



GURU RAMDASS COLLEGE OF EDUCATION

(Under the aegis of DSGMC, Affiliated to GGSIPU, Recognized by NCTE)

West Jyoti Nagar, Kardam Marg, Shahdara, Delhi-94

Invites you for

12th National Conference

on

“Post Covid Challenges, Threats and Opportunities in Teaching-Learning Scenario.”

February 04th , 2023

In BLENDED MODE

At Conference Hall, GRDCE & Virtual Mode

Key Resource Person:

Prof. Dhananjay Joshi

VC, DTU

Registration Link: <https://forms.gle/MY3hUACNg1DXEXw68>





12TH NATIONAL ONE DAY CONFERENCE

On

“POST COVID CHALLENGES, THREATS AND OPPORTUNITIES IN TEACHING- LEARNING SCENARIO”

On

*February 04th, 2023
(Saturday)*

Conference Proceedings

Organized by

GURU RAM DASS COLLEGE OF EDUCATION
(NAAC Accredited, NCTE Recognized, GGSIPU Affiliated, DSGMC Managed)

At

GRDCE Campus (Hybrid Mode)

West Jyoti Nagar, Kardam Marg, Loni Road, Shahdara, Delhi





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West Jyoti Nagar, Kardam Marg, Shahdara, Delhi-94.



MESSAGE

It is a matter of great pleasure and pride that Guru Ram Dass College of Education, Shahdara, Delhi has taken a lead in organizing its 9th Annual Two Day Conference on ***“POST COVID CHALLENGES, THREATS AND OPPORTUNITIES IN TEACHING-LEARNING SCENARIO”*** on 04th February 2023. We are indebted to Resource person, Delegates, Paper Presenters, Teachers, Students and the Organizing team for their enthusiastic participation, active deliberations and Joint efforts to make this Conference a success.

The Event re-established the importance of an important stake holder in Indian School system; i.e. the Trainee Teachers who will become the future teachers in the system. It also confirmed that these stake holders are very keen observers and can become the actual agents of change in Indian Schools. We hope to continue with our efforts for the betterment of Indian Education System.

Dr. Neeraj Priya
Principal
GRDCE

ABOUT THE CONFERENCE

INTRODUCTION:

COVID-19 has caused the largest disruption to education systems in history. Closures of schools and other learning spaces have impacted almost 1.6 billion learners in over 190 countries, representing 94 percent of the world's student population. The sudden increase in demand for remote learning has made the divides in digital infrastructure, teaching capacity and both basic and advanced skills clear and unavoidable.

Despite numerous efforts to continue online experiences and delivering education remotely, gaps in access and quality have threatened to reverse the progress made in learning standards over the past two years. The global health pandemic has shined a harsh light on the opportunities, vulnerabilities and challenges school education is facing. On one hand, it has surfaced extraordinary human resourcefulness and potential of teachers learning, accepting and shifting to new technologies. But on the other hand post Covid students are showing increased learning gaps, attitude and emotional issues, attention deficit problems, being distracted and lazy.

This poses a huge Challenge for Teachers. It is evident that we cannot return to the world as it was before. Hence we need to deliberate on:

- The Pros & Cons of Online Classes,
- The Opportunities & Threats posed by Technology.
- Finding the compensation for missing Humane touch
- Identifying new strategies to improve upon the learning gaps.

Keeping this in mind, Guru Ram Dass College of Education is endeavoring to give platform to a Diaspora of stake holders (Students, Teachers, Parents and School Leadership) to sit back, discuss and deliberate upon choices and decisions guided by shared principles and visions of desirable collective futures.

OBJECTIVES OF CONFERENCE:

- To provide a forum for the exchange of ideas, on the Teaching Learning issues faced by stake holders both during & post Covid.
- To deliberate on the experiences & reflections of different stake holders regarding Technological shifts in pedagogies.
- To share practical insights and Case studies of different Schools.
- To seek opportunities for collaboration among different stake holders for better strategies to tackle challenges.

THEME OF CONFERENCE:

“POST COVID CHALLENGES, THREATS AND OPPORTUNITIES IN TEACHING-LEARNING SCENARIO”

SUBTHEMES:

- A. Post Covid Learning Gaps- Identification & Strategies.
- B. Missing Humane Touch in Technology Oriented Classes.
- C. Technology- A Bane or Boon for post Covid Classrooms.
- D. Case Studies & Reflections of Stake Holders such as:
 - i. Students
 - ii. Teachers
 - iii. Parents
 - iv. Educational Leadership.

CONFERENCE DETAILS:

DATE	04TH February, 2023
VENUE	GRDCE Campus.
MODE	Blended
TIMING	10:00- 3:30 PM
COORDINATOR	Dr. Geeta Pathak, Associate Professor, GRDCE
CONVENOR	Dr. Neeraj Priya , Principal , GRDCE
PATRON	S. Harmeet Singh Kalka, President, DSGMC S. Jagdip Singh Kahlon, Gen. Sec., DSGMC S. Balbir Singh, Chairman, GRDCE S. Gurmeet Singh Bedi, Manager, GRDCE
REPORTAIRE	Dr. Geeta Pathak, Associate Professor, GRDCE

ABOUT PARTICIPANTS:

Invited Guests:	10
Paper Presenters:	
• Principal/ Professor	03
• Associate Professor	04
• Assistant Professor	16
• School Teachers	11
• Research Scholars	04
• Teacher Trainees	08
Audience	
• BEd Trainees	90
• Faculty	09
Total	155

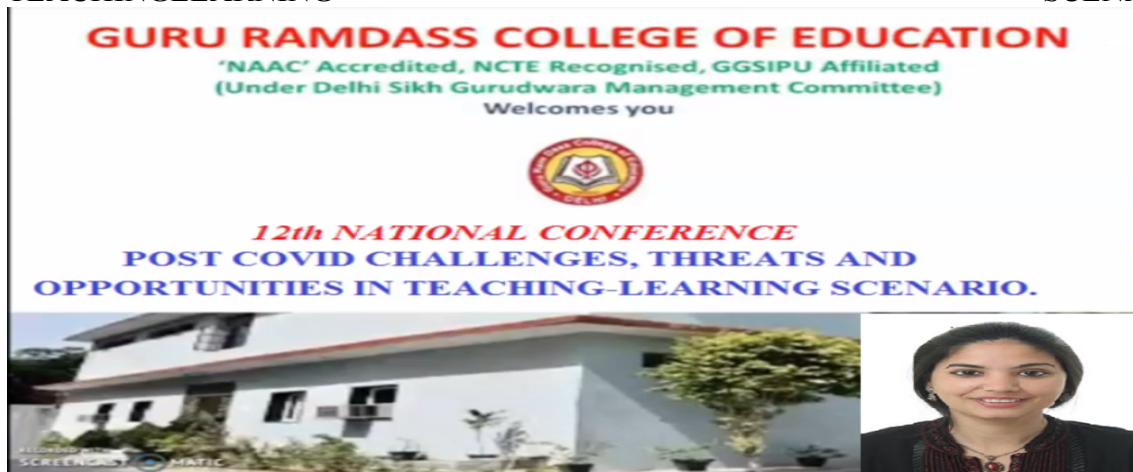
PROGRAM SCHEDULE:

TIME	PROGRAMME		
9:30-10:00 A.M.	REGISTRATION		
10:00-10:30 A.M.	INAUGURAL SESSION		
10:30-11:30 A.M.	KEY NOTE ADDRESS BY PROF. DHANANJAY JOSHI VC, DTU		
11:30-12:00 A.M.	TEA BREAK		
12:00 – 2:30 P.M.	TECHNICAL SESSION I : Post Covid Learning Gaps- Identification & Strategies.	TECHNICAL SESSION II: Missing Humane Touch in Technology Oriented Classes.	TECHNICAL SESSION III : Technology- A Bane or Boon for post Covid Classrooms.
2:30-3:00 P.M.	LUNCH BREAK		
3:00 - 3:20 P.M.	VALEDICTORY ADDRESS		
3:20-3:30 P.M.	VOTE OF THANKS		
3:30 P.M.	NATIONAL ANTHEM		

PROCEEDINGS OF THE CONFERENCE

INAUGURAL SESSION

The CONFERENCE commenced with the Conference introduction presented by Dr. Geeta Pathak, Associate Professor & Coordinator Conference. She highlighted that Despite numerous efforts to continue online experiences and delivering education remotely, gaps in access and quality have threatened to reverse the progress made in learning standards over the past two years. The global health pandemic has shined a harsh light on the opportunities, vulnerabilities and challenges school education is facing. On one hand, it has surfaced extraordinary human resourcefulness and potential of teachers learning, accepting and shifting to new technologies. But on the other hand post Covid students are showing increased learning gaps, attitude and emotional issues, attention deficit problems, being distracted and lazy. This poses a huge Challenge for Teachers. It is evident that we cannot return to the world as it was before. Keeping this in mind, Guru Ram Dass College of Education is endeavoring to give platform to a Diaspora of stake holders (Students, Teachers, Parents and School Leadership) to sit back, discuss and deliberate upon the theme, “POST COVID CHALLENGES, THREATS AND OPPORTUNITIES IN TEACHING-LEARNING SCENARIO.



It was followed by Lightning of the lamp and invocation.



