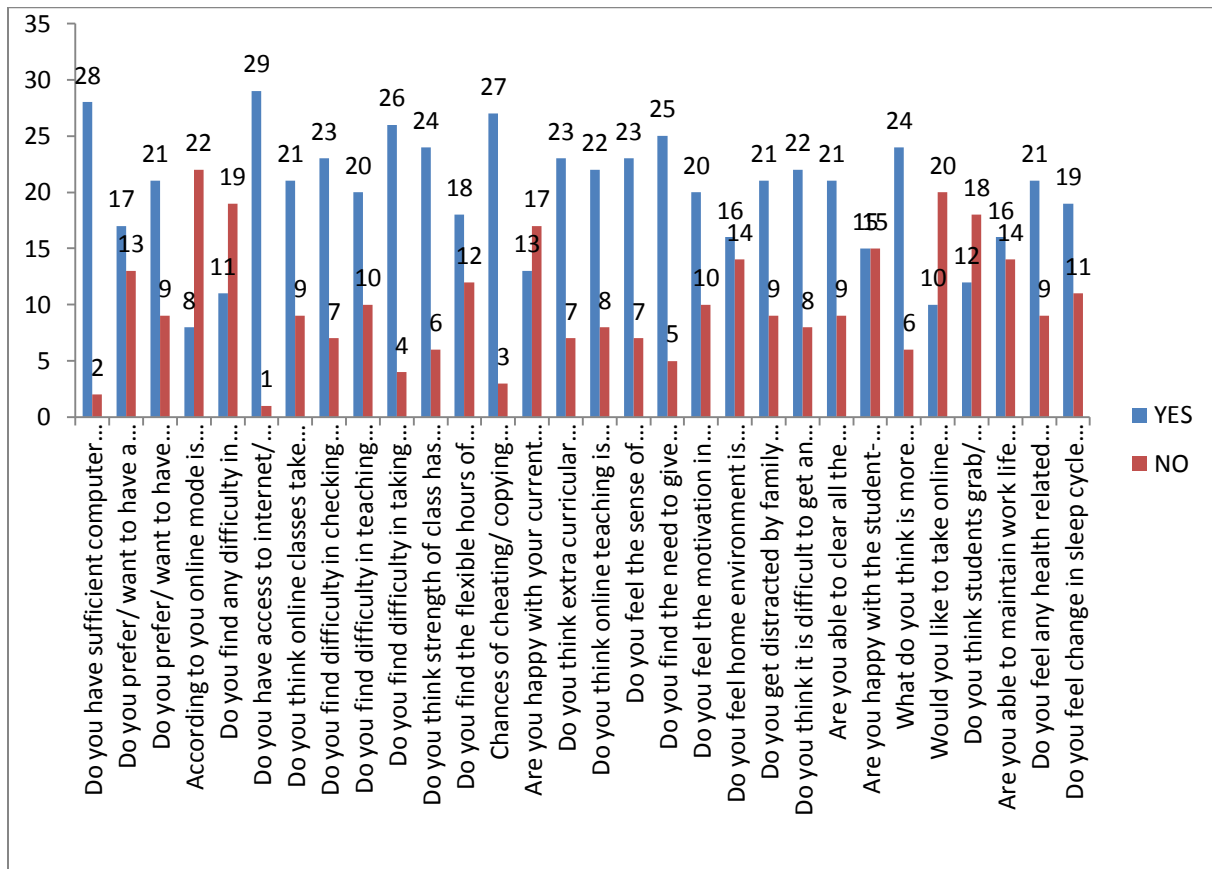
Graph-1

In the above mentioned graph-1, 30 teachers give answer in objective type YES or NO. Researcher asked 30 teachers to ask questions in Google form and got their response.

Out of the 30 teachers, the feedback of 10 English medium teachers, 10 Gujarati medium teachers and 10 Hindi medium teachers have been taken in our data collection.

4.3 **Descriptive Statistics (Teachers)**

Descriptive Statistics

	Score		
	English Medium	**Gujarati Medium**	**Hindi Medium**
Valid	10	10	10
Missing	0	0	0
Mean	20.200	20.100	19.300
Std. Error of Mean	0.929	1.178	1.055
Median	21.000	19.000	19.500
Mode	21.000	18.000	18.000
Std. Deviation	2.936	3.725	3.335
IQR	3.500	5.000	2.750
Variance	8.622	13.878	11.122
Skewness	-0.113	0.095	0.167
Std. Error of Skewness	0.687	0.687	0.687
Kurtosis	-0.664	-0.823	2.085
Std. Error of Kurtosis	1.334	1.334	1.334
Range	9.000	12.000	13.000
Minimum	16.000	14.000	13.000
Maximum	25.000	26.000	26.000

Table no.-1

In the above mention chart table no.-1. Out of 30 teachers, 10 teachers of English medium, 10 teachers of Gujarati medium and 10 teachers of Hindi medium.

In the Column **English medium teacher's** Mean value is 20.20, Mean means average value of data. Median means middle value of data. Median value is 21.

Mode value means is highest repeating value is 21 in data. Range value is 9. By analyzing the data, researcher obtains minimum value as 16 and maximum value as 25.

In the Column **Gujarati medium teacher's** Mean value is 20.10, Mean means average value of data. Median means middle value of data. Median value is 19.

Mode value means is highest repeating value is 18 in data. Range value is 12. By analyzing the data, researcher obtains minimum value as 14 and maximum value as 26.

In the Column **Hindi medium teacher's** Mean value is 19.30, Mean means average value of data. Median means middle value of data. Median value is 19.50

Mode value means is highest repeating value is 18 in data. Range value is 13. By analyzing the data, researcher obtains minimum value as 13 and maximum value as 26.
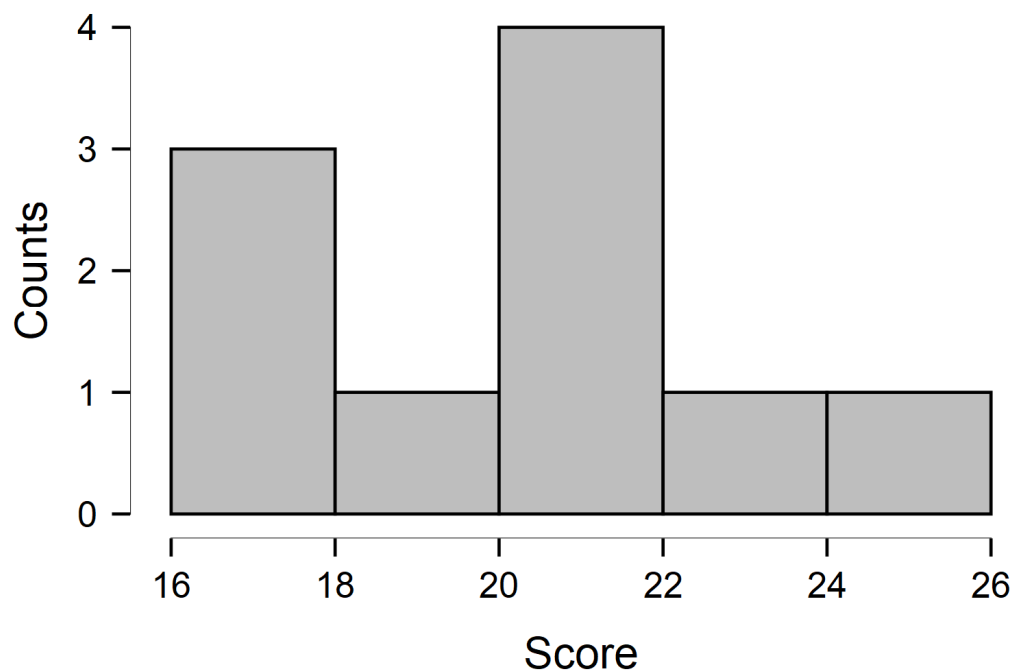
4.4 Distribution Plots

The investigator collected data for total 30 teachers out of which 10 are from English medium, 10 from Hindi medium and 10 from Gujarati medium.

