A STUDY OF THE EFFECTIVENESS OF TEACHING EVS THROUGH ONLINE MODE

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Abstract

During this pandemic our education system was affected severely. It become very difficult for the teachers to teach online. The present study focuses on the effectiveness of teaching EVS through online mode to the student. For achieving the objectives self-developed questionnaire was distributed to the Delhi NCR teachers. Results showed positive indication towards effectiveness of teaching. Findings are discussed in the paper.

Keywords

Teachers, EVS, effectiveness, online

INTRODUCTION

Online courses for non-benefit associations and advanced education establishments have been created and utilized as of late. The treatment offered by people for deep rooted learning makes it important to utilize the in the online climate. Internet learning programs should cover all parts of learning, from pre-school to advanced education, casual learning in the public eye, at home or in business, industry courses, and grown-up training. On the off chance that the most recent model of schooling fitted with arising and today's innovation is diverged from the current model of instruction, notwithstanding customary methodologies, the presentation of new procedures is significant in training.

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the youngster (counting normal, social, physical and social conditions) identified with themselves, home, school and family in the early evaluations and in the long run going on to the bigger climate (neighborhood and society overall), EVS not just encourages kids become acquainted with their own current circumstance, yet in addition builds up their association with it.

The material and skills of EVS effectively use the teaching-learning process in such a way that the social, Children's mental and attitudinal principles are interwoven with the acquisition of Instead of teaching them as an add on task or in an isolated way, skills, abilities.

At the primary point, Environmental Studies (EVS) envisages exposing children to real situations in their environment to help them interact, understand, consider and be sensitized to the prevailing environmental problems (natural, physical, social and cultural). Starting with the immediate environment of the child (including natural, social, physical and cultural environments) related to themselves, home, school and family in the early grades and eventually going on to the larger environment (neighborhood and society as a whole), EVS not only helps children get to know their own environment, but also reinforces their connection with it.

REVIEW OF LITERATURE

- **Mishra.L, Gupta.T, Abha( )** in their research paper, "Online teaching-learning in higher education during lockdown period of COVID-19 pandemic" addressed the required resources to teach can change the existing face to face teaching to online virtual mode. The research design was both quantitative and qualitative in nature. The focus of this study was to give an idea about the online teaching during the pandemic period and to draw the relationship or linkage between the online and the offline teaching mode.

- **Abuhassna.H, Al-Rahmi, Yahya.N, Zakaria.M, Kosnin.A & Darwish.M( )** in their research paper, 'Development of a new model on utilizing online learning platforms to improve students' academic achievements and satisfaction' was constructed based on Transactional Distance Theory (TDT) and Bloom's Taxonomy Theory (BTT). 253 students were taken for this study which were using online platforms in their higher

education. According to findings there was an integrative association between TDT and BTT theories related to using online teaching platforms to improve students academic performance. This helped the decision makers of the university to implement and evaluate online teaching learning platforms in their institutions.

- **Dhawan.S( )** in her research paper discussed the traditional method of teaching and learning and how this pandemic situation challenged the education system and forced the system to shift to an online mode of teaching. This study includes merits, demerits issues and challenges faced in online teaching. It also threw some light on giving suggestions to institutions on how to deal with the challenges which were related to online teaching.

The review was done on a number of studies found on development of interest in EVS and online teaching of Delhi NCR region. So, the researcher undertook the present study with the following objectives.

OBJECTIVES OF THE STUDY

- To study the awareness of ICT tools for curriculum transaction amongst the teachers.
- To examine the challenges faced by the teachers in online teaching of EVS.
- To study the effectiveness of teaching EVS through online mode.

RESEARCH METHODOLOGY

"Survey method" was used for data collection. Purposive sampling was used to select 22 pre service and in-service teachers form Delhi and NCR. Data was collected from different schools teachers through google form.

ANALYSIS and FINDING

OBJECTIVE 1: To study the awareness of ICT tools for curriculum transaction amongst the teachers.