Then the Organizers Presented a Survey they conducted in Schools among School teachers & School Principal regarding their experiences & reflection regarding the transition they facilitated from Offline to Online & vice Versa Teaching Learning Process.



This was followed by the official welcome and felicitation of Chief Guest [Key note speaker Professor (Dr.) Dhananjay Joshi, Vice Chancellor, Delhi Teachers University).



Prof. Dhananjay Joshi is the founding Vice-Chancellor of Delhi Teachers University, established in January, 2022 by the Government of NCT of Delhi.

In a career spanning over two decades, Prof. Joshi has donned many hats - a teacher, scholar, poet, and author. Formerly, he was the Dean and Professor of Education at GGSIPU, New Delhi, wherein he was also among the founding faculty members of the School of Education.

Dr. Dhananjay Joshi

As a prelude to the Inaugural Session, Chief Guest was formally introduced to the audience which was followed by Key note address by Prof. M. C. Sharma.

KEY NOTE ADDRESS BY PROF. (Dr.) DHANANJAY JOSHI, VC, DTU

Professor Joshi emphasized that all facets of society were impacted by the COVID-19 outbreak because people were instructed to self-quarantine in their houses to stop the virus's spread. The lockdown has negative effects on mental health, leading to issues including despair, tension, and frustration. Several studies found that COVID-19 had the following effects on students of all ages: time spent on self-study and online classes, learning medium, sleeping patterns, daily fitness routine, and the resultant consequences on weight, social life, and mental health. Also, we discovered that participants used a variety of coping strategies to manage their stress and anxiety and also asked for support from those in their immediate vicinity. Here comes the role of Educationalists & teachers, who not only took care of Educational needs of students but also assisted them in their Psychological Crisis. This Conference is an earnest effort to give platform to those Teachers, Parents and Students to reflect on this situation and take away the best lessons. He congratulated the hosts for such a thoughtful theme.

meet.google.com/knv-upmh-sgh?authuser=0

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In-call messages

Messages can be seen only by people in the call and are deleted when the call ends

JYOTIKA ELHANCE 11:46
What a deep and insightful keynote address Prof. Joshi!! Feel extremely happy and privileged to be part of this erudite session ☺
You have sketched so beautifully what all of us have gone through during corona...painted such a graphic picture that it resonates with all of us. Besides, it is inspiring and motivating us to give our very best to our students and to the society at large. Superb analysis...very impressive!!!
Congratulations to the entire team of GRDCE

Geeta Pathak 11:49
feedback link

Send a message to everyone

11:56 | knv-upmh-s... Track Attendance

TECHNICAL SESSION I: Post Covid Learning Gaps- Identification & Strategies

Chaired by Dr. Arti Bhatnagar & Hosted by Ms. Neha Madan

Technical Session-I had 11 paper presentations. Each paper presentation was followed by open discussion facilitated by Ms. Neha Madan and a comprehensive feedback by Dr. Arti Bhatnagar thereby making it a very interactive session. Dr. Bhatnagar concluded the session by congratulating the presenters for accurate insights and brilliant presentations.

Host: Ms. Neha Madan

Chairperson: Dr. Arti Bhatnagar

Link: <https://meet.google.com/zdx-powg-ugg>

<u>S. No</u>	<u>Paper ID</u>	<u>Paper Title</u>	<u>Paper Author</u>	<u>Author Detail</u>	<u>Institution Affiliation</u>
1	20230302	Post Covid Learning Gaps – Identification and Strategies	Dr. Seema Sharma Ms. Ritu	Principal Asst Prof	KRCHE, Delhi
2	20230308	Strategies to combat post Covid learning gaps	Ms. Monisha	Research scholar	DoE, Bangalore University,
3	20230311	Language barrier in online Classrooms: Teacher communication Skills	Ms. Anita Sharma	Asst Prof	GRDCE
4	20230312	Post Covid learning gaps – Identification and strategies	Ms. Sonali Verma Ms. Diksha Gupts	School Teachers	Flora Dale SSS Saraswati Bal Mandir School
5	20230316	Post Covid 19 learning gaps in special needs students(CWSN)	Ms. Ashima Dhingra	Research scholar	Asthavakra Institution of Rehabilitation Sciences & Research
6	20230320	Schooling in post Covid times	Saurabh Mangla	PRT Science	Summer Fields School
7	20230321	Post Covid learning gaps- Identification and Strategies	Dr Saloni Goel Ms Vandana.	Math Educator TGT (Math)	Mayo College, Ajmer. Alpine Public School, Khurja.
8	20230323	Metamorphosis of Indian education post pandemic and further discourse of action	Ms. Vaishnavi	Public Speaking and Creative writing teacher	Planet Spark
9	20230324	Learning gaps- a bug in education	Ms. Dimcle Riji	TGT	GBBS, BABARPUR
10	20230326	Post Covid learning gaps identification and strategies	Aishwarya P Tanya Malhotra	Teacher Trainee	GRDCE
11	20230332	Post Covid Learning in Students – Reflections and Strategies	Ms.Namrata Gunwant	PhD. Scholar	IGNOU, Delhi

1. Paper Title: POST COVID LEARNING GAPS – IDENTIFICATION AND STRATEGIES (Paper Id: 20230302)

Paper Author(s):

- **Dr. Seema Sharma (Principal, KRCHE, Delhi) &**
- **Ms. Ritu (Assistant Professor, KRCHE, Delhi)**

ABSTRACT-

Learning Gap is a difference between what a student has learned and what a student was anticipated to learn by a specific point in their education. COVID-19 pandemic has greatly impacted education around the world. It leads to various learning gaps among students all over the world. Their learning gaps cause major learning losses and academic setbacks. This paper focuses on identification of those learning gaps and provides possible strategies to fill these learning gaps. For this paper, targeted population will be the teachers of Higher Education Institutions. Sample of 25 teachers will be selected using convenience sampling method. Data collection will be done through interview schedule method. The collected data will be analyzed using qualitative analysis method.

Keywords: *Post Covid Learning Gaps, Lockdown.*

2. Paper Title: STRATEGIES TO COMBAT POST COVID LEARNING GAPS. (Paper Id: 20230308)

Paper Author(s):

- **Ms. Monisha (Research Scholar, DoE, Bangalore University)**

ABSTRACT-

COVID-19 caused a sudden nationwide closure of all schools. When students and teachers opted for remote teaching, schools found it difficult to deliver the same quality of education, creating post pandemic learning gaps. Students have lagged owing to learning gaps in education due to the pandemic. This is especially true for students from poor socioeconomic backgrounds. Teachers may have changed or stopped teaching specific skills as a result of the closing of the schools. Teachers can mutually discover what their colleagues taught, changed, or removed in the previous school year and make plans appropriately by having all grade level team leaders meet. Through implementing the following strategies the issue of learning gaps can be combated. To give children time to catch up and learn at their own speed, this method focuses on dispersing the learning over several years and grades. Combine grades learnings: A 3rd -grader starting school for the first time is expected to be familiar with material from grades 1 and 2. To lay the groundwork, the first year can be devoted to learning material from grades 1 and 2. The remaining material for grades 2 and 3 may be absorbed the next year, and then some material for grade 4 can be learnt. By the end of grade 4, students should have mastered certain grade-level competencies. Divide into small steps: To increase flexibility in teaching and learning, the complete curriculum must be broken down into weekly schedules. Teachers that use a modular approach to instruction can better manage their time throughout the year. Emphasise important competencies: The development of a curriculum for bridging should put an emphasis on fundamental abilities. Children are better equipped to master all facets of the language and use it in a variety of circumstances when literacy instruction is skill-based. Continue to monitor student progress: Regular classroom evaluation must be incorporated as a crucial curriculum component to assist teachers in adapting their instructions to the students' requirements. Additionally, teachers may determine where students are and pick up where they left off by evaluating students' current knowledge and abilities.

3. Paper Title: ऑनलाइन कक्षा में भाषा-अवरोध :अध्यापक सम्प्रेषण कौशल (Paper Id: 20230311)

Paper Author(s):