4.4.1 English Medium

Graph-2

This graph-2 showing the scores obtained by the teacher. The x-axis represents score and y-axis represents number of teachers getting particular range of score/counts.

From the graph we can easily identify that 4 out of 10 teachers got score between 20-22, 3 teachers got score 16-18 and 18-20, 22-24, 24-26 was acquired by one teacher each.

4.4.2 Gujarati Medium

Graph-3

This graph-3 showing the scores obtained by the teachers. The x-axis represents the score and y-axis represents number of teachers getting particular range of score/counts.

From the graph we can easily identify that 3 out of 10 teachers got score between 16-18, 3 teachers got score 22-24, 2 teacher got score between 18-20 and 14-16, 24-26 was acquired by one teacher each and no one got score between 20-22.
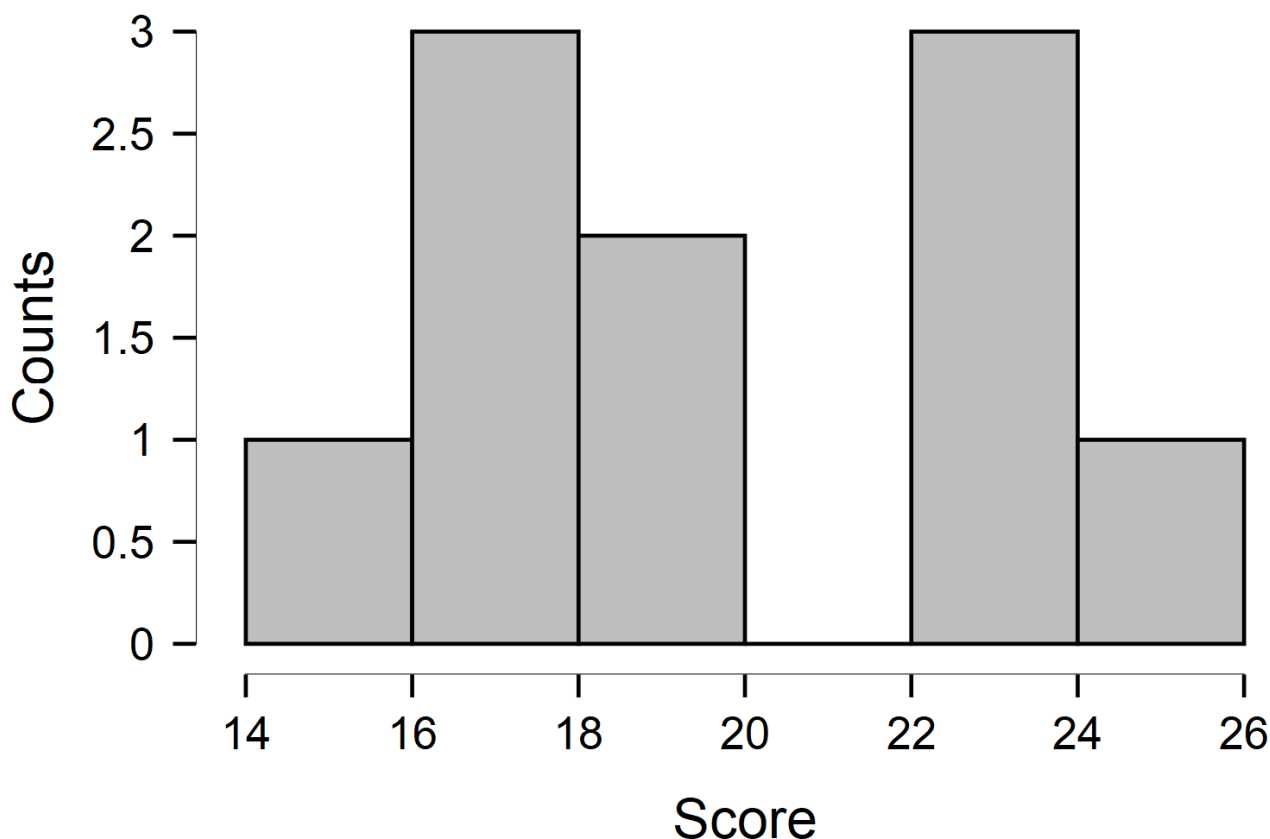
4.4.3 Hindi Medium
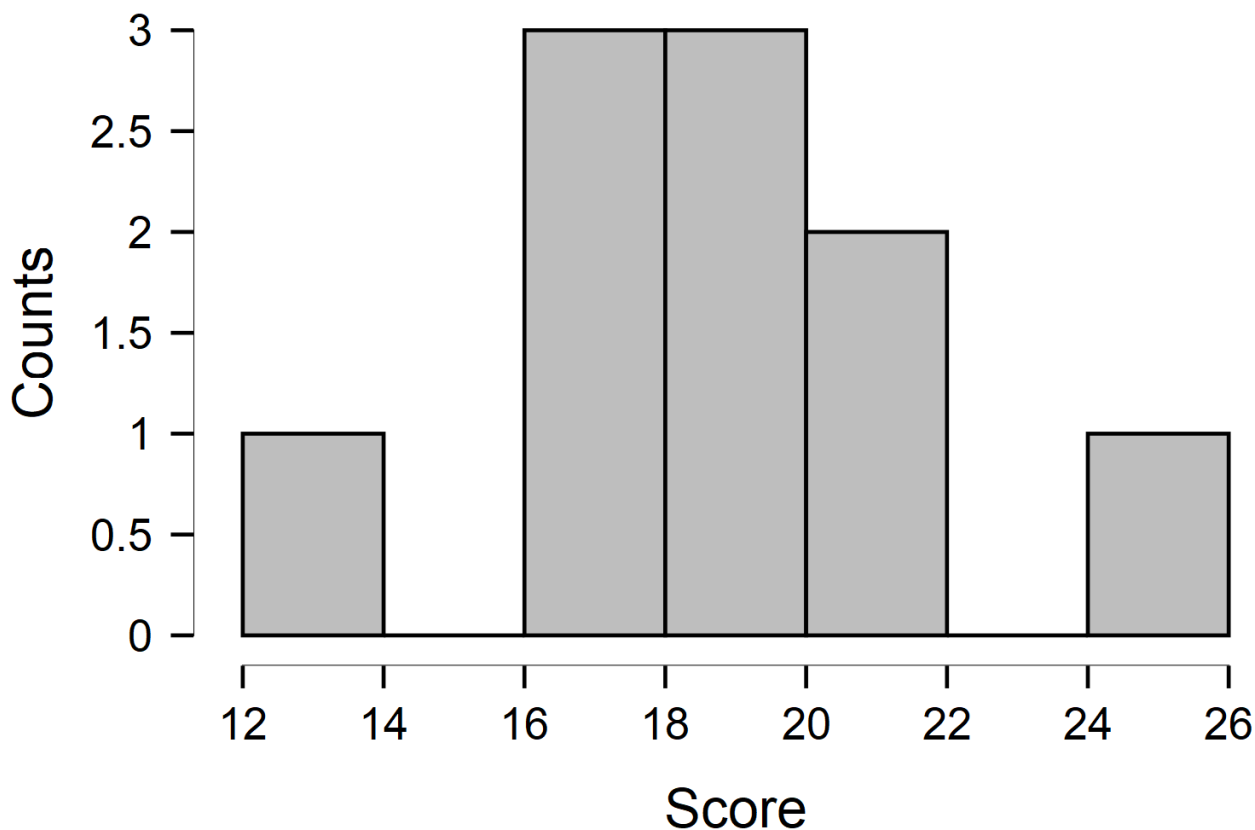
Graph-4