Table 1: ICT tools you use in your online teaching

Kahoot	6	27.3%
Padlet	9	40.9%

Quizzez	10	45.5%
Wiser	3	13.6%
Powtoon	7	31.8%
Socrative	3	13.6%
Animaker	6	27.3%
Plotagan	2	9.1%
Wordpress	10	45.5%
Storyboardthat	11	50%

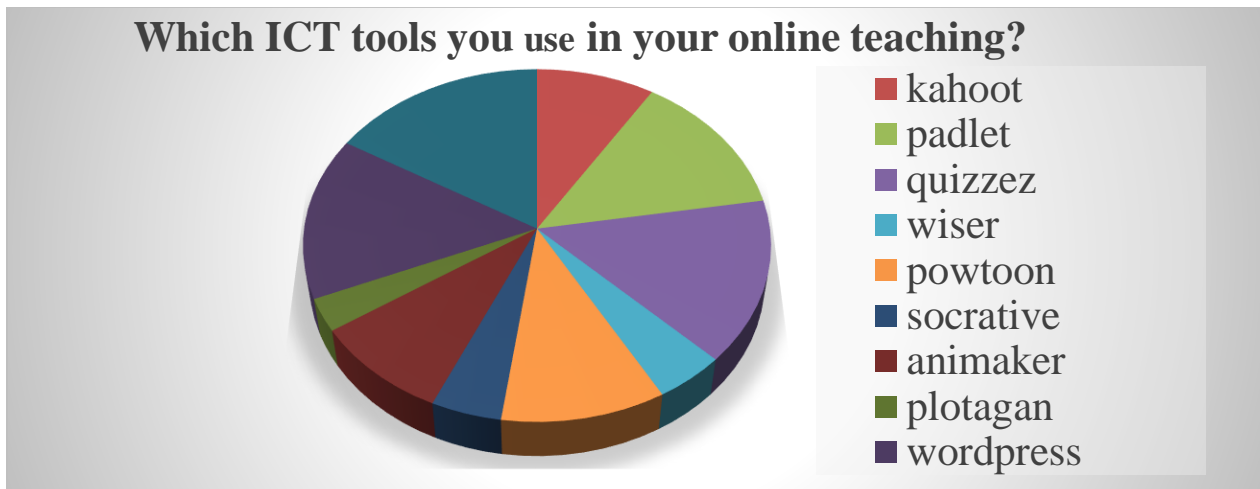Which ICT tools you use in your online teaching?

Table 1 interprets that in both public and private schools' teachers were using different ICT tools for teaching. Out of the total teachers 50% were using storyboardthat and approx. 45% of the teachers were using wordpress and quizzes tool in their class, where as plotagan was used least in the classes. 40% were comfortable to use padlet in teaching learning process. Kahoot and animaker were given equal importance by the teachers. Wiser and Socrative were used by 13% of the teachers.

Table 2: platform is used by you for online teaching

MS Teams	10	21%
Zoom	13	28%
Webex meet	6	13%
WhatsApp	11	23%
google meet	7	15%

Which platform is used by you for online teaching?

■ MS Teams	21%
■ Zoom	28%
■ Webex meet	13%
■ Whatsapp	23%
■ google meet	15%
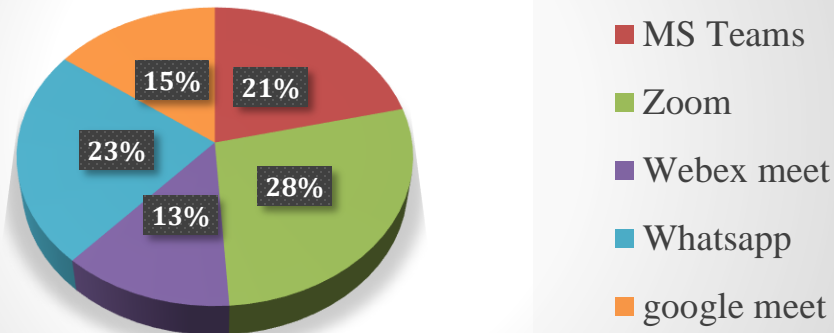
Teachers in both set ups used different platforms to take classes, most of the teachers took class on zoom app where as whatsapp groups were also used by teachers and students to share information. According to the data which researcher collected, WebEx and google meet was least used for taking online classes.

OBJECTIVE 2: To examine the challenges faced by the teachers in online teaching of EVS.