- **Ms. Anita Sharma (Assistant Professor, GRDCE, Delhi)**

ABSTRACT-

जब अध्यापक और छात्र भौतिक दूरी और समय के कारण एक-दूसरे से पृथक होते हैं तो वैकल्पिक माध्यम संसाधनों के उपयोग द्वारा शिक्षण और अधिगम को चलाने वाला तंत्र ऑनलाइन कक्षा कहलाता है। कंप्यूटर माध्यम संचार तंत्र, वीडियो , पी पी टी , अनुदेशनात्मक एल एम एस , इत्यादि तंत्रों के उपयोग द्वारा शिक्षण-अधिगम की प्रक्रिया इस ऑनलाइन तंत्र के अन्तर्गत चलती है। ऑनलाइन अन्तर्क्रिया की प्रभावशीलता , अन्तर्क्रिया के स्तर , छात्रों की आवश्यकताओं की सन्तुष्टि और कसि प्रकार यह कसि संचार के अवरोध का उन्मूलन करती है, से मापी जाती है। संचार-अवरोध प्रत्येक संचार-प्रक्रिया में उपस्थिति रहते हैं। भौतिक दूरी ,अपर्याप्त तकनीकी कौशल ,माध्यम उपयोग में कठिनाई, अधिक मानवीय अन्तर्क्रिया की आवश्यकता , समय-बाधिता एवं प्रतर्बिधों और भाषा पर कम पकड़ के कारण यह और भी बढ़ जाती है। इन समस्याओं के कारण दूरस्थ शिक्षा प्रक्रिया एवं प्रभावशील संचार अत्याधिक कठिन हो जाता है। इस पेपर में बी.एड. के छात्रों से उनके ऑनलाइन कक्षाओं में सम्मुख आने वाले भाषा-अवरोधों एवं अध्यापक-संचार-कौशल के विषय में उनके सुझावों को रखा गया है। बी.एड. प्रथम एवं द्वितीय वर्ष के 157 विद्यार्थियों को सैपल के रूप में लिया गया। एक स्व-रचति रेटगि-स्केल (अध्यापक संचार कौशल) एवं एक स्व-रचति प्रश्नावली (ऑनलाइन कक्षा में भाषा-अवरोध पर छात्रों की धारणा) बनाया गया। परिणामस्वरूप यह देखा गया की शिक्षकों को स्पष्ट संचार कौशलों के साथ अपने ज्ञान को प्रभावशाली ढंग से छात्रों तक पहुँचाना चाहिये। क्योंकि संचार- कौशल शिक्षण-अधिगम प्रक्रिया में एक महत्वपूर्ण भूमिका निभाते हैं।

Keywords : भाषा बाधाएं, संचार कौशल, ऑनलाइन कक्षाएं

4. Paper Title: POST COVID LEARNING GAPS – IDENTIFICATION AND STRATEGIES (Paper Id: 20230312)

Paper Author(s):

- **Ms. Sonali Verma (School Teacher, Flora Dale SSS, Delhi)**
- **Ms. Diksha Gupts (School Teacher, Saraswati Bal Mandir School, Delhi)**

ABSTRACT-

All over the world, after the Covid-19 pandemic has had a big impact on the education sector. It has also put a lot of pressure on the Indian system of education. As a result, all academic institutions, schools and colleges now teach their students through online platforms, thus forcing the education sector of the country to move its base online .shift the education paradigm from traditional chalk- talk method to online LMS-Blended learning technique .From premier institutions to the school/colleges/universities in rural area, everyone has struggled to some extent and huge amount of ground level remedial work need to be done to overcome the hurdles. Institutions need to be armed with proper infrastructure, teachers need to be trained, contents need to be developed, collaborations need to be built and the list goes on. In this paper we have discussed the challenges faced by the learners and institutes in India in particular and also we have look beyond how this pandemic is going to change the educational path in future.

Keywords: *Post Covid Learning Gaps, Lockdown.*

5. Paper Title: POST COVID 19 LEARNING GAPS IN SPECIAL NEEDS STUDENTS (CWSN). (Paper Id: 20230316)

Paper Author(s):

- **Ms. Ashima Dhingra (Research Scholar, Asthavakra Institution of Rehabilitation Sciences & Research, Delhi)**

ABSTRACT-

The new NEP (National Education Policy) of 2020 seems to have brought many progressive measures along with the RPWD (Rights of Persons with Disabilities) Act of 2016 to bring hope to children with special needs. Although online education has been introduced, it has been difficult for children with special needs as these children need more hands-on education. Covid-19 is a serious disease that is transmitted from person to person. This study aimed to understand the situation of children with special needs who were kept at home with their parents.

The study also aimed to understand the role that parents play in home schooling. Children become more isolated from mainstream society. There has been an increase in the use of cell phones and television by children with special needs. This study adopts phenomenology as a research method because such a design allows researchers to conduct in-depth analysis and description.

Purposive sampling methods were used to identify study participants. But there are also concerns: students with special needs are not able to attend televised lessons on time, many of them do not participate in online lessons and their teachers do not give feedback on their activities. In addition, none of the students with special needs received educational support services, and there was no communication or collaboration between teachers, families, and students. Research data was collected through semistructured interviews and analyzed inductively. The results show that all students, including those with special needs, continue to attend school thanks to online education provided.

Keywords: *Education, Covid-19 Pandemic, Online Education, Children With Special Needs, National Education Policy*

6. Paper Title: SCHOOLING IN POST COVID TIMES (Paper Id: 20230320)

Paper Author(s):

- **Mr. Saurabh Mangla (PRT Science, Summer Fields School, Delhi)**

ABSTRACT-

Covid-19 times; a time which has broadly impacted the entire system of the world whether it is education, medical sciences or jobs etc in most of the negative way. The world cried out in sorrow and witnessed major lockdowns, hunger, and loss of precious lives. Soon time changed after vaccination and every one of us has undergone certain modifications to accept and adapt this as a part of life. The teaching-learning has resumed for the last few months but its good and bad impressions can easily be observed in stakeholders of educational organisations. In post-Covid times, children are more found to be addicted to virtual games & social platforms hence impacting their physical, mental and social health but the positive part is that it made people more tech-savvy and resourceful. Teachers are expected to be multidimensional to repair the learning gaps and approach from most basic to advanced. Parents are also seen taking interest in their ward's study but they take covering huge syllabus as a challenge but thankfully they are connected with their teachers through social platforms for conveying their issues and get guidance & counselling. A sudden drop-out of students was observed in the beginning of the post-Covid scenario hence educational leaders

are trying their best to match their students, teachers and institute with the needs of 21 st century as well as Covid free environment by doing proper sanitisation time to time, providing adequate training workshops, planning excursions & events and starting more of HPE clubs in their institute.

Keywords: *Post Covid Learning Gaps, Lockdown.*

7. Paper Title: POST COVID LEARNING GAPS- IDENTIFICATION AND STRATEGIES (Paper Id: 20230321)

Paper Author(s):

- **Dr Saloni Goel (Maths Educator, Mayo College, Ajmer)**
- **Ms Vandana. (TGT Maths, Alpine Public School, Khurja)**

ABSTRACT-

Education sector has perhaps been the hardest hit by COVID, the pandemic and the lockdown measures that followed. Though it is a good sign that the children are back in their institutions but the effect of the two-year hiatus is quite apparent. It has permeated to every level ranging from kindergarten to college going students and even working professionals. The learning gaps are reflected in education, manners and etiquettes.

The pandemic has not only been an unprecedented tragedy for many of our children, but it has also provided us with a new reset button to realign the school and learning, has given greater autonomy to teachers, provided on-site and on-demand support to them, and above all has guided us to make our schools & institutions more caring, loving, and vibrant spaces where children feel safe and happy.

Though post COVID, emphasis has been on ascertaining and delving into finding multitude of resources to combat the crisis, but it still seems a long enduring fight. Teachers and educators are facing serious issues where they not only have to deal only with the ordeal of the outward challenges of this profession, but also with plethora of issues inside the classroom as well, like facing serious challenges of learning losses and reduced academic skills, over exposure and dependence on internet and gadgets.

Essentially, what is being argued is the role of the teachers and educators in the post COVID-19 lockdown phase. It has now become more multi-faceted than before. Teachers also need support to reclaim the trust of parents and the larger community around the school. Without the combined effort of the parents, teachers and all stake holders, it will be a herculean task to overcome the negative impact of the learning gaps as posed by COVID though various means and methods are being identified and strategies being devised.

Key Words: *Learning gaps, adversity, multi-faceted, strategies.*

8. Paper Title: METAMORPHOSIS OF INDIAN EDUCATION POST PANDEMIC AND FURTHER DISCOURSE OF ACTION (Paper Id: 20230323)

Paper Author(s):

- **Ms. Vaishnavi (Public Speaking and Creative writing teacher, Planet Sparks, Delhi)**

ABSTRACT-

“Online teaching is like a rising tide. It lifts all other boats.”

The pandemic caused a major children’s rights crisis: all service sectors being profoundly impacted, with the most disadvantaged being disproportionately affected. There are various problems that is unveiled by this pandemic. Some of them are low capacity in digital and e-

learning skills, poor systemic support, and inability to reach all the students. All this gave rise to Digital Divide in democratic divide. This paper talks about three constituents necessary for success of online education that is institution, teachers and students.

One of the ironies is that in spite of govt has launched innumerable of schemes and initiatives and very less teachers know about them. This further has trickledown effect and hardly 1% students are aware about them. Thus the main problem is that curriculum is not in accordance with the technology. Inclusion is like the problematic cherry on the already melting cake of education. To mitigate the challenges brought about by the pandemic. We must also give fuel of Mission Buniyaad instead of criticizing it. The 2030 Agenda for Sustainable Development provides many of the necessary signposts and guidelines. In this report, the International Commission on the Futures of Education—established by UNESCO in 2019 and composed of thought leaders from the worlds of academia, science, government, business and education—presents nine ideas for concrete actions today that will advance education tomorrow. All this transformation will be the foundation stone for the national development.