This graph-4 showing the scores obtained by the teachers. The x-axis represents score and y axis represents number of teachers getting particular range of score.

From the graph we can easily identify that 3 out of 10 teachers got score between 16-18, 3 teachers got score 18-20, 2 teacher got score between 20-22 and 12-14,24-26 was acquired by one teacher each and no one got score between 14-16 and 22-24.

4.5 Correlation:

	English Medium	*Gujarati Medium*	*Hindi Medium*
English Medium	1		
Gujarati Medium	-0.2255	1	
Hindi Medium	-0.51739	0.229845	1

The score obtained by the teachers of English medium and Gujarati medium are correlated with the value of -0.2255, which shows that the scores obtained by the teachers of English medium and Gujarati medium are negatively correlated.

The score obtained by the teachers of English medium and Hindi medium are correlated with the value of -0.5173 which shows that the scores obtained by the teachers of English medium and Hindi medium are negatively correlated.

The score obtained by the teachers of Gujarati medium and Hindi medium are correlated with the value of 0.2298 which shows that the scores obtained by the teachers of Gujarati medium and Hindi medium are positively correlated.

The negative correlation value -0.2255, between scores of English medium and Gujarati medium teachers tends the selection of the hypothesis Ho1 (at the 0.05 level of significance).

"There will be no significant relationship between Teachers of English medium and Gujarati medium on the basis of online teaching."

The negative correlation value -0.5173, between scores of English medium and Hindi medium teachers tends the selection of the hypothesis Ho2 (at the 0.05 level of significance).

"There will be no significant relationship between Teachers of English medium and Hindi medium on the basis of online teaching."

The positive correlation value 0.2298, between scores of Hindi medium and Gujarati medium Teachers tends the rejection of the hypothesis Ho3 (at the 0.05 level of significance).

"There will be no significant relationship between Teachers of Hindi medium and Gujarati medium on the basis of online teaching.

4.6 **Chart showing the scores in Yes or No answer (STUDENTS)**
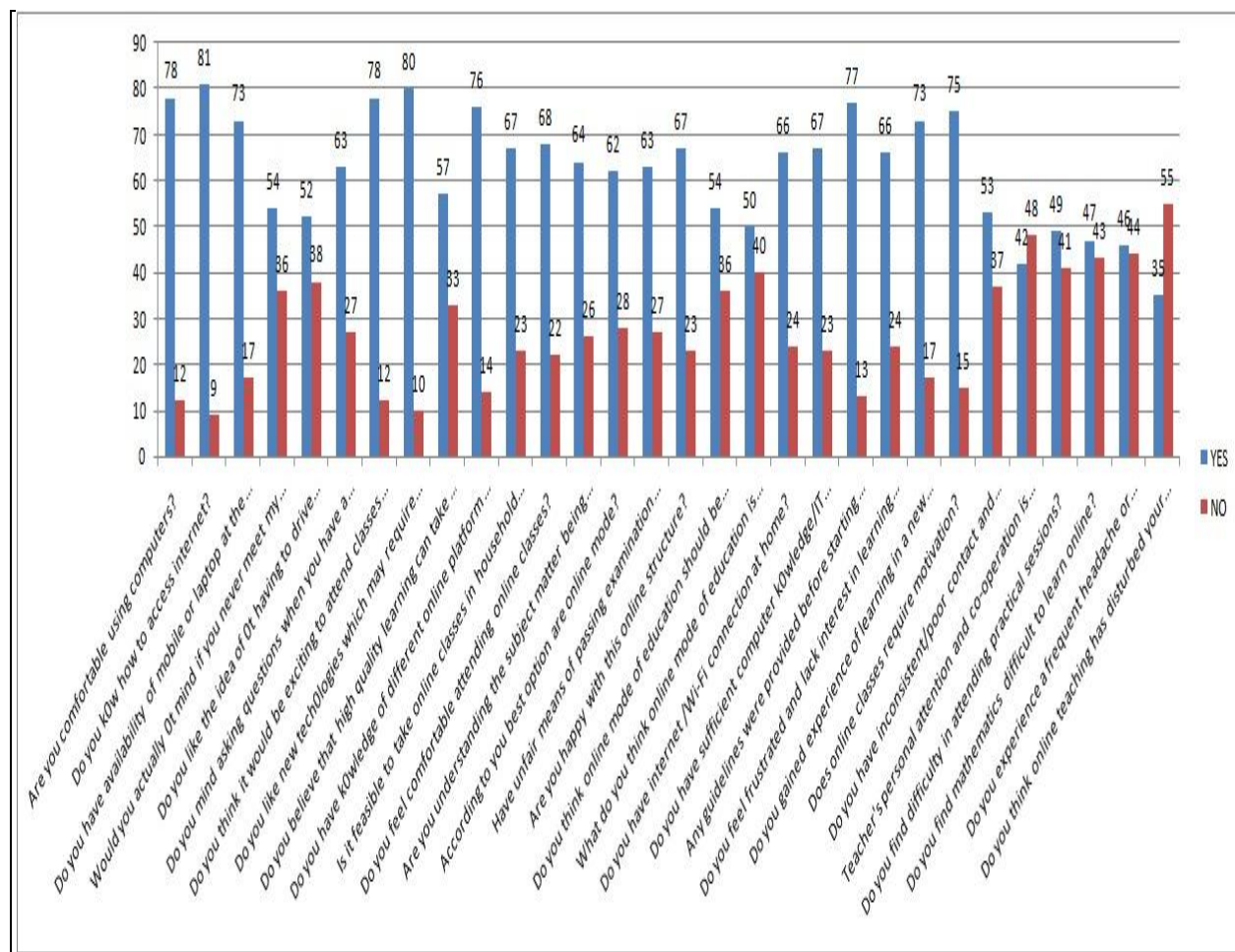
Graph-5

In the above mentioned graph-5, 90 students give answer in objective type YES or NO. Researcher asked 90 students to ask questions in Google form and got their response.