Table 1:

| What challenges did you face while teaching EVS to the elementary students online? |
|---|
| network |
| students are less attentive, network issues |
| I cannot take students out to show them things |
| I cannot show my students real life examples |
| no field visits, no interaction |
| Technology Issues |
| No challenges as such, I show them everything through PPT |
| They don't understand real life concepts that much |
| not teaching |
| Methods of teaching are not adequate |
| network issues, difficult to communicate |
| Lack of practical experiences and drill |
| network, inattentive |
| Lack of interaction with student |
| I cannot teach them in a natural environment where they can learn EVS better |
| Students are unable to relate it to real life |
| Inability to Focus on Screens |
| in an online class, there are minimal physical interactions between students and teachers |

5

NA
network, not able to deliver the content properly
Far from real world
No proper interaction plus no live field experience to the students

In table 1 it was observed that out the common problems which both pre service and in-service teachers were facing in online teaching. The most common problems were network issues, lack of interaction with the students, some teachers were enabling to adapt new technology. Screen issues were also common. EVS teachers, were not satisfied with online teaching as there was no scope of face-to-face interaction, no field visit was there in fact eyes were affecting of the students due to screen timing.

Thinking of your own needs for professional advancement, please indicate the degree to which you can in each of the areas mentioned, you have certain needs.			
	No need at all	Low level of need	Moderate level of need	High level of need
Practices of student appraisal	2	1	12	7
Control of Classrooms		4	11	7
Awareness and appreciation of my primary area of subject matter		1	11	10
Awareness and comprehension of instructional activities in my main topic area (knowledge mediation)	1	3	11	7
Standards of content and results in my core area of subject matter		4	11	7
Competencies in ICT for teaching		5	9	8
Discipline of students and issues with behavior		2	10	10

Table 2:

Thinking of your own needs for professional advancement, please indicate the degree to which you can in each of the areas mentioned, you have certain needs.
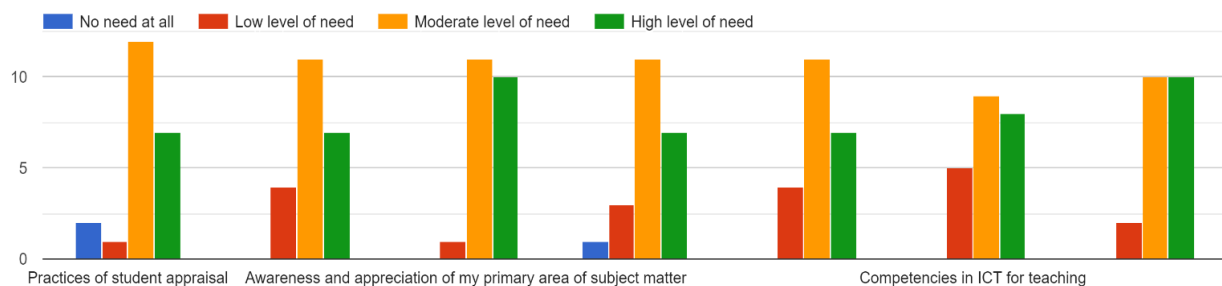
In table 2 we can notice that some teachers take care of their professional growth. They took part in professional developments programs which were organized online for teachers. most of the teachers responded that there was high level need for professional development of the teachers whereas only 3 teachers responded that there is no need of professional development.

OBJECTIVE 3: To study the effectiveness of teaching EVS through online mode

Table 1: you engage in any of the following forms of activities in professional development

	yes	no
Online educational conferences or workshops (where teachers and/or scholars Present the outcomes of their study and address educational problems	21	1
Present the outcomes of their study and address educational problems	20	2
Online courses/workshops (e.g., on subject matter or approaches and/or other subjects related to education)	21	1
Person or collective research on a subject you are professionally interested in	20	2

As part of a structured school agreement, mentoring and/or peer observation and coaching	21	1