Key Words: *Post Pandemic Challenges, Education, Digital Divide, Curriculum*

9. Paper Title: LEARNING GAPS- A BUG IN EDUCATION (Paper Id: 20230324)

Paper Author(s):

- **Ms. Dimple Riji (TGT, GBBS, BABARPUR, Delhi)**

ABSTRACT-

COVID 19 has brought a global change in all the sectors including education. All people were fighting for their lives and fulfillment of their daily needs. On one side the middle and the upper class people were laboring hard to keep their jobs there on the other hand, we had daily wages people who were praying for getting a job to fulfill their basic needs which even snatched the childhood of many children who were found working. Two years of complete close down of the offline schools due to COVID has created a bug in the education system. Many students lost their parents in the pandemic which brought the burden of the family on their shoulders. Even after the opening of the schools back to offline mode, there are gaps experienced by all the stakeholders of the school. Students of Government schools who fought for fulfillment of their daily needs during the pandemic period and got engaged in jobs earning for their family, finds it difficult to return to the school life where attending the school on daily basis seems to be useless to them. This loss of interest of students in the education has resulted in dropping rate of attendance hence creating learning gaps. Many methods are been accepted by the educators to bring the students back to the schools. Descriptive study was conducted on the students of Government schools of North- East Delhi to find out the learning gaps and their views about the online and offline schools. Survey was conducted in order to check whether the interest of students was in online schools or offline schools.

Keywords: *Post Covid Learning Gaps, Lockdown.*

10. Paper Title: POST COVID LEARNING GAPS IDENTIFICATION AND STRATEGIES (Paper Id: 20230326)

Paper Author(s):

- **Aishwarya P (Trainee Teacher, GRDCE, Delhi)**
- **Tanya Malhotra (Trainee Teacher, GRDCE, Delhi)**

ABSTRACT-

Covid-19 has disrupted most of the industries in the world, hitting education at its worst. The traditional methods of teaching totally transformed into online mode during that specific period slowly converting into the blended mode. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place. The paper covers the issue faced both on the part of teachers as well as students in shifting into new normal and coming back to the habit of going to school and becoming a part of the teaching learning scenarios breaking the new comfort zones of our houses. In this study classroom observations were carried out to explore challenges in teaching then identification of problems faced by children in the classroom. This research was carried out in two of the schools in Delhi. Sample of this study was students who certainly lacked some interest or were not performing well. Results revealed that most students have problems in Literacy - spelling, reading complex words, and write long words Numeracy- counting, subtraction, multiplication and divide. They were lacking in the basic concepts that were already covered in the previous classes. The basic problem that came up was lack of interest along with the major learning gaps that arose due to the two year long gap in online mode. Motivation, individual attention, restoration and development of self-confidence, elastic curriculum, remedial instruction, healthy environment, are some of the suggestions to overcome this challenge and the main focus should be given to the restoration of basic skills in literacy and numeracy that they have lost in the comfort zones of their houses. 'Evaluation for learning' should be the more important than 'evaluation of learning'.

Keywords: *Post Covid Learning Gaps, Lockdown.*

11. Paper Title: POST COVID LEARNING IN STUDENTS – REFLECTIONS AND STRATEGIES (Paper Id: 20230332)

Paper Author(s):

- **Ms. Namrata Gunwant (Research Scholar, IGNOU, Delhi)**

ABSTRACT-

Covid-19 pandemic on one hand opened avenues for online mode of teaching at all levels of education but on the other hand it resulted in widening the digital gap between the haves and have-nots. The gap which was created is now being visible in the form of learning gaps, attention span, arithmetic skills, basic reading and writing skills etc. in the school going children. The teachers are facing problems in dealing with this and thus efforts need to be taken immediately to bridge this gap and work at the grass root level so that effective steps are taken by stakeholders. Not just learning but emotional and mental health issues of children too is a matter of concern. The present situation is alarming and should be dealt with utmost priority. Reflection or looking back is important as far as teachers are concerned, is it in-service, pre-service or teacher educators to solve the problems faced in the classroom on a daily basis. This paper intends to study the literature available on the learning gaps and other behavioral changes observed by school teachers in post Covid time in their students. Also, once the school reopened what strategies have worked and how the reflections by in-service teachers have tried to address those issues. In the end, suggestions have been proposed to improve the learning experiences as well as adjustment of school children.

Keywords- *Covid-19 pandemic, stakeholders, learning gap, reflection, in-service teacher, strategies*

TECHNICAL SESSION II: Missing Humane Touch in Technology Oriented Classes

Chaired by Dr. Neeraj Priya & Hosted by Ms. Sangam Sharma

Technical Session-I had 11 paper presentations. Each paper presentation was followed by open discussion facilitated by Ms. Sangam Sharma and a comprehensive feedback by Dr. Neeraj Priya thereby making it a very interactive session. Dr. Neeraj Priya concluded the session by congratulating the presenters for accurate insights and brilliant presentations.

Technical Session II (04-Feb-2023)

<u>S. No</u>	<u>Paper ID</u>	<u>Paper Title</u>	<u>Paper Author</u>	<u>Author Detail</u>	<u>Institution Affiliation</u>
1	20230301	Effect of Digitalization on gender divides in secondary education during COVID-19 pandemic.	Ms. Parul Uniyal	Asst Prof	GRDCE
2	20230305	Role of incivility in decreasing civil behaviour in technological classroom	Ms. Aarti joshiya	Research Scholar	GGSIPIU
3	20230306	Value of Humane Touch in Educational Technology	Ms. Abira Sharma Ms. Niyati	Teacher Trainees	SCERT , Delhi
4	20230313	Behavioral and Psychological Impact of COVID-19 Pandemic	Dr. Neha Mittal Bhaskar Ms. Rekha Jain Dr. Deepti	Professor Asso Prof Asst. Prof	CPJ, Delhi CPJ, Delhi CPJ, Delhi
5	20230314	Restoring Humane Touch for better Psychological Wellbeing in Post Covid Classrooms	Ms. Neha Madan	Asst Prof	GRDCE
6	20230319	Losing the Humane Touch with Digital Media: A Critical Review on the Challenges of Digital Classrooms	Dr. Nibedita Hazarika Ms. Kriti Dagar Mr Sharv Datt Anand	Asst Prof Asst Prof Asst Prof	Manav Rachna University, Faridabad
7	20230322	Study of the mental health-related problems of school-going students after covid-19	Dr. Chiter Rekha Mr. Manoj Kumar	Asst. Prof, TGT (Sst)	DIET, Ghumanhera GBSSS, Moti Bagh
8	20230325	Online Teaching-Learning Method: A Hindrance to Holistic Development	Dr. Preeti Patanjali	Asst. Prof	GTBIT, Delhi
9	20230327	Reflection of Teachers on Online Classes and post Covid Scenarios in Schools.	Ms. Anu Sharma Ms. Megha Chawla	Teacher Trainees	GRDCE
10	20230328	A Study on impact of Virtual Learning on Students' Mental & Physical Health.	Ms. Sangam Sharma	Asst Prof	GRDCE
11	20230329	Covid 19 Teacher Diaries: Lockdown, Slowdown, Chaos Solutions	Ms. Manvinder Kaur	Asst Prof	GRDCE

1. Paper Title: EFFECT OF DIGITALIZATION ON GENDER DIVIDES IN SECONDARY EDUCATION DURING COVID-19 PANDEMIC. (Paper Id: 20230301)

Paper Author(s):

- Ms. Parul Uniyal (Assistant Professor, GRDCE, Delhi)

ABSTRACT-

This paper presents an analysis of the public provision of secondary education in India and how it was transformed by the use of digital technologies during the COVID-19 crisis. This paper question whether this shift was experienced differentially based on gender, and how the differences, if any, were experienced, and examine the risks and opportunities generated for students and other stakeholders. It was found that lack of home access to digital devices was a substantial barrier for both sexes, with girls being slightly more affected. In addition, girls were less likely to have a favorable learning environment at home, and in certain situations, they were restricted by an increasing amount of household chores. Additionally, they were more likely than boys to declare a strong preference for conventional education. Systemic issues like a shortage of qualified teaching and support staff and exam-focused pedagogies were also at work. The analysis is important for policymakers to enable the positive use of digital technologies, and the creation of supportive and empowering learning environments. The study recommends overarching policy reforms to improve digital access for girls..

Keywords- *Covid-19 pandemic, stakeholders, learning gap, reflection, in-service teacher, strategies*

2. Paper Title: ROLE OF INCIVILITY IN DECREASING CIVIL BEHAVIOUR IN TECHNOLOGICAL CLASSROOM. (Paper Id: 20230305)

Paper Author(s):

- Ms. Aarti Joshiya (Research Scholar, GGSIPU, Delhi)

ABSTRACT-

Maintaining civility is a major issue everywhere, as society is experiencing a major problem with incivility. Incivility is receiving a lot of discussion since it is so prevalent in workplaces, social situations, and online forums. However, it is also noted that incivility occurs in educational environments. Although to support healthy teaching-learning activities, the educational environment must be positive. So, incivility is a fundamental issue and problem not just in the realm of educational settings but also in the technological classroom. Thus, it has a consequence on both the working and educational setting as a whole. Incivility includes negative characteristics, which is the disadvantage within the surroundings. It may harm an individual in the form of negative behaviour (physical, verbal, or nonverbal). Moreover, fair treatment and a safe environment are also necessary for the development of every individual and institution. It is only possible by spreading civility and understanding the role of incivility in social settings. So, there is an exigency for exploring this topic in the field of technological classrooms. The goal of the study is to define the concept of "incivility" in relation to technological classroom behavior. This study attempts to raise awareness of incivility in the context of technology teaching-learning classrooms. The study also intends to

offer recommendations for eradicating the idea of incivility in the field of technological teaching- learning classrooms. As a result, the study gives a basic understanding of the topic's intricacy and broad range. The term utilized in this study concentrated on the idea of uncivil behavior and conduct reported in many domains mixed with the educational setting. Consequently, this study helps to understand better how many factors influenced the research and may be used to provide a basis for disrespect in the context of technological classrooms. As a result, the research helps to provide different points of view on incivility in technology classroom teaching.