Out of the 90 students the feedback of 21 English medium students, 34 Gujarati medium students and 35 Hindi medium students has been taken in our data collection.

4.7 Descriptive Statistics (Students)

Descriptive Statistics

	Score		
	English Medium	**Gujarati Medium**	**Hindi Medium**
Valid	21	34	35
Missing	0	0	0
Mean	19.571	22.088	20.600
Std. Error of Mean	1.397	0.646	0.635
Median	19.000	23.500	21.000
Mode	23.000	24.000	19.000
Std. Deviation	6.400	3.769	3.759
IQR	8.000	2.000	6.000
Variance	40.957	14.204	14.129
Skewness	0.042	-1.653	-0.063
Std. Error of Skewness	0.501	0.403	0.398
Kurtosis	-0.897	1.896	-0.597
Std. Error of Kurtosis	0.972	0.788	0.778
Range	22.000	14.000	16.000
Minimum	8.000	12.000	12.000
Maximum	30.000	26.000	28.000

Table no.-02

In the above mention chart table no.-2 Out of 90 students, 21 students of English medium, 34 students of Gujarati medium and 35 students of Hindi medium.

In the Column **English medium student's** Mean value is 19.571, Mean means average value of data. Median means middle value of data. Median value is 19.

Mode value means is highest repeating value is 23 in data. Range value is 22. By analyzing the data, researcher obtains minimum value as 8 and maximum value as 30.

In the Column **Gujarati medium student's** Mean value is 22.08, Mean means average value of data. Median means middle value of data. Median value is 23.50.

Mode value means is highest repeating value is 24 in data. Range value is 14. By analyzing the data, researcher obtains minimum value as 12 and maximum value as 26.

In the Column **Hindi medium student's** Mean value is 20.60, Mean means average value of data. Median means middle value of data. Median value is 21.

Mode value means is highest repeating value is 19 in data. Range value is 16. By analyzing the data, researcher obtains minimum value as 12 and maximum value as 28.

4.8 Distribution Plots

We have collected data for total 90 students out of which 21 are from English medium, 35 from Hindi medium and 34 from Gujarati medium.

4.8.1 English Medium
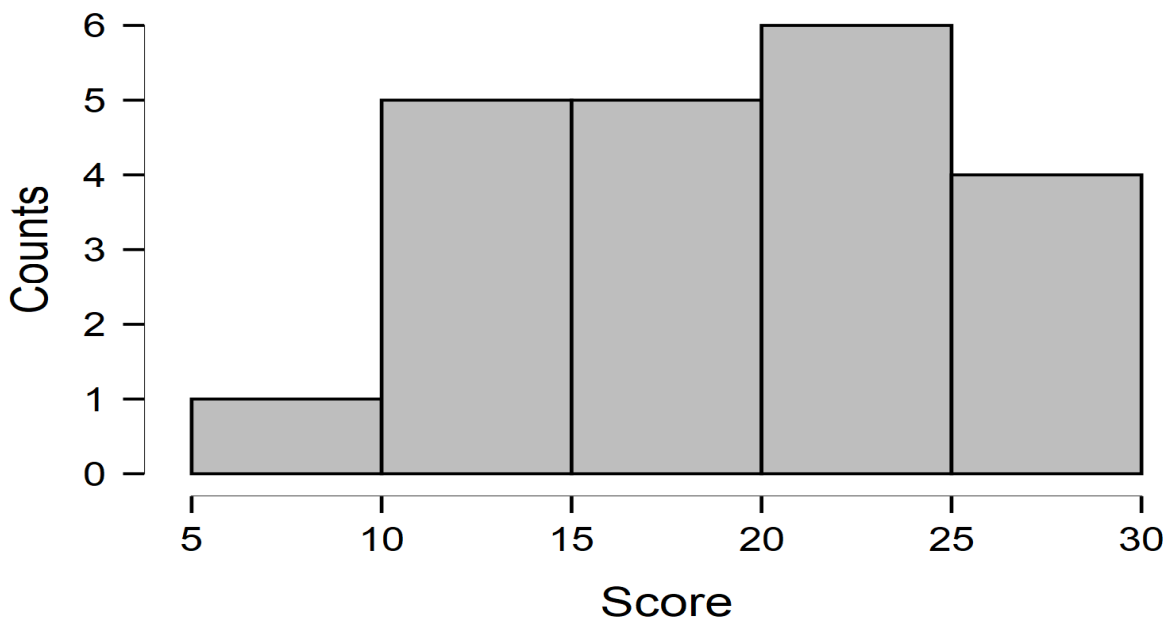
Graph-6

This graph-6 represents data for English medium students and the marks they scored. The x-axis represents score and y- axis represents number of students getting particular range of score/counts.

From the graph we can easily identify that 5 out of 21 students got score between 10-15, 5 students got score 15-20, 6 students got score between 20-25, 4 students got score between 25-30 and 1 student got score 5-10.

4.8.2 Gujarati Medium

Graph-7

This graph-7 represents data for Gujarati medium students and the marks they scored. The x-axis represents score and y-axis represents number of students getting particular range of score/counts.

From the graph we can easily identify that 15 out of 34 students got score between 22-24, 7 students got score 24-26 , 6 students got score between 20-22 , 3 students got score