Did you engage in any of the following forms of activities in professional development?
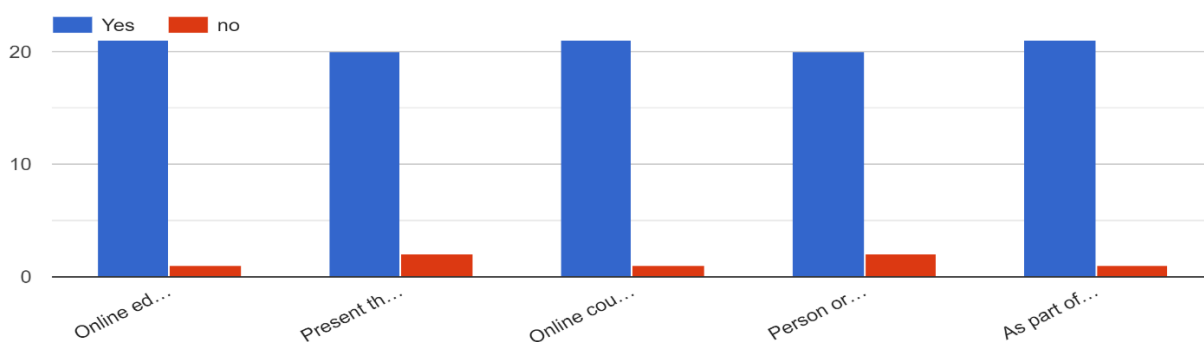
Most of the teachers engaged themselves in online activities for professional development and most of the teachers said yes that they had attended any conference of presented any paper. Even they said yes on developing evs tools online for students. Some of them even marked yes on taking online courses to enhance their teaching skills.

Table 2:

please answer the following questions					
	Strongly agree	agree	neutral	disagree	Strongly disagree
To perform your online lectures, you have ample computer knowledge and IT skills	12	6	4		
Do you prefer to have online lecture training?	2	5	5	2	8
Do you prefer to have an online lecture content planning training/guideline?	6	5	6	3	2
Offer proper breaks during online sessions so that the students can have the time to think about the subject and frame their questions as doubts.	10	4	6		2

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
When delivering seminars, online instruments are easy to use.	8	3	9	2	
Flexible hours in which online lectures are held	7	4	8	2	
Experience gained while delivering online lectures	6	4	8	2	2
Online lectures are more effective than traditional/live lectures in the classroom	6	4	6	3	3
Lack of interaction with students directly	10	2	5	3	1
learners ask questions and clear their doubts in the class.	8	3	10		1

please answer the following questions
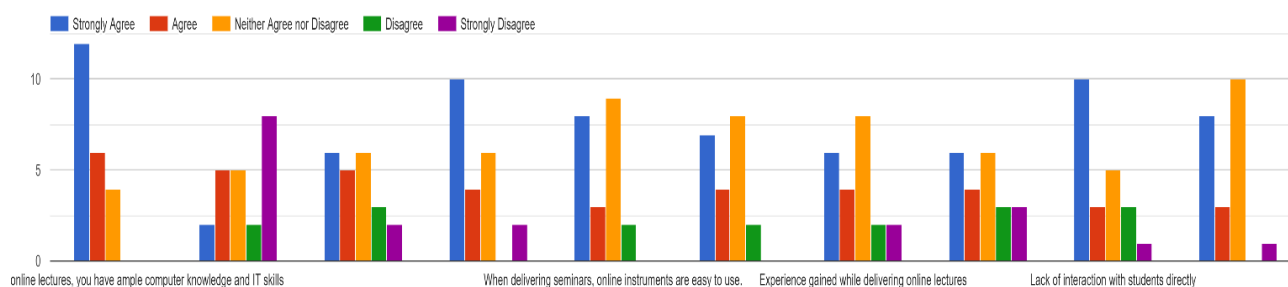
CONCLUSION

- Dominant parts of educators believed that staff may be better propelled just on the off chance that they can be persuaded that the online strategy for instructing has more benefits, particularly during the lockdown time frame.
- In addition, self-inspiration can likewise work, and this will happen step by step.
- Brilliant area information, capable PC information, relational abilities, lucidity of articulation, genuinely interface with the understudies and other important abilities to manage the requests of the online stages and the capacity to determine little issues during

and after the online classes are found as internet encouraging abilities and methods expected to educate through online mode in this pandemic.

- Virtual study hall experience, tolerance, compassion, care for understudies, magnificent introduction expertise with tending to the place of a given point, legitimate treatment of educating learning instruments accessible with easy-to-understand highlights were the extra abilities found to oversee internet instructing measure.

- One training staff depicted that "there is a requirement for bringing dramatic abilities into instructing on the web."

- Study materials for reference, computerized study materials, for example, free admittance to digital books and e-diaries, open instructive assets, information bases, institutional just as close to home web associations, Wi-fi, admittance to a free record on Zoom and Google Meet are found as the assets accessible with the instructors of University.

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