Keywords- *Covid-19 pandemic, stakeholders, learning gap, reflection, in-service teacher, strategies*

3. Paper Title: VALUE OF HUMANE TOUCH IN EDUCATIONAL TECHNOLOGY. (Paper Id: 20230306)

Paper Author(s):

- **Ms. Abira Sharma (Trainee Teacher, SCERT, Delhi)**
- **Ms. Niyati (Trainee Teacher, SCERT, Delhi)**

ABSTRACT-

During the pandemic, the educational sector has witnessed a paradigm shift in its technology oriented methodologies and pedagogies. Education has been synonymous with humane touch which makes a difference to the students who receive it, leading to a channelized growth. Education and technology should work in a contemporaneous way to bring out the finest qualities of human populace. Educational technology allows learners to gain knowledge but teachers will be playing a vital role in future shaping of the knowledge system. Education involves interaction in a broader perspective, and humane touch guides it all the way. Although in this technological era, we have tried to maintain the interaction using various platforms, the gradual depletion of humane touch needs to be monitored. Humane touch enables us to deal with people in a perceptible and empathetic way. A significant rise in utilization of technological aids has left us in a dilemma with its consequences and functions dealing with humane touch. Furthermore, humans are the most important component of the digital jigsaw which was developed to enhance our ability to interact and communicate with one another. Thus, education needs to cover a holistic view keeping in mind the psychological, social and emotional realms. The present paper explores how humanizing educational technology is about exploring the inherent harmony in the synchronous human technology relationship, digital innovation to work in tandem with socio-emotional aspects and developing technology seamlessly and united.

Keywords- *Covid-19 pandemic, stakeholders, learning gap, reflection, in-service teacher, strategies*

4. Paper Title: BEHAVIORAL AND PSYCHOLOGICAL IMPACT OF COVID-19 PANDEMIC (Paper Id: 202303013)

Paper Author(s):

- **Dr. Neha Mittal Bhaskar (Professor, CPJ, Delhi)**
 - **Ms. Rekha Jain (Asso Prof, CPJ, Delhi)**
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- **Dr. Deepti (Asst. Prof, CPJ, Delhi)**
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ABSTRACT-

The novel corona virus came out at the end of 2019 and since then it is threatening the entire world. During the current ongoing COVID-19 pandemic, psychological problems like anxiety, depression, irritability, mood swings and inattention and sleep disturbance are fairly common among quarantined people in several studies. The WHO has declared the COVID-19 disease as a pandemic. The main aim of this article is to provide a theoretical perspective on how people are psychologically affected by and coping with the pandemic and it mainly focuses on the behavioral changes that people are showing because of the disease. It talks about the individual, family and interpersonal coping with the COVID - 19. We also discussed several measures that might minimize the emotional impact derived from this scenario. It is crucial that the health authorities, the government and the population articulate to assist the vulnerable groups and promote emotional and psychological support strategies.

Keywords-*COVID 19, Virus, Pandemic, Mental Health and Severe Acute Respiratory Syndrome (SARS).*

5. Paper Title: RESTORING HUMANE TOUCH FOR BETTER PSYCHOLOGICAL WELLBEING IN POST COVID CLASSROOMS (Paper Id: 202303014)

Paper Author(s):

- **Ms. Neha Madan (Assistant Professor, GRDCE, Delhi)**

ABSTRACT-

The COVID-19 pandemic disrupted education provision at an unprecedented scale, with education systems around the world being impacted by extended school closures and abrupt changes to normal school operations. Due to which formal mode of classes were no more accessible then Ministry of Education in April 2020, presented Alternative Academic Calendar (AAC) guidelines on continuing formal education online in the 2020–21 academic year. Though online platforms numerous efforts were made to ensure both academic and non academic activities are carried for holistic development of learner but when students returned to classrooms after Covid researches indicated lot of behavioral and emotional problems associated with learners which clearly indicated need for restoring humane touch i.e. teachers face to face interaction, mingling with peer groups. Hence this conceptual based research paper would like to highlight on the strategies for restoring Humane Touch for better Psychological Well Being in Post Covid Classrooms.

Keywords-*Behavioral and Emotional Problems, Humane Touch, Post Covid Classrooms.*

6. Paper Title: LOSING THE HUMANE TOUCH WITH DIGITAL MEDIA: A CRITICAL REVIEW ON THE CHALLENGES OF DIGITAL CLASSROOMS. (Paper Id: 202303019)

Paper Author(s):

- **Dr. Nibedita Hazarika (Assistant Professor, Manav Rachna University, Delhi)**
- **Ms. Kriti Dagar (Assistant Professor, Manav Rachna University, Delhi)**

- **Mr Sharv Datt Anand(Assistant Professor, Manav Rachna University, Delhi)**

ABSTRACT-

One of the most fulfilling careers today, teaching is no longer only about giving out information and directions. Instead, students influence teachers via their curiosity, energy, and, most importantly, through their behavior. As a result, the classroom is a vibrant, active setting for the sharing of knowledge. The abrupt shift to a screen-based teaching style brought on by the COVID-19 destroyed the direct lines of communication between teachers and students. A format that was once employed as a teaching aid became the main method of sharing knowledge. Due to a lack of digital tools and usability, students with economic, geographic, and gender disadvantages were most negatively impacted. Digital classrooms, which on the one hand encouraged creative teaching methods, but hampered social contacts, broke the pattern and practice of physical writing, and drove introverted students into a shell, which further contributed to their low self-confidence and self-esteem.

Given this background, the objectives of the present paper are to critically examine the challenges of the digital classrooms with respect to social-emotional learning among students as well as to understand the teaching -learning gaps experienced by students and teachers. The paper would be a qualitative study wherein the sample undertaken for this study would include 50 undergraduate students and 20 teachers from the fields of social sciences. Secondary sources such as articles , journals referred and analyzed in terms of student attitude , achievements, learning activities would be included to develop a background of the study.

The findings bring out barriers and challenges of students and educators. Sub-themes that emerge from the results include, lack of sufficient training on digital technologies among teachers, non- impulsive attitude of students , non-conducive home environment, technology-induced social interaction fears and a radical behavioral change.

Keywords- *Digital Classroom, COVID-19 Pandemic, Assistive Technology, Teaching-Learning Process, Social-Emotional Learning*

7. Paper Title: STUDY OF THE MENTAL HEALTH-RELATED PROBLEMS OF SCHOOL-GOING STUDENTS AFTER COVID-19 (Paper Id: 202303022)

Paper Author(s):

- **Dr. Chiter Rekha, Assistant Professor DIET, Ghumanhera, Delhi)**
- **Manoj Kumar, TGT Social Science (DoE),GBSSS, Moti Bagh, Delhi)**

ABSTRACT-

The present study was an attempt to improve and enhance the level of learning of students studying in the schools of the Directorate of Education, Delhi by studying their attitude towards their problems related to mental health after Covid-19. 50 students from class 8th were selected through random sampling. A self-structured questionnaire was used to collect the data, in which both open-ended and close-ended questions were used. The questionnaire mainly included questions related to the behaviour and mental state of the students, for this a three-level rating scale was used. In the analysis, the researcher found that after Covid 19, the students accepted that they got the opportunity to study in a blended mode, relationships with parents improved, interacted with them, known learned about their work, and learned a lot from their family informally. On the other hand, they also responded that mental disorders such as anger, stress, forgetting, irritability, headache, eye problems, concentration, lack of

confidence, addiction to mobile phones, laptops, and online games, obesity, etc have increased after Covid 19. All these are creating a big hindrance in their learning which they are facing in the form of a learning gap. Due to a lack of physical exercise, their efficiency has decreased both physically and mentally.

Keywords-*Mental Health, Covid 19, Students, Behaviour*

8. Paper Title: ONLINE TEACHING-LEARNING METHOD: A HINDRANCE TO HOLISTIC DEVELOPMENT. (Paper Id: 202303025)

Paper Author(s):

- **Dr. Preeti Patanjali (Assistant Professor, GTBIT, Delhi)**

ABSTRACT-

The outbreak of Pandemic in 2020 has certainly brought a tumult all over the globe and has severely touched all spheres of human existence from personal to professional. Correspondingly, academia and employment are two most significant domains that are highly affected and revolutionized at the time of Covid-19 Pandemic. The introduction of online teaching-learning method and work-from-home though fetched a bit of physical and psychological relief to the then growing worsened Pandemic situation yet it undoubtedly sketched lack of humane touch that is integrally needed in moral and ethical development of an individual. It is most apparently noticed in the academia with a wide range of discomfiture expressed by the teachers because of students' non-cooperative and indecent behavior. For a holistic development of an individual, moral and ethical development is as much needed as technical and academic knowledge that is overall missing in online teaching-learning method and, thus, is a disappointing factor of it. Therefore, the present research proposes to shed light on the moral deprivation in online teaching-learning method that hinders the holistic development of students. It would further bring to light an instructor or teacher's perspective in this regard along with the challenges that they have faced with a sudden turn from a traditional to hi-technological method. In consideration, the research employs qualitative research methodology in which data is collected in the form of interactions and questionnaires which is further analyzed to understand the limitations of online teaching-learning method.