between 12-14 , 2 students got score between 14-16 ,18-20 was acquired by one students each and no one got score between 16-18.
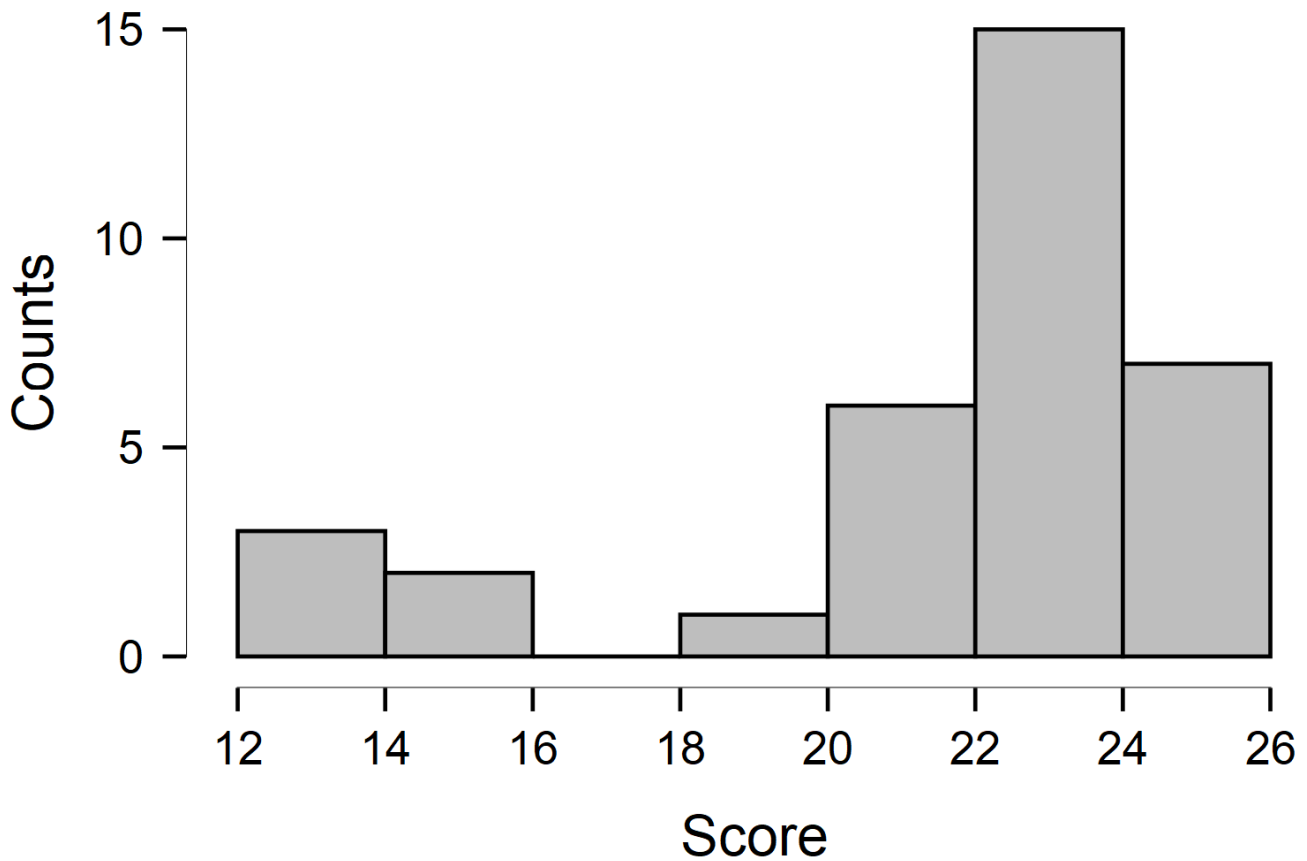
4.8.3 Hindi Medium
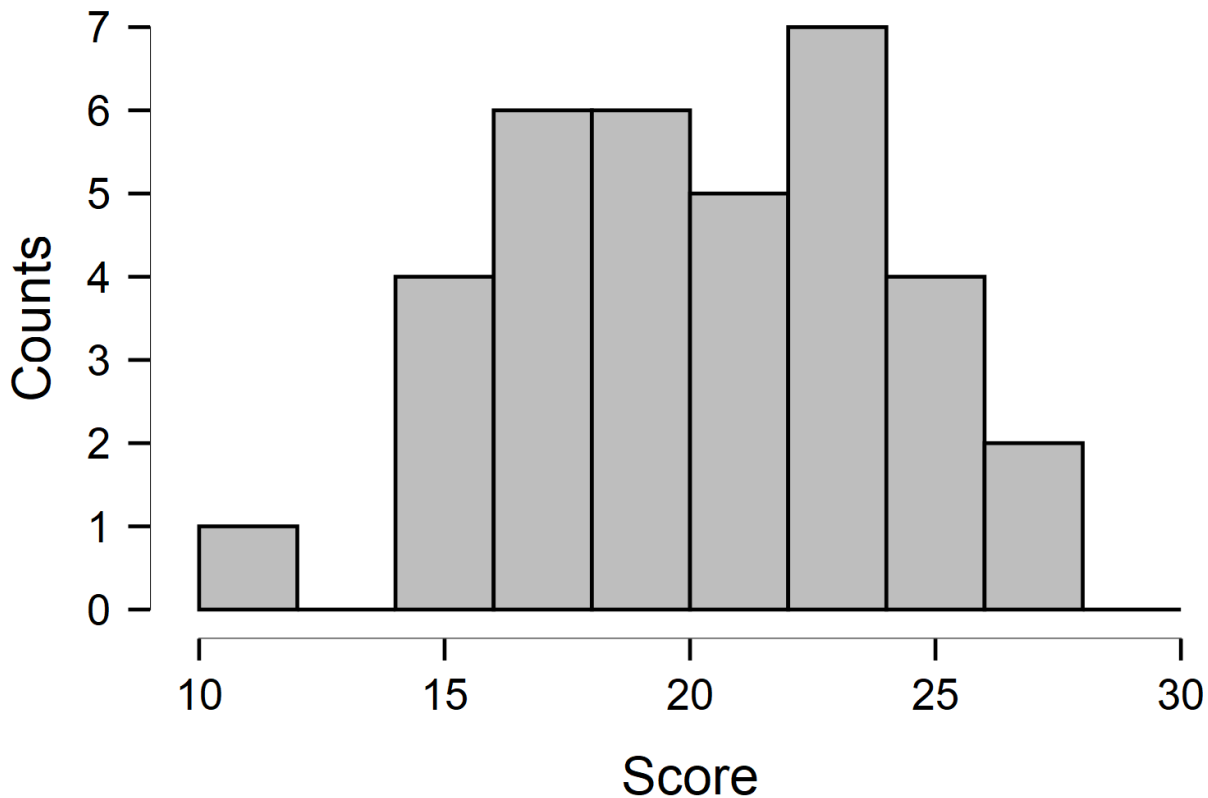
Graph-8

This graph-8 represents data for Hindi medium students and the marks they scored. The x-axis represents score and y axis represents number of students getting particular range of score/counts.

From the graph we can easily identify that 6 out of 35 students got score between 16-18, 6 students got score 18-20, 7 students got score between 22-24, 5 students got score between 20-22, 4 students got score between 14-16 ,4 students got score between 24-26, 2 students got score between 26-28, 1 students got score between 10-12 and no one got score between 12-14 and 28-30.

4.9 Correlation:

	English Medium	Gujarati Medium	Hindi Medium
English Medium	1		
Gujarati Medium	0.047325517	1	
Hindi Medium	-0.469414905	0.005571075	1

The score obtained by the students of English medium and Gujarati medium are correlated with the value of 0.0473, which shows that the scores obtained by the students of English medium and Gujarati medium are positively correlated.

The score obtained by the students of English medium and Hindi medium are correlated with the value of -0.4694 which shows that the scores obtained by the students of English medium and Hindi medium are negatively correlated.

The positive correlation value 0.0473, between scores of English medium and Gujarati medium students tends the rejection of the hypothesis Ho4 (at the 0.05 level of significance).

"There will be no significant relationship between students of English medium and Gujarati medium on the basis of online teaching."

The negative correlation value -0.4694, between scores of English medium and Hindi medium students tends the selection of the hypothesis Ho5 (at the 0.05 level of significance).

"There will be no significant relationship between students of English medium and Hindi medium on the basis of online teaching."

The positive correlation value 0.0055, between scores of Hindi medium and Gujarati medium students tends the rejection of the hypothesis Ho6 (at the 0.05 level of significance).

"There will be no significant relationship between students of Hindi medium and Gujarati medium on the basis of online teaching."

The score obtained by the students of Gujarati medium and Hindi medium are correlated with the value of 0.0055 which shows that the scores obtained by the students of Gujarati medium and Hindi medium are positively correlated.

