

EDITORIAL

Due to the drastic effects of Covid 19 pandemic in past two years, the attention has shifted from offline to online teaching and learning. Schools are searching for multifaceted, activity-based, integrated and flexible learning processes. The Government introduced the New Education Policy 2020 is an attempt to make education equitable, inclusive and qualitative in all streams. NEP 2020 visualizes a transformed India, aiming at the holistic development of children. The policy aims at equipping students with analysis, critical thinking and higher level comprehension. The present issue of the Journal captures some grave issues of this transforming Indian education scenario in its research papers.

Subarna Sarker, Md. Fajlay Rabbi and Marzia Khatan Smita in their qualitative research design attempted to trace the effects of online classes on 50 university students selected out of 500 students studying in public universities of Bangladesh. This study also attempted to find out the difficulties faced in online classes. Semi-structured questionnaires and interviews over phone were used as tools to collect data. Due to the lack of network facilities in their villages, most students attended online classes through their mobile phones in the nearest town or metropolitan area. Many students from rural areas did not have mobile phones or laptops for online classes. After attending online classes, most students complained of neck pain, ear pain, shoulder pain, blurry vision, etc. They did not enjoy attending online classes and found it difficult to learn online as compared to traditional learning. The study recommended that the Government of Bangladesh should offer adequate and strong networking access and device support to the students of all classes and races to make online classes effective and sustainable and to confront the challenges faced during the pandemic period.

Jayrome Lleba Nunez, Alvin Lacson Barnachea, Louie Petere Gula, Jover Balangaio Jabagat, Jomar Mercado Urbano in their study, looked at the standpoint of 2,274 Filipino students of different tiers of education (high school, collegiate, graduate) on going back to regular face-to-face schooling from different major island groups of the Philippines (Luzon, Visayas, Mindanao). The study used a mixed method of descriptive statistics and thematic analysis to present the subjects' quantitative data and qualitative responses consecutively. Most respondents favored going back to the physical classroom, and only few favored the distance mode. In the qualitative analysis, the recurring reasons of the students varied from personal, economic, and fear of getting the virus. It was concluded that a sizeable amount of Filipino students preferred hybrid, while a few preferred to stay in online or distance mode. The Covid 19 protocol would have to be observed when students reverted to the physical mode.

In their descriptive study, Mohammad Omar Al-Momani and Insaf George Alrabadi aimed to identify the level of cognitive competencies of 210 secondary school teachers (male and female) in Jordan from the teachers' point of view (by using the questionnaire) and their relationship to gender and educational qualification variables. The study concluded that the level of cognitive competencies for secondary school teachers in Jordan was high, as the percentage of response to it reached 76.4%. The results also showed that there were no statistically significant differences in the cognitive competencies according to the gender variable (males/ females) in addition to the presence of statistically significant differences in the cognitive competencies of teachers according to the educational qualification variable and in favor of

graduate degree holders (Master degree and Ph.D.).

Kiranjit Kaur and Madhavi Goyal examined the impulsiveness in relation to the environmental ethics of 100 secondary school students of Chandigarh. Data was collected through the descriptive survey method and analyzed by using mean, standard deviation, t-test and Pearson's coefficient of correlation (r). The findings of the study revealed that no significant relationship exists between impulsiveness and environmental ethics of secondary school students. The study recommended that stakeholders in education needed to identify and understand the psychological needs of adolescents.

Louie Gula, Joan Marian Bonganciso, Ma. Cristina Senoran, Shiella Mae Gorge, Kevin Sumayang researched the factors that hinder the students of Visayas State University, Philippines in learning Integrated Art Education. For the study, researchers applied descriptive approach and a fifteen closed-ended questions' questionnaires. The study discovered that the students learned more when they felt they belonged to a certain group. Interest in a subject also matters in that the more the student is interested in a particular subject the more the student learns from the material. Parent support also impacts the student's state of learning, where the parent can encourage the student to pursue a particular subject. Therefore, personal interest in a subject must be given attention and managed properly.

In his study, Praveen found out that ICT is an important component in improving the effectiveness and innovativeness in teaching. There are various ways through which the teaching-learning process can be effectively conducted through the judicious use of ICT. The objectives of this research paper were to study the need and importance of ICT in the teaching training process and to study the perception of Teacher Educators about using various techniques to integrate ICT in the teaching-learning process. The study was conducted on 50 Teacher Educators from 10 B.Ed. Colleges from Haryana. Close-ended and open-ended Questionnaires were the tools of the study. The findings indicated that ICT integration and its various forms were very beneficial for improving the quality and innovativeness in teacher training education.