Keywords-*Teaching-learning, Holistic, Pandemic, Moral*

9. Paper Title: REFLECTION OF TEACHERS ON ONLINE CLASSES AND POST COVID SCENARIOS IN SCHOOLS. (Paper Id: 202303027)

Paper Author(s):

- **Ms. Anu Sharma (Trainee Teacher, GRDCE)**
- **Ms. Megha Chawla (Trainee Teacher, GRDCE)**

ABSTRACT-

COVID-19 caused a sudden nationwide closure of all schools. When students and teachers opted for remote teaching, schools found it difficult to deliver the same quality of education, creating post pandemic learning gaps. Families suffered as parents sought to assist their kids adjust to a certain kind of education while working from home or losing their employment.

This paper studies in detail the reflection of Teachers on the learning gaps they have seen after COVID - 19. As Learning loss is an irrefutable consequence of mass school closures common to all children, regardless of age and socio-economic background. Also learning gaps and consequent trials cropped up over a span of two years and effectively bridging them will take astute planning, sound strategy and diligent execution. We will also observe that teachers are aware of NEP 2020 Recommendation or not.

Keywords-*COVID -19, Reflection of Teachers, Learning Gaps, NEP- 2020, Recommendations*

10. Paper Title: A STUDY ON IMPACT OF VIRTUAL LEARNING ON STUDENTS' MENTAL & PHYSICAL HEALTH. (Paper Id: 202303028)

Paper Author(s):

- Ms. Sangam Sharma (Assistant Professor, GRDCE, Delhi)

ABSTRACT-

The purpose of this study is to examine how students' mental and physical health changed when they switched from virtual learning to in-person learning after Covid 19. For that reason, the researcher opted to select a few teachers and mothers who observe the cognitive, social and psychomotor changes in students' behavior directly during classroom learning and home learning, which helps to know students health after COVID 19. 12 TGT school teachers whose kids were secondary students participated in this study. Semi-structured interviews were used to gather the data, and their contents were analyzed. The study reveals both positive and negative experiences of virtual learning during pandemic period which impact on students' learning and health in classroom after Covid. The researcher also provided some recommendations based on sample conversations to prevent the negative effects of virtual learning on students' physical and mental health.

Keywords-*Virtual Learning, Behavioral Changes, Mental Health, Physical Health.*

11. Paper Title: COVID 19 TEACHER DIARIES: LOCKDOWN, SLOWDOWN, CHAOS SOLUTIONS. (Paper Id: 202303029)

Paper Author(s):

- Ms. Manvinder Kaur (Assistant Professor, GRDCE, Delhi)

ABSTRACT-

The COVID-19 pandemic forced everyone to stay indoors and to stay alive. This resulted in a nationwide and worldwide lockdown and school closures. Students from class nursery to higher education were suddenly out of classrooms. Though India was digitally equipped to handle this pandemic but solutions took time to come about. Learning gains were less and losses were more. Teachers and students tried all strategies to keep this learning on track, it was purely chaotic. Internet access was a problem, teachers were not fully prepared to shift classes online, students could not differentiate between home and school boundaries.

However, in close to two years of the pandemic and school closures, student got easy with online classroom and teachers were teaching with ease and confidence. The teachers helped

make online education the “new normal” and benefit from all that online education had to offer. This paper records narratives of teachers blossoming into new-gen teachers, struggle and acceptance of technologies for teaching-learning and making teaching-learning more meaningful and humane during Covid-pandemic.

Keywords- *Covid Pandemic, Online Education, Teacher Training*

TECHNICAL SESSION III: A Bane or Boon for post Covid Classrooms.

Chaired by Ms. Manvinder Kaur & Hosted by Dr. Komal Aora

Technical Session-I had 11 paper presentations. Each paper presentation was followed by open discussion facilitated by Dr. Komal Arora and a comprehensive feedback by Ms. Manvinder Kaur thereby making it a very interactive session. Ms. Manvinder Kaur concluded the session by congratulating the presenters for accurate insights and brilliant presentations.

Technical Session II (04-Feb-2023)

<u>S. No</u>	<u>Paper ID</u>	<u>Paper Title</u>	<u>Paper Author</u>	<u>Author Detail</u>	<u>Institution Affiliation</u>
1	20230303	Effect of Mobile phone in post Covid classrooms.	Ms. Jyoti	Assistant Professor	KRCHE, Delhi
2	20230304	Global online Era impact in Academic Industries:- A Bane or Boon	Ms. Hema Bhardwaj	Asst Prof	GRDCE
3	20230307	Bibliometric Analysis of Status of Teaching-Learning during COVID-19 (2020-2023)	Sukhjit Singh Tarandeep Kaur	Research scholars	DoE, PU DoE, PU
4	20230309	Technology – a bane or boon for post Covid classrooms: a review	Dr.T.Pradeep Kumar	Guest Faculty	DoE, Bangalore university,
5	20230310	Online Classes boon or bane: Parents' Perspective	Dr. Komal Arora	Asst Prof	GRDCE
6	20230315	Technology today: The Savior & the Enabler in the times of Covid-19	Dr. Jyotika Elhance	Asso Prof	Deptt of English Vivekananda College
7	20230317	Is Technology a Blessing or a Curse for Teachers in post Covid Classrooms?	Ms. Tamanna Batra Ms. Sushmita Sharma	Student Student	Cluster Innovation Centre, DU CIE, DU
8	20230318	Digital Surge during Covid-19 pandemic	Dr Dayal Sandhu Dr Amit Kumar	Asst Prof Asst Prof	Centre for Distance and Online Education, JMI Basic Shiksha Parishad, UP
9	20230330	Is Technology ruining Education : The story of Online Learning	Ms. Shivani Gaur	Asst Prof	GRDCE
10	20230331	Technology: A Bane or Boon for Post Covid Classroom	Dr. Vijayshree Bhatti	Principal	SLCLE
11	20230333	Role & Responsibility of Social Study Teacher w.r.t Young and Adult Learners	Ms. Bhawna Sharma	Research Scholar	IASE, JMI

1. Paper Title: EFFECT OF MOBILE PHONE IN POST COVID CLASSROOMS. (Paper Id: 20230303)

Paper Author(s):

- **Ms. Jyoti (Assistant Professor, KRCHE, Delhi)**

ABSTRACT-

During pandemic situation of Covid Education system switched to completely on online mode. In online classes, students were with their smart phones. Students exchanged notes, ppts, project works and teaching learning materials through their mobile phones. Due to this excessive use of mobile phone they became habitual to the phone. When the education system resume offline classroom, the mobile phones are still with the students. Even the primary school student is familiar with the use of mobile phone. Education is on blended mode still providing teaching learning materials on mobile phones. Apart from the educational purpose mobile phones are used for using social media, for chatting with friends and gaming. This creates a lot of problems for the student health and academic performance. Even some parents believe that their ward becomes addicted to the mobile phone. Some parents took counselor help for the de-addiction of mobile phones. This paper is a try to find out the effect of mobile phones. The paper mainly focuses on the secondary school students. The main aim of the paper is to find out the why students use mobile phone, what are main work they do with the help of mobile phone, how many time they spend with their mobile phones, does mobile actually required for their academic work etc. The paper also focus on the parents' perspective on the use of mobile phone in post Covid classroom.

Keywords-*Mobile Phone, Students, Post-Covid Classroom, Education*

2. Paper Title: GLOBAL ONLINE ERA IMPACT IN ACADEMIC INDUSTRIES: - A BANE OR BOON. (Paper Id: 20230304)

Paper Author(s):

- **Ms. Hema Bhardwaj (Assistant Professor, GRDCE, Delhi)**

ABSTRACT-

The approach of online processing is totally distinct and it conveys different meaning to different people. Now a day's online processing is spreading its roots not only in India but across the globe. The intended purpose of this paper seeks to address the potential of online processing to change not only the education system but the work process of any organization or a company. As from Hunter-gatherer societies to modern days, post capitalist societies, the act which has indisputable progress for humanity is the act of Technology and change. So the paper further looks forward to the aspect of online processing before and after Covid-19, it affect on different fields of technology and education both. This paper also employs both advantages and disadvantages of online processing. As it has given in hand services, quick responses, provide online banking; facilitate the public by online booking in almost all sectors of different fields, worldwide coverage and many more. On the other hand problems of improper supply of electricity, lack of technical knowledge, technical glitches, economic problem, improper internet connectivity, illiteracy and many other problems are there that

causes dissatisfaction to people. The value of this paper is to draw a holistic picture of ongoing online, processing impact not only in students minds but the employees working in different fields also. As they all (students and employees) have their own different negative and positive mind sets.

In a nutshell, in this paper the presenter tries to analyze the impact of online processing on education system and industrial domains. The impact of online processing before and after the Pandemic situation of Covid-19, the impact of online processing and different mind sets of different people and situation. The one hand motivation of new generation, upcoming the teachers upgrading education system and on the other hand due to the drawbacks it always pulled the growth of this online processing back.