CHAPTER- 5

SUMMARY

FINDINGS, DISCUSSION

SUGGESTIONS AND

CONCLUSION

CHAPTER 5
SUMMARY

5.1 Introduction

Online teaching is suddenly changed the students and teachers teaching style. It is start a crucial period. Online teaching has been implemented in our entire India country since 2020 due to covid-19. The government implemented rule of on line teaching.

According to Swami Vivekananda
"Education means that process by which character is formed, strength of mind is increased, and intellect is sharpened, as a result of which one can stand on one's own feet".

Swami Vivekananda always believed that the development of a nation is not possible without real education.

Essentiality of Education cannot be neglected as any place and time. It required at every phase of life by all person. Development of any country direct and indirect depends on its Education. Education gives the strength to cope up with different problems faced by a person in their life.

Today, when the pandemic is come, and face to face teaching become difficult, then it is required that there will be some additional mode of teaching and learning by which education can be continued. Break in education destroyed many things so continuity is essential.

For continuing education in the scenario of pandemic, Covid-19, online mode of education is being selected by all over the world. In this online education different applications were used.

For frequently knowing and using online mode of Education, Students and Teachers should have to know the working of applications and they must have different appliances like laptop, mobile, tablets etc.

The present study is done for knowing the impact of online teaching on students and teachers.

Students and teachers are main pillars of education. Any education system is affected by the role of teachers and action of students. So this study is going to done in the direction to know

the affect of online mode of teaching on both of them. This study survey the impact on Baroda district by utilising Google form for collection of data. By analysing the obtain data, researcher interpret the analysed results and make findings and conclusion.

This study is done in the direction of most useful thing in this pandemic situation, that is how we can cope up with our Education gap by utilising online mode of education.

5.2 Rationale of the study

Online learning communities facilitate communication between people who share common interests and learn collaboratively using networked technologies. Researchers and designers have to understand social practices in order to explore and develop technological tools for such collaboration and communication. In this article, a typology and constituents construct a rationale for examining this empirical phenomenon.

The delivery of curriculum content is changing rapidly within education; internet-based learning, a wealth of educational software and an increasingly evident use of ICT within schools are heralding a new approach to pedagogy within Britain. The present government proposes that "we need a new understanding of the pedagogies appropriate for a 21st century educational system", having argued that "traditional methods have not achieved enough." It was evident therefore that as a newly qualified primary school teacher, and an ICT coordinator, I had both the opportunity and the responsibility to consider new approaches to teaching in an attempt to raise standards improve teaching quality and trial and evaluate an innovative approach to curriculum delivery within the primary sector.

In 2003, prior to the government's desire to see all schools adopt some form of online learning platform, BECTA stated that it may "be the case that a fully integrated VLE will not be appropriate for a primary school".

However in 2005, Miles Berry, a deputy primary head teacher from St. Ives, introduced
An online learning platform in his primary school. A report issued in the Times Educational Supplement quoted Berry as being of the same mindset as me having read about the impact of virtual learning environments in higher education; I wanted to see whether discussion forums, collaborative workspaces and online assessment might have a similar impact in a primary school.

Indeed literature, which shall be explored further in this dissertation, concerning the use of virtual learning in higher education has highlighted the many benefits and advantages of online learning. As a fellow primary practitioner I have been equally as interested as Berry as to whether these successes can somehow be transferred into the primary sector. One of my major interests however, as opposed to Berry's more generic and encompassing study of VLEs, was that of online discourse and interaction and how, or indeed if, online discussion enhanced the teaching and learning experiences of primary aged pupils.

Alongside the justification of evaluating the use of such technologies in the primary sector, a further personal motivation for this study is that of professional development.
In his foreword to the government's Learning and Teaching: A Strategy for Professional Development publication, David Blunkett, the then Secretary of State for Education and Employment, stated that, "I believe that professional development is above all about developing extraordinary talent and inspiration, and especially the classroom practice of teachers, by making sure that they have the finest and most up-todate tools to do their job." Indeed, as already mentioned, we have entered into an age in which tools and technology, such as the Internet, are playing a pivotal role in classroom practice and the delivery of learning across the country. Looking at the pandemic times researcher has discovered that something new and unprecedented has been discovered within schools.

5.3 Statement of the problem
A study of online teaching in secondary schools of Baroda city.

5.4 Objective of the study
- To study the benefits of Online mode of teaching- learning from the perception of students.
- To study the benefits of Online mode of teaching- learning from the perception of teachers.
- To study the problems and challenges faced by the teachers in Online teaching-learning.

- To study the problems and challenges faced by the students in Online teaching-learning.

5.5 Explanation of terms

Knowledge of online teaching-

The Knowledge of online teaching to prepare the time management teaching style, knowledge of new apps and technology. Change the perception of teaching style.

5.6 Hypothesis

- There will be no significant relationship between teachers of English medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between teachers of English medium and Hindi medium on the basis of online teaching.
- There will be no significant relationship between teachers of Hindi medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between students of English medium and Gujarati medium on the basis of online teaching.
- There will be no significant relationship between students of English medium and Hindi medium on the basis of online teaching.
- There will be no significant relationship between students of Hindi medium and Gujarati medium on the basis of online teaching.

5.7 Methodology

This study is quantitative as well as descriptive in nature and used both teachers and students data for analysis. A modified questionnaire has been used to collect data from students   and teachers in many schools. The respondents of the survey are the students and teachers who are actively using online platform for their regular course during Covid-19 lockdown. The survey was conducted in the school of Baroda city.

.5.8 Limitation of online study

Today's online learning is better than yesterday's; and online learning of tomorrow will be better than today's.

It is true that, although online learning might be convenient and flexible, it is also a solo act. It will not be easy for all of your learners to feel comfortable when participating in online discussions**.**

Being constantly online is the new reality, but the truth is that using a computer or a tablet all the time can cause poor vision, strain injuries, and other physical problems. If your eLearning audience lacks self-discipline, it is unlikely that they will be motivated to self study. No matter how carefully you design your e-learning course.

There is no guarantee that your messages will get across. If your eLearning audience lacks self-discipline, it is unlikely that they will be motivated to self study.

This is obviously the greatest benefit of online learning. You own a computer and have an internet connection, it doesn't matter in which part of the world you are. Learners can access information from anywhere, anytime.

Online learning allows learners to study at their own pace, whether they are students, busy adults, or employees.

online learning does everything in its power to ensure that all learning needs are met. online learning allows for immediate access to additional online resources, which is always a bonus. Not only learners are able to begin their online learning immediately online learning location is no longer a barrier; neither are culture and nationality.

Translating and customizing your online courses to address different cultures in various languages makes possible for your eLearning content to travel all around the world and reach the widest possible audience.

5.9 Delimitation of the study

The present study is delimited to students and teachers of English medium, Gujarati medium and Hindi medium of Baroda district.

5.10 Population of the study

There are total 118 secondary school in Baroda city. The investigator was selected 6 schools for her study.