Keywords- *Covid-19 pandemic, stakeholders, learning gap, reflection, in-service teacher, strategies*

3. Paper Title: BIBLIOMETRIC ANALYSIS OF STATUS OF TEACHING-LEARNING DURING COVID-19. (Paper Id: 20230307)

Paper Author(s):

- **Mr. Sukhjit Singh, (Research Scholar, DoE, PU, Chd)**
- **Ms. Tarandeep Kaur, (Research Scholar, DoE, PU, Chd)**

ABSTRACT-

Background: COVID-19 pandemic rendered the world breathless impeding each and every aspect of life. The same can be felt by the words stated by Saavedra (World Bank Global Director for Education), “The COVID-19 crisis brought education systems across the world to a halt”. After COVID-19, every country is brainstorming over the question of “how we can cope with the post-COVID effects on learning as well as changed aspects of teaching?” To find answers to the above question, it is very pertinent to understand the trends or patterns of our man-made ecosystem in education with respect to teaching and learning during these tough times. In order to understand the research trends and status of Teaching-Learning in COVID-19 times, the present study’s aim was to analyze international scientific publications using bibliometric analysis of Teaching-Learning in COVID-19. Tools used in this paper were the Scopus database, Microsoft Excel, and VOS viewer with search terms such as “COVID-19” and “Teaching-learning”. related articles were retrieved from the Scopus database using the search terms “COVID-19” and “Teaching-learning”. A total of 946 documents published in different journals indexed in the Scopus from 2020-2023 retrieved from the Scopus Database were analyzed. The bibliometric analysis had been done to map the Annual publications, countries, institutions, authors, journals, and keywords in the field of Teaching-Learning during COVID-19 times and was visually analyzed using VOS viewer and the Scopus analysis tool.

The study facilitate exploring the most influential author (Salas- Rueda R.A.), and the most productive institution (Symbiosis International Deemed University, Pune) that contributed to the field of Teaching-Learning during COVID-19 times. Overall, India was the major contributor to the study of Teaching-Learning during COVID-19 times. “Sustainability Switzerland” was the journal with the maximum number of documents (30). The number of related documents increased during the years 2020-2023 as per the Scopus database. This work will provide new perspectives and references for future research in Teaching-Learning during COVID-19 times.

Keywords- *COVID-19, Teaching-Learning, Bibliometric analysis*

4. Paper Title: TECHNOLOGY – A BANE OR BOON FOR POST COVID CLASSROOMS: A REVIEW (Paper Id: 202303009)

Paper Author(s):

- **Dr. T. Pradeep Kumar (Guest Faculty), Department of Education, Bangalore University**

ABSTRACT-

The necessity of teaching and learning with asynchronous (Canvas, Blackboard, D2L) and synchronous (Zoom) platforms will yield significant benefits when these methods are layered into face-to-face instruction. POST COVID classrooms will be with a much more widely shared understanding that digital tools are complements, not substitutes, for the intimacy and immediacy of face-to-face learning. The study is descriptive and attempts to understand the role of technology for Post Covid classrooms. The Importance associated with technology a bane or boon for Post Covid classrooms were identified based on previous studies done on similar topics, Qualitative aspects of the research study were taken for consideration and the content analysis process was used in the study, which means the researcher organized and elicited information through various research articles and academic publications were drawn from the collected data. The researcher identified the most studied topics in technology for post Covid classrooms. This study is completely based on the secondary data. The study revealed that Technology challenge for post Covid classrooms are universal. But digital allows the learner to be engaged at his time, place and pace, and that is good enough. It is a qualitatively different world ahead. The demand for online courses and learning has seen a sudden surge since the lockdown. This clearly indicates the huge demand that is rising for online learning. Online learning has been adopted in various countries as the primary mode of education. The government is taking effective measures to curb the negative implications. FM recently announced help for all the students who don't have access to internet facility. This will consist of DIKSHA, a one-nation, one-digital platform facility for school students. The government also mentioned extensive use of radio services in the near future. Online teachings are a potential model for resource crunched country like India, and we should look forward to adapting to newer learning methods. With everything going digital, we need to assure efficiency in learning methods too. Online teachings will promote self-development and effective teachers are being able to realize it. The positive prospects, however, outweigh the negative implications and we should be ready to acclimatize with the advancements.

Keywords-*Technology, Bane or Boon, Post Covid classrooms, Review*

5. Paper Title: ONLINE CLASSES BOON OR BANE: PARENTS' PERSPECTIVE (Paper Id: 202303010)

Paper Author(s):

- **Dr. Komal Arora (Assistant Professor, GRDCE, Delhi)**

ABSTRACT-

The pandemic has been very challenging for the teaching-learning endeavor in our Indian Education system. Students, teachers, parents and other stakeholders had novel and varied experiences in using the virtual platforms in online classes during lockdown due to COVID-19. With the intent of ensuring that this exceptional scenario won't have an impact on education to adapt to this new technique for students and their parents e-learning turned out to be quite efficient. On the other hand, the online education had negative impact on a variety

of facets of students' lives, including their emotional and physical health as well as their academic success. This study aimed to understand parents' perception of online learning and their experiences during online classes, to comprehend the problems with physical and mental health that result from attending several hours of online classes. And to investigate the issues that parents and students are having with online knowledge sharing. To explore parents' perceptions and experiences about e-learning through online classes, Interpretative Phenomenology Analysis (IPA) approaches was used. The sample consisted of 100 participants (parents of students from grade 6-10) from 2 government and 2 private schools of North-East district of Delhi. Interview technique (telephonic) was used for collecting data. The responses were thematically analyzed under 10 themes emerged from the data. It was noteworthy to see that top concerns were the absence of personal digital resources, the poor quality of lectures and e-content, the lack of privacy when home-schooling, the disturbance at home, and the negative effects of lengthy online lessons on students' physical and emotional well-being. Also, parents faced difficulties while juggling household duties, employment, and helping their children with online education were the parents' top concerns, they were more worried about their children's psychological wellbeing and the possibility that their child might develop an Internet addiction. It is evident from the results that learning online for students was not a particularly satisfying experience for majority of the parents.

Keywords-*Behavioral and Emotional Problems, Humane Touch, Post Covid Classrooms.*

6. Paper Title: TECHNOLOGY TODAY: THE SAVIOR & THE ENABLER IN THE TIMES OF COVID-19 (Paper Id: 202303015)

Paper Author(s):

- **Ms. Jyotika Elhance (Associate Professor, DoE, DU)**

ABSTRACT-

Ctrl+alt+del! If any of us were asked to undo the most traumatic event of our lives, I'm sure majority of us would want to erase Covid-19 hands down! In March 2020, when the word 'lockdown' was first introduced in our dictionary, we were completely clueless about its magnitude, thinking it was an unnecessary scare, a media hype, a sensationalizing of some viral infection that would soon die down a natural death. We felt safe in the power of distance. But with porous international borders, within no time, the highly contagious deadly SARS- CoV-2 virus began to spread its deadly tentacles. The WHO also came up with repeated advisories to observe personal hygiene, social distancing, use of masks and avoidance of mass public gatherings to contain the spread of virus and flatten the deadly curve. Precious lives were getting sacrificed at the altar of the newer mutated viruses forcing the world to go down on its knees.

In such a grim scenario, technology has proven to be a great panacea. It has enabled people to wade through difficult times and accord some sanity to their dismal plight. This paper traces how technology has turned out to be our savior and enabler in the times of pandemic. It has not only mitigated the ill effects of Covid-19 on education but has given the traditional learning system a facelift as well. If the pandemic forcefully kept the students away from their schools, the technological advancements have brought their schools home to them through Google classrooms, Zoom, WebEx, Microsoft Teams, so on and so forth. It has revolutionized the education system completely by reshaping, remodeling and customizing it according to the individual needs, making it pandemic proof as well. Geographical locations or age are of little consequence since every student has an access to it. The digital curricula of edtech have broadened the horizons manifold and eliminated the space and resource constraints as well.

Keywords-Pandemic, Covid 19, Mutations, Lockdown, Ed-Tech

7. Paper Title: IS TECHNOLOGY A BLESSING OR A CURSE FOR TEACHERS IN POST COVID CLASSROOMS? (Paper Id: 202303022)

Paper Author(s):

- Tamanna Batra (Student, Cluster Innovation Centre,DU)
- Sushmita Sharma (Student, CIE, DU)

ABSTRACT-

The Covid-19 pandemic has affected every industry on the planet, including education. The majority of India's educational institutions, including schools, colleges, universities, and coaching centers, would be closed by the end of March 2020 due to the epidemic's quick expansion and rising death toll. And Education is the fundamental right of everyone thus, the teaching and learning process changed massively with the onset of online education. But after entering into the new normal the situation isn't the same. Both students and teachers are experiencing this technology revolution for the first time, which has had an impact on students' understanding and produced both exceptional opportunities and unforeseen difficulties. The dissemination of global knowledge, the adoption of digital tools and methods, the preservation of time, etc. are arguments in favor of online education, while arguments against it include a lack of a sharing mentality, harmful effects on the eyes, brain, and growth, the absence of internet resources in underserved communities, etc. As a result, there are advantages and disadvantages to every development that have significantly altered the Indian educational system. This study tries to explore the personal perceptions of teachers about the effects of technological advancement across the state of Delhi in both rural and urban settings. The data was collected via telephonic interview. Interestingly, it was found that with the onset of technology in Education teachers have been able to conduct interactive activities with the integration of technology but on the same time children have grown too advanced in the process of knowing about different gadgets, games, social media etc.