Name of school	Medium of instruction
Gujarat Public School	English
Ambe Vidyalaya	English
Shree Saraswati Vidyalaya	Gujarati
Atharava Vidyalaya	Gujarati
Shree Ram Sainik Hindi Vidyalaya	Hindi
Shree Krishna Hindi Vidyalaya	Hindi

5.11 Sample of the study

For the selection of sample, Six schools were randomly selected from the list of 118 secondary school affiliated to different school with the help of random number. 90 students those completed all the data collection tools comprised as the sample for the present study.

5.12 Design of the study

Impact of online in secondary school for 9th class students in Baroda city. Information on the status of online teaching will be collected in the secondary school for the students and teachers. The survey method of research will be adopted by researcher .this will be a descriptive survey which will be useful in collecting data for future study.

5.13 Tools for the study

The Investigator has made Google form for topic related data collection. To study teaching style online learning for students and teachers. The investigator selected by 30 questions for students and 30 questions for teachers. Total no. of 60 questions. All questions framed in YES and NO for answers. Yes for 1 mark and NO for 0 marks.

5.14 Data collection

The data was collected for study impact of online learning teachers and students during in covid-19. The investigator selected 6 schools for data collection. There was 2-schools English medium, 2-schools Gujarati medium and 2-schools Hindi medium. All teachers and students co-operate to fill Google forms test. All the data collect in response prepare by Google in two excel sheet.

5.15 Data analysis

The collected data will be analyzed by content analysis on the basis of data collected which the investigator will prepare using quantitative techniques like mean, median mode, standard, deviation, frequencies   and percentage.

5.16 Findings and Discussion

Finding

The purpose of this study was to examine students' perceptions towards the online education based upon the online learning experiences they had. Students perceptions toward online education based on their own experiences have been examined.

The factors which shaped those students' online education experiences have also been investigated.

 30 teachers who have taken a sample for their research, 10 English medium, 10 Gujarati medium and 10 Hindi medium teachers.

In the previous chapter shows chart table no.-1, 10 English medium teacher's Mean value is 20.20, Median value is 21, and Mode value is 21 in data.

Investigator find that 10 Gujarati medium teacher's Mean value is 20.10, Median value is 19, and Mode value is 18 in data.

In the 10 Hindi medium teacher's Mean value is 19.30, Median value is 19.50,Mode value is 18 in data.

The negative correlation value -0.2255, between scores of English medium and Gujarati medium teachers. The negative correlation value -0.5173, between scores of English medium and Hindi medium teachers. Only the positive correlation value 0.2298, between scores of Hindi medium and Gujarati medium.

In the Previous chapter shows chart table no.-2 Out of 90 students, 21 students of English medium, 34 students of Gujarati medium and 35 students of Hindi medium.

In English medium student's Mean value is 19.571, Mean Median value is 19. Mode value is 23 in data.

In Gujarati medium student's Mean value is 22.08, Median value is 23.50. Mode is 24 in data.

In Hindi medium student's Mean value is 20.60, Median value is 21. Mode value is 19 in data.

The negative correlation value -0.4694, between scores of English medium and Hindi medium students and The positive correlation value 0.0055, between scores of Hindi medium and Gujarati medium students The positive correlation value 0.0473, between scores of English medium and Gujarati medium students tends.

Discussion:

Present study is conducted by the researcher to know the impact of online teaching and learning on the teacher and students.

As we all know that in the present scenario of Covid-19 there is no possibility of offline teaching, in this online teaching help us a lot. But in this online teaching students and teachers face lots of problems.

For knowing the problems in online mode of teaching, this study is conducted by the researcher.

Students and teachers must have a good knowledge of different applications of online mode of teaching; they must have equipments like laptops, mobile, tablets etc. This direct and indirect influences the financial and mental status of students and teachers.

Researcher conducts the study on Baroda district and got many findings by the analysis of the study.

Study of Lee, Kinzie & et.al (2012) on the teachers for knowing the impact of online support for teacher's open-ended questioning support the finding of present study that, the negative correlation value tends the selection of null hypothesis. In the study of Lee, Kinzie & et.al (2012), there was also a relationship found among the teachers of different medium.

Study of Naresh B (2017) support the finding of the present study, there is a significant relationship among the students of different medium on the basis of impact of online mode of teaching. The study of Naresh B (2017) also shows a significant relationship among the students of different medium on the basis of impact of online mode of teaching.

Study Meenakshi Thanaji (2018) revealed that students like offline mode of education than online mode of education that support the finding of present study. In the present study majority of students obtained the scores near to mean which supported by the study of Meenakshi Thanaji (2018).

Aswini P.(2019) conducted a study on online mode which supported the finding of present study with respect to mode obtained. The mode is the frequently obtained value which denoted the number of right answer given by the students and teachers which revealed the likeness of online mode by students and teachers.

Konige (2020), also supported the findings of rejection of null hypothesis when the study conducted on students of different medium by showing a highly positive correlation that is value in between positive 0.8 to 1.0

Like & Moorhouse (2020) also supported the findings of present study by finding nearly same meaning of standard error and standard deviation as the present study.

Mishra, Gupta & et al. (2020), also supported the findings of present study by evaluating that the students enjoyed online but they like most the offline teaching and their performance is also good in offline mode by showing higher value of skewness and kurtosis as in present study.

Study of Katherine (2020) also supported the findings of present study by the highly positive skewed values of the data which show the interest of students towards online mode of teaching and learning.

Study of Bhaskar (2020), also supported the study in relation to teachers difficulty in online mode of teaching by showing the sharp peak of lepto kurtosis.

Study of Joshi (2020), Hodges & Moore(2020), Orif & Elyas (2021) and Baw(2020) also supported the findings of present study. In their study it was found that students and teachers both have problems in online mode of teaching and learning as in present study.

The support of findings of present study by different study shows that the present study have good research support and it's conducted by the researcher in appropriate manner and proper way. Support also shows that the analysis was also done by the researcher in sequential manner.

5.17 Suggestion

- The study can be done in different district other than Baroda.
- More samples can be taken for better results.
- Interview can also be taken both of students and teachers for good results.
- Before Covid and In Covid situations can be compare with respect to online mode of Education
- Administrative personnel can also be taken for the study
- Offline data collection can improve the results.
- Out of Gujarat study can be done

5.18 Conclusion

The findings from this research suggest that online teachers may benefit from additional professional development, particularly in relation to sup-porting student perseverance and engagement in online courses. It further documents the lack of preparation for online instruction provided during pre service education despite the fact that over two million students are being taught by online teachers. Given that these teachers are tasked with both content instruction and supporting students within the online learning environment. There is a pressing for more focus on supporting teachers to respond to these tasks. Pre-service

education programs and online learning programs should consider providing more opportunities for both current and future online teacher to build their knowledge and skills related to student perseverance and engagement. At the same time, researchers should examine these practices to de-termine the most effective ways to support online teachers in their efforts to support students. Although these efforts require time and dedication from practitioners and researchers, there is the potential to enhance online teachers instructional practices and improve students outcomes.

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APPENDICES

Survey of Research In School
Impact of online teaching for students

* Required

1. Name *

   _____

2. Class *

   _____

3. Email

   _____

4. Name of school *

   _____

5. Are you comfortable using computers? *

   Mark only one oval.

   ⬭ Yes
   ⬭ No

6. Do you know how to access internet? *

   Mark only one oval.

   ◯ Yes

   ◯ No

7. Do you have availability of mobile or laptop at the time of your routine classes? *

   Mark only one oval.

   ◯ Yes

   ◯ No

8. Would you actually not mind if you never meet my teacher or classmate in person? *

   Mark only one oval.

   ◯ Yes

   ◯ No

9. Do you like the idea of not having to drive /commute to schools? *

   Mark only one oval.

   ◯ Yes

   ◯ No

10. Do you mind asking questions when you have a problem or question? *

    Mark only one oval.

    ◯ Yes

    ◯ No

11. Do you think it would be exciting to attend classes with people across the city/state/country? *
Mark only one oval.

○ Yes

○ No

12. Do you like new technologies which may require new approaches to learning and problem solving? *
Mark only one oval.

○ Yes

○ No

13. Do you believe that high quality learning can take place without face- to -face interaction? *
Mark only one oval.

○ Yes

○ No

14. Do you have knowledge of different online platform like google, meet, zoom? *

Mark only one oval.

○ Yes

○ No

15. Is it feasible to take online classes in household environment? *

Mark only one oval.

◯ Yes
◯ No

16. Do you feel comfortable attending online classes? *

Mark only one oval.

◯ Yes
◯ No

17. Are you understanding the subject matter being served online? *

Mark only one oval.

◯ Yes
◯ No

18. According to you best option are online mode? *

Mark only one oval.

◯ Yes
◯ No

19. Have unfair means of passing examination propelled when taking online class? *

Mark only one oval.

◯ Yes
◯ No

20. Are you happy with this online structure? *

Mark only one oval.

◯ Yes

◯ No

21. Do you think online mode of education should be continued after the finish of covid? *

Mark only one oval.

◯ Yes

◯ No

22. What do you think online mode of education is everlasting? *

Mark only one oval.

◯ Yes

◯ No

23. Do you have internet /Wi-Fi connection at home? *

Mark only one oval.

◯ Yes

◯ No

24. Do you have sufficient computer knowledge/IT skills to manage your online learning? *
Mark only one oval.

- Yes
- No

25. Any guidelines were provided before starting online lectures by your teachers? *

Mark only one oval.

- Yes
- No

26. Do you feel frustrated and lack interest in learning while being locked down? *

Mark only one oval.

- Yes
- No

27. Do you gained experience of learning in a new online environment? *

Mark only one oval.

- Yes
- No

28. Does online classes require motivation? *

Mark only one oval.

◯ Yes
◯ No

29. Do you have inconsistent/poor contact and communication with teachers? *

Mark only one oval.

◯ Yes
◯ No

30. Teacher's personal attention and co-operation is lacking ? *

Mark only one oval.

◯ Yes
◯ No

31. Do you find difficulty in attending practical sessions? *

Mark only one oval.

◯ Yes
◯ No

32. Do you find mathematics difficult to learn online? *

Mark only one oval.

◯ Yes
◯ No

33. Do you experience a frequent headache or redness in eyes or any other health related problems due to more screen time? *
Mark only one oval.

◯ Yes
◯ No

34. Do you think online teaching has disturbed your sleep cycle in any way? *

Mark only one oval.

◯ Yes
◯ No

Google

DISSERTATION

Impact of online teaching for teacher

* Required

1. Email *

   _____

2. Name *

   _____

3. Email *

   _____

4. Name of School *

   _____

5. Do you have sufficient computer knowledge and IT skills to conduct the classesonline?
   *

   Mark only one oval.

   ⬭ Yes

   ⬭ No

6. Do you prefer/ want to have a training on how to take online classes? *

    Mark only one oval.

    ◯ Yes

    ◯ No

7. Do you prefer/ want to have training/module on how to prepare online teaching material? *

    Mark only one oval.

    ◯ Yes

    ◯ No

8. According to you online mode is better then offline mode? *

    Mark only one oval.

    ◯ Yes

    ◯ No

9. Do you find any difficulty in making power point presentations or word documentsfor teaching? *

    Mark only one oval.

    ◯ Yes

    ◯ No

10.   Do you have access to internet/ Wifi? *

Mark only one oval.

   ◯ Yes
   ◯ No

11.   Do you think online classes take more time to teach a topic than in face to face
       interactive offline class? *

Mark only one oval.

   ◯ Yes
   ◯ No

12.   Do you find difficulty in checking copies and home works online? *

Mark only one oval.

   ◯ Yes
   ◯ No

13.   Do you find difficulty in teaching mathematics/ science online? *

Mark only one oval.

   ◯ Yes
   ◯ No

14. Do you find difficulty in taking practical classes online? *

Mark only one oval.

◯ Yes

◯ No

15. Do you think strength of class has increased/ decreased on average online *

Mark only one oval.

◯ Yes

◯ No

16. Do you find the flexible hours of online classes? *

Mark only one oval.

◯ Yes

◯ No

17. Chances of cheating/ copying answers have increased in online teaching? *

Mark only one oval.

◯ Yes

◯ No

18.   Are you happy with your current method of teaching? *

Mark only one oval.

⬭ Yes

⬭ No

19. Do you think extra curricular activities is lacking online? *

Mark only one oval.

Yes

No

20. Do you think online teaching is hampering all round development of students?(eg: Sports/Arts/Debate etc.) *

Mark only one oval.

Yes

No

21. Do you feel the sense of brotherhood is lacking online in students? *

Mark only one oval.

Yes

No

22. Do you find the need to give students proper break during classes so that they canhave time to think about the topic and can ask question as doubt ? *

Mark only one oval.

Yes

No

23. Do you feel the motivation in students is lacking online ? *

Mark only one oval.

⭘ Yes

⭘ No

24. Do you feel home environment is suitable for teaching online ? *

Mark only one oval.

⭘ Yes

⭘ No

25. Do you get distracted by family members during classes ? *

Mark only one oval.

⭘ Yes

⭘ No

26. Do you think it is difficult to get an immediate response /feedback to what hasbeen taught online ? *

Mark only one oval.

⭘ Yes

⭘ No

27. Are you able to clear all the doubts of students online ? *

Mark only one oval.

◯ Yes

◯ No

28. Are you happy with the student-teacher interaction online ? *

Mark only one oval.

◯ Yes

◯ No

29. What do you think is more effective traditional classroom classes or online teaching mode ? *

Mark only one oval.

◯ Yes

◯ No

30. Would you like to take online classes even after the pandemic gets over ? *

Mark only one oval.

◯ Yes

◯ No

31. Do you think students grab/ understand everything that's been taught to them online ? *

Mark only one oval.

○ Y
○ e
  s

  N
  o

32. Are you able to maintain work life balance during covid ? *

Mark only one oval.

○ Y
○ e
  s

  N
  o

33. Do you feel any health related issues due to long screen time ? *

Mark only one oval.

○ Y
○ e
  s

N

o

34.   Do you feel change in sleep cycle due to online teaching? *

Mark only one oval.

○   Y

○   e

s

N

o