Keywords-Mental Health, Covid 19, Students, Behavior

8. Paper Title: DIGITAL SURGE DURING COVID-19 PANDEMIC (Paper Id: 202303018)

Paper Author(s):

- Dr Dayal Sandhu (Assistant Professor, CDOE, Jamia Millia Islamia, New Delhi)
- Dr Amit Kumar (Assistant Teacher, Basic Shiksha Parishad Uttar Pradesh)

ABSTRACT-

The Covid-19 pandemic has led to an inevitable surge in the use of digital technologies due to the social distancing norms and nationwide lockdowns. People and organizations all over the world have had to adjust to new ways of work and life. We explore possible scenarios of the digital surge and the research issues that arise. An increase in digitalization is leading firms and educational institutions to shift to work-from-home (WFH). Block chain technology will become important and will entail research on design and regulations. Gig workers and the gig economy is likely to increase in scale, raising questions of work allocation, collaboration, motivation, and aspects of work overload and presenters. Workplace monitoring and techno

stress issues will become prominent with an increase in digital presence. Online fraud is likely to grow, along with research on managing security. The regulation of the internet, a key resource, will be crucial post-pandemic. Research may address the consequences and causes of the digital divide. Further, the issues of net neutrality and zero-rating plans will merit scrutiny. A key research issue will also be the impact and consequences of internet shutdowns, frequently resorted to by countries. Digital money, too, assumes importance in crisis situations and research will address their adoption, consequences, and mode. Aspects of surveillance and privacy gain importance with increased digital usage.

Keywords- *Digital surge, Internet governance, Digital payments, Post-pandemic*

9. Paper Title: IS TECHNOLOGY RUINING EDUCATION : THE STORY OF ONLINE LEARNING. (Paper Id: 202303030)

Paper Author(s):

- **Ms. Shivani Gaur (Assistant Professor, GRDCE, Delhi)**

ABSTRACT-

A crisis, as the saying goes, is a terrible thing to waste, and the tech utopians have wasted little time in promoting the move to online teaching as a permanent solution to higher education's problems. Arguments could be the silver bullet that rescues higher ed from the financial ravages of the corona virus pandemic. The argument over the relative merits of online versus face-to-face education always runs into this crucial roadblock: students (presuming they pass) do not take the same course twice. But thanks to the sudden switch to online teaching in the middle of the semester, students can compare the digital with the analog versions of their classes. To find out their responses, I asked my students to write an evaluation of their experiences with online education. The answer is they hated it. There is no comparison, they said over and over again, between the two. One student said that she felt like she wasn't getting 10 percent of the regular class. Another wrote, "I haven't learned anything since we went online." (For the record, I asked for and received permission to quote their responses.) "It seemed too easy," wrote a third. "I did not feel challenged like I had been in the first half of the semester, and I felt the quality of learning had gone way down." "I watched the lectures posted, but I wasn't learning the material," wrote another. All told, moving online caused "a profound sense of loss." The major advantage of online learning is asynchronicity, or, "anytime, anywhere learning." But this also needs to PROCRASTINATION. Moreover, taking online classes also means that the distractions of the web are right before their eyes. This Paper explains this survey in details.

Keywords- *COVID -19, Reflection of Teachers, Learning Gaps, NEP- 2020, Recommendations*

10. Paper Title: TECHNOLOGY: A BANE OR BOON FOR POST COVID CLASSROOM. (Paper Id: 202303031)

Paper Author(s):

- **Dr. Vijayshree Bhatti (Principle, SLCHE, Delhi)**

ABSTRACT-

One of the main sectors affected by the pandemic is education, which interferes with faculty and students' ability to physically be present in a formal setting. In this study, fifty high school and higher secondary school students from the Delhi will be examined in order to better understand the opportunities and limitations of online learning during the Covid 19 pandemic. The current study intends to look into the difficulties, the solutions used to get over such difficulties, and the opportunities present in online learning. The study found no correlation between demographic factors and the difficulties of online learning. The findings show that peer learning is one of several online learning methodologies that have no correlation with students' levels of learning satisfaction.

Keywords- *Virtual Learning, Behavioral Changes, Mental Health, Physical Health.*

11. Paper Title: ROLE & RESPONSIBILITY OF SOCIAL STUDY TEACHER W.R.T YOUNG AND ADULT LEARNERS. (Paper Id: 202303033)

Paper Author(s):

- **Ms. Bhawna Sharma (Research Scholar, IASE, JMI, Delhi)**

ABSTRACT-

Worldwide the code of professional ethics in teaching profession focuses on the responsibility of teacher in relation to learners, teachers, school and society. These responsibility increases in case of social studies (S.St) and EVS teacher. It is expected from teacher to be a role model of all the values and ethics and transmit the same in young learners. In grade 1 and 2 children are small and they are not aware of values and skills like sharing, caring, expression, cooperation, anger management, adjustment and so on. The teacher is expected to teach such values to learner, so that they can adjust in school environment. Another reason is to build a learning base for learner. So that in primary classes and upper primary classes learner can accommodate and assimilate properly with social science and science syllabus. Here, firstly the article will provide a brief about the role and responsibility of Social Study teacher w.r.t young learners. In primary classes S.St subject is taught in two ways firstly as separate subject, or secondly via EVS subject in an integrated way. Here, it is the responsibility of teacher is to raise social base of learner by increasing their harmony with self, society and environment. The learner learns about social values, ethics and duties relating with nature protection, social welfare and self-management. It basically builds a strong foundation where a base for future democratic value and social awareness can be built. Secondly, the paper will discuss about the role and responsibility of Social Study teacher w.r.t upper primary class learners. At upper primary classes students take S.St as dull, less practical and difficult subject and thus take less interest in subject. Although it is a myth but still it affects learner and increase responsibility of teacher of raising interest in subject. Further, the article will discuss the expectations from teachers relating to be a role model of character, intellectual, brilliant, reflective practitioner, master of various knowledge domain, updated in information, follower of duties and responsibilities and so on are discussed. So, overall, the paper will discuss the role & responsibility of social study teacher w.r.t young and adult learners.

Keywords- *Young Learner, Social Study, Role and Responsibility, School Readiness*

REPORT READING BY CONFERENCE COORDINATOR

Dr. Geeta Pathak, Conference Coordinator extended her heartfelt gratitude to the paper presenters for their presentations. Then she concluded the program with extensive report reading of the programme. She also promised the presenters that selected papers will be published in ISBN book.

VALEDICTORY ADDRESS BY S. SATBIR SINGH, PRINCIPAL, GHPS, LONI ROAD DELHI

S. Satbir Singh Ji emphasized that for more than two years now, all schools, colleges, and educational institutions in India have been shut, adversely impacting more than 32 crore students across the country. While some schools have shifted to online teaching, low-cost private and government schools do not have the resources to do so. Students, on the other hand, who are under social stress during the lockdown, are not only missing out on their education, but no longer have access to healthy meals and other resources that they had earlier. Now when the Covid restrictions were relaxed & students came back to Schools, we realized that they are suffering from huge academic gaps. Hence technology has just maintained the continuum of education but standards have deteriorated. Hence we need to think of alternatives, enhancements & pushers. I congratulate GRDCE for such a positive effort of deliberations to accept the failures & a positive step to move forward.



VOTE OF THANKS BY DR. NEERAJ PRIYA

Dr. Neeraj Priya extended her heartfelt gratitude to the Conference Coordinator for organizing and conducting it successfully in blended mode. She also thanked the guest speakers for sparing their valuable time and for sharing their enlightening thoughts in the Conference. She appreciated the efforts of student volunteers and of the entire teaching and non-teaching staff of GRDCE along with its management. She admired all the paper presenters. She encouraged all

the students who presented the paper with her kind words. She thanked everyone for making the Conference a success.

NATIONAL ANTHEM

The CONFERENCE was concluded with a pledge that this will not be the end but the beginning of new deliberations and national anthem was sung.



ABOUT THE COLLEGE



Delhi Sikh Gurdwara Management Committee (DSGMC) has setup Guru Ram Dass College of Education not only to serve Sikh community but indeed to serve the human race at large. The foundations of Guru Ram Dass College of Education are laid on the vision to develop quality teachers who could serve the mankind from the very core of their heart, leading to the development of an educated, decent citizen of the World at large. This college is amongst a large number of educational institutes set up and run by DSGMC all over Delhi.

Guru Ram Dass College of Education (GRDCE) (affiliated to Guru Gobind Singh Indraprastha University, Delhi) has been instituted by DSGMC which provides Two years regular course for B.Ed. The college is favourably situated, 4 (Four) Km from Metro Transport Station. Well qualified and experienced Principal and faculty members maintain a very healthy academic environment in the college.

VISION OF THE COLLEGE

To develop quality teachers who could serve the mankind from the very core of their heart, leading to the development of an educated, decent citizen of the world at